

Volunteer Posting Guide

The following resource outlines some of the fields for the online volunteer posting platform form and provides tips and tools on how to create an appealing and succinct role description. Please consider reading this before creating your posting.

Organization Profile

In order to post volunteer positions each organization must create an organization profile. This process is only required once. Record and safely store your login credentials.

Here is the link to create your on-line profile: <https://ubc-csm.symplicity.com/employers/>

Your Logo

Volunteers are more likely to view your opportunity when the organization's logo is present.

Volunteer Posting

1. Position Title

An informative descriptor title catches students' eye and provides an immediate clarity on the role and curiosity to learn more.

Wordiness matters:

- Too long: "Make a difference in a young boy's life through the gift of reading with a wonderful Virginia-based nonprofit that has been helping the community since 1975."
- Too short: "Tutor" or "Volunteers Needed"
- Just Right: "After-school Reading Instructor for 5th Graders"

2. Role Description

In developing the role description, it is critical to create a succinct, transparent and appealing posting. Experiences that draw students provide robust and clear details about the value, impact and needs of this opportunity as well as the skills they will develop. You may also consider drawing their attention with a question or statement such as: "Are you interested in building your communication and social media skills before graduating? Volunteer with us."

Below we have provided a few key areas of consideration and inclusion

A. Overview

- One (1) sentence summary:
 - Volunteers needed to _____
- What is the need? What is the problem or gap being addressed or filled?
- Time commitment (hours, timeline such as over a 2 month period)

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Posting Guide

Post Opportunity



Sample

Volunteers needed to build engaging and memorable after-school experiences for low-income children.

B. Organizational Mission & Value

Include the mission of your organization and elaborate how this role supports and contributes to these. What is the value of this role to the program, population and/or organization? What impact does this role have? (e.g. new resources, capacity building, greater access/supports, wellbeing of community, greater food security, etc.).

UBC student volunteers are interested in applying for roles that support issues they are passionate about and want to know that what they are doing is contributing to something bigger at the organization or in community.

Sample

Our afterschool programming is completely volunteer run and depends on the energy and contributions of future educators or children's support workers to enhance our practice. The program serves 40+ children who come from single-parent homes and are living below the poverty line. Stimulating, educational and social spaces are often a barrier to children with the high cost of these types of programs.

This role contributes to the sustained efforts of Vancouver Community Space which offers free, educational and developmental programs that promote social, physical and emotional development. After joining are program children have demonstrated increases in emotional wellbeing, social-ties (friendship) development and academic performance.

C. Key Duties

- What are the key activities, tasks or duties of the role?
- Who is the client or key stakeholder the volunteer will interact with? What about other staff or teams at your organization?
- What is a normal shift for a volunteer? Is there off-site travel or different locations each shift?
- Are there any accessibility considerations for this role? (e.g. office accessibility, heavy lifting, availability of accommodations)

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[Posting Guide](#)

[Post Opportunity](#)



Sample

The Afterschool Mentor will support the development of Grades 3-6 students through activities and homework help. This includes:

- Set-up of classroom and playground for the days schedule activities
- Take attendance and submit to the Lead Coordinator at the end of each shift
- Guide students through homework time in ways that promote curiosity, completion and collaboration
- Lead groups of 5-10 students through afternoon activities ranging from board games, colouring, outdoor sports (e.g. soccer, capture the flag, etc.) to mini-cooking classes
- Collaborate with the Lead Coordinator to select and plan appropriate activities
- Report any behavioural concerns to the Lead Coordinators
- Promote a positive and friendly environment

All Afterschool Mentor activities take place at Vancouver Community Space.

The building provides ramp access, accessible parking and washrooms.

D. Deliverables

List any outputs the position will contribute to such as a social media strategy, a research report with recommendations, after school program curriculum, a newsletter, etc.)

Sample

The student in this position will contribute to the development of young children through interactive learning experiences. The student in this position will contribute to development of new program activities and curriculum.

E. Skills & Qualifications

- What skills are required in order to succeed in this role?
- What previous experience or knowledge are you looking for?

We encourage you to consider how the skills you are looking for are connected to CCEL's student workshops. With the online volunteer posting platform you have the option to recommend students complete a workshops that aligns with your opportunity. They are offered in-person and online. You will have the opportunity to select desired workshops when creating a volunteer posting.

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[FAQ](#)

[Posting Guide](#)

[Post Opportunity](#)



The following table lists our current workshops and the skills and responsibilities students will gain:

Workshop Title	Skills and Responsibilities Required by Organization
Facilitation Skills	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Strong verbal and written communication skills • Ability to convey concise and accurate information • Management ability • Leadership ability • Ability to work on a team <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> • Engage with diverse stakeholders • Conduct outreach • Facilitate workshops • Communicate information to diverse stakeholders • Lead focus groups or meetings
Power and Privilege	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Interest in community development and organizations • Ability to work with diverse populations in a calm, courteous, and effective manner <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> • Works with respect towards participant • Works with vulnerable populations
Non-Profits: Role, Impact, and You	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Interest in the non-profit sector • Interest in community development and organizations • Ability to work with diverse populations in a calm, courteous, and effective manner, • Ability to be nimble and adapt to organizational needs <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> • Works with respect towards participants • Works with vulnerable populations
Professional Communication (online module)	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Strong verbal and written communication skills • Ability to convey concise and accurate information <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> • Engage with diverse stakeholders • Communicate information to diverse stakeholders
Articulating Interest to Community Partners (online module)	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Strong verbal and written communication skills • Ability to convey concise and accurate information

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[FAQ](#)

[Posting Guide](#)

[Post Opportunity](#)



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We are seeking volunteers who have:

- Previous experience working with children age 7-13 (e.g. babysitting, camp counsellor, day care or afterschool programs)
- Previous experience leading groups of children through activities
- Demonstrated ability to manage multiple demands and a high energy environment
- Demonstrated ability to adapt to daily needs
- Demonstrated understanding of community issues
- Ability to engage with and support the diverse community members that access our services
- Ability to problem solve, adapt to changing needs and lead independently
- A desire to pursue early childhood education or related fields of study or practice is preferred

F. Benefits to Students

- What competencies will students develop?
- What training opportunities will students receive? Is training mandatory or optional? Are there set dates for training?
- What is the benefit of volunteering with your organization? (e.g. tangible, experiential, emotional, professional development, employment references, letters of recognition, etc.)

Sample

- All Vancouver Community Space volunteers receive an orientation in their first week of placement. Orientation focuses on safety, getting to know our community context and an introduction to early childhood development theory as it relates to our mission.
- Volunteers will develop skills in activity planning, problem solving, adaptability, creativity and patience. Through high performance, volunteers will be offered greater opportunities to lead, design and inform daily programming as well as contribute to our end of term Showcase.
- Through volunteering with VCS, volunteers gain access to professionals in the ECE field, receive tangible practice supporting children's needs and are challenged to reframe their understandings of poverty, success and community.

3. Application Materials

You have several options here. The volunteer posting provides the following application options:

- Resume
- Cover Letter
- Unofficial Transcript
- Class Schedule
- Criminal Record Check

4. Additional Details

The volunteer postings form includes additional drop-down and multiple-choice questions for completion of the opportunity. These include details of degree-type desired, year of study desired and more. Not all fields are required, however, many do feed into the "searchability" of your posting.

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[FAQ](#)

[Posting Guide](#)

[Post Opportunity](#)



Best Practices

One way to enhance the success of your posting is to translate it into language that will resonate with student career goals. Many features that attract students currently exist in job descriptions, but may not be explicitly labeled as such. Below are two charts based on student data that displays how the features, phrasing and titles students look for may connect to organizational volunteer needs.

Job Titles

Top 4 most desirable job titles for students	Roles and responsibilities that could be labeled with this title
Director	<ul style="list-style-type: none"> Leader or one of the leaders of a project, project team, or initiative (ex: social media, outreach, etc) <p>Note: Also consider using “assistant director” if part of a project lead by a staff member</p>
Coordinator	<ul style="list-style-type: none"> Leader or one of the leaders of a project, project team, or initiative (ex: social media, outreach, etc) Event coordination <p>Note: Also consider using “assistant coordinator” if part of a project lead by a staff member</p>
Research or Researcher	<p>Titles that includes= research features such as:</p> <ul style="list-style-type: none"> Locating and synthesizing information Consolidating and presenting information Scanning for resources or best practices Conducting interviews, surveys, or focus groups Tracking or monitoring indicators Evaluation <p>Note: Also consider using “research assistant”</p>
Leader	<ul style="list-style-type: none"> Ownership of a project team or initiative Facilitation of a program, workshop, or peer training Manages or co-manages a volunteer team (ex: at a one day event)

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Job Qualities

The most appealing job duties to students	Suggested language to use to highlight these position features
Development and Implementation	<ul style="list-style-type: none"> • Use words such as “develop”, “plan”, “implement”, “design” when describing responsibilities
Scope and Impact	<ul style="list-style-type: none"> • Provide the scope of the work/who it will impact (ex: a particular sector, community, larger internal team) • Use phrases such as “provide [insert service] to [insert stakeholder]” • Use the word “strategy” when relevant as it suggest a project that has a larger impact (ex: “responsible for the social media marketing strategy” instead of “handles social media accounts”)
Leadership and Project Ownership	<ul style="list-style-type: none"> • Use phrases like “leadership over/to” • Use adjectives like “new” or “unique” in instances of resource creation • Use the adverb “all” to signify ownership (ex: design all of the promotional material) • When relevant, labeling a position as needing to work independently can signify ownership
Research or Evaluation	<p>Label the iterations of the following responsibilities as research experience</p> <ul style="list-style-type: none"> • Locating and synthesizing information • Consolidating and presenting information • Scanning for resources or best practices • Conducting interviews, surveys, or focus groups • Tracking or monitoring indicators • Evaluation
Networking, Mentorship, and Connection Building	<ul style="list-style-type: none"> • Use phrases like “work alongside or work closely with community professionals” • Label opportunities for mentorship • Mention which connection can be made through phrases such as “engage with [insert stakeholder]”
Career Building Incentives	<ul style="list-style-type: none"> • Offering eligibility for a letter of reference after participating for a specific amount of hours can be an effective incentive

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