

National Learning Priorities: Volunteer Development For the Next Generation

Knowledge and Skill Rubric and Syllabus
December, 2008

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National Learning Priorities



**National 4-H Learning Priorities
Volunteer Development for the Next Generation
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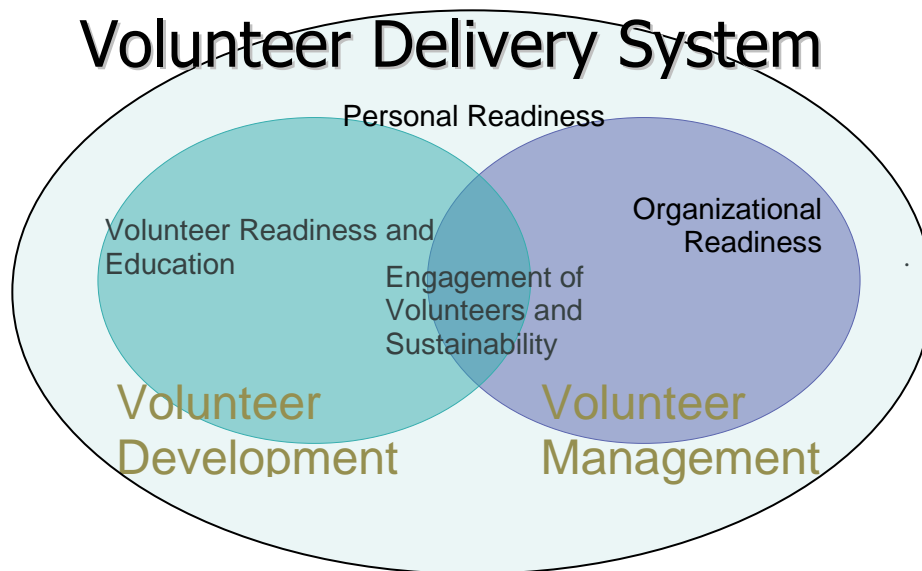
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4-H National Learning Priority Team Volunteer Development for the Next Generation Background and Overview

The focus of volunteerism for the 4-H Youth Development profession is the building and maintaining of volunteer management systems for the delivery of youth development programs. This is according to the 4-H Professional Research, Knowledge and Competencies Study 2004; New Foundations of 4-H Youth Development Profession posted at National 4-H Headquarters http://www.national4-hheadquarters.gov/library/4-Hprkc_study_010605.pdf. (4-H PRKC)

Building individual competencies for volunteerism in paid staff will lead to increased organizational capability to achieve our mission and ultimately for community capacity to grow, support and sustain 4-H youth development clubs, groups and programs.

A key priority is helping staff create and maintain effective local volunteer delivery systems for their 4-H programs. A volunteer delivery system includes both volunteer development and volunteer management. Creating systems and models for engaging volunteers in 4-H will help 4-H professionals deliver positive youth development programs that meet the needs and interests of young people and reinforce the image that 4-H is an appealing and relevant organization for today's youth and volunteers.



Vision for Volunteer Development for the Next Generation:

Extension 4-H Youth Development staff throughout the nation will implement consistent high quality volunteer programs that develop a highly educated, empowered, and diverse volunteer work force that is recognized by stakeholders and the organizational system for the positive impact they have upon youth.

Mission for Volunteer Development for the Next Generation:

To increase competencies in volunteer development, volunteer management, and volunteer delivery systems through education for 4-H youth development staff nationwide.

Assumptions:

- We are committed to model the behavior and principles we teach in volunteer development and management. We must engage volunteers in all areas of 4-H work.
- Adult learning theory is crucial to effective staff and volunteer learning and engagement.
- A comprehensive volunteer delivery system must be in place for all effective 4-H programs.

Definitions:

- **Volunteer Delivery System:** A volunteer delivery system is a unified, orderly process for coordinating and overseeing the work of volunteers and their partnership with staff at all levels of the county program. It is a comprehensive infrastructure that links the processes to put all aspects of staffing together. This system includes:
 - operating within an organizational structure and guidelines
 - defining relationships and clarifying roles for paid and volunteer staff
 - assuring availability of resources to support the system
 - identifying lines of authority and span of control
 - securing personnel to fill roles
 - providing orientation and training for staff
 - assuring oversight, support, evaluation and recognition for volunteers
 - providing for the evaluation and renewal of the system
 - documenting processes and accomplishments of the system
- **Volunteer Development:** Educating and empowering volunteers to assume or accept service or leadership roles. Improving and building volunteer knowledge and competencies.
- **Volunteer Management:** Organizational operation oversight for the utilization of volunteers to achieve organizational goals by individuals who manage and control programs, resources and inputs.

Volunteerism Topics and Components:

Five topics were identified through the 4-H PRKC. Each topic had two to four components. Two additional topics were added for a total of seven topics.

Developing and Implementing an Infrastructure to Support a Volunteer Delivery System*

Personal Readiness

- Sharing a philosophy of volunteerism
- Identifying trends in volunteerism
- Advocating for volunteerism

Organizational Readiness

- Creating a climate for volunteerism
- Identifying volunteer needs
- Developing volunteer positions

Engagement of Volunteers

- Recruiting volunteers
- Selecting volunteers

Education of Volunteers

- Orienting volunteers
- Educating volunteers based on Volunteer Research Knowledge and Competencies (VRKC)
- Utilizing adult development and learning theory
- Managing risk for volunteer delivery systems*

Sustainability of volunteer efforts

- Supervising and coaching volunteers
- Managing performance of volunteers
- Recognizing volunteers
- Evaluating volunteer efforts

Review and Analysis of Volunteer Delivery System*

*Added to the components based on discussion with external volunteer consultants at the Points of Light Conference in Philadelphia in June 2007.

Primary Resources Utilized In the Rubric:

- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005) Michigan State University Extension.
- *The Community Toolbox.* http://ctb.ku.edu/tools_toc.htm
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/> *
- McCurley, S. and Lynch R. (1996) *Volunteer Management.* IL. Heritage Arts Publishing.
- *TAXI* (1994) National 4-H Council (currently out of print)
- *Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.* (1997) University of Illinois Extension
- Connors, T. (Ed). *The Volunteer Management Handbook* (1995) NY. John Wiley & Sons

* Based on recommendations and review, this resource would be used throughout the implementation of the rubric.

Anticipated Delivery Methods:

On-line – synchronous and asynchronous learning

Self-study

Face-to-face

Mentor and Coaching

Cohort groups for colleagues of all knowledge and skill levels. This can be especially important for new colleagues.

Instructors:

Instructors will include professionals from the anticipated National 4-H Academy, Volunteer Development Specialists within the National Extension System and external consultants/trainers from the profession of volunteerism.

Self Assessment:

In order to effectively take advantage of the volunteerism modules, paid staff will complete the *Self-Assessment for Volunteer Development for the Next Generation.* This will determine current levels of knowledge and skills and support the development of plans to complete the essential learning appropriate for their specific position and local expectations. Paid staff will identify goals and develop their personal professional development plan. The self assessment is located in the Appendix.

This Rubric and Syllabus has a planned update on resources after recommendations of the National Learning Priorities Team on Volunteer Development for the Next Generation have been fully implemented.

Need for Professional Development in Volunteerism

4-H Youth Development programs are delivered primarily through volunteers. Over 440,100 adult and 97,700 youth volunteer for 4-H (2005 statistics National 4-H Headquarters). It is the role of paid staff to develop and manage a system where volunteers guide and support youth. As new programs emerge, they are generally designed to be led by volunteers. 4-H Youth Development provides volunteers with opportunities for personal growth and satisfaction. Approximately 3,066 paid staff¹ support the work of the volunteers in program delivery. At this time, no national comprehensive consistent professional development training is available for paid 4-H staff.

Providing quality professional development is critical for 4-H educators to provide quality and effective youth development programs through volunteers. A 4-H Professional Development Logic Model (http://www.national4-hheadquarters.gov/comm/PD_Logic_Model_06.pdf) guides the work. A set of 4-H professional development outcomes (http://www.national4-hheadquarters.gov/comm/PD_Outcomes.pdf) links professional development to impact: Young people experience positive outcomes because 4-H youth development professionals reflect quality, distinction and leadership in the field of youth development.

According to the Urban Institute, 2004, "Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report." Washington DC.

"Devoting Substantial Staff Time Spent on Volunteer Management is a Best Practice. The percentage of time a paid staff volunteer coordinator devotes to volunteer management is positively related to the capacity of organizations to take on additional volunteers. The best prepared and most effective volunteer programs are those with paid staff members who dedicate a substantial portion of their time to management of volunteers. This study demonstrated that, as staff time spent on volunteer management increased, adoption of volunteer management practices increased as well. Moreover, investments in volunteer management and benefits derived from volunteers feed on each other, with investments bringing benefits and these benefits justify greater investments."

The study also found that staff time devoted to volunteer development is low and best practices in volunteer development and management practices are not fully implemented. This study demonstrates the need for Extension staff to be fully equipped to adopt best practices in implementing a comprehensive volunteer delivery system to insure that effective positive youth development programs are in place. It is critical that staff take the time to gain the skills and to fully implement the system at the local level.

The goal for the National Learning Priority Team on Volunteer Development for the Next Generation is to develop a teaching and learning resource that will meet several important needs of the national 4-H system:

- Provide learning and practice opportunities that will bring paid staff to the practitioner level.
- Provide coordinated education in volunteer delivery systems, volunteer development and volunteer management that is consistent in scope and depth across the country.
- Provide opportunities for learning and practice through a variety of delivery methods.
- Provide customized content for individual 4-H staff professional development plans through the use of a self assessment tool.

¹ Astroth, Kirk. *Understanding the 4-H Workforce Executive Summary* (2006) <http://www.national4-hheadquarters.gov/library/StaffingSummaryExec07.pdf>

The Charge and Outcomes of the National Learning Priorities Team on Volunteerism

The charge to the National Learning Priority Team on Volunteer Development for the Next Generation was to develop and organize educational content for professional development in volunteerism. The overall outcome is 4-H professionals who will enhance program quality, which leads to positive outcomes for young people and improves the long-term success of 4-H programs. The team created a comprehensive staff development framework for volunteer development, volunteer management and volunteer delivery systems that will increase the competencies of 4-H youth development staff across the nation.

The team began the work in February 2007. They include: Sue Pleskac, WI; Sheri Seibold, IL; Christy Barkley, PA; Ken Culp III, KY; Jana Ferris, WA; Janet Fox, LA; Sue Phillely, ID; Ryan Schmiesing, OH; Doug Swanson, NE; Dan Tabler, MD. Christy Barkley and Ryan Schmiesing resigned due to professional commitments. Patrick Nestor, West Virginia University, joined the group shortly thereafter. Doug Swanson was an original co-chair of the team. Work was completed through regular teleconferences and one face-to-face meeting in November 2007.

The final document was peer reviewed by Julie Chapin, MI; Harriet Edwards, NC; Steve McKinley, IN.

Team outcomes included:

- The Volunteer Development Learning Priority Team reviewed the 4-H Professional Research, Knowledge and Competencies Taxonomy 2004 (PRKC) as it began its task to develop a professional development plan and model for 4-H Youth Development staff. The group adopted the Volunteerism Domain from PRKC as its basic framework. Additionally, the team decided to add a component related to creating a training module that helps staff to create and support an overall infrastructure of a volunteer delivery system within their program.
- The team defined the focus of its work. The subject matter is skill development needed by staff to implement and teach volunteer development, volunteer management and volunteer delivery systems. While educating volunteers is a critical component of the entire system, the primary role of the team is not developing volunteer training materials.
- Team members conducted a comprehensive curriculum and literature review for research and best practices which address basic components of volunteer development, volunteer management and volunteer delivery systems.
- A subcommittee of the team met with external volunteer trainers and consultants at the **2007 Points of Light Conference** in Philadelphia, PA in July. The subcommittee attended sessions taught by these trainers and consultants to add investigation of current research and best practice programs.
- The team reviewed a commercial volunteer development educational package, *Everyone Ready* published by Energize Inc.
- Team members created a knowledge and skills rubric with three staffing levels based on volunteer management, volunteer development and volunteer delivery systems concepts. The rubric included topics for staff development, objectives and outcomes. A Resource Addendum was identified. The levels include:
 - Novice: Professional that is at the level of awareness and understanding of concepts and practices (Knowledge and Skill Development)
 - Practitioner: Professional that is engaged in the application of concepts and best practices. (Application of Principles)
 - Expert: Professional that is engaged in best practices and sustains an effective volunteer delivery system (Application and Synthesis)
- Team members developed a Logic Model for National Learning Priorities Volunteer Development for the Next Generation.
- Team members completed a gap analysis on the Volunteer Rubric and the *Everyone Ready* curriculum.
- Team members reviewed existing and out-of-print volunteerism materials, including TAXI.
- Team members developed a self assessment for professionals to guide their personal professional development plans.

National Learning Priorities Team Volunteer Development for the Next Generation Recommendations

1. Curriculum and educational programs require purchase, adaptation, and development to meet the outcomes identified in the Volunteer Development rubric and syllabus.
 - a. Purchase *Everyone Ready* at the highest level to provide baseline volunteer development education to staff nationwide. Champions Plus level at \$36,000
 - A gap analysis of *Everyone Ready* content correlated with the volunteer development rubric. Deliverable winter 2008.
 - Purchase time for team members to brand the *Everyone Ready* materials and include institutional connection (add logo, and instructions to supportive materials that will surround the *Everyone Ready* curriculum/resource). Customize the materials for Extension and 4-H use. Deliverable fall 08 for pilot.
 - Purchase time from team members to develop the curriculum needed from the gaps identified in the *Everyone Ready* materials. This would include an update and revision of TAXI and possibly others. Deliverable fall 2009.
 - Develop additional educational models to insure rubric is fully implemented. Deliverable 2010.
 - Identify logistics of implementation, link to institute/academy, and accountability plan to the state and organization. Deliverable as an ongoing outcome.
 - b. Develop resources and curriculum/education for supporting a volunteer development system at the local level. It will require buyout of one or two qualified persons that may or may not be on this team. Deliverable pilot in Fall 09 and final in Fall 2010
 - c. Support the development of educational materials that support VRKC which is critical to the rubric and syllabus. Deliverable Fall 09 with team to be determined in cooperation with Ken Culp III, Renee McKee, and Patrick Nestor
 - d. Review and develop resources and curriculum/education for recruiting and supporting a diverse volunteer staff. This may need connections with the other learning priorities teams.
2. The Steering Committee should create a system of marketing benefits for participation. Audience includes participants, administrators, and other stakeholders.
3. The steering committee should add “Embrace adult learning theory” to the guiding principles.
4. The work of the National Learning Priority Volunteer Development for the Next Generation must be tied to the National Framework for 4-H Volunteerism.
5. The work of the National Learning Priority Volunteer Development for the Next Generation will be rolled out and an integral part of the National Extension Conference on Volunteerism in April, 2009.

National 4-H Learning Priority Team Volunteer Development for the Next Generation Rubric and Syllabus by Topics

Topic 1: Developing and Implementing an Infrastructure to Support a Volunteer Delivery System

Overview

A volunteer delivery system is a unified, orderly process for coordinating and overseeing the work of volunteers and their partnership with staff at all levels of the program. It is a comprehensive infrastructure that links the processes to put all aspects of staffing together. This system includes:

- the organizational structure and operating guidelines
- defining relationships and clarifying roles for paid and volunteer staff
- assuring availability of resources to support the system
- identifying lines of authority and span of control
- securing personnel to fill roles and providing orientation and training for staff
- assuring oversight, support, evaluation and recognition for volunteers
- providing for the evaluation and renewal of the system
- documenting processes and accomplishments of the system

Resources

- Connors, T. (Ed). (1995). *The Volunteer Management Handbook*. NY. Wiley and Sons.
- Ellis, S. (1996). *From the Top Down: The Executive Role in Volunteer Program Success*. Energize Inc.
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- McCurley, S, and Lynch, R. (1996). *Volunteer Management*. IL. Heritage Arts Publishing.
- TAXI (1994) National 4-H Council (currently out of print).
- National 4-H Headquarters; *4-H Professional Research, Knowledge and Competencies Study 2004; New Foundations for the 4-H Youth Development Profession*. http://www.national4-hheadquarters.gov/library/4-Hprkc_study_010605.pdf

Novice Level

Infrastructure to Support a Volunteer Delivery System	
Specific Learning Outcomes	Reading and Learning Activities
Define volunteerism and how volunteerism is critical to 4-H youth development programs.	Connors, T. (Ed.) <i>The Volunteer Management Handbook</i> Ellis, Susan. <i>From the Top Down: The Executive Role in Volunteer Program Success</i>
Describe the elements of an effective volunteer delivery system and their importance to local youth development programming.	Connors, T. (Ed.) <i>The Volunteer Management Handbook</i> Ellis, Susan. <i>From the Top Down: The Executive Role in Volunteer Program Success</i>
Assess current volunteer delivery system including specific elements of volunteer development and volunteer management.	TAXI. National 4-H Council. <i>Criteria for Evaluating a Volunteer Program. Red Taxi.</i>

Practitioner Level

Infrastructure to Support a Volunteer Delivery System	
Specific Learning Outcomes	Reading and Learning Activities
Develop strategies that build on strengths of the local volunteer delivery system and address the gaps in the system.	Connors, T. (Ed.) <i>The Volunteer Management Handbook</i> Ellis, Susan. <i>From the Top Down: The Executive Role in Volunteer Program Success</i>

Expert Level

Infrastructure to Support a Volunteer Delivery System	
Specific Learning Outcomes	Reading and Learning Activities
Model volunteer delivery systems are identified and shared.	

Topic 2: Personal Readiness

Topic Components:

Philosophy of Volunteerism
Trends in Volunteerism
Advocating for Volunteerism

Philosophy of Volunteerism:

Overview

- Develops and demonstrates personal philosophy of volunteerism in congruence with professional ethics
- Articulates a belief in the competence of volunteers
- Develops and/or supports an organizational philosophy of volunteerism

Resources

- *Achieving Success through Volunteers Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005) Michigan State University Extension. (Chapter 1)
- Ellis, S. & Campbell, K. (2005). *By The People: A History of Americans As Volunteers.* Energize Inc.
- Ellis, S. (1996). *From the Top Down: The Executive Role in Volunteer Program Success.* Energize Inc.
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- Graff, L. (2005). *Best of All: The Quick Reference Guide to Effective Volunteer Involvement.* Linda Graf and Associates. Chapter 1.
- Connors, T. (Ed). (1995). *The Volunteer Management Handbook.* NY. Wiley and Sons. Metaphors and Visions for the Voluntary Sector by Jon Van Til.
- Rutledge, James. (2008). *Getting Extension Professionals and Volunteers on the Same Page.* <http://www.uwex.edu/ces/4h/ncrvd/ref/StaffVolunteerConnection.cfm>

Novice Level

Philosophy of Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Describe the concept of volunteerism.	"Definitions and Principals of Volunteering" June 2005; information sheet; http://www.volunteeringaustralia.org/
Outline the history of volunteerism.	Ellis, S. & Campbell, K. <i>By The People: A History of Americans As Volunteers.</i> Chapters 1-10.
Describe who volunteers and for what motivations.	Meneghetti, M. M. "Motivating People to Volunteer Their Services." Chapter 2, <i>Volunteer Management Handbook</i> , ed Connors. <i>Everyone Ready.</i> Maintaining the motivation of Volunteers over the Long-Term. Nov. Yr 2
Explain roles volunteers do and could play in 4-H programs.	<i>Everyone Ready.</i> Planning for the Future? Assess Volunteer Engagement Today Aug Yr 3
Describe an effective 4-H volunteer delivery system.	Ellis, S. <i>Volunteer Management Audit.</i> Energize, Inc.

Practitioner Level

Philosophy of Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Articulate your personal philosophy of volunteer involvement.	Assignment on writing and exploring personal beliefs and practices
Develop, or reinforce and adopt a mission and vision statement of volunteer involvement for a local 4-H program.	Activity <i>Everyone Ready.</i> Policies that support volunteer involvement. Oct. Yr 3
Define the role of staff and volunteers	Rutledge, James. <i>Getting Volunteers and Staff on the Same Page.</i>

and their relationship in a local 4-H program.	http://www.uwex.edu/ces/4h/ncrvd/ref/StaffVolunteerConnection.cfm <i>Everyone Ready</i> . Expanding the vision for volunteer engagement. Nov. Yr 3 <i>Everyone Ready</i> . Bridging the Gap between Volunteers and Employees. Mar. Yr 3
Assess personal readiness in implementing a volunteer delivery system.	Volunteers Development for the Next Generation Self Assessment (Link to be added)

Expert Level

Philosophy of Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Engage stakeholders in the implementation of 4-H volunteerism.	
Engage in or lead systems change processes to insure the philosophy of 4-H volunteer programs is implemented with the intended impact.	<i>Everyone Ready</i> . The role of department heads and middle managers in supporting volunteers. Dec. Yr 1 <i>Everyone Ready</i> . Managing Change. Mar. Yr 3

Trends in Volunteerism

Overview

- Identifies and engages expanded, diverse audiences as both volunteers and recipients of volunteers' services
- Understands societal trends and adapts volunteer management strategies accordingly

Resources

- *Community Tool Box* University of Kansas. http://ctb.ku.edu/tools_toc.htm
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- Independent Sector. <http://www.independentsector.org/programs/research/qvresources.html>
- TAXI (1994) National 4-H Council. (Currently out of print). Yellow TAXI.
- *Volunteering in America*. Corporation for National and Community Service. <http://www.nationalservice.gov/about/volunteering/index.asp>
- *Volunteering Reinvented: Human Capital Solution for the Nonprofit Sector*. (2007). Corporation for National and Community Service. http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf

Novice Level

Trends in Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Identify current trends in volunteerism.	<i>Everyone Ready</i> . Cutting-edge Trends and Issues in Volunteerism...and Why They Matter. Sept Yr 1 and Sept Yr 3
Identify potential audiences, reflecting trends, to fill new and current roles.	<i>Everyone Ready</i> . Planning for the Future. Aug. Yr 3

Practitioner Level

Trends in Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Develop a plan to incorporate trends into current volunteer program.	<i>Community Toolbox</i> , www.ctb.ku.edu Chapters 8-12
Understand how broad societal trends relate to local trends.	
Identify who volunteers in the local program and identify trends in their service (length of time, roles, etc)	Examination of local facts and figures

Expert Level

Trends in Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Engage the volunteer delivery system in implementing a plan that incorporates trends.	<i>Community Toolbox</i> . Arranging for Community Mobilizers, http://ctb.ku.edu/en/promisingapproach/tools_bp_6.htm

Advocating for Volunteerism:

Overview

- Knows role of organizational volunteers and communicates benefits to community, organization, and individuals
- Identifies and nurtures staff/volunteer teams to manage change
- Educates peers and co-workers on the value of volunteerism

Resources

- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs*. (2005) Michigan State University Extension. Introduction and Chapter 1.
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- Hawthorne, N. (1997) *Building Better Relationships with Volunteers*.
- Pleskac, S. *Cycle of Volunteer Administration*. University of Wisconsin-Extension. <http://www.uwex.edu/ces/4h/resources/mgt/documents/CycleVolunteerStaffing.doc>
- *4-H 101*. National 4-H Council. <http://www.national4-hheadquarters.gov/library/4H101.pdf> Section 4: Involving Volunteers.
- *TAXI* (1994) National 4-H Council (currently out of print). Purple TAXI, Blue TAXI.
- Pleskac, S. *What are Your Volunteer Program Needs?* University of Wisconsin-Extension. <http://www.uwex.edu/ces/4h/resources/mgt/documents/WhatAreYourVolProgNeeds.doc>
- Stallings, B. (2005) "The Board's Role in Leading and Supervising the Volunteer Program", 55 Minute Training Lessons; Energize, Inc.

Novice Level

Advocating for Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Identify the roles volunteers fill in the organization.	<i>Everyone Ready</i> . The Role of Department Heads and Middle Managers in Supporting Volunteers. Dec Yr 1 <i>Everyone Ready</i> . Managing Change (and Dealing with Resistance to It!) July Yr 2
Identify the impact volunteers have in the 4-H program.	<i>Everyone Ready</i> . Demonstrating Impact of Volunteer Involvement. March Yr 1

Practitioner Level

Advocating for Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Educate staff, supervisors, and volunteers on the value of volunteerism to the 4-H organization.	Stallings, B. (2005) "The Board's Role in Leading and Supervising the Volunteer Program", 55 Minute Training Lessons; Energize, Inc.

Expert Level

Advocating for Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Participate in efforts outside the local program to advocate for 4-H volunteer delivery systems as a vital part of paid staff roles.	<i>Community Toolbox</i> . www.ctb.ku.edu Principles of Advocacy Chapter 30

Topic 3: Organizational Readiness

Topic Components:

- Creating a Climate for Volunteerism
- Identifying Volunteer Needs
- Developing Volunteer Positions

Creating a Climate for Volunteerism:

Overview

- Creates and supports a positive environment for volunteerism
- Develops and supports staffing structures that align and support meaningful roles for volunteers

Resources

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.* (1997) University of Illinois Extension. Step 10.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005). Michigan State University Extension. Chapter 1.
- Cihlar, C. (2004) *A Friendly Atmosphere for Your Volunteers.* Office of Planning, Research, and Evaluation. Points of Light Foundation.
- Connors, T. (Ed). (1995). *The Volunteer Management Handbook.* NY. Wiley and Sons. Chapter 1 - Metaphors and Visions for the Voluntary Sector by Jon Van Til and Chapter 3 Preparing the Organization for Volunteers by Jeffrey Brudney.
- *Creating a Welcoming Environment for New Volunteers.* Corporation for National and Community Service. http://www.nationalserviceresources.org/epicenter/practices/index.php?ep_action=view&ep_id=937
- *Evaluating your Organization's Volunteer Climate.* Corporation for National and Community Service. http://www.nationalserviceresources.org/epicenter/practices/index.php?ep_action=view&ep_id=936.
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- Ellis, Susan and Campbell K. (2005). *By The People: A History of Americans As Volunteers.* Energize Inc.
- Ellis, Susan. (1996). *From the Top Down: The Executive Role in Volunteer Program Success.* Energize Inc.
- Graff, L. (2005). *Best of All: The Quick Reference Guide to Effective Volunteer Involvement.* Linda Graf and Associates. Chapter 1.
- Huff, Paula. (2003), *Founder's Syndrome and 4-H Leaders Organizations.* University of Wisconsin-Extension Department of Youth Development Paper. <http://www.uwex.edu/ces/4h/departement/viewdocument.cfm?item=ACF4F9F%2Epdf>
- McCurley, S. & Lynch, R. (1996) *Volunteer Management.* IL. Heritage Arts Publishing. Chapter 3.
- TAXI (1994) National 4-H Council (currently out of print). Red TAXI, Purple TAXI.

Novice Level

Creating a Climate for Volunteerism	Reading and Learning Activities
Specific Learning Outcomes	Reading and Learning Activities
Define the purpose, goals, and objectives of the volunteer delivery system.	<i>Everyone Ready.</i> Focus on the Volunteer Program Manager: A Task Analysis of the Role and its Significant Issues. Oct. Yr 1 <i>Everyone Ready.</i> Building and Sustaining Strong Volunteer Leadership. Jan Yr 2 <i>Everyone Ready.</i> Formulating Organizational Policies that Support Volunteer Involvement: A Guide for an Organizational Leadership. Oct. Yr 3 <i>Everyone Ready.</i> The Power of Integrating Volunteers Throughout the Organization. May Yr 3 <i>Everyone Ready.</i> Budgeting for a Volunteer Program: Money Well Planned and Well Spent. Feb. Yr 3 Review organization policies, procedures and structure.
Explain the contribution of volunteer efforts in the program.	Write a brief statement that defines the contributions of volunteer efforts to your program.

Identify strategies for creating an environment that is welcoming and engaging for prospective volunteers.	Develop a checklist of strategies that may be implemented to create a welcoming environment. Share this with new and experienced volunteer and paid staff. Let them use the checklist to evaluate your situation. Review Huff paper on Founders Syndrome. TAXI, Red TAXI
Identify the dominant culture(s) of the organizations and describe the characteristics of dominant culture.	Utilize the System Renewal Worksheet on Organizational Culture from the <i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Programs</i> , University of Illinois Extension. Step 10 – Review Volunteer Staffing Plan.
Identify the level of cultural competency of staff and volunteers.	(See Expanded Audiences National Learning Priority Team for resources.)
Identify roles and responsibilities of paid staff and volunteers.	Develop a chart that outlines the roles and responsibilities of paid and volunteer staff. Share with both for feedback. Review Volunteer Code of Conduct. TAXI, Red TAXI

Practitioner Level

Creating a Climate for Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Implement an organized and purposeful entry for volunteers in the program.	Interview new volunteers who have joined your organization for ideas and suggestions. Use these ideas to create an entry plan. Develop and utilize an organizational volunteer handbook.
Create and maintain a work space for volunteers that are technologically current, appropriately supplied and projects an engaging atmosphere.	Develop a volunteer work space. Work with volunteers for input into the development of the space and to evaluate the space.
Assign individual(s) responsible for initial greeting of volunteers	
Employ strategies to improve cultural competencies of volunteers.	
Establish clear communication of organizational messages and materials which demonstrates ability to adjust for cultural implications.	
Employ strategies to ensure inclusion and feedback of/from volunteers.	Collect feedback forms/tools from a variety of sources and use those to create your own list of feedback strategies.

Expert Level

Creating a Climate for Volunteerism	
Specific Learning Outcomes	Reading and Learning Activities
Assess staff attitudes; with staff, create support of volunteer delivery system.	<i>Everyone Ready</i> YR 2 Nov. It takes Two to Tango TAXI, Red Taxi: Identifying Needs Within the Program
Clearly articulate volunteer efforts and contributions to the organization.	Provide examples of correspondence or media releases that you have created to share organization's volunteer efforts and contributions with stakeholders, funders, donors, or clientele.
Survey/involve volunteers to determine perception of environment as it relates to volunteers.	
Review and address cultural implications for organizational readiness (consult with Expanding Outreach to New Audiences National Learning Priority Team)	Consult with Expanding Outreach to New Audiences National Learning Priority Team.

Insure channels of communication are clear and open to all volunteers and staff.	Review the Communications Tool in <i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in Local 4-H Youth Programs</i> , University of Illinois Extension. Step 10 – Review Volunteer Staffing Plan – worksheets on Communication.
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Identify Volunteer Needs:

Overview

- Develops and conducts community needs and assets assessments.
- Develops and conducts organizational needs and assets assessments.

Resources:

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program*. (1997) University of Illinois Extension. Step 1 and Step 2.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs*. (2005) Michigan State University Extension. Program and Organization Needs Assessment.
- *The Community Toolbox*. http://ctb.ku.edu/tools_toc.htm. Chapter 3.
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- TAXI (1994) National 4-H Youth Development Program, National 4-H Council, Washington D.C. Identifying Needs within the Program and Identifying Needs-Based Roles for Volunteers. *Red TAXI*. What is Volunteer Management, Creating the Vision, Supporting the Vision with a Plan. *Blue TAXI*.
- Pleskac, S. *What Are Your Volunteer Programming Needs?* University of Wisconsin-Extension. http://www.uwex.edu/ces/4h/resources/mgt/documents/WhatAreYour_VolProgNeeds.doc

Novice Level

Identifying Volunteer Needs	
Specific Learning Outcomes	Reading and Learning Activities
Utilize assessment tools to identify areas of programming and current and needed volunteer roles (episodic, short-term, long-term, and virtual volunteer roles). Consider current issues such as generational differences.	Utilize a community and a program needs assessment tool for your community and program. (IL, MI, TAXI, WI materials) Summarize the results. <i>Everyone Ready</i> . Pitfalls and Obstacles to Volunteer Involvement June Yr 2
Identify current volunteer roles in the 4-H program.	Create list of current volunteer roles in program. Consider samples from Kentucky, New Jersey, Illinois and North Carolina.
List potential volunteer roles for expansion of program.	Create list of potential volunteers for program.

Practitioner Level

Identifying Volunteer Needs	
Specific Learning Outcomes	Reading and Learning Activities
Develop and implement a staffing plan for expanding volunteer positions within the local program based on results from needs assessment tool.	Create and implement a staffing plan to include several new volunteer roles. Follow-up 6 months later or at end of year to see what was accomplished.
Develop and implement a recruitment plan for new volunteers.	Create and implement a recruitment plan for the specific new volunteer roles identified. Follow-up to collect information on parts of plan utilized.

Expert Level

Identifying Volunteer Needs	
Specific Learning Outcomes	Reading and Learning Activities
Establish and implement a multi-year volunteer staffing plan for expanding volunteer roles in program with phase-in benchmarks.	Create and implement a multi-year staff plan. Include phase-in benchmarks and a timeline.
Engage key players to help clarify your volunteer staffing plan and to sell it to stakeholders.	Identify 2-6 key leaders to help sell your volunteer staffing plan to clientele, volunteers, funders, and stakeholders. Document results of their efforts.
Develop and utilize tools for volunteer delivery system renewal.	Create/modify a tool to help assess volunteer delivery system renewal for your program. <i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Programs</i> , University of Illinois Extension. Step 10 – Review Volunteer Staffing Plan – includes tools and worksheets.

Developing Volunteer Role or Position Descriptions:

Overview

- Identifies potential volunteer roles and responsibilities
- Develops written volunteer role or position descriptions

Resources:

- 4-H Community Club Central Website. University of Wisconsin-Extension. <http://www.uwex.edu/ces/4h/clubs/volunteers.cfm>
- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program*. (1997) University of Illinois Extension. Step 3.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs*. (2005) Michigan State University Extension. Chapter 1.
- *Building Leadership and Skills Together (BLAST)*. (1992) Ohio Extension University Extension. Module 2.
- Ellis, S. (1994). *The Volunteer Recruitment Book*. Energize, Inc. A Fresh Look at Volunteer Design.
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- McCurley, S. and Lynch R. (1996) *Volunteer Management: Mobilizing all the Resources of the Community*. IL. Heritage Arts Publishing. Chapter 4.
- McDuff, Nancy. (1993). *Volunteer Recruiting and Retention*. MBA Publishing. Chapter 6 - Job Descriptions.
- Points of Light Foundation, www.pointsoflight.org Fact sheet: *Designing Effective Volunteer Positions*.
- *Staff Screening Tool Kit: Building a Strong Foundation Through Careful Staffing*, Nonprofit Risk Management Center. 1998. Chapter 3.
- University of Illinois Extension – 4-H Youth Development – Volunteer Role Descriptions www.4-h.uiuc.edu/staff/roledesc/index.html.

Novice Level

Developing Volunteer Role or Position Descriptions	
Specific Learning Outcomes	Reading and Learning Activities
Identify reasons to utilize volunteer role descriptions and prepare a short list of the benefits of role descriptions.	Read IL, McCurley, MI, OH, TAXI materials on volunteer role descriptions. <i>Everyone Ready</i> . Designing Work for Today's Volunteers. Sept. Yr 2. <i>Everyone Ready</i> . Staffing a Volunteer Program. Dec. Y3.
Identify components of a role description, create format for such a role description.	Identify the format for creating volunteer role descriptions. Critique samples in preparation to creating your own.
Create written role descriptions for several volunteer positions.	Write and utilize several role descriptions.

Practitioner Level

Developing Volunteer Role or Position Descriptions	
Specific Learning Outcomes	Reading and Learning Activities
Create written role descriptions for all volunteer positions.	Develop role descriptions for all volunteer roles in the program.
Create and utilize role descriptions in the recruitment, placement, and orientation of volunteers.	Develop a plan to utilize the created role descriptions in the recruitment, placement, and orientation of volunteers in your new roles.
Negotiate and collaborate the content of role descriptions with volunteers.	Negotiate the content of the role descriptions as you place new volunteers.

Expert Level

Developing Volunteer Role or Position Descriptions	
Specific Learning Outcomes	Reading and Learning Activities
Involve volunteers, committee chairs, and other key leadership people in developing and/or updating written role descriptions for all volunteer positions.	Identify a list of volunteers, committee chairs, or key leaders that can assist with developing volunteer positions.
Utilize volunteer role descriptions throughout the volunteer delivery system including training, support, and evaluation of volunteers.	Develop a plan to utilize the role descriptions throughout the entire volunteer delivery system including training, support, and evaluation of volunteers. Share results later.

Topic 4: Engagement of Volunteers

Topic Components:
 Recruiting Volunteers
 Selecting Volunteers

Recruiting Volunteers

Overview

- Understands fundamentals of human motivation as related to volunteerism
- Understands and implements multiple recruitment strategies based upon position responsibility and community demographics
- Communicates available positions to the community
- Knows and communicates roles and responsibilities for episodic, short-term, long-term, and virtual volunteer commitments
- Promotes different levels of responsibilities for volunteers
- Develops and disseminates applications to potential volunteers

Resources

- Corporation for National and Community Service. <http://www.cns.gov/>.
- Ellis, Susan. (2002). *The Volunteer Recruitment Book*. <http://www.energizeinc.com/>
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- Fisher, J. C., and Cole, K. (1993) *Leadership and Management of Volunteer Programs: A Guide for Volunteer Administrators*. Jossey Bass Nonprofit & Public Management Series. Jossey Bass.
- Graff, L. L. (2005) *Best of All: The Quick Reference Guide to Effective Volunteer Involvement*. Graff and Associates, Dundas, Ontario, Canada.
- Graff, L.L. (1999). *Beyond Police Checks: The Definitive Volunteer & Employee Screening Guidebook*. Graff and Associates, Dundas, Ontario, Canada.
- Independent Sector <http://www.independentsector.org/>
- McCurley, S. and Lynch, R. (1996) *Volunteer Management: Mobilizing All the Resources of the Community*. Heritage Arts Publishing, Darien, IL.
- McDuff, N. (2004) *Episodic Volunteering: Organizing and Managing the Short-Term Volunteer*. MBA Publishing.
- McDuff, N. (1996). *Volunteer Recruiting and Retention: A Marketing Approach* (2nd Edition). MBA Publishing.
- Noble, J., Rogers, L. and Fryar, A. (2003). *Volunteer Management: An Essential Guide*. Volunteering S.A.
- Points of Light Foundation <http://www.pointsoflight.org/>
- Stallings, Betty. (2005) *The 55 Minute Training Series*. www.energizenc.com
- TAXI (1994) National 4-H Council. Washington D.C. (currently out of print) Yellow TAXI.
- Vineyard, S, and McCurley, S. (2001). *Best Practices for Volunteer Programs*. Heritage Arts Publishing, IL.

Novice Level

Recruiting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
List the motivators for volunteering.	Chapter 5, McCurley and Lynch. <i>Volunteer Management: Mobilizing All the Resources of the Community</i> .
Identify the components of a successful recruitment message.	
Identify the five types of volunteer recruitment methods.	<i>Everyone Ready</i> . New Approaches to Volunteer Recruitment Mar Yr 2
Increase knowledge of recruitment methods.	
Generate a list of ways to recruit volunteers.	Create a targeted recruitment plan for new or needed positions in your program.

Rate self as volunteer recruiter	
Identify methods of communicating volunteer opportunities (news releases, newsletter articles, personal contact, and public speaking opportunities).	<i>Everyone Ready</i> . Engaging Highly-Skilled Volunteer. Aug Yr 2 <i>Everyone Ready</i> . Expanding Your Vision of Volunteer Engagement: The People Lens Model. Nov Yr 3
Increase the awareness of the different levels of volunteer responsibilities (episodic, short-term, long-term, middle management).	Review existing pool of volunteer positions in your county and categorize them to levels listed under outcomes. Develop a plan to include some of each volunteer type in your program.
Identify and explain the components of a volunteer application.	Review your current volunteer application form and compare it to several applications from other counties or states. <i>Beyond Police Checks</i> by Graff.

Practitioner Level

Recruiting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Apply the motivators to recruiting volunteers.	
Apply volunteer motivation to screening and selection tools such as applications and the interview process.	
Implement one of the recruitment methods to their program.	Develop a recruitment message for at least one new volunteer position and identify the challenges/barriers to people accepting that position.
Develop and implement a volunteer recruitment plan resulting in an increase in volunteers within the program in one year.	Create and implement a volunteer recruitment plan for new volunteer positions in your county.
Recruit and place volunteers to address the different levels of responsibility within an organization.	Consider ways to add positions of different levels of responsibility into your overall program. Recruit for at least one new position.

Expert Level

Recruiting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Evaluate the effectiveness of matching volunteer motivation to roles.	
Evaluate recruitment methods based on best practices.	Review recruitment plan for past year and make changes to enhance the plan for the current year.
Evaluate recruitment plan for special target audience(s) as identified in Organizational Readiness section.	
Review your volunteer delivery system to see that it incorporates and promotes different levels of volunteer responsibility.	Share your overall recruitment plan with council, board, or committees and discuss how you can expand your program using different levels of volunteers.
Create an interest survey for volunteers to assist with volunteer placement.	Utilize the interest survey with potential new volunteers and then evaluate the results at the end of six months.
Assure that volunteer application components are aligned with Extension policies and volunteerism standards.	

Selecting Volunteers

Overview

- Understands the purpose of the appropriate selection strategies
- Identifies selection strategies for the volunteer position based upon the position's responsibilities, organizational policies, and the clientele to be served.
- Conducts potential volunteer interviews, reference checks, and criminal background checks
- Identifies and matches individual motivations, skills and time commitment available with available roles and responsibilities
- Evaluates and determines the appropriateness of individuals for final placement in volunteer positions.

Resources

- The Community Toolbox. http://ctb.ku.edu/tools/en/tools_toc.htm
- Corporation for National and Community Service. <http://www.cns.gov/>
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- Fisher, James C., and Kathleen Cole. *Leadership and Management of Volunteer Programs: A Guide for Volunteer Administrators*. Jossey Bass Nonprofit & Public Management Series.
- Graff, L.L. (2005). *Best of All: The Quick Reference Guide to Effective Volunteer Involvement*. Graff and Associates, Dundas, Ontario, Canada.
- Graff, L. L. (2003). *Better Safe...Risk Management in Volunteer Programs & Community Service*. Graff and Associates, Dundas, Ontario
- Graff, L.L. (1999). *Beyond Police Checks: The Definitive Volunteer & Employee Screening Guidebook*. Graff and Associates, Dundas, Ontario, Canada.
- McCurley, S. and Lynch, R. (1996) *Volunteer Management: Mobilizing All the Resources of the Community*. Heritage Arts Publishing, Darien, IL.
- McDuff, Nancy. (2004). *Episodic Volunteering: Organizing and Managing the Short-Term Volunteer*. MBA Publishing.
- McDuff, Nancy. (1996). *Volunteer Recruiting and Retention: A Marketing Approach* (2nd Edition). MBA Publishing.
- Noble, J., Rogers, L., and Fryar, A. (1998). *Volunteer Management: An Essential Guide*. Volunteering S.A. Inc.
- TAXI (1994) National 4-H Council. Washington D.C, (currently out of print) Yellow TAXI, Red TAXI.
- Vineyard, S, and McCurley, S. (2001). *Best Practices for Volunteer Programs*. Heritage Arts Publishing, IL.

Novice Level

Selecting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Gain a greater understanding of the purpose of appropriate screening strategies.	McCurley and Lynch: Chapter 6, Screening and Interviewing in <i>Volunteer Management: Mobilizing All the Resources of the Community</i> Read <i>Beyond Police Checks</i> by Linda Graff
Identify the purpose of screening strategies.	<i>Everyone Ready</i> . Volunteer Screening: Reasonable Measures, Reasonably Applied. May Yr 2
Identify at least three types of screening tools that you might use in your program.	Read <i>Beyond Police Checks</i> by Linda Graff.
Rate your own interviewing skills as measured by an interviewing checklist.	Review Michigan materials on selection for understanding of acceptable and unacceptable questions.
Rate self as a volunteer screener	
Increase knowledge of the components of placing a volunteer (getting to know the volunteer through interview; interest sheets; volunteer application; screening; match volunteer interests, talents, and available time to the open position, and place the volunteer).	Develop a system to track potential volunteers through the screening process.

Gain an understanding of how volunteer recruitment and placement should match organizational opportunities and volunteer needs	<i>Everyone Ready. Welcoming Diversity in Volunteer Participation</i> July Yr 1
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Practitioner Level

Selecting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Utilize selection tools in the placement of volunteers	Develop a checklist of the screening tools utilized in your program.
Develop a list of interviewing questions and use them to gain more information about potential volunteers	Create a list of potential interviewing questions for your most common volunteer positions.
Apply screening techniques that strengthen placement and retention of volunteers	Review your own screening process and make changes as necessary to enhance the process.
Recruit volunteers to assist with the screening and selection process	Review the role descriptions on the University of Illinois 4-H website that relate to volunteer personnel committees.
Track retention, contributions, and effectiveness of program volunteers	

Expert Level

Selecting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Educate paid and volunteer staff on the purpose of screening and share this with the general public	Create a fact sheet or short lesson incorporating the concepts in the first two outcomes of this section.
Educate paid and volunteer staff on the screening and selection process	
Delegate and supervise volunteers and other staff in their role in screening and selecting volunteers	Create a volunteer personnel committee to assist with the volunteer screening process.
Evaluate volunteer retention, contributions, and effectiveness on an annual basis	Share this information with your Extension Council, Board or Expansion and Review Committee.
Create a tool to measure the effectiveness of the volunteer placement system including recruitment, replacement, and advancement of volunteers.	Review the System Renewal forms in <i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program</i> . University of Illinois Extension. Step 10 – Review Volunteer Staffing Plan – worksheets on recruitment, replacement, and advancement.

Topic 5: Education of Volunteers

Topic Components:

Orienting Volunteers

Educating Volunteers

Adult Development and Learning Theory

Risk Management for Volunteer Delivery Systems

Orienting Volunteers

Overview

- Develops and conducts initial orientation to the organization
- Conducts on-going orientation that reflects organizational changes
- Makes volunteer feel welcome and appreciated
- Informs volunteer of the organization's policies and procedures specific to the tasks the volunteer will perform
- Helps volunteer know what to expect (resources available, who to call for help, etc.)
- Introduces supervisor and expectations

Resources:

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.* (1997) University of Illinois Extension.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005) Michigan State University Extension.
- Culp, III, K., Aldenderfer, A.E., Allen, L.A., Fannin-Holliday, S.G., Ford, R.C., & Goodwin, C.A. (2005). Orchestrating Volunteer Orientation: Introducing the O.B.O.E. Model. *Journal of Extension.* 43 (6). <http://www.joe.org/joe2005december/tt5p.shtml>
- Culp, III, K., Deppe, C.A., Castillo, J.X. & Wells, B.J. (1998). The GEMS model of volunteer administration. *Journal of Volunteer Administration*, 16 (4) 36-41.
- Ellis, S.J. (1999). Preparing for the volunteer's first day. *Focus on Volunteering KOPYKIT™: Ready-to-Print Resources for Volunteer Organizations.* <http://www.energizeinc.com/art/afoc.html>
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- Fisher, J.C. & Cole, K.M. (1993). *Leadership and management of volunteer programs.* San Francisco, CA: Jossey-Bass Publishers.
- Graff, L. (2005). *Best of all? The quick reference guide to effective volunteer involvement.* <http://www.energizeinc.com/bkstore.html>
- McCurley, S. and Lynch, R. (1996) *Volunteer Management: Mobilizing All the Resources of the Community* Heritage Arts Publishing, Darien, IL.
- Ohio State University Volunteer Orientation Fact Sheet Series <http://ohioline.osu.edu/4h-fact/index.html>
- Tabler, D., Bowman, D., Dyson, K., Gravelle, A. (2003). Online PowerPoint Presentation. <http://www.maryland4h.org/Volunteers/index.cfm>
- TAXI (1994) National 4-H Council. Washington D.C. (currently out of print) Red TAXI.

Novice Level

Orienting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Define volunteer orientation and the components of a quality orientation.	TAXI, Red TAXI <i>Achieving Success Through Volunteers</i> ; Chapter 2. Culp, et. al. Orchestrating Volunteer Orientation: Introducing the O.B.O.E. Model. <i>Journal of Extension.</i>
Explain why and when volunteers should be oriented prior to being engaged in the program.	TAXI, Red TAXI Culp, et al. The GEMS model of volunteer administration. <i>Journal of Volunteer Administration.</i> <i>4-H Volunteer Management</i> ; University of Illinois; Step 5
Identify key differences between volunteer orientation and teaching.	Culp, et. al. The GEMS model of volunteer administration. <i>Journal of Volunteer Administration.</i>

Prepare and conduct a volunteer orientation program	Select the topics after reading Graff, L. (2005). <i>Best of all? The quick reference guide to effective volunteer involvement. Achieving Success Through Volunteers</i> ; Chapter 2
Identify, from a list, the policies and procedures from the organization that should be included in volunteer education	Obtain a list of policies and procedures from State 4-H Handbook, and identify from that list those that are most relevant to volunteers serving in direct contact roles.

Practitioner Level

Orienting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Compare orientation for episodic versus long-term volunteers.	McCurley; Chapters 7 and 10. Refer to Tabler, et. al., Online PowerPoint Presentation. http://www.maryland4h.org/Volunteers/index.cfm , Part III
Schedule orientation during the volunteer development cycle.	Culp et. al., The GEMS model of volunteer administration. <i>Journal of Volunteer Administration</i> .
Apply the programmatic knowledge shared during orientation to contemporary volunteer situations.	Lead a discussion among a group of professionals, drawing from the information presented in: Graff, L. <i>Best of all? The quick reference guide to effective volunteer involvement</i> .
Explain why each volunteer should participate in both orientation and teaching programs.	Ellis, S.J. Preparing for the volunteer's first day. <i>Focus on Volunteering KOPYKIT™: Ready-to-Print Resources for Volunteer Organizations</i>
Teach a volunteer orientation program. Evaluate and ad	Present a volunteer orientation program, utilizing the following resource: Tabler, et. al., Online PowerPoint Presentation.

Expert Level

Orienting Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Develop a contemporary definition for volunteer orientation. Adapt a volunteer orientation program, tailoring it specifically for a specific situation.	Write a contemporary definition for "volunteer orientation" Ellis, S.J. Preparing for the volunteer's first day. <i>Focus on Volunteering KOPYKIT™: Ready-to-Print Resources for Volunteer Organization</i> .
Write a fact sheet entitled "Why Orient Volunteers?"	Refer to the following website as a reference: Ohio State University Volunteer Orientation Fact Sheet Series
Create an orientation program for a new cohort of volunteers.	Develop an orientation program for a new group of volunteers, Ellis, S.J., Preparing for the volunteer's first day. <i>Focus on Volunteering KOPYKIT™: Ready-to-Print Resources for Volunteer Organizations</i>
Review current trends to update the orientation program and method of delivery	<i>Everyone Ready. Just a Click Away: Making the most of volunteer resources on the web.</i> Je. Y1.

Educating Volunteers

Overview

- Provides educational opportunities for volunteers on youth development, organizational operations, personal development, etc.
- Offers educational opportunities for volunteers on relevant subject-matter and organizational leadership strategies
- Makes available educational opportunities for volunteers related to organizational policies and procedures
- Supplies educational opportunities for volunteers that are subject-matter specific (based upon their role)
- Presents educational opportunities for volunteers in youth development, volunteer development, etc.
- Introduces volunteers to the educational resources available to enable them to fulfill the responsibilities of their role

Resources:

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.* (1997) University of Illinois Extension.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005) Michigan State University Extension.
- Culp, III, K., Deppe, C.A., Castillo, J.X. & Wells, B.J. (1998). The GEMS model of volunteer administration. *Journal of Volunteer Administration*, 16 (4) 36-41.
- Culp, III, K., McKee, R.K. & Nestor, P. (2006). Volunteer Research, Knowledge & Competency Taxonomy for 4-H Youth Development. <http://www.uwex.edu/ces/4h/ncrvd/vcomp/index.cfm>
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- Fisher, J.C. & Cole, K.M. 1993). *Leadership and management of volunteer programs.* San Francisco, CA: Jossey-Bass Publishers.
- Graff, L. (2005). *Best of all? The quick reference guide to effective volunteer involvement.* <http://www.energizeinc.com/bkstore.html>
- McCurley, S. and Lynch, R. (1996) *Volunteer Management: Mobilizing All the Resources of the Community* Heritage Arts Publishing, Darien, IL.
- Stallings, B.G. & McMillion, D. *Orientation and training of event volunteers.* <http://www.energizeinc.com/art/ahowt.html>
- Tabler, D.H. (2003). Online training for new 4-H club volunteers.
- <http://www.maryland4h.org/Volunteers/4-HVolTrainingUnit1/index.cfm>
- TAXI (1994) National 4-H Council. Washington D.C. (currently out of print) Red TAXI, Green TAXI.
- Van Winkle, R., Busler, S., Bowman, S.R., Manoogian, M. (2002). Adult volunteer development: Addressing the effectiveness of training new 4-H leaders. *Journal of Extension*. 40 (6). <http://www.joe.org/joe/2002decembera4.shtml>

Novice Level

Educating Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Define volunteer training, identifying critical components of a quality volunteer training.	<i>Achieving Success through Volunteers</i> ; Chapter 2 TAXI, Red TAXI Culp, et. al., The GEMS model of volunteer administration. <i>Journal of Volunteer Administration</i> . <i>4-H Volunteer Management</i> ; University of Illinois; Step 6
Describe volunteer development and how it is important to the recruitment and retention of volunteers.	Lead a discussion that focuses on defining “volunteer development” and gives specific examples of volunteer development activities. (Refer to: Van Winkle, et. al., Adult volunteer development: Addressing the effectiveness of training new 4-H leaders. <i>Journal of Extension</i> .)
Explain why volunteers should participate in education and development opportunities.	Tabler, D.H. Online training for new 4-H club volunteers. http://www.maryland4h.org/Volunteers/4-HVolTrainingUnit1/index.cfm
Develop a training plan for volunteers with sensitivity to specific volunteer roles. Include a comprehensive educational plan for volunteers.	<i>Achieving Success through Volunteers</i> ; Chapter 2 TAXI, Red TAXI, Purple TAXI <i>4-H Volunteer Management</i> ; Step 6. Ellis, S.J., Preparing for the volunteer’s first day. <i>Focus on Volunteering KOPYKIT™: Ready-to-Print Resources for Volunteer Organizations</i>
List examples of effective teaching methods for volunteers.	Give examples of effective teaching methods for adult learners, and identify situations in which each would be most effective. Van Winkle et. al., Adult volunteer development: Addressing the effectiveness of training new 4-H leaders.

Practitioner Level

Educating Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Develop a volunteer education curriculum for your county or unit, including concepts for a scope of volunteers through their career.	<i>Achieving Success through Volunteers</i> ; Chapter 2 <i>TAXI</i> , Red TAXI, Purple TAXI <i>4-H Volunteer Management</i> , Step 6. Ellis, S.J., Preparing for the volunteer's first day. <i>Focus on Volunteering KOPYKIT™: Ready-to-Print Resources for Volunteer Organizations</i> Stallings, <i>Orientation and training of event volunteers.</i>
Using the VRKC Taxonomy, identify a list of volunteer development opportunities for a targeted group.	Utilizing the VRKC Taxonomy, identify a list of volunteer development topics for a specific group of volunteers in your county or unit.
Determine how to market and promote a volunteer development opportunity in your county or unit.	Van Winkle, et. al., Adult volunteer development: Addressing the effectiveness of training new 4-H leaders. <i>Journal of Extension.</i>
Determine the most appropriate means of providing educational opportunities, appealing to the greatest possible number of volunteers in your county or unit	Discuss with the volunteers in your county or unit, the most effective means of involving them in an educational opportunity. Tabler, D.H. Online training for new 4-H club volunteers.
Develop a lesson that outlines policies and procedures and operating guidelines from your organization for which your volunteers should become familiar.	Tabler, D.H. Online training for new 4-H club volunteers.

Expert Level

Educating Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Create a year-long volunteer education program that will meet the needs of the volunteers in your county or unit.	Utilizing the VRKC Model, develop a one year plan for a specific group of volunteers in your program.
Develop a five year volunteer development plan for a targeted volunteer audience.	Utilizing the VRKC Model, develop a five year plan for a specific group of volunteers in your program.
Teach a 90 minute workshop on the topic of your choice, using a minimum of three effective teaching methods.	Teach a workshop on one of the following lessons, developed by Tabler, D.H. Online training for new 4-H club volunteers.
With volunteers evaluate the volunteer training process in your program. Implement changes that will strengthen that program for volunteers.	Use multiple evaluation data collecting methods. Collect data, analyze, develop a plan for changes and implement changes.

Adult Development and Learning Theory

Overview

- Applies teaching and learning strategies appropriate for diverse adult audiences. Adult learners:
 - are self-motivated
 - are goal oriented
 - want concise information
 - want to be able to apply what they've learned
 - want to learn using a style, time and place of their choosing
 - value life experience

Resources

- Armstrong, Thomas. *Multiple Intelligences: Seven Ways to Approach Curriculum*. Educational Leadership, November, 1994. http://www.thomasarmstrong.com/multiple_intelligences.htm
- Atherton J S (2005) *Learning and Teaching: Knowles' andragogy: an angle on adult learning*. <http://www.learningandteaching.info/learning/knowlesa.htm>

- Bransford, J.D., Donovan, S., & Pellegrino, J. (Eds.) (2000). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. National Academy Press.
- Conner, M. L. (1997-2007). "How Adults Learn." *Ageless Learner*.
<http://agelesslearner.com/intros/adultlearning.html>
- Knowles, M. (1998). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development (5th edition)*. Houston, Texas: Gulf Publishing. www.infed.org/thinkers/et-knowl.htm
- Merriam, S.B., Caffarella, R.S. (1998). *Learning in Adulthood: A Comprehensive Guide (2nd edition)*. San Francisco: Jossey-Bass.
- Smith, M. K. (2002) 'Malcolm Knowles, informal adult education, self-direction and andragogy', the encyclopedia of informal education. www.infed.org/thinkers/et-knowl.htm.

Novice Level

Adult Development and Learning Theory	
Specific Learning Outcomes	Reading and Learning Activities
Define the terms pedagogy and andragogy.	Conner, M. L. "Andragogy and Pedagogy." <i>Ageless Learner</i> . http://agelesslearner.com/intros/andragogy.html
Explain basic adult learning theory.	Brief explanation of Adult Learning Theory http://tip.psychology.org/knowles.html
Discuss how youth and adult learning methods are different.	Conner, M. L. "Andragogy and Pedagogy." <i>Ageless Learner</i> , http://agelesslearner.com/intros/andragogy.html
Explain why adults learn better when taught using adult learning methods.	Billingham, D. "Seven Characteristics of Highly Effective Adult Learning Programs". http://www.newhorizons.org/lifelong/workplace/billington.htm
List preferred adult learning styles.	Armstrong, Thomas. <i>Multiple Intelligences: Seven Ways to Approach Curriculum</i> . Educational Leadership.

Practitioner Level

Adult Development and Learning Theory	
Specific Learning Outcomes	Reading and Learning Activities
Compare and contrast pedagogy and andragogy.	Conner, M. L. "Andragogy and Pedagogy." <i>Ageless Learner</i> , 1997-2004. http://agelesslearner.com/intros/andragogy.html
Discuss the major components of adult learning theory.	Leib, S. "Principles of Adult Learning," Vision, Fall 1991 http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guid/bk/teachtip/adults-2.htm
Compare youth and adult learning styles giving specific examples of each.	Armstrong, Thomas. <i>Multiple Intelligences: Seven Ways to Approach Curriculum</i> . Educational Leadership.
Teach an existing lesson to volunteers using an adult learning method.	For examples of self-directed, online volunteer training go to: http://maryland4h.org/Volunteers/4-HVolTrainingUnit1/Club%20Leadership%20Team.cfm
Discuss the advantages of each of the adult learning styles and appropriate situations for use.	Application of Adult Learning Theory Adapted from: Knowles, M., Adult Learning. In Robert L. Craig (Ed.), <i>The ASTD Training and Development Handbook</i> (pp. 253-264).

Expert Level

Adult Development and Learning Theory	
Specific Learning Outcomes	Reading and Learning Activities
Develop a refined definition of andragogy specific to 4-H volunteers.	Smith, M. K. 'Malcolm Knowles, informal adult education, self-direction and andragogy', the encyclopedia of informal education,
Teach adult learning theory to peers.	Conner, M. L. <i>How Adults Learn: Ageless Learner</i> ,
Write a lesson plan for teaching co-workers	Knowles, M. <i>The Adult Learner: The Definitive Classic in Adult</i>

about youth and adult learning styles.	<i>Education and Human Resource Development</i>
Create a new lesson utilizing adult learning methods.	Atherton. <i>Learning and Teaching: Knowles' andragogy: an angle on adult learning.</i>
Develop a volunteer unit that utilizes at least three adult learning style delivery methods.	Examples of online, self-directed 4-H volunteer training http://4h.missouri.edu/getinvolved/volunteer/volunteertraining/ http://www.mass4h.org/volunteers/ages_stages_training.html

Topic: Risk Management for Volunteer Delivery Systems

Overview

Risk management is the process of protecting ourselves, the people (volunteers and clientele) we work with, our property and equipment, and the 4-H youth development program. Our goal is to help staff understand and use a process to manage the risks involved in delivering the 4-H youth development program.

Resources:

- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- Graff, L. L. (2003). *Better Safe...Risk Management in Volunteer Programs & Community Service*. Graff and Associates, Dundas, Ontario.
- Graff, L.L. (2005). *Best of All: The Quick Reference Guide to Effective Volunteer Involvement*. Graff and Associates, Dundas, Ontario, Canada.
- Graff, L.L. (1999). *Beyond Police Checks: The Definitive Volunteer & Employee Screening Guidebook*. Graff and Associates, Dundas, Ontario, Canada.
- Head, G., Herman M. (2002). *Enlightened Risk Taking: A Strategic Risk Management Guide for Nonprofits*. Nonprofit Risk Management Center.
- Herman, M. (2001). *Full Speed Ahead: Managing Technology Risk in the Nonprofit World*. Nonprofit Risk Management Center.
- Herman, M, Head G., Jackson M. and Toni Fogarty. *Managing Risk in Nonprofit Organizations: A Comprehensive Guide*. (2004). John Wiley & Sons.
- Herman, M., Oliver, B. (2001). *Vital Signs: Anticipating, Preventing, and Surviving a Crisis in a Nonprofit*. Nonprofit Risk Management Center.
- *Managing Facility Risk: 10 Steps to Safety*. (2003). Nonprofit Risk Management Center.
- *Managing Special Event Risks: 10 Steps to Safety*. (1997). Nonprofit Risk Management Center.
- McCurley, S., Lynch, R. (1996). *Volunteer Management: Mobilizing All the Resources of the Community*. Heritage Arts Publishing.
- Nonprofit Risk Management Center. E-news Newsletter. 1001 Connecticut Ave. NW, Suite 410, Washington D.C. 20036. 202.785.3891. www.nonprofitrisk.org
- *No Surprises: Harmonizing Risk and Reward in Volunteer Management*. 4th Ed. (2006). Nonprofit Risk Management Center.
- Patterson, J., Oliver B. (2002). *The Season of Hope: A Risk Management Guide for Youth Serving Nonprofits*. Nonprofit Risk Management Center.
- *Safety Wise*. (1993). Girl Scouts of the U.S.A.
- Seidman, A., Patterson, J. (1996). *Kidding Around? Be Serious! A Commitment to Safe Service Opportunities for Young People*. Nonprofit Risk Management Center.
- White, L. T., Patterson, J. & Herman, M.L. (1998). *More Than a Matter of Trust: Managing the Risks of Mentoring*. Nonprofit Risk Management Center.
- University of Illinois Extension. "Developing Risk Management Strategies for 4-H Events" Lesson and various other risk management materials. Found on the Illinois 4-H web site – www.4-h.uiuc.edu.
- University of Wisconsin-Extension. Risk Management Website. <http://www.uwex.edu/ces/4h/resources/mgt/risk.cfm> Includes staff and volunteer training materials. .

Note: Resources and outcomes related to volunteer screening are included in the Engagement of Volunteers section of the Rubric.

Novice Level

Risk Management for Volunteer Delivery Systems	
Specific Learning Outcomes	Reading and Learning Activities
Recognize the importance of risk management.	For this entire section, read <i>Better Safe...Risk Management in Volunteer Programs & Community Service</i> .
Understand the basic terms and principles involved in managing risks.	
Use a process for identifying, analyzing, and managing risks.	
Develop a risk management plan for a club meeting or event.	Read <i>Managing Special Event Risks – 10 Steps to Safety</i> . (1997). Nonprofit Risk Management Center. Develop a risk management plan for an event or meeting for which you are responsible.

Practitioner Level

Risk Management for Volunteer Delivery Systems	
Specific Learning Outcomes	Reading and Learning Activities
Develop and implement risk management plans for all county level events and activities as well as new programs.	<i>Everyone Ready</i> . Volunteer-related Issues in Risk Management: this is an overview of risk management with special attention to the actual work done by volunteers. May Yr 1 Develop risk management plans for county events and activities.
Develop a risk management lesson to share with volunteers, councils, boards, and others.	Read <i>No Surprises: Harmonizing Risk and Reward in Volunteer Management</i> . Develop a lesson plan on risk management to share with volunteers.

Expert Level

Risk Management for Volunteer Delivery Systems	
Specific Learning Outcomes	Reading and Learning Activities
Work with volunteers to develop risk management plans for 4-H programs.	Read <i>Enlightened Risk Taking: A Strategic Risk Management Guide for Nonprofits</i> .
Teach 4-H volunteers how to work with others to develop risk management plans.	Work with volunteers as they develop risk management plans and provide feedback on established plans.
Teach risk management planning to other youth or volunteer serving organizations.	<i>Everyone Ready</i> . Insurance and Risk Management Issues for Volunteer Programs: What Every Decision Maker Should Know. April Yr 3. Develop a lesson plan to use as a train-the-trainer session on risk management for other organizations.

Topic 6: Sustainability of Volunteer Efforts

Topic Components:

- Supervising and Coaching Volunteers
- Managing Volunteer Performance
- Recognizing Volunteers
- Evaluating Volunteer Efforts

Supervising and Coaching Volunteers

Overview

- Delegates appropriate responsibilities to volunteers
- Supports positive volunteer esprit des corp
- Motivates volunteers to stimulate creativity and reach potential
- Addresses behaviors not consistent with acceptable standards

Resources

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.* (1997) University of Illinois Extension.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005). Michigan State University Extension; Chapter 3 and 5.
- Chait, Ryan, and Taylor; (2005). *Governance as Leadership.* Board Source.
- Ellis, S. (1996). *From the Top Down.* Energize, Inc.
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- Points of Light Foundation. <http://www.pointsoflight.org>
- McCurley, S., Vineyard, S. (1998). *Handling Problem Volunteers.* IL. Heritage Arts Publishing.
- McCurley, S., Lynch, R. (1996). *Volunteer Management; Mobilizing the Resources of the Community.* IL. Heritage Arts Publishing. Chapter 11.
- TAXI (1994) National 4-H Council. (currently out of print). Green, Yellow and Red Taxi.
- Lee, J.F., Catagnus, J. M. (1998). *What We Learned (the Hard Way) about Supervising Volunteers.* Energize Inc.
- Vineyard, S. (1996). *Stop Managing Volunteers! New Competencies for Volunteer Administrators.* IL. Heritage Arts Publishing.

Novice Level

Supervising and Coaching Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Assess whether appropriate responsibilities are given to a volunteer.	<i>Everyone Ready.</i> Handling Challenging Behavior; focus is motivation and managing behavior. Jan Yr 1 <i>Achieving Success Through Volunteers:</i> Michigan State Curriculum: Chapter 3 and Appendix R tool <i>Volunteer Management</i> by McCurley and Lynch; Chapter 11.
Identify needs for a positive volunteer support network.	<i>TAXI.</i> Red Taxi Pp 48-49; Supporting Volunteers checklist. Ellis. S. <i>From the Top Down.</i> Chapter 6; Strategies to Create Teamwork
Identify various motivation attributes and communicates the importance of motivation to support volunteers in their roles.	<i>Everyone Ready.</i> Handling Challenging Behavior; focus is motivation and managing behavior Jan Yr 1 <i>Everyone Ready.</i> Volunteer Behavior Assessment; focus on performance appraisals for volunteer performance. Feb Yr 1 <i>TAXI.</i> Red Taxi Trainers Guide: Pgs 68-75. Includes Motivation Personal Assessment and use of assessment information for placement, recognition and renewal of volunteers.
Identify and communicate appropriate behaviors for volunteers working with	<i>TAXI.</i> Red Taxi P 57; Essential Skills in Youth Development NLP Essential Elements for Youth Development Rubric

youth and the 4-H program.	University of Wisconsin-Extension Volunteer Behavior Expectations; http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=15740
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Practitioner Level

Supervising and Coaching Volunteers	Reading and Learning Activities
Specific Learning Outcomes	Reading and Learning Activities
Delegate responsibilities to volunteers appropriate for their roles.	TAXI. Red Taxi; Pg 53-56 Effective delegation
Provide opportunities for volunteers to develop networks and cohorts	<i>Everyone Ready</i> . It takes Two to Tango. Oct Yr 2: TAXI. Red Taxi Pg 57-58; Team Building
Apply motivation attributes in recruitment, placement, recognition, retention, and renewal of volunteers	TAXI. Red Taxi Trainers Guide: Pgs 68-75. Includes Motivation Personal Assessment and use of assessment information for placement, recognition and renewal of volunteers.
Implement a screening, training and support system with volunteers that include identification of appropriate behaviors for volunteers working with youth and the 4-H program.	<i>Ages and Stages of 4-H Youth Development</i> . Tomek and Williams, University of Missouri 4-H Programs. http://extension.missouri.edu/FNEP/LG782.pdf University of Wisconsin-Extension Youth Protection Program http://4h.uwex.edu/resources/mgt/index.cfm University of Wisconsin-Extension Volunteer Behavior Expectations: http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=15740

Expert Level

Supervising and Coaching Volunteers	Reading and Learning Activities
Specific Learning Outcomes	Reading and Learning Activities
Implement a volunteer mid-management system	<i>Everyone Ready</i> . Engaging Highly Skilled Volunteers. August Yr 2 and It Takes Two to Tango; includes building better employee/volunteer relationships. Oct Yr 2 <i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program</i> . University of Illinois Extension TAXI. Green TAXI
Develop, implement and support volunteer organizational boards and advisory councils	<i>Everyone Ready</i> . Engaging Highly Skilled Volunteers. August Yr 2 Ellis, S. <i>From the Top Down</i> . Chapter 7 and 8 Chait, Ryan and Taylor, <i>Governance as Leadership</i>
Integrate individual volunteer motivation attributes into the volunteer delivery system including the volunteer mid-management system	<i>Everyone Ready</i> . Engaging Highly Skilled Volunteers. Aug. Yr 2 Ellis, S. <i>From the Top Down</i> TAXI. Red and Green TAXI

Managing Volunteer Performance

Overview

- Conducts and provides regular/routine performance feedback to volunteers
- Implements disciplinary strategies including remediation, counseling, probation, and dismissal

Resources

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program*. (1997) University of Illinois Extension. Step 8.

- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005) Michigan State University Extension; Chapter 5.
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- Graff, L. (1999). *Beyond Police Checks, The Definitive Volunteer and Employee Screening Guidebook.* Canada. Linda Graf and Associates.
- Graff, L. *Yes You Can! Discipline and Dismissal of Volunteers.* Audio Training. <http://www.lindagraff.ca/books.html#YesYouCan>
- McCurley, S, and Lynch, R. (1996) *Volunteer Management.* IL. Heritage Arts Publishing. Chapter 8 -11.
- McCurley, S., Vineyard, S. (1998) *Handling Volunteer Problems.* IL. Heritage Arts Publishing.
- TAXI (1994) National 4-H Council. Washington D.C. (currently out of print) Red TAXI, Green TAXI, Purple TAXI, Yellow TAXI, Orange TAXI
- University of Wisconsin-Extension; Volunteer Discipline and Dismissal Policy <http://www.uwex.edu/ces/4h/resources/mgt/documents/DiscipliningorDismissingaVolunteer.pdf>

Novice Level

Managing Volunteer Performance	
Specific Learning Outcomes	Reading and Learning Activities
Identify need for volunteer performance feedback.	<i>Everyone Ready.</i> Effective Supervision of Volunteers. Nov Yr 1 <i>Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.</i> Michigan State University Extension; Chapter 5; Appendix R
Develop a series of performance strategies with volunteers.	<i>Everyone Ready.</i> Effective Supervision of Volunteers. Nov Yr 1 <i>Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.</i> Michigan State University Extension; Chapter 5; Appendix R
Describe the need for a consistent disciplinary process and work with volunteers and supervisors to insure a process is available and consistent with state policies and guidelines and is executed in a timely fashion	<i>Everyone Ready.</i> Effective Supervision of Volunteers. Nov Yr 1. <i>Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.</i> Michigan State University Extension; Chapter 5

Practitioner Level

Managing Volunteer Performance	
Specific Learning Outcomes	Reading and Learning Activities
Evaluate volunteer performance annually. Maintain confidentiality of volunteer performance records.	<i>Everyone Ready.</i> Building and sustaining volunteer leadership. Jan Yr 2
Implement and communicate multiple, consistent volunteer and volunteer mid-manager performance strategies including volunteer self-assessment and goal plan.	<i>Everyone Ready.</i> Building and sustaining volunteer leadership. Jan Yr 2 <i>Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.</i> Michigan State University Extension; Chapter 5, Appendix R & S <i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.</i> University of Illinois Extension Step 8 (includes tool for performance improvement plan) TAXI. Purple TAXI TAXI. Green TAXI Trainers' Guide: Evaluating Mgt. Volunteer Progress and Using Mgt. Vol. Talent.
Implement disciplinary strategies consistently in a timely fashion as issues arise consistent with state policies and guidelines.	<i>Everyone Ready.</i> Building and sustaining volunteer leadership. Jan Yr 2 Graff, L. <i>Yes You Can! Discipline and Dismissal of Volunteers.</i> Audio Training; http://www.lindagraff.ca/books.html#YesYouCan

Expert Level

Managing Volunteer Performance	
Specific Learning Outcomes	Reading and Learning Activities
Systemize volunteer disciplinary strategies and consistently follow as issues arise. Consistently review and communicate to and with volunteers and volunteer mid-managers.	<i>Everyone Ready</i> . Building and sustaining volunteer leadership. Jan Yr 2. Graff, L. <i>Beyond Police Checks, The Definitive Volunteer and Employee Screening Guidebook</i> .

Recognizing Volunteers

Overview

- Promote and implement appropriate intrinsic and extrinsic recognition strategies for volunteers.
- Provide and support expanded leadership opportunities for volunteers.

Resources

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program*. (1997) University of Illinois Extension.
- *Achieving Success through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs*. (2005) Michigan State University Extension. Chapter 4.
- *The Community Toolbox*. http://ctb.ku.edu/tools/en/chapter_1041.htm
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>
- McCurley, S, and Lynch, R. (1996) *Volunteer Management*. IL. Heritage Arts Publishing. Chapter 12
- National 4-H Recognition Model. http://www.national4-hheadquarters.gov/library/4h_recmo.pdf
- TAXI (1994) National 4-H Council. Washington D.C. (currently out of print) Red TAXI, Green TAXI.

Novice Level

Recognizing Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Identify intrinsic and extrinsic recognition strategies and describe the importance in recruitment, retention and renewal of volunteers.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1
Provide appropriate recognition strategies for volunteers.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1 <i>Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs</i> . Michigan State University Extension. Chapter 4. Appendices O, P, and Q
Explore expanded leadership opportunities for volunteers.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1. TAXI. Purple TAXI

Practitioner Level

Recognizing Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Connect motivation with recognition for volunteers and implement appropriate recognition strategies for the individual volunteer.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1. TAXI. Red Taxi. Good Ways to Recognize Volunteers.
Provide and support expanded leadership opportunities for volunteers including volunteer mid-managers.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1 TAXI. Green TAXI

Expert Level

Recognizing Volunteers	
Specific Learning Outcomes	Reading and Learning Activities
Promote and implement a comprehensive recognition program for volunteers, including intrinsic and extrinsic strategies, connecting recognition with retention. This becomes part of the volunteer delivery system.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1 McCurley, S, and Lynch, R. <i>Volunteer Management</i> . Chapter 12.
Institute expanded leadership opportunities within the volunteer delivery system, supporting the recruitment, retention and renewal.	<i>Everyone Ready</i> . Informal Recognition. April Yr 1 TAXI. Orange TAXI

Evaluating Volunteer Efforts

Overview

- Develop and conduct impact assessment of volunteer efforts
- Communicate impact of volunteer efforts to stakeholders.

Resources

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program*. (1997) University of Illinois Extension. Step 10.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs*. (2005) Michigan State University Extension. Chapter 5.
- *The Community Toolbox*. <http://ctb.ku.edu/>. Communicating Value of Volunteers. Section 1, 2, and 11.
- *Everyone Ready*. Energize Inc. <http://www.energizeinc.com/>.
- Ellis, S. *From the Top Down: The Executive Role in Volunteer Program Success*. (1996) Energize Inc. Chapter 10.
- McCurley, S, and Lynch, R. (1996) *Volunteer Management*. IL. Heritage Arts Publishing. Chapter 15.
- Points of Light value of volunteer time assessment and additional articles. <http://www.pointsoflight.org/resources/research>
- TAXI (1994) National 4-H Council. Washington D.C. (currently out of print) Red, Purple and Orange TAXI.

Novice Level

Evaluating Volunteer Efforts	
Specific Learning Outcomes	Reading and Learning Activities
Identify critical elements that document volunteer impact and access tools for assessing volunteer impact.	Ellis, S. <i>From the Top Down: The Executive Role in Volunteer Program Success</i> . Chapter 10.
Describe the need for conducting and communicating impact of volunteer efforts to stakeholders.	<i>Everyone Ready</i> . Demonstrating the Impact of Volunteer Involvement. March Yr1 Ellis, S. <i>From the Top Down: The Executive Role in Volunteer Program Success</i> . Chapter 10.

Practitioner Level

Evaluating Volunteer Efforts	
Specific Learning Outcomes	Reading and Learning Activities
Conduct impact assessments of volunteer efforts.	<i>Everyone Ready</i> . Methods of Volunteer Program Evaluation. April Yr 2 McCurley, S, and Lynch, R. <i>Volunteer Management</i> . Chapter 15. <i>Points of Light</i> value of volunteer time assessment and additional articles http://www.pointsoflight.org/resources/research
Communicate impact of volunteer efforts to	<i>Everyone Ready</i> . Developing Reports with Clout. Feb Yr 2.

stakeholders.	Ellis, S. <i>From the Top Down: The Executive Role in Volunteer Program Success</i> . Chapter 10 and 11. McCurley, S, and Lynch, R. <i>Volunteer Management</i> . Chapter 15.
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Expert Level

Evaluating Volunteer Efforts	
Specific Learning Outcomes	Reading and Learning Activities
Conduct systematic assessments of volunteer impact to the local program.	<i>Everyone Ready</i> . Methods of Volunteer Program Evaluation. April Yr 2 Ellis, S. <i>From the Top Down: The Executive Role in Volunteer Program Success</i> . Chapter 10 and 11
Communicate impact of volunteer efforts to stakeholders through consistent and systematic process	

Topic 7: Review and Analysis of Volunteer Development System

Review and Analysis of Volunteer Delivery System

Overview:

A volunteer delivery system is a unified, orderly process for coordinating and overseeing the work of volunteers and their partnership with staff at all levels of the county program. It is a comprehensive infrastructure that links the processes to put all aspects of staffing together. This system includes:

- the organizational structure and operating guidelines
- defining relationships and clarifying roles for paid and volunteer staff
- assuring availability of resources to support the system
- identifying lines of authority and span of control
- securing personnel to fill roles
- providing orientation and training for staff
- assuring oversight, support, evaluation and recognition for volunteers
- providing for the evaluation and renewal of the system
- documenting processes and accomplishments of the system

Resources

- *4-H Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.* (1997) University of Illinois Extension, Step 10.
- *Achieving Success Through Volunteers: A Curriculum for the Effective Administration of Volunteer-Supported Programs.* (2005). Michigan State University Extension.
- Connors, T. D. (Ed.). *The Volunteer Management Handbook* (1999). NY. John Wiley and Sons. Inc.
- McCurley, S. and Lynch. R. (1996, 2006). *Volunteer Management: Mobilizing all the Resources of the Community.* <http://www.energize.com>
- Ellis, S. (1996). *From the Top Down: The Executive Role in Volunteer Program Success.* Energize Inc.
- *Everyone Ready.* Energize Inc. <http://www.energizeinc.com/>
- *The Community Tool Box.* Providing Support for Volunteers and Staff. Part E Section 15 Chapter 3; http://ctb.ku.edu/tools/sub_section_main_1148.htm
- Independent Sector: Giving and Volunteering in the United States. <http://www.independentsector.org/programs/research/gv01main.html>
- Points Of Light Research Web Site <http://www.pointsoflight.org/resources/research/>
- TAXI (1994) National 4-H Council. Washington D.C, (currently out of print) Red, Yellow and Orange TAXI

Novice Level

Review and Analysis of Volunteer Delivery System	
Specific Learning Outcomes	Reading and Learning Activities
Review the elements of an effective volunteer delivery system.	Connors, T. D. (Ed.) <i>The Volunteer Management Handbook</i> Ellis, S. <i>From the Top Down: The Executive Role in Volunteer Program Success.</i> Chapter 12
Review the assessment of the current volunteer delivery system including specific elements of volunteer development and volunteer management, identifying the strengths and weaknesses.	<i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.</i> University of Illinois Extension Step 10 <i>The Community Tool Box.</i> Providing Support for Volunteers and Staff. Part E Section 15 Chapter 3; http://ctb.ku.edu/tools/sub_section_main_1148.htm
Develop a plan for strengthening the local volunteer delivery system with staff and volunteers in leadership roles.	<i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.</i> University of Illinois Extension Step 10 TAXI. Orange TAXI, Red TAXI <i>Achieving Success Through Volunteers</i> Develop tools and gather input from paid/volunteer staff & stakeholders.

Practitioner Level

Review and Analysis of Volunteer Delivery System	
Specific Learning Outcomes	Reading and Learning Activities
Implement plan for strengthening the local volunteer delivery system with staff and volunteers in leadership roles.	Connors, T. D. (Ed.) <i>The Volunteer Management Handbook. Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.</i> University of Illinois Extension Step 10 <i>TAXI.</i> Orange TAXI, Red TAXI
Gather data on volunteer contributions, cost benefit analysis, and volunteer impact.	Independent Sector Points of Light Web Site <i>Everyone Ready</i> , March, Yr 1
Benchmark changes in the volunteer delivery system.	<i>Volunteer Management: A Handbook for Expanding Volunteer Management Systems in a Local 4-H Youth Program.</i> University of Illinois Extension Step 10

Expert Level

Review and Analysis of Volunteer Delivery System	
Specific Learning Outcomes	Reading and Learning Activities
Implement an ongoing assessment of the volunteer delivery system with an established plan for change that maximizes the potential of volunteers and reaches organizational goals. This is an ongoing process includes volunteer and paid staff.	Connors, T. D. (Ed.) <i>The Volunteer Management Handbook Community Tool Box.</i> http://ctb.ku.edu/tools/index.htm#partJ
Communicate the volunteer contributions and impact for advocating with stakeholders.	<i>Everyone Ready</i> , March, Yr 1

Editing Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

2 Appendices Are Included in a Separate Document.