MAKING THE MOST OF PEOPLE: RECRUITMENT, RETENTION, AND RECOGNITION

Webinar Script, January 25, 2017

Joy

Hello! My name is Joy Banks, and I am the Project Coordinator for the CLIR Strategies for Advancing Hidden Collections six-part webinar series. Welcome to our third webinar, Making The Most Of People: Recruitment, Retention, And Recognition. This series is offered through the generous support of The Andrew W. Mellon Foundation.

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[Joy will move everyone to Classroom]

It is my pleasure to introduce our speaker for today, Sarah Leu. Sarah is a project archivist at the Historical Society of Pennsylvania (HSP) in Philadelphia. Sarah previously worked as the Lead Project Surveyor for HSP's Hidden Collections Initiative for Pennsylvania Small Archival Repositories funded by the Andrew W. Mellon Foundation. The goal of this five-year project was to make better known and more accessible the hidden collections at small and largely volunteer-run archival repositories in the five-county Philadelphia region. During the course of the project, Sarah worked with over eighty small archives, museums, libraries, historical societies and historic sites, and other archival repositories. Sarah earned her B.A. in Art History and Classics from Syracuse University and her MSLIS with a concentration in archives from Drexel University. Please welcome Sarah.

[Sarah begins]

Thank you, Joy. And welcome, everyone. I am excited to be with you today.

[Slide 2] You've already heard about project planning and how to determine what and who you will need for your project. Today we're going to talk about how valuable students, interns, and volunteers can be to GLAM projects, how to reach out to these groups, how to best utilize them and give them a positive experience, and things we can do to recognize their work and show our appreciation. In addition, because projects can be lengthy and therefore can result in

various people working on them throughout their duration, we'll touch on tips for maintaining project consistency. We also have a list of resources in our resources library that relate to working with students, interns, and volunteers (SIVs). Please note that we will not be talking about everything it takes to create a formally-run volunteer program. There just isn't enough time today, but please see our resources library for materials that DO relate to this topic.

[Slide 3] And here is just a quick reminder of the objectives of the webinar.

[Slide 4] When you first entered the lobby for the webinar there were some polls we asked you to respond to. If you didn't do that yet, I'm going to pull them up here so you can respond and we can get a sense of who is here today.

[Louise reveals three polls from lobby and arranges them]

Ok, great. <brief review>

[Louise Sarah Joy close polls]

As we all know, staffing for the brunt of project work is often a challenge, especially in smaller organizations. When planning a project, you can turn to current staff as well as individuals outside of your organization to help you achieve your project goals, including students, interns, and volunteers. Depending on your type of organization, one of these groups may be better suited to your institution than another.

[Slide 5] Each year, many GLAM organizations must find a way to continue their work with small (and often reduced) personnel budgets. One way to compensate for a lack of personnel funding on projects is to make use of volunteers and interns for the brunt of the project work, whether it is scanning materials, creating metadata, cataloging objects, or another task that constitutes the bulk of the project work. However, you should be aware that although many SIVs are not paid, as Rosemary mentioned in last week's webinar- NOTHING IS FREE! It will take staff time to train students, interns, and volunteers, and staff members may even be needed to do or complete the project work. A staff member will also need to spend part of his or her time supervising the work done by SIVs. Proper training and adequate supervision is important to maintaining consistency throughout the project, which we will discuss further in a little while. Training is also important to keeping your SIVs happy- a common complaint of volunteers at non-profits is that they did not receive what they felt to be enough or adequate training in their duties.

In addition to being a source of labor, volunteers can often connect your institution to other organizations and community groups, act as a liaison to your local community, and become some of your organization's greatest advocates. Of course, this all depends on the volunteers having a positive experience! Volunteers and others who are not paid employees can also give you a fresh perspective on your project and be helpful in usability testing, if you are creating a website or another digital project.

Another issue to be aware of when working with SIVs is the potential for turnover and reliability. Because SIVs schedules can be unpredictable, you may have to deal with people leaving during a project or work not getting done as quickly as you had planned. It is always a good idea to manage your expectations from the outset when dealing with SIVs. Although these same issues can occur with staff working on the project- it is less common and therefore, these issues could serve as an argument to stakeholders for funding additional staff during your project planning phase.

[Slide 6] So, how do you know which type of volunteer is best suited to your organization?

If you are in a school, college, university, or other type of academic institution, students and interns will be your best bet, but be aware that students, especially interns, will often have a set number of hours they need to work in order to meet an internship or volunteer requirement. Students and interns will also be looking for a project that provides them with a learning experience (more than just a work experience) and skills that will be transferable or otherwise helpful to them in the future. There are also some newer legal requirements related to interns that require payment and rather specific job description requirements to prevent companies from taking advantage of a free-intern system. Our resource library will have additional information to help you understand more about this issue.

If you are a community organization, such as a public library, high school students or members of community groups, including Boy Scout troops, 4-H clubs, Rotary International or other civic groups, or senior centers may be a good place to look for volunteers. High school students often have to satisfy a community service requirement for graduation or may need community service hours for scholarships. Additionally, court-ordered or court-appointed community service volunteers may be another source for public libraries, although there will be paperwork or weekly reports required for this type of volunteer.

[Slide 7] If you are a museum or other member-oriented organization, your members can be an excellent place to find volunteers. Members of your organization and volunteers from community groups often have altruistic motivations, or are interested in the benefits your organization provides to volunteers.

Historical and genealogical societies can also be a good source of volunteers for archives and libraries because their interests often align with those of the organization.

I should also point out that I've highlighted each type of institution's "best bet" among SIVs, but that does not mean that you can't bring in SIVs from elsewhere. For example, a museum may also find several volunteers among other community groups and high schools.

[Slide 8] When reaching out to potential SIVs, there are a variety of methods. You can contact schools, community groups, and/or courts that require community service hours. You can also have a section on your membership form or library card form that asks if the individual is

interested in volunteering/working on a project and in what areas of volunteer service they are interested. This is a good way to match people to various projects. Using social media, digital videos, your website, emails, newsletter, blogs, and flyers can also be good ways to announce that you are seeking help with a project.

You can also post announcements for the staff at your institution (in case people know anyone who might be interested) and also post announcements community centers, schools, or through grad programs. (If you will be contacting a larger institution, you may need to get in touch with a volunteer/community service department. They often have a list of available volunteer or internship opportunities that they maintain or email to students or members of the organization.) Staff, members and current volunteers can also be used as "ambassadors" for your GLAM organization- if they are going to or hosting an event that you think might be a good source for potential volunteers, have them make an announcement or distribute flyers.

It is also a great idea to establish a connection with a local news station or other type of media organization. If they are running a story about something happening at your organization or about a town anniversary or another topic and you have materials or objects that relate to the topic, collaborate with the media to show off your collection and also slip in an announcement about volunteering.

[Slide 9] If your project could benefit from volunteers with a specific skill set, all of the other methods I've already mentioned could still be useful, but it can be helpful to contact specialty newspapers and community centers or other places geared towards those who may have the skills you need. This could be especially helpful if, for example, you are processing or cataloging materials that are in a foreign language and you are looking for someone who is familiar with that language to help you understand what the object or collection is.

Also, remember that the motivation to volunteer will be different for different people, so highlight a variety of benefits when reaching out. Students and others with a variety of commitments in their lives may value flexibility in scheduling, while others may respond better to a fixed weekly or monthly schedule. Still, others may value free tickets to an event at your organization or a discount to your gift shop.

Additionally, when advertising a volunteer or internship opportunity, give an overview of the project, but don't make it so complex that it will turn people off; give the project context and point out why it is important and how the project will help the organization, community, and/or researchers/patrons. This can help weed out volunteers who may not be suited to the project. Also- If you can present all of this in a visually appealing manner, that is even better!

I want to point out that in addition to seeking out SIVs, don't forget about any staff you already have that may be suited to the project at hand. If you have staff that has expressed interest in a particular project or that already has some of the skills you are looking for, you may wish to approach them and see if they can contribute to the project, but make sure that participating in the project won't put too much on their plate. If it does, think about whether you can delay

starting the project until that staff member has more time, or speak with the staff person's supervisor to see if there is a way to temporarily reduce some of the person's other duties to make time for work on the project. Have some reasons ready to back up why that specific staff person could be helpful to the project; talk about what that person would add to the project and/or how he or she could be helpful to completing the project on time or under budget.

[Slide 10] Activity #1: Learning From Each Other [Sarah Move to Discussion Room. Total time: 7-10 min. Joy sets timer]

It is now time for our first activity! Similar to the other webinars you've participated in with this series, I'm going to put some questions out there so that we can learn from everyone else's experiences, utilizing the chat box on the left of the screen to facilitate discussion. We will be capturing the chat comments as part of the recording in case there is something you want to refer back to. The first question is already posted in this chat thread on the left: How have you effectively reached out to students, interns, and volunteers? What types of outreach methods that have worked better for you? What places have been volunteer "hot spots" for you? What do you think motivates volunteers to come to your organization? [Sarah Regroup and return to slides.]

[Slide 11] I just want to take the time to mention here that there is an ethical debate when it comes to sources of "free" labor, such as volunteers and interns. Of course, I wish that everyone could be financially compensated for the work that they do all the time- and we should all be advocating for that to become the norm. However, as things stand today, small budgets and reductions in funding make this difficult. This is part of the reason why volunteers are so valuable to GLAM organizations. That being said, if we cannot pay everyone for their work, I believe that the volunteer and parent organization relationship should at least be symbiotic, a two-way street. In other words, a mutually beneficial relationship. If we can't directly pay people for their work, we can at least make sure that it is a worthwhile experience and that the volunteers are getting what they want out of it. This goes a long way toward retaining volunteers and ensuring they have a positive experience.

[Slide 12] So. Once you have people interested in volunteering or interning, you want to be sure to match them to a project that they will find interesting and of value. This is where interviews, questionnaires, and other ways of determining a volunteer's skills can be helpful.

Use interviews and/or volunteer applications or questionnaires to find out what is important to SIVs (and make sure they get that out of their experience). You should also use these tools to learn about skill sets and interests so you can match them to a project that will appeal to them.

Some people may feel intimidated by a formal interview or a formal interview may not fit the style of your particular organization, so you may want to consider meeting up for lunch or coffee/tea with your volunteer and having an informal chat about their interests. In a more relaxed setting, the volunteer may be more open and honest and it may be easier for you to evaluate them.

[Slide 13] There are a number of examples of volunteer applications and questions to ask volunteers available on the internet. I've included one here from the Yale Peabody Museum in Connecticut. The Peabody also has a nice landing page on its website for volunteers. These can also be found in our Resource Library for this webinar.

I want to point out here that while it is important for you to gather information about the volunteers, it is also important for them to obtain information about your organization. Several GLAM institutions have a volunteer form or handbook that outlines important information for volunteers. These documents will often include statements regarding the institution's volunteer code of ethics and professional standards, general volunteer policies and procedures, and expectations for volunteers (including not only what the institution expects from volunteers, but what the volunteer can expect from the institution). I've included an example here from the Alexandria Museum of Art in Louisiana. This agreement form and the application from the Peabody Museum are available as a document download in today's webinar as well.

[Slide 14] Don't forget to discuss or gather information about the volunteer's availability! It is best for your organization (although not required) if volunteers plan to be there for the entire duration of the project, although that often doesn't end up being the reality. This is one of several reasons why planning a timeline for your project, as mentioned in the first webinar in this series, is important. That being said, if you think the volunteer is really well matched to the project, you should still consider using them even if they will not be available for the project's duration. As we will discuss later, there are ways to maintain project consistency when you have a turnover of volunteers throughout the project.

[Slide 15] Once you have gathered information about skills and interests and they have information from you about the work environment and expectations, you can begin to match the volunteers to projects that will best suit them. For example, if they are good with technology and detail oriented, put them on a scanning and metadata project; if they are good at seeing the big picture, have them help with project planning issues, planning programs, exhibits, social media posts or other things that can happen across your organization's departments that all relate to the project; if they get bored easily, make sure they have a variety of tasks; if they love genealogy, put them on a family history project, and so on. Additionally, if you find someone doesn't quite fit what you are looking for or you don't think they will enjoy the work you have for them, you should consider if they might be a better fit for a different project or task, even if it is in another department of your organization. If this is the case, set this up for them. Also consider if they would be a better fit at another organization and then refer them to that organization. In any case, you should also follow up with the volunteer to see how they are doing or how things have worked out, even if they have moved on. This can also be a helpful step in maintaining contact in case a project that suits the volunteer pops up later on.

[Slide 16] Ok, so what about existing volunteers or staff? I think it is important to mention that if you already have a good group of volunteers working for you, you might consider evaluating their skills and interests and building a project around them. This is why it can be important to

already have projects in mind for your collections, as mentioned in Week 1's webinar. The same goes for your staff. You should take note of your existing staff's skill sets, not just their job descriptions, and see if there is a project that might match those skills.

What are some ways you can figure out skills your staff has that might not be obvious to you? Ask them. Either ask them directly or have them fill out a survey or questionnaire- maybe someone on your staff knows Mandarin- you never know unless you ask. You can also try assigning people a small group or individual project to see how they handle themselves in these different environments. Similarly, have people switch jobs for a day or shadow someone in a different position or department. Encourage staff to go outside their comfort zones. Trying new things can often lead to the discovery of a hidden talent. This next suggestion may not be good for every work place, but you can also try doing peer-to-peer reviews, but remember to try and keep it positive, if you choose to allow criticism during this activity, make sure it is all constructive and presented without hostility.

[Slide 17] Now, I'm just going to take a few minutes to discuss two non-traditional ways of utilizing volunteers for projects: crowdsourcing and blitz projects.

[Slide 18] Crowdsourcing is a way of accomplishing tasks by outsourcing the task(s) to multiple people. Crowdsourcing projects can increase access to collections by providing your institution with data that would take much longer to gather on your own. It can also be a great marketing project by bringing awareness to your collection and getting people invested in it.

If you are using crowdsourcing to gather data there are a few things to keep in mind: Keep things simple. The data you are requesting or the task you wish to accomplish should be straightforward and unambiguous. Things like transcription and indexing are ideal for crowdsourcing. Projects that involve asking users to analyze material and write full text descriptions tend to not work as well; the quality of data will vary and people will not be able to spend enough time with the material.

If you are doing an in-house digital crowdsourcing project you may need to have tech people on hand to build and maintain it. You could also use existing services like Flickr and Vimeo. I've highlighted some examples of crowdsourcing projects and an article on crowdsourcing that has some additional examples on the right.

[Slide 19] As the name implies, blitz projects are intended to be short-term and intensive. As the saying goes, many hands make light work. Like crowdsourcing, these projects are an excellent way to increase access to collections and it is a good idea to keep blitz projects simple and well defined. It is also important to make them rewarding for those who participate.

Blitz projects that are completed in a day are good for volunteers that have limited time to work on a project. Day-long projects also ensure that just one set of volunteers works on the project, so you won't have to deal with the potential of turnover. You can also plan blitz projects that are

longer in duration, such as a weekend or up to a week. Once you have determined what your project is, you can determine how many volunteers you will need to finish it in the desired time.

Tip: If you have a project that could be broken down into separate smaller projects, you could create a series of blitz projects over a selected period of time. Doing this allows you to use a different set of volunteers for each blitz project if necessary. However, you should remember to document everything you did over the course of each blitz project in case you need to refer back to it for the next project.

It is crucial to explain to the participants in the blitz project why their work is important. Sometimes the work can be tedious, but if people feel invested in the outcome, the quality of the work and the overall enthusiasm for the project will be greater.

Blitz projects can be developed for your current staff too. If there is a project that has been lingering but no one person has enough time to work on it by themselves, it might make sense to create a blitz project where everyone works on it together. Although, not recommended for volunteers, you can also use blitz projects for training staff. For example if there is new software that the staff has to learn, set up a one day blitz project with tasks that will help orient them to the software but at the same time enter data that reduces your backlog into the new system. Another benefit of using a blitz project for training staff is that if everyone is doing the project together and learning at the same time with the same instructions, it will ensure continuity and consistency in the training and the data that gets entered into the system.

Things like filing, labeling, and other similar tasks are great for blitz projects because they have a defined beginning and end and also do not take too much professional expertise.
Here are some articles about a blitz project funded by CLIR that took place at Yellowstone National Park.

[Slide 20] It is important that volunteers feel that they are valued by your organization and considered to be "part of the team." This is something that goes toward retention of volunteers. I also just saws a new study that is out that says treating your volunteers like staff members when it comes to providing preparation, guidance, and feedback will help you place them into roles that suit them best, which makes the volunteers succeed and feel fulfilled. That being said, it is important to maintain a balance of responsibility with volunteers, to make sure they have enough of it to feel satisfied and that they have a positive experience, but do not become too bossy or pushy to the detriment of the project or the annoyance of the staff and other volunteers. One way to do this is incrementally; start out giving them a lower amount of responsibility and if they handle it well, consider giving them more. The bottom line is: make sure they know the boundaries and do not cross them, but also show them how much they are valued by recognizing and/or rewarding their work.

[Slide 21] Here are some ways to show your appreciation. When selecting how to show your appreciation, remember to think about what the volunteer said they were hoping to get out of the experience when you brought them on board. It will likely be different for each person.

You should always remind them how their work directly impacts the organization and its users/patrons, such as how their work fits into the bigger picture. ("Because you did X, visitors/researchers will be able to do Y.")

You can also invite them to project related events, such as lectures, exhibit openings, other programs, etc. This will make them feel valued, and also, depending on how in-depth the volunteer worked on the project, it can be good to have him or her around to answer questions at events that relate to the project.

Something else you can do is to have a volunteer appreciation day. Volunteer Appreciation Week is in April, but you should consider having a volunteer appreciation celebration multiple times throughout the year or at the end of the project since not all volunteers from the whole year may be able to attend something in April, or the project may conclude before then. Having multiple celebrations is also a good idea for longer projects that may have different waves of volunteers. Also, make sure whatever you do for volunteer appreciation day can be enjoyed by all of the volunteers (e.g. a pizza party is not always a good idea if not everyone can attend or people do not eat that type of food). Where I work we have a digital wall in our lobby and exhibit area and at various times to show our appreciation to volunteers we run a slide show on the wall depicting our volunteers working on projects along with their name and various words to express our thanks to them. You should, however, get permission from the volunteers when you are taking their pictures to use the images on the wall. This example is also a good way to generate conversation with visitors to your organization or board members about all the work being done at your institution. Don't have a digital wall? Use a display case to do the same thing, just be sure to change it so that it is current.

Another way to show appreciation is the have the president write the volunteer or intern a letter thanking them, give them a certificate, or send a letter to the rest of the organization about the SIVs accomplishments.

You can also give volunteers gifts or prizes, possibly merchandise from your organization that is only given to volunteers. These are also nice to give out in celebration of a volunteer when they have worked a milestone number of hours or volunteered for several years.

Another idea I love is to set up a meeting with the donor or donor's family: volunteers often will have the most hands-on experience with the item or collection depending on the project and donors like to talk to the people who worked with the material. We did that once with an internship that I helped to coordinate and it was a great experience for the intern, the donor, and the organization. You can also potentially get the media to cover this story or at least put it in your newsletter.

For students, especially, you can keep a log of their hours, tasks, and accomplishments and give it to them at the end of their project so that it is documented, or add deliverables from the project to the student's internship portfolio. (As a bonus for yourself, you can also use the

information you gave to the student to justify the project or garner additional support for it or another rendition of it. You can link to project deliverables in the annual report or departmental reports, or even a newsletter!) Also, if you are going to present about the project at a conference or use it for a poster, offer the student the opportunity to join you and assist.

[Slide 22] Activity #2: Troubleshooting [Sarah Move to Discussion Room. Total time: 7-10 min. Joy sets timer]

It is now time for our second activity! I want to take this time to discuss concerns people have about working with SIVs. **What challenges have you faced or are you concerned about with students, interns, or volunteers? What solutions have worked for you?** This will work like our first discussion, please use the chat window to express any questions or thoughts. **What types of awards or appreciation have you done or what types do you think would work well at your institution?**

[Sarah Return to classroom]

[Slide 23] As I mentioned at the beginning of this webinar- and several times throughout, projects can have a high turnover rate. Sometimes this is because the project is long, and sometimes, as we all know, things just happen. This is why it is extremely important to have project documentation, communication, and evaluation.

[Slide 24] First, Documentation. You should document the staff and volunteers' work that goes into the project (hours worked, tasks completed, deliverables, etc.), their job descriptions, the recruitment sources you used to find the volunteers, and the skill sets of the staff and volunteers that worked on the project. (You may also want to create a volunteer card for each volunteer that lists their contact information and skills sets. This way, if another project comes along that they might be a good fit for, you can contact them directly.) In addition, you should document the project's workflows and any procedures that occur within those workflows. If you have specific metadata that you are capturing, write it down! If there is a specific standard you want the metadata to follow, state it! Trust me. This will provide consistency when you train staff and volunteers and will lead to greater continuity throughout any staffing changes during the project's life cycle. (You should also make sure that all staff and volunteers are following the steps in the documented procedures.) An ounce of prevention is worth a pound of cure. If you start out with five volunteers in September and train them, but then in July of the following year you have to train a new batch of volunteers and you didn't write anything down, you will be kicking yourself. Save yourself the stress. Be proactive. Write down all of your decisions, and even write down why you made them, in case you have to justify them to someone else or remember why you made that decision in the first place. It will also help if you or someone else does a similar project several years down the road or if work on the same project continues at a much later time do to funding or other issues. I can't say this enough: document everything! You may even get a thank you in the future from someone after you've left the organization.

[Slide 25] Communication is also very helpful to ensure consistency during staff turnover. The person responsible for managing the volunteers on the project should set up a regularly scheduled "check-in" time, whether it is multiple days during the week, weekly, or monthly, depending on the complexity and duration of the task on which the volunteer is working. This will provide volunteers with a set time during which they can ask you questions or report any problems and you will hopefully be able to catch inconsistencies or errors before they get out of hand. It would also be beneficial to review a sample of the volunteer's work to ensure things are going smoothly. Part of maintaining consistency throughout the project is good supervision, which as I mentioned earlier, is something that requires a staff member's time.

[Slide 26] Evaluation is key in any project. It is important to note that evaluation does not have to be left until the end of the project, and in fact it shouldn't. In addition to evaluating the various aspects of the project, you should evaluate the volunteer aspect from your organization's point of view. How did using volunteers work out for this project? Was it worth it for you to use volunteers instead of staff? Remember: you also need to evaluate the project from the volunteer's perspective. Gather feedback from the volunteers. Give each volunteer an exit interview or something similar but less formal. What was good and what could be improved upon in their opinion? What would make it a better experience? Did they feel instructions were clear? What did they learn from the project? After the exit interview, you can post positive testimonials about working on the project to your website and include them in your annual report and future ads for volunteers. Also- don't forget to document how you evaluated the project! For more on evaluating your project, don't miss the sixth and final webinar in this series on February 15 [2017].

[Slide 27] One more time…a last plug for documentation- DOCUMENT YOUR PROJECT WORKFLOWS, PROCEDURES, AND DECISIONS!!!! You won't regret it, I promise. You will thank your past self for your forethought!

[Slide 28] Unfortunately, we don't have a lot of time to discuss building a volunteer or intern program, but there are materials in our Resource Library that do cover this topic. I know we have talked about how training volunteers takes time and often involves training materials, so I want to remind you here: don't forget to budget or account for training materials and build the time into your project- and make sure you build in additional time. Yes, you will need to train them to do the tasks to which they have been assigned on the project, but there may be additional areas in which they need to be trained, such as privacy/confidentiality issues or safety training. You may also need to train new volunteers that you hadn't planned on training as the project goes on.

Also remember that SIVs will have a variety of knowledge bases, but all will need to feel comfortable and confident in the work they are doing. Some volunteers may require training that uses layman's terms while others may be more familiar with GLAM terms and other professional jargon. Some people may be hands-on learners and others may thrive in more of a classroom setting.

When determining what to include in your training, ask yourself what you want the outcomes of the training to be. Make sure your training includes information about being a volunteer- what is expected, do's and don't's, basically a short outline of what is in your volunteer guidelines and handbook, which they should read and sign. In your training also include things the volunteers should know about your organization- its operational structure, its history and mission, and other important information. Detail the work they will be doing and how to do it- this is very important and it should be effective so that volunteers gain confidence in their tasks, be sure to include best practices and explain why best practices are important.

After the training is done, evaluate the training and build upon your program. Retain what was effective and get feedback from the volunteers who went through it as well as past volunteers who have already been doing the work for a while. Ask a staff member for input.
After obtaining the feedback, update your training program and include new information and strategies for training. Be aware of anything in the training that needs to be updated based upon the season (e.g. highlighting an inclement weather policy).

Consider how to present your information/training sessions. With in-person training you can answer questions immediately and that are specific to that volunteer, but in-person training only takes place at a specific time and location; not everyone may be able to make it and it will take time to run additional training sessions. Recorded trainings are more flexible for volunteers with busy schedules, but then you cannot directly answer their questions unless they contact you afterwards. Some people may also become distracted easily while viewing recorded trainings. You may also wish to assign pre-reading for the training session so that volunteers can move through it at their own pace. Hands-on training is another method of training that is good for teaching volunteers to do specific tasks. I would suggest having a binder that has step-by-step instructions detailing procedures from the hands-on training in case people forget something. You could also have a binder detailing information from the general training session.

Think about trying to present information to volunteers in at least three different ways. Give breaks if needed. Limit spurts of information to about 20 minutes at a time and give them time to process it. It is not unusual for 20 minutes of content to take 1 hour of training.

Moving on from training, I also want to share a little tip, in case it may be helpful to you all. Think about the possibility of collaboration with other institutions to overcome staffing challenges. If there is another GLAM organization located near you, talk to them. They may have some insight on recruiting and retaining volunteers. Additionally, it could be that they have some volunteers that might fit a project you are undertaking or you might have some volunteers that fit a project that the other organization is doing. Talk about the possibility of creating a collaborative volunteer program. This will keep volunteers continually working on new projects, which may entice them to stick around longer. It's also just a good way to help out your fellow GLAM institution. We shouldn't be competing against each other for volunteers, we should be sharing the wealth!

I know I've mentioned it a couple of times before, but please be sure to check out our Resource Library for additional information!

[Slide 29] Congratulations! You made it! I believe we have some time for questions and I believe Joy will be explaining about our feedback form.

Thanks so much everyone!

 [Joy says] Thank you Sarah and everyone for a great session. Please be sure to complete the webinar evaluation while the content is fresh in your mind. You can access the evaluation using the link visible on the screen or wait to be redirected when the webinar is ended. The evaluation link will also be available on the website with the recordings. Live participants will also receive the link with their email containing the access link for next week's session. fourth webinar in our series: Collection Access: Describing, Cataloging, and Processing with the Future in Mind. Have a great day!