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# UNIT 4: WORKING WITH VOLUNTEERS

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In this unit you will learn about:

- **The Program Manager and the CERT Volunteer.** The roles of Program Manager and volunteer.
- **Recruit Volunteers.** How to find and recruit volunteers.
- **Orient Volunteers.** What orientation is needed, the membership application, and determining the volunteer's work.
- **Track Volunteers.** What information to track and why to track volunteers.
- **Manage Volunteers.** Why volunteers need to be managed and the management tasks involved.
- **Retain Volunteers.** How to meet the needs of volunteers, communicate effectively with them, and show recognition of their value.
- **Terminate a Volunteer:** What to do if it is necessary to terminate a volunteer.

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# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

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### LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES

At the conclusion of this unit, the participants will be able to:

- Establish a process for working with volunteers.
  - Describe how to recruit volunteers.
  - Describe how to orient volunteers.
  - Explain why to track volunteers.
  - Describe methods for managing volunteers.
  - Identify techniques for retaining volunteers.
  - Identify strategies for terminating volunteers.

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### SCOPE

The topics that will be discussed in this unit are:

- Unit Overview
- The Program Manager and the CERT Volunteer
- Recruit Volunteers
- Orient Volunteers
- Track Volunteers
- Manage Volunteers
- Retain Volunteers
- Terminate a Volunteer
- Unit Summary

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### ESTIMATED COMPLETION TIME

2 hours

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### TRAINING METHODS

The instructor starts by providing an overview of the Program Manager's role with volunteers: recruiting, orienting, tracking, managing, and retaining. The instructor emphasizes the importance of being clear about the ways that the program will use volunteers, including writing volunteer job descriptions.

Then the instructor conducts a guided discussion about recruiting volunteers and participants record recruitment ideas in their Draft Program Plan.

The instructor next discusses orienting volunteers to the National CERT Program and to the local CERT program. Included is the importance of setting standards and expectations. The instructor explains that part of orientation is formalizing a relationship with the volunteer: completing a membership explanation, performing a background check, and entering information into a CERT member database. Finally the program and the volunteer need to identify how the volunteer wants to work with the program.

Then the instructor conducts a guided discussion about tracking volunteers: what needs to be tracked and why tracking is important.

Following this, participants and the instructor discuss the tasks in managing volunteers, training them, assigning tasks, monitoring their work, and finally evaluating them and providing feedback. Participants then strategize management tasks for various scenarios.

Next the instructor conducts a guided discussion on volunteer retention: why people volunteer, what their needs are as volunteers, and activities involved in volunteer retention. Participants then break into small groups to design volunteer recognition opportunities. Participants capture ideas they have for volunteer retention in their Draft Program Plan.

Finally, the instructor briefly discusses terminating a volunteer.

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### RESOURCES REQUIRED

- *Community Emergency Response Team Program Manager Instructor Guide* (for instructors)
- *Community Emergency Response Team Program Manager Participant Manual* (for participants)
- PowerPoint slides 4-1 to 4-44

**COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE**

**UNIT 4: WORKING WITH VOLUNTEERS**

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**EQUIPMENT**

The following equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel pad and easel or whiteboard
- Markers

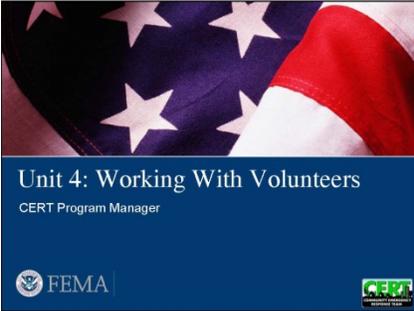
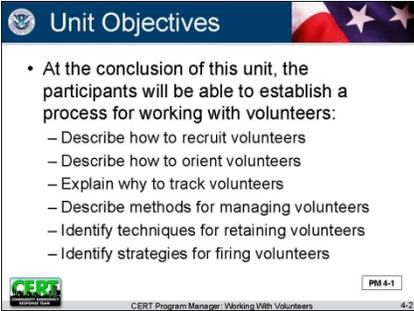
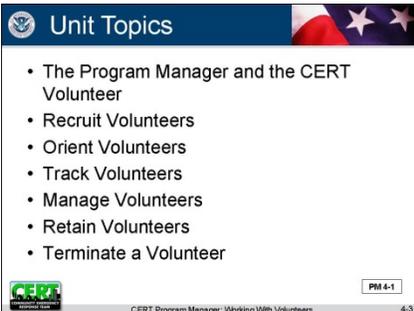
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**NOTES**

A suggested time plan for this unit is as follows:

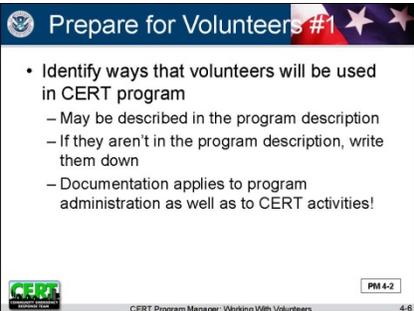
Unit Overview .....	1 minute
The Program Manager and the CERT Volunteer.....	10 minutes
#1 Recruit Volunteers .....	15 minutes
Draft Program Plan: Identify Recruitment Options.....	5 minutes
#2 Orient Volunteers.....	20 minutes
#3 Track Volunteers .....	10 minutes
#4 Manage Volunteers .....	20 minutes
#5 Retain Volunteers .....	28 minutes
Draft Program Plan: Capture Retention Ideas .....	5 minutes
Terminate a Volunteer .....	5 minutes
Unit Summary.....	1 minute
Total Time: 2 hours	

# Unit 4: Working with Volunteers

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Display Slide 4-1</b></p>  <p><b>Display Slide 4-2</b></p>  <p><b>Display Slide 4-3</b></p>	<p><b>Unit Overview</b></p> <p>Say that this unit looks at processes that can be used to work with volunteers.</p> <p><b>Unit Objectives</b></p> <p>Give the unit’s learning objectives.</p> <p>At the conclusion of this unit, the participants will be able to establish a process for working with volunteers:</p> <ul style="list-style-type: none"> <li>▪ Describe how to recruit volunteers.</li> <li>▪ Describe how to orient volunteers.</li> <li>▪ Explain why to track volunteers.</li> <li>▪ Describe methods for managing volunteers.</li> <li>▪ Identify techniques for retaining volunteers.</li> <li>▪ Identify strategies for terminating volunteers.</li> </ul> <p><b>Unit Topics</b></p> <p>Say that, to accomplish those objectives, this unit will look at:</p> <ul style="list-style-type: none"> <li>▪ The Program Manager and the CERT Volunteer</li> <li>▪ Recruit Volunteers</li> <li>▪ Orient Volunteers</li> <li>▪ Track Volunteers</li> </ul>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p>Slide 4-4: Program Mgr and Volunteers</p> <ul style="list-style-type: none"><li>• Volunteers are backbone of program<ul style="list-style-type: none"><li>– Provide administrative support</li><li>– Run parts of program</li><li>– Train CERT volunteers</li><li>– Make up teams that serve community</li></ul></li></ul> <p>CERT Program Manager: Working With Volunteers 4-4</p>	<ul style="list-style-type: none"><li>▪ Manage Volunteers</li><li>▪ Retain Volunteers</li><li>▪ Terminate a Volunteer</li></ul> <p><b><i>The Program Manager and the CERT Volunteer</i></b></p> <p>Say that the CERT Program could not exist without volunteers. Since the Program Manager may be the only paid staff member in a CERT program, volunteers are the backbone of the program. Volunteers:</p>
<p><b>Display Slide 4-4</b></p>	<ul style="list-style-type: none"><li>▪ Provide administrative support.</li><li>▪ Run parts of the program.</li><li>▪ Train CERT volunteers.</li><li>▪ Make up the teams that serve the community.</li></ul>
 <p>Slide 4-5: Working with Volunteers</p> <ul style="list-style-type: none"><li>• Program Manager must know how to work with volunteers<ul style="list-style-type: none"><li>– Skills are same as working with paid staff</li><li>– Difference is in how you apply those skills</li></ul></li></ul> <p>CERT Program Manager: Working With Volunteers 4-5</p>	<p>Explain that it is therefore essential that a Program Manager know how to work with volunteers. In some ways, the skills are the same as working with paid staff, but there are differences in how you apply those skills.</p> <p>Explain how we usually think that recruiting is the first step in working with volunteers. But, before a Program Manager can start recruiting, he or she has to be prepared for the first volunteer.</p>
<p><b>Display Slide 4-5</b></p>	
 <p>Slide 4-6: Prepare for Volunteers #1</p> <ul style="list-style-type: none"><li>• Identify ways that volunteers will be used in CERT program<ul style="list-style-type: none"><li>– May be described in the program description</li><li>– If they aren't in the program description, write them down</li><li>– Documentation applies to program administration as well as to CERT activities!</li></ul></li></ul> <p>CERT Program Manager: Working With Volunteers 4-6</p>	<p><b>Identify Ways to Use Volunteers</b></p> <p>Describe one way to prepare:</p> <ul style="list-style-type: none"><li>▪ Identify the ways that volunteers will be used in the program.<ul style="list-style-type: none"><li>• These may be described in the program's program description.</li><li>• If they aren't in the paper, write them down. Documentation applies to program administration as well as to CERT activities!</li></ul></li></ul>
<p><b>Display Slide 4-6</b></p>	

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Uses for Volunteers</b></p> <p>How can a CERT program use volunteers?</p> <ul style="list-style-type: none"><li>• As a CERT member<ul style="list-style-type: none"><li>– Disaster response</li><li>– Special events</li><li>– Community preparedness</li></ul></li><li>• To help run the program, e.g.,<ul style="list-style-type: none"><li>– Data management</li><li>– Communicating with volunteers</li><li>– Working with funders and sponsors</li><li>– Tracking equipment</li><li>– Training</li></ul></li></ul> <p>PM 4-2</p> <p>CERT Program Manager: Working With Volunteers 4-7</p> <p><b>Display Slide 4-7</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p> <p>PM, P. 4-4 to 4-5</p>	<p>Ask participants:</p> <p><b>How can a CERT program use volunteers?</b></p> <p>Summarize the discussion by reviewing the ways that a CERT program can use volunteers:</p> <ul style="list-style-type: none"><li>▪ As a CERT member<ul style="list-style-type: none"><li>• Disaster response</li><li>• Special events</li><li>• Community preparedness</li></ul></li><li>▪ To help run the program, e.g.,<ul style="list-style-type: none"><li>• Data management</li><li>• Communicating with volunteers</li><li>• Working with funders and sponsors</li><li>• Tracking equipment</li><li>• Training</li></ul></li></ul> <p>Refer participants to <i>Roles of Program Manager and Volunteers</i> in the Participant Manual and on the following page in the Instructor Guide.</p>

PM, P. 4-4 to 4-5	Roles of Program Manager and Volunteers
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### **CERT Program Manager**

As the CERT Program Manager, you are responsible for the overall success of the program for your community. But what does a Program Manager do? Some of your key responsibilities are listed below. As you progress through program development and introduce program maintenance, you will identify other responsibilities. When you do, add them to this list as a reminder of what it takes to run a CERT program.

You will not be able to make the program successful if you don't have help. You should delegate some responsibilities. CERT members may have leadership, administrative, and creative talents that can help you. Remember, it is their program.

### **General Management**

- Develop the initial plan for implementing a CERT program in the community.
- Develop forms and records or a database to track training, program participation, exercises, mailings, etc.
- Develop a budget and obtain funding.
- Maintain records (financial, inventory, database of CERT members, etc.).
- Coordinate a CERT electronic newsletter or other mailings to maintain contact with current CERT volunteers.
- Establish Standard Operating Procedures for the use of CERTs in disaster and non-disaster situations.
- Evaluate the overall program.

### **Marketing**

- Gain support by marketing the plan to local leaders, unions, first responders, citizens, employers, and potential partners.
- Pitch to the media to gain public recognition of CERT capabilities and accomplishments.

### **Training**

- Train administrative staff to handle public inquiries by phone and e-mail about the program.
- Schedule training, follow-up training, exercises, special events, etc.
- Arrange all program logistics, including classroom setup.
- Identify, recruit, train, and schedule instructors.
- Recruit class participants.
- Maintain the course content.
- Provide an orientation at the beginning of each course (very important for new programs, less important in well-established programs).
- Monitor classroom delivery.
- Evaluate training and results.
- Arrange for speakers at graduation.
- Develop supplemental classes, exercises, and projects to keep CERT members involved and improve their skills.

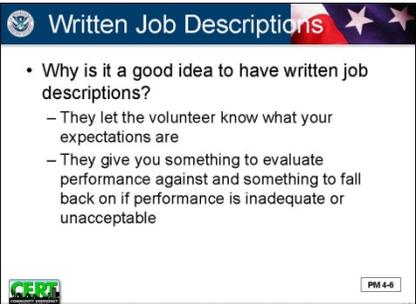
### **Administrative Assistance (Paid or Volunteer)**

CERT will generate a lot of telephone calls and a lot of paperwork. While you are operating the program, you will need someone reliable to assist you by:

- Answering telephone calls and responding to routine inquiries
- Processing mailings
- Processing registrations
- Arranging the training logistics
- Maintaining the CERT member database
- Arranging for the printing of course materials, flyers, brochures, and other CERT materials
- Helping with a newsletter and/or Web site

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

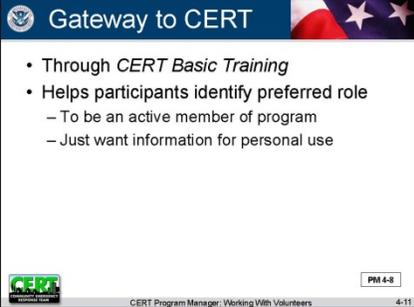
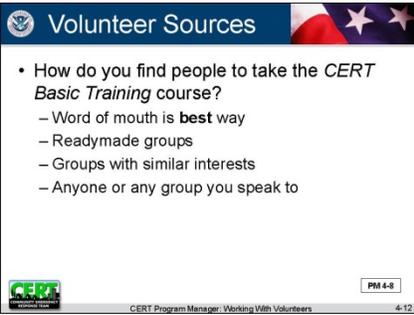
INSTRUCTOR GUIDANCE	CONTENT
 <p>Prepare for Volunteers #2</p> <ul style="list-style-type: none"><li>• Write job descriptions<ul style="list-style-type: none"><li>– Team member role</li><li>– Other volunteer positions</li></ul></li></ul>  <p>CERT Program Manager: Working With Volunteers 4-8</p>	<h3>Write Job Descriptions</h3> <p>Describe another way to prepare for volunteers:</p> <ul style="list-style-type: none"><li>▪ Write job descriptions.<ul style="list-style-type: none"><li>• The team member role is well defined in the <i>CERT Basic Training</i>.</li><li>• However, you will want to write down the descriptions for other CERT volunteer positions.</li></ul></li></ul>
<p><b>Display Slide 4-8</b></p>  <p>Written Job Descriptions</p> <ul style="list-style-type: none"><li>• Why is it a good idea to have written job descriptions?<ul style="list-style-type: none"><li>– They let the volunteer know what your expectations are</li><li>– They give you something to evaluate performance against and something to fall back on if performance is inadequate or unacceptable</li></ul></li></ul> <p>CERT Program Manager: Working With Volunteers 4-9</p>	<p>Ask participants:</p> <h3>Why is it a good idea to have written job descriptions?</h3> <p>Summarize the discussion by saying that written job descriptions do two things:</p> <ul style="list-style-type: none"><li>▪ They let the volunteer know what your expectations are.</li><li>▪ They give you something to evaluate performance against and something to fall back on if performance is inadequate or unacceptable.</li></ul>
<p><b>Display Slide 4-9</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p> <p>PM, P. 4-7</p>	<p>Mention that at the end of the unit there will be a short discussion about terminating volunteers, something that does have to be dealt with periodically.</p> <p>Emphasize that job descriptions do not have to be lengthy or formal, but they should be as complete as possible. Refer participants to <i>Developing a Job Description</i> in the Participant Manual and on the following page in the Instructor Guide.</p>

PM, P. 4-7	Developing a Job Description
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Developing a Job Description

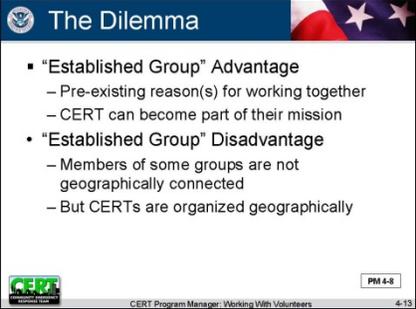
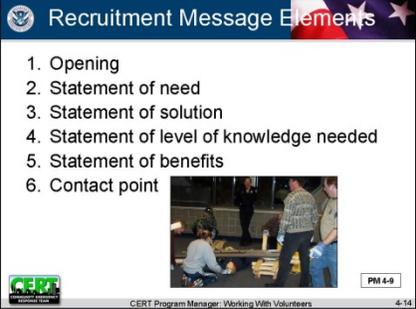
When developing a job description, think about:

- The purpose of the job. How will the position help your program achieve its mission?
- The job responsibilities. What tasks will you expect the volunteer to do?
- Job qualifications. What knowledge, skills, and abilities (KSAs) are required for the job?
- To whom the volunteer will report. Will he or she report directly to you or to another volunteer?
- The time commitment required for the position. How many hours each week or month are required to ensure that the job responsibilities can be accomplished within a reasonable time frame and without undue stress?
- The length of the appointment. How long will the position be required? Is the job open ended, or is it a position that is only required during an emergency?
- Who will provide support for the position. Will the volunteer work independently, or will he or she rely on others in the program (e.g., volunteer communications, program promotion, training coordination)?

INSTRUCTOR GUIDANCE	CONTENT
 <p>CERT Program Manager: Working With Volunteers 4-10</p>	<p><b>#1 Recruit Volunteers</b></p> <p>Explain that you are now going to look more in depth at each of the activities in a volunteer program. The first thing a Program Manager needs to do is to find volunteers.</p>
<p><b>Display Slide 4-10</b></p>	
 <p>CERT Program Manager: Working With Volunteers 4-11</p>	<p>Explain that the primary gateway to a CERT program is through <i>CERT Basic Training</i>. This training helps participants identify whether they want to be an active member of the program or whether they just want the information for personal use, but are not able to make a larger time commitment.</p>
<p><b>Display Slide 4-11</b></p>	
 <p>CERT Program Manager: Working With Volunteers 4-12</p>	<p>Ask participants:</p> <p><b>How do you find people to take the <i>CERT Basic Training</i> course?</b></p> <p>Summarize the discussion by listing some ways and places to recruit volunteers:</p> <ul style="list-style-type: none"> <li>▪ Word of mouth is the <b>best</b> way.</li> <li>▪ <b>Ready-made groups:</b> Homeowners associations; community and neighborhood groups; faith groups; parent-teacher organizations; senior groups; ethnic and cultural groups; workplaces</li> <li>▪ <b>Groups with similar interests:</b> Disaster response; emergency preparedness; amateur radio clubs</li> <li>▪ Anyone or any group you speak to</li> </ul>
<p><b>Display Slide 4-12</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	

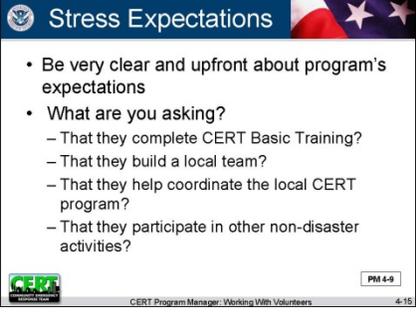
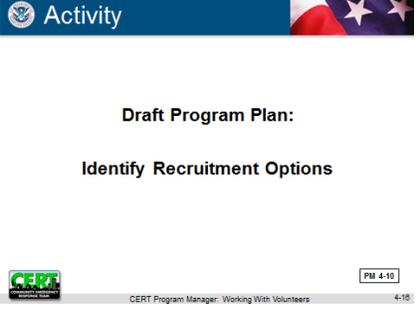
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p>The Dilemma</p> <ul style="list-style-type: none"><li>▪ “Established Group” Advantage<ul style="list-style-type: none"><li>– Pre-existing reason(s) for working together</li><li>– CERT can become part of their mission</li></ul></li><li>• “Established Group” Disadvantage<ul style="list-style-type: none"><li>– Members of some groups are not geographically connected</li><li>– But CERTs are organized geographically</li></ul></li></ul> <p>CERT Program Manager: Working With Volunteers 4-13</p>	<p>Discuss the particular dilemma for recruiting CERT volunteers:</p> <ul style="list-style-type: none"><li>▪ Reaching out to “established” groups is easier than trying to recruit individuals one at a time.<ul style="list-style-type: none"><li>• Established groups have a pre-existing reason(s) for working together.</li><li>• CERT can become part of their mission.</li></ul></li><li>▪ However, the concept of CERT is that a team organizes geographically.<ul style="list-style-type: none"><li>• Members of some groups are not geographically connected.</li></ul></li></ul>
<p><b>Display Slide 4-13</b></p>	<p>Say that Program Managers need to be ready to address this potential dilemma when recruiting.</p>
 <p>Recruitment Message Elements</p> <ol style="list-style-type: none"><li>1. Opening</li><li>2. Statement of need</li><li>3. Statement of solution</li><li>4. Statement of level of knowledge needed</li><li>5. Statement of benefits</li><li>6. Contact point</li></ol> <p>CERT Program Manager: Working With Volunteers 4-14</p>	<p><b>The Recruitment Message</b></p> <p>Explain that, once the Program Manager has identified groups to target for recruitment, the next step is to develop a recruitment message.</p> <p>Clarify that this message is different from general program promotion (discussed in Unit 3). This message is specifically aimed at recruiting volunteers.</p>
<p><b>Display Slide 4-14</b></p>	<p>The recruitment message should include these elements:</p> <ul style="list-style-type: none"><li>▪ An opening that will catch the audience’s attention</li><li>▪ A statement of the need: what the problem is</li><li>▪ A statement of the solution: how volunteers can meet the need</li><li>▪ Statement that addresses the volunteer’s question of whether he or she can potentially do this job</li><li>▪ Statement of the benefits: what is in it for the volunteer</li><li>▪ A contact point to get involved</li></ul> <p>Say that these elements should be included regardless of the medium used, e.g., public service announcement or talk or newspaper article.</p>

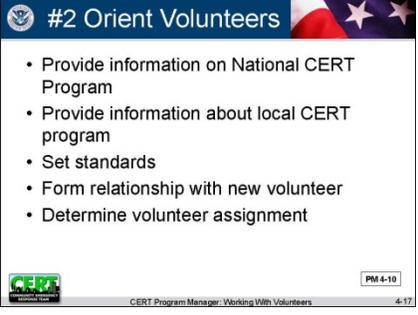
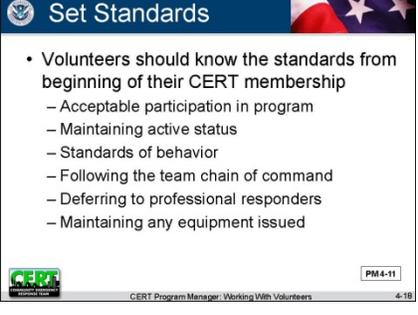
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Stress Expectations</p> <ul style="list-style-type: none"><li>• Be very clear and upfront about program's expectations</li><li>• What are you asking?<ul style="list-style-type: none"><li>– That they complete CERT Basic Training?</li><li>– That they build a local team?</li><li>– That they help coordinate the local CERT program?</li><li>– That they participate in other non-disaster activities?</li></ul></li></ul> <p><b>Display Slide 4-15</b></p>   <p>Activity</p> <p><b>Draft Program Plan:</b> Identify Recruitment Options</p> <p><b>Display Slide 4-16</b></p>	<p>Remind participants to be very clear and upfront about the program's expectations. What are you asking volunteers to do?</p> <ul style="list-style-type: none"><li>▪ That they complete <i>CERT Basic Training</i>? Any restrictions such as minimum age?</li><li>▪ That they participate on a local team? Requires background check?</li><li>▪ That they help build a local team?</li><li>▪ That they help coordinate the local CERT program?</li><li>▪ That they participate in other non-disaster activities?</li></ul> <p><b>Do experienced Program Managers have anything to add about recruitment?</b></p> <p><b>Activity: Draft Program Plan: Identify Recruitment Options</b></p> <p><b>Purpose:</b> This activity allows Program Managers to identify avenues they would like to pursue for recruitment. It also allows them to record thoughts they have for recruitment messages.</p> <p><b>Instructions:</b> Follow the steps below to conduct the activity.</p> <ol style="list-style-type: none"><li>1. Refer participants to the <i>Draft Program Plan</i> in Unit 1 of the Participant Manual and the Instructor Guide.</li><li>2. Ask participants to complete the first table of the fourth section, <i>Working with Volunteers</i> (p. 1-16), individually.</li></ol> <p><b>Debrief:</b> Remind participants to always be alert for new possibilities for recruitment and to add them to the Program Plan.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>#2 Orient Volunteers</b></p> <ul style="list-style-type: none"><li>• Provide information on National CERT Program</li><li>• Provide information about local CERT program</li><li>• Set standards</li><li>• Form relationship with new volunteer</li><li>• Determine volunteer assignment</li></ul> <p>CERT Program Manager: Working With Volunteers 4-17</p> <p><b>Display Slide 4-17</b></p>	<h3>#2 Orient Volunteers</h3> <p>Explain that you are now going to discuss the second activity that Program Managers need to do with volunteers. This activity is orientation.</p> <p>Say that every volunteer who completes the <i>CERT Basic Training</i> course and wants to become an active CERT member needs to be oriented. The Program Manager must:</p> <ul style="list-style-type: none"><li>▪ Provide information on the National CERT Program (covered in <i>CERT Basic Training</i>).</li><li>▪ Provide information about the local CERT program (probably will have been covered in <i>CERT Basic Training</i>).</li><li>▪ Set standards.</li><li>▪ Form a relationship with new volunteer.</li><li>▪ Determine what his or her volunteer assignment(s) will be.</li></ul>
 <p><b>Set Standards</b></p> <ul style="list-style-type: none"><li>• Volunteers should know the standards from beginning of their CERT membership<ul style="list-style-type: none"><li>– Acceptable participation in program</li><li>– Maintaining active status</li><li>– Standards of behavior</li><li>– Following the team chain of command</li><li>– Deferring to professional responders</li><li>– Maintaining any equipment issued</li></ul></li></ul> <p>CERT Program Manager: Working With Volunteers 4-18</p> <p><b>Display Slide 4-18</b></p>	<h3>Set Standards</h3> <p>Say that, in addition to orienting volunteers to the national and local CERT programs, Program Managers must set standards for volunteers from the beginning of their CERT membership. Program Managers can develop a standard operating guide for new members that includes all of the expectations, such as:</p> <ul style="list-style-type: none"><li>▪ Acceptable participation in the program</li><li>▪ Maintaining active status</li><li>▪ Standards of behavior</li><li>▪ Following the team chain of command</li><li>▪ Deferring to professional responders</li><li>▪ Maintaining any equipment issued</li></ul>

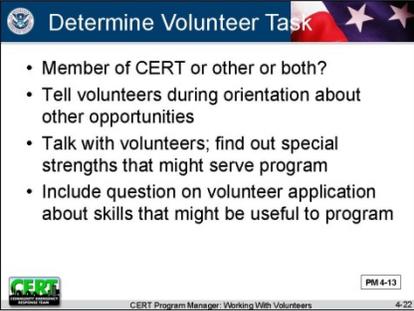
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
<p>Behavior is important!</p> <ul style="list-style-type: none"><li>• Volunteer behavior determines how program viewed by emergency responders, public officials, and community members<ul style="list-style-type: none"><li>– Negative incidents can bring down program</li></ul></li></ul> <p><small>CERT Program Manager: Working With Volunteers 4-19</small></p>	<p>Stress that volunteer behavior determines how emergency responders, public officials, and community members will view the local program. It only takes a few negative incidents to bring down the entire credibility of a local CERT program and the program's reputation for training and maintaining volunteers.</p>
<p><b>Display Slide 4-19</b></p>	
<p>Perception of Volunteers</p> <ul style="list-style-type: none"><li>• Some officials concerned about volunteers working without supervision</li><li>• Team must be viewed as competent group of trained volunteers who:<ul style="list-style-type: none"><li>– Diligently follow directions from chain of command</li><li>– Provide valuable support for professional response efforts</li></ul></li></ul> <p><small>CERT Program Manager: Working With Volunteers 4-20</small></p>	<p>Tell participants that some officials are concerned about volunteers being trained for and performing emergency response without direction. Emphasize the importance of CERT quality control and credibility of citizen volunteers.</p> <ul style="list-style-type: none"><li>▪ Program Managers should make sure their team is viewed as a competent group of trained volunteers who diligently follow directions from their chain of command and provide valuable support for professional response efforts.</li></ul>
<p><b>Display Slide 4-20</b></p>	<ul style="list-style-type: none"><li>▪ A team that behaves by accepted CERT standards will be respected and called upon more often when needs in the community arise.</li></ul>
<p>Form Relationship</p> <ul style="list-style-type: none"><li>• For volunteer to become official CERT volunteer<ul style="list-style-type: none"><li>– Volunteer completes membership application</li><li>– Program Manager completes background check (may be optional)</li><li>– Program Manager has CERT ID card made (if part of local program)</li><li>– Program Manager adds volunteer's contact info to CERT member database</li></ul></li></ul> <p><small>CERT Program Manager: Working With Volunteers 4-21</small></p>	<p><b>Form a Relationship with the Volunteer</b></p> <p>Explain that, for a volunteer to become an official CERT volunteer, the following must occur:</p> <ul style="list-style-type: none"><li>▪ The volunteer completes a membership application.</li></ul>
<p><b>Display Slide 4-21</b></p>	<p>By signing the CERT membership form the volunteer is committing to the CERT program, its requirements, and to the Program Manager as the leader of the program.</p> <ul style="list-style-type: none"><li>▪ The Program Manager completes a background check on the volunteer (this may be optional,</li></ul>

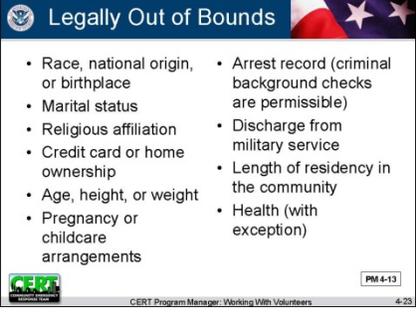
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
<p>PM, Additional Materials</p>  <p><b>Display Slide 4-22</b></p>	<p>depending on the governing agency of the CERT program).</p> <ul style="list-style-type: none"><li>▪ The Program Manager has a CERT identification card made (if this is part of the local program).</li><li>▪ The Program Manager adds the volunteer's name, address, e-mail address, phone number and any other information needed in the local CERT member database.</li></ul> <p>Refer participants to the <i>Sample Membership Application</i> at the end of Unit 4 in the Participant Manual and in the Instructor Guide.</p> <p><b>Determine the Volunteer's Work</b></p> <p>Explain that the last part of orientation is for the Program Manager to find out how the volunteer wants to work with the CERT program. Most volunteers will want to be part of a CERT. However, some volunteers at some point may also want to contribute in other ways.</p> <ul style="list-style-type: none"><li>▪ A CERT volunteer who knows accounting may be able to help the Program Manager with bookkeeping.</li><li>▪ A CERT volunteer with graphic design experience may be able to design flyers.</li></ul> <p>Get to know your volunteers so you don't miss out on these opportunities!</p> <p>Provide these suggestions for making the best use of CERT volunteers:</p> <ul style="list-style-type: none"><li>▪ Tell volunteers during orientation about other opportunities.</li><li>▪ Talk with volunteers and find out their special strengths that might serve the CERT program.</li><li>▪ Include a question on the volunteer application about skills they have that might be useful to the program.</li></ul>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

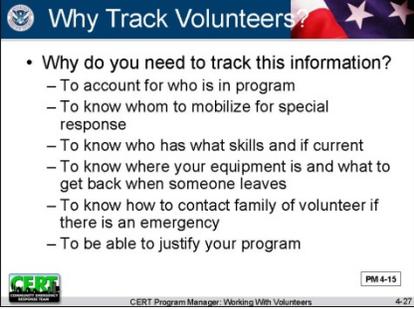
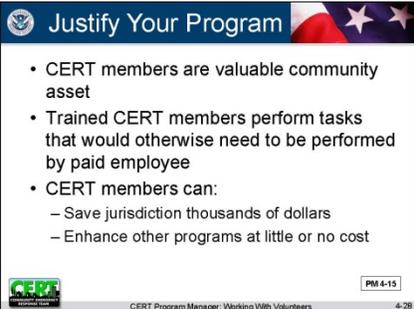
## UNIT 4: WORKING WITH VOLUNTEERS

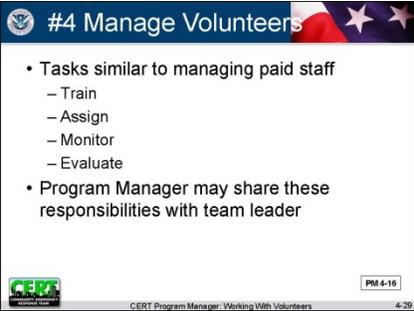
INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Legally Out of Bounds</b></p> <ul style="list-style-type: none"><li>• Race, national origin, or birthplace</li><li>• Marital status</li><li>• Religious affiliation</li><li>• Credit card or home ownership</li><li>• Age, height, or weight</li><li>• Pregnancy or childcare arrangements</li><li>• Arrest record (criminal background checks are permissible)</li><li>• Discharge from military service</li><li>• Length of residency in the community</li><li>• Health (with exception)</li></ul> <p>CERT Program Manager: Working With Volunteers 4-23</p>	<h3>Questions You CAN'T Ask</h3> <p>Explain there are a number of questions that legally you may <i>not</i> ask in an interview situation. These include questions about:</p> <ul style="list-style-type: none"><li>▪ Race, national origin, or birthplace</li><li>▪ Marital status</li><li>▪ Religious affiliation</li><li>▪ Credit card or home ownership</li><li>▪ Age, height, or weight</li><li>▪ Pregnancy or childcare arrangements</li><li>▪ Arrest record (but criminal background checks are permissible)</li><li>▪ Discharge from military service</li><li>▪ Length of residency in the community</li><li>▪ Health. The exception is a specific question about whether the applicant is able to perform a specific physical task required by the job (e.g., lift 50 lbs.).</li></ul> <p>A general guideline: don't ask anything that is not directly related to the ability of the applicant to perform the specific volunteer job.</p>
 <p><b>Make Orientation Fun</b></p>  <p>CERT Program Manager: Working With Volunteers 4-24</p> <p></p>	<h3>A Final Thought</h3> <p>Tell participants to consider making the orientation part of a fun activity, e.g., a potluck dinner for new volunteers. Such an event sets a welcoming tone and gives the new volunteers a social opportunity to meet other volunteers informally.</p> <p><b>Do experienced Program Managers have anything to add about orientation?</b></p>

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="188 365 605 674"> <p><b>#3 Track Volunteers</b></p> <p>CERT Program Manager: Working With Volunteers 4-25</p> </div> <p><b>Display Slide 4-25</b></p> <div data-bbox="188 758 605 1066"> <p><b>Keep Volunteer Information</b></p> <ul style="list-style-type: none"> <li>• What information is important to maintain on a volunteer?                     <ul style="list-style-type: none"> <li>– Contact information</li> <li>– Date of graduation from <i>CERT Basic Training</i></li> <li>– Active/non-active status</li> <li>– Established role within team or program</li> <li>– Number of hours they have served</li> <li>– Training and exercises completed and dates</li> <li>– Equipment issued to them</li> <li>– Their abilities and specialties</li> </ul> </li> </ul> <p>CERT Program Manager: Working With Volunteers 4-26</p> </div> <p><b>Display Slide 4-26</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	<p><b>#3 Track Volunteers</b></p> <p>Explain that you are now going to discuss the third activity that Program Managers need to do with volunteers. This activity is tracking.</p> <p><b>What Information to Collect and Why</b></p> <p>Ask participants:</p> <p><b>What information is important to maintain on a volunteer?</b></p> <p>Summarize the discussion by listing some of the information you maintain on volunteers:</p> <ul style="list-style-type: none"> <li>▪ Contact information</li> <li>▪ Date of graduation from <i>CERT Basic Training</i></li> <li>▪ Active/non-active status</li> <li>▪ Established role within team or program</li> <li>▪ Number of hours they have served</li> <li>▪ Supplemental training and exercises they complete and completion dates</li> <li>▪ Equipment issued to them</li> <li>▪ Their abilities and specialties</li> </ul> <p>If the program is sponsored by the fire department, it is good to know where volunteers are located by Fire Management Area (FMA). If it is sponsored by the police department, is good to know where volunteers live by precinct. This will allow the Program Manager to respond to requests for volunteer locations (ID by departments' operational subdivisions).</p>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

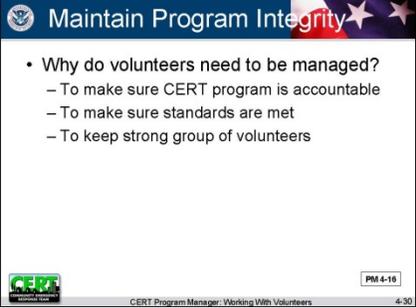
## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Why Track Volunteers?</b></p> <ul style="list-style-type: none"><li>• Why do you need to track this information?<ul style="list-style-type: none"><li>– To account for who is in program</li><li>– To know whom to mobilize for special response</li><li>– To know who has what skills and if current</li><li>– To know where your equipment is and what to get back when someone leaves</li><li>– To know how to contact family of volunteer if there is an emergency</li><li>– To be able to justify your program</li></ul></li></ul> <p><b>Display Slide 4-27</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>  <p><b>Justify Your Program</b></p> <ul style="list-style-type: none"><li>• CERT members are valuable community asset</li><li>• Trained CERT members perform tasks that would otherwise need to be performed by paid employee</li><li>• CERT members can:<ul style="list-style-type: none"><li>– Save jurisdiction thousands of dollars</li><li>– Enhance other programs at little or no cost</li></ul></li></ul> <p><b>Display Slide 4-28</b></p> <p>Refer participants to the example in the Participant Manual.</p>	<p>Ask participants:</p> <p><b>Why do you need to track this information?</b></p> <p>Summarize the discussion by listing various ways that the information is used:</p> <ul style="list-style-type: none"><li>▪ Need to account for who is in the program</li><li>▪ Need to know whom to mobilize for special response situations (e.g., someone trained in animal response)</li><li>▪ Need to know who has what skills and if they are current</li><li>▪ Need to know where your equipment is and know what to get back when someone leaves</li><li>▪ Need to know how to contact the family of the volunteer if there is an emergency</li><li>▪ Need to be able to justify your program to funders, to show what service you are providing to the community; hours count toward the state filing for reimbursement after a disaster</li></ul> <p><b>Justify Your Program</b></p> <p>Explain that CERT volunteers dedicate their time and energy to learning how to serve their community, and once they are trained they become a valuable community asset. Trained CERT members perform the tasks that would otherwise need to be performed by a paid police officer, fire fighter, or other employee. In this way CERT members can save a jurisdiction thousands of dollars or enhance other programs at little or no cost.</p> <p>Give this example:</p> <p>“In the past year the CERT program supplemented the response capability of this community by providing x number of people hours for disaster response and x number of people hours providing traffic and crowd management at community events. This service would have cost this community \$x if paid responders had been used.”</p>

INSTRUCTOR GUIDANCE	CONTENT
   <p><b>Display Slide 4-29</b></p>	<p>Tell participants that tracking volunteers will also be addressed in Unit 6, Procuring and Managing Resources. The key message here is that the information must be collected and maintained.</p> <p><b>Do experienced Program Managers have anything to add about tracking?</b></p> <p><b><i>#4 Manage Volunteers</i></b></p> <p>Explain that you are now going to discuss the fourth activity that Program Managers need to do with volunteers. This activity is managing them.</p> <p>Tell participants that the management tasks for volunteers are similar to those used when managing paid staff. Just as staff members need to be managed, so too do volunteers. The management tasks are:</p> <ul style="list-style-type: none"> <li>▪ Training: making sure volunteers have the skills to do the task</li> <li>▪ Assigning: telling them what the task is and providing them the information they need to do the task</li> <li>▪ Monitoring: supervising the task and intervening when necessary</li> <li>▪ Evaluating: providing feedback after the event; checking on volunteers' well-being; debriefing with volunteers</li> </ul> <p>Explain that, during CERT activation, some of the management tasks are done at the team level. The Program Manager will not be able to provide all the management personally. But he or she has general responsibility for seeing that the management is done.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Maintain Program Integrity</b></p> <ul style="list-style-type: none"><li>• Why do volunteers need to be managed?<ul style="list-style-type: none"><li>– To make sure CERT program is accountable</li><li>– To make sure standards are met</li><li>– To keep strong group of volunteers</li></ul></li></ul> <p><small>CERT Program Manager: Working With Volunteers 4-30</small></p> <p><b>Display Slide 4-30</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Ask the participants if they have any questions.</p>	<p>Ask participants:</p> <p><b>Why do volunteers need to be managed?</b></p> <p>Summarize the discussion about why volunteers need to be managed:</p> <ul style="list-style-type: none"><li>▪ To be accepted as a part of the community's emergency response system, the CERT program must be accountable. It only takes a few bad apples to bring down the program.</li><li>▪ The program sets expectations and it has to see that the expectations are met.</li><li>▪ The program cannot survive without volunteers. It needs to work to keep them.</li></ul>
 <p><b>Management Challenges</b></p> <ul style="list-style-type: none"><li>• Managing volunteers is different from managing staff<ul style="list-style-type: none"><li>– Volunteers can leave without warning</li><li>– One or more unhappy volunteers can be quite damaging</li></ul></li></ul>  <p><small>CERT Program Manager: Working With Volunteers 4-31</small></p> <p><b>Display Slide 4-31</b></p>	<p>Explain that managing volunteers is different from managing staff. It is often much more delicate since volunteers can leave without warning and one or more unhappy volunteers can be quite damaging to the reputation of the program and hard work put forth by other members of the team.</p>
 <p><b>Management Challenges (continued)</b></p> <ul style="list-style-type: none"><li>• Program Manager tasks<ul style="list-style-type: none"><li>– Keep volunteers happy about being part of CERT program</li><li>– Sustain their commitment, their skills as individuals, and their capabilities as a team</li></ul></li><li>• It takes time!</li></ul>  <p><small>CERT Program Manager: Working With Volunteers 4-32</small></p> <p><b>Display Slide 4-32</b></p>	<p>Say that a Program Manager needs to:</p> <ul style="list-style-type: none"><li>▪ Keep volunteers happy about being part of the CERT program</li><li>▪ Sustain their commitment, their skills as individuals, and their capabilities as a team</li></ul> <p>Emphasize that this effort takes time and cannot be ignored because other things seem to be more pressing.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 367 609 409"> Activity</p> <p data-bbox="289 499 506 525">Managing a CERT Event</p> <p data-bbox="191 640 609 682"> <span data-bbox="548 640 592 655">PM 4-17</span> CERT Program Manager: Working With Volunteers 4-33</p> <p data-bbox="191 693 462 730"><b>Display Slide 4-33</b></p> <p data-bbox="191 745 365 781">PM, P. 4-18</p> <p data-bbox="191 1165 597 1270">During the report out, ask for additional thoughts from other small groups.</p>	<p data-bbox="630 367 1136 403"><b>Activity: Managing a CERT Event</b></p> <p data-bbox="630 420 1372 525"><b>Purpose:</b> This activity breaks participants into small groups to strategize management tasks for various scenarios.</p> <p data-bbox="630 546 1372 619"><b>Instructions:</b> Follow the steps below to conduct the activity.</p> <ol data-bbox="630 630 1421 1218" style="list-style-type: none"><li>1. Divide the class into five small groups.</li><li>2. Assign a different scenario to each small group.</li><li>3. Refer participants to the <i>Managing a CERT Event</i> in the Participant Manual and on the following page in the Instructor Guide.</li><li>4. Review the instructions:<ol data-bbox="690 913 1421 1218" style="list-style-type: none"><li>a. Strategize how you would manage the event assigned to your small group.</li><li>b. You can assume that the volunteers are trained. Address assignment, monitoring, and post-event evaluation and feedback.</li><li>c. You have 10 minutes.</li><li>d. You will report your plan to the whole group.</li></ol></li></ol> <p data-bbox="630 1302 1404 1417"><b>Debrief:</b> Compliment the small groups on their work. Remind participants that the post-event evaluation is a two-way event with everyone providing feedback.</p>

PM, P. 4-18	Managing a CERT Event
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Managing a CERT Event

**Scenarios**

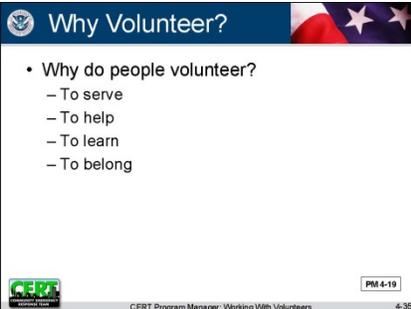
1. The annual county fair is being held in a month. Your CERT program has been asked to assist with parking and traffic.
2. Major flooding is possible in a neighboring community. Your CERT program has been asked to assist with sandbagging.
3. Your CERT program has been asked to help with installing smoke detectors in three apartment buildings that primarily house low-income older adult residents.
4. The local police department is searching for a missing man. They need to search over land and water and the search area is larger than they can cover. They have requested assistance.
5. Severe storms have swept through the area and the command center is overwhelmed with calls and with data that need to be entered. They have asked for help from the CERT program.

**Instructions:**

1. Strategize how you would manage the event assigned to your small group.
2. You can assume that the volunteers are trained. Address assignment, monitoring, and post-event evaluation and feedback.
3. You have 10 minutes.
4. You will report your plan to the whole group.

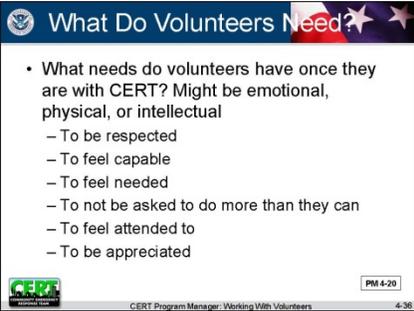
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>#5 Retain Volunteers</b></p> <ul style="list-style-type: none"><li>• To retain volunteers you have to understand:<ul style="list-style-type: none"><li>– What volunteers need</li><li>– How to meet those needs</li></ul></li><li>• Volunteers are crucial to program's existence</li><li>• Keeping them involved and pleased with their participation is essential!</li></ul> <p><small>CERT Program Manager: Working With Volunteers 4-34</small></p> <p><b>Display Slide 4-34</b></p>	<h3>#5 Retain Volunteers</h3> <p>Explain that you are now going to discuss the final activity that Program Managers need to do with volunteers. This activity is retaining them. To retain a volunteer you have to understand what volunteers need and how to meet those needs.</p> <p>Remind participants that you spoke earlier about how crucial volunteers are to the existence of the program. Keeping them involved and pleased with their participation is essential.</p> <h3>Volunteer Needs</h3> <p>Say that a Program Manager needs to understand a volunteer's motivations. This will make it easier to support them and helps assure that they feel good about making contributions to the program.</p> <p>Ask participants:</p> <h3>Why do people volunteer?</h3> <p>Summarize the discussion by reviewing why people volunteer:</p> <ul style="list-style-type: none"><li>▪ To serve (to be part something bigger than themselves that also affects them)</li><li>▪ To help (the spirit of altruism – the desire to give or help – is a strong motivator for many)</li><li>▪ To learn (especially to learn something that they see as valuable)</li><li>▪ To belong (to a group or organization that has like beliefs or interests)</li></ul>
 <p><b>Why Volunteer?</b></p> <ul style="list-style-type: none"><li>• Why do people volunteer?<ul style="list-style-type: none"><li>– To serve</li><li>– To help</li><li>– To learn</li><li>– To belong</li></ul></li></ul> <p><small>CERT Program Manager: Working With Volunteers 4-35</small></p> <p><b>Display Slide 4-35</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Display Slide 4-36</b></p> <p>Conduct a class discussion by asking this question.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>	<p>Explain that understanding why people volunteer is important, but it is only part of the equation. It explains what got them to CERT.</p> <p>Say that Program Managers also need to understand what volunteers need. This is often hard for volunteers to articulate, but addressing needs is what will get volunteers to stay.</p> <p>Ask participants:</p> <p><b>What needs do volunteers have once they are with CERT? These needs might be emotional, physical, or intellectual.</b></p> <p>Summarize the discussion by reviewing the list of needs that volunteers have:</p> <ul style="list-style-type: none"><li>▪ To be respected (for their skills and what they have to offer)</li><li>▪ To feel capable (to do the job)</li><li>▪ To feel needed (that their presence makes a difference)</li><li>▪ To not be asked to do more than they can (acknowledgement of any physical or other limitations)</li><li>▪ To feel attended to (that someone cares how they are doing or feeling)</li><li>▪ To be appreciated (a simple thank you goes a long way)</li></ul>

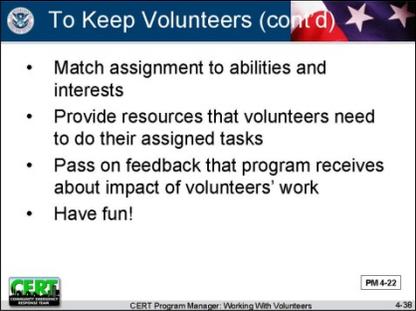
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 367 609 409">The slide is titled "To Keep Volunteers" and features a blue header with a white star icon. Below the header is a bulleted list: "Provide training and exercises", "Ask them to help", and "Recognize volunteers". A photograph of a group of people in green vests is positioned below the list. At the bottom left is the CERT logo, and at the bottom right is the text "CERT Program Manager: Working With Volunteers" and "4-37".</p> <p data-bbox="191 693 462 724"><b>Display Slide 4-37</b></p>	<p data-bbox="633 367 933 399"><b>Keeping Volunteers</b></p> <p data-bbox="633 420 1445 525">Explain that one part of retention is providing training and exercises to make sure that the volunteers' skills are maintained.</p> <ul data-bbox="633 546 1412 672" style="list-style-type: none"><li>▪ Volunteers with rusty skills will feel uncertain and perform poorly.</li><li>▪ Unqualified volunteers are a liability to the program.</li></ul> <p data-bbox="633 756 1445 945">Explain that <i>CERT Basic Training</i>, supplemental training, and drill/exercises are all important ways to retain volunteers. More information about these will be provided later in the course as part of Unit 7, Training and Exercises.</p> <p data-bbox="633 976 1412 1081">Say that another critical part of volunteer retention is to ask them to help as often as possible. This will help volunteers feel respected, capable, and needed.</p> <ul data-bbox="633 1102 1445 1638" style="list-style-type: none"><li>▪ Don't wait for an emergency; CERT members can help in non-emergency situations, too.</li><li>▪ Examples of non-emergency activities include:<ul data-bbox="682 1239 1445 1512" style="list-style-type: none"><li>• Assistance with crowd/traffic management at large community events</li><li>• Presentations about community preparedness</li><li>• Helping with smoke detector installation campaigns</li><li>• Etc.</li></ul></li><li>▪ Non-emergency uses of CERT volunteers build political support and create "political capital" for the program.</li></ul>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Display Slide 4-38</b></p>	<p>Say that another part of retention is finding ways to recognize the volunteers. Whatever the method of recognition, to be effective it must be:</p> <ul style="list-style-type: none"><li>▪ Sincere</li><li>▪ Ongoing</li><li>▪ Inclusive of <i>all</i> volunteers</li><li>▪ Varied (both formal and informal)</li><li>▪ Meaningful to the individual</li></ul> <p>Finally, describe some other ways to increase volunteer satisfaction, including the following:</p> <ul style="list-style-type: none"><li>▪ Ensure that the assignment is a good match for the person's abilities and interests.</li><li>▪ Make sure that volunteers have the resources they need to do their assigned tasks.</li><li>▪ Pass on to volunteers the feedback the program receives about the impact of their work.</li><li>▪ Have fun!</li></ul>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="191 367 602 409"> Activity</p> <p data-bbox="297 499 493 525">Volunteer Recognition</p> <p data-bbox="191 636 602 678"> CERT Program Manager: Working With Volunteers <span data-bbox="545 636 586 657">PM 4-22</span> <span data-bbox="565 657 597 674">4-39</span></p> <p data-bbox="191 688 461 724"><b>Display Slide 4-39</b></p> <p data-bbox="191 1220 358 1255">PM, P. 4-23</p>	<p data-bbox="631 367 1109 403"><b>Activity: Volunteer Recognition</b></p> <p data-bbox="631 420 1373 491"><b>Purpose:</b> This activity breaks participants into small groups to design volunteer recognition opportunities.</p> <p data-bbox="631 508 1369 579"><b>Instructions:</b> Follow the steps below to conduct the activity.</p> <ol data-bbox="631 596 1435 1591" style="list-style-type: none"><li data-bbox="631 596 1386 705">1. Divide the class into four small groups. Make sure that there is at least one experienced Program Manager in each group.</li><li data-bbox="631 722 1435 1188">2. Make assignments as follows:<ul data-bbox="688 772 1435 1188" style="list-style-type: none"><li data-bbox="688 772 1370 844">Group #1: Design a formal volunteer recognition event that a CERT program could do.</li><li data-bbox="688 861 1435 932">Group #2: List 8-10 small, informal things a program can do to retain volunteers.</li><li data-bbox="688 949 1354 1096">Group #3: Develop a plan to communicate with volunteers. List what kinds of things you will communicate and 3-5 ways that you could communicate them.</li><li data-bbox="688 1113 1403 1184">Group #4: Design an informal and social volunteer recognition event that a CERT program could do.</li></ul></li><li data-bbox="631 1222 1406 1331">3. Refer participants to <i>Volunteer Recognition</i> in the Participant Manual and on the following page in the Instructor Guide.</li><li data-bbox="631 1348 1435 1591">4. Review the instructions:<ul data-bbox="688 1398 1435 1591" style="list-style-type: none"><li data-bbox="688 1398 1097 1434">▪ Work on your assignment.</li><li data-bbox="688 1451 1435 1486">▪ Remember that funding may be tight. Be creative!</li><li data-bbox="688 1503 1036 1539">▪ You have 10 minutes.</li><li data-bbox="688 1556 1211 1591">▪ You will report to the whole group.</li></ul></li></ol> <p data-bbox="631 1625 1409 1801"><b>Debrief:</b> Compliment the small groups on their work. Remind participants to include sponsors and appointed and elected officials in their recognition events. This keeps the CERT program visible to them and it makes the volunteers feel special.</p>

**COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE**

**UNIT 4: WORKING WITH VOLUNTEERS**

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<b>PM, P. 4-23</b>	<b>Volunteer Recognition</b>
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**Assignments**

Group #1: Design a formal volunteer recognition event that a CERT program could do.

Group #2: List 8-10 small, informal things a program can do to retain volunteers.

Group #3: Develop a plan to communicate with volunteers. List what kinds of things you will communicate and 3-5 ways that you could communicate them.

Group #4: Design an informal and social volunteer recognition event that a CERT program could do.

**Instructions:**

- Work on your assignment.
- Remember that funding may be tight. Be creative!
- You have 10 minutes.
- You will report to the whole group.

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p>The slide is titled "Meetings" and features a blue header with a FEMA logo on the left and a red, white, and blue star pattern on the right. Below the header, there is a bulleted list: "Use volunteer meetings" followed by sub-bullets "Training", "Recognition", and "Socializing". To the right of the text is a photograph of a group of people in a meeting room, some wearing high-visibility vests. At the bottom left is the CERT logo, and at the bottom right is the slide number "4-40".</p> <p><b>Display Slide 4-40</b></p> <p>PM, P. 4-24</p>	<h3>Meetings with Volunteers</h3> <p>Tell participants that one built-in event that CERT programs have is the periodic volunteer meeting. It can be used for many volunteer activities: training, recognition, and socializing.</p> <p>Refer participants to <i>Making Meetings Valuable</i> in the Participant Manual and on the following page in the Instructor Guide.</p>

PM, P. 4-24	Making Meetings Valuable
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## Making Meetings Valuable

### Have a Reason to Meet

Always have a reason or objective for your meeting. Don't have a meeting just because you think you need one. Have an objective for every meeting and accomplish that objective. This will make participants feel the meeting has a meaning and you will focus on the objective as an accomplishment.

### Set an Agenda

Having an agenda is essential for an effective and productive meeting. Make sure that all of your meetings have a printed agenda. This will make the meeting more efficient and make the participants feel like the meeting is not a waste of their time. Adults abhor feeling like they are wasting their time and this will help you stay on task and on time.

### Have Fun

Make the meetings fun! Try to add some element that is interesting, stimulating, and fun. How about a game of disaster Jeopardy or 20 Questions? Try anything to make them enjoy the meeting and entice them to come back to the next event.

### Keep It Short

Adults HATE wasting time and effort. Keep your meetings short and to the point. An agenda and an objective or two will help, but you need to always be aware of brevity. Stay on task and, if you get done early, thank them and let them go home! Unless you are doing some major training or exercise, avoid going more than 2 hours.

### Offer Food and Drinks

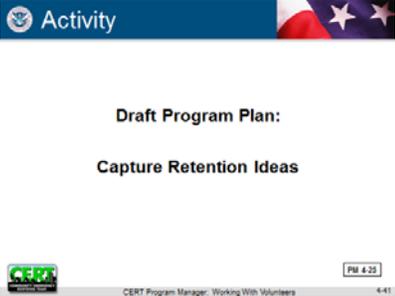
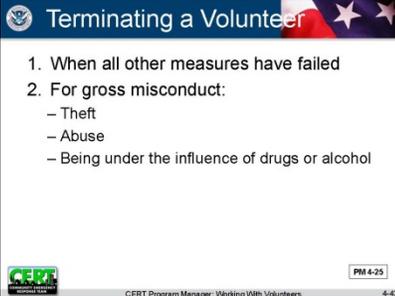
Try to provide your participants some sort of refreshment during meetings. Even if it is nothing more than a soda or bottled water, refreshments are necessary. If you are having an outdoor activity or an exercise, it is imperative to provide liquid refreshments. Consider giving healthy food choices instead of donuts and coffee.

### Expand Their Training

Expanding beyond the initial *CERT Basic Training* course is an easy way to keep CERT members interested and motivated to stay with your program. It is also a great way to expand your capacity and capabilities.

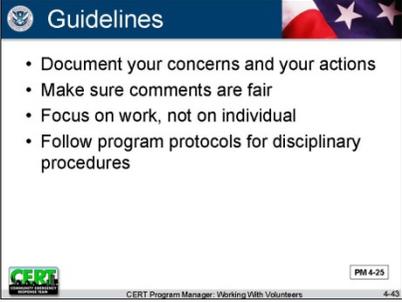
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Activity</b></p> <p>Draft Program Plan: Capture Retention Ideas</p> <p><b>Display Slide 4-41</b></p>	<p><b>Activity: Draft Program Plan: Capture Retention Ideas</b></p> <p><b>Purpose:</b> This activity allows Program Managers to capture ideas they have about ways to retain volunteers.</p> <p><b>Instructions:</b> Follow the steps below to conduct the activity:</p> <ol style="list-style-type: none"><li>1. Refer participants to the <i>Draft Program Plan</i> in Unit 1 of the Participant Manual and the Instructor Guide.</li><li>2. Ask participants to complete the second part of the fourth section individually. This would be <i>Working with Volunteers, Retention</i>.</li></ol> <p><b>Debrief:</b> Remind participants to jot down any other ideas they have as the course progresses.</p>
  <p><b>Terminating a Volunteer</b></p> <ol style="list-style-type: none"><li>1. When all other measures have failed</li><li>2. For gross misconduct:<ul style="list-style-type: none"><li>- Theft</li><li>- Abuse</li><li>- Being under the influence of drugs or alcohol</li></ul></li></ol> <p><b>Display Slide 4-42</b></p>	<p><b>Do experienced Program Managers have anything to add about volunteer retention?</b></p> <p><b><i>Terminate a Volunteer</i></b></p> <p>Say that the flip side of retaining a volunteer is terminating a volunteer. Termination should be reserved for those times when:</p> <ul style="list-style-type: none"><li>▪ All other measures have failed.</li><li>▪ There has been gross misconduct such as theft, abuse, or being under the influence of drugs or alcohol.</li></ul> <p>Explain that, during the orientation session, volunteers should be made aware of the disciplinary policy and the possibility of termination if they do not meet the expectations and standards set by the program.</p>

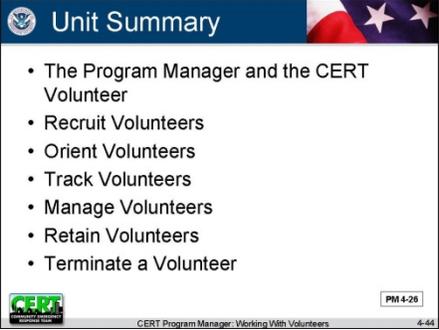
# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="133 491 535 793">The slide is titled "Guidelines" and features a blue header with a US flag graphic. It lists three bullet points: "Document your concerns and your actions", "Make sure comments are fair", and "Focus on work, not on individual". It also includes a footer with "CERT Program Manager: Working With Volunteers" and "4-43".</p> <p data-bbox="133 844 406 877"><b>Display Slide 4-43</b></p>  A small icon of a question mark inside a square with radiating lines, indicating a discussion point or a question for the audience.	<p data-bbox="561 352 1334 457">Terminations are rare but they do happen. The hope is that through regular evaluations and feedback such situations can be avoided.</p> <p data-bbox="561 491 1341 562">Provide some guidelines for Program Managers should they have a situation that causes concern:</p> <ul data-bbox="561 583 1360 1054" style="list-style-type: none"><li>▪ Document your concerns and your actions.</li><li>▪ Make sure your comments are factual.</li><li>▪ Focus on the work, not on the individual.</li><li>▪ Follow program protocols for disciplinary procedures. Levels of corrective action should be included in the protocol, e.g.:<ul data-bbox="610 865 1117 1054" style="list-style-type: none"><li>• Additional training or supervision</li><li>• Reassignment</li><li>• Suspension</li><li>• Termination</li></ul></li></ul> <p data-bbox="561 1096 1386 1192"><b>Do experienced Program Managers have anything to add about strategies they have used when terminating a volunteer?</b></p>

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Unit Summary</b></p> <ul style="list-style-type: none"><li>• The Program Manager and the CERT Volunteer</li><li>• Recruit Volunteers</li><li>• Orient Volunteers</li><li>• Track Volunteers</li><li>• Manage Volunteers</li><li>• Retain Volunteers</li><li>• Terminate a Volunteer</li></ul> <p><b>Display Slide 4-44</b></p> 	<p><b><i>Unit Summary</i></b></p> <p>Tell participants that this unit has looked at working with volunteers:</p> <ul style="list-style-type: none"><li>▪ The Program Manager and the CERT Volunteer</li><li>▪ Recruit Volunteers</li><li>▪ Orient Volunteers</li><li>▪ Track Volunteers</li><li>▪ Manage Volunteers</li><li>▪ Retain Volunteers</li><li>▪ Terminate a Volunteer</li></ul> <p><b>Do you have any questions about anything covered in this unit?</b></p> <p><b>Transition</b></p> <p>The next unit will discuss how to work with instructors for your program.</p>



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## **Additional Materials**

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COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

UNIT 4: WORKING WITH VOLUNTEERS

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PM, P. 4-28 to 4-33	Sample Membership Application
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**Grand Island-Hall County  
Community Emergency Response  
Team (CERT)  
Membership Application**



Return to:  
Grand Island-Hall County Emergency Management  
CERT Program  
100 East 1<sup>st</sup> Street  
Grand Island, NE 68801

Name: \_\_\_\_\_  
Last First MI

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Work Address: \_\_\_\_\_

Are you currently employed? If so, how? \_\_\_\_\_

Your Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cellular Phone: \_\_\_\_\_ Pager: \_\_\_\_\_

Do you have an alternate way of contacting you? (i.e., fax, email):  
\_\_\_\_\_

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

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Date of Birth: \_\_\_\_\_ Legal adult ?    Yes       No

Do you have any physical or medical conditions that might affect your participation in some of the activities of this program? Please explain:

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### Personal References:

Name	Complete Address	Phone	Relationship

### CERT Basic Training

Completion Date: \_\_\_\_\_ Location: \_\_\_\_\_

Sponsoring Organization: \_\_\_\_\_

### INTENT/AUTHORIZATION TO OBTAIN BACKGROUND REPORT FOR CERT VOLUNTEERING

#### NOTICE

The City of Grand Island conducts applicant screening and criminal background efforts that include an investigative report, which may include inquiries into an applicant's character, general reputation, personal characteristics, and mode of living. The report may involve personal interviews with employers and educational institutions. Additionally, a criminal and civil records history, driver history, educational verification, and work history may be ordered. A volunteer has the right to request a complete and accurate disclosure of the nature and scope of the investigative report requested. Your request must be made in writing within a reasonable amount of time from the receipt of this notice. You also may have additional rights according to state and local laws.

**COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE**

**UNIT 4: WORKING WITH VOLUNTEERS**

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**AUTHORIZATION**

I hereby certify that I have been informed as to the duties of the volunteer position for which I am applying. Furthermore, I certify that the information I have thus far provided to the City of Grand Island is accurate and complete, to the best of my knowledge. I understand that falsification, misrepresentation or omission of any material or information I have supplied may be used to disqualify me from CERT membership. I understand that the City of Grand Island will verify information given on applications, and I authorize it to do so. I also authorize the City of Grand Island and/or its agents, to make whatever inquiries it considers appropriate in order to obtain this verification. I authorize any individuals and/or agencies contacted by the City of Grand Island or its agents to furnish all necessary information that may be requested, including consumer credit and/or investigative consumer reports. I release the City of Grand Island, its agents and any person or institution that provides the City of Grand Island with information pertaining to this application, from any and all liability for adverse action or damage that may result from the investigation, disclosure, or use of such information. This authorization shall remain in effect during the course of participation in CERT and may be used in connection with future decisions concerning my involvement in CERT.

I have read and understand the above notice and I hereby authorize the obtaining and disclosure of such information.

Applicant's Printed Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE: AN ARREST MAY NOT AUTOMATICALLY PROHIBIT ACCEPTANCE INTO A VOLUNTEER POSITION.**

Arrest Information

Have you ever been arrested, charged, "questioned as an accused party", or convicted of a felony or misdemeanor, including court martial and military charges? (Omit traffic violations).

Yes \_\_\_\_ No \_\_\_\_ If yes, complete the following.

Police Agency

<u>Crime Charged</u>	<u>City &amp; State</u>	<u>Date</u>	<u>Disposition of Case</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

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If conviction, what was the nature of your offense(s)?

Date of convictions(s) \_\_\_\_\_

Are you on Probation/Parole? Yes \_\_\_\_\_ No \_\_\_\_\_

Current status of conviction(s) \_\_\_\_\_

Have you ever been incarcerated in a correctional/detention facility?

1. If yes, give facility name and location. \_\_\_\_\_
2. Date and length of incarceration. \_\_\_\_\_
3. Date of release and current status. \_\_\_\_\_

### Signatures

I understand that by volunteering with the CERT organization that I will learn certain basic skills that are intended to help me render assistance to others only when I deem it safe and necessary for me to do so. I am under no obligation, by virtue of having received this training, to render aid or become involved in any activities that would make me feel uncomfortable or have the potential to cause me physical or emotional injury.

I recognize the fact that I will receive a "Certificate of Completion" only upon attending all sessions of this course and completing the final exam and exercise. I understand that any and all equipment issued to me by the Emergency Management Department is property of the City of Grand Island and that I am expected to return it in good condition if I leave the program or area.

By this signature I affirm that I understand that when acting as a CERT volunteer I may only:

1. Act in the scope of my official duties, and
2. Act in furtherance of a public purpose.

I understand that my deviation from the above may result in personal liability. I have also read and agreed to sign the attached Informed Consent form.

\_\_\_\_\_

Signature

\_\_\_\_\_

Printed Name

# COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM MANAGER COURSE

## UNIT 4: WORKING WITH VOLUNTEERS

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### INFORMED CONSENT, WAIVER AND RELEASE AGREEMENT FOR THE HALL COUNTY/GRAND ISLAND CITY COMMUNITY EMERGENCY RESPONSE TEAM

The undersigned, being at least eighteen years of age, and in consideration for acceptance, approval and participation in the Community Emergency Response Team (CERT) Program, sponsored by Hall County, hereinafter referred to as "County" and Grand Island City, a home rule municipality organized under the laws of the State of Nebraska, hereinafter referred to as "City", do hereby agree to this waiver and release.

I recognize that the Community Emergency Response Team (CERT) Program will involve physical labor and may carry a risk of personal injury. I further recognize that there are natural and manmade hazards, environmental conditions, diseases, and other risks, which in combination with my actions can cause injury to me. I hereby agree to assume all risks which may be associated with or may result from my participation in the program, including, but not limited to, transportation to and from volunteer sites, extinguishing small fires, providing disaster medical care, (e.g. controlling bleeding, treating shock, treating sprains and fractures, opening airways, transporting patients, etc.) performing light search and rescue activities (e.g. cribbing and leveraging, survivor extrication transportation, etc.) and other similar activities.

I recognize that these program activities will involve physical activity and may cause physical and emotional discomfort. I state that I am free from any known heart, or other serious health problems that could prevent me from participating in any of the activities associated with this program. I further state that I am sufficiently physically fit to participate in the activities of this program.

I certify that I have medical insurance to cover the cost of any emergency or other medical care that I may receive for an illness or injury. I certify that if I do not have medical insurance, I will be personally responsible for the cost of any emergency or other medical care. I agree to hold harmless Hall County and the City of Grand Island, their agencies, departments, officers, employees, agents, and all sponsors and/or officials and staff of any said entity or person, their representatives, agents, affiliates, directors, servants, volunteers, and employees from the cost of any medical care that I receive while participating in this program or as a result of it.

I further agree to release Hall County and the City of Grand Island, their agencies, departments, officers, employees, agents, (entity and persons as appropriate) and all sponsors and/or officials and staff of any said entity or person, their representatives, agents, affiliates, directors, servants, volunteers and employees from any and all liability, claims, demands, actions, and causes of actions whatsoever for any loss claim, damage, injury, illness, attorney's fees or harm of any kind or nature to me arising out of any and all activities associated with the aforementioned activities.

I further agree to hold harmless, and hereby release the above mentioned entities and persons from all liability, negligence, or breach of warranty associated with injuries or damages from any claim by me, my family, estate, heirs, or assigns from or in any way connected with the aforementioned activities.

#### CONSENT

Consent is expressly given, in the event of injury, for any emergency medical aid, anesthesia, and/or operation, if in the opinion of the attending physician, such treatment is necessary.

**I HAVE CAREFULLY READ AND UNDERSTAND THE CONTENTS OF THE FOREGOING LANGUAGE AND I SPECIFICALLY INTEND IT TO COVER ANY PARTICIPATION IN THE COMMUNITY EMERGENCY RESPONSE TEAM PROGRAM SPONSORED BY HALL COUNTY AND GRAND ISLAND.**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Witness Signature \_\_\_\_\_

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