

# 4 chapter Staffing

*"Within the span of a year and a half, he had gone from knowing nothing about computers to being able to give back by teaching others in their native language. Teaching the classes opened up another opportunity within the agency when he was hired as a full-time project director. Stories like this remind staff, funders, and others why our services are so necessary and will be needed for a long time to come."*

*"Ali," as submitted by Ingrid Kirst, Computer Lab Director  
Lincoln Action Program, Nebraska*

*"He heard that La Plaza was in need of volunteers and decided he could not only help out the community, he could learn more about computers and Internet technology by working there. His father was aware that Mike would need computer skills for future employment opportunities and supported him in his decision to work at La Plaza as a volunteer."*

*Mike Ortiz  
La Plaza Telecommunity, Taos, New Mexico*

## Introduction

No other single factor is so important to the success of a CTC as the quality of its staff and volunteers. Resourceful, friendly, helpful, reliable staff are essential to making the CTC a place people want to come to, be in, and return to.

The Steering Committee may wish to engage a staff person to work with them through the setting-up stages of operationalizing the CTC. Their choice may be a person who will be the CTC director or coordinator; alternatively they may decide to take on a community outreach director first. Both are logical choices.

In considering its staffing plan and in thinking about the individuals who will, in the long run, be the reason the CTC succeeds, the Steering Committee should bear in mind

these essential qualities:

- Interpersonal skills are more important than technical expertise. Technical skills can be learned, bought, volunteered, but the ability to relate easily with a wide range of people, to give them confidence, to recognize and appreciate the abilities they already have — that is the gold.
- Staff should be able to converse in the languages predominantly spoken by participants. Otherwise both parties are at a disadvantage. If a center serves a variety of non-English speaking people, perhaps bilingual volunteers can be found to assist communication.
- Flexibility is key. Staff will need to relate easily with people in many different age groups, with a variety of interests and needs and abilities, different incomes, widely varying backgrounds, and vastly different expectations of the CTC and of themselves.
- Common sense is essential.

## What are the Tasks?

Before plunging into a staffing plan or even making a first hire, it is wise to consider all the tasks that make up successful CTC operation. In CTCNet's experience, these fall roughly into five categories: Administrative, Community Outreach and Development, Direct Services, Facilities and Equipment, and Clerical Support.

### 1. Administrative

- Program development, management, and assessment
- Fiscal accountability
- Liaison with governing/advising bodies and funders
- Staff and volunteer management

### 2. Community Outreach and Development

- Cultivating and sustaining relationships with the community
- Promoting collaborations within the community and beyond
- Overseeing public relations and development planning
- Researching, writing, and follow-up for grant proposals and other funding
- Reaching out to the entire community, including those with disabilities and

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functional limitations

### 3. Direct Services

- Supervision of CTC activities
- Insuring that the facility and services are accessible to people with disabilities and functional limitations
- Educational activities
  - Teaching/supervising classes
  - Orienting individuals, volunteers, and groups
  - Creating and facilitating special projects
  - Counseling re jobs, health, personal issues
  - Preparing for, and documenting, all of the above
- Reception
  - Welcoming visitors and participants
  - Answering and routing phone calls
  - Monitoring sign-in/sign-out procedures
  - Providing information about CTC activities & classes
  - Scheduling orientation sessions

### 4. Facilities and Equipment Maintenance

- Site management
  - Security
  - Housekeeping
  - Refuse removal
- Maintain and improve the physical accessibility of the site so that people with disabilities and functional limitations can get into and use the facility
- Technical support
  - Trouble-shooting hardware problems

- Arranging repair, maintenance, and upgrades
- Storage of back up supplies
- Registration, warranties, and insurance
- Technology planning and recommendations for future purchase

#### 5. Clerical and support services

- Generating publications and announcements, including publications and materials in accessible formats and appropriate languages
- Assembling and organizing mailings
- Sorting and routing incoming mail
- Updating bulletin boards and CTC information packets
- Maintaining inventories
- Record-keeping and filing related to finance, attendance, scheduling, resources, etc.
- Knowledge of community resources, such as interpreters (multiple languages and sign language); knowledge of relay services

This is an imposing list and, even so, may not include all the tasks required for successful operation. The Steering Committee should brainstorm additional tasks and responsibilities to ensure that the final list is all-inclusive.

For a pilot program or small center, all tasks may be the province of a single paid staff person supported by a judiciously selected group of volunteers and, of course, the Steering Committee itself. Larger operations require a greater number of paid staff. Consider, too, the possibility that participants themselves may, in time, take on operational tasks.

## Preparing the Staffing Plan

Once the tasks have been determined, but before an actual plan is laid out, the Steering Committee must consider a number of other factors:

### *Budget Limitations*

What makes staffing a CTC so difficult is that so many centers are shoestring operations. Among CTCNet affiliates, some centers are fortunate to have many

paid staff. Several survive with a part-time coordinator and volunteers. Regardless of the stringency of the budget, CTCNet does not recommend staffing a center entirely with volunteers. There **must be one person who is responsible for the overall management and direction and is empowered to make operational decisions.** That person should be paid a salary with benefits and accorded the respect owed to a professional.

Ideally, a CTC will have at least one staff person in each of the above task areas, and perhaps a number of specialists in the “education” area of “Direct Service”. The PUENTE center in Los Angeles is a high end example with space and staff to serve close to 2000 people of all ages every day.

### *Security*

Budget limitations are not the only factors influencing the staffing plan. Another is the security of the space. Staff, volunteers, and participants must feel safe entering and leaving the CTC if they are to return. Post emergency procedure and contact information after it is used to train staff and volunteers. It is advisable to have at least one paid staff member on site at all times who is familiar with emergency procedures. In addition, in some high-crime areas, some staff and volunteers may feel more comfortable with a staff or security escort into and out of the CTC. Honor their requests. Work with local law enforcement authorities to conduct periodic patrols of the area if necessary.

The SCCC, with its 40+ computers, is located in three inner rooms of a secure building that maintains its own security force. Thus, supervision of classes and open hours can be done by volunteers without the presence of any paid staff. Because the Playing To Win Harlem Center, on the other hand, is a storefront operation in the heart of a high-crime neighborhood, and cannot ask volunteers to take sole responsibility for the security of the space or the occupants at any time, a minimum of two paid staff must be present during all center open hours.

### *Size of center and hours of operation*

The third major determining factor is the size of the center and the usage hours projected. In CTCNet’s experience, in order to provide effective help and guidance, one staff person (paid or volunteer) should be present and available for every 10 computer stations (between 10 and 20 participants) in use. If the center is not located in a building that houses other active services (i.e. if there is no one who can be easily summoned in an emergency), it will be advisable to have two staff persons on duty at all times that the center is open to participants.

Once these factors have been taken into account, the next steps are quite simple.

1. Take the task list (a spreadsheet is useful) and opposite each task create four columns headed “Paid Staff”, “Volunteer”, “Steering Committee/Board”, and “Participant”.
2. Move through the task list indicating for each task the type of personnel to whom it can be assigned. NB: You may have checks in more than one column for a given task.
3. Sort the tasks into these four categories.
4. Take the list for each category and sort once again according to necessary skills. For example, the volunteer category may contain reception, clerical, and teaching tasks. Different skill sets are required in each, so you will need to re-sort this list according to skill set.
5. The resulting lists will define the required staff and also provide the basis for developing job descriptions for each position.

See Exhibit 4-1 for a CTC Staffing Resource Worksheet.

## Staff Minimum Qualifications

### *Administrative tasks*

In addition to documented experience in the areas itemized in the task list, persons employed for administrative tasks should be articulate, comfortable with budgets and accounting procedures, and be comfortable and interactional in staff supervision roles. They should also view technology as essential to the execution of their tasks since they will, in a real sense, be serving as role models for CTC participants.

### *Community outreach & development*

The ideal candidate here is someone with the zeal of a community activist, demonstrated capacity in community development and fund-raising, with excellent communications skills (both verbal and written), and general attitude of openness and inclusive approach. Initiative and follow-through are key qualities.

### *Educational activity*

Here you will be looking for someone with experience in basic technology applications, a learner rather than a teacher, a person who may reply to a question

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with a question rather than an answer. Imagination and creativity are essential ingredients. The person will need to have the capacity to both develop projects for participants and work with the fund-raiser to develop ideas for directions the CTC can take “educationally” which can be turned into proposals. The head teacher is unflappable, straightforward, a no-nonsense person who does not rely heavily on didacticism.

Many centers will start out with a minimum number of software packages. The head teacher will need familiarity with these, but also must possess the kind of creativity that can turn a word processor into a coloring book project for a low reading level participant. The teacher should also have knowledge of different learning styles and reading and writing software programs that can support the learning process for people who have learning difficulties. Knowledge of the access features in operating systems is also desirable.

At CTCNet we often use the “gardener” analogy. A gardener is not interested in producing replicas of him/herself. A gardener cannot impart knowledge to a plant. Instead, a gardener uses his/her knowledge of plant culture to feed, weed, prune. A gardener is interested in the health, growth, and fecundity of his/her charges. A gardener provides space in which each plant can achieve maximum success according to its own nature. Instructional staff with this sort of philosophy tend to be more successful than others.

For personnel at their centers, the Lansing Housing Authority uses the word “coach” for both paid and volunteer teaching staff. The concept is similar, with the context one of athletics rather than horticulture.

### ***Reception Area***

The qualifications for this position are quite obvious: friendliness, patience, human interest, unflappability, a sense of order and decorum. In most cases, the reception people will be the “front” for the center, the first encounter most participants will have. They will also manage the telephone and provide information about the center, and thus should have the ability to communicate with all callers, including people who are deaf or hard of hearing, using the state’s relay systems (mandated by federal law, check with the Federal Communications Commission for current information at <http://www.fcc.gov/cgb/dro/trs.html>) or a TTY. It is important that this person be patient and comfortable with a diverse community and makes all people feel welcome.

If volunteers are recruited for this position, training in telephone response may be necessary since some residents have little experience with using a telephone. Role play is very helpful in preparing a volunteer for this position.

### ***Facilities & equipment***

A number of the tasks in this category can be farmed out, either through steering/advisory committee members (e.g., computer maintenance, trash pickup, janitorial services) or through the facilities management. What cannot be farmed out is the constant picking up and putting back of software, paper, disks, files, etc.

Regular inventory checks are likewise essential since otherwise it may be hard to tell if anything substantial is missing. A CTC without someone who takes these tasks seriously can quickly become not only a mess, but a prey to people who pick up whatever they can (e.g., mouse balls, disks, toilet paper, cleaning supplies, books, pens, etc.).

### ***Clerical and support services***

Qualifications in this area are fairly standard and coincide with generally accepted qualifications for clerical positions. In CTCNet's experience, if a person is hired, or a volunteer recruited, for these tasks, an orientation and training period is essential. Perks that can be provided include scheduled time to improve technology skills, use the Internet, etc. Experience with the clerical and support services within a CTC can also constitute a rung in the training ladder for participants in any job-training program housed at the center.

### ***Summary***

Many of the qualifications described above are admittedly qualitative—difficult to specify as bulleted items in a job description. Yet it is these qualities of personnel that will be important for sustainability of the CTC. See Exhibit 4-2 for a CTC Position Description Worksheet.

## **Staff Recruitment**

The Steering Committee will probably want to recruit and hire the senior personnel. Assembling the rest of the crew can then be the responsibility of those hires.

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## Types of Staff

### *Salaried*

As stated above, at least one person must be salaried. Although administration may seem like the “biggest” job, actual daily interaction with participants at the center is more probably the arena in which success or failure of the CTC will be determined. Participants as well as management will feel more comfortable knowing who is in charge (where the buck stops). They will also appreciate seeing a familiar face, being greeted or having regular contact with the same person. In some CTCNet centers, the administrative and head “teacher” tasks are performed by a single individual.

If a sponsoring agency already employs a “Human Services Director” or equivalent, it is conceivable that person could take on either the administration or the head “teacher” role, where the rest of the tasks are performed by volunteers or steering/advisory committee members.

### *Volunteer*

Many tasks can be handled by volunteers. Some tasks will require technology skills or expertise, but many will not. Community residents can be considered for a variety of duties including instructional supervision but also reception, clerical, outreach, escort services, evaluating software, housekeeping, etc.

In considering potential volunteers, the resources available through the center’s advisory board or steering committee should not be neglected. Appropriate tasks are those that do not require regular daily or weekly scheduling. Individual members or subcommittees can handle such areas as technology planning, acquisition and repair, community outreach and participant recruitment, grant writing and solicitation, public relations, etc.

Lastly, center participants themselves often make the best volunteers and center mentors. Once the center is in operation, consider establishing a youth corps, a senior corps, or a mentoring corps from amongst the most avid center users.

Please heed the following words of caution regarding volunteers. Many CTCs make the mistake that volunteers are “free labor,” and that you should never turn away a volunteer. Volunteers should be treated as staff, especially since they are helping your CTC function, and will require resources to manage. Volunteers should be reassigned or “fired” if they are not doing a good job or violate CTC

volunteer policies. See Exhibit 4-3 for a Guide to Developing Volunteer Job Descriptions, and Exhibit 4-4 for a sample Volunteer Host Site Memo of Understanding.

### ***Consultants***

It helpful to work with a paid consultant who has experience with CTC development. If there are other CTCs in your community, you may want to connect with them as they may offer technical consulting services or provide you with a recommendation for a particular consultant. Be sure to spell out the terms and services you expect from the consultant. See Exhibit 4-5 for a sample Contract for Consultant Services.

### ***Local sources of potential staff and volunteers***

**The immediate residential community:** Since the most important criterion for staff is that they know and understand the community and be able to relate well with their participants, and to communicate with them in their language of choice, it is natural to look first at the resident community for potential candidates. People with disabilities -- folks with expertise and talents that might not be so obvious -- need to be included as potential candidates.

**Educational Institutions:** Colleges and universities (technology, education, library services departments; job placement bureaus and internship programs) are a rich source for staff. It's important to bear in mind, however, that students are often transient and require flexibility with regard to their schedules. They may also require increased supervision or management to comply with school requirements. Students may prefer a short-term, targeted volunteer assignment identifying learning objectives and tasks to complete. Many high schools (public and private) have community service programs. The local PTA may be the best source of staff/volunteers among parents in the community. In addition, colleges and universities often have disabled student services programs that can be mined for sources of expertise on adapted computers.

**Religious Institutions:** A number of national projects in this past decade have funded computer offerings through religious institutions. Should there be such a project in your community, people who have led or participated may be candidates for staff or volunteer positions.

**Other Community Service Organizations:** The outreach/community mapping tasks should have identified a number of these organizations that use or teach people to use technology resources.

**Computer “User” Groups and Cyber-Cafes:** These will usually post job-offerings and volunteer opportunities on their electronic and actual bulletin boards.

**Local Government Agencies:** The Mayor’s Office for Volunteerism, the Human Services Department, the Senior Services Division—all these are worth exploring.

**Corporations and Small Businesses:** Again, representatives serving on the Center’s oversight (steering/planning) committee may provide liaison.

**Local and Regional Newspapers, Radio, and Cable TV Stations** will often offer free space to non-profits for job postings and calls for volunteers.

**Online Volunteer Listing Services**, such as Idealist.org (<http://www.idealist.org>) and VolunteerMatch (<http://www.volunteermatch.org>) may offer free or reduced price ads to your nonprofit. In addition, they have the benefit of reaching a wider pool of potential volunteers. If your CTC is located in a population sparse region, listing your volunteer ad on the Internet may not bring in many volunteers. Larger urban areas probably stand to benefit most from this option, but it doesn't hurt to try.

Lastly, one could consult local employment agencies, but generally that means paying a fee.

## Hiring Process

*Step 1: Develop job descriptions for each of the paid staff positions. Job descriptions should contain:*

- a brief description of the CTC and its mission or purpose
- position description, title, and supervising authority
- duties and responsibilities
- qualifications
- salaries and benefits
- application deadline
- request for references

N.B. If the position requires writing (reports, grant proposals, PR materials), it is advisable to request a writing sample from the applicant.

## ***Step 2: Institute the search***

The Steering Committee may want to constitute a search sub-committee. Members of the sub-committee should be familiar with anti-discrimination laws. Additional members of this committee may be recruited from among neighborhood residents and from partnering neighborhood agencies or institutions. If the position requires a bilingual person, some member of the Search Committee should be fluent in that second language.

- All Steering Committee members will be expected to circulate the job description(s) to their own constituencies.
- Members of the sub-committee should be familiar with anti-discrimination laws and know questions that are appropriate and inappropriate to ask.
- Job descriptions should be placed in newspapers, posted on community electronic bulletin boards and to other CTCNet affiliates, and circulated to neighborhood institutions, producers of community newsletters, local businesses, and employment agencies. In this latter case, inquire in advance about fees for placement.
- A word-of-mouth network is important, particularly since it is highly desirable to be able to make the hire from the community itself.

## ***Step 3: Making the decision***

The Search Committee will:

- Cull potential candidates from resumes submitted and recommendations made
- Check references through personal telephone calls
- Schedule initial personal interviews with members of the Search Committee, and
- In the case of senior personnel, schedule an interview with the entire Steering Committee.

The Steering Committee should consider asking candidate finalists to meet with a group of participants, take on the role of instructor of the pilot program during an hour or two, and/or to prepare a formal written response to a potential issue arising at the CTC.

In the early days of the Playing to Win Harlem Center, asking potential teachers to “audition” by conducting a guest workshop paid repeated dividends. A young

man who seemed reserved and unsociable in an interview blossomed when interacting with center participants. Had it not been for this encounter, he might not have been hired. Another candidate with strong teaching credentials found it difficult to function in such an informal hands-on environment and withdrew his application.

#### ***Step 4: Sealing the bargain.***

For both paid staff and volunteers, specify the hire in a written letter. In this letter, outline the position responsibilities, the remuneration and benefits (if any) and indicate any trial period during which either party may sever the relationship without penalty (it is important to specify such a trial period, especially for volunteers), and required time commitment.

## **Personnel Policies**

If the CTC is going to have employees, it must develop personnel policies. This is true whether there are one or ten employees. Personnel policies set out the legal responsibilities of the employer and the benefit packages available to employees. They also spell out grievance procedures and any performance review process. CTC policy with regard to promotion, pay increase, and severance is also normally included. While the entire content may not be applicable to volunteers, they should receive a copy of the personnel policies and the relevant areas should be discussed with them for liability purposes.

### ***Legal responsibilities***

If the CTC pays an employee, such action triggers certain obligations under state and federal laws. To ensure that it is meeting its obligations, the CTC should contact the local IRS and state employment tax offices to find out the CTC's filing obligations. The Steering Committee should also contact the State department of labor or department of commerce/business to find out the CTC's obligations concerning unemployment insurance, workmen's compensation, disability, and other labor practices.

### ***Benefit packages***

The CTC must consider whether to offer benefits to its employees. Benefits can include health, dental and life insurance and vacation and personal leave. No matter what the benefit package arrangements are, a written policy should be prepared and distributed to the employees to whom it applies. The Steering Committee should be aware that benefit packages can cost the CTC an additional

15%-25% of employees' salary. These costs must be reflected in the CTC financial projections.

### *Grievance procedures*

Although one hopes that the occasion never arises, it is a good idea to be prepared for grievances that may be lodged by participants against staff, or by volunteers against staff or participants, or by staff against volunteers, peers, or superiors.

Grievance procedures should set forth a formal series of steps that must be taken in the process of lodging and settling grievances. These steps must include:

- Documenting the grievance in writing.
- Submission of the documented grievance to the appropriate superior.
- Discussion of the grievance with the superior for the purpose of settling the grievance (this discussion should also be documented and signed by both parties).
- A system for submission of the grievance to the next higher authority in the event that initial discussion fails to settle the matter.
- Specification of the "last court of appeal"—the person or group whose decision on the matter will be final.

### *Staff assessment*

An annual performance review is the most common type of staff assessment. However, it is not perceived as helpful by many people. Increasingly, human resource professionals prefer a style that features continual feedback to the employee in order to reinforce good performance and stop poor performance quickly. Under this "coaching" concept, the year begins with the employee and the supervisor or Steering Committee meeting to set goals for employee performance in the coming year. These goals are related to the overall goals of the CTC as well as to the specific assignment of the worker and his or her stage of professional growth. Goals must be agreed to by both the employee and supervisor.

As the year moves forward, the supervisor should frequently let the employee know how he or she is doing. Praise is important as well as constructive criticism. References to the mutually agreed upon goals should be a regular part of these conversations. Adjustments should be made in the performance standards and goals as the year goes by.

The supervisor should take on a greater role in the employee's achievement of his or her goals. If the employee's performance has not been satisfactory, the supervisor should help the employee get on track. If progress has been good, both can enjoy the success, and presumably the CTC's goals are being met as well. Quarterly or annual reviews should be routine meetings and few surprises should arise. If feedback is constant (even daily, in some cases), these more formal reviews are typically used for adjustment (up or down) of the goals and performance standards for the employee for the year. Proponents of this system believe it is a very effective means of staff assessment for an organization that wants continually to improve its performance.

### *Conditions for severance*

In the best of all worlds, personnel will be reliable, will relate well with participants, and will perform ably the tasks they have agreed to perform. It is also advisable to have formal dismissal procedures on file and reviewed with all staff. It is nevertheless important to specify actions that will lead to a required probationary period or even immediate dismissal such as:

- Physical or verbal abuse of participants or fellow workers
- Theft or destruction of CTC property
- Introduction of inappropriate or illicit software
- Sexual harassment
- Drug use or dealing

## Orientation

A structured orientation program is important for any new staff. Such a program should include:

- A warm welcome
- Introduction to the mission and goals of the CTC
- Introduction to Steering Committee members, other agency staff or any CTC staff already on board
- Introduction to personnel policies
- An opportunity to become familiar with CTC resources - where things are kept, what software is available, what procedures are in place.

**One CTCNet affiliate devised a hands-on orientation strategy**

Stage a scavenger hunt. Provide each pair of participants with a blank map of the CTC space and a list of things that are to be located. Ask each pair to locate the items and label their maps accordingly. This procedure had the virtue of being fun, acquainting the volunteers with CTC resources, and serving as a role model of the kind of hands-on learning experiences that CTC staff hoped the volunteers would provide for participants.

For volunteers, the orientation should provide an opportunity to meet with their specific supervisor to discuss their assignments, establish an individual schedule, and review and countersign the commitment letter.

## Staff Development

Because contentment of talented and able staff is vital, and because the CTC probably does not offer the highest salaries, staff development is an essential activity for the CTC. Staff development includes both opportunities for further education and increasing job satisfaction. Topics for further education should include enhancing knowledge and skills on computers, learning software packages, and discovering the newest developments in computer technology. Techniques to increase job satisfaction include soliciting and responding to feedback, giving employees and volunteers more responsibility, adding more activities, developing flexible hours, providing job sharing, and matching jobs with individuals' interests.

Volunteers work without pay, but not without rewards. The most important rule concerning volunteers—thank them frequently and appropriately. Means of rewarding volunteers for their services can include:

- an annual volunteer recognition dinner, picnic, or social event at which an award certificate or gift is given to each volunteer;
- personal time on the computers;
- Internet time for personal use;
- a mass transit pass for personal use;
- free tickets to sporting, cultural, or recreational events; and,
- paid expenses to CTCNet's annual conference and/or regional meetings.

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Affiliation with CTCNet affords a number of opportunities for staff development. Through telecommunications linkages with other CTCs, staff can share problems and solicit suggestions; through regional meetings and the National Conference, affiliate staff can participate in and/or conduct workshops, plan collaborative projects, and exchange information with others in similar centers.

## Volunteer Development & Management

Centers often find that it is not difficult to find and recruit volunteers to assist a CTC with its operation. There are always skilled and enthusiastic people who are eager to render their services and give back to the community. The challenge of working with volunteers, however, lies in the ability of a CTC to utilize and draw upon their varied skill sets. Although volunteers are not compensated, their roles are valuable and possibly critical to the day-to-day activities of a center.

Before recruiting volunteers, ask yourself the following questions:

- Do we have the capacity to manage the volunteers?
- How do we keep them engaged and interested so that they will keep coming back?
- How can we effectively utilize the volunteers?

For CTCs that are currently working with volunteers or are planning to utilize volunteers in the future, CTCNet encourages the development of a Volunteer Policy. Volunteers may have much-needed expertise in certain areas; nevertheless they also need supervision to understand and fulfill the expectations attached to their role. The purpose of a Volunteer Policy is to provide guidance and direction to both staff and volunteers and to ensure effective volunteer usage.

The policy should include operational procedures for the volunteer management process. In creating a Volunteer Policy, CTCs should consider the following components:

### Volunteer Position Development

- Types of Projects - Consider that it can be difficult for volunteers to make a long-term commitment. Short-term and clearly defined projects are more likely to attract interested volunteers.
- Job description - Like paid staff, volunteers require a complete description of the position they fill. A clear project scope will help staff attract and

identify the right volunteer for the job. Include :

1. The need to be addressed
2. Outside skills and knowledge required
3. Estimated time commitment

## Recruitment

- Locating Volunteer Sources - Identify appropriate places to post your volunteer description including: newsletters, newspapers, local schools, the center web site, and online listing services (VolunteerMatch, Idealist.org, Volunteer Solutions, to name a few.)
- Application process - Basic information about a volunteer (e.g. contact info, skills, and time commitment) must be obtained. This information can also be used for screening and qualification purposes.
- Interviewing - All volunteers should be interviewed, even if very informally, to assure that the center and the volunteer are a good match, and that the volunteer has the interest, qualifications, and commitment necessary for the position.
- Screening - Screening generally involves reference checks, background and criminal record investigation, and driving records. Each center has its own set of requirements. Select a process that most appropriately reflects your center's needs.
- Selection - Consider starting the volunteer on a trial basis. After the trial period, meet again with the volunteer to make sure that the arrangement is working out on both sides. You may find that, due to a variety of unforeseen reasons, the match will not work out. Take what you have learned and apply it to future interaction with volunteers.

## Orientation

- Orientation/training - All volunteers should be briefed on the work mission and philosophy of your organization. Specifically, the purpose of and duties accompanying the volunteer position should be clearly explained.
- Volunteer standards - Standards of performance should be established for all volunteers such as basic rules of conduct, dress code, and confidentiality issues.
- Expectations - A project agreement should not only state what is expected of the volunteer but also what a volunteer can expect from your organization.

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## Volunteer Management

- Volunteer supervision - Designate a staff member or personnel as the primary supervisor to be responsible for direct volunteer management of the volunteer's work. Remember that volunteers need a lot of guidance and encouragement. A person must always be available to the volunteers for assistance and consultation.
- Documentation - Keep track of any work the volunteer has done, especially if it's technical in nature. There's nothing worse than having a volunteer leave and not being aware of major changes that have been made to your CTC's configuration. It will also ease the transition of new volunteers into the CTC.
- Evaluation - Designing a simple evaluation for volunteers to complete will help your center obtain a general picture of your volunteer's experience and highlight areas of improvement for the volunteer program.
- Risk Management and Liability - Having a clear policy of liability is important, especially in circumstances where accidents or injuries occur to a volunteer. This policy must be presented to the volunteer prior to the start of the project to avoid future complications and legal battles.

## Recognition

- Purpose - Volunteers should be thanked and recognized for their service and contribution to your organization. Consistent appreciation of your volunteers will give them a sense of belonging and prevent volunteer turnover.
- Methods - Center should develop ongoing methods to recognize your volunteers. These efforts should be both informal and formal. Some ideas include: "thank yous", volunteer certificates, highlighting their service on your newsletter, including them in a decision-making process, presenting them with small tokens of appreciation, and participating in National Volunteer Week activities (<http://www.pointsoflight.org/>).

This outline is by no means complete. Volunteer policies can be as detailed or as simple as you wish, depending on the working culture of the center. The underlying message is that it is important to have a Volunteer Policy in place. It is an effective approach for a CTC to take full advantage of a volunteer's time and skill.

*(Contributed by Trang T. Le, Project Coordinator, CTCNet)*

## The CTC VISTA Project

Is your CTC struggling to write grants, conduct targeted outreach, create training curriculum, or develop program materials? Are you in need of assistance with volunteers, building community partnerships, fund-raising, or developing your organizational infrastructure? In essence, are you looking to build the sustainable capacity of your CTC? An AmeriCorps \*VISTA member may be able to help.

One of the major ways to help your organization meet the above needs is by tapping into the AmeriCorps \*VISTA program (<http://www.americorps.org>). Commonly referred to as the country's "domestic Peace Corps" program, President Lyndon B. Johnson created AmeriCorps \*VISTA, or Volunteers in Service to America, to combat poverty as part of the Economic Opportunity Act of 1964. Although this 35 year-old program is slated by the current Administration to undergo major organizational changes, it has been supporting digital divide projects for several years. The CTC VISTA project — a national demonstration collaboration led by the College of Public and Community Service at UMass-Boston specifically for CTCNet affiliates — has been awarded a three year grant through August 2003 to assist with the recruitment, placement, and support of more than 100 AmeriCorps \*VISTA members to help with capacity-building efforts at CTCs across the country. Through the CTC VISTA project, CTCNet affiliates have low-cost access for supporting people to work as technical assistants, training and educational program developers, and resource providers to enhance programs that nurture the effective use of technology by those who ordinarily do not have access to such opportunities.

Examples of VISTA projects include:

- developing technology course materials, including materials in languages other than English
- assisting in teaching and developing technology courses
- providing program support by developing volunteer-supported staffing for computer labs
- engaging in community outreach
- enriching and developing programs which may involve creating and maintaining web pages, newsletters, and computer resource guides
- grant-writing and other endeavors which enhance program sustainability

CTC VISTAs also create web pages to describe the service they are performing for their communities. To view these pages, please visit <http://www.cpcs.umb.edu/vista/directory2.html>.

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CTC VISTAs are eligible for a variety of on-site or off-site training opportunities including distance-learning opportunities sponsored by the College of Public and Community Service at UMass-Boston, which offers a certificate in Community Media and Technology. VISTA members commit to a year of service and receive a living stipend set at the local poverty level, health insurance coverage, travel to the CTCNet Annual Conference, and a post-service education award worth \$4,725 or \$1,200 cash stipend. VISTA positions are available on a rolling basis.

The CTC VISTA Project is rapidly growing and is open to all CTCNet affiliates. If you are interested in bringing a VISTA on board, are interested in service opportunities, or would like additional information, please visit the project web site at <http://www.cpcs.umb.edu/vista>.

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## Documentation

- Task List and Staffing Plan
- Job Descriptions for all positions (paid and volunteer, full- and part-time)
- Personnel Policies: Benefits, Grievance Process, and Performance Review



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## Additional Resources

- **LCTC Professional Development Curriculum**  
<http://www.lctc.org/go/class/profdev/>
- **Modules for Training Telecentre Staffs**  
[http://www.itu.int/ITU-D/univ\\_access/telecentres/documents/ModTrainingTelecStaff.pdf](http://www.itu.int/ITU-D/univ_access/telecentres/documents/ModTrainingTelecStaff.pdf)
- **Schools Online - Technical Assistance Resources**  
<http://www.schoolsonline.org/resources/index.htm>
- **ServiceLeader.Org, volunteer management and volunteerism resources**  
<http://www.serviceleader.org/>
- **Staffing and Supervision of Employees and Volunteers**  
[http://www.managementhelp.org/np\\_progs/sup\\_mod/staff.htm](http://www.managementhelp.org/np_progs/sup_mod/staff.htm)
- **TechSoup.org - Volunteers**  
<http://www.techsoup.org/articles.cfm?topicid=7&topic=Volunteers&cg=content&sg=mainVolunteers>
- **Volunteer Management - Energize's Volunteerism Resources for Directors of Volunteers**  
<http://www.energizeinc.com/>



## Exhibit 4-1- CTC Staffing Resource Worksheet

This is intended to be used as a guide tool to help you figure out how to allocate your staff time. We suggest that the table represents a week, though it could be used differently or parts extracted. You may want to make copies and fill one out for your existing situation and another one out for where you would like to plan on being in six months or a year.

STAFF (incl. Volunteers)					
	Person	1	2	3	TOTALS
	Title or role				
	Total hrs per week				
<b>LAB TIME</b>					
Classes and programs (Optional list each)					
Open lab					
Maintenance					
<b>OTHER AREAS</b>					
Outreach and marketing					
Class/program registration					
Volunteer recruitment and management					
Professional or organizational networking					
Staff training					
Evaluation & reporting					
Program planning					
Development/fundraising					
Staff meetings					
Other administration					
Other:					

-- Submitted by David Keyes; Produced by the City of Seattle Department of Information Technology, (206) 684-0600; <http://www.cityofseattle.net/tech>



## Exhibit 4-2: CTC Position Description Worksheet

**MAYOR'S OFFICE FOR SENIOR CITIZENS**  
**618 Second Avenue, Suite 250, Seattle, Wa. 98104**  
**"Seniors (& Others!) in Service to Seattle"**  
**Volunteer Matching Program**

**206.684.0639**

AGENCY NAME (Host Site): _____	
ADDRESS: _____	Zip _____
CONTACT PERSON: _____	
Phone: _____	Fax # _____
Email _____	Cell Phone _____

**POSITION "TITLE":** \_\_\_\_\_

**JOB DESCRIPTION SUMMARY:**

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SKILLS REQUIRED	MAIN RESPONSIBILITIES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

**What personality traits are necessary to perform job well?**

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**What are some of the "benefits" of this position to the volunteer?**

- Computer Training       Lunch       Bus tickets       Classes
- Complimentary tickets to: \_\_\_\_\_
- Learn new skills, such as: \_\_\_\_\_

- Volunteer Recognition (e.g. certificates, etc.) \_\_\_\_\_
- Other: \_\_\_\_\_

<b>Are computer skills necessary?</b>	<b>Yes (see boxes)</b>	<b>No</b>
1. Word processing:	<input type="checkbox"/> Extensive <input type="checkbox"/> Moderate	<input type="checkbox"/> Some <input type="checkbox"/> Will train
2. Spreadsheet:	<input type="checkbox"/> Extensive <input type="checkbox"/> Moderate	<input type="checkbox"/> Some <input type="checkbox"/> Will train
3. Data entry:	<input type="checkbox"/> Extensive <input type="checkbox"/> Moderate	<input type="checkbox"/> Some <input type="checkbox"/> Will train
<b>What software do you use?</b> _____		

**LENGTH OF COMMITMENT**

- Indefinite       \_\_\_\_\_ Month(s) Minimum       \_\_\_\_\_ Month(s) Maximum
- Project Based     One-Time Only (DATE: \_\_\_\_\_)     \_\_\_\_\_ # of Weeks

**TIME COMMITMENT**

- Hours flexible       Set Hours: From \_\_\_\_\_ to \_\_\_\_\_
- Days flexible       Set Days: M    T    W    Thr    Fri
- Weekends    Sat    Sun

**APPROXIMATE # HOURS PER WEEK** \_\_\_\_\_ **PER MONTH** \_\_\_\_\_

**What training / orientation will you provide the volunteer before they begin their job? (e.g., equipment training, tour of facility, department guidelines, etc.)**

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**Is this volunteer position created in lieu of a paid position?**     Yes     No

**What other information would you like a potential volunteer to know about your company / department and the position?**

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## Exhibit 4-3 Guide for Developing Volunteer Job Descriptions

### **Job Title**

This will be the volunteer's identification. Give this as much prestige as possible.

### **Major objective**

A short concise statement, reflecting the ultimate goal of the service to be performed.

### **Qualifications**

Include all things necessary for the effective performance of duties, listing requirements from physical to human qualities desired. Be careful not to over qualify the position, you could lose some excellent volunteers due to stringent educational requirements. Specifics such as a car, proper insurance, if needed, etc., should be noted.

### **Responsibilities**

As specifically as possible, list each duty and responsibility of the job.

### **Orientation/Training**

This includes the nature of, specific content needed in, and the approximate hours for orientation and training, identifying persons who will conduct the training.

### **Time and Place**

This should include the exact duty hours, which days of the week and the place where the volunteer is to perform the services. BE SPECIFIC.

### **Commitment**

The minimum number of months you need from the volunteer based on your investment in training and supervision becomes the minimum length of commitment for the volunteer. A maximum time commitment should also be specified.

### **On the Job Supervision**

Name of the supervisor or the position of the supervisor. In most cases, this will be the staff person with direct responsibility for the service. Include schedule of supervisory sessions.

### **Benefits**

List any available benefits to the volunteer, e.g., free parking, coffee, mileage reimbursement and insurance.

### **Frustrations**

Those aspects of the job which can be frustrating, e.g., the record keeping.

### **Satisfactions**

Those aspects of the job which can give the volunteer real satisfaction and learning.



**Exhibit 4-4: Volunteer Host Site MOU**

**MAYOR’S OFFICE FOR SENIOR CITIZENS (MOSC)**

**Human Services Department  
618 Second Ave. – Room 250, Seattle, WA. 98104**

***SENIORS (& OTHERS!) IN SERVICE TO SEATTLE  
Volunteer Matching Program***

**206.684.0639**

**MEMO OF UNDERSTANDING**

**AGENCY (“Host Site”):** \_\_\_\_\_  
**ADDRESS:** \_\_\_\_\_ **ZIP** \_\_\_\_\_  
**CONTACT PERSON:** \_\_\_\_\_  
**DIRECT PHONE:** \_\_\_\_\_ **FAX:** \_\_\_\_\_  
**E-MAIL:** \_\_\_\_\_ **WEB PAGE:** \_\_\_\_\_

**PURPOSE OF MEMO**

To outline the roles and responsibilities of each party participating in the Mayor’s Office for Senior Citizens (**MOSC**), “Seniors (& Others!) in Service to Seattle” (**S.I.S.**) Volunteer Matching Program. **Agency (Host Site)** and the **MOSC Volunteer Matching Program** agree to follow these guidelines for a successful volunteer placement.

**AGENCY (HOST SITE) GUIDELINES**

1. Assign a **CONTACT PERSON** to communicate with the **S.I.S** Volunteer Manager
2. Contact **referred** volunteer(s) as soon as possible to initiate interview process
3. Inform **S.I.S.** Volunteer Manager regarding results of volunteer interviews
4. When a “volunteer” is selected for position, inform **S.I.S.** Volunteer Manager
5. Conduct personal &/or professional references of volunteer, as needed by Agency
6. Conduct criminal background check, if required by agency
7. Provide “volunteer insurance coverage” clause in your organization’s policy.
8. Provide orientation to your Agency, and training for volunteer position
9. Go over volunteer job description with him/her and have them sign & date

10. Inform **S.I.S.** Volunteer Manager if position changes from initial matched position
11. Support volunteer (s) and provide safe & receptive atmosphere
12. Alert the **S.I.S.** Volunteer Manager of any potential conflicts or challenges
13. Promote and acknowledge, when possible, the role of the Mayor's Office for Senior Citizens in matching volunteers to your agency through our volunteer program "Seniors (& Others) in Service to Seattle".

**RESPONSIBILITIES OF "SENIORS (& OTHERS) IN SERVICE TO SEATTLE"**

1. Register and promote Agency volunteer positions through various mediums (i.e., City Website, MOSC Newsletters, Volunteer Match.com, articles in newspapers, brochures, flyers)
2. Interview, and screen (phone or in-person) volunteer(s) regarding the skills / talents needed for positions within Agency
3. Call or email **CONTACT PERSON** at agency regarding potential volunteer(s)
4. Fax a resume (if there is one) of volunteer to Contact Person upon request
5. Provide a copy of the **S.I.S.** Volunteer Application, if requested.
6. Communicate with Contact Person on a regular basis regarding volunteer(s)
7. Communicate on a regular basis with placed volunteers regarding opportunity
8. Act as Mediator, if necessary, with any conflicts or challenges involving volunteer(s)
9. Arrange occasional publicity of organization and volunteer(s) for various newsletters
10. Honor volunteer(s) throughout year, as appropriate, with cards, letters, etc.
11. Arrange special recognition luncheon, if budget allows
12. The undersigned have read this Memo of Understanding and understand their responsibilities and expectations regarding the MOSC "Seniors (& Others!) in Service to Seattle" Volunteer Matching Program.

**DATE:** \_\_\_\_\_ **HOST SITE:** \_\_\_\_\_

**CONTACT PERSON:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **MAYOR'S OFFICE FOR SENIOR CITIZENS**

**"Seniors (& Others!) In Service to Seattle"**

\_\_\_\_\_  
**Volunteer Programs Manager**

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## Exhibit 4-5: Contract for Consultant Services

**This Agreement (“Agreement”)** made this [DAY] day of [MONTH], [YEAR] by and between LTSC Community Development Corporation (**CONSULTANT**) and [BUSINESS/NONPROFIT/INDIVIDUAL] (**AGENCY**).

**Now, therefore**, the parties mutually agree as follows:

1. **Services:** The CONSULTANT agrees to provide the following consulting services for the AGENCY:
  - [ENTER DESCRIPTION OF SERVICES HERE]
  - [ENTER DESCRIPTION OF SERVICES HERE]
2. **Compensation:** AGENCY agrees to compensate the CONSULTANT by payment of a fee in the amount of \$[RATE] per hour. Reimbursement of expenses of the CONSULTANT which are reasonably related to providing the services to program, including such items as travel and telephone expenses, should first be approved by AGENCY. CONSULTANT will invoice AGENCY for fees and description of services rendered within 5 (five) business days of completion of services.
3. **Term:** The term of this Agreement shall be [LENGTH OF CONTRACTED SERVICES OR NUMBER OF HOURS]. The final ending date of this Contract shall be mutually agreed to by CONSULTANT and AGENCY.
4. **Termination:** The services of the CONSULTANT are to commence upon the execution of the Agreement and the work required shall be undertaken and completed in an expeditious and business-like manner. Failure to do so, or violation of any the covenants, agreements or stipulations of this Agreement by the CONSULTANT shall give AGENCY the right to terminate this Agreement provided the CONSULTANT is notified in writing five days prior to the effective termination date. If so terminated, CONSULTANT and AGENCY will have no further liability for payments due under this Agreement. AGENCY reserves the right to reduce the total amount of the fee, based on its determination of poor performance or nonperformance of any of the covenants, agreements or stipulations of the Agreement by the AGENCY.
5. **Reporting:** The CONSULTANT shall periodically provide progress reports to AGENCY.
6. **Cooperation:** AGENCY agrees to cooperate with the CONSULTANT in carrying out the purposes of this Agreement.
7. **Location of Service Delivery:** The CONSULTANT shall primarily operate and provide services at the AGENCY, except for meetings and other services under this Agreement that may require travel to other locations.
8. **Amendments:** AGENCY may from time to time request changes in the scope of services of the CONSULTANT to be performed. Any changes in the number of hours required by CONSULTANT to complete the services will be reflected in the invoice submitted by CONSULTANT.

