

## FUNCTIONAL AREAS AND COMPETENCY STATEMENTS

### MANAGEMENT - I

#### Self-assessment Rating Scale

- 0 = No knowledge; haven't done
- 1 = Some knowledge, but haven't done
- 2 = Have done, but needs improvement
- 3 = Satisfactory performance
- 4 = Good performance (frequently more than satisfactory)
- 5 = Outstanding performance

Note: Please rate only the performance criteria which appear in lower case lettering, the competency statements which are in capitalized lettering should not be rated.

#### I. PROGRAM PLANNING AND ORGANIZATION

This is the most basic task in volunteer administration. It involves the development of program goals consistent with the aims of the organization, the selection of objectives and alternative methods to reach those objectives. Effective planning and organization establishes the "map" that allows for the continuous operation of the program.

Program planning and organization requires that the volunteer administrator:

#### I.A. DEMONSTRATE KNOWLEDGE OF THE AGENCY/ORGANIZATION INCLUDING ITS MISSION/PURPOSE, ITS STRUCTURE AND THE POLICIES OR REGULATIONS THAT AFFECT ITS OPERATION.

##### Performance Criteria

- I.A.1 describe to others the history and the mission of the agency/ organization
- I.A.2 develop and/or interpret to others a philosophy for the involvement of volunteers in the agency/organization consistent with the aims of the organization
- I.A.3 describe the actual operational structure of the agency/ organization, including its:
  - 3.a. management structure
  - 3.b. relationship to its community, its clients/consumer groups, other agencies, and its funding or regulating bodies

A. Present level of competence	B. Level to achieve in 5 years

Portfolio  
Page No.

**I.B. DEMONSTRATE THE CAPABILITY TO ENGAGE IN PLANNING ACTIVITIES, ARMED WITH ADEQUATE INFORMATION ABOUT THE COMMUNITY AND THE AGENCY/ORGANIZATION, WHICH SET THE COURSE OF ACTION FOR THE VOLUNTEER PROGRAM THROUGH GOALS, OBJECTIVES AND ACTION PLANS.**

- I.B.1 assess the community's potential volunteer resources (both human and material)
- I.B.2 describe factors affecting the community resources in the geographic area served by the agency/organization (such as employment conditions, demographic patterns, socioeconomic patterns, and community concerns), and relate these factors to agency/organization planning for volunteers
- I.B.3 describe broader trends which may affect agency planning for volunteers, such as: pending legislation; attitudes about volunteerism held by feminist groups, labor unions, and other professional groups; volunteer/career; and/or volunteer/academic credit concerns
- I.B.4 identify needs and opportunities for volunteer services within the agency/organization and facilitate others (staff, volunteers and clients) in assisting with this process
- I.B.5 write goal statements and objectives for the volunteer component of the agency/organization
- I.B.6 manage the ordering of objectives, the setting of priorities and the concentration of resources to accomplish the selected objectives
- I.B.7 assess financial needs necessary to accomplish objectives
  - 7.a. present the rationale and justification of a budget in relationship to program needs and monetary request
  - 7.b. work with other groups (auxiliaries, foundations, and other community groups) to seek additional funding as necessary
  - 7.c. monitor donated monies and materials to assure compliance with the donors' expectations (this may include individual gifts, as well as grants)

**I.C. DEMONSTRATE THE ABILITY TO MAKE DECISIONS**

- I.C.1 describe the nature of decisions and the range of possible actions which fall within the scope of the volunteer administrator's position

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I.C.2 involve relevant persons (volunteers, clients, staff and/or outside consultants) in the diagnosis and management of decision making and problem solving situations

I.C.3 describe the agency/organization protocol in managing conflicts and making decisions

I.C.4 manage decision making situations

4.a. identify and clarify the nature of the problem and its causes

4.b. find alternative solutions

4.c. analyze/compare alternative solutions

4.d. select among alternatives and implement a course of action

4.e. monitor results of the selected course of action

I.D. ESTABLISH STRUCTURES AND PROCEDURES TO ENABLE THE SMOOTH OPERATION OF THE PROGRAM

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I.D.1 develop or implement systems for volunteer/staff/client communications to insure that:

1.a. client needs are solicited and reflected in services offered

1.b. staff needs are solicited and reflected in volunteer service opportunities

1.c. volunteers have channels to voice needs and interests

I.D.2 manage the development of systems to insure that:

2.a. records and reports are kept accurately and can be retrieved

2.b. volunteer job descriptions are written and opportunities are communicated

2.c. the entry and placement of volunteers is efficient and timely (includes volunteer applications, interviewing procedures, orientation and training program referral and placement systems)

2.d. volunteers, and staff who work with volunteers, receive recognition

**I.E. ASSIGN THE ACTIVITIES NECESSARY TO ACCOMPLISH THE GOALS AND OBJECTIVES OF THE PROGRAM THROUGH DELEGATION AND COORDINATION.**

**I.E.1** clearly define tasks and responsibilities delegated to volunteers and staff carefully chosen for these responsibilities

**I.E.2** provide support and supervision to subordinates

**I.E.3** provide prompt, factual feedback to subordinates

**I.E.4** establish channels for communication:

4.a. verbal communication channels, such as staff meetings, face-to-face contact, telephone calls

4.b. written communication channels, such as letters, reports, newsletters

**I.F. DEMONSTRATE KNOWLEDGE OF THE TARGET POPULATION, YOUR AGENCY/ORGANIZATION SERVES, INCLUDING NEEDS, STRENGTHS, LIMITATIONS**

**I.F.1** display general knowledge of your target population, i.e. general characteristics

**I.F.2** assess the specific needs of the target population

**I.F.3** describe the strengths of this population

**I.F.4** assess any specific limitations of the population, i.e. institutionalized or legally imposed restraints

**I.F.5** involve the target population in determining their special needs, strengths and limitations, i.e. by advisory boards made up of representatives of target group, surveys, asking questions, etc.

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**SUBTOTAL: INDICATE THE TOTAL NUMBER OF PERFORMANCE CRITERIA WHICH YOU HAVE RATED AT 3 OR ABOVE (3, 4, 5) IN COLUMN A. DO THE SAME FOR COLUMN B.**



## FUNCTIONAL AREAS AND COMPETENCY STATEMENTS

### MANAGEMENT - II

#### II. STAFFING AND DIRECTING

Selecting persons to do the jobs that need to be done and enabling their performance are staffing and directing responsibilities. This requires the design of job positions, the selection of personnel (both paid and volunteer), developing persons to do the jobs, guiding their performance and recognition for the services performed. Planning and organization is the preparation of the program to meet its goals. Staffing and directing is the actual implementation of the goals.

The staffing and directing function requires that the administrator:

#### II.A. DEMONSTRATE KNOWLEDGE AND EXPERTISE IN PLANNING AND CONDUCTING SUCCESSFUL RECRUITMENT CAMPAIGNS

- II.A.1 design a year-long recruitment campaign
- II.A.2 develop and implement marketing techniques (such as exchanging value for value; identifying target populations and constituency groups) and apply them in a recruitment campaign
- II.A.3 implement varied recruitment modes (as appropriate to the target population and community situation), such as public speaking; media promotions; brochure development; and face-to-face contact
- II.A.4 adapt recruitment strategies according to the trends affecting the community and influencing volunteer participation
- II.A.5 involve staff, volunteers and other appropriate community people in implementing the recruitment campaign
- II.A.6 articulate affirmative action requirements and implement recruitment plans to meet requirements

#### II.B. DEMONSTRATE KNOWLEDGE AND CAPABILITY IN SELECTING APPROPRIATE PERSONS TO FILL POSITIONS

- II.B.1 determine necessary criteria for various positions in advance of the interview

A. Present level of competence	B. Level to achieve in 5 years
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Portfolio  
Page No.



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|  | <p>II.B.2 implement sound interviewing practices in the selection of volunteers</p> <p>2.a. select an appropriate setting for the interview</p> <p>2.b. use active listening of verbal and nonverbal messages</p> <p>2.c. ask open ended questions</p> <p>2.d. record pertinent information gained during the interview after the session</p> <p>II.B.3 involve staff members and other volunteers in interviewing and selecting volunteers</p> <p>II.B.4 design volunteer opportunities to meet the talents of volunteers if they are different from available openings (whenever possible)</p> <p>II.B.5 interpret job descriptions and performance standards to volunteers prior to placement</p> <p>II.B.6 describe the volunteer's rights and responsibilities</p> <p>II.B.7 refer volunteers to other agencies if a position is not available for the particular individual</p> <p>II.B.8 interpret the mission and purpose of the agency/organization and volunteer program to the candidate</p> <p>II.B.9 match volunteers to positions based on the needs of the positions and the needs, motivations, and talents of the volunteers</p> <p>II.B.10 accumulate a successful history of matching volunteers to positions</p> <p>II.B.11 interpret the needs and placement requirements of the various categories of volunteers involved in the program, such as the handicapped, older persons, minorities, youth, etc.</p> <p>II.C. DEMONSTRATE KNOWLEDGE OF THE GROWTH AND DEVELOPMENT NEEDS OF PERSONNEL AND ASSURE THAT THESE NEEDS ARE ADDRESSED</p> <p>II.C.1 identify and assure that volunteers are adequately prepared to fulfill their positions through:</p> <p>1.a. orientation or preservice programs</p> <p>1.b. in-service educational programs</p> <p>1.c. ongoing supervision</p> | <p>//////////</p> <p>//////////</p> <p>//////////</p> |
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- II.C.2 involve volunteers, staff and educators in planning and implementing educational programs
- II.C.3 maintain systems to identify and communicate information to volunteers and staff about educational programs external to the agency, that might be beneficial to those persons
- II.C.4 provide for orientation, training and/or consultation with staff in the utilization of volunteers
- II.C.5 apply knowledge of the principles of career development to volunteer experiences
  - 5.a. provide for the counsel/advisement of volunteers, assuring them of the program's concern for their ongoing personal development relative to their life, education and career within the aims of the program
  - 5.b. assist volunteers in evaluating their volunteer experiences and personal growth, career exploration/development, and competencies acquired through volunteer experiences
  - 5.c. identify community resources for assisting volunteers in exploring careers, identifying goals
- II.C.6 assure that adequate records on volunteer experiences, training received at the agency, meaningful job records and data for references are kept
- II.C.7 conduct performance appraisals with personnel on a regular basis

II.D. DEMONSTRATE THE ABILITY TO MOTIVATE, COMMUNICATE WITH, AND LEAD VOLUNTEERS AND PAID STAFF

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- II.D.1 to interpret and apply motivational theories (such as need hierarchies, power, affiliation, achievement motivation) in work with volunteers through selecting appropriate:
  - 1.a. placements
  - 1.b. type of recognition accorded individual volunteers
  - 1.c. style of supervision
- II.D.2 maintain ongoing channels of communication
- II.D.3 insure longevity of volunteers in programs, or return of volunteers to program as in the case of students, or persons performing special, time-limited projects
- II.D.4 document the use of motivation and leadership skills in the accomplishment of program goals through volunteer personnel (if volunteers are well placed, motivated, supported and directed, they will be able to accomplish the tasks assigned to them)



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- SUBTOTAL: INDICATE THE TOTAL NUMBER OF PERFORMANCE CRITERIA WHICH YOU HAVE RATED AT 3 OR ABOVE (3, 4, 5) IN COLUMN A. DO THE SAME FOR COLUMN B.**



## FUNCTIONAL AREAS AND COMPETENCY STATEMENTS

### MANAGEMENT - III

#### III. CONTROLLING

This is the process of monitoring and evaluating the program to determine if events and activities have conformed to plans and produced the desired results. Documenting results and revising plans based on evaluation outcomes is part of the controlling process.

The controlling function requires that the volunteer administrator:

- | Portfolio<br>Page No. | III.A. DEMONSTRATE THE ABILITY TO MONITOR AND EVALUATE TOTAL PROGRAM RESULTS   | A. Present level of competence | B. Level to achieve in 5 years |
|-----------------------|--|--------------------------------|--------------------------------|
|                       | III.A.1 develop and administer instruments designed to measure specific program results relative to program objectives                                       |                                |                                |
|                       | III.A.2 monitor volunteer attendance and/or attrition rates, and use this information in evaluating the effectiveness of placements and development programs |                                |                                |
|                       | III.A.3 monitor the quantity and quality of volunteer use by various agency department areas and/or staff  |                                |                                |
|                       | III.A.4 conduct exit interviews with volunteers to determine reasons for leaving and to evaluate the volunteer's experience with the agency/organization     |                                |                                |
|                       | III.A.5 informally ask volunteers, staff, and clients about their experiences, concerns or problems as they relate to the volunteer program activities       |                                |                                |
|                       | III.A.6 monitor financial expenditures and make necessary adjustments to exercise fiscal control and responsibility  |                                |                                |
|                       | III.A.7 solicit and make ongoing constructive use of positive and negative feedback  |                                |                                |
|                       | III.B. DEMONSTRATE THE ABILITY TO DOCUMENT PROGRAM RESULTS AND TO APPLY THIS INFORMATION IN FUTURE PLANNING  | ////////                       | ////////                       |
|                       | III.B.1 compile and interpret the results of measurement instruments and disseminate this information as appropriate   |                                |                                |
|                       | III.B.2 write reports describing volunteer program activities including appropriate figures on attendance and project outcomes                               |                                |                                |



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- III.B.3 adjust program plans based on the results of formal and informal evaluation activities
  - III.B.4 document financial expenditures necessary to achieve program outcome
  - III.B.5 compile reports describing the degree to which the program meets standards, such as Hospital Accreditation or AVB accreditation standards for VAC's, when needed
  - III.B.6 maintain up-to-date personnel files on volunteers which include performance appraisals, training records and other appropriate information
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<b>SUBTOTAL: INDICATE THE TOTAL NUMBER OF PERFORMANCE CRITERIA WHICH YOU HAVE RATED AT 3 OR ABOVE (3, 4, 5) IN COLUMN A. DO THE SAME FOR COLUMN B.</b>		
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## FUNCTIONAL AREAS AND COMPETENCY STATEMENTS

## INTERPERSONAL BEHAVIOR - IV

#### IV. INDIVIDUAL, GROUP AND ORGANIZATIONAL BEHAVIOR

Volunteer programs exist within the larger context of the agency/organization and the surrounding community. Maintaining working relationship in all of these areas is vital for successful program administration.

Individual, group and organizational behavior requires that the volunteer administrator:

		A. Present level of competence	B. Level to achieve in 5 years
IV.A.	DEMONSTRATE THE ABILITY TO WORK EFFECTIVELY WITH MANY DIFFERENT SEGMENTS OF THE POPULATION		
IV.A.1	compile a demographic profile of volunteer and salaried work force (i.e., review of age, race, educational, etc. data) and analyze this information in relation to surrounding community.		
IV.A.2	maintain effective working relationships with volunteers, staff and community persons		
	Refer to the previous sections		
	see II.C.6                      training programs for staff		
	see III.A.3                    monitor the department areas or staff persons utilizing volunteer services		
	see I.C.4                      manage decision making situations		
	see I.E.4                      establish ongoing channels for communication		
IV.B.	DEMONSTRATE A KNOWLEDGE OF GROUP PROCESS AND THE ABILITY TO WORK WITH, AND AS, A MEMBER OF GROUPS	//////	//////
IV.B.1	serve productively on committees and/or boards		
IV.B.2	form and/or convene committees, such as advisory committees, or boards of directors		
IV.B.3	identify and interpret group goals and objectives		



IV.B.4 create and follow agendas for committee meetings  
(as evidenced by committee minutes or reports)

IV.B.5 inform others of the progress or outcome of committee  
meetings through written and/or verbal communications

IV.B.6 appoint appropriate persons to committees/boards based  
on the desired goals and function of the group

IV.C. DEMONSTRATE KNOWLEDGE OF SOCIAL ORGANIZATIONS, AND  
DYNAMICS OF CHANGE

IV.C.1 describe other agencies and organizations within the  
community which interact with or affect your agency/  
organization and volunteer program, and explain the ways  
in which these agencies or groups affect your agency/  
organization and volunteer program

IV.C.2 describe the advocacy efforts of volunteers to your agency/  
organization and the broader community, particularly  
those advocacy efforts that affect your area of operation

IV.C.3 serve as a catalyst to help volunteers, clients, or  
community groups identify areas where change may be needed

IV.C.4 articulate factors creating blocks to change and suggest  
methods to facilitate change

SUBTOTAL: INDICATE THE TOTAL NUMBER OF PERFORMANCE CRITERIA  
WHICH YOU HAVE RATED AT 3 OR ABOVE (3, 4, 5) IN COLUMN A. DO THE  
SAME FOR COLUMN B.



## FUNCTIONAL AREAS AND COMPETENCY STATEMENTS

## KNOWLEDGE OF THE PROFESSION - V

## V. GROUNDING IN THE PROFESSION

A working knowledge of the field of volunteerism, its history, tradition, guiding philosophical background and current trends and issues separates the technician from the professional.

A volunteer administrator who is grounded in the profession can:

Portfolio Page No.		A. Present level of competence	B. Level to achieve in 5 years
	<p><b>V.A. DEMONSTRATE KNOWLEDGE OF EXTERNAL REGULATIONS AFFECTING VOLUNTEERISM</b></p> <p>V.A.1 describe tax deductions available to volunteers</p> <p>V.A.2 identify and interpret legislation, regulations and/or guidelines affecting your agency</p> <p>V.A.3 identify sources for procuring pertinent governmental information</p> <p>V.A.4 identify and interpret legislation, regulations and/or guidelines affecting voluntary action in general</p> <p>V.A.5 interpret the regulations governing lobbying done by voluntary organizations</p>		
	<p><b>V.B. DEMONSTRATE KNOWLEDGE OF THE HISTORY AND PHILOSOPHY OF VOLUNTARY ACTION AND TRENDS AFFECTING VOLUNTEERISM</b></p> <p>V.B.1 articulate and interpret to others a philosophy of voluntary action and its relationship to a democratic society and to service institutions</p> <p>V.B.2 describe the history and scope of volunteer involvement in one's agency/organization</p> <p>V.B.3 interpret the AVA "Professional Ethics in Volunteer Services Administration" and demonstrate its relationship to one's program in at least two ways</p>	<p>/////</p> <p>/////</p>	<p>/////</p> <p>/////</p>



V.B.4 articulate a personal philosophy\* on issues in contemporary volunteer services administration such as:

stipends for service

academic or employment credit for volunteer work

feminist movement and its effect on volunteerism

corporation and labor views on volunteerism

V.C. DEMONSTRATE KNOWLEDGE OF THE PROFESSION OF VOLUNTEER ADMINISTRATION

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V.C.1 identify the professional groups for volunteer administrators in one's local geographic region; and at the national level

V.C.2 document participation in a professional group or association

V.C.3 identify periodicals in volunteer administration

V.C.4 identify and describe trends in educational programs for volunteer administration

V.C.5 attend workshops or conferences on volunteerism

V.C.6. read professional materials related to volunteer program management

SUBTOTAL: INDICATE THE TOTAL NUMBER OF PERFORMANCE CRITERIA WHICH YOU HAVE RATED AT 3 OR ABOVE (3, 4, 5) IN COLUMN A. DO THE SAME FOR COLUMN B.

\*This philosophy should demonstrate an awareness of both sides of the issues and one's personal position on the issue.

## FUNCTIONAL AREAS AND COMPETENCY STATEMENTS

### SPECIAL CONCERNS - VI

#### VI. INDIVIDUALIZED ADDITIONAL COMPETENCY

Each person works in a unique occupational setting. The competencies required of the administrator will vary in some degree according to position.

In the space below, please add at least one additional competency that you feel has been of importance to your satisfactory performance in your job(s) during the last five years. List at least three performance criteria that would indicate your attainment of this competency.

For example, a volunteer administrator working in a rehabilitation setting may need to have working specialized knowledge in the use of various pieces of equipment, such as prosthetic devices, braces and wheelchairs. In the criminal justice setting, the administrator may need to have specialized working knowledge of the penal code and the judicial setting. The volunteer administrator in a voluntary health organization may need to have specialized working knowledge of a wide range of fund-raising projects.

In the space provided, provide your additional competency, and rate your ability on the performance criteria you list.

Portfolio Page No.	VI.		A. Present level of competence	B. Level to achieve in 5 years
	VI.1			
	VI.2			
VI.3				

**SUBTOTAL: INDICATE THE TOTAL NUMBER OF PERFORMANCE CRITERIA WHICH YOU HAVE RATED AT 3 OR ABOVE (3, 4, 5) IN COLUMN A. DO THE SAME FOR COLUMN B.**