
engaging volunteers

in primary prevention



TOOLS FOR CHANGE

a publication of the Texas Association Against Sexual Assault

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Introduction

Primary prevention work is all about creating and sustaining change in our communities. In order to do that, we need to spread our messages to every sector of our community, and this requires a lot of person-power. One resource you can tap into to expand your reach and increase your sustainability: volunteers. This guide will help you think through several pertinent issues related to engaging volunteers in prevention work. As always, TAASA's prevention team is available to assist you with this process. If you need help thinking through or acting on any of these steps, contact us at prevention@taasa.org.





Organizational Readiness

The first step to engaging volunteers in prevention work is determining whether or not your agency is ready to do so. How do you know that your organization is ready to engage volunteers in primary prevention efforts? Some of the indicators are explained below, and you can walk yourself through a self-assessment on page 16.

Someone with prevention knowledge has time to supervise and train the volunteers. We often underestimate the amount of time this takes, especially on the front end. Although volunteers don't necessarily require as much support as a full-time employee, they do still need support and guidance from someone in the agency. Additionally, that training and support will not be the same training and support necessary for direct service volunteers. (See training section on page 11 for more information.)

You have identified a clear need for volunteers to support prevention work. It's tempting to view volunteer engagement as a way to expand programming without thinking through the specific need that will be met and whether or not volunteers are the best group to meet that specific need. Additionally, getting specific will ask you to consider exactly the kind of volunteer you're looking to engage. Maybe what you most need is a college or graduate level intern to help develop an evaluation plan. Or perhaps what you need is someone who can provide one-time presentations that your prevention workers aren't able to offer. The more specific you are about the need you are trying to fill, the better. (See the section on roles and descriptions starting on page 4 for possible needs.)

You have thought through how your community partners will react to engaging volunteers in prevention work. If you want volunteers to do educational programming, for example, you know how the schools or youth serving organizations will respond to having volunteers instead of full-time staff members come out to do that work. Additionally, you have thought through what this kind of engagement means for building longer term relationships with the people who are in your programming.

The logistics have been considered and addressed. You need to decide where the volunteers will spend their time, whether that's in the office or out of it. Also, if volunteers will need computer access, you have to decide if you will provide a computer or if they will have to use their own.

Engaging Young People as Volunteers

Engaging young people as volunteers is an excellent way to expand the reach of prevention programming and a great way for young people to build leadership and other skills. Young people can handle the same roles that adult volunteers might assume and can also serve as ideal volunteers for working with their peers or with younger people.





Questions to answer when considering engaging young people as volunteers:

- What issues of liability need to be considered around involving young people? Does this depend on the area in which they will volunteer?
- What do your personnel or volunteer policies say about the age of volunteers? Some agencies have policies that require a person to be over 18 or accompanied by an adult. If this is the case, is it possible to modify those policies so that young people can volunteer?
- As with any youth engagement work, have you examined your own biases around working with young people?
- How will you recruit young people? Will you offer opportunities to the young people who you meet through classroom based education or do you have another way to identify young people who might be interested in this work?





Roles and Responsibilities

Educational Sessions

Most agencies engaged in sexual violence primary prevention efforts utilize educational sessions as one of their strategies. Within this strategy, possible roles for a volunteer include assisting with evaluation data entry, researching and designing curricula and the corresponding evaluation tools, co-facilitating educational sessions or facilitating educational sessions on their own. Some of the skills or experiences that might be helpful for volunteers filling such roles include:

- Research skills/experience
- Curriculum and/or program development skills/experience
- Experience in long-term education (as opposed to one-time presentations) with youth/adults
- Facilitation (as opposed to presentation) skills
- Recognition of the value and importance of participant-centered education
- Experience utilizing the arts for education
- Active listening skills
- Ability to talk about complex issues of violence and oppression in accessible language
- Evaluation training, education and/or experience
- Analytical skills
- Writing skills

Training Seminars for Professionals

Possible volunteer opportunities in this area of programming include researching previous trainings on your given topics, inputting data from seminar evaluations, promoting and scheduling seminars, assisting with development training agendas and evaluation tools, implementing evaluation plans, co-facilitating training seminars or facilitating training seminars on their own. Most of the skills and experience that volunteers who will fill these roles will need are similar to those listed for volunteers who are involved in educational sessions (see above section). In addition, the following skills or experiences can be helpful:

- Relationships/connections with multiple professional environments
- Training/facilitation experience with adults
- Good public speaking skills
- Experience in professional environments, especially in training in those environments



Policy Change

Volunteers engaged in this prevention strategy will require a strong understanding of primary prevention and of the agency's prevention efforts. They might focus on existing policies or laws, or help develop and promote new ones. Possible activities might include: researching these policies or laws and their connection to sexual violence, educating community members and/or decision-makers about them, mobilizing the community to address them or advocating for or against them. Volunteers who will fill these roles may require some of the following unique skills or experiences:

- Strong interpersonal skills (written, in person, and over the phone)
- Strong research skills (particularly policy and legal research)
- Understanding of legal and policy language
- Interviewing skills
- Connections to people within the community, particularly decision-makers and influencers
- Strong writing skills/experience related to
 - ◊ policies or legal documents
 - ◊ persuasive pieces/letters to the editor
- Understanding/familiarity with type of organization or government entity new policy will target
- Community organizing skills/experience
- Advocacy skills/experience

Coalition Building

The primary goal of this strategy is to either join existing coalitions and provide training and information related to the prevention of sexual violence, or to start a new coalition that focuses on the prevention of sexual violence. Volunteers roles in this area of programming include assisting with a community assessment to find existing coalitions or potential partner agencies for a new coalition, attending existing coalition meetings, providing trainings, organizing and coordinating new meetings and communication, or facilitating conversations to determine complementary goals of coalition members. Skills and experiences helpful for these roles include the following.

- Community assessment skills
- Connections/history/knowledge of community members and organizations
- Understanding of prevention theory and connection to other anti-violence and community health efforts
- Interpersonal skills, including phone skills
- Meeting set up and facilitation skills
- Organizational skills
- Training/facilitation skills/experience
- Good communication/record keeping skills: note taking, email, etc.



Community Mobilization

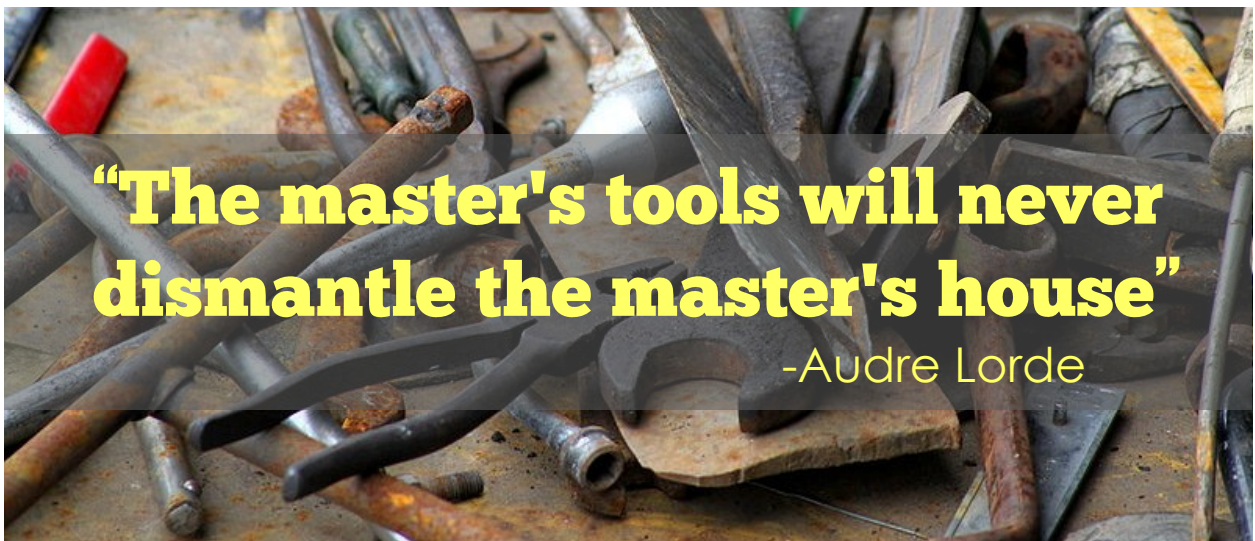
Volunteers taking on roles within this prevention strategy might assist with a community readiness assessment, educate community members about risk and protective factors for sexual violence, or organize community members around the those factors that are most impacting that community. Volunteers in these roles might need some of the skills or experiences listed below.

- Community organizing skills/experience
- Community assessment skills/experience
- Interpersonal skills
- Strong passion for social justice and sexual violence prevention efforts
- Training/facilitation skills/experience
- Community connections
- Event planning skills/experience
- Meeting set up and facilitation skills
- Initiative creation skills/experience
 - ◊ advertising experience
 - ◊ strong writing skills
- Interviewing skills

Norms Change

This prevention strategy utilizes the previous strategies, as well as a few others, to challenge existing norms that are supportive of sexual violence and works to replace them with positive norms. Volunteers taking on this work will, therefore, require skills and experiences similar to those listed the previous sections. In addition, if the agency chooses to develop a social marketing campaign to facilitate norms change, they might look for volunteers experience in advertising or facilitating focus groups.

There is a worksheet on page 17 that can walk you through the process of focusing in on the roles you need volunteers to fill, the skills and experience they will need to fill that role and the level and type of training and supervision they will need.





Recruiting Volunteers

Where to Start

There are several things to consider as you start recruiting volunteers. Once you have determined the specific role or roles you'd like volunteers to fill, focus your recruiting efforts on folks who have the skill sets and experience that match those roles. Factors such as time commitment, amount of training and supervision needed, and the level of knowledge/understanding necessary for each role should be considered when matching volunteers with specific roles. Some volunteers will start with one role and move through other roles as they gain understanding of prevention and build their relevant skills, while other volunteers will start with one particular role and stay in that role because it suits their comfort level, skill set, and schedule.

There are a couple of approaches you can take - general recruiting or focused recruiting. There are some general locations within any community you can try to recruit volunteers from. In these places, it is important to remember to focus your pitch and volunteer materials to the specific roles you are trying to fill. Recruitment efforts can also be targeted to specific places or organizations within your community when you have very specific and unique skills sets that people in those places are likely to have. The list below includes some of the places you can do either general or focused recruiting.

General Recruiting

- Community-based organizations and initiatives (particularly those with complementary goals)
- Community centers
- Community fairs/events
- Your local library (there is usually an information board)
- Faith-based organizations and churches
- The local farmer's market
- Chamber of commerce
- Coffee shops
- Local middle and high schools
- Youth-serving organizations
- Professors, staff and students at local colleges and universities, particularly those in the following schools
 - ◊ Social work
 - ◊ Sociology
 - ◊ Women's studies
 - ◊ Education
 - ◊ Public health
- Corporations, such as Best Buy, that allow employees to volunteer as part of their job

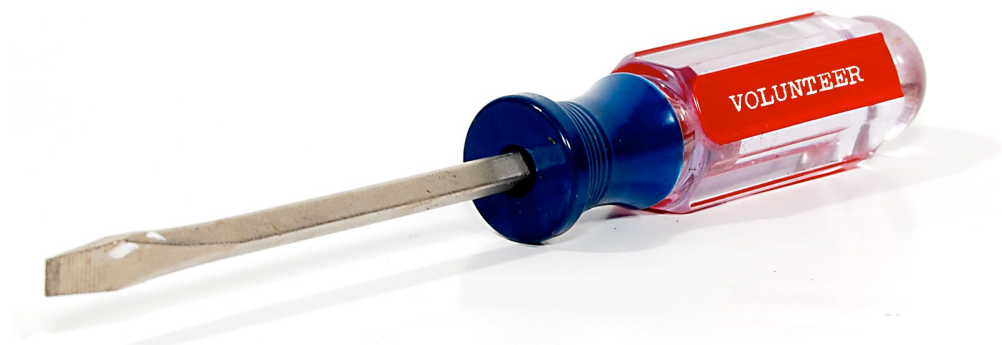


Focused recruiting

- Former teachers and teachers' unions
- Law firms, or legal associations
- Former politicians
- Advertising firms
- Professional/trade associations
- Professors, staff or students from local colleges and universities in specific fields, such as
 - ◊ Law (attorneys or paralegals)
 - ◊ Political science
 - ◊ Theater/Arts
 - ◊ Adult/Community education
 - ◊ Advertising
 - ◊ Communications

The list below highlights a few strategies you can use to recruit in various spaces. It is important to remember that every community is different and not every strategy will work for everyone. Do what works for you and your community! Take a look at the various ideas and resources available to you to aid in recruitment:

- Post volunteer job descriptions in local community college, university, and/or high school announcements/community calendar
- Attend community get-togethers! Table at health/wellness, student services, and other community fairs to make your agency visible. Keep handouts of different volunteer opportunities and allow passersby to sign up for your email list.
- Host a social event at your agency to increase awareness and understanding of the work you do.
- Post volunteer descriptions on www.idealists.org, a website designed for non-profit recruitment.
- Post volunteer descriptions on your local United Way website.
- Send an email blast to your current email base and other local social service agencies announcing that you are recruiting volunteers.





Screening Your Volunteers

Having a volunteer coordinator on staff is a luxury which some, but not all, Rape Crisis Centers enjoy. The following section is to help you navigate screening your volunteers if you do not have a process in place already. If you do have a process, discuss with your coworkers how prevention volunteers would either fit into it or be different based on their particular volunteer duties. Whereas direct service volunteers need to be screened for their fit in working with clients, prevention volunteers need a different kind of screening due to the skills and knowledge base required for that kind of work. As a prevention coordinator, it is best if you can help screen the volunteers who will be working with you!

Many times, as a non-profit organization, we fall into the most dangerous of volunteer traps: accepting everyone and anyone who applies to be a volunteer. For some agencies, this may not be an issue, but for rape and sexual violence prevention it is especially important to find and recruit volunteers who uphold the mission of your work and fit in with the attitudes and beliefs of the agency. So how do you know if a potential volunteer is a right fit? Screening!

Screening allows you to assess a potential volunteer's commitment to the work, their availability, their attitudes and beliefs toward the issue and clients, their emotional and mental capacity, and any special skills they may have that you can use! As many of your volunteers may be working with youth in some way, it is important to manage any risk that may come as a part of that. Screening should be done in a way that does not hinder a volunteer from starting their work, and should be easy for your agency to implement.

Below you will find a multi-stage screening process. It may not be possible for your agency to do all of the stages or do them in this order – you should choose what will work best for you.

Stage 1 - Volunteer Application:

It is always best to start your screening process with a simple fill-in Volunteer Application. The application should ask for basic demographic information, a job/volunteer history, availability for volunteering, and area(s) of interest. You may also wish to ask for a resume or cover letter to give you an idea of where they might fit. In most cases, stay away from questions that you would typically ask in an interview setting – many prospective volunteers become annoyed or bothered by a fatiguing application and may not give reliable answers. Include in the application, volunteer position descriptions and time requirements/restrictions for each so that applicants can make informed choices of their areas of interest. Finally your application should request two non-family references to check-in with. Post the volunteer application on your website for easy download and always start with this step before accepting any volunteer!

Stage 2 - Check References:

The second step of volunteer screening should be checking references. Doing this before the interview can help you weed out any potential volunteers that don't seem like a good fit and saves you time. References can be emailed a questionnaire to complete or called directly. In either scenario, be sure to ask questions that are pertinent to the type of work the volunteer has an interest in doing. For example, if



they would like to do professional training you might ask, “Do you believe this person is a good public speaker/facilitator?” or if they are volunteering to do awareness in schools, “Do you believe this person will relate well with youth?” Asking direct questions will usually give you more candid responses and therefore better data on your potential volunteer. Thanks to e-mail, checking references does not have to be a time-consuming process!

Stage 3 - Background Checks:

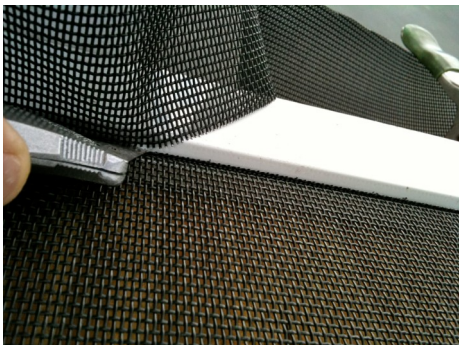
Many non-profit agencies choose to have their volunteers’ backgrounds checked for safety. This practice is especially important when volunteers are working in an agency that offers services to survivors of sexual assault or works directly with youth. Background checks can be expensive, but they should be a component of your volunteer screening. While a volunteer is waiting for their background check to clear, don’t have them sit on the sidelines. Depending on your agency’s policy regarding background checks, you can keep the volunteer engaged through email and/or phone. If they are a particularly strong candidate, you can move to stage 4 while waiting for the results of the background check.

Stage 4 - The Interview:

The hardest part of screening for many non-profits is the amount of time and scheduling involved in the process. However, if you do have the resources, interviewing volunteers can be extremely helpful at getting a full picture of where they might fit in your prevention program. See the interview template starting on page 19 for ideas about what to ask during the interview. At the very least, you will want to assess the following:

- What brought you here?
- Why do you want to do this work?
- What other commitments do you have in your life?
- How will your past experience help you in this position?
- How do you take care of yourself in times of stress?

To capitalize on volunteer enthusiasm, set up the interview in conjunction with an hour or two of office volunteering! This allows the volunteer to get aquatinted with your agency and saves everyone time. Most likely if you are calling them in for an interview they could at the least become an office volunteer.



“The ultimate expression of generosity is not in giving of what you have, but in giving of who you are.”

-Johnnetta B. Cole



Training Volunteers

Initial Training

Some agencies might have policies in place that require all volunteers to undergo the same basic training or might just decide that they want all volunteers to have the same basic training. The needs of prevention or education volunteers are unique, so they will require additional training. The section below looks at the minimum training standards for prevention volunteers.

Basic dynamics and information about sexual violence and/or interpersonal violence:

Everyone who works or volunteers for sexual violence agencies needs to know the basic dynamics, consequences, and prevalence of the types of violence we are working to prevent, even if prevention volunteers won't be directly using this information.

Handling outcries:

Whether or not volunteers are talking directly about violence, it is likely that they will encounter outcries. They should be given basic crisis intervention skills and the skills and information necessary to make warm referrals.

Prevention basics:

Initial training should include the basics about primary prevention that allows volunteers to distinguish prevention from other approaches (e.g., awareness or risk reduction), equips them to understand and discuss risk factors, and explores basic prevention strategies.

Training specific to their role:

Volunteers need training that will give them skills specific to the work they are expected to do. So, if the volunteer will be facilitating educational sessions, they need some basic facilitation skills and time to practice using those skills. If they will be representing your agency or department at health or education fairs, they need training on elevator speeches and practice talking about the work of the department/agency.

Shadowing/observing:

Just as hospital accompaniment volunteers usually shadow another advocate before venturing out on their own, so should prevention volunteers shadow other preventioners before facilitating sessions or going into the community on their own (if they ever do). For shadowing to be most effective, set aside debriefing time where the volunteer can ask questions, process tough moments they observed, and also hear reflections from the person they were observing.



On-Going Training and Support

Set the expectations around ongoing training and support in advance.

Volunteer meetings:

Maintaining connections among your volunteers and between the organization and the volunteers is an important component of both retention and continued training. Consider holding volunteer meetings at least monthly so that they are a regular part of the volunteer experience. Meeting time can be spent problem-solving issues they are encountering, gaining new skills, learning new information, etc. Frequency of contact helps them feel engaged and a part of both the community and the agency.

Supervision:

The person supervising the volunteer will likely be responsible for scheduling and assignments. In addition, a supervisor needs to be available to provide other kinds of guidance and support to volunteers on a one-on-one basis. When volunteers officially come on board, let them know what kind of supervision is available to or required of them. (See supervision section starting on page 13 for more information.)

Peer-to-peer training:

If your volunteers are passionate about their efforts or are doing deep thinking about certain areas of the work, invite them to share their learning and thinking with other volunteers through peer-to-peer training. This increases the learning opportunities for the volunteers (both those who will be training and those who will be learning) and serves as a vote of confidence in the volunteers' abilities. Allowing them to share their skills shows that they are valued.

"In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it."

-Marianne Williamson





Supervising Volunteers

As mentioned previously, volunteers require guidance and support in their work. It is important to remember that volunteers are not employees and as such need concrete tasks to complete during their volunteer time. If a volunteer is scheduled to come to the office on a given day, it is best to ensure there are clear instructions of what they will be doing and how they will be doing it! Below are some more guidelines for supervising volunteers:

Contact/Scheduling

There are plenty of wonderful tools you can use to help make contacting and scheduling volunteers as easy as possible. It is important to maintain contact with your volunteer base in a semi-regular fashion. Reaching out to your pool of volunteers is crucial to helping them stay engaged in the work and also increases your likelihood of having a volunteer accept an opportunity. An easy way to reach everyone at once is to create an email list through your Outlook or email provider that is labeled “Prevention Volunteers” or something similar. As you accept more volunteers, add their email address to your list and you won’t have to worry about making sure you reached them later. You can then use your email list to send out a bi-weekly email update, which includes opportunities to sign up for events.

As primary prevention coordinator, you are likely often adding new events, meetings, and outreach opportunities to your calendar every day. There are many online calendars such as Google Calendars or 30boxes.com which can be used to make it easier for your volunteers to sign up. 30boxes, for example, allows you to make a calendar each month and share it with your volunteers. They can, in turn, sign themselves up for any event which interests them, and even set up an email reminder if the event is farther away. Scheduling volunteers does not have to be a painstaking process of last minute phone calls pleading for some help. By creating a regular schedule of email updates, the process can be streamlined and most efficient for you. If you want to combine scheduling and contacting, consider setting up a Google or Yahoo! Group that allows volunteers to discuss issues with each other, receive updates, and access online calendars..

Direct Supervision/ Dealing with Problems

Volunteers need to be supervised so that their growth can be supported, agency needs can be met, and problems can be identified and addressed in a timely manner. As volunteers start their work with your agency have them shadow either you or a seasoned volunteer before they head out alone. As a second part of this phase, you can shadow the volunteers and see how they do on their own. This can help you troubleshoot any issues that may arise quickly and ease the volunteer into their role. Take an extra five minutes and check in with your volunteer after their shift to see if they have any questions or comments. You can also use that time to discuss any concerns that need to be addressed. Volunteers are constantly learning – and the best volunteers are the ones who are most excited to learn. Give feedback and guidance to each of your volunteers to help them navigate through the work.



Volunteer Appreciation

It is of utmost importance to recognize and celebrate volunteer accomplishments many times during the year! This could range from sharing feedback you heard at an event they worked or organizing volunteer appreciation dinners/lunches/meetings every couple of months. What you can do will come down to your agency's capacity, but this component of volunteer management should never be overlooked!

Below is a list of ways you can appreciate your volunteers:

- Volunteer of the Month – share this on your website, Facebook page, and newsletter.
- Share a quick story of volunteer success on your Facebook page.
- Hold a volunteer dinner/lunch/ice cream social once a month or every quarter. This allows volunteers to get to know each other and become more invested in the work. Make sure you invite and encourage agency staff members to attend as well.
- Offer your volunteers any agency merchandise you have on hand (i.e. T-shirts, pens, tote bags, mugs, etc.)
- If you can, give a mini-gift – a \$5 gift card to a local coffee shop, a potted plant (Thyme for your Time), or a roll of lifesavers (pun intended)
- A hand written note or card to thank them for their time

If your agency employs a volunteer coordinator, try to ensure that prevention volunteers are also invited to any volunteer appreciation events that may already be in place at your agency. Small events and ap-





APPENDICES

Organizational Readiness

Does someone in your agency have time to supervise and train volunteers? If so, who?

Name: _____ Position: _____

Does this person have prevention knowledge and skills? If yes, how many hours per week or per month can they devote to this?

If volunteers will be in the office, do you have space for them? If so, where?

Will they need to use their own computers, or can you provide computers them?

What prevention-based need(s) will volunteers address? Be as specific as possible.

How will your community partners react to having volunteers engaged in your work?

How will use of volunteers impact longer-term relationship building with other community organizations?

How will use of volunteers impact program participants?

Are there any organizational policies that might impact your ability to train and utilize volunteers in certain roles? (e.g.: policies that limit youth volunteers or that govern when people receiving services can volunteer.)

Volunteer Roles and Duties

1. Write a brief summary of the specific role the volunteer will fill:
 - a) Volunteer job title
 - b) Major/primary duties
2. What are the skills an individual would need to fulfill these duties?
3. What characteristics might be useful in a volunteer interested in this role?
4. What relationships or connections that a volunteer might have that might be helpful to have in relation to this aspect of your prevention programming?
5. What basic information, knowledge or skills does a volunteer need to have before they can begin this role?
6. What information, knowledge or skills would a volunteer need to continue to accrue to become better at this role?
7. What level of supervision will this volunteer need?
8. How will that change over time?

Sample Prevention Volunteer Job Description

Job Title	Prevention Education Volunteer
Key Responsibilities	Facilitate educational sessions for elementary, middle and high school students; provide input into curriculum development and modification; administer evaluation measures and report results to supervisor; represent agency at community events (e.g., health fairs)
Location	Various schools and community locations
Supervision	Primary Prevention Coordinator, monthly volunteer training and supervision meetings
Time Commitment	Volunteer must do at least two events and/or trainings per month and attend 2 meetings per quarter. Volunteers must also commit to 30 hours of training and shadowing before facilitating presentations.
Qualifications	<p>Training/facilitation skills, experience working with young people, comfort with discussing issues related to violence and oppression.</p> <p>Volunteers will receive training related to violence prevention, social justice, and facilitation skills.</p> <p>Volunteer must also be able to pass a background check.</p>

Interview Template

Comment on the volunteer applicant's education, experience and position-related values and characteristics, taking into consideration the elements listed in the right-hand column of each section. The questions are offered as example of questions that may be asked to assess the characteristics listed. Generally, it will not be necessary to ask all the questions in each category. Pick one questions from each category to start and expand if necessary during the interview. Circle a rating for each section based on the evidence you have cited. Finally, at the bottom of page 3 of this template (page 24 of this toolkit), provide an overall rating of your assessment of the applicant's fit for the volunteer position indicated. If interviewing multiple people for the same position, it is best to use the same set of questions for each to make an even comparison across candidates.

VOLUNTEER POSITION: _____ **DATE:** _____

INTERVIEWER: _____ **NAME OF APPLICANT:** _____

EDUCATION Unfavorable 1 2 3 4 5 Favorable	Preferred (circle as appropriate) Associates Bachelor's Master's PhD
RELEVANT WORK EXPERIENCE Unfavorable 1 2 3 4 5 Favorable	Preferred (circle as appropriate) 1-2 years 3-5 years 7-10 years Other
POSITION QUALIFICATIONS 1. Do you meet the minimum qualifications for accomplishing the volunteer assignment/task? 2. Are you able to commit to the training requirements? Unfavorable 1 2 3 4 5 Favorable	<ul style="list-style-type: none"> Does he/she have the skills and/or experience to do the assignment? Does the volunteer understand and is he/she willing to commit to the training requirements?
DEDICATION 1. What brings you joy? 2. Why would you like to volunteer here? Do you foresee any obstacles making a commitment to volunteering here long-term? 3. If you were to begin as a volunteer now, what goals would you have for your contributions to the agency within one year? Within three years? Five years? Unfavorable 1 2 3 4 5 Favorable	<ul style="list-style-type: none"> Understands volunteerism Knows and understands organizational mission Demonstrates a passion for service Interested in long-term volunteerism
EMPOWERMENT 1. Tell me your definition of "empowerment." 2. Give me a specific example of a time when you felt empowered to make a difficult decision in the workplace that may have been beyond your scope of authority. 3. Give me a specific example of how you have empowered someone else in a volunteer work situation. 4. Tell me about a situation in which you felt it might be justifiable to break organizational policy or alter a standard procedure. What did you do? What was the result? Would you do it again? 5. Tell me about a volunteer work situation when you were able to change or adapt in order to meet the needs of others. Unfavorable 1 2 3 4 5 Favorable	<ul style="list-style-type: none"> Demonstrates an understanding of "empowerment" consistent with that of the agency Demonstrates the ability to make independent choices and to support others in doing so Maintains a questioning attitude, checking the source of information and its reliability Understands the responsibilities of their own power as well as the benefits of empowerment

adapted from the volunteer "Applicant Summary" form at Houston Area Women's Center

<p>DIVERSITY</p> <ol style="list-style-type: none"> Can you give me an example of an issue with a community member, staff member or another volunteer which you felt was largely due to cultural differences? What did you do to help resolve the conflict? Tell me about the toughest situation you've had to deal with when communicating information that was culturally sensitive to others. Can you tell me about a time when your ability to communicate culturally sensitive information in a group setting really saved a situation? Can you tell me of a situation when you had to communicate pertinent information to non-English speaking community member. How did you handle it? (this is assuming an English speaking volunteer). <p>Unfavorable 1 2 3 4 5 Favorable</p>	<ul style="list-style-type: none"> Mindful or respectful of cultural differences Skilled listener Communicates in a professional manner Shows respect for others during challenging communications
<p>RESPECT</p> <ol style="list-style-type: none"> Describe a situation when you worked with a person who approached work differently than you. How did you handle the situation? Describe a time when you were able to adapt and interact effectively with a person whose beliefs, background or personal choices were different from your own. Tell me about a relationship with a co-worker that that started out rocky but ended up effective. What initiative did you take to turn the relationship around? If you saw another volunteer or an employee doing something you felt was dishonest, would you tell someone? What would you do about it? <p>Unfavorable 1 2 3 4 5 Favorable</p>	<ul style="list-style-type: none"> Values the uniqueness of others Treats all individuals with dignity and respect Demonstrates respect for others while maintaining personal integrity.
<p>TEAMWORK</p> <ol style="list-style-type: none"> Give me a specific example of a time in your last volunteer assignment that you contributed to a team environment. How did your contributions impact the success of the team? What experience have you had with miscommunication with a fellow volunteer or staff member, and how did you resolve the problem? Tell me about a time when you had to work on a project as a member of team, and that project did not meet the goals and/or the timeframes as expected. How did you respond? <p>Unfavorable 1 2 3 4 5 Favorable</p>	<ul style="list-style-type: none"> Exhibits ability to maintain open lines of communications with co-workers Demonstrates ability to hold himself/herself and other team members accountable for results
<p>DEPENDABILITY</p> <ol style="list-style-type: none"> Every now and then circumstances may make it very difficult to get to your volunteer commitment. Can you tell me about a time when it was particularly challenging for you to get to your volunteer assignment, but you were able to manage it anyway? Can you give me examples of several valid reasons you have had for being late to your volunteer assignment? Tell me about a time when you have felt like giving up on a certain volunteer assignment. What did you do? What was the outcome? <p>Unfavorable 1 2 3 4 5 Favorable</p>	<ul style="list-style-type: none"> Concerned with the impact of personal decisions on community members/customers Can be counted upon to do what he/she says they will do (except for unforeseen circumstances) Demonstrates ability to effectively balance work and life
<p>PREVENTION</p> <ol style="list-style-type: none"> How would you define sexual violence? What do you think causes or contributes to sexual violence? Because 1 in 2 women and 1 in 5 men identify as survivors of sexual violence (NISVS survey 2010) we often refer to sexual violence as an epidemic in our country. Do you think it's possible to end sexual violence? If yes, what steps need to be taken to eradicate this form of violence from our communities? What do you see as the role of men in ending sexual violence? <p>Unfavorable 1 2 3 4 5 Favorable</p>	<ul style="list-style-type: none"> Able to identify sexual violence is lack of consent; abuse of power and control Holds perpetrators accountable for their choices/ does not victim blame Believes sexual violence can be prevented and is linked with systematic violence

Final Recommendation

Consider skills, education, experience, and position-related values and characteristics to ascertain fit.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

OVERALL RATING: Unfavorable 1 2 3 4 5 Favorable

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TOOLS FOR CHANGE

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