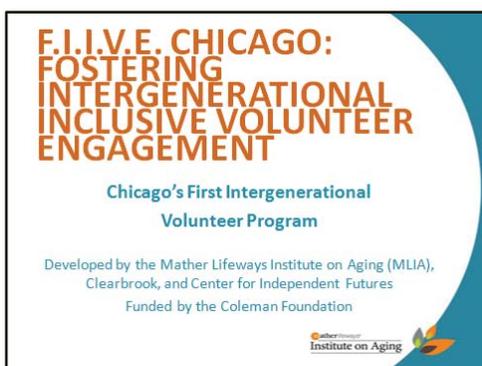


Volunteer Management Training

► PRESENTATION SLIDE



SLIDE 1 – TITLE SLIDE



SLIDE 2 – INTRODUCTION TO PROGRAM

► SCRIPT

“Thank you everyone for coming to meet us today. We are excited to begin the life-changing work of the F.I.I.V.E. volunteer program with your help and guidance. The goal of this intergenerational volunteer program is to create happier, purposeful, and benevolent community volunteers. Through engaging in service with local non-profits, the F.I.I.V.E. volunteer program tackles today’s imminent issues within the community.”

“F.I.I.V.E. stands for Fostering Intergenerational Inclusive Volunteer Engagement. F.I.I.V.E. is a partnership program that involves collaboration of numerous human service agencies throughout a community. F.I.I.V.E. provides opportunities for older adults to mentor and volunteer with young adults with disabilities. Participants and volunteers work together to volunteer for numerous local organizations – creating blankets for homeless individuals, planting flowers to beautify a city park, and packaging snacks for a local soup kitchen are just a few of the volunteer activities participants and volunteers can experience. You are going to be the guiding force behind changing the lives of our older adult volunteers and their volunteer partners, youth with disabilities.”

► *PRESENTATION SLIDE*



SLIDE 3 – BENEFITS FOR BOTH GROUPS

► *SCRIPT*

“The F.I.I.V.E. program provides an accepting space where the natural strengths and abilities of the adults and the youth are tapped. Older adults can experience greater satisfaction in their volunteer efforts because of the mentoring component included in the F.I.I.V.E. program, and participants benefit from the opportunity to use their skills to give back to their communities. Everyone can contribute because we are all part of the greater community. Learning opportunities abound. Many social issues presented in the program offer volunteers and participants an opportunity to learn more about the struggles of certain groups, and the needs of their communities. Project Coordinators have the privilege of inspiring their participants and volunteers, initiating worthy volunteer projects, and making a difference in the lives of those whose worth is too often overlooked.”

POINT 1

“Young people want to volunteer so they can have the opportunity to show their communities that they are able to contribute meaningfully to society and to other individuals in need. Young people with disabilities desire involvement in social efforts, even though opportunities to participate in philanthropic activities are often limited for them.”

POINT 2

“Older adults have great knowledge and skills to help others through volunteering. Every person has dignity and worth, and the F.I.I.V.E. program is designed to highlight the abilities of our participants and volunteers. Every activity should be adjusted so all willing participants and volunteers can participate.”

► PRESENTATION SLIDE



SLIDE 4 – HOW OLDER ADULTS HELP

► SCRIPT

“Listed on the slide are a few ways to utilize your older adult volunteers. Both the older adult volunteers and the youth should be encouraged to take on roles of leadership within the F.I.I.V.E. program.”

(Read slide ideas)



SLIDE 5 – WILLING AND ABLE:
THE NEW VOLUNTEERS

“The F.I.I.V.E. program is unique because it involves the leadership of a new group of willing and able volunteers - the youth with disabilities in our community! Although the youth may have physical or mental disabilities, this program does not ignore the unique capabilities and talents they can provide.” *(See included toolkit multimedia materials for Willing & Able short clip).*



SLIDE 6 – TYPES OF VOLUNTEER
ACTIVITIES

“Here we provide a few suggestions for the types of activities F.I.I.V.E. volunteers can complete.”

(Read slide ideas)

► *PRESENTATION SLIDE*



SLIDE 7 – MAYA ANGELOU QUOTATION

► *SCRIPT*

“With a little guidance and a lot of preparation, your volunteers will become leaders in the community. We have an inspirational quotation from humanitarian and famous poet, Maya Angelou.”

(Read quote on slide)



SLIDE 8 – THE ROLE OF PROJECT COORDINATOR

“The true potential of the participants and volunteers is to be encouraged by you, the project coordinator. You are the liaison between your F.I.I.V.E. program, the organizations/charities F.I.I.V.E. serves, and the participants and volunteers within the F.I.I.V.E. program. Project Coordinators should view themselves as a source of support for their F.I.I.V.E. participants and volunteers. You address participant and volunteer questions and concerns, and serve as the cheerleader for their accomplishments!”

NOTE: If you are aware of other human services agencies in your community that are also implementing a F.I.I.V.E. program, seek out their respective project coordinators as a source of support and for programming suggestions!

► PRESENTATION SLIDE



SLIDE 9 – RESPONSIBILITIES OF PROJECT COORDINATOR

► SCRIPT

“In facilitating this program, you will be expected to:

POINT 1 – RECRUITMENT

- ~ Recruit volunteers and participants; this includes making reminder calls prior to each monthly volunteer activity session.

POINT 2 – TRAINING

- ~ Facilitate volunteer and participant trainings.

POINT 3 – PREPARATION

- ~ Choose and lead monthly volunteer activity sessions (with volunteer/participant input). This includes collecting all the materials necessary for carrying out certain activities. The toolkit will be your guide!
- ~ Determine the best date/time for the F.I.I.V.E. group to meet.
- ~ Secure a location for F.I.I.V.E. activity sessions to be held.
- ~ Secure donation recipients of F.I.I.V.E. projects.

POINT 4 – COMMUNICATION

- ~ Communicate regularly with the Program Director and with other project coordinators.
- ~ As a group, Project Coordinators should participate in monthly meetings or conference calls to provide updates and share ideas.”



SLIDE 10 – QUALITIES OF A SUCCESSFUL PROJECT COORDINATOR

“We hope Project Coordinators feel a sense of pride in the work that their participants and volunteers contribute. You are their cheerleader, the one that encourages them to work hard and happily on the task for the day. To do this successfully, we are going to give you some tips on how to be an effective leader. We will talk about leadership styles (*read first point on slides*) and then five characteristics of an effective leader.”
(*Read topics listed on slide*)

► PRESENTATION SLIDE



SLIDE 11 – QUALITIES OF A SUCCESSFUL PROJECT COORDINATOR



SLIDE 12 – PARTICIPATIVE LEADERSHIP

► SCRIPT

“It is important to strike a balance between transformational and transactional leadership. This means that Project Coordinators are both oriented towards working hard and completing tasks, while instilling purpose and pride in the participants and volunteers. Staying on task is just as important as making the task worthwhile for the volunteers.”

COLUMN 1

Transformational leadership enacts change in the hearts and attitudes of the participants and volunteers. Discuss future project ideas with the participants and volunteers, and encourage their input.

COLUMN 2

Transactional leadership gets the work done. Project coordinators have the responsibility to initiate the monthly volunteer activity sessions. They uphold a professional relationship with local non-profits.

“We hope Project Coordinators will engage in participative leadership. This form of leadership involves everyone in the democratic process and delegates tasks among volunteers.

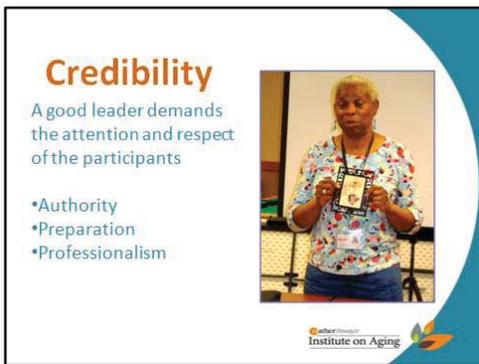
A democratic leadership style strives for inclusion of all volunteers within the day’s work. A democratic leader:

- ~ Involves everyone in the decision-making process.
- ~ Entrusts and empowers volunteers and participants with encouragement for their work, and assigning tasks.
- ~ Assigns jobs to those who are enthusiastic about the work. This inspires other volunteers to adopt a similar positive attitude.
- ~ Recognizes leadership talent in others and assigns leadership opportunities, if desired.

Volunteers and participants will react negatively to an Autocratic leadership style. This style involves...

- ~ Being so assertive you become overbearing
- ~ Taking on all of the work and not entrusting task completion to others.”

► *PRESENTATION SLIDE*



SLIDE 13 – CREDIBILITY

► *SCRIPT*

POINT 1

“Being credible is about being the authority on a topic or issue. Being a dynamic leader takes practice, and the first step begins with demonstrating to your audience that you are a credible source of information. The older adult volunteers will be especially appreciative of this quality.”

POINT 2

“To demonstrate credibility, prepare for your sessions ahead of time and familiarize yourself with the content you will be presenting during the volunteer activity sessions.”

POINT 3

“Credibility is established not only by appearing knowledgeable about a topic, but also by appearing professional and well organized. Your older adult volunteers will be more enthusiastic about volunteering if they perceive the program is well organized and you are a credible source of information and leadership.”



SLIDE 14 – ENGAGING

“You want to be engaging and encourage engagement among your participants and volunteers.

“To demonstrate that you are an engaged leader, choose topics that your participants and volunteers are interested in and provide them the opportunity to offer their own input – allow them time to find ways to relate the content to their own experiences.”

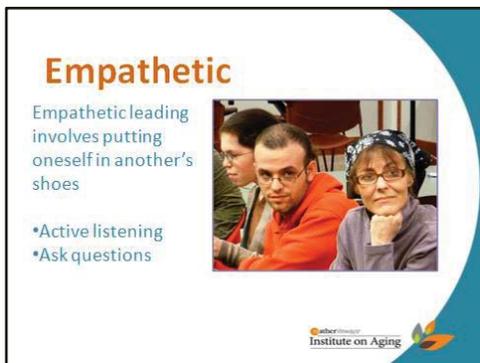
POINT 1

“Presentation style also matters if you want to demonstrate that you are an engaging leader. When you are presenting information during volunteer activity sessions, or providing instruction on how to complete a task, move around the room, be aware of your body language and posture. Talk clearly and slowly, in a conversational style.”

► *PRESENTATION SLIDE*



SLIDE 14 – ENGAGING



SLIDE 15 – EMPATHETIC

► *SCRIPT*

POINT 2

“Smile, and do not rush the conversation. Give time for questions and comments. Being a good presenter takes practice so do not be afraid to practice what you are going to say to the group.”

“Empathy involves understanding other’s feelings and motives. It is about “putting yourself in someone else’s shoes.” Empathy is intrinsic to successful teamwork, and fosters a collaborative and comfortable work environment. Participants and volunteers may be uncomfortable or unfamiliar with some experiences – their reactions can be many and the reasons behind their reactions even more numerous. Being empathetic will help them process their reactions positively.”

POINT 1

“Empathy is demonstrated by participating in active listening. To be an active listener, one must not just hear what is being said, but understand it. When participants and volunteers are asking questions, giving suggestions, or voicing concerns, pay attention to their tone of voice and body language, as well as their spoken words.”

POINT 2

“Ask questions to confirm your conclusions about the message a participant or volunteer is trying to communicate. You do not want to assume you know what they are feeling.”

► *PRESENTATION SLIDE*



SLIDE 16 – ENERGETIC



SLIDE 17 – COMMITMENT



SLIDE 18 – TRAINING OLDER ADULT VOLUNTEERS

► *SCRIPT*

“Being enthusiastic and energetic is contagious! Keep the environment positive while promoting a safe and friendly place for volunteering.”

POINTS 1-3

“F.I.I.V.E. requires a commitment of time, energy, and focus. Participants and volunteers will struggle if they sense a lack of commitment from the coordinator.”

POINT 4

“To show up at each session ready to lead, work, and meaningfully contribute can be emotionally draining. Take care of yourself and get plenty of rest prior to F.I.I.V.E. events.”

POINT 5

“Be prepared for your own growth and development!”

POINT 1

“Training volunteers and participants should occur within the month leading up to the first scheduled volunteer session. Project Coordinators will lead the training sessions for volunteers and participants.”

POINT 2

“For the older adult volunteer audience, the training includes a module on working with individuals with disabilities.”

POINT 3

“For the young adult participants, the training includes a module on how to work with older adults.”

► *PRESENTATION SLIDE*



SLIDE 18 – TRAINING OLDER ADULT VOLUNTEERS



SLIDE 19 – EACH SESSION / ACTIVITY

► *SCRIPT*

“These modules will focus on appropriate expectations and communication strategies when working with either group. The older adult volunteers should not attend the training for the participants, and the participants should not be present for the training that the older adult volunteers receive!”

“Next, we will discuss how F.I.I.V.E. should run over approximately the next 12 months. Each volunteer activity session has a suggested schedule we recommend you follow, including time allotted for each portion of the activity.”

POINT 1 – TEAM-BUILDING ACTIVITIES

“There are many icebreakers or team-building activities that can be introduced to the group. The point of the team-building activities is to give the group an opportunity to get to know one another before digging into the work. As the program progresses, you may determine that ice-breakers are no longer needed at the beginning of sessions, however, it’s always a good opportunity to give the group a chance for small talk and saying “hello” before starting in.”

POINT 2 – DISCUSSION OF COMMUNITY NEED

“You will present information about the community need you are addressing with the day’s activity. We will talk about ideas for the service activity next, but the presentation need not be long. You can use the power point slides in your toolkit to present information about different topics on various social issues, or you can create your own introduction. The toolkit also suggests getting a speaker to come in and give an introduction about the social issue to the group.

► *PRESENTATION SLIDE*



SLIDE 19 – EACH SESSION /
ACTIVITY

► *SCRIPT*

There is information in the appendices of the toolkit on how to secure an outside speaker.”

POINT 3 – SERVICE ACTIVITY

“Your community may be struggling with issues different from others. It is up to you and your volunteer community to choose what social issues call for immediate change in your communities and how you can work together to address them or provide support to other organizations’ whose mission it is to address the issues your group is interested in.

“Remember, there are many ways to support certain missions. For example, it may not be feasible for your group to participate in an activity that directly addresses drug and alcohol abuse, but providing a token of appreciation (e.g., making and delivering cookies for one of the weekly staff meetings) to staff or residents of an in-patient drug and alcohol recovery center is still valuable. The best strategy is to call an organization you would like to support and ask them what support your group can offer.

“As for where the volunteer activities occur, these can take place ‘on-site,’ e.g., writing letters to military service men and women; creating projects to be delivered, or ‘off-site,’ e.g., beach clean-up, serving at a soup kitchen.

“It is important that volunteers see the impact of the project, because it boosts the morale of the group, and advances the volunteer’s personal development. However, “off-site” projects may be a challenge to coordinate. Be creative in how you deliver “on-site” activities so that participants and volunteers can “see” where their work is going. Inviting a representative from the organization receiving the donation to attend the session is a good way to provide this insight to your participants and volunteers. Having participants and volunteers take turns to deliver donations is another option.”

► *PRESENTATION SLIDE*



SLIDE 19 – EACH SESSION /
ACTIVITY



SLIDE 20 – RUNNING THE
ACTIVITY

► *SCRIPT*

POINT 4 – GROUP DEBRIEF

“Giving the group an opportunity to process both cognitively and emotionally the work they completed is important. It is also very important from an evaluative standpoint. If you want to be able to justify continuation of this project, you need to demonstrate that the activities are effective in meeting project goals and objectives. To do so, you need to document experiences and comments from participants. Make sure to use a consistent list of debriefing questions to ask the group, and take notes! Chronicling the activities and participant and volunteer experiences can also be done by taking photos. Documentation is very important!”

POINT 1

“From start to finish, the volunteer activity session should take approximately 2 hours.”

POINT 2

“Try to allow for natural pairings of volunteers and participants to develop. However, you may need to encourage older adults and volunteers to work together on specific tasks, depending on the project for the day. Pay close attention to the group dynamic and make sure volunteers and participants are having positive interactions. It is your job to take notice whether certain personalities clash, and redirect individuals to work in other groups or pairings, if necessary.”

► *PRESENTATION SLIDE*



Recruit Older Adult Volunteers

- Who are “older adults”?
- Timeframe:
 - 3 months prior to first activity, recruitment should begin
- Recruitment Process
 - Don’t underestimate the time commitment and complications that may arise during the recruitment phase.
- Good contacts

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SLIDE 21 – RECRUITING OLDER ADULT VOLUNTEERS

► *SCRIPT*

POINT 1

“For this project, “older adult” is defined as anyone over the age of 50. You may choose a different age criterion for your group.”

POINT 2

“Approximately three months before the first volunteer activity session is scheduled to occur, the recruitment process for older adult volunteers should begin.”

POINT 3

“Recruitment can be a very difficult task, so do not underestimate the time and energy needed to be successful. You may have to go back to the drawing board repeatedly, trying new ways and approaches of reaching a volunteer audience. Advertise where older adults already interested in volunteering may congregate.”

POINT 4

“Contacting a local independent senior living community is also a very effective strategy. The founding F.I.I.V.E. Chicago program was most successful recruiting older adult volunteers using this strategy. Soliciting older adults at random from the community is the least effective means of recruiting.”

► *PRESENTATION SLIDE*

Recruit Older Adult Volunteers

- Screen prospective volunteers in-person
- Introduce your organization and its mission
- Gauge volunteer interest and qualifications
- Check references and conduct background checks

Robert Wood Johnson Foundation
Institute on Aging

SLIDE 22 – RECRUITING OLDER ADULT VOLUNTEERS, CONTINUED

Recruiting Participants

- Participants (ages 14-30) recruited from current client pool
- Advertise this opportunity as a **Volunteer Club**

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SLIDE 23 – RECRUITING PARTICIPANTS

► *SCRIPT*

POINT 1

“The best way to screen volunteers is during a 1-on-1 meeting, in which you can gauge the potential volunteer’s desire to commit to the F.I.I.V.E. program for the year.”

POINT 2

“Introduce your organization’s goals and mission, and how F.I.I.V.E. helps fulfill your mission.”

POINT 3

“When you interview prospective volunteers, ask them if they have ever worked with people with disabilities before, and in what capacity. Ask them why they want to be a part of F.I.I.V.E., and what they are hoping to achieve personally by volunteering with this program.”

POINT 4

“If the interview is positive and the prospective volunteer wants to participate in F.I.I.V.E., check references and conduct a background check.”

POINT 1

“Participants will be recruited from the client-pool of your organizations. Participants should range in age from 14-30. Some participants may require consent from guardians to participate.”

POINT 2

“To describe the F.I.I.V.E. program to participants, you may want to advertise the program as a ‘volunteer club’ for ease of understanding and remembering.”

► *PRESENTATION SLIDE*



SLIDE 24 – MONTHLY
VOLUNTEER ACTIVITY
SESSION

► *SCRIPT*

POINT 1

“Your toolkit provides information and materials on a total of 12 volunteer activity sessions, a session for each month of the year. The first session focuses on the topic of volunteerism. The next 10 sessions all focus on a different social issue or community need, and the final session is a debriefing session for the overall program.”

POINT 2

“While the F.I.I.V.E. toolkit is developed for facilitating one year of monthly volunteer activity sessions, you may find that your group is willing and able to meet more often. There is a list of additional program activities in the appendix of the toolkit, should you need suggestions for other topics or program activities to consider. If your group wants to meet twice a month, consider focusing on the same topic for the month during both sessions by allowing your group to pursue a more time intensive project that may require two sessions for completion. Alternatively, you can give the group an opportunity to pursue two projects that focus on the same issue. For example, if Animal Care is the topic for one month, the first session in the month can involve creating fleece blankets for the animals in a local animal shelter, and the second session can focus on making tug toys for the same shelter animals, or for animals from another shelter.”

► *PRESENTATION SLIDE*



SLIDE 25 – THANK YOU

► *SCRIPT*

“A special thank you goes to you, the Project Coordinator. You have an incredibly important role in the F.I.I.V.E. program. You ensure its success through a gracious leadership style and a willingness to participate. Please do not hesitate to contact your program director with questions about the toolkit or program, and remember to collaborate with other staff for support and ideas!”