American Red Cross

Supporting Volunteers and Managing Teams

Participant Guide

SUPPORTING VOLUNTEERS & MANAGING VOLUNTEERS

PURPOSE AND OBJECTIVES

Course Purpose

This course is designed to benefit those who are new to working with volunteers as well as those who have previous experience. It will present opportunities to raise your self-awareness about what you are doing well, as well as identify the positive changes you can make to enhance your success as a supervisor of volunteers.

Overall Learning Objectives

- Understanding the American Red Cross Volunteer Strategy
- Learning why people volunteer and what they need as volunteers
- Exploring the importance of a positive and civil workplace environment
- Exploring parts of the volunteer lifecycle
    - Laying the groundwork
    - Supporting remote volunteers
    - Coaching, giving and receiving feedback
    - Providing recognition
- Identifying strategies to lead through change
- Identifying one action you can take immediately

COURSE CONTENT

[Slide 2]

I. Volunteer Strategy
    - Who Are Our Volunteers?
    - Volunteer Engagement Cycle

II. Why Do People Volunteer?

III. Setting the Stage and Clarifying Expectations

IV. Working in a Positive Environment

V. The Role of Civility in a Positive Environment

VI. Motivating and Developing Through Coaching and Feedback

VII. Managing Conflict

VIII. Leading Through Change

VOLUNTEER STRATEGY

Our volunteers are the core component of our ability to deliver services to our communities. In this section you will learn about our Volunteer Strategy, who are our volunteers, and what services they can provide.

The Red Cross Volunteer Growth Strategy was developed in line with the 2017 vision of the Red Cross. The success of our organization depends on the successful engagement of volunteers. The Growth Strategy has four components:

- Drive more mission by increasing volunteer presence
- Invest more in volunteers, increase resources
- Improve volunteer satisfaction
- Engaging volunteers in fundraising

RED CROSS VISION & VALUES

[Slide 7]

Mission:
The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors

Vision:
The American Red Cross, through its strong network of volunteers, donors and partners, is always there in times of need. We aspire to turn compassion into action.

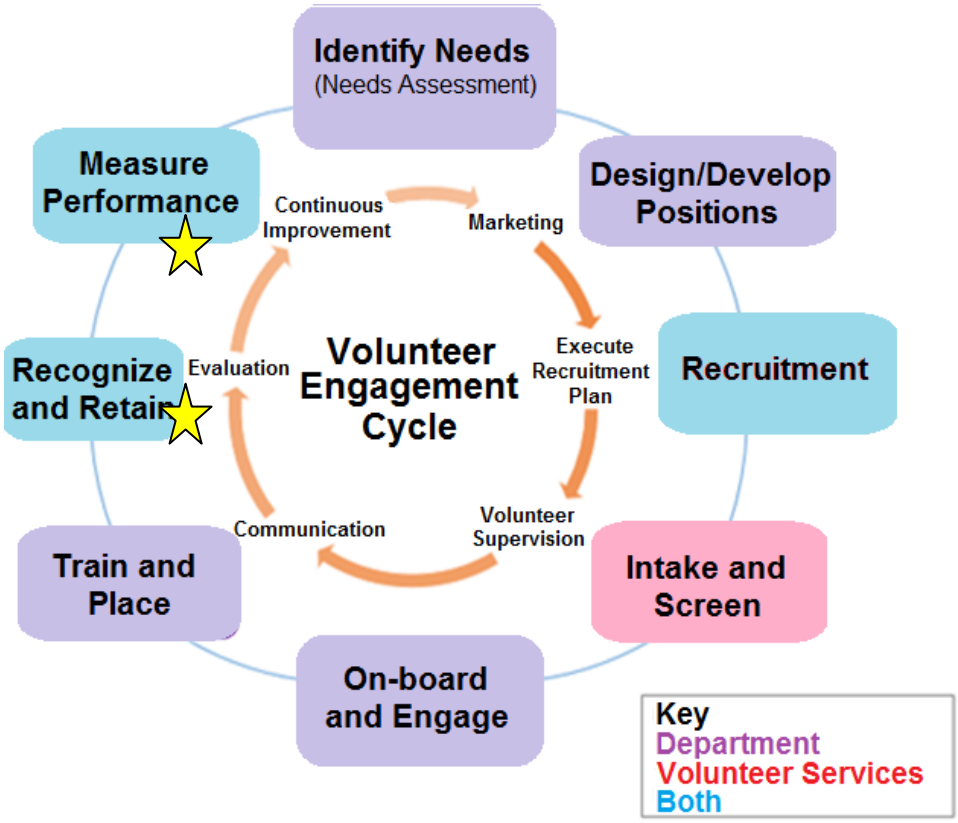
Fundamental Principles

- **Humanity**
- **Impartiality**
- **Neutrality**
- **Independence**
- **Voluntary Service**
- **Unity**
- **Universality**

Values Statements:

Compassionate	We are dedicated to improving the lives of those we serve and to treating each other with care and respect.
Collaborative	We work together as One Red Cross family, in partnership with other organizations, and always embrace diversity and inclusiveness
Creative	We seek new ideas, are open to change and always look for better ways to serve those in need.
Credible	We act with integrity, are transparent guardians of the public trust and honor our promises.
Committed	We hold ourselves accountable for defining and meeting clear objectives, delivering on our mission and carefully stewarding our donor funds.

FOCUS AREAS of ENGAGEMENT CYCLE
[Slide 8]



WHO ARE OUR VOLUNTEERS?

- Red Cross volunteers span all generations and racial groups. They work across the organization in all lines of service, though about half work in Disaster Services and Community Preparedness.
- Our definition of a volunteer: An individual who freely assists the American Red Cross in the accomplishment of its mission without expectation or receipt of compensation.

II. WHY DO PEOPLE VOLUNTEER?

ACTIVITY: WHAT MOTIVATES YOU?

[Slide 10]

In your table groups, you will think about the expectations and motivations that volunteers and employees bring to the Red Cross. Brainstorm a list of reasons or motivations people might have for working with the Red Cross, both paid and unpaid staff.

Click here to list some of the reasons and motivations

MOTIVATION

Driving each volunteer is a unique set of emotional and psychological needs that are fulfilled through volunteering. These needs differ based on the person's background, personal goals and other variables. We can break these needs down into three categories: the need for…

1. Achievement
    a. Needs a specific goal, wants responsibility and desires feedback
    b. Likes problem solving and sticks with task to completion
2. Affiliation
    a. Wants to be liked, needs personal interaction and seeks social endeavors
    b. Enjoys group projects and having personal contact with supervisors
3. Impact
    a. Seeks responsibility when brought in on project planning and strategy
    b. Considers overall organizational goals, wants to see impact, enjoys teaching others

Each volunteer brings expectations for their own volunteer experience. It is our role to discover their unique motivators and the path they are looking to fulfill in our organization.

Click here to add your notes from group discussion

III. SETTING THE STAGE AND CLARIFYING EXPECTATIONS

It is important to set expectations with a volunteer, which will then set the stage for satisfaction with the volunteer relationship. You can help by matching the volunteer to the position, providing appropriate orientation, and training and supporting them through their volunteer life cycle.

EXPECTATIONS: *THINGS TO KEEP IN MIND* [SLIDE 14]

• Volunteers may bring particular expectations (ex: not having to follow all regulations)	• Managers and paid staff can tiptoe around volunteers: – Be afraid to assign less desirable work. – Be afraid to give real feedback. – Supervisors may hesitate to hold volunteers accountable to expectations.	• Lines and boundaries are not always so clear: – What can I reasonably expect? – What can I communicate? – Do they really want the feedback?

SETTING EXPECTATIONS: *QUESTIONS TO CONSIDER* [SLIDE 15]

Overall Goal

- What is the overall vision for the relationship?
- What are the anticipated products, goals and outcomes?
- What structure do we need to assess our progress, including its satisfactoriness to all?

Who Will Do What?

- What are the expected contributions of the volunteer and manager?
- What formal systems (e.g., data, volunteer connection, etc.) need to be utilized and how will the volunteer be supported to meet those organizational needs?
- How will the volunteer be supervised, and get and give feedback?

Responsibility, Credit, Acknowledgment

- What will be the criteria for assigning tasks and responsibilities?
- How will work or tasks be redirected?

Communication Behaviors

- How quickly will we respond to each other?
- What vehicle will we use for what communication purposes?
- How will we communicate sensitive information?

Decision-making and Conflict Resolution Behaviors

- How will decisions will be made, by whom, and what will everyone's role be in the decision-making process?
- How will final decisions be made where there is disagreement in the team?
- What are our ground rules for handling disagreements in the team or with the team leader?

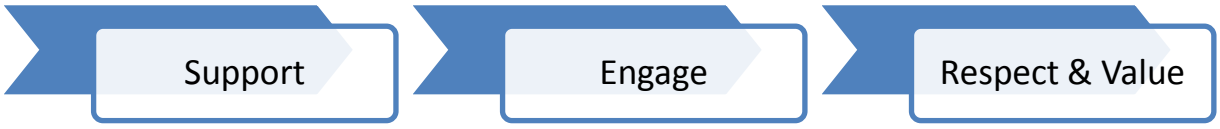
VOLUNTEERS WORKING REMOTELY [Slide 16]

- What technology or programs will be used?
- Do they know how to use those programs?
- Who else is on their team, or working on the same project, that they can contact with questions?

IV. WORKING IN A POSITIVE ENVIRONMENT

[Slide 18]

A positive environment is a key component of the satisfaction of a volunteer in performing their role. A satisfied volunteer will not only be engaged longer but might be able to refer other people to join the organization.



REFLECT: WHAT ARE ELEMENTS OF A POSITIVE ENVIRONMENT?

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ACTIVITY: CREATE A "PICTURE PERFECT" ENVIRONMENT

[Slide 19]

In your teams: use markers to draw representations of your ideal and most positive working environment. Please note:

1. Each member must add one element to the drawing and then pass the marker to the next teammate. Continue passing the marker until each member has added 4-5 times. You will have about 5 minutes to complete this task.

    - This is a silent activity. Do not talk with your team mates until we debrief.
    - Do not write words
    - Do not worry about drawing perfectly! Use stick figures. Use symbols, squiggles and arrows to represent intangible things like moods, relationships, hopes and goals.

2. When time is called, discuss your completed picture within your group. Keep these questions in mind:

    - What does each individual feel the drawing represents?
    - What themes are present?
    - What were you trying to accomplish in the drawing?
    - What is your reaction to the completed picture?

3. Report out and interpret your picture to the larger group.

Click here to note your observations of the team activity

V. THE ROLE OF CIVILITY IN CREATING A POSITIVE ENVIRONMENT

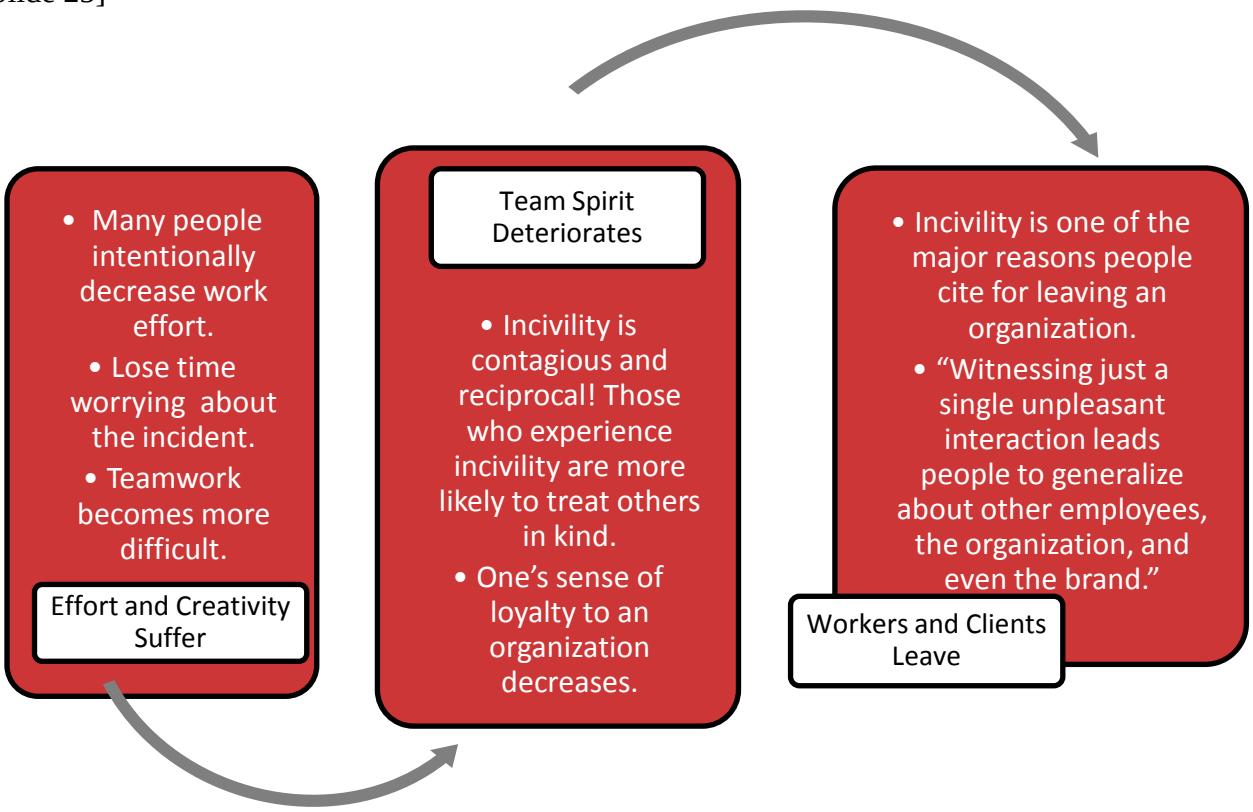
Civility is a word that can be defined in many different ways. Some key pointers:

- *Civility does not depend on whether we like someone*
- *Civility creates an affirmative duty to do good*
- *Civility requires that we express ourselves*

Working in a civil environment can heighten a volunteer's experience in almost all areas. The organizational impacts of it are measurable and significant

THE COSTS OF INCIVILITY

[Slide 25]



WHAT CAN WORKPLACE INCIVILITY LOOK LIKE?

[SLIDE 25]

Overt	**Subtle**
• Harassment • Discrimination • Bullying • Threats • Assault (verbal and physical)	• Forgetting or forgoing greetings or courtesies • Disengagement (ex: texting during a meeting) • Teasing, sarcasm, "just jokes" or "just playing" • Unresponsiveness or untimely responses to communications • Gossip, cliques • Interrupting, showing impatience

PREVENTING INCIVILITY IN THE WORKPLACE

- Bring it to the other's attention
- Give a **BIFF** response - **B**rief, **I**nformative, **F**riendly and **F**irm
- Model the behavior you would like to see
- Ask for feedback on your behavior
- Create group norms around civility

PRACTICE

How might you use the BIFF model to respond to this email?

> **"**Get me those casework files ASAP. I can't imagine why it would take anyone this long to complete them. The longer I wait for the files, the less time I have to crunch our numbers for the week. It seems like no one understands that. Step it up this time."

Click here to enter text.

Or to this comment made at a team meeting?

> "And what about you? When was the last time you went out on a DAT call? Feels like it's been ages."

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VI. MOTIVATING AND DEVELOPING THROUGH COACHING AND FEEDBACK

Coaching for performance is done when volunteers get the information they need about their work and the resources that they need to be successful.

Performance ("pack")	Development ("unpack")
• Help volunteer prepare "PACK" for current assignment • Provide /clarify role, job/task, work directions, guidelines, procedures, expectations • Provide information, tools and resources for volunteer to be successful • Conversation initiated by supervisor when giving feedback or volunteer when asking for clarity/help	• Debrief or volunteer experience • Discuss current assignments • Understand person's motives and goals (at start/end of assignment)

LANGUAGE OF COACHING

[Slide 31]

The tone and body language you use makes a difference when coaching, and it affects the way your feedback is received.

Coaching is built on key behaviors:

- Observing
- Diagnosing
- Providing feedback
- Language, words, tone
- Asking questions
- Listening
- Clarifying

Try this at home: Sit down with someone you trust (a friend or a relative) and ask them to give you feedback on the way you communicate. A few questions you can use are below:

- How does that person perceive your tone?
- What does your body language convey?
- How do they think your tone or language changes when you're giving advice or suggestion

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FEEDBACK: A TWO-WAY CONVERSATION

[Slide 32]

Much like the expectation-setting dialogue, feedback is also a two-way street. It's important that you as a supervisor can share important information with the volunteer, and for the volunteer to feel like he/she can share information in return.

Giving Feedback	**Receiving Feedback**
• Start with something positive. • Choose your priority areas. • Give people time to "get it" themselves. • Own your own feedback but be aware it is only one perception. • Write down the key points in the conversation, or ask the volunteer to do so. This helps confirm that each person leaves the conversation with the same understanding of what was discussed and any action steps that may be needed.	• Listen carefully to what the giver has to say and don't interrupt. • Make an effort not to be defensive. • Seek examples of the behavior at issue to help you understand exactly what the person is emphasizing. • Summarize in your own words what you understand the giver of the feedback to be saying.

ACTIVITY: HOUSE OF CARDS

[Slide 33]

Each pair of you will get a half a deck of cards.

- Assign one partner to be the builder and the other to be the architect.
- Together, build the biggest, best house of cards you can.
- The architect cannot touch the cards. The builder cannot move the cards without the architect telling him/her how to do so.
- Build for about 5 minutes
- When time is called, hold a feedback session (5 minutes of feedback for each partner)

RECOGNITION AND APPRECIATION

[Slide 34]

Recognition is respect made visible:

Effective recognition and appreciation practices span a continuum of ideas, rationales, and methods

- Specific
- Provided to all volunteers
- Personalized and flexible
- Ongoing and consistently evaluated
- Responsibility of the entire team

Consider volunteer motivations (affiliation, impact, achievement) when designing options for recognition and appreciation.

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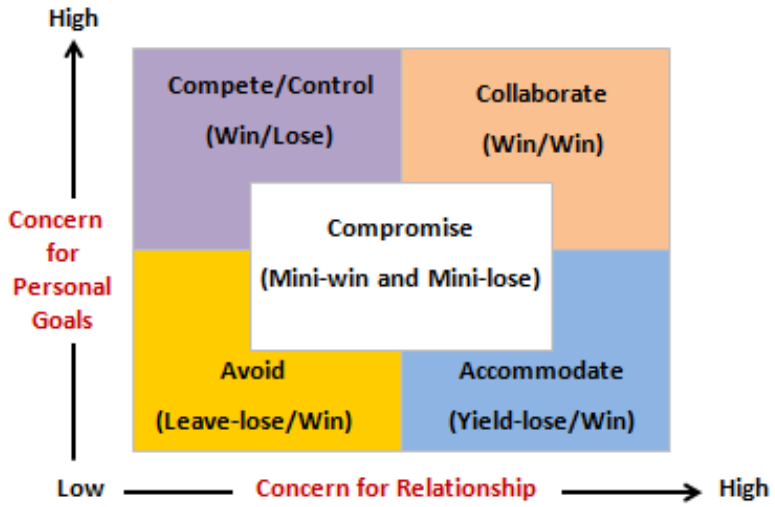
VII. MANAGING CONFLICT

[Slide 36]

DIFFERENT CONFLICT STYLES: YOURS AND THEIRS



The important thing to remember is that there is no one wrong or better style. Instead, there is a time and a place for each style. The key, as a leader, is to be able to think strategically about how to deal with a problem, rather than simply react in your default style.

INTEREST-BASED PROBLEM SOLVING: 5 PRINCIPLES

[Slide 37]

- *Be hard on the problem, and easy on the people*
- *Focus on interests, not positions*
- *Create options for mutual gain*
- *Agree on ways to evaluate options*
- *Jointly decide on outcomes*

QUESTIONS TO HELP YOU UNDERSTAND PEOPLE'S INTERESTS

[Slide 39]

Use open-ended, interest- clarifying questions

- What need/concern does this satisfy?
- What makes that important and how is that useful?
- What will having this do for you?
- What happened to make you feel this way?
- Can you tell me more about?
- What was it like to ..? How do you feel about..?

Avoid leading questions, which damage trust

- Don't you think that was a mistake?
- We'd like to reach agreement, wouldn't we?
- If you trust me, why are you hesitating?

ACTIVITY: ELICITING AND EXPLORING INTERESTS

Participant 1: Concerned volunteer

Participant 2: Supervisor whose goal is to find out what's concerning the volunteer, why it's concerning, and what they can to do address the concern.

If you notice the supervisor getting stuck, or if you have a good idea for how to advance the questioning, please walk to the front and tap the supervisor's shoulder so you can take his/her seat and assume the role of supervisor. We will continue the role play and tapping in until the volunteer's issue has been fully fleshed out.

Fishbowl Scenario

[Slide 40]

A volunteer has been with the local Sheriff's department for more than 10 years. This person volunteers in the office more than 25 hours a week. The volunteer is helpful to clients and also understands and follows all police department procedures. In general, the person's colleagues view the volunteer as a valuable member of the team for their institutional knowledge, flexibility, and drive to help members of the public. Recently, however, the volunteer has lashed out at other volunteers. After an event three weeks ago, the volunteer harshly criticized a fellow volunteer, in front of others, for mistakes he made during an emergency response. For this poor conduct the long-time volunteer received a verbal warning. At that meeting, the volunteer expressed surprise, saying that the other volunteer ought to be disciplined instead. Then, last week, the volunteer yelled at and insulted another coworker for showing up late to departmental meeting where important new confidentiality policies were discussed. The volunteer's supervisor has scheduled a meeting to discuss these incidents and how to proceed.

Take some time as a group to answer a few questions:

- What was the best question you heard someone ask?
- What stood out to you as the turning point – when they seemed to be on the road to resolution?
- What was difficult?

Click here to enter text.

IX. LEADING THOUGH CHANGE

[Slide 41]

REFLECTION QUESTIONS

- What's most difficult for you in dealing with change?

Click here to enter text.

- How have you seen change affect your team?

Click here to enter text.

Change is a process that comprises three stages:

Ending	Neutral Zone	Beginning
Letting go	Confusion and distress	New start

People experience these phases in different ways and move through them at different paces. This is not a linear process. Each person may also experiencing, especially during the first two stages, feelings of disengagement, dis-identification, disenchantment and disorientation.

Concern about changes may manifest as "resistance" to those changes. We can categorize the type of resistance we're facing by thinking about the origins of the person's concerns. The origins of resistance can be found at three levels:

- I don't get it
- I don't like it
- I don't like you or what you represent

Click here to enter text.

NAVIGATING RESISTANCE [SLIDE 44]

Level	What can you do?
1 I don't get it	✓ Explain "why" behind change or request ✓ Adapt your language to meet the audience ✓ Find multiple ways to make the case
2 I don't like it	✓ Ask genuine questions to understand the fear (interests!) ✓ Emphasize what is in it for them. How will it serve them? What would they need to make this manageable? ✓ Get them engaged in the process – give them a role in it. ✓ Be honest about where it might hurt or be hard
3 I don't like you (or what you represent)	✓ Take responsibility for things that may have led to current tensions ✓ Keep your commitments. Demonstrate your trustworthiness. ✓ Spend time with them to get to know them and build trust. ✓ Allow yourself to be influenced by those who are resisting you: admit you were wrong/that they have a good point/they have ideas worth considering. ✓ Incorporate their thinking into the process – they may see something you are missing/something to preserve.

ACTIVITY: LEVELS OF RESISTANCE SCENARIOS

[Slide 45]

Please review below, consider the possible level of resistance at play. There may be more than one.

1. A long-time volunteer, who helped start the local chapter, has not come to any of your recent meetings about the new real estate footprint for your region.

2. A would-be Board member, who is president of the local bank, informs you that he won't submit to the standard background check for volunteers.

3. A volunteer hasn't entered hours into Volunteer Connection since her first week on the job. When she is asked to take more responsibility for entering data, she says she'll do it but it never happens

Click here to enter text.

TRANSFER OF LEARNING

[Slide 47]

What is one key takeaway that you put into practice right away?

Click here to note your key takeaways

ADDITIONAL RESOURCES

Volunteer Services and Human Resources
Reach out to your Regional Volunteer Services Officer or HR Advisor

Office of the Ombudsman
202-303-5399 | ombudsman@redcross.org | www.redcross.org/ombudsman

The Office of the Ombudsman is a neutral and confidential place to discuss your concerns and questions involving the American Red Cross. The Ombudsmen can help you clarify your situation in light of your desired outcomes, identify and discuss options for addressing or resolving the matter, and provide guidance on how best to convey issues or concerns to the organization. The office is open to anyone associated with the Red Cross, including volunteers, employees and members of the general public.

Concern Connection Line
888-309-9679

The Concern Connection Line is a whistle blower hotline operated by the Office of Investigations, Compliance and Ethics. Here you can a make formal complaint with the organization, report fraud, waste or abuse and report policy violations.

Biomedical Regulatory Line
800-741-4738

The Biomedical Regulatory Line can be contacted to make formal complaints, including reporting violations, involving biomedical concerns such as blood donations.

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