



Volunteers Contributing to a Palliative Approach in Aged Care: Toolkit

June 2005



THE NATIONAL
PALLIATIVE CARE
PROGRAM



Prepared by Edith Cowan University



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ISBN: 0 642 82707 9

Publications Approval Number: 3673 (JN9066)

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Acknowledgments



We would like to acknowledge the support of Volunteering Australia in the development of this Toolkit. Much of the information that is provided has been reproduced and adapted, with permission, from Volunteering Australia's¹ *Workbook and resources kit for implementing the national standards for involving volunteers in not for profit organisations*. **To identify the documents belonging to Volunteering Australia, the initials VA have been included after the title on each page.**

Another source of useful information, some of which is included in this Toolkit, was Volunteering Canada's website at www.volunteer.ca. **Where information from Volunteering Canada has been used, the initials VC have been included after the title on each relevant page.**

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About the Toolkit



The Toolkit has been developed as a practical resource that employs a systematic and 'user-friendly' approach to designing and implementing a program to involve volunteers in a palliative approach in residential aged care.

The Toolkit is based on eleven steps that are described on page 30 of the Model booklet. It provides information about why each step is important, how each step might be carried out, and how to evaluate the effectiveness of each step. Examples for each step are also provided.

In essence, the Toolkit has been developed to assist volunteer program development in accordance with the Model's conceptual framework. This includes guiding principles, volunteer rights, and legislative requirements.

For ease of use, the Toolkit has been stored on this CD to allow you to simply download all or selected tools for your use in their current form or for adaptation to your specific needs. Additionally, you may copy the tools directly onto overhead transparencies should you need them for demonstration purposes at a presentation or training workshop.

Another way to access the Toolkit is via the direct links that are embedded within the Model document itself. Simply click on the link of your choice and you'll be taken directly to the appropriate tool in the Toolkit.

The eleven steps of the Model are:

1. Identify benefits and challenges of involving volunteers in a palliative approach program.
2. Gain the commitment and support of senior management.
3. Establish a team to manage the volunteer program.
4. Conduct a needs assessment with all relevant people to provide guidance about the function and structure of the volunteer program.
5. Develop a plan to guide the volunteer program, including the mission statement of the program.
6. Prepare the relevant documentation, including policies and procedures to support the involvement of volunteers.
7. Promote and communicate the volunteer program to staff, residents, families, and the community.
8. Recruitment.
9. Orientation and training.
10. Reward and recognition.
11. Maintain the volunteer program using a process of continuous review to ensure the program remains effective and sustainable.

It is important to remember that the steps and the documentation presented in this Toolkit serve as a guide only and that they may be amended to fit your particular contexts and needs.

Based on your circumstances you might use the steps and documentation to assess your existing program to determine what you need to change or implement to re-orient your volunteer program to one that is consistent with a palliative approach to residential aged care.

On the other hand, if you are embarking on designing and implementing a new volunteer program, you may wish to make use of all the steps and documentation and modify them, where appropriate, to suit your specific needs.

Getting started

This assessment is the first step towards running a successful volunteer program.

For those Residential Aged Care Facilities (RACFs) that already have volunteer programs in place, you can use this section to work out whether or not your volunteer program meets the guiding principles recommended by this Model.

The following seven pages present an assessment guide to help you determine whether or not your volunteer program meets the Model's eleven guiding principles.

The assessment form has three columns. The first lists the guiding principles, the second lists questions about your volunteer program, and the third is an area for you to record your response to each question.

Simply work your way through the list of questions and record your answer as 'yes' or 'no'.

When you have completed the assessment form, review your responses and highlight the areas where you answered 'no'. A response of 'no' indicates that the volunteer program may not meet one of the guiding principles or that the question is not appropriate to your facility.

Should this be the case, it is suggested that you review the question and decide whether or not the question is relevant. If you decide it is relevant, then you need to decide whether or not a change is required to your volunteer program to ensure that the guiding principle is met. If you decide the question is not relevant just mark 'N/R' beside the 'no' column to show that you have fully considered your response.

Questions to which you answered 'yes' indicate that your volunteer program meets the relevant guiding principle.

Assessment questions to determine whether or not your existing volunteer program meets the Model's guiding principles

Guiding principles	Assessment questions	Yes	No
<p><i>Principle 1: Rationale for developing a volunteer program</i></p> <p>This principle is a value statement that is made and adhered to by the RACF, which specifically states that involving volunteers adds value to the facility. This principle acknowledges the different dimensions brought to the RACF by paid staff and volunteers.</p>	<ol style="list-style-type: none"> 1. Does the involvement of volunteers enhance the facility's provision of a palliative approach to residential care? 2. Does the role add value to, and not replace, the work of paid staff in the facility? 3. Does the volunteer program strengthen connections with the community in which the facility is located? 4. Are the inherent values of a volunteer recognised and considered (i.e., their individual talents and unique abilities)? 		
<p><i>Principle 2: Aims and objectives of a volunteer program</i></p> <p>The decision to involve volunteers in the provision of a palliative approach is clearly articulated and consistent with the facility's aims and objectives regarding a palliative approach. The RACF identifies the aims and objectives of a volunteer program and uses them to guide program planning and evaluation.</p>	<ol style="list-style-type: none"> 1. Did the facility determine why it wanted to include volunteers? 2. Have the aims and objectives of the volunteer program been identified? 3. Are the aims and objectives consistent with the facility's objectives/mission? 4. Can the aims and objectives be clearly understood? 5. Are the aims and objectives measurable (to determine whether any improvement or change is required)? 6. Does the volunteer program achieve its aims and objectives? 7. Does the volunteer program planning reflect the program's aims and objectives? 		
<p><i>Principle 3: Policies and procedures of a volunteer program</i></p> <p>The volunteer program's written policies and procedures are clearly defined and recognise that residents are highly vulnerable. These policies and procedures guide and direct the involvement and activities of volunteers who are supporting the provision of a palliative approach to residents.</p>	<ol style="list-style-type: none"> 1. Has the appropriate person to advise on legislative requirements been identified and contacted? 2. Are existing human resources (HR) policies and procedures for paid staff adequate and appropriate for use with volunteers? 3. Has action been taken to resolve inadequate and/or inappropriate policies and procedures for volunteers? 4. Is there a regular review process to ensure that existing policies and procedures continue to be appropriate and adequate for volunteers? 		
<p><i>Principle 4: Workplace legislative requirements</i></p> <p>In accordance with legislative requirements, the facility provides a safe and supportive workplace environment for volunteers who are supporting the provision of a palliative approach to residents.</p>	<ol style="list-style-type: none"> 1. Has the appropriate person to advise on legislative requirements been identified and contacted? 2. Is the workplace a safe environment for volunteers? 3. Has a risk assessment been conducted? 4. Are there potential risks for volunteers (inside/outside)? 5. Does the volunteer program use a risk management cycle to ensure its practices continue to be safe? 		

Guiding principles	Assessment questions	Yes	No
<p><i>Principle 5: Management team to support the volunteer program</i></p> <p>The facility appoints a volunteer management team that comprises appropriately skilled personnel to support the involvement of volunteers. The RACF provides the management team with sufficient authority and resources to manage and support volunteers in the provision of a palliative approach.</p>	<ol style="list-style-type: none"> 1. Are existing management processes appropriate for volunteer management? 2. Have legislative requirements, standards and guidelines been considered? 3. Is there a clear reporting system with guidelines regarding volunteers' handling of money, authority or lines of communication? 4. Can the volunteer management process be evaluated? 5. Has a suitably skilled manager of volunteers been appointed? 6. Is the manager of volunteers responsible for all aspects of volunteer management (recruitment, selection, orientation, training and development, evaluation, recognition, resignation and dismissal)? 		
<p><i>Principle 6: Resources and other support</i></p> <p>To acknowledge that volunteers are a vital human resource for the facility, the RACF commits appropriate levels of resources (financial and other) to support volunteers.</p>	<ol style="list-style-type: none"> 1. Is there funding for a designated position for a manager of volunteers? 2. Does the facility have the funds to support a volunteer program? 3. Has the facility allocated the funds to the volunteer program? 4. Does the volunteer budget permit adequate funds to support the involvement of volunteers? 5. Is there any special equipment required? 6. Do volunteers have access to the manager whenever the volunteer is on roster? 7. If not, has an alternative supervisor been appointed who is available to volunteers during the volunteers' activities? 8. Does the manager of volunteers have access to regular professional supervision? 9. Do some volunteers need additional support due to their own challenges, such as impairment to their vision? 10. Has additional support been provided to volunteers with special needs? 11. Is the additional support that volunteers with special needs receive evaluated? 12. Do volunteers have access to regular debriefing? 13. Do volunteers have access to bereavement support as required? 14. Do volunteers have their own area to meet for breaks or support group/peer support meetings, where appropriate? 15. Does the manager of volunteers have access to external supervision, where appropriate? 16. Does the manager of volunteers have access to regular debriefing and bereavement support as required? 		

Guiding principles	Assessment questions	Yes	No
<p><i>Principle 7: Administrative systems</i></p> <p>In accordance with legislative and facility requirements, the RACF implements an efficient administrative system to manage all documentation and personnel records that are required for the management of volunteers who are supporting the provision of a palliative approach to residents.</p>	<ol style="list-style-type: none"> 1. Are existing administrative systems appropriate for the management of volunteer documentation and records? 2. Does volunteer documentation meet legislative requirements? 3. Does volunteer documentation meet accreditation requirements, where appropriate? 4. Does volunteer documentation meet the facility's requirements? 5. Are existing administrative processes for the archival and destruction of volunteer records adequate and appropriate? 6. Have you identified who will have authority to access volunteer documentation and records? 		
<p><i>Principle 8: Volunteer recruitment and selection processes</i></p> <p>In accordance with legislative requirements, non-discriminatory practices, accreditation standards and the guidelines for a palliative approach, recruitment and selection processes for volunteers consider the unique talents of volunteers in the development of their roles. Where appropriate, the volunteer program's recruitment processes seek to attract volunteers from cultural backgrounds to match the facility's resident profile.</p>	<ol style="list-style-type: none"> 1. Have legislative requirements, standards and guidelines been considered regarding recruitment and selection? 2. Have processes and procedures been developed regarding how the recruitment and selection of volunteers is conducted? 3. Does this process allow for the active recruitment of volunteers from the same cultural backgrounds as the facility's resident profile? 4. Do volunteers work with residents and/or their family members who are from culturally diverse or Indigenous backgrounds? 5. Has a person been identified who is appropriately skilled to recruit and select volunteers? 6. Have volunteer tasks been identified? 7. Are there any specialised or technical tasks that volunteers will be required to undertake e.g. equipment to use? 8. Are volunteers involved with other volunteers, staff or residents and their families? 9. Has the time commitment required of volunteers been determined? 10. Are there fixed hours for volunteers to work? 11. Can volunteers work flexible hours? 12. Can the recruitment and selection process be evaluated? 13. Do existing volunteers have input into the development of new volunteer positions? 14. Do staff, residents and their families have input into the development of new volunteer positions? 		

Guiding principles	Assessment questions	Yes	No
<p><i>Principle 9: Volunteer accountability</i></p> <p>Position descriptions for each volunteer program specify the activities and accountabilities of individual volunteers who are supporting the provision of a palliative approach to residents in the RACF.</p>	<ol style="list-style-type: none"> 1. Is the manager of volunteers accountable for volunteers' interactions with residents and/or their families (on behalf of the facility)? 2. Is the manager of volunteers accountable for volunteers' interactions with other volunteers and/or facility staff (on behalf of the facility)? 3. If not, (for either question 1 or 2) do volunteers know to whom they are accountable? 4. Do residents, their families and staff know to whom volunteers are accountable to and why? 5. Is there a process by which the manager of volunteers provides regular feedback to volunteers? 6. Is there a process for volunteers to provide regular feedback to facility management or the manager of volunteers? 7. Do volunteers understand their rights and responsibilities? 8. Do residents, their families, facility management and staff understand volunteers' rights and responsibilities? 9. Is there scope for volunteers to use their creativity and/or initiative? 10. Is there an exit interview for volunteers who leave the facility? 		
<p><i>Principle 10: Volunteer orientation, training and development</i></p> <p>The volunteer program's systematic approach to volunteer orientation, ongoing training and personal development is relevant to the facility's provision of a palliative approach and is culturally appropriate.</p>	<ol style="list-style-type: none"> 1. Does a person with appropriate skills and experience provide orientation? 2. Is an information pack/manual given to the volunteer? 3. Does the volunteer orientation have a systematic approach? (e.g. frequency of occurrence, minimum number of participants, topics covered) 4. Has the volunteer orientation been evaluated? 5. Does a person with appropriate skills and experience provide training? 6. Have the training needs of volunteers been identified? 7. Do volunteers require relevant cultural awareness training? 8. Do volunteers require training in a palliative approach? 9. Do volunteers require training in how to communicate with residents with dementia? 10. Do volunteers require training in discussing dying and death? 11. For questions 5 to 8 only – has this training been provided to volunteers? 12. For questions 5 to 8 only – does the volunteer receive a training manual? 13. For questions 5 to 8 only – has the training been evaluated? 		

Guiding principles	Assessment questions	Yes	No
<p><i>Principle 10: Volunteer orientation, training and development</i></p> <p>Continued</p>	<p>14. Does the volunteer program have a training cycle that identifies when ongoing volunteer training is to be provided, who is responsible for training and where it will be provided?</p> <p>15. Is the training cycle reviewed and evaluated on a regular basis (e.g. annually)?</p> <p>16. Do volunteers have input into the type of training that they need?</p> <p>17. Are volunteers aware that their performance will be assessed against their position description and other selection criteria, where appropriate?</p> <p>18. Do volunteers know which person is responsible for assessing and monitoring their performance?</p> <p>19. Are volunteers supported to attend relevant workshops, training seminars, and/or conferences?</p> <p>20. Are volunteers supported and encouraged to attend relevant training that is being provided for paid staff?</p> <p>21. Does the manager of volunteers receive ongoing training and personal development?</p>		
<p><i>Principle 11: Volunteer reward and recognition</i></p> <p>The volunteer program's processes ensure that volunteers receive appropriate, timely feedback and recognition of their roles and contribution to the facility. This process also provides an opportunity for volunteers to give feedback about their role.</p>	<p>1. Is there a process for recognising volunteers' contributions?</p> <p>2. Are volunteers' contributions to the facility recognised in a way that is meaningful to them?</p> <p>3. Do existing facility rituals, such as social events (e.g. Christmas party) involve volunteers?</p>		
<p><i>Principle 12: Continuous review and improvement</i></p> <p>The facility plans and conducts regular reviews of its volunteer management and support to ensure maintenance of the quality of the program. Where appropriate, those opportunities for improvement are actively pursued. Volunteers are included in this process.</p>	<p>1. Do all aspects of the volunteer program include evaluation?</p> <p>2. Are reviews held regularly (i.e. every 12 months or less)?</p> <p>3. Is the program measured against existing standards/principles/guidelines?</p> <p>4. Is the program meeting its aims and objectives (see Principle 10)?</p> <p>5. Does the review process incorporate suggestions or feedback from staff/residents/family members/volunteers?</p> <p>6. Is there a process for implementing change?</p> <p>7. Is the position of manager of volunteers evaluated annually against position description and/or selection criteria?</p>		

Tip There are many resources available for those RACFs that want to involve volunteers. Check Volunteering Australia's website at www.volunteeringaustralia.org or use a search engine on the internet, such as Google at www.google.com. Just enter the words that are relevant and press 'enter' and you've got the whole world at your finger tips.

Step 1: Identify benefits and challenges of involving volunteers in a palliative approach program.



This step requires that the RACF considers the benefits and challenges of involving volunteers in the provision of a palliative approach and determines whether or not a volunteer program is a viable option.

Why and how?

Why do we need to identify the benefits and challenges of involving volunteers in a palliative approach to residential aged care?

Often volunteers are considered a means of providing an additional service without the need to meet further costs. However, although volunteers are unpaid, they do require resources to support their involvement. It would be inappropriate to involve volunteers in a palliative approach through the mistaken belief that volunteers are 'a free source of labour'.

A volunteer program requires a commitment from the facility to provide sufficient resources to ensure that the program can be maintained. Due to this additional resource requirement, the facility needs to carry out a cost-benefit analysis to determine whether the benefits of involving volunteers outweigh the costs.

The importance of determining whether or not the involvement of volunteers may increase a facility's risk of liability also needs to be considered, using a risk assessment.

How do we identify the benefits and challenges of involving volunteers in a palliative approach to residential aged care?

In this step of the Toolkit you will find the following documents that will help to guide you through the process of determining whether or not the role is suitable for volunteers. These documents also present a cost-benefit analysis and risk assessment and management procedures:

- How to determine a volunteer role
- How to determine the likely benefits of implementing a volunteer program
- How to determine the possible challenges to implementing a volunteer program
- Risk management
- Risk management cycle
- Evaluate the risks
- Level of risk matrix

- Risk register
- Budgetary considerations
- Volunteer budget checklist.

How to determine a volunteer role (VC)

Volunteer roles are determined according to the principle that they add value to the facility in a way that paid roles do not. Although you may not be clear as to what the role of the volunteer would be, because it is very early in the planning process, you still should have some concept of what you think might be an appropriate role.

There are no specific rules in determining whether a position will be paid or volunteer. However, the following tables should help to make a correct decision and to ensure that the role does not exploit volunteers (is not *really* a paid position) and protects your RACF and its residents and their family members.

Instructions

For the first table, answer 'yes' or 'no' to each question. This table helps to clarify whether the role is for a paid or a volunteer worker. If your answers are mostly 'yes', then the role is almost certainly one for a paid worker.

The second table helps to determine whether or not the role is suitable for volunteers. If 'no' is answered to *any* question in the second table, then the suitability of this role for volunteers needs to be reconsidered.

Table 1: Is this a paid or a volunteer role?

Is this, or should this be, a paid role?	Yes	No
1. Is this role critical to the overall successful functioning of the RACF?		
2. Is the role closely aligned to an industrial award?		
3. Is the role full-time and ideally filled by one person?		
4. Is this a role that must be filled by a paid worker for regulatory, legal or industrial relation reasons?		
5. Does the non-effective performance of the role have any legal ramifications for the RACF?		
6. Does the non-effective performance of the role have any negative implications on the work of paid staff?		
7. Is this a position for which funding has been obtained, sought, or is available?		
8. Has this role ever been filled by a paid worker?		
9. Is this role normally a paid position in other RACFs?		
10. Would a person reasonably expect remuneration for this work?		

Table 2: How suitable is the role for a volunteer?

Is this role suitable for a volunteer?	Yes	No
1. Taking into account motivation, perceived benefits, and skill level needed to perform the job, does the role have intrinsic value for the volunteer and the RACF?		
2. Are there adequate and effective management supports for this role?		
3. Do the RACF's paid staff, management and/or board members (where appropriate), and residents and/or their family members accept that this is a volunteer role?		
4. Do the RACF's paid staff, management, and/or board members (where appropriate), and residents and/or their family members have a role in determining the status of the position?		
5. Does the role add value to and not replace the work of paid staff in the RACF?		
6. Can the facility adequately indemnify a volunteer in this role?		
7. Can this role, in its entirety, be performed in less than 16 hours per week? (Any longer than 16 hours may indicate that the role should be filled by a paid worker.)		
8. Is this role significantly different to the role of paid workers?		
9. Will the resident and/or their family members, and volunteers benefit from the role?		

You can present your conclusions to senior management in this format to show them that you have fully considered the appropriateness of the role of volunteers within your facility.

Tip

It is recommended that you use both tables to accurately determine the suitability of the role for a volunteer.

How to determine the likely benefits of implementing a volunteer program

To help you to determine the likely benefits of implementing a volunteer program, you might like to consider the following points:

Tick as appropriate.

- enhanced resident satisfaction
- improved ability to innovate
- increased efficiency and cost savings
- sustainable advantage over competitors
- enhanced organisational credibility
- any other likely benefits? If so, what are these?



How to determine the possible challenges to implementing a volunteer program

To help you to determine the likely challenges to implementing a volunteer program, you might like to consider the following points:

Tick as appropriate.

- the amount of time and resources required
 - the amount of administrative work required
 - support from senior management
 - maintaining the momentum required to complete the project
 - differences in understanding and opinions about involving volunteers in a palliative approach
 - emergence of conflict and disagreement
 - any other likely challenges. If so, what are these?
-
-
-

Risk management (VA)

When you have decided on the role of volunteers in your facility then you need to evaluate the risks of having volunteers involved.

When legislation does not cover volunteers appropriately, RACFs need to identify and assess risks and introduce ways to ensure that volunteers are adequately protected. In situations where there is limited legislation, the need for risk management becomes paramount. Risk management protects the facility, the staff and volunteers when legislation does not.

What is risk management?

Risk management is the process of managing a facility's potential for liability. Systematically identifying and assessing risks to prevent or reduce their occurrence and setting aside funds to meet any potential liability is essential.

Risk management has become a key issue in recent years, particularly due to the rising premiums for insurance, both for the volunteers themselves and for the RACFs they represent.

Tip

Volunteering Australia has developed an excellent resource called *Running the risk? a risk management tool for volunteer-involving organisations*. This can be downloaded from their website at www.volunteeringaustralia.org

According to Volunteering Australia (2003),² risk management:

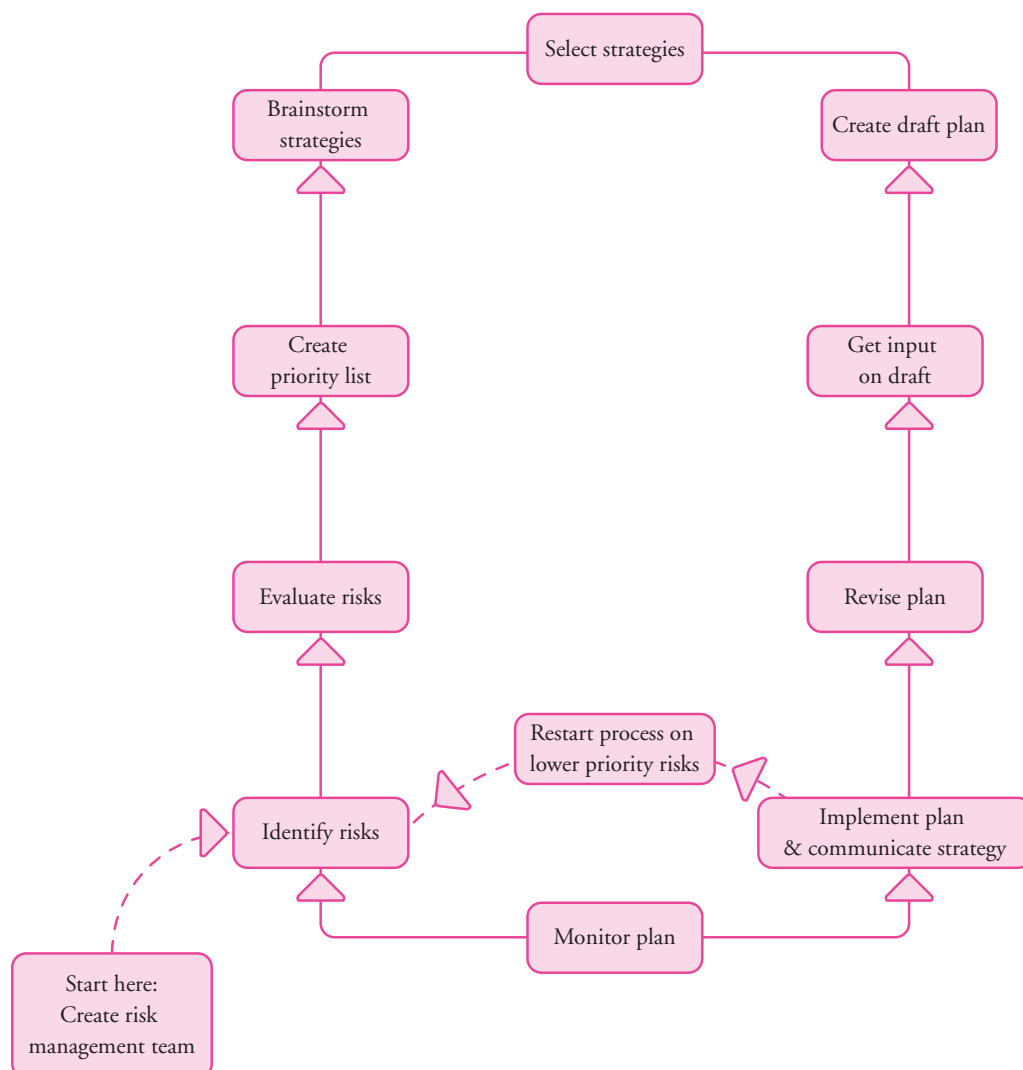
- increases your chances of succeeding in an activity or preventing a loss
- minimises the effect of a loss that could not be prevented
- gives managers, staff and volunteers the confidence to pursue their mission without the fear of legal action or harm
- approaches risk in a structured and calculated manner, rather than being haphazard.

How do you manage risk?

A risk management cycle helps visualise all the processes that are involved in risk management. It may be appropriate to form a risk management team to ensure that the assessment and management of risk is not overlooked. A simple model of risk management that is worthwhile considering is presented below.

Risk management cycle

Graff (2003)⁷



Evaluate the risks (VA)

According to Volunteering Australia (2001),³ there are four steps to assessing risks:

1. Identify risks.
2. Evaluate risks.
3. Design a management program, which includes options such as risk avoidance, risk control, risk financing and risk transfer.
4. Implement, monitor and review.

Some risks are acceptable; however, some may increase your probability of being found liable for defamation or negligence. Injury through negligence is more likely to occur than that of defamation, but how do you know when either is a potential risk? The best way is to evaluate the risk.

Evaluating risks is based on the frequency with which it has occurred in the past. However, this is extremely difficult to do, particularly if you have never run a volunteer program before. An alternative is to assign values to the potential risk for its likelihood and consequences or impact as follows:

The **likelihood** of an event could be considered as:

- | | |
|--------------------|--|
| A (almost certain) | The event is expected to occur in most circumstances. |
| B (likely) | The event will probably occur in most circumstances. |
| C (moderate) | The event should occur at some time. |
| D (unlikely) | The event could occur at some time. |
| E (rare) | The event may occur only in exceptional circumstances. |

The **consequence** or **impact** of the event occurring can be considered as:

- | | |
|-----------------|--|
| 1 (trivial) | No action is required and/or low financial loss. |
| 2 (minor) | No further action is needed at present, but monitoring will be necessary to ensure that controls are maintained. |
| 3 (moderate) | Efforts need to be made to reduce the risk, but the costs of doing so need to be carefully considered. |
| 4 (substantial) | The activity should be halted until the risk has been reduced or sufficient control measures are in place. |
| 5 (intolerable) | The activity that gives rise to the risk should be prohibited. There should be clear direction that this event is not to occur under any circumstance. |

The two measures of likelihood and consequences are then brought together and form a 'level of risk' matrix, as shown on the next page.

Level of risk matrix (VA)

Level of risk					
<i>Likelihood</i>	<i>Consequences or impact</i>				
	1. Trivial	2. Minor	3. Moderate	4. Substantial	5. Intolerable
A (Almost certain)	S	S	H	H	H
B (Likely)	M	S	S	H	H
C (Moderate)	L	M	S	H	H
D (Unlikely)	L	L	M	S	H
E (Rare)	L	L	M	S	S

L – Low risk:	Manage by routine procedures
M – Moderate risk:	Management responsibility must be specified
S – Significant risk:	Senior management attention needed
H – High risk:	Detailed research and management planning required at senior levels

This exercise lets you prioritise the risks that could result from involving volunteers in a palliative approach, from those that would be detrimental to your facility's existence to those that are trivial.

Volunteering Australia recommends the use of a risk register to record all risks and their consequences or likelihood ratings. The risk register should be updated regularly to ensure that it is current. An example of how the register could look appears on the following page.

Budgetary considerations

It is important that money is specifically allocated to the volunteer program on an annual basis and that this money is considered in the facility's budget.

The range of volunteer roles is diverse, as is the requirement for a volunteer's qualifications, previous experience, time commitment, intensity of service and training. This diversity of volunteer roles and requirements contributes to the difficulty of calculating the cost of an average volunteer, even within one organisation.

For those facilities with a dedicated volunteer program budget, the budgets are often minimal and generally cover only recognition, materials or recruitment. While many programs include staffing in the volunteer budget, it is almost always defined strictly as the manager of volunteers, excluding the cost of the time of those professionals outside of the volunteer program who have responsibilities for training and supervising volunteers. Yet the contribution of these supervisors is considered to be essential to the quality and success of the volunteer programs.

The cost of providing office space, telephone and other overheads for the volunteer program is often overlooked, as is the cost of insurance.

In order to maintain an effective and high quality volunteer program, professional staff must dedicate time to communicate and supervise volunteers. The volunteer program staff and others who directly supervise volunteers need to allocate time to provide training, daily support and overseeing of the volunteers' work, in addition to interacting with and showing interest in the volunteers.

The literature indicates that there are four fundamental requirements when determining a budget for volunteering:

1. recruitment
2. orientation/training
3. supervision
4. recognition and appreciation.

Using the above requirements, the following checklist should provide you with an understanding of the type of funding required to maintain a volunteer program.

Volunteer budget checklist

Activity	Internal service	External service	Cost estimate \$	Cost actual \$
1. Recruitment:	Yes			
a. Printing		Yes	50.00	75.00
b. Promotion	Yes		40.00	25.00
c. Screening costs	Yes			
i. Referee checks	Yes		20.00	10.75
ii. Police record checks	Yes		150.00	150.00
d. Catering	Yes		50.00	50.00
Recruitment - Total cost:			310.00	310.75
2. Orientation/Training				
a. Room/venue hire	Yes		Nil	Nil
b. Catering	Yes		50.00	50.00
c. Handouts	Yes		20.00	10.00
d. Training manual	Yes		150.00	150.00
e. Promotion	No		Nil	Nil
f. Postage	Yes		10.00	7.50
g. Presenters' fees		Yes	200.00	200.00
h. Presenters' gifts		Yes	50.00	50.00
i. Certificates	Yes		30.00	30.00
j. Evaluation	Yes		40.00	15.00
Orientation/training - Total cost:			550.00	512.50
3. Supervision				
a. Reviews (e.g. annual)	Yes		500.00	650.00
b. Manager of volunteers salary (pro-rata)	Yes	No	25000.00	25000.00
Supervision – Total cost:			25500.00	25650.00
4. Recognition and appreciation				
a. Awards night (or similar event)				
i. Printing (e.g. certificates)		Yes	200.00	200.00
ii. Catering	Yes		400.00	400.00
iii. Room/venue hire	Yes		Nil	Nil
iv. Entertainment		Yes	500.00	500.00
v. Promotion	Yes		100.00	100.00
vi. Postage	Yes		20.00	15.00
vii. Phone	Yes		20.00	11.70
Recognition and appreciation – Total cost:			1240.00	1226.70

Additional volunteer funding requirements could include:

- 1) Salaries
 - a) Trainers
 - b) Bereavement counsellor or equivalent
- 2) Utilities
 - a) Electricity/gas
 - b) Water
- 3) Uniforms
 - a) badges
- 4) Work stations
 - a) Work space (e.g. desk, chair)
 - b) Computer/s
 - c) Printer/s
 - d) Computer consumables
 - e) Photocopier
 - f) Overhead projector
 - g) White board and markers
- 5) Communications
 - a) Phone
 - b) Internet
 - c) Newsletter production
 - d) Newsletter distribution
 - e) Mail outs
- 6) Vehicle
 - a) Fuel expenses
 - b) Private or provided by facility
 - c) Maintenance/repairs
 - d) Insurance/registration
- 7) Administrative
 - a) Postage
 - b) Stationary
 - c) Subscriptions
 - d) Insurance

- 8) Personal development
 - a) Manager of volunteers
 - b) Volunteers who are in leadership roles
 - c) Other salaried volunteer staff
- 9) Debriefing
 - a) Internal service
 - i) Private room for individual/group debriefing
 - ii) If counsellor, will require own office and external supervision
 - b) External service
 - i) If onsite – private room for individual/group debriefing
 - ii) Cost of service
 - iii) If offsite – transport costs for volunteer
 - iv) Cost of service
- 10) Fundraising
 - a) Printing
 - b) Promotion
 - c) Overheads
 - d) Float money (to provide change ~ \$100)
 - e) Hire costs
 - f) Stationery.

Step 2: Gain the commitment and support of senior management.



Senior managers in your organisation may need to be convinced that involving volunteers in the provision of a palliative approach is worth the effort. Their active support for your endeavour is vital not only initially, but throughout the implementation and maintenance of the volunteer program. This support also needs to include a commitment to adequately resource the volunteer program.

Why and how?

Why do we need to gain the commitment and support of senior management?

Senior management in your facility may need some convincing that implementing a volunteer program is worth the effort and that their active support for your endeavour is vital to the success of the volunteer program.

Senior management must also recognise that support for volunteers and provision of volunteer infrastructure is as important as any other organisational resource.

The ability to engage and retain increasingly diverse volunteers requires highly competent management and facilities must assess what effective involvement means – or could mean – in their facility, and provide the necessary staff support and infrastructure for the volunteer program to be effective.

How do we need to gain the commitment and support of senior management?

You need to have fully considered the involvement of volunteers, such as determining what their role would be, a cost-benefit analysis, a risk assessment analysis, a proposed budget, and management requirements before you formally approach senior management for their support.

Once you have clearly determined these requirements, you need to present them in a way that is appropriate for a senior management meeting, such as an overhead presentation.

In this step of the Toolkit you will find the following documents that will help to guide you through gaining the commitment and support of senior management:

- How to determine your facility's values for volunteer involvement
- Presenting your ideas to senior management
- How to prepare a formal agreement.

How to determine your facility's values for volunteer involvement

The first step is to consider whether or not involving volunteers fits within your facility's existing values. Often there may be no explicit statement about involving volunteers because at the time that your facility developed their value statements they may not have been considering the need to include volunteers. However, some key words might be used in the value statements that fit within the values needed to support a volunteer program, such as 'to strengthen community connections'.

Below are some examples of value statements regarding volunteer involvement. You can use these as a reference for reviewing your facility's value statements, aims or missions to determine whether or not the facility believes that volunteers add value.

- **Volunteer involvement is vital to a just and democratic society.**
 - It fosters civic responsibility, participation and interaction.
- **Volunteer involvement strengthens communities.**
 - It promotes change and development by identifying and responding to community needs.
- **Volunteer involvement mutually benefits both the volunteer and the facility.**
 - Effectively managed volunteer opportunities enhance a facility's reputation in the community.
 - Volunteer involvement increases the capacity of the RACF to accomplish its goals, and provides volunteers with opportunities to develop and contribute.
 - Volunteer programs build morale and loyalty, and provide opportunities for employees to share and develop their skills and expertise.
- **Volunteer involvement is based on relationships.**
 - Volunteers are expected to act with integrity and be respectful and responsive to others with whom they interact.
- **Effective volunteer involvement leverages and improves grant making and corporate community involvement.**
 - Effectively engaging volunteers augments a facility's financial and in-kind resources, providing greater value for each dollar invested.
 - Volunteer engagement can be a key indicator of RACFs' 'health', which provides grant makers with another observation and decision-making tool.
- **Volunteer involvement requires organisational and community infrastructure.**
- **Volunteer involvement requires training and development.**
 - Training helps board members, many of whom are corporate and philanthropic leaders, and executive staff to see that well-managed volunteers can increase a facility's service and fundraising capacity.

Presenting your ideas to senior management (VA)

Before making your presentation make sure that you have a good understanding of the role, scope, risk and value of volunteers in your RACF. This will provide a sound basis on which to base your presentation.

Here is an example of how to structure an agenda paper when ideas are to be presented to senior management to obtain their formal agreement to proceed.

Agenda

- **Introduction:**
Nature, scope and purpose of the volunteer program
Time: 15 minutes
- **Overhead slide presentation:**
Benefits and challenges of implementing the program
Time: 15 minutes
- **Overview of the implementation process:**
Steps involved in implementing and maintaining the standards
Time: 5 minutes
- **Roles and responsibilities:**
Roles and responsibilities of the project manager, implementation team and senior management
Time: 10 minutes
- **Necessary resources:**
People, time and cost
Time: 5 minutes
- **An agreement to proceed:**
What is an agreement to proceed? What should it contain? Why is it necessary?
Time: 5 minutes

Step 3: Establish a team to manage the implementation of the volunteer program.



The RACF will form a management team of appropriately skilled personnel to begin the initial work that is required to support the involvement of volunteers in the facility.

Why and how?

Why do we need a team to manage the implementation of the volunteer program?

It is widely recognised that an empowered team is the best way of getting a job done. To get a volunteer program running from scratch requires the energies and ideas of several individuals from the facility; hence the need for a team to begin the implementation of a volunteer program.

Establishing an empowered program management team is the best way of ensuring that the program objectives are met in an effective and timely way. A major challenge will be to enlist a group of individuals from your facility and to form them into an effective well organised team.

A team is a small group of individuals who work together interdependently and are mutually accountable for results. This requires team members to work both individually and jointly.

As a unit working together to achieve a particular goal, members of a team share information and best practices, and help one another to do his or her job better.

A program team 'self manages'. It allocates its own tasks and roles, determines its own work plans and schedules and handles its own disputes.

However, RACF staff and management are already extremely busy. While they should be involved in the implementation of the volunteer program, it makes more sense that the team should recruit a leader who will take over the management of the volunteer program. Because every team needs an effective leader, a volunteer program needs a manager of volunteers to help mould a group of individuals into a successful well-organised volunteer team.

How do we establish a team to manage the implementation of the volunteer program?

The initial management team should comprise individuals who were selected on the basis of the knowledge and skills that each brings to the team. Through discussion and brainstorming, the team will determine its own roles and responsibilities and those of the manager of volunteers. The team will be involved in the recruitment of the manager of volunteers and his/her orientation to the facility.

In this step of the Toolkit you will find the following documents that will help to guide you through establishing a team to manage the implementation of the volunteer program and the role and responsibilities of the manager of volunteers:



- How to select your volunteer program implementation management team
- How to determine your implementation team's roles and responsibilities
- How to identify the ingredients of a successful team environment
- Management team statement worksheet
- Why you need a manager of volunteers
- What are the skills a manger of volunteers requires?
- What are the roles and responsibilities of the manager of volunteers?

How to select your volunteer program implementation management team

How many team members should we have? Is the team small enough to make it manageable yet large enough to ensure a diversity of views?

Do team members have any of the following attributes?

- knowledge of operations
- problem solving skills
- decision making skills
- time to devote to the project
- interpersonal and team skills
- influence and credibility in the facility
- an interest in the project?

Does the composition of the team represent all areas of our facility that will be affected by the involvement of volunteers?

What authority will team members have to carry out the implementation?

How committed are individual members to the team? In what ways might conflicts over different levels of commitment be resolved?



What hierarchical levels and functional groupings are represented? How could this affect the team's performance?

How to determine your implementation team's roles and responsibilities

Team roles and responsibilities:

Tick as appropriate.

- Plan the implementation strategy and process.
- Communicate with key stakeholders.
- Gather information about current processes and practices.
- Facilitate the implementation of changes and innovations as required.
- Monitor and evaluate the implementation progress of the program.
- Monitor and evaluate the performance of the team.
- Report on the implementation's progress to key stakeholders.
- Facilitate internal cooperation and support from relevant sections of the facility.
- Deal with any obstacles or issues likely to have an impact on the implementation of the program.
- Any other role responsibilities?

How to identify the ingredients of a successful team environment

To enhance the effectiveness of the implementation team, it could be beneficial to go through some 'ground rules' to ensure that the team achieves its purpose in a timely manner. This should be done in a positive manner rather than pointing out negative aspects of group work, for example:

The ingredients of a successful team are:

- clarity in team's mission and goals
- a well-defined plan of action
- clear roles and responsibilities
- clear and open communication
- beneficial and supportive team behaviours



- shared commitment and participation
- established and agreed ground rules
- emphasis on problem-solving and consensual decision-making
- awareness of group processes, values and expectations.

The characteristics of a supportive team environment are:

- where flexibility, creativity and innovation are encouraged
- where all views and values are listened to and understood
- where the positions of others are respected and no one is made to feel inferior
- where ideas are expressed freely and honestly without hidden motives
- where problems are openly discussed without rushing in to give solutions or insisting on agreement
- where communications are clear and describe situations fairly.

Management team statement worksheet

Who are we?

What is our main purpose?

How we will work together:

- Attend all meetings and arrive on time.
- Follow through on commitments.
- Make decisions by consensus.
- Respect one another's opinions and values.
- Actively participate in team meetings.
- Support one another to offer ideas.
- Any other ground rules (review previous sheet for direction)?

Why you need a manager of volunteers

The role of the manager of volunteers is a complex one encompassing many diverse responsibilities and requiring someone with a wide range of skills. The most important of these are the abilities to communicate and motivate, followed very closely by good organisational skills. A capable and respected manager of volunteers can enable the facility to reap the benefit from a potential wealth of talent and time available in the community. A well-motivated and loyal volunteer workforce is a powerful link with that same community. Volunteers can be excellent ambassadors, educating the public about the work of the facility and attracting new volunteers to support the volunteer program. The manager of volunteers is a vital link in that process.

In this capacity, it would be expected that the manager of volunteers would have responsibility for some or all of the following activities:

- Work with senior management at a strategic planning level.
- Manage the volunteer program and provide a contact point and focus for the program.
- Has a management style in keeping with the values of the facility.
- Contribute to the development of written policies and procedures covering areas such as administrative and clinical procedures, strategies, statistics, and review processes.
- Assist staff in the implementation of policy and good practice in the day-to-day deployment of volunteers.
- Work with individual staff to help them manage, train and retain volunteers.
- Develop the potential of the volunteer resource and encourage new initiatives to meet identified needs.
- Promote good volunteer/staff relations to facilitate effective working relationships.
- Provide a human resource function to recruit, select, train, and support the facility's volunteers.
- Attend multidisciplinary reviews of resident care when these are scheduled, giving them a regular background and insight as well as contributing to discussions and planning for residents.
- Maintain an awareness of the wider external implications for volunteering such as:
 - changing economic climate
 - government activities
 - policies and new legislation
 - local demographic trends
 - understanding of local cultural environment where attitudes towards volunteering may be different
 - changing economic climate
 - trends in availability of volunteers as a resource.
- Establish a realistic budget, operating within it and reviewing performance before renegotiating a new budget.

What are the skills a manager of volunteers requires?

Due to the complex nature of the role of the manager of volunteers and the diversity and vast range of contextual circumstances facing facilities, serious consideration should be given when determining the appropriate skill profile of your manager of volunteers.

Here is a list that you might consider when determining the skills appropriate to the role of manager of volunteers for your particular facility.

- Has a firm understanding of the philosophy underpinning the care given, whether or not they themselves are from a health care background.
- Is able to work in an environment that has a high 'emotional' content.
- Has a proven ability to work in an environment of a health care setting.
- Has a demonstrated ability to support volunteers regarding bereavement issues.
- Is personally, emotionally strong and able to understand and support volunteers exposed to the sadness of loss and bereavement.
- Has the appropriate experience to manage the volunteer program.
- Has a management style in keeping with the values and principles of a palliative approach to residential aged care.
- Has the people management skills suitable for a diverse group.
- Has the skills to:
 - develop and manage a budget
 - manage and allocate resources
 - undertake recruitment and selection
 - provide training needs assessment and support
 - motivate and retain volunteers
 - undertake program evaluation and review.

What are the roles and responsibilities of the manager of volunteers?

It may be difficult to accurately determine the roles and responsibilities that will be required of the manager of volunteers, particularly when the mission of the volunteer program has yet to be decided. However, there are some fundamental roles and responsibilities that can be prescribed to facilitate the recruitment of a suitable person for the role of manager of volunteers. A job description should be drafted before commencing to recruit a manager of volunteers. (See Step 9 of the Toolkit for information regarding job descriptions.)

The **roles** of the manager of volunteers are to:

- Provide the human resources (HR) management function for volunteers by overseeing or undertaking the recruiting, selecting, orienting, training and supporting of the facility's volunteers;
- Liaise with facility staff to assist them to manage, train and retain their volunteers; and
- Work with management on a strategic planning level.

The **responsibilities** of the manager of volunteers are to:

- Undertake the recruitment, selection and placement of appropriate volunteers.
- Support volunteers involved in a palliative approach understanding that volunteers are exposed to the sadness of loss and bereavement and ensuring appropriate debriefing is available.
- Assist staff in the implementation of policy and good practice in the daily activities of volunteers.
- Make decisions about where volunteers are involved and what activities they undertake.
- Develop a roster for volunteers, where appropriate.
- Oversee or undertake the orientation, training and support of volunteers.
- Oversee fundraising activities, where appropriate.
- Ensure appropriate insurance cover for volunteers.
- Manage the volunteer budget.
- Ensure that the facility's policies and procedures are adhered to.
- Develop and maintain communication with volunteers, facility staff, management, residents and their families.
- Be accessible to volunteers and staff.
- Promote the volunteer program within the community and other networks.
- Resolve conflict when a problem involves volunteers.
- Maintain appropriate volunteer records.
- Evaluate of the volunteer program annually.
- Appraise the volunteers' performances annually.
- Undertake personal development.
- Participate in an annual appraisal of the manager of volunteers' roles and responsibilities.
- Organise the production of a regular newsletter; and.
- Organise an annual 'thank you' event.

Step 4: Conduct a needs assessment with all relevant people to provide guidance about the function and structure of the volunteer program.



To successfully implement a volunteer program you will need to get cooperation from all concerned. Asking questions of people about what they consider are the needs of the residents, their family members, the staff and/or the facility helps to foster a reciprocal relationship, which promotes positive emotional links.

Why and how?

Why should we do a needs assessment?

The purpose of a needs assessment is to aid the planning process. Before you start implementing a program of change, it makes sense to assess the needs of the people who will be most affected and their readiness to support any changes. Communication with people who are directly involved with the facility will enable them to discuss their needs with those who have the resources to provide solutions. This approach will ultimately increase the effectiveness of the service provided and enhance the willingness of people to embrace a change rather than resist.

Needs assessments should be done on an ongoing basis throughout your initiative:

- *Before planning the program* – This allows all relevant people an opportunity to say what improvements they would like to see occur and why.
- *During implementation* – To ensure that you remain on target at the beginning, middle and end of an implementation.
- *Ongoing* – To celebrate successes, to learn from setbacks, and to ensure that you remain focused on meeting your program's objectives and outcomes.

How do we carry out a needs assessment?

One of the main roles of the implementation team is to identify the relevant people (stakeholders) and to gain their support for the volunteer program. Once you identify your stakeholders, you then need to decide how you will involve them: Will you use focus groups, interviews, or questionnaires? You need to carefully consider what you want to ask of your stakeholders and how it would be best to evaluate their responses. Finally, you need to think about how you will use (or interpret) the evaluated information to inform your implementation process.

In this step of the Toolkit you will find the following documents that will help to guide you through a needs assessment:

- How to identify your stakeholders
- Needs assessment techniques.



How to identify your stakeholders (VA)

A stakeholder is any group, organisation or person that can place a claim on the facility's attention, resources or output or is affected by the implementation of a volunteer program. Typically, stakeholders include those internal to the facility (e.g. Chief Executive Officer (CEO), senior management, board of management, paid staff, residents), and those external to the facility (e.g. families of residents, visiting allied health practitioners, funding bodies, community groups or services, media, government, interest groups).

Identify the groups, organisations or persons with whom you will need to share information about the volunteer program.

From all the stakeholders identified, which are the key ones upon whom the success of the volunteer program most depends?

Once you've determined your key stakeholders, work out how you will involve them and what you require of them, using the following pages.

Needs assessment techniques

The three main ways of involving stakeholders are focus groups, interviews and questionnaires. Before deciding which method to use you need to consider the benefits and costs of each type.

A focus group

What is it?

A focus group is a discussion-based interview that involves the simultaneous use of multiple participants to generate information that is focused on a particular topic.

What is its aim?

The aim of a focus group is to explore attitudes, opinions, beliefs, values, understandings and experiences of participants on any issue.

Who should be recruited?

Recruit the participants that are appropriate to what you are doing. Participants should be chosen based on their ability to provide meaningful information.

How many participants?

The best size for a focus group is between 6–12 participants.

Where should it be held?

A focus group can be held in any location that is appropriate for a group of this size and it is recommended that refreshments are also available.

How long should it run?

Focus groups usually run for between 1 to 2 hours.

How does it work?

A facilitator is required to manage the group. The facilitator should have skills in listening and questioning, managing 'difficult' people, collecting relevant information and managing transitions in discussion (summing up and moving onto next issue).

The facilitator should know what outcome is required and should guide the participants' discussion to ensure that these outcomes are met.

Group discussions can be taped (provided participants have consented to this) or a co-facilitator should be involved to record the main points of the discussion.

Ground rules are required so that all participants are aware of appropriate behaviour and the facilitator's role. Things to include are confidentiality, respect, listening to others, only one person speaks at a time.

The focus group is best run when it involves structured activities that break up the time, such as vision statement, brainstorming, and role playing.

Other things to consider are to use humour, where appropriate, and that the facilitator should not influence participants' answers.

To conclude the focus group, the facilitator needs to articulate conclusions that he/she has drawn back to the group and inform the group of the next steps to be taken in the process.

Tips:

- Provide lots of butchers' paper, which is also useful for recording what occurred.
- Remember breaks are necessary so tea and coffee should be provided.
- The roles of facilitator and co-facilitator can be swapped throughout the process.
- Tape recording the group can aid data analysis and clarify any vague areas.

How do you evaluate focus group information?

You evaluate the information by reviewing either your notes or the transcripts (verbatim typed notes) of the tapes and identifying the main issues that were discussed.

Focus group strengths:

- Single issues can be explored.
- Brings out subtle variations in views.
- The group atmosphere may create different dynamics to those of an interview situation.
- Facilitates interactive communication.
- Less costly than individual interviews.
- Better information is available for evaluation.
- Flexible in approach.

Focus group weaknesses:

- Can lead to controversy.
- Someone may dominate discussions.
- Time limits.
- Tendency to get a vote on issues, which is not appropriate.
- Requires well-skilled facilitators.
- It is only for information-gathering.
- Evaluation can be time-consuming.

An interview

What is it?

An interview is a controlled situation in which one person asks a series of questions of another person. The important point is that the interviewer is in charge of the direction of the questions.

What is its aim?

Interviews are designed for a specific purpose and are designed with the content and the respondent group in mind. They allow exploration of a person's reason for their responses and they allow for clarification of more difficult areas of content and verification of reliability.

Who should be recruited?

Recruit the participants that are appropriate to what you are doing. Participants should be chosen based on their ability to provide meaningful information.

How many participants?

Only one person can be interviewed at a time; however, the number of participants would depend on your resources. Ideally, interviews continue until no new information is forthcoming.

Where should it be held?

Interviews can be held in any location that is appropriate for a private meeting and it is recommended that refreshments are also available.

How long should it run?

The time for an interview will depend upon the type of interview you choose; however, between 30 minutes to 2 hours for adults is likely to be sufficient.

What are the types of interviews?

- In person
- By telephone
- Structured (preset questions with no variation from these)
- Semi-structured (preset questions with some variation permissible)
- Unstructured/narrative (no preset questions – the interviewee discusses what he/she feels is most important regarding the topic with little direction from the interviewer).

How does it work?

The way it works would depend upon the type of interview that is chosen. Irrespective of the type of interview, the interviewer should take notes of the interviewee's responses or should be recording the interview (with the interviewee's prior permission).

Tips:

- Try not to wander off the subject, especially when time is short. Be responsive to interviewees' body language.
- Follow up interviews with a thank you letter and an explanation of what will happen next.
- Tape recording the interviews can aid data analysis, clarify any vague areas, and allow the interviewer to remain responsive to the interviewee.

How do you evaluate interview information?

You evaluate the information by reviewing either your notes or the transcripts (verbatim typed notes) of the tapes and identifying the main themes that were discussed.

Interviews' strengths:

- Single issues can be explored.
- No group dynamics to be managed.
- Facilitates two-way communication.
- Better information is available for evaluation than from questionnaires.
- Flexibility.

Interviews' weaknesses:

- Time consuming.
- More costly than focus groups – especially if all interviews are taped and transcribed.
- Harder than focus groups to evaluate information to determine main themes.
- Dependent on the type of interview conducted and the rapport between interviewer and interviewee as to the quality of the information.

A questionnaire

What is it?

A questionnaire is either a written or verbal tool that asks specific questions regarding the issues being considered.

What is its aim?

The aim of a questionnaire is generally to collect information from a large number of people to gain a representative view of the community being surveyed.

Who should be recruited?

Recruit the participants that are appropriate to what you are doing.

How many participants?

Large numbers of people are generally required, mainly due to low return rates.

Where should it be administered?

Questionnaires usually don't require a location, unless the questionnaire is verbal in which case it would require an area with telephones or a private space. Public places, such as shopping centres, may be used to allow access to a larger number of people.

How long should it be?

A questionnaire should be kept as brief as possible.

What are the types of questionnaires?

Basically there are two types of questionnaires, written and verbal.

How do they work?

Questionnaires ask each respondent the same set of questions. The questions can be structured and often ask for a yes/no response, a ranked response (e.g. ranked on a 1–5 scale) or a multiple choice response.

Common ways of collecting information using **written** questionnaires include:

- Mail out, mail back. This is useful as it can be organised through the post office (with reply paid envelopes), but often the return rates are low (about 20–30%).
- Questionnaires can be dropped off to participants and then picked up at a later pre-determined time and date. This is quite time consuming and costly if you are paying for the people to drop off and pick up. However, your chances of getting the completed questionnaire back are much better and you can expect a 70–80% return rate.

- Questionnaires can be left wherever your participant pool may be, such as in libraries, local council offices, or even the pigeon holes in your facility.

Common ways of collecting information using **verbal** questionnaires include:

- Over the phone. This is quick and not too costly, though it is often hard to get people to respond or to find a convenient time to talk to them.
- In public places. Again this is time-consuming and often people are unwilling to be involved. You may need to have incentives to participate. For example, a free coffee in the café at your facility may entice families of residents or staff to be interviewed.

Tips:

- It is essential to keep the questionnaire short or people will not complete it.
- When asking people to fill in a questionnaire that uses different formats; for example, if you are changing from a multiple response question to a ranked response question, you should provide an example to illustrate how they are now required to respond. It is preferable that the example is not related to the issue that your questionnaire is about.
- Keep questions unambiguous.
- Make sure the sample of participants chosen covers all stakeholders, not just key ones.
- Do not use double-barrelled questions. For example, do you believe that involving volunteers will improve the resident's well-being and reduce the stress families may feel?
- Do not use jargon. For example, 'Do you think that quality of life indicators are responsive to institutionalised person's psychosocial adjustments?'
- Do get a few independent people to test run your questionnaire first. You are not likely to pick up spelling errors or ambiguous questions when you've been working on a questionnaire for some time.

How do you evaluate questionnaire information?

Questionnaire responses need to be meticulously entered onto a database or spreadsheet computer program that will allow you to work out statistical information and to generate appropriate graphs. Therefore, the entries need to be reviewed by a person other than the person who did the data entry to ensure that they are correct.

Analysis is generally statistical. However, many questionnaires include a space for comments where appropriate. In these instances it is best to look for themes, rather than to rely on a statistical analysis. For example, rather than saying forty eight of the ninety two respondents provided additional comments to question 12, you could say that four themes were identified relating to question 12's request for additional comments: dissatisfaction with current practices; lack of time; responsibilities not clear and positive feedback rarely provided.

Questionnaires' strengths:

- Questionnaires can provide a data base from which long term changes can be compared.
- They can provide a representative sample of all stakeholders.
- Questionnaires are easy to administer and analyse.

Questionnaires' weaknesses:

- Single issues cannot be explored.
- Different views cannot be further explored.
- Questionnaires don't provide in-depth two-way communication.
- Written questionnaires are not accessible to people with low literacy skills or those who's English may be limited.
- There is often a low response rate for questionnaires.

Step 5: Develop a plan to guide the volunteer program, including the mission statement of the program.



The RACF will provide the manager of volunteers with sufficient authority and resources to effectively manage and support volunteers in the provision of a palliative approach. The manager of volunteers and the implementation team will develop a plan to guide the volunteer program, including the program's mission statement, based upon the feedback from the needs assessment.

Why and how?

Why do we need to have a plan and a mission statement?

A volunteer program with a mission statement and a plan to achieve the mission is likely to be a more effective and successful because it has a clear and stated purpose for its existence. A plan and mission statement ensure that evaluation can occur because there is a starting point and a goal, which means that the distance travelled between the two can be analysed.

How do we develop a plan and a mission statement?

A good way of preparing a mission statement is for the manager of volunteers and the implementation team to have a meeting and for everyone to brainstorm for ideas. During the brainstorming, ask a number of relevant questions, such as what the volunteer program's objectives are, what outcomes are to be achieved and what is required to achieve these outcomes. When all ideas are exhausted, evaluate the merit of each. The best ideas can then be used by the manager of volunteers to draft a mission for presentation back to the team for reactions and any changes.

The development of a plan for the volunteer program will be dependent upon the mission statement and the objectives of the program. To implement the volunteer program you will need to consider four planning dimensions, work tasks, time, cost and responsibility. To avoid missing a crucial step in the planning stage, use these four dimensions to help you to breakdown the program's implementation into discrete steps. You can then use this breakdown to estimate the time, cost, personnel and resources required to complete the step.

In this step of the Toolkit you will find the following documents that will help to guide you through a mission statement and a plan:

- Why do we need a mission statement?
- How do we write a mission statement?
- Mission statement worksheet
- How to plan the implementation process: the planning pathway.



Why do we need a mission statement? (VC)

Facilities with clearly defined mission statements are more likely to attract committed volunteers because they will be able to answer these important questions:

- What do we do?

- Whom do we serve?

- Why do we exist?

- Who would be interested in joining and why?

If you can be clear about the purpose of your group and be consistent about the direction it is following, people will be able to see how they can be involved. Your volunteers will not only understand and appreciate the significance of their involvement, but will become more dedicated and passionate about their work.

How do we write a mission statement? (VC)

You will need to develop a volunteer program that meets your facility's specific objectives and needs. For example, the facility's resident profile should be considered, particularly any cultural and/or Indigenous issues and support needs. Other considerations could include management's commitment to the provision of a palliative approach and the availability of volunteer resources.

Writing a mission statement is a group effort. Here are some suggestions of how to go about it, which you might like to use as a checklist.

- Ask each group member to answer the key questions, 'Why does our group exist?' and 'twenty years from now, what will people say about our group?'
- List all the answers on a single sheet.



- Ask members to circle the top three choice words or 'phrases' that best represent their view of the group's purpose.
- Bring the group's list down to a few words.
- Start writing your statement...
- Take a break – a day, a week, a month – before adopting your mission or vision statement and review it one last time.
- Review these statements regularly (yearly or every second year) to make sure they are still relevant to your group.

Mission statement worksheet (VA)

- Who are we?

- What is our main purpose?

- What will we achieve?

- How will we work together?

Tick as appropriate:

- Attend all meetings and arrive on time.
- Follow through on commitments.
- Make decisions by consensus.
- Resolve conflicts immediately.
- Respect one another's opinion.
- Actively participate in team meetings.
- Support one another to offer ideas.
- Any other ground rules?



How to plan the implementation process: the planning pathway

Developing a plan for a volunteer program is essential to success. Now that you have worked out your mission statement, you will have identified the objective of the volunteer program. This objective (or there can be more than one) will be the central focus for planning. A plan is simply a tool to help you to consider all the crucial steps for ensuring that the program's implementation is successful. An implementation plan needs to consider the four fundamental steps of work tasks, time, cost and responsibility. Therefore, the planning pathway for the program's implementation requires that you answer the following seven questions:

1. What is/are the program's objective(s)?

2. What are the tasks that are required to meet the objective(s)?

3. What are the program's timelines, including implementation?

4. What are the program's costs, including implementation?

5. Who is responsible for overseeing the tasks, timelines, costs, and resources for the implementation process and for the running of the program?



6. What resources (including personnel) are required to undertake the tasks?

7. What will you include in the planning summary that briefly covers the previous six steps to advise stakeholders of the program's plan?

Step 6: Prepare the relevant documentation, particularly policies and procedures, to support the involvement of volunteers.



In accordance with legislative and facility requirements, the RACF will develop an efficient administrative system to manage all documentation and personnel records that are required for the management of volunteers who are supporting the provision of a palliative approach to residents.

The RACF will also develop position descriptions that specify the activities and accountabilities of individual volunteers who are supporting the provision of a palliative approach to residents.

Why and how?

Why do we need to prepare relevant documentation, particularly policies and procedures, to support the involvement of volunteers?

Policies and procedures are needed when:

- Something needs to be accomplished e.g. a job done, a service delivered;
- There is a need to control and direct e.g. health and safety, schedules, reputation, liabilities;
- There is an issue that is important or will benefit from clarification; for example, working hours, conditions, work satisfaction.

Some organisations that have existing volunteer programs may not have had the time to define policies and procedures for volunteering. However, this should be a priority, because policy development and implementation can considerably reduce the risks that may be associated with a volunteer workforce.

Some benefits of defining relevant volunteer policies and procedures are:

- Writing decisions in the forms of policies and procedures and distributing them to staff and volunteers can highlight the document's importance and improve compliance;
- Policies and procedures ensure continuity over time, so in this sense, they endure. Such documents also promote equity and standardisation;
- Policies and procedures establish values, beliefs and directions for volunteer involvement. They connect the volunteer program to the facility and its mission.

How do we prepare the relevant documentation, particularly policies and procedures, to support the involvement of volunteers?

First, consider your facility's existing human resources (HR) documentation, including policies and procedures and position descriptions. It is very likely that much of your existing documentation will be sufficient for use with your volunteers and it is best to use standardised administrative procedures and documentation, rather than to develop a set of new ones for volunteers to parallel those of paid staff.

Your HR person should also be able to advise you regarding relevant legislative, governmental and organisational requirements that need to be met. If you do not have a HR person it is strongly recommended that you contact your state or territory Volunteering Association for advice regarding your legislative requirements. (See Resources section for contact details of your nearest Volunteering Association.)

To help you determine if existing policies and procedures are sufficient for your volunteer program, use the 'How to identify...' tools in this section as a comparison.

Once you have determined that you do need to develop some policies, use the documents in this section of the Toolkit to help guide you through this process:

- What are the differences between policies and procedures?
- General volunteer policies
- Additional policies to consider
- How do we write policies and procedures?
- How to structure a policy statement
- How to identify what procedures and/or forms you need
- How to structure a procedure document
- How to develop procedures that are 'user-friendly'
- What skills are needed for volunteer position descriptions
- Position description template.

What are the differences between policies and procedures? (VA)

What is a policy?

Policies are statements or guidelines that regulate action and tell the reader how the volunteer program will operate. A volunteer policy is a set of guidelines that outline what the facility will provide for their volunteers and how it will go about providing this.

The policy ensures that the facility has a definite direction for retention, recruitment, recognition, training, support, and resignation or dismissal of volunteers. Volunteer policies should be developed based on the needs that were identified in the volunteer management plan.

Policies can range from broad philosophical statements, such as those found in a general volunteer policy, to quite specific statements, for example: 'It is our practice to reimburse volunteers for all travel and out-of-pocket expenses'.

Types of policies

There are four general types of policies relevant to volunteering that differ due to their purpose or intent:^{4, p.10}

1. Statements of belief/position/value. These can be very broad and help the facility to formalise their beliefs or values.
 - For example, the facility is committed to ensuring that its mission is to provide residents and their families with a palliative approach to care to enhance their quality of life and satisfaction with care. The volunteer program is an essential component in achieving this purpose.
2. Method of risk management. These are used to add clarity regarding safety and quality of services to ensure the minimisation of risk.
 - For example, all potential volunteers are required to submit to a police record check and to provide two referees who will be contacted to determine the volunteer's suitability to work with people who are highly vulnerable and frail, as are our residents.
3. Rulings. These articulate expectations, regulations and guidelines regarding action that is required.
 - For example, potential volunteers will be recruited in accordance with legislative requirements (i.e. in a non-discriminatory way). Therefore, where possible, volunteers who come from culturally and linguistically diverse backgrounds, particularly those that are similar to the resident's background, will be actively recruited.
4. Aid to program effectiveness. These help to ensure that the program runs smoothly and efficiently.
 - For example, volunteers will record their times of arrival and departure in the *Volunteer daily activity log*, which is located at reception.

What is a procedure?

A procedure is action oriented. It describes the steps involved in carrying out a particular activity and the sequence in which those steps are performed.

A decision to create a procedure should not be taken lightly as the time and effort in developing it is considerable. A good way of determining if a procedure is needed is to ask the question: if this activity were to go wrong, would the cost or risk to volunteers, residents or the facility outweigh the time and effort involved in simply fixing the problem when it occurs?

Tip

Beware of thinking that you need to make policies and procedures about all aspects of your volunteer program. There is already too much paperwork that requires completion without adding documents that are essentially unnecessary.

General volunteer policies

General volunteer policies commit the facility to establishing an effective system for managing volunteers. The following table contains a list of policies and an approach to ensuring that there is a need for the policy, that the policy does not already exist, who is responsible for writing the policy and when it should be completed by. The final two columns of the table facilitate the ongoing process of reviewing policies to ensure that they remain effective and relevant.

It is recommended that each facility work through this list to determine what policies are relevant based on the facility's unique requirements.

Policy	Is it required?		Does it exist?		Who is responsible for writing the policy?	Completion date	Revision date	Who is responsible for revising the policy?
	Yes	No	Yes	No				
Why are volunteers involved?								
Definition of 'volunteer'								
Employees as volunteers								
Families as volunteers								
Special needs volunteers								
Allocation of resources								
Code of practice for the facility and the volunteers								
Volunteer rights and responsibilities								
Appointing a manager of volunteers, including the process, roles and responsibilities of the manager								
Developing and maintaining volunteer documents and records								
Developing and maintaining volunteer policies and procedures								
Planning, monitoring and reviewing the delivery of services								
Assigning responsibility, authority and lines of communication								
Representation in decision-making								
What the volunteer can expect from the facility								
How the volunteer is protected								

Policy	Is it required?		Does it exist?		Who is responsible for writing the policy?	Completion date	Revision date	Who is responsible for revising the policy?
	Yes	No	Yes	No				
The responsibilities of the paid staff in their relationships with volunteers								
The responsibilities of volunteers in their relationships with residents, their families, and paid staff								
Indigenous support (anti-racism)								
Cultural diversity (multiculturalism/anti-racism)								
Recruitment, selection and orientation								
Training and development, including manager of volunteers								
Sexual harassment								
Right to say 'no'								
Access to information (privacy)								
Confidentiality								
Conflicts of interest								
Speaking on behalf of the facility								
Alcohol/drugs								
Grievance								
Continuous improvement								
Dismissal and resignation								

Additional policies to consider (VA)

You may want to develop supplementary policies that guide the way you operate in the areas listed in the general volunteer policy table. The following list will help you to determine the appropriateness of including any extra policies.

Tick as appropriate.

Policy and procedures:

- Policy and procedure development?
- Policy and procedure review and evaluation?

Manager of volunteers' responsibilities:

- Conformance with the twelve guiding principles discussed in *Volunteers contributing to a palliative approach in aged care: a Model and Toolkit for 'helping out?'*
- Risk management?
- Social and legal responsibilities to the community?
- Management system review and evaluation?
- Training and development in volunteer management – need for external supervision?

Recruiting:

- Legal requirements to be met (e.g. equal opportunity, non-discriminatory)?
- Volunteer interviews and selection?

Work and the workplace:

- Managing work satisfaction and handling volunteer grievances?
- Volunteer occupational health and safety?
- Volunteer insurance for personal injury and liability?

Training and development:

- Training and development opportunities available?
- Work performance appraisals?
- Volunteer reward and recognition?

Service delivery:

- Developing and maintaining service standards?
- Service evaluations and reviews?

Documentation and records:

- Maintaining confidentiality?
- System documentation and control?

Continuous improvement:

- Collecting and analysing data?
- Improving the quality of the management system?

Once you have determined that you do need to write some additional policies, the next question that is likely to arise is 'How do I write policy statements?' The following pages outline the structure of a policy statement and include a worked example to help you to understand the mechanics of writing policy statements.

Want more information?

If you feel that policy writing is a hard skill to master, contact your state or territory Volunteering Association and discuss your concerns with them. They may be able to provide training in writing volunteer policies and procedures or they may direct you to a useful resource. (See Resources section for contact details of your nearest Association.)

How do we write policies and procedures? (VA)

Before starting to write your policies and procedures, allow sufficient time to plan and make choices about what, how and for whom you need to document. This will help you to focus your thinking on the long-term, and make the task of documenting less time consuming.

Beware of thinking that you need to have policies on everything. This will only generate more paper and bureaucracy. It can also swamp those topics where policies truly serve a useful purpose.

When deciding on what policies are really needed, apply the 'What's important?' test by asking the question: 'Does this topic have a substantial impact on volunteers or the functioning of our facility?'

Here is a set of tasks that you might use when developing your policies and procedures:

- Appoint an appropriately skilled person or persons to prepare the necessary documentation.
- Prepare a general volunteer policy that describes your facility's philosophical commitment to the volunteer program.
- Get the implementation team to determine what policy statements are needed with respect to each of the key activities.
- The ideal policy development process moves from the most general policies, such as the values and beliefs of the facility, to the more specific policies, such as what is the role of the volunteer.
- Prepare draft policy statements for each of the activities identified.
- Get the project team to identify what procedures and related work forms are needed to ensure that the policies are implemented.
- Prepare drafts for each procedure identified.

How to decide what procedures and/or forms you need (VA)

Procedures are action oriented; therefore, they describe how the policies of the facility will be achieved by including the steps and sequence or sequences required for each policy.

Use question 1 to help you determine what, if any, written procedures and/or accompanying forms/templates you require to ensure the effective management of your volunteer program. A response of 'no' to any of these questions indicates that you may need to consider developing procedures and/or forms.

1. Do you have written procedures and/or accompanying forms regarding:	Yes	No
	<i>Tick as appropriate.</i>	
a Developing, maintaining and reviewing volunteer policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>
b Assigning responsibility and adequate ongoing resources to the Manager of volunteers?	<input type="checkbox"/>	<input type="checkbox"/>
c Developing and maintaining volunteer documents and records?	<input type="checkbox"/>	<input type="checkbox"/>
d Monitoring the workplace of your volunteers?	<input type="checkbox"/>	<input type="checkbox"/>
e Recruiting, selecting and orienting new volunteers?	<input type="checkbox"/>	<input type="checkbox"/>
f Training, developing and giving recognition to your volunteers?	<input type="checkbox"/>	<input type="checkbox"/>
g Planning, monitoring and reviewing the way your volunteers deliver their services?	<input type="checkbox"/>	<input type="checkbox"/>
h Continuously improving the way you manage your volunteers?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'no' to any of the areas listed in question 1, then you need to determine specifically what activity requires the procedure and/or forms.

The following tables will help you identify the procedure and/or form that may be required. There is a table for each of the above eight categories (a–h). For example, if you answered no to question 1c, you would go to the table headed 'c. Recruitment, selection and orientation of new volunteers' and consider whether the requisite procedure or form is listed in this table. If it is listed then you should consider developing a procedure and/or form. If it is not listed in the appropriate table then it is unlikely that a procedure and/or form is warranted.

a. Policies and procedures: detailed checklist

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:	Yes	No	Not applicable
		<i>Tick as appropriate</i>				<i>Tick as appropriate</i>		
i	Developing and implementing policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Corrective action form for policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Reviewing policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schedule review form for policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Developing and implementing procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Corrective action form for procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Reviewing procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schedule review form for procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Manager of volunteers' responsibilities and resources: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:	Yes	No	Not applicable
		<i>Tick as appropriate</i>				<i>Tick as appropriate</i>		
i	Manager of volunteers' responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job description and duty statement – manager of volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Management training – needs and records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Community obligations review check list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Community obligations review schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Managing risk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Level of risk assessment (i.e. risk matrix)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Risk register that includes review dates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Budget planning and preparation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Budget preparation/ checklist form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Reviewing the overall system for managing the volunteer program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Management system review check list (i.e. Assessing volunteer involvement practices: A checklist)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Management system review schedule (i.e. Volunteer performance reviews)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Documentation and records: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:		Yes	No	Not applicable
		<i>Tick as appropriate</i>					<i>Tick as appropriate</i>		
i	Establishing personnel records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer personnel record form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii	Storing and accessing volunteer records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Document layout proforma?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii	Establishing system documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Document master list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv	Controlling system documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Document distribution list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v	Reviewing system documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
vi	Issuing system documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
vii	Volunteers' manual that contains information about essential procedures, such as: <ul style="list-style-type: none"> • reimbursement • insurance • grievance • health and safety regulations • dismissal. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schedule review form for manual to ensure its accuracy and relevance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

d. The work place: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:		Yes	No	Not applicable
		<i>Tick as appropriate</i>					<i>Tick as appropriate</i>		
i	Reviewing volunteer roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Position descriptions – volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii	Reimbursing volunteer expenses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expenses claim form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii	Disciplining volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer attendance record?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv	Communicating with volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer satisfaction survey?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Volunteer exit interview form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v	Handling volunteer grievances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Request for formal grievance process to be initiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi	Auditing for health and safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Health and safety guide and instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii	Reporting accidents/injuries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guidelines for the safe use of equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Accident/injury report register?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
viii	Debriefing critical/stressful incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Critical/stressful incidents debriefing form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

e. Recruitment, selection and orientation: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:		Yes	No	Not applicable
		<i>Tick as appropriate</i>					<i>Tick as appropriate</i>		
i	Recruitment planning and advertising?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Position statement – initial contact person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii	Recruiting and screening volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer application form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Proforma application acknowledgment letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii	Interviewing and selecting volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Position selection criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Reference check form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Proforma acceptance/rejection letters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv	Undertaking police checks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Police check form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v	Orienting volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer orientation program guide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi	Probation for volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Probation proforma/template (specifying predetermined period of review)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

f. Training and development: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:		Yes	No	Not applicable
		<i>Tick as appropriate</i>					<i>Tick as appropriate</i>		
i	Identifying training needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training needs and records – volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii	Providing volunteer training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training program – guide and schedule (i.e. training development cycle)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii	Evaluating training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training appraisal (i.e. climate check)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv	Appraising position performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Position performance appraisal form (i.e. volunteer performance reviews)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v	Avoiding volunteer burnout?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Checklist for practices to avoid burnout?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi	Recognising volunteer contributions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Calendar of events – volunteer recognition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					A checklist of your program's ability to reward and recognise volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

g. Service delivery: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:		Yes	No	Not applicable
		<i>Tick as appropriate</i>					<i>Tick as appropriate</i>		
i	Delivering volunteer services? (Consider assessing the needs of residents, families, staff, senior management, and volunteers.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Service delivery performance standards (i.e. evaluating your volunteer program's performance)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii	Maintaining equipment and facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equipment and facilities checklist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii	Supervising volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer performance reviews?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv	Conducting service reviews?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evaluating your volunteer program's performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v	Specifying service standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guiding principles (as per the Model)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi	Reviewing service standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment questionnaire to determine whether or not your volunteer program meets the Model's guiding principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii	Identifying improvement opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
viii	Assessing customer satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Customer satisfaction survey or needs assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ix	Handling customer complaints?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Customer complaints record and action book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

h. Continuous improvement: detailed check list

Do you have written procedures regarding:		Yes	No	Not applicable	Do you have the accompanying forms:		Yes	No	Not applicable
		<i>Tick as appropriate</i>					<i>Tick as appropriate</i>		
i	Collecting and analysing information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment questionnaire to determine whether or not your volunteer program meets the Model's guiding principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii	Planning and conducting system audits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	System audit schedule and checklist (i.e. assessing volunteer involvement practices on a regular basis using a checklist for evaluating volunteer positions, their development and appropriateness)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii	Reporting audits results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	System performance report form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv	Making system improvements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Corrective action request form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v	Reporting continuous improvement results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Who needs to know (i.e. Identifying stakeholders and determining appropriate ways to communicate information)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

How to structure a procedure document (VA)

Here is a policy structure that you might like to use to assist you in your procedure development process.

The text that appears in bold type should be used in all procedure documents.

Purpose:	The purpose of this procedure is to outline the volunteer program annual evaluation.
Actions:	<p>The manager of volunteers will be responsible for the implementation/ completion of the volunteer program evaluation</p> <p>Volunteers are required to provide input into the evaluation of the volunteer program as directed by the manager of volunteers.</p> <p>In situations where the volunteer leaves the volunteer program before he/she has participated in the annual evaluation, an exit evaluation completed by the volunteer will be considered as appropriate for inclusion into the annual evaluation.</p> <p>Appropriate records are to be included in the annual evaluation, such as:</p> <ul style="list-style-type: none"> • volunteer numbers • volunteer hours (per week, annually) • recruitment numbers (yearly) • resignations • tasks undertaken by volunteers • feedback from staff, family, the manager of volunteers and volunteers.
Work forms:	<ul style="list-style-type: none"> • exit evaluations • feedback sheets.

How to develop procedures that are ‘user-friendly’ (VA)

The most effective written procedures have a similar format in their structure and content, contain the facility’s logo, and are updated regularly. Here is a list of issues you might like to consider when developing your procedures.

Consider the following:

- Does the procedure include an outline of its purpose or intention?
- Does the procedure clearly describe the actions, steps, or task that must be followed to achieve the desired result?
- Are work forms or documents that have a bearing on the activity referenced in the procedure?

- Is the procedure produced on a standardised form that provides for some or all of the following?
 - the facility's name, division or logo
 - the title of the procedure
 - the procedure's number
 - the procedure's revision status and date?
- Does the procedure give clear guidance and direction to the reader where interfaces occur with other related activities?
- Is there any performance measurement associated with the procedure? If so, is this identified in the procedure?

Is the level of detail provided in our procedures sufficient and appropriate for our intended audience?

Consider the following:

- Does the procedure give the reader sufficient information to complete the required action?
- Is the level of detail appropriate to the subject, given that some procedures may need less detail than others?
- Is the level of detail appropriate to the experience, knowledge and size of its intended audience?

Do our procedure documents adopt the rules of consistent document design and give visual appeal?

Consider the following:

- Is the use of white (unprinted) space on a page appropriate?
- Are the sentences of about 20 words or less in length?
- Are the lengths of paragraphs kept to about 100 words or less whenever possible?
- Is the spacing between lines and paragraphs consistent and appropriate?
- Is the font style suitable (e.g. is it in a font style that is readable)?
- Is the font size between 10 and 12 points?
- Are margins at least 3cm for top and left margins and 2.5 cm for right and bottom margins?

Does the writing style of our procedure documents make them easy to read and understand?

Consider the following:

- Do the words and phrases used get the message across quickly and clearly and do they minimise possible misinterpretation?
- Is the active voice, present tense used?
- Are short words (i.e. two syllables or less) and short sentences (i.e. 20 words or less) used as much as possible?
- Are procedures written as you would normally speak?
- Are adjectives used sparingly?
- Is a negative tone avoided wherever possible (e.g. volunteers *must not* exceed)?

- Is gender-neutral language used?
- Are ‘turn-off’ words eliminated (e.g. never, on no account, must, always)?
- Is the rule of one instruction per sentence and one theme per paragraph generally followed?
- Are initials, acronyms and abbreviations avoided unless listed with their full meaning?

What skills are needed for volunteer position descriptions? (VC)

Before you write your Volunteer Position Descriptions, it is important to consider the skills and abilities the potential volunteer requires before you actually describe the position. This allows you to customise volunteer positions to certain ‘types’ of volunteers—students, for example, or individuals from a particular work context (health industry perhaps).

To assess the skills required for a particular activity you need to consider three elements:

- skill analysis
- skill variety
- autonomy.

Skill analysis

Skill analysis requires you to identify the basic characteristics and abilities that will be required to complete the task. You need to consider both the technical and interpersonal skills needed for each task you have identified. This information will be needed when it comes to developing the position description and will also help you define the recruitment strategy for each position.

Skill variety

Skill variety refers to the fact that most jobs require more than one skill. In the private sector, workers are hired if they have most of the skills the employer is looking for and seem able to learn the rest. However, organizations are usually less demanding when it comes to volunteer assignments. Depending on the task under consideration, you will want to distinguish between skills that are ‘essential’ and those that are just ‘desirable.’ Essential skills are those qualities or attributes that the volunteer must have to undertake the position, whilst the desirable criteria are those that would greatly help the volunteer to undertake the functions of the position.

Volunteers often come to their work with the primary purpose of learning new skills or being exposed to a kind of work they’ve never done before. Where possible, you should be prepared to provide training and on-the-job experience in return for the gift of the volunteer’s time and energy.

Skill variety also refers to the different degrees of responsibility associated with the activities volunteers undertake. In the interests of satisfaction, it helps if people can sometimes take on positions that are challenging or involve more responsibility. It is important to provide vertical variety (skills of different responsibility) rather than just horizontal variety (more of the same).

It is also important when discussing skill variety to distinguish between skills and personal attributes. Skills involve technical knowledge, whereas personal attributes may be described as the abilities and traits that pertain to our personalities, attitudes and behaviours.

Personal attributes include both:

- **Interaction traits** — the ability to interact with volunteers, staff, residents, their families and supervisors, highlighting such attributes as friendliness, teamwork, ability to fit in, appropriate affect (emotional response), grooming and attire; and
- **Motivation traits** — personal characteristics such as enthusiasm, positive work attitude, commitment, dependability, and a willingness to learn.

Social skills are especially relevant for volunteers that are supporting a palliative approach to residential aged care, due to volunteers' involvement with highly vulnerable residents and their families.

Many of the tasks performed by volunteers occur in a team setting. Teamwork knowledge, skills and abilities include interpersonal skills such as conflict resolution, collaborative problem solving and communication, as well as aspects of self-management including goal-setting and performance management, planning and task co-ordination.

Where possible, volunteers should be encouraged to undertake assignments that will provide sufficient variety to challenge a broader set of skills and abilities, and thereby increase their overall levels of satisfaction with the volunteer experience.

Autonomy

Autonomy refers to the degree of control a volunteer has over the performance of tasks and assignments. For example, can the volunteer decide the order in which to perform tasks or when to do them? Will a supervisor always be present or available only as needed?

Autonomy can enhance levels of satisfaction for volunteers. It is essential to determine, however, the extent to which individual volunteers are able to undertake activities independently. Some volunteers may require more monitoring, guidance and/or direction than is needed by other volunteers. Alternatively, the nature of the task may not lend itself to allowing a great deal of autonomy; for example, handling money. Other volunteers may be more interested in carrying out only routine tasks, not wishing to assume responsibility for making decisions or determining courses of action related to tasks or assignments.

Tip

Now that you have an understanding of how to assess requisite skills for volunteer activities, use the position description template on the following page to begin drafting these.

Position description template (VA)

Should you not have an existing template for a position description, a general position description template is provided below. This template can be used as it is or you can adapt it to your requirements so that you are able to develop position descriptions for all your volunteers.

Volunteer program's mission:	
Position title:	
Overview of the position:	
Position reports to:	
Position liaises with:	
Position is located at:	
Time commitment:	
firm vs. flexitime	
duration	
Specific position responsibilities (tasks):	A. B. C. D.
Experience/qualifications:	
essential requirements	
desired requirements	
personal attributes	
Why this is a good position for a volunteer:	

Explanation of each component of the position description

It is important to remember that the position descriptions need to be clearly written so that they can be used to evaluate volunteers' performance.

- **Organisation mission:**
Most activities reflect the volunteer program's mission so it is helpful to state this at the top of each position description to emphasis the reason why the volunteer program exists.
- **Volunteer position title:**
What do you want done? Give it a title as the name helps to give you a focus.
- **Overview of position:**
What do you need accomplished and why? Think short-term and long-term. Most activities reflect the program's goals or objectives.

- **This position reports to:**
Consider the line of accountability/responsibility/supervision for the volunteer, for example;
 - Who will supervise the volunteer in their task?
 - To which person is the volunteer accountable?
- **This position liaises with:**
Will the volunteer be involved with other volunteers, residents, their families, or staff?
- **Position is located at:**
State where the volunteer will be undertaking the activity. This is particularly important for organisations that have several facilities or those facilities that have several houses or units on the one site.
- **Time commitment:**
Don't underestimate. If you give this to a volunteer with an unrealistic time line, it may not be completed and the volunteer will could be left feeling embarrassed.
Consult with anyone who has done the task before.
 - *Firm vs. flexitime*
Are there hours that absolutely must be covered or can this be done at the volunteer's own time and pace?
 - *Duration*
Is this a task that will be intense for three months, or are you looking for someone who can make a regular commitment over two years?
- **Specific position responsibilities/tasks/activities/purpose:**
Consider all the individual activities that have combined to necessitate the creation of this position.
List everything that you think is part of the position you want done. Remember that a volunteer should not be expected or required to undertake activities or to have responsibilities that aren't listed on the position description.
- **Experience/qualifications:**
Consider all the knowledge, skills and abilities that are required of the volunteer so that they can carry out their activities and/or responsibilities as listed above. Then determine whether these attributes are essential or desirable.
Is there specific equipment that the volunteer will be required to use, such as computers?
Will the volunteer be involved with residents from culturally diverse or Indigenous backgrounds?
 - *Essential requirements*
Essential requirements are the knowledge, skills and abilities that volunteers must have to successfully perform the duties of the position.
 - *Desirable requirements*
Desirable requirements are the knowledge, skills and abilities that would greatly help the volunteer to undertake the functions of the position; however, should volunteers not have these skills it will not be detrimental to their ability to fulfil the requirements of this position.

– *Personal attributes*

Attributes are personal traits or characteristics that you consider would be beneficial for volunteers to have. For example, you might suggest that this position would suit people who are empathic and believe in the uniqueness of each resident.

• **Why this is a good position for a volunteer:**

This is your opportunity to sell to the potential volunteer how their role directly impacts upon the residents and their families' quality of life or how their role is fundamental to the facility's mission to provide a quality service to residents and their families.

Want more information?

If you want more direction regarding position descriptions, visit Volunteering Canada's website at: <http://www.volunteer.ca/volunteer/pdf/MatterofDesignEng.pdf> where you can download a document entitled: *A matter of design: job design theory and its application to the voluntary sector.*

Alternatively, contact your nearest Volunteering Association for Australian information about position description design.

Step 7: Promote and communicate the volunteer program to stakeholders.



One of the main roles of the implementation team is to generate an awareness of the volunteer program throughout the facility and the community, and to keep people informed of the progress made. It is crucial that this role is done well so that the program gains the necessary support, particularly enough volunteers, to achieve its mission.

Why and how?

Why do we need to promote and communicate the volunteer program to stakeholders?

The introduction of a volunteer program does not guarantee its acceptance by all your stakeholders, even when you have the support and commitment of senior management. The more stakeholders who have been involved in the process of developing and implementing the program, the more successful your program is likely to be.

Implementing a volunteer program will bring changes to the facility, particularly for the staff, residents and families. Therefore, you need to prepare the environment and the people who will be affected by the change that occurs due to the program's implementation. You have already begun this preparation when you involved stakeholders in a needs assessment before the volunteer program had been planned. However, you will need to reacquaint these people with the now completed mission and plan for the volunteer program.

There are two reasons why you prepare people before implementing a new program:

1. To ensure that everyone is receptive to the program and committed to making the program a success.
2. To ensure that all stakeholders are aware of the program's existence, what it involves and its benefits.

How do we promote and communicate the volunteer program to stakeholders?

There are a variety of ways to promote and communicate the volunteer program to stakeholders. It is helpful to think of the stakeholders you previously identified as different 'audiences' for information. Each audience may respond differently to the dissemination method used. Therefore, your promotion and communication strategy should include a variety of dissemination methods to reach each audience. For example, a presentation may have more impact on one group whilst a second would prefer to receive a regular newsletter.

To help you decide the appropriate ways to promote and communicate the volunteer program to stakeholders use the tools listed below:

- Promotion and communication strategies
- How to identify, implement and evaluate promotion and communication strategies.

Promotion and communication strategies

The way you promote or communicate your volunteer program may be affected by how receptive your target audience is towards the program's implementation. Therefore, you need to ensure that the message communicated to stakeholders is consistent, presented professionally, and that it is conveyed in a number of different formats. The following table should help you work out which approach is best, dependent upon the 'type' of your audience.

Table 1: A summary of audience types, their information needs and preferred information formats ^{5, p. 37}

Audience	Type of decision maker	Information needs	Preferred format
Legislative	<ul style="list-style-type: none"> • Politician • Bureaucrat • Interest group 	<ul style="list-style-type: none"> • Problem definition • Affirmation of assumed causes • Policy 'ideas' 	<ul style="list-style-type: none"> • Person-to-person • Overview in brief memorandum • Media
Administrative	<ul style="list-style-type: none"> • Program manager • Regional administrator • Director of nursing 	<ul style="list-style-type: none"> • Program evaluation • Practice variation • Cost-effectiveness 	<ul style="list-style-type: none"> • Special contacts • Summary report • Dedicated seminar
Clinical	<ul style="list-style-type: none"> • Practitioner • Peak body • Expert panel member 	<ul style="list-style-type: none"> • Effectiveness • Ethics • Resident preference 	<ul style="list-style-type: none"> • Colleagues • Action-oriented synthesis
Industrial	<ul style="list-style-type: none"> • Company scientist • Chief Executive Officer • Venture capitalist 	<ul style="list-style-type: none"> • Marketable product 	<ul style="list-style-type: none"> • Depends on scientist versus non-scientist
Consumer	<ul style="list-style-type: none"> • Resident • Family 	<ul style="list-style-type: none"> • Effectiveness • Safety • Cost 	<ul style="list-style-type: none"> • Personal

How to identify, implement and evaluate promotion and communication strategies

Once you have determined the most appropriate strategies for the different types of stakeholders, you then need to consider how you will implement these strategies, who is responsible for ensuring that the strategies are undertaken, and how you will evaluate that each strategy met its intended aim?

The following promotion and communication tables will assist you in planning your strategies for information provision. These tables include worked examples to help guide you through each step that needs to be considered for promotion and communication strategies.

Table 2: Identifying strategies for implementing the volunteer program (worked example)

Based on Table 1 (previous page), you should have identified the type of groups to which your stakeholders belong and which strategies were most appropriate for each group. Once you have this information, Table 2 will guide you through the process of implementing each strategy by asking you to consider the aim, method, activities and who is responsible for ensuring that this strategy is undertaken. Timing and practical and cost implications are also considered.

Table 3: Action plan for implementation strategies (worked example)

Once you have identified all the information in Table 2, you then use Table 3 to break down each strategy even further so that you are able to identify all the steps that are required, by whom and when. You will also identify additional needs and who is responsible for achieving these as well as consideration of an appropriate evaluation strategy. All of these steps together form an action plan. You need to determine an action plan for every strategy that you require to inform and educate your stakeholders about the volunteer program.

Work plan for promotional sessions

This form is an additional aid that can be used in conjunction with Table 3 to ensure that every aspect of a promotional session has been covered. In particular, this form helps you to consider questions that stakeholders will likely ask and appropriate responses, which could be helpful, particularly should you believe that there is a likelihood of opposition to the volunteer program.

Table 4: Evaluation plan for strategies for implementing volunteer program (a worked example)

Table 4 will guide you through the steps that are required to evaluate whether or not each strategy achieved its aim. The evaluation steps include who is responsible and when the task is due to be completed. Once the evaluation is complete you should be able to determine whether or not the aim of the strategy was achieved and whether any additional concerns may need to be addressed. For more evaluation strategies, including examples of evaluation forms, refer to step 11 of this Toolkit.

Table 2: Identifying strategies for implementing the volunteer program (worked example)

Identified group or guideline 'audience'	Chosen strategies	How 'ready' is the group?	Information/ education	Identified lead	Timing	Practical implications	Cost implications
e.g. clinical team, professional group, department	More than one strategy for each group will increase likelihood of implementation	e.g. motivated, cautious, mixed	Does the strategy address this?	i.e. product champion /opinion leader	short-, medium or long-term		
1. Senior management	Presentation to senior management at weekly business meeting, followed by questions and discussion time and distribution of brochure	Mixed – some senior managers were extremely supportive while others were more cautious	Presentation – Yes Brochure – Yes	Manager of volunteers (product champion)	Short-term	Need a suitable date for the presentation to coincide with the brochure's production	Low – senior management would be spending time in the weekly meeting anyway.
2. Aged care team	Presentation to aged care team during scheduled training seminar and distribution of brochure	Mixed – some aged care team members involved in developing the program, others concerned about the impact upon their work	Presentation – Yes Brochure – Yes	Manager of volunteers (product champion)	Short-term	Will need to work with training organiser to develop an appropriate presentation for training. Needs to fit with brochure's production.	Low – the team would be spending time in the training seminar anyway.
3. Residents and their families	Brochure and poster to promote the program	Mixed – a few family members involved in program's development and are very motivated; however, residents and their families in general, have little understanding of the volunteer program.	Brochure – Yes Poster - Partially	Event's coordinator (in collaboration with the manager of volunteers)	Short-term	Brochures will be mailed to all current families of residents; however for new residents and their families the brochure will be included in the information pack. Posters will be displayed in areas where residents and families tend to meet. Additional posters will be displayed in staff areas and for training purposes.	Medium – designing the brochure and poster will be handled internally, whereas their printing will be external. There will also be mailing costs for brochures.

Table 3: Action plan for implementation strategies (worked example)

Audience	Strategy's aim	Method	Activities	Who is responsible?	When?	Is anything needed to ensure that this happens?	Who is responsible for ensuring this happens?	How will you know that the aim has been achieved?
<i>1. Senior management</i>	To inform and educate senior management about the volunteer program and its objectives	Presentation to senior managers at weekly business meeting, followed by questions and discussion time	<ol style="list-style-type: none"> 1. Find a date when majority will be present (avoid holidays) 2. Ensure meeting room available 3. Draft outline of presentation 4. Forward outline to CEO's secretary 5. Draft agenda for weekly meeting and CEO's request to staff to attend 6. Put up poster explaining meeting 7. Remind senior managers of the date and time of meeting 8. Organise lunch 9. Make presentation 10. Ensure all team members have a copy of the volunteer program 	<ol style="list-style-type: none"> 1. Manager of volunteers to contact CEO'S secretary 2. CEO's secretary 3. Manager of volunteers 4. Manager of volunteers 5. CEO's secretary 6. Manager of volunteers 7. CEO's secretary 8. CEO's secretary 9. Manager of volunteers 10. Manager of volunteers 	<ol style="list-style-type: none"> 1. Monday 2. Monday 3. 2 weeks before meeting 4. 2 weeks before meeting 5. 10 days before meeting 6. Week of meeting 7. 1 week before meeting 8. 1 week before meeting 9. During meeting 10. During meeting 	Posters need to be printed by meeting Paperwork about volunteer program needs to be compiled for presentation	Manager of volunteers	Evaluation of presentation and feedback from team at next meeting



Work plan for promotional sessions (VA)

Session details:

Stakeholders	Schedule date and time	Venue/location	Session presenter

Session checklist:

What basic topics do we want to communicate at these sessions?

- Background and aims of the volunteer program?
- Benefits of implementing the volunteer program?
 - Stakeholders?
 - Residents and their families?
 - Aged care team?
 - Senior management?
 - Volunteers?
 - Community?
- Challenges/costs of implementing the volunteer program?
 - Stakeholders?
 - Residents and their families?
 - Aged care team?
 - Senior management?
 - Volunteers?
 - Community?
- Mission and role of the manager of volunteers?
- Why senior management is supporting the volunteer program's implementation?
- Overview of the volunteer program?
 - Costs?
 - Implementation date?
 - Trial periods?
 - Recruitment and selection strategies?
 - Evaluation strategies?



- Progress reports – content and timing?
- Any other topics? If so what are these?

What documents or supporting material do we need to bring to these sessions?

What questions will stakeholders be likely to ask and how should we respond to them?

Question:

Response:

Question:

Response:

Question:

Response:

What is the likelihood of opposition to implementing the volunteer program?



If opposition is encountered, from what sources is it most likely to come and why?

Session evaluation:

Was the promotional session successful? Yes No

Why or why not?

Are there any issues that need to be followed up? Yes No

If yes, what are they and who raised them (to ensure follow up)?

Issue/concern/question *Stakeholder*

Table 4: Evaluation plan for strategies for implementing volunteer program (worked example)

Audience	Strategy's aim	Method	Who was responsible?	Finished?	Who is responsible for evaluation?	How will it be/was it evaluated?	*What are/were the evaluation steps	When will it be/was it done by?	Was aim achieved? Can only be answered based on evaluation findings	Any extra concerns/needs that arose from evaluation
<i>I. Senior Management</i>	To inform and educate senior management about the volunteer program and its objectives	Presentation to senior managers at weekly business meetings, followed by questions and discussion time	Manager of volunteers	Yes	Manager of volunteers	Evaluation of presentation and feedback from senior managers at next meeting	<ol style="list-style-type: none"> 1. Brief questionnaire emailed 2 days post-meeting 2. Responses due at the meeting 3. Evaluation to be completed 3 weeks post meeting 4. Report forwarded to CEO 4-weeks post-meeting 	4 weeks post-meeting	Yes, all senior managers understand the objectives of the volunteer program and are supportive	Senior managers requested an update about the volunteer program in 6 months time

* Refer to the work plan on the previous three pages for a simple evaluation process for promotional sessions.

Step 8: Recruitment and selection processes



In accordance with legislative requirements, non-discriminatory practices, accreditation standards and the guidelines for a palliative approach, recruitment and selection processes for volunteer programs will consider the unique talents of volunteers in the development of their roles. Where appropriate, recruitment processes will seek to attract volunteers from cultural backgrounds that match the facility's resident profile.

Why and how?

Why do we need recruitment and selection processes?

A palliative approach to residential care involves working with people who may be vulnerable and very frail. For this reason alone, the need to recruit and select the right people as volunteers is paramount. Residents and their families have expectations of the quality of care and support that should be provided, which facilities already strive to meet. Accordingly so should any volunteers who are involved in care and support.

Having appropriate recruitment and selection procedures for the selection of volunteers, indicates that the facility is: ^{6, p. 34}

- Exercising a legal and moral obligation, a duty of care.
- Choosing the best and most appropriate people for their facility.
- Identifying potential, looking for those who have the capacity for development and growth – who will blossom in and enhance the facility in which they are involved.
- Protecting to the best of their ability, residents and their families from physical, psychological, cultural, and spiritual harm.

How do we determine recruitment and selection processes?

Discussion of recruitment and selection in the literature recommends that facilities recruit volunteers in the same way that they would paid staff. Recruitment and selection of volunteers should be a formal process involving position descriptions, duty statements, selective interviewing, checking references, screening potential volunteers, probationary periods and a comprehensive orientation to the facility. However, some prospective volunteers may be deterred if the entry process is too formal. The facility should also aim to have a diverse workforce, which will benefit the facility because of the range of perspectives and opinions.

To help you decide the appropriate processes to recruit and select volunteers, use the tools listed below:

- Volunteer motivation

- Selection approaches
- The recruitment and selection process
- The recruitment and selection process diagram
- Screening volunteers.

For those facilities with existing volunteer programs:

- How to attract the most appropriate volunteers
- Finding it hard to recruit new volunteers?
- How to evaluate your existing volunteer programs, their development and appropriateness.

Volunteer motivation

People are motivated to become involved in voluntary work for many different reasons, and facilities should be mindful of potential volunteers' varying needs and expectations.

Some other important considerations are:

- Volunteers are more likely to remain with a facility for a longer period when the experience fits with their motivations.
- The manager of volunteers plays a key role in ensuring that the motivational needs and expectations of volunteers are met by placing volunteers in positions where their interests, knowledge and skills can be effectively used.
- Facilities should remember that recruitment is a process of showing people that they can do something they already want to do, rather than a process of persuading people to do something that they do not want to do.
- Facilities should be flexible in terms of the time commitment required from volunteers and recognise that volunteers have multiple responsibilities.
- Poor selection of volunteers can lead to disruption, conflict and harm to individuals and the organisation.^[6, p. 34]

Tip

When recruiting, facilities need to understand volunteer motivation and 'sell' the benefits of volunteering to the community in order to attract volunteers.

Selection approaches

According to Doyle (2002),^[6] there are three selection approaches and three main groups of potential volunteers. The selection approaches are:

1. **Non-rejection:** Nobody is rejected, because there is always some suitable position for them.
2. **Recruitment:** Volunteers are recruited and selected for a specific task only, which is similar to paid employment strategies.
3. **Matching:** This approach looks at what the volunteer is presenting and finds a position to match.

Managers of volunteers need to decide which of the three approaches is most suited to their facility's requirements and the needs of the volunteer program, although, some overlap is likely. However, the most appropriate way for ensuring the successful involvement of volunteers in a palliative approach is the second strategy, because this approach gives the volunteers a clear understanding of what is required of them.

The three main ways that volunteers are recruited are:

1. **Active recruitment:** Often called a 'recruitment drive', active recruitment is a general appeal for volunteers (blanket recruitment) or recruitment for a specific position.
2. **Unsolicited applications:** These occur when individuals or groups approach the facility with a desire to volunteer. There is unlikely to be a specific task that the person or persons have in mind and their request has not been in response to a recruitment drive.
3. **Work experience/student training placements/government schemes:** These can be at the individual's request or a condition of qualifying either for training or employment or for government benefits.

When determining the selection process, the facility should consider which of the three ways they consider to be most appropriate for their aims. The facility should then draft a recruitment and selection process strategy that is based upon their chosen approach and the way that this will occur.

The following selection process and the selection process diagram exemplify what a recruitment and selection process might look.

The recruitment and selection process

The following information provides a discussion of how a recruitment and selection plan might be developed. Each stage serves a different purpose in the process. The purpose and a discussion of the requirements for each stage is provided.

It is recommended that, while you read through this section, you refer to the recruitment and selection process diagram on page 84 to ensure that you understand how a candidate progresses through the selection process.

1. Prepare to recruit

The purpose of this stage is to ensure that all parties involved in the recruitment and selection process understand the policies and procedures that relate to recruitment and selection. The following activities or issues should be considered:

- a. Has the manager of volunteers formed a panel of qualified and appropriately skilled persons to assist in this process?
- b. Has a contact person been agreed to with whom applicants may discuss any concerns or queries?
- c. Who is responsible for forwarding the application information to potential applicants?
- d. How will the information from potential candidates be managed – consider who will have access, where it will be stored, and for how long?
- e. What are the existing policies and procedures regarding recruitment and selection?
- f. What is our budget and who will be responsible for maintaining the budget?
- g. List the locations where you can find potential volunteers. For example, your local service club or community groups or contact your local volunteer centre for some suggestions.

2. Advertise

The purpose of this stage is to put a call out for people to come and volunteer in your facility. Refer to the 'Selection approaches' (on the previous page) to decide the approach that is most appropriate. Other considerations should include:

- a. What type or types of advertisement will be used?
 - i. *Flyers* – if so how many, who will distribute them and where?
 - ii. *Posters* – if so how many, who will distribute them and where?
 - iii. *Brochures* - if so how many, how will they be distributed; if they are to be mailed consider costs, privacy (if using an existing database it may not be appropriate to use the database for a purpose other than the reason for which it was originally collected), who will fold them, put them in envelopes and attach address labels on them?
 - iv. *Newspaper advertisement* – if so, which papers, how big, what will it cost?
- b. How much money is available for designing and producing the advertisement(s)?
- c. Who will design, produce and distribute, where appropriate, the advertisement(s)?
- d. Who will have final approval regarding the release of the advertisement(s)?

3. Screen applicants

Not all applicants will be appropriate volunteers to work with residents and their families in a palliative approach. Therefore, the purpose of this stage is for you and your panel to determine how you will 'weed out' applicants who you consider are unsuitable. To screen applicants you can use several approaches, such as an application form, reference checks or police record checks.

- a. **Application forms:** The application form differs to those used for paid staff; however, such issues as equal opportunity, non-discriminatory practices, and confidentiality are the same for paid staff and volunteers. In general, the form should have an emphasis on life experience, skills and motivation rather than qualifications. Some exceptions to this are when the type of work requires someone with a qualification, such as a certificate in massage for masseuse positions. You might want to consider patterns in previous jobs and volunteering, such as a poor attendance, which might indicate unreliability. Remember to include a statement about equal opportunities on the form and decide the minimum information that you need to get from the form.
- b. **Reference checks:** Usually two references are required, with one of these preferably being their current or last employer. However, not all candidates will have been employed; in this case it is recommended that you request contact details of two of their friends. Doyle (2002)[6] strongly recommends that candidates' relatives should not be used as referees. It is your responsibility to contact referees prior to approving a candidate for volunteer work. (See page 113 for an example of a reference check form.) You should also consider whether or not you will need police checks?

4. Plan for selection:

You need to have a plan to ensure that you remain focused on your aim, which is to recruit the most appropriate people to be volunteers. Some of the issues that should be covered in your plan include:

- a. How candidates will be selected: will it be based upon their interviews, the information from their application forms, the reference checks or a combination of all three?
- b. Deciding what part police record checks will play in your selection process and how the information will be used.
- c. Where the interviews will be conducted, who will be involved, the structure of the information, how long will the interview take, what papers or forms will you need to bring to the interview (i.e. a list of positions available and their position descriptions).

5. Interview

The purpose of the interview is for you to learn more about the candidate, such as what motivates them, what they like or dislike, what do they have to offer your facility, what does your facility have to offer them.

- a. The interview should occur before candidates are selected, which helps to prevent wasting time and money for both the candidates and the facility.
- b. You might like to call the interview a meeting or an informal chat to make it feel less threatening to candidates. Carefully thought out 'open' questions should be used where possible. For example, 'why would you like to be a volunteer', rather than, 'do you want to be a volunteer'.
- c. Because the purpose of the interview is getting to know the volunteer, you need to encourage them to talk about what their interests are, their skills and their motivations.
- d. There may be several reasons for a candidate being found unsuitable at interview, such as:
 - i. Unsuitable as a volunteer – possibly due to a lack of maturity or not wanting to be involved with residents or their families at all. If this is the case, you need to inform the candidate that he/she is not suitable at the time of the interview and give reasons why they were not selected using discretion. Thank them for their interest and time that they gave.
 - ii. Unsuitable for their chosen area – possibly due to a recent bereavement. You should give the reasons why they have not been selected and, if you think it is appropriate, offer a review meeting in 6–22 months time. Thank them for their interest and time.
 - iii. No vacancies in the requested area – offer them a position in a different area or put them on a waiting list for their chosen area. Thank them for their time and interest.
- e. For successful interviewees, at the end of the interview ensure the candidate leaves with all the relevant paperwork; their permissions have been sought to contact referees and to do a police records check; they have contact details, time and date of next appointment and details of further requirements in selection process.
- f. A successful interview results in the candidate moving to the next stage of the selection process.

6. Select candidates

By this stage you have had several opportunities to decide whether candidates would be suitable volunteers. For those remaining candidates you now need to further assess their suitability by contacting their referees and conducting police record checks. When checking references:

- a. You should have devised a referee check form that contains relevant questions with areas for the responses to be written down. (See page 114 for an example).
- b. It is recommended that any letters of recommendation presented by the candidate should be verbally verified with the author of the letter. If this person cannot be contacted then the letter of recommendation should be disregarded.
- c. If referees provide you with information about a candidate that indicates the candidate's unsuitability to be a volunteer, you need to consider such issues as:
 - i. Whether or not you inform the candidate that their referees' reports led to your decision that the candidate was unsuitable.
 - ii. If you do inform the candidate, how much information you should provide to them?
 - iii. If you do inform the candidate, will it embarrass the person or persons who provided the references?
 - iv. Should you let the referee know about your decision to reject the candidate?

7. Orientation:

The program for orientation will vary dependent upon the facility; however, it should follow a similar pattern to an orientation for paid staff. Orientation (or induction) is an essential part of the selection process because it can help you determine candidates' suitability as volunteers in a situation that requires team work or interaction. For example:

- a. A candidate may have interviewed well; however, when part of a group during orientation, they showed concerning behaviours, such as poor interaction, lack of team skills or they were domineering. If this is the case the manager of volunteers should contact the candidate to set up an informal interview to discuss the candidate's behaviour or mitigating circumstances. Where relevant, further selection processes should be organised, such as a review date.
- b. They failed to turn up for some or all of the orientation. Should this occur, the manager of volunteers should contact the candidate to set up an informal interview to discuss any mitigating circumstances or to discuss their attitudes.

8. Probation:

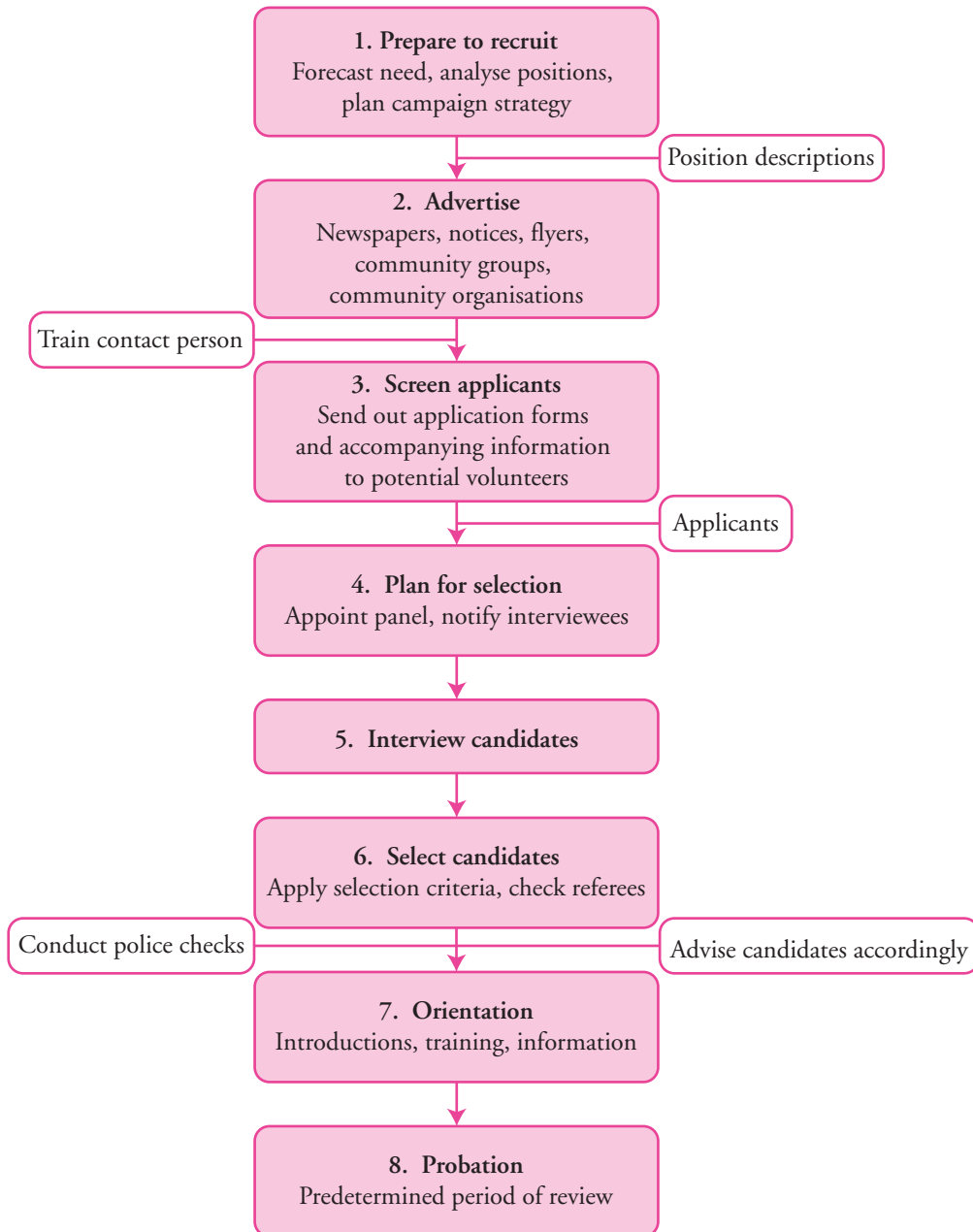
The final stage of the selection process is probation. The purpose of probation is to give both the volunteer and the facility sufficient time to decide whether they have made the right choice.

- a. During probation, the manager of volunteers or a relevant member of staff should supervise or be more directly involved with new volunteers.
- b. An alternative way to supervise new volunteers during probation is to match the volunteer with an experienced volunteer so that the new volunteer can learn what is required of them while being advised and supported by a peer.
- c. Probation should involve volunteers receiving further mandatory training required for them to fulfil the position requirements.

- d. The manager of volunteers should be informed of new volunteers' progress by the person who is directly supervising the volunteer so that any issues or conflicts can be responded to appropriately.
- e. Some examples of how to manage probationers who are unsuccessful or unsuitable, are as follows:
 - i. If a probationer does not meet the requirements by the end of the probation period, it may be appropriate to extend the time in some situations, such as when the relevant staff and other volunteers believe that the volunteer will be more successful with more experience.
 - ii. If the probationer is not happy or unsuitable for a specific position, then it may be appropriate to move the probationer to another position.
- f. After discussion between the manager of volunteers, relevant staff and the probationer, should you need to dismiss the probationer you need to:
 - i. inform the probationer in person, at a planned interview and in writing.
 - ii. Give reasons for the dismissal – use your discretion.
 - iii. Deal with the dismissal in a firm, fair and sensitive way.
 - iv. Be constructive, especially regarding criticism.
 - v. Suggest alternatives to the probationer (where appropriate) by directing them to a more suitable setting that involves volunteers or towards training that may be of benefit.
- g. To conclude the probation period, the manager of volunteers should meet with probationers to tell them that the selection process is completed and to praise the probationers on their performance, and, where appropriate, to discuss any areas for improvement.

The following diagram provides a visual representation of the recruitment and selection process.

The recruitment and selection process diagram (VA)



Screening volunteers (VC)

What is screening?

Screening is a process performed by the facility to ensure that the right match is made between the work to be done and the person who will do it. The screening process includes steps such as position description, recruitment and orientation.

The steps that are most important in determining the suitability of a candidate are interviews, reference checks and, when dealing with vulnerable participants, a Police Records Check (PRC).

What is a PRC?

A PRC is a search of the records held in the information database of the police force in your state/territory. The PRC is one of the steps in the 10 Safe Steps screening program (see following pages). It is recommended that RACFs do not solely rely on a PRC; best practice involves ongoing screening.

Does screening guarantee the safety of vulnerable people?

Screening does not guarantee the safety of vulnerable people, because the facility can never eliminate all risks. Screening helps the facility create a safe environment by selecting the right people for each position. A PRC is only one element in the screening process. **PRCs should never be the only approach to screening** because the PRC will only identify the person who already has a criminal or other police record in the last 7–10 years (depending on state legislation). PRCs do not indicate those people that are currently awaiting or involved in court proceedings.

How does the facility decide who to screen?

The facility does not decide who to screen, it decides how to screen. The RACF determines which screening steps are needed based solely on the risk involved in the position. For example, candidates working with vulnerable residents or who are alone with residents will need to be screened thoroughly for the safety of the resident. Where there is no access to vulnerable residents, confidential records, or money then fewer screening steps are required.

It is important to let candidates know that a request to consent to a Police Records Check does not mean that the facility does not trust, or has concerns about the individual. What the request does mean is that the volunteer is applying for a position that is considered to have a heightened risk and the RACF is managing that risk appropriately.

How is a Police Records Check carried out?

RACFs need to contact their local police station for information regarding obtaining a police records check and the costs associated with these. Some volunteer organisations have negotiated a reduced rate for their PRCs and some are able to access web sites to request a PRC. It would be best to contact your state/territories Volunteer Association and find out whether or not they have negotiated different rates.

How to attract the most appropriate volunteers (VC)

Finding the ‘right’ people should be top priority for all managers of volunteers, but how can you ensure that you are attracting the most appropriate volunteers? Use the following checklist to assess your existing recruitment and selection processes to determine any areas that may require an adjustment to ensure you are getting the right volunteers.

- **Ask the question: ‘Who’s not here?’**
Make sure your volunteers truly represent the residents and their families that you serve. You may need a cross-section of volunteers (age, cultures, and interests) in order to offer services that are effective and relevant to your residents and their families.
- **Look for skills, not names.**
Where appropriate, try to match the kinds of positions you require with skill sets. For example, you may want to recruit someone with media knowledge to chair your publicity committee.
- **Appeal to the individual’s interests.**
A great way to recruit new volunteers is to showcase how the volunteer position relates to the facility’s overall mission and goals, as well as how it relates to the individual’s interests. List the reasons why someone would want to volunteer at your facility and find out why potential volunteers want to get involved before approaching anyone.
- **Use the stepping-stone approach.**
One of the most successful techniques for developing highly involved volunteers is to first offer them specific tasks that allow them to become involved in a limited way. Later, offer them opportunities to ‘grow’ into a role with more responsibilities. Recruiting someone to assist with fundraising for a specific event could lead to a position as fundraising coordinator for the facility.
- **Define the task.**
Recruiting new volunteers is most effective when the task that is required of them, is very clearly defined. For example, ‘As equipment manager, you would be responsible for making sure all equipment is in good working order, safely stored, and transported to and from activity areas when required.’
- **Invite active volunteers to recruit new volunteers.**
Current volunteers are the ones who will be best able to explain the requirements — and benefits — of taking on specific roles. This is a great recruitment approach when it is used in conjunction with other approaches. Resorting only to current volunteers as recruitment agents can limit the circle of individuals invited and involved. To promote diversity and involve volunteers with different points of view and opinions, rely on more than one recruitment approach and market.
- **Use time efficiently.**
Well-run meetings mean a lot to busy volunteers. There’s nothing worse than making your volunteers or potential volunteers feel like they are wasting their time!
- **Market your program effectively.**
Making sure that the local community is aware of your program’s contribution is a good technique for attracting potential volunteers. Your program has to have credibility and be appealing to the potential volunteer.



Reference check form

Candidate's name _____

Name of referee _____

Phone number (____) _____ Interview date _____

Interviewer's name _____ In person _____ By phone _____

Introduce yourself to the referee and explain why you are calling. Also explain the need for investigating the candidate's background (i.e., the security and safety of residents and their families). Finally assure the referee that his or her responses will remain confidential.

1. **Qualify the reference. Find out how long the referee has known the candidate, whether their relationship is social or professional, and the strength of the relationship (a continuum from very close friend to distant acquaintance).**

Positive Concerns Negative

Comments _____

Positive Concerns Negative

Comments _____

Positive Concerns Negative

Comments _____

2. **How well does the candidate get along with others: social acquaintances, fellow workers, bosses, employees, etc? Does he or she get along with adults? Get the referee to be as descriptive as possible.**

Positive Concerns Negative

Comments _____

Positive Concerns Negative

Comments _____



3. How well does the referee rate the candidate's emotional maturity? Why? Ask for examples of situations that caused the referee to arrive at a particular conclusion, whether it is a positive or a negative one. (Does the candidate lose his or her temper? Is he or she able to handle change? Does he or she exhibit inappropriate reactions to infirm elderly people? Ask for examples.)

Positive Concerns Negative

Comments _____

4. Ask the referee is he or she has ever observed the candidate interact with an older person? How often? Ask the referee to describe the candidate's ability to relate to, and care for, an older person.

Positive Concerns Negative

Comments _____

5. How does the referee rate the candidate's ability to follow through on his/her commitments? Again, ask for specific examples that lead to the conclusion.

Positive Concerns Negative

Comments _____

6. Does the referee know whether or not the candidate has been involved with people from culturally and linguistically diverse backgrounds? Get details.

Positive Concerns Negative

Comments _____

7. Has the referee ever heard of the candidate being accused of any criminal offence more serious than minor traffic violations? Get details.

Positive Concerns Negative

Comments _____



Positive Concerns Negative

Comments _____

8. Would the referee entrust the care of an older relative to the candidate without any concern, reservations or hesitation? (NOTE: Listen carefully to any hesitation, and ask follow-up questions if the person seems uncertain.)

Positive Concerns Negative

Comments _____

9. Does the referee know of any circumstances or pattern in the life of the candidate that would make it inappropriate for the candidate to work with older or other vulnerable people that would compromise the integrity of (name of the facility)?

Positive Concerns Negative

Comments _____

10. Is there anything that the interviewer did not ask that the referee thinks is important for the interviewer to know about the applicant?

Positive Concerns Negative

Comments _____

Notes:

- All of these statements are general and to sound natural it would be better if you did not use them word for word.
- It is recommended that facilities adapt this reference check to their own needs.
- Use N/O if not observed

Finding it hard to recruit new volunteers? (VC)

Does your RACF have difficulty recruiting new volunteers for your existing volunteer program(s)? Here is a list of issues you might address to enable you to take a closer look at how your facility and your volunteer program work and their approach to attracting new volunteers. The term 'senior management' can be replaced by 'manager of volunteers' where appropriate.

	Yes	At times	No
Openness			
Does your program make extra efforts to bring different people into the facility?	2	1	0
Does your facility make an effort to ensure new volunteers feel welcome?	2	1	0
Does your facility realise what is 'turning people away' from working within the program?	2	1	0
Purpose			
Does your program, and its work, still meet the facility's needs?	2	1	0
Does your senior management take time to review the facility's needs – even if this means taking a break from current work to look around and gather information?	2	1	0
Does your senior management talk to people – other than those currently involved with the program – to find out what they expect of volunteers?	2	1	0
Innovation			
Does your senior management listen to people's suggestions and consider new ideas?	2	1	0
Is your senior management willing to try out new ideas and test different approaches?	2	1	0
Does your senior management take chances and small risks – even if it means possible failure?	2	1	0
Relationships			
Does senior management ensure that everyone feels part of the team and feels that they belong?	2	1	0
Does your senior management recognise the different and unique efforts made by each individual?	2	1	0
Does your senior management offer everyone opportunities to make decisions and take on leadership roles?	2	1	0
Communication: getting the message out			
Does every volunteer in your facility describe the program's purpose in the same way, using consistent key messages?	2	1	0
Communication: within the group			
Is information shared between volunteers and leaders in your program in order to avoid confusion and misunderstandings?	2	1	0
Leadership			
Do the leaders in your program work well together and share the workload?	2	1	0
Planning for the future			
Does senior management work as a team in order to advance the facility's mission through your volunteer program to foster growth?	2	1	0

How to evaluate your existing volunteer positions, their development and appropriateness (VC)

Volunteer positions address the purpose of the volunteer program and that of the facility. Volunteer positions should involve volunteers in meaningful ways that reflect their various abilities, needs and backgrounds. The following evaluation tool will help you to determine the appropriateness of your existing volunteer positions.

Elements	Currently in place to a large degree Score = 3	Currently in place to some degree Score = 2	Not currently being done Score = 1	Not applicable, not relevant Score = 0
Volunteers and staff are consulted when developing position descriptions, assignments or activities				
Volunteer positions have written descriptions that include duties, responsibilities, skills needed, time required and benefits				
Volunteer tasks are developed to reflect the needs of the facility and the needs of volunteers.				
Volunteer positions are reviewed periodically with staff, volunteers, residents and their families to ensure relevance and value.				
Volunteers with special requirements and challenges can become involved with the organisation.				
The level of risk is assessed and minimised for all volunteer positions.				

Scoring:

- **For each element that scored a 1 or 2:** This indicates that you need to consider ways to improve your management of volunteers. Review in 12 months.
- **For each element that scored a 3:** Well done, your management of volunteers is effective. To remain effective, make sure you carry out a review in 12 months.
- **For each element that scored a 0:** No further action is required. However, it is recommended that you conduct an evaluation in 12 months to ensure that the element/elements are still not relevant or required.

Step 9: Orientation and training



RACFs will develop a systematic approach to volunteer orientation, ongoing training and personal development, which is relevant to a palliative approach and is culturally appropriate.

Why and how?

Why do we need orientation and training processes?

Orientation and training are an important part of volunteer management and, as such, orientation and training events should be mandatory. Orientation and training provide an opportunity for you to pass on information, including manuals and handbooks, and answer questions. Volunteers who receive orientation and ongoing training benefit the facility in the long-term, because such volunteers are better informed, better fulfil their position requirements, and have increased job satisfaction. This means that they are more likely to remain with your facility longer than volunteers who do not receive orientation and/or training.

How do we determine orientation and training processes?

The best way to ensure effective orientation and training for volunteers is to develop a plan for orientation and training that indicates the value of these processes. For example, training should not be an optional item for volunteers that is only offered when something goes wrong or at the beginning of the volunteers' involvement. To provide effective orientation and training it is recommended that facilities use a cyclical approach to volunteer training, which focuses on the facility's mission, the volunteer program's objectives and the assessed training needs of volunteers.

There are many excellent training programs that have already been developed for volunteers involved in a palliative approach or in residential aged care. However there are few that cater for volunteers providing a palliative approach within residential aged care. For this reason, we have provided some additional tools to help you determine appropriate orientation and training process in this section. However, we strongly recommend that you review the Resources section to see if there is an existing training model that may be appropriate to your specific needs rather than developing a new training program.

The following tools have been provided to help you determine the appropriate orientation and training processes for your volunteer program:

- What should be included in orientation?
- To train or not to train: how to decide whether you should provide your own training or use external training providers
- The training development cycle

- The climate check
- An example of a training development cycle.

What should be included in orientation?

Orientation programs will vary considerably, because the contents of orientation should be based upon the facility's mission, the volunteer program's objectives and the identified needs of volunteers. However, there are also some generic issues that should be included in all orientation programs.

The following information provides you with a process of assessing what content should be included in a volunteer orientation program simply by considering three requisite areas of introduction:

1. The work of the facility
 2. The volunteer program
 3. The people.
1. **The work of the facility:** You need to provide volunteers with an understanding of the basic purpose of the facility so you should include a brief discussion of the following in orientation:
 - history
 - client group
 - mission statement
 - values and philosophy
 - programmes and services
 - future plans.
 2. **The volunteer program:** You need to provide volunteers with a context of where they fit in and where their particular roles fit into the whole. This part of the orientation helps the volunteer to understand the program and to be effective when they speak of the program to others. A good question to ask yourself is, 'What would I like to know if I were a new volunteer?'
 - the structure, where the volunteer program fits in, the management hierarchy
 - funding and/or fundraising
 - volunteer involvement
 - roles,
 - responsibilities,
 - reporting/management,
 - policies and procedures
 - services and equipment
 - key activities.

3. **The people:** You need to provide volunteers with an understanding of the basic purpose of the facility so you should include a brief discussion of the following in orientation:
 - Introduce relevant paid staff and volunteers.
 - Introduce support systems (i.e. debriefing, counselling) and relevant supervisors/mentors.
 - Highlight the benefits of volunteering for the individual
 - Provide opportunities for growth and development.
 - Reinforce the value of their contribution

Administrative requirements at orientation

A written introductory pack/manual should be provided to each volunteer. This should include the following:

- the facility's mission
- the volunteer program's mission and objectives
- volunteering policies
- legal obligations – Occupational Health and Safety (OHS), fire, manual handling
- contact information
- relevant forms or paperwork (e.g. badge requisition.)

An evaluation of the orientation should be completed by each volunteer at the end of the orientation program. It is recommended that volunteers do not have to provide any identifying information, such as their name or volunteer position, in an effort to provide a less threatening environment. The evaluation forms should request feedback on the quality, content, delivery, and usefulness of the orientation program.

Task specific information

Tasks that are not generic to all volunteers should not be included in orientation. Instead the volunteer should undergo the requisite training or education early in their probationary period, which commences on the first day of their attendance as a volunteer.

How to decide whether volunteers are trained internally or externally

Before embarking on the journey of developing a training cycle for your volunteers, we recommend that you consider existing training programs or courses first. In some instances, it will be more viable for you to access existing training than to develop your own. For example, making the right training choices not only takes time, but involves consideration of a wide range of issues. These include:

- Understanding the diversity of experiences and motivation that volunteers bring to their volunteer work, and how this might impact on their training needs and preferences.
- The quality assurance requirements of the services to be provided by the volunteer.
- The facility's duty of care to volunteers and residents and their families.
- Risk management and insurance requirements.
- How the training should be delivered.

- The relative advantages of using a registered training organisation to provide accredited training, or using non-accredited training.
- The kind of assessment process to use.
- How flexible the course content needs to be
- The cost effectiveness of the various training options available.

The volunteer sector uses both non-accredited training and accredited training and it can be difficult for facilities to decide which type of training is the most appropriate for their volunteers.

Non-accredited training

Non-accredited training does not have an outcome of formal, national recognition, although the volunteer might receive a certificate or some other form of acknowledgment that they have successfully completed the course.

Non-accredited training can be of a very high standard. However, it does not have the advantage of its quality being externally assessable against established national benchmarks in the way that accredited training can be.

Non-accredited training does not necessarily involve post-program assessment, which can be an advantage in some volunteer programs where volunteers may not be interested in undertaking formal assessment processes. There is flexibility to decide what kind of assessment processes, and at what level, will be best from both the agency's and the volunteers' perspectives.

Accredited training

Accredited training provides the volunteer with a nationally recognised qualification on completion. Accredited training is delivered through a registered training organisation (RTO) and a qualified assessor evaluates the training against nationally agreed standards, so that it is quality assured.

An important benefit of accredited training to the volunteer, is that the qualification they receive is transportable and will be recognised anywhere in Australia. (See Resources section for details regarding training resources.)

The fees charged by RTOs vary, but they must be in accordance with guidelines set by the state Department of Education and Training for funded training. The best way to identify RTOs that provide volunteer training in particular areas of training need is probably through volunteer agency networks. (See Resources section.)

To help you decide which type of training is best for your volunteers, it is recommended that you consider the following to guide your decision making:

- What is the motivation for the volunteers? Did they volunteer to gain more skills to help them gain employment? Should this be the case it is likely that these volunteers would prefer to participate in training programs that are accredited, so that they can undergo a formal assessment process and have their skills formally recognised. Or do the volunteers want to contribute to their community with no plans to be more employable? It is likely that such volunteers may be less motivated to put themselves through a formal assessment process.

- What type of activity will volunteers will do within a palliative approach? How much risk is involved for the volunteer and for the residents and their families with whom they work as volunteers? Generally, the higher the risk, the more appropriate it would be to consider accredited training.
- Which option would be the most cost and time effective and provide the best outcomes for the organisation – not just in the immediate future, but in the longer term as well?

The training development cycle

Should you decide that you need to develop your own training, the following information will help you work through the process of devising an effective training cycle program. Much of the information was taken from Glen Eira's manual and we recommend that you consider obtaining a copy of the manual yourself if you plan to develop your own training program (see Resource section for contact details).

A visual diagram of the training development cycle is provided on page 133.

Want more information?

The Glen Eira Volunteer Resource Service in Victoria has developed a very useful manual that helps you to work through each step of developing an effective cyclical volunteer training program called *Building the basics*. Another useful resource is the *Palliative care volunteers training guidelines* by Palliative Care Victoria. (See Resources section for contact details for both these publications.)

Stage 1: Setting training objectives and a budget

- Carry out a needs assessment of the training requirements of volunteers (see Step 4 for information about needs assessments).
- Determine the priority of the identified training needs by the 'must know, should know, could know' process [6], which is as follows:
 - '**Must know**' information is that which is required legally; therefore, it would be applicable to paid staff as well as volunteers. For example, everyone must have some instruction regarding occupational health and safety (OHS) if they are in a work place environment.
 - '**Should know**' information is that which the facility deems as compulsory, although the compulsion is not based upon a legislative requirement. For example, all personnel involved in the care of residents and their families are required to visibly display a badge that states the first and last name of the person and their position/role within the facility. Therefore, volunteers would need to be instructed that they must wear a badge and they should also be provided with the requisite form to ensure that they acquire the badge.
 - '**Could know**' information is that which may be beneficial for the volunteer, but is not a required element. For example, the benefit might be to provide additional skills that enhance the volunteer's experience (i.e. conflict resolution), or advanced learning that is relevant to the volunteer's position that builds on their existing skills (i.e. counselling course) or that is unrelated to her/his role but advances his/her personal development (a computer course when their role is massage).
- Determine which training can be provided based on the allocated training funds for the year. All training that scored a three must be provided, training that scored a two should be considered as the next priority with training that scored a one undertaken dependant upon the available funds.

Tip

You need to ensure that money is allocated to training each year in your volunteer budget.

Stage 2: Program planning

1. Developing a training calendar and session outlines:

- a. Draft the annual training in two blocks and mark in all relevant holidays, including school holidays
- b. Consider the most appropriate presenters for each session using a variety of approaches, such as;
 - i. presenters at conferences/training /forums that you have listened to or met previously
 - ii. word of mouth recommendations
 - iii. enquiring through peak bodies that are relevant to volunteering, palliative care or aged care and asking for some names of potential presenters.
- c. Consider the most appropriate venues for each training session.
- d. If you require a specific presenter confirm their availability before booking the venue.
- e. Establish the timing of the session by considering;
 - i. How long will it take to deliver each topic? Two hour presentations are suitable for evening training, but should be limited to one presenter and one topic. Three hour sessions will allow for more than one presenter and topic. All day training requires a considerable commitment by volunteers so this format may not be the best. However, if lunch is included it is more attractive for attendees;
 - ii. What are the best start and finishing times? You will need to determine what other demands your volunteers have on their time, such as children, work or study;
 - iii. If there is too much content, consider presenting the training over a longer period of time, such as 2 hour sessions run every fortnight for 6 weeks;
- f. Draft a training calendar.
- g. Draft a course outline for each of the sessions listed in the training calendar. These will help your presenters by informing them about what you consider should be covered.
- h. Make bookings for the venues, allowing half an hour on either side of the training to facilitate.
- i. Confirm dates with the presenter and inform them of the venue details. Where appropriate, discuss their fees and mode of payment.
- j. Send the presenter a confirmation letter outlining all relevant information, the type of audience that is anticipated and the agreed fee. Specifically note the times that are required of the presenter and attach an outline of the session so that the presenter can tailor the delivery.

2. Designing the training sessions:

Using your draft course outlines of each session work with the relevant presenter and alter your draft accordingly. Areas that you need to consider for your draft are:

- a. What are the intended key outcomes of the session? For example, 'improved communication with families'?
- b. What is the best method of delivery? To work this out you need to break the outcome into key learning components. For example, the previous outcome can be broken into 'communication skills' and 'family dynamics'. Communication skills require a delivery that involves learning a skill and then role plays to practise the skill. Family dynamics may require a Power Point presentation that includes group discussions.

- c. What order should the topics be covered? You need to provide the topics that are fundamental first and follow with those that build upon these basics later. For example, the first topic should be 'understanding a palliative approach' followed by 'the role of volunteers in a palliative approach' and so on.
- d. When should breaks occur? At least every 2 hours. Allow for a 15 minute break, which usually translates to 20 minutes before participants all return.
- e. How should the training area be set up? This will depend upon the type of delivery. For example, role plays or group work training requires a circle or semi-circle approach to maximise participation. Power Point presentations require that members of the audience all have a table, particularly if there is to be note-taking or lots of information distributed.
- f. What materials will be needed? Consider what would be helpful for people after the session. Is a manual appropriate, or would handouts be better? Whatever you decide you need to ensure that you have sufficient copies available.

Tip

The most engaging training uses a variety of methods to deliver its message. Think beyond overhead presentations to ensure that your volunteers get maximum benefit from the training that is provided.

Stage 3: Preparing for the training session

This stage requires that you break down what needs to be done before and on the day of the training session.

- a. Weeks before:
 - i. Advertising – promotional materials need to be displayed.
 - ii. Volunteers need to know of the importance of training and whether their attendance is mandatory.
 - iii. Who will be the contact person for queries regarding the training? It may be appropriate to use an answering machine if the person responsible is a volunteer. Whatever the approach, you need to ensure that the person has all the information about the session, such as dates, times, venue, RSVP date, cost (if there is one), and a list of the content.
- b. A few days before:
 - i. A reminder should be given to ensure maximum attendance and reasonably accurate attendance numbers for catering or handout requirements.
 - ii. Confirm with the venue that all details are correct, such as times of hire, seating capacity.
 - iii. Organise a training kit comprising:
 - attendance sheet
 - name tags
 - spare note paper and pens
 - white board markers and eraser
 - butchers' paper and pens
 - handouts/manuals
 - evaluation forms

- any catering requirements that you are responsible for, such as tea or coffee requisites
 - where appropriate, a gift of appreciation for the presenter(s).
- c. On the day:
- i. Arrive 30–60 minutes early. Some participants like to give themselves plenty of time especially if the venue is at a different location to where they volunteer;
 - ii. Set up the room: to suit the style of the presentation:
 - Make sure that tea/coffee facilities are well organised to facilitate the flow of people through the process. This helps to reduce the risk of a potential accident.
 - Ensure all participants have a good view of the presentation.
 - Where appropriate, ensure wheelchair access.
 - Provide some seating towards the back for late comers.
 - iii. Welcome the presenters and participants as they arrive. Request that they put on their name tag first and then suggest they might like to make a tea or coffee before the session begins.
 - iv. Ensure that the presenter has everything that is required.
 - v. Do not delay starting by more than 5 minutes or the whole schedule will be behind. However, if there is some major reason for the delay, such as bad weather, it is appropriate to delay further.
 - vi. Begin with an ‘ice breaker’ activity so that late arrivals can join in with minimal disruption.
 - vii. Thank every one for their time;
 - viii. Stick to the plan. If you are running behind there are some user-friendly strategies. You could:
 - Move the video session to the conclusion of the session so those that need to go on time are able to do so.
 - Drop an activity that is less beneficial or which could be sufficiently covered by a handout.
 - Close the session by thanking the participants and presenters and where appropriate, give the gifts to the presenters.
 - Remind everyone that you need them to complete the evaluation form and advise them where they can leave their completed copies. A box near the door would be most appropriate.
- d. After the session:
- i. Ensure that someone is responsible for taking the evaluation forms and the attendance sheets back to the facility.
 - ii. Record the numbers and names of those who attended the training.
 - iii. Make a note of your evaluation of the training.

Tip

To help you plan training for the next year, you need to keep a record of the numbers and names of participants and use the evaluation forms to determine if there are any changes that should be made to the sessions. Remember, there is no point in getting people to complete evaluations if all you do is file them!



Stage 4: Evaluation

To ensure that your training program is effective you should evaluate every session of your training program. Other benefits of evaluation are that it:

- a. Provides you with a way to review the sessions’ presentation, content and value.
- b. Helps you to determine whether the learning outcomes were achieved for each session.
- c. Can be an accurate way of finding out about the questions that volunteers want answered. These questions can be answered in later sessions.
- d. Can be an accurate way of finding out what your training program is missing, if anything. For example, it may become apparent that self-care training had not been included in the program because it was considered too low a priority. However, the reality may be that many volunteers are becoming ‘burnt out’ due to a lack of self-care practices.

There are a multitude of evaluation forms available and it can be overwhelming to determine which one is most appropriate for your needs. Palliative Care Victoria’s *Palliative care volunteer training guidelines*⁷ provides you with examples of different evaluation forms and it may be useful for you to purchase this document. (See Resources for contact details.)

The climate check

A simple way to evaluate whether people have gained a benefit from the training is to use a climate check. A climate check is a very simple, brief way of finding out what people know about the training’s topic before the session compared with what they know about the topic after the session. Any change is due to the training that occurred in the interim.

It is best to give the entry climate check after the ice-breaker session and the exit climate check at the conclusion of training. An example of a climate check is provided on the following page.

The climate check

Entry climate check

Before we start today’s training, it would be helpful to get an idea of what you know about communication skills, and what are your expectations of this training. This is the purpose of the ‘climate check’. The climate check is anonymous so your name or your role as a volunteer are not required. All that is needed is for you to answer each question as honestly as you can.

Simply read each question and write your answer in the space below.

- 1. What are communication skills?



2. What do you hope to get out of today's session?

3. How will training in communication skills help you in your role as a volunteer?

4. When was the last time that you had training in communication skills?

5. What are the best ways for you to learn new information?

Thank you for completing your entry climate check. At the conclusion of today's session, you will be asked to complete the exit check, which is on the back of this page.

Exit climate check

To understand whether this training was of benefit would you please complete the following questions without referring to your earlier responses? The climate check is anonymous, your name or your role as a volunteer are not required. All that is needed is for you to answer each question as honestly as you can.

Simply read each question and write your answer in the space below.

1. What are communication skills?



2. Did the session meet your expectations?

3. Did you learn anything new about communication skills? If so, what specifically?

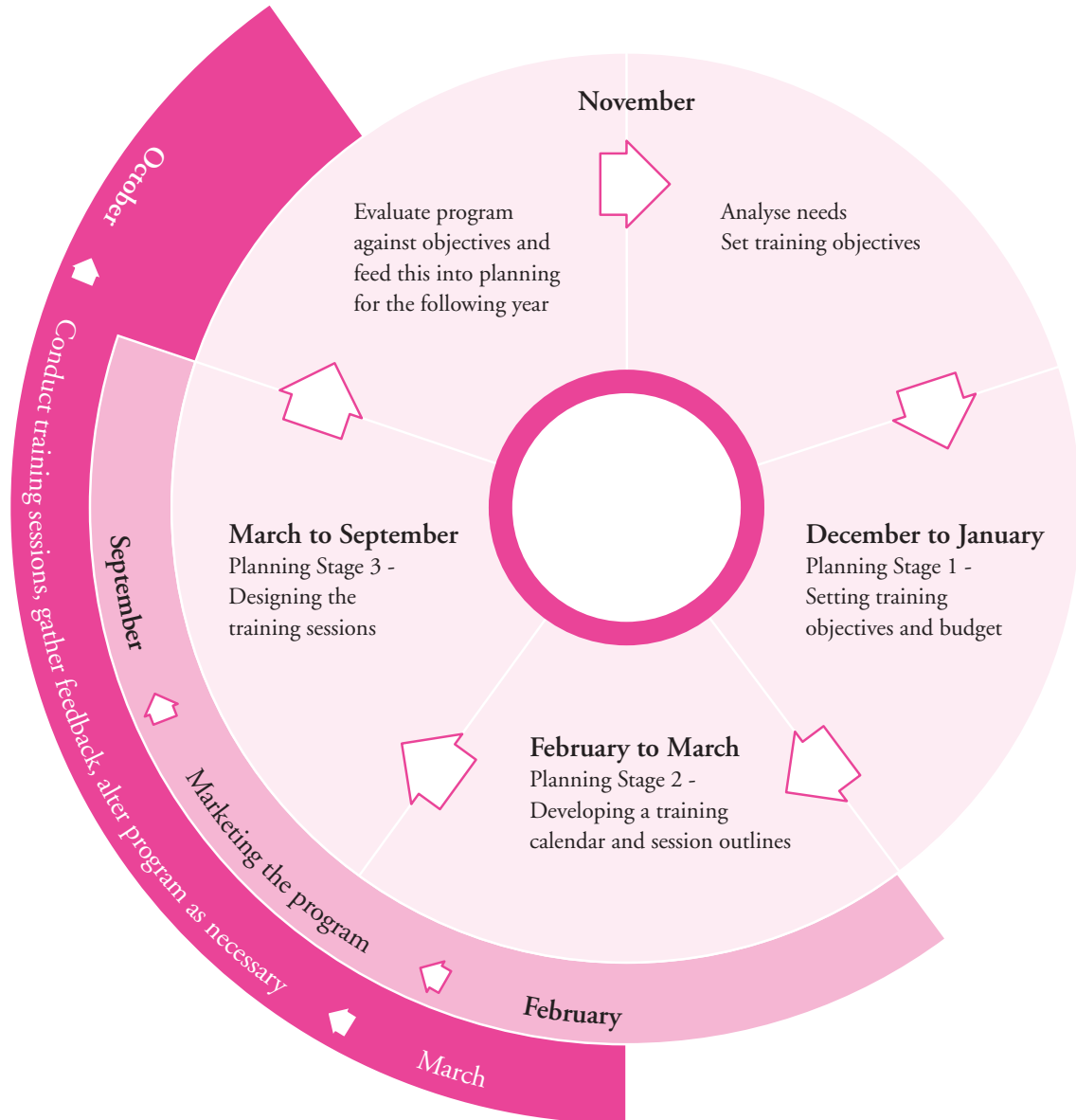
4. What wasn't useful/helpful?

5. Any comments?

Thank you for completing your exit climate check.

Please place your completed climate check in the box near the door on your way out.

An example of a training development cycle



This diagram is reproduced with permission from the Glen Eira Volunteer Resource Service ^[8]

Step 10: Reward and recognition



The RACF will develop a process that ensures volunteers receive appropriate, timely feedback and recognition of their roles and contribution to the facility. This process will also provide an opportunity for volunteers to provide feedback about their role.

Why and how?

Why do we need to reward and recognise volunteers?

Volunteers give of their time, knowledge, skills and abilities freely. For this reason only facilities should be actively encouraging the rewarding and recognition of volunteers.

Another reason why volunteers should be rewarded and recognised is that those organisations that do this for their volunteers have volunteers who are happier and more likely to remain with the organisation for longer, which reduces the need to spend a considerable amount of money and resources to continually recruit volunteers.

How do we recognise and reward volunteers?

There are many ways that a facility can reward and recognise volunteers. To give you some guidance the following tools have been provided:

- Recognition principles
- Two ways of recognising volunteers
- A checklist for your program's ability to reward and recognise volunteers.

Recognition principles

It can often be difficult to work out appropriate ways to reward and recognize volunteer effort. Understanding the principles behind recognition may make this task a little easier for facilities. The principles of recognition are:

1. Deliver recognition and reward in an open and publicised way. If not made public, recognition loses much of its impact and defeats its intent. Do not however, think that public recognition will substitute for private, everyday, personal 'thank yous' and respect. What happens 365 days a year has much more impact than what happens at an annual recognition function.
2. Timing is crucial. Recognise volunteers' contribution throughout their involvement. Where appropriate, reward contribution close to the time an achievement is realised. Time delays weaken

the impact of most awards. An immediate 'thank you' or 'great job' is much more important than a proclamation six months later.

3. Tailor your recognition to the unique needs of your volunteers. Have several recognition and reward options to enable senior management to acknowledge accomplishment in ways appropriate to the particulars of a given situation.
4. Deliver recognition in a personal and honest manner. Avoid producing recognition that is too 'slick' or overproduced. Small, personal indications of appreciation tend to be perceived as more sincere than formal pronouncements.
5. Strive for a clear, unambiguous and well-communicated connection between accomplishments and rewards. Be sure people understand why they receive awards and the criteria used to determine awards. People must think that awards are fair and deserved.
6. Recognise recognition. That is, recognise people who recognise others for doing what is best for the volunteer program. It is the job of everyone on the team to recognise and support excellence.

Two ways of recognising volunteers

Although there are many different ways of recognising volunteers, the simple approach is often the best. The following framework shows two ways of recognising volunteers, by motivation or style, which might help you to determine what aspects of the volunteers' involvement in your facility that you would like to reward and recognize.

1. By motivational orientation

Achievement oriented:

- increased authority, input, training
- linked to specific accomplishment
- 'best,' 'most' awards
- checkpoints, records selected by co-workers.

Affiliation oriented:

- given at group activity
- given in presence of peers, family
- 'personal touch'
- organizational in nature
- voted by peers.

Power oriented:

- 'promotion'
- access to authority,
- information
- commendation from 'names' selected by leadership.

2. By style of volunteering

Long term volunteer:

- recognition with and by group
- use of group symbols
- greater power/involvement/information
- presenter is authority figure.

Short term volunteer:

- recognition in work unit or social group
- 'portable' recognition
- recognition at home, work
- presenter is client.

A checklist for your program's ability to reward and recognise volunteers (VC)

Volunteers stay involved with RACFs because they are:

1. appreciated and respected
2. given meaningful and varied volunteer experiences
3. kept informed and have input into decision-making and planning for the volunteer activities.

Thanking someone for the work they have done or the time they spent helping the facility can be done in hundreds of different ways.

Each volunteer has different needs and motives for getting involved. Keep the individual in mind when determining your recognition approach.

Making sure that volunteers know how important they are to the facility will go a long way to keeping them involved!

Consider the following ideas to show just how much you value the input and dedication of volunteers in your facility:

- **Are we kind and thoughtful?**
 - Do we offer to buy or make volunteers a cup of coffee or tea?
 - Do we send birthday cards?
 - Do we write thank-you notes?
 - Do we accommodate volunteers' personal needs?
 - Are we aware of the volunteers' personal limits and not asking too much from them?
 - Do we treat volunteers with kindness and understanding?
- **Do we communicate effectively with them?**
 - Do we take the time to talk and explain things fully?

- Have we put up a suggestion box or some alternate means for volunteers to provide input and suggestions?
- Do we give volunteers permission to say ‘No’!?
- **Do we keep volunteers ‘in the loop’?**
 - Do we keep volunteers informed about our facility and its work?
 - Do we include them on our mailing list?
 - Do we involve volunteers in our plans and our planning exercises?
 - Do we include volunteers in our staff events, such as the Christmas dinner?
- **Are we helpful?**
 - Do we provide babysitting services during meetings or activities, where this is appropriate?
 - Do we reimburse volunteers’ expenses?
 - Do we offer to act as a referee?
- **Do we provide a good experience?**
 - Do we provide volunteers with a good orientation?
 - Do we provide volunteers with opportunities to attend workshops?
 - Do we invite volunteers to join in staff training, where appropriate?
 - Do we enable them to grow in their role/s with us?
 - Do we understand why they are involved with our facility?
 - Do we offer volunteers the opportunity to move into a leadership role within the facility, where this appropriate?
- **Do we provide special activities for volunteers?**
 - Do we plan an annual recognition event?
 - Do we plan an outing, just for fun?
- **Do we make sure it’s fun?**
 - Do we build fun into our work?
 - Do we offer and create a friendly environment for all?
 - Do we have an area in which volunteers can have their meals or breaks?
- **Last, but not least...**
 - People are busy. Do we offer them a rewarding experience?
 - Do we treat each volunteer as a VIP – because they are Very Important People!

Step 11: Maintain the volunteer program using a process of continuous review to ensure the program remains effective and sustainable.

The RACF will plan and conduct regular reviews of their volunteer management and will support the volunteer program to ensure maintenance of the quality of the program. Where appropriate it will ensure that opportunities for improvement are actively pursued. Volunteers will also be included in this process.

Why and how?

Why do we maintain the volunteer program using a process of continuous review to ensure that the program remains effective and sustainable?

When all the previous steps have been implemented and documented, the final remaining step is to determine a continuous review process to evaluate the volunteer program.

Specifically a continuous review of the volunteer program is required to:

1. Evaluate the program to determine the extent to which it has achieved its stated objective,
2. Review the operations of the volunteer program and assist the RACF in maintaining the guiding principles,
3. Review the performance of the volunteers and ensuring that appropriate measures are in place to reduce volunteer burnout and to respond appropriately to volunteer's concerns, and
4. Ensure that the requirements of the guiding principles are being met and that the volunteer program is being continually improved.

How do we maintain the volunteer program using a process of continuous review to ensure the program remains effective and sustainable?

There are many ways that a facility can continuously review the volunteer program; however, the type of evaluation will depend upon the reason why the evaluation is being conducted. To give you some guidance the following tools have been provided:

- Evaluate your volunteer program's performance
- Assessing volunteer involvement practices: a checklist
- Volunteer performance reviews
- How to avoid volunteer burnout
- Volunteer grievance
- Volunteer dismissal

Evaluate your volunteer program's performance

The following are statements about how your volunteers work together to accomplish the volunteer program's aims. Rate each statement as it applies to program and volunteers using the following numerical scale. See next page for scoring your performance.

1 = Strongly disagree	2 = Disagree	3 = Questionable	4 = Agree	5 = Strongly agree
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	Rating	Comments/notes
All volunteers have a clear understanding of what they are required to do and how their involvement fits in with the volunteer program's mission and goals.		
We operate creatively as a team... all volunteers share perceptions, contribute ideas and make suggestions as to the best way to proceed.		
Participation in decision-making and problem solving is genuinely encouraged.		
Adequate time is always given for discussion and decision-making.		
Communication within our team is open and honest... members attempt to listen and understand each other's views and values.		
Differences of opinion about the volunteer program are discussed and resolved... we consider disagreements as normal and resolve these openly and immediately.		
We strive to reach consensus when making decisions... decisions about the volunteer program are never arbitrarily made or overruled.		
Our volunteer program meetings are well organised and effective... they keep on track, focus on results and generally convey a real sense of progress.		
All people involved in the volunteer program actively support and encourage each other... everyone's views are respected and no one is made to feel inferior or that they don't contribute.		
We regularly discuss the progress of the volunteer program in terms of both achieving our mission and how we are working together as a team.		

Any further comments about the volunteer program or the people who are involved?

Interpreting the score	To score, derive an average score for each of the 10 statements, and then add the points.
If your score is 46–50	<i>Excellent.</i> Your team is performing at a very high level. Your aim should be to maintain the team at this optimum level.
If your score is 30–45	<i>Not bad.</i> Your team is performing reasonable well. However, there is some room for improvement.
If your score is 21–34	<i>Not so good.</i> Your team has its problems. To rectify them, you need to focus on improving the team's lowest performing characteristics.
If your score is 10–20	<i>Poor.</i> Your team is functioning well below the level it should. Much work needs to be done on the basics of team building and performance.

Assessing volunteer involvement practices: a checklist (VC)

Some questions to consider:	Yes	No
1. Do we need to explore how volunteers can help us achieve our mission?		
2. If so, how can we develop new positions for them?		
3. Do we need to articulate that we value and rely on volunteers?		
4. Do the volunteers know what is expected of them?		
5. Do we need to develop policies or procedures on how we want to involve volunteers?		
6. Is every volunteer clear about their specific tasks, their role and their work?		
7. Does the RACF have a clear, communicated vision or mission?		
8. Is every volunteer aware of the facility's vision or mission?		
9. Are the volunteers committed to the work that needs to be done?		
10. Are the volunteers reliable?		

Volunteer performance reviews (VC)

Some questions you may want to ask volunteers when conducting their performance appraisals include:

- Do you feel that you have successfully completed duties and tasks that you were assigned?
- What additional training or support do you feel you require at this time?
- Do you feel like a member of the team?
- If questions arise while you are performing your tasks, do you feel comfortable approaching another team member for assistance?
- If there are problems regarding your volunteer work, do you find that others are available?
- Do you feel you receive adequate recognition and support for the work you do?
- What do you like most about your volunteer work?
- What do you like least about your volunteer work?
- List your suggestions for changes that might improve the facility's volunteer program.

- What skills or talents do you have that we have never asked you to apply on our behalf?
- Are there other areas within the facility in which you would like to volunteer?

How to avoid volunteer burnout (VC)

It's great to see such commitment and dedication, but along with their involvement there is a great danger – volunteer burnout! What does your RACF do to avoid volunteer burnout?

Consider the following ideas:

- Get to know volunteers. Understand why they volunteer with your facility – their motivations, interests, likes and dislikes.
- Share the workload. Ensure the basic, repetitive and routine tasks are shared around.
- Offer everyone the right tools, resources and opportunities to succeed. People want to do well, not fail.
- Communicate, listen to new ideas and encourage open discussion.
- Create volunteer positions that are task-driven and specific. When tasks are clear, and work is distributed evenly to members of the group, volunteers are less likely to feel overwhelmed.
- Create an environment that is welcoming. People want to feel safe and welcome. They need to have access to basic needs—such as a place to hang their coat, a work-station, refreshments and support.
- Thank volunteers in both formal and informal ways. Let them know how their contributions support the facility and help achieve specific goals.
- Be organised – it will reduce stress.
- Make it everyone's business to take care of everyone else. Work as a team and encourage group 'check-ins' to reduce the risk of over-working or over-committing certain volunteers in the group.

As a team, make sure that everyone is pulling their weight and that no one carries a larger load. People who take on/are given too much often leave the group with a bitter taste in their mouth. They feel discouraged, frustrated, guilty, self-doubting or turned-off by the whole experience – and once they leave, they will probably never come back!

Volunteer grievance

Many facilities will have existing grievance procedures and it is recommended that you first refer to these documents to determine their appropriateness for volunteers.

The following information provides some examples of what a grievance procedure might look like for volunteers.

Definition of 'grievance'

'Grievance' means a volunteer complaint, which concerns his/her involvement in the facility, or physical and/or other conditions under which he/she is volunteering. It is a concern which remains unresolved after informal efforts at satisfaction have been attempted.

Grievance/complaint procedure

In the interest of harmonious and cooperative working relationships, volunteers and their immediate supervisors are encouraged to discuss and resolve all volunteer inquiries, requests, and suggestions. It must be recognized that due to circumstance within the structure of the facility, all problems are not subject to immediate resolution.

If a volunteer has a complaint or a grievance, he/she will convey this directly to his/her immediate supervisor. This may be done verbally. Appropriate action will be determined by the supervisor.

If the complaint involves another person, whether a paid staff member or another volunteer, the volunteer is encouraged to deal directly with the person(s) involved. The volunteer may request the presence of his/her supervisor in this process.

If the complaint involves a resident or a family member, the volunteer is not encouraged to deal directly with the person(s) involved. Instead, the volunteer is encouraged to speak with his/her supervisor first. Appropriate action will be determined by the supervisor.

If the complaint involves the immediate supervisor, the volunteer may speak with the manager of volunteers unless he/she is the immediate supervisor then the next in command would be the appropriate person. The latter will determine appropriate action.

All complaints will be treated as confidential.

Volunteer dismissal

Many facilities will have existing dismissal procedures and it is recommended that you first refer to these documents to determine their appropriateness for volunteers.

The following information provides some examples of what a dismissal procedure might look like for volunteers.

Volunteers who do not adhere to the rules and procedures of the volunteer program and where appropriate the facility, or who fail to satisfactorily perform their volunteer activities are subject to dismissal.

Dismissal of volunteers will be a last resort, applied only after verbal and written warnings have been given.

Volunteers have the right to expect supportive and constructive criticism, clear details regarding inappropriate or unsatisfactory performance, suggestions regarding what and how to improve, and time and opportunity to demonstrate improvement.

Volunteers may be discharged without warning for just cause. The facility has the right to request a volunteer to leave immediately. Grounds for immediate dismissal may include, but are not limited to:

- gross misconduct or insubordination
- being under the influence of alcohol or drugs while performing volunteer activities
- theft of property or misuse of volunteer program or facility funds, equipment, or materials

- illegal, violent, or unsafe acts
- abuse or mistreatment of residents, their families, paid staff or other volunteers
- failure to abide by volunteer program or facility policy or procedure
- inability to perform volunteer activity
- inability to accept supervision.

Dismissal procedure

The manager of volunteers or the human resources manager may dismiss a volunteer for any of the causes as identified in the preceding statements.

- The immediate supervisor should make every effort to train and counsel volunteers prior to making a request to the manager of volunteers for any adverse action.
- Regular performance reviews should be conducted to prevent all but the most severe problems from occurring.
- Any proposed adverse action (reprimand, warning or dismissal) affecting a volunteer must be in writing.
- A copy must be forwarded to the affected volunteer.

Volunteer appeal

The volunteer shall be given the opportunity to appeal any adverse action to the Chief Executive Officer of the facility.

Volunteers shall be informed of the appeal procedure and given a copy of the procedure at the time any adverse action is proposed.

A practical example using the 11-step approach:



Based on the previous 11 steps, a practical example is provided here to assist readers' understanding of how the process of implementing a volunteer program may be undertaken in a practical setting.

How to work through the steps: a practical example

To assist in understanding how to apply the 11 steps outlined in this Toolkit in a practical setting, a worked example of establishing a life story program for newly admitted residents who are dying is provided as follows.

The scenario:

RACF staff spoke of their concern that it was difficult to work with the families of newly admitted residents who were nearing death, because the staff didn't know about the resident's past interests, likes or dislikes, etc. and did not have time to find out such information. The Director of Nursing (DON) had heard that some facilities were doing life stories with their residents using volunteers and that these were also helping staff to better understand residents and their families. The DON decided to trial this intervention using the planning pathway from the Toolkit.

1. Identify benefits and challenges of involving volunteers in a palliative approach program.

The DON did a preliminary cost-benefits analysis and a risk assessment and determined that the benefits outweighed the costs and the likelihood of risk was moderate as was the consequence so with proper procedures in place the risk could be managed appropriately. The DON used the budget table to estimate the costs associated with the program. The DON decided that, given the large amount of information she had gathered, it would be more attractive to present this in a book format to complement the overhead presentation she had developed for the next senior management meeting.

2. Gain the commitment and support of senior management.

The DON presented her idea at the senior management meeting. Management reviewed the facility's mission and considered that the initiative fitted well with their overall aims, and granted permission for volunteers to be involved. The objective of the volunteer involvement was to improve relations and understanding between staff, residents nearing death and their families.

3. Establish a team to manage the implementation of the volunteer program.

The DON determined the appropriate people to establish a team to manage the implementation process. The team comprised several staff and family members of residents to ensure that the relevant people were included. The team would meet weekly with an initial workshop format for the first meeting to organise the step of the implementation, which was a needs assessment.

4. Conduct a needs assessment with all relevant people to provide guidance about the function and structure of the volunteer program.

A needs assessment was conducted with RACF staff and the families of residents to determine the best way to involve volunteers. Using two focus groups (one for staff and one for families), the groups were presented with the proposal for volunteer involvement and were then asked the following assessment questions:

- a. Will the volunteer program achieve its aim of improving relations and understanding between staff, residents nearing death and their families?
- b. Would volunteer involvement be consistent and appropriate to meet the care needs of residents and their families?
- c. From the RACF, who was available and able to support the involvement of volunteers?
- d. How will we know that involving volunteers has led to an improvement?
- e. How will we use and protect the information we have gathered during this trial?

Staff were supportive of including volunteers to work with residents and their families to develop a life story, particularly as the role of the volunteers would not duplicate the work that staff currently did. However, staff were concerned that they might not have time to read the life stories. Instead, they suggested that a summary of each story be written by the volunteer and that this could be discussed during one of the regular care planning meeting, which included the family and resident, where appropriate.

Families were approached regarding this suggestion and were happy for such a discussion to occur. Families also supported the involvement of volunteers to develop life stories with the families' input. Families indicated that they would like the summaries to be retained on residents' files and the life story notes to be given to the resident.

5. Develop a plan to guide the implementation of the volunteer program, including the mission statement.

The implementation team met to determine the mission statement and the specific tasks required to implement the volunteer program. The group used the mission statement worksheet to help them draft the following:

'Our facility encourages the teamwork of paid staff and volunteers so that we can offer residents and their families the best care possible. Volunteers contribute their unique talents, skills and knowledge of our community to provide personalised attention to residents and their families through the development of resident's life stories. These life stories enable paid staff to provide a palliative approach to residential care with an emphasis on supporting and meeting the unique needs of residents and their families.'

To help the group to determine the implementation planning pathway they considered and answered the following questions:

- a. What is the objective of the volunteer program?

The objective of the volunteer involvement is to improve relations and understanding between staff, residents nearing death and their families by involving volunteers to develop resident's life stories.

- b. What are the tasks that are needed to meet the program's objective?

The tasks were:

- i. Recruitment of a manager of volunteers*
- ii. Recruitment, orientation, and training of volunteers would need to undertake life reviews of residents nearing death and their families.*
- iii. Provision of appropriate resources*
- iv. Development of appropriate policies and procedures.*

The role of volunteers was to complete life stories of newly admitted residents nearing death. The stories were to be a simple overview of the resident's life, achievements, hobbies, and education. Because a community school wanting to involve their year 11 and 12 students in a community activity had approached the DON previously, it was agreed that these students would be the volunteers for this activity.

- c. What are the timelines?

Families wanted the volunteer program to start as soon as possible so it was decided that the program would commence in 3 months. The program would run for 12 months and then an evaluation would be made to determine its effectiveness and viability. A 6-month assessment was also stipulated to ensure that the program maintained its focus. It was decided that the Manager of volunteers should be the initial priority so that she would be involved in the ongoing planning and implementation of the volunteer program.

- d. What are the costs?

The budget estimation was reviewed and with some minor alterations, such as increasing the amount set aside for evaluation and an extra 2-months salary for the earlier commencement of the manager of volunteers, it was considered appropriate to adequately support and resource the volunteer program's implementation and running costs for 12 months.

- e. Who is responsible for overseeing the tasks, timelines, costs, and resources for the implementation process and for the running of the program?

In the interim, the diversional therapist was nominated to oversee the tasks, timelines, costs and resources; however, when the manager of volunteers was appointed these responsibilities would be handed over. Some of the questions considered to determine responsibility were:

- i Who is the most suitable person for this role?*
- ii What authority or decision-making abilities will they have?*
- iii Who are they accountable to within the facility?*
- iv If two different people give them instructions (i.e. staff member and volunteer), how do they know which to respond to first?*
- v How will the person with the responsibility have their performance evaluated?*

- vi How will we know the program is meeting the objective?*
- vii Are there any legislative requirements that must be met?*
- viii Is there a clear reporting system with guidelines regarding how to handle money, authority or lines of communication within the facility?*
- ix Who will approve the appointment of volunteers?*
- f. What resources (including personnel) are required to undertake the tasks?
 - i Is there any special equipment required?*
 - ii What time commitment is required of volunteers?*
 - iii What is the process for screening?*
 - *Will volunteers need police checks?*
 - iv What are the training needs of volunteers?*
 - *Who will meet these needs?*
 - *Is ongoing training required?*
 - *Is a special course required (separate to training in general)?*
 - *Is there someone in the facility who will be able to do the training or do we need to bring in external services?*
 - v How will we reward and recognise volunteers?*
 - *What is in it for the volunteer?*
 - *Will volunteers be included in the facility's social events, such as the Christmas party?*

6. Prepare the relevant documentation, particularly policies and procedures to support the involvement of volunteers.

Documentation needed to cover all legislative and facility requirements, and accreditation standards, where applicable, and was to be maintained by the manager of volunteers.

Policies and procedures would be derived from the RACF's existing documentation. In particular, the human resources policies and procedures would provide direction regarding legislative requirements. Additionally, the school had its own policies and procedures regarding student work outside of the school grounds and these were also adhered to.

Clear reciprocal communication lines were established involving the manager of volunteers, volunteers (including their teacher), and staff to encourage discussion of any concerns or suggestions anyone had.

Because the RACF had no current volunteers, position descriptions were developed for the volunteer role and the manager of volunteers using a general position description template. The qualities required were good interpersonal skills and the ability to write residents' responses in a legible manner. The following position description was drafted for the role of volunteers.

<p>Position title: Volunteer interviewer</p>
<p>Purpose: To conduct interviews to obtain a life story from newly admitted residents.</p>
<p>Line of accountability/responsibility/supervision: Supervisor: Manager of volunteers</p>
<p>Tasks:</p> <ul style="list-style-type: none"> • Liaise with residents and their family members wanting to participate in a life story interview. • Interview residents and where appropriate their family members to obtain a resident's life story. • Write the responses in a legible manner. • With the resident's input write a short summary of their life story. • Give the completed summary and life story notes to the leader of volunteers.
<p>Time commitment: Interviews take approximately 2 hours. Firm vs. flexitime: Firm. Needs to fit within school requirements.</p>
<p>Skill requirements:</p> <ul style="list-style-type: none"> • Good interpersonal skills • Good oral and written communication skills

7. Promote and communicate the volunteer program to stakeholders.

The volunteer program was promoted through meetings that the DON attended, such as board meetings and weekly staff meetings. Families of residents had been notified via a monthly newsletter. Posters regarding the program were displayed throughout the facility to further promote the volunteer program to residents and families.

8. Recruitment and selection processes.

Position descriptions helped the students to know what was required of them for the task, including the skills for which they would receive training.

No other specific recruitment and selection processes were required because the volunteers were students and their teacher was responsible for the students' participation in this program.

9. Orientation and training.

Questions that were considered before commencing orientation and training were:

- a. Who was going to train the volunteers?
- b. Is there someone in the RACF who has experience to do this training?
- c. Was there an existing training service or package for volunteers available that could be accessed and that would meet the specific training needs?
- d. Should volunteers join in training that was for others, such as paid staff, where relevant?
- e. Would a manual be provided to volunteers and if so, what would be the required contents?
- f. What skills would the volunteers gain by their involvement?
- g. Would any additional training or development of the volunteers be required?
- h. How would the orientation and training be evaluated?
- i. Who would evaluate the orientation and training?

The students would attend an orientation session to train them as volunteers. It was agreed that students would attend this session on a Wednesday afternoon, which was the time scheduled by the school for community activities. The session would run for 2 hours.

The essential content and goals of orientation were to:

- a. Introduce volunteers to staff responsible for the liaison between the volunteers and the RACF staff.
- b. Describe the rationale and objectives of the life review activity.
- c. Provide basic information on cognitive deficits and basic training in communication, which included communicating with those with limited hearing and dementia.
- d. Provide essential, detailed information about guidelines and procedures, such as instructions regarding their involvement with residents, their family members and staff members and issues regarding privacy and confidentiality.
- e. Expand and enhance the volunteers' perspective of their service to the RACF, with particular emphasis on the importance of their role in contributing to the improvement of the care provided to residents and their families.
- f. Provide and discuss of the topics that were appropriate for discussion for a life story.
- g. Discuss ideas from volunteers regarding this activity, and answer any questions that volunteers might have.

10. Reward and recognition.

Students who completed the orientation and training received a certificate indicating that they had successfully completed basic training in communication and interview skills.

Recognition of the contribution of the volunteers was scheduled to occur in the facility's newsletter, the school's newsletter, and via the local community newspaper.

11. Maintain the volunteer program using a process of continuous review to ensure the program remains effective and sustainable

Evaluation of the program was conducted by the manager of volunteers with RACF staff, residents and their family members during an informal afternoon tea to determine their view of the success of the program. Volunteers evaluated the program during a class session and the teacher provided this feedback to the manager of volunteers.

The manager of volunteers collated all the feedback that she received and provided a written report at a board meeting one month post completion of the volunteer program. The information provided by the manager of volunteers was considered by the board and it was agreed that the program had been effective and was sustainable provided the school was happy to continue involving students.

Some changes were made to the program based upon the feedback received. For example, some residents, their family members and students felt that an informal afternoon tea should be arranged for all parties prior to commencing the program. This initial meeting would help to allay the fears or concerns some people had regarding meeting someone for the first time.

The manager of volunteers was employed on a more permanent basis and her performance was scheduled to be reviewed annually using the same process that other staff members underwent.

The volunteer program was scheduled for a 12-monthly review to ensure that it remained effective and sustainable.

Resources



Australian Volunteer Centres

Volunteering Australia

- Volunteering Australia is the national peak body working to advance volunteering in the Australian community.
- Volunteering Australia's mission is to represent the diverse views and needs of the volunteer sector while promoting the activity of volunteering as one of enduring social, cultural and economic value.
- Volunteering Australia exists to raise the profile of volunteering in Australia and to ensure that the contribution volunteering makes to civil society is recognised and accounted for.
- Its core business is to:
 - Provide government and organisations involving volunteers with sound policy advice on matters relating to volunteering.
 - Provide a national focus for the promotion of volunteering and its principles.
 - Establish cooperative relationships with key national and international stakeholder organisations to further volunteering in Australia.
 - Encourage best practice in volunteer management.
 - Develop, monitor and review national standards for the involvement of volunteers in all forms of not-for-profit organisations and initiatives.
 - Advocate for the proper recognition and support of volunteer referring agencies.
 - Develop, monitor and review national standards for the referral of volunteers.
 - Closely consult with member organisations and other key stakeholders to further the mission of Volunteering Australia.
 - Provide opportunities for volunteer involvement through such initiatives as the Voluntary Work Initiative and GoVolunteer.
 - Undertake, at a national level, any action believed to be in the best interest of volunteering in Australia.
 - Produce a quality journal which encourages discussion, debate and research on contemporary issues of importance to volunteering in Australia.
 - Conduct, promote or facilitate research on all aspects of volunteering in Australia.

Suite 2/Level 3
11 Queens Road, Melbourne VIC 3004

P: 03 9820 4100

F: 03 9820 1206

W: www.volunteeringaustralia.org

E: volaus@volunteeringaustralia.org

State and territory branches of Volunteering Australia

Volunteering ACT

Community Chambers
Canberra Labour Club
Chandler Street, Belconnen ACT 2616

P: 02 6251 4060

F: 02 6254 6039

W: www.volunteeract.com.au

E: volact@volunteeract.com.au

Volunteering NSW

Level 2, 228 Pitt Street
Sydney NSW 2000

P: 02 9261 3600

F: 02 9261 4033

W: www.volunteering.com.au

E: volnsw@volunteering.com.au

Volunteering NT (Darwin Resource Centre)

Level 4, 21 Knuckey Street
Darwin NT 0800

P: 08 8981 3910

F: 08 8981 2955

E: vol.aust@bigpond.com

Volunteering QLD

GPO Box 623
Brisbane QLD 4001

P: 07 3002 7600

F: 07 3229 2392

W: www.volunteeringqueensland.org.au

E: vq@volqld.org.au

Volunteering SA

Level 1, 220 Victoria Square,
Adelaide SA 5000

P: 08 8221 7177

F: 08 8221 7188

W: www.volunteeringsa.org.au

E: volsa@volunteeringsa.org.au

Volunteering TAS

18 Goulburn Street
Hobart TAS 7000

P: 03 6231 5550

F: 03 6234 4113

W: www.voltasinc.com

E: volsunteering.tasmania@tassie.net.au

Volunteering VIC

Level 7, 388 Bourke Street
Melbourne VIC 3000

P: 03 9642 5266

F: 03 9642 5277

W: www.volunteeringvictoria.com.au

E: info@volunteeringvictoria.com.au

Volunteering WA

City West Lotteries House
2 Delhi Street
West Perth WA 6005

P: 08 9420 7288

F: 08 9420 7289

E: community@volunteer.org.au

International Volunteer Centres

Australasian Volunteer Program Management (OZVPM)

- OZVPM is a resource, consultancy and training company specialising in volunteerism.
- The mission of OZVPM is to support leaders of volunteers and increase the profile of volunteerism, particularly as it relates to the Australasian region.

PO Box 46
Gawler SA 5118

P: 0413 515 851

W: www.ozvpm.com

E: andy@ozvpm.com

International Association for Volunteer Effort (IAVE)

- IAVE is an international non-governmental organization that promotes, celebrates, and strengthens volunteerism worldwide. IAVE has approximately 800 individual and organizational members in about 100 countries.
- IAVE offers a range of services and other benefits to members, including:
 - newsletter and publications
 - exchanges of experience
 - biannual world conference
 - regional conferences across the world
 - contacts.

Unit 16, Clock Mill
Tillicoultry Business Centre, Upper Mill Street
Tillicoultry Scotland FK 136AX

P: +44 1259 755 225/6

F: +44 1259 752 390

W: www.iave.org

E: iavepres@ukonline.co.uk

Volunteering UK

- Volunteering UK's purpose is to increase the quality, quantity, contribution and accessibility of volunteering throughout England. It recognises the value to society and celebrates the contribution of volunteers in all their diversity.
- Volunteering UK is committed to building a dynamic, strategic, coordinated and sustainable infrastructure for volunteering at national, regional and local level. Its work links research, policy, innovation, good practice and grant making in the involvement of volunteers.

Volunteering UK

New Oxford House, 16 Waterloo Street
Birmingham B2 5UG UK

P: +44 0845 305 6979

F: +44 0121 633 4043

W: www.volunteering.org.uk

E: information@volunteeringengland.org

National Council for Voluntary Organisations (NCVO)

- The NCVO is the umbrella body for the voluntary sector in England.
- It works to support the voluntary sector and to create an environment in which voluntary organisations can flourish.
- NCVO represents the views of the voluntary sector to policy makers and government and consults with the sector to inform our policy positions on issues generic to the sector.
- It also carries out in-depth research to promote a better understanding of the sector and its activities.
- Services offered by NCVO include:
 - a freephone help desk
 - policy briefings
 - information networks
 - events
 - a wide range of publications, including good practice information on everything from trusteeship to employment law, and its own magazine, *Voluntary Sector*.

Regent's Wharf
8 All Saints Street
London N1 9RL UK

P: +44 020 7713 6161

F: + 44 020 7713 6300

W: www.ncvo-vol.org.uk

E: ncvo@ncvo-vol.org.uk

Volunteering Canada

- Volunteer Canada is the national voice for volunteerism in Canada and as such is committed to supporting volunteerism and civic participation through ongoing programs and special projects.
- National in scope, Volunteer Canada's board members, partners and members represent hundreds of different communities across Canada. Its membership includes over 86 volunteer centres established throughout the country in all provinces and the Yukon Territory. It also works in close collaboration with the federation of over 110 volunteer centres in Quebec.
- Managers and directors of volunteers represent a vital aspect of volunteerism in Canada and make up an important aspect of Volunteering Canada's community.

- By developing resources and national initiatives, it actively engages in research, training and other national initiatives designed to increase community participation across the country.
- Volunteer Canada provides leadership on issues and trends in the Canadian volunteer movement.

330 Gilmour Street
Ottawa, ON, K2P 2P6

P: 613 231 4371

F: 613 231 6725

W: www.volunteer.ca

E: info@volunteer.ca

Indigenous resources

Booroongen Djugun College

- The Booroongen Djugun College is a registered training organisation that conducts courses that are industry approved and nationally recognised.
- The College offers its own accredited courses and traineeship.
- Courses are conducted on the College's Kempsey campus and also at other centres throughout New South Wales, Australia.
- The courses have been especially developed for Aboriginal and Torres Strait Islander students and are Abstudy approved (for people who are eligible).
- Courses have been developed so that students who experience learning difficulties in relation to literacy and numeracy can achieve their maximum potential.
- Graduates from the courses will have acquired skills and knowledge that will enable them to apply for a wide range of employment options. The industry skills gained will allow graduates to become competitive in the current job market.
- The College also conducts outreach training programmes for Aboriginal people in areas other than the Kempsey area.
- Booroongen Djugun also provides other essential health care services to the communities in and around the Kempsey area, for example, respite and Home and Community Care (HACC).
- Courses can also be undertaken by distance education.

Booroongen Djugun Aged Care Facility

- Booroongen Djugun Aged Care Facility was established to provide care to Aboriginal frail aged, aged and people with a disability, who could not be cared for in the community. Its services have been extended, as a result of the high demand for aged care in the Kempsey [NSW] area, to also provide high quality care to non-Aboriginal people.
- The facility includes traditional areas with cultural significance, such as:
 - a gathering place
 - goanna pond and areas of still water

- destination walks
- a serpent park of bush medicines and bush tucker
- ‘Doorway to the Dreamtime’, a special room for palliative care use.

Boorongen Djugun Aboriginal Corporation

PO Box 2

Greenhills

Kempsey NSW 2440

P: (02) 65 625556

F: (02) 65 627078

W: www.midcoast.com.au/-booroon/index.html

E: 1. Boorongen Djugun Aboriginal Corporation: booroon@midcoast.com.au

2. Boorongen Djugun Aged Care Facility: agedcare@midcoast.com.au

3. Boorongen Djugun College (+ HACC and Respite): college@midcoast.com.au

4. Boorongen Djugun College - Distance Education: disted@midcoast.com.au

Indigenous palliative care service delivery – a living model

- In recognition of the unique palliative care needs of Indigenous Australians, the National Health and Medical Research Council (NHMRC) commissioned a report which is entitled *Indigenous palliative care service delivery – a living model*. The report was prepared by Dr Pam McGrath and her team from the Centre for Social Science Research at Central Queensland University,
- The NHMRC’s brief for this project was to develop an innovative model for Indigenous palliative care based on research within the Aboriginal communities in the Northern Territory. The Project was completed in consultation with a national panel of experts in Indigenous affairs, Indigenous health and Indigenous palliative care.
- Consequently a generic model was developed, which provides a base line of information to be applied by service providers to their own unique circumstances and which can be applied to the needs of the plethora of services involved in providing Indigenous palliative care. As every service is different, there will be great variation in the detail used in the specifically developed model for each service. For example, there will be great diversity on such issues as needs, obstacles, resources, geography, populations and service aims.
- The model makes a number of recommendations, including providing care with sensitivity, building trust, the need for cross-cultural education about palliative care and strategies for supporting grief and bereavement that are culturally appropriate.
- An electronic version of this report and the companion booklet can be found at: www.mcgrathresearch.net.au.

Providing culturally appropriate palliative care to Indigenous Australians – a resource kit

- The resource kit was developed to support the provision of palliative care to Indigenous Australian people, their families and communities, and to support palliative care providers in examining their practice for cultural appropriateness to Indigenous Australians.
- The kit was funded by the Australian Government’s Department of Health and Ageing as part of its National Palliative Care program.

Government Department of Health and Ageing
Rural Health and Palliative Care Branch
GPO Box 9848
Canberra ACT 2601

P: 1800 020 787

F: 02 6289 9295

W: www.health.gov.au/palliativecare

Culturally and linguistically diverse background resources

Community Visitor's Scheme

The Department of Health and Ageing funds the Community Visitor's Scheme (CVS), with the aim of improving the quality of life of isolated residents of RACFs through friendship and companionship.⁹

The CVS not only provides direction regarding meeting the needs of residents who are lonely or isolated, it also offers considerable guidance regarding appropriate cultural practices for residents in aged care facilities.

Government Department of Health and Ageing
Quality Outcomes Branch
GPO Box 9848
Canberra ACT 2601

W: www.health.gov.au

Multicultural palliative care guidelines

- These guidelines were developed by Palliative Care Australia to provide strategies regarding the provision of culturally appropriate palliative care services.
- An electronic version of this report and the accompanying companion booklet can be found at: www.pallcare.org.au/publications/guidelines.pdf

The National Office of Palliative Care Australia is situated at:

Suite 2, 37 Geils Court
Deakin ACT 2600

Postal Address:

PO Box 24
Deakin West ACT 2600

P: 02 6232 4433

F: 02 6232 4434

W: www.pallcare.org.au

E: pcainc@pallcare.org.au

Training resources

ACT Hospice and Palliative Care Society

The ACT Hospice and Palliative Care Society has put together a volunteer handbook, which provides an excellent example of the information needs that volunteers involved in a palliative approach are likely to require. The Society also provides training in a palliative approach.

ACT Hospice and Palliative Care Society
PO Box 88
Civic Square ACT 2608

P: 02 6247 4511

F: 02 6247 5422

W: www.calvary.act.gov.au

Glen Eira Volunteer Resources Centre

The Glen Eira Volunteer Resources Centre has put together a manual to assist managers of volunteers to develop a training cycle.

Monday, Wednesday and Thursday 8.30am to 5.00pm

Community Information Glen Eira
256 Hawthorn Road Caulfield VIC 3162

P: 03 9524 3303

F: 03 9524 3267

W: www.volunteeringvictoria.com.au/links_statenetwork.shtml

E: lthompson@gleneira.vic.gov.au

National Volunteer Skills Centre

- The National Volunteer Skills Centre's aims are to support voluntary and volunteer involving agencies throughout Australia to develop and implement their training and skills development needs, to reduce duplication in volunteer training and to make information about volunteer training and volunteer training programs more easily accessible.
- The NSVC is developing a nationally consistent approach to volunteer training and skills by providing generic and specialist volunteer training materials, and a comprehensive and up-to-date library of resources. The volunteer sector can use these services free of charge to provide quality training in their own organisations, where volunteers can access the training they need and deserve.
- The first integrated training program that the NVSC developed for volunteers, Active Volunteering, is now accredited at Certificate 1, 11 and 111 levels. The aim of this course is to provide a generic training program to meet the skill development needs of volunteers across a broad range of volunteer sectors. The areas covered include work organisation, communication in the workplace, working with others, workplace safety, and working with cultural diversity. Modules under development include a number in the areas of computer skills, community development and community managed boards.

Level 3, Suite 2
11 Queens Road
Melbourne VIC 3004

T: 03 9820 4100

W: www.nvsc.org.au

E: nvsc@volunteeringaustralia.org

National Training Information Service (NTIS)

- The National Training Information Service (NTIS) was developed by the Australian National Training Authority (ANTA) to provide access to current and emerging training market information and products in vocational education and training. Currently, the NTIS comprises a database of:
 - VET accredited courses
 - competency standards
 - training packages
 - training providers and text information on a range of complementary issues.
- Significant changes to the content, delivery and choice of training have emerged over the last few years, culminating in the introduction of training packages, introduced in 1998.

W: www.ntis.gov.au

The School of Volunteer Management

- The School of Volunteer Management (SVM) is a registered training organisation providing skills, management and leadership training to the not-for-profit sector. The School is committed to assisting organisations and individuals to maximise their potential through the provision of high quality education, training and consultancy services on volunteer management and general management issues.
- The School of Volunteer Management offers a raft of volunteer management and business management courses customised to reflect the unique character and diverse needs of the not-for-profit sector and the people it engages. In 2005, SVM will expand our range to include selected units from the Business Services Training Package. Students will be able to undertake a Certificate I, II, III, IV or Diploma of Business or select individual units at a level to suit their needs and interests.
- In partnership with the Fundraising Institute Australia Ltd, SVM will also offer a Diploma of Fundraising Management and a Certificate III in Fundraising Practice, designed to provide professional qualifications for fundraisers.

Level 2, 228 Pitt Street
Sydney NSW 2000

P: 02 9261 3600

F: 02 9261 4033

W: www.svm.net.au

E: info@svm.net.au

Volunteering Queensland

- Volunteering Queensland (VQ) has highly skilled educators who provide various courses and who can customise training to your needs.
- VQ is a registered training organisation with Quality Improved status.
- More than 2000 people a year attend education programs facilitated by Volunteering Queensland.

Level 6, 333 Adelaide Street
Brisbane QLD 4000

P: 07 3002 7600

F: 07 3229 2392

W: volunteeringqueensland.org.au

E: vq@volqld.org.au

Palliative care volunteer training guidelines

- The guidelines were developed by Palliative Care Victoria and provide an excellent manual as to what is required to train a volunteer about palliative care.
- VQ is a registered training organisation with 'quality improved' status.
- More than 2000 people a year attend education programs facilitated by Volunteering Queensland.

Palliative Care Victoria
Suite 3C, Level 2, 182 Victoria Parade
East Melbourne VIC 30021

P: 03 9662 9644

F: 03 9662 9722

W: www.pallcarevic.asn.au

E: info@pallcarevic.asn.au

References

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2. Volunteering Australia 2003, *Running the risk? a risk management tool for volunteer-involving organisations*. Melbourne, Victoria: Author.
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8. Glen Eira Volunteer Resource Service 2003, *Building on basics: managing an effective volunteer training program*. Author: Glen Eira, Victoria.
9. Australian Government Department of Health and Ageing 2004 *Community visitors scheme (CVS): guidelines*. 7th ed. Canberra, Australian Capital Territory: Author.



For more information about the National Palliative Care Program, please contact our freecall enquiry line on **1800 020 787** or visit www.health.gov.au/palliativecare

THE NATIONAL
PALLIATIVE CARE
PROGRAM