

AIDS VANCOUVER VOLUNTEER MANAGEMENT MANUAL

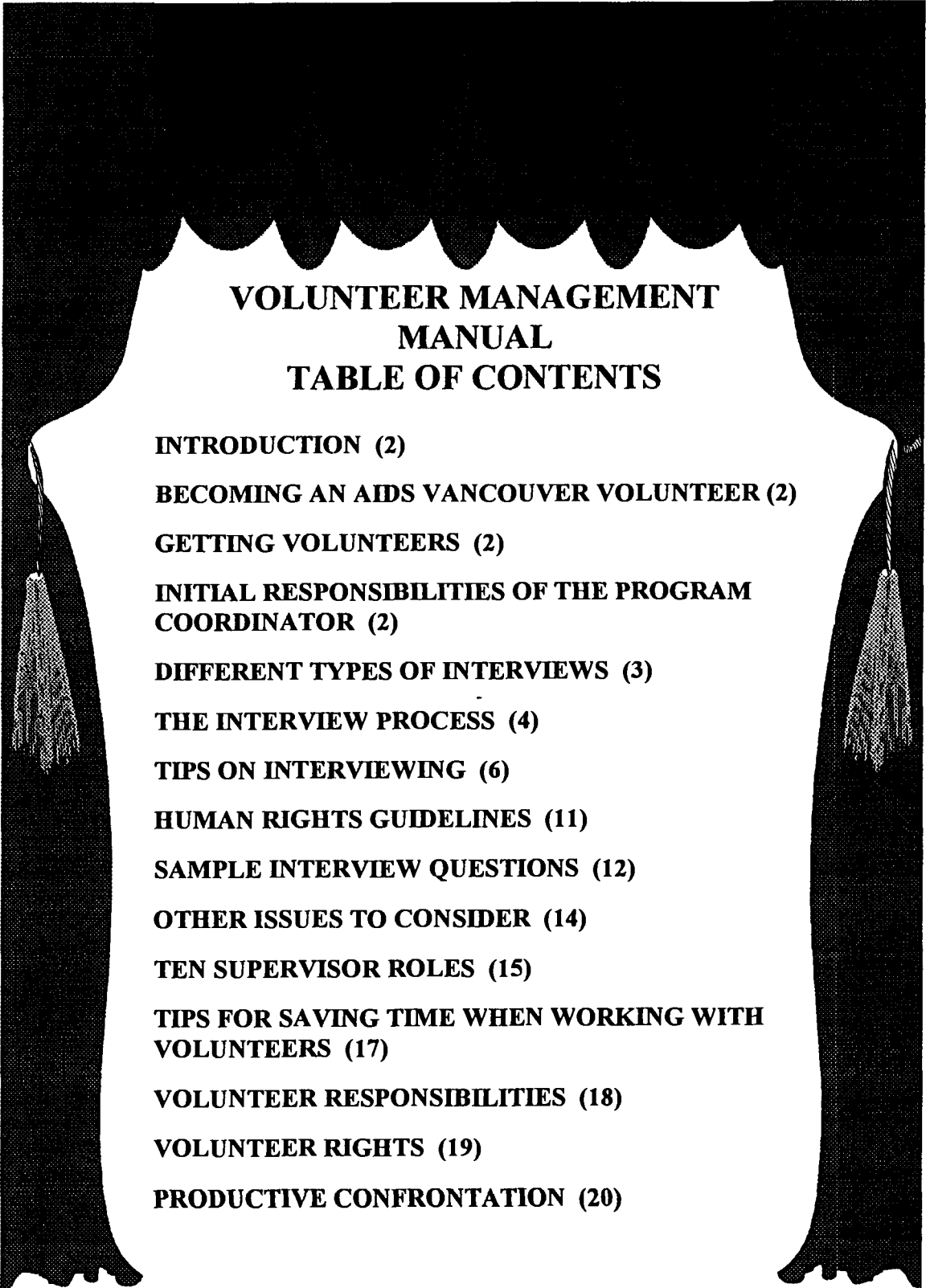
SEPTEMBER 1995

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**VOLUNTEER MANAGEMENT
MANUAL
TABLE OF CONTENTS**

INTRODUCTION (2)

BECOMING AN AIDS VANCOUVER VOLUNTEER (2)

GETTING VOLUNTEERS (2)

**INITIAL RESPONSIBILITIES OF THE PROGRAM
COORDINATOR (2)**

DIFFERENT TYPES OF INTERVIEWS (3)

THE INTERVIEW PROCESS (4)

TIPS ON INTERVIEWING (6)

HUMAN RIGHTS GUIDELINES (11)

SAMPLE INTERVIEW QUESTIONS (12)

OTHER ISSUES TO CONSIDER (14)

TEN SUPERVISOR ROLES (15)

**TIPS FOR SAVING TIME WHEN WORKING WITH
VOLUNTEERS (17)**

VOLUNTEER RESPONSIBILITIES (18)

VOLUNTEER RIGHTS (19)

PRODUCTIVE CONFRONTATION (20)

INTRODUCTION

Welcome to the world of volunteer supervision at AIDS Vancouver. You will likely find your role as a Volunteer Supervisor both challenging and rewarding. This manual is designed to help Supervisors manage volunteers effectively, to learn more about the role of volunteers, and to ensure that Supervisors know their responsibilities to volunteers .

BECOMING AN AIDS VANCOUVER VOLUNTEER

All potential volunteers are generally required to complete the following steps before being considered an active volunteer:

1. Complete an AIDS Vancouver Volunteer Application
2. Interview with the Volunteer Resources Coordinator
3. Interview with the Program Coordinator of the desired position
4. Attend a volunteer training program
5. Complete any required advanced or specialized training
6. Sign a Volunteer Agreement Contract

GETTING VOLUNTEERS

Recruitment of volunteers is done through personal contacts, networking, and through the Volunteer Resources Department. To request a volunteer, please speak to the Volunteer Resources Coordinator at local 212. But before doing so, there are a few important questions to be answered:

- What exactly do I want the volunteer to do?
- Is there a job description already on file?
- How many volunteers do I need? (Remember to think about future needs and not just immediate needs.)
- What hours do I need these volunteers? Weekdays, evenings, on a regular basis, or on call?
- Are there any special skills required or a geographical area in which they will be working?
- How do I plan to include time in my schedule for coordinating and supervising volunteers?

INITIAL RESPONSIBILITIES OF THE PROGRAM COORDINATOR

After an initial interview with the Volunteer Resources Coordinator , the volunteer's application will be sent to the Program Coordinator of the desired department. The Coordinator is then responsible for the following:

- Reviewing each application
- Contacting each applicant, arranging a time for an interview, and conducting an interview
- Notifying the applicant on whether or not he or she has been accepted into the program
- If accepted, reminding the volunteer of basic and special training that is required
- Keeping a copy of the volunteer's application or relevant program information on file
- Returning the volunteer's application and interview sheet to the Volunteer Resources Coordinator, and stating if the person has been accepted and if core training is required

DIFFERENT TYPES OF INTERVIEWS

When thinking about interviews, people generally think about formal interviews- the ones connected with getting a job. Though this particular manual mainly deals with this type, there are many other forms that an interview can take. Interviewing is basically the process of planned active listening with the purpose of drawing people out to discover what they want to say and to give them a chance to fully express themselves.

Interviewing is a form of communication and, like other forms, is more effective if it is two-way. A good interview is more than a one-way process in which the interviewee simply supplies information to the interviewer. The interviewer must also be constantly communicating the interests of the organization to the interviewee.



There are several different kinds of interviews in which a Supervisor can get involved. However, no matter what the purpose, all interviews should have several similar characteristics. These are:

- clearly defined purposes and objectives
- a plan of how to attain these objectives
- a good rapport between the interviewer and the interviewee

Volunteer Interview

Its purpose is to obtain as much pertinent information as possible in order to arrive at an employment decision. These interviews are usually quite broad in scope because of the variety of information being sought about an individual's background and personality.

Counseling Interview

The purpose of this interview is to recommend alternative solutions to a situation or problem. Examples might be advising a volunteer on job performance or behavior.

Disciplinary Interview

This interview is structured to clarify and to take steps in order to correct a problem situation. The interview is action oriented; it is designed to improve performance in an individual or a group.

Performance Review

This interview is conducted to review and evaluate a volunteer's performance. The objective is to let the person know how he or she is doing. Supervisors should give the volunteer an idea as to where he or she stands in the organization, performance level, and the volunteer's possible future with the organization.

Exit Interview

This is the final interview with a volunteer. It is designed to find out the volunteer's true feelings about the organization, the working environment, and other job conditions. The information gathered may help prevent the future loss of other volunteers, improve screening policies, and measure the quality of management.



THE INTERVIEW PROCESS

The Program Coordinator will decide in advance how in-depth the interview will be, by examining the responsibilities of the potential volunteer and the level of client contact. Below is a general outline (adapted from: "Interview Guideline" by Monte Levin, AIDS Action Committee) to help plan an interview.

Establishing A Rapport (2 to 3 minutes)

Introduce yourself, your role in the organization, and then ask general questions about the applicant.

Example: I see you are a long-distance runner. How did you first get interested in that?
I see you are a teacher. What do you teach? When did you first become a teacher?

Explaining The Purpose Of The Interview (1 to 2 minutes)

Describe the interview process. Make it clear that this is an evaluation process for both the interviewer and the interviewee. Inform the applicant that other volunteer opportunities do exist if a particular one is not suitable.

Providing Information About The Program (3 to 5 minutes)

Determine the motivation and the expectations of the applicant and give a general description of the program.

Information Gathering (5 to 10 minutes)

This is the most important part of the interview and should include questions that will lead to understanding the volunteer's feelings towards illness, death, groups, etc...

Example: Many volunteers find the experience of XYZ difficult/challenging/frustrating.
Can you give me an example of when you've faced a similar situation in the past?
What did you do? How do you think you would respond in this situation?

Twelve months from now, what will have happened that will result in you feeling that this was a successful experience. What do you think will be an unsuccessful experience?



THE INTERVIEW PROCESS cont.

Interviewee Questions (5 minutes)

If the applicant has asked a lot of questions, he or she may not have any more. If the person has not asked much, even though they have been responsive to your questions, encourage the applicant to ask some questions.

Example: Is there anything else I can tell you?
 Is there anything else I should know about you?

Closing (1 to 2 minutes)

Thank the applicant and provide information on when he or she will be notified on whether or not the he or she has been accepted into the program.

Notification

Once accepted, remind the applicant about basic training and any other programs or special training that is required.

If an applicant is not accepted, explain why and give the reasons. A sensitive way to do this is to help the applicant see that another volunteer position would make more sense. This is important if there are concerns relating to flexibility, time constraint, or lack of experience, confidence, or maturity. **Remember it is best to deal with these situations early on rather than after someone has become a volunteer.** Thank the applicant for being interested in AIDS Vancouver and ask if it is okay to refer the applicant to the Volunteer Resources Coordinator for another placement.

TIPS ON INTERVIEWING

1. Interviewing Styles

There are a number of interviewing styles used when conducting an interview. Two of these include:

Directive Interview

This type of interview is the straight forward question and answer situation. The directive interview is thoroughly planned, highly structured, and is based on specific questions set down in advance. These questions make up the outline and direction of the interview, and are usually the most detailed and crucial questions to be asked. Although it is not the best method for personality assessment, it does provide a give and take situation and allows for advance planning.

Non-Directive Interview

The non-directive interview is also planned in advance but is generally more unstructured and flexible than the direct type. Questions are designed to be more open in order to allow more freedom to respond, and in so doing, to get behind the words and reveal attitudes.

This style makes use of such phrases as "Tell me about . . .", and "How did that make you feel?" The idea is to ask questions that cannot be answered with a simple "yes" or "no". This encourage more information than one would normally get from a directive question. Quite often an interviewer will find a great deal more from detailed explanations and will uncover much more when compared to a directive interview. Individuals left to speak on their own will say more than they normally would because they are not sure how much the interviewer wants to know.

2. Components Of An Interview Question

It may help to think of an interview question as having three components.

1. What qualities are you looking for?
2. What questions might elicit information that show the volunteer does or does not have the desired qualities?
3. What in the volunteer's response will help decide if the qualities are there.

Example: Quality: Reliability and a year's commitment

Questions: How do you think being a _____ will fit into your current life?
 What tasks have you undertaken in the past that show you are reliable?
 We ask our volunteers to make a year's commitment. How will that fit in with your plans for the future?

Response: I plan on staying in Vancouver after I graduate.
 My housemate/friend/lover is already a volunteer and supports my volunteering.
 I believe that when one takes on a commitment, one should carry it through. I always do.

TIPS ON INTERVIEWING cont.

3. Ask Open Ended Questions

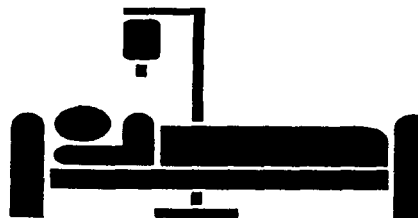
These questions encourage the discussion of feelings, opinions, knowledge, and experiences. Try beginning sentences with “who..., what..., where..., when..., and how...” Asking “why” is often seen as threatening and may also be very difficult to answer.

Example: What do you think you'd like about being a _____ ?
 How do you think your (experiences, education, background) will assist you
 in being a _____ ?
 How do you think you'd react to working with people who are (terminally ill,
 addicted, angry, bedridden)?
 What made you decide to volunteer as a _____ ?

Indirect questions are also very effective. These include, “Explain..., Tell me..., Describe..., Elaborate...”.

4. Irrelevant Information

Interviewers are entitled to ask any question in order to learn more about the suitability of an applicant as long as it does not fall within one of the prohibited grounds of discrimination. (Please see the section on Human Rights Guidelines.) A common mistake is to ask a question that does not provide relevant information concerning a particular job. An example concerns the medical history of the applicant or the applicant's family. It is not unusual for such questions to address various conditions including venereal diseases, mental illness, or high blood pressure. However, the majority of these conditions are often unrelated to the performance of the job in question.



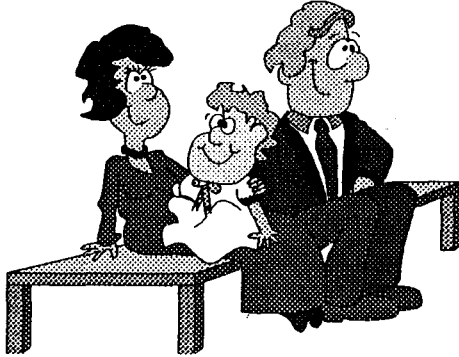
Even if the Program Coordinator does not use any of this information when making the hiring decision, the unsuccessful applicant will wonder if a positive response to one of these questions was the reason why another applicant was chosen. The interviewer has now been exposed to a possible complaint under the **Human Rights Act** and will have to justify the hiring decision. If it doesn't matter that a volunteer has high blood pressure, then there is nothing to be gained by seeking this type of information.

5. Personal Questions

Interviewers often ask questions that have nothing to do with the job, but hopefully will give a sense of the candidate's personality. The interviewer is trying to assess whether or not the candidate will fit into the organization. There is nothing wrong with such an approach and human rights legislation does not seek to prevent interviewers from asking these questions. However, the interviewer still must be aware of the prohibited grounds of discrimination when asking such questions.

TIPS ON INTERVIEWING cont.

5. Personal Questions cont.

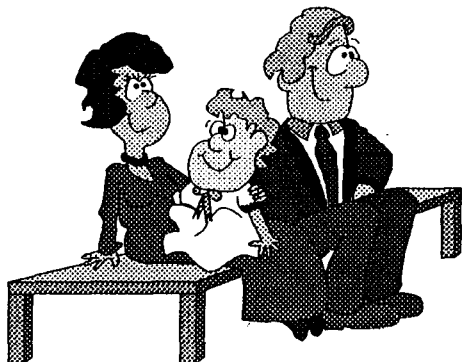


For example, to “break the ice”, an interviewer may ask the candidate whether or not he or she is married or has a family. Most parents like nothing better than to chat for a few minutes about their children and to establish a rapport with the interviewer. However, since family and marital status are prohibited grounds of discrimination, this topic of conversation may be misinterpreted by the candidate. If the candidate is ultimately unsuccessful, the candidate may presume that something to do with family or marital status played a part in the hiring decision.

Candidates are entitled to conclude that anything asked during an interview is being asked so that a decision can be made. Therefore, it is recommended that interviewers think about the questions they wish to ask and to ensure that they are not asking any questions which elicit any information

TIPS ON INTERVIEWING cont.

5. Personal Questions cont.



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Candidates are entitled to conclude that anything asked during an interview is being asked so that a decision can be made. Therefore, it is recommended that interviewers think about the questions they wish to ask and to ensure that they are not asking any questions which elicit any information concerning any of the prohibited grounds of discrimination. The safest way to accomplish this is to only ask questions which are relevant to the performance of the job in question.

6. Sensitive Topics

Some volunteer positions require the interviewer to ask personal questions concerning the volunteer’s use of illegal substances, sexuality, or even the ability to work with people from a different culture. Though these topics are found in human rights legislation, it is legitimate to not accept volunteers because they do not have the appropriate experience for a position. Therefore, phrase the question to get at experiences.

Example: Tell me about your experiences in ^{the} gay and lesbian community. What do you think about working within this community? What do you find difficult?

If your intuition tells you that there may be a problem with this prospective volunteer, ask a question about your concern. It is easiest if this is phrased in a way that distances the concern from the individual.

Example: Some volunteers who have recently lost a loved one to AIDS find it is difficult to volunteer as a companion in a house when the residents become ill. How do you think that will affect you?

Some volunteers who are in recovery have found it difficult to do outreach at the bars. What affect might this have on you?



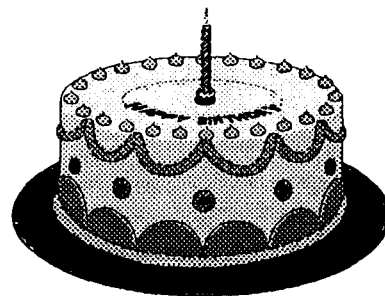
TIPS ON INTERVIEWING cont.

7. Wording Questions

Another common mistake is when an interviewer seeks information that is legitimate to have in order to make a decision, but asks for it in such a way as that it gives the candidate the impression that it is a violation of human rights legislation.

An example would be asking the candidate to provide his or her age or birthdate. Interviewers are entitled to know whether or not the candidate meets the minimum age for workers within the province, but by asking applicants to provide their actual age, is seeking more than the entitled information.

Interviewers also ask inappropriate questions regarding the availability of an applicant to attend work. The employer is entitled to know whether or not the candidate can reasonably attend work in accordance with the employer's schedule, but the questions used to seek this information are often placed into a context which seem unrelated to the ability to attend work. What the employer needs to know is whether or not a candidate will be able to work shifts, weekends, or at different locations. If this is the case, this specific question should be asked.

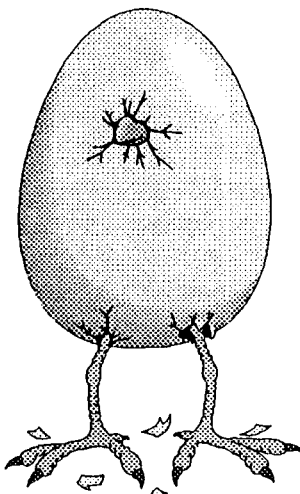


8. Problem Situations When Interviewing Volunteers

Program Coordinators will occasionally encounter problems during the interview. The following are some of the more common ones with some possible tactics for handling each situation.

Problem 1: Not Enough Information

The prospective volunteer may not provide enough information to make a decision. He or she may be too uncomfortable to talk, has a very quiet personality, or has something to hide. When doubts arise involving the suitability of a volunteer, persist in getting more information. Remember, it does no one any good if the volunteer cannot succeed in the placement.



Possible tactics:

- Be patient and allow silences. If the volunteer does not speak, explain the interview process once again.
- Observe any signs of disappointment or discontent; these may be clues to the real problem or embarrassment.
- Ask if there is someone from whom you might get more information about the volunteer's background.
- Reschedule the interview.
- Use active listening skills.
- Bring out an interest and hobby of the applicant.

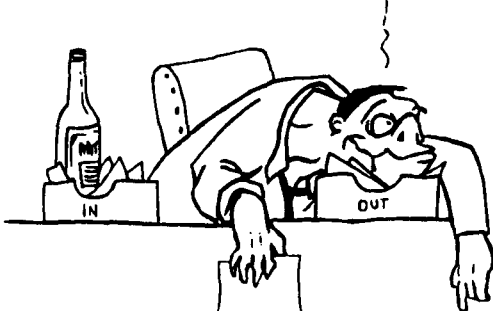
TIPS ON INTERVIEWING cont.

8. Problem Situations When Interviewing Volunteers cont.

Problem 2: Not Ready To Volunteer

The prospective volunteer may have a mental or physical health problem, or be experiencing a difficult situation, that would, in your judgment, make volunteer work inappropriate at this time.

Possible tactics:

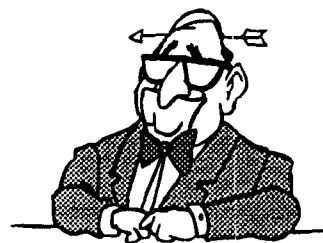
- Give the prospective volunteer ample opportunity to tell his or her story without interruptions.
 - Enquire about the steps already taken to solve present difficulties and determine, if possible, how much desire there is to find solutions.
 - Name people or community agencies that may be helpful.
- 
- Keep a friendly, sympathetic, and helpful attitude, but don't assume the responsibility for finding solutions to the applicant's problems.
 - If the volunteer has been referred by someone, ask if you may contact them for further information or reschedule the meeting for when the volunteer would be ready to handle the responsibilities of the work.
 - Inform the Volunteer Resources Coordinator.

Problem 3: Not Suitable For The Program

The volunteer may lack the skills, attributes, or interest necessary for a suitable match with the volunteer opportunities available.

Possible tactics:

- Have descriptions of other volunteer opportunities and the names of the Program Coordinators on hand.
- Ask the prospective volunteer if you may share interview information with other Supervisors to whom you would make a referral.
- Keep the volunteer's name on file for future opportunities.
- Do not refer problem volunteers to another program- refer them to the Volunteer Resources Coordinator.



In any of these cases, it is essential that you leave the volunteer with an alternative plan of action. If you feel a volunteer is not suitable for your program, encourage the volunteer to see the Volunteer Resources Coordinator. If problems arise in which you cannot find a solution, ask other people or those who may already be involved with the prospective volunteer for help.

HUMAN RIGHTS GUIDELINES

Human Rights Legislation embodies the principle of equality of opportunity so that employers will provide equal access to employment opportunities and fair treatment in the workplace. Volunteer involvement is usually not included under this scope of legislation, but the guidelines presented provide a standard of fairness when recruiting and interviewing volunteers.

The following are some of the major categories of questions that could cause problems, along with recommendations when interviewing volunteers:

Age

Focus on the volunteer's ability to perform the duties required unless there are age related restrictions. This includes an organization policy that states "employees must be 16 years of age or older" or limitations caused by liability insurance.

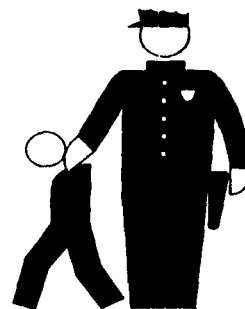


Race, Skin Colour, Ancestry Or Place Of Origin

Questions on these subjects are usually not necessary to determine appropriate volunteer work. If the ability to speak a certain language or awareness of a certain culture is important, ask questions about the volunteer's ability or awareness in these areas.

Criminal Or Summary Conviction

Do not ask unless you can show the written organizational policies that require the knowledge of this information, and explain the relation to the volunteer work.



Education

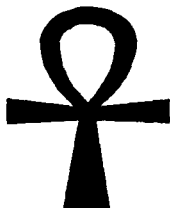
Any educational requirements should be related to the duties of the volunteer assignment.

Mental Or Physical Disability

Focus on the volunteer's abilities and what must be done to accomplish the essential components of the volunteer assignment.

Political Beliefs

Don't ask. If strong political positions would prevent a volunteer from performing certain duties ask about the volunteer's willingness to perform these duties.



Religious Beliefs

Only ask questions relating to the work, such as days available to volunteer and tolerance of other religious views. Do not ask to know the volunteer's religion.

Gender, Marital Status, or Sexual Orientation

Focus on the abilities of the volunteer necessary to do the work.

SAMPLE INTERVIEW QUESTIONS

The following questions are suggested for interviewing prospective volunteers. Re-word any questions to make it more specific to the volunteer position.

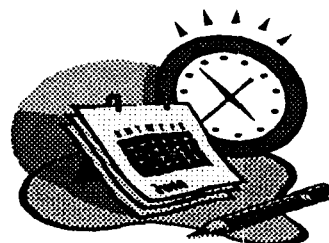
General

- Is there anything you would like to share about yourself that is not on the application form?
- What do you think causes AIDS?
- What are your fears and hopes concerning AIDS? What would you do if this happened?

Time Commitment

First clarify the amount of time required for this volunteer position (a minimum of four hours per week for a one year period is recommended.) Then ask:

- Tell me how you can manage to fit this into your schedule.
- What do you do for a living? How will you arrange your work and travel obligations?
- What other significant relationships do you have that require a lot of your time?
- What does your significant other or family say about you volunteering at AIDS Vancouver?
- How long do you think you will be able to volunteer?



Personal Questions

- Do you have friends who work or volunteer here?
- Do you know someone who has AIDS?
- How do you recognize when you are under stress? How do you deal with it?
- What kind of situation do you see yourself getting into that you couldn't handle?
- How has AIDS changed your lifestyle?

Relationship Status

Ask if it is unclear on the application form. The intent is to find out recent bereavement or separation.

Interests

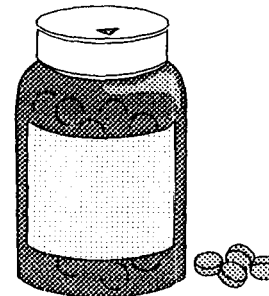
Make sure that time availability can be coordinated with interests

- What is your specific area of interest?
- Why do you want to be a volunteer with AIDS Vancouver?
- What do you know about the services AIDS Vancouver offers?
- What personal qualities or skills do you bring to AIDS Vancouver?

SAMPLE INTERVIEW QUESTIONS cont.

Substance Abuse

- How will you feel about working with someone who has had a substance abuse problem?
- Tell me about your experience with friends or family members who have had a substance abuse problem?
- How do you cope with stress?
- What do you know about twelve step programs?
- How do you feel about being around an active substance abuser?
- How would you feel if a friend or PWA had an undisclosed substance abuse problem and was clearly or covertly manipulating others?



Working With People From A Different Culture

- Describe the relationships you've had with someone from a different culture.
- What do you think would be some challenges of working with someone from a different culture/race/religion/economic background/neighborhood.?
- Describe the best experience you've ever had with a person from another background.
- Describe the worst experience you've ever had. How do you feel about it now.
- What do you think a client's concerns would be if they had a change in economic status?
- Tell me a situation where you saw yourself as different.

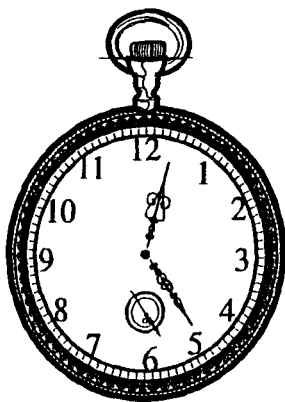
OTHER ISSUES TO CONSIDER

Meetings

Regularly scheduled meetings are a good way to keep in touch with volunteers, to provide up-to-date information, and to let them know about program changes. It's also an opportunity for volunteers to discuss problems, share solutions, and give input in improving a department. Both the Supervisor and volunteers should decide how often it is necessary to meet as a group.



Scheduling



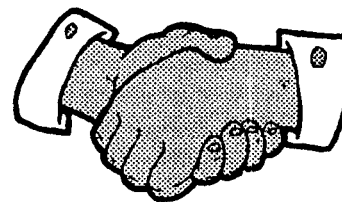
If a department requires volunteers to sign up for shifts, try doing this at scheduled meetings or ask for a commitment when the volunteer is starting an assignment. This will cut down on the number of phone calls made and scheduling problems. For a department that operates more on an "on-call" basis, Supervisors are usually more successful when volunteers are contacted at least three days in advance.

Above all, please try to ensure that there will be work when the volunteer arrives. Volunteers will be frustrated and dissatisfied if they find out that they are not needed that day or that a task takes just a few minutes to complete.

Knowing The Volunteer

Remember that volunteers are individuals and come to AIDS Vancouver for a variety of reasons. During the beginning of their volunteer service, try to get a sense of who they are and what kind of interaction would make them feel most comfortable.

Example: If an individual volunteered for mainly social reasons, or to be more active in the gay and lesbian community, working in a group or a job with a lot of personal contact will probably appeal more to the individual, and lead to better results.



Other individuals may have been deeply affected by AIDS and just want to contribute their time. Many of these people will work best if they know exactly what they are to do and are simply left alone to do the assignment.

Try to gauge which volunteers need a little extra supervision or support. Many volunteers are very capable but lack self confidence. Some volunteers may value repeated "thank-you's" while others may wish for their opinions to be asked.

Much of this is instinctive and will develop naturally when working with volunteers

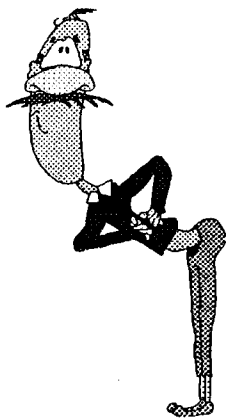
TEN SUPERVISOR ROLES

Consulting And Problem Solving

Volunteers are likely to encounter some difficulties during the course of their AIDS Vancouver experience. The Supervisor should help the volunteer clearly define the problem and analyze the issue. Alternative solutions need to be suggested and possible consequences explored. If this role is skillfully carried out, the volunteer will emerge from the problem not only with a sound course of action, but also with an improved ability to handle future situations as they arise.

Caring

This involves a sincere concern for the volunteer's satisfaction, success, feelings, and personal growth. It is a concern for the volunteer as an individual, a belief that volunteers are an asset to be treated with respect and not to be taken for granted.



Listening

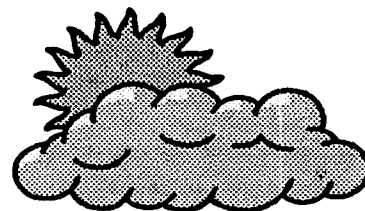
When a volunteer brings up a situation, it may not necessarily be an invitation for problem solving or consultation. The volunteer may need to express feelings or simply be thinking out loud, and may not need advice, but someone to listen. If a response is called for, people tend to listen better when they know they have been heard

Advocacy

This involves both speaking out and looking out for volunteers. Are they being fairly treated at AIDS Vancouver by staff, other volunteers, and clients? Who speaks for the volunteers?

Controlling The Climate

Supervisors should always be aware of the environment in which volunteers are operating. The environment influences the satisfaction of volunteers, as much if not more, than the actual work itself. Is the environment one of warmth and support or constant conflict? Is the physical setting attractive and comfortable? Is the volunteer included in the group? Is the volunteer met with positive reward or constantly bombarded with negative feedback? An astute volunteer manager regularly conducts an "environment audit" and asks the question, "Would I want to volunteer in this setting?"



Brokering Information

This involves being an active conduit for sharing and clarifying information. You don't have to know the answer to every question, just where a volunteer can get the necessary information and be willing to pass it along.

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TEN SUPERVISOR ROLES cont.

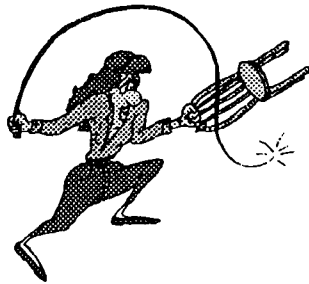
Energizing

Without resorting to transparent cheerleading, Supervisors should keep the pace and activity level high. Excitement and enthusiasm should be injected into the environment, which makes the work fun. Volunteers should always be encouraged that they can do things even when they lack confidence.



Motivating

Supervisors motivate by challenging volunteers and encouraging personal growth. It is not hard to motivate someone who already wants to do something, but it is hard to keep providing new opportunities that continually challenge a volunteer.



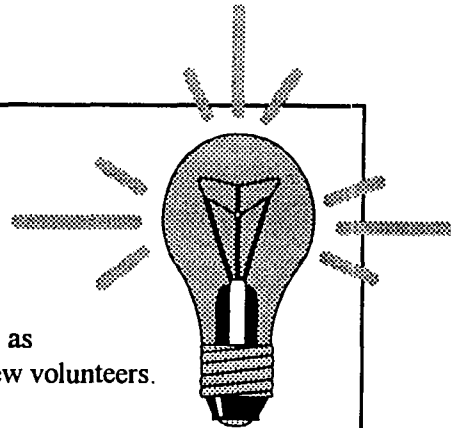
Enforcing Standards

Supervisors must have standards for conduct and performance. When a volunteer's standards are not acceptable, a Supervisor should promptly bring it to the volunteer's attention in a manner that says, "you're all right, but what you did was not."

Interpreting Success

The outcome of an effort may not always be what the volunteer envisioned, or as dramatic as anticipated. A skillful volunteer leader helps the volunteer understand the subtleties of success, such as a different attitude in a client or a service being provided with no expressed appreciation.

TIPS FOR SAVING TIME WHEN WORKING WITH VOLUNTEERS

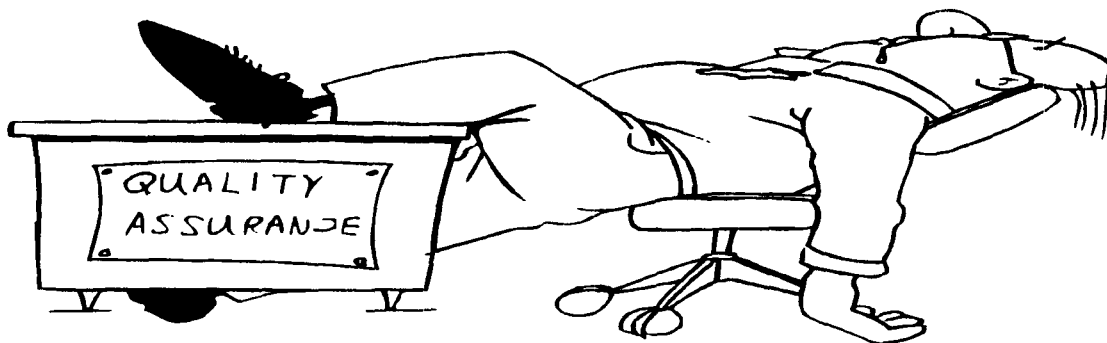


1. Use experienced volunteers to do specific tasks such as interviewing, on the job training or orientation of new volunteers.
2. Organize groups of volunteers that are responsible for specific tasks.
3. Use experienced volunteers to serve in leadership or supervisory roles.
4. Request an administrative volunteer who can organize schedules, mailings, keep track of availability, addresses, phone numbers, or put together materials.
5. Keep a list of stand-by volunteers who might be able to fill in with one or two days notice.
6. Use required meetings to actively involve volunteers in planning rather than simply a time for information dissemination. By doing so, volunteers will feel they have more of a stake in the program's success and will be more committed. Ask different volunteers to facilitate the meetings.
7. Invest more time with volunteers at the very beginning. Coordinators who spend more time orienting new volunteers and are honest and up-front about expectations and commitment, spend less time supervising and dealing with problem volunteers later.
8. Make sure there is always a "seasoned" volunteer scheduled with a volunteer who consistently requires a lot of your time and supervision.
9. Use the Volunteer Resources database. It can provide a Supervisor with mailing lists, lists that can be divided by volunteer group, special skills, birthdays, or historical information such as when a person attended training.
10. Talk to "problem" volunteers early on (i.e.) "You've missed two weeks in a row without calling."
11. Be honest whenever speaking to a volunteer.

VOLUNTEER RESPONSIBILITIES

The high quality of service provided by volunteers is an integral part of why AIDS Vancouver is seen as a leader in its field and in the community. Volunteers are often the first members of AIDS Vancouver who make the initial contact with a service user. The following is a list of what is expected of AIDS Vancouver volunteers, who are always regarded as our ambassadors.

- To maintain confidentiality with respect to all information relating to AIDS Vancouver, its clients, other volunteers, members, and staff
- To volunteer a minimum of four hours per week and to fulfill a one year commitment to AIDS Vancouver, when training has been provided
- To acknowledge the need for on-going learning and to participate fully in orientation, training, and organizational inservices
- To be up to date on HIV/AIDS information relevant to assignments
- To continue learning on the job and through self-directed opportunities
- To prepare thoroughly for each assignment and to always perform with the same high standards set by AIDS Vancouver
- To maintain the dignity and integrity of AIDS Vancouver with the public
- To work as a team member
- To know and express personal limitations
- To stay within the bounds of volunteer responsibilities
- To consult with supervisors when unclear on policy or action
- To contact the supervisor with as much notice as possible if scheduled assignments cannot be met or when leaving the organization
- To be sincere in the offer of services and to believe in the value of the job to be done
- To understand the function of staff, and to maintain a smooth working relationship with all members of AIDS Vancouver
- To accept the guidance and decisions of Program Coordinators and Supervisors
- To inform the Volunteer Resources Department of any change in address, telephone number, or skills
- To give constructive feedback in order to improve the effectiveness of the organization and programs
- To refrain from the consumption of alcohol or the use of illegal drugs prior to or during any assignment involving AIDS Vancouver
- To respect the diversity and uniqueness of individuals within AIDS Vancouver
- To support the empowerment of PLWHIV/AIDS





VOLUNTEER RIGHTS



Volunteers are and will always be an integral part of AIDS Vancouver. Just like staff, volunteers have certain rights. These rights include:

- Being treated with respect and courtesy as part of the AIDS Vancouver Team
- Having orientation and training opportunities available for on-going self development
- Being well informed about the organization and changes that may be occurring
- Receiving guidance, direction, and support from a designated supervisor
- Being given opportunities for a variety of experiences and having greater responsibility as desire, skills, and abilities permit
- Having a worthwhile, challenging, and meaningful assignment which develops skills and experiences
- Being trusted with necessary and confidential information
- Being heard, recognized, and respected for the experiences and expertise a volunteer brings to the organization
- Receiving appropriate appreciation and recognition on a regular basis
- Being given opportunities to communicate with other volunteers
- Working for an organization that is actively involved in the struggle against discrimination and HIV/AIDS phobia

PRODUCTIVE CONFRONTATION

The following exercise is designed to help Supervisors confront and solve problems with individual volunteers.



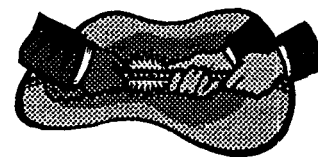
Step 1: Agree on a time and place to discuss the problem
 The location should be private.
 Leave enough time to deal fully with the problem.
 Tell the volunteer you want to discuss a problem- don't blindside the volunteer.

Step 2: At the assigned time and place, state your expectations
 Be as positive as you can, "I want to resolve this problem to our mutual satisfaction."

Step 3: Restate the event, then state your feelings
 Start by saying, "Remember when we . . ." and make sure the volunteer remembers.
 State your feelings about the event.
 Even if there is an attitude problem, keep the discussion on the specific event and do not make it personal.

Step 4: Solicit the volunteer's view of the event
 Don't go for a solution until you both understand each other's position.
 Don't interrupt- hear what the volunteer has to say.
 Paraphrase the volunteer and make sure it is acceptable to the volunteer.

Step 5: Share potential solutions to the problem
 Work for a consensus.
 Tell the volunteer what you expect.
 Ask the volunteer what you can do to help.
 If necessary, make a contract with the volunteer ("If you agree to... I agree to...").



Step 6: Close the meeting on a positive note
 Summarize your agreement.
 Make sure you can both carry out the bargain.
 End by telling the volunteer one or two positive things about his/her perspective.

REFERENCES

Some material for this Volunteer Management Manual has been reprinted with the kind permission of Whitman-Walker Clinic, Inc., Volunteer Vancouver, and Kim G. Thorne, author of Human Rights Issues Involved With Screening Job Applicants.