


Training & Retention: Keys to a Successful Volunteer Program




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Learning Objectives



- Identify ways to strategically create accessible volunteer orientation and continuing education programs that address varied learning styles and job-based trainings.
- Re-envision volunteer retention activities to meet the needs, motivations and frequency that best fits your volunteer program.



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Part I

Re-envisioning Retention



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Elements of Retention

- ◆ Appreciation Gestures
- ◆ Continuing Education
- ◆ Access to Training and Resources
- ◆ Flexible Opportunities
- ◆ Meeting Motivations




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Poll

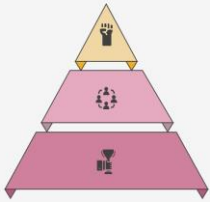
How do you assess/reassess the satisfaction level of your volunteers? When is the last time you redesigned activities?

How do you assess/reassess that your reward/retention efforts are matching volunteer motivations?



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What Motivates Volunteers?



McClelland's Need Theory

Need for power

- Wants to control and influence others
- Likes to win/arguments
- Enjoys competition and winning
- Enjoys status and recognition

Need for affiliation

- Wants to belong to the group
- Wants to be liked and will go along with whatever the rest of the group wants to do
- Prefers collaboration over competition
- Doesn't like high risk or uncertainty

Need for achievements

- Sets and accomplishes challenges tasks
- Likes to take initiative
- Likes to receive regular feedback in their progress and achievements
- Likes to work alone

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Retention is not one time

- ◆ What activities are you doing to retain volunteers?



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Some Ideas


- ◆ Recognize Anniversaries
- ◆ Recognize Service Contributions
- ◆ Social Events
- ◆ Milestone Events
- ◆ Continuing Education
- ◆ Newsletters
- ◆ Organizational Town Halls
- ◆ Brandwear/Swag
- ◆ Thank You Notes
- ◆ Building in Staff Interaction
- ◆ Random Check Ins
- ◆ Mentoring Programs
- ◆ Access to Technology
- ◆ Incorporate Volunteer Engagement in the Strategic Plan



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Create a Sense of Belonging

- ◆ Are your trainings and activities accessible?
- ◆ Is there a variety of options for trainings, etc to be inclusive?
- ◆ Is there a culture of appreciation from the top down?



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Part II

Volunteer Training



A cartoon showing two men in a hallway. One man is holding a sign that says "HIGH FIVE TRAINING CENTER". The other man is talking to him. A speech bubble from the man with the sign says: "ALL RIGHT, GUYS, LET'S TAKE A LITTLE BREAK, THEN GO TO ANOTHER 'TR'..."



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Tell Me About Your Current Volunteer Training Program.



- A. It's solid and working well
- B. It leaves room for improvement
- C. It works well for the most part, but there is certainly room for change
- D. It's broken, please help!!!



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How Long is Your Training?

- A. 8 hours or less
- B. 9-16 hours
- C. 17-24 hours
- D. More than 24 hours

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Competence & Confidence


◆ **Competent** and **Confident** volunteers are a product of a solid training program. Build a firm foundation right from the start!







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Volunteer Training - The Why?




- ◆ 418.78(a) - The hospice must maintain, document and provide volunteer orientation and training that is consistent with hospice industry standards and the specific tasks that volunteers perform
- ◆ 418.100 (g) 1-3 – Provide in-service training and education where required.
- ◆ Federal regulations do not specify a required length of volunteer training, but providers should review state hospice licensure regulations for any related requirements.



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Volunteer Training – The Where?



- A. In-person
- B. Virtually
- C. Online programs
- D. Mixed approach



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Volunteer Training – The When?

- A. 1-2 times per year
- B. 3-6 times per year
- C. 7-10 times per year
- D. More than 10 trainings per year





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Volunteer Training – The What?

The Medicare CoP's state that volunteers should understand:


- Their duties and responsibilities
- The person to whom they report
- The person to contact if assistance or instructions are needed regarding the performance of their duties/responsibilities
- Hospice goals, services and philosophy
- Confidentiality and patient's rights
- Family dynamics, coping mechanisms, and psychological issues surrounding terminal illness, death & bereavement
- Procedures to follow in an emergency or following the death of the patient
- Guidance related specifically to individual responsibilities



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What Else Might You Teach?

- ◆ Boundaries
- ◆ Compliance/Standards of Conduct
- ◆ Documentation
- ◆ Active Listening
- ◆ Diversity & Inclusion
- ◆ Infection Control
- ◆ Disease Process
- ◆ Spirituality




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Volunteer Training – The Who?

Who teaches your training?

This is a great time to showcase your team and discuss different disciplines and roles.



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Volunteer Training – The How?

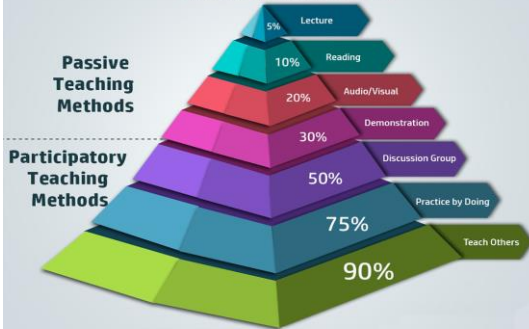
- We all have different learning styles. I'm sure you have all had volunteers that have broken a rule or crossed a boundary and when confronted, said they weren't aware of the rule/policy.
- How do we learn?
 - Visual – stylish presentations, slideshows, videos, flowcharts, color, etc.
 - Auditory – lectures, discussions, verbal instructions
 - Kinesthetic – hands-on-activities, role-plays, movement, physical experiences, experiments, simulations



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THE LEARNING PYRAMID


KNOWLEDGE RETENTION RATES



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Wisdom of Benjamin Franklin

“Tell me and I forget,
teach me and I may
remember, involve me
and I learn.”



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Volunteer Training – The Wow!

- ◆ Icebreakers
- ◆ Show Videos
- ◆ Make it Fun (Jokes, Humor)
- ◆ Make it Personal (share examples & personal stories)
- ◆ Case Studies/Role Plays
- ◆ Demonstrations
- ◆ Simulations/Activities/Games
- ◆ Engaging Speakers/Programs
- ◆ Breaks & Food
- ◆ Have a welcoming atmosphere!




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Make Time for Fun!

*You can discover more about a person
in an hour of play than in a year of conversation.*

- Plato



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Make it Reviewable & Applicable

- ◆ Notebooks
- ◆ Homework
- ◆ Competencies
- ◆ Activities
- ◆ Helpful tools



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Make Time for Reflection

Hospice volunteer training can spark a lot of emotion and generate a lot of questions.



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Be Present With Your Volunteers!


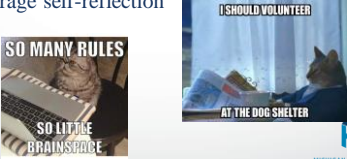
- ◆ If possible, be present with your volunteers during training. This is such a great way to learn who they are, how they are processing the information and how they interact with others. It's also a great way to pick up on red flag areas.



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Evaluate Your Program

- ◆ Use program evaluations and solicit feedback
- ◆ Allow for change and innovation – encourage other presenters to be innovative
- ◆ Encourage self-reflection



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The End



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