

Leaders and Friends of Tomorrow Student/Youth Volunteers

Volonteurope
7th European Workshop on Volunteer Action
Workshop I

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LET'S GET STARTED

WHY A STUDENT/YOUTH VOLUNTEER PROGRAM?

Most of us need to present our plans to our Boards or Executive Directors. Here are four excellent reasons you can highlight in your Student/Youth Volunteer Program proposal.

- ▶ Young people have much to contribute - enthusiasm, idealism, patience, talents, a fresh perspective - and a lot of energy!
- ▶ Young people deserve a chance to be involved in providing services to their community and to feel they are problem solvers.
- ▶ Your agency is contributing to the community by offering student/youth a chance for personal growth and marketable skills.
- ▶ The student/youth you encourage and train will become adults who contribute both time and money to agencies such as yours.

DIFFERENCES BETWEEN ADULT AND STUDENT/YOUTH PROGRAMS

As you plan or revise your Student/Youth Volunteer Program, you should be looking at the differences between your youth and adult programs. Young people can perform most volunteer opportunities and should have the same expectations of being committed and conscientious volunteers. However, there are differences that you need to address in order to be successful.

Volunteers are people: Student/Youth are in a unique developmental stage. They feel an on-going tension: a drive to move ahead into maturity, countered by the desire to remain in the safety of childhood.

Volunteer Motivations: Student/youth should be encouraged to view the practical benefits of personal growth and marketability.

Volunteer Jobs: Student/youth need a school-oriented schedule, with time off during exams. Job descriptions need to be detailed, clear and easily understood.

Volunteer interviews and Orientation: Student/youth need a well prepared interview which deals with expectations, both theirs and yours. Their orientation should include a detailed presentation of information pertinent to inexperienced staff.

Volunteer Training and Supervision: Student/youth need a structured support system in place in order to be effective. You must develop a regular, informative, upbeat schedule of meetings.

Volunteer Recognition: Student/youth thrive on fun and food! Develop zany ways of saying thank you.

THE RIGHTS AND RESPONSIBILITIES OF A VOLUNTEER

Adapted from Marlene Wilson, "Volunteerism: Putting It All Together." Speech given in Boston, 1975.

RIGHTS

- ◆ to be offered the opportunity to be a volunteer
- ◆ to be carefully interviewed and assigned
- ◆ to be thoughtfully supervised
- ◆ to be involved in planning and evaluation to be doing meaningful and satisfying work to be regarded as a person

RESPONSIBILITIES

- ◆ to be open and honest with your supervisor
- ◆ to understand commitments of time and tasks and to fulfil them
- ◆ to be accepted and respected by the staff
- ◆ to participate in an evaluation when asked
- ◆ to share thoughts and feelings with staff when asked
- ◆ to respect confidentiality
- ◆ to seek honest feedback
- ◆ to serve as goodwill ambassadors for the agency
- ◆ to bring the priceless gifts of enthusiasm and service

"Transparent Conversation"

THE YOUTHFUL VOLUNTEER

A study at the Graduate School of Information Sciences, University of Pittsburgh, in 1977 yielded some interesting conclusions.

- Parental example (especially the father) does affect the volunteering practices of young people.
- Young people list "happiness" as their life goal and major research findings indicate that people volunteer because they enjoy it.
- Today's youth do not want to fight a social revolution. However, they are ready to 'do what they can' to correct wrongs.
- Student/youth are not setting out to change the world, rather their concern is community involvement and action.
- Today's youth are conservative, practical and concerned about getting through school, finding a job and getting on with their career.
- Ethnic background does not significantly change the volunteering patterns of student/youth.
- Today's youth are honest, forthright and they expect all their leaders to be the same.
- Student/youth are looking for a cause. Not something grandiose, rather something tangible dealing with quality of life.
- Religious commitment, formal or informal, leads to high volunteer involvement.

THE STUDENT/YOUTH AGE WORLD: 1988

An international study of 6,000 adolescents from ten countries was undertaken at the Center for the Study of Adolescence in Chicago and published in 1988. Psychiatrists Daniel Offer, Eric Ostrov, psychologist Kenneth Howard and Robert Atkinson found that psychological maturation follows a common process worldwide. It consists of increased introspection and self-evaluation, leading to the formation of personal identity, ambitions and goals. Nearly three-quarters of the student/youth surveyed were well adjusted; had respect for their parents; were peer oriented and motivated.

Common Concerns:

- ✓ A job well done gives me pleasure.
- ✓ I like to help a friend whenever I can.
- ✓ Being together with other people gives me a good feeling.
- ✓ I think about what work I will do in the future.

A common portrait emerged of a global cohort of student/youth who may have been affected by the unifying power of television. This generation of youth may be the first to have experienced a world culture and the first to have really felt a connection with their age-mates around the world.

SURVEY OF VOLUNTEER ACTIVITY: 1988

The Department of the Secretary of State, with its special mandate to promote and encourage volunteerism, undertook to document the extent and nature of voluntary action in Canada. Conducted by Statistics Canada, this survey interviewed approximately 70,000 Canadians from across the nation. The information gathered pertains to involvement in 'formal volunteering' during the period of November 1986 to October 1987.

Preliminary findings released show that:

- The ages of 15-24 years have a 20% participation rate, rising to a high of 37% for 35-44 year olds. There is a direct relation between education and volunteer involvement. The rate ranges from a low of 14% for 0 to 8 years education; to 24% through high school; to a peak of 45% with a university degree.
- Homes with a higher income volunteered more. Only 18% volunteered with incomes under \$10,000; households with more than \$60,000 showed 39% involvement.
- Albertans were the most likely of all Canadians to volunteer, with 40% participation. Ontario ranked eighth with 26%.
- Informal volunteer activity includes visiting the sick and elderly, helping with shopping or driving and childcare.

UNDERSTANDING STUDENT/YOUTH

MYTHS

At a Volunteer Centre workshop for co-ordinators of volunteers on Developing a Student/Youth Volunteer Program, student participants were asked to list the most common myths that adults held about student/youth. The following stereotypes are the ones that they heard the most.

Student/youth are Lazy. This was the first phrase they immediately cited and it really bothered these young adults. They felt that they had very crowded schedules and were always busy. Even when they were seemingly daydreaming, they were in fact thinking about problems or trying to make decisions.

Student/youth don't care about social issues. The student panel maintained that they considered conservation issues and the plight of the less fortunate to be very important to them. They felt very idealistic, but student/youth behaviour in the eighties isn't as outspoken as in past decades.

Student/youth have no sense of values. Although their sense of priorities might be different, most student/youth believe in the same value systems as their parents.

Student/youth are not motivated. The young adults stated that they all felt that they had a purpose to their lives and were working hard to gain education and experience toward this goal. They knew what they wanted to do as adults and had a conscious system of ethics and beliefs.

The statements of these young adults are representative of many of their peers. As adults, we too often judge this group by their lowest denominators, the troublemakers. Student/youth need to be considered as individuals.

DEVELOPMENTAL TASKS AND WORKPLACE IMPLICATIONS

① STUDENT/YOUTH ARE STRESSED Student/youth are dealing with a tremendous amount of psychological 'homework'. The major tasks of adolescence are —

- individuation - separation from parents
- developing a self-identity
- establishing peer relationships
- dealing with their emerging sexuality
- preparing for a career

From their viewpoint, this is not the best time of their lives. **Family life** is often strained by divorce, two career parents, economic restraints and being an adolescent challenging the rules. **Schoolwork** is demanding and teachers and students can be rough on a student/youth's self esteem. Paying **jobs** open to student/youth are often boring, repetitive work that they hate. **Hormonal levels** in their bodies often fluctuate wildly and student/youth experience overwhelmingly strong emotions that they are inexperienced in handling.

WORKPLACE IMPLICATIONS

Your student/youth volunteer will thrive on a **positive, upbeat relationship** with you and other agency staff. The feelings of making a difference and doing a job well are nourishment for their self-esteem. We all need positive feedback, but the development of a Student/youth Volunteer Program necessitates particular attention to building self-confidence and fostering self-esteem.

Timing is also important as you design volunteer opportunities for students. Schedule jobs, trainings and recognition events by the school calendar. Be aware that student/youth may need to be absent during exam times and school holidays and build in 'off time' that does not interfere with the work being done.

② STUDENT/YOUTH ARE FORMING THEIR SELF-IDENTITY

The most critical and painful psychological task that adolescents need to perform is that of **individuation**, or separating from their parents. They must look at themselves as the world and their friends see them and develop a self-identity.

There is a real need for student/youth to be accepted into a **peer group**. From approximately 15 to 18 years, peer pressure is at its highest and parental influence low.

With all this psychological transition, student/youth are very **self-involved**. They feel that whatever is happening to them is totally unique and very important.

Despite appearances, adolescents have very **fragile egos**. They are still trying to decide who they are and how they can make their mark in the world. They know they need to acquire much more education and experience and feel easily discouraged.

WORKPLACE IMPLICATIONS

Listen to a student/youth's **inner qualities**. Don't be fooled by the bravado exhibited by many student/youth. If a student/youth has the qualifications and sensitivity for your program, can you overlook his earring, or her unusual haircut?

Be **respectful** of a student/youth's feelings, even if you feel they are foolish or exaggerated. Often it only needs a word or joke on your part, but it is important to help student/youth in awkward situations that are embarrassing for them.

Realize that because of the positive experience you are giving them, many student/youth will look to you as a **significant adult** in their lives. Your encouragement, warmth and constructive feedback will have a major impact on

their self-esteem. We've all heard adults talking about someone that left a life-long impression. Schedule a bit of extra time with these youngsters; make a point of listening to them; and be honest and liberal with your praise.

All student/youth exhibit **split personalities**. They are mature young adults one moment and sometimes exasperating children the next. You need to address the budding adult in all of them as you orientate and train, but don't lose sight of the child who brings the enthusiasm, humour and fun to your program!

③ STUDENT/YOUTH ARE INEXPERIENCED

Adolescents don't have the **workplace experience** of your adult volunteers. If you are recruiting young student/youth, this could be their first job in an office setting. Office behaviour that is second nature to us needs to be spelled out to students.

Student/youth don't have experience in **interpersonal skills** appropriate to the workplace. They will act as if you are a parent or teacher and you need to be showing them how to interact as staff members.

Young adults tend not to **self-advocate** when they need assistance. It is often necessary for you to verbalize the situation and help them problem solve.

WORKPLACE IMPLICATIONS

Your adolescent volunteers will encounter many situations that are new to them as they **interact** with agency staff, clients and other volunteers. They will need a clear idea of who is the appropriate person to ask for advice and who they are responsible to on staff. Modelling desirable behaviour during supervision and training is the most effective technique.

When you are developing a Student/youth Program, it is essential to put an emphasis on your **orientation and training**. You need to develop a clear, instructive orientation with your agency's protocol spelled out. Maybe you don't allow food at the desks, or have a certain procedure at the photocopier. Explain this to your new volunteer staff and have it clearly stated in the volunteer manual. Your first trainings also need to deal with how your agency does business. We will go into this in depth in later chapters.

RECRUITMENT

STUDENT/YOUTH VOLUNTEERS: WHERE TO FIND THEM

- agency staff, volunteers, board members
- friends
- churches
- shopping malls
- community centres
- supermarkets
- schools
- libraries
- health /sport/recreation clubs
- skating rink/swimming pool
- doctors' and dentists' offices
- Volunteer Centre

STUDENT/YOUTH VOLUNTEERS: HOW TO REACH THEM

- ◆ Volunteer Centre listing
- ◆ Notice to families of all agency staff, volunteers and board members
- ◆ Parent Teacher Association newsletters
- ◆ School letters to parents
- ◆ Notice to school staff
- ◆ Notice to student organizations
- ◆ Board of Education newsletter
- ◆ Confirmation classes
- ◆ Church newsletters, bulletin boards
- ◆ Displays/bulletin boards in foyers, cafeterias, libraries, community centres
- ◆ Public Service Announcements on rock radio stations, cable television
- ◆ Talks to students, class presentations
- ◆ Open house for student/youth
- ◆ Presentations to Parent Teacher Associations
- ◆ Brochures and flyers
- ◆ Videos
- ◆ T-shirts, buttons, etc.
- ◆ public transit/bus shelter posters

STUDENT/YOUTH MOTIVATIONS TO VOLUNTEER

Adapted from: 101 Ideas, McCurley & Vineyard, 1986

- ◆ helping others
- ◆ learning new skills
- ◆ making new friends
- ◆ contributing to the community
- ◆ gaining work experience
- ◆ testing career choices
- ◆ making professional contacts
- ◆ gaining academic credit
- ◆ documenting experience for university applications
- ◆ building self-confidence
- ◆ getting out of the house
- ◆ helping to make a difference
- ◆ experiencing different life styles
- ◆ doing satisfying work
- ◆ sharing your talents/hobby with someone
- ◆ meeting new challenges
- ◆ learning responsibility
- ◆ following family tradition
- ◆ being a winner
- ◆ having fun with peers

APPROACHING SCHOOLS

When you are developing contacts with teachers, make use of the concept of community involvement. Most schools have community outreach as one of their goals and using these catchwords will increase their initial interest. Don't present yourself as simply needy!

Your approach to the schools should be the same as your general outreach philosophy —

- ✓ a positive message about your agency making a significant contribution to the community
- ✓ an overview of your programs and their impact
- ✓ a summary of the benefits for student volunteers.

Courtesy requires a letter to the Principal, copied to the Head of Guidance, introducing your program and stating that you will be calling. Call the school to learn the Principal's name and verify the spelling. Enclose your agency and program brochure in your letter. Your local Boards of Education, public and separate, can give you a list of schools. Begin with the schools closest to your agency. Target others that are the most appropriate for the jobs you are offering; academic for leadership jobs; technical for specific skills that are taught there.

Make your follow-up calls within a week and have prepared a clear and brief explanation of your program and what you want to do in the school. Make an appointment to speak in person with the most appropriate administrator.

Begin your appointment with a very positive and upbeat statement about your agency's contribution and programs. Give a succinct account of how valuable student volunteers would be to you and emphasize the benefits you can offer. Keep a record of who you've talked to and send a letter of appreciation to anyone helpful. Be prepared to be referred to other staff as you gather the following information:

- Ask if there is a Community Relations Department; what classes offer credit for community involvement.
- Inquire about co-op programs and their coordinators.
- Learn which classes deal with community issues e.g., Man in Society, human geography, family studies, history courses.
- Find out about teachers who have shown an interest in involving their students in projects.
- Ask about student leadership programs, enrichment courses.
- Learn if the school has an Employment Centre or staff advisor.
- Inquire about student government, clubs, groups
- Find out about athletic teams and coaches

JOB DESCRIPTIONS AND INTERVIEWING

THE VITAL JOB DESCRIPTION

This written document is important for all your volunteer staff, but never so vital as for your Student/youth Volunteer Program. The value is two-fold: to you, to clarify your expectations and resources as you prepare it; and to the volunteer, to clarify the job and time requirements and to remember supervision times. Allow yourself enough time to do a thorough job of detailing each section. The use of the same terminology as with paid staff reinforces the expectation of quality work. As with adults, it is a sound idea to format the job description as a document signed by both volunteer and supervisor.

STUDENT/YOUTH VOLUNTEER JOB DESCRIPTION

Job title: Make it appealing to a student/youth.

Purpose of Job: Describe how this work will help the agency achieve its mission; how the team will contribute toward your goals.

Responsibilities and Duties: Be very detailed and clear. List all duties involved.

Qualifications: Outline the qualities the student/youth volunteers must possess when they come through the door.

Benefits: What experience will they get; what client population will they become more knowledgeable about; what skills will they develop; what food or transportation costs can you provide; what training will they receive.

Training: Note the time schedule and content if possible; be clear about how many they need to attend.

Supervision: List who their supervisor is and the telephone number; the time(s) of supervisory meetings that are obligatory.

Time commitment: Hours and times a week and for what period of time.

Location: Where do they need to go for their job and for supervision.

INTERVIEWING

INFORMATION YOU NEED BEFORE THE INTERVIEW

This information should be obtained from your Volunteer Application Form and filled out by the prospective volunteer before you schedule the interview. As you review their interests, abilities and time available, you will be able to select a particular job to offer them when they come in.

Why do they want to volunteer? What are their motivations? Do you have a job that will fill their need(s)?

Why did they choose your agency? What are their reasons for choosing your agency: job, location, cause?

What are their interests and talents? Which of your job requirements do they fill?

What experience do they have? Have they shown leadership, or do they have expertise for a particular job?

What time(s) do they have free? What time can they give you? How heavy are their courses? Do they need 'off time' during exams, school holiday periods?

INFORMATION TO LEARN DURING THE INTERVIEW

What is the personality of the applicant?

How does the student/youth express him/herself?

Will he/she be able to interact well with their supervisor?

What is their main motivation for volunteering? Do they have a relative or friend that links them to you?

What is their understanding of your agency and its service delivery? What is their sensitivity toward your client group? Do they express beliefs that are compatible with your agency's philosophy?

What are their expectations? Are they realistic for the program you have in place? If he/she wants to develop particular skills, do you have adequate training?

How dependable and committed will they be? Do they show an eagerness to become involved? Have you discussed their time commitment?

Do they want to work alone or with a team? Often student/youth are more confident when they can share the responsibilities with their peers.

HOW TO SAY NO TO A STUDENT/YOUTH APPLICANT

When you are recruiting for particular volunteer jobs that require certain skills or time commitment, there will be times when you cannot use a student applicant. Using an application form gives you vital information in advance of your meeting and enables you to determine the suitability of the applicant for specific volunteer opportunities. Learning this before the interview gives you time to prepare a positive statement about why you are unable to place them and make suggestions as to other volunteer options.

This is never easy to do, but remember that if you hire someone inappropriate, you will have an unhappy volunteer, a job not being done well and an unpleasant task of firing them eventually. When you are going to have to refer a student elsewhere, you want them to leave with a positive feeling toward your agency and with their self-confidence intact. With students it is a nice gesture to place a call to get them connected elsewhere. What can you say?

- ☺ I'm impressed! You are obviously very good at ... I certainly wish we could use your talents in our program. Unfortunately, what we need right now ..."
- ☺ "You certainly have a lot of experience as a I can see that you could build on this at agency 'X' just down the street. Could I call the co-ordinator of volunteers there to send you an application?"
- ☺ "You mention that you are looking for job-related skills and the truth is that our training program is not able to do that..."
- ☺ "I wish I could hire you on staff with us, but unfortunately the job needs more of a time commitment than you can give this year..."
- ☺ "You have a real flair for ... which we can't do justice to here, but the Volunteer Centre has volunteer jobs listed from hundreds of agencies. Let me call them for you to set up an appointment..."

Remember, the bottom line is that you want to make a good fit between your program needs and the students' time and abilities. Happy volunteers don't happen through luck — they are well screened, well placed and well supervised.

ORIENTATION AND STUDENT/YOUTH VOLUNTEER MANUAL

ORIENTATION: YOUR FIRST IMPRESSION

This is an important human resource management process because it will set the tone for the expectations in your program. We all know that first impressions are so strong that they are almost indelible. This is your volunteer staff's first impression of you and the agency in action. You need to impress upon your student/youth the fact that they have a job to do as agency staff members, that they will enjoy doing. Take the time to design an orientation, that has a business-like and informative segment, while at the same time being upbeat and fun.

Although you will be designing the orientation, you shouldn't be giving it by yourself. It is important that the supervisory staff be involved, as well as the Executive Director who should say a brief word of welcome and an enthusiastic volunteer to talk about his/her experiences and answer questions. The more people the student/youth meet during orientation, the more friendly faces they'll see when they come in to work.

ORIENTATION AGENDA SUGGESTIONS

- 7:00 Introductions, Coffee, Juice
- 7:15 Greetings from the Executive Director
- 7:20 Agency History and Video/ Slide Presentation
- 7:30 Agency Outreach and Programs
- 7:40 Who's Who and What's Where Tour of Agency
- 8:00 Coffee Break
- 8:15 Distribute Volunteer Manuals
 - The Job of "Peer Counsellor" Responsibilities and Duties
 - How to Get Help
- 8:30 Role Play Common Situations
- 8:40 The Next Steps
 - Questions
 - Wrap Up

COMPILING A STUDENT/YOUTH VOLUNTEER MANUAL

This manual should be given to your volunteers during their orientation so that they can see your agency's organizational chart, read staff names and see agency policy as well as hearing about it. There should be wide margins on the pages for making notes and adding some graphics gives more visual appeal. Do not crowd information and put only one topic per page. Information that should be included in your Student/youth Volunteer Manual —

Getting to Know Your Agency

- ◆ letter of welcome from Executive Director
- ◆ agency history, purpose and function
- ◆ types of programs the agency runs
- ◆ who's who - an organizational chart with names
- ◆ policies and procedures
- ◆ what's where - bathrooms, cloakrooms, copier, coffee

Getting to Know the Job

- ◆ arrival procedures e.g., signing in
- ◆ supervisor, who to ask questions to
- ◆ standards expected to do the job well
- ◆ benefits they will receive training that will be available
- ◆ supervision schedule

Names, Addresses and Phone Numbers

- ◆ the co-ordinator of volunteers, supervisors and other volunteers

Specific Information About The Job

- ◆ an add-to section in which to put specific information from trainings, supervision about the volunteer opportunity they are doing

TRAINING AND SUPERVISION

TRAINING PRINCIPLES

Your young volunteers will bring a lot of energy and enthusiasm to their work, but in most cases they will need training in order to do their job well. There are five steps to a well designed training program:

1. Identify the need - information or skill.
2. Define training objectives - precise and measurable.
3. Choose- facility, time, design.
4. Do training.
5. Evaluate and revise.

Who should be presenting the training?

Although in many cases you will be the presenter, the agency staff should be called on to do segments that are in their area of expertise. Staff that have supervisory responsibilities can train about their programs. Remember that knowing about a subject doesn't mean you can teach it. Choose people that are relaxed about presenting and can allow humour and discussion. If there are experts coming to train regular staff, try to include volunteer staff, or to schedule another training for your student/youth volunteers.

TRAINING NEEDS OF STUDENT/YOUTH

- ☐ Skills required - use of equipment, how to lead a group, good listening skills, how to orient a senior to a new situation, how to greet callers.
- ☐ Knowledge of the clients served - children's ages and stages, issues of the elderly, the world of the handicapped.
- ☐ Most common concerns arising from the job - worst-case scenarios, what to do if...?
- ☐ Most effective methods of problem-solving - who to call, how to decide on a solution.
- ☐ Interpersonal skills in the workplace - how interact with senior staff, clients.
- ☐ Personal development - building self-confidence, dressing for success, team building.

TRAINING FORMATS

How do student/youth learn?

It is always best to present the new knowledge verbally as well as in printed form to hand out. Be concise and clear and allow students to question and discuss each new point as you go. Student/youth are comfortable with a lecture format, but this does not produce the best learning experience. Encourage a good deal of discussion and questions. Use role play whenever possible and include all the student/youth volunteers, even the shy ones. You will need to repeat trainings or supervision around key skills and issues.

FORMATS

Lecture —

Student/youth feel comfortable with a classroom situation - balance presentations with active participation.

Roleplay —

Include everyone in trying out new situations and build in lots of humour.

Panel Discussion —

Experts and volunteers with experience in a particular field make an interesting blend.

Consultant —

An outside expert is a refreshing change - be sure to invite staff and other volunteers.

Apprenticeship —

When it is appropriate you can show student/youth techniques or procedures on the job. This should be used to augment other training.

Printed Material —

You can give student/youth articles or literature to read at home before the training session. Allow time for discussion and consolidation of new knowledge.

Audio-visuals —

Student/youth are highly visually oriented. A good video tape provides an excellent basis for learning and discussion.

Timeframes —

Student/youth need to have a good orientation and skills training before starting their jobs. There shouldn't be more than a three week time span between their interview and the start of their job or they will lose their enthusiasm and skills. It is essential that you have all this scheduled before your interviews begin.

Most coordinators schedule training sessions to coordinate with supervision and the normal volunteer hours. If you are combining two different shifts, you will need to alternate times, with an evening session one week and a weekend session the next.

It is easier for everyone to remember if you can be consistent in your scheduling. The job description should state that the first week of each month there will be a training session at a certain time and location. Remind your volunteers beforehand and be clear that it is part of their work experience with your agency.

TRAINING EVALUATIONS

It is important to have a simple evaluation form for each training session so that you will know if they are effective. You should allow time for the evaluation as part of the training and ask questions such as —

- ✓ the best part of the training was...
- ✓ the worst part was...
- ✓ new information learned...
- ✓ suggestions for next training

SUPERVISION: EMPHASIZING THE POSITIVE

Developing a structured and informative supervision process is vital for the success of your Student/youth Volunteer Program. It will enable your volunteers to hone their skills and give them confidence to learn new ones. Supervision will help build a strong sense of being part of a team that cares about them and should be very positive and upbeat.

FROM THE SUPERVISOR'S VIEWPOINT

For the supervisor, supervision is an opportunity to —

- ✓ give instructions about the job
- ✓ set clear expectations about tasks and behaviour
- ✓ give feedback from staff and clients
- ✓ get feedback from volunteer staff
- ✓ give credit when due
- ✓ involve other staff
- ✓ encourage creative problem-solving
- ✓ be upbeat and positive

FINAL REPORT FOR "MAP" GRANT

The goal of this project was to establish a student volunteer program at Glenbow. Through a process of establishing contacts in the community with educational institutions a number of potential volunteer roles for students were identified by educators and Glenbow Volunteer Resources staff. Interested students were interviewed and by matching the student's interests and skills with the needs of Glenbow, students were placed in various roles. The student volunteer program is now in full operation and over the past year a total number of 99 students, youths and interns have participated in the program. Students have contributed a total of 8,705 hours which equates to an economic contribution of \$129,666.60 to Glenbow. The economic rate is calculated as per the provincial guidelines published by the Voluntary Action Directorate Department of Canadian Heritage, Ottawa, Canada.

The students range in age from 11 years to mid-to-late twenties. They are involved in an organization-wide program fulfilling many diverse roles in every work unit at Glenbow. The following is a sample of the volunteer positions students fill at Glenbow:

- | | |
|-------------------------------|--|
| Program & Exhibit Development | <ul style="list-style-type: none">▪ Special Events▪ Curator Intern▪ Videotape Library Cataloguer▪ Art Intern▪ P.R. Intern▪ Discovery Booth▪ Youth Curator Project▪ Catch A Rainbow▪ Evaluation/Surveyor▪ Program Intern (Seniors) |
| Library & Archives | <ul style="list-style-type: none">▪ Word Processing▪ Intern▪ Metis Genealogy▪ General Archives |
| Collections Management | <ul style="list-style-type: none">▪ Storage & Deaccessioning▪ Intern▪ Military History Intern▪ Junior Collections Assistant▪ Insect Specimen Analyst |
| Glenbow Enterprises | <ul style="list-style-type: none">▪ Special Events▪ Glenbow Shop |
| Central Services | <ul style="list-style-type: none">▪ Clerical Assistant |

We look forward to continuing to offer students volunteer opportunities at Glenbow in a manner which meets the needs of the students as well as Glenbow's.

YOUTH VOLUNTEER PARENTAL APPROVAL FORM

YOUR SON/DAUGHTER IS EXPECTED TO:

- Attend orientation and training sessions as scheduled and undertake continuing education when provided to maintain and enhance competence in assigned tasks.
- Consider volunteer work as a serious commitment and view the position as valid and important.
- Represent Glenbow, at all times, in an appropriate and responsible manner.
- Be aware of and abide by the policies and procedures of Glenbow.
- Follow the volunteer position description and accept supervision.
- Act as a member of the Glenbow team when working with other volunteers and staff.
- Be prompt and reliable for work and follow through on any commitments.
- Provide reasonable notice to the appropriate supervising staff member if unable to fulfil responsibilities due to exams, vacation, or change in personal schedule.
- Accurately record volunteer hours served.
- Wear the volunteer name tag and security pass when volunteering at Glenbow.
- Provide supervising staff member and the Manager of Volunteer Resources with adequate notice before terminating position.
- Dress in an appropriate manner for the position assigned.

**I PERMIT MY SON/DAUGHTER _____ TO VOLUNTEER IN
THE _____ PROGRAM AT GLENBOW.**

I UNDERSTAND THE RESPONSIBILITIES AND COMMITMENT REQUIRED.

Signature of Parent/Guardian

Date

Please sign and return this page to:

*Norcen Volunteer Centre, Glenbow Museum
130 - 9 Avenue SE Calgary, AB T2G 0P3
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