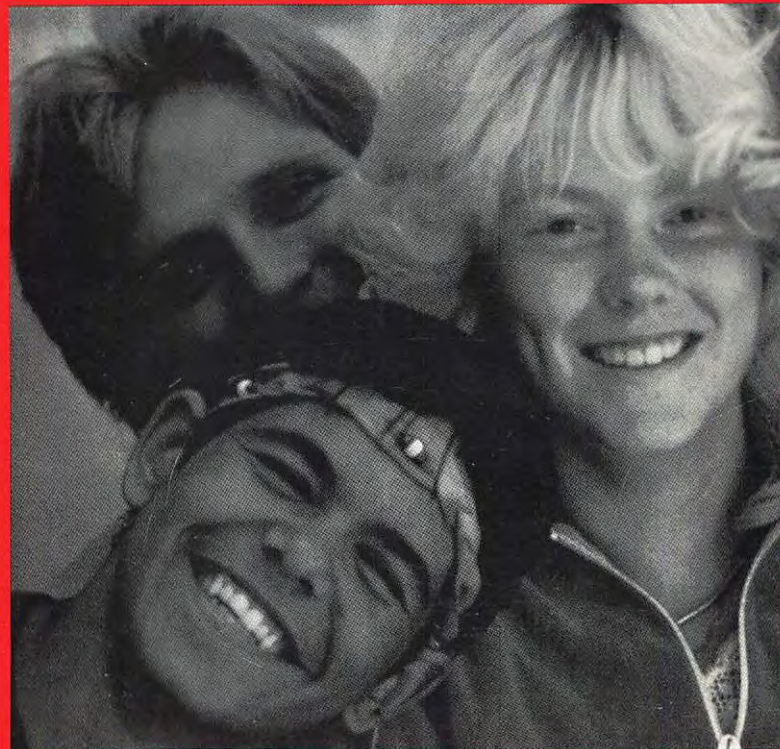


# TEEN POWER!



HOW TO DEVELOP A TEEN  
VOLUNTEER PROGRAM

# **TEEN POWER!**

**How to Develop a Teen Volunteer Program**

**Claire Lloyd**

**Volunteer Centre of Metropolitan Toronto**

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# INTRODUCTION

***We start helping others early in life. It appears that caring about others is as much a part of human nature as caring about ourselves. Which impulse gets emphasized is a matter of training.”<sup>1</sup>***

This manual is designed as a practical guide for non-profit agency staff in the development of a Teen Volunteer Program. It will be helpful to co-ordinators of volunteers in the planning stage, as well as those who recognize the need to revitalize their teen programs. Recommendations are based on the Volunteer Centre of Metropolitan Toronto's experience with teen volunteers.

The manual provides in-depth information on the developmental issues of adolescence and youth volunteering studies to help you with your target recruitment. There are many easy-to-read checklists for an effective recruitment campaign. Management concepts are presented in an organized, pragmatic format. Often there are examples of forms in the Appendices. The manual is designed so that you can use any combination of questions or suggestions that apply to your situation. You will quickly note that working with teens involves the same organizational framework as your adult program. To be effective you need to adapt each process to meet the needs and interests unique to teenagers.

The target group for this manual is the high school student population, with ages ranging from 14 to 19 years. Within this age group, we are targeting **those teens who it is possible to motivate to volunteer**. It is important to remember that there will be a spectrum of young people that you will not reach. Just as you approach specific adult groups, you will be concentrating on particular classes and populations of students.

This manual builds on several important assumptions:

- Your agency or organization has a staff person responsible for managing the volunteer program.
- Your Board and staff value your volunteers and you have their support and agency resources to implement the program.
- You are concerned with developing challenging volunteer opportunities and implementing supportive structures such as orientation, training, supervision and evaluation.

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<sup>1</sup> Kohn, Alfie. "Beyond Selfishness", Psychology Today, Oct. 1988.

If you need help in developing your Teen Volunteer Program contact the Volunteer Centre of Metropolitan Toronto who can assist you in getting started as well as inform you about professional development workshops and direct you to your local Association of Volunteer Administrators for networking with other agencies. You can also use the Centre's Resource Library which contains books and articles dealing with a wide variety of volunteer management issues. If you are not in the Toronto area, there is a national and provincial list of Volunteer Centres who can publicize your volunteer needs and give you professional support.<sup>1</sup>

You will find that teens will bring a tremendous amount of idealism, energy, enthusiasm, laughter and a fresh perspective into your agency. So buckle up your seat-belt and lets get started!

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<sup>1</sup> See Appendix I, List of National and Provincial Volunteer Centres.



# LET'S GET STARTED

## WHY A TEEN 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 Teen 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 teens a chance for personal growth and marketable skills.
- The teens you encourage and train will become adults who contribute both time and money to agencies such as yours.

## DIFFERENCES BETWEEN ADULT AND TEEN PROGRAMS

As you plan or revise your Teen 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:** Teens 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:** Teens should be encouraged to view the practical benefits of personal growth and marketability.

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

**Volunteer Interviews and Orientation:** Teens 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:** Teens need a structured support system in place in order to be effective. You must develop a regular, informative, upbeat schedule of meetings.

**Volunteer Recognition:** Teens thrive on fun and food! Develop zany ways of saying thank you.

# **THE RIGHTS AND RESPONSIBILITIES OF A VOLUNTEER <sup>1</sup>**

## **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

## **THE YOUTHFUL VOLUNTEER**

A study at the Graduate School of Information Sciences, University of Pittsburgh,<sup>2</sup> 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.

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

2 "The Youthful Volunteer", Volunteer Administration, Summer 1977.

- Today's youth do not want to fight a social revolution. However, they are ready to 'do what they can' to correct wrongs.
- Teens 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 teens.
- Today's youth are honest, forthright and they expect all their leaders to be the same.
- Teens 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 TEENAGE 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<sup>1</sup>. 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 teens 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 teenagers 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.

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<sup>1</sup> Atkinson, R. "Respectful, Dutiful Teenagers", *Psychology Today*, October 1988.

## **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 TEENS

## MYTHS:

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

**Teens 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.

**Teens 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 teen behaviour in the eighties isn't as outspoken as in past decades.

**Teens have no sense of values.** Although their sense of priorities might be different, most teens believe in the same value systems as their parents.

**Teens 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. Teens need to be considered as individuals.

## DEVELOPMENTAL TASKS AND WORKPLACE IMPLICATIONS

### I: TEENS ARE STRESSED

Teens 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 teen's self esteem. Paying **jobs** open to teens are often boring, repetitive work that they hate. **Hormonal levels** in their bodies often fluctuate wildly and teenagers experience overwhelmingly strong emotions that they are inexperienced in handling.

**Workplace Implications:**

Your teen 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 Teen 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 teens 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.

## **II: TEENS 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 teens 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, teens 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 teen's **inner qualities**. Don't be fooled by the bravado exhibited by many teens. If a teenager has the qualifications and sensitivity for your program, can you overlook his earring, or her unusual haircut?

Be **respectful** of a teen'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 teens in awkward situations that are embarrassing for them.

Realize that because of the positive experience you are giving them, many teens 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 teenagers 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!

### **III: TEENS ARE INEXPERIENCED**

Adolescents don't have the **workplace experience** of your adult volunteers. If you are recruiting young teens, 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.

Teens 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 Teen 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**

## **TEEN VOLUNTEERS: WHERE TO FIND THEM**

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

## **TEEN 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 teens



- presentations to Parent Teacher Associations
- brochures and flyers
- videos
- T-shirts, buttons, etc.
- public transit/bus shelter posters

## **TEEN MOTIVATIONS TO VOLUNTEER <sup>1</sup>**

- 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

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<sup>1</sup> Adapted from: 101 Ideas, McCurley & Vineyard, 1986.

## 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 Teen 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.

### TEEN VOLUNTEER JOB DESCRIPTION <sup>1</sup>

**Job title:** Make it appealing to a teen.

**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 teen 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.

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<sup>1</sup> See Appendix III, Sample Volunteer Application Form.

## **INTERVIEWING:**

### **INFORMATION YOU NEED BEFORE THE INTERVIEW**

This information should be obtained from your Volunteer Application Form<sup>1</sup> 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 teenager 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 teens are more confident when they can share the responsibilities with their peers.

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<sup>1</sup> See Appendix III, Sample Volunteer Application Form.

## HOW TO SAY NO TO A TEEN 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 TEEN 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 teens 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 teens 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 TEEN 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 Teen 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 teen volunteers.

## **TRAINING NEEDS OF TEENS**

- 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 teens 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. Teens 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 teen volunteers, even the shy ones. You will need to repeat trainings or supervision around key skills and issues.

### **FORMATS**

#### **Lecture:**

Teens 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 teens techniques or procedures on the job. This should be used to augment other training.

#### **Printed Material:**

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

#### **Audio-visuals:**

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

#### **Timeframes:**

Teens 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 Teen 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

## **THE VOLUNTEER'S EXPERIENCE**

For the volunteer, supervision is:

- a forum for clarifying the job
- input on how to do a job well
- a scheduled time for airing concerns and issues
- a chance to hear constructive feedback
- an opportunity for growth through self-awareness
- a group to belong to
- recognition for a job well done

## **SUPERVISORY FORMATS**

You should schedule a regular time for formal supervisory meetings and trainings and use different formats for various situations and types of volunteer jobs. Such as:

- formal group meetings with agenda
- on-site meetings
- pre-work chats
- debriefings
- weekly, monthly reports
- phone calls
- random meetings/supervision upon request

# EVALUATION AND RECOGNITION

## FUNCTIONS OF EVALUATION

Evaluation is one of the primary management procedures that you will already have in place for your volunteer program. It is important that you have your teen volunteers give you regular feedback as their concerns and issues will guide you to make necessary changes. Make it clear that you need honest answers and that they will be kept confidential. Keep the completed Volunteer Evaluation Forms<sup>1</sup> in your locked personnel file.

Requesting regular evaluations from your volunteers and supervisory staff will perform two important functions:

1. You will get an accurate picture of what they are enjoying. Certain staff supervisors will be very good with teens and you will want to include them in orientations and other activities. You need to know which training formats the students respond to the most. The evaluations will also show areas that need trouble-shooting. Any problems will be caught in the initial stages and can be handled before you have a crisis. You will easily see that certain jobs need re-structuring, or that a supervisory format is not effective.
2. Your volunteers and supervisory staff will know that you value their opinions. They know that problems will be put on a supervision agenda, or handled in person. Having a cooling off period before issues are discussed allows everyone involved to be more objective.

## QUESTIONS TO ASK

- Are you enjoying your job?
- What do you enjoy most about being an agency X volunteer?
- What do you enjoy least?
- Do you feel you have received adequate supervision/training?
- What topics would you like to cover in future trainings?
- Has the staff been helpful?
- What kind of teen volunteer recognition party would you enjoy?

When you ask questions such as what kind of trainings or party they want it is important to offer only topics and choices that you can deliver!

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<sup>1</sup> See Appendix IV, Sample Volunteer Evaluation Form

## **RECOGNITION! TEEN STYLE**

- greet your teen volunteers by name
- be liberal with praise
- write a thank you note for outstanding work
- praise them to their peers
- offer them additional responsibility
- take pictures of teens at work and play and display them on the bulletin board
- throw a video party or make your own sundae party
- send impromptu fun cards or notes
- promote staff smiles
- attend a sports event together
- have a picnic
- highlight a particular program in your agency newsletter
- maintain a file noting their family and school information
- follow up on evaluation suggestions
- send a birthday card and note
- offer free coffee or juice
- invite to a staff meeting
- accommodate personal problems
- post Honour Roll for perfect attendance
- compliment personal growth
- call them staff and treat them as such
- always say thank you
- include teens in the annual volunteer recognition
- help teen to write a resume using volunteer experience and skills<sup>1</sup>
- write a detailed letter of reference<sup>2</sup>

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<sup>1</sup> See Appendix V, Sample Resume with Volunteer Experience

<sup>2</sup> See Appendix VI, Sample Letter of Reference

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# APPENDICES

- I National and Provincial Volunteer Centres
- II Sample Form: Volunteer Job Description
- III Sample Form: Volunteer Application
- IV Sample Form: Volunteer Job Evaluation
- V Sample Resume with Volunteer Experience Listed
- VI Sample Letter of Reference (Volunteer Experience)



# NATIONAL AND PROVINCIAL LIST OF VOLUNTEER CENTRES

## CANADIAN VOLUNTEER CENTRES

### British Columbia

THE VANCOUVER VOLUNTEER  
CENTRE  
Suite 301, 3102 Main Street  
Vancouver, B.C. V5T 3G7  
Tel: (604) 875-9144

### Alberta

THE VOLUNTEER ACTION CENTRE  
9844-110 Street  
Edmonton, Alberta T5K 1J2  
Tel: (403) 482-6431

VOLUNTEER CENTRE OF CALGARY  
110-11th Street S.E., Suite 201  
Calgary, Alberta T2G 0X5  
Tel: (403) 265-5633

### Saskatchewan

VOLUNTEER INFORMATION TRAINING  
CENTRE  
No. 216  
1933-8th Avenue  
Regina, Saskatchewan S4R 1E9

### Manitoba

THE VOLUNTEER CENTRE OF  
WINNIPEG  
3rd Floor - 5 Donald Street  
Winnipeg, Manitoba R3L 2T4  
Tel: (204) 477-5180

### Quebec

FEDERATION DES CENTRES D'ACTION  
BENEVOLE DU QUEBEC  
928 St. Joseph Est  
Montreal, Quebec H2J 1K6  
Tel: (514) 524-7515

### Nova Scotia

METRO VOLUNTEER RESOURCE  
CENTRE  
P.O. Box 5066  
Armdale, Nova Scotia B3L 4M6  
Tel: (902) 423-1368

### New Brunswick

MONCTON VOLUNTEER CENTRE  
Suite 406, 236 St. Georges St.  
Moncton, New Brunswick E1C 1W1  
Tel: (506) 857-8005

### Prince Edward Island

VOLUNTEER RESOURCE COUNCIL  
81 Prince Street  
Charlottetown, P.E.I. C1A 4R3  
Tel: (902) 892-3790

### Newfoundland

COMMUNITY SERVICES COUNCIL  
P.O. Box 5116  
Virginia Park Plaza  
newfoundland Drive  
St. John's, Nfld. A1C 5Z3  
Tel: (709) 753-9860

## ONTARIO VOLUNTEER CENTRES

### Northern Region

DRYDEN VOLUNTEER BUREAU  
54 Kirkpatrick Avenue  
Dryden, Ontario P8N 2G3  
Tel: (807) 223-5995

FORT FRANCES VOLUNTEER BUREAU  
129 First Street East  
Fort Frances, Ontario P9A 1K3  
Tel: (807) 274-9555

**TIMMINS VOLUNTEER CENTRE INC.**  
251-3rd Avenue, Suite #1  
Timmins, Ontario P4N 1E2  
Tel: (705) 264-9765

**TRI-MUNICIPAL VOLUNTEER BUREAU**  
P.O. Box 326  
Kenora, Ontario P9N 3X4  
(807) 468-3562 / 468-5848

**VOLUNTEER BUREAU**  
8 Albert Street East  
Sault Ste. Marie, Ontario P6A 2H6  
Tel: (705) 949-6565

### **Eastern Region**

**CENTRAL VOLUNTEER BUREAU  
BELLEVILLE INC.**  
240 William Street  
Belleville, Ontario K8N 3K3  
Tel: (613) 962-1355

**COMMUNITY VOLUNTEER BUREAU**  
82 Emma Street, Room 154  
Brockville, Ontario K6V 1S9  
Tel: (613) 342-7040

**KINGSTON COMMUNITY VOLUNTEER  
BUREAU**  
23 Carlisle Street  
Kingston, Ontario K7K 3X1  
Tel: (613) 542-8512

**CENTRAL VOLUNTEER BUREAU OF  
OTTAWA-CARLETON**  
256 King Edward Avenue  
Ottawa, Ontario K1N 7M1  
Tel: (613) 232-4876

**PETERBOROUGH AND DISTRICT  
INFORMATION CENTRE  
AND VOLUNTEER BUREAU**  
281 King Street  
Peterborough, Ontario K9J 2S4  
Tel: (705) 743-2523

**TRI-MUNICIPAL VOLUNTEER BUREAU**  
P.O. Box 3011  
Kenora, Ontario P9N 4C8  
Tel: (807) 468-3562 / 468-5848

### **Western Region**

**Central Volunteer Bureau of Brant**  
101 Wellington Street, P.O. Box 2108  
Brantford, Ontario N3T 5Y6  
(519) 756-4242

**BURLINGTON VOLUNTEER CENTRE**  
760 Brant Street, Suite 410 E  
Burlington, Ontario L7R 4B7  
(416) 639-4804

**CAMBRIDGE VOLUNTEER BUREAU**  
Dickson Centre - 2nd Floor  
30 Parkhill Road West  
Cambridge, Ontario N1S 1C9  
(519) 623-0423

**VOLUNTARY ACTION CENTRE OF  
HAMILTON & DISTRICT**  
627 Main Street East  
Suite 206  
Hamilton, Ontario L8M 1J5  
(416) 529-4202

**VOLUNTEER PLACEMENT SERVICE OF  
KITCHENER-WATERLOO**  
Victoria Park Pavilion  
P.O. Box 1118  
Schneider Avenue  
Kitchener, Ontario N2G 4G7  
(519) 742-8610

**CENTRAL VOLUNTEER BUREAU**  
415 Dundas Street - 2nd Floor  
London, Ontario N6B 1V9  
(519) 438-4155

**NIAGARA FALLS VOLUNTEER BUREAU  
INC.**  
5017 Victoria Avenue  
Niagara Falls, Ontario L2E 4C9  
(416) 357-0300

**NORTH HALTON VOLUNTEER BUREAU**  
164 Guelph Street  
Georgetown, Ontario L7G 4A6  
(416) 877-3219

**OAKVILLE VOLUNTEER BUREAU**  
1515 Rebecca Street  
Suite 301  
Oakville, Ontario L6L 5G8  
(416) 849-8163

**VOLUNTEER SERVICES OF WINDSOR-  
ESSEX COUNTY**  
1695 University Avenue  
Windsor, Ontario  
N9B 1C3  
(519) 253-6351

**Central East Region**

**VOLUNTEER CENTRE OF  
METROPOLITAN TORONTO**

**CITY OF TORONTO BRANCH/  
RETIREMENT PLUS**  
344 Bloor Street West  
Suite 207  
Toronto, Ontario M5S 3A7  
(416) 961-6888

**NORTH YORK BRANCH**  
Armour Heights Public School  
148 Wilson Avenue  
Toronto, Ontario M5M 3A5  
(416) 481-6194

**ETOBICOKE BRANCH**  
Burnhamthorpe Collegiate  
Room 105, 76 Keane Avenue  
Islington, Ontario M9B 2C4  
(416) 621-9936

**SCARBOROUGH BRANCH**  
Midland Avenue Collegiate  
720 Midland Avenue  
Room 80  
Scarborough, Ontario M1K 4C9  
(416) 264-2308

**EAST YORK BRANCH**  
Community Care East York  
334 Donlands Avenue  
Toronto, Ontario M4J 3R9  
(416) 467-1327

**YORK BRANCH**  
Harwood Junior Public School  
50 Leigh Street  
Toronto, Ontario M6N 3X3  
(416) 762-4398

**MARKHAM NEIGHBOURHOOD  
SUPPORT CENTRE INC.  
VOLUNTEER BUREAU**  
27 Wellington Street West  
Markham, Ontario L3P 1A3  
(416) 471-1620

**VOLUNTEER CENTRE OF PEEL**  
4 Robert Speck Parkway  
Suite 270  
Mississauga, Ontario L4Z 1S1  
(416) 275-4299

**HELPMATE VOLUNTEER BUREAU**  
10100 Yonge Street  
Richmond Hill, Ontario L4C 1T8  
(416) 884-3839

## SAMPLE FORM: VOLUNTEER JOB DESCRIPTION

TITLE: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

PURPOSE OF POSITION: \_\_\_\_\_

RESPONSIBILITIES: \_\_\_\_\_

SPECIFIC DUTIES: \_\_\_\_\_

QUALIFICATIONS: \_\_\_\_\_

BENEFITS AND TRAINING: \_\_\_\_\_

HOURS: \_\_\_\_\_

COMMITMENT: \_\_\_\_\_

LOCATION: \_\_\_\_\_

REFERENCES: 1. \_\_\_\_\_

2. \_\_\_\_\_

I agree to the duties listed above

Volunteer \_\_\_\_\_ Date \_\_\_\_\_

This agency agrees to provide the specified training and appropriate supervision:

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## SAMPLE FORM: VOLUNTEER APPLICATION

NAME \_\_\_\_\_  
                    Last                                    First                                    Initial

ADDRESS \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_ BEST TIME TO PHONE \_\_\_\_\_

IN CASE OF EMERGENCY CONTACT \_\_\_\_\_

(Relationship) \_\_\_\_\_

1. How did you learn about agency x ?  
Friend \_\_\_\_\_ Parent \_\_\_\_\_ School \_\_\_\_\_ Paper \_\_\_\_\_ Other \_\_\_\_\_
  
2. Why would you like to work with agency x? \_\_\_\_\_  
\_\_\_\_\_
  
3. How much time each week/month would you like to work with us?  
2 hours/wk \_\_\_\_\_ 6hrs/wk \_\_\_\_\_ 2times/month \_\_\_\_\_
  
4. Which days/times would you prefer to work?  
Mon \_\_\_\_\_ Tues \_\_\_\_\_ Wed \_\_\_\_\_ Thurs \_\_\_\_\_ Fri \_\_\_\_\_ Sat \_\_\_\_\_ Sun \_\_\_\_\_  
3:30 - 5:30 p.m \_\_\_\_\_ 6:30 -9 p.m. \_\_\_\_\_ Weekend days \_\_\_\_\_
  
5. What are your previous work experiences, paid or unpaid? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What have you enjoyed most about your previous work experiences? \_\_\_\_\_

---

---

7. What skills would you like to contribute while working with us? \_\_\_\_\_

---

---

8. What skills would you like to develop while working with us? \_\_\_\_\_

---

---

9. Is there a particular project that you are interested in? \_\_\_\_\_

---

---

10. Are you receiving academic credit for this? \_\_\_\_\_

---

---

11. What experience have you had with (client population)? \_\_\_\_\_

---

---

12. Describe briefly your feelings about (a relevant issue). \_\_\_\_\_

---

---

(Optional)

Please name two people we can call for references.  
One should be professional (eg., minister, teacher, employer, etc.)

1. Name and telephone number \_\_\_\_\_

Relation to you \_\_\_\_\_ Length of time known \_\_\_\_\_

2. Name and telephone number \_\_\_\_\_

Relation to you \_\_\_\_\_ Length of time known \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

PLEASE RETURN TO (YOUR AGENCY AND ADDRESS) WE WILL CALL YOU  
FOR AN INTERVIEW

THANK YOU FOR YOUR INTEREST! TELL A FRIEND!

## SAMPLE FORM: VOLUNTEER JOB EVALUATION

Dear Volunteer:

We hope that you are enjoying your volunteer placement with us. In order for us to ensure that your placement is rewarding and satisfying we would like to hear from you. Please take a few minutes to answer the following questions and return it to the volunteer department. Thank You.

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

Job Title \_\_\_\_\_

Department(s) \_\_\_\_\_ Supervisor(s) \_\_\_\_\_

Day(s) \_\_\_\_\_ Hours \_\_\_\_\_

Do you enjoy your job?    Rewarding\_\_\_\_    Interesting\_\_\_\_    Boring\_\_\_\_

We need to talk\_\_\_\_

Has the staff in your department been helpful to you?

Very\_\_\_\_    Somewhat\_\_\_\_    Not Really\_\_\_\_

Do you feel you have received enough training to do your job well?

Yes\_\_\_\_    No\_\_\_\_

In what areas would you have like more training? \_\_\_\_\_

\_\_\_\_\_

Comments? \_\_\_\_\_

\_\_\_\_\_

PLEASE RETURN TO:    NAME: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

THANK YOU FOR YOUR COMMENTS



# SAMPLE RESUME with Volunteer Experience

## RESUME OF

**Jane R. Ewing,**  
345 Somewhere Street, Apt. #102,  
Your Town, Ontario, M5M 4L5  
Telephone: (416) 555-1212

**Personal Data:** Date of Birth: 14th January, 1970  
Marital Status: Single

**Education:** 1988 Currently enrolled in Grade XIII  
1987 Secondary School Graduation Diploma

### Work Experience:

1986-present Sales Clerk - T. Eaton Co., Toronto, Ontario Duties: Sales,  
inventory, reconciliation, store complaints

1982-86 Delivery Person: The Globe and Mail, Toronto, Ontario

### Volunteer Experience:

1987 Bloorview Childrens' Hospital organized swim program for  
disabled children

1986 Spring Garden Summer Camp: worked as a camp assistant  
with developmentally handicapped children

1985 North York Nursing Home: assisted with recreational  
programming and swimming; visited individual seniors and  
helped with personal correspondence

1984 Girl Guides of Canada: program assistant for a  
BrowniePack

**Hobbies:** Piano, jogging, swimming, violin

**Languages:** English; knowledge of French

**References:** Available on request

## **SAMPLE LETTER OF REFERENCE (VOLUNTEER EXPERIENCE)**

Monday, April 15, 1988

North York Nursing Home,  
123 Somewhere Street,  
North York, Ontario  
M5M 4L5

Mrs. A. Aston,  
Director, Community Service for the Elderly,  
456 Somewhere Street,  
North York, Ontario.  
M5M 4L5

Dear Mrs. Aston:

I am replying to your reference request with respect to Miss Jane R. Ewing who has recently applied to your agency for full time community service work with the elderly.

Jane has been working at the North York Nursing Home as a volunteer since September 1985. She spends six hours each week with our seniors in addition to holding a part-time position at the T. Eaton Company. Jane is well liked by the seniors and works in a very easy going manner with the regular staff. She has made a considerable contribution to the development of our recreational program and in aiding seniors with their necessary correspondence. In addition, Jane visits a number of seniors in our outpatient service and shares her enthusiasm with them.

I would highly recommend Jane for the position which is now open at your agency. She has proven to me her deep commitment to improving the life of seniors. Her enthusiasm is infectious and her attention to even the smallest detail has earned her a very well deserved reputation here. Jane is also planning to begin part-time studies in the gerontology program at the University of Toronto this September and I know that such study will make her an even more valuable staff person in working with seniors.

If you have any further questions please contact me during the day at 555-1212.

Sincerely,

Mrs. J. Lowell  
Director

