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# VOLUNTEERS AND THE SALVATION ARMY

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# SALVATION ARMY STANDARDS FOR INVOLVING VOLUNTEERS

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The purpose of this handbook is to establish The Salvation Army (TSA) standards for volunteer involvement and provide all TSA personnel with the direction, knowledge and references to work toward implementing these standards.

The handbook is set out in the six stages for effective volunteer engagement:

- Plan
- Recruit
- Select
- Induct
- Recognise & Retain
- Evaluate

The handbook also provides an overview of:
- opportunities and risks within these stages
- managing performance
- references for where all supporting resources can be found.

The aim of this is to strengthen TSA’s volunteer involvement by increasing the capabilities of those who manage volunteers.

With the acknowledgement that volunteers play a crucial role in fulfilling TSA’s mission, effective volunteer management is essential.
Scope

This handbook is for those who manage volunteers.

Consider this content in conjunction with the information and resources on SArmy Volunteer Resources.

This handbook focuses on what is involved for managing ongoing volunteers. While many of the principles are relevant to other types of volunteering, such as once-off or student internships, additional resources are being developed for these.

All content will be reviewed in 2016, and your feedback is both welcomed and valued.

Development of this handbook

This handbook has been developed with centre and corps consultation, along with consideration of all TSA policies, the TSA Volunteer Engagement Blue Print, the National Standards for Volunteer Involvement, and state and federal legislation.

National standards

The National Standards for Volunteer Involvement stipulate what the peak body, Volunteering Australia, regard as best practice in the management of volunteers.

The first standard is focused on leadership and management, recognising that this is paramount to setting the foundation for effective volunteer engagement.
Volunteering has been integral to The Salvation Army since its inception, with service as an expression of faith being fundamental to the Army’s core beliefs.

While volunteers have always played an essential role in the Army, only recently has TSA employed a strategic approach in developing territorial-wide volunteer support and resources. This includes the creation of the Volunteer Resources Team and territorial resources to support volunteer engagement.

A volunteer is anyone who contributes time, service and skills without expectation of financial gain from TSA to assist in accomplishing the organisation’s mission.

This includes people who engage in service for spiritual, personal, humanitarian, educational, and/or charitable reasons.

The definition includes but is not limited to:

- soldiers and corps members, including local officers in a specific role
- committee/advisory board members
• community based/court-ordered volunteers
• ongoing volunteers
• student placements
• work-for-the-dole participants
• corporate volunteers
• foster carers and lead tenants.

Value of volunteering to The Salvation Army

Volunteers play an integral role in accomplishing TSA’s mission and bring to the organisation a diverse range of skills and experience. People volunteer in a variety of roles across all levels of the organisation—from business analysts supporting at THQ to dedicated thrift shop teams to emergency relief interviewers to the thousands that give up their time for the Red Shield Appeal... The ways in which people support is endless, as are the opportunities when we work collaboratively toward a shared vision.

Here in Tassie we would have to close our Doorways centres if it wasn’t for volunteers dedicating their time and knowledge. We see volunteering as part of a pathway for some clients that leads to education, training and employment. At present five out of six Doorways facilitators in southern Tasmania came via volunteering or student placements.

—Sylvia Eilermann, Divisional Doorways Coordinator (TAS)

resources

• TSA Volunteer Policy
• 2015 National Standards for Involving Volunteers

New resources are always being developed
Check SArmy Volunteer Resources!

SArmy.org.au/volunteer-resources
The following standards reflect the National Standards for Involving Volunteers but have been contextualised to The Salvation Army by the Volunteer Resources Team.

The standards represent best practice and provide a gauge of where we are currently placed with volunteer management. In turn, this assists us to identify opportunities for development and form a baseline for measuring improvement.

Most significantly, the standards recognise the significance of volunteers’ contribution and the importance of a considered approach toward volunteer engagement.

We are collectively striving to meet these standards, and the Volunteer Resources Team is here to support you every step of the way.

1. Mission-based approach

TSA’s leadership, officers and staff will actively acknowledge and support the vital contribution of volunteers in achieving TSA’s purpose and mission, and the importance of a volunteer model of ‘considered inclusion’. This means a proactive approach whereby the needs of TSA and the potential volunteer are considered.

The Volunteer Resources Team will apply the territorial strategy for volunteer engagement that recognises and reflects the unique structure of TSA, and in particular the relationship with corps and those who serve.

Each division will develop its own volunteer engagement strategy to sit within the territorial approach. This will contribute to informing, inspiring and supporting centres and corps to strive toward volunteer engagement best practice.
2. Volunteer resources

TSA will ensure volunteers are managed within a defined process and by capable personnel. To achieve this, TSA will have clearly designated and appropriately qualified individuals for the positions of:

- Territorial Volunteer Resources Director, to provide strategic direction for volunteer involvement
- Program Development Officer, to develop and review territorial resources and strengthen or develop programs through volunteer involvement
- Volunteer Resources Coordinators, to train and support centre managers and corps officers in effective volunteer engagement in each division.

3. Policies and procedures

In appreciation of Volunteering Australia’s National Standards, legislative requirements and community expectations, TSA will develop policies and procedures to provide a framework that defines and supports volunteer involvement.

TSA will ensure that these policies and procedures are understood and implemented at all levels of the organisation. This will include defined procedures to record volunteer details on the territorial online volunteer database.

4. Planning

TSA will take a proactive and considered approach to the planning of volunteer involvement within any TSA program, service or corps. This will include identifying clear purposes for volunteer involvement, centre/corps self-assessment as to whether volunteers can be appropriately resourced and the development and use of role profiles.
5. Recruitment

TSA will incorporate internal and external approaches to reach out to a diverse volunteer base and find the most suited volunteers to match the identified roles. Centres/corps will embrace a clear and fair (non-discriminatory) interview process to recruit people according to their ability to fulfil a role.

6. Selection

TSA will adopt a consistent approach toward volunteer selection as to be applied by each centre/corps. This will involve selecting volunteers based on their suitability for the identified role and an integrity check process based on the volunteer role and environment. To meet legal requirements, community expectations, and maximise opportunities, all centres/corps will be responsible for centrally recording all TSA volunteers on the territorial online management system.

7. Induction

TSA will recognise the importance of inducting volunteers by ensuring every centre/corps has a defined volunteer induction process, as suitable for the role, program, location and centre/corps culture.

8. Recognition and retention

TSA will actively build an inclusive culture, across all levels of the organisation, where volunteers are recognised as part of the TSA team. TSA will do this through the involvement of staff in the planning, recruitment and selection of volunteers and through clear communications on the purpose of volunteer involvement.

TSA will also involve volunteers in the development of the Volunteer Engagement Strategy and seek volunteer consultation and feedback on supporting resources.

Each TSA centre/corps will adopt informal methods to recognise the contributions of volunteers on an ongoing basis, and additionally implement formal recognition.

9. Evaluation and continuous improvement

The TSA Volunteer Resources Team will measure how effectively we engage volunteers across all levels of the organisation, and how these TSA standards are acknowledged and implemented. With the active support of TSA leadership, the team will plan and continuously review our territorial Volunteer Engagement Strategy and resources. Opportunities to improve the team’s approach and support will be identified and actively pursued.

Each centre/corps will measure the impact of volunteers’ contribution and will continuously consider how we can better meet the needs of both TSA and the volunteers.
PLAN

Step 1: Clarify – what is the purpose for volunteer involvement?

Managing volunteers effectively requires time and resources and, as such, planning is crucial.

You must have a clear understanding of why you need or want a volunteer/s in your program or service. This involves a proactive approach, rather than involving people simply because they have offered to volunteer.

A volunteer may be needed to fulfil:
- an existing role that another volunteer is no longer able to do
- an existing role that now requires extra help
- a task/s your existing team don’t have time to do
- a task/s your existing team don’t have the expertise to do
- a support role for a one-off event or fundraiser
- a support role to a corps officer or manager
- provide assistance as a group for a pre-organised corporate volunteering activity (ie. community gardening, soup run, Christmas cheer, RSNA fundraising).

NOTE: A volunteer role must not replace a paid position.

A volunteer may add extra value by:
- extending your services (for example, with extra help could you extend the opening days or hours of your thrift shop?)
- improving your resources (for example, could one of your rooms use a makeover, such as a fresh coat of paint? A team of volunteers could do this in a day)
- enabling you to launch a new program that is only possible with volunteer involvement and support.
Offering volunteer opportunities may have additional advantages, such as:

- Providing people experiencing disadvantage with purpose and a way to build skills and experience (for example, offering volunteer roles for asylum seekers who are not permitted to have paid employment).
- Engaging with corporates may lead to other engagement opportunities, such as financial donations. Corporate volunteers are able to experience first-hand the needs of the community, which may motivate them to assist in other ways.
- Providing learning opportunities in a centre/corps, such as a café, may increase the volunteers’ employability.
- Providing selected clients in a social program an opportunity to improve their confidence and wellness in a supported positive environment.
- Offering student placements may lead to the development of our future employees and donors.

**Step 2: Assess**  
— can you support a volunteer?

After identifying a clear reason/s for either new or additional volunteers, consider the resources required to undertake the relevant tasks and whether your centre/corps is able to fulfill these.

**Kick-start your thinking!**

- Do you have the resources to support a volunteer in their role? For example, desk, computer, facilities, tools, time...
- Who will be responsible for the recruitment process?
- Who will ensure the administration process is followed? For example, integrity check/s undertaken if necessary for the role, all appropriate forms signed and the volunteer’s details recorded on the Volunteer Management System (VMS).
- Who will induct (including workplace, health and safety), train and supervise the volunteer? A more experienced volunteer can act as a mentor or a buddy system may work.

**Key question!**

Is your team ‘volunteer friendly’? That is, are volunteers welcomed, supported and valued?

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*I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.*  
— Maya Angelou, author and poet
Step 3: Prepare—find the right person for the role

Before looking for potential volunteers, be clear about whom you are looking for! For example, what skills, attributes and experience are required to complete the identified tasks? When will the tasks need to be undertaken and how often? The answers to these types of questions will inform what information should be included in a role profile.

Involve your team so everyone understands the importance of the volunteer role, and ensure it doesn't threaten their own involvement, paid or voluntary. Lines of responsibility will also need to be clarified.

For more information on the employee and volunteer relationship see page 32.

Role profile—is this really necessary?

A volunteer role profile outlines the purpose of the volunteer role, personal qualities for success in the role, expected activities and outcomes of the role. While finding or developing an appropriate role profile may feel burdensome, it is a precious time investment! Just as an employee would expect a position description, a volunteer role profile is vital in setting expectations and ensuring a successful engagement between TSA and the volunteer.

A role profile:

- enables potential volunteers to understand the role and decide whether it is suitable
- sets boundaries for the role in relation to other volunteers and paid staff, helping to avoid conflict arising from misunderstandings
- clarifies for both the volunteer manager and the volunteer the expectations of the role (this is equally important for both)
- enables the recruitment process to be objective and eases difficult conversations if someone is not suitable for a role
- provides a guide for both the volunteer and TSA to refer to if performance issues arise
- clarifies in writing that it is a voluntary arrangement.
Legal risks

Volunteering or paid? Setting clear boundaries

There is a risk a volunteer may expect employee entitlements from TSA. To minimise this risk, volunteer status must be crystal clear. We have developed territorial resources to minimise the risk and any possible confusion. Use the Volunteer Agreement Form and a role profile to clarify this is a volunteer arrangement and cannot be misunderstood to have the same entitlements as an employment relationship. The role profile needs to be signed by both the volunteer and supervisor and stored accordingly on site.

In situations where TSA employees are also volunteering with TSA, the boundaries and expectations between their paid position and volunteer role need to be specified. Employees who are volunteering will need to be added to the VMS to be covered by TSA volunteer insurance. Contact the Volunteer Resources Team if an employee’s part-time position is the same as their proposed volunteer role.

Insurances

It is essential to record your volunteers’ details along with their volunteer role on the VMS. This confirms their status as a TSA volunteer—essential to establish a claim.

For any questions or clarification concerning insurance, speak to your Volunteer Resources Coordinator or TSA Insurance Officer.

Personal Accident—Volunteer Insurance

This insurance applies for volunteers aged from twelve years (12) to ninety years (90). Cover is limited for persons aged between eighty (80) and ninety (90) years due to increased risk, so a risk assessment is recommended for volunteers aged eighty or above. There is no cover for people aged ninety and above.

Contact the Volunteer Resources Team to clarify the parameters of this insurance or contact the insurance officer based at THQ to process a claim.

Public & Products Liability Insurance

This insurance applies to TSA, its staff and volunteers for their legal liability to third parties for personal injury and/or property damage.

Professional Indemnity Insurance

This insurance applies to, and must be provided by, skilled volunteers such as lawyers, counsellors, electricians, carpenters, plumbers, etc. To engage these volunteers in their area of professional expertise, you must review their Professional Indemnity insurance and make a copy for your records.

Car Insurance

All TSA vehicles have full comprehensive insurance and, at the discretion of the manager, can be driven by volunteers. Volunteers must have a full and current licence (copy kept on file) and have undergone a Police Check.
TSA car insurance covers TSA vehicles only and does not include a volunteer's personal car. Volunteers who use their own vehicle are to be informed they are not covered by TSA car insurance. TSA strongly recommends they have full comprehensive car insurance, which is their financial responsibility.

Opportunities

Planning provides the opportunity to:
- reflect on the specific needs within your centre/corps
- reflect on how these needs can be met
- explore how the services of the centre/corps can be improved
- explore how the resources of the centre/corps can be improved
- consider additional services or programs the centre/corps can offer
- identify various ways in which volunteers can enable and/or extend the centre/corps services and resources.

Planning checklist

Have you:
- Clarified the purpose for volunteer involvement?
- Assessed your resources as to whether your centre/corps can support a volunteer?
- Considered what skills and experience would be needed to complete the identified tasks/role?
- Adopted or developed an appropriate role profile?

Yes? Great, you’re ready to look at the next step—recruitment!

resources

- Role profile template
- Role profiles developed
- Volunteer registration form
- Volunteer agreement form
- Local Officer/Ministry Worker Registration form
- Local Officer/Ministry Worker Agreement form
- Integrity check matrix
- Volunteer authority to drive form

New resources are always being developed
Check SArmy Volunteer Resources!
SArmy.org.au/volunteer-resources
What does recruitment involve?

Recruitment involves a considered process to find the right person for the role. Follow these steps to ease stress and increase the likelihood of attracting volunteer applicants.

1. Search the TSA Volunteer Recruitment Pool on the Volunteer Management System (VMS) to see if there is a potential volunteer who has already expressed an interest to help.
2. Advertise the role.
3. Prepare for interview/s.
4. Conduct interview/s.
5. Reflect after interview/s.

Step 1
Search the TSA Volunteer Recruitment Pool

A suitable person for the role may have already expressed an interest to help through the TSA website. These people are listed in the Volunteer Recruitment Pool in the online volunteer database, the VMS.

Login to the VMS to view potential volunteers in the recruitment pool. A direct link to the VMS is located on SArmy Volunteer Resources, via SArmy.org.au/volunteer-resources.

If you do not have a login to VMS, contact your relevant Volunteer Resources Coordinator who will set this up for you. Contact details are on the SArmy Volunteer Resources landing page.

If you are unsure how to search the recruitment pool, refer to the VMS ‘How To’ Guide, which can be downloaded from the VMS homepage, or contact your relevant Volunteer Resources Coordinator.

Before contacting an applicant, refer to their Registration Date and consider how much time has lapsed as their availability may have changed.

Step 2
Advertise the role—for free!

If there are no suitable applicants in the Volunteer Recruitment Pool, the next step is to advertise the role. We recommend advertising the role through multiple avenues to increase the number of applicants, and as such, increase the likelihood of finding the right person for the role. Here are some effective free ways to do this.

TSA website

One of the great features of the VMS is the ability to advertise volunteer roles at the click of a button.
The volunteer page on the TSA website is consistently one of the website’s most visited pages, and you can advertise the role here. It’s easy! Just select or create a role within the VMS, write a description and then click ‘advertise’. The VMS ‘How To’ Guide provides detailed steps on how to do this, or ask your Volunteer Resources Coordinator for advice.

Need help composing the ad? Refer to the role profile (as developed or sourced in the Plan stage) to create a volunteer role on the VMS.

Word-of-mouth

The most effective way to recruit new volunteers is by word-of-mouth. Your existing team is key in encouraging others to volunteer.

Therefore, positive volunteer engagement is to a large extent self-perpetuating. Ensure existing staff and volunteers feel valued and encourage them to spread the word about any new volunteer roles.

Volunteer peak bodies

Each state has a volunteer peak body that advertises volunteer opportunities on behalf of organisations. You can find the details of your relevant volunteer peak body on the Volunteer Resources page on SArmy.

Seek.com.au website

Seek is Australia’s largest employment and recruitment website, and they also promote volunteering opportunities for free. An incredible resource just a mouse click away!

“"It’s not working!""

Still can’t find the right volunteer? Never fear, the Volunteer Resources Team is here!

If you have tried these methods and are still struggling with recruitment, contact your Volunteer Resources Coordinator for further ideas.
Step 3
Prepare for interview/s

After advertising the role and attaining the interest of potential volunteers, it is time to organise interviews. Do not be tempted to jump straight into recruiting without an interview—what appears on paper does not always translate in reality!

Have you:
- organised mutually convenient interview times with applicants?
- organised an appropriate (quiet and comfortable) location for the interview/s?
- reviewed the role profile?
- prepared how you will explain TSA as an organisation (if they are unfamiliar) and in particular, the program the volunteer role sits within?
- drafted your interview questions based on how the applicant can demonstrate the required attributes and experience as per the role profile?
- considered any questions the applicant may ask, and how you will respond?
- worked out how you will take notes during the interview, or if someone else will take notes?

Step 4
Conduct the interview/s

1. Set the tone

Thank the applicant for coming in and offer them a drink. Ask how they are and how their journey was to get to the interview. When you are both seated and comfortable, outline the interview format so they know what to expect. For example,

‘Thanks again for coming in today and for your interest in volunteering with us. I’ll start by telling you a bit more about the Salvos and the role. Then I will ask you some questions and you can also ask any questions you have. How does that sound?’

2. Introduce yourself, TSA and the specific program/service

Keep this quite broad and conversational. This is an opportunity for the applicant to consider whether they are a suitable cultural fit for TSA and the specific centre/corps.

3. Describe the role

Use the role profile as a guide to discuss what the role involves. In particular go over the key tasks of the role and expected outcomes. You might also mention any requirements inherent in these tasks, for example, the ability to sit or stand for prolonged periods, or heavy lifting.

4. Ask your prepared questions

Use open-ended questions to give the applicant an opportunity to demonstrate whether they have the relevant knowledge, skills and experience to fulfill the tasks for the role.
For example, if the role involves working with vulnerable people and possibly unpredictable circumstances, you may ask:

‘Can you tell me about a time when you handled a stressful situation well?’

Be flexible and ask additional questions as appropriate to the applicant’s answers. This demonstrates active listening and gives you a chance to learn more about the applicant.

5. Invite the applicant to ask questions

This allows the applicant to clarify any uncertainties. Remember it’s important the role, the centre/corps and TSA are the right fit for the volunteer, as well as them being the right fit for us!

6. Thank the applicant

Recognise that the applicant has given up their time to prepare for and attend the interview. Let the applicant know the next stage of the process. For instance, whether you are interviewing other applicants or discussing the decision with your team. Tell them when to expect to hear back from you and be realistic—we all know what it’s like to wait for a phone call that doesn’t come!
In reflecting after an interview, consider:

- competency
- character
- culture.

**You may ask yourself:**

- does the applicant have the necessary attributes, skills and qualifications to fulfil the role?
- does the applicant have the suitable character to fulfil the role? (For instance, an ability to remain calm in high pressure situations)
- how will the applicant get along with other people in the team?
- does the applicant have the time and other necessities to commit to the role?
- what is the applicant’s motivation for volunteering? And will our centre/corps be able to satisfy their motivation? (For example, if the applicant wants to volunteer to build their skills, will there be an opportunity for them to do that?)
- will the applicant fit within the culture of TSA? And the specific centre/corps?

**Legal considerations**

**Discrimination in recruiting volunteers**

There are a variety of commonwealth and state anti-discrimination laws that can apply to the recruitment of volunteers. Even where it may not directly apply, the following is still relevant and important from an ethical and reputational perspective.

Discrimination is treating, or proposing to treat, someone unfavorably because of a personal attribute protected by law. Discrimination is not unlawful in certain circumstances. For example, if it concerns the provision of welfare services where those services would be most effectively provided by someone with a particular attribute, such as being a certain national origin.

**To minimise the risk of discrimination:**

- use a role profile to recruit a volunteer, stating the required skills and experience, without references to personal attributes (for example, gender identity, disability, race, sexual orientation, etc.)
- when advertising the role, only include the requirements that relate to the skills and experience needed for the role
- prepare interview questions that relate directly to the role requirements. Do not ask questions that may be relevant only to certain people. For example, a potentially discriminatory question would be asking a woman if she planned on getting pregnant in the future.
Opportunities

Taking a considered approach to recruitment allows you to:

- extend your search for appropriate applicants
- feel prepared and confident when interviewing applicants
- feel confident to be proactive, rather than reactive, to people who approach and ask to volunteer
- find the most suitable person for the role.

Recruitment checklist

Have you:

☐ Searched the TSA Volunteer Recruitment Pool to see if there is a suitable person who has already expressed an interest to help?
☐ Advertised the role?
☐ Prepared for interview/s?
☐ Conducted the interview/s?
☐ Reflected after the interview/s?

Yes? Fantastic! Time to move to the next stage—selection.

resources

- VMS ‘How to’ Guide
- Role profiles
- Expression of Interest thrift shop flyer

New resources are always being developed
Check SArmy Volunteer Resources!

SArmy.org.au/volunteer-resources
Following careful reflection after interviews, it is time to select who (if anyone) is best suited for the volunteer role. A consideration of competency, character and culture, guided by the role profile, will assist in this decision.

If there is not a suitable applicant for the role, contact your Volunteer Resources Coordinator to explore opportunities to further advertise the role.

Deciding who is, or is not, a ‘good match’ for a role, is likely to be the easy part. Putting that decision into action is what selection is really about.

In this section we will focus on how to:

1. Confirm a volunteer role with an applicant.
2. Tell someone they are not successful for this role.

Great! You’ve found a suitable match for the role. Now you must confirm with the applicant.

1. Contact the applicant, in person or by phone, within the time period previously communicated.
2. Thank them for their application and coming in for an interview.
3. Tell them your centre/corps would love to have them involved by taking on this role.
4. Ask whether they are still interested in the role. Their circumstances may have changed since the interview or they may have reflected afterwards and felt this was not the right opportunity for them.
5. If they are no longer interested in the role, once again thank them for their time, and wish them all the best for their future endeavors.
6. If they are still interested, confirm details of the role: start date, location and time commitment.
7. If an integrity check is required for the role, explain how this will need to be undertaken before they commence. See more information on integrity checks on page 24.
8. If the details of the role still suit them, explain logistics: what to bring, what to wear, where to park, and who to contact if there are any issues.
9. Explain what to expect on their first day: where to go on arrival, who will greet them, necessary paperwork (Volunteer Agreement Form) and induction. Help them to visualise what to expect.

10. Ask if they have any questions.

11. Thank them again, and then follow up with either an email (if they have an email account and access to a computer) or a posted letter and pack that includes the discussed details and the Volunteer Handbook. You can also attach the Volunteer Agreement Form and Volunteer Registration Form to collect all necessary details to add the volunteer to the Volunteer Management System (VMS). Or you may choose to go over the Volunteer Agreement Form and enter their details into the VMS at the commencement of their first day.

Invest the time here so the new volunteer feels valued and fully supported to commence their role. This will also help to retain them as a volunteer—first impressions count!

Before the volunteer commences their new role:

- Are any integrity checks required? If yes, have they been completed?
- Have they signed the Volunteer Agreement Form?
- Have you uploaded their details into the VMS? If you have a computer available, you can ask the volunteer to upload their details at the start of their first day.

NOTE: Use of the VMS is required by TSA Volunteer Policy. Contact your Divisional Volunteer Resources Coordinator or the Volunteer Resources Team at THQ if you need to create a login to access the system or if you need assistance to use the system.
Informing an unsuccessful applicant

If someone is not an appropriate or suitable match for a role, it is important to let them know.

1. Contact any unsuccessful applicant within a reasonable time. Contact in person is preferable, otherwise phone, or email as a last resort. For some applicants an unsuccessful outcome can be distressing, so ensure you tell them in a safe environment.

2. Thank the applicant for their time in applying for the role, and coming in for an interview (if applicable).

3. Explain again what the role entails, and the necessary attributes and skills required. It may be that they didn’t demonstrate these or maybe another applicant had more experience, etc. Focus on the role and tell them that on this occasion they are not the best match for this particular role. Be clear, calm and empathetic in your language.

4. Be prepared the person may feel distressed. There is often an expectation that anyone can volunteer and people do not always consider their own suitability. However, using a role profile and a clear interview process reduces this expectation. In the event someone still expresses dissatisfaction with the decision, stay calm and respectful.

5. You may consider whether there is another role this person may be suitable for, such as collecting for the Red Shield Neighbourhood Appeal. Otherwise you can refer them to their relevant volunteer peak body and/or a nearby volunteer resource centre or community centre so they can explore other volunteering opportunities.

Telling someone they are not the best match for a volunteer role may feel like a hard conversation, but it will save you time and energy in the long run. Remember, it is in everyone’s best interest to have the right person for the role.

Integrity checks

An integrity check may be a requirement of a volunteer role.

Whether an integrity check is a minimum requirement, and the extent of the integrity check, will be stated on the role profile or can be clarified by the Volunteer Integrity Check Matrix. An integrity check may include a police check, a Working With Children Check (WWC) and/or a financial check.

If after referring to the Volunteer Integrity Check Matrix you are still unsure as to whether an integrity check is required, contact your Volunteer Resources Coordinator.

A disclosable outcome on a police check does not necessarily exclude someone from the role but indicates a risk assessment will need to be conducted.
The table below outlines the differences between a Working with Children Check and a Police Check.

<table>
<thead>
<tr>
<th></th>
<th>Working with Children Check</th>
<th>Police Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does it work?</td>
<td>The WWC Check is a screening process that examines serious criminal charges, offences, findings of guilt and professional conduct reports related to the safety of children across a person’s lifetime.</td>
<td>A Police Check is a list of only the offences that can be disclosed from a person’s national criminal records. There is no information on the circumstances/context of the offences.</td>
</tr>
<tr>
<td>Can the check be failed?</td>
<td>Yes. You either pass or fail the WWC Check.</td>
<td>You cannot ‘pass’ or ‘fail’ a Police Check; it is simply a list of offences, called ‘discloseables’ or ‘matches’.</td>
</tr>
<tr>
<td>What kinds of offences are included?</td>
<td>Offences relevant to the safety of children, such as serious sexual, violent or drug crimes.</td>
<td>All types of offences.</td>
</tr>
<tr>
<td>How far back does the check go?</td>
<td>Across a person’s lifetime.</td>
<td>Some offences cannot be disclosed, depending on how long ago they were committed.</td>
</tr>
<tr>
<td>Is an applicant’s criminal record continuously monitored?</td>
<td>Yes. The criminal record continues to be monitored for the life of the WWC Check, and the organisation listed for the WWC card will be notified if an issue arises.</td>
<td>No. A Police Check is only current at the time of issue, and will not show any subsequent offences.</td>
</tr>
</tbody>
</table>
The process for reducing many legal risks begins with selection. Therefore, read this section carefully and take the necessary steps now so everything runs smoothly later.

**Risk: someone could take legal action against TSA because of the actions of a volunteer**

<table>
<thead>
<tr>
<th>Examples of risks are...</th>
<th>So to minimise or avoid these risks...</th>
<th>Use the territorial resources...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A client, member of the public, employee or volunteer is injured by the negligent action/inaction of a volunteer (e.g., motor vehicle accident).</td>
<td>Screen volunteers, as far as possible, to ensure they are suitable and competent for the role.</td>
<td>Volunteer Management System (online database).</td>
</tr>
<tr>
<td></td>
<td>Induct, train and supervise volunteers.</td>
<td>Volunteer Integrity Check Matrix.</td>
</tr>
<tr>
<td></td>
<td>Have insurance policy cover for volunteers.</td>
<td></td>
</tr>
</tbody>
</table>

**Risk: a volunteer could take legal action against TSA**

<table>
<thead>
<tr>
<th>Examples of risks are...</th>
<th>So to minimise or avoid these risks...</th>
<th>Use the territorial resources...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A volunteer in a vulnerable role is assaulted by a client, member of the public, employee or another volunteer.</td>
<td>Consider special needs and supervisory requirements of vulnerable volunteer roles.</td>
<td>Volunteer Integrity Check Matrix.</td>
</tr>
<tr>
<td>TSA discloses or misuses a volunteer’s personal information.</td>
<td>Implement actions and precautions (such as working in pairs) to minimise the likelihood of risk.</td>
<td>Volunteer Handbook.</td>
</tr>
<tr>
<td>Volunteer or potential volunteer alleges discrimination by someone from TSA.</td>
<td>Be aware of TSA’s privacy policy.</td>
<td>Volunteer Agreement Form (includes privacy notice).</td>
</tr>
<tr>
<td></td>
<td>Implement secure record-keeping procedures (locked personnel file cabinets).</td>
<td>Role Profile (link recruitment to inherent requirements of role).</td>
</tr>
</tbody>
</table>
Opportunities

Adopting a clear selection process allows you to:

- find the best match for a volunteer role
- be recognised as valuing volunteers
- help feel confident in your decision when someone is not appropriate for a role
- reduce the expectation that anyone can volunteer in any role
- feel confident you are taking all reasonable steps to reduce any legal risks eventuating.

Selection checklist

Have you:

- [ ] Contacted the preferred applicant and confirmed they are still interested and able to do the role?
- [ ] Undertaken integrity checks and reference checks (if applicable)?
- [ ] Provided the successful applicant with a copy of the role profile?
- [ ] Provided the successful applicant with the Volunteer Agreement Form and ensured they have read and signed it?
- [ ] Added the successful applicant to the Volunteer Management System and matched them to a volunteer role?
- [ ] Contacted unsuccessful applicants and informed them that on this occasion they were not the best match for the role?

resources

- Role profiles
- Volunteer Agreement Form (includes insurance arrangement and privacy notice)
- Volunteer Handbook (includes the Code of Conduct and volunteer rights and responsibilities)
- VMS ‘How to’ Guide
- Volunteer Integrity Check Matrix
- Integrity Check Minute
- VR Procedure: Criminal History Risk Assessment
- VR Procedure: Volunteer Police Checks

New resources are always being developed
Check SArmy Volunteer Resources!

SArmy.org.au/volunteer-resources
Why is induction important?

Induction is essential so a volunteer feels comfortable and empowered within TSA and their role. It's also a great opportunity to connect a volunteer with the values of TSA.

Certain elements will always need to be covered in an induction. These are: the role and TSA, the building, and health and safety. There is a TSA Territorial Volunteer Induction Checklist you can print and use to ensure you cover these with each new volunteer. The points from the checklist are also outlined here to stimulate your thinking.

There may be additional information specific to your centre/corps that needs to be included in an induction.

Some volunteer roles will require a detailed induction, or even training, prior to or soon after commencement of a role. Examples include roles within Doorways, Positive Lifestyle Program or Salvos Caring.

The role and The Salvation Army

Have you:
- discussed The Salvation Army Mission and Values?
- discussed the specific focus/mission of your centre/corps?
- discussed the role profile? (How much detail you go into depends on your previous communications with the volunteer)
- given the volunteer a copy of the Volunteer Handbook?
- discussed the Volunteer Handbook, in particular drawing attention to the Code of Conduct?
- discussed the centre/team reporting structure (if relevant)?
- given the volunteer a name tag (if applicable)?
- introduced them to other volunteers and staff?

The building

Have you:
- shown the volunteer the facilities? (For instance, the tea room, toilets, notice board)
- discussed general housekeeping procedures?
- discussed other practical issues, such as parking?
- shown specific work area?
Workplace, health and safety

Have you:
- informed of evacuation procedure?
- shown where the first aid kit is located and who is appointed as the first aid officer?
- discussed specific hazards related to the role? (For instance, potential heavy lifting, difficult clients, etc.)
- shown safety precautions? (For example, a buzzer alert)
- shown how to report a hazard or incident?
- discussed grievance process?
- advised of their key contact person?

PLEASE NOTE: More information and resources on workplace, health and safety will be loaded onto SArmy Volunteer Resources.

Role specific

Does the volunteer have everything they need to commence and feel confident in their role?

For example, if it is a computer-based role, the volunteer may need a login and password. If the volunteer is tasked with collecting tools from a shed, or documents from a filing system, then ensure they feel comfortable to access these items on their own (if it is appropriate for them to do so). Both the volunteer and the wider team must be aware of what the volunteer can and cannot do, to create a harmonious environment.

After assessing for yourself whether the volunteer has everything they need for their role, ask them how they are feeling. This demonstrates you value their contribution and creates a safe space for them to seek clarification.

Unspoken rules

‘That’s MY mug!’

Are there any unspoken rules in your centre/corps? Or simply things that are assumed knowledge? For example, does everyone have a specific mug they use, or assigned car spaces?

While you might not include these in a formal induction, they are useful details for a volunteer to feel part of the team. You can speak to these in a conversational way during the more formal induction.

For instance, when showing someone around the building, you may pause in the kitchen and say:

‘Most people like to use their own mug for cups of tea. You are welcome to bring in your own mug and leave it here, or you can use a mug from the top shelf.’
Legal considerations

The risks listed below could occur while a volunteer is in their role, but effective mitigation of these risks begins with a thorough induction process.

**Risk: someone could take legal action against TSA because of the actions of a volunteer**

<table>
<thead>
<tr>
<th>Examples of risks are…</th>
<th>So to minimise or avoid these risks…</th>
<th>Use the territorial resources…</th>
</tr>
</thead>
</table>
| ▪ Volunteer represents themselves externally as if they are an employee or have the authority to act on behalf of TSA. | ▪ Induct, train and supervise your volunteers.  
▪ Make it clear what volunteers are and are not authorised to do.  
▪ Ensure understanding of confidentiality.  
▪ Ensure understanding of anti-discrimination legislation. | ▪ Volunteer Agreement Form.  
▪ Role profile.  
▪ Volunteer Handbook.  
▪ Induction checklist. |
| ▪ A client, volunteer or employee's confidentiality is breached by a volunteer. | | |
| ▪ Volunteer discriminates against a client, volunteer or employee. | | |

**Risk: a volunteer could take legal action against TSA**

<table>
<thead>
<tr>
<th>Examples of risks are…</th>
<th>So to minimise or avoid these risks…</th>
<th>Use the territorial resources…</th>
</tr>
</thead>
</table>
| ▪ Volunteer’s intellectual property rights are infringed by TSA. | ▪ Be clear that TSA owns IP that is created by volunteers in their volunteer role (unless written agreement to the contrary). | ▪ Volunteer Agreement Form.  
▪ Volunteer Handbook (outlines IP rights). |
Opportunities

An induction provides the opportunity for:

- a volunteer to feel valued and confident in their role
- a volunteer to be clear about their rights and responsibilities
- a volunteer to understand how their role fits within the wider team
- a volunteer to be prepared in case of an emergency
- you to be confident you have set the volunteer up for success
- you to be confident you have reduced the probability of any legal risks eventuating
- the rest of the team to understand the role of the volunteer.

Induction checklist

Have you:

- Drawn on the induction checklist to discuss the volunteer role, TSA, the building, and health and safety?
- Provided the volunteer with a copy of the Volunteer Handbook? (If you haven't already done so.)
- Ensured the volunteer has signed the induction checklist and you have filed it accordingly?
- Gone over anything specific to your centre/corps and necessary for the volunteer to commence, and feel confident, in their role?
- Discussed any ‘unspoken rules’ of your centre/corps?
- Asked the volunteer how they are feeling?

resources

- Induction Checklist
- Volunteer Handbook
- Volunteer name tag
- Sign-in template

New resources are always being developed
Check SArmy Volunteer Resources!

SArmy.org.au/volunteer-resources
Retention is directly linked to how a volunteer feels, their relationships within the team, and how their contribution is recognised. There will always be external factors that may contribute or cause a volunteer to leave, but with positive team culture and recognition, you are more likely to retain volunteers.

In this section we’ll consider:

1. Staff and volunteer relationships.
2. The key to effective recognition.
5. Formal recognition.

There may be instances where you do not want to retain a volunteer and this will be explored in the section Managing Performance.

Crucial to volunteer retention is a supportive team environment, with positive relationships between volunteers and staff, and volunteers with other volunteers.

Volunteers are part of the team and their contributions, ideas and input must be equally valued. Volunteer activity should complement the work done by paid staff and cannot replace a current, or recently retrenched/vacant, role of an employee.

Effective staff and volunteer integration depends on:

- the involvement of paid staff in role development and volunteer placement within the centre/corps
- following clear recruitment and selection processes to increase the likelihood volunteer placements are appropriate
- use of a role profile so expectations and boundaries are clear to everyone
- induction so a new volunteer has a greater insight into their role, and specifically the centre/corps culture
- training for TSA personnel in supervising volunteers
- acknowledging and responding to unsatisfactory volunteer conduct or performance
- timely and respectful dispute resolution between volunteers and staff members
- defined channels for volunteers to voice ideas or criticisms.
Tensions may arise if:

- paid staff are not involved in the development of the volunteer role
- paid staff are not accepting of the volunteer role
- volunteers are perceived as threatening paid positions
- lines of responsibility are unclear or non-existent
- volunteers resist supervision by paid staff
- volunteers are seen as having no parameters, such as agreed start and end times, defined tasks, etc.
- volunteers are expected to act beyond their role without their agreement
- volunteers do not feel part of the team.

The key to effective recognition

Recognition is not one-size-fits-all, so consider and apply what is relevant according to the volunteer in mind. The key is to understand their motivation for being involved, and if practical, to satisfy that motivation.

People volunteer for a variety of reasons: to develop their skills, serve the community, make friends, fulfil Centrelink obligations or study requirements, gain experience and so on.

Someone's reason may also change throughout their time volunteering. For example, someone may begin volunteering to fulfil study requirements, stay to gain experience in their field, then continue volunteering to serve the community or maintain relationships.

If someone volunteers to have a social outlet, then ensure they volunteer in a setting that provides plenty of social interaction. If someone's motivation is to develop skills, then retain them by offering training or linking them with a mentor to teach them new skills.

Unsure of someone's motivation to volunteer? Ask them!
Motivation and recognition

The table below is by no means exhaustive, either in types of possible motivation or recognition ideas, but is to stimulate your thinking.

<table>
<thead>
<tr>
<th>Possible motivation</th>
<th>Recognition ideas</th>
</tr>
</thead>
</table>
| Serve God                              | - Offer to pray with, or for, them from time to time.  
- Connect them with corps activities. |
| Help others or concern for others      | - Spend time discussing the value of the volunteer's contribution and what it means to TSA clients, etc.  
- Share good news stories as a regular part of your centre/corps meetings and/or include these stories around the centre/corps.  
- If it interests the volunteer, ask them to be the 'sharer of the good news stories' in team meetings, etc. |
| Meet people and/or increase opportunities for social interactions | - Say 'hello' to this volunteer each day and ask how they are going.  
- If appropriate, match them to volunteer with other people.  
- Prioritise additional social interaction, such as team lunches.  
- Introduce them to people where practical.  
- Invite them to centre/corps social events. |
| Use current knowledge or skills        | - Ensure the volunteer has an opportunity to use their skills in their role.  
- Actively seek and ask for their input.  
- If useful and if they are interested, ask the volunteer to train others in a particular skill and/or act as a mentor for others. |
| Develop new knowledge or skills        | - If relevant to the role, is there another volunteer or staff member who can act as a mentor to pass on skills and knowledge?  
- Are there training courses that are applicable to the role and that interest the volunteer? For example, the Victorian Health Department offers a free online Food Handling training course that even includes a final quiz and certificate upon successful completion. |

continued...
- Offer them extended participation/responsibilities in the program or in a different program.

**Raise self-confidence**
- Be affirmative wherever appropriate.
- Provide tasks that highlight their strengths.
- Notice whether more supervision increases or hinders their confidence.
- Be empathetic in providing any constructive feedback.

**Fulfil a Centrelink requirement, including Work for the Dole**
- Understand their exact requirements and speak about this so the volunteer is assured you are on the same page.
- Complete their Centrelink paperwork as required, and do so discreetly if the volunteer wants this to be private.
- Recognise the value of their contribution so they may see it as more than fulfilling a requirement.
- Understand their circumstances; ask how to make their experience more valuable.

**Fulfil a study requirement**
- Understand their exact requirements, and speak about this so the volunteer feels assured you are on the same page.
- Complete their paperwork as required, and show interest in the volunteer’s study.
- Ask whether there are other ways you can support with building their knowledge or experience. For example, would they benefit from a mentor?

**Gain work experience**
- Ask questions about their interests and what they are hoping to learn, and/or what particular experience they are after.
- If possible, offer options for additional relevant training, such as completing a first aid certificate.
- Provide them with a formal certificate to recognise their contribution.
- If appropriate, let them know about jobs available (within TSA or externally) that may be of interest.
- If appropriate, offer to be a referee for them if they are applying for work.
- If appropriate, introduce them to other potential contacts.

*continued...*
3. Informal recognition

Informal recognition is acknowledging someone personally and forms part of positive centre/corps culture. It has the greatest impact for creating belonging and connection.

**Informal recognition is when you:**

- remember someone's name and personal details (such as their kid's names, what they are studying, etc.)
- include them in team meetings/activities
- ask for their input
- allow them access to information and systems as needed for their role and development
- communicate, to them and to others, how their contribution is making a difference to the activity and/or community
- offer opportunities for skills/professional development.

4. Making ‘thanks’ meaningful

As a general rule of thumb, recognition is most meaningful when it's specific. Say a simple ‘thank you’ but about a specific thing.

Ideas of specific things you may recognise and ‘thank’ include:

- a task performed or completed
- a skill demonstrated or quality of character demonstrated
- persistence—remaining reliable through a difficult period of time
- team effort—pitching in, helping out, supporting others
- exemplary customer or client service
- their role in resolving a particularly difficult problem
- creativity—generating ideas, innovative problem solving.
5. Formal recognition

Formal recognition works well as an addition to informal recognition, but cannot replace it. Formal recognition celebrates significant dates or achievements in a formal way.

**Formal recognition includes:**
- certificates
- thank you letters or cards
- divisional newsletter volunteer profiles
- awards, for example ‘Beyond the Call of Duty’
- team morning/afternoon teas, lunches
- events/activities
- nominating for local council (or other) awards, such as ‘Volunteer of the Year’.

**Key dates**
- National Volunteer Week, 9–15th of May 2016
- International Volunteer’s Day, 5th of December
- volunteers’ birthdays
- dates of volunteer service (1 year, 5 year, 10 years)
- post-Red Shield Appeal for those who were involved
- Easter, Christmas, New Year.

**Opportunities**

With a considered and team approach to recognition and retention, you have the opportunity...
- for volunteers to be valued, increasing retention
- to strengthen and/or extend your programs reach
- increase staff retention—by the positive, inclusive culture and the support of their work with volunteer contributions
- increase the likelihood of volunteers wanting to support TSA in a greater variety of ways, including financial
- increase the reputation of your centre/corps and TSA broadly as volunteers will talk about their experience—positive (or negative).
Recognition and retention checklist

Do you:

- Involve staff in the volunteer process (planning and recruitment)?
- Discuss with staff how volunteers will form part of the team, and assure paid staff of their positions?
- Take time to understand the motivations of your volunteers?
- Actively try and find ways to satisfy your volunteers’ motivations?
- Know your volunteers’ names?
- Show an interest in volunteers as individuals?
- Ask volunteers for their input?
- Include them in team events/activities?
- Say ‘thanks’ for specific things?
- Give out birthday cards?
- Give out cards for other significant life events, such as completing a university degree?
- Host a ‘thank you’ lunch or event for, or including, volunteers?
- Celebrate volunteers’ significant dates of service?
- Offer and plan development pathways?

resources

- Certificate of Appreciation
- National Volunteer Week Resource Pack

New resources are always being developed
Check SArmy Volunteer Resources!

SArmy.org.au/volunteer-resources
In evaluating a volunteer’s performance, consider both the WHAT and the HOW.

Is the volunteer fulfilling the tasks of their role and is their behaviour reflective of TSA values and policies? The answers to these types of questions will inform your evaluation but how you manage this performance should be directed by WHY the volunteer is performing well or poorly.
High performance volunteers contribute the most, yet often receive the least amount of attention as they are already capable, engaged and positive. However, if these volunteers are not appropriately managed they are likely to become bored, burnt out or simply feel unvalued and as a result leave to find an opportunity elsewhere.

Table: Examples of above-the-line performance and possible actions to reward and retain the volunteer.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer is recognised as an expert in the field</td>
<td>- If possible, and if they are interested, stretch their tasks beyond their current role—more high profile.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for them to be the 'highly valued expert'. For example, ask them to deliver a presentation to the centre/corps, seek their input, trust them.</td>
</tr>
<tr>
<td>Volunteer demonstrates interpersonal skills and emotional</td>
<td>- Ask if they would like to mentor or teach others.</td>
</tr>
<tr>
<td>intelligence critical of a leader; volunteer sets a high bar for excellence and motivates others</td>
<td>- Offer additional responsibilities possibly with a management component.</td>
</tr>
<tr>
<td></td>
<td>- Invite them to high-level meetings.</td>
</tr>
<tr>
<td></td>
<td>- If possible provide them with development opportunities (trainings, etc.).</td>
</tr>
<tr>
<td>Volunteer requires minimal supervision even on new tasks; volunteer gains new skills and abilities more quickly than peers</td>
<td>- Trust them, offer for them to be in charge of new initiatives or provide them with opportunities to extend their role.</td>
</tr>
</tbody>
</table>

On-the-line performance is when volunteers meet the standards and expectations of their role.

For on-the-line performers, ask yourself and, if appropriate, the volunteer:

*Do they want to perform at a higher level or are they happy doing what is expected? What would enable someone to move from on-the-line performance to performance excellence? What is holding them back?*

If they want to perform at a higher level but need to strengthen their ability, are there training opportunities available? Could someone act as a mentor for them?
Below-the-line Performance Management is about people and requires a balance between compassion and accountability.

Be clear on performance expectations. For example, acting in line with the Code of Conduct, adhering to policies and procedures and fulfilling duties of their role profile.

If performance falls short of these expectations, this needs to be addressed immediately and recorded on paper. Revisit policies with the volunteer and draw their attention to documentation that outlines those expectations (role profile, Volunteer Handbook).

Ask compassionately and firmly: Are these expectations understood? Is there a reason why these are not being met? Ask people what they need. Your responsibility is to identify the root reason the volunteer is ignoring, breaking or is otherwise unable to meet expectations and then take appropriate action—firmly, professionally, creatively and compassionately.

Table: Examples of below-the-line performance and possible actions.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Possible causes</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Volunteer does not undertake tasks as required, showing signs of apathy and laziness. | ▪ Role content and design.  
▪ Inappropriate role fit.  
▪ Individual or external characteristics, or situation. | ▪ Begin with informal performance coaching but make notes of discussion.  
▪ Be clear about the role requirements and expected contribution of the role to the work of the organisation.  
▪ Explore options for opportunities in other areas of the centre/corps or externally.  
▪ Terminate volunteer from their role (see VR Procedure: Disciplinary Action and Termination). |

continued...
Volunteer exhibits aggressive behaviours that impact on team cohesiveness.

- Unsatisfied with volunteer conditions/role.
- Individual or external characteristics.
- Personal or health problems.
- Be clear about expectations for dealing with other people—refer to Volunteer Handbook.
- Explore reasons behind behaviour, consider personal situation, workload, role appropriateness, options for another volunteer role, some time off.
  *Make notes of any interaction/meeting.
- Model, respect and support the volunteer—be the example.
- Terminate volunteer from their role (see VR Procedure: Disciplinary Action and Termination).

Volunteer will not follow directions or perform tasks as required.

- Failure to understand what is required.
- Inability to perform tasks.
- Individual or external characteristics.
- Start with discussions around what is required in the role, as outlined in their role profile.
- Look at possible options for training and development if a skill deficit is identified. Setting them up with a mentor may also be an option.
- Assess whether behaviour is a breach of the Code of Conduct.
  *Make notes of any interaction/meeting.
- Examine your own management style.
- Terminate volunteer from their role (see VR Procedure: Disciplinary Action and Termination).

continued...
Volunteer does not complete tasks to the required standard.

- Lacks the required skills and capabilities.
- Review recruitment practices to ensure appropriate selection decisions are being made.
- Identify training and development opportunities or mentoring options.
- If volunteer fails to develop required skills, transfer to another role, if appropriate.
- Terminate volunteer from their role (see VR Procedure: Disciplinary Action and Termination).
Termination of a volunteer from a role

The Salvation Army is committed to resolving conduct and performance issues in the most positive manner possible, such as through support, additional training or supervision, reassignment and/or verbal warnings. However, in times when a volunteer’s behaviour amounts to serious misconduct, immediate termination from their role may be necessary. There may also be instances where, despite various interventions and supportive actions, the volunteer’s performance or conduct does not improve, and termination may be appropriate. For guidance, refer to the VR Procedure: Disciplinary Action and Termination.

Volunteer resignation from a role

Someone may choose to resign from their volunteer role at any time and for any reason. It is stated in the Volunteer Handbook that, out of respect, volunteers are asked to provide, where possible, two weeks’ notice of their resignation. When informing fellow volunteers, staff members and possibly clients a volunteer is moving on, do so in a way that is respectful to the leaving volunteer.

If appropriate, also seek feedback from the leaving volunteer and thank them for their contribution—for example, with a thank you card. For a long-serving volunteer, you may also choose to celebrate their contribution with a thank you/farewell event, such as a shared morning tea with a cake.

resources

- VR Procedure: Disciplinary Action and Termination
- The P7 Process for Performance Coaching Discussions
- The P7 Process Template

New resources are always being developed
Check SArmy Volunteer Resources!

SArmy.org.au/volunteer-resources
Why is it important to evaluate?

Evaluation is crucial to understand how volunteer engagement is currently tracking, celebrate your team achievements and identify areas that require improvement.

This is the time to look at the big picture of how volunteers are engaged in their roles, programs and the centre/corps. What’s working? What’s not? Why?

As you complete the evaluation, be sure to incorporate your learnings into your planning as the cycle of volunteer engagement continues.

Volunteer evaluation

Actively invite volunteers to consider their own contribution, role, the program and the centre/corps. This has a dual benefit:

1. You gain the insight of the volunteers who have a unique perspective of how the program and centre/corps operates.
2. Volunteers feel valued and more invested in the program—increasing likelihood of retention.

How you seek volunteer reflections and input will depend on the size of the volunteer cohort and the dynamic of the program and centre. For a smaller centre/corps, this may happen organically, such as through conversations in the tea room. For larger centres or where volunteers are quite isolated in their role, a more considered and structured approach will be required. For example, through team meetings and planned one-on-one catch-ups.

A structured approach provides a dedicated time to further explore how a volunteer is finding their role, centre/corps, their relationships with staff, other volunteers and possibly clients, and whether they feel supported or effectively resourced. This time can also be used to explore and discuss performance issues.

In addition to organic and structured conversations, a template for volunteer evaluation, such as surveys, is useful for you to collect data to report and measure your volunteer engagement.
Your evaluation
(self reflection)

Do you feel positive and excited by volunteer involvement? Or do you feel frustrated? Is there a performance concern with a volunteer or multiple volunteers?

Invest the time to consider your own strengths and struggles with volunteer involvement and use this to guide you to parts of this handbook that may be worth revisiting. The Volunteer Resources Team is also only ever a phone call away and exists to support you. Even if you just need to vent—we consider this debriefing and it can be a healthy and helpful process.

Staff evaluation

For a positive culture within your centre/corps, staff must be actively involved in volunteer engagement. Create a space and opportunity for staff to both voice concerns and celebrate volunteer involvement. Similar to seeking volunteer feedback, staff evaluation can take place through organic conversations, such as in the kitchen over a cuppa, and/or in a structured format. However, be mindful of organic conversations not to become gossip.

For a more structured approach, you may incorporate questions about volunteer engagement into an employee’s performance appraisal, or as a regular discussion item in staff meetings. Survey Monkey is an easy-to-use online tool that can help with conducting evaluations.

Overall centre/corps evaluation

Use the Evaluation Checklist to gain an overall idea of how your centre/corps is tracking with volunteer engagement and to identify areas that may require more thought or work. Remember you can contact the Volunteer Resources Team for support with any stage of volunteer involvement.

Ways to evaluate

Kick start your thinking!

- Have regular conversations with each volunteer with a direct ask as to how they are finding their role, the program and the centre/corps.
- Identify key volunteers and consult with them to inform and shape volunteer involvement in a program or the centre/corps.
- Use the reporting functions on the Volunteer Management System (VMS) to consider your volunteer demographics and how this impacts planning. For example, if you have an aging volunteer cohort, you may need to consider a succession plan.
- Use surveys (hand-out or online, such as Survey Monkey) to seek volunteer input.
- If plausible, have one-on-one meetings with volunteers every six months (you can check volunteer starting dates on the VMS).
- Conduct an annual volunteer engagement evaluation (see supporting resource: Evaluation Checklist).
- Include questions on volunteer involvement in staff appraisals so staff feel invested and valued in how volunteers contribute.
- Invite your divisional Volunteer Resources Coordinator to assist you in a centre/corps volunteer engagement evaluation.

**Consider how you will implement what you learn!**

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Supporting resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are goals established for volunteer involvement? For example, are volunteers included in your centre/corps strategy?</td>
<td>TSA Standards for Involving Volunteers, role profiles.</td>
</tr>
<tr>
<td>Do you use multiple approaches for volunteer recruitment to source the most appropriate person for each role?</td>
<td>TSA website and VMS, VMS ‘How To’ Guide, Volunteer Peak Bodies.</td>
</tr>
<tr>
<td>Do you have a consistent recruitment interview process?</td>
<td>Role profiles.</td>
</tr>
<tr>
<td>Are integrity checks undertaken when required by legislation, grant requirements and/or TSA policies?</td>
<td>Role profiles, Territorial Volunteer Integrity Check Matrix, Integrity Checking Minute, VIC Corps FAQs—Working with Children Checks, CrimCheck Process.</td>
</tr>
<tr>
<td>Are volunteers provided with a role profile, Volunteer Agreement Form and a Volunteer Handbook?</td>
<td>Role profiles, Volunteer Agreement Form, Local Officer/Ministry Worker Agreement and Registration Forms, Volunteer Handbook.</td>
</tr>
<tr>
<td>Are volunteers’ details uploaded on to the Volunteer Management System (VMS)? Are volunteers’ connected with a role on the VMS?</td>
<td>Volunteer Registration Form, VMS ‘How To’ Guide.</td>
</tr>
<tr>
<td>Are volunteers provided with an induction?</td>
<td>Volunteer Induction Checklist.</td>
</tr>
<tr>
<td>Are volunteers involved in decision-making processes, such as included in staff meetings?</td>
<td>Check SArmy Volunteer Resources.</td>
</tr>
<tr>
<td>Question</td>
<td>Resource</td>
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<tr>
<td>Are volunteers involved in program and service evaluations?</td>
<td>Check SArmy Volunteer Resources.</td>
</tr>
<tr>
<td>Do volunteers have access to policies and procedures?</td>
<td>Check SArmy Volunteer Resources and the TSA Minute Book.</td>
</tr>
<tr>
<td>Do volunteers have access to policies and procedures? Do they know they have access? How do they know?</td>
<td>Check SArmy Volunteer Resources and the TSA Minute Book.</td>
</tr>
<tr>
<td>Are volunteer hours recorded?</td>
<td>Volunteer ‘sign in’ template.</td>
</tr>
<tr>
<td>Are volunteer contributions recognised informally and formally through recognition events and certificates?</td>
<td>Certificate template, National Volunteer Week Resource Pack (available on SArmy in April).</td>
</tr>
<tr>
<td>Do you record your volunteer retention rate? Have you noticed any changes in retention as you increase volunteer processes?</td>
<td>Volunteer ‘sign in’ template, VMS reporting functions.</td>
</tr>
<tr>
<td>Do you record expenses for volunteer engagement? For example, costs for recognition activities.</td>
<td>Check SArmy Volunteer Resources.</td>
</tr>
<tr>
<td>Are there defined avenues/opportunities for volunteers to give feedback about their involvement?</td>
<td>Check SArmy Volunteer Resources.</td>
</tr>
<tr>
<td>Are there ways for everyone to provide feedback on volunteer involvement? Paid staff? Clients/community?</td>
<td>Check SArmy Volunteer Resources.</td>
</tr>
<tr>
<td>Do you have a plan to improve volunteer engagement?</td>
<td>Check SArmy Volunteer Resources.</td>
</tr>
<tr>
<td>Do you seek support from the Volunteer Resources Team?</td>
<td>Check SArmy Volunteer Resources.</td>
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This manual

Volunteers have always played an essential role in TSA, but it has only been recently (2014) that TSA has adopted a strategic approach to develop territorial-wide support. This has included the creation of the Volunteer Resources Team and territorial resources to support volunteer engagement.

This manual is a key component of this support in bringing the stages of engagement together in one document. The content has been developed to reflect Australia’s National Standards for Involving Volunteers contextualised to The Salvation Army by the Volunteer Resources Team. Although there has been consultation with key stakeholders from different divisions we are aware this first version will need updating as feedback is received from centres/corps across the territory. We welcome this feedback to ensure the manual is meaningful and relevant to all TSA centres/corps.

The content of this manual is to inform TSA’s volunteer engagement to be one of considered inclusion. It is to affirm the interest and motivations of volunteers whilst realising the organisation’s mission intentions. Volunteers are part of The Salvation Army community and given respect and regard for their valued contribution.

In a nutshell

The stages outlined in this document will assist to strengthen and extend volunteer involvement in what we do. To recognise the value of volunteers and benefit your services, invest in each of these stages:

1. **Plan**—clarify the purpose for volunteer involvement.
2. **Recruit**—advertise and interview.
3. **Select**—inform, integrity checks and paperwork.
4. **Induct**—all information that is necessary to empower volunteers.
5. **Recognise and retain**—understand the motivation for volunteering.
6. **Managing performance**—be aware of all levels of performance and strategies to realise the best from, and for, your volunteers.
7. **Evaluate**—what is working, what is not working, and why.

**REMEMBER...**

- volunteer engagement is an ongoing cycle
- there are TSA-specific resources to support you through each stage.

The Volunteer Resource Team exists to support and serve you. We are available to provide coaching and training on any aspect of the stages outlined above. **Help us help you!**
The Volunteer Resources Team
— helping you is our job!

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