



**A Change the World Project funded by:**

**“When we build a culture of understanding and uphold human dignity, we build a better world” Ban Ki Moon**



Agency User GuiDe

Table of Contents

[What is Appreciative Inquiry? S.1](#_Toc36022999)

Shaping of Roles S.2

Best Practices For Youth S.2.1

Flexibility S.2.1a

Legitimacy S.2.1b

Ease of Access S.2.1c

Experience S.2.1d

Incentives S.2.1e

Variety S.2.1f

Organization S.2.1g

Laughs S.2.1h

Assessment Tools S.2.2

Flexibility S.2.2a

Legitimacy S.2.2b

Ease of Access S.2.2c

Experience S.2.2d

Incentives S.2.2e

Variety S.2.2f

Organization S.2.2g

Laughs S.2.2h

Action Plan(s) S.2.3

[Recruitment](#_Toc36023003) S.3

[Finding](#_Toc36023004) Your Volunteers S.3.1

Advertising S.3.1a

Gaining Access to Young People S.3.1b

[Using](#_Toc36023005) a Job Description S.3.1c

[Screening](#_Toc36023007) (10 Safe Steps) S.4

[Supervision](#_Toc36023008) & Evaluation S.5

[Tips](#_Toc36023009) for Talking about Evaluation S.5.1

[Recognition](#_Toc36023010) of Volunteers S.6

Index S.7

Section

1

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What Is Appreciative  
Inquiry?

**A**ppreciative **I**nquiry involves searching for the best in people, organizations and communities through the discovery of “what gives life” to a system when it is at its most effective and its most economically, ecologically and socially capable. (Cooperrider & Whitney, 2001)

There are 4 Phases involved in appreciative inquiry: Inquire, Imagine, Innovate, and Implement. The completion of these stages results in “transformational change, sourced from collaborative inquiry with participants.” (Cram, 2010).

# **Phase 1: Inquire (60 – 90 minutes)**

What gives life? What’s working?

* Focus on peak moments of excellence
* Discover unique factors that made leadership, relationship, culture, structure rewards moments possible
* This phase involves paired interviews, sharing stories, identifying themes, and observing similarities and differences across groups
* Helps establish relationships, develop understanding of success, and identify the best of the past - to build on the future

Phase 2: Imagine (45 – 90 minutes)

**What might be? What are we called to become?**

* **Participants challenge the status quo by envisioning more valued and vital futures**
* **Images of the future emerge out of the stories and examples from the best of the past**
* **Involves individual reflection, small group conversations, identifying themes, visualizing the future, and observing similarities and differences across groups**
* **Engages participants in envisioning the future based on the best of the past or co-generating a desired vision of the future**

Phase 3: Innovate (75 – 120 minutes)

What should be? What’s next and who will benefit?

* Goal - envision how the organization or community should be designed to fully realize the shared dreams and ideals
* Social architecture is first identified
* Values
* Leadership
* Culture
* staff/people
* Structures
* Strategy
* Communication
* Process
* Practice
* Results
* Create “possibility statements” about what it would look like if were doing more of its “bests”
* Organization or community begins to set new strategic directions and align its visions of the future with its systems and processes
* This phase involves individual, pair, or small group brainstorming, sharing, and development of themes
* Focus on translating the vision

Phase 4: Implement (60 – 120 minutes)

Who will do what, by when? What else is needed to support the changes?

* Implement the possibility statement and set the organizational compass
* Time of continuous learning, using monitoring and appreciative evaluation tools and processes
* improvising/making course corrections in pursuit of the shred vision
* Involves individuals choosing which actions they wish to be responsible for making a reality
* Participants create commitments to implementation while maintaining learning, celebrating success, and identifying the next cycles of affirmative topics and AI

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# **Shaping of Roles**

Section

2

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# S.2.1 Best Practices for Youth

Meaningful youth volunteer experiences encourage and teach youth to embrace and contribute to their community and likewise serve as an advocate for the community to engage and support all youth. Opportunities and proper supports provide meaningful recognition of youths’ achievements. Youth develop the 5 C’s (competence, connection, character, confidence, and caring/compassion) through programs and community efforts. Appropriate opportunities and supports allow youth to work on personal development goals. Volunteer experiences can empower youth to assume leadership roles, providing youth opportunities to consider themselves as resources. Youth have the opportunity for skill building and intentional learning experiences through program activities and community involvement.

Adults serve as positive role models to youth through consistent support, empowerment, expectations, and constructive uses of time. Volunteer opportunities for youth should be developmentally appropriate and expose youth to protective factors that buffer them from involvement in risky behaviors and mediate the impact of risk factors. All programs and places should have a clear daily structure. All programs and places should have an appropriate adult/youth ratio. Adults must clearly communicate expectations.

Youth satisfaction surveys should be provided to all youth in your program or place AND the suggestions should be implemented. Visibility of meaningful youth-adult partnerships throughout programs, places, and policies is very important. Youth and adults should be mutually equipped to have healthy and positive relationships. Youth should be given opportunities for long-term organizational involvement with adults, even after volunteer hours or assignments are complete.

Organizations and staff should work together to promote youth development through collaboration, linking resources, sharing expertise, and connecting people. This will make for meaningful experiences for youth volunteers. Adults should work together to encourage engagement and support of youth. Youth-adult partnerships are very useful in promoting youth engagement. A partnership can provide youth with several adult mentors who may have a better understanding of the community and can impart this wisdom to youth. On the other hand, youth can provide their expertise on those issues that are important to them and their peers.

# 7582 - Integrity and PrinciplesS.2.1a Flexibility

Provide youth volunteer assignments that can be done after school, on weekends or during school holidays. Offer flexibility around exam time. Be mindful of the other responsibilities and obligations a youth may have to their families, clubs or religious affiliations.

# S.2.1b Legitimacy

Explain the significance of the volunteer position and explain how they are contributing to their community. Youth want to know that they are directly affecting outcomes for the agency and the people it serves. Young people want to know how they are making a difference.

# 7566 - Coaching and MentoringS.2.1c Ease of Access

Be clear about how you will help the youth volunteer preparing for a position; explain what kind of training you will provide. Ask about any accommodations they may require due to disability or medical reasons. Ask about allergies and sensitivities so that the work environment is safe and accessible to the youth.

# 7585 - Learning SkillsS.2.1d Experience

Explain the relevance of how the youth volunteer experience makes direct connections with employment possibilities. What skills will they learn through the youth volunteer position? How will these skills further their career paths? Emphasize the benefits of volunteering for gaining work experience and job readiness.

# 7590 - Motivation SkillsS.2.1e Incentives

Explain how the volunteer position will be useful to provide reference to potential employers when looking for employment. If your agency can connect youth with potential employers, be sure to communicate that to youth.

# S.2.1f Variety

Make sure that the work is not repetitive. Youth need to be learning new skills and have new experiences to remain engaged and motivated. Can you promise them work that will keep them learning about new things?

# 2899 - Business ObjectS.2.1g Organization

Reassure youth volunteers that they won’t be overwhelmed with policies and procedures. Let youth volunteers know that checklists or phone (or e-mail) check-ins are as valid as written reports.

# 7605 - Stress Management SkillsS.1.f Laughs

Make the volunteer position fun. It is important for youth to have fun, share laughs with other volunteers and staff in order to keep the experience enjoyable. Keep the environment light and remember that laughter doesn’t mean tasks are not being attended to, it just means that people are having fun while doing them.

# 7601 - Search for SolutionS.2.2 Assessment Tools

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. In this context, look for indicators of meaningful volunteer experience a key component to positive youth development is to make sure youth not only have quality experiences, but are also fully engaged as active participants. However, this process takes time. It is suggested that organizations and community-based partnerships should assess their programs every six months.

# 7582 - Integrity and PrinciplesS.2.2a Flexibility

Are youth volunteer assignments scheduled for after school, on weekends or during school holidays? Is scheduling flexible around exam time? Are youth able to be present on a regular basis and for full shift times? If youth are not attending regularly or need to reschedule, check to make sure you are being flexible and accommodating to their needs.

# S2.2b Legitimacy

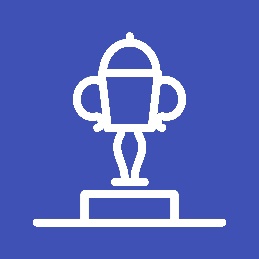
Do youth volunteers understand the significance of their role in the agency? Can they describe the impact they are having in their community and/or within the agency? Remember that youth need to know that they are making a difference in their communities and they need concrete evidence that their role is accomplishing that.

# 7566 - Coaching and MentoringS2.2c Ease of Access

Has the youth volunteer received significant training and do they feel competent in their role? Have you made the necessary accommodations needed for any disability or medical issues? Is the environment a safe place for the youth in regards to allergies and sensitivities? Be sure to check in regularly to be sure the youth feels safe and well-equipped to fulfill their role.

# 7585 - Learning SkillsS2.2d Experience

Does the youth volunteer understand that this experience will benefit them when seeking employment and what kind of employment they could achieve? Do they understand that the skills they are learning are transferable and how so? Can they describe and list skills learned in this role and describe how these skills will further their career path?

S2.2f Incentives

Will you be able to provide references to future employers? Have you connected with potential employers? What other incentives are you providing to encourage the youth to remain engaged, show initiative and become more involved and connected?

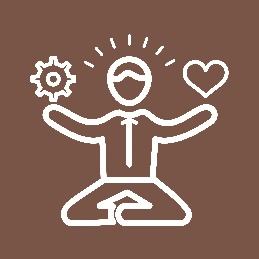
# S.2.2f Variety

Can youth describe the new knowledge they have gained? Can youth report new skills they have learned and experiences they are looking forward to?

# 2899 - Business ObjectS2.2g Organization

Do the youth know where to find checklists and other information pertinent to their role is located? Such as; MSDS sheets, First Aid, contact sheets, checklists etc.

# S.2.h Laughs

Do youth report having fun and making meaningful connections with other volunteers? Do they describe looking forward to coming to volunteer?

# 7571 - Decision Making SkillsS.2.3 Action Plans

In this section you will discuss how you will meet the criteria in Section 2.2 with the VIVA Coordinator. You can make notes and use the following checklists to help you draft an action plan that will help you create and maintain a meaningful experience for the youth volunteers that you will be working with.

# **Physical and Psychological Safety**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **In our agency, explicit policies and staff training indicate that physical and sexual harassment, violence, and bullying are not tolerated.** |  |  |  |  |
| **Staff members make youth feel comfortable, supported, and safe.** |  |  |  |  |
| **Staff members are trained on privacy and confidentiality laws in their province, ensuring that information and feelings youth share are managed appropriately** |  |  |  |  |
| **Staff members have been trained in managing group dynamics and creating a safe environment for youth** |  |  |  |  |
| **Staff proactively resolves conflicts among youth.** |  |  |  |  |

# **Notes:**

# **Appropriate Structure**

# **Notes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **All adolescents are greeted warmly and made to feel welcome the moment they enter our front door.** |  |  |  |  |
| **Our agency always has a sufficient number of adults to supervise activities, keep youth safe, and support positive relationships with youth.** |  |  |  |  |
| **The expectations our program has for adolescents in our program are explicitly stated at the beginning of the program and maintained throughout. These expectations are challenging but achievable.** |  |  |  |  |
| **Our staff members provide a reason or explanation for all requests and rules.** |  |  |  |  |
| **Our agency provides age-appropriate structure. As youth progress, we incorporate additional opportunities for them to give input into program governance and rules.** |  |  |  |  |
| **Familiarizing participants with health and safety information and protocol (locations of first-aid kits, fire escapes/extinguishers, etc.)** |  |  |  |  |

# **Supportive Relationships**

**Notes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **Youth report that our staff members are trustworthy and reliable.** |  |  |  |  |
| **Our agency provides opportunities for youth to interact positively with one another through structured and unstructured activities.** |  |  |  |  |
| **Staff members work to build on and enhance each youth’s unique strengths (for example: artistic, musical, mathematical, interpersonal skills).** |  |  |  |  |
| **Staff are trained and able to proactively engage quiet and withdrawn youth, positively engaged youth and acting-out youth without singling anybody out.** |  |  |  |  |
| **Staff members interact with all adolescents in a supportive, affirming, and caring manner. Staff are trained and able to connect with youth while maintaining healthy professional boundaries.** |  |  |  |  |

# **Opportunities to Belong**

**Notes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **Our agency is inclusive of adolescents from a variety of cultures and backgrounds (including LGBTQ youth, youth with disabilities, etc.)** |  |  |  |  |
| **Our agency provides opportunities for youth to work together to accomplish a goal.** |  |  |  |  |
| **Our program is “branded” to help youth feel like they are a part of something special.** |  |  |  |  |
| **When working on activities or projects, our staff members provide all youth with roles, such as time-keeper, note-taker, or spokesperson.** |  |  |  |  |
| **Our program has activities and materials displayed throughout that are representative of the population we serve (for example: images in posters, etc.).** |  |  |  |  |
| **Staff members receive training in cultural competence, particularly as it relates to ethnicity and sexuality.** |  |  |  |  |

# **Opportunities to Make a Difference**

**Notes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **Our agency creates meaningful opportunities for leadership and initiative for adolescents in our program (for example: involving teens in efforts to encourage youth in the community to volunteer )** |  |  |  |  |
| **Our agency has a youth advisory council and the council’s recommendations are applied toward meaningful changes in our program and community.** |  |  |  |  |
| **Our agency encourages youth to make a difference in their community by developing or referring teens to community service learning projects, as appropriate.** |  |  |  |  |
| **Our staff members engage youth in achieving their goals related to education and employment, or refer youth to other organizations who can help with these items, as appropriate.** |  |  |  |  |
| **Staff members receive support, through training and supervision, on providing adolescents with leadership opportunities.** |  |  |  |  |

# **Opportunities for Skill Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **Staff members help youth make connections between skills they are learning and success in other settings, such as education and work.** |  |  |  |  |
| **Our staff members engage youth in determining their goals and in identifying how those goals can be achieved.** |  |  |  |  |
| **We help youth identify milestones to celebrate as they move toward achieving their goals** |  |  |  |  |
| **We present youth with opportunities that can help them achieve their goals (for example: career fairs, college fairs, assistance with scholarships, etc.).** |  |  |  |  |
| **Staff members are trained and able to identify opportunities for youth to learn and apply skills to real-life settings.** |  |  |  |  |

**Integration of Family, School and Community Efforts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Agency Characteristics*** | ***Describes Us Well*** | ***Almost There*** | ***Just Getting Started*** | ***Does Not Describe Us*** |
| **Our agency recognizes the importance of linking youth to resources that build connections between the youth in our program and other people or resources, as needed (for example: introducing youth to an employer or site in need of a volunteer, connecting youth to mental health services or job training programs, etc.).** |  |  |  |  |
| **Our agency engages parents through family activities, newsletters, websites, or other program activities.** |  |  |  |  |
| **Our program provides professional development opportunities for our staff members to increase their abilities to engage with families, schools, and other community partners.** |  |  |  |  |

**Notes:**

**Notes:**

Section

3

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# Recruitment

Traditional routes to volunteering are changing and organizations are competing for volunteers. Those who donate time want to know it is well spent, that work is well organized and their contribution is valued. It is important volunteers are clear about their roles and the support they can expect from an organization. Organizations need to have systems and procedures in place to ensure their volunteers have a great experience.

Volunteering may be regarded as a way to learn new skills, meet new friends, or make a valuable contribution to a cause. It may lead to employment and new careers.

# 2913 - Find UserS3.1 Finding Your Volunteers

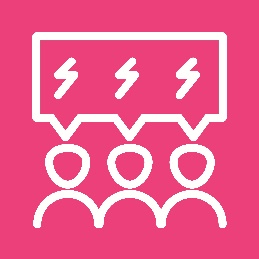
Making middle school, high school and college student’s part of your volunteering program is an important [diversifying strategy](http://blogs.volunteermatch.org/engagingvolunteers/2010/02/09/how-and-why-to-build-a-diverse-volunteer-program/) that can help ensure the future viability of your organization. Without young people, you’ll have fewer long-term volunteers and the turnover rate will have you spending valuable time, energy and resources on extra recruitment efforts.

If you haven’t already tapped the resources of local schools and youth programs, it’s time to start focusing on recruiting younger volunteers to fill out your ranks. No matter what your volunteering program does, there are ways to incorporate young people into it and benefit from their energy, ideas and skills.

The following four tips should help you recruit young volunteers for your organization:

**1. Create Volunteer Titles**

Think about the specific needs you have and what kinds of skills and abilities youth volunteers should have in order to meet your program’s needs. Try to develop titles with accurate descriptions of what types of work are done in each position. Having specific niches for young people to fill will help increase their confidence and show them that they’re meeting legitimate needs.

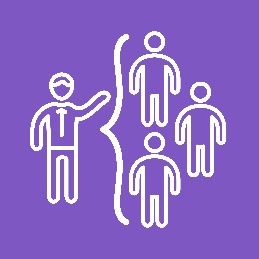
**2. Increase Solidarity**

Make sure that you have a way to make community members and others aware of your young volunteers. Provide them with distinctive, brightly colored T-shirts to help them develop group solidarity and enjoy being recognized as volunteers.

**3. Record Hours**

Equip your volunteer center with a communal chart for recording volunteer hours. Young volunteers are often trying to fulfill academic requirements or get an idea of how many hours they’ve served so they can include it in recommendation letters. If you make it easy for them to record their hours and establish bragging rights or contests based on the number of hours served, you’ll be increasing their motivation to keep working with you.

**4. Host Workshops**

Try establishing an annual event such as an all-day workshop and activity festival for your volunteers. Of course, this depends heavily on your budget, but you can make it fairly inexpensive by simply recruiting adults to share their expertise on desirable subjects. For example, if you have an adult volunteer who can show off a few Web design tricks or give some professional communication tips, students are likely to sign up to hear them.

Allowing students to “teach” their own workshops is also a great opportunity and looks good on résumés. Young volunteers tend to appreciate new ways to improve their credentials and learn something that’s valued in the real world, so if you can help them accomplish those goals, you’ll have their attention.

# S.3.1a Advertising

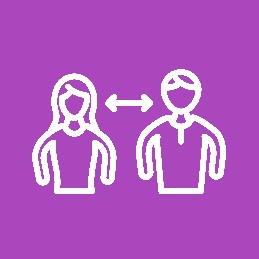
# **Get Online** FacebookTwitterInstagramSnapchat

**The Internet** is undeniably one of the biggest outlets to reel in the youth demographic of today. Zeroing in your attention to just a few of the most prominent social websites like Facebook and Twitter allows non-profits to bring in youth free of charge on the biggest outlets on the Internet. A positive and relatable presence online and constant use of social media accounts can definitely help increase your engagement with youth. Young people will discover you faster and will be able to share their volunteering accomplishments with friends more easily. You can also increase volunteer interaction by updating these accounts consistently and responding to comments

**Don’t forget your organization’s own website** can be a simple yet effective tool to engage youth too. As long as your website can be found by a simple Google search of key terms and has an easy to navigate interface. Make sure to always keep your information up to date and provide regular updates with visuals to keep your youth volunteers informed on your mission and organization’s endeavors.

**Create a We-Need-You brochure** or run an ad in the local newspaper (it your budget allows) to advertise the need for volunteers; be sure to include volunteers testimonials.

# S.3.1b Gaining Access to Young People

There are many places you can access young people within your community without having to work too hard. Hold “Job Fairs” at schools and Youth Centres, have a dynamic and interactive presence at local festivals and events that appeal to youth and don’t forget local churches and ministries. Use word of mouth to let people know you have youth volunteer positions to be filled at your agency. Talk to other parents, family, teachers, principals etc. and ask them to recommend a youth or spread the word about your vacancies. Drop off your brochures to schools and youth centres and anywhere else youth frequent such as the public library or coffee shops. Make sure the brochures include contact information, social media handles and your website.

# 2875 - Job OpeningS.3.1c Using a Job Description

It is important to be specific and as detailed as possible about a volunteer position so that interested youth know what you are looking for and what they are volunteering for. Use language that reflects the youth

**Organization:** List the name of your organization.

**Position Title:** This is a volunteer’s identification, so give it as much prestige as possible. Describe the work as interesting, high energy and results oriented.

**Examples:**

- Youth Leader, rather than Babysitter

- Office Assistant, rather than Clerk

- Special Needs Helper, rather than School Volunteer

**Major Objectives:** What does your organization do? Write concise statements reflecting the goals of the services volunteers will perform. Take the perspective of a volunteer and use the goals statement to answer the question, ***“Why am I doing this?”***

**Examples:**

- Minor soccer coaches will manage their teams and ensure each child is given equal opportunity to participate and enjoy the sport.

- Technology for Tots instructors will help children of low income families learn how to use information, technology and the internet.

**Duties and Responsibilities:** As specifically as possible, list each duty and responsibility of the position.

**Qualifications and Requirements:** What qualifications or equipment are needed? Include necessary education, languages, any age limitations, preferred skills, credentials, time requirements, physical resources and human qualities necessary for performing duties. Specific qualifications, references and screening should be required for volunteers working with vulnerable populations (children, youth, seniors, special needs clients). Similar precautions should be undertaken for positions involving management of money, assets and confidential information. Be careful not to over qualify for the position - you could lose potential volunteers due to overly stringent educational or skills requirements, as well as burdensome time commitments.

# S.3.1.d Writing Position Descriptions

A position description is a written outline of the purpose of a volunteer's role and how it fits into the bigger picture of your organisation. It helps volunteers know what they need to do, what help they'll get to do it and how they fit into the bigger picture of your organisation.

A position description also describes the volunteer's responsibilities and the broad capabilities they need to do their job. It should also outline the benefits of the role such as reimbursement of expenses, training opportunities, social opportunities or any allowances.

If you've already gone through the process of [creating volunteer roles](http://www.volunteer.vic.gov.au/manage-your-volunteers/planning-volunteer-programs/creating-volunteer-roles) to support your volunteer programs, then you'll have all the information you need to write clear, concise and informative position descriptions.

While a good position description guides a volunteer in their role and responsibilities it doesn't bog them down with details of every task they need to do.

*Why have position descriptions?*

Many community organisations do not have position descriptions for volunteers. However, volunteers report that they feel more supported and motivated if they have a position description that clarifies their role, what's expected of them (and what they can expect) and how they fit into the organisation.

In a nutshell, a position description speaks volumes about your organisation. It shows that you are organised and professional. It tells prospective volunteers that you are serious about what you do and that you respect and appreciate their contribution. And it shows that you have thought about how you want to involve volunteers in your organisation and its programs.

A position description is also a useful tool for managing a volunteer's expectations in regard to things like training and skill development, how the role may change or grow in the future and how they will be recognised for their contribution.

Used in this way, a position description travels with a volunteer through their lifecycle in an organisation and is periodically updated to reflect changes in things like the scope of the role or the volunteer's responsibilities, skills, time commitment etc.

How is a position description structured?

While you can structure your position descriptions in whatever way suits the style of your organisation, you would typically want to include the following sections.

**Title of the role**

As funny as it seems, people like to know that their role has a specific name. A title gives meaning and purpose to the role. It should accurately describe the role.

**About your organisation**

Explaining a bit about the goals, culture or history of your organisation (and even the types of volunteers who are involved) helps give prospective volunteers a feel for the type of organisation they would be joining. If volunteers are considering a number of volunteer opportunities, they are more likely to choose the organisation that most appeals to their needs and values.

**Example: The Southern Society for Cats and Dogs**

The Southern Society for Cats and Dogs manages a refuge for 35 abandoned dogs, and 90 abandoned cats. We aim to ensure that these animals are healthy and are matched to responsible owners that can provide a loving and secure home. We do not receive government funding for our work and rely on donations and other fundraising activities to maintain our refuge.

**Key skills/abilities**

Like any job description, a volunteer position description should list the key skills or abilities that you are looking for. Note that this relates to capabilities, not qualifications or personal attributes.

**Example: Volunteer retail assistant**

Our volunteer retail assistant role consists of:

* Verbal communication
* Money handling
* Customer focus
* Time management
* Complaints handling and continuous improvement
* Commitment
* Teamwork

**Tasks and responsibilities**

Try not to get bogged down on detailed descriptions of duties and tasks. There can be many ways to perform a role and still achieve its objectives. If you focus on the responsibilities of the role then volunteers can choose the best way do the job.

**Example: Volunteer retail assistant**

Our volunteer retail assistant will be responsible for:

* Sorting donated goods (clothing, household goods)
* Cleaning and washing
* Preparing stock for sale and pricing goods
* Displaying stock and maintaining an inviting environment for customers
* Customer service
* Handling money

**Mandatory skills or requirements**

List any requirements that are essential to do the role. For example:

* Certifications or qualifications, such as a current driver's licence, food handling certificate, Animal handling certificate, police check or working with children check
* Having strong computer skills
* Speaking more than one language
* Must be over 18 (for insurance purposes)

Think carefully about whether your requirements are actually essential to perform the role. Could someone without these requirements still do the job? Or could a volunteer develop these requirements on the job? If you can be flexible about your mandatory requirements then you are more likely to recruit a diverse range of volunteers to the role.

**Experience and knowledge**

Rather than setting mandatory requirements, you might be looking for someone who has experience in a type of work or knowledge in a specialist area. Make this clear in your job description as well. For examples, volunteer roles in health, advocacy or legal matters might need appropriate knowledge.

**Personal attributes**

Including things like personal attributes, interests, broad capabilities (like creativity, flexibility and honesty) and skills can help to open up your volunteer program to a much wider range of prospective volunteers. It also gives volunteers the flexibility to do a job in their own particular way.

For example:

* Positive attitude
* Client/member focused
* Culturally aware
* Honest
* Collaborative

**Supervision**

Describe whether the volunteer has someone who supervises or assists them or, alternatively, people that they must supervise or assist as part of the role. Volunteers like to know who they need to report to, and in what capacity.

**Location and availability**

List where the role would be performed and the days/times volunteers need to be available. Some volunteers will be looking specifically for roles that offer flexibility in where and when they can get involved, so be clear about how flexible you can be.

**Commitment**

If you have a minimum time period that you would like a volunteer to commit to then include this in the position description. The minimum time commitment you set often reflects how much your organisation (and the volunteer) needs to invest in the role.

If you are investing a lot of time and energy into a volunteer position then consider a minimum time commitment of at least one year.

**Benefits**

Describe the benefits of the role. These are often specific to the role and your organisation and could include meals, drinks, uniform, reimbursement of expenses, networking, social activities, discounts, reciprocal roles with other organisations.

If you offer a training program of development opportunities these should be listed, as many volunteers are keen to develop their skills through volunteering.

**Creation and revision dates**

Providing these dates lets a prospective volunteer know how long the role has been in existence and how often it is reviewed and revised. It also helps your organisation keep track of when a role needs to be reviewed or revised.

**Sample of a Volunteer Job Description**

**Job Title: Day Chair**

**Purpose:** The Day Chair serves as the receptionist for the Charles County Agency on Aging, supporting the Agency's mission of supporting the elderly population of Charles County. The Day Chair represents the agency to members of the public who visit its offices Monday, Weds, and Friday from 9 a.m. - 4 p.m.

**Location:** The Day Chair works in the public reception area of the agency's central office at 567 N. Oak St in Tulsa, OK.

**Key Responsibilities:**

* The Day Chair answers the phone and directs calls.
* Greets guests and directs them to other offices or locations.
* Answers questions about the agency and provides forms when necessary.
* Prints out a list of activities that take place that day at the agency's offices and satellite locations.
* Makes reminder phone calls to other volunteers who assigned to projects for the following day.
* Opens the mail and distributes it.
* Enters donations received by mail in the database.
* Proofreads brochure copy when time allows.
* Aids in the preparation of bulk mailings.
* Prepares correspondence as needed.
* Other duties as assigned.

Reports to Assistant Director of the Charles County Agency on Aging

**The Length of Appointment:** The Day Chair serves one day per week for three months. After three months, the Day Chair may be reappointed for another three months at the discretion of the supervisor. After six months, the person who serves as Day Chair may rotate to another position within the agency.

**Time Commitment:** One day per week (M, W, or F) for six hours (9-12 am and 1-4 pm), for a minimum of three months.

**Qualifications:** Basic knowledge of computer and data entry. Pleasant manner, patience, problem-solving ability, dependability.

**Support:** Training for this position will be provided. Also, the Assistant Director will be available for questions and assistance.

**Age Requirement:** None

**Dress Code:** Business Casual

Other categories you might want to include in a volunteer position description are:

* Certifications/licenses required, such as CPR Certification or a Commercial Driver’s License.
* Development opportunities, such as training and promotion to other positions.
* Security checks required, such as criminal history check or fingerprint check.
* Benefits, such as a certificate of service, free parking, or tuition remission

Volunteer Job Description Form

Please enter the following information to create your own job description.

<Your text here.>

**Organization**

<Your text here.>

**Title**

<Your text here.>

**Duties and**

**Responsibilities**

<Your text here.>

**Qualifications and Requirements**

<Your text here.>

**Lines of Communication**

<Your text here.>

**Orientation and Training**

<Your text here.>

**Times Needed and Place of Work**

<Your text here.>

**Commitment Required**

<Your text here.>

**Benefits**

<Your text here.>

**Special Considerations**

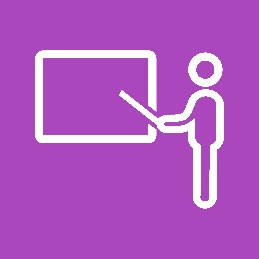
<Your text here.>

**Satisfactions**

<Your text here.>

**Contact**

**Lines of Communication:** Who will show volunteers what to do? Identify where in the chain of command a volunteer will be working, and who will supervise her/his activities. In some cases, this will be a staff person or another volunteer with direct responsibility for the service. It may be one person or a committee of the organization’s board of directors.

**Orientation and Training:** This includes hours of training and orientation available to volunteers, and may identify the people conducting it. Specialized training is an incentive to choose to volunteer. Skills developments, and the chance to extend work experiences in new areas, are major motivators for volunteers. Young people are particularly motivated by the work related aspects of volunteering, especially when it will them a chance to learn the social aspects of work behaviour such as communications, work site norms, and time management. Young people are in a learning mode - where it can be less challenging for them to learn new technical skills or to absorb the information being thrown at them. Young people often have shorter attention spans and will generally be more interested to learn by doing than to sit and work through theory. Be sure that the young participant receives concise information, understand how the training relates to the development of their skills and work experience, and satisfies their need for social interaction. Try to buddy up the young person with another volunteer.

**Times Needed and Place of Work:** This should include hours of duty, days of the week, and where the volunteer is expected to perform the services.

**Commitment Required:** The minimum amount of time needed from the volunteer should be noted. This commitment is often based on your organization’s investment in training and supervising the volunteer.

**Benefits:** List any benefits available to the volunteer, including payment of expenses. For example: free parking, liability insurance, freebies, and discounts from corporate sponsors. List less tangible benefits also, such as job experience and references.

**Special Considerations:** Any particular considerations SUCH AS: “Volunteers who work with children need lots of patience and enthusiasm.” OR: “Volunteers who work in hospitals or seniors’ homes must be able to cope with an environment of illness and / or ageing.” OR: “This job involves a lot of outdoor activity and may require some physical labour.” It is important for potential volunteers to think about their own interests and personal preferences and to self-screen as much as possible.



**Contact:** List contact name and other important information, such as phone and fax numbers and e-mail.

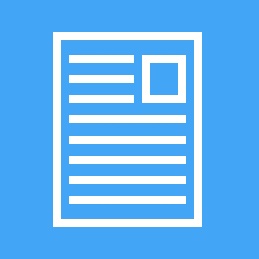
Section

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**Screening**

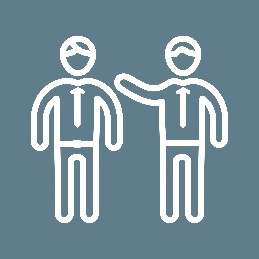
# **10 Safe Steps**

**Before you select a volunteer:**

1. Determine the risk
2. Write clear position description
3. Establish a formal recruitment process

**The Selection Process:**

1. Use an application form
2. Conduct interviews
3. Follow up on references
4. Request a police record check when appropriate

**Managing the Volunteer:**

1. Conduct orientation and training sessions
2. Supervise and evaluate
3. Follow up with program participants

# 7596 - Problem Solving**Tips to think about:**

* Youth volunteers will be screened to the same extent as any other volunteer
* Keep meetings casual and informal
* Go over the application form with them
* Explain the various screening steps, and make sure they understand that orientation, supervision, and evaluation are part of the process
* Give them tips on how to ask for references
* Be prepared to address questions from parents and to explain the importance of the screening process

Section

5

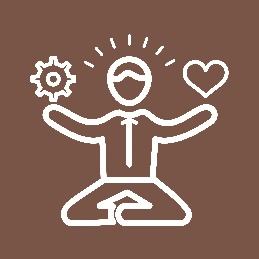
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# **Supervision and Evaluation**

Supervision provides young people with guidance, encouragement, support and on the job training. It gives them clear identification of who is supervising them and an understanding of how supervision will be provided as the work is done, in perorate supervision sessions, or in teams. It gives them an opportunity to express their opinions and concerns. It is important to give supervision that reflects the job description for the volunteer position and the orientation and training that has been provided.

# S.5.1 Tips for Supervising Youth

**Reporting Structure:** Who will the youth be responsible to report to and how to connect with that person easily

**Training:** Description of the training to be provided. Highlight this in the job description

**Transportation:** Describe if transportation is available

**Incentives/Benefits:** Describe the incentive(s) included (Example: letter of reference, high school volunteer hours signed off or a certificate of completion)

**Career Path:** Skills they will learn that may be related to future careers. List of potential jobs volunteer experience

# 7566 - Coaching and MentoringS.5.2 Tips for Talking About Evaluation

* Ask the young person what he/she is proud of in their volunteer work, what skills they have learned and where they see possibilities for self-improvement
* Make the connection for the volunteer between their contribution and the goals of the program or organization
* Quote where you can, tell them what clients or other volunteers or staff has noted about their style, their work habits and other aspects of the involvement
* Don’t generalize
* Ask questions
* Be accepting of mistakes. Don’t make a big deal about things done wrong. Make it clear that errors are a learning tool

**Sample Volunteer Evaluation Form**

**PART A: COMPLETED BY SUPERVISOR**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total # of cases handled or hours contributed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating scale: 1 = needs improvement 4 = very good

2 = fair 5 = superior

3 = good N/A = not applicable

**1. PROFESSIONALISM**

\_\_\_\_\_ Understands purposes and goals of (your agency name here)

\_\_\_\_\_ Understands and complies with confidentiality in client relationship

\_\_\_\_\_ Relates well with public

\_\_\_\_\_ Exhibits poise‑in handling difficult situations

\_\_\_\_\_ Exhibits sincere interest and enthusiasm towards clients and work

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** **RESPONSIBILITY**

\_\_\_\_\_ Reliable about schedule and time commitment

\_\_\_\_\_ Completes assignments in a timely fashion

\_\_\_\_\_ Pays attention to detail when necessary

\_\_\_\_\_ Willing to take on assignments

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. EFFECTIVENESS**

\_\_\_\_\_ Welcome opportunities to learn information or procedures that will make work more effective

\_\_\_\_\_ Follows through on assignments

\_\_\_\_\_ Willing to ask questions when in doubt

\_\_\_\_\_ Uncovers and communicates all pertinent facts

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benefits to staff from working with this volunteer are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benefits to program from this volunteer's skills, experience and knowledge are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Volunteer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sample Volunteer Evaluation Form**

**PART B: COMPLETED BY VOLUNTEER**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating scale: 1 = needs improvement 4 = very good

2 = fair 5 = superior

3 = good N/A = not applicable

**1. ORIENTATION AND TRAINING**

\_\_\_\_\_ The goals and purposes of (your agency name here) were clearly explained.

\_\_\_\_\_ The job description for your position was reviewed and procedures to be followed were explained.

\_\_\_\_\_ Training was effective and provided the tools needed to perform the assigned tasks.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. SUPERVISION**

\_\_\_\_\_ Supervisor was available to you when you had questions or needed information.

\_\_\_\_\_ Supervisor's attitude was one of professional regard.

\_\_\_\_\_ Lines of supervision were clear.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PLEASE RESPOND TO THE FOLLOWING**

**Section**

**6**

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**Recognition of Volunteers**

Some young people get a great deal of satisfaction from being part of an organization. Other young people are motivated to volunteer to accomplish tasks. There are also young people who enjoy being recognized for their talents and accomplishments. Another group of young volunteers enjoy leadership opportunities. Whatever their motivation for volunteering, it is important to recognize their hard work and dedication on a regular basis. With youth volunteers, it is particularly important to notice and praise when they have reached milestones, show initiative or have achieved personal bests. This validates their efforts and shows them that they are valued for their efforts and dedication.

**Remember:**

* Say thanks
* Surprise your volunteers
* Pay personal attention to volunteers
* Offer small rewards

**Here's 50 simple ways to show volunteers you're thankful.**

1. Starburst candy with a note that says, "You're the star of our agency."

2. Uno playing cards with a note that says, "I hope UNO how much we appreciate you."

3. Lifesaver candy with a note that says, "You're a Lifesaver for the kids."

4. Junior Mints candy with a note that says, "I mint to tell you how thankful I am for you."

5. Reese's Pieces candy with a note that says, "Without you the project would fall to pieces."

6. Almond Joy with a note that says, "It's a joy having you on the team."

7. A $5 gift card to Starbucks with a handwritten appreciation note.

8. Homemade cookies with a handwritten note.

9. A bag of microwave popcorn with a note that says, "You are a POPular volunteer."

10. A s’mores kit with a note that says, "We need s’more volunteers like you."

11. Flavored tea bags with a note that says, "You're a Tea-riffic volunteer."

12. A bag of nuts with a note that says, "We're nuts about you."

13. A bottle of A&W root beer with a note that says, "You're an AWesome volunteer."

14. A bag of seeds with a note that says, "Thanks for helping the kids grow."

15. Bring them a latte drink and write "Thanks a latte for all you do" on it.

16. A bag of chocolate chip cookies with a note that says, "Thanks for chipping in!”

17. A bag of York Peppermint Patties with a note that says, "Thank you for your commitMINT!”

18. A candle with a note that says, "Thanks for being a light to our community."

19. Gift card to a movie with a note that says, "You're the star of our show."

20. Gold Hershey Kisses with a note that says, "You're worth more than gold to us."

21. Gold candy coins with a note that says, "You're CHANGING people’s lives."

22. Fortune cookies with a note that says, "We're so fortunate to have you on our team."

23. Fresh strawberries with a note that says, "We're so glad we picked you to join us!"

24. A small plant with a note that says, "Thanks for planting seeds of citizenship."

25. A plain coffee mug - write a personal thank you note on it with a sharpee marker.

26. M&M's with a note that says, "Much & Many thanks for all you do. I appreciate you."

27. Buy donuts for the volunteers with a note that says, “DONUT know what we would do without you. Thanks!”

28. Mountain Dew with a note that says, "Thank you for all you dew."

29. Homemade soup with a note that says, "You warm the hearts of kids."

30. Gift card to an ice cream shop with a note that says, "It's a treat having you on the team."

31. Car air freshener with a note that says, "You're a scent-sational volunteer."

32. Twix Bar with a note that says, "Be twix me and you...we couldn't do this without you."

33. Coke with a note that says, "You are so-da bomb as a volunteer."

34. Hand lotion with a note that says, "Thanks for being a helping hand."

35. Flower with a note that says, "The project is blooming under your leadership."

36. Extra gum with a note that says, "You are an EXTRAordinary volunteer."

37. Pop rocks with a note that says, "You rock."

38. A Kit Kat candy bar with a handwritten note that says, "I wanted to Take A Break to write you

a note and let you know how much I appreciate..."

39. A bag of Tootsie Rolls with a note that says, "Thank you for the roll you play in our agency.”

40. A Dairy Queen Gift Card with a note that says, “You are so awesome it is riDQulous! Thank you!”

 41. A Subway Gift Card with a note that says, “We wish there was SUBWAY to thank you for your hard work.”

42. Crispy Crunch bar with a note that says, "When it's crunch time...we know we can count on you. Thanks."

43. 7-Up with a note that says, "Have a great week...wishing you joy all 7 days."

44. Box of Timbits with a note that says, "I appreciate you a hole lot."

45. A chap-stick with a note that says, "You're the balm."

46. A roll of Certs with a note that says, "I am CERTainly thankful for you."

47. Swedish Fish with a note that says, "You are of-fish-ially an awesome volunteer."

48. Gummy Bears with a note that says, "The project would be unBEARable without you."

49. Blueberry muffins with a note that says, "I am berry thankful for you."

50. Kind Bar with a note that says, “You are one of a KIND! Thank you!”

Section

7

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

# **Index**