

Toolkit

VOLUNTEERING: WHAT'S IT ALL ABOUT?

Inspire volunteers to join your organisation and lay the groundwork for a mutually rewarding relationship – tools and advice for managers holding information sessions on volunteering.



NVSC is a project of Volunteering Australia

Funded by the Department of Families, Community Services and Indigenous Affairs



Toolkit

VOLUNTEERING: WHAT'S IT ALL ABOUT?

Welcome to the toolkit, *Volunteering: What's it all about?* The resources in this toolkit will assist you to design and conduct an inspiring information session on volunteering. It may also help you build your own knowledge about volunteering in Australia. The presentation is aimed at people who have never volunteered or have not volunteered for a long time.

The resources are generic in nature, and we invite you to customise them to suit your circumstances and the nature of your organisation. Our suggestions are meant more as prompts than instructions.

You can either deliver this material as a PowerPoint or slide presentation or, if you choose, it can be delivered solely as an oral presentation without visual aids.

HOW THIS RESOURCE CAN ASSIST WITH RECRUITING VOLUNTEERS

There are many reasons why you might hold an information session on volunteering. Many organisations hold information sessions for the purpose of raising the profile of volunteering and recruiting volunteers. This toolkit has been designed with this in mind, and will assist you deliver sessions with the following goals:

- 1. To promote volunteering as an activity which benefits the community and the volunteer, and inspire people to become volunteers;

- 2. To recruit volunteers for a specific field or area within the volunteering sector, such as the sports and recreation field, arts and culture, health, or community services;

- 3. To recruit volunteers for a specific organisation.

We have offered an initial framework to support each of the three scenarios listed above. Whichever one you choose, you will be equipping prospective volunteers with information that enables them to make an informed choice about volunteering. In our experience, this leads to better volunteering experiences and outcomes for all concerned.

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Part one

PLANNING THE INFORMATION SESSION



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PART ONE: PLANNING THE INFORMATION SESSION

Taking a marketing approach

When you recruit a volunteer, your organisation is gaining their time and skills. Keep in mind, however, that the volunteer is also seeking value from the experience. They may seek the satisfaction of helping others, or have other personal needs such as gaining work experience in exchange for contributing their time and skills. They may wish to learn new skills, or extend their social networks. There are many reasons why people volunteer. Understanding volunteers' motivations is central to the successful involvement of volunteers in your organisation or program.

When planning your information session, consider how it will show a prospective volunteer that there is real value to them in volunteering, and how it can satisfy their needs. If you are not a volunteer yourself, you may wish to involve one of your organisation's volunteers in the delivery of the session, or parts of the session. This way, participants will hear first hand just how rewarding volunteering can be. It can also help you demonstrate or reinforce the positive messages contained in your presentation, especially those around valuing volunteers' contributions and the opportunities that volunteering provides for people to engage with their community.

Figure 1 on page 6 is based on marketing theory and shows the relationship of needs between the volunteering organisation and the volunteer. The main point is that a process of exchange takes place: there is value to the organisation in drawing upon the services of the volunteer, but in order to achieve this, the volunteer must derive value from the organisation. Understanding this relationship can help you address the key issues that motivate a prospective volunteer to take the next step.

Figure 1 also illustrates that being a volunteer requires commitment and reliability. This does not necessarily mean that a volunteer must commit to an organisation over a long period of time, but rather that the volunteer can be relied upon to carry out agreed activities. Similarly, organisations have responsibilities to their volunteers. These aspects of volunteering are addressed in the resources in this toolkit.

In your experience, you may have seen that people continue to volunteer because they take pride in their volunteering work. Often, taking pride in one's work is closely connected to how that work is dignified and valued by others. Part of respecting the work of volunteers involves providing the support, interest and guidance which their time, skills and commitment warrant. This includes setting expectations and recognising when these have been met or exceeded. This is an important point because it gives context to the relationship between the volunteer and the organisation. Bearing this in mind, your information session can not only communicate the benefits of volunteering, it can also lead prospective volunteers to understand and value what is required and expected of them.

As the presenter of an information session, you need to achieve a balanced view – on the one hand motivating and enthusing people and on the other sensitively conveying the commitment that goes with being a volunteer. In addition to this, it is important to communicate the responsibilities a volunteer-involving organisation has for its volunteers, and to ensure that volunteers are aware of their rights.



VOLUNTEER PERSPECTIVE

ORGANISATION PERSPECTIVE

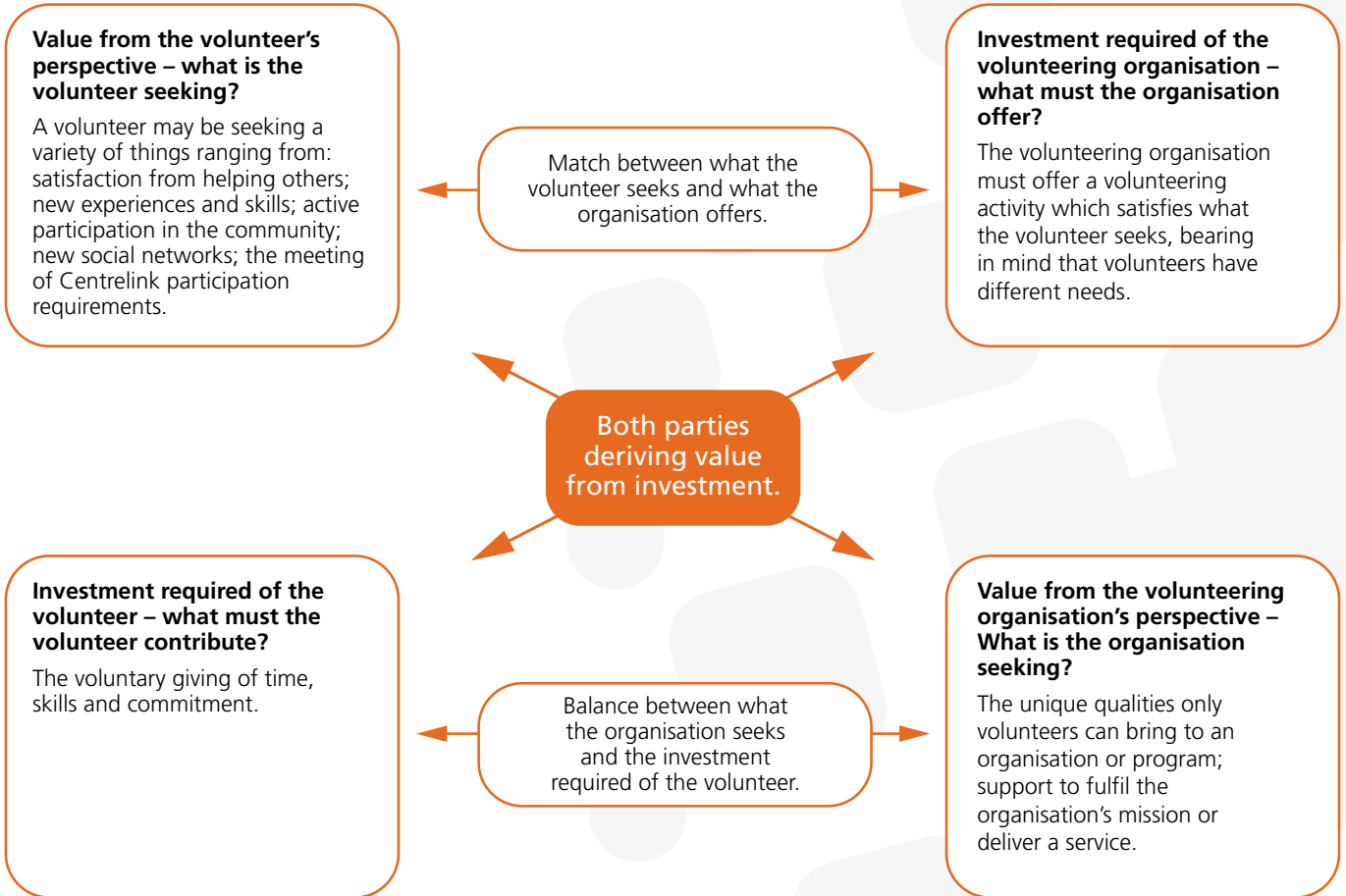


Figure 1: Exchange of needs between the volunteer-involving organisation and the volunteer

A GENERAL STRUCTURE FOR YOUR SESSION

As discussed earlier, this toolkit is designed for those holding an information session for one or all of three reasons: promoting volunteering and inspiring people to become volunteers; recruiting volunteers for a specific field or area within the volunteering sector, such as the environment or arts and culture fields; or, recruiting volunteers for a specific organisation.

Once you have decided the purpose of your session, you will be able to structure it so that it meets your needs, as well as the information needs of the volunteers. This may mean discarding or changing some of the PowerPoint slides we have provided in this toolkit.

Figure 2 on page 8 illustrates how having a clear objective for your session can and should determine its structure.

No matter which objective you choose, we suggest that your information session cover some core topics. The slides and presenter notes contain detailed information about these topics.

➤ 1. Welcome and introduction

Extend a warm welcome to attendees and express appreciation for their attendance. Summarise the purpose of the session and how it is structured, and outline housekeeping matters.

➤ 2. What is volunteering?

Discuss the nature of volunteering in Australia, including the definition and principles of volunteering. Seeking comments from attendees is a way of getting them actively involved, and will give you insight as to what they are looking for.

➤ 3. Why be a volunteer?

Outline the diverse ways that volunteers contribute to the community and find personal reward. Communicate the benefits volunteering brings to the community. You may be able to ask the attendees to offer examples. This is the perfect opportunity to involve a volunteer in the delivery of the session and ask them to share their personal perspective.

➤ 4. Being a volunteer

Communicate the rights of volunteers and discuss the commitments required of a volunteer, according to their level of interest and the needs of the organisation and its stakeholders. Discuss how organisations can and do support volunteers to get the most out of their volunteering experiences.

➤ 5. Becoming a volunteer

Provide guidance on the next steps to becoming a volunteer. Outline any relevant processes, such as police checks or training. Keep this section motivational – show that the relevant processes are not threatening, but are reasonable and consistent with good practice. Show how these processes underscore the importance and valued status of being a volunteer.

When you present your information session, you will be taking your participants on a journey from *interest* to *action*.

When you begin, your participants will have an interest in the topic, but the nature of this interest will vary from person to person. As you progress through the session you will learn more about their motivation because you will have invited their contributions. At the conclusion of the session, you will have guided participants to take the next step and become volunteers.

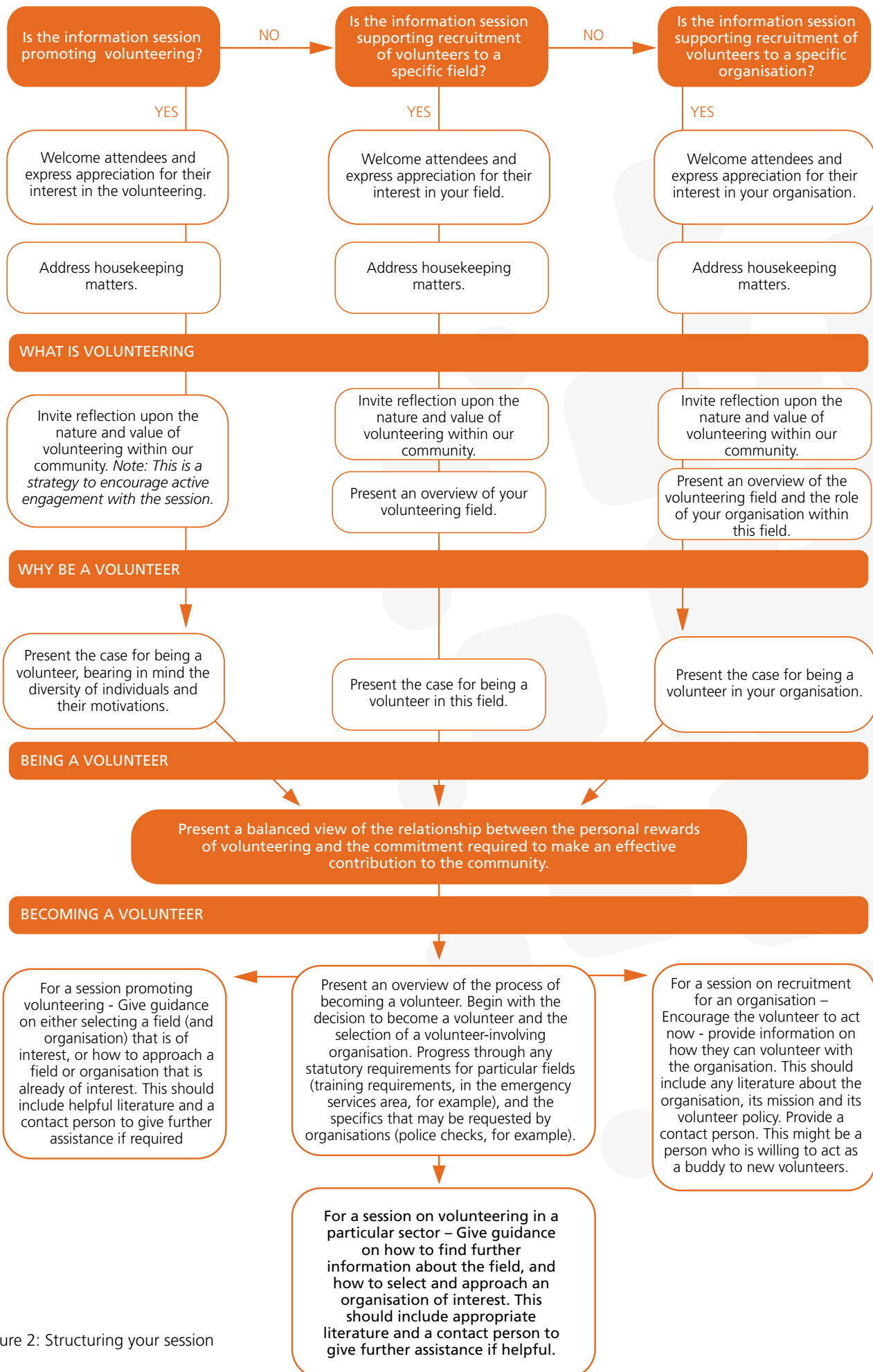


Figure 2: Structuring your session

A STRATEGY FOR MAKING YOUR SESSION SUCCESSFUL

Set your objective

Design, promote and conduct your session with a clear objective in mind. It should meet the needs of both your organisation and your participants.

Pitch your message

While you may have a clear objective in mind, you may not always know why your attendees are coming along – motives will vary from person to person. This requires you to be alert for messages you can pick up from your audience, so you can shape your remarks and the amount you involve participants in the presentation. Given that your audience will probably have diverse interests and needs, you need to keep your antenna up. Don't worry if you don't get it all absolutely perfect, especially if you have to cover a lot in a short period of time.

It is probably easier to deliver a presentation that focuses on a specific organisation or volunteering area. You will be able to address the particular functions of that field and the typical role of a volunteer. Because the participants will already have an interest in the field, you may be able to hold their attention more easily and for a longer period of time.

Prepare your presentation

Plan your information session to meet your objective. Prepare a schedule (including activities that encourage active participation) that fits the available time.

The way you use PowerPoint slides and handouts will depend on your personal style and objectives, as well as the environment in which you deliver the presentation.

The context of your presentation can also vary. In some instances, the information session is a stand-alone presentation. In others, it may be integrated with a site visit, a guest speaker or other tactics. For example, a session for volunteer firefighters may include a visit to a fire brigade, and a 'meet the volunteers' barbecue.

Evaluate the session

Evaluation is part of the process of continuous improvement. If possible, seek feedback from the participants about what they found useful and what they did not. Follow up with volunteer-involving organisations to see whether they have received applications from volunteers as the result of your information session. Use this information to refine and improve the session.



CHECKLIST FOR AN INFORMATION SESSION

BEFORE THE SESSION

Do you have a well-informed understanding of what your participants expect from the session?
Is your session content flexible enough for you to assess participants' needs and adjust the session accordingly?
Do special arrangements need to be made for any participants? For example, will you need an interpreter (for language issues or hearing impairment)? Are there any cultural or personal confidence factors that may influence how much people actively participate in the session? Do you have wheel-chair access?
Does the venue meet your requirements, including access, seating and equipment?
Have you practised the presentation to ensure it can be delivered in the time available?
Do you have all your support materials available (including slides, brochures, handouts and registration forms)?

DURING THE SESSION

Are you inviting and supporting participants to contribute with questions and comments? Is this working according to plan and in a way that is appropriate for your audience? Note: Not all participants will want to speak up, but they will want to feel they are being included and their interest is acknowledged.
Are you keeping on track with timing?
Are you addressing all key points? Note: It's easy to run out of time by getting into too much detail. Aim to give participants an overall understanding. Question time at the end of the session is a good strategy to adopt. Questions will both elicit detail on areas of interest to the participants, and engage participants and make them feel involved.
Are you presenting the session in a way that is inclusive of everyone's needs? Note: This should prompt you to do things to meet the needs of specific participants. For example, you may want to read out the slides for people with sight difficulties.
Are you alert and responsive to signs by individual attendees that their requirements are not being met? Note: Signs that indicate dissatisfaction or lack of interest include body language such as frowning or yawning, a slumped posture or obvious confusion. Taking note of these and finding ways to prevent them are part of the process of continuous improvement.
Are you delivering an experience that builds on participants' interest and motivates them to become volunteers? Note: While you will bring substantial knowledge and experience to the presentation, beware of overwhelming your audience with too much detail.

AFTER THE SESSION

Do participants have enough support to take the next step in becoming a volunteer? Note: This support can range from having appropriate handouts and forms available, to organising an existing volunteer to act as a 'buddy'. Also, make yourself available for questions after the conclusion of the session – some people will be uncomfortable asking questions in front of others, and may wish to approach you after the session concludes.
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Part two

RESOURCES



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PART TWO: RESOURCES

In this section you will find:

- A running sheet for a PowerPoint presentation on volunteering;
- PowerPoint presentation – a set of PowerPoint slides for you to use as is, or change as required;
- Presenter's notes – a detailed outline of each slide and notes to ensure you are informed of key facts and other important information;
- Frequently – Asked Questions on volunteering;
- Make your PowerPoint powerful – tips on using PowerPoint;
- Getting the most from your handouts – tips on preparing handouts;
- Determining a volunteer role – a tool to help you determine whether a role is appropriate for a volunteer, or should be a paid position;
- Definition and principles of volunteering – for inclusion in your handouts;
- Volunteer rights and volunteer checklist – for inclusion in your handouts.

Some notes about the resources

Presenter's notes

The notes accompanying the PowerPoint slides are offered to you, the presenter, as background information on each section of the presentation so that you will be equipped to answer any questions that may arise. While we appreciate that many presenters will have in depth experience and knowledge about volunteering, we also try to cater to those presenters who are hoping to build their knowledge and understanding of volunteering.

We do not suggest that all this information be delivered to participants, but we do suggest that you be aware of all the issues and implications discussed in the notes, and comfortable with your level of understanding about these matters. To make the resources easier for you to use, the key messages to be conveyed in the presentation are summarised under the 'notes in brief' heading in the side panels.

Also, we have done our best to indicate which slides we think are relevant for each of the three session scenarios. You will see a ticked checkbox () when we believe a slide is relevant for your particular session. These are labelled as follows:

- For a session promoting volunteering: *Volunteering*
- For a session to promote a particular field or area within the volunteering sector and recruit volunteers: *Field / area*
- For a session to promote a particular organisation and recruit volunteers: *Organisation*

If we believe that a slide is relevant to you but requires some customisation, you will see the note 'customise' placed next to the checkbox.

Remember, at the end of the presentation a participant should have a clear understanding of what volunteering is all about, as well as options for choosing a volunteer position.

PowerPoint slides

When you open the PowerPoint slides, you will see that the wording on most slides is very brief. This is to ensure that attention remains on the presenter rather than on reading the slide.

Having fewer words on the slide also allows you to add photographs or other illustrations to enhance the presentation. It will also be more attention-grabbing: the simpler the statement, the stronger the statement. While it is important that some of the text be precise (particularly statistics), it is also okay to keep some text fairly informal. This will help to convey a down-to-earth and approachable impression. Participants won't feel as though they will be 'tested' at the end of the session, or that it is a sombre and serious affair. For further advice about creating and delivering PowerPoint presentations, see Appendix 2, Make your PowerPoint powerful.

The slides included in this toolkit are generally most useful when presenting an information session to promote volunteering and inspire people to volunteer. Even in this instance, they are intended as a guide so bear in mind that not all slides may be appropriate for your particular information session. If you are preparing an information session on volunteering within a particular area or organisation, you may want to replace some of the slides with more specific information. You may amend or discard slides as you see fit.

A note about acknowledgments

In preparing this toolkit, Volunteering Australia has drawn from a range of resources. You will note that when we refer to these resources, we reference them by naming the source of the information and the year in which it was written. Similarly, these resources and authors (including Volunteering Australia itself) should be acknowledged if you quote or use their work in your handouts.

This is simple to do:

- If you draw on an idea or quote from this toolkit which we have acknowledged as belonging to another author, you should name that author, the year the work or the quotation took place, and mention that you obtained the information from this toolkit. An example of this type acknowledgement is as follows: Ironmonger, D., 2000, cited in Volunteering Australia, 2006, Toolkit, 'So you want to involve volunteers?', www.volunteeringaustralia.org
- If you reproduce any text from this toolkit in your handouts, you should enclose it within 'quotation marks' and provide the accompanying reference: Volunteering Australia, 2006, Toolkit, 'So you want to involve volunteers?', www.volunteeringaustralia.org

RUNNING SHEET FOR THE POWERPOINT PRESENTATION

Time (or running out of it) is a perennial challenge for presenters. Because we are not in a position to know how long or short your presentation needs to be, and in which sections of the presentation you will want to encourage interaction, we have not provided time indications in the running sheet below. This column is blank, so that you can determine how long each part of the presentation should run.

Note that the running sheet reflects the PowerPoint slides provided in this toolkit, and that some slides in the running sheet are shaded. If you insert or delete slides you will need to update your running sheet. Slides which are shaded represent core information which we believe is particularly important, and applicable to all of the three session scenarios.

Usually, presenters find that they need to be very disciplined in speaking to each slide to make sure they don't run out of time. One of the challenges you will have is balancing the input of participants and conveying the information you need to, within time constraints.

We strongly recommend that you encourage participants to ask questions and offer input as much as time allows – there is nothing more off-putting as a 'participant' than being talked at for a lengthy period of time. While some participants will not wish to contribute and you should be sensitive to their needs, remember that one of the key themes of volunteering is participation. If you talk about participation but provide no opportunity for this during your session, it might generate cynicism or impact negatively on participants in other ways. Try to avoid discord between the message you are trying to convey and the message that is being received.

Of course, there will be some instances when you need to focus on providing information rather than eliciting others' contributions. Acknowledge these instances. Tell participants when you need to 'power through' various topics or key pieces of information.

Remember, the main aim of your presentation is to give participants an overview of one of the three scenarios. The summaries of the key messages in the Presenter's Notes should help keep you on track and make sure you get the main points across. Detail can be covered in handouts or subsequent contact with participants.

SLIDE	SLIDE TEXT	PRESENTER TIME	ATTENDEE TIME	COMMENT
1	Participate, activate, create: Volunteer			Brief, but warm, welcoming remarks to your presentation. Housekeeping matters are also addressed at this time, as well as an ice-breaker exercise if desired.
2	What we'll cover			Presenter should read dot points as they are revealed.
3 – 5	Topic Introduction: Volunteering – it's not what you think it is...			Opportunity to invite discussion - presenter can ask participants what they think volunteering is, and what sort of roles are available. Reveal the unusual, engaging examples of volunteer positions one by one, and explain the context of the role.
6	What is a volunteer?			Includes the definition of formal volunteering. Equally applicable for a generic or a customised presentation.
7	Things to remember about volunteering			This section is about the principles of volunteering. Equally applicable for a generic and customised presentation.
8	Everyone counts			Useful background information, with key statistics. Read this information as it appears on screen and inform participants of key trends.
9	Why is volunteering important?			This information will need supplementing, as per the Presenter Information.
10	Volunteering: give it a try			Another opportunity to encourage discussion.
11	It takes all types...			Analysis of motivations and opportunity to debunk stereotypes. Requires presenter to lead discussion. Opportunity for group involvement.
12	Who benefits?			Another opportunity to invite discussion. Examples of benefits of volunteering should be read aloud.

TIME SO FAR:

BREAK – 15 MINS

SLIDE	SLIDE TEXT	PRESENTER	ATTENDEE	COMMENT
13	Topic Introduction: What's it like to volunteer?			For the generic presentation there is probably no need for comment by the presenter – just reveal the slide.
14-15	Volunteering happens everywhere			These slides can be customised to suit a specific volunteering area or field. They can be omitted if you are talking about a specific organisation.
16-17	What can you do?			These slides can be customised to suit a specific field, or to show the range of volunteer roles in a specific organisation.
18	Your rights as a volunteer			Equally applicable for generic and customised presentations.
19	What do organisations expect of you?			Equally applicable for generic and customised presentations.
20	Topic introduction Change your world – start now!			No need for comment by the presenter – just reveal the slide. This begins the 'call to action' part of your presentation.
21	Choosing how and where			This slide can be customised to suit the needs of a particular organisation.
22	The application process: diligent, but not daunting			This slide can be customised to suit the needs of a specific field or organisation.
23	Questions?			This slide should be customised if dealing with a particular organisation.
24	Change your world – START NOW!			Close of presentation. Thank participants and encourage further contact.
TOTAL SESSION TIME				

POWERPOINT PRESENTATION

Please download and open the powerpoint presentation located alongside this toolkit. You may wish to print both off, and have them beside you as you read through the Presenter Information.



PRESENTER'S NOTES



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Notes in brief:

'Hello and welcome to...'

'My name is...'

'First, a few housekeeping matters...'

'Let's do some introductions...'

SLIDE 1 (COVER SLIDE): PARTICIPATE, ACTIVATE, CREATE: VOLUNTEER

Purpose

1. To welcome participants;
2. To help participants feel comfortable;
3. To introduce the presenter and organisation.

Suggested wording of slide

Existing text in Slide 1 (the cover slide) of the PowerPoint presentation, or:
Name of organisation and/or field;
Your chosen title of your session.

Presenter information

At the start, participants are given information such as:

- The name of the organisation and session presenter/s;
- Housekeeping – The location of exits and toilets; where water, tea and coffee are located; whether there will be a break and for how long; when the session is expected to finish.
- Whether there will be an interpreter present, or access to an interpreter after the session, if participants request this service;
- Icebreakers: You may want to help people feel relaxed and comfortable by using an icebreaking exercise. This can be as simple as giving people the opportunity to share their name and what brought them to this particular session.

If you do use an icebreaker, be aware of the time this exercise is likely to take, especially if you have a large audience. Ensure that this does not cause your session to run over time.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

SLIDE 2: WHAT WE'LL COVER

Purpose

To inform participants of the purpose of the session, and what they can expect will be covered in the session.

Suggested wording of slide

Existing text in Slide 2 of the PowerPoint presentation, or:

You can use titles such as 'Session Contents' or 'Session Objectives', or even a title as specific as 'Today we will cover:'

Presenter information

This part of the session should cover:

- The objective/s of the session;

- What topics will be covered;

- Whether there will be an opportunity immediately after the session to either make an appointment with the organisation's information and referral service, or to organise an interview with the organisation;

- Whether handouts or brochures are available.

Slide suitable for:

- Volunteering
- Field/area (customise)
- Organisation (customise)

What we'll cover

- What is a volunteer?
- Why become a volunteer?
- Your rights as a volunteer
- How to become a volunteer
- Your questions and comments

Notes in brief:

'The purpose of the session today is...'

'We will be covering...'

'There will be time for questions.'

'Handouts will be provided.'

SLIDE 3: TOPIC INTRODUCTION

Volunteering – it's not what you think it is Slides 4 and 5: You can...

Purpose

- To capture participants' attention and engage them.
- To broaden participants' perceptions of what volunteering is, and the diversity of roles available.

Suggested wording of slides

Existing text in Slides 3, 4 and 5 of the PowerPoint presentation.

Presenter information

Make your session fresh and engaging by kicking it off with some information which will surprise your participants and get them thinking.

You can assume that some or all participants will already have an interest in volunteering, however taking participants from interest to action is not a guaranteed outcome. While some will not have pre-conceived ideas about what volunteering is and what it might hold in store for them, others may have a more formulaic idea which is not quite accurate and does not do justice to the richness and diversity of volunteering. Your session is an opportunity to get undecided participants over the line. Enthuse them about volunteering and what it can bring to their lives.

We know volunteering to be an enormously rewarding and stimulating activity. Ask participants what they think volunteering involves, and the types of opportunities available.

On page 20 you will find some of the more unusual volunteering roles available. Following the examples put forward by participants, acknowledge that the more traditional volunteering roles exist, but then reveal your examples as a way of encouraging participants to shed any stereotypical views that they may have. Examples should be revealed one at a time, to allow you to explain the context of each volunteering example (see the information in the right hand column of the table on page 20).

You may like to swap these with examples of your own, particularly if the objective of your session is to recruit volunteers to a particular field or organisation. We still suggest that you choose the more unique examples that will arouse curiosity. Often, participants attending a session about volunteering in a particular field or organisation will have an even firmer idea about volunteering entails.

Volunteering – it's not what you think it is...

You can...

- Masquerade as a dignitary, perhaps even the queen...
- Do a spot of bird watching, or breed frogs in your swimming pool
- Unearth ancient treasures
- Walk with a brown-eyed girl
- Turn your hand to knitting

You can...

- Invent a life-altering aid
- Go surfing or ten pin bowling
- Help plan a campaign
- Count every drop
- Hit the road

Notes in brief:

'Volunteering may surprise you – there is a wide variety of roles available...'

TELL PARTICIPANTS THAT THEY CAN:

EXAMPLE OF VOLUNTEERING ROLE	CONTEXT OF ROLE
Masquerade as a dignitary, perhaps even the queen	Commonwealth Games volunteers took the place of dignitaries during dress rehearsals for the opening and closing ceremonies.
Do a spot of bird watching or breed frogs in your swimming pool	Animal protection groups involve volunteers to help ascertain numbers of endangered species and protect these species.
Unearth ancient treasures	Volunteers often participate in archaeological digs, both in Australia and overseas.
Walk with a brown-eyed girl	Volunteers help care for guide dog pups, before they commence training to assist people who are vision-impaired.
Turn your hand to knitting	Volunteers knit the outer coverings for imitation breasts, used in ante-natal classes, and coats for birds that have lost feathers or been subjected to environmental hazards such as oil spills.
Invent a life-altering aid	Engineers, ergonomic specialists and industrial designers design and create aids for people with disabilities.
Go surfing or ten pin bowling	Support groups for people with disabilities call on volunteers to assist with social, sporting and recreational outings.
Help plan and run a campaign	Social activist groups such as asylum seeker support groups involve volunteers in lobbying and advocacy activities.
Count every drop	Volunteers contribute to meteorological statistics by measuring and reporting rainfall across Australia.
Hit the road	Arts and music festivals often involve volunteers as roadies to help move and set up equipment.

Slide suitable for:

- Volunteering
- Field/area (customise)
- Organisation (customise)

SLIDE 6: WHAT IS A VOLUNTEER?

Purpose

- 1. To advise participants that there is a widely accepted definition of formal volunteering which exists to protect volunteers, and the volunteering sector.
- 2. To ensure that the key points in this definition are understood.

Suggested wording of slide

Existing text in Slide 6 of the PowerPoint presentation, or:

You may want to present this slide as a question on its own and ask participants to offer their own definitions of volunteering, or ask participants what they think a volunteer is, before you run through the key points of the definition of formal volunteering.

This PowerPoint slide contains the key points of the definition of formal volunteering, rather than the complete definition. We have constructed these points so that this section of the presentation is about 'what a volunteer is' (and by implication what a volunteer isn't), rather than presenting information about volunteering as a concept. This is likely to be more engaging and meaningful to the participants. Because the actual definition of volunteering is not in the PowerPoint slides, you may wish to provide a copy of the complete definition in your handouts, which you will find in Appendix 5. The complete definition is also contained in the Presenter Information, below.

Presenter information

While it is valuable to expand participants' thinking about what volunteering entails and the exciting opportunities it affords, it is important that this thinking takes place within a framework, and that some boundaries around what volunteering is and is not, and what a volunteer is and is not, can be defined.

An accepted definition of formal volunteering is therefore a critical reference for the sector. It protects the integrity of volunteering, and it also protects volunteers by ensuring that the term 'volunteering' and what is and is not intended when we use this word is widely understood.

The definition and principles of volunteering are the result of a national consultation undertaken in 1996 with a wide range of stakeholders including volunteers, personnel of not-for-profit organisations, policy makers and unions. They are enshrined in one of Volunteering Australia's Foundation Documents, which we recommend you include as one of your handouts. You will find a copy of this document in Appendix 5 of this toolkit.

Definition of volunteering¹:

Formal volunteering is an activity that takes place

- in or through *not-for-profit organisations*;
- is for the *benefit of the community*;
- is undertaken of the volunteer's *free will* and without coercion;
- for no *financial payment*; and
- in designated *volunteer positions* only.

To help people understand the definition, a glossary of terms has been developed. The words and terms in italics in the definition above, are explained in the glossary on page 22.

What is a volunteer?

When you are a volunteer you:

- choose to give your skills and time
- help out the community and the not-for-profit organisation you volunteer with
- get something out of it yourself
- do it for free
- work in a specially assigned volunteer role

Notes in brief:

'The definition of formal volunteering protects the integrity of volunteering, and protects volunteers.'

'It helps volunteers make informed choices.'

'The definition is:...'

'The key points to remember about the definition are...'

¹ Volunteering Australia (June, 2005), Definition and Principles of Volunteering, www.volunteeringaustralia.org



GLOSSARY OF TERMS

Not-for-profit organisation

A 'for-profit' organisation exists in order to generate income for its owners/shareholders, although it may have other goals along the way. A 'not-for-profit' organisation is one established to meet particular social, charitable, political or public interest objectives, although it may also make money (profit or surplus after costs).

The different aims of the two types of organisation dictate what they can and cannot do with the surplus they have, after costs. Owners of for profit organisations may re-invest their profit in the business but they are also entitled to keep it and/or distribute it amongst the owners or shareholders. The not-for-profit manager must apply any surplus income to further the aims of the organisation. Further, if and when a not for profit organisation is wound up, its assets and remaining funds should also be applied to those aims or distributed to similar organisations. A 'not-for-profit' organisation could therefore be defined as 'one which exists to meet specific social purposes unrelated to profit, and any profit it makes is reinvested to support its cause and advance its mission.'

Benefit

- 1. Something that promotes or enhances well-being;
- 2. An act of kindness;
- 3. Anything that is for the good of a person or thing ²

The community

- 1. People constituting a community, state or nation;
- 2. People who all live in the same locality; people with shared interests;
- 3. A group identified as a particular part of society, e.g. the gay community ³

Free will

- 1. Free choice, voluntary decision;
- 2. In philosophy – the doctrine that the conduct of human beings expresses personal choice and is not simply determined by physical and divine forces. ⁴

Financial payment

Payment for a service provided as opposed to reimbursement of costs incurred.

Reimbursement

Repayment of expenses or losses incurred on behalf of the organisation.

Volunteer position

A position that:

- Has never been, nor is likely to be, a paid position within that organisation;
- Is not normally the subject of an Australian workplace agreement, an individual employment contract or an industrial award; or
- Cannot be paid for easily in practice, for example a friendly visitor or an emergency disaster worker.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

² Drawn from definition in Dictionary.com, <http://dictionary.reference.com/>, accessed 20th April, 2006

³ As per footnote 2

⁴ As per footnote 2

Things to remember about volunteering

- It's always a matter of choice
- It only takes place in the not-for-profit sector
- It's about participating in the community
- It's unpaid
- It creates positive change

Notes in brief:

'The principles of volunteering reflect the philosophy of volunteering in Australia.'

'Together with the definition of formal volunteering they form a foundation which...'

'There are eleven principles which you will find in your handouts. The key things to remember about volunteering are...'

'An example of how the principles can help you differentiate volunteering from other activities is...'

SLIDE 7: THINGS TO REMEMBER ABOUT VOLUNTEERING

Purpose

- 1. To introduce participants to the principles of volunteering and explain why these are important;
- 2. To enable participants to understand how volunteer work is shaped by context;
- 3. To ensure that participants remember the key principles.

Suggested wording of slide

Existing text in Slide 7.

As per the previous slide regarding the definition of formal volunteering, rather than listing all of the principles in the PowerPoint slides, we have distilled the principles into five key points for participants to remember. Because the principles are not actually listed, we suggest that you provide a copy of these in your handouts, which you will find in Appendix 5.

Presenter information

There are eleven principles of volunteering, as practised in Australia. The principles communicate the philosophy that underpins volunteering. These are listed below, along with the intention of each principle.

Together with the definition of formal volunteering, the principles form a solid foundation which:

- protects the integrity of volunteering;
- distinguishes it from other citizenship activities and other forms of unpaid work;
- recognises the diversity of volunteering;
- recognises in an inclusive way the values underpinning volunteering;
- provides the sector with a framework to work within to promote and advance volunteering.

You will probably not have enough time to delve into the detail of every principle and the intention behind these in your presentation, however being well versed in this area will serve you well should you be asked any questions. Also, you may find that it adds to your own body of knowledge.

For the sake of practicality and time constraints, you may wish to simply state why the principles are important, let participants know that the key points to remember are listed on the slide, and ask participants if they have any questions. If you are familiar with the content provided in this section you should be comfortable handling any questions that may arise.

Also, you will find at the end of the Presenter Information for this slide an example which shows how volunteering cannot be defined simply by what people do. Volunteering depends on the principles underpinning the activity and the context in which the activity takes place. This example is a good way of illustrating some of the key messages detailed in this section, and in the PowerPoint slide.

Principle 1. Volunteering benefits the community and the volunteer

Intention: To break down the stereotypical view of what motivates volunteers.

The activity of volunteering is not an end in itself; rather, it is an activity that has some positive outcome for the community. The traditional view of volunteering assumes volunteering is motivated by pure altruism. The more contemporary view is that people engage in volunteer work to achieve a positive result for both the community and themselves.

Principle 2. Volunteer work is unpaid

Intention: To show that volunteering is a freely chosen act of citizenship that is undertaken for the greater good (beyond one's self and family) and therefore without any expectation of payment.

Volunteer work is clearly not paid work but confusion sometimes arises because of the related statement in the Volunteer Rights document that volunteers should not be out of pocket due to their volunteering activity. Volunteers may still receive flat allowances or honorariums to the value of the amount deemed to be spent on their volunteer activity (fares, telephone etc) and they may also be reimbursed for expenses incurred on behalf of the organisation for which they work or receive a small living allowance when volunteering overseas. For example, a volunteer who gives up two years of salaried work in Australia to do voluntary work in a developing country would not be expected to bear the cost of living there.

Under the tax law, flat allowances (for example \$50.00 per day) may constitute income which should be declared for taxation purposes, leaving the volunteer with a tax liability. Also, depending on the amount of the payment, these allowances could be seen as 'under-Award' payments. This could leave the organisation open to industrial confrontation and workers' compensation claims.

Honorariums can also create a tax liability or the need for the volunteer to be given a group certificate, unless they are for an amount deemed to cover reasonable expenditure.

Reimbursements should not exceed the actual amount spent by the volunteer, and ideally should be paid on receipts for the original expenditure.

Principle 3. Volunteering is always a matter of choice

Intention: To emphasise the rationale of volunteer work and distinguish it from other forms of unpaid work or obligations that people have little choice about.

Freely choosing to volunteer offers citizens a way of contributing to and participating in our society without being required to do so by law (as when voting or sitting on a jury or carrying out a community service order) or by family and other unpaid work obligations (for example, household work, caring duties, student fieldwork placements, work experience) or because of having to earn a living.

This freedom of choice is what distinguishes volunteering from the duties of citizenship and other types of unpaid work. The strength of volunteering depends on the active involvement of individuals who value the opportunity to be involved in or through not-for-profit organisations which provide a community benefit. Involvement in volunteering does not preclude individual motivations; people make choices about volunteer work in the same way that they make choices about paid work.



Principle 4. Volunteering is not compulsorily undertaken to receive pensions or government allowances

Intention: To ensure that the fundamental principle of choice and free will is not undermined by the political need to make social participation compulsory in some form.

'Compulsory volunteering' is a contradiction in terms, since something that is 'voluntary' cannot also be 'compulsory', which has the opposite meaning. Volunteering is an activity of engaged and concerned citizens who have chosen to create, develop and support community organisations. The special value of volunteering to the community lies in its voluntary nature. Australia's robust not-for-profit sector, which offers alternative agendas to those of government and business as well as providing opportunities for citizen involvement, exists because of volunteer effort.

Many unemployed people or income support recipients are volunteers, exercising their right as citizens to become involved in not-for-profit organisations. Economic status is not a selection criterion of volunteer work.

A superficial understanding of volunteering has led some to believe that what volunteers do is the key feature of volunteering. This misunderstanding has led to volunteering being harnessed as one way for people who receive income support to meet their obligations to the community. However, any benefit that an individual gains through being required to do volunteer work can also be gained through paid employment or other labour market programs; and any benefit to the organisation can be gained in the same way. By contrast, the damage to volunteering when one of its basic tenets—freedom of choice—is disregarded is irreparable. Additionally, a valuable way in which income support recipients can express their citizenship, by freely volunteering, has been denied them. The undervaluing of the importance of volunteering as an exercise of free will ultimately weakens and undermines volunteering.

A cautionary rider to this principle is that where an income support recipient voluntarily undertakes volunteer work as provided for under the Social Security Act, receipt of income support is not deemed to be payment for volunteer work but rather the economic safety net under which no one should fall.

Principle 5. Volunteering is an activity performed in the not-for-profit sector only

Intention:

- a. To ensure that volunteer effort always contributes to a social benefit rather than privately held capital and resources.
- b. To distinguish volunteer work from other types of paid/unpaid work.

One of the defining characteristics of volunteer work is that, unlike some other forms of unpaid work, it occurs in or through not-for-profit organisations. This element of the definition is one of the contentious areas within volunteering. Those in favour of the current definition argue that it is exploitative for volunteers to work for a private company. Opponents of the definition express concern that it would prevent volunteers from working in for-profit organisations where the greatest need lies, such as private nursing homes.

These opposite views have developed because people tend to focus on the things a volunteer can do, rather than focussing on what a volunteer is, as the definition does. It is not particularly useful or even possible to try and define volunteering by nominating the roles the volunteers undertake. Many roles are performed both by volunteers and paid workers; for example, we have career and volunteer fire-fighters. It is more useful to focus on what makes volunteering different from other forms of paid and unpaid work.



Principle 6. Volunteering is not a substitute for paid work

Intention: To emphasise that while volunteer work may provide a number of desirable opportunities to the individual it cannot provide income.

The primary goal of those seeking paid work is to receive an income. How this is achieved depends on their level of education and experience, skills, job availability, choice and other factors. Individuals need some level of income security to survive. An equally important consideration in the search for paid work is to find satisfaction within the type of paid work gained. While volunteer work can provide some levels of job satisfaction and the opportunity to develop or use skills, it cannot provide an income.

As a community we should not view volunteering as an alternative to paid work for those who, for one reason or another, cannot find the paid work they desire.

Principle 7. Volunteers do not replace paid workers nor constitute a threat to the job security of paid workers

Intention:

- a. To emphasise that volunteer work and paid work are essentially different;
- b. To ensure that volunteers are not exploited by placing them in a role that an organisation formerly deemed a paid role;
- c. To safeguard the relationships within the organisation between paid and volunteer staff and to ensure the critical support of both the paid staff and organisations representing them.

There are around 700,000 not-for-profit organisations in Australia and about 34,000 of them employ paid staff⁵. A substantial number of these organisations provide services through volunteers. Some of the volunteer roles may be similar to those of paid staff but there will always be substantial differences.

Volunteer positions are designed to provide people who want to volunteer with an opportunity to offer their skills and time to in a way that suits them, while benefiting the wider community in clear and immediate ways. Paid positions may be created so that organisations can acquire particular expertise, skills and experience in order to achieve specific outcomes, often within a set time frame. A position in an organisation that is a permanent full time role or a paid job in other organisations or subject to an Award or special conditions is generally not a volunteer role.

Principle 8. Volunteering is a vehicle for individuals or groups to address human, environmental and social needs

Intention: To have volunteering recognised as an important source of advocacy and as a vehicle for social change.

The organisations within the not-for-profit sector provide services that supplement or are an alternative to those provided through the private and public sectors. The not-for-profit sector also provides competition to business and government and can act as advocate or watchdog. A robust not-for-profit sector helps to ensure that solutions to complex social problems have full community input and support.

Principle 9. Volunteering is a legitimate way in which citizens can participate in the activities of their community

Intention: To show that volunteering enables people to express social concern and make a social contribution.

Regardless of their socio-economic status, education, cultural background, age or gender, every individual has the right to a voice and to make a contribution to their community. Volunteering enables a diverse range of people, who may not wish or be unable to use more formal avenues of engagement or advocacy, to exercise this right by giving them opportunities to engage with and influence the community.

Principle 10. Volunteering respects the rights, dignity and culture of others

Intention: To ensure that volunteering action does not have a negative impact on the rights and dignity of others in the community.

The purpose of volunteering is to provide a benefit to the community and the volunteer. This is only achieved through volunteer-involving organisations and volunteers recognising and respecting the rights of all individuals and the different cultural mix within the community. Participation in groups (such as racist or white supremacist organisations) which aim to divide the community, or disadvantage or exclude other specific groups is contrary to the principles of volunteering.

Principle 11. Volunteering promotes human rights and equality

Intention: To show the social purpose of volunteering.

Volunteering has a wider social purpose beyond service provision, and it is important that volunteering is not used to provide cheap labour or prop up failing social institutions. The work done by individual volunteers in providing services to others is not an end in itself but is a means to promoting human rights and equality.

Again, if you are short on time, instead of describing in detail the intent of the principles, you may wish to use the following example to illustrate these principles at work, and how they can help differentiate volunteering from other activities.

Washing the dishes – volunteering, or something else?

- **at home:** When I wash the dishes after dinner I am doing the housework (I am keeping my dishes clean so I can use them at my next meal).
- **informal volunteering:** When I wash the dishes for my neighbour because he has a broken wrist I am being a good neighbour (this man is my friend and I am helping out because I want to express my friendship in the knowledge that he would help me if the situation arose).
- **formal volunteering:** When I go to a not for profit organisation and apply to help out in their soup kitchen, and one of my duties is to wash some dishes, then I am a volunteer. I have chosen freely to volunteer. I am not being paid for my work. I am motivated to perform the duties of this volunteer role because I believe that my unpaid labour benefits the community.
- **work experience:** When my school organises my class to visit and help at a local hostel for homeless people, my task is to wash the dishes and I do this as part of the school's requirements. This is work experience (my main motivation is to meet the requirements for that particular subject).
- **community service:** When I commit an act of vandalism and a magistrate orders me to make reparation by washing dishes at a local community centre then I am on a community service order (I don't want to wash dishes even though I think the community centre does good work).

Slide suitable for:

- Volunteering
- Field/area
- Organisation

SLIDE 8: EVERYONE COUNTS

Purpose

To show participants how popular and valued volunteering is across Australia.

Suggested wording of slide

Existing text in Slide Eight of the PowerPoint presentation, or:
An alternative heading could be 'Statistics on Volunteering'.

Presenter information

The information on Slide Eight comes from the Giving Australia project, an initiative of the Prime Minister's Community Business Partnership, which conducted research into philanthropy in Australia. Read the text of this slide out loud to help participants absorb the information.

Also, it is important that as the presenter you are aware of two key facts:

- volunteering is a growing trend in Australia;
- there is no 'typical' volunteer – volunteers are strongly represented across all demographic spectrums.

Following is some useful background information on how the above trends were identified:

In 2004 Volunteering Australia, together with AMP Foundation, commissioned the collection and analysis of data to find out the state of volunteering in Australia. The resulting piece of work is Snapshot 2004. This can be downloaded from Volunteering Australia's website.

Snapshot 2004 revealed a promising picture: there is an upward volunteering trend emerging in Australia. This trend is verified by two types of data collection undertaken by the Australian Bureau of Statistics (ABS): the first national random sample survey of voluntary work conducted in 1995 and two subsequent data collections.

In 1995, an estimated 3, 189, 900 people volunteered representing 24% of the Australian population over the age of 18.⁶

By 2002, 4.4 million people over the age of 18 years completed some form of volunteering, representing an impressive 32% of the population of the same age.⁷

Data gathered for Snapshot 2004 anticipated that by 2005 close to 40% of people over 18 years in Australia will have volunteered their time, energy and skills to an organisation. This prediction was realised and confirmed by the Giving Australia project which reports that in 2004, an estimated 6.3 million Australians over the age of 18 volunteered, amounting to 41% of adult Australians.⁸

Snapshot 2004 and the Giving Australia report also show that volunteers are from diverse backgrounds and that volunteering in Australia is an inclusive movement.

Everyone counts

- In 2004, 6.3 million Australians over the age of 18 volunteered
- They contributed approximately 836 million hours – on average, 132 hours each
- Most volunteers are aged from 35-44 years. Those who worked the most hours in 2002 were aged 65-74 (2.5 hours per week)

Notes in brief:

'6.3 million Australians are volunteers.'

'In 2004 they contributed 836 million hours.'


'Volunteering is a growing trend in Australia.'

'There is no 'typical' volunteer.'

⁶ Australian Bureau of Statistics, (1995) Voluntary Work Australia, 1995, ABS Catalogue 4441.0, ABS, Canberra

⁷ Australian Bureau of Statistics (2002), General Social Survey Australia 2002, ABS Catalogue 4159.0, ABS: Canberra

⁸ Department of Families, Community Services and Indigenous Affairs, October 2005, Giving Australia: Research on Philanthropy in Australia



Contrary to traditional stereotypes of the 'typical' volunteer, volunteers are strongly represented across gender, educational and economic divides. You may wish to expand the PowerPoint presentation to include the additional two key points in this section, or you may prefer to simply to read this information aloud. Whatever your preference, it is important to convey this information as it helps set the scene and correct any misconceptions people may have about the state of volunteering in Australia.

If you would like to add specific information about volunteering at a state or local level, you can find this information from:

- Your state peak volunteering centre, location details are available on the Volunteering Australia Website.

- Australian Bureau of Statistics www.abs.gov.au. The Voluntary Work Survey 2000 has information on volunteers at national and state/territory levels in categories of age, gender, number of hours, motivation, type of work, fields or areas, cultural background.

- Volunteering Australia's website, www.volunteeringaustralia.org.

Slide suitable for:

- Volunteering
- Field/area (customise, if statistics for your field are available)
- Organisation

SLIDE 9: WHY IS VOLUNTEERING IMPORTANT?

Purpose

To show why volunteering is important, and the value of volunteering to Australia.

Suggested wording of slide

Existing text in Slide Nine of the PowerPoint presentation.

Presenter information

When discussing the value of volunteering it is important to acknowledge and distinguish between the economic contribution volunteering makes to Australia, and the more qualitative dimension of volunteers' contribution to the community which is not reflected in economic evaluations.

It is difficult to ascertain the economic value of volunteering, and figures vary depending on the research methodology used. However, researchers estimate the monetary contribution of volunteering in Australia to be in the tens of billions annually. It is an impressive amount that gives an at a glance indication of the scale of volunteering and its economic contribution to the community. While this indicates the extraordinary time and effort given to the community by volunteers, an economic estimate of the value of volunteering is only one dimension of the overall contribution of volunteering. Yes, volunteer time is money⁹, but as the presenter of this session you will know that volunteering is not just about costs saved.

Volunteers bring unique qualities to their work which are appreciable and valued highly by those around them. A meals-on-wheels service delivered by paid staff, for example, is probably quite a different service when delivered by volunteers motivated not by salary, but by a desire to engage in conversation and make a positive difference to someone's day.

There are a number of other examples which you might like to draw on to highlight to participants the non-economic value of volunteering, such as:

- Skills exchange – the volunteer may develop or learn new skills through volunteering, which will ultimately bring value to other spheres of their life and to other people and organisations, including future employers. Similarly, paid staff members or other volunteers may develop or learn new skills from a volunteer. Many employee volunteer programs are structured with the intention of transferring skills from the volunteer to the organisation.
- Organisational capacity building – a volunteer who is a board member for an organisation may develop governance policies or craft a process for setting the strategic direction of the organisation. Again, this kind of contribution has enormous value and leaves a significant legacy, but it is difficult to ascribe a dollar value to it.
- The empowerment of individuals¹⁰ – the sense of self-worth and exhilaration that comes from social inclusion, building new skills and capabilities, engaging with others, taking pride in one's work and developing the capacity to negotiate priorities and conditions around one's volunteering work.

As raised in Slides Six and Seven (What is a volunteer? Things to remember about volunteering), unlike paid work, a volunteer's gift of time and skill does not revolve around salary or pay. It is an activity that is underpinned by goodwill, enables engagement with the community, promotes social justice and helps society function effectively. While it is difficult to measure these non-economic benefits, that they are enormously valuable to the community is accepted and acknowledged by all sectors of Australian society, including business and government.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

Why is volunteering important?

- It empowers individuals
- It adds value to not-for-profit organisations
- It strengthens communities
- It's worth billions to the community

Notes in brief:

'The value of volunteering is immense and irreplaceable.'

'Volunteering empowers individuals, enhances organisations and strengthens communities.'

'The estimated economic value of volunteering is tens of billions annually.'

9 Ironmonger, D. (2000), 'Measuring volunteering in economic terms', *Volunteers and Volunteering*, edited by Warburton, J. and Oppenheimer, M., The Federation Press, p. 71

10 As per footnote 9



Notes in brief:

'Volunteering has something to offer most people.'

'Some of the more common reasons are...'

'Why do you want to volunteer?'

SLIDE 10: VOLUNTEERING – GIVE IT A TRY

Purpose

To show that people volunteer for many different reasons, that these reasons are valid, and that volunteering has something to offer most people.

Suggested wording of slide

Existing text in Slide 10 of the PowerPoint presentation, or:

You could also call this slide 'Reasons for Volunteering'. You might like to illustrate your presentation with photos of people doing various volunteer jobs, especially if you are conducting the session to recruit volunteers to your organisation and you have your own photo library.

Presenter information

This slide can be another opportunity to invite participants to contribute to the discussion. Their answers may help illustrate the many reasons why people volunteer.

Whether this topic would work well as a discussion may depend on:

- The size of the group – a small group may feel more comfortable in offering answers than a larger group;
- How comfortable the participants are in speaking out (assess their response to icebreakers or your interaction with them prior to the presentation).


You could also bring each point up on screen, and ask people to raise their hands if they want to volunteer for the listed reason (eg. 'How many of you came here today because you wanted to learn a new skill from volunteering?'). Remember, though, that this can be quite personal information, so don't be too surprised or concerned if participants are reluctant to contribute to the discussion.

In light of this, participants may welcome the advice that finding out why people want to volunteer and what they hope to gain from their experience is a standard part of good recruitment practice. The application and recruitment process is discussed at a later point in the presentation, but if it is a neat fit to raise it here then you should feel free to do so. Remember that it is okay to adjust your presentation as you deliver it – you don't have to stick to the script, and you can always flick between slides if you need to.

As a matter of course, volunteers can expect organisations to have a planned and systematic approach to recruitment based on non-discriminatory and efficient screening processes. These processes should be designed with both the organisation's and volunteer's needs in mind and should include a discussion with the volunteer to:

- find out what skills and experience they have to offer;
- find out what they want to gain from volunteering;
- ensure they have enough information about the organisation and its services to make a well-informed decision about whether the opportunity on offer will meet their needs.

You might like to encourage participants to clarify their thoughts around why they want to volunteer, before they join an organisation. For example, a corporate volunteer may be disappointed that he or she does not have an opportunity to work directly with the client group and is involved only in, say, helping an organisation with policy development or database development. Similarly, there is a significant difference between working one on one with an older person, and providing administrative support in an older persons' setting.



If volunteers are clear about their reasons for volunteering and can communicate these, then organisations have a better chance of designing roles that meet everyone's needs. This leads to a better volunteering experience for all. If you would like further information about best practice in volunteer involvement, visit Volunteering Australia's website and download the overview of the National Standards for involving volunteers in not for profit organisations. Copies of the National Standards can be ordered from the website.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

SLIDE 11: IT TAKES ALL TYPES...**Purpose**

- To show that people are motivated by different things, and that their motivation for volunteering can change over time;
- To affirm that it is important for volunteers to derive satisfaction and reward from their volunteer work.

Suggested wording of slide

- Existing text in Slide 11 of the PowerPoint presentation.

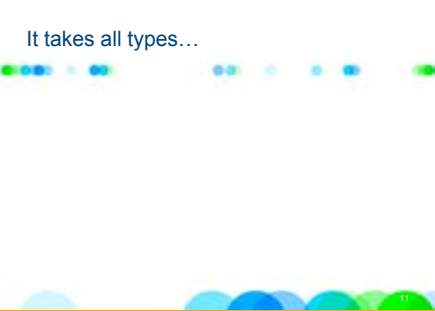
Presenter information

You can be fairly certain that most participants will know why they want to volunteer, and what motivates them. The purpose of this slide, then, is not so much to raise participants' self-awareness, but to encourage them to be conscious that their potential co-volunteers may have different motivations, and that these motivations are equally valid. This is an important point as volunteering is rarely done alone. It is often done in pairs or teams. Understanding that a co-volunteer may have different values and motivations and respecting these differences is just as vital in a volunteering context, as it is in a work, social or day-to-day context. If you are successful in generating discussion around the previous slide, you might like to draw on this as a demonstration of the variety of motivations behind why people want to volunteer.

Also, it is useful at this point to remember the objective of your presentation, and to think long-term. As you will know, volunteering can be a fulfilling life-long journey. It has something to offer most people, at all stages of life. While volunteering is becoming more and more peripatetic (increasingly, volunteers tend to move from role to role, organisation to organisation) and it is less likely that organisations will retain their volunteers for long periods of time, this does not mean that people no longer commit in a long-term sense to volunteering. Although the primary objective of your presentation may be to recruit volunteers for your organisation, a valuable secondary objective might be to recruit people for the volunteering sector as a whole. This way, everyone benefits.

If you can show participants that volunteering is an enriching experience in sometimes surprising ways, you will be building on the theme you set at the beginning of the presentation: you will not only deliver an engaging session but you may spark a long-term volunteering vision. You could also talk about how motivations may change with age or circumstance. The left-hand column in the table on page 34 is an example of one type of motivational change process. Bear in mind, though, that some of the motivations listed in the left-hand column are generalisations. It is important not to be trapped by stereotypes. In fact, as someone in a key or influential role in the volunteering sector, you may want to challenge stereotypical views. It is by asking questions, challenging norms (real and perceived), testing assumptions and providing opportunities for volunteers to step outside 'typical' roles based on profiles, that we can continue to grow the richness and diversity of volunteering and make it a more rewarding experience. The right-hand column in this table will help debunk any stereotypical views of who does what type of volunteering, and at what age. It will also reassure participants that they will not be pigeon-holed and that new opportunities await them, if this is what interests them.

If you have sufficient time and you think participants would respond well, it might be interesting to chart the motivations of your participants and to see whether they fit or break the mould. If you decide to do this exercise you will need to be mindful of people's sensitivities. Some people may not wish to talk about themselves and/or they may not wish to indicate their age. A way to involve people in a non-confronting manner may be to de-personalise the discussion. You could still explore this issue, but give participants the option of talking either about themselves, or they could offer examples of other volunteers they know, and what their motivations are. Also, if a volunteer is co-presenting the session with you, you might like to ask them to lead this part of the session. This may help put others at ease and draw contributions.



It takes all types...

Notes in brief:

'Different things make different people tick - people may surprise you.'

'These differences contribute to a rich and more complete tapestry.'

'People's needs and motivations change over time.'

'Let's see if this group makes or breaks the mould...'

CHANGING MOTIVATIONS AND CHALLENGING STEREOTYPES

As an 18 year old I may choose to volunteer to support a cause I think is important for the future of the world.	OR	I decide that I need to keep in touch with older generations and volunteer as a regular companion and safety check for an older person living at home.
As a 21 year old I may volunteer with a not for profit organisation because I am interested in advancing my skills and want to gain work experience.	OR	I decide to volunteer as a weekend relief person for families with children with disabilities.
As a 34 year old I may volunteer because I have young children and have a particular interest in supporting the local child care group.	OR	I decide to broaden my day to day activities beyond my role as a stay-at-home parent and volunteer at the local migrant resource centre.
As a 44 year old I may volunteer on the local junior football club's committee of management (where my children play).	OR	I decide to support others' children and volunteer as a tutor and mentor to disadvantaged high-school children.
As a 55 year old I may volunteer as a fund-raiser for an organisation that supports single parents.	OR	I decide to spend the time outdoors that my career never allowed and volunteer as the local community centre's gardener.
As a 67 year old I may volunteer while on a three-month holiday in a rural town.	OR	I decide to become a virtual volunteer. I proof read and edit publications for several not for profit organisations across the country, via the internet.
As a 73 year old I may volunteer in a local nursing home.	OR	I decide to step outside my boundaries and take up an international volunteering opportunity in a developing country.

You might also like to offer some analysis of motivations and how they can change irrespective of a person's age. For example, a person might initially volunteer because they want to give something back to the community or they are hoping to keep busy during a quiet period in their lives. They make friends with other volunteers, and those friendships provide motivation to stay with the organisation.

Example

Nick has been looking for paid work for some time. He is disappointed and frustrated that it is taking so long. To keep his morale up he decides to volunteer at the local neighbourhood centre where they need gardening help. The centre has a limited budget but wants to make the garden attractive to children who play there while their parents are in class. Nick and another volunteer successfully approach local garden centres for plants and advice. Developing the garden gives Nick added confidence, plus he has learned new skills, and has expanded his networks. In time, Nick finds the paid work he was looking for. He also continues to volunteer at the neighbourhood centre.

Whatever the motivation, it is important that volunteering be a rewarding activity for everyone involved. If this is not the case, perhaps the fit between the volunteer and the role or organisation isn't yet quite right.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

SLIDE 12: WHO BENEFITS?

Purpose

To show how the benefits of volunteering extend throughout the community.

Suggested wording of slide

Existing text in Slide 12 of the PowerPoint presentation.

Presenter information

This is another opportunity to invite discussion, especially if participants have volunteered before. You can encourage them to share what they gained from their previous volunteer experiences. If you are a volunteer yourself, or if a volunteer is co-presenting with you, it is an opportune time to share your personal experiences of the benefit of volunteering.

This part of the presentation brings together two core aspects of volunteering: the value of volunteering, and how rewarding volunteering can be. Point out that benefits are tied to motivations and people generally find that there are positive outcomes for the volunteer, the organisation, the client and the community.

Below are some examples you could use to illustrate the many benefits of volunteering. Note that they also show the different dimensions and layers of the value of volunteering, discussed earlier under Slide 9, Why is volunteering important? You might choose to use an example from your own organisation instead.

Example One

Geoff is a volunteer who delivers meals to people through a 'Meals on Wheels' service. Geoff benefits by having fun and meeting new people. The organisation benefits because it can achieve its mission through the work of the volunteer. The client benefits because he is able to stay in his home. The community benefits because people are able to live with dignity and support each other.

Example Two

Hope is a primary school student and her entire day's activities are made possible through the work of volunteers. In the morning, Hope goes to her school, which is supported partly through volunteers who have raised funds and completed a working bee to renovate the buildings.

In the afternoon, Hope attends an after-school homework club, which is run by volunteers. When she's finished she goes to the local park to play. Volunteers lobbied the local council to reserve that site for a park, and raised money for play equipment. Hope then walks home along the local creek bed. Volunteers have been keeping this area clean by regularly collecting rubbish and planting indigenous plants.

Example Three

Madge is able to live at home due in part to the support of volunteers. The volunteers take her to the shops, weed her garden, bring her a meal every day, collect her medications and take her to her medical appointments. They are her friends.

Madge in turn volunteers at the aged care centre she attends by running the afternoon bingo game.

Who benefits?

- the volunteer
- the organisation
- the client
- the community

Notes in brief:

'Volunteering benefits more than just the volunteer and the organisation.'

'Here are some examples...'

You can also talk about the various skills that volunteers gain from their work.

Example Four

Through my volunteer experiences, I have had to learn:

- To run a raffle and learn about gambling and taxation;
- To create craft activities for three-year-old children;
- To write reports and meet governance responsibilities of committees of management;
- To learn about and plant native plants;
- To write press releases;
- How to represent and advocate on behalf of my organisation;
- To listen to people.

Slide suitable for:

- Volunteering
- Field/area
- Organisation



SLIDE 13: TOPIC INTRODUCTION – WHAT'S IT LIKE TO VOLUNTEER?

Topic purpose

To bring the volunteering experience to life, and give participants a taste and insight into the enriching experiences that await them.

Suggested wording of slide

Existing text in Slide 13 of the PowerPoint presentation, or:

If the objective of your session is to recruit volunteers for your particular organisation or field, we recommend that you interview your volunteers and obtain some real-life, inspirational quotes. If you are able to insert photographs of your volunteers, all the better.

The quotes already within Slide 13 are suitable for a general session on volunteering.

Presenter information

As with the first slide of your presentation (Participate, activate, create: Volunteer), this is another cover slide, to introduce a new topic within your presentation.

While this slide is not intended to be used as a prompt for discussion, it is a good opportunity to bring to life the exhilaration and reward of volunteering. Nothing will quite capture the spirit of volunteering, as the actual words of a volunteer. As with most quotations, they work best when they are unchanged. Keeping the idiosyncrasies of someone's language brings a sincerity and immediacy to the message.

When delivering this slide you need do nothing more than pause to give participants time to digest the quotes. Silence and time to reflect can be quite powerful.

Slide suitable for:

- Volunteering
- Field/area (customise with quotes from your field, if available)
- Organisation (customise with your volunteers' quotes, if possible)



SLIDES 14 AND 15: VOLUNTEERING HAPPENS EVERYWHERE

Purpose

To inform participants about the variety of fields and organisations within the sector that involve volunteers.

Suggested wording of slides

Existing text in Slides 14 and 15 of the PowerPoint presentation, or:

- If this session is provided to a local group, you might instead have a short list of the actual organisations available in your area. You may also wish to show photographs rather than a list; or
- Note that if this session is for a particular field or organisation, you may wish to discard these slides.

Presenter information

A traditional view of volunteering is that it is limited to the community services area, and is primarily involved with helping to deliver a service to the disadvantaged. While the community services field has large and very active volunteering programs, it is just one of many which involve volunteers. The options are almost limitless!

In the table on page 39 are some of the fields in which volunteers work ¹¹. If you need to find organisations in these fields in your particular location, you can do this by searching Volunteering Australia's GoVolunteer site.

- Volunteering
- Field / area
- Organisation

Volunteering happens everywhere

- Sport/recreation
- Community/welfare
- Health
- Emergency
- Education/training/youth development

Volunteering happens everywhere

- Religious
- Environmental/animal welfare
- Business/professional/union
- Law/justice/political
- Arts/culture

Notes in brief:

'There is a wide variety of fields which involve volunteers.'

'Some of these fields include...'

¹¹ Soupourmas, F., & Ironmonger, D. (2002), Giving time – the economic and social value of volunteering in Victoria, Department of Human Services, Victoria, pp. 41-42

Changing motivations and challenging stereotypes

Sport/recreation	Sporting clubs, public gardens and parks, craft and hobby clubs
Community/welfare	Seniors' clubs, ethnic clubs and support groups, community centres, service clubs, disability welfare services, child care services, playgroups, support/counselling groups, opportunity/charity shops
Health	Public hospitals, community health centres, not for profit nursing homes and support groups
Emergency	Fire services which operate with the support of volunteers (eg. CFA), state emergency services, life saving clubs, ambulance services
Education Training Youth development	Schools (pre, primary, special, secondary and tertiary), adult education centres, youth clubs, youth support services, migrant resource centres
Religious	Places of worship and their support services which may work in other areas ie community / welfare services or youth development
Environment Animal welfare	Conservation, environmental education, animal protection and animal clubs
Business/Union	Promoting, regulating and safeguarding business, professional and labour interests
Law & Justice Political	Advocacy services, pro bono legal services, organisations which promote public safety
Arts & Culture	Arts councils, dance, film, music or painting clubs, libraries, local history associations, community newspapers and community radio stations, museums, arts/culture festivals

SLIDES 16 AND 17: WHAT CAN YOU DO?

Purpose

- 1. To show the variety of volunteering roles available.
- 2. To show that these roles are inspirational, and have a meaningful impact on the community.

Suggested wording of slides

Existing text in Slides 16 and 17 of the PowerPoint presentation, or:

- If the session is to recruit volunteers for a specific organisation, you could simply list the types of volunteer positions available within that organisation;
- As an alternative to a list, you can show photographs of volunteers at work.

Presenter information

On page 41 are some examples of various types of volunteer roles. They have been crafted so that the outcomes of the roles are played up, to build on the points made earlier about the value and benefits of volunteering, and the difference that volunteers can make to their community.

Remembering that you kicked off your session with particularly novel examples of volunteer roles, it is good to balance this impression with some of the more standard roles available and show how significant these roles are.

You will note that the examples listed in the right hand column do not appear on the PowerPoint slides. You will need to read some of these out loud. As the goal of your session is to move participants from interest to action, it is important in this part of the presentation that participants can see themselves in one of these roles.

If you customise the examples to suit your organisation or field, take care to present these in active language, and keep the examples outcome-focused. It will be deflating for participants to read or hear a list of activities which sound passive or procedural – in other words, like any other kind of paid work. It will be more inspiring for participants if you help them to envisage the difference they can make.

What can you do?

- Empower people* – teach & exchange skills
- Be indispensable* - administration & clerical
- Provide nourishment* - prepare & serve food
- Help the world go around* - transport people & goods

What can you do?

- *Keep things running smoothly*
– repair & maintain
- *Save lives and property* - emergency relief
- *Build a sustainable world* - environment
- *Lead an organisation* - management / committee work
- *Make good work possible*
- fundraising and sales

Notes in brief:

'There is an amazing array of volunteer roles available.'

'Each of these roles makes a real difference to the community.'

'For example, you can...'

Below is a sample of volunteer activities identified by the Australian Bureau of Statistics in the Voluntary Work Survey 2000 ¹². You can also refer people to the GoVolunteer service found at Volunteering Australia's website to find specific organisations and positions that meet their preferences and needs.

Inspirational outcome	Type of activity	Examples of volunteer roles
Empower people	Teaching, instruction & providing information	Tutoring, assisting teachers, providing information to users at hospitals, museums, tourist booths or offices
Be indispensable	Administration & clerical	Reception and general office assistance
Provide nourishment and support	Preparing & serving food	Working as a kitchen hand, delivering Meals on Wheels, food shopping, preparing snacks for kindergarten children
Help make the world go around	Transporting people and goods	Transporting frail and elderly people to shops, hospital and other medical appointments, delivering goods
Keep things operating smoothly	Repair, maintenance and gardening	Painting, gardening, building backdrops and props for school student productions, fixing toys
Save lives and property	Emergency relief	Providing first aid, fighting fires, repairing storm damage, clearing accident sites
Build a sustainable world for future generations	Environment	Planting trees, weeding in national parks, clearing waterways
Lead an organisation	Management & committee Work	Drafting policies and guidelines, attending meetings, writing submissions for grants, ensuring the organisation meets its mission and contractual obligations, public relations
Make good work possible	Fundraising & sales	Sorting, pricing and selling clothes in an op shop. Distributing confectionary to residents in hostels. Organising raffles/fetes for schools, charitable appeals

Slide suitable for:

- Volunteering
- Field/area (customise with roles in your field)
- Organisation (customise with roles in your organisation)

¹² Australian Bureau of Statistics (2000), Voluntary Work, ABS Catalogue 4441.0, Canberra

SLIDE 18: YOUR RIGHTS AS A VOLUNTEER

Purpose

To show that volunteers have rights which not for profit organisations should respect and uphold.

Suggested wording of slide

Existing text in Slide 18 of the PowerPoint presentation; or
You may like to list all of the rights, as per Volunteering Australia's Information Sheet, Volunteer Rights and Volunteer Checklist ¹³. You will find this in Appendix 6.

Presenter information

By informing volunteers of their rights, you are affirming that their contribution is valued, that their work should not be misused, and that there are standards and expectations in the volunteering sector that organisations as a minimum should strive to meet.

You may find it useful to link discussion about volunteers' rights with the principles of volunteering, discussed earlier in your presentation. These principles underpin all of the rights listed in Volunteering Australia's Information Sheet, *Volunteer Rights* and *Volunteer Checklist*.

Remind participants that implicit in these two documents is an important point: volunteers have the right to ask questions of volunteer-involving organisations and to be selective. If volunteers increasingly choose to volunteer only with those organisations that strive for good practice in volunteer-involvement, in time this will influence the sector to continue to improve.

For the PowerPoint presentation, we have condensed volunteers' rights into five key points to make it easier for participants to remember the key points. We recommend that you include the full version of the Information Sheet, Volunteer Rights and Checklist, in your handouts. Refer to Appendix 6 for this document.

It would be valuable to draw the following points to the attention of your participants:

- all rights are equally important;

- usually, you can tell if an organisation respects and upholds these rights by the type of organisational policies it has in place.

Your rights as a volunteer

- To work in a healthy and safe environment
- To be covered by insurance
- Not to be discriminated against
- Not to do the work of paid staff
- To receive orientation and training

Notes in brief:

'Volunteers have rights which organisations should respect and uphold.'

'These rights are...'

'You should feel free to ask questions of organisations, so that you are satisfied the organisation will respect your rights as a volunteer.'

¹³ Volunteering Australia (2003), Volunteer Rights and Volunteer Checklist, www.volunteeringaustralia.org



The checklist on the second page of the Information Sheet is a good starting point for volunteers who want to be certain that the organisation they choose respects their rights. In addition to this checklist, some other useful questions volunteers may like to ask include:

- Does the organisation have a volunteer policy?

- Does the organisation have an OH&S officer and/or policy? A privacy policy?

- How does the organisation determine which positions are paid positions, and which are volunteer positions?

- Does the organisation have a grievance procedure?

- What is the interview and induction process?

- Will I be provided with a role profile or job description?

- Will I have a designated manager or coordinator?

- Does the organisation provide training for volunteers?

- Will I be reimbursed for out of pocket expenses (excepting travel to and from the site where you volunteer – it is unusual for this to be covered)?

If the purpose of your presentation is to introduce and recruit volunteers to your organisation, you may like to show how your organisation responds to each of these rights, and what policies you have in place to support them.

It might be worthwhile cautioning volunteers that not all organisations will have a complete suite of policies in place, and that there may be justifiable reasons for this. For example, the organisation may be managed and run purely by volunteers – it won't have to determine which positions are paid, and which positions are for volunteers. Also, a policy can take many shapes – it might as simple as having a statement about who to contact for training, what type of training is required for particular roles, and how to record that a volunteer has completed the required training. Volunteers should also bear in mind that organisations may be in transition and working steadily towards identifying the policies they need, and developing these.

As a general rule of thumb, follow the 'if not, why not?' rule. There may be perfectly defensible reasons why an organisation does not have a particular policy or procedure in place. If the volunteer is unsure about the soundness of the reason provided, they can call their local volunteer resource centre, state centre, or Volunteering Australia for advice.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

SLIDE 19: WHAT DO ORGANISATIONS EXPECT OF YOU?

Purpose

To show that volunteering requires volunteers to meet agreed expectations, and that they need to be accountable for their work.

Suggested wording of slide

Existing text in Slide 19 of the PowerPoint presentation, or:

You may prefer not to list all expectations, but generate discussion around this topic and confirm expectations as they arise through discussion, and then summarise them before moving on to the next slide.

Presenter information

At this point it might be useful for you to recall the framework offered at the beginning of this toolkit and temporarily view volunteering through a marketing lens.

Up to this stage, we have focused on the volunteer's needs and how they can derive value from their volunteering experience. Volunteering should, however, be a mutually rewarding activity for the organisation and the volunteer. This means the organisation must also get something out of the relationship.

Complementary to volunteers' rights, are the reasonable expectations an organisation will require its volunteers to meet. Usually, expectations related to a particular role would be written down in volunteers' job descriptions, along with key areas of responsibility, the knowledge and skills required for a particular role, and reporting arrangements.

However, there are some expectations which volunteers should be made aware of. These are essentially about encouraging behaviour that enables people to work well with others. Organisations can expect volunteers to:

- Be mindful that they are part of a team, and that good teamwork requires punctuality, reciprocity and common courtesy;
- Respect others' confidentiality and privacy;
- Carry out agreed tasks to the best of their ability;
- Remember that team members and managers are there to support them and that they should ask for support when it is needed, and undertake any required training;
- Give notice before leaving the organisation.

If you have invited a volunteer to co-present the session, it will work well if they deliver this part of the presentation. Or, you may be a volunteer yourself. Presenting this information from a volunteer's perspective is a good way of demonstrating that these expectations are reasonable, not threatening and easy to meet.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

What do organisations expect of you?

They'll expect you to:

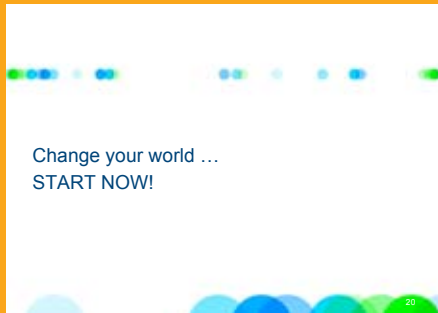
- Be punctual and respectful of others
- Tell them when something goes wrong or isn't working
- Undertake any training you might need
- Carry out the job you have agreed to

Notes in brief:

'Organisations will have expectations they require volunteers to meet.'

'This is to assure that the volunteering experience is positive and productive, for everyone.'

'These expectations are...'



SLIDE 20: TOPIC INTRODUCTION – CHANGE YOUR WORLD: START NOW!

Topic purpose:

To generate the shift from interest to action.

SLIDE 21: CHOOSING HOW AND WHERE

Purpose

To show how participants can choose the right organisation and volunteer role for them.

Suggested wording of slide

Existing text in Slide 21 of the PowerPoint presentation.

Presenter information

This part of the presentation is your call to action. You will by now have armed participants with some valuable information that helps them make an informed volunteering choice. Participants should feel confident that volunteering has something to offer them – this is your opportunity to show people how easy it is to 'make it happen'. Remind participants that choosing how to volunteer depends on:

- What they want to get out of the experience (their motivation for volunteering);
- The skills they have to offer;
- How much time they can invest in volunteering.

Choosing where to volunteer depends on:

- Whether they can relate to the values and work of the organisation;
- Whether their personal circumstances enable them to work for this organisation;
- Whether they feel comfortable that the organisation will respect their rights as a volunteer;
- What is convenient to them, in terms of location (remind participants that there are many virtual volunteering opportunities available that transcend geographic barriers).

If the purpose of your session is to recruit volunteers for your organisation, you will obviously not require the 'where' aspect of this slide. To encourage participants to take the step and become a volunteer for your organisation, you might like to put them in touch with other volunteers so that they can get a sense of what it's like to be part of the organisation and what kind of commitment is required.

If your session is about recruiting volunteers to a particular field or promoting volunteering in general, it will still be valuable for participants to talk with volunteers at the organisation they are considering volunteering with. Most organisations are happy to connect prospective volunteers with current volunteers – the best advertisement for an organisation's volunteer program is a satisfied volunteer. Of course, no names or contact details should be exchanged without both parties' consent.

Change your world ...
START NOW!

Choosing how and where


- How depends on what motivates you, your skills and the time available
- Where depends on which organisations meet your needs, and need your contribution
- GoVolunteer - www.volunteeringaustralia.org

Notes in brief:

'Choosing how to volunteer depends on...'

'Choosing where to volunteer depends on...'

'Check out GoVolunteer for more options.'



One of the easiest ways for participants to find a suitable volunteering role is to visit GoVolunteer, Volunteering Australia's free online volunteer matching service, which is why it is listed in the PowerPoint slides. As this may be the first time participants have heard of GoVolunteer, you might like to offer an explanation: GoVolunteer is an initiative of Volunteering Australia which provides free internet advertising for not for profit organisations looking for volunteers.

Thousands of volunteer roles are advertised on the website, which receives some 50,000 visitors every month. The site is searchable by location, key word, organisation type and position type. If you would like to advertise your volunteer positions on GoVolunteer, you will need to have current and valid volunteer insurance. For further information, visit Volunteering Australia's website and click on the GoVolunteer link.

Slide suitable for:

- Volunteering
- Field/area (customise)
- Organisation



Notes in brief:

'Good recruitment practices lead to the best matches between volunteers and organisations.'

'Part of the recruitment process is an interview; a police check may also be required.'

'This is an opportunity for volunteers to find out more about the organisation and roles available.'

SLIDE 22: THE APPLICATION PROCESS – DILIGENT, BUT NOT DAUNTING

Purpose

To explain that there are processes and requirements to meet when applying to be a volunteer.

Suggested wording of slide

Existing text in Slide 22 of the PowerPoint presentation; or:
List the steps required for people to volunteer with your organisation, if this is relevant to your session.

Presenter information

Refer to the points raised in this toolkit under Slide 10, Volunteering: give it a try: a fair, planned and systematic approach to recruiting and selecting volunteers lies at the heart of good practice in volunteer involvement. This is based on the premise that good recruitment practices lead to the best matches between volunteers and organisations. It also ensures that suitable roles within those organisations are identified for volunteers. The outcome? Rewarding, productive volunteering experiences for everyone.

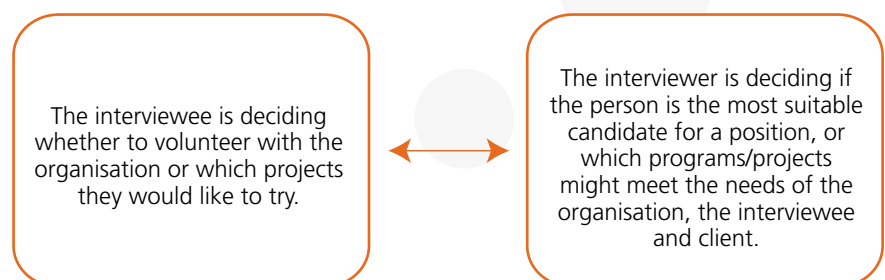
Inform participants that there are standards in volunteer recruitment, selection and orientation that they can expect organisations to meet. These include:

- Decision-making that is based on the collection and analysis of factual data;
- Non-discriminatory treatment of expressions of interest and timely responses to queries;
- Helpful and conscientious provision of relevant information;
- Documented procedures to screen and select volunteers;
- Thorough orientation shortly after joining the organisation.

If you would like to find out more about these standards, visit Volunteering Australia's website and download the overview of the *National Standards for Involving Volunteers in Not For Profit Organisations*.

Inform participants that they should expect an initial interview, which is part of the volunteer screening process. You may want to assure participants that there is no need for people to be daunted by the prospect of 'applying' for a volunteer position. An interview is simply an opportunity for the volunteer and the organisation to explore whether there is likely to be a good fit between the two.

It is important to emphasise the fact that the interviewer and the person being interviewed have equal roles to play in this process, as illustrated below:



Often, there is not equal ownership of the interview process, with the interviewee usually taking on a more passive role. Both parties should try to find the right balance during the interview. As a volunteer manager or coordinator, you will know that you have a responsibility to make interviewees feel comfortable and encourage them to ask questions. An important part of your role is to encourage the volunteer to make an active contribution to the interview.

The type of information volunteers may want to obtain during an interview can generally be distilled into three elements:

- Am I able to make a contribution to this organisation?

- Is volunteering with this organisation going to give me what I hope to get out of volunteering?

- Can I be sure that the organisation will respect my rights as a volunteer? (refer to the list of questions for volunteers under Slide 18, Your rights as a volunteer)

Asking questions around these three elements should help redress an imbalance, if required.

In addition to an interview, you should also inform participants that the screening process may also require that a volunteer:

- Provide either written references or the names and contact details of referees or both;

- Agree to obtain a police check.

Common reasons for a police check include:

- Positions where the volunteer will be working with a vulnerable group of people such as:
 - children
 - entering people's homes
 - organising and handling banking accounts

- Positions where it is a legal requirement or part of a funding agreement between the organisation and a government department.

Further information about the screening and recruitment process for volunteers can be found in the Volunteering Australia Information Sheets, *Screening and the volunteer recruitment process* and *Police checks*, and downloaded from the website. You may wish to include these in your handouts.

If the purpose of your session is to introduce volunteers to a particular organisation, you can go into detail about the specific screening processes that apply.

Slide suitable for:

- Volunteering
- Field/area (customise)
- Organisation (customise)



SLIDE 23: QUESTIONS?

Purpose

To take questions on the spot, as time allows, and/or to let participants know how they can find further information.

Suggested wording of slide

Existing text in Slide 23 of the PowerPoint presentation; or:

You may wish to insert contact details. We recommend that you include these in handouts, instead of in the actual presentation. This will keep your presentation looking snappy and uncluttered.

Presenter information

This is an opportunity for participants to ask questions or to seek clarification about earlier parts of the presentation. We have provided a list of Frequently-Asked Questions (FAQs), which you will find in Appendix 1 of this toolkit.

Bear in mind that while some participants will have on the spot questions, others may think of these in the days following the session once they have had time to digest the information. Also, some participants may not be comfortable speaking up in front of others. To cater to all learning styles, let participants know that you are available after the presentation to take any questions.

It's a good idea, also, to include in your handouts some contact points that participants can follow up at their leisure, in addition to your own contact details. If your session is about promoting volunteering in general, we suggest you provide the following details:

- The local volunteer resource centre (these details can be obtained from your State Centre for volunteering, or from Volunteering Australia);

- The State Centre

- Contact details for Volunteering Australia;

- The GoVolunteer service at www.volunteeringaustralia.org

If your session is for a specific organisation, the majority of the above contacts will still be useful. There is a range of free, internet resources available for volunteers (and managers of volunteers, not for profit organisations and trainers) including training and learning materials designed especially for volunteers, research papers, tips and advice, and facts and figures. Of course, you will also want to provide the following details:

- Contact details for your organisation;

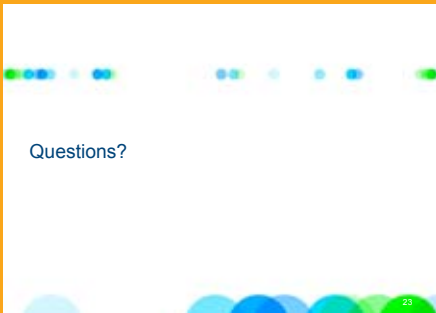
- A specific contact person;

- Brochures, registration forms or business cards should be included in your handouts.

Remember that some people may not want to take the next step and arrange an appointment for an interview but may prefer to spend time considering various volunteering options. In this instance it might be helpful to refer them to GoVolunteer, which they can browse at their leisure.

Slide suitable for:

- Volunteering
- Field/area
- Organisation



Notes in brief:

'Are there any questions?'

SLIDE 24: CHANGE YOUR WORLD...START NOW!**Purpose**

- 1. To invite participants to leave their contact details with you so that you can make follow up arrangements and commence the application process;
- 2. To thank participants for their time and wind up the session.

Suggested wording of slide

Existing text in Slide 24 of the PowerPoint presentation.

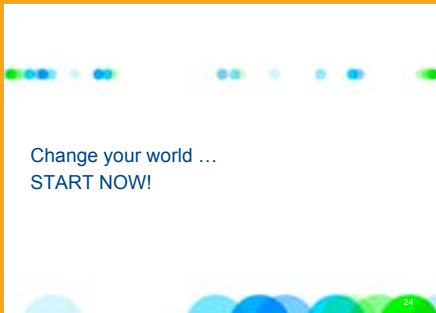
Presenter information

This brings an end to the information session. Remember to thank participants for their time and invite them to leave their contact details with you.

If the purpose of the session is to recruit volunteers for your organisation, instead of using the usual contact list which people can only fill in one at a time, you may wish to hand out the first portion of your application form, where contact details are recorded. This could then form part of the volunteer's file, with the remainder of the form being completed together during the interview process.

Slide suitable for:

- Volunteering
- Field/area
- Organisation

**Notes in brief:**

'Thank you for your time.'

'Please ensure you take the handouts.'

'Feel free to see me after the presentation if you have any questions.'

'Please leave your details if you want to apply now, or are interested in

APPENDIX 1 FREQUENTLY ASKED QUESTIONS

Following are some common questions on volunteering that you may be asked:

What are the common jobs volunteers are asked to do?

Refer to the notes under Slides 16 –17, What can you do?, for details. Keep in mind that this is a sample of the volunteer roles available. You may wish to log on to GoVolunteer from Volunteering Australia's website for further examples or contact the local volunteer resource centre. We suggest that this content be covered during the presentation as it is one of the most commonly asked questions.

How do I find out about different organisations?

There are a number of options for finding organisations that involve volunteers. Local or regional volunteer resource centres are a good place to start, and each state and territory has a peak centre which can refer volunteers to specific organisations. Again, GoVolunteer is also an easy way to identify which organisations have volunteering roles available.

If volunteers are interested in a particular organisation, it is a good idea to read its brochures and promotional material, or make an appointment to talk to the volunteer manager. Encourage volunteers to learn more about the organisation they are considering volunteering with – recall the advice to volunteers in Slide 18 which addressed the rights of volunteers. Reassure volunteers that asking for information about an organisation or a volunteer position does not mean that they are under any obligation to that organisation. Organisations will welcome these kinds of requests as it provides them with the opportunity to engage with prospective volunteers and tell them about their volunteering program.

Do I need previous experience?

It depends on the volunteer position, what is required to carry out the necessary tasks and context of the role. There are some volunteer positions where previous experience and formal training is required as well as positions which train volunteers on the job.

Do I have to pay for my own transport?

Not for profit organisations do not usually pay volunteers their travel expenses to and from the organisation. If an organisation asks a volunteer to travel as part of their volunteering role then they should feel comfortable asking for reimbursement for any travel costs. It is always easiest to clarify these things before taking on the role.

What hours do I have to do? Is there any flexibility?

There is enormous variation in the amount of time people volunteer, and how they structure that time. Some volunteering roles require short-term periods of more intense commitment, and may have shifts that require volunteers to work longer hours than usual (for example: volunteering at events such as the Olympics and Commonwealth Games; emergency management services; conservation projects, especially those requiring travel). Other people have more regular volunteering hours and do set 'shifts' on set days of the week.

It is important to remember that, above all, volunteering is a matter of choice. There are therefore no firm rules around this and it is important to acknowledge that every volunteering hour is valuable.



However, in terms of setting upper limits, we consider as a general guideline that a commitment of up to 16 hours per week:

- observes the principles of volunteering;
- is respectful of and upholds volunteers' rights;
- is sustainable for both the volunteer and the organisation; and
- encourages a healthy balance between all spheres of life, including volunteering and other citizenship activities, work, leisure, family time, and domestic activities.

For those activities and occasions which don't fit easily into capped or standard hours, there are some important principles and factors which should be considered by both the volunteer and the organisation:

- The volunteer's safety and well-being is paramount. Remember that although an activity may be low-risk when undertaken for short periods of time, this may not be the case when practised for extended periods of time (as a starting point, consider issues such as fatigue, repetition and morale); and
- Always be mindful of and uphold the principles of volunteering and rights of volunteers.

Volunteering hours should be determined when a volunteer first inquires about a position. If the hours or time required for a particular role do not suit the volunteer's needs then it is best to identify this early, so that the organisation and the volunteer can work out together whether there are other alternatives, or whether a better match for the volunteer can be found with another organisation.

If, as a manager of volunteers, you are uncertain about whether or not a position in your organisation should be a paid or volunteer position, refer to Appendix 4, *Determining a volunteer role*, which contains a tool to help you make a sound decision.

Will there be someone there to help me?

This depends to some degree on the volunteer position and the tasks required. However, irrespective of the position volunteers should be offered an orientation to the organisation and their new position. This may include a tour of the organisation, introductions to paid and volunteer staff, written material such as volunteer policies and procedures, and training in the common work practices of that organisation. Also, lines of authority should be communicated during the orientation, meaning that volunteers will be informed of who they should report to and seek help from, if required. Some organisations also have a buddy system to support new volunteers by pairing them with volunteers who have spent more time with the organisation and are familiar with policies, procedures, amenities, work conditions and entitlements.

Do I need to take references to the interview?

Volunteers should ask the manager or coordinator of volunteers (or whoever will be conducting interviews), before arriving for their interview. In part this will depend on the position the volunteer is applying for.

How will I find out if I've got the volunteer job?

Sometimes volunteers will be informed at the end of the interview. At other times there may be other people who apply for the same volunteer position and volunteers may be asked to wait until everyone has been interviewed for the outcome of their application.



How will volunteering get me a paid job?

As you may have discussed during the presentation, one of the common reasons people volunteer is to gain experience and skills so that it is easier to find paid work or make a career change.

Volunteering can help people find paid work in the following ways:

- By maintaining and refining existing skills;
- By developing skills and building knowledge;
- By providing opportunities for volunteers to apply new skills and knowledge and gain practical experience;
- By supporting people to engage with their community, make contacts and find other channels of support and advice while job-hunting;
- By building a volunteer's confidence in their abilities and positively shaping the way they approach job-hunting;
- By providing volunteers with opportunities for formal training;
- By furnishing a volunteer with references for future employers.

Refer volunteers to the Skills and Training section of Volunteering Australia's website. There are dozens of training materials designed especially for volunteers, including a guide which will take volunteers step by step through the process of applying for Recognition of Prior Learning (RPL), for those interested in obtaining formal qualifications from their volunteering activities.



APPENDIX 2 MAKE YOUR POWERPOINT POWERFUL

You may find that the PowerPoint presentation in this toolkit meets your needs as is. However, if you need to customise the presentation or create a new one, the advice below can help you create presentations that are both engaging and easy on the eye.

Remember, your presentation is much more than just PowerPoint. Your slides are only a visual aid. It's what you say and how you say it that really makes the message stick.

Tips on slide content

- 1. Your audience will read anything that is written on the slide. Give them time to do this or emphasise the point by reading the slide out to them. Remember, if they're reading the slide they're not listening to you, so take your time.
- 2. Don't rush between slides; give your audience time to take in the new information. Your aim is to inform your audience, not confuse them.
- 3. Keep the text to a minimum, think of it as a heading for what you say.
- 4. Put only your main points in the slides. Ideally, you should have no more than five lines per slide.
- 5. Start a new slide if there are more than five points.
- 6. Keep the points short and the language plain.
- 7. Can people at the back of the room see your slide clearly? Why not test this and see? Set it up and go to the back and the sides of a large room or theatre. Make adjustments so that everyone can see the slides clearly.
- 8. Give out notes at the end so that your audience isn't busy trying to write down the information, rather than listening to you. Tell your audience before you start that you will be providing them with handouts of the slides.

Tips on slide layout & design

- 1. Match your design to the tone of your presentation: is it meant to entertain, inform, persuade, or sell? Is a light-hearted or a more formal look right for your subject and your audience? Choose colours, graphics, effects and templates to match the tone.
- 2. Make good use of templates. They are important both for consistency and to make it easier to design your slides (and it helps you focus on the important bit – the content).
- 3. Keep your background white, or a light colour; it works best for projected slides.
- 4. Use the same two or three colours for any graphic elements to keep your slides neat and professional. Too much colour can distract the audience.
- 5. Use colours for points and headings; but only black or dark blue for body text.
- 6. Use no more than two or three design elements, like lines and shapes, and stick with your chosen colours.
- 7. Use the same kind of bullet point throughout (again, simple is best).
- 8. Never 'squeeze it in'; if it looks cluttered, split the content onto a new slide.
- 9. If you are providing notes, make sure that your slides are still readable when printed out.
- 10. Incorporate your logo, or your key message (eg: 'safety first' for OHS presentations) in the template so that it appears on every page.



Tips on using graphics

- 1. Don't feel obliged to use graphics – having no graphics will keep the focus on you.
- 2. Don't use complicated graphics, charts or photos, unless you're prepared to explain them. They distract your audience from focusing on what you're saying.
- 3. One image or chart per slide is enough; try to make them a similar size, and put them in the same spot on each slide.
- 4. Generic clip art that everyone has on their computer makes your presentation look like it has nothing new to say. It's better to leave them off.
- 5. Try scanning your own photos or use screen grabs of websites to make your presentation different from those that use clip art.
- 6. If you must put more than one image on a slide, use size to show which is the most important; one image should always stand out.

Tips on typeface

- 1. Two fonts are okay, but one font is better. Play with the bold and italics to get variety.
- 2. Sans serif fonts, like Arial, are easier to read on a screen than fonts like Times New Roman, which have the little feet at the end of each letter.
- 3. Use a standard font so you won't have any problems running your slideshow on any PC.
- 4. Check the size of your font in headings and body text; do the 'back of the room' test.
- 5. 40 - 44 points is a good size for slide text.

Tips on using effects and animations

- 1. To add dynamism to your slideshow, have one standard, quick and simple effect between slides.
- 2. Multiple or complicated effects can take the focus away and distract the audience, so keep these to one between slides and one for each significant point you plan to make.
- 3. Effects take time, so consider this when planning your presentation and choosing your effects.
- 4. Turn off the volume on your PC; let your voice be the only sound your audience hears.
- 5. Overall, remember to focus on your content, not the technology.

Preparing to present

- 1. When you've finished creating your slideshow, have a look at it all together and show it to a friend or colleague for their comments. As an observer, they could provide some useful feedback on whether your audience will respond and understand your presentation.
- 2. Bring a back-up on CD. Better safe than sorry!
- 3. Practise your presentation so you feel comfortable with the material and can focus on engaging with your audience.

APPENDIX 3 GETTING THE MOST FROM YOUR HANDOUTS

Handouts are valuable at information sessions because they offer information that participants can read and understand at their leisure. Handouts can provide a level of detail that you may not have had time to cover in your presentation.

On the other hand, be careful not to overwhelm the participants. It might serve you well to follow up some of the participants later and ask them what material they found most useful.

When preparing a handout, consider what information is most important for participants to take with them. This might be:

- The definition and principles of volunteering;
- Volunteer rights;
- Key statistics;
- The contact details of a particular organisation;
- Information relating to screening and police checks;
- Information on the diversity of volunteer roles (in general or within specific field);
- Information specific to the needs of a particular organisation;

Suggested formats for handouts

1. A simple A4 sheet with text on the front and back. A handout on volunteering in general might include:

- The name and logo of your organisation;
- The definition of volunteering;
- Volunteers' rights and responsibilities;
- Contact details of the organisation and how to apply to volunteer.

2. An A3 sheet folded into three sections. This format also allows you to add further information such as:

- The principles of volunteering;
- Frequently-asked questions;
- Examples of fields or organisations that involve volunteers;
- Examples of volunteer positions.

3. A very short handout such as:

- A sticky label or fridge magnet with the organisation's name, phone number and website;
- A bookmark with the organisation's name and contact details on one side and the definition of volunteering on the other.

APPENDIX 4 DETERMINING A VOLUNTEER ROLE

When determining if a role within your organisation is suitable for volunteer involvement there are a number of things you may want to consider. Volunteer roles are developed according to the principle that they add value to an organisation in a way that paid roles do not. There are no hard and fast rules in developing a volunteer position but the following points should help you come to a decision that ensures the role is non-exploitative of volunteers; not better suited to a paid position; and your organisation and its clients are protected.

The criteria and tables below may help you clarify whether the role is for a paid or volunteer worker. If your answers are mostly yes in Table 1 then the role is almost certainly one for a paid worker. If you answer no to any question in Table 2 you may need to seriously consider whether this is a suitable role for volunteers. If both tables are used together you will get a general sense of suitability of the role for a volunteer.

TABLE 1. Is this, or should this be, a paid role?

	YES	NO
1. Is this role critical to the overall successful functioning of the organisation?		
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 organisation?		
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 nonprofits?		
10. Would a person reasonably expect remuneration for this work		

TABLE 2. Is this role suitable for a volunteer?

	YES	NO
1. Does the role have intrinsic value to the volunteer and the organisation, taking into account motivation, perceived benefits and skill level needed to perform the job?		
2. Are there adequate and effective management supports for this role?		
3. Do the paid staff, board and clients of the organisation accept this as volunteer role?		
4. Did the paid staff, board and clients of the organisation 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 organisation?		
6. Can the organisation adequately indemnify a volunteer in this role?		
7. Can this role, in its entirety, be performed in less than 16 hours per week?		
8. Is this role significantly different to the role of paid workers?		
9. Will the client, organisation, and volunteer benefit from the role?		

APPENDIX 5 DEFINITION AND PRINCIPLES OF VOLUNTEERING

Double click on the icon below to download a copy of the Volunteering Australia Information Sheet, *Definition and principles of volunteering*.



APPENDIX 6 VOLUNTEER RIGHTS AND VOLUNTEER CHECKLIST

Double click on the icon below to download a copy of the Volunteering Australia Information Sheet, *Volunteer rights and volunteer checklist*.

