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	VOLUNTEER COORDINATOR'S HANDBOOK	
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CECW-ON

Pamphlet  
No. 1130-2-429

30 April 1993

## VOLUNTEER COORDINATOR'S HANDBOOK

I want to take this opportunity to share with you my thoughts concerning the Corps of Engineers Volunteer Program. Most of you are aware of the difficult financial situation we find ourselves in these days. The size of our work force has been on the decline for several years. In many cases, current strength is a fraction of what it was a decade ago. The Corps budget has been reduced along with the budgets of most other Federal agencies.

While resources have been on the decline, our mission has continued to expand as our considerable expertise is sought to meet new challenges. Obviously, the question in this situation is, "How can we perform our expanded mission with ever more limited resources?"

Greater efficiency is the key to our success in meeting the challenge. I personally believe that a significant increase in productivity can be achieved through increased employment of volunteer workers to assist us.

You, as members of the Corps management team, can tap into this resource in order to improve our service to the nation and to enhance our stewardship of natural and cultural resources for the benefit of future generations. By providing volunteers with opportunities as well as proper training and supervision, you can bridge the widening gap between our expanding mission and our limited resources.

This Volunteer Coordinator's Handbook is devoted to an explanation of how to become a more effective volunteer coordinator or supervisor of volunteers. It is designed to function as both a training guide and a reference manual. Many of the techniques and suggestions presented were derived from volunteer success stories from around the Corps and, in some cases, from other agencies.

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One such success story is inherent in the very production of this handbook. Dr. William Dzombak, a retired college professor volunteering on a continuing basis for the Pittsburgh District, has provided many hours of service helping to write and edit this guide. We extend our thanks to Bill for a job well done and a challenge to others to seek dedicated volunteers for help in such nontraditional roles.

As you use this handbook, please keep in mind that it was prepared to represent everything you need to know to make your local volunteer program a successful one. Please employ it to full advantage.

Volunteerism is good for America, Americans, and the Corps of Engineers. Good luck in making your local volunteer program the best it can be.

FOR THE COMMANDER:

A handwritten signature in black ink, appearing to read "William D. Brown". The signature is fluid and cursive, with a long horizontal stroke at the end.

WILLIAM D. BROWN  
Colonel, Corps of Engineers  
Chief of Staff

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## CHAPTER 1

### INTRODUCTION

1-1. Purpose. The purpose of this pamphlet is to assist volunteer program coordinators in preparing volunteer management plans and to provide procedures for administering effective volunteer programs at Corps projects and offices.

1-2. Applicability. This pamphlet applies to major subordinate commands, districts, and field operating activities (FOA) having civil works responsibilities.

1-3. References.

- a. ER 1130-2-432, The Corps of Engineers Volunteer Program.
- b. EP 1130-2-430, Volunteering for the U.S. Army Corps of Engineers.
- c. EP 1130-2-431, Techniques of Supervising Volunteers.
- d. EP 1130-2-432, A Volunteer's Guide to Working Safely.
- e. EP 1130-2-433, America's Environment, A Shared Responsibility - Be a Volunteer.

1-4. General. Volunteer service on Corps projects is nothing new. However, when the term, "volunteer" comes up, many of us have a tendency to think only in the traditional sense; scouts surveying the area for litter or building bird feeders; retired couples acting as campground hosts; college students looking for job experience. The list of traditional volunteer tasks is not a long one. Many Corps offices and projects have had some experience with volunteers, however, much more can be done.

In order to get the most from your volunteer program, you need to begin to think nontraditionally. Volunteers can do and, in fact, have done almost everything for the Corps except enforce laws, set policy, or supervise Corps staff members. Here are just a few examples of what volunteers have accomplished.

- o Revision of project plans, manuals, and SOPs.
- o Development of various computer programs.

- o Presentation of training in such topics as defensive driving, CPR, and first aid.
- o Performance of clerical duties on a routine basis.
- o Development of brochures, public service announcements, and other public affairs duties.
- o Construction of interpretive displays.
- o Presentation of interpretive programs.
- o Drafting of maps and charts for plans and publications.
- o Participation in emergency response teams.

In paragraph 3-6, you will find a section on matching the needs of your project to the skills of the volunteer. This paragraph identifies a wide variety of jobs and job descriptions that will further broaden the volunteer coordinator's view of the capabilities of volunteers.

Appendix D highlights innovative volunteer programs. This section will provide insight to several unique types and uses of volunteers and hosted worker programs.

A hosted worker is an individual who performs services for the Corps and is compensated by another organization or agency. A county youth employment program paying young people minimum wage to work at a Corps project is an example of a hosted worker program.

It is important to keep in mind that volunteers fall into two distinct categories - short-term and long-term. Short-term volunteers perform services to Corps projects or offices from a few hours to a few days. Long-term volunteers may serve from several days to several years. There is a distinct difference in the needs of volunteers in these two categories as well as in the way they are supervised. A sound volunteer management plan should address the various needs of the project or office for volunteers in both of these categories.

As you read and utilize this handbook, consider that many of the plans and procedures outlined will not apply to volunteers serving for brief periods or even for large one-time events involving volunteers.

## CHAPTER 2

### THE VOLUNTEER COORDINATOR

2-1. Qualifications/Responsibilities. Prior to the development of a volunteer management plan, a project manager or office chief must select an individual on his/her staff to be the volunteer program coordinator - in other words, the team member who will "quarterback" the volunteer program. This designation should be made after a great deal of deliberation. A volunteer coordinator should have the following prerequisites:

- o Have a thorough knowledge of the mission of the office or project, both actual and potential, and the tasks needed to accomplish it.

- o Have a "volunteer mind-set." He/she must be an individual who is continually analyzing the worksite and workload to determine which jobs could, and perhaps should, be accomplished by either volunteers or hosted program workers.

- o Be a long-range planner. He/she must be constantly analyzing needs and ways to address them. Such an individual has to be sympathetic to the needs of the project staff, the needs of the resources managed, the needs of the public, and the needs of current and potential volunteers.

- o Believe that volunteerism is good, not only for the agency and the country, but for each individual volunteer.

- o Recognize potential in individual volunteers and how to elicit enthusiasm for the job at hand.

- o Be able to assess the kind of training needed by individual volunteers and be able to provide it or arrange for it to be provided.

- o Have knowledge of the local community and the ability to develop helpful contacts for volunteer recruitment.

- o Have the ability to organize time so that both ordinary and extraordinary responsibilities are adequately met. Volunteer coordinator's positions are a collateral duty. Unfortunately, no Corps office or project can afford the luxury of having one staff member dedicated entirely to volunteer coordination duties.

2-2. Volunteer Thinking. It is imperative that the coordinator be able to think like a volunteer. Those who get paid to manage natural resources may have trouble thinking like someone who will do that work for free. The volunteer coordinator must be able to ask him/herself these questions:

- o What kind of jobs would I do for free?
- o How would I like to be treated if I were donating my time?
- o What kinds of recognition would be important to me?
- o What benefits would I like to have if they were available?
- o What training would I need to do the work?

If a coordinator can answer these questions, he/she will be well on the way to designing an effective volunteer program.



## CHAPTER 3

### THE VOLUNTEER MANAGEMENT PLAN

3-1. Introduction. No program of any magnitude can be administered effectively without a plan. Sometimes the plan is informal and may not even be committed to paper. In other cases, the plan is so involved that it fills volumes. The volunteer management plan should be somewhere between these two extremes. It should be like a road map, guiding the manager and volunteer coordinator from point A - a project without volunteers, to point B - one that makes optimum use of volunteer services.

3-2. General Procedures and Guidelines. This chapter describes the organization and preparation of a plan for the utilization and management of volunteers. The procedure includes the assessment of the project need for volunteers (WHAT will they do), the determination of the best means of recruitment (WHERE will they come from), assigning an appropriate job to the individual volunteer (WHO will accomplish WHAT and WHEN), proper methods of supervision and motivation of volunteers by Corps staff (WHY will they want to accomplish the job), orientation and training of volunteers (HOW will they accomplish the job), and assurance that volunteers will be safe from job related hazards (HOW can they be properly protected).

Where applicable in this chapter, volunteer pamphlets are referenced that can be obtained and issued to the specific individual involved. For example, paragraph 3-5, Recruitment, references a pamphlet (EP 1130-2-433) that can be mailed or otherwise issued to prospective volunteers prior to a formal volunteer agreement. This publication should answer many prospective volunteer questions and instill a desire to volunteer for the Corps.

A short orientation manual for volunteers (EP 1130-2-430) is referenced in paragraph 3-9, Orientation and Training. Although this pamphlet gives the volunteer valuable information about working for the Corps, it will probably have to be supplemented with a variety of local maps, brochures, and other handouts.

Paragraph 3-10, Supervision and Motivation, references a guide for individuals who will be supervising volunteers. EP 1130-2-431, "Techniques for Supervising Volunteers," provides

some helpful advice to those team members who are new to the role of supervising workers who have no paycheck incentive.

Safety is of primary concern with Corps volunteers. Safety precautions and procedures are addressed in paragraph 3-13, Safety, and EP 1130-2-432, "A Volunteer's Guide To Working Safely". The volunteer coordinator should place an order for these pamphlets and assure that an adequate supply is on hand at the project or office for distribution to volunteers and appropriate Corps team members.

As with any plan, formulation is not enough. Implementation of the plan is the most important step in the process. Consider using the volunteer management plan, in conjunction with this handbook, as a training aid for office or project staff members. They will be better able to recruit, supervise, motivate, plan for, and work with volunteers if they are properly trained.

Another necessary part of the ongoing process of volunteer management is evaluation and revision of the plan. As your volunteer program grows, many things will change, causing the plan to become outdated. A healthy volunteer program will result from a dynamic volunteer management plan.

Appendix A is a sample outline of a volunteer management plan. Modify this outline as you desire to meet the needs of your project or office. Share your modifications with others, via the District or Division volunteer coordinator, so that everyone may benefit from your adaptations and suggestions.

Note: One last important item - The scope and complexity of your plan will parallel the scope and complexity of your project or office and its mission. Large projects with substantial needs for volunteer service will obviously produce a more in-depth plan than will a smaller project with limited volunteer needs. Be sure your volunteer management plan is tailored to your project's needs.

3-3. Volunteer Program Goal. In order to develop a volunteer plan, there must be a defined goal. The plan then becomes a strategy for reaching that goal. In most cases, this goal will be similar to the goals set for other Corps projects/missions. This is because volunteers are just another means of accomplishing work, as with hired labor or contract services.

As an example, let us examine the goal: "To operate the project visitor center during all hours of park operation in order to provide the public with project information and to interpret the various Corps missions". The volunteer coordinator's task to achieve this goal, either completely or in part, might be to recruit sufficient volunteer workers to assist a hired labor staff. If no hired labor is available, due to FTE cuts, and no money is available to contract for this service, the task might be to staff 100% with volunteers. Volunteer goals will always be a subset of overall project or office goals.

3-4. Volunteer Needs Assessment. The first part of the volunteer management plan should consist of a needs assessment. Stated simply, this is the process of examining every task necessary for mission accomplishment. This analysis includes those tasks traditionally performed or those that should have been performed but were not accomplished because resources were not available.

Once a complete list of needs is developed, an analysis can be performed to determine which tasks could be accomplished by volunteers. In many cases, it will be apparent that it will never be possible to accomplish certain jobs by hired labor or contract. They are just too low on the priority list during times of constrained resources. Such tasks must be performed by volunteers, or they will not be done at all.

An example project task listing follows (Figure 1). The PRIORITY column shows the relative importance of each task to accomplishment of the project's mission (number 1 must be done, 65 may not have to be). The METHOD column describes the way or ways in which the task could or should be accomplished (hired labor (H), contract (C), volunteer (V)). For some tasks more than one method is possible, depending on the availability of funds, manpower, or volunteers.

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<u>PRIORITY</u>	<u>TASK</u>	<u>METHOD</u>
1	Inspection and Operation of Flood Control Works	H
2	Operation and Maintenance of Operating Equipment	H
8	Recreation Area Operation and Maintenance	H/C/V
10	Mowing and Landscape Maintenance	C/V
11	Campground Management (staffing)	H/V
14	Forest Management (timber cruising)	H/C/V
25	Wildlife Management (brushpile construction)	V
31	Visitor Center Operation (staffing)	H/C/V
40	Interpretive Display Construction	C/V
65	Interpretive Presentation (campfire program)	V

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Figure 1. Sample Project Task Listing  
H - Hired Labor; C - Contract; V - Volunteer

The completed needs assessment will consist of a list of all tasks that should be or could be performed by volunteers. For each task on this list, a statement of skills needed for performance of the task should be included. This skill statement need not be in great detail. It will be fleshed out to become a volunteer job description and included in paragraph 3-5, Matching the Volunteer to the Job.

It is important to remember that, just as the Corps mission is in constant flux, the list of tasks necessary to accomplish it will change continually. As with many other sections of the volunteer management plan, the needs assessment will require periodic review and revision.

3-5. Recruitment. The needs assessment is the first step in recruitment. You first have to acknowledge where volunteers can be utilized and how many you need before you can ask potential volunteers to step forward. Now that this is accomplished you are ready to begin the actual recruitment. This is one area that many staff members fear. After all, few people enjoy asking for help with the risk of being turned down. After several tries at attempting to promote the volunteer program, recruitment motivation can certainly wane if the only response to the "sales pitch" is "No, thanks". The best way to survive the rejection is to create a well-thought out approach to recruitment.

Recruitment is an ongoing procedure, a campaign in which your plans and avenues of approach change frequently. The changes would depend on the current mission, staff skills and interests, budget, seasons, and your volunteer resource base. The important thing to remember is that at any given time, any one of these could change and consequently alter the volunteer program needs.

As with many situations, there are two ways to look at recruitment. Do you need more quantity than quality or vice versa? The first method, quantity instead of quality, is a recruitment for warm bodies - a situation that requires a large number of volunteers for a short period of time. The volunteers would require no special skills and would be given assignments that are easily directed. Good examples for this type of recruitment might be a lakeshore cleanup or a Keep America Beautiful project.

The other method, quality, is a conscious plan to deliver your recruitment message to those individuals with special skills or uncommon characteristics. Here you are emphasizing a special type of volunteer and not just reaching to obtain a certain number of participants. Consider a volunteer serving as volunteer coordinator, a Basic First Aid Instructor, a special event coordinator or a computer specialist. You don't need a great volume of people to do these jobs but the people serving in that capacity must have special attributes to bring to the work site.

o How do you customize your message? When designing recruitment appeals, consideration should be given to the type of person being sought. Are professional skills needed? Does the person need a driver's license? Are seamstress skills needed?

The answers to these questions may be more difficult than they first appear. After giving deliberate thought to the questions, you will be better able to prepare your campaign. For example, maybe any age range could best respond to your need. In this case, you need to prepare several messages to cover the same subject. Target each age group with messages that would appeal to them and you will have a higher success rate. Just consider, what commands attention for a senior citizen will have no interest for a high school student. Therefore, two different messages need to be sent for the same job description.

o Where do you find them? The plan is beginning to fall into place. You now know what you need done, by how many people, with what types of skill levels and general characteristics. At this point you could almost draw a picture of the volunteer you need for the project. But where are these people? How do you find them? Stop and think about your local community. You'll probably begin to notice a pattern of circles. Circles of people doing different things at various times with a multitude of interests. These circles are social groups, groups of employees, clubs, professional and fraternal organizations and religious affiliations. Don't overlook unusual sources such as electronic mail computer network groups, and readership, listening and viewing associations. Begin by reviewing your volunteer profile. By identifying who you need, you will be able to uncover where they may be found. If you have special skills in mind, see if there are any of the circles in your community that share these pursuits. And remember, these circles overlap. People involved in one of the groups will usually be found in another group. Thus, your networking of volunteers can begin to unfold.

Appendix C is a list of Volunteer Bureaus and Voluntary Action Centers across the nation. This provides a good starting point for volunteer recruitment, however, remember that there are many additional sources in your area. The volunteer coordinator should use this information in the applicable section of the volunteer management plan.

o How do you communicate with them? In general the most effective means of recruiting a volunteer is to have a two way conversation with them. This approach addresses the candidates own personal skills, needs and questions. People volunteer only because they want to. Helping a person see that they can do the things they want to do is easiest during the personal approach of one on one or in a small group.

Press releases, posters, public service announcements, talk show appearances, and newspaper advertisements can also be successful but they are less efficient in obtaining effective volunteers. If you plan to use the media, you need to select which media to use based on its reader/listener/viewer profile. If not, you are just wasting time and increasing your frustration. Most newspapers, radio stations or television stations can supply you with a profile of its user groups. Take advantage of their research and use it to make your campaign more efficient.

o What do you say to them? Frequently, paid staff members make presentations about the agency and what volunteer jobs are available. Often, little thought is given to a specific recruitment message and unfortunately numbers of potential volunteers are needlessly reduced. The effective recruitment message has three parts.

- Accomplish work. The first part of the recruitment message is the need to get the work done. The statement, "We need to cut shrubs and dig ditches along the blind trail" is not a statement of need. It merely conjures up days of hot sweaty work along a pathway used by a special population. The response probably would be, "Who cares". The potential volunteer needs to relate to the recruitment message. Therefore, it must show a result benefiting the community. "The trail leading through the dogwoods and to the handicapped fishing area is becoming overgrown and eroding. With a little work, we can open this facility for the outdoor recreational pursuits of a special population in our community. The School for the Blind cannot afford many field trips and for many of their students the opening of the trail would provide one of the few outdoor activities this year for the students." This shows the need of the agency and how the need affects the community.

- Agency need. Some jobs exist to support the needs of the staff or the agency more than for the community. In these cases, it is important to discuss the needs of the staff and how they relate to the community. "When park visitors call wondering about the effects of acid mine drainage on the watershed, our staff is sometimes limited in response because our information has not been systematically filed or typed." Again, you have to relate the agency need to the potential volunteer. The statement of need should lead the recruit to thinking something should and can be done about the problem. Next, show the volunteer how he/she could solve the problem. In other words, now is the time to discuss the job description. By describing these activities in the context of the need, we make our recruitment message more powerful. Take into consideration the above example of the need

for filing and typing to be done. After explaining how clerical duties could benefit the community, potential volunteers may see the value of serving in this capacity. Don't just assume that the potential volunteer will be able to figure out why the work is important. This assumption could eliminate people that would make a worthwhile contribution.

- Individual need. The third part of the recruitment message helps people see how they can help themselves by doing activities that help the agency serve the community. Some other reasons people volunteer are listed below:

- o To "get out of the house"
- o To get to know people in the community
- o To establish a work record and references
- o To make a transition from prison or rehabilitation
- o To experience a new career field prior to entering it
- o To make new friends
- o To gain knowledge about community problems
- o To feel a part of an important organization
- o To develop new skills
- o To be with friends that also volunteer
- o To gain recognition
- o To help others by using special skills

To be effective, the recruitment message needs to show the volunteer that no matter what combination of benefits he/she wants to achieve, it can be met. If the recruitment message is a one-way message, make sure benefits are included to encourage the potential volunteer. If it is presented in a two-way format the recruiter should take advantage of the opportunity to talk with potential volunteers about their needs, skills and desires. Later on you will be able to use some of the information gained



from the individual approach. Keep a record of the reasons that motivated the volunteer from the start. Later on you can use these valuable notes to continue motivating the volunteer. By following up with the volunteer's needs, you will continue to motivate them and create a positive reflection of your organization. Stating the need, the job, and the benefits is essential in maximizing recruitment. Regardless of the types of recruitment methods used, tell the people what the problem is, show them how they can help solve it, and tell them what they will gain in the process.

o Who will do the recruiting? This is where decisions must be made as how to get more two-way communication into the recruiting effort and who will take the responsibility for creating posters, contacting radio stations and other forms of one-way communication. As indicated before, the most effective recruiters are often those who are volunteers. In order for them to be effective, they need to know that this is their responsibility, who they are supposed to recruit, how they are supposed to do it, and what they are supposed to say. In other words, the staff needs to make sure these people are well equipped to do an effective job.

The efficiency and effectiveness of the volunteer program can be enhanced by systematically encouraging recruitment. Everyone involved in the organization, both volunteer and staff, must know that recruiting is everyone's business. They also must understand what their responsibilities are within the framework of the recruitment plan. Each time a demand for a new volunteer arises, the volunteer coordinator should make a new job description, prepare a statement of need and list possible benefits. This can be shared with the entire staff so that they can begin to search among people they know for good candidates.

o Should I "over-recruit"? Over success in recruiting can be just as harmful as under success. What would be worse than lining up volunteers that you can't utilize or that you under utilize. Rejected volunteer applications can also be devastating to your program no matter how valid the reason. The risk of resentment is not only harbored with that one applicant or volunteer, it surfaces many times. Remember, one of the strong points of the recruiting campaign is the strength of the network within the community. Negative comments and experiences travel just as quickly through the neighborhood circle as do positive ones. One bad experience can threaten the entire program and validity of your agency in this regard. If you don't need quantity, don't plan your campaign for it. In general, recruitment planning can greatly enhance the effectiveness of

your program. Be prepared and the recruitment campaign can lead down a happy and fulfilling path to success. Keep in mind:

- o Customize your message. Who are you trying to recruit?
- o Where do you find them?
- o How do you communicate with them?
- o What do you say to them?
- o Who will do the recruiting?

The volunteer management plan should include a variety of recruitment information. This would be a listing of the groups in your area that would be interested in volunteering. A point of contact with complete address and telephone numbers would be helpful; although, you must remember to update it annually. Along with the source listing should be a record of various media sources and their subscriber profiles. A local fact sheet on the community and basic demographic statistics assists the recruiter with getting an overall perspective of the area being canvassed. You may also wish to include some sample news releases in this section to expedite recruitment in times of special or immediate needs.

Note: A national Corps recruitment brochure entitled, "America's Environment, A Shared Responsibility - Be a Volunteer", (EP 1130-2-433), is available. This brochure was developed for distribution to potential volunteers explaining the general program and as an inspiration to their involvement. It contains the address of each Division office as well as a space for an office or project address stamp.

3-6. Matching the Volunteer to the Job. In order to create a positive volunteer experience, you must match the volunteer to the work. A successful worker is one that is tailored to the tasks they enjoy performing and can find a value in accomplishing. A misplaced worker requires extra supervision, training and effort to motivate. Successful matching is easily accomplished if the volunteer coordinator keeps accurate records on volunteer candidates and the needs of the agency. Record keeping begins with the first contact, in the recruitment stage. As the recruiter discusses the program with candidates, notes should be kept. When the volunteer coordinator receives the applications, the previously gathered notes can be added to the application.

Proper screening, interviewing and placement are essential to program success. Volunteers can have a profound impact on your facility. It is important to screen them properly to make their experience a positive impact on the facility, the agency, its visitors, the paid and volunteer staff and the potential volunteer. Never feel compelled to accept someone just because they walk through your door. They may be seeking remedies to problems that will not be solved through the volunteer program. Optional Form 301, Volunteer Application for Natural Resources Agencies can be used to screen applicants. Sort through the applications for candidates interested in the job to be accomplished. These will be the candidates you will interview.

Before creating an interview schedule, make sure all your interview tools are prepared. The interview should be centered on the application, the needs assessment plan, and the job description. At this point, have at least two of the three tools in place, the application and the needs assessment plan. If not prepared at the recruitment stage, the job description should be completed before the interview.

Note: As a reminder, this section applies primarily to long-term volunteers or short-term volunteers with very specialized skills. Volunteers for weekend or one-time events may not need to be screened as described above.

3-7. Job Descriptions. The volunteer coordinator should assure that a job description is filed relative to the position as each task is identified. Unlike a paid staff job description, this should also include a statement of need from the agency standpoint and information on benefits to the volunteer. This provides a ready source of information from which the volunteer coordinator can draw during the initial contact, the interview and the overall program management. Remember not all recruitment will be from the designated recruitment staff. Recruitment is every paid staff and every volunteer's responsibility. Having an effective job description in place will assist everyone in accomplishing effective recruitment. This is particularly important if the volunteer needs to have special skills. As mentioned previously, don't waste time preparing detailed job descriptions for short-term volunteers. All you need for these volunteers is to assure that they are doing the kinds of jobs they volunteered to do and able to do it safely.

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The basic purpose of a job description is communication. This should communicate the agency needs in relation to the community and the volunteer, the benefits to the volunteer and the duties required to accomplish the work. Following is a sample job description (Figure 2). Keep in mind that this is merely a suggested format.

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**POSITION TITLE:** Visitor Center Assistant

**JOB DESCRIPTION/DUTIES:**

- o Answer visitor's questions and provide any needed assistance.
- o Maintain appropriate records of visitation as well as report equipment breakdowns or other unusual occurrences.
- o Operate audio visual equipment in the presentation of films, slide shows, and videos to the visiting public.
- o Maintain displays in a clean and operational manner.
- o Present short interpretive talks to groups of visitors as required.
- o Perform all duties safely.

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**DESIRED SKILLS/ABILITIES:**

Individual needs to be able to meet and deal with people well. The appearance should be neat and a positive reflection of the organization. Individual should have the ability to remain calm in busy situation. Public speaking skills are desirable but not mandatory.

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**TRAINING/ORIENTATION NEEDED:**

Necessary training will be provided in Service Effectiveness, Audio Visual Equipment Operation, CPR, and First Aid. A thorough orientation regarding the Corps of Engineers and the project will be provided.

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**MATERIALS/EQUIPMENT UTILIZED:**

Slide projectors, 16mm movie projectors, public address system, tape players, video cassette recorders, and video monitors.

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**SCHEDULE:**

Anytime between 10:00 AM through 6:00 PM daily

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**BENEFITS:**

- o Opportunity to develop programs and special events.
  - o Opportunity to meet new people and interact with the public.
  - o Work in a clean, safe and professional atmosphere.
  - o Opportunity for additional training and skill development.
  - o Growth in natural, cultural and human resources.
- 

Figure 2. Sample Volunteer Job Description

The style and format may vary for each job description in consideration of a project's specific needs. Consideration should be given to the areas shown in the example, but let your imagination and project needs be your guidelines. What is important is that the format is effective in your situation.

Following are some position titles and brief descriptions. They are provided to merely suggest how to begin when preparing some job descriptions.

- o Archaeological and Historical Research. Research archaeology and history of the lake project area at a local library, historical society and other sources. Produce written or oral histories as needed.

- o Artist and Exhibit Specialist. Develop artwork for use in interpretive displays, bulletin boards, changing exhibit areas.

- o Ballfield and Games Courts Maintenance. Maintain baseball fields at projects. Also maintain horseshoe pits and volley ball courts.

- o Beach and Playground Inspector. Check areas for safety hazards and pick up litter and debris. Report any problems immediately to the management staff.

- o Biologist Assistant. Participates in wildlife studies, developing wildlife habitat, evaluating improved results.

- o Boundary Patrol. Patrol boundary by foot or vehicle. Make notations on trespasses and encroachments, use simple survey tools, and replace missing or broken markers. Reports all incidents to resource management staff for action.

- o Campground Host. Opportunity to make extended stays at campgrounds located in scenic areas and to meet many interesting and friendly people. Answer questions, help campers get settled, suggest things to do and places to go in the vicinity, and explain the campground regulations. Expected to help keep the campground neat, and attend to some minor repairs or maintenance. Usually a choice campsite is reserved for the campground hosts at no charge, and for a more extended time than is allowed to other campers.

- o Campground Maintenance. Campground maintenance work includes litter pick-up, light repair work, and restroom, table, and firepit cleaning.

o Clerk/Typist. Performs general office duties including routine typing and filing, answering visitor's question, and answering the telephone.

o Computer Aides. Programmers, data coding, and editing. Helps staff learn software packages and gives advice as to best use of systems.

o Construction Aides. Install and repair fences, signs, trails, and springs.

o Landscaper and Beautification. Assist in beautification projects by planting flowers, mulching, weeding, watering and maintaining visitor use areas. Some hummingbird and butterfly plots available.

o Litter Control. Litter and debris cleanup on the lake or land by groups or individuals. Adopt a Park concept applicable. Adopt a Stream also encouraged.

o Maintenance. Covers a variety of jobs including litter pickup, trail tread work, maintaining hiking trails, erosion control, brush removal, and recreation maintenance in campgrounds. Adopt a Trail applicable.

o Natural Resources. Develop fish attractors, plant seedling trees, and other activities to improve the environment.

o Painter. Paint a variety of things, including equipment and facilities.

o Photographer. Using instant picture, video, and 35mm format cameras, photographically record routine and special events at the project. Maintain the project print and slide files. Update photos used in existing slide presentations. Photograph natural, cultural and human resources around the project.

o Research. Research on natural, social, and cultural resources related to the management programs. Volunteers are welcome to submit research proposals for consideration. Recreational use research also feasible.

o Vehicle Cleaning. Maintain cleanliness of project vehicles by washing exterior and interior of vehicles to keep them free of mud and dust.

o Visitor Interpretive Services Aides. Make public contact, dispense information and assist visitors. May include preparing and giving interpretive talks to the visiting public. Assist ranger with tours, talks, walks, visitor center operations, update bulletin boards, distribute interpretive materials. Promote water safety through roving ranger and formal appearances.

o Wildlife Management. Check and maintain various nesting box structures. Replace, repair, build, install new boxes as needed. Maintain records of nesting habits. Food plot work, habitat management, and other activities possible.

o Wildlife Survey. Check wildlife areas for population of deer herd, other wildlife and waterfowl. Check creel census in Corps managed areas. Conduct breeding bird surveys. Record bat activity.

o Writer/Editor. Work on public service announcements and special events messages. Prepare lesson plans. Write scripts for slide presentations. Edit Operational Management Plans, Project Mobilization Plans and related subjects. Opportunity to work with personal computer and learn word processing software.

3-8. Interviewing. With your interview tools in place, now is the time to set an interview schedule for long-term and specialized volunteers. Contact the candidates from your screened applications and establish a schedule that fits easily into your daily routine.

The needs assessment plan becomes a vital resource at this time. This is because you are now ready to match the volunteer and their basic needs, skills, and interests with the needs identified in the plan. With these in place you now have the tools to conduct a productive interview. Targeted recruitment, good job design and a screened application make the interview process easier. The application together with a sound job description are two important interviewing tools.

Another helpful interview tool is to prepare a standard worksheet or summary on which to make notes. Figure 3 shows a sample format. This format helps to keep you focused on the task at hand and also reduces the amount of time spent logging information after the interview. A Sample Interview Summary format follows (Figure 3):



---

Applicant's Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone (Day) \_\_\_\_\_  
(Evening) \_\_\_\_\_

Interviewer Name \_\_\_\_\_ Date \_\_\_\_\_

Volunteer Availability \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Education, Skills, Knowledge \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Applicant's Interests \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Health/Physical Limitations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewer's Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up Actions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Figure 3. Sample Format For Interview Summary.

The final interview tool needed is a list of questions. Carefully compose them so as not to violate equal employment opportunity guidelines. They should be easily understood and furnish you the information you are seeking. Avoid questions that may be answered with a simple "yes" or "no." Instead begin them with "who," "what," "where," "why," and "how." These questions will help you to better evaluate the individual by showing attitudes, judgments and reactions. When listing questions, consider first making a checklist of all the items you want to cover. This provides added insurance that you cover everything you have planned.

The interview time should be used to meet the applicant, discuss the agency needs, and learn about applicant expectation. Since the interview purpose is to find the best qualified person to fill a job, it is important that you plan ahead so that the process will give you all the information you need to make a wise selection.

Every interview has several stages. The pre-interview stage begins before the candidate arrives. This is the time you spend reviewing your questions, the job description and the potential volunteer's application form. Arrange the office so that there is an atmosphere of comfort, warmth and informality. Flexibility and a choice of seating should be provided. Try to ensure privacy. Ask not to be interrupted. Set aside unfinished business and concentrate on the job at hand. Few people can read their mail and conduct an interview at the same time. It is important to allow enough time to conduct the interview. A minimum of one-half hour of uninterrupted time is recommended.

Be prepared to help volunteers find the job that best suits their interests. This might mean recognizing that they are unsuited for volunteer positions available at that time. In this case it would be a gesture of good faith to give the candidate information on other possible areas of community involvement. A listing of local organizations accepting volunteers would be desirable, if available.

Usually, the most lasting impression is formed when the candidate first arrives for the interview. In order to make the most positive impression, the interviewer should greet the candidate in a friendly manner. A welcoming smile, a firm handshake, and a friendly greeting are courteous and warm ways in which to greet a candidate. Remember to introduce present staff members.

The interview should begin by clarifying the purpose of the meeting. Explain that you want to obtain general information, review the application and discuss interests so that the volunteer may be matched to the most appropriate position. Make sure any new information obtained during the interview is added to the application.

Provide the applicant enough time to consider the questions and to answer them. Don't hesitate to ask for clarification on any points you don't understand. Use questions and positive listening skills to get the applicant to tell his/her own story. Ask questions to show interest. State questions clearly so they are easily understood.

Keep in mind that the volunteer is also interested in learning about you, the agency and the program. The interaction will assist you in making the proper decisions about placement and suitability of the individual. Areas to explore may include:

- o What the motivating factors might be
- o Enjoyment through other volunteer work
- o Long range objectives
- o Personal and work related goals important to the volunteer
- o Types of people considered congenial or vice versa
- o The volunteer's contribution to the project or office

Avoid basing your evaluation totally on impressions. Consider each fact about the applicant in relation to all others. Reflect on the skills, knowledge, ability, and interests. Note mental reaction time and organization of answers to questions. Take into consideration the applicant's evaluation of themselves and what they feel are their best traits. Appraise the quality of the self-prepared application form, handwriting, ability to follow instructions and clerical ability.

Point out both the positive and negative aspects of the position you have been discussing. Assist the applicant in deciding what is most suitable by clarifying areas of concern. Because the position is a voluntary one, the applicant will have the final decision on the job. An unsatisfying experience for both the volunteer and the agency will result if the volunteer is

asked to perform tasks that are of little or no benefit to him/her. If this occurs, he/she will become disgruntled and eventually will resign from the program. Not only will you lose valuable assistance, you risk alienating other candidates with whom the volunteer is acquainted.

Anticipate other areas that may be of interest to the volunteer. He/she will want to know about hours and flexibility of scheduling, clothing, protective equipment, where to report and who will be a point of contact. Something as simple as knowing where to park, will help to make the volunteer comfortable with reporting to work. Anticipate awkward situations or questions you would have if you were in the volunteer's shoes. Address those items so he/she feels less conspicuous.

Take advantage of the interview to promote recruitment. Ask the volunteer to tell acquaintances about the program and to contact you if interested. Basic recruitment techniques stress the importance of the volunteer spreading the word.

Conclude the interview by covering what you want to accomplish and by ascertaining that all questions and concerns have been addressed. You want the person to leave feeling excited and enthused about the results of the interview. If the result is the candidate will be a volunteer in your program, schedule a convenient time for orientation. If the applicant has decided to pursue another avenue, wish him/her well and offer your assistance. Express your appreciation for the applicant's time.

The final stage of the formal interview is just as important as the first step. First, take the time to make notes and properly file the information that you have received. Even if the applicant is not entering your program at this time, there may be areas that will arise in which he/she could be utilized. Complete and accurate record keeping will help you maintain a file of potential volunteers. A followup letter to the candidate summarizing the results of the interview would confirm decisions in writing.

Finally, don't forget the volunteer. Take the time to follow up with him/her after he/she enters the program. Find out how he/she feels about the placement and if his/her needs are being met. Ask if he/she has any suggestions to improve the program. Determine if the recruiting process presented an

accurate and fair view of the overall process and program. Continue to encourage him/her to spread the word among his/her friends and relatives and, thereby, increase individual contribution to the program.

3-9. Orientation and Training. If long-term or specialized volunteers are viewed in the same light as staff members when they first report for duty, it will be easier to realize the need for orientation and training. When a new team member reports for duty, the order of the day becomes orientation.

Orientation must begin with the office or individual worksite. Where will the volunteer park his/her car, hang up a coat, store a lunch, get a coffee or soda; where is his/her work station. The list goes on and on. Volunteers are at your worksite because of the quality experience they envision. They won't last long if they feel lost.

After the volunteer feels comfortable with his/her immediate surroundings, it will be time for orientation about the project and job to be performed. This is especially important if the volunteer will be exposed to the visiting public. He/she will have to know enough to answer common questions about the area. The volunteer will also need to know some things about the Corps organization and missions. All this information doesn't have to be given at once. A thorough orientation may take several days or weeks, depending on the type of volunteer, length of intended service, job assignment, and the interest or abilities displayed.

An important tool available for this purpose is a pamphlet entitled, "Volunteering for the U. S. Army Corps of Engineers" (EP 1130-2-430). This pamphlet gives the volunteer an introduction to our organization as well as some helpful information on administration of the volunteer program. These pamphlets can be issued to long-term or specialized volunteers when they report for duty.

Your volunteer management plan should include a handout orientation guide for volunteers of different types (short-term, long-term, special project, etc.). This guide should be specific about your project or office. The orientation guide could easily be prepared by a staff member familiar with the site.

Orientation for short-term volunteers (one or two day projects) can be minimal, but should still be stressed as important. An expression of the Corps appreciation for their efforts should come first. Next, the volunteers should be introduced to the Corps team members who will assist or otherwise participate in the task. Finally, a brief orientation on the work at hand and the relevance to operation of the total project should be given. An important reminder is that this orientation must include a review of the activity hazard analysis or some equivalent safety message.

For longer term volunteers, orientation will probably be interspersed with training and task accomplishment. Basic orientation will be followed first by training for one or two tasks. After some work is accomplished, additional orientation can take place while training is underway for additional jobs. Variety is important to make any job more rewarding, especially when there is no paycheck involved.

The orientation guide you prepare for long-term volunteers might include some, if not most, of the following items, depending on the nature of the assignment. Although the list appears lengthy, most of the information should be on hand already in some form.

- o Description and history of the project or office.
- o Description of mission, programs, and customers.
- o How does the Corps relate to the local community and other Federal, State, or local organizations.
- o A description of the volunteer program.
- o A sketch of the organizational chart and an introduction to the key Corps staff members.
- o A timeline of major organizational events throughout the year.
- o An introduction to the volunteer pamphlets and other pertinent local materials.
- o An orientation to local facilities: office/work station, phones, restrooms, parking, coffee, soda, lunchroom, etc.

- o Outline of volunteer benefits.
- o Provision of volunteer training schedule or development of volunteer training plan.
- o Introduction to supervisory chain of command and specific supervisory staff.
- o Coverage of recordkeeping requirements.
- o Description of emergency procedures.
- o Description of performance appraisal/evaluation procedures.
- o Orientation to the specific volunteer tasks.
- o Introduction to safety procedures and available personal protective gear.
- o System for changing schedule and supervisory notification.
- o Opportunities for growth and development.
- o Allowable incidental expenses and importance of proper documentation.
- o Plea to recruit additional volunteers from friends.

Proper training is a must for any worker, paid or volunteer. Regardless of the amount of experience a worker may have in a particular area, some degree of training will still be necessary, if only to familiarize him/her with the particular site, tools, and equipment to be used.

Training takes many forms: classroom vs. on-the-job; formal vs. informal; local vs. off-site; skill related vs. interpersonal. The best way to determine training requirements is to develop volunteer training plans. There should be two types of training plans in your volunteer management plan. The first will be an overall project volunteer training plan. This will be a listing of all the different categories of volunteers anticipated with an accompanying inventory of the needed training courses. Figure 4 shows a brief example of a Volunteer Training Plan.

---

<u>VOLUNTEER TYPE</u>	<u>TRAINING NEEDED</u>
1. Campground Host	Service Effectiveness First Aid CPR
2. Volunteer Coordinator	Service Effectiveness Corps Volunteer Supervisor Computer Skills
3. Visitor Center Attendant	Service Effectiveness Audio Visual Skills Interpretive Techniques
4. Skilled Maintenance Worker	Safe Material Handling Personal Protective Gear Defensive Driving

---

Figure 4. Sample Format For Project Volunteer Training Plan

Obviously, your list of tasks and training required will be longer and more involved than this example. It is important to keep in mind that volunteers will need much of the training provided to Corps staff working in similar positions.

In addition to the office or project training plan, an individual training plan should be developed for each volunteer. This plan will be more specific and indicate, not only the types of training needed, but also where, when, and how it will be provided. A suggested format for the Individual Volunteer Training Plan follows (Figure 5).



NAME OF VOLUNTEER \_\_\_\_\_

PLANNED VOLUNTEER EFFORTS \_\_\_\_\_

ORIENTATION COMPLETED \_\_\_\_\_ (date) \_\_\_\_\_ (volunteer coordinator  
initials)

SPECIFIC TRAINING REQUIRED

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

TRAINING ACTION PLAN

<u>TRAINING</u> (scheduled or accomplished)	<u>DATES</u>	<u>METHOD</u>	<u>SITE</u>	<u>COST</u>
--	--------------	---------------	-------------	-------------

Ex. First Aid	8/9/91	C	Local Hospital	\$12
---------------	--------	---	----------------	------

- 1.
- 2.
- 3.
- 4.

Note: Method Codes - (C - Classroom), (O - On-the-Job),  
(A - Audio Visual), (H - Home-study), (D - Demonstration)

Volunteer \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Volunteer Coordinator \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Figure 5. Sample Format For Individual Volunteer Training Plan

This training plan should be one of the first things developed for the long-term volunteer. Individuals rendering short-term voluntary service may not need a specific training plan. However, it should be noted that some minimal training may be necessary even for volunteer services of one to two days duration. In most cases, such training will be on-the-job at the start of work.

Because of the wide variety of work volunteers may become involved in, the list of potential training courses will be long. This list of possible courses to be offered to volunteers should be a part of your volunteer management plan. The listing should include information on the type of training (classroom, home-study, video, etc.), the length of the course, the training site, the cost, who teaches it, et cetera.

Volunteers should not be overlooked as possible teachers for these various training courses for volunteers. A variety of local courses are already taught by volunteers (CPR, First Aid, Defensive Driving, etc.). Your volunteer management plan should contain a list of possible volunteer instructors, along with their addresses and telephone numbers.

Training should be considered a necessity to ensure that the Corps receives maximum benefits from its volunteers. Keep in mind also that the volunteer will consider most training experiences to be a personal benefit and, as such, part of the compensation for the volunteer service. Perhaps the most important training that can be provided to a volunteer is safety training. The volunteer must know how to protect him/herself, as well as co-workers, from job hazards. He/she must also be able to avoid damage to Corps property and equipment. The volunteer coordinator will want to assure that the handbook section on "Safety" is considered when training is specified.

3-10. Supervision and Motivation. There are many aspects to consider as part of the volunteer program. The volunteer coordinator may be tempted to feel that, once volunteers are on the job, the hard part is over. In actuality, the most critical part of the program has just begun - supervising the volunteer. Many volunteer programs fail because supervisors don't consider the criticality of their role.

It is likely that volunteers will be supervised by any member of the Corps management team at the office or project. Some staff members doing the supervising may never have been trained in supervisory techniques. These individuals will most certainly need some training in order to perform this new task effectively.

Traditionally, Corps supervisors have been trained to supervise and motivate paid staff members. However, many of the rules and techniques that apply to these individuals don't apply to volunteers. Volunteers seek many of the same rewards from the workplace as do paid staff members. The basic difference is that the employee must come to work and perform in order to keep the financial security the employment affords. Volunteers are under no financial pressure to show up, or to perform. They do so for the pure satisfaction of the experience. The satisfaction each individual volunteer seeks is different. A long list of the things that motivate volunteers has been provided in the "Recruitment" section.

It is important for a supervisor to know why an individual is volunteering in order to provide suitable work opportunities. It is acceptable to ask, "Why are you volunteering with the Corps and what kind of experience are you seeking?." The answers to these questions will provide valuable clues to make the experience more rewarding for both the volunteer and the Corps.

On the strong foundation of knowing these basic needs, the volunteer supervisor should lay some additional building blocks. The first is an understanding that, according to regulation, "Volunteers will be provided a work environment which is, in all respects, equivalent to that provided Corps employees performing similar duties." Whether it is personal protective gear, sufficient lighting, transportation to the worksite, or a variety of other conditions, volunteers should be treated like staff members. This assures that volunteers will feel like part of the team. Many times that feeling is more important than any other benefit that can be offered.

Another important supervisory principle is enthusiasm. Everyone knows that working for an enthusiastic supervisor is much more fulfilling than working for one who isn't. Volunteers need to see the supervisor's enthusiasm for the work much more so than staff members. Volunteers will feel much better about accomplishing something important (worth being enthusiastic about) than a meaningless task not worthy of the supervisory effort.

Although it is the project or office manager's responsibility to assure that the rest of the Corps team has "bought into" the volunteer program, the volunteer supervisor needs to stress a teamwork ethic between volunteers and staff members. Staff attitudes that volunteers "are here to take our jobs," "are outsiders," "can't be depended upon," "aren't safe,"

or "may cause other problems," will create a disastrous atmosphere for your volunteer program. Staff members need a thorough orientation regarding the benefits of the program before the first volunteer arrives at the site.

Communication is vital to any supervisory relationship. In terms of volunteer supervision, communication is critical. Volunteers must have frequent feedback from supervisors regarding their work. Successes must be praised and failures must be tactfully corrected.

Staff evaluations or appraisals are, for most supervisors, one of the least favorite tasks. There is a strong temptation not to evaluate a volunteer's performance. However, it is extremely important that the volunteer get substantial feedback from the supervisor regarding strengths and weaknesses. Remember, volunteers are there because they want to accomplish something and do it well. A good supervisor coaches volunteers to do their best, just as he/she does with team members. Keep volunteer coaching focused on the positive and word constructive criticism carefully.

A sample Volunteer Evaluation format follows (Figure 6). It can be modified or you can develop your own form. The most important point to remember during the evaluation process is the job description. Performance must be tied to the expectations set forth in the beginning of the relationship.

NAME OF VOLUNTEER: \_\_\_\_\_

POSITION: \_\_\_\_\_

PERIOD COVERED BY EVALUATION: \_\_\_\_\_ to \_\_\_\_\_

EVALUATION DATE: \_\_\_\_\_

Position Goals

Progress Achieved

1.

2.

3.

4.

Work Relationships

Comments

Relations with other volunteers

Relations with staff

Relations with visitors

Meeting commitments on deadlines

Initiative

Flexibility

COMMENTS BY SUPERVISOR \_\_\_\_\_

COMMENTS BY VOLUNTEER \_\_\_\_\_

NEEDS FOR CONTINUED SERVICE \_\_\_\_\_

VOLUNTEER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
(signature) (signature)

Figure 6. Sample Format For Volunteer Evaluation

The volunteer must always know what is expected of him/her and what to do next when the current job is completed. Job descriptions discussed in Section 3-7 will be helpful in determining the next suitable job.

The plan should also include methods for evaluating the volunteer as well as the volunteer program in general. Evaluation forms and methods may be included here.

Based on the importance of Corps team members supporting the volunteer program, the volunteer plan should include an outline for a staff briefing or orientation regarding program benefits.

The plan should also include the details of who on the staff will be supervising which types of volunteers. In addition, you will probably want to include a list of the training each individual has had in the supervision of either paid staff or volunteers. A training plan or schedule can be provided here for those who need additional training. Outside sources of training or reference materials for home study can also be listed in this section of the plan.

At the very least, each supervisor of volunteers should be familiar with the pamphlet, "Techniques of Supervising Volunteers" (EP 1130-2-431). The volunteer coordinator will want to keep a supply of these in stock for issue to new team members who may find themselves in this situation.

This pamphlet may also be utilized as a guide for the conduct of short in-house training courses in the proper supervision of volunteers. Considering the importance of this aspect to the overall program, such training would be time well spent.

3-10. Awards and Recognition. Other than the intangible benefits discussed earlier (regarding why people volunteer), volunteering offers few tangible rewards. One tangible benefit of the program is awards and other forms of recognition. Since this benefit is limited, the supervisor will want to take full advantage of this motivational potential whenever appropriate. Awards and recognition are discussed in the regulation and again below in terms of their place in the volunteer management plan.

The volunteer management plan should include a section on recognition and awards for volunteers. Because substantial local discretion is authorized in this area, it is important that the

plan specify what methods of recognition will be afforded to volunteers in different categories. Both quality and quantity of service should be considered. Recognition may vary. It may be a certificate or some other means. Articles in Corps publications or the local printed media, local radio and television, bulletin board "volunteer of the month" display, etc. are all excellent ways to honor volunteer efforts.

Several nation-wide award programs are available for recognizing outstanding voluntary service and are identified in Appendix B. These programs are valuable methods of recognition that have very positive motivational effects.

3-11. Volunteer Identification. The volunteer management plan should discuss the methods by which volunteers will be identified at the project or office. ER 1130-2-432 contains a variety of options. It will probably be necessary to designate a different means of identification for each work category. For instance, tour guides and visitor center attendants may be afforded a complete volunteer uniform. Relatively long-term maintenance volunteers may be afforded a ball cap and name tag. Short-term volunteers who do not come into contact with visitors may not need to be identified.

3-12. Reimbursement for Incidental Expenses. The plan should also discuss a schedule for reimbursement of volunteer incidental expenses. ER 1130-2-432 defines incidental expenses as those out-of-pocket expenses which a volunteer incurs in performing a service for the Corps. These are different from the expenses the Corps would incur in providing materials or overhead associated with the service of a volunteer program. The regulation is relatively clear on what may be provided. However, some discretion is exercised regarding reimbursement. The plan should outline the local policy specifically regarding what is covered for which types of volunteers.

3-13. Safety. As with any program that the Corps of Engineers undertakes, safety must be a top priority in the volunteer program. One statement from ER 1130-2-432 makes the volunteer coordinator's and supervisor's role in safety quite clear. Paragraph 6.d states, "Volunteers will be provided a work environment which is, in all respects, equivalent to that provided for Corps employees performing similar duties." In other words, treat volunteers just as you would staff members.

This must be especially true in the area of safety. The volunteer coordinator should work closely with the office or project safety officer to assure that all safety requirements (OSHA, EM 385-1-1, and others) are met for volunteers.

Just as with staff members, the safety program for volunteers should begin with the Job Hazard Analysis (JHA) or, as some prefer to call it, the Job Series Hazard Analysis. A JHA outlines an occupation or job specialty by tasks, hazards, necessary personal protective gear, and safe job procedures to minimize the risk of injury to a staff member or volunteer. It would normally cover all volunteers assigned to a job series at the project, but is not required for field clerical positions, although many supervisors prefer to have one for the clerical volunteers also.

Volunteers should become familiar with the hazard analysis for their own job and utilize the information provided prior to the performance of the job series related tasks. These analyses are reviewed and updated annually and initialed by each volunteer. How and where these are filed is a matter of local policy.

Another important document for the volunteer is the Activity Hazard Analysis (AHA). An AHA is required on any specific assignment or activity performed by a volunteer on an unusual or infrequent basis; in other words, a job not covered by the job series hazard analysis. AHAs may also be prepared for routine assignments that have special safety concerns. As work assignments are developed and a new task needs to be accomplished, a thorough AHA is to be written. Once the job is ready to begin, the AHA is reviewed and initialed by all team members and volunteers associated with the task.

Properly implemented, the Job Hazard Analysis and the Activity Hazard Analysis can be excellent management tools. Improved work methods can result in reduction of property damage costs, worker's compensation, tort claims, and absenteeism.

Through familiarity with both the JHA and AHA for any particular task, the volunteer will: 1) realize the hazards involved; 2) know how to protect him/herself from the hazards; and 3) understand the proper procedures necessary for safe completion of the task.

The volunteer management plan should outline the tasks volunteers are performing categorized by job series. Each volunteer should then be provided with the JHA applicable to that series. Some volunteers may perform work in several different series. They may do ranger duties in the morning and maintenance duties in the afternoon. In such cases, they should be provided with all applicable JHAs. You may wish to include copies of these in your plan.



The volunteer management plan should also include a list of personal protective gear to be issued to the volunteer or otherwise provided for their use in each job series or volunteer classification.

The plan should also include a list of all activities performed by volunteers that are covered by an activity hazard analysis. In other words, a task outside the routine covered by the JHA. When volunteers are involved in these tasks, the on-site supervisor should assure that the AHA is reviewed and initialed by all involved - staff members and volunteers alike.

Another important consideration of the safety program for volunteers is the assurance that volunteers are properly trained for any specialized task or the operation of any specialized equipment, vehicles, or vessels. According to regulation, it is the responsibility of the accepting official to certify that volunteers are proficient in the operation of any equipment assigned and that they meet the same licensing requirements applicable to Corps staff. Specific training necessary and licensing requirements for volunteers in general should be listed in the volunteer plan. (Individual needs for training or licensing should be listed on specific individual volunteer training plans.) You may also wish to include a district policy statement or letter regarding whether or not volunteers are permitted to operate vehicles, vessels, and equipment. This authority rests with the District Commander.

Sometimes, despite the most intensive safety efforts, accidents happen involving volunteers. In cases which result in personal injury or property damage, the same emergency actions and procedures applicable to Corps staff members will be undertaken regarding volunteers. The only difference will be a notation in item 17. on ENG Form 3394 (U.S. Army Corps of Engineers Accident Investigation Report) denoting "other-volunteer." Reporting procedures may be listed in the volunteer plan if deemed appropriate by the volunteer coordinator.

"A Volunteer's Guide to Working Safely" (EP 1130-2-432) is an excellent safety pamphlet designed specifically for volunteers. The volunteer coordinator will want to order a supply of these so that one can be issued to each volunteer. Volunteers should be encouraged to keep this pamphlet in their pocket for ready reference on the job. This will serve to reinforce the Corps safety emphasis.

## CHAPTER 4

### RECORDKEEPING

4-1. General. Recordkeeping is a way of life in the Corps, as it is in every other government agency and most businesses. There are various reasons why recordkeeping is important to a successful volunteer program.

- o There is always a possibility that a volunteer may be injured on the Corps worksite. In such eventuality, it is necessary to file the proper accident and injury forms. In some cases, injuries are not reported until a later date. In such instances it is imperative to have good historical records as to dates and hours worked, as well as jobs performed and the staff involved in supervision.

- o There is also a possibility that volunteers may injure someone else or cause damage to property. The same records identified above will be needed in such instances.

- o When incidental expenses are reimbursed, it is important to maintain proper documentation and internal controls. In order to measure the success of any program, accurate records must be available for review. The forms specified in the volunteer regulation, as well as the reporting requirements, provide one vehicle for program evaluation.

- o Awards and other forms of recognition take on additional importance in a program where participants are not compensated monetarily. Good records will indicate when volunteers have surpassed milestones set up for various volunteer awards.

- o Parental release forms are a must when minors are involved in the volunteer program. These insure that the parents know where the child is and have approved of the voluntary service. In organized groups, these forms assure that the group is aware of their responsibility to the child's parents.

4-2. Sample Forms. This paragraph explains the forms necessary to conduct the volunteer program. In each case, an example is offered of the completed form.

The importance of conscientious and accurate recordkeeping cannot be stressed enough for the success of your volunteer program.

o Optional Form 301, Volunteer Application. It is very important that the volunteer applicant complete this form accurately and thoroughly. In many cases, a decision must be made to accept or reject volunteer services solely on the basis of the information provided herein.

Blocks 1 through 5 are self-explanatory.

Block 6 lists various volunteer work categories in which the individual may be interested. Since no list of this type can be exhaustive, it is very important to use the "other" line to specify additional jobs. The applicant should keep in mind that most projects can use the same volunteer for a variety of jobs. All jobs that are interesting to the volunteer should be checked.

Like block 6, block 7 cannot be considered a complete list of the skills an applicant may possess. Here again, the "other" lines should be used to specify additional skills that the applicant may use to provide voluntary service to the Corps.

It is very important that the applicant complete block 8 in great detail (continuing to block 17, if necessary). This space is for the prospective volunteer to describe in his/her own words the type of specific volunteer work desired and the skills or background that will enable him/her to perform it.

It is helpful to know whether a volunteer candidate has experience as a volunteer. After all, volunteer service is quite different from a paid job. A thorough description of former experience in block 9 will give the accepting official insight into the potential success of the volunteer experience.

Block 10 is also important as it will indicate whether or not the candidate can be assigned to supervise other volunteers with minimal guidance and training.

Although it is marked OPTIONAL, each volunteer applicant should be encouraged to complete block 11. This block gives the accepting official valuable insight into what the candidate is seeking from the experience. An explanation here can help greatly in matching the volunteer to the right job.

Block 12, PHYSICAL LIMITATIONS, will give insight into what situations the volunteer is and is not capable of performing in. This is important information.

Block 13, gives the candidate an opportunity to specify the months, hours per week, and days of the week that he/she will be available for service.

Volunteers applying for duty at a specific project or office may be confused by block 14. This block requests at least three states or specific locations for which the volunteer is available. If the applicant is available for one specific site only, that stipulation should be made in this block.

Many volunteers are local residents who do not need lodging. Block fifteen is geared more toward transients targeting distant projects. Local volunteers should just check the box indicating they will provide their own lodging.

Blocks 16 through 19 are self-explanatory.

A completed example of this form follows.

Optional Form 301 is a federal inter-agency volunteer application form which is available from the Government Printing Office.

\* Note: These pages and the sample completed form may be reproduced locally and mailed with the volunteer application to prospective volunteers. This guidance may be of help when completing this form.

Volunteer Application for Natural Resources Agencies		Instructions: Mark "x" in appropriate boxes. For other items, either print or type responses If extra space is needed, use item 17.		
1. Name (Last, First, Middle) Carpenter, John G.		2. Age 63	3. Telephone Area Code 617	Number 555-1212
4. Street Address (include apartment no., if any) 413 Oak Drive		5. City, State, and Zip Code Anytown, Ohio 46389		
6. Which general volunteer work categories are you most interested in?				
<input checked="" type="checkbox"/> Archeology	<input checked="" type="checkbox"/> Pest/Disease Control	<input checked="" type="checkbox"/> Timber, Fire Prevention		
<input type="checkbox"/> Botany	<input type="checkbox"/> Minerals/Geology	<input checked="" type="checkbox"/> Trail/Campground Maintenance		
<input type="checkbox"/> Campground Host	<input type="checkbox"/> Natural Resources Planning	<input checked="" type="checkbox"/> Tour Guide/Interpretation		
<input checked="" type="checkbox"/> Construction/Maintenance	<input type="checkbox"/> Office/Clerical	<input checked="" type="checkbox"/> Visitor Information		
<input type="checkbox"/> Computers	<input type="checkbox"/> Range/Livestock	<input type="checkbox"/> Other (please specify) _____		
<input type="checkbox"/> Fish/Wildlife	<input type="checkbox"/> Research/Library			
<input type="checkbox"/> Historical/Preservation	<input type="checkbox"/> Soil/Watershed			
7. What qualifications/skills/experience/education do you have that you would like to use in your volunteer work?				
<input type="checkbox"/> Backpacking/Camping	<input type="checkbox"/> Heavy Equipment Operation	<input type="checkbox"/> Sign Language		
<input type="checkbox"/> Biology	<input checked="" type="checkbox"/> Horses—Care/Riding	<input checked="" type="checkbox"/> Supervision		
<input type="checkbox"/> Boat Operation	<input type="checkbox"/> Landscaping/Reforestation	<input type="checkbox"/> Other Trade Skills (specify) _____		
<input checked="" type="checkbox"/> Carpentry	<input type="checkbox"/> Land Surveying			
<input type="checkbox"/> Clerical/Office Machines	<input type="checkbox"/> Livestock/Ranching	<input checked="" type="checkbox"/> Teaching		
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Map Reading	<input checked="" type="checkbox"/> Working with People		
<input type="checkbox"/> Drafting/Graphics	<input type="checkbox"/> Mountaineering	<input type="checkbox"/> Writing/Editing		
<input checked="" type="checkbox"/> Driver's License	<input type="checkbox"/> Photography	<input type="checkbox"/> Other (please specify) _____		
<input type="checkbox"/> First Aid Certificate	<input type="checkbox"/> Public Speaking			
<input checked="" type="checkbox"/> Hand-Power Tools	<input type="checkbox"/> Research/Librarian			
8. Based on boxes checked in items 6 and 7, what particular type of volunteer work would you like to do? (Please describe any specific qualifications, skills, experience, or education that apply.) <u>I would like to do cabinet making or other type of carpentry work (I have a journeyman union card in this field). I am an amateur archeologist and I would be glad to assist professionals in searching for artifacts or prehistoric sites. I can ride a horse and would be glad to work on equestrian facilities or trails. After many years of being a foreman, I can supervise the work of other volunteers. In the construction and remodeling of homes, I have also gained experience in pest control associated with buildings. I have taught Sunday School for years and feel comfortable in front of people speaking to groups.</u>				
9a. Have you volunteered before? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>				
b. If Yes, please briefly describe your volunteer experience. <u>I volunteer to do many things at my church (teach, grounds maintenance, carpentry, van driving, etc.). I have also volunteered at the local hospital visiting patients.</u>				
10. Would you like to supervise other volunteers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
11. What are some of your objectives for working as a volunteer? (Optional) <u>I am retired and I like to keep active. I support President Bush's philosophy that, those who can, should help the government by volunteering their services.</u>				
12. Please specify any physical limitations that may influence your volunteer work activities: <u>I have some hearing loss both ears.</u>				

13a. Which months would you be available for volunteer work?  
 January     February     March     April     May     June  
 July     August     September     October     November     December

13b. How many hours per week would you be available for volunteer work? Hours → 10-20

13c. Which days per week would you be available for volunteer work?  
 Monday     Tuesday     Wednesday     Thursday     Friday     Saturday     Sunday

14. Specify at least three states or specific locations within a state where you would like to do volunteer work: \_\_\_\_\_  
Pennsylvania, Ohio, Indiana

15. Specify your lodging requirements:  
 I will furnish my own lodging (such as, tent, camper, trailer, own, relative's or friend's place).  
 I will require assistance in finding lodging.

16. If a volunteer assignment is not available at the locations specified in item 14, do you want your application forwarded to another location or federal agency seeking volunteers with your background/interest?  
 Yes     No

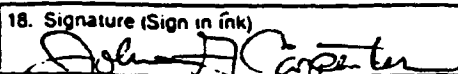
17. This space is provided for more detailed responses. Please indicate the item numbers to which these responses apply:

**Notice to Volunteer**

Volunteers are not considered to be Federal employees for any purposes other than tort claims and injury compensation. Volunteer service is not creditable for leave accrual or any other benefit. However, volunteer service is creditable work experience.

**Privacy Act Statement**

Following information is provided to comply with the Privacy Act (PL 93-579). 5 U.S.C. 301 and 7 CFR 260 authorize acceptance of the information requested on this form. The data will be used to contact applicants and to interview, screen, and select them for volunteer assignments. Furnishing this data is voluntary.

<b>18. Signature (Sign in ink)</b> 	<b>19. Date</b> 6/18/91
--	----------------------------

Sample Optional Form 301 (back)

EP 1130-2-429  
30 Apr 93

o ENG FORM 4881-R, Parental Approval. This form must be completed anytime a person under the age of eighteen is enlisted in the Corps volunteer program. The only exception to this rule is when an organized group is involved and the group has already obtained parental approval on their own form. The accepting official can waive the need for the ENG 4881-R form upon verification of the completion of this other form.

The parental approval form is very straightforward and self-explanatory. There is no necessity for a block-by-block explanation of how it is completed. A completed example follows.



US Army Corps  
of Engineers

PARENTAL APPROVAL

(ER 1130-2-432)

NAME OF VOLUNTEER Jimmy B. Scout

PARENT OR GUARDIAN'S NAME James F. Scout

ADDRESS 3852 Beech Street, Anytown, Ohio 46389

TELEPHONE 617/555-3468 617/555-8924  
*(Residence)* *(Business)*

I affirm that I am the parent/guardian of the above named volunteer. I understand that the Corps of Engineers' VOLUNTEERS program does not provide compensation, except as otherwise provided by law, and that the service will not confer on the volunteer the status of a Federal employee. I have read the attached description of the work that the volunteer will perform.

I give my permission for Jimmy B. Scout to participate

in this program sponsored by Boy Scout Troop #59  
*(Name of Sponsoring Organization, if applicable)*

at Straight River Lake from June 22, 1991 to June 23, 1991  
*(Project/Office)* *(Date)* *(Date)*

James F. Scout  
*(Signature)*

June 16, 1991  
*(Date)*



o ENG FORM 4880-R, Agreement for Individual/Group Volunteer Services. This form provides the legal basis for the agency/volunteer relationship. It must be completed for every volunteer or group of volunteers. No one should ever agree to begin volunteer activities now and sign the agreement later.

This form is relatively brief and straightforward to complete. The top line, AREA, should be completed with the name of the project if a lake or other water resource development is involved. If a district or division office is involved, the name of the specific office should be listed.

The NAME/GROUP block will be completed with the name of the volunteer in the case of an individual. In the case of a group of volunteers, the group name will be entered. Not the group leader's name.

The TELEPHONE and ADDRESS blocks are self-explanatory. In the case of a group, these may have to be the group leader's telephone number and address.

The BRIEF DESCRIPTION OF WORK... block is important. Remember, this is an agreement between the volunteer and the agency. It is important that both sides are clear on what is to be accomplished and how long it is expected to take. A job description should be attached to this form in most cases. It will expand on the information provided in this limited space.

It is extremely important to also attach an "Activity Hazard Analysis" document to this form and review it prior to the start of work. An activity hazard analysis is a detailed description of the hazards that might be expected in the process of the job as well as means that must be taken to eliminate these hazards or protect the volunteer from them. Remember, according to regulation, volunteers must be afforded working conditions equivalent to those of a paid Corps staff member.

The SIGNATURE OF VOLUNTEER block is self explanatory.

The SIGNATURE OF GROUP REPRESENTATIVE block should be signed by the group leader when a group of volunteers is involved. This leader must be reminded that he/she is responsible to obtain signed parental permission forms for all group members under 18 years of age. By signing this block, the leader certifies to this fact.

The SIGNATURE OF ACCEPTING OFFICIAL block above the ACCEPTANCE/TERMINATION OF AGREEMENT line is to be signed when first entering into the volunteer agreement. The accepting official is the project manager or his/her designee.

The signature block below the ACCEPTANCE/TERMINATION OF AGREEMENT line should be signed by the accepting official when the agreement is terminated.

A copy of this completed form should be given to the individual volunteer or group leader for his/her records. The original should be kept in an active file for the period of volunteer service. After termination of the service, this form should be kept in an inactive file for three years in case it is needed in a law suit or injury claim.

Two examples of this form, one for an individual and one for a group, follow.



US Army Corps  
of Engineers

AGREEMENT FOR INDIVIDUAL/GROUP  
VOLUNTEER SERVICES

(Act of July 30, 1983 Public Law 98-63)

Straight River Lake

AREA

NAME/GROUP (Type or Print Full Name)

John G. Carpenter

TELEPHONE NUMBER

617/555-1212

ADDRESS (Street, City, State and Zip Code)

413 Oak Drive, Anytown, Ohio 46389

Brief description of work to be performed, including minimum time commitment required. (Attach complete job description.)

Fabrication of picnic table parts (to be assembled by others) utilizing hand and power tools in the project work shop. At least two weeks will be required. Job Description and Activity Hazard Analysis are attached.

I understand that I will not receive any compensation for the above work and that volunteers are NOT considered to be Federal employees for any purpose other than tort claims and injury compensation, and I understand that volunteer service is not creditable for leave accrual or any other employee benefits. I also understand that either the Corps of Engineers or I may cancel this agreement at any time by notifying the other party.

I hereby volunteer my services as described above, to assist the Corps of Engineers in its authorized work.

18 June 1991

(Signature of Volunteer)

(Date)

We agree to obtain parental or guardian consent for each individual under 18 years of age and to comply with applicable child labor laws. We understand that the individual volunteering under this agreement will not receive any compensation for the above work and that they will NOT be considered to be Federal employees for any purpose other than tort claims and injury compensation, and we understand that volunteer service is not creditable for leave accrual or any other employee benefits. We also understand that either the Corps of Engineers, or we, may cancel this agreement at any time by notifying the other party. We agree to provide the Corps of Engineers with a listing of active participants home address, and the number of hours each contributed, when and as requested.

(Signature of Group Representative)

(Date)

The Corps of Engineers agrees, while this agreement is in effect, to provide such materials, equipment and facilities as are available and needed to perform the work described above, and to consider the individual volunteering under this agreement as Federal employees only for the purpose of tort claims and compensation for work related injuries.

*James B. Manager*  
(Signature of Accepting Official)

18 June 1991

(Date)

ACCEPTANCE/TERMINATION OF AGREEMENT

(Signature of Accepting Official)

(Date)



US Army Corps  
of Engineers

AGREEMENT FOR INDIVIDUAL/GROUP  
VOLUNTEER SERVICES  
(Act of July 30, 1983 Public Law 98-63)

Straight River Lake  
AREA

NAME/GROUP (Type or Print Full Name) TELEPHONE NUMBER  
Boy Scout Troop #59 617/555-1213

ADDRESS (Street, City, State and Zip Code)  
Boy Scout Troop Headquarters, 676 Elm Street, Anytown, Ohio 46389

Brief description of work to be performed, including minimum time commitment required. (Attach complete job description.)

Assembly of picnic tables from finished parts (by others) utilizing tools and hardware. Time required - approximately 6 hours per day for two days (one weekend). Job description and Activity Hazard Analysis are attached. Power tools will not be used.

I understand that I will not receive any compensation for the above work and that volunteers are NOT considered to be Federal employees for any purpose other than tort claims and injury compensation, and I understand that volunteer service is not creditable for leave accrual or any other employee benefits. I also understand that either the Corps of Engineers or I may cancel this agreement at any time by notifying the other party.

I hereby volunteer my services as described above, to assist the Corps of Engineers in its authorized work.

\_\_\_\_\_  
(Signature of Volunteer) \_\_\_\_\_  
(Date)

We agree to obtain parental or guardian consent for each individual under 18 years of age and to comply with applicable child labor laws. We understand that the individuals volunteering under this agreement will not receive any compensation for the above work and that they will NOT be considered to be Federal employees for any purpose other than tort claims and injury compensation, and we understand that volunteer service is not creditable for leave accrual or any other employee benefits. We also understand that either the Corps of Engineers, or we, may cancel this agreement at any time by notifying the other party. We agree to provide the Corps of Engineers with a listing of active participants name address, and the number of hours each contributed, when and as requested.

\_\_\_\_\_  
(Signature of Group Representative) 25 June 1991  
(Date)

The Corps of Engineers agrees, while this agreement is in effect, to provide such materials, equipment and facilities as are available and needed to perform the work described above, and to consider the individuals volunteering under this agreement as Federal employees only for the purpose of tort claims and compensation for work related injuries.

Jane B. Manager  
(Signature of Accepting Official) 25 June 1991  
(Date)

ACCEPTANCE/TERMINATION OF AGREEMENT

\_\_\_\_\_  
(Signature of Accepting Official) \_\_\_\_\_  
(Date)

o ENG FORM 4882-R, Volunteer Service Record. This form is necessary for evaluating the effectiveness of the volunteer program as well as tracking the number of hours and service value of each volunteer or group of volunteers. It is completed on a monthly basis.

The NAME line will contain the name of the individual volunteer or the group name of a group of volunteers. In case of a group, members' names may be listed on a separate sheet attached to the form or on the back of the form itself.

The DATE line will show the month and year of the report.

The PROJECT/OFFICE line will contain the name of the project or office where the volunteer service took place.

PREVIOUS HOURS is the total number of hours shown in the CUMULATIVE TOTAL block at the bottom of the previous month's report. This number will be added to the TOTAL FOR MONTH to obtain the new cumulative total for the month.

Most of the column headings on this form are self explanatory (day, job title, location, hours worked). The EQUIVALENT VALUE IN \$/HR column is the hourly rate listed in ER 1130-2-432, paragraph 14b, associated with the job performed (Figure 7). Five categories are listed with a grade or range of grades. The proper equivalent grade should be selected and the base hourly rate entered in this column. The base rather than the equivalent rate should be used. In other words, the value of benefits, overhead, and supervision should not be applied to this rate.

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For the purposes of determining the value of volunteer services, the following rates will be used at the comparable base rate (not to include overhead):

<u>JOB TITLE</u>	<u>GRADE</u>
Laborer	Minimum wage or WG-3
Skilled Maintenance	WG-9
Student/Clerical	GS-4
Technical Specialist	GS-7 or GS-9
Consultant	GS-11 or GS-13

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Figure 7. Comparable Base Rates for Volunteer Services

In the DOLLAR VALUE column enter the extension of the number in the HOURS WORKED column multiplied by the number in the EQUIVALENT VALUE IN \$/HR column.

Only two items are totalled at the bottom of the form - HOURS WORKED and DOLLAR VALUE. The TOTAL FOR MONTH space should be added to the previous month's cumulative totals and entered in the CUMULATIVE TOTAL space.

Two completed examples of this form follow - one for an individual and one for a group.



US Army Corps  
of Engineers

VOLUNTEER SERVICE RECORD  
(ER 1130-2-432)

John G. Carpenter  
NAME (Last, First, Middle Initial)

June 1991  
DATE (Month, Year)

Straight River Lake  
PROJECT/OFFICE

60  
PREVIOUS HOURS

DAY	JOB TITLE	LOCATION	HOURS WORKED	EQUIVALENT VALUE IN \$/HR.	DOLLAR VALUE
20	Skilled Maint.	Wood Shop	7	\$12.08	\$84.56
21	Skilled Maint.	Wood Shop	8	\$12.08	\$96.64
24	Laborer	Beach Area	4	\$ 9.69	\$38.76
24	Skilled Maint.	Wood Shop	4	\$12.08	\$48.32
25	Laborer	Beach Area	8	\$ 9.69	\$77.52
26	Skilled Maint.	Wood Shop	8	\$12.08	\$96.64
<b>TOTAL FOR MONTH</b>			<b>39</b>		<b>\$442.44</b>
<b>CUMULATIVE TOTAL</b>			<b>99</b>		<b>\$1,167.24</b>



US Army Corps  
of Engineers

VOLUNTEER SERVICE RECORD  
(ER 1130-2-432)

Boy Scout Troop # 59 (see back for names)  
NAME (Last, First, Middle Initial)

June 1991  
DATE (Month, Year)

Straight River Lake  
PROJECT/OFFICE

360  
PREVIOUS HOURS

DAY	JOB TITLE	LOCATION	HOURS WORKED	EQUIVALENT VALUE IN \$/HR.	DOLLAR VALUE
22	Laborer	Beach Area	72	\$4.00	\$288.00
23	Laborer	Campground	48	\$4.00	\$192.00
<b>TOTAL FOR MONTH</b>			<b>120</b>		<b>\$480.00</b>
<b>CUMULATIVE TOTAL</b>			<b>480</b>		<b>\$1,920.00</b>



o ENG FORM 4883-R, Certificate of Appreciation. This form is used to recognize volunteers when they reach some milestone in hours of service or when they have provided some exemplary contribution. The form is self-explanatory - it should contain the name of the volunteer, the date awarded, and the signature authority of the designated Corps official. In most cases, this official will be the District Commander, however, if District policy is to keep this responsibility as close to the volunteer as possible, the project manager may sign the certificate. The signer's title may be typed beneath the signature. The certificate may be placed in a frame if the value of the service warrants it. Other certificates, designed locally, may be used in lieu of this form.

A completed example of this certificate follows.

Pittsburgh District  
United States Army  
Corps of Engineers

# Certificate of Appreciation

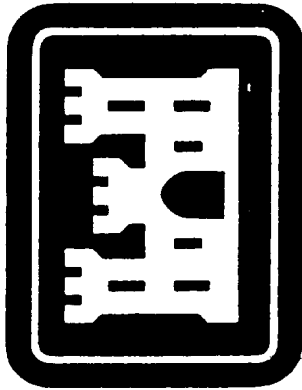
Presented to

John G. Carpenter

In appreciation and recognition of  
your generous contribution.

19 JULY 1991

Joseph D. Patterson



## CHAPTER 5

### CONCLUSION

5-1. This handbook is the most important information tool available to a volunteer coordinator. It has been designed to serve as a combination training guide and bookshelf reference. Its purpose is to:

- o Foster a strong volunteer program especially in times of constrained resources.
- o Provide an outline to determine potential sources and uses of volunteers.
- o Indicate the criteria in selecting the proper team member for the volunteer coordinator role.
- o Provide a detailed volunteer management plan outline to assure the most viable program possible.
- o Outline a number of innovative volunteer programs available to the Corps.
- o Point out various success stories from around the Corps to be used as incentives for further achievements.
- o Explain in detail the various forms and records necessary to administer the program.
- o Provide a list of reference resources available to enable both the coordinator and the volunteer to be more effective in their respective roles.

5-2. Given the tremendous potential of volunteer use to improve efficiency and save government dollars, it makes good sense to optimize this program. This handbook is designed to do just that.

APPENDIX A

VOLUNTEER MANAGEMENT PLAN OUTLINE

I. INTRODUCTION

A. The Accepting Official

Designation of the accepting official at the project or office and a description of his/her duties and responsibilities relative to the volunteer program.

B. The Volunteer Coordinator

Designation of the volunteer coordinator at the project or office and a description of his/her duties and responsibilities relative to the volunteer program.

C. Goals

A statement of goals for the local volunteer program as they relate to the mission of the Corps and the project or office.

II. NEEDS ASSESSMENT

A. Project Mission

A description of the mission of the project or office in terms of tasks necessary for accomplishment and their priority.

B. Volunteer Tasks

A listing of those tasks from the above list that can be accomplished by volunteers as well as a description of the skills necessary for task accomplishment.

C. Priorities

A prioritization of the above list to guide the recruitment of higher priority volunteers first.

### III. RECRUITMENT

#### A. Local Volunteer Sources

A list of local, state, and national sources of volunteers as well as addresses, telephone numbers and contact persons.

#### B. Recruitment Methods

A listing of the different methods that will be used locally to recruit different types of volunteers for different jobs.

#### C. Local Media Contact List

A list of addresses, telephone numbers and contact persons at local print and electronic media sources.

#### D. Sample News Releases

Sample news releases that can be used to seek various types of volunteers for different programs and tasks.

### IV. MATCHING VOLUNTEERS TO THE JOB

#### A. The Interview

Review plans and sample forms and questions that will be utilized to interview prospective volunteers for the existing needs.

#### B. Job Descriptions

Volunteer job descriptions for all jobs that volunteers will be filling at the particular site.

### V. SUPERVISION AND MOTIVATION

#### A. Identification of Volunteers

A plan for how different types of volunteers will be identified (ball caps, name tags, uniforms, etc.). This section should include sources of supply and inventory procedures.

B. Incidental Expense Reimbursement

A plan for the reimbursement (including dollar minimums and maximums) of various volunteer incidental expenses. Included here should be which expenses are covered for which type of volunteer.

C. Recognition and Awards

A listing of local, District, Division, and national awards to be given for various levels of volunteer service. This section should also include various other forms of recognition planned for differing levels of service.

D. Volunteer Evaluation Form

A sample individual volunteer evaluation form as well as a timetable for its use.

E. Employee Orientation Plan

A plan for how project or office employees will be oriented as to their role in the volunteer program.

F. List of Supervisors

A listing of those project or office employees that will be called upon to supervise volunteers.

G. Supervisory Training Plan

A plan for training all project or office employees who will supervise volunteers. If local training is utilized, a lesson plan should be included in this section.

VI. ORIENTATION AND TRAINING

A. Orientation Plan

A plan for the orientation of the various types of volunteers that will be utilized. Checklists of appropriate items to cover with individual volunteers are appropriate here.

B. Course Listing

A list of all training courses that may be appropriate for any volunteer including when and where the course is offered, the cost of the training and the necessary enrollment information.

C. Project Volunteer Training Plan

A list of all volunteer jobs that will be utilized at the project or office and the specific training that will be necessary for volunteer accomplishment.

D. Sample Individual Training Plan

An example of the individual training plan that is to be used for each volunteer and other necessary instructions for its use.

E. Volunteer Trainer List

A listing of any volunteers that can be called upon to teach needed training courses.

VII. SAFETY

A. Job Hazard Analyses by Job Series

A compilation of the job hazard analyses (or job series hazard analyses) necessary for the various job series that will be occupied by volunteers.

B. Typical Activity Hazard Analyses

A compilation of the various activity hazard analyses that will be utilized for tasks in which volunteers will be involved.

C. Personal Protective Gear

A listing by task of personal protective gear that will be furnished to, or utilized by, volunteers performing various tasks.

D. Procedures for Certification and Licensing of Operators

This section should include a letter or memorandum of authorization for volunteers to operate vehicles, vessels, or other types of equipment. It should also contain the standards and procedures for licensing individual volunteers in the operation of such equipment.

E. Accident Reporting Requirements

Even though these requirements are almost identical to those for Corps employees, a thorough explanation of the procedures, as they apply to volunteers, should be included here.

VIII. RECORDKEEPING

A. Responsibilities

A detailed analysis of whose responsibility it will be to track data regarding the volunteer program.

B. Form Submittal Schedules

A schedule specifying when various forms should be filed. Also included may be a sample form, instructions for completion, and where copies are mailed.

IX. PROGRAM EVALUATION

A. Responsibilities

A description of the role volunteers, each employee, the volunteer coordinator, and the accepting official will play in overall program evaluation. Sample forms may be included here.

B. Local Procedures

A description of any other local procedures used to supplement the guidance contained in the Volunteer Coordinator's Handbook.



APPENDIX B

VOLUNTEER AWARD PROGRAMS

1. General. This appendix contains a listing of several organizations that sponsor national volunteer award programs. Eligibility requirements and application procedures can be obtained by contacting these sponsors directly.

ORGANIZATION

Keep America Beautiful, Inc.  
Mill River Plaza  
9 West Broad Street  
Stamford, Connecticut 06902  
  
203-323-8987  
fax: 203-325-9199

AWARD PROGRAM

KAB National Award  
Program (State/Federal  
Government Category)  
Application deadline  
mid-August  
  
Andrew H. Davison Award  
(Community involvement on  
public lands); Application  
deadline mid-October

APPENDIX C

VOLUNTEER SOURCES

1. General. This appendix contains a listing of various national, state, and local organizations or agencies considered to be sources of volunteers for Corps of Engineers offices or projects. This listing will need to be kept up to date as telephone numbers and addresses change for those agencies applicable to your area.

2. Administration and Organization References.

ORGANIZATION

SERVICE/PROGRAM PROVIDED

ACTION  
1100 Vermont Ave., NW  
Washington D.C. 20525  
202-606-5135

FEDERAL AGENCY -  
Administers VISTA, RSVP,  
Foster Grandparents,  
Nat'l Student Volunteer  
Program, Univ. Year for  
ACTION, Senior Companion  
Program; provides grants,  
technical assistance and  
volunteers to local  
projects.

National Center for Voluntary  
Action  
1111 N. 19th St., Suite 500  
Arlington, VA 22209  
703-276-0542

National Organization of  
local Voluntary Action  
Centers, training,  
education, publications.

American Association of Retired  
Persons  
601 E. St., NW  
Washington D.C. 20049  
202-434-2277

AARP is dedicated to  
helping middle-aged and  
older Americans achieve  
lives of independence,  
dignity and purpose.  
AARP operates more than  
30,000 volunteer programs  
nationwide. Other  
activities of the  
organization include:  
advocacy, Volunteer Talent  
Bank, and publication of  
Modern Maturity magazine.

American Red Cross  
National Headquarters  
403 17th St., NW  
Washington D.C. 20006

The Red Cross brings together trained volunteers and paid staff to help prevent, prepare for, and cope with emergencies. The ARC is chartered by the U.S. Congress to provide disaster relief at home and abroad. It collects, processes and distributes voluntarily donated blood and involves 1.4 million volunteers.

Association of Junior Leagues  
International  
660 First Avenue  
New York, NY 10016  
212-683-1515

AJL is the advisory and consulting organization for the 272 Junior Leagues across the U.S., Canada, Mexico and Great Britain. The Association and member Leagues are united in a common purpose - to promote volunteerism; to develop the potential of the League members for voluntary participation in community affairs; and to demonstrate the effectiveness of trained volunteers.

Association For Research  
on Nonprofit Organizations and  
Voluntary Action  
c/o Department of Sociology and  
Anthropology  
George Mason University  
Fairfax, VA 22020  
703-993-1440

ARNOVA (previously the Association for Voluntary Action Scholars) is an association of scholars and professionals interested in pursuing the study of the "third sector" and voluntary activity. ARNOVA publishes a quarterly journal, the Nonprofit and Voluntary Sector Quarterly.

Association For Volunteer  
Administration  
P.O. Box 4584  
Boulder, CO 80306

AVA is an international membership organization for volunteer administrators. Services include professional certification, publication of The Journal of Volunteer Administration, regional and national training conferences.

Boy Scouts of America  
1325 Walnut Hill Lane  
P.O. Box 152079  
Irving, TX 75015-2079  
214-580-2500

BSA provides a program for community organizations that offers effective character, citizenship and personal fitness training for youth. Currently the Boy Scout program membership includes 400,000 adult volunteers and 1,000,000 Boy Scouts. The overall program (Tiger Cubs, Cub Scouting, Varsity Scouting, Boy Scouting, and Explorers) involves 4,000,000 youth members and 1,000,000 adult volunteers.

Camp Fire, Boys & Girls Inc.  
4601 Madison Avenue  
Kansas City, MO 64112

Camp Fire involves volunteers and paid staff in working with kids and their families to create self-reliant children and youths who become good citizens of tomorrow.

Campus Compact  
Brown University  
Box 1975  
Providence, RI 02912  
401-863-1119

Campus Compact is an action-oriented coalition of more than 120 college and university presidents who work to create public service opportunities for their students and to develop public policies that support youth civic involvement.

Campus Outreach Opportunity  
386 McNeal Hall  
University of Minnesota  
St. Paul, MN 55108-1011  
612-624-3018

COOL promotes and supports student involvement in addressing community needs. COOL offers consulting services, produces publications, sponsors regional and national workshops and conferences and operates special projects.

Centre For Creative Community  
P.O. Box 2427  
Santa Fe, NM 87504  
505-473-7711

The Centre for Creative Community, An Institute for the Advanced Study of Volunteerism, is a volunteer-operated organization for the study and encouragement of volunteerism.

Girl Scouts of the U.S.A.  
830 Third Avenue  
New York, NY 10022  
212-940-7500

Established in 1912, Girl Scouts is dedicated to the development of girls ages 5 through 17 years old (or grades K-12). Girl Scouting is a continuous adventure in learning including the importance of community service. The 1990 program involved almost 2.5 million girls, and over 750,000 adult members -- 99 percent of whom are volunteers.

National Association of Service and Conservation Corps  
1001 Connecticut Avenue, NW  
Suite 827  
Washington D.C. 20036  
202-331-9647

NASCC is a clearinghouse and technical assistance organization for youth conservation and service corps. NASCC publishes materials on all aspects of launching and operating youth corps and sponsors an annual national conference.

International Association  
of Volunteerism  
University of Wisconsin  
Milwaukee  
Criminal Justice Institute  
P.O. Box 786  
Milwaukee, WI 53201  
414-229-5630/6092

Serves to promote  
voluntary activity in  
justice programs  
throughout the United  
States and Canada.

The National Council on  
the Aging, Inc.  
P.O. Box 7227  
Ben Franklin Station  
Washington D.C. 20044  
202-479-1200

The NCOA is a resource  
for information,  
training, technical  
assistance, advocacy,  
publications, and  
research on every  
aspect of aging. The  
membership organization  
offers various networking  
opportunities and  
sponsors an annual  
conference.

National Council on Corporate  
Volunteerism  
c/o The National VOLUNTEER  
Center  
1111 North 19th Street, Suite 500  
Arlington, VA 22209  
703-276-0542

NCCV, a division of The  
National VOLUNTEER  
Center, is a membership  
organization for  
administrators of  
corporate volunteer  
programs. It is the only  
nationwide coalition of  
companies with interest  
and involvement in  
supporting and  
encouraging employee and  
retiree volunteerism.  
NCCV members receive  
consultation and  
technical assistance,  
professional development  
opportunities;  
information; and  
publications.

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Service Corps of Retired  
Executives  
1825 Connecticut Avenue, NW  
Washington D.C. 20009  
202-653-6279

SCORE is sponsored by the Small Business Administration, but it is an independent nonprofit organization. SCORE's primary purpose is to render a community service by providing, without charge, the expert assistance of its volunteer counselors in solving the problems encountered by small businesses.

Studies of Volunteerism and  
Social Participation, Inc.  
P.O. Box 1495  
Alpine, TX 79831  
915-837-2930

SVSP has its own Studies Center with two related goals: to conduct its own research and to give attention to work being done by others in the field of voluntarism. Voluntarism Review and Reporter is a publication of SVSP which reviews and monitors current publications in the academic and practice field of voluntarism and volunteerism.

Telephone Pioneers of America  
Director of Information  
Room 1249  
P.O. Box 13888  
Denver, Colorado 80201-3888  
Telephone: 303-571-9270

Telephone Pioneers is the world's largest industry-related volunteer group. Special emphasis on the lonely, disadvantage and disabled. Has built and refitted more parks for the disabled than any other group. Local chapters available.

Youth Service America  
1319 F Street, NW  
Suite 900  
Washington D.C. 20004  
202-783-8855

YSA works to promote opportunities for young people to serve their communities and their country. YSA provides assistance to full-time service and conservation corps and school-based service programs. YSA develops, collects, and distributes information and publications on youth service; develops policy on youth service; and assists in the professional development of personnel involved in administering youth service programs.



3. Recreation and Leisure Activities References.

<u>ORGANIZATION</u>	<u>SERVICE/PROGRAM PROVIDED</u>
National Parks Service Ft. Mason Building 201 San Francisco, CA 94123 414-556-7733	Information clearinghouse; technical assistance; training seminars related to volunteerism.
National Recreation & Park Assn. 3101 Park Center Drive Alexandria, VA 22302 703-820-4940	Information, technical assistance, consultation on all aspects of parks, recreation and leisure services.
President's Council on Physical Fitness and Sports 450 5th Street, NW Suite 7103 Washington D.C. 20001 202-272-3421	Holds clinics to train volunteer leaders in recreation and physical fitness programs.

4. Public Service Announcement References.

National Campers and Hikers  
Association

Dwayne Johnston, Editor  
Camping Today  
126 Hermitage Road  
Butler, PA 16001  
412-283-7401

Good Sam Club  
29901 Agoura Road  
Agoura, CA 91301  
818-991-4980

America Association of Retired Persons  
Ian Ledgerwood, Editor  
Maturity Magazines Group  
3200 East Carson Street  
Lakewood, CA 90712  
213-496-2277  
Fax: 213-496-4124

5. Transportation References.

<u>ORGANIZATION</u>	<u>SERVICE/PROGRAM PROVIDED</u>
U.S. Department of Transportation Assistant Secretary for Environment, Safety and Consumer Affairs 400 - 7th St., SW, Rm 9422 Washington D.C. 20590 202-382-6600	Information on transportation programs for the elderly, handicapped, etc.
National Safety Council 444 North Michigan Avenue Chicago, IL 60611 312-527-4800	Assistance to voluntary programs on safety, especially traffic- related.

6. STATE OFFICES OF VOLUNTEERISM AND VOLUNTEER  
BUREAUS/VOLUNTARY ACTION CENTERS.

The following list contains the name, address and telephone number of each state volunteerism, if one exists, and the names of communities having a Volunteer Bureau (VB) or Voluntary Action Center (VAC), followed by the phone number. State offices offer a variety of clearinghouse and information providing services. Volunteer Bureaus and Voluntary Action Centers also serve clearinghouse functions and act as referral agents for organizations using volunteers.

Alabama

VB/VAC:

Birmingham - 205-251-5131	Mobile - 205-479-0631
Decatur - 205-355-8628	Montgomery - 205-284-0006
Huntsville - 205-539-7797	

Alaska

VB/VAC:

Anchorage - 907-279-9634

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Arizona

VB/VAC:

Mesa	- 602-461-3198	Tucson	- 1-800-362-3474
Phoenix	- 602-263-9736	Yuma	- 1-800-352-3792

Arkansas

Mr. Bill Lawson, Director, Governor's Office of Volunteer Services, 1515 W. Seventh Street, Room 506, Little Rock, AR 72201 (501-376-4567)

California

VB/VAC:

Auburn	- 916-885-7706	Fresno	- 209-237-3101
Bakersfield	- 805-327-9346	Fullerton	- 714-526-3301
Burlingame	- 415-342-0801	Garden Grove	- 714-375-7751
Monterey	- 408-373-6177	Hanford	- 209-582-3455
Napa	- 707-252-6222	Santa Cruz	- 408-423-0554
Oakland	- 415-893-6239	S.Lake Tahoe	- 916-541-2611
Pleasanton	- 415-462-3570	Riverside	- 714-686-4402
Sacramento	- 916-368-3110	San Anselmo	- 415-454-1630

Colorado

VB/VAC:

Boulder - 303-444-4904

Connecticut

VB/VAC:

Hartford - 203-247-2580      Norwich - 203-887-2519

Florida

VB/VAC:

Ft. Lauderdale	- 305-522-6761	Gainesville	- 904-378-2552
Ocala	- 904-732-4771	Pensacola	- 904-438-5649

Georgia

VB/VAC:

Dalton - 404-226-4357                      Macon - 912-742-6677  
Marietta - 404-428-8344

Hawaii

VB/VAC:

Honolulu - 808-536-7234

Illinois

VB/VAC:

Chicago - 312-353-5107

Indiana

VB/VAC:

Griffith - 219-923-2302                      South Bend - 219-232-2522

Iowa

VB/VAC:

Muscatine - 319-263-0959

Kansas

VB/VAC:

Topeka - 913-272-8890

Kentucky

Ms. Norma W. Johnson, Director, 275 E. Main, Frankfort, KY  
48601, (502-564-4357)

VB/VAC:

Lexington - 606-269-2669                      Louisville - 502-583-2821  
Owensboro - 502-684-9238

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Louisiana

VB/VAC:

Baton Rouge - 504-383-2643

Maryland

VB/VAC:

Baltimore - 301-547-8000

Massachusetts

VB/VAC:

Boston - 617-482-8370

Michigan

VB/VAC:

Ann Arbor	- 313-971-5852	Bay City	- 517-893-6060
Escanaba	- 906-786-7080	Flint	- 313-767-0500
Grand Rapids	- 616-459-3447	Holland	- 616-392-2368
Lansing	- 517-887-8004	Midland	- 517-631-7660

Minnesota

Ms. Laura Lee Geraughty, 500 Rice Street, St. Paul, MN.  
55155 (612-296-4731)

VB/VAC:

Minneapolis - 612-340-7532      Winona - 507-452-5591

Mississippi

VB/VAC:

Gulfport - 601-863-4890      Jackson - 601-354-1765

Missouri

VB/VAC:

Columbia	- 314-449-6959	St. Joseph	- 816-364-2381
St. Louis	- 314-421-0700		

Montana

VB/VAC:

Great Falls - 406-761-6010

Nebraska

VB/VAC:

Omaha - 402-342-8232      Scottsbluff- 308-632-3736

Nevada

VB/VAC:

Las Vegas - 702-369-4357

New Hampshire

VB/VAC:

Manchester - 603-668-8601

New Jersey

Mr. Richard J. Porth, Department of Community Affairs, 101  
S. Board Street, Trenton, NJ 08625 (609-292-3931)

VB/VAC:

Hackensack - 201-459-9454      Jersey City- 201-434-1447  
Morristown - 201-538-7200      Newark - 201-624-8300  
Trenton - 609-394-1161

New Mexico

VB/VAC:

Santa Fe - 505-473-1000

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New York

VB/VAC:

Baldwinsville	- 315-638-0251	Binghamton	-607-729-2592
Buffalo	- 716-887-2632	New York	-212-566-5950
Poughkeepsie	- 914-452-5600	Rome	-315-336-5638
Schenectady	- 518-372-3395	Syracuse	-315-474-7011
Glens Falls	- 518-793-3817	Mineola	-516-535-3897
Troy	- 518-274-7234	Utica	-315-733-4691

North Carolina

Mrs. Harriet Edwards, Volunteer Coordinator, 116 W. Jones Street, Raleigh, NC 27603 (919-733-2391)

VB/VAC:

Asheville	- 704-255-0696	Durham	-919-688-8977
Greensboro	- 919-373-1633	High Pt.	-919-883-4127
Winston-Salem	- 919-724-7474		

North Dakota

VB/VAC:

Bismarck	- 701-258-7335		
Grand Forks	- 701-775-0671		

Ohio

VB/VAC:

Akron	- 216-762-8991	Hamilton	-513-844-1705
Bowling Green	- 419-352-2390	Canton	-216-453-9172
Dayton	- 513-225-3066	Mentor	-216-951-3646
Springfield	- 513-322-4262	Toledo	-419-244-3063
Xenia	- 513-372-9983		

Oklahoma

VB/VAC:

Oklahoma City	- 405-236-8441		
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Oregon

VB/VAC:

Eugene - 503-683-8364 Portland - 503-222-1355  
Salem - 503-581-8535

Pennsylvania

VB/VAC:

Erie - 814-456-6248 Lancaster - 717-299-2824  
Pittsburgh - 412-261-6010 Scranton - 717-347-5616  
State College - 814-234-8222 York - 717-843-0957

Rhode Island

VB/VAC:

Providence - 401-421-6547 Wakefield - 401-789-9149

South Carolina

VB/VAC:

Greenville - 803-232-6444 Sumter - 803-775-9424

South Dakota

VB/VAC:

Sioux Falls - 605-336-5304 Yankton - 605-665-6067

Tennessee

VB/VAC:

Chattanooga - 615-265-0514 Cleveland - 615-479-2020  
Kingsport - 615-247-4511 Memphis - 901-452-8655  
Nashville - 615-256-8272

Texas

VB/VAC:

Amarillo - 806-376-6714 Arlington - 817-274-2534  
Lubbock - 806-747-2711 Texarkana - 903-793-4903



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Utah

VB/VAC:

Logan - 801-752-3103  
Salt Lake City - 801-486-2136

Virginia

Director, Virginia Office of Volunteerism, 223  
Governor Street, Richmond, VA 23219 (804-786-1431)

VB/VAC:

Alexandria	- 703-836-2176	Lynchburg	- 804-847-8657
Arlington	- 703-358-3222	Manassas	- 703-369-5292
Blacksburg	- 703-552-4909	Norfolk	- 804-624-2403
Cedar Bluff	- 703-964-4915	Norton	- 703-679-2701
Charlottesville	- 804-972-1705	Petersburg	- 804-861-9330
Fairfax	- 703-246-3460	Portsmouth	- 804-624-2400
Fredericksburg	- 703-373-0041	Richmond	- 805-771-5855
Hampton	- 804-838-9770	Roanoke	- 703-985-0131
Hanover	- 804-537-6072	Suffolk	- 804-539-0316
Leesburg	- 703-777-0113	Winchester	- 703-662-9366

Washington

VB/VAC:

Bellevue - 206-641-2418      Bellingham - 206-676-8727  
Port Angeles - 206-457-1771

West Virginia

VB/VAC:

Charleston - 304-347-5246

Wisconsin

VB/VAC:

Beloit - 608-364-1278      Green Bay - 414-435-1101  
Stoughton - 608-873-5636      Waukesha - 414-544-0150

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Wyoming

VB/VAC:

Cheyenne

- 307-632-4132

## APPENDIX D

### INNOVATIVE VOLUNTEER PROGRAMS

1. General. The use of volunteer services is expanding so rapidly that today's innovative program is tomorrow's routine. With that fact in mind, it becomes difficult to present an up-to-date discussion of what is new and innovative. The following presentation should then be considered as a list of volunteer programs and sources that may or may not be new or considered innovative at this time. However, the volunteer coordinator may find something in this discussion that he/she can use to improve the performance of the local program.

Many of the programs presented in this section are hosted worker programs. Hosted workers are paid some sort of wage or expense allowance by some other agency, organization or company but perform a service for the Corps for free (the Corps becomes their host).

#### 2. Programs.

a. Furloughed Auto Assembly Plant Workers. A program exists in the auto manufacturing industry, and perhaps elsewhere, under which furloughed workers are paid to volunteer their services to non-profit organizations and government agencies. These workers are compensated at or near their regular wage rate. Companies use this program in lieu of sending employees to the unemployment line when they are not needed at the plant due to temporary slow periods. If there are plants of this nature in your area, ask the company personnel director if they have such a program.

b. U.S. Department of Labor Sponsored Work Experience Programs. This long name is an attempt to describe a wide range of programs that you will find sponsored predominantly on the local or state level in your area. Many may remember the old Comprehensive Employment and Training Act (CETA) or other "manpower" type programs sponsored by these agencies. These are, in most cases, 100% Federal grants to local municipalities to improve unemployment statistics by offering a variety of work experience or training programs to those out of work. These "work experience" programs can be utilized by the Corps as hosted worker programs. They are designed to give unemployed individuals (mostly youth) the experience in the marketplace they need in order to obtain permanent employment. The Corps only responsibility in these programs is to provide adequate supervision and safety gear. The local sponsoring agency will pay the wage. Since this program is so widespread, there is an excellent chance that your district or project can take advantage

of it. Check with your local municipality, county, private industry council, or Department of Labor office to see if such a program is active in your area.

c. College and University Internship Programs. Where there is a college or university within commuting distance, you have an excellent chance of obtaining students from periods of six weeks to six months. Even if there is no institution nearby, local students who attend distant schools may be interested in an experience at your location. Although most of the students who have traditionally participated in these programs have been in natural resource management curricula, a variety of other disciplines may be useful. Students studying computer science, general administration, education, and other specialties can gain excellent experience with the Corps at field projects or district offices.

d. College or University Class Projects. In situations where institutions of higher education are in relative proximity to a Corps project, entire classes may volunteer to undertake a major assignment. For example, an interpretive services, media, or public information class may design a visitor center display, prepare interpretive lesson plans, or present special programs to visitors. A park management class might design and construct a trail. A biology class might tackle a particular environmental problem at a project and implement a solution. Other examples could be as numerous as your imagination permits. In most cases, the Corps also benefits from the professional expertise of the professor as he/she guides the students in the endeavor. To date, the Corps has benefitted from thousands of dollars worth of such services around the country.

e. Civic Groups. Various civic groups and organizations (Kiwanis, Lions, Junior Chamber of Commerce, Professional Women, Garden Club, etc.) often look toward Federal parks as targets for special volunteer projects. Quite a number of improvements to existing facilities as well as construction of new facilities have been accomplished by such organizations.

f. Sportsmans Groups. Sportsmans groups have an obvious vested interest in any area with the kinds of natural resources Corps projects contain. There is no limit to the variety of special volunteer projects that such organizations can accomplish in support of Corps fish and wildlife management programs.

g. Adopt-a-\_\_\_\_\_ Programs. Various groups from scouts to neighborhood associations, to schools have participated in "adopt-a" programs for trails, parks, shoreline, roadways, etc. The group involved is then responsible for all minor

maintenance, clearing, and litter pick up on that particular mile. In some cases, this program has worked with the actual construction of trails.

h. Eagle Scouts. Eagle Scout candidates are just one example of young people who need to perform a service in order to achieve a degree, honor, promotion, etc. The reason we discuss Eagle Scouts here is due to their close link with natural resources. A variety of excellent programs and projects have been accomplished by these young people who volunteer their services to improve the environment or our understanding of it.

i. Private Industry Support. In hundreds of cases around the country, various businesses have taken on special volunteer projects and provided the support of their workers and equipment. This is especially true of companies that have specialized equipment and operators suited for some of the unique needs of Corps projects. Most companies stand willing to help out when they see an opportunity to improve the local environment or recreation facilities that government is unable to provide. Forward thinking companies realize that a better local environment is good for their employees, customers, and, ultimately, their company.

j. Military Reserve/National Guard Training Exercises. Military Reserve and National Guard units desperately need large expanses of land to conduct training exercises. Many Corps projects fit this mold and are located in relative proximity to the guard or reserve centers. When these units are afforded places to conduct exercises, they often are more willing to perform a volunteer service needed by the Corps. This service is often performed in association with the exercise. Sometimes it is arranged separately. Examples of such volunteer efforts range from bridge demolition, to shoreline protection placement, to road construction, and many more.

k. Utility Company Rights-of-Way. Many problems on Corps projects are caused by a lack of access to remote areas. However, certain projects are criss-crossed with utility line rights-of-way. Most utility companies are quite willing to allow these rights-of-way to be utilized for access ways. In some cases, they are willing to construct improvements on a volunteer basis in order to upgrade access to certain areas.

l. Retired Corps Team Members. Who would need less training or orientation than a recently retired Corps team member? It may sound absurd to think of someone wanting to go back to work for free after finally reaching that retirement plateau. However, many individuals retire from positions they still enjoy doing. They have retired to gain the freedom to sleep in, travel, play golf, etc. To go back to their old job for several hours or even

a day or two per week may not seem that far fetched to them. Some people may have spent their entire career working in a district office always wondering what it would be like to work in the field. Give them the opportunity after retirement. Some districts have had tremendous success in this area. Retired persons in general have proved to be very successful volunteers for years. The American Association of Retired Persons (AARP) is a good source of such volunteers.

m. County Welfare Programs. Many States require recipients of welfare payments to perform some type of voluntary service. Corps offices and projects have a variety of jobs that might be performed by those enrolled in such programs. Check with your local county welfare office to see if this program is applicable in your area.

## APPENDIX E

### SUCCESS STORIES

1. General. Program success is usually difficult to measure. Each agency has a different means of soliciting program information whether it be a formal after action report, numbers of involved participants, or a simple verbal response as to the leaders' opinions. Objective results can be difficult to glean from the various amounts and styles of reporting.

Your program can overcome this subjectivity by simply going back to the basics. Take into consideration the needs assessment plan, the needs of the community and the benefits expected by the volunteer. All of these have been outlined, referenced and used during the entire volunteer program process from establishing program requirements to implementation. Therefore, to measure success, all that is needed is a cursory review of the anticipated results and the perceived or actual results.

2. Success Stories. The following are actual stories from various Corps sources. The programs were considered prosperous because they met the established objectives. Take a few minutes to read through the narratives. It should become obvious as to why these were considered successful.

a. BILL, Retired Professor of Chemistry. During World War II, Bill performed research for the United States Air Force at Purdue University. He was engaged in the development of an aircraft engine coolant that was neither corrosive nor flammable. After the war, Bill was employed by the University of Chicago at the Argonne National Laboratory. There he researched problems associated with the development of the first nuclear submarine, the Nautilus. The project was directed by Admiral Rickover. Bill is now a retired professor of chemistry from a local private college.

Explaining why he wanted to volunteer, Bill quoted Aristotle through Mortimer Adler. Bill says that he retired from labor, or subsistence work - the kind of work that slaves must do - and is now at liberty to do leisure work, the kind of work that every free citizen ought to do, which is the production of the goods of civilization through the pursuit of the arts and sciences and the institutions of the state and of religion.

An empty Visitor Information Center stood on a Corps project near Bill's home. The community was interested in the recent developments of a hydropower plant, the restoration of a

historical canal and towpath, the story of the organization, and general recreational opportunities. With a limited management staff, the Corps could not afford the time to design and construct exhibits for the Visitor Information Center. Dissemination of the Corps story and its special projects was not meeting the needs of the community.

Three years later, over 4,000 hours had been volunteered by Bill. This time was calculated at a value of more than \$53,000. Projects he worked on include Visitor Information Center displays, project slide shows, a variety of interpretive signs, development of computer programs, revision of the project's operation and maintenance manual and input into this volunteer manual.

b. Nory, Homemaker and College Student. Married for thirteen years and with a 10 year old daughter, Nory and her husband enjoy the outdoors. She spent many hours at the lake fishing with her family. She enjoys practicing the catch and release method and taking care of the natural resources. While her family would continue to fish, she would police the shoreline and parking areas for litter. This added to the pleasure she obtained from her outdoor experience and gave her some quiet time. When she could find the time, she also enjoyed outdoor sports and photography.

One day she appeared at the Corps park office asking if there was any possible way she could volunteer to work in the park. She said she wanted to give something back to the place she visited often and enjoyed so much. She explained that while her family fished, she often found herself picking up litter anyway. So she thought through a formal volunteer agreement she might be able to make a greater contribution.

Although the Corps had an efficient management team, there were many special opportunities and projects they had to forgo due to staffing constraints. The Visitor Information Center had displays and multi-screen slide shows in place, but there was a lack of staff members to staff the building. Therefore, the building remained closed to the public. Area residents wanted to take advantage of this local resource but were unable to do so, due to the lack of personnel.

After she formalized her volunteer work agreement, Nory realized many accomplishments. She created a songbird display and maintained wood duck and bluebirds displays at the Visitor Information Center. She organized, advertised, and conducted the



Sand Castle Sculpture Contest. She was a resident youth camp counsellor and operated the Visitor Information Center. A very special project she undertook was the organization of the 50th anniversary celebration for the project.

Nory enjoyed volunteering at the park so much that she enrolled in a local community college to pursue a degree in Parks and Recreation.

c. Bob, Retired Corps Team Member. Bob began his government service with the United States Army during the Korean Conflict. After a two year tour of duty, Bob returned to civilian life yet continued to work for the Corps of Engineers as a civilian. After 38 years of government service, Bob decided he would like to be his own boss for a while. However Bob maintained his need to fulfill personal satisfaction - the type of satisfaction you get when you help someone have an opportunity they normally would not be exposed to or enjoy. He wanted to volunteer for sheer enjoyment and to help others less fortunate than himself. He enjoyed the outdoors, friendships, travel and volunteering at his church.

The Corps was fortunate to have Bob as part of the management team and definitely felt a loss upon his retirement. The Corps held three day-long and one week-long special events days for the physically, emotionally, and mentally challenged people surrounding their facilities. Funds were not available for many of the expenses and Bob always willingly supplied the necessary money. He did this by making crafts, selling them and donating all proceeds to the special events. Yes, even though he was employed, he made all the crafts on his own time and donated the profits. So, even as a team member he was volunteering for the organization. With Bob retired, the special handicap days were in jeopardy.

Bob asked if he could volunteer to make the crafts and sell them. His crafts ranged from refrigerator magnets to preparing all the floral requirements of large weddings. Twice a year for a total of 12 days, Bob and his friend sell the items in the Federal Building. He also sells to private individuals and at his local Friday night Bingo groups. He reaps enough proceeds to supply ice, beverages, food, gifts, prizes, and snow cone syrup for the special events. He also serves as a resident counsellor for youth camp, conducts programs for local schools on ecology, and senior citizen wildflower programs.

d. Cyndy, Co-op Student. Cyndy had taken some college courses in drafting and mechanical drawing. Not finding that rewarding, she was in a quandary as to what to pursue for a career. She knew she needed additional work experience and was very interested in furthering her knowledge of resource management. Interested in the outdoors, she wanted to make a contribution to the natural and cultural resources in which she had developed an interest.

Cyndy had heard of a Corps project that was accepting volunteers in the resource management area. She spoke with the volunteer coordinator regarding her interest. After the interview it was determined that there was another Corps project located only 10 miles from her residence. The volunteer coordinator assisted her in contacting the office of the other project and she was welcomed into the program.

The second project was understaffed and was having difficulty performing routine resource management assignments. Cyndy conducted recreation use surveys, designed a self guiding nature trail, drew maps and implemented the bluebird nesting program. She had even prepared charts for an inspection team presentation.

It was during that inspection that Cyndy's talents were realized by the inspection team. After further discussion with the management team, her interest in resource management was renewed. She enrolled in a local college and applied to the Corps Cooperative Education Program. She was readily accepted and was able to exceed the benefits she had ever expected to derive from volunteering.

e. Chloe, Retired Corps Team Member. Chloe was a grandmother and a retired Corps secretary after more than 40 years of government service. She enjoyed gardening and through her thoughtfulness shared her harvest with her friends and family. After all those years of reporting for work, she just couldn't break the habit! She enjoyed her clerical position and felt she could make a contribution to the organization that had given her so many good years.

It seemed as though any office could always use some additional clerical support. One project in particular had the need. It had a large land and water base, many land activities, law enforcement problems, growing resource management needs and a shrinking staff.

Chloe volunteered to work there. She served in much the same capacity as she did prior to retirement. She reported for the first shift five days a week and averaged 40 hours per week. In the three years of her volunteer record, she had only reported off a couple times. She also traveled to a secondary site when that secretary was on leave.

f. Bill and Peg, Avid Campers. Bill had just retired from 47 years of service at a local factory and was planning to spend much of his free time camping. He and his wife, Peg, had camped at least two weeks per month every summer at a nearby Corps campground. Over the years they made many friends there and considered it their home away from home.

In their retirement, Bill and Peg volunteered to help the Corps administer the Tent-for-Rent program at the campground. The job seemed easy enough - issue camping equipment, provide area information, meet new friends, and help others. In addition, they would get a free campsite and get to spend all summer in the campground.

Bill takes pride in his "job" as a Corps volunteer. The tents and equipment he maintains are spotless. Peg helps to issue the gear to campers and provides local information based on her years of experience in the area. They make an excellent volunteer team enjoying the opportunity to help others.

Since Bill and Peg began volunteering several years ago, the program at the lake has grown. Two more couples have joined them rotating responsibilities every three weeks.

g. Bill and Peg, Avid Campers. Bill had just retired from 47 years of service at a local factory and was planning to spend much of his free time camping. He and his wife, Peg, had camped at least two weeks per month every summer at a nearby Corps campground. Over the years they made many friends there and considered it their home away from home.

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APPENDIX F

BIBLIOGRAPHY

1. General. This is a listing from various agencies and groups that found these additional resources to be helpful. It is meant to be merely a start for your program. You will be able to find many additional materials and should take the time to update this reference listing.

You are encouraged to look for materials that meet the needs of your individual and unique volunteer programs. Many local, state and national organizations have excellent resources upon which you can draw. If you have a specific user group, volunteer, or unique issue, there is probably a support group that can assist you with reference materials.

For example, you may have a volunteer interested in researching a famous person that resided on what is now Corps of Engineers property. Local libraries, historical clubs and groups, state library, Sons and Daughters of The American Revolution, Mormon Library in Utah, or personal contacts, all may have reference materials that would assist in this pursuit. Make sure you update your bibliography with that information. As with the entire Volunteer Coordinator's Handbook, you are encouraged to individualize it to meet your needs.

This bibliography contains sources of information for volunteers and volunteer coordinators alike. To assist you in eliminating those references that are not applicable at this time, a brief description of the item is included. There are several references that would apply to general self development, management proficiency and leadership skills.

2. Locating References. Sometimes the greatest effort in using reference materials is simply locating them. In order to assist you, the individual listings marked "\*" can be purchased from: Volunteer Readership, 1111 North 19th Street, Suite 500, Arlington, VA 22209. They accept federal purchase orders. Of course local and college libraries would be great places to gather many of these references.

3. Reference Listing.

A Communication Manual for Nonprofit Organizations by Lucille A. Maddalena. AMACOM, New York City, N.Y., 1978.

Down to earth readable guide to the theory and practice of communicating, not only to people outside your organization, but to those within as well.

A New Competitive Edge: A Special Report to Senior Corporate Management, 1986.

\* Adapted from the full length "Volunteers from the Workplace", this special report presents the rationale for business to become involved in employee volunteering, including responding to workers' concerns, increasing workers' skills, responding to public expectations, demonstrating corporate moral leadership, providing executive leadership.

A New Competitive Edge: Volunteers from the Workplace by Cynthia Vizza, Kenn Allen, Shirley Keller, 1986.

\* The most comprehensive information available on the rationale for and benefits of employee volunteer programs. Findings from the 1985 Workplace in the Community national survey reinforce basic concepts and illustrate the variety of strategies undertaken by businesses to encourage and support worker involvement in the community. Presents persuasive arguments for workplace volunteer programs, information on how programs are structured and administered, partnerships between the private sector and the community, organized labor's role in voluntary community involvement and small business volunteering. Includes profiles of 15 companies.

At The Heart: The New Volunteer Challenge to Community Agencies by Nora Silver, Ph.D., 1989.

\* Bringing the reader up to date on current volunteer issues, this book provides help in adapting a volunteer program to today's volunteer and the changing non-profit world. It presents a step-by-step program assessment process, explains factors that influence an agency's ability to utilize volunteers and gives volunteer administrators useful management strategies and tools. Based on the 20 month "Promoting Agency/Volunteer Effectiveness" PAVE study.

Basic Feedback System: A Self Assessment Process for Volunteer Programs by Bobette W. Reigel, 1977.

\* A structured self assessment process designed for volunteer programs, "Basic Feedback" offers a process of gauging the function, performance, commitment and satisfaction levels of those involved with a volunteer program. Allows you to identify small problems as they emerge and take action to resolve them. Includes ready to use checklists and simple usage and scoring instructions.

Basic Volunteer Management: Building a Bridge from Dreams to Reality

\* This 1/2" VHS video cassette tape is a basic course in volunteer management. It covers a wealth of information including current trends in volunteering. It provides invaluable information on planning and organizing volunteer programs; recruiting, interviewing, motivating and placing volunteers; training and directing them; evaluating volunteer programs; creating a positive climate for volunteers; and volunteer reorganization. The video comes with audience handouts, suggested introductory remarks, training tips and a bibliography.

Beyond Banquets, Plaques and Pins: Creative Ways to Recognize Volunteers & Staff! by Sue Vineyard, 1981.

\* Written from the viewpoint that the people to be recognized are our most priceless resource and deserving of our most creative and sensitive thinking, this book discusses what recognition is and is not. It is an excellent overview of creative low-cost and no-cost ways to recognize volunteers with special attention given to youth, seniors, working volunteers and hospital and church volunteers.

Building Credibility with the Powers That Be: A Practical Guide to Enhanced Personal, Program and Organizational Power by Gail Moore and Marilyn MacKenzie, 1990.

\* Designed for volunteer administrators and executive directors, this book tells the reader how to gain respect and credibility within the organization and in the broader community. It provides models and how-to information on effectively gaining the resources necessary to do the job.

By the People: The History of America as Volunteers by Susan J. Ellis and Katherine Noyes. Energize, Philadelphia, PA., 1990.

\* This history of volunteering in the United States demonstrates how volunteers have pioneered community action and social change through three centuries of American life. It examines the unique historical role of volunteers in the creation and management of our nation's institutions, chronicles the variety of activities in which today's volunteers participate and explores the future of volunteerism.

Children As Volunteers by Susan J. Ellis, Editor with Katherine H. Noyes, Trina Tracy and Lawrence Wallace, 1983.

\* Designed both for leaders of volunteer programs and leaders of children, this book focuses on how to adapt volunteer management principles to work effectively with children as volunteers. Going beyond involving children in large events, the book presents a myriad of ideas on how to involve children creatively and how to solicit and use their input.

Communications: A positive Message from You by Trudy R. Seita, 1989.

\* This excellent guide to improving personal communications skills provides tips on meeting people, interviewing and being interviewed, listening, speaking in public and developing effective written communications. One chapter is devoted to the basics of working with the media.

Constructive Conflict by Elaine Yarborough, 1988.

\* A guide to making conflict work for you, and turning it from a negative into a potentially positive situation. The author demonstrates sources and types of conflict situations and gives practical advice on the value of conflict and methods for getting productive results from conflict situations. This paper shows you how to use conflict, not be intimidated or dominated by it.

Curing Terminal Niceness: Building Healthy Volunteer/Staff Relationships by Marilyn MacKenzie, 1990.

\* The author describes how to build a productive partnership between volunteers and staff i.e., recognize the differences, celebrate their unique contributions, skills and achievements and offers practical tips on making partnerships happen in your agency. Includes checklists and work sheets.



Customer Service in a Non-Profit Organization by Jim Temme, 1989.

\* This book outlines the importance of an organization's service to its consumers, relating service to its consumers, relating service to marketing and selling, and guides the reader through the service assessment process. Statistics quoted by the author reflect the importance of maintaining a satisfied client base for any nonprofit.

Dealing with Difficult Volunteers by Marilyn MacKenzie, 1988.

\* A how to for solving the problem of the troubled or troublesome volunteer. MacKenzie analyzes the types and causes of difficult volunteers and offers practical advice on both avoiding and dealing with problem volunteers. This paper also contains a section on firing volunteers.

Designing Programs for the Volunteer Sector by Nancy Macduff, 1989.

\* Designed for anyone who is charged with developing and planning a program, this book outlines the process that answers the basic program planning questions and provides a system for organizing planning in the volunteer community. It walks the reader through five steps: conducting a needs assessment, establishing objectives, selecting activities and techniques, administrative planning and budgeting, and evaluating the outcome.

Developing Your Leadership Potential by Rick Lynch, 1988.

\* This book defines the major skills and behaviors of successful leaders and describes simple strategies for acquiring them. Subjects include defining a sense of purpose, promoting organizational values, creating a system through which results can be achieved, creating motivation.

Effective Leadership in Voluntary Organizations by Brian O'Connell. Walker & Company, New York City, N.Y., 1981.

Down to earth handbook provides specific guidelines on topics such as fulfilling the role of organization president, the distinction between volunteers' roles and function of staff, planning and fund raising.

Effective Management by Marlene Wilson. Volunteer Management Associates, Boulder, CO., 1976.

A classic in the field. Discusses management practices, leadership, motivation, organizational climate, planning and evaluation, etc. and applies them to the tasks that confront the volunteer program manager.

Essential Volunteer Management by Steve McCurley and Rick Lynch. 1989.

Intended for those who are in the process of developing a volunteer program or for those who have one that is not working well, this book is a basic text on operating a volunteer program. It provides an excellent, readable guide to effective volunteer management from planning for a volunteer program, creating volunteer jobs and recruitment to screening, training and empowering volunteers through supervising, retaining and recognizing an organization's volunteers. One chapter is devoted to volunteer-staff relations,. A must for any volunteer program director's library shelf.

Evaluating Volunteers, Programs and Events by Sue Vineyard, 1988.

\* This guide helps the reader understand evaluation and how to use it as a positive tool for growth and success. It includes sections on evaluating volunteers, programs and events. Sample forms.

Exploring Volunteer Space: The Recruiting of a Nation by Ivan H. Scheier, 1980.

\* This book presents a journey through exciting, creative variations of volunteer involvement that create a vast potential for recruiting people in terms of their natural helping styles.

Fostering Volunteer Programs in the Public Sector by Jeffrey L. Brudney, 1990.

\* Book shows how private citizens and public agencies can work together to provide a broad spectrum of public services. Author describes effective methods for managing volunteer programs sponsored by public agencies and demonstrates how they can enhance the quality and impact of government service. The book includes sections on understanding public sector volunteer programs; building effective volunteer programs; and promoting voluntary efforts.

From the Top Down: The Executive Role in Volunteer Program Success by Susan J. Ellis, 1986.

\* A must for executives of volunteer involving organizations, this book addresses management issues related to volunteers such as establishing policy for and about volunteers, budget funds and other resources, selecting volunteer program staff, the volunteer/salaried staff relationship, assuring teamwork between volunteers and employees, legal concerns, valuing and accounting for volunteer time and demonstrating commitment to volunteers.

Getting Out of Your Own Way: How to Achieve Success in Life by Rick Lynch, 1989.

\* Based on the premise that most of us do not succeed as well as we might has more to do with ourselves than outside forces, this book includes strategies to enable you to take control of your life and break free of internal roadblocks. It includes sections on setting powerful priorities, gaining dramatic efficiency, the self image barrier, expanding the self image, developing success habits and personal strategic planning.

Good Deeds in Old Age: Volunteering by the New Leisure Class by Susan Maisel Chambre', 1987.

\* A must for the administrator of any program involving older volunteers, "Good Deeds" discusses the role volunteering plays in older people's lives; widowhood, retirement and volunteering; volunteering in relationship to the older person's need to join and to improve life satisfaction. Based on solid research, the book contains numerous charts and graphs. Index.

Helping People Volunteer by Judy Rauner. Marlborough Publications, San Diego, CA., 1980.

A practical guide for total volunteer program planning. It includes work sheets and material which can be directly integrated into training sessions, as well as information on planning, job development, recruitment, orientation, interviewing and placement, supervision, record keeping and evaluation.

How to Be An Outstanding Speaker: Eight Secrets to Speaking Success by John L. Dutton, 1986.

\* As the author says, "The trick in giving a speech is not to get it said. But to get it heard." This book provides a step-by-step approach with usable and practical suggestions for mastering the task of public speaking. Today's successful professional will find this book a valuable resource.

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How to Get the Most Out of Being a Volunteer: Skills for Leadership by Emily Kittle Kimball. Jordan Press, Phoenix, Arizona., 1980.

Leadership handbook specifically designed for the community volunteer. Covers leadership styles, meeting skills, group process skills, motivation communication, problem solving, and time management.

How to Make Meetings Work written by Doyle and Straus. Referred by U.S. Forest Service, Targhee National Forest, P.O. Box 208, St. Anthony, ID 83445.

This book explains how to deal with individuals and analyzes 16 types of problem people at meetings.

How to Take Care of You... So You Can Take Care of Others by Sue Vineyard. 1987.

\* Written from the deeply personal perspective of one of the volunteer world's most respected authors and trainers, this book gives both preventive measures and self care tips to any caring person. Based on the author's own journey toward better health and wellness after a close brush with death, the book includes dealing with change, coping with stress, emotional health and gaining balance in life. Bibliography and suggested readings.

How to Use the Media by Patricia Warden. National Recreation and Park Association, October 5, 1977 Conference, Las Vegas, Nevada. "The Message -- What Medium?"

A beginner's manual on how to work with the mass media. Information on press releases, press conferences, and public service announcements. Management Principles for Nonprofit Agencies and Organizations published by AMACOM.

This comprehensive handbook for nonprofit administrators and managers will help you develop clear objectives and goals, established priorities, stay on course despite changes or setbacks, develop a clear view of strengths and weaknesses, and get extraordinary performance from ordinary people.

Involving the Handicapped as Volunteers: A Guidebook, 1984.

\* Designed for those interested in helping the handicapped become self sufficient, the workbook contains work sheets, checklists and a complete resource listing for those who work

with handicapped students. Based on the results of VOLUNTEER's three year demonstration project that involved physically disabled high school students as volunteers, it puts the process of volunteer management into the context of the needs of the handicapped.

Leadership Skills for the New Age of Non Profits: Keeping Volunteers Happy in a Changing World by Trudy Seita, 1990.

\* A book that could change the way you recruit, manage and retain volunteers and paid staff. It examines society in the '90s and discusses trends affecting the volunteer workforce. Outlining leadership skills necessary to deal with these changing times, the author includes information on developing a team approach, preparing staff, internal advocacy, recognition, evaluation, communications, delegation, crisis management, empowering, balance and much more.

Lightgivers by The Linkage Group, Inc., 1987.

\* This collection of illustrated prose, poems and quotes about volunteers makes an excellent gift to a special volunteer. The inspirational material is also a good resource as you prepare your organization's newsletters and printed materials.

Making Things Happen: The Guide for Members of Volunteer Organizations written by Joan Wolfe, 1981

Will explain how to make the volunteer experience more enjoyable as well as more effective.

Managing Volunteers for Results by Audrey Richards. Public Management Institute (formerly, Institute for Fund Raising), San Francisco, CA, 1978.

A series of checklists covering various aspects of running a volunteer program. The checklists are clear and comprehensive and include: Volunteer manager skills inventory, assessing your organization's readiness for volunteers, running meetings, decision making and problem solving, planning presentations, training, recruitment, and placement, motivation, communication, volunteer role definition and much more.

Marketing Magic for Volunteer Programs by Sue Vineyard, 1984.

\* Four steps to get what and whom you need...practical, easy, caring and effective, by one of the most popular trainers and authors in the field today. She writes, "Marketing is neither mysterious hype nor hard...It's simply the magic tool that gets you what you need!" Now she helps the volunteer community put this tool to work for itself in easy to follow steps.

Meaning Well is Not Enough: Perspectives on Volunteering by Jane Mallory Park, 1983.

\* The author shares her insight about what volunteering is, why people volunteer and why they don't, what makes volunteer programs succeed or fail, and why volunteering is essential in our society. Chapter resource sections and bibliographies.

Motivating Volunteers, edited by Larry F. Moore, 1985.

\* Finds out what prompts a volunteer to get involved. This is a comprehensive look at what prompts a volunteer to get involved and at how an agency can make that investment of time a profitable and rewarding one. A must for every volunteer administrator!

No Excuses: The Team Approach to Volunteer Management by Susan J. Ellis and Katherine H. Noyes. Energize, Philadelphia, PA., 1981.

\* Designed for the organization that does not have a full time volunteer coordinator, this book is a handy tool for the person who has several job responsibilities, only one of which is managing the organization's volunteer resources. Offers one way to cope successfully with the demands of volunteer management by recruiting a team of assistants from inside the organization and from the surrounding community. Outlines what directing volunteers really entails, who can help with what, and how to coordinate and supervise delegated work.

101 Ideas for Volunteer Programs by Steve McCurly and Sue Vineyard, 1986.

\* This book of lists combines the wit, wisdom and experience of two of the most respected leaders in the field of volunteerism. The nearly 1,000 ideas presented offer creative, useful and effective ways to plan and administer volunteer programs.

101 Tips for Volunteer Recruitment by Sue Vineyard and Steve McCurley, 1988.

\* This is the latest book in the best selling "101" series. "101 Tips" covers all aspects of recruiting volunteers, from planning the general recruitment campaign to specific tips for recruiting seniors and youths. It even suggests ways to recruit for the most impossible or difficult volunteer positions. A complete and informative guidebook to finding the volunteers you need in the quantities you have to have.

Precision Management by Rick Lynch, 1985.

\* A tool to unlock the growth potential of your organization. The impact? More results in less time from fewer people with more satisfaction for all! Includes immediately helpful chapters on hiring personnel, evaluation, motivation, time management, teamwork and achieving personal potential.

Proof Positive: Developing Significant Volunteer Record keeping Systems by Susan J. Ellis and Katherine H. Noyes, 1990.

\* Based on the premise that each volunteer program is unique this presents the basic elements of a record keeping system and guidelines for developing appropriate versions of forms and procedures described. Not designed to spoon feed solutions, the book leads the volunteer program manager through the steps necessary to create the system most appropriate for the agency.

Public Relations and Communications for Natural Resource Managers by Fazio and Gilbert.

Good for conservationists to learn about public information, education and communications.

Publicity for Volunteers: A Handbook by Virginia Bortin. 1981.

Makes clear the intricacies of publicity. Concise instructions for filling every publicity need, including more than 100 examples of press releases, captions, radio and television commercials, flyers, and newsletters.

Questions and Answers: Volunteering and the Education of Handicapped Children by Gene Hensley and Bobette W. Host, 1983.

\* Provides basic information about volunteering in the area of handicapped children. Useful to both individuals and groups.

Reconsidering Legal Liability and Insurance for Nonprofit Organizations by Charles Robert Tremper, 1989.

\* Provides up to date essential information for anyone interested in establishing appropriate legal liability, insurance and general risk management arrangements for nonprofit organizations and volunteers. Designed for readers at all levels, it is written in lay language with additional footnotes defining terms as well as elaborations on some points for more advanced readers. A must for staff or boards of nonprofit organizations.

Recruiting, Training and Motivating Volunteer Workers by Arthur R. Pell. Pilot Books, New York City, N.Y., 1972.

Vital information on where to find volunteers, how to attract them, how to motivate them, how to interview and select the right individuals and diplomatically reject those who don't fit in.

Recruiting Volunteers: Views, Techniques, and Comments.  
National Center for Voluntary Action, Washington, D.C.

Recommended by U.S. Forest Service.

Risk Management: Strategies for Managing Volunteer Programs by Sarah Henson and Bruce Larson, 1988.

\* A straightforward manual tells the director of a nonprofit organization everything about managing and lessening organizational risk, including information on special risks, legal agreements and contracts, bylaws, tax status, records. Includes forms, bibliography and glossary.

Skills for Leadership: Working with Volunteers by Emily Kittle Morrison, 1983.

\* "A handbook for the typical volunteer", this book is filled with guides, checklists and key elements designed to help cope with the challenges of volunteering. Covers everything from effective meetings to leadership skills to problem solving and time management. Lots of immediately usable training and management tools and work sheets.



So You Want to Sponsor a Workshop...? by Anita Bradshaw, 1988.

\* A guide to developing and managing local training events by one of the most experienced and successful conference planners in volunteering. Using her own experience at the national and state levels, Bradshaw shows you how to plan a successful training event, from site logistics to trainer negotiations to trouble shooting. Complete with forms to help you work your way through the process.

Special Events: Inside & Out: A 'How-To' Approach to Event Production, Marketing and Sponsorship by Robert Jackson and Steven Wood Schmader, 1990.

\* Designed for everyone in the special events industry, this guide is innovative, comprehensive, creative and useful. It includes easy to use organizational systems, a comprehensive source index on potential event sponsors, a start to finish master plan, a guide to selling sponsorships, publicity strategies and much more.

Survival Skills for Managers by Marlene Wilson, 1981.

\* The author uses her personal and professional experiences to provide a fresh, insightful approach to coping with the challenges and frustrations of today's workplace. She presents creative, positive ways to deal with the changing world of today's manager including sections on creativity - making people and programs come alive, problem solving, power and negotiations, and conflict, stress and time management.

Standards and Guidelines for the Field of Volunteerism edited by Ann Jacobson, 1979.

Designed as a tool for volunteer program managers, evaluators, and planners. Includes guidelines on such areas as program development, roles of volunteers, rights and responsibilities of volunteers and agencies, paid staff-volunteer relationships, financial management, record keeping, supervision, and many other administrative and programmatic components. It can be used as a program handbook and as a guide for developing an evaluation.

Step by Step: Management of the Volunteer Program in Agencies by Marie MacBride. The Volunteer Bureau of Bergen County, Hackensack, NJ., 1979.

A guide for agencies working with volunteers. This is particularly useful to new volunteer leaders and those who are creating programs for the first time within agencies. It includes "basics" on recruiting, interviewing, selection, and placement; orientation and training; retention; budgeting and funding; public relations; and is an excellent selection of sample forms which can be easily adapted to any agency setting.

The Charitable Impulse: Wealth and Social Conscience in Communities and Cultures Outside the United States by James A. Joseph, 1989.

\* Written from an interesting perspective, this book provides overviews of motives for philanthropy (wealth and civic duty, religion, a quest for meaning and mixed motives or tainted generosity) through fascinating biographies of famous philanthropists from countries as diverse as England, India, Turkey and Saudi Arabia. The concluding chapters provide a solid look at the potential and limits of private generosity.

The Effective Management of Volunteer Programs by Marlene Wilson, 1976.

\* This classic is an excellent resource and useful training tool, discussing current management theories on leadership, motivation, planning and evaluation, then applying them to tasks most often confronting the volunteer coordinator. It provides a solid understanding of how to approach job design, volunteer supervision, recruitment of professional volunteers and volunteer staff training.

The Effective Voluntary Board of Directors: What it is and How it Works by William R. Conrad and William E. Glenn. Volunteer, Boulder, CO., 1976.

Provides information on the delineation of administrative and managerial responsibilities. Combines systems concepts with how-to procedures adaptive to any situation.

The Good Heart Book: A guide to Volunteering by David E. Driver, 1989.

\* The author simplifies the process of becoming a volunteer by providing a step by step plan for getting involved. He includes such practical information as determining which area to volunteer in, selecting an organization, whom to contact, how to fit the new commitment into a busy life and how to avoid typical frustrations and burnout. Includes a very helpful directory of human care organizations, both local and national.

The Great Trainer's Guide: How to Train (Almost) Anyone to Do (Almost) Anything! by Sue Vineyard, 1990.

\* An easy to read practical guide for trainers, this book lists tips and how to information on what training is and is not, clients, the management process, roles, what to avoid, communication, adult learning styles, motivations and needs. It suggests training formats, methods and climate and discusses workshop planning, designing, execution, evaluation and problem trainees. Includes a section for independent trainers who want to start and manage their own business.

The Management Side of a Forest Service Sponsored Volunteer Program by Jerry Greer, District Ranger, Sandia Ranger District, Cibola National Forest, New Mexico. Available from U. S. Forest Service, Fort Collins, Colorado.

A detailed book about paper outlines and practical experiences of one ranger district in an extensive volunteer program. Recruitment, guidance, and general management of volunteers are discussed.

The New People Approach Handbook by Ivan Scheier. Yellowfire Press, Boulder, CO., 1981.

Development of systematic methods and strategies of "people approach" attitudes. Difference between listening to hopes, concerns, interests and telling people what they ought to think is outlined.

The 9 Keys to Successful Volunteer Programs by Kathleen Brown Fletcher, 1987.

\* Designed around ideas, not formulas, this book discusses what makes a volunteer program work: good job design, staff commitment, well planned recruitment, careful screening and selection, appropriate training, good supervision by staff, appropriate surveillance by the volunteer program manager, and systematic evaluation. Includes useful lists and sample forms.

The Successful Volunteer Organization by Joan Flanagan. Contemporary Books, Inc., Chicago, Illinois, 1981.

\* A comprehensive how-to manual for all nonprofit groups. Compiles the advice of many community leaders with organizational management assistance into a single format. Recommended for getting started, getting results, and getting organized.

The Third America: The Emergence of the Nonprofit Sector in the United States by Michael O'Neill, 1989.

\* This book provides an up to date comprehensive examination of the nonprofit sector in the United States and reveals the enormous impact it has on American society, business, economics and government. It examines the subsectors of the nonprofit world, describing how each developed, what each must do to achieve its mission and meet its challenges, and how all types of organizations are working together to shape all aspects of American life.

The Volunteer Community by Eva Schindler-Rainman and Ronald Lippitt. The Center for a Volunteer Society, National Resources Center, 1971.

Practical suggestions about designs for action and opportunities for individuals and groups which want to creatively use human resources.

The Volunteer Skillsbank by Pat Saccomandi. Volunteer, Boulder, CO., 1981.

Outlines a practical and efficient system for identifying and utilizing individuals for short term assignments, according to skills and talents they wish to develop or utilize more fully.

Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders. National Council of YMCA's, 1974.

Easy to follow manual provides a comprehensive training program for leaders of small groups. Subjects explored include feedback process, role playing, group climate, motivational forces, problem solving, self evaluation, and guidelines for change.

Volunteer Activities in Public Outdoor Recreation and Resource Management Areas by The Minnesota Planning Agency, Environmental Planning Division, 1979.

A study on the use of volunteers in state parks and other public facilities.

Volunteer Center Associate Member Directory. Dated annually.

\* The most complete and up to date directory of Volunteer Centers nationwide. Updated annually, the "Directory" is a critical addition to the resources of any national organization, business or other groups interested in supporting volunteering.

Volunteer Development Handbook by T. Walley Williams, III. Appalachian Mountain Club, 1983.

Comprehensive handbook on volunteer development, including information on topics such as how do committees work, skills of the committee chair, committee assignments, personal skills of the volunteer, and recruiting volunteers.

Volunteer Recruiting and Retention: A Marketing Approach by Nancy Macduff, 1985.

\* Designed for the managers of volunteer programs who may have skills in one aspect of volunteer management but realize they need a whole array of skills, this manual is divided into specific areas of volunteer program management including marketing, needs assessment, planning, developing job descriptions, advertising, training, motivation, supervision and much more.

Volunteering and Unemployment: A Special Report on the Flint Conference by Shirley Keller, 1984.

\* Especially pertinent in today's changing business climate, with restructuring cutbacks and relocations, this report on the 1983 Unemployment Conference discusses strategies for ensuring benefits for unemployed people who wish to remain involved through volunteering.

Volunteers: How to Find Them, How to Keep Them by Mike Haines, 1989.

\* An easy to read workbook full of ideas on how, when and where to recruit volunteers. This book is designed to be used either as a resource for a workshop or to be read on its own. It introduces the newcomer to volunteering in a series of creative exercises, which impart a full knowledge of volunteer recruitment as well as the basics of volunteer management.

Volunteers in Action by Brian O'Connell and Ann B. O'Connell, 1989.

\* This book is a must for anyone who trains, speaks or writes on volunteering or volunteer management. It brings together a comprehensive look at hundreds of volunteers and volunteer efforts in a very readable format, providing endless anecdotes and illustrations for speeches and papers. Organized by volunteer activity such as serving those in need, advocating and empowering and exercising religious belief.

Volunteers in the Parks: Getting the Most Out of Your Parks Volunteer Program by National Park Service. Available from and National Park Service, Western Regional Office, San Francisco, California.

Volunteers Today: Finding, Training and Working With Them by Harriet H. Naylor Dryden Associates, Dryden, N.Y., 1973.

This book is for sound principles and practices for administrators, executives, and professionals are presented in this comprehensive, technical book. Aiming to unlock volunteer potential and explore new forms of participation, this book is useful for all who work in the helping professions. Each chapter will provide you with basic aspects for creating effectiveness and satisfaction. Topics include: trends in administrative volunteering, volunteer staff work patterns, motivation, clues for volunteer assignments, designing training events, and numerous useful diagrams and forms. This book is considered a "classic".

We Can't Keep Meeting Like This! A Guide to More Effective Meetings by Jane Justis, 1990.

\* This guide examines preparation, agenda, climate, roles and types of meetings. It concludes with concrete suggestions for implementing good meeting practices. A must for every group that has too many or ineffective meetings.

We Interrupt This Program...A Citizen's Guide to Using the Media for Social Change by Robbie Gordon, 1978.

Collection of techniques, exercises, sample flyers and ads, graphics, press releases and public service announcements that explains strategies for all types of effective media usage.

Welty's Book of Procedures for Meetings, Boards, Committees, and Officers by Joel David Welty. Caroline House Publishers, Inc., 1982.

For decision-making processes used specifically by community groups of all kinds. Techniques that can be used in your organization to clarify relationships, encourage effective participation, minimize and resolve conflicts, and make your board effective and decisive.

Winning with Staff by Ivan Scheier. National Information Center of Volunteerism (now Volunteer), 1978.

Looks at how to encourage paid staff to work with and support the efforts of volunteers. It examines some basic assumptions about why paid staff are often un-supportive or actively hostile and comes up with some strategies for dealing with staff resistance.

Working with U.S. Forest Service Volunteer. The Human Resources Programs Staff, U.S. Forest Service, Washington, D.C., 1982.

This is a guidebook to help increase the productive utilization of volunteers by the U.S. Forest Service. It identifies benefits and costs, specific ways to become more effective volunteer managers, and provides examples of volunteer use that can further program objectives.

You and Your Volunteers: A Partnership That Works. State of New York, Department of Social Welfare, Albany, NY, 1967.

This is highly recommended by University of Oregon.

You Can Be A leader: A Guide for Developing Leadership Skills by Candace Goode Vick, 1989.

\* This self help book presents a common sense approach to leadership. Based on the premise that leadership is learned, not inherited, the book is divided into two main parts: an introduction to basic leadership concepts and skills and learning leadership through volunteering. Based on the writings of Ben Solomon and first published in 1981.

You Can Make A Difference: Helping Others and Yourself Through Volunteering by Marlene Wilson, 1990.

\* Taking a practical approach that is perfect for anyone who wants to take a step toward a more satisfying life, Marlene Wilson presents a "blueprint of change" that is easy to understand and easy to implement. The book provides guidance on choosing volunteer activities best suited to the reader's talents and interests. It also shows how to use volunteering as a way to learn new skills and reveals the secrets of getting more accomplished each day.



APPENDIX G

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