

VOLUNTEER MANAGEMENT COMPETENCIES

INDICATORS FOR NOVICE TO EXPERT

MANAGING SELF: TRAITS AND
CORE COMPETENCIES

MANAGING PEOPLE: SUPERVISION &
HUMAN RESOURCES

MANAGING PROJECT & PROGRAMS:
MANAGEMENT & OPERATIONS

LEADING ORGANIZATIONS:
LEADERSHIP



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Volunteer Management Competencies: Indicators for Novice to Expert

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Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION & HUMAN RESOURCES

| Topic | A. 1. Identify Need for Volunteers |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know agency’s priorities and plans <input type="checkbox"/> Know customer/client needs <input type="checkbox"/> Know how volunteers will add value |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Translate agency priorities and needs into goals/objectives for volunteers <input type="checkbox"/> Design activities for volunteers to meet customer/client needs <input type="checkbox"/> Create volunteer work plan |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Adjust activities to maintain alignment with agency priorities <input type="checkbox"/> Refine volunteer activities to reflect changing customer/client needs <input type="checkbox"/> Adapt the volunteer work plan to reflect the skills and knowledge of individual volunteers |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the context of the agency priorities and plans within the larger community <input type="checkbox"/> Articulate the role of agency/members in addressing customer/client needs <input type="checkbox"/> Think strategically about leveraging volunteer assets to |

Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION AND HUMAN RESOURCES

| Topic | A. 2. Recruit volunteers |
|---|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know what the volunteer is going to do (activities) <input type="checkbox"/> Able to create coherent statement of agency priorities/policies and client/customer needs <input type="checkbox"/> Identify appropriate sources of volunteers |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Create a position description <input type="checkbox"/> Write a customized advertisement that attracts potential applicants <input type="checkbox"/> Identify and uses appropriate channels for outreach |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Able to ‘sell’ the position to applicants <input type="checkbox"/> Willing to adapt expectations to balance agency plans/client needs to strengths of the individual applicants <input type="checkbox"/> Analyze effectiveness of recruiting strategies and make appropriate changes |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the strengths of applicants and refer to other programs when relevant <input type="checkbox"/> Use expanded networks to make connections outside of traditional channels |

Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION AND HUMAN RESOURCES

| Topic | A. 3. Select and place volunteers |
|---|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Create an application form <input type="checkbox"/> Able to identify relevant competency-based screening questions <input type="checkbox"/> Able to distinguish between required and preferred qualifications and skills |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Develop a protocol for screening that includes application, interview, background checks, and other tools <input type="checkbox"/> Design a scoring mechanism for assessing applications <input type="checkbox"/> Assess applications and interviews with both quantitative and qualitative data |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Match skill sets with position descriptions and/or placement site <input type="checkbox"/> Negotiate agreement with volunteer regarding positions descriptions/expectation and placement <input type="checkbox"/> Include all relevant people in the decision-making process <input type="checkbox"/> Develop a decision-making protocol for assigning and placing volunteers |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the motivations of volunteers (demographics, life stages, age etc.) <input type="checkbox"/> Match motivations of volunteers to requirements of placement site <input type="checkbox"/> Articulate reasons for selection or not of volunteers based on selection criteria |

Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION AND HUMAN RESOURCES

| Topic | A. 4. Orient volunteers and staff |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Provide initial orientation for volunteer and staff to activities and work plan <input type="checkbox"/> Provide orientation to worksite, including formal and informal networks and structures <input type="checkbox"/> Introduce relevant policies and procedures <input type="checkbox"/> Explain organizational lines of reporting and authority |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Develop volunteer handbook <input type="checkbox"/> Develop orientation checklist <input type="checkbox"/> Develop packet of materials from sites <input type="checkbox"/> Involve site supervisor in orientation |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Gather feedback from volunteers and sites regarding adequacy and relevance of orientation <input type="checkbox"/> Analyze feedback <input type="checkbox"/> Provide training for site supervisors on volunteer management |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Adapt orientation materials to reflect feedback <input type="checkbox"/> Maintain ongoing relationship with site supervisor to discuss mutual expectations, problems, and performance |

Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION AND HUMAN RESOURCES

| Topic | A. 5. Develop performance measurement system |
|---|--|
| Skill Level | Indicators |
| <p style="text-align: center;"><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a performance appraisal form <input type="checkbox"/> Create and use a timesheet for tracking hours <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a tracking tool to measure activities <input type="checkbox"/> Learn and apply principles of youth/adult learning and development |
| <p style="text-align: center;"><i>“Intermediate”</i> Apply skills and knowledge</p> | <p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect data on a regular basis regarding the personal performance of the volunteer <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect data on a regular basis regarding activities and the work plan |
| <p style="text-align: center;"><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the performance data of the volunteer <input type="checkbox"/> Develop member development plan that incorporates interests of the volunteer and the priorities of the organization <input type="checkbox"/> Provide opportunities for a variety of experiences and assignments <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the data from volunteer activities <input type="checkbox"/> Look for trends and patterns that reflect the continuous improvement of the work |
| <p style="text-align: center;"><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <p><i>For the person:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt activities of the volunteer to reflect the skills and motivation of the volunteer <p><i>For the work:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Align the value added by volunteer to agency goals, mission and vision |

Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION AND HUMAN RESOURCES

| Topic | A. 6. Assess and provide feedback on performance |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of basic supervisory principles (e.g. Communication, setting clear expectations, listening skills, coaching skills, goal setting, providing feedback) <input type="checkbox"/> Identify and articulate performance expectations <input type="checkbox"/> Understand the concept of progressive discipline and grievance procedures |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with volunteers <input type="checkbox"/> Assess performance and personal skills and work products <input type="checkbox"/> Provide positive and negative feedback based on performance expectations <input type="checkbox"/> Develop corrective action plan if necessary, based on progressive discipline procedure <input type="checkbox"/> Provide written evaluation for records |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyze results of performance assessment <input type="checkbox"/> Create individual training and development plan that reflects the goals and values of both volunteer and agency <input type="checkbox"/> Manage and resolve conflicts |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Anticipate potential problems or opportunities for volunteers and sites <input type="checkbox"/> Identify potential volunteers for different assignments <input type="checkbox"/> Articulate impact and value of the individual’s contribution to the work of the agency, the community and the individual <input type="checkbox"/> Responsible for human resources decisions (e.g. hiring, leave requests, terminating) |

Volunteer Management Competencies: Novice to Expert Continuum

A. SUPERVISION AND HUMAN RESOURCES

| Topic | A. 7. Recognize, reward, and retain volunteers |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know a range of methods, tools, tangible rewards for recognizing the work of volunteers <input type="checkbox"/> Ensure that volunteers are kept informed of the work of the agency <input type="checkbox"/> Provide frequent formal and informal recognition for work of volunteers <input type="checkbox"/> Understand the roles and relationships of volunteers and staff |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Maintain communication with volunteer and staff regarding assignment and personal satisfaction <input type="checkbox"/> Establish an ongoing feedback loop where specific information is shared in an open, informal setting |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Adapt the workplan based on feedback from volunteer, the supervisor, and the agency <input type="checkbox"/> Adjust the reward and recognition to reflect the motivation of the volunteer <input type="checkbox"/> Reflect the values and culture of the sponsoring agency in any recognition and reward plan |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify and adjust the work of volunteers to reflect their changing motivations of volunteer and the evolving needs of the agency. <input type="checkbox"/> Manage the mutual responsibilities and expectations of both volunteers and staff. |

Volunteer Management Competencies: Novice to Expert Continuum

B. MANAGEMENT AND OPERATIONS

| Topic | B. 1. Manage or oversee projects |
|---|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Follow an established protocol for a project <input type="checkbox"/> Conduct a project <input type="checkbox"/> Document outcomes using a template <input type="checkbox"/> Count the outputs |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify need for project <input type="checkbox"/> Develop relevant activities or interventions to meet the need <input type="checkbox"/> Plan, design, and conduct a project <input type="checkbox"/> Create objectives and measures to gauge the success of the project |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyze processes and outcomes <input type="checkbox"/> Adjust project or program activities as a result of analysis <input type="checkbox"/> Undertake new projects or activities to reflect learning from project evaluation |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Align activities and projects with agency mission and goals <input type="checkbox"/> Leverage activities and projects to strengthen the sponsoring organization <input type="checkbox"/> Disseminate information about project results to intern and external stakeholders <input type="checkbox"/> Replicate and adapt project to new settings |

Volunteer Management Competencies: Novice to Expert Continuum

B. MANAGEMENT AND OPERATIONS

| Topic | B. 2. Develop and manage financial processes |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand laws regulating nonprofit financial management <input type="checkbox"/> Monitor expenditures against a program specific budget <input type="checkbox"/> Know the financial sources of program support <input type="checkbox"/> Understand In Kind Contributions <input type="checkbox"/> Document reporting and tracking of expenditures |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Apply laws regulating nonprofit financial management <input type="checkbox"/> Develop a rudimentary budget by connecting program goals and activities to anticipated expenses <input type="checkbox"/> Know essential cost elements of program operations |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyze trends of budget and expenditures <input type="checkbox"/> Adapt spending patterns to reflect budgetary realities <input type="checkbox"/> Identify and obtain alternate sources of funding <input type="checkbox"/> Develop a comprehensive budget in compliance with federal, state, or private grant guidelines |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for adequate funding to support continued viability of volunteer management program <input type="checkbox"/> Justify the value added of the volunteer program in terms of the expenditure required to maintain a quality program <input type="checkbox"/> Pursue financial sustainability |

Volunteer Management Competencies: Novice to Expert Continuum

B/ MANAGEMENT AND OPERATIONS

| Topic | B. 3. Manage technology |
|---|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Facility with basic computer technology (e.g. word processing, spreadsheet, database, email and internet) <input type="checkbox"/> Capable of record keeping for volunteer management |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Use technology to document volunteer activities such as training, service delivery and monitoring (e.g. web based reporting systems, eGrants, volunteer management software) |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyze trends resulting from data collected using computer software and web based tools <input type="checkbox"/> Adapt computer tools and applications to meet needs of the program |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify, obtain and apply appropriate technology to manage volunteers and the program |

Volunteer Management Competencies: Novice to Expert Continuum

B. MANAGEMENT AND OPERATIONS

| Topic | B. 4. Manage risk |
|---|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand laws regarding volunteer liability <input type="checkbox"/> Identify existing risk management policies in agency, program, and placement site <input type="checkbox"/> Understand key elements of risk management (avoidance, prevention, reduction, and control) <input type="checkbox"/> Implement process of risk assessment |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Assess for consistency the risk management policies of agency, program, and placement site <input type="checkbox"/> Assess adequacy of insurance products (workers compensation, health insurance, general liability and vehicle insurance) <input type="checkbox"/> Anticipate potential risks for program, volunteers, and beneficiaries <input type="checkbox"/> Ensure that volunteers have adequate protection against potential risks |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Develop a crisis management plan that reflects a trend analysis of reasonable risks associated with the program and the volunteers <input type="checkbox"/> Analyze the gaps in coverage and likelihood of occurrence of potential risks of managing a volunteer program |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Implement a crisis management plan <input type="checkbox"/> Adapt and align risk management policies and procedures between the program/project and the agency <input type="checkbox"/> Advocate for supporting the risk management planning and implementation in the agency |

Volunteer Management Competencies: Novice to Expert Continuum

B. MANAGEMENT AND OPERATIONS

| Topic | B. 5. Develop & maintain record keeping & documentation system |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Use a record keeping system that documents activities and progress towards goals <input type="checkbox"/> Compile data in response to program requirements |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand a performance measurement system for assessing program results <input type="checkbox"/> Understand the relationship between maintaining sufficient documentation and managing risk |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the logic model as a tool for managing program activities and linking to program outcomes <input type="checkbox"/> Analyze the validity of program activities <input type="checkbox"/> Develop a cost effective and comprehensive documentation system that facilitates compliance and provides meaningful results |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Design program evaluation based on desired outcomes of the program <input type="checkbox"/> Adapt program design to reflect outcomes of performance measurement data and program evaluation <input type="checkbox"/> Articulate and communicate benefits of program activities to internal and external stakeholders |

Volunteer Management Competencies: Novice to Expert Continuum

B. MANAGEMENT AND OPERATIONS

| Topic | B. 6. Manage quality |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Comply with requirements imposed by agency and professional standards <input type="checkbox"/> Recognize qualitative and quantitative data that provides valuable information about program value <input type="checkbox"/> Understand vocabulary and tools for quality management (e.g. TQM Total Quality Management, and Continuous Quality Improvement) |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Describe the process for gathering data and assessing outcomes <input type="checkbox"/> Recognize the components of quality service (i.e. Is the service responsive to community need? Do key stakeholders value it? Is it consistently delivered? Does it go beyond minimum standards?) |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify cause and effect relationships in processes related to managing operations <input type="checkbox"/> Analyze results to identify where change needs to be made or to build on success |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Adapt processes or operating procedures to reflect the results of the analysis <input type="checkbox"/> Align and adapt processes to ensure that quality criteria are met or exceeded |

Volunteer Management Competencies: Novice to Expert Continuum

B. MANAGEMENT AND OPERATIONS

| Topic | B. 7. Develop and revise policies, processes, and procedures |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know current policies, processes, and procedures for the program, agency and placement site <input type="checkbox"/> Identify sources of information for samples or templates for policies, processes, and procedures |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Develop relevant policies, processes, and procedures to reflect volunteer and program activities <input type="checkbox"/> Develop policies, processes, and procedures that incorporate the changing profile of the volunteer pool (i.e. Baby Boomers, persons with disabilities) |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyze policies, processes, and procedures to meet the standard of best practices in the field of volunteer management |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that policies, processes, and procedures of the volunteer management program are aligned with those of the program, agency and placement site. |

Volunteer Management Competencies: Novice to Expert Continuum

C. LEADERSHIP

| Topic | C. 1. Articulate & commit to the organization's vision; connect vision to goals |
|---|--|
| Skill Level | Indicators |
| <p><i>"Novice"</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know how the project contributes to the vision and goals of the agency <input type="checkbox"/> Aware of the community, political and cultural context of the project <input type="checkbox"/> Hold a perspective about the larger vision of the agency's view of the future <input type="checkbox"/> Know the elements of strategic planning |
| <p><i>"Intermediate"</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Integrate the priorities of the agency into the work of the project <input type="checkbox"/> Create and implement the work within the context of the agency vision <input type="checkbox"/> Incorporate principles of cultural diversity into planning and operations. |
| <p><i>"Advanced"</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and marshal resources required for project success <input type="checkbox"/> Anticipate obstacles to project success <input type="checkbox"/> Adapt the project to reflect changing goals within the organization's vision |
| <p><i>"Expert"</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the context of the agency within the larger community <input type="checkbox"/> Articulate the role of the agency in addressing community needs <input type="checkbox"/> Think strategically about leveraging assets to benefit community and to create sustainability <input type="checkbox"/> Advocate for the project or agency in various community settings |

Volunteer Management Competencies: Novice to Expert Continuum

C. LEADERSHIP

| Topic | C. 2. Partner, collaborate, work with others & facilitate work groups |
|---|--|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know the principles of group dynamics <input type="checkbox"/> Understand the principles of adult learning <input type="checkbox"/> Know the basics of meeting management |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility and follow through with requests, promises, opportunities <input type="checkbox"/> Run groups, teams, and meetings <input type="checkbox"/> Participate as a resource in working with others <input type="checkbox"/> Share leadership and resources |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Develop a network of peers in the community <input type="checkbox"/> Participate in ad hoc and formal coalitions <input type="checkbox"/> Play a leadership role in community-based work groups |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Make presentations and conduct training at meetings and conferences <input type="checkbox"/> Establish strategic alliances within the larger community <input type="checkbox"/> Demonstrate leadership within the field of nonprofit management <input type="checkbox"/> Use appropriate political processes to accomplish project or agency goals |

Volunteer Management Competencies: Novice to Expert Continuum

C. LEADERSHIP

| Topic | C. 3. Empower others |
|--|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Structure of Knowledge Base</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the difference between empowering and abdicating power <input type="checkbox"/> Provide coaching and support while holding others responsible for results <input type="checkbox"/> Able to assert personal experience and point of view <input type="checkbox"/> Know the definitions and implications of disability and cultural competency |
| <p><i>“Intermediate”</i> Fluency of Performance</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Value the assets and perspective of community members <input type="checkbox"/> Articulate mutual expectations of project or goal <input type="checkbox"/> Build relationship with other people <input type="checkbox"/> Create an inclusive project environment for people with disabilities that reflects cultural competency |
| <p><i>“Advanced”</i> Independence of Performance (PDSA) (Plan, Do, Study, Adapt)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyze goals and objectives in collaboration with community partners <input type="checkbox"/> Demonstrate flexibility in ability to adjust and meet multiple needs and priorities <input type="checkbox"/> Acknowledge and incorporate assets of others <input type="checkbox"/> Provide reasonable accommodations for those with disabilities <input type="checkbox"/> Adapt projects to incorporate cultural diversity and people with disabilities |
| <p><i>“Expert”</i> Range of Conditions (Context)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Open to working in collaboration with others <input type="checkbox"/> Build coalitions and partnerships based on knowledge and experience within the community <input type="checkbox"/> Articulate the value of working with others for mutual community benefit <input type="checkbox"/> Actively engage people from different cultures and those with disabilities in volunteer work and community service |

Volunteer Management Competencies: Novice to Expert Continuum

C. LEADERSHIP

| Topic | C. 4. Convert Needs into Objectives and Action Plans |
|---|---|
| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Know basic principles of logic models for measuring outcomes <input type="checkbox"/> Know how to develop performance measures |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Develop a work plan (e.g. activity, how accomplished, time line, who’s responsible) <input type="checkbox"/> Identify indicators and create instruments to provide relevant process and outcome data <input type="checkbox"/> Implements the program objectives and action plans |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Collect, aggregate, and analyze the data <input type="checkbox"/> Adjust objectives, action plans, and processes to reflect the results of data analysis <input type="checkbox"/> Implement revised program based on data analysis |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Articulate connections, opportunities, and advantages for internal and external partners and program participants. |

Volunteer Management Competencies: Novice to Expert Continuum

C. LEADERSHIP

| Topic | C. 5. Learn, apply, and model the professional principles of volunteer management |
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| Skill Level | Indicators |
| <p><i>“Novice”</i> Acquire basic vocabulary and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Able to identify professional strengths and weaknesses <input type="checkbox"/> Able to develop a self improvement plan <input type="checkbox"/> Know the formal organizational structure for volunteer management |
| <p><i>“Intermediate”</i> Apply skills and knowledge</p> | <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Participate in relevant professional development in formal and non-formal educational settings <input type="checkbox"/> Incorporate changes resulting from educational programs into volunteer management practices <input type="checkbox"/> Access resources related to volunteer management practices |
| <p><i>“Advanced”</i> Plan, Do, Study, Adapt (PDSA)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the value of role of volunteer manager <input type="checkbox"/> Develop a professional network and participate with others in promoting the field <input type="checkbox"/> Share best practices developed resulting from experience <input type="checkbox"/> Seek professional credentials that acknowledge their work as volunteer managers |
| <p><i>“Expert”</i> Apply knowledge in a range of contexts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate conceptual knowledge of the role of volunteer management within the nonprofit world <input type="checkbox"/> Articulate the importance of the profession of volunteer manager to the agency and the community <input type="checkbox"/> Mentor other volunteer managers <input type="checkbox"/> Advocate for the advancement of the field of volunteer management |