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Training Busy Staff to Succeed with Volunteers: The 55-Minute Training Series Module 5: Supervising Volunteers

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Training Busy Staff to Succeed with Volunteers: *The 55-Minute Training Series*



PowerPoint® Slides

*To open the attached PowerPoint slides,
double-click the thumbtack icon below.*



Trainer's Guide for Presenting...

Supervising Volunteers


Betty Stallings

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Supervising Volunteers

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Trainer’s Guide for Presenting the *Supervising Volunteers* Module

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Trainer's Guide for Presenting the *Supervising Volunteers* Module

Introduction to Supervising Volunteers

The goal of supervising volunteers is to establish conditions that encourage and support others to get the work done. Formerly, in the traditional supervisor/worker model, the supervisor alone made decisions and directed the work of those reporting to him/her. Today's effective supervisor encourages paid staff and volunteers to be increasingly involved in decisions that involve them and to take more responsibility for their actions.

When a staff member or lead volunteer is asked to supervise one or more volunteers in the organization, there is a need to clarify these factors:

- Role of the supervisor,
- Skills, qualities and tasks involved in supervision,
- How supervising volunteers is similar and unique as compared to supervising paid staff. Suggested procedures to carry out this function.



Even experienced supervisors find the transition to supervising volunteers challenging if the tasks and expectations are not clear. If the people expected to supervise volunteers have no experience with supervision, training clearly needs to be provided.

The role of supervisor encompasses many skills and techniques such as delegation, evaluation, training, etc., which are covered in other modules. This session does not attempt to cover component skills in depth, but rather to provide staff with a comprehensive overview of supervision while the facilitator augments the training with specifics as they relate to his/her organization.

Learning Objectives

The **primary purposes** of this module are to:

- Identify the basic skills and characteristics of good volunteer supervision.
- Clarify the supervisor's role in the organization.
- Explore methods and systems for carrying out this role.

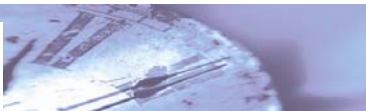


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Presentation Overview



SLIDES/ HANDOUTS	SECTION	METHOD OF PRESENTATION	TIME
S-1 to 3	Introduction <ul style="list-style-type: none"> • Activity/Icebreaker • Introduction • Purpose • Learning Objectives • 4 Key Concepts 	Activity/Presentation	6 minutes
H-1			
S-4 to 9	Key Concept 1 Supervisory expectations	Interactive Presentation	10 minutes
H-2			
S-10 to 12	Key Concept 2 Skills of supervision	Presentation & Facilitated Discussion	12 minutes
H-3, H-4			
S-13 to 15	Key Concept 3 Uniqueness of volunteer supervision	Brainstorming	12 minutes
H-5			
S-16 to 17	Key Concept 4 Methods of supervision	Brainstorming	10 minutes
S-18	Summary/Wrap-up/ Evaluation	Presentation/Response	5 minutes
H-6			Total: 55 Minutes



Presentation Script

SLIDE/ HANDOUT	SECTION	TIME
<p>S-1: Experience with Supervising Volunteers</p>	<p>Start session with a quick icebreaker: If participants have had some experience with supervision, ask them to write down one word beginning with the letter "S" that best describes their previous experience with supervising volunteers. Show S-1 that gives some suggestions, but encourage them to use their own creativity to think of others:</p> <ul style="list-style-type: none"> • Successful • Stressful • So-So • Super • Smooth • Satisfying • Strenuous • Stormy <p>Have several participants share their word.</p>	<p>6 minutes ▼</p>
	<p>Debrief: Summarize the essence of what you hear. Generally you will have a mixture of responses. This is a result of one or several factors:</p> <ul style="list-style-type: none"> • Lack of clarity of what was expected of them when supervising. • Lack of feeling competent about the skill of supervision. • Lack of time to follow good principles of supervision effectively. • Experience with supervising difficult volunteers.  <p>This activity leads naturally into a statement about the purpose of the seminar. Indicate that it is not an in-depth "how-to" session but rather a general view of the role and skills needed to be effective at supervising volunteers.</p>	
<p>S-2: Learning Objectives S-3: 4 Key Concepts H-1: 4 Key Concepts of Supervising Volunteers</p>	<p>Share Learning Objectives.</p> <p>Indicate that this workshop is built on 4 Key Concepts. Share S-3 briefly, indicating that each concept will be dealt with in the seminar.</p>	



Training Busy Staff to Succeed with Volunteers:
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SLIDE/ HANDOUT	SECTION	TIME
S-4: Key Concept 1 SAMPLE	Key Concept 1 Staff and volunteers who are asked to supervise volunteers must clearly understand the organization's expectation of them in this role.	10 minutes ▼
	Presentation: Supervision is an all-encompassing activity which involves the process of stimulating and overseeing the work of others.	
S-5: Supervisory Skills	<p>It is important to remember that excellent supervisory skills are not measured by your personal accomplishments but by the success of those who report to you. Enhancing skills and techniques to support others in achieving their goals should be your aim. (If supervision is a new concept to your learners, you will need to expand their understanding of the basic principles of supervision.)</p> <p>It is imperative that staff and lead volunteers feel a sense of clarity concerning their roles and responsibilities with regard to supervising volunteers entrusted to them.</p>	
H-2: Supervising Volunteers - Agency Expectations	Activity: Supervising tasks can be identified under four major categories. Tailoring this list to your organization, discuss the activities that are expected of your staff and lead volunteers who supervise volunteers.	
S-6: Tasks: Preparation/Orientation	Four Tasks involved in Supervision: 1. Preparation/Orientation of volunteers to their positions <ul style="list-style-type: none"> • Write the position descriptions. • Share position description with volunteers. • Introduce volunteers and staff to those with whom they interface. • Prepare work area. • Explain supervision and evaluation system. • Handle risk management issues. • Share relevant policies and procedures. 	
S-7: Tasks: Ongoing Support and Resources	2. Ongoing support and resources <ul style="list-style-type: none"> • Training • Coaching (on-the-job) • Ongoing informal appreciation of volunteer • Materials, information to support volunteers in their work 	



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SLIDE/ HANDOUT	SECTION	TIME
<p><i>(continued)</i> S-15: Differences H-5: Differences in Supervising Salaried and Volunteer Staff</p>	<p>Debrief: Get group to briefly share some differences, asking that ideas be ones not previously mentioned. You may wish to record the responses on a flip chart or on a transparency. These and other ideas will most likely surface in the responses:</p> <ul style="list-style-type: none"> • Supervising volunteers is harder because they are frequently only available on a very part-time basis. • Some volunteers work at a distance from the organization and the supervisor. • If volunteers don't like their supervisor, they can more readily leave. Salaried staff generally need to stick it out. • It is particularly important to explain the supervision and evaluation system to volunteers before they start to work; they might not have had this experience with volunteering in the past. Salaried staff are more accustomed to supervision and evaluations. • Be clear to whom the volunteer reports, particularly if there is a Volunteer Coordinator and a work supervisor. • Volunteer supervision may take more time due to socializing needs that many volunteers wish to fulfill in their volunteer experience. • It frequently seems difficult to confront volunteers in problematic situations because they are "giving" their time. • Supervisors may need to be more flexible in working with volunteers since other activities may take priority in the volunteers' lives. <p>Debriefing: After participants have identified some unique aspects of supervising volunteers, ask which ones may be causing problems to them (time permitting). Do some problem solving: <i>What are some options for approaching this concern?</i> If problems cannot be resolved in this session, add these issues to the "unfinished business" list previously started and refer to list for planning purposes at the close of this in-service session.</p>	<p style="text-align: center;">▲</p> <p style="text-align: center;">(same 12 minutes)</p>
<p>S-16: Key Concept 4</p>	<p style="text-align: center;">Key Concept 4</p> <p>Supervision systems and methods can be varied, depending on the formality, size and style of the organization, type of position, and other factors.</p>	<p style="text-align: center;">10 minutes</p> <p style="text-align: center;">▼</p>

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“Thumbnail” View of Slides

**Training Busy Staff
to Succeed with Volunteers:
The 55-Minute Training Series**

Supervising Volunteers

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*Experience with Supervising
Volunteers*

- ▶ Successful
- ▶ Stressful
- ▶ So-so
- ▶ Super
- ▶ Smooth
- ▶ Satisfying
- ▶ Strenuous
- ▶ Stormy
- ▶ Others...

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Learning Objectives

- ▶ Define the role of supervisor of volunteers.
- ▶ Explain the similarities and differences in supervising paid versus non-paid staff.
- ▶ Evaluate general competence in supervision and qualities of effective supervisors.
- ▶ Discuss various methods of supervising volunteers.

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4 Key Concepts

1. Staff and volunteers who are asked to supervise volunteers must clearly understand the organization's expectation of them in this role.
2. People who are competent supervisors of paid and unpaid staff share key skills and characteristics.
3. Although principles of supervision for volunteers and staff are very similar, there are some unique aspects of volunteer supervision.
4. Depending on formality, size and style of the organization, type of position, etc., supervision systems and methods can be quite varied.

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Key Concept 1

- ▶ Staff and volunteers who are asked to supervise volunteers must clearly understand the organization's expectation of them in this role.

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Supervisory Skills

- ▶ Excellent supervisory skills are not measured by your personal accomplishments, but by the success of those who report to you.
- ▶ Supervisory tasks fall into 4 categories:
 - Preparation/orientation
 - Ongoing support
 - Reporting
 - Evaluation

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Preparation/Orientation

- ▶ Written position description
- ▶ Introductions to staff and volunteers
- ▶ Work area preparations
- ▶ Supervision and evaluation system explained
- ▶ Risk management issues handled
- ▶ Relevant policies and procedures shared

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*Ongoing Support and
Resources*

- ▶ Training
- ▶ Coaching (on-the-job)
- ▶ Ongoing informal appreciation
- ▶ Materials/information to support the work

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Reporting Requirements

- ▶ Individual and overall volunteer hours
- ▶ Impact of volunteer work
- ▶ Reports to Director of Volunteers and others
- ▶ Periodic written volunteer reviews

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Evaluation

- ▶ Annual (or other timeframe) performance reviews of volunteers.
- ▶ Annual written evaluation of volunteers' work within the organization, your department, etc.

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Key Concept 2

- ▶ People who are competent supervisors of paid or unpaid staff share key skills and characteristics.


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Skills of a Good Supervisor

- ▶ Trainer/educator
- ▶ Team builder
- ▶ Delegation
- ▶ Planning
- ▶ Coaching
- ▶ Listening
- ▶ Conflict resolution
- ▶ Communication
- ▶ Confrontation
- ▶ Problem solving
- ▶ Evaluation/review
- ▶ Climate setting
- ▶ Sharing knowledge
- ▶ Setting standards

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Suggestions for Expanded Activities for Sessions over 55 Minutes:

1. This workshop could be the first segment of a half- or full-day seminar on supervision. Other topics that might be included are: motivation, delegation, training, volunteer performance problems, etc. 
2. For participants who are not trained in the skills and techniques of supervision and coaching, introductory training on the basics of supervision should be provided. If a number of staff and volunteers need this training, it may be more cost-effective to bring in a trainer who specializes in supervision. Anyone in the organization who does any supervision of staff or volunteers could benefit.
3. Develop a written handout which includes your organization's expectations of those entrusted with the supervision of volunteers. Distribute during the discussion of Key Concept 2.
4. Key Concept 3 (the uniqueness of supervising volunteers) could be the focus of a 45-minute discussion. It would be particularly useful to discuss problems your organization experiences due to these differences, and look at options for new approaches to these realities. (For example, if you realize that volunteers need some flexibility in a regular assignment, you might develop a list of trained substitutes that they can call when they are unable to fulfill their commitment.)
5. As participants and trainer uncover the varied skills and characteristics of effective supervisors, it's a good time to discover if participants would like more in-depth training or resources in these areas (coaching, listening, etc.) to enhance their skills.
6. To expand the discussion of supervision methods (Key Concept 4), discuss the pros and cons of the various methods and appropriate situations for each type to be used. Topics such as situational leadership and leadership styles could help participants see the need for possessing a variety of techniques to supervise a diverse group of volunteers effectively.



Handout 3

Skills of a Good Supervisor

Rank yourself on these skills of good supervision:

WEAK < _____ > STRONG

- Delegation _____
- Planning _____
- Coaching _____
- Listening _____
- Conflict Resolution _____
- Recognition _____
- Trainer / teacher _____
- Team Builder _____
- Communications _____
- Confrontation _____
- Problem Solving _____
- Evaluation / Review _____
- Climate Setting _____
- Sharing Knowledge _____
- Setting Standards _____

Identify two key skills you personally wish to improve and your plan for skill enhancement:

Skill

Plan

1. _____

2. _____

Participant Evaluation Form

Thank you for taking the time to share your evaluation of today’s seminar. Your critique is valued and will be considered as we continually strive to improve our support to all personnel who team with volunteers.

1. Check the appropriate box to indicate whether you **met**, **partially met**, or **did not meet** the following learning objectives for this workshop:

- a. Define the role of a supervisor.
 - met* *partially met* *did not meet*
- b. Explain the uniqueness and similarities of supervision of paid and non-paid staff.
 - met* *partially met* *did not meet*
- c. Evaluate your competence in the skills and characteristics of effective supervision.
 - met* *partially met* *did not meet*
- d. Discuss the various methods of supervising volunteers.
 - met* *partially met* *did not meet*

Comments:

2. This session was:

- Helpful: YES NO
- Provocative: YES NO
- Practical: YES NO
- Well-paced: YES NO
- Too short: YES NO
- Too long: YES NO

Comments: