

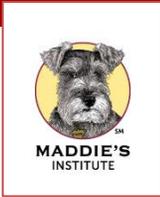


# Staff and Volunteer Training and Development Report:

*Caring for Animals, Caring for People*

Maddie's Institute<sup>SM</sup>

May 2013



The American Society of Training and Development (ASTD) estimated that U.S. organizations spent a staggering \$125.88 billion on employee learning and development in 2009 alone.

While there is a growing sense of urgency to professionalize the fields of animal shelter medicine and management, animal care organizations often report that a lack of financial resources and staff capacity are barriers to building robust training and development programs for staff and volunteers. In essence, “people care” has taken a back seat to animal care at many shelters and rescues.

In the fall of 2012, Maddie’s Institute conducted an online survey of executive directors, employees and volunteers from companion-animal care organizations across the country.

The purpose of this study was to:

- 1) understand current training and development practices,
- 2) identify common needs and challenges, and
- 3) offer tips and resources to help organizations create or improve their training and development programs.

*“We are committed to a high standard of **people care**, both internally and externally, because people are the key to meeting our mission.”*

The Dumb Friends League  
Denver, Colorado

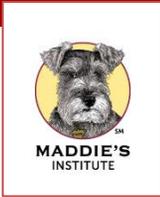
In the most basic sense, effective training and development programs build the competencies needed for animal care staff and volunteers to give the best standard of care to those we serve. Importantly, attention to your workers’ training and development can also lead to increased confidence, a deeper connection to the mission, accountability and retention, while reducing monotony and disengagement.

By better understanding current training and development practices, we can help provide the support needed to save and enrich more lives.

## *What’s the difference?*

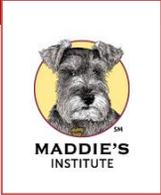
*“**Training** is a short-term effort intended to equip individuals with the knowledge, skills and attitudes they need to do their present jobs. But **development** is a long-term effort intended to build competencies for the future, and most development occurs on the job.”*

*Introducing Talent Management  
Dale Carnegie Training*



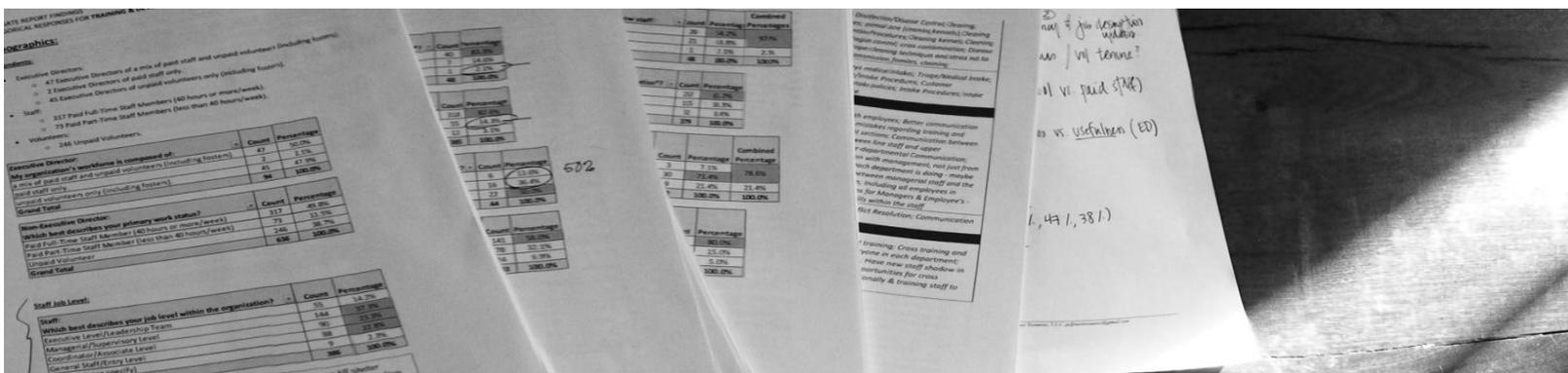
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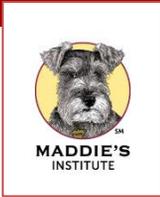
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## Notes on Analysis

- The data included in this report provides a snapshot of how a range of organizations we surveyed operate. Invitations to participate in this survey were distributed via email through the Maddie's Fund mailing list. Although, our sample may not be statistically representative of the nation's animal care population, we have collected data from a diverse group of respondents including executive directors, staff and volunteers from a highly varied list of organization, both structurally and geographically.
- Sections may include direct quotes, resource links and independent research from various external sources that may themselves give recommendations.
- Sample sizes (n) for each respondent group—executive directors of staffed organizations, executive directors of volunteer-based organizations, paid staff, volunteers of staffed organizations and volunteers of volunteer-based organizations—may vary from question to question. When sample size for a particular respondent group drops below twenty (n<20), results may or may not be shared, at our discretion. If we have elected to share those results, sample size will be noted in the corresponding section.
- Executive directors of organizations that had both paid staff and volunteers were only asked about the training and development standards for their paid employees.
- We did not receive an executive director, staff and volunteer response from every participating organization (i.e., not every staff or volunteer response has a corresponding executive director response for direct comparison).

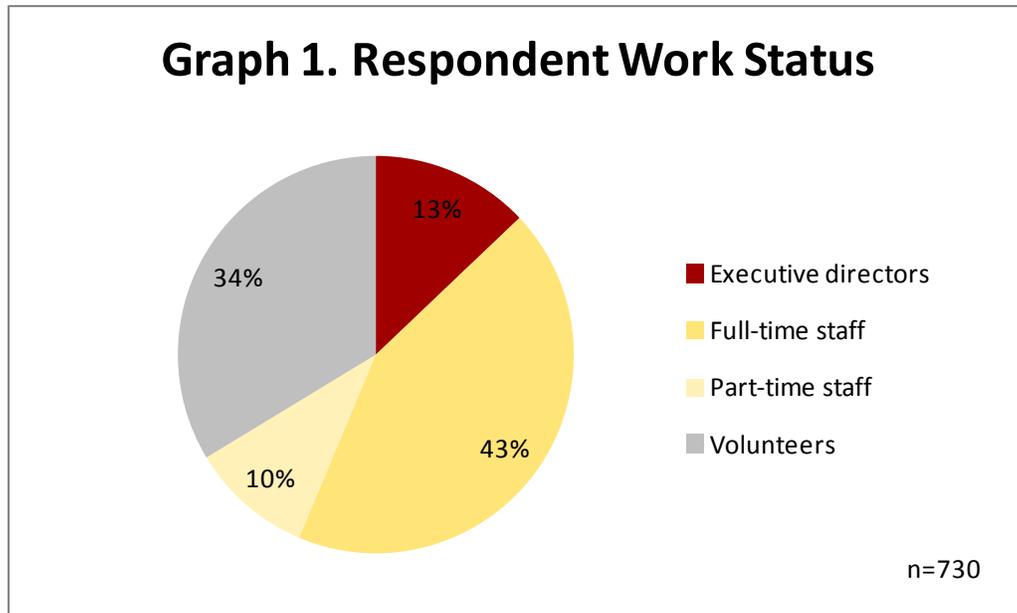




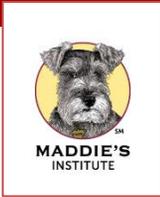
## Respondent Demographics

### Work Status

- We collected survey data from 730 respondents including executive directors (EDs), paid full-time employees, part-time employees and active volunteers or fosters (graph 1).

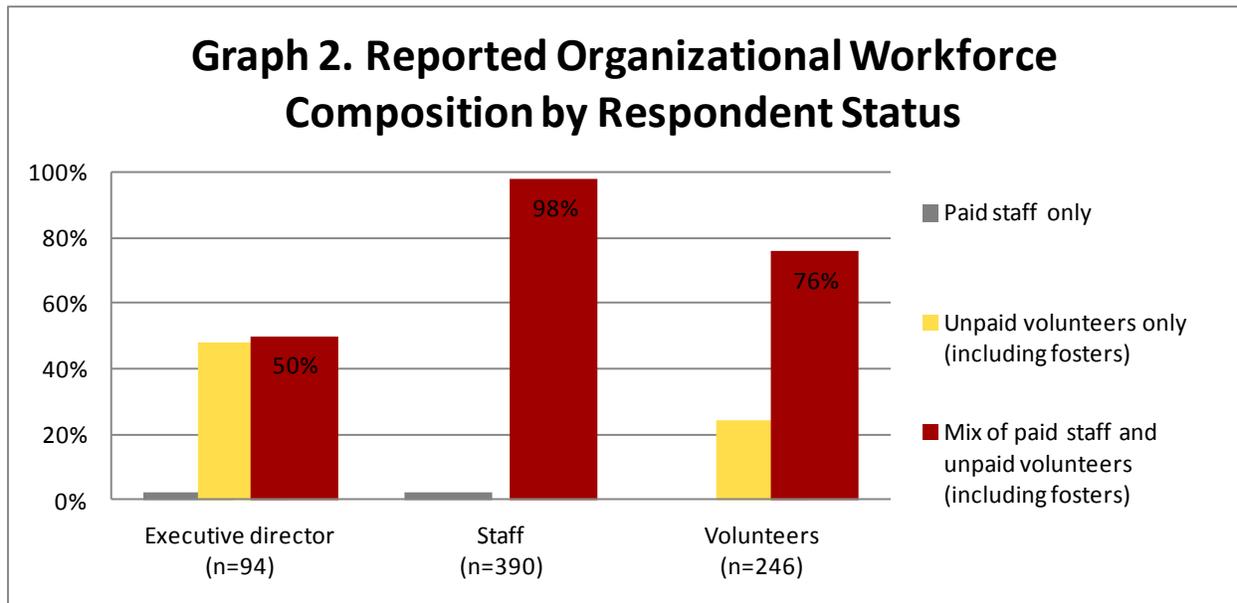


- Of the 390 employees responding to the survey, 81% were *paid full-time staff members (40 hours or more/week)* and 19% were *paid part-time staff members (less than 40 hours/week)*; data not depicted.

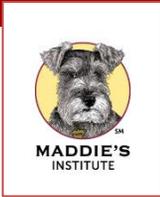


## Workforce Composition

- Overall, most respondents reported working for organizations composed of a *mix of paid staff and unpaid volunteers*; graph 2 depicts reported workforce composition by respondent status.



- Of the 94 executive directors responding to the survey:
  - 2 (2%) were from organizations with *paid staff only*,
  - 45 (48%) were from organizations with *unpaid volunteers only (including fosters)* and
  - 47 (50%) were from organizations with a *mix of paid staff and unpaid volunteers (including foster)*.
- Of the 390 staff responding to the survey:
  - 380 (98%) were from organizations with a *mix of paid staff and unpaid volunteers (including fosters)* and
  - 7 (2%) were from organizations with *paid staff only*.
- Of the 246 volunteers responding to the survey:
  - 188 (76%) were *unpaid volunteers* from organizations with a *mix of paid staff and unpaid volunteers (including fosters)* and
  - 58 (24%) were *unpaid volunteers* from organizations made of *unpaid volunteers only (including fosters)*.
- From this point forward, responses from organizations with *paid staff only* will be combined with responses from organizations with a *mix of paid staff and unpaid volunteers (including fosters)* and will be referred to as “staffed organizations.” Organizations comprised of *unpaid volunteers only (including fosters)* will be referred to as “volunteer-based organizations.”



### Length of Employment/Service

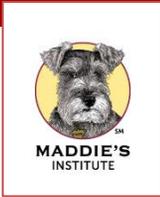
- 84% of staff persons, 75% of volunteers from staffed organizations and 98% of volunteers from volunteer-based organizations have worked for their group for *more than one year*. A considerable number of respondents (37% of staff, 29% of volunteers from staffed organizations and 37% of volunteers from volunteer-based organizations) had been with their organizations for *more than five years*.
- Inactive volunteers—those who *did not volunteer on a regular basis* or served *less than 5+ hours* per month—were disqualified from survey participation. Most qualifying volunteers gave *20+ hours* of service per month (48% of volunteers from staffed organizations and 67% of volunteers from volunteer-based organizations).

### Job Level and Roles

- Full-time employees most commonly reported their job level as *managerial/supervisory* (42%), while part-time employees most commonly cited job level as *general staff/entry level* (40%) followed by *coordinator/associate level* (29%, table 1).

<b>Table 1. Which best describes your job level within the organization?</b>	<b>Full-time staff (n=313)</b>	<b>Part-time staff (n=73)</b>
Executive level/leadership team	16%	8%
Managerial/supervisory level	42%	18%
Coordinator/associate level	22%	29%
General staff/entry level	19%	40%
Other	2%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>

- Staff respondents most commonly reported having a position in one of these five areas (listed in order of prevalence):
  - 1) *veterinary/clinic/medical,*
  - 2) *shelter management,*
  - 3) *animal care/kennel,*
  - 4) *adoptions and*
  - 5) *office administration.*
- The top five volunteer roles were in the areas of (listed in order of prevalence):
  - 1) *animal care/kennel,*
  - 2) *socializing/walking,*
  - 3) *adoptions,*
  - 4) *behavior/animal training and*
  - 5) *foster care.*



## Organizational Type

- Our research included an array of organizational types, but respondents most commonly characterized their organizations as a *private shelter organization* (34%, table 2).

Table 2. How would you classify your organization?	Count (n)	Percentage
Private shelter organization	250	34%
Private shelter organization with contract to provide animal control or housing services	200	28%
Rescue organization	121	17%
Municipal animal control agency	77	11%
Other*	66	9%
Don't know	13	2%
<b>Total</b>	<b>727</b>	<b>100%</b>

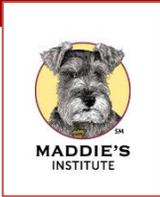
\*Other includes the categories of *foster care organization, sanctuary, transport agency, spay/neuter organization and trap-neuter-return.*

- The majority (60%) of respondents from a volunteer-based workforce characterized their organization as a *rescue* (data not depicted).

## Number of Animals Handled Annually

- Executive directors of staffed organizations reported a wide range of dogs and/or cats handled annually—from *less than 500* to *more than 10,000*. Executive directors of volunteer-based organizations predominantly served *less than 500* (table 3).

Table 3. How many dogs and cats in total does your organization handle annually?	Executive director of staffed organization (n=49)	Executive director of volunteer-based organization (n=45)
Less than 500	11%	82%
501 to 1,000	22%	16%
1,001 to 3,000	24%	0%
3,001 to 6,000	13%	2%
6,001 to 10,000	15%	0%
More than 10,000	15%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>



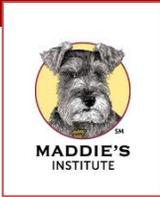
## Human Resource Capacity

- Executive directors painted a wide picture of human resource capacity; across all respondent groups workforce sizes in this study ranged from:
  - 0 to more than 80 full-time staff,
  - 0 to 60 part-time staff, and
  - 0 to >1,000 volunteers.

## Release of Healthy and Treatable Conditions

Respondents were asked if their organization released: 1) *healthy* and/or 2) *treatable* cats and/or dogs (appendix 1). The term *treatable* was noted in the survey as “a rehabilitatable or manageable condition and includes those likely to become healthy or those who would likely maintain a satisfactory quality of life with reasonable care.” The term *live release* was defined to include adoptions, outgoing transfers or return to owners, guardians or habitats.

- Nearly 82% of all respondents surveyed reported to “live release” all *healthy* cats and dogs.
- Of those who released all *healthy* cases, approximately 80% reported to “live release” all *treatable* cases, as well.
- However, please note, 3% of all employees and 6% of all volunteers admittedly *did not know* if their organizations released all *healthy* animals. Of those noting that all *healthy* cases were in fact released, an additional 9% of employees and 11% of volunteers *did not know* if all *treatable* cases were released.
- The percentage of those who reported *not knowing* coupled with the dubious nature of many open-ended comments indicates: 1) a potentially pervasive lack of understanding of term definitions or 2) difficulty defining those terms in relation to their community and resources.
- Selected comments:
  - “Not sure if euthanasia for temperament would make this a yes or no.”
  - “Yes, although, some deemed as “unadoptable” and euthanized are highly questionable.”
  - “Technically yes. But the percentage of intake animals that make it to the adoption side is conservative...our food aggression testing methods are dubious... many animals who would be considered treatable, for instance, in the spirit of Maddie's Fund and the Asilomar Accords, are euthanized prematurely or unnecessarily.”
  - “At this stage we are working to save treatables, but currently do not in cases of ringworm and other highly contagious illnesses that could potentially infect the entire population.”
  - “We try to treat, but specifically with cats and URI, we have no way to isolate sick cats from healthy cats for treatment; working towards this as the next initiative.”
  - “That is our absolute goal, but I don't know if we can say ‘all’ right now.”
  - “Yes, but again, the definition of “untreatable” is highly exaggerated in some cases.”



## Results

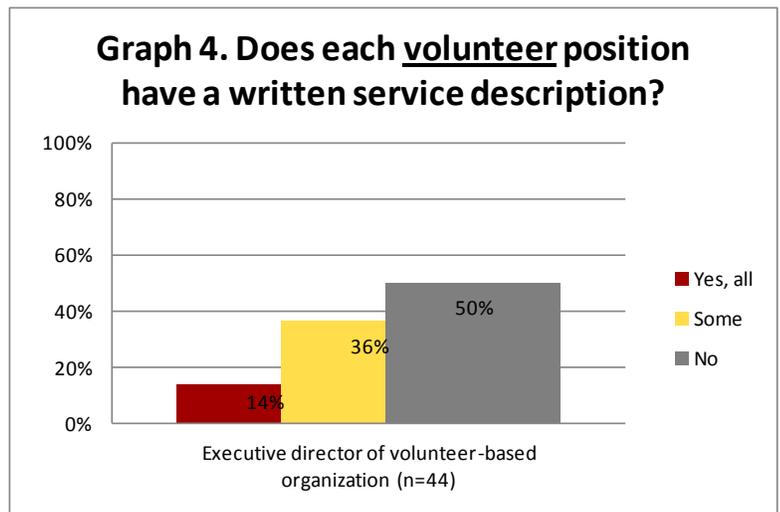
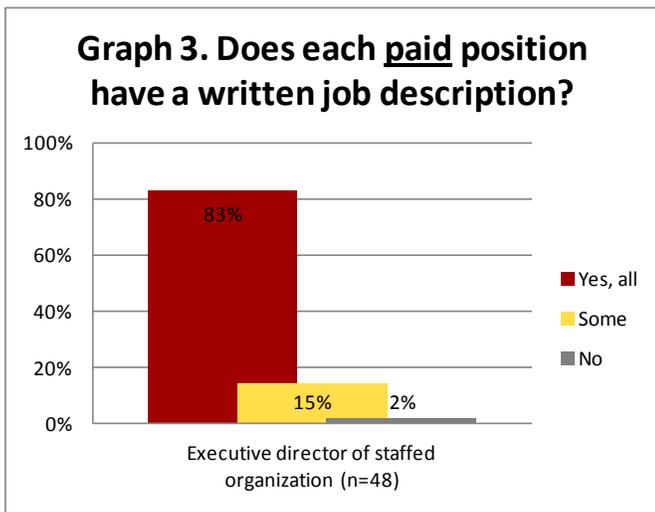
### Job and Service Descriptions

Job or service descriptions are often seen as a necessary part of employee or volunteer *recruitment* efforts. An accurate job or service description can easily provide so much more—it's an opportunity to give concrete clarity around expectations, build engagement and drive accountability and performance of each worker, *throughout* their career with you.

Think of job and service descriptions as living documents—updated regularly—which directly link to training plans and performance evaluation tools. Those eloquently worded bullet points are not for show, they are a foundation for quality and standards.

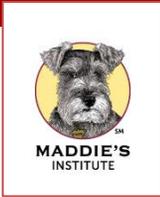
Results for Job and Service Descriptions:

- 83% of executive directors of staffed organizations reported having a written job description in place for *all* paid staff. Only half of the EDs from volunteer-based organizations stated having written service descriptions for *all* or *some* of their workforce (yes, *all* 14%, *some* 36%, *none* 50%; graphs 3 and 4).



*“Every organization should have job descriptions for every position, including the executive director. Poorly prepared job descriptions provide little information to new employees or guidance to long-term employees. They often indicate lack of managerial responsibility concerning the position and, in cases of termination, place the organization at a disadvantage in EEOC, ADA, or court proceedings.”*

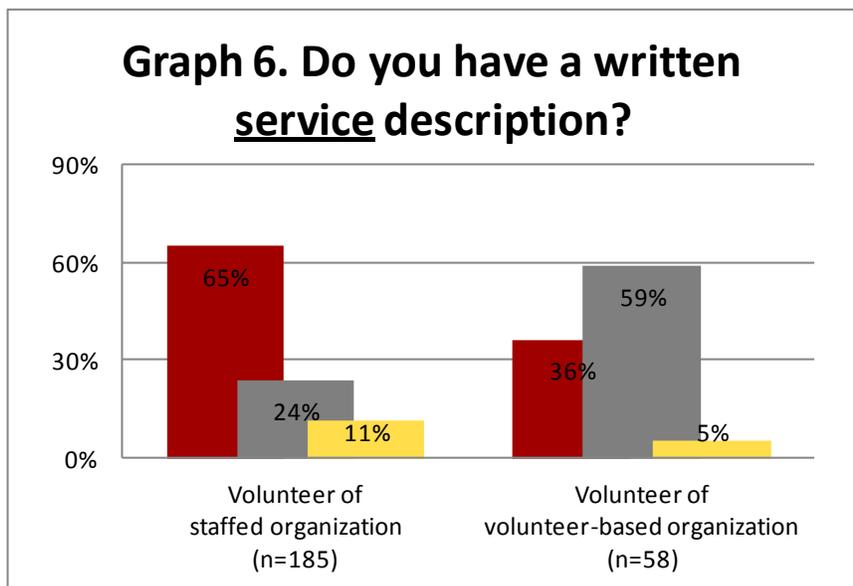
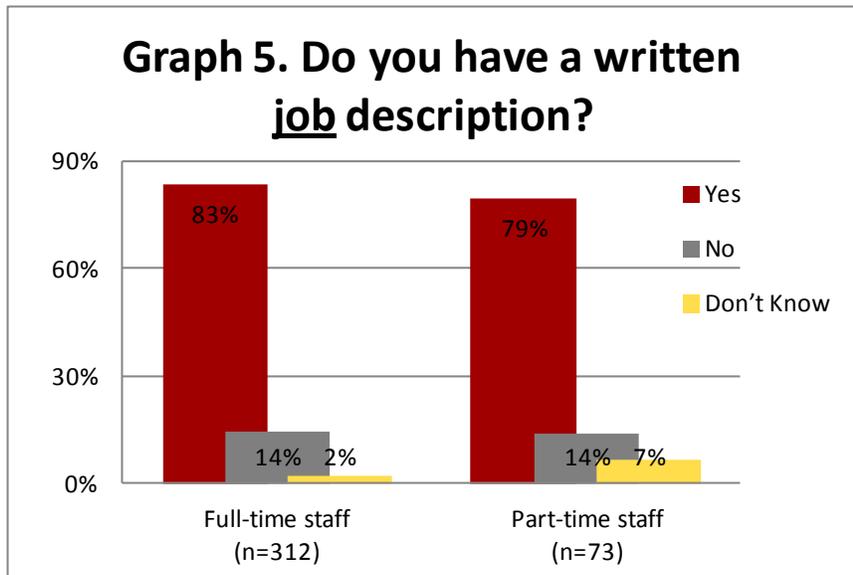
Personnel Selection and Management  
American Humane Association



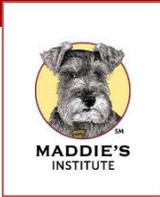
## Job and Service Descriptions (continued)

ED data was supported by employee and volunteer responses.

- Paid employees (83% of full-time and 79% of part-time staff) were more likely to have a written job description than volunteers from a staffed organization (65%) and were much more likely than volunteers from volunteer-based organizations to have a written service description (36%; graphs 5 and 6).
- Likelihood of an employee having a written job description does not differ by full-time or part-time status (graph 5) or by job level (data not depicted).



- Volunteers of staffed organizations who have worked < 1 year may be more likely to have a written service description than those who have served for ≥ 1 year (76% and 61%, respectively; data not depicted); this could potentially indicate an increased use of job descriptions moving forward.



## Job and Service Descriptions (continued)

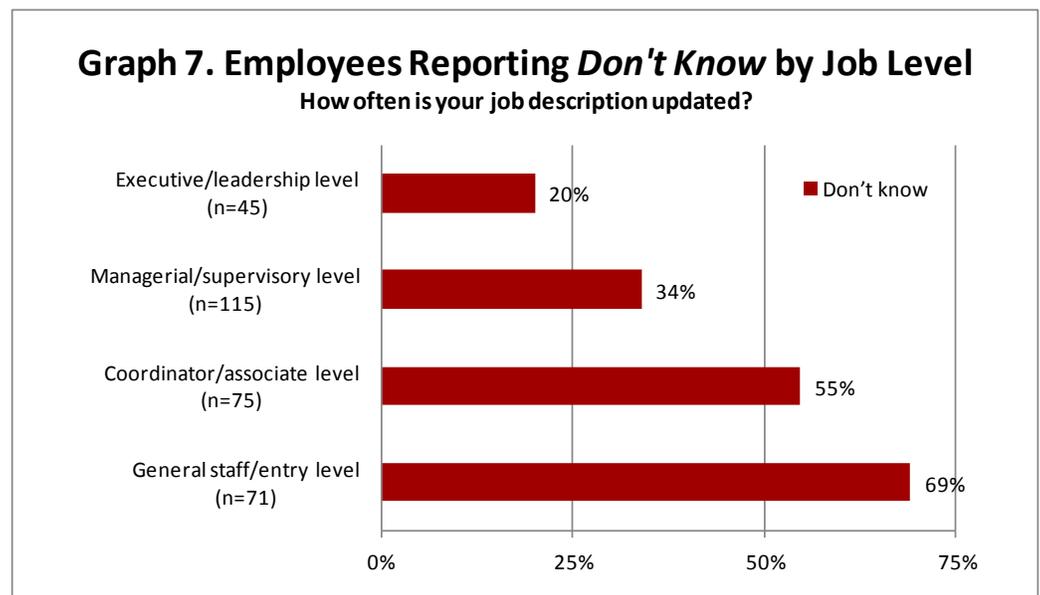
**Value Statement:** Respondents who reported having a job or service description were asked to rate a value statement on a 5-point scale from *strongly agree* to *strongly disagree*. Please note, executive directors and volunteers rated a similar but slightly tailored statement.

Staff version: ***“My job description accurately represents actual time I spend on daily duties and responsibilities.”***

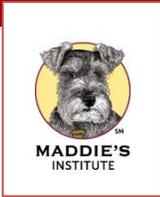
- Of staff and volunteers who currently had a job or service description, the majority of respondents *strongly agreed* or *agreed* that it accurately represented actual time spent on duties and responsibilities (69% of staff, 77% of volunteers from staffed organizations and 65% of volunteers from volunteer-based organizations; data not depicted).

## Frequency of Updates

- 49% of executive directors of staffed organizations who reported having job descriptions for *all* paid staff, said they updated the document(s) *annually*. In contrast, only 18% of employees who had a job description reported an *annual* update—22% reported *every few years* and 46% said they *don't know* when their job description is updated (data not depicted).
- Frequency of job description updates did not appear to differ with job level or between full-time and part-time staff. However, the lower a staff person was in the leadership hierarchy, the less likely they were to know when their job description is updated (graph 7). This may indicate lack of communication top-down and an increased potential for role ambiguity in coordinator, associate and general staff positions.



- Finally, employees with job descriptions updated at least *every year* were more likely to *strongly agree* or *agree* that the document accurately represented their responsibilities than staff whose job descriptions were updated *every few years/not since hire/never* (88% and 63% respectively; data not depicted).



## Employee and Volunteer Manuals

Employee and volunteer manuals, handbooks and agreements not only set workers up for success by clarifying the “do’s” and “don’ts” upfront, they also protect your organization legally. In fact, the American Humane Association suggests that all employees sign an acknowledgement of receipt of these items, which will become a part of their personnel file.

Results of survey for employee or volunteer manuals:

- Of staffed organizations, 83% of executive directors, 87% of full-time staff, 78% of part-time staff and 75% of volunteers reported having an employee or volunteer manual.
- Approximately half of the executive directors and volunteers from volunteer-based organizations had manuals or agreements in place (50% and 47%, respectively).
- 60% of EDs from staffed organizations and 57% of EDs from volunteer-based organizations updated them *annually*.

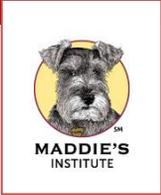
## *Employee Manual Must-Haves:*

- *Anti-Discrimination Policies*
- *Compensation & Benefits*
- *Work Scheduling, Punctuality & Meeting Attendance*
- *Standards of Conduct*
- *Safety & Security*
- *Media Relations*
- *Termination & Resignation Procedures*

*Employee Handbooks*  
U.S. Small Business Administration

Sample volunteer agreements, service descriptions and other useful tools can be found in the Humane Society of the United States’ publication *Volunteer Management for Animal Care Organizations*.  
(<http://www.humanesociety.org/assets/pdfs/hsp/volunteer.pdf>)

*“[The volunteer agreement] can be part of the application, but it may be more effective as a **stand-alone document** that is signed once the person is accepted as a volunteer.”*

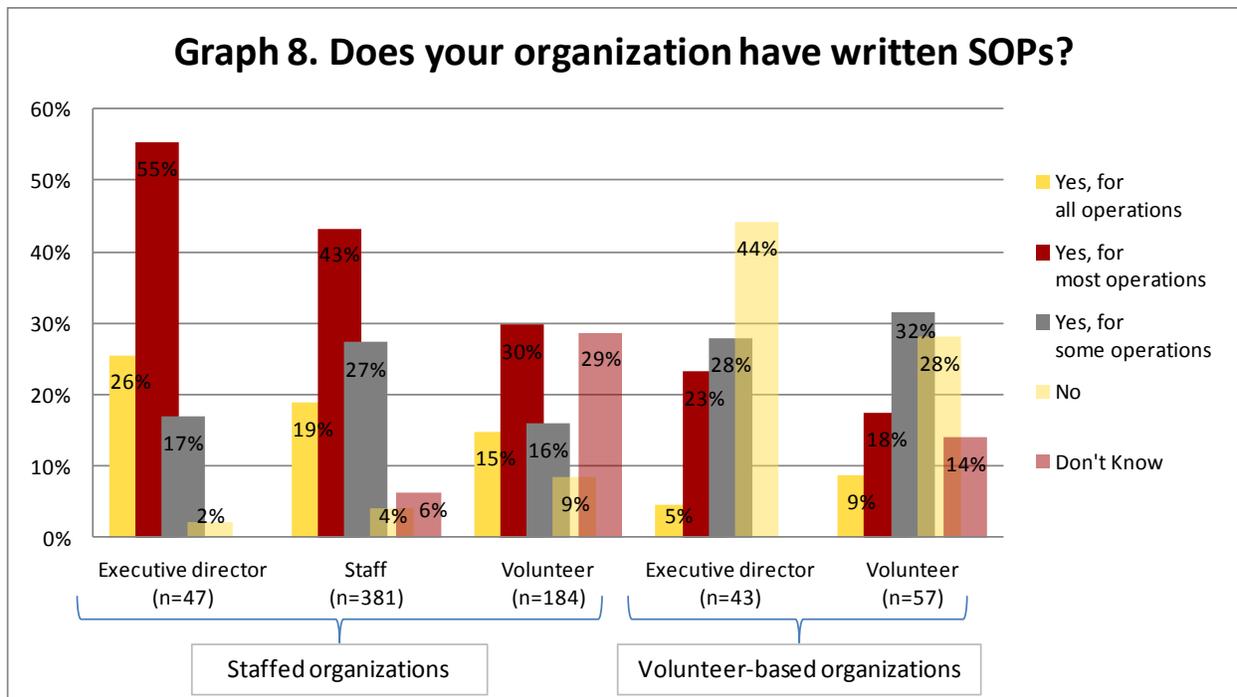


## Standard Operating Procedures

In a nutshell, you can't train a workforce—or hold them to a standard of performance—unless you know what the standard operating procedure (SOP) is. ASPCA Professional says, “An SOP is a particular way of accomplishing something: a series of steps followed in a definite regular order. Its purpose is to ensure a consistent and routine approach to actions.” Well-written standard operating procedures can provide light through some complex, grey areas, ultimately limiting the potential for mistakes and frustration.

Respondents were asked if their organization had standard operating procedures. Below are the results:

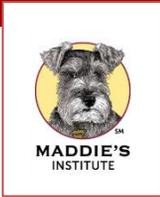
- Staffed organizations were more likely than volunteer-based organizations to have standard operating procedures (graph 8).
  - 81% of EDs, 62% of staff and 45% of volunteers from staffed organizations reported having SOPs *for all or most operations*.
  - In contrast, 28% of EDs and 27% of volunteers from volunteer-based organizations reported having SOPs *for all or most operations*.



- Notably, 29% of volunteers from staffed organizations—as well as 10% of part-time and 6% of full-time staff—reportedly *did not know* if their organization had SOPs. It may be possible that organizations have some documents in place, but are not sharing them with staff or volunteers effectively.

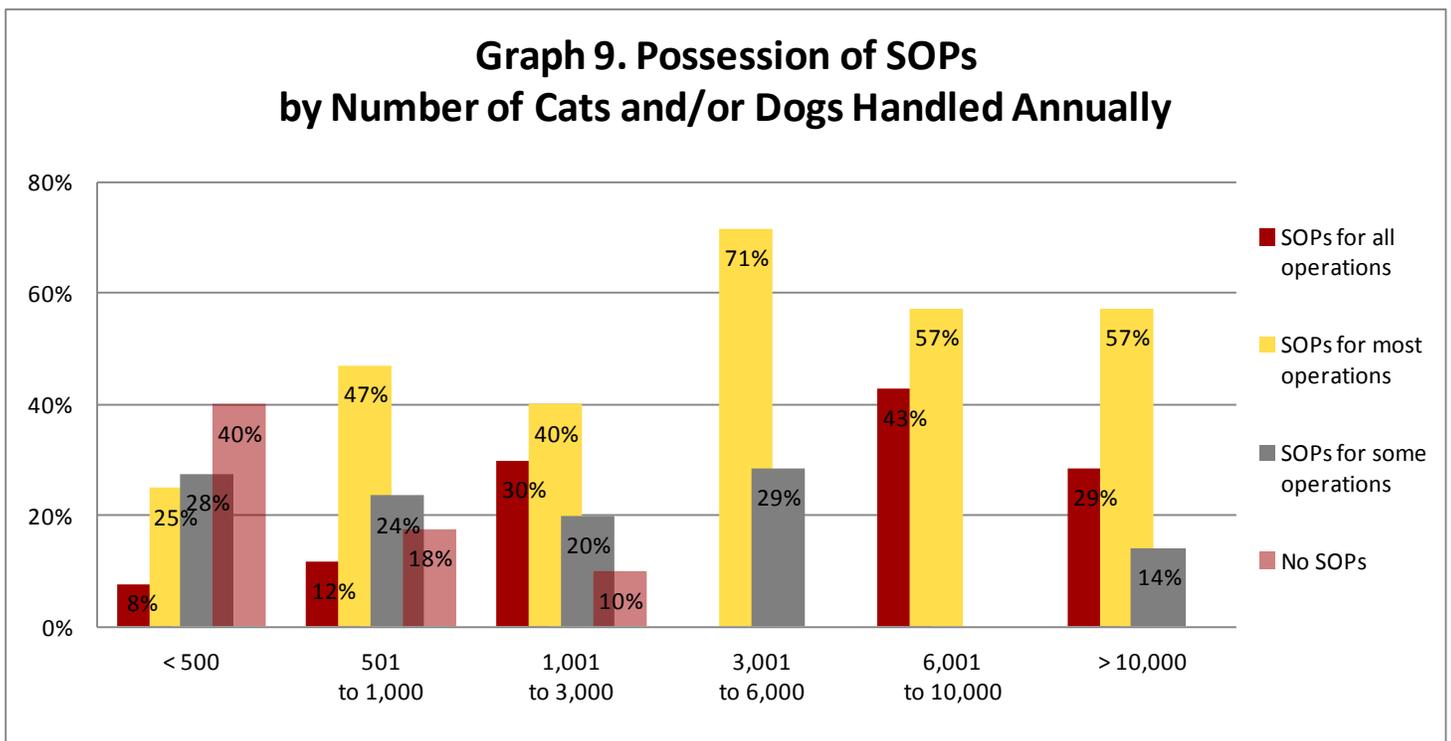
*“None are given to volunteers and I didn't even know we had them for the two years I was an employee.”*

Anonymous Staff Person



### Standard Operating Procedures (continued)

- Rescue organizations were the least likely to report having *any* standard operating procedures (23% reporting *no*; data not depicted).
- According to responses from executive directors, the fewer cats and/or dogs handled annually the less likely the organization may be to have standard operating procedures in place. Approximately, 40% of EDs directing organizations which handled <500 annually reported having no SOPs (graph 9). Please note, each category represents small sample sizes.

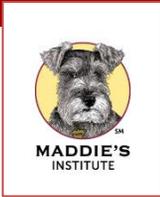


### Reading Standard Operating Procedures

- When at least *some* standard operating procedures were in place, volunteers of volunteer-based organizations were most likely to claim to have read their organization's most recent version (82%). This is compared to 70% of part-time staff, 65% of full-time staff and 63% of volunteers in staffed organizations. It is unclear as to whether or not this finding notes a lack of workforce motivation to read them or a lack of access to or promotion of these updated documents (data not depicted).

*“We are looking for **consistency** and **continuity** in our sharing of knowledge (or training) with our team and our volunteers.”*

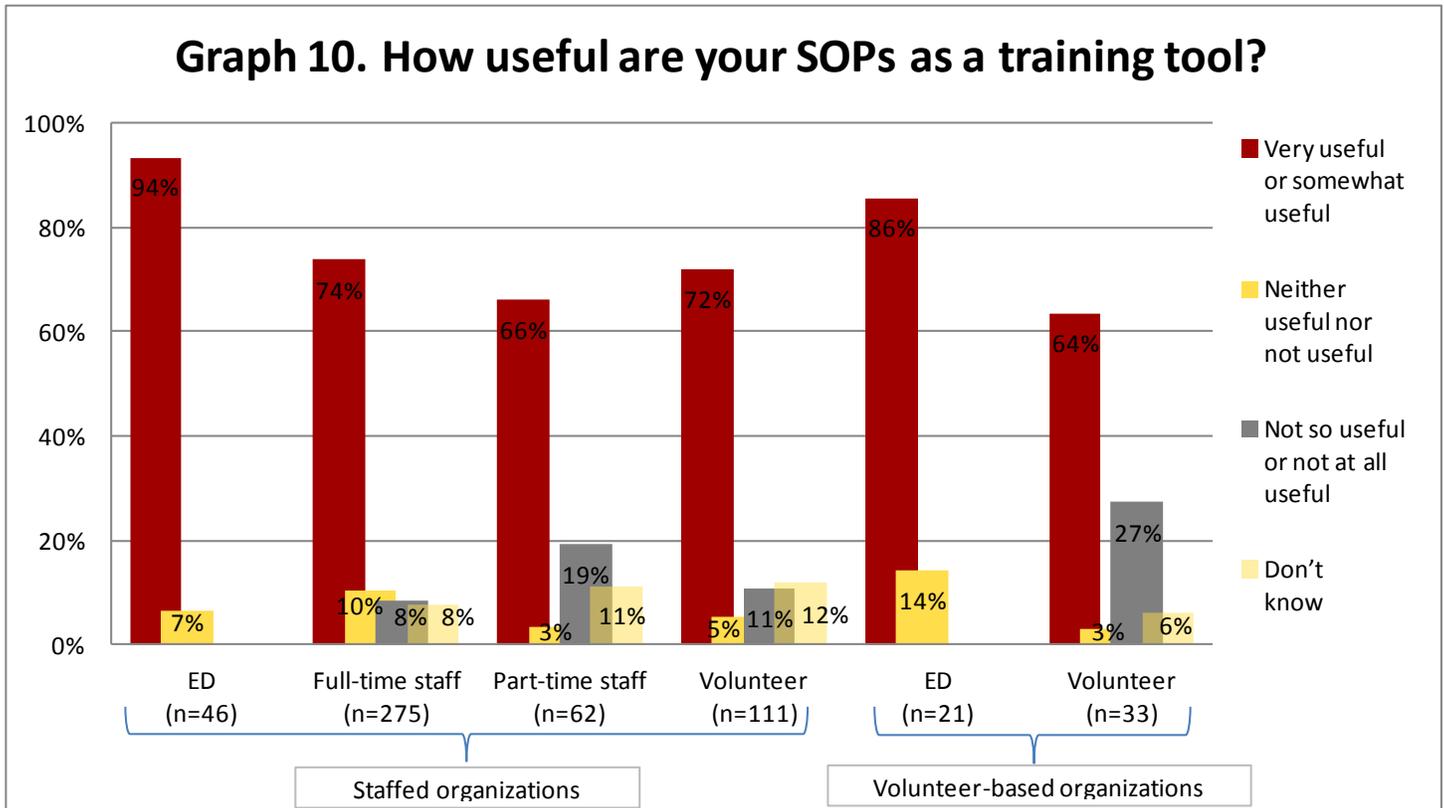
Anonymous Staff Person



## Standard Operating Procedures (continued)

**Rating:** Respondents were asked to rate the usefulness of their organization's SOPs on a 5-point scale from very useful to not useful at all. Only those who had at least *some* SOPs in place were analyzed.

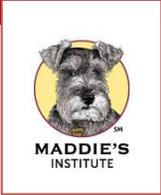
- The majority of respondents found that their organization's standard operating procedures are either *very useful* or *somewhat useful* as a training tool (graph 10).



- However, volunteers from volunteer-based organizations had the highest percentage of those who thought their organization's SOPs were *not so useful* or *not all useful* as a training tool (27%). Part-time staff held the second highest percentage at 19%.

*“SOPs should be reviewed by all staff, department supervisors and the director at least once each year, and suggestions from staff should always be considered for changes of process.”*

ASPCA Professional offers a generic SOP manual for download to get your started.  
<http://www.aspcapro.org/creating-sops.php>.



## Electronic Sharing

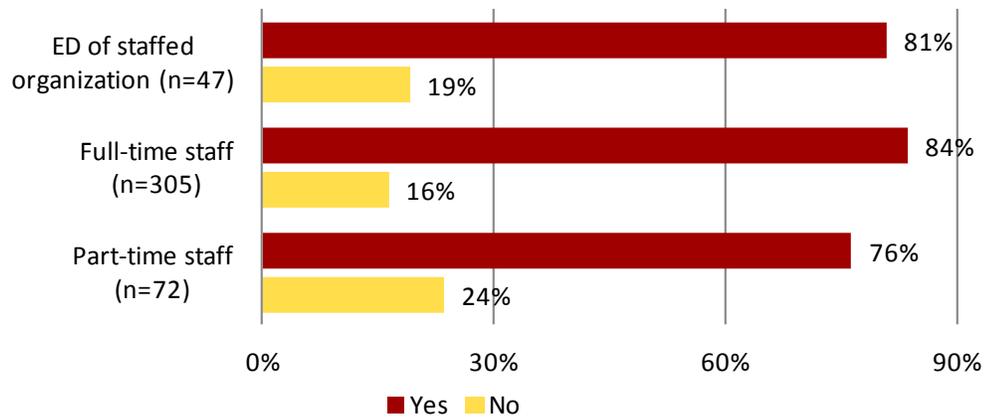
Respondents were asked if their organization shared internal documentation with either staff or volunteers through electronic means.

- Overall, the majority of respondents reported that their organization shared internal documentation with either staff or volunteers electronically; however, volunteers of staffed organizations reported the lowest affirmative percentage (64%; graphs 11 and 12).

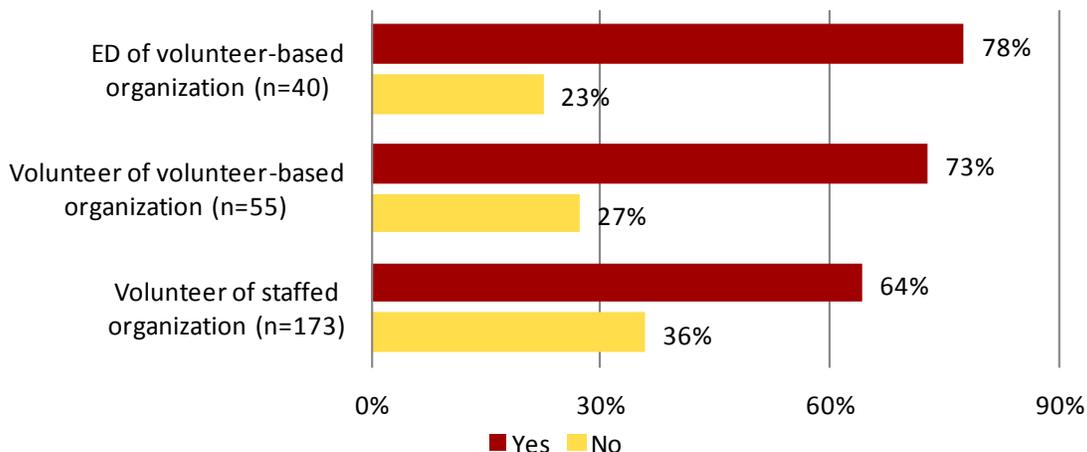
*“Written procedures and the like should explain everything expected of workers without ambiguity and should be readily accessible.”*

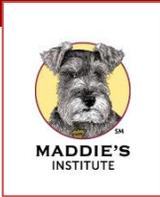
Click [here](#) to see *Personnel Selection and Management* and other operations guides from The American Humane Society

**Graph 11. Does your organization share internal documentation with staff electronically?**



**Graph 12. Does your organization share internal documentation with volunteers electronically?**





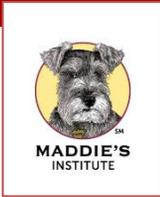
### Electronic Sharing (continued)

- Respondents were able to provide comment on this question; selected comments from staff and volunteers included:
  - *"We have a shared drive that can be accessed from any work computer. Any urgent documentation is shared via our online payroll system."*
  - *"[We share] meeting minutes."*
  - *"Management, yes; lower staff, no."*
  - *"Yes, but only some [staff] and it varies by department."*

### *Food for thought:*

Some large shelters, like Richmond SPCA, have created password-protected employee and volunteer intranets.

Authorized users sign-in online to download updated internal documents, as well as view or post important information.



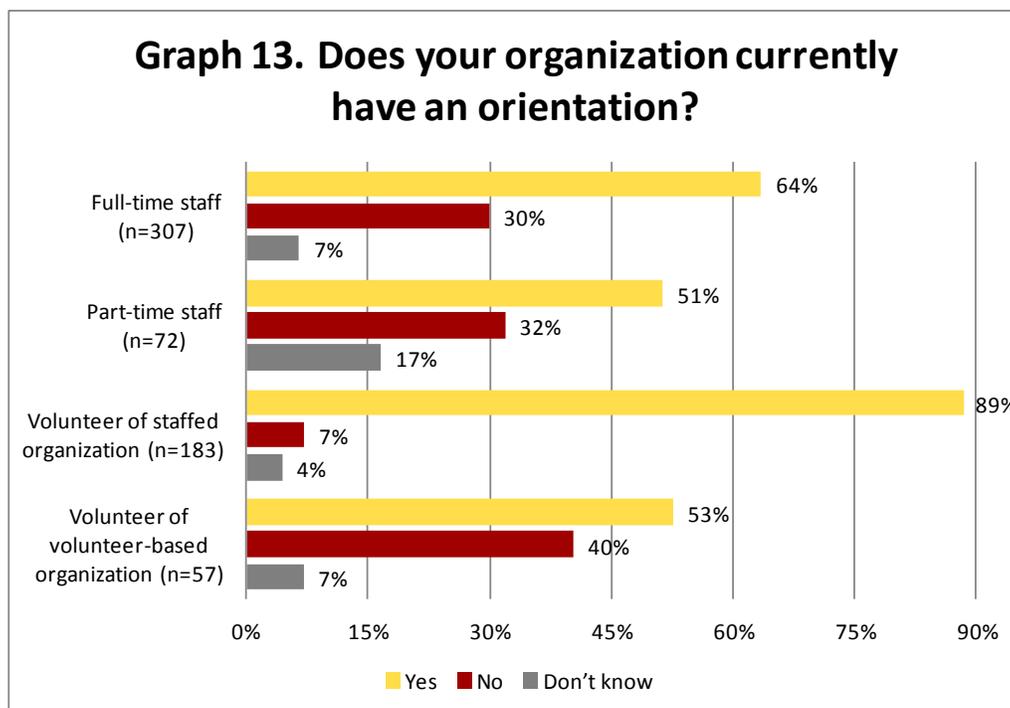
## Orientation

According to *The Community Tool Box* from the University of Kansas, an orientation program is “...more than simply telling people a few things about the organization. It's a coherent, planned introduction that combines information, experiences, and a transmission of the values and culture of the organization, all of which are aimed at giving new staff members the foundation they need to do their jobs and to integrate themselves into the organization and the community as easily as possible.”

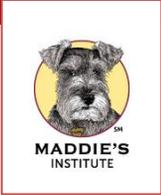
A survey by the Society for Human Resource Management found that more than 80 percent of organizations “roll out the welcome mat for new hires with a variety of programs.”

Below are our survey findings:

- As per responses from all executive directors, staffed organizations are more likely to have a *formal* orientation for new staff (54% *formal*, 44% *informal*) than volunteer-based organizations are to have a *formal* orientation for new volunteers (7% *formal*, 71% *informal*; data not depicted).
- Though volunteer orientations may be less formal in nature according to ED responses, volunteers specifically from staffed organizations appear to be far more likely to have any orientation at all when compared to other workforce categories (89% of volunteers from staffed organizations, 64% of full-time staff, 51% of part-time staff and 53% of volunteers from volunteer-based organizations; graph 13).



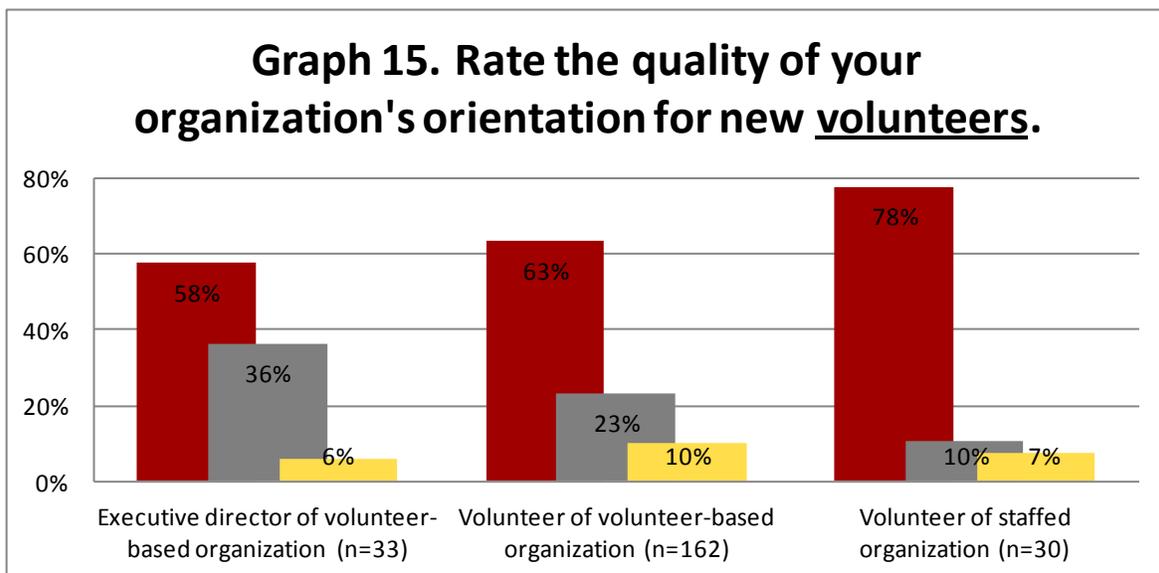
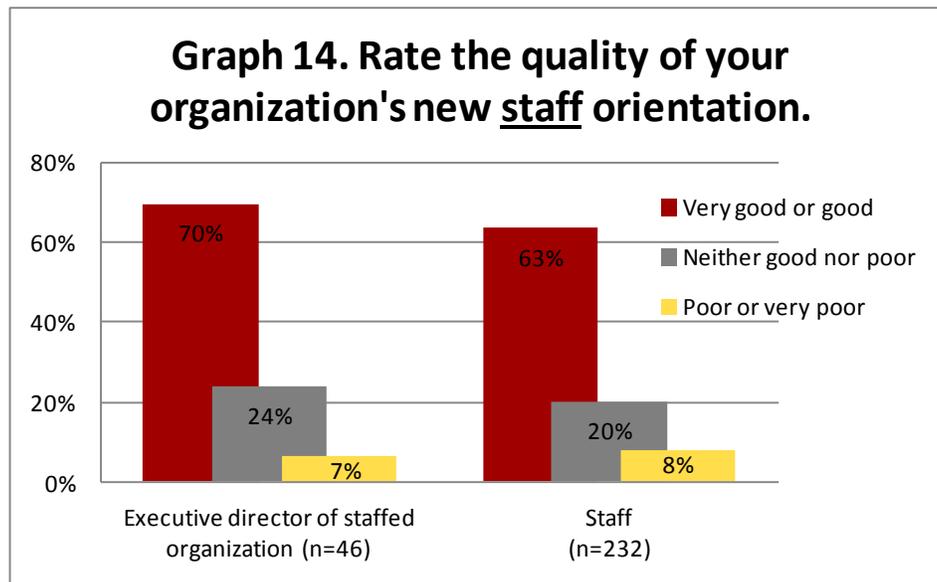
- Part-time staff may be less likely to have an orientation than full-time staff (51% and 64%, respectively). However, this finding may be partly attributed to the 17% of part-time staff that *did not know* whether or not their organization held a new staff orientation.



## Orientation (continued)

**Rating:** Respondents were asked to rate the quality of their respective orientations on a 5-point scale from *very good* to *very poor*.

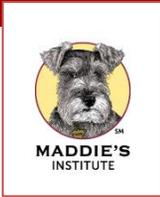
- 78% (graph 15) of volunteers from staffed organizations rated their organization's current orientation program as *very good* or *good* as compared to employees (63%) and volunteers of volunteer-based organizations (63%; graphs 14 and 15).



*“Evaluate your orientation each time you run it.”*

Check out *The Community Tool Box* for great ideas.

[http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1104.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1104.aspx)



## Initial Training

According to The Society for Human Resource Management, “Studies have continued to demonstrate that employee engagement is partially determined by the new employee’s treatment and orientation during the first 30–90 days of employment”—a statement backed in a recent publication by Veterinary Business Advisors, Inc. In a publication by The Humane Society of the United States, *The ASV Guidelines in Real Life: Staff Training Saves Lives*, this sentiment is echoed, stating, “Not only does training have the potential to enhance animal care and help us do better work, it often makes the work we’re already doing less stressful and more fulfilling.”

Executive directors were asked to comment on the availability of written training guidelines; all other respondents were asked to qualify their familiarity with their organizations training process. Below are our survey findings:

- 51% of executive directors from staffed organizations and 20% of executive directors from volunteer-based organizations reported having written guidelines for new staff or volunteer training, respectively.

*“Our training, SOPs and reviews are all dependent on the manager of the department. Some are dedicated to this process; others could use improvement. Often times this lack of formal training or written process interferes with internal communications and frustrates all levels of staff.”*

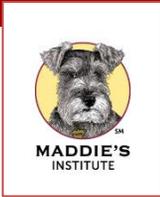
Anonymous Staff Person

- 26% of volunteers from volunteer-based organizations reported that their organization *did not offer formal or informal training* (7% of all staff and 4% of volunteers from staffed organizations).
- The majority of staff and volunteers said they were either *familiar* or *somewhat familiar* with initial training at their organization, though the numbers differed with respondent type (77% of all staff, 88% of volunteers from staffed organizations, and 67% of volunteers from volunteer-based organizations).

*“Adequate training is required to ensure humane animal care, as well as staff and public safety.”*

Check out the Association of Shelter Veterinarians’ *Guidelines for Standards of Care in Animal Shelters* for specific details on shelter training and standards.

<http://www.sheltervet.org/about/shelter-standards>



## Initial Training (continued)

### Formal Training Requirements

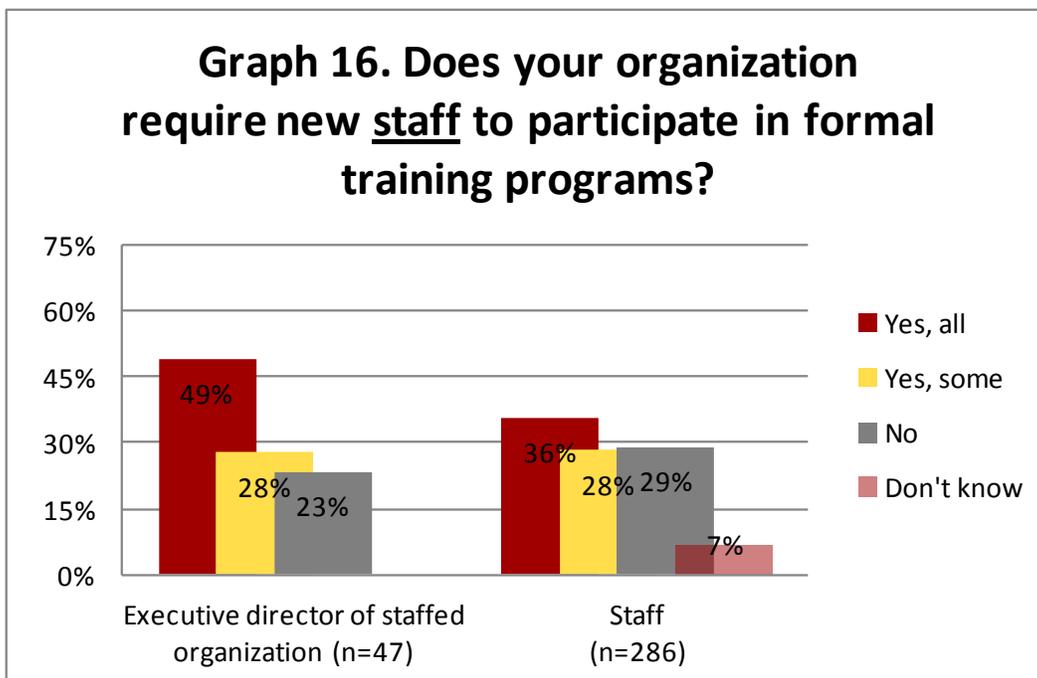
In 1989, the National Bureau of Economic Research found that “...formal training is found to have a positive effect on labor productivity.” Formal training, however, does not have to be expensive nor does it have to be a series of rigid lectures.

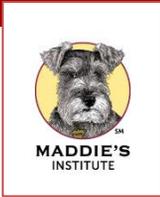
Research from *Forbes* shows that “...companies which adopt ‘formalized informal learning’ programs—like coaching, on-demand training, and performance support tools—outperform those that focus on formal training by 3 to 1.” It’s a structured yet modern and integrated approach that “doesn’t just train people, it puts in place content and programs to help employees quickly learn on the job. This means developing training in small, easy-to-use chunks of content and making it easy to find as needed.” An article from *Entrepreneur.com*, “Can’t Afford Employee Training Programs? Think Again,” suggests using low-budget resources, such as guest speakers, group wikis, internal YouTube videos, webinars and brown-bag lunches to ramp up a new program.

However, please be sure that your organization’s investments are directly targeting areas of need. The American Humane Association recommends “...a training activity for each ‘specific duty’ listed in the job description.”

Here is what we found:

- 49% of executive directors of staffed organizations and 36% of staff persons indicated that *all* new staff were required to participate in formal training requirements, either on or off-site (graph 16). Responses from full and part-time staff did not notably differ.

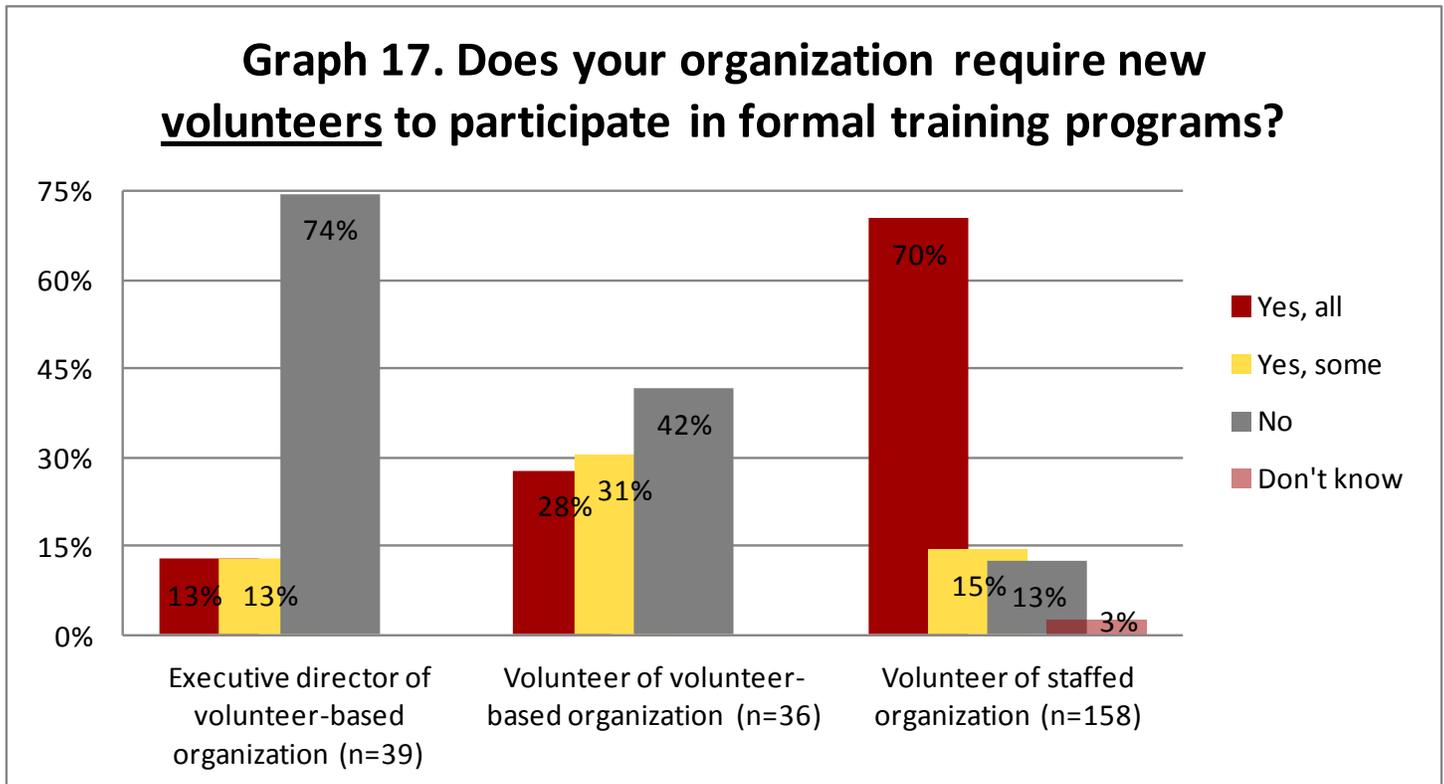




## Initial Training (continued)

### Formal Training Requirements continued

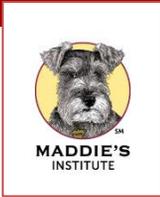
- Volunteers from staffed organizations were by far the most likely respondent group to report formal initial training requirements (70% reporting *all*; graphs 16 and 17).



- Collectively, respondents from volunteer-based organizations most commonly reported *no*—meaning that there were no formal training requirements for volunteers of volunteer-based organizations. Interestingly, a much higher percentage of executive directors of volunteer-based organizations (74%) reported *no* as compared to volunteers of volunteer-based organizations (42%). Notably, survey participants may be representing different organizations with differing policies. Further investigation would be required to determine if there is an actual difference in the perception of a new volunteer training program between these two groups in the same organizations.

*“Take a lesson from the military, the **largest learning organization** on the planet (they only do two things: fight and train—and most of the time it’s the latter).”*

*5 Keys to Building a Learning Organization  
Forbes*



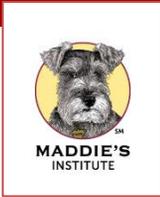
### **Hourly Training Requirements**

- EDs and staff from staffed organizations most commonly reported *not* requiring new staff to fulfill a minimum number of training hours (49% and 56% respectively). Full and part-time respondent answers did not differ. Notably, 35% of EDs indicated that *some* staff had mandatory training hours, though only 17% indicated *some*.
- Volunteers from staffed organizations most commonly reported that *all* volunteers were required to fulfill a mandatory number of training hours (48%); however, 31% said their organizations had *no* hours requirements.
- Both EDs and volunteers from volunteer-based organizations overwhelmingly expressed that their organizations had *no* hours requirements for volunteer training (91% and 92% respectively).

*“The **breakeven point** is the point at which new leaders have contributed as much value to their new organizations as they have consumed from it.*

*...When 210 company CEOs were asked for their best estimates of the time it takes a typical midlevel manager in their organizations to reach the breakeven point, the average response was 6.2 months.”*

*The First 90 Days: Critical Success Strategies for New Leaders at all Levels*  
Dr. Michael D. Watkins



## Initial Training (continued)

### *Length of Training*

Respondents were asked how long their respective initial training took, on average. The question was open-ended, thus responses were coded to fit into discrete categories. Below are the ranges and response percentages:

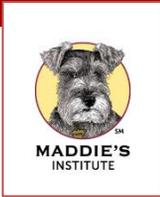
- Responses from executive directors and staff from staffed organizations ranged anywhere from one hour to one year of training. No single timeframe held a majority of responses.
  - Of EDs, 22% reported that new staff training was  $\leq \frac{1}{2}$  day; another 22% reported  $> 1$  day but  $< 1$  week.
  - 22% of full-time staff indicated that new staff training lasted from approximately 1 to 2 weeks.
  - The most common response from part-time staff was split between two categories: approximately  $\frac{1}{2}$  week and 1 to 2 weeks at 19% each.
- Responses from volunteers of staffed organizations ranged from less than 30 minutes to one month of training. The majority of responses, 59%, expressed that new volunteer training took  $\leq \frac{1}{2}$  day. The remaining responses were relatively dispersed.
- Responses from executive directors and volunteers from volunteer-based organizations generally ranged anywhere from fifteen minutes to 8 hours, though one respondent did claim that his/her organization had a six month probationary period.
  - 59% of executive directors and 71% of volunteers noted that new volunteer training lasted  $\leq \frac{1}{2}$  day.
- Interestingly, 14% of all paid staff persons surveyed expressed that they could not answer this question with a timeframe because training at their organization was highly variable, depending upon the new staff person, position, department, trainer and even the season of hire.

*“Some departments have much better training.”*

Anonymous Staff Person

*“New staff are hired when there's a need (often desperate), and it's a rush to get them working because of the toll it's taken.”*

Anonymous Staff Person



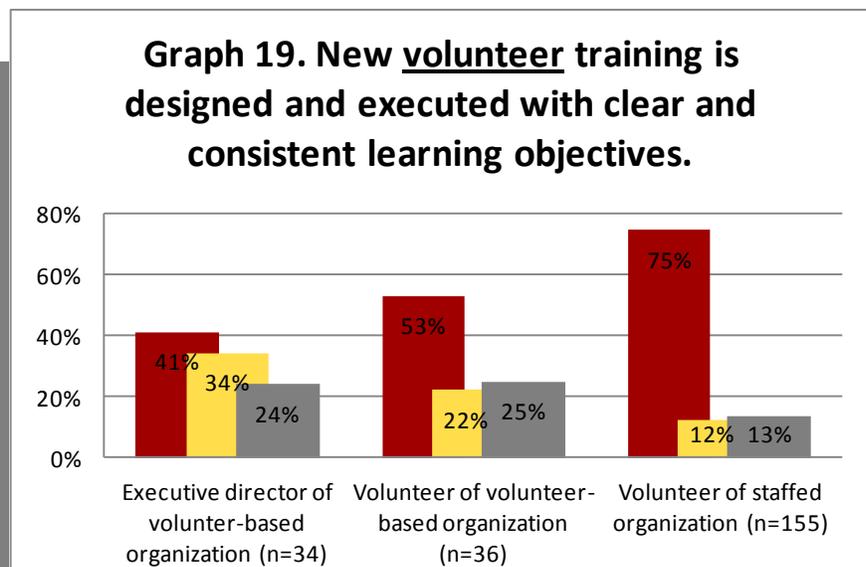
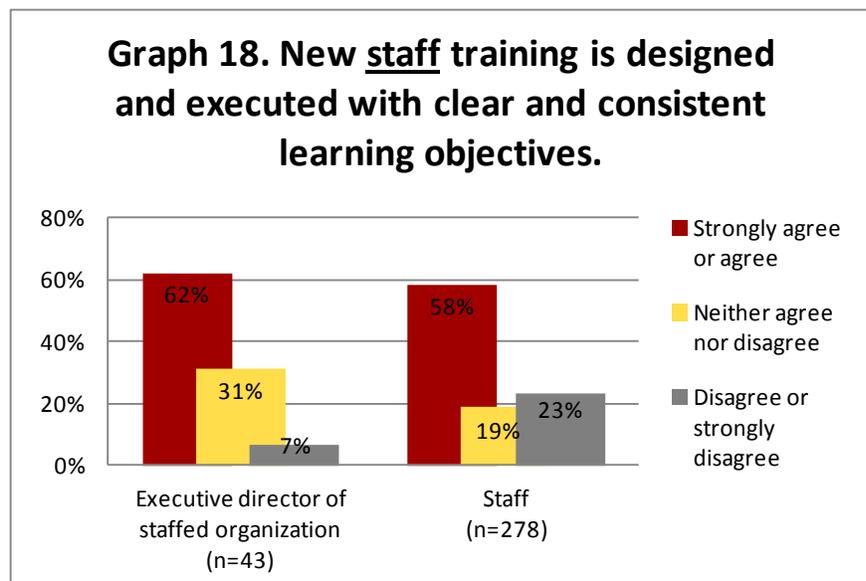
## Initial Training (continued)

**Value Statements:** Respondents were asked to rate several statements related to initial training on a 5-point scale from *strongly agree* to *strongly disagree*.

### Statement #1:

Staff version: ***“My organization’s new staff training is designed and executed with clear and consistent learning objectives.”***

- 58% (graph 18) of employees either *strongly agreed* or *agreed* that their organization’s new staff training is designed and executed with clear and consistent learning objectives.
- Furthermore, 75% of volunteers from staffed organizations *strongly agreed* or *agreed* that their organization’s new volunteer training is designed with clear and consistent learning objectives as compared to volunteers from volunteer-based organizations (53%; graph 19).

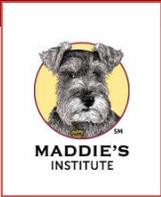


*“When expectations are not clearly defined, new hires begin to flounder.*

*This is easily rectified by a statement similar to:*

*‘In your first 90 days, first 6 months, and first year, we expect to see the following goals accomplished.’”*

*People, Productivity, and Performance: The Foundations of Profitability*  
Dale Carnegie Training

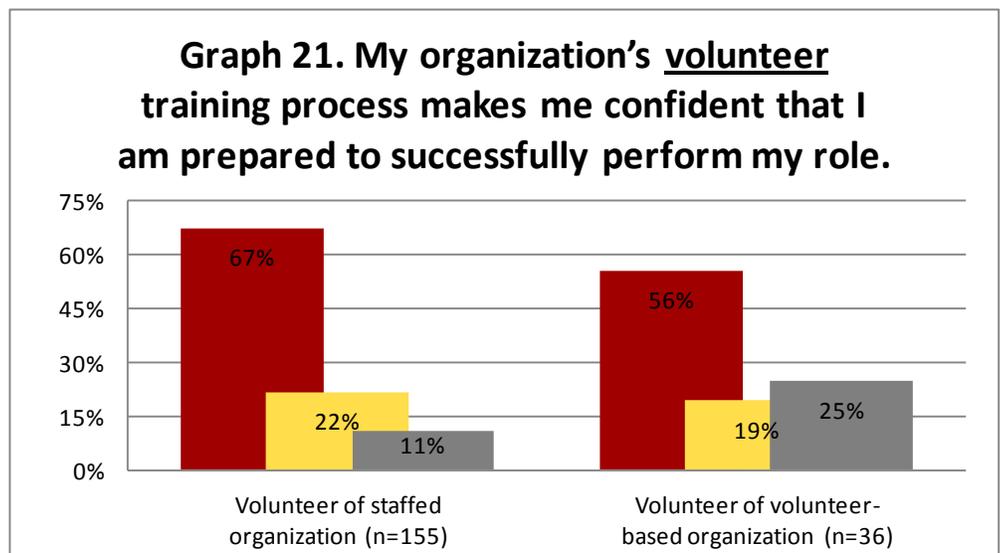
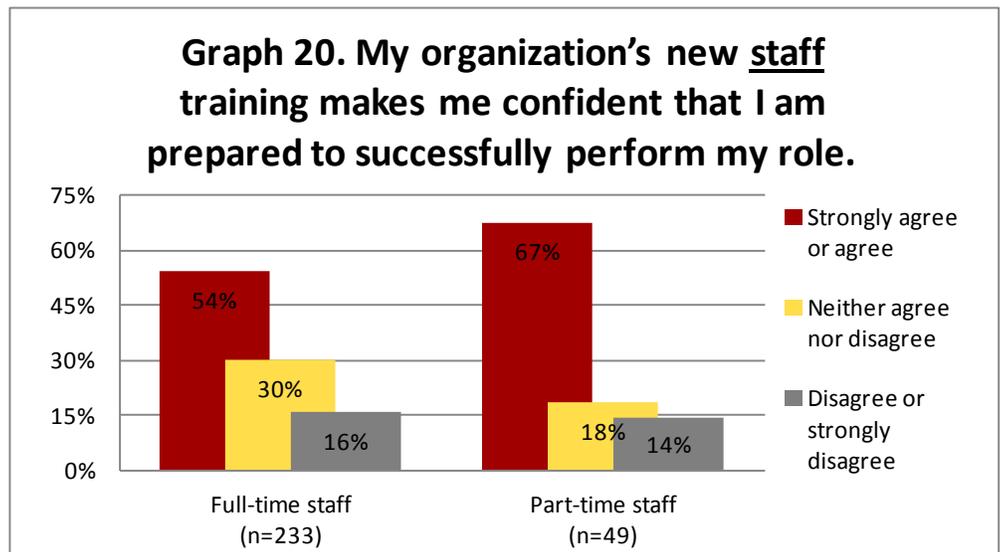


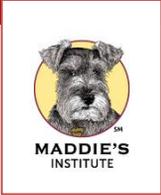
## Initial Training (continued)

### Statement #2:

Staff version: ***“My organization’s new staff training makes me confident that I am prepared to successfully perform my role.”***

- 57% of EDs of staffed organizations *strongly agreed or agreed* that new staff training makes them confident that staff is prepared to successfully perform their roles (35% *neither agreed nor disagreed* and 9% *disagreed*). What's more, only 39% of EDs of volunteer-based organizations *strongly agreed or agreed* that new volunteer training makes them confident that volunteers are prepared to successfully perform their roles (35% *neither agreed nor disagreed* and 25% either *disagreed or strongly disagreed*; data not depicted).
- Volunteers and part-time staff from staffed organizations were most likely to *strongly agree or agree* with statement #2 (67%), as compared to 54% of full-time staff and 56% of volunteers from volunteer-based organizations (graphs 20 and 21).



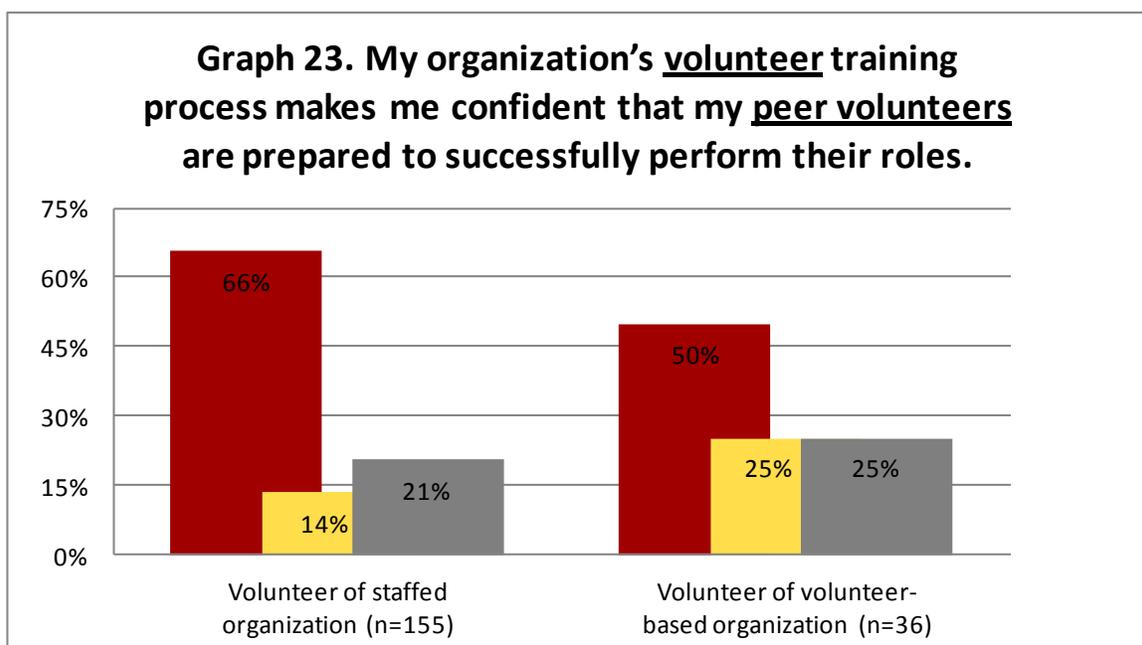
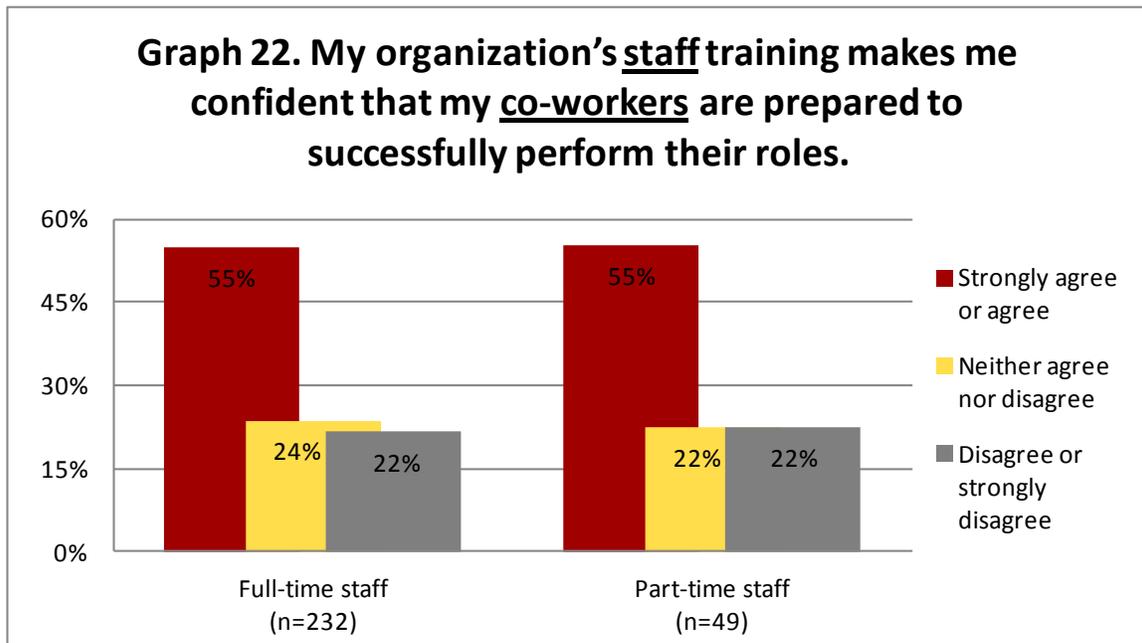


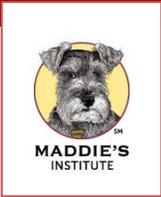
## Initial Training (continued)

### Statement #3:

Staff version: ***“My organization’s training makes me confident that my co-workers are prepared to successfully perform their roles.”***

- Approximately 22% of employees and volunteers—regardless of being part-time, full-time, staffed or volunteer-based—either *disagree* or *strongly disagree* with feeling confident that initial training prepares co-workers or peers (graphs 22 and 23).

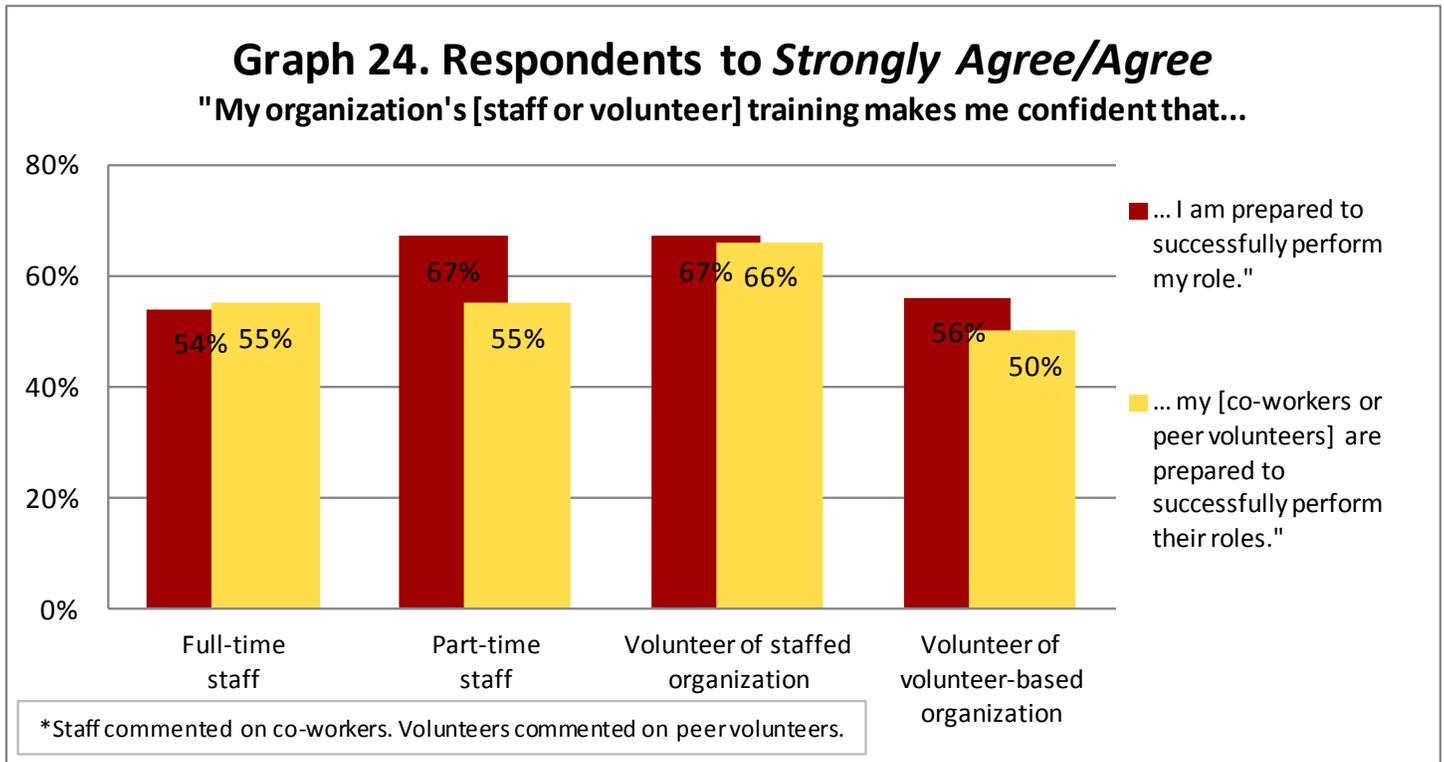


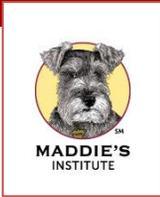


## Initial Training (continued)

### Statement #3 continued

- Though percentage differences are often slight, with exception to part-time staff, graph 24 draws contrast between those who feel confident in self-preparedness versus confidence in peer-preparedness.





## Initial Training (continued)

### Overall Rating of Initial Training

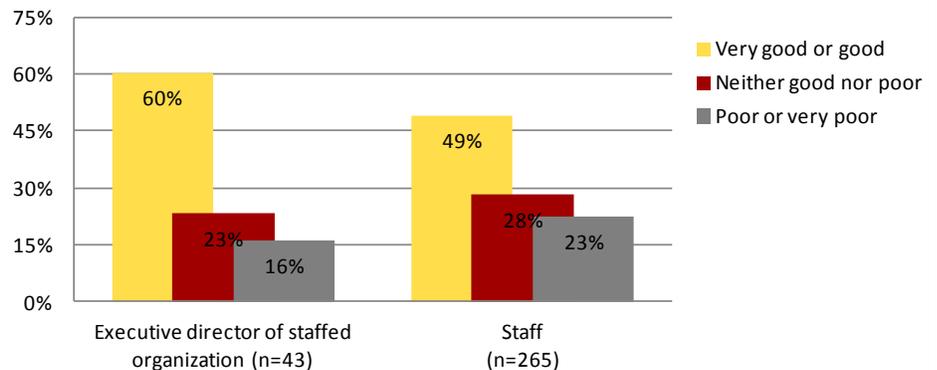
Regular evaluation of programs provide the opportunity for organizations to hear about what's going right, what could be done better and what may be an ineffective use of resources.

**Rating:** Respondents were asked to give an overall rating of the initial training process on a 5-point scale from *very good* to *very poor*.

Below are our findings:

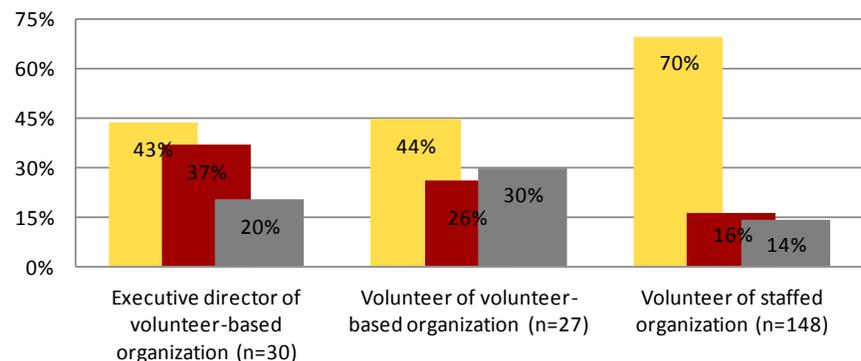
- 60% of executive directors of staffed organizations rated the overall quality of their new staff training process as either *very good* or *good* compared to 43% of executive directors of volunteer-based organizations (graphs 25 and 26).
- Of staff and volunteers who were at least *somewhat* familiar with initial training at their organization, 49% of paid staff, 70% of volunteers from staffed organizations and 44% of volunteers from volunteer-based organizations rated those respective initial training processes as either *very good* or *good*.

**Graph 25. Please rate the overall quality of your organization's new staff training process.**

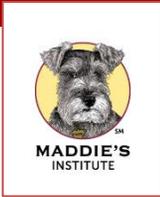


Only includes responses from staff who are either *familiar* or *somewhat familiar* with new staff training at their organization.

**Graph 26. Please rate the overall quality of your organization's training process for new volunteers.**



Only includes responses from volunteers who are either *familiar* or *somewhat familiar* with new volunteer training at their organization.

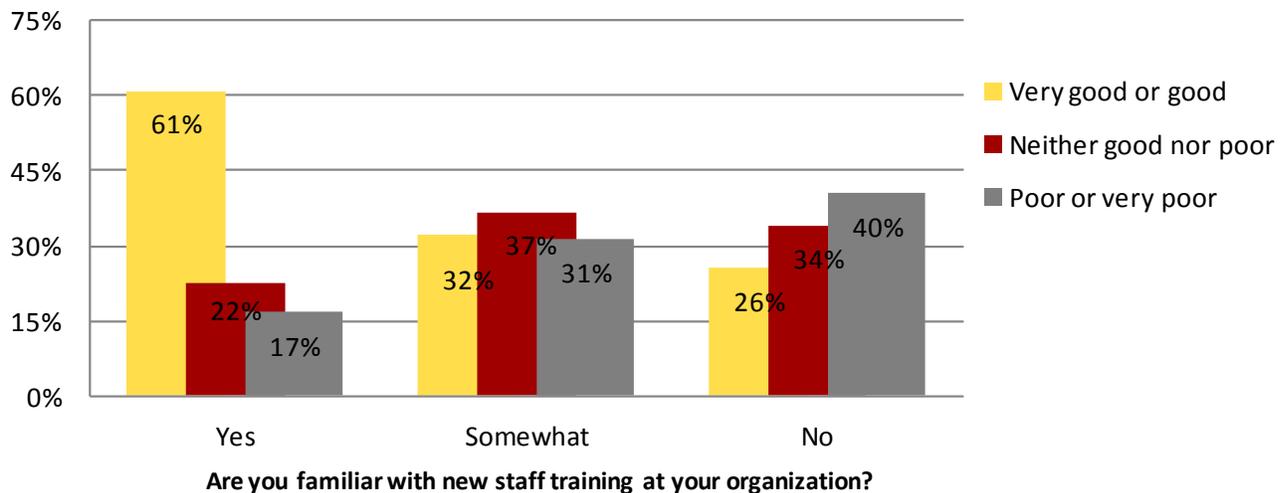


## Initial Training (continued)

### Overall Rating of Initial Training continued

- Paid staff persons who noted that their organizations *do not offer formal or informal training for new staff* most commonly rated the training process as *very poor* (44%; data not depicted).
- Interestingly, but not surprisingly, data indicates that the more familiar a staff person is with the training process at their organization, the more likely they are to rate it favorably (graph 27). Responses from volunteers of staffed organizations show a similar trend. The number of responses from volunteers of volunteer-based organizations was too few to further analyze.

**Graph 27. Cross tabulation of familiarity with new staff training by rating of new staff training**

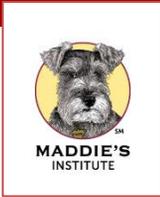


This graph only includes responses from full-time and part-time employees (n=265).

### *The building blocks of the learning organization:*

- 1. a supportive learning environment,*
- 2. concrete learning processes and practices, and*
- 3. leadership behavior that provides reinforcement.*

*Is Yours a Learning Organization?  
Harvard Business Review*

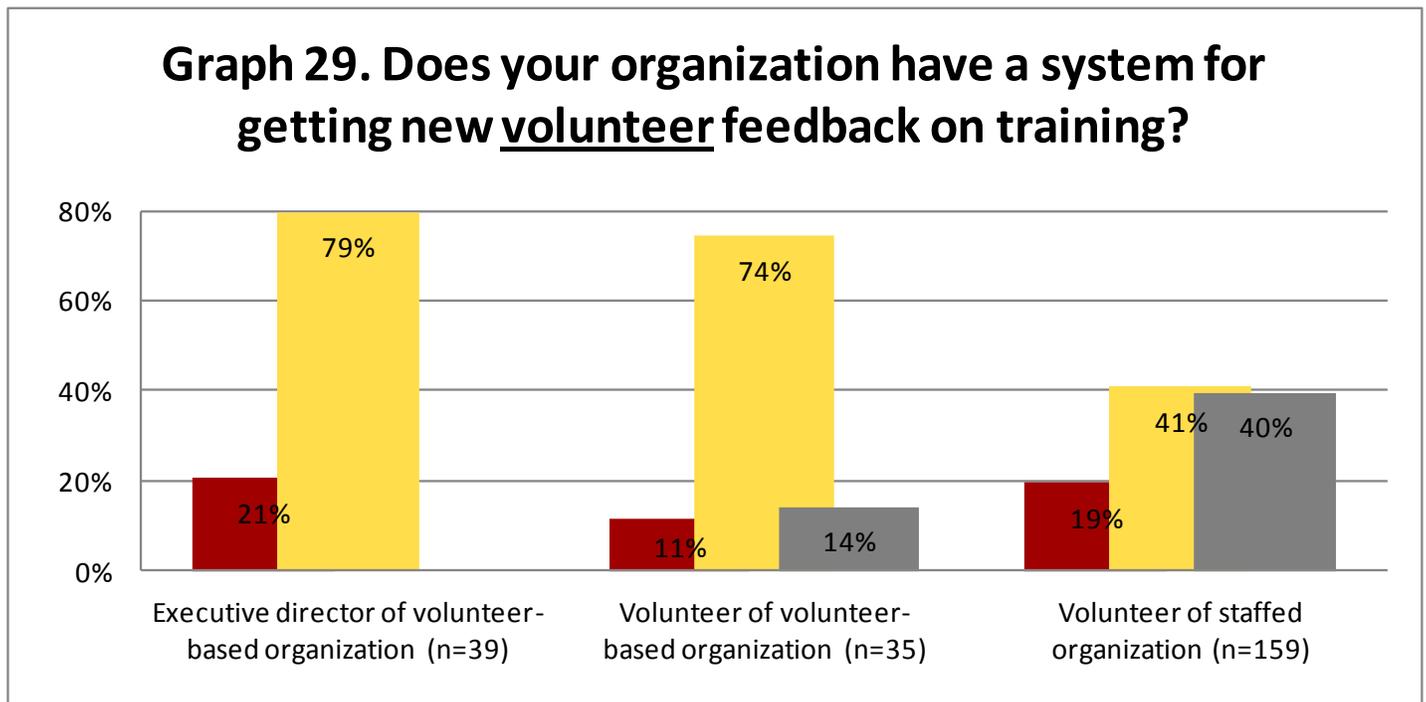
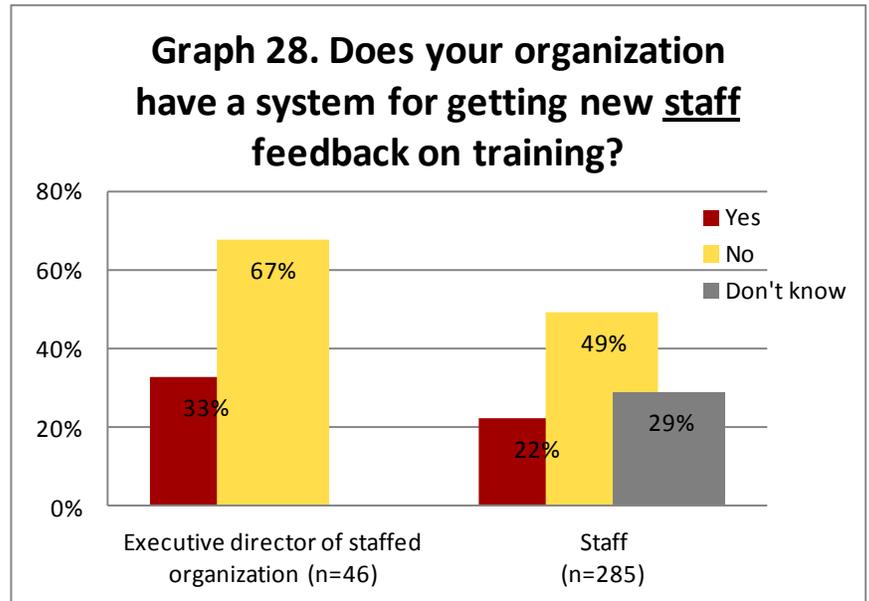


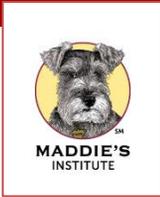
## Initial Training (continued)

### Feedback

Respondents were asked if their organization had a system for receiving feedback on training.

- The most common response from every respondent category was *no*—meaning their organization does not have a system for receiving feedback on initial training (graphs 28 and 29).
- Volunteer-based organizations appear to be least likely to have a system for feedback in place (79% *no* from EDs and 74% *no* from volunteers of volunteer-based organizations; graph 29).
- A high percentage of employees (29%) and volunteers from staffed organizations (40%) *did not know* if their organization had a system to receive or solicit feedback (graphs 28 and 29).



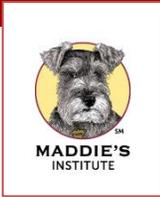


## Initial Training (continued)

### *System for receiving staff feedback*

Respondents who stated that their organization did have a system for soliciting feedback on training were asked to describe that system in terms of timeline and structure in an open-ended question. Due to small sample sizes from other groups, only responses from paid staff persons and volunteers of staffed organizations are analyzed in this section.

- 35% of paid employees specifically stated that end-of-training *surveys, questionnaires or forms* are completed by new staff. Approximately 30% of employees mentioned the use of *meetings, check-ins or formal reviews* as a mechanism for feedback solicitation.
- Staff responses on feedback systems ranged from being very sophisticated and formalized to very casual (e.g., an “open door policy” where feedback is not directly solicited by management but is the responsibility of staff to share).
  - Selected staff responses:
    - *“Survey after training, 30/60 day reviews.”*
    - *“We do a 60 day review where employees can solicit feedback. Also, we have many meetings with each staff group where questions and concerns can be addressed on a weekly basis.”*
    - *“We provide a feedback form that we require new staff to fill out and return to HR at the end of our training period. The form contains questions such as was this training useful, how was this training useful, how did the instructor do, were they knowledgeable about the material, was the venue appropriate for the training, etc. This takes place immediately following the training.”*
    - *“Supervisor would check-in on their first shift alone. We also provide quarterly check-ins.”*
    - *“Orally asking how the employee is doing and performing check-ins with employee.”*
    - *“We have an open door policy for staff members to bring their concerns forward on any issue.”*
    - *“No official timing, just an overall, ‘please let us know if you have questions or suggestions.’”*



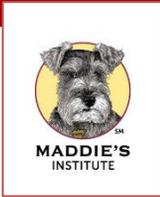
## Initial Training (continued)

### *System for receiving volunteer feedback*

- Volunteers at staffed organizations most commonly cited *emails* as the mechanism for soliciting feedback on volunteer training (54%). Additionally, 31% specifically mentioned the use of *surveys, questionnaires or forms*.
  - Selected volunteer responses:
    - *“They solicit feedback (verbal and written email) both during and after the training has been completed. In many of the training classes, written feedback is ‘required’ in order to consider the training complete.”*
    - *“We give all of our volunteers an annual survey. Part of the survey includes questions regarding preparedness and training, as well as questions about what they think they need further training on.”*
    - *“The volunteer web site.”*
    - *“A feedback form is attached to the manual given to the volunteer.”*
    - *“New volunteers are interviewed immediately following their activity.”*
    - *“Volunteers are encouraged to provide feedback of any kind in a timely manner either to the volunteer director or to the lead employees.”*

*“Like all your work, your training program should be dynamic, constantly changing to improve its effectiveness and meet the evolving needs of the organization. The way you assure this dynamism is through regular, careful **examination** and **evaluation** of what you're doing and how you do it.”*

*Developing Training Programs for Staff  
The Community Tool Box*

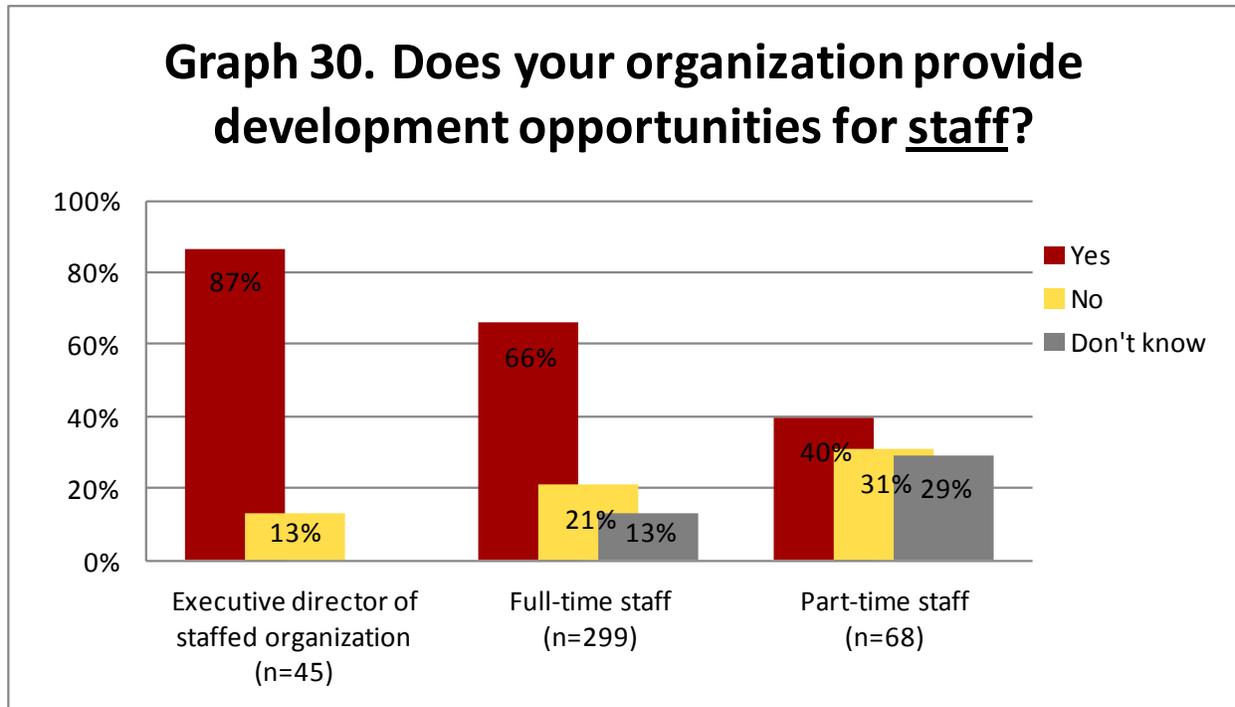


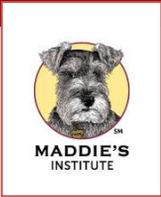
## Development and Ongoing Training

*Introducing Talent Management*, a free publication offered by Dale Carnegie Training says, “The key to development is to make it occur on a daily basis. Most development occurs on the job and in the context of work activities. It is not limited to off-the-job training. The manager’s challenge is to build individual capabilities at the same time he or she encourages individuals to tackle new challenges that build their competencies in preparation for the future.”

Respondents were asked if their organizations provided development or ongoing training opportunities for their workforce.

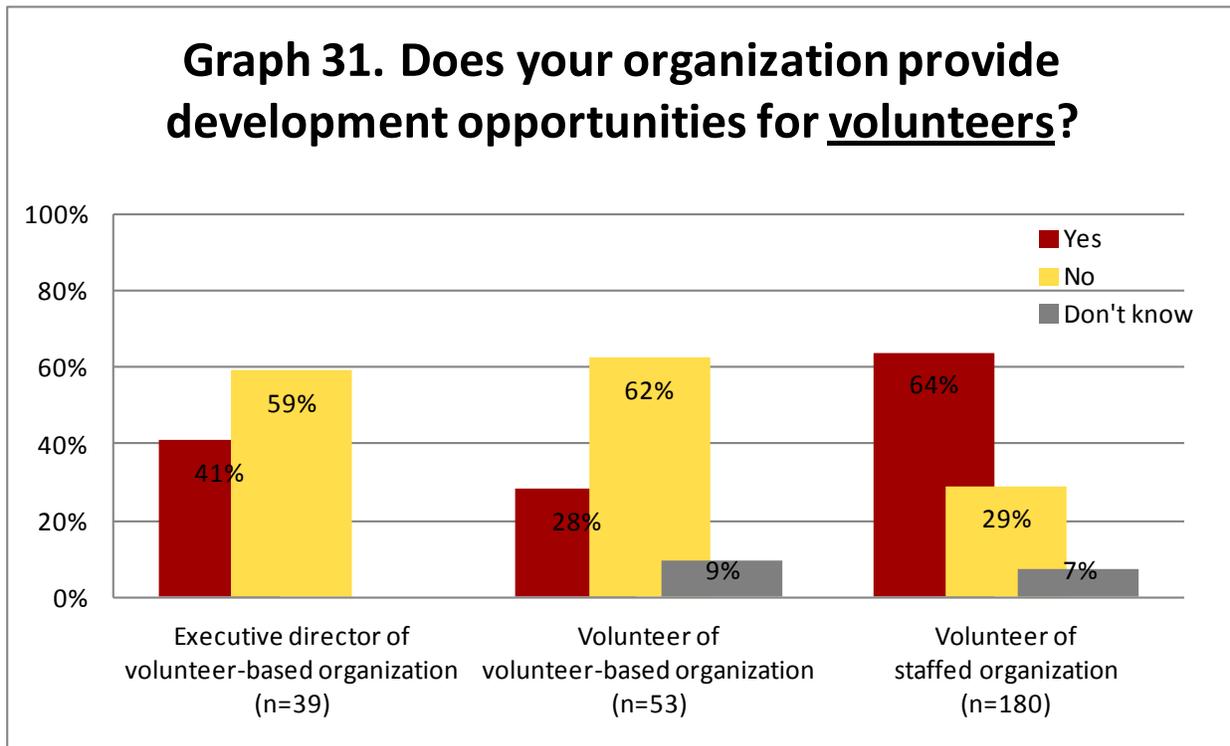
- The most common response from respondents of staffed organizations was yes—meaning that their organization provided development opportunities (graphs 30 and 31); however, affirmative responses drop noticeably from full-time staff to part-time staff (66% and 40%, respectively).
- Notably, 29% of *part-time staff* and 13% of *full-time staff* surveyed *did not know* if development opportunities were provided (graph 30).





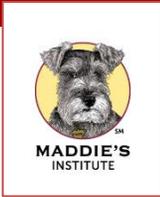
### Development and Ongoing Training (continued)

- The majority of executive directors and volunteers from volunteer-based organizations reported not having development opportunities for volunteers (59% and 62%, respectively; graph 31).



*“I wish we had more opportunities for career development, as I and many others in this organization consider this our life's work.”*

Anonymous Staff Person

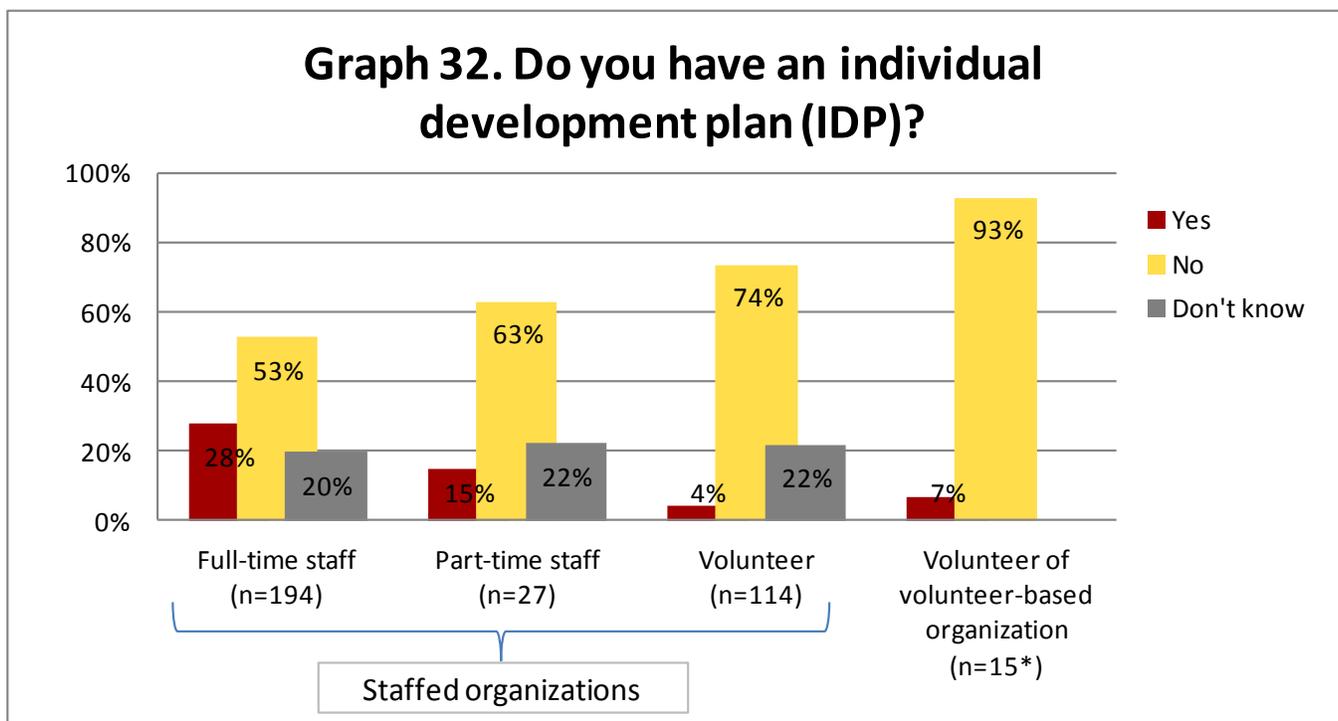


## Development and Ongoing Training (continued)

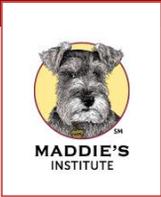
### Individual Development Plans

According to *Introducing Talent Management*, “Individual development plans (IDPs) are used to close developmental gaps by finding actionable strategies to build requisite competencies.” In more simple terms, an IDP is a tool to plot out both short-term and long-term goals and related action steps for each individual as they fit into your organization’s needs.

- The majority, 62%, of executive directors of staffed organizations did *not* have IDPs for staff. Additionally, 100% of executive directors of volunteer-based organizations reported *not* having IDPs for volunteers (small sample size, n=16; data not depicted).
- Staff and volunteer respondents regardless of work status or organization most commonly stated that they do *not* have individual development plans (graph 32); please note the small sample size (n =15) for volunteers of volunteer-based organizations.



- Select responses from staff and volunteers who reported having individual development plans:
  - “At each employee evaluation, you make a new IDP.”
  - “Have included specific career development activity within review process.”
  - “My supervisor and I sit down once a week and go through goals... at least every 3-6 months we talk about personal development goal.”
  - “We do have documents detailing what the training and volunteer requirements are for each level (1, 2, and 3) of volunteer and what a volunteer can do to advance to the next level.”

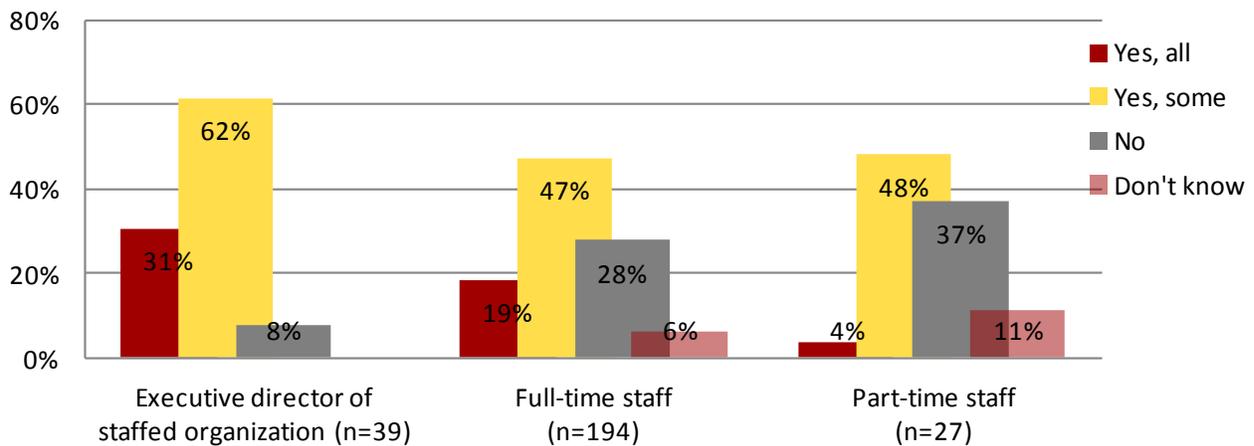


## Development and Ongoing Training (continued)

### Formal Development Requirements

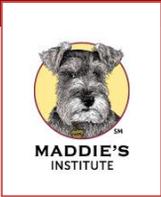
- Staff and executive directors from staffed organizations most commonly reported that their organizations require *some* current staff to participate in formal development or ongoing training programs, either on-site or off-site (graph 33).
- 52% of part-time employees, compared to 66% of full-time employees, reported that *all* or *some* staff are required to participate in formal development or ongoing training programs (cumulative data from graph 33).

**Graph 33. Does your organization require current staff to participate in formal development or ongoing training programs?**



*“My overall sense in the shelter is that there is a **wide range of approaches** for both training and professional development, but the development in particular seems to be lacking, unless employees take initiative to seek this out on their own.”*

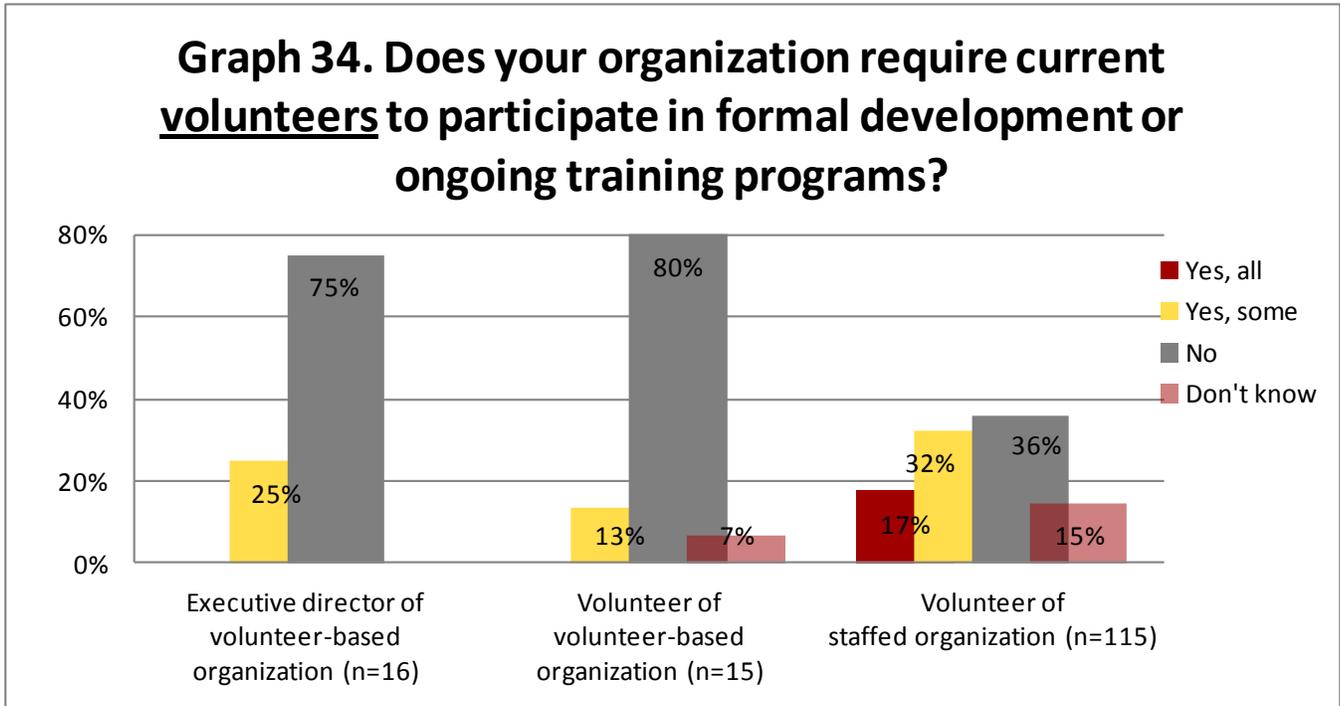
Anonymous Staff Person

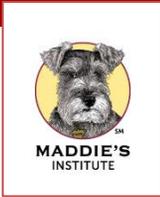


## Development and Ongoing Training (continued)

### Formal Development Requirements continued

- Volunteers and EDs from volunteer-based organizations resoundingly reported that their organizations do not require formal development programs for volunteers (graph 34); Please note, the small sample sizes (n=15 and n=16, respectively).





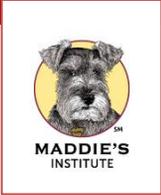
## Development and Ongoing Training (continued)

### *Hourly Development Requirements*

- EDs and staff from staffed organizations most commonly reported *not* requiring new staff to fulfill a minimum number of development or ongoing training hours (57% of EDs, 57% full-time and 63% part-time). Approximately 30% of EDs indicated that *some* staff had mandatory training hours, while 20% of full-time staff and 11% of part-time staff indicated *some*.
- Volunteers from staffed organizations reported mixed results: 39% said that *no* volunteers were required to fulfill a mandatory number of training hours and 32% said their organizations had required *some* volunteers to fulfill development hours.
- Both EDs and volunteers from volunteer-based organizations overwhelmingly expressed that their organizations had *no* hours requirements for volunteer training (88% and 87%, respectively). Again, sample sizes were small (n=15 and n=16, respectively).

*“The American Society for Training and Development has traditionally recommended a minimum of **40 hours of training a year** for every employee.”*

*Workforce Education Newsletter  
Weber State University*



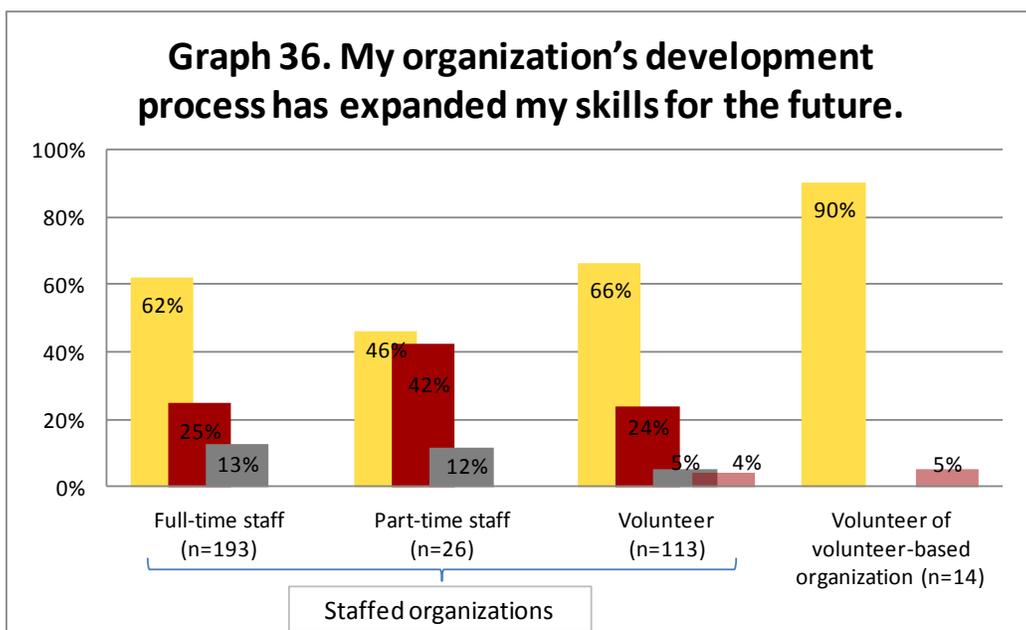
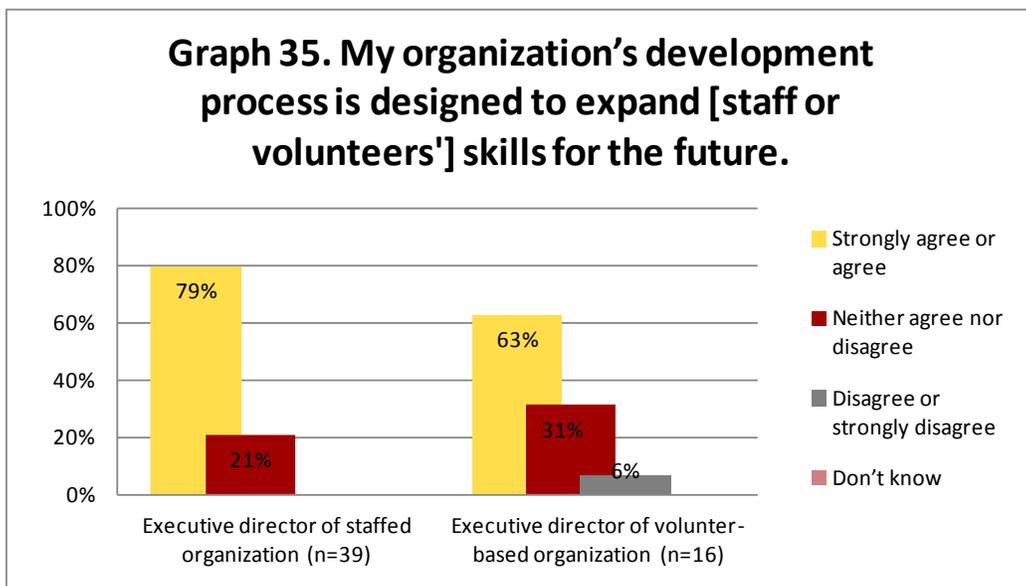
## Development and Ongoing Training (continued)

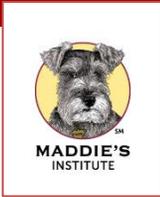
**Value Statements:** Those who reported that their organization provided development and ongoing training were asked to rate the following statements on a 5-point scale from *strongly agree* to *strongly disagree*.

### Statement #1:

Staff version: ***“My organization’s professional development process has expanded my skills for the future.”***

- Respondents most commonly *strongly agreed* or *agreed* that their organization’s development practices were either designed to, or do, build their skills for the future (graphs 35 and 36).





## Development and Ongoing Training (continued)

### Statement #1 continued

- However, 42% (graph 36) of part-time employees chose the single response of *neither agree nor disagree* when reflecting on whether their organization's development process expanded their own skills for the future, suggesting that this group felt the least engaged by development efforts.
- Though the sample size is small (n=14), 90% of volunteers from volunteer-based organizations *strongly agreed* or *agreed* that their organizations' volunteer development process has expanded their skills for the future (graph 36) perhaps indicating that when development processes are in place, volunteers find them effective.

*“Developing volunteer positions that include resume builders such as newsletter editing or computer data entry will help volunteers grow professionally as well as encourage greater participation in your program.”*

Volunteer Management for Animal Care Organizations  
The Humane Society of the United States  
(<http://www.humanesociety.org/assets/pdfs/hsp/volunteer.pdf>)

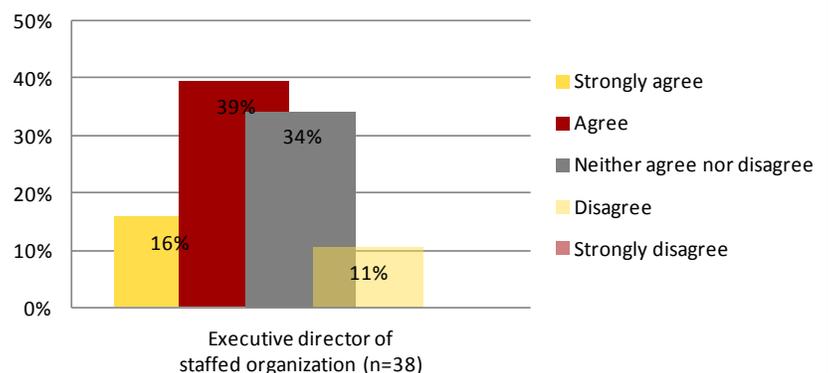
### Statement #2a:

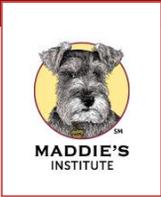
Staff only: ***“My organization’s professional development process has helped further my individual career aspirations.”***

In an extensive study by the American Society for Training & Development, 76% of human resource executives cited “...career development opportunities as a mechanism for driving engagement to a high or very high extent.”

- 55% of EDs of staffed organizations *strongly agreed* or *agreed* that their organization's professional development processes were designed to help further individuals' career aspirations (cumulative data from graph 37).

**Graph 37. My organization's professional development process is designed to help further individuals' career aspirations.**



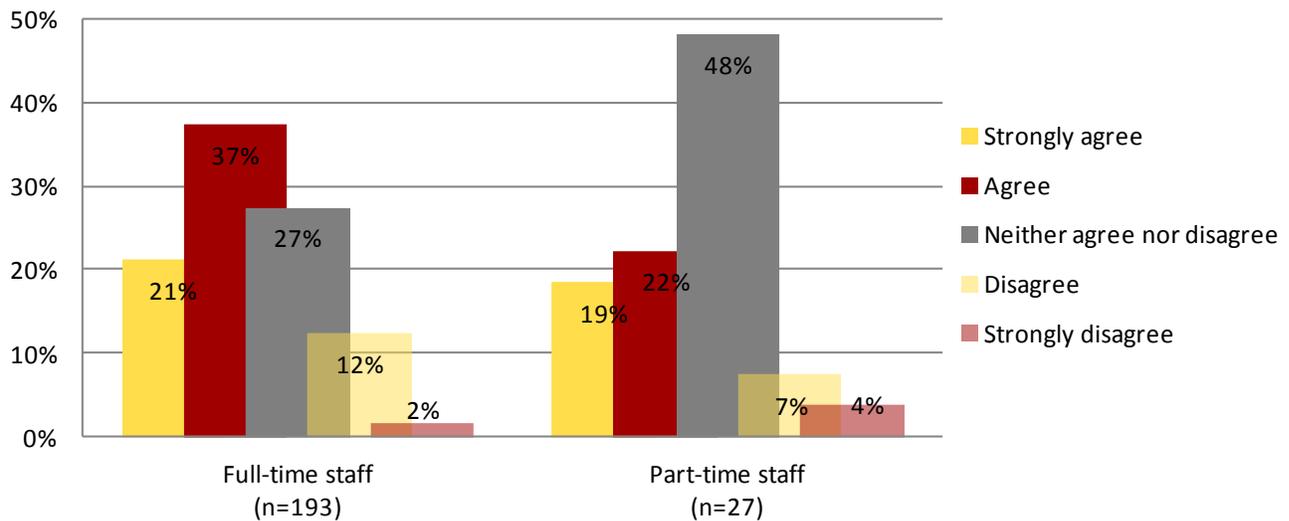


## Development and Ongoing Training (continued)

### Statement #2a continued

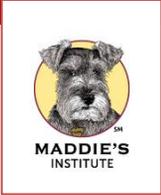
- 58% of full-time staff *strongly agreed* or *agreed* that their organization's professional development process has helped further their individual career aspirations as compared to 41% of part-time staff (cumulative data from graph 38). The most common response from part-time staff was *neither agree nor disagree* (48% percentages). The percentage of those to either *strongly disagree* or *disagree* with statement #2 was, however, consistent between these two groups.

**Graph 38. My organization's professional development process has helped further my individual career aspirations.**



*"I feel **supported** and **valued** because of the training and development they give all employees."*

Anonymous Staff Person

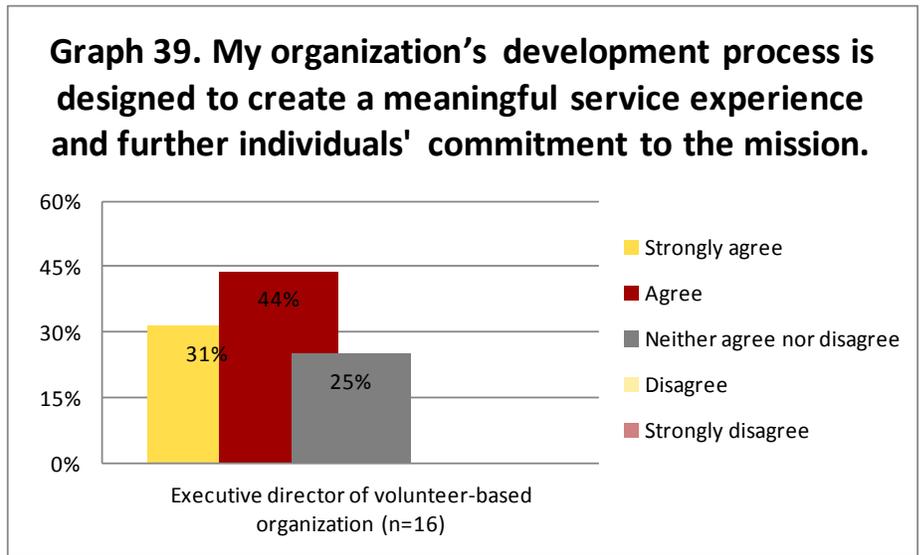


## Development and Ongoing Training (continued)

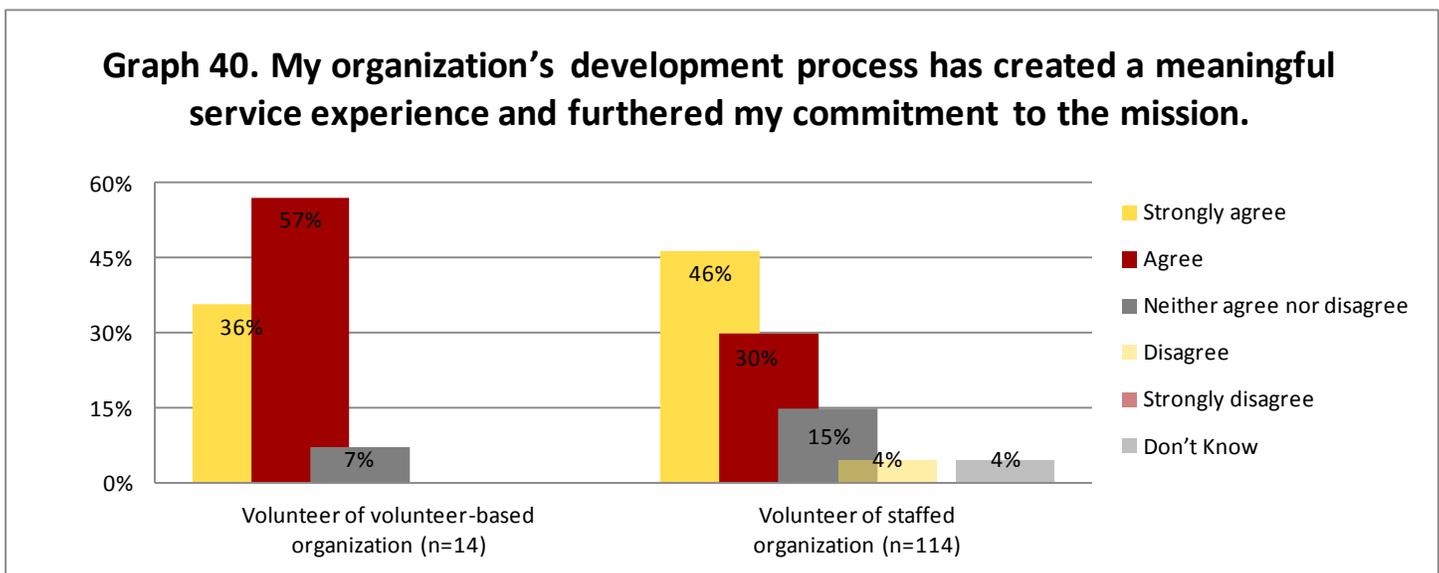
### Statement #2b:

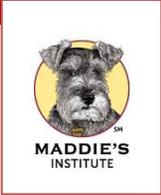
Volunteer only: **“My organization’s development process has created a meaningful service experience and furthered my commitment to the mission.”**

- Again, the number of volunteer-based organizations that were able to rate this statement was small (n=16); however, 75% of executive directors of volunteer-based organizations *strongly agreed* or *agreed* that their organization’s development process was designed to create a meaningful service experience and further volunteers’ commitment to the mission (cumulative data from graph 39).



- Of those with development opportunities, 93% of volunteers from volunteer-based organizations and 76% of volunteers from staffed organizations either *strongly agreed* or *agreed* that those processes created a meaningful service experience and furthered their commitment to the mission (cumulative data from graph 40). Please note the small sample size for volunteers of volunteer-based organizations (n=14).



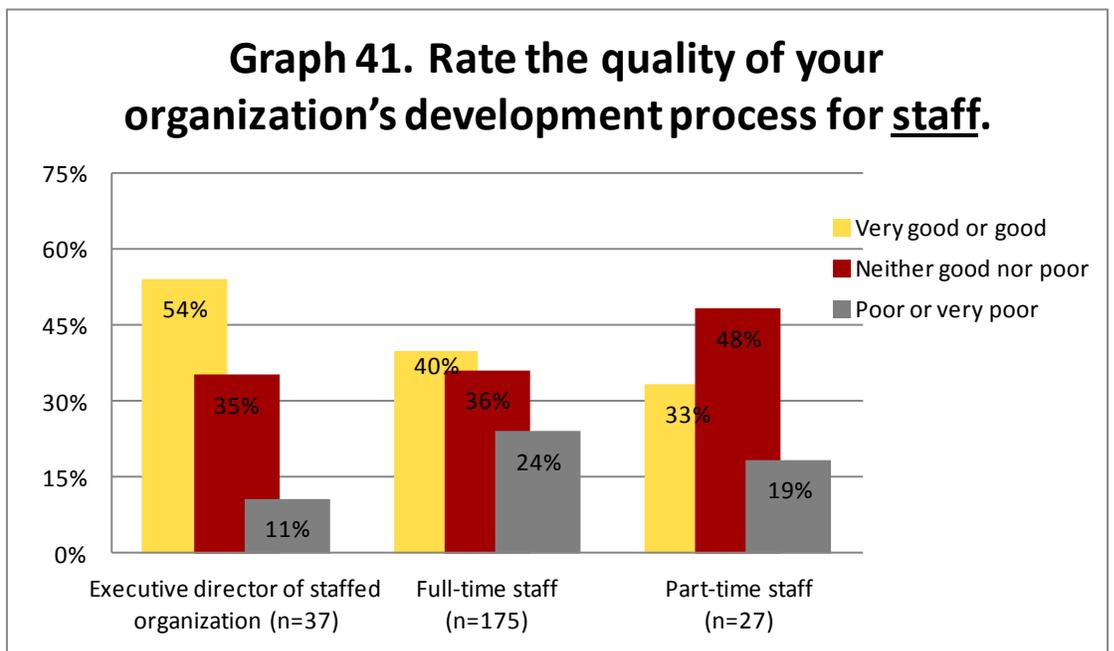


## Development and Ongoing Training (continued)

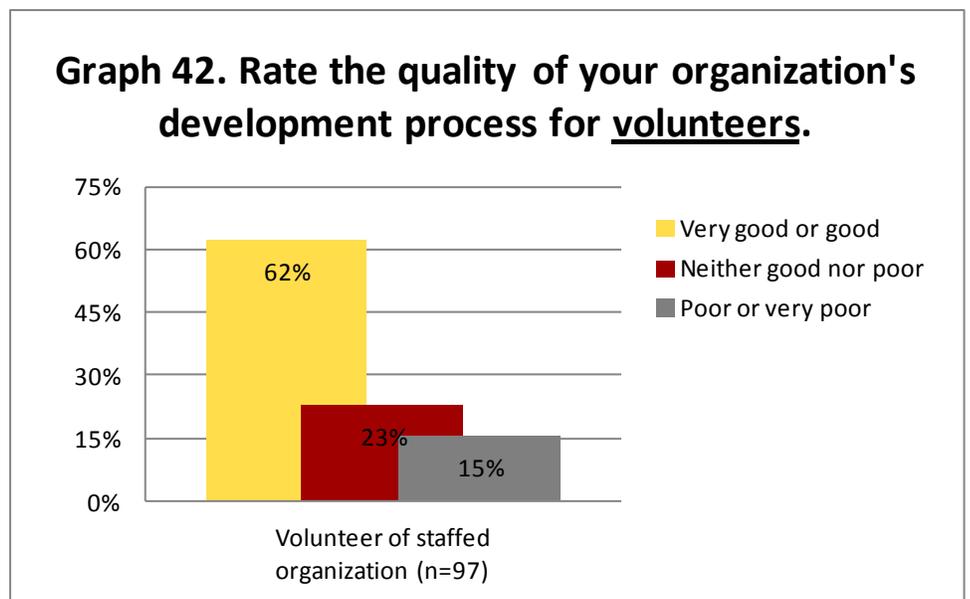
### Overall Rating of Development and Ongoing Training

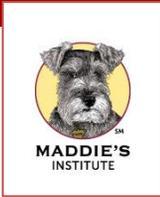
**Rating:** Respondents were asked to give an overall rating of their organization's entire development process on a 5-point scale from *very good* to *very poor*. The tabulations only include responses from those who reported that their organization provides these opportunities. Counts from executive directors and volunteers of volunteer-based organizations are too few to report in this section.

- 54% of EDs of staffed organizations, 40% of full-time and 33% of part-time employees rated the overall quality of their organization's development process as either *very good* or *good* (graph 41). Stated another way, the cumulative majority of full-time staff (60%) and part-time staff (67%) rated the quality as *neutral* or *poor* to *very poor*.



- Volunteers from staffed organizations seemed to be most satisfied with development process quality compared with other groups, as nearly 62% rated volunteer development as *very good* or *good* (graph 42).



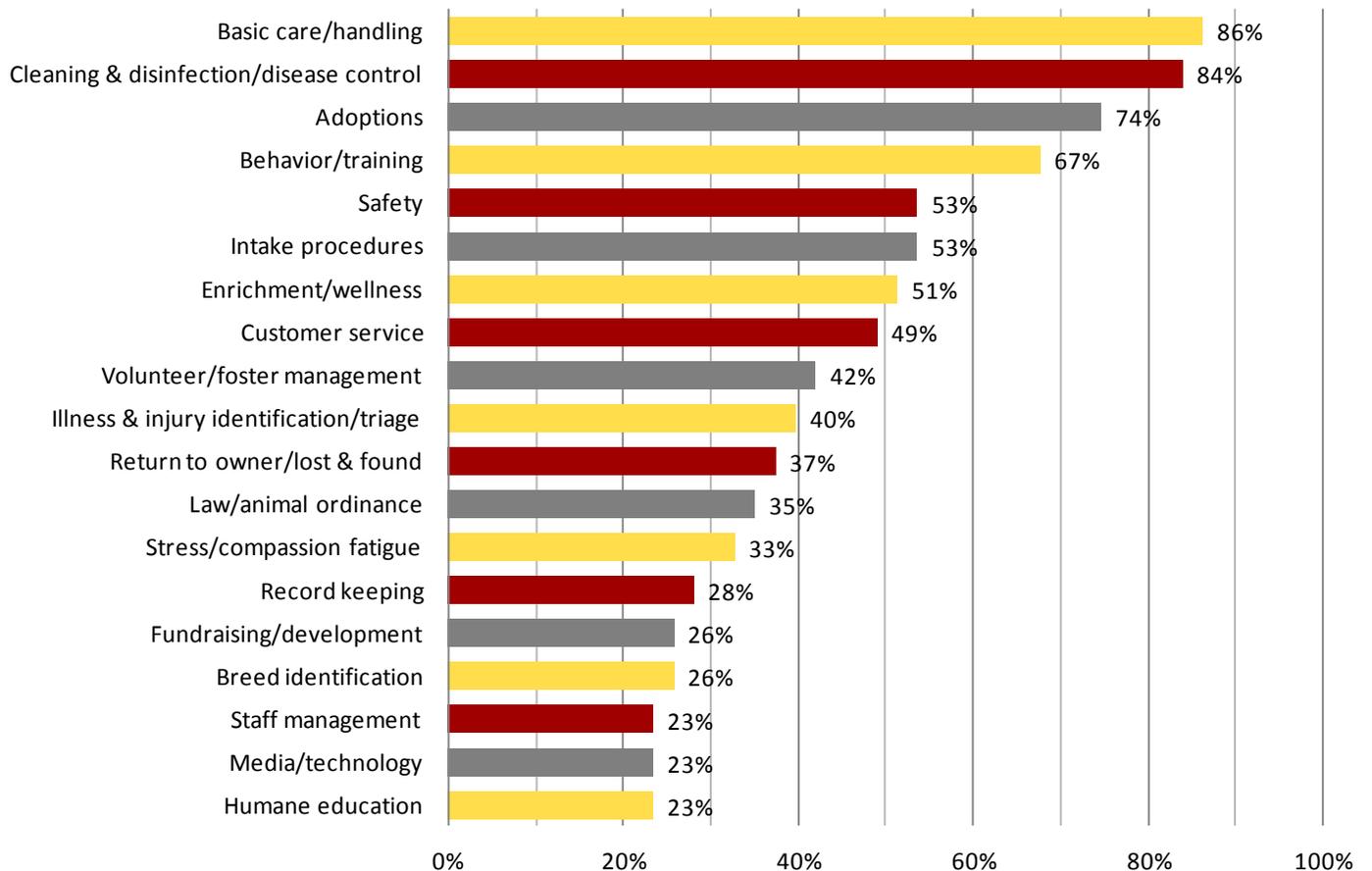


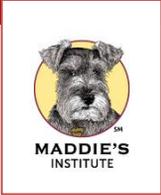
## Topics Covered in Formal Training and Development

Respondents were asked to select which topics had been covered in formal training or development programs within the past year. Nineteen pre-determined categories were displayed on the survey with the option to comment and create an “other” category.

- According to responses by EDs of staffed organizations, the most covered training or development topics for staff within the past year were: *basic care/handling, cleaning & disinfection/disease control, adoptions, behavior/training, safety and intake procedures* (graph 43).

**Graph 43. ED of staffed organization responses only-  
In the past year, which topics have been covered in  
formal staff training or development programs?**

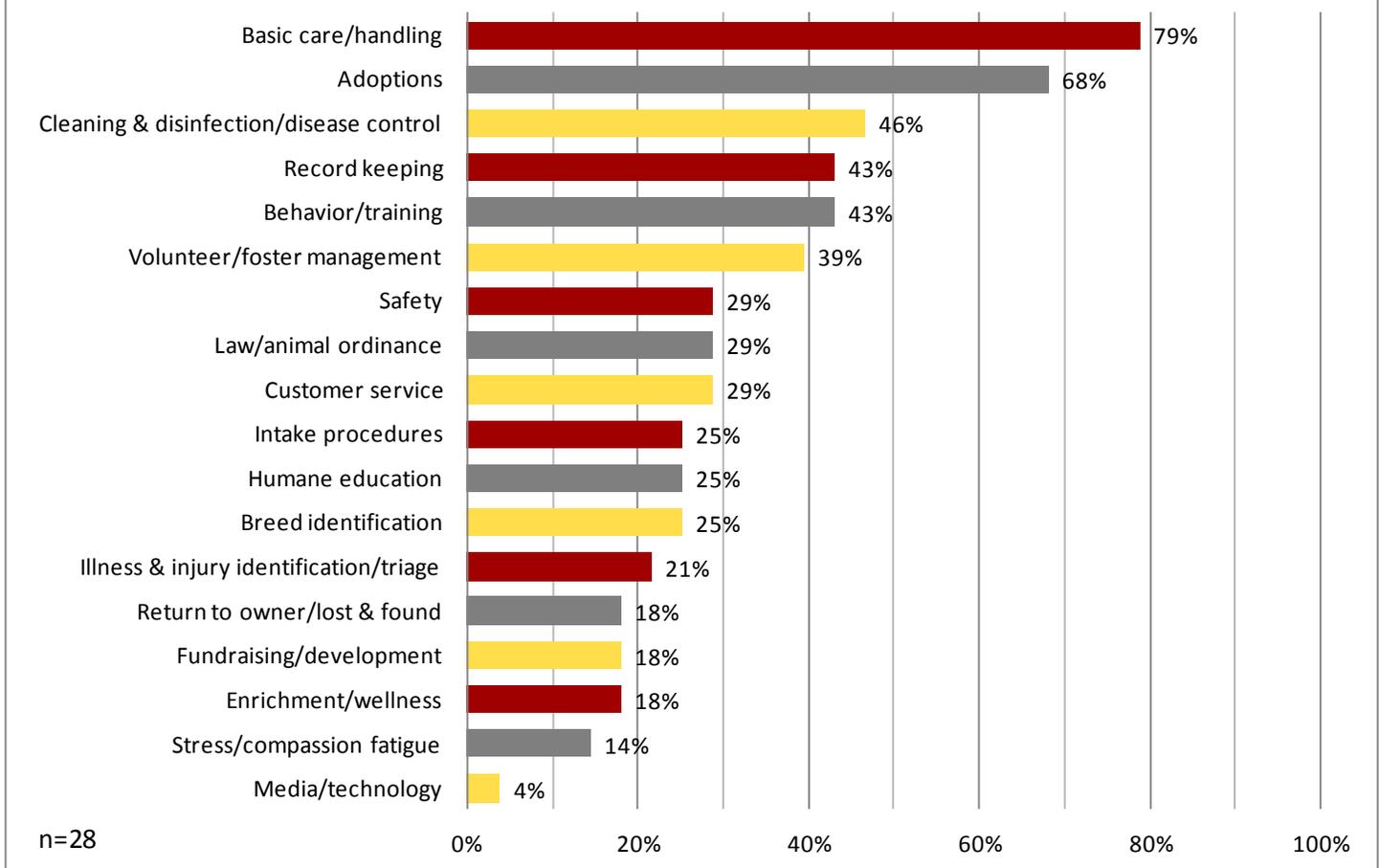


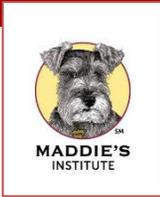


### Topics Covered in Formal Training and Development (continued)

- According to responses by EDs of volunteer-based organizations, the most covered training or development topics for volunteers within the past year were: *basic care/handling, adoptions, cleaning & disinfection/disease control, record keeping and behavior/training* (graph 44).

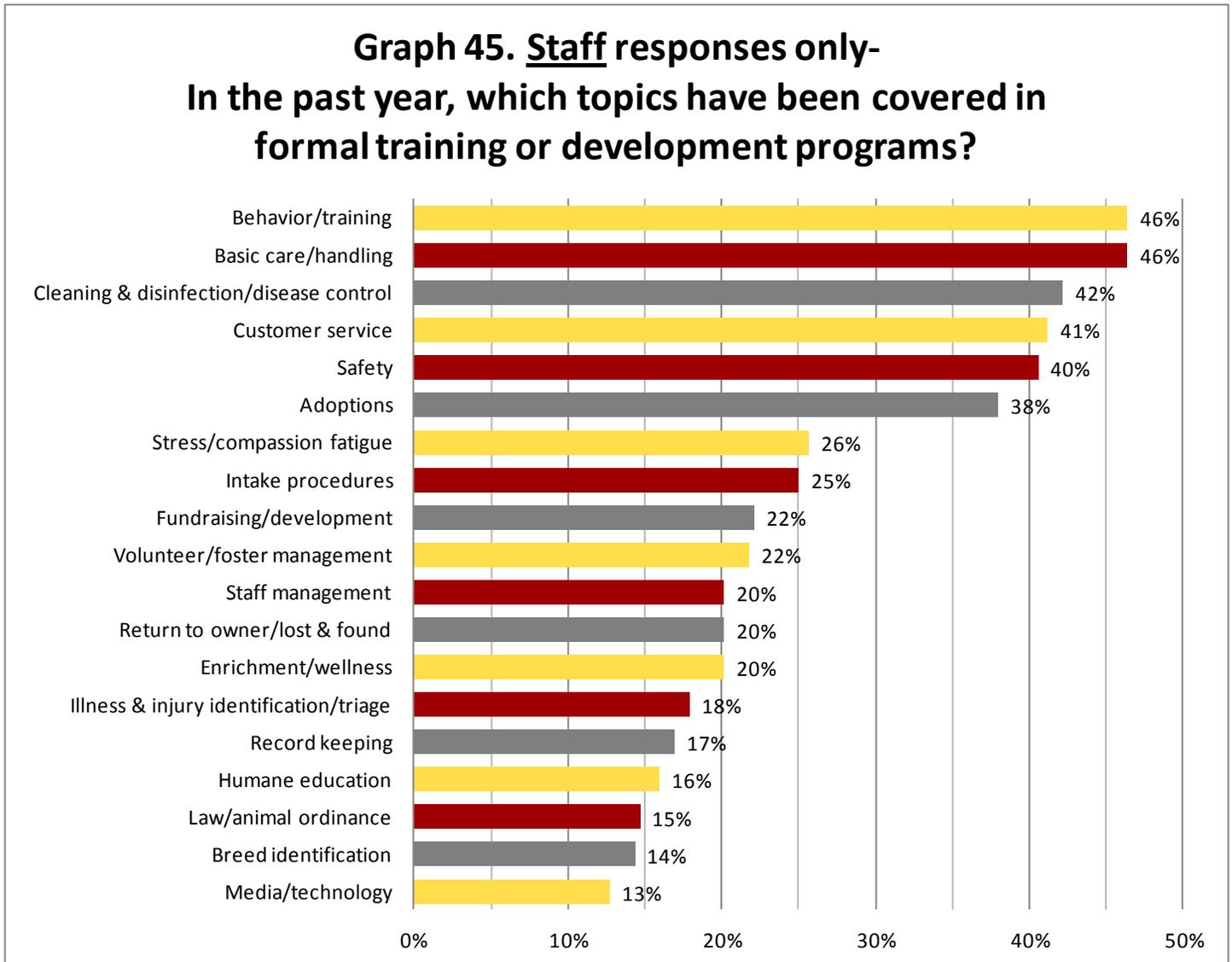
**Graph 44. ED of volunteer-based organization responses only-  
In the past year, which topics have been covered in formal staff  
training or development programs?**



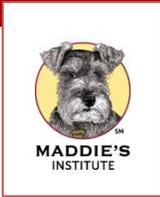


### Topics Covered in Formal Training and Development (continued)

- According to employees, the five most covered training or development topics for staff within the past year were: *behavior/training, basic care/handling, cleaning & disinfection/disease control, customer service* and *safety* (graph 45).



- The five topics least likely to have been covered with staff, according to employee responses, within the past year included: *media/technology, breed identification, law/animal ordinance, humane education* and *record keeping* (graph 45).



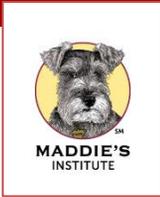
### Topics Covered in Formal Training and Development (continued)

The table below gives a snapshot of health-related training and development topics across organizational type according to staff responses. Not surprisingly, formal training and development topic coverage varies.

- Investigation into the health categories, for instance, indicates that municipal animal control agencies may be more likely than other organizational types to provide formal employee training and development in *illness & injury identification/triage* (table 4) but that *basic care/handling* was always the most commonly covered regardless of organizational type. Furthermore, rescue organizations may be less likely to provide formal employee training and development in *cleaning & disinfection/disease control* and *illness & injury identification/triage* than other organizational types listed.

<b>Organizational Type</b>	<b>Basic care/handling</b>	<b>Cleaning &amp; disinfection/disease control</b>	<b>Illness &amp; injury identification/triage</b>
Municipal animal control agency	52%	44%	32%
Private shelter organization with contract to provide animal control or housing services	35%	31%	12%
Rescue organization	46%	21%	0%
Private shelter organization	55%	53%	22%

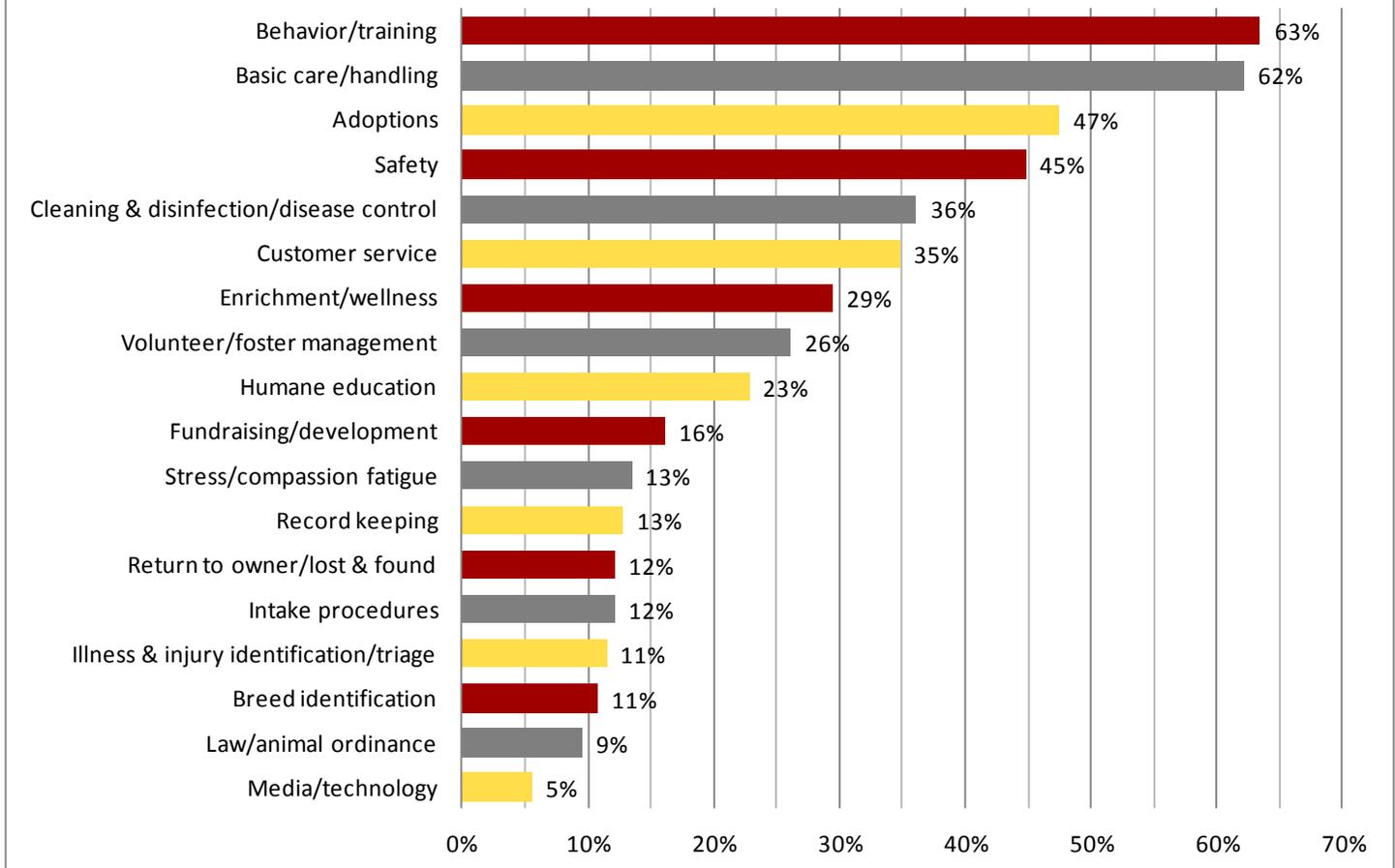
- Interestingly, approximately 40% of staff from *municipal animal control agencies* reported having a *law/animal ordinance* training session within their organization within the past year, while only 9% of staff from a *private shelter organization with a contract to provide animal control or housing services* reportedly did. Not one employee from a *rescue organization* noted having *law/animal ordinance* training in their organization within the past year (data not depicted).

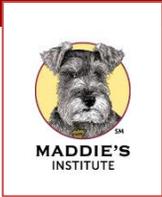


### Topics Covered in Formal Training and Development (continued)

- Both volunteers of staffed organizations and volunteers from volunteer-based organizations have indicated the same top five training topics being provided within the year, although the order and percentages vary slightly (graphs 46 and 47). These topics include:
  - *behavior/training* (63% and 41%),
  - *basic care/handling* (62% and 59%),
  - *adoptions* (47% and 52%),
  - *safety* (45% and 24%) and
  - *cleaning & disinfection/disease control* (36% and 35%).
- Similar to staff, the topics least likely to have been covered with volunteers of staffed organizations within the past year included *media/technology*, *law/animal ordinance* and *breed identification*.

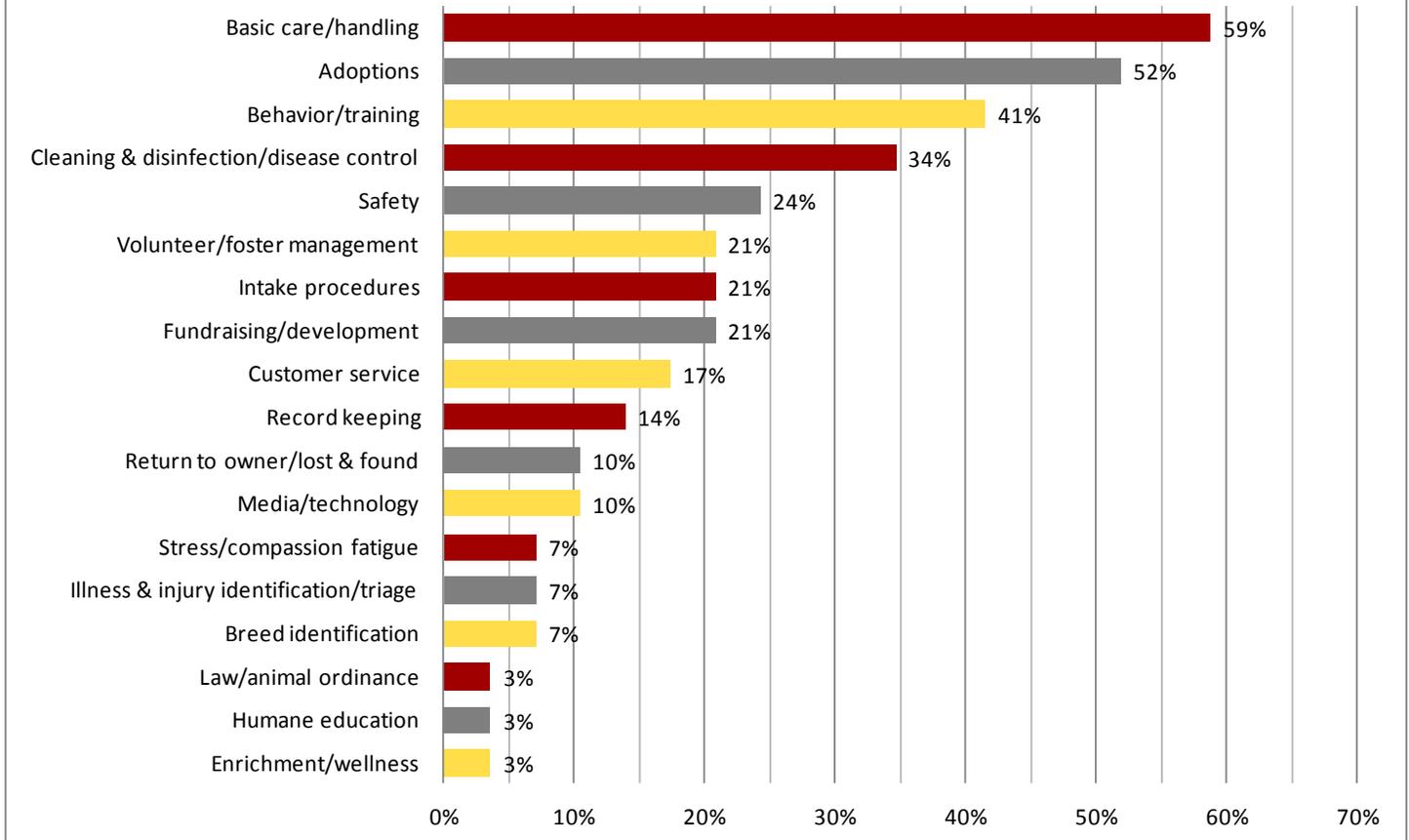
**Graph 46. Volunteer of staffed organization responses only-  
In the past year, which topics have been covered in formal training or development programs?**



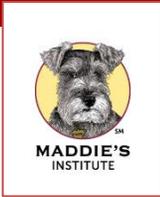


## Topics Covered in Formal Training and Development (continued)

**Graph 47. Volunteer of volunteer-based organization responses only-  
In the past year, which topics have been covered in formal training or  
development programs?**



- Volunteers from volunteer-based organizations appear to have been least likely to receive training or development in the realms of *enrichment/wellness*, *humane education* and *law/animal ordinance*, among others (graph 47).



## Topics Requested for Training and Development

Respondents were asked to identify three areas in which their organization could benefit from additional training and/or development. The survey question was open-ended; thus, results were manually coded and collapsed into categories.

Interestingly, many individuals expressed the desire for training on “soft skills,” like *communication, leadership or team-building*, in addition to “hard skills,” like *health, basic care or disinfection*.

- Overall, paid staff most frequently cited the need for training or development in the areas of: *customer service* (30%), *staff management/leadership* (24%), *basic care/handling* (18%), *stress/compassion fatigue* (18%) and *staff orientation/training/development* (17%; graph 48).
- Volunteers of staffed organizations most frequently reported the need for: continued improvements in volunteer *orientation/training/development* (29%), *behavior/training* (24%), *cleaning & disinfection/disease control* (17%), *adoptions/counseling* (17%) and *volunteer/foster management* (16%; graph 49).
- A total of 40 volunteers of volunteer-based organizations provided comments for this section; they most commonly cited *fundraising/development* (30%), *volunteer/foster management* (30%), *orientation/training/development* (30%) and *adoptions/counseling* (20%) as areas needing organizational growth (graph 50).

*“Key skills that would help any organization: problem solving, customer service, And employee management!”*

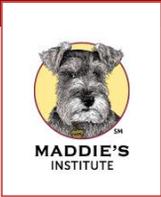
Anonymous Staff Person

*“By contrast, ‘soft skills’ are typically hard to observe, quantify and measure.*

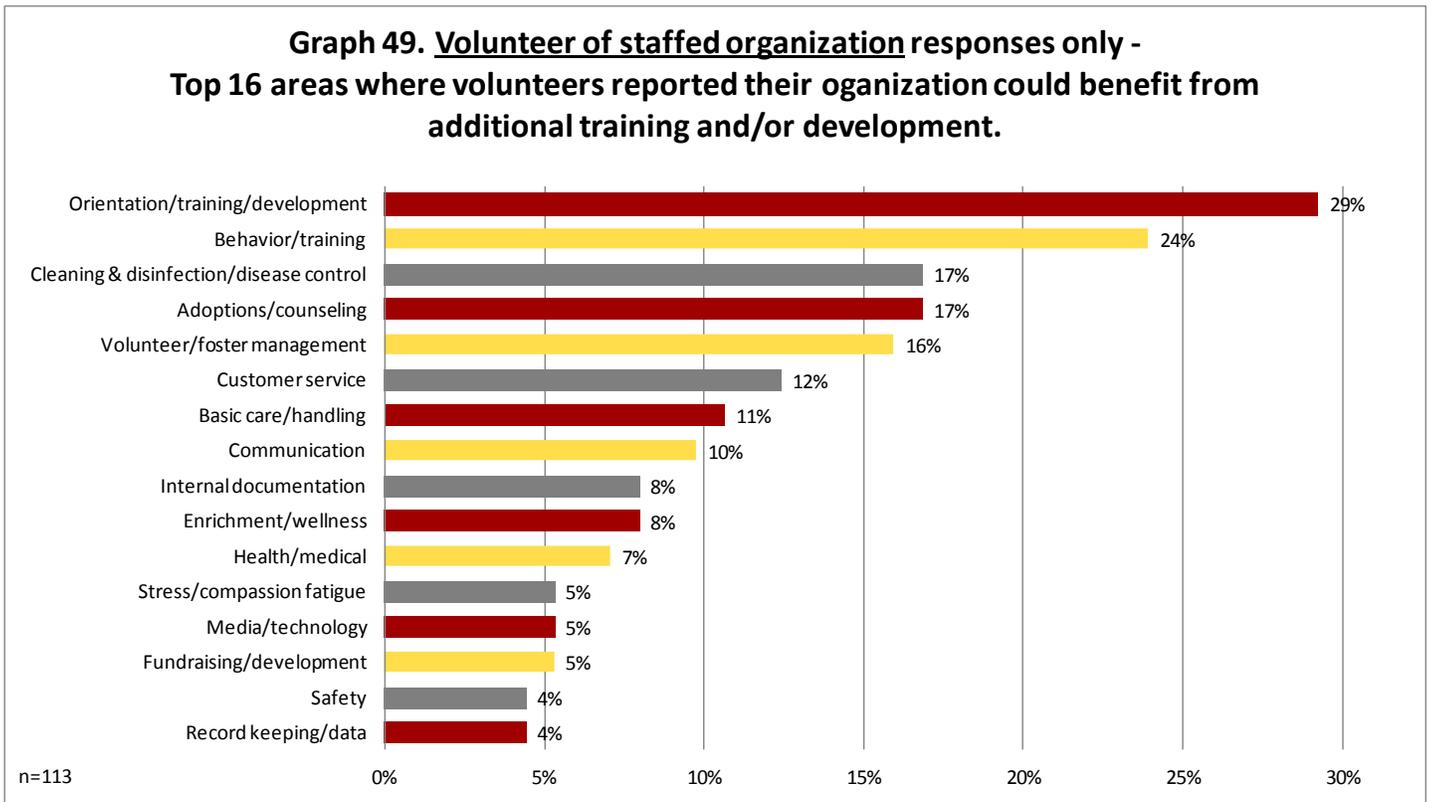
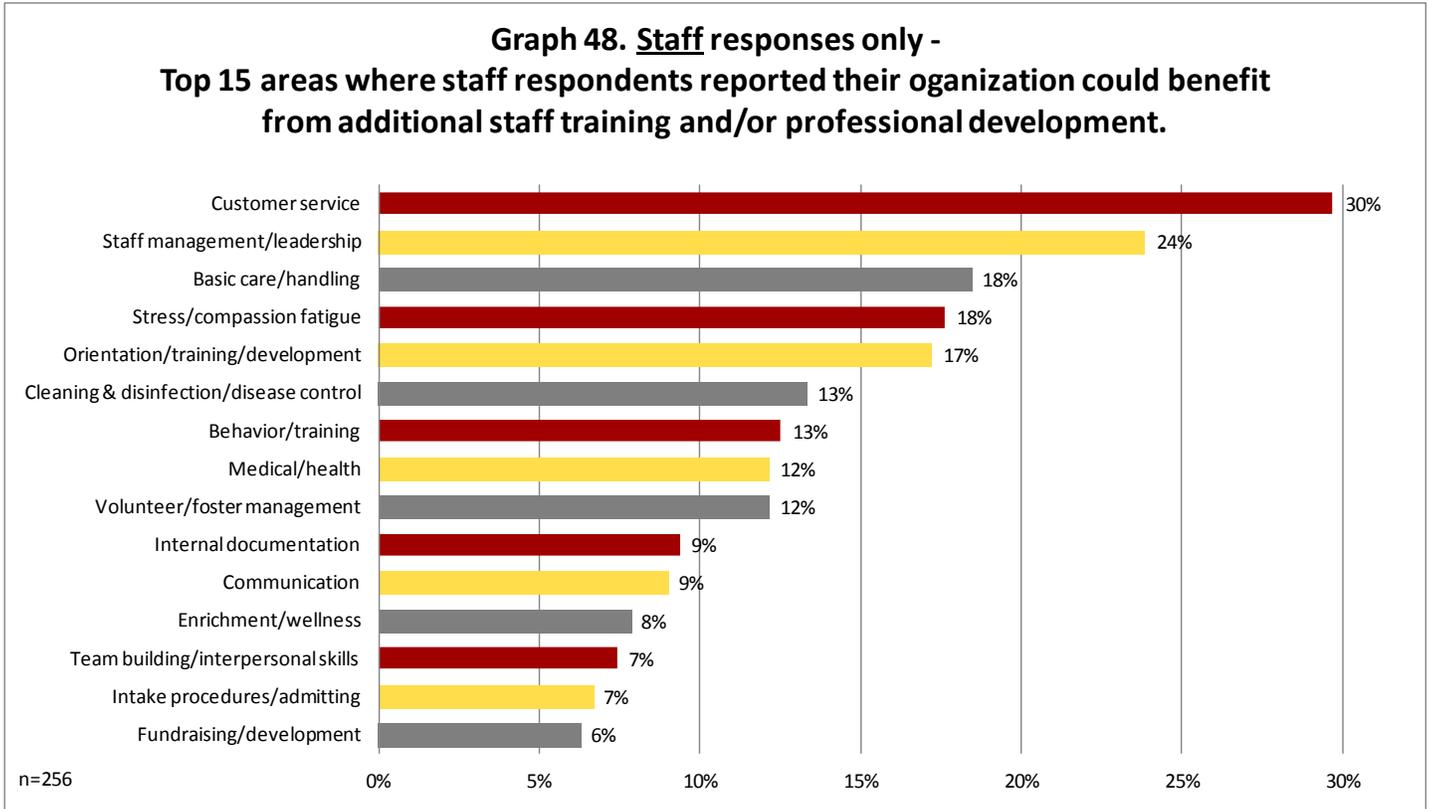
*... They have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as a team member, solving problems, contributing in meetings and resolving conflict.*

*... Leaders at all levels rely heavily on people skills, too: setting an example, teambuilding, facilitating meetings, encouraging innovation, solving problems, making decisions, planning, delegating, observing, instructing, coaching, encouraging and motivating.”*

*People Skills Training:  
Are You Getting a  
Return on Your Investment?  
Performance Support Systems, Inc*

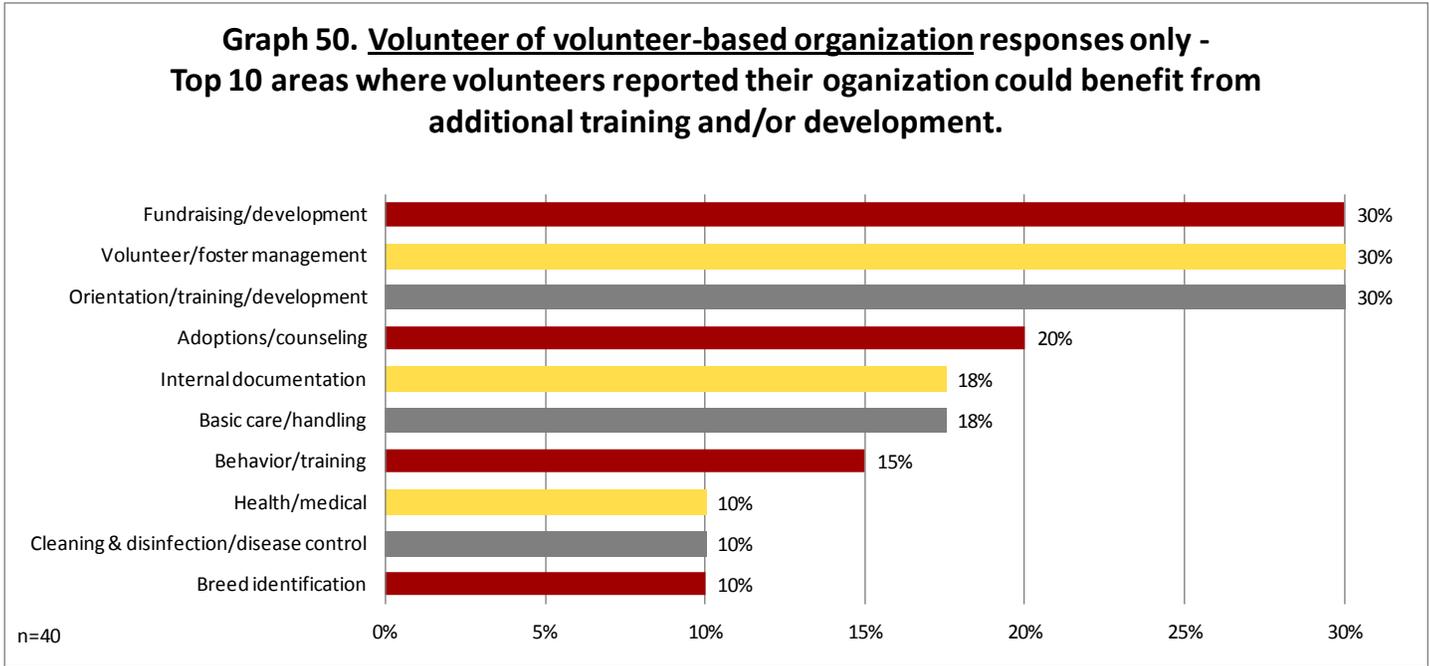


**Topics Requested for Training and Development (continued)**





Topics Requested for Training and Development (continued)



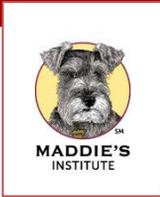
Below is a selection of notable findings and responses for specific areas:

**Customer Service**

- *Customer service* training ranked highly as an area of need with executive directors (48%), paid staff persons (30%) and even volunteers of staffed organizations (12%); however, *customer service* training was not frequently requested by respondents of volunteer-based organizations.
  - Responses indicated a desire for additional training in:
    - “Handling difficult clients”
    - “Phone customer service” & “reception”
    - “Public interaction [training] for staff who do not usually help the public”

**Workforce Management & Leadership**

- 24% of paid staff and 13% of executive directors of staffed organizations identified *staff management/leadership* as an area in need of growth.
  - Responses indicated a desire for additional training in:
    - “Management transition—going from a peer to a manager/a manager to a leader”
    - “A train the trainer program”
    - “More involvement and oversight by supervisors”
    - “Management and human resources”



## Topics Requested for Training and Development (continued)

### ***Workforce Management & Leadership continued***

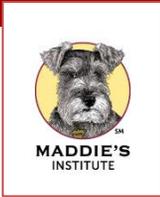
- Furthermore, 30% of volunteers from a volunteer-based organization and nearly 16% of volunteers from a staffed organization identified *volunteer/foster management* as an area in need of additional training.
  - Responses indicated a desire for:
    - “More organization/supervision on volunteers”
    - “How to motivate volunteers”
    - “More efficient use of volunteers”
- Responses from staff were more likely to mention leadership development, while responses from volunteers often implicated volunteer coordination, retention and supervision as key areas.

### ***Basic Care/Handling***

- 18% of paid staff indicated a need for additional training or development in *basic care/handling*; interestingly, many staff specifically noted that this fundamental training should be required for *all* staff, regardless of whether or not their primary role involved direct care.
- 18% of volunteers from volunteer-based organizations and 11% of volunteers from staffed organizations requested additional training in *basic care/handling*.
- Responses captured in this section indicated the need for a variety of additional training areas ranging from *feeding protocols* and *daily care requirements* to *advanced handling* and *proper restraint techniques*.

### ***Stress Management & Compassion Fatigue Training***

- Unlike any other respondent group, full-time staff commonly expressed that guidance on how to cope with *compassion fatigue* and *stress management* would benefit their organization (18%).
  - Responses included:
    - “Worker fatigue and burnout”
    - “Caring for welfare of staff”



## Topics Requested for Training and Development (continued)

### ***Orientation, Training and Development***

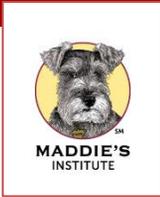
- Some volunteers (30%) and employees (17%) reported a need for implementation of, or improvements to, *orientation, training and development* processes. Of course, responses within this category may be influenced by the title and nature of the survey itself; nonetheless, respondents made it clear that guidance and resources in this realm would benefit their organizations.
  - Responses indicated a need for:
    - “Ways to implement and improve formal training”
    - “Specific goals when training”
    - “Career paths or tracks to encourage on-going learning and promotions within the organization”
    - “Better mentorship program for new foster homes”
    - “Require refresher courses for long-term volunteers”
- Amongst staff who expressed a need in this category, 32% specifically spoke to the importance of *cross-training* between various departments.

### ***Behavior/Training***

- Volunteers of staffed organizations (24%) and volunteer-based organizations (22%), and executive directors (23%) from staffed organizations, noted the desire for further training and development in *animal behavior and animal training*.
  - Responses indicated a need for additional training in:
    - “Canine communication and body language”
    - “Recognizing behavioral issues”/“Abnormal behavior of cats and dogs”
    - “Behavior assessment of shelter animals”
    - “Behavior modification of cats and dogs”
    - “Dog introductions and safe play sessions”

### ***Cleaning & Disinfection/Disease Control***

- 17% of volunteers at staffed organizations requested more training and development in *cleaning & disinfection/disease control*.
  - Responses indicated a need for additional training in:
    - “Proper cleaning methods of cages”
    - “Prevention of cross-contamination of animals”



## Topics Requested for Training and Development (continued)

### ***Adoptions/Counseling***

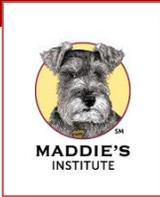
- 20% of volunteers from volunteer-based organizations and 17% of volunteers from staffed organizations were interested in receiving additional training in *adoption techniques* and *adoption counseling*. These percentages were notably higher than those received from paid employees in these categories. However, it is worth noting that this category could overlap with *customer service*, which received a high-need ranking from staff.
  - Volunteer responses indicated a desire for:
    - “*Procedure of adoption for new volunteers*”
    - “*Adoption counseling and tips for the new pet—extra time taken to give advice to make the adoption even more successful*”
    - “*Commonly asked questions for adoption counselors*”
    - “*Matching people to pets*”

### ***Fundraising/Development***

- Executive directors (31%) and volunteers of volunteer-based organizations (30%) most commonly reported that additional training in *fundraising and development* would benefit their organization; these percentages are far higher than those from respondents in staffed organizations.

### ***Internal Documentation of Roles, Policies and Procedures***

- Interestingly, 18% of volunteers from volunteer-based organizations, 9% of staff and 8% of volunteers from staffed organizations reported a need for what might be termed “*internal documentation*.” Some respondents simply cited the desire for written SOPs or job descriptions; others conveyed a more subjective notion—the desire for clarity and consistency.
  - Responses indicated a desire for more training in:
    - “*Basic standards and guidelines for staff*”
    - “*Formal documentation of all processes*”
    - “*Treat staff in all departments the same when it comes to policies*”
    - “*Clear and current procedural implications*”/“*More clear, consistent rules*”
    - “*Making staff confident they know what is expected of them*”
    - “*What each role is responsible for since some people overlap duties*”



## Topics Requested for Training and Development (continued)

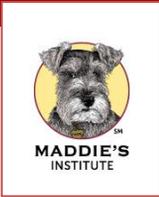
### ***Communication & Team Building/Interpersonal Skills***

- Although responses that indicated a desire for more training within the categories of *communication* and *team building/interpersonal skills* were not amongst the most frequently expressed, it is important to note that nearly 9% of paid employees and 10% of volunteers from staffed organizations stated that their organization could benefit from establishing greater *communication*.
  - *Communication* category responses included:
    - *“Inter-departmental communication”*
    - *“More information about what each department is doing—maybe monthly updates”*
    - *“More communication with management, not just from management”*
    - *“Including all employees in general staff meetings”*
  
- 7% of employees requested more *team building* and attention to *interpersonal skills* training. These notions coupled with that of *cross-training*, and even *stress management/compassion fatigue*, begin to paint a picture of an organization which may need more supportive internal and communicative peer relationships.
  - *Team Building/Interpersonal Skills* category responses included:
    - *“Building committees”*
    - *“Better introduction of new staff to old staff”*
    - *“Staff to staff relationships”*
    - *“Morale improvement and team building”*
    - *“Attitude and respect”*

*“A common problem in animal shelters is a **lack of teamwork** across departments. What seems to happen is that employees take on the identity of the department they are working in to the exclusion of the shared organizational mission.”*

*Teamwork Across Departments:  
Strategic Recommendations for Improving Inter-Departmental Teamwork in Animal Shelters  
The Humane Society of the United States  
([http://sds.uncc.edu/sites/sds.uncc.edu/files/media/White\\_Paper\\_Teamwork.pdf](http://sds.uncc.edu/sites/sds.uncc.edu/files/media/White_Paper_Teamwork.pdf))*

Check out this publication for great ideas on how to improve your organizations cross departmental team-building.

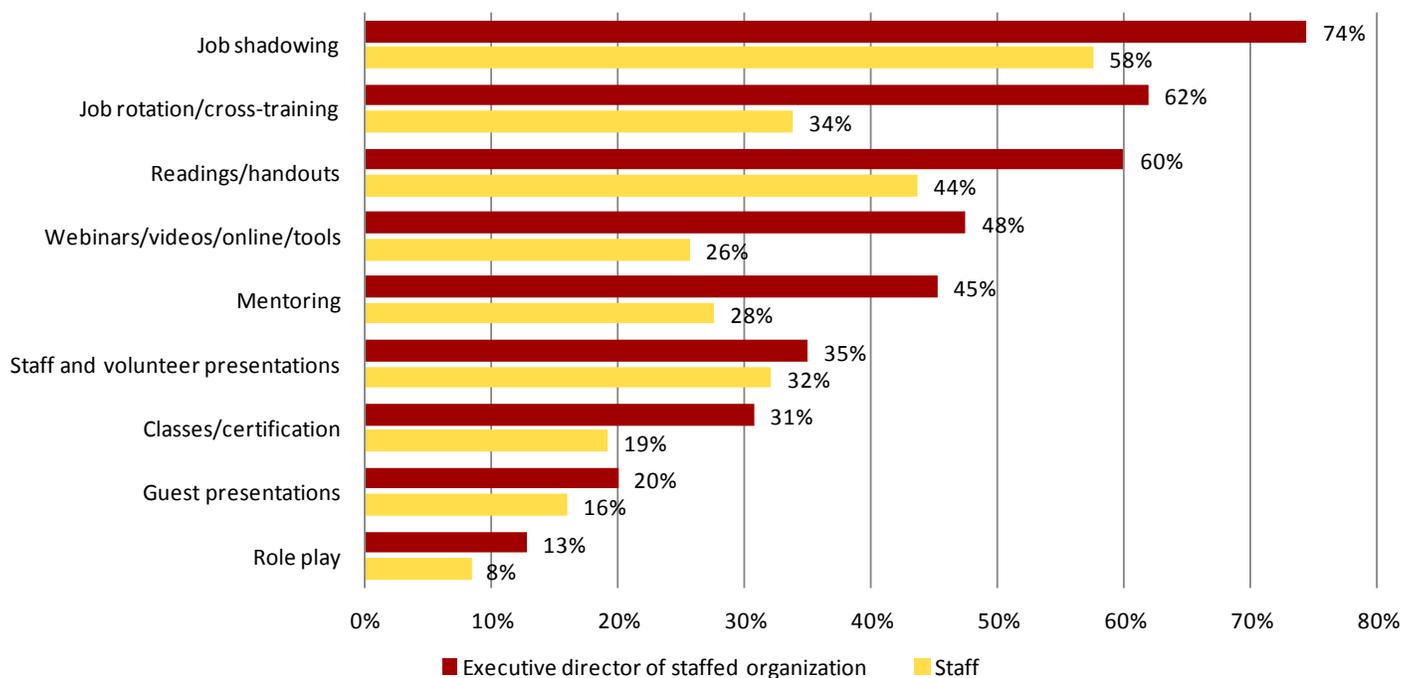


## Training and Development Strategies

Respondents were asked to rate how often their organization incorporated 9 different learning strategies into initial training or development.

- Across all respondent types, *job shadowing* and *readings/handouts* were among the most frequently used training and development approaches (graphs 51 and 52).
- Executive directors of staffed organizations and employees also commonly reported that *job rotation/cross-training* was *always* or *often* employed in their organization's staff training and development regimen (62% and 34%, respectively; graph 51).

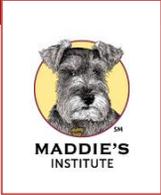
**Graph 51. Percentage of respondents in organizations that *always* or *sometimes* incorporate the following learning strategies into staff training and/or development.**



Average sample sizes: Executive directors of staffed organizations (n=41), Staff (n=330)

*“Certifications would be a great way to help employees validate trained skills and move forward in careers with animals. Having a culture based on education in this field is important, as is communication.”*

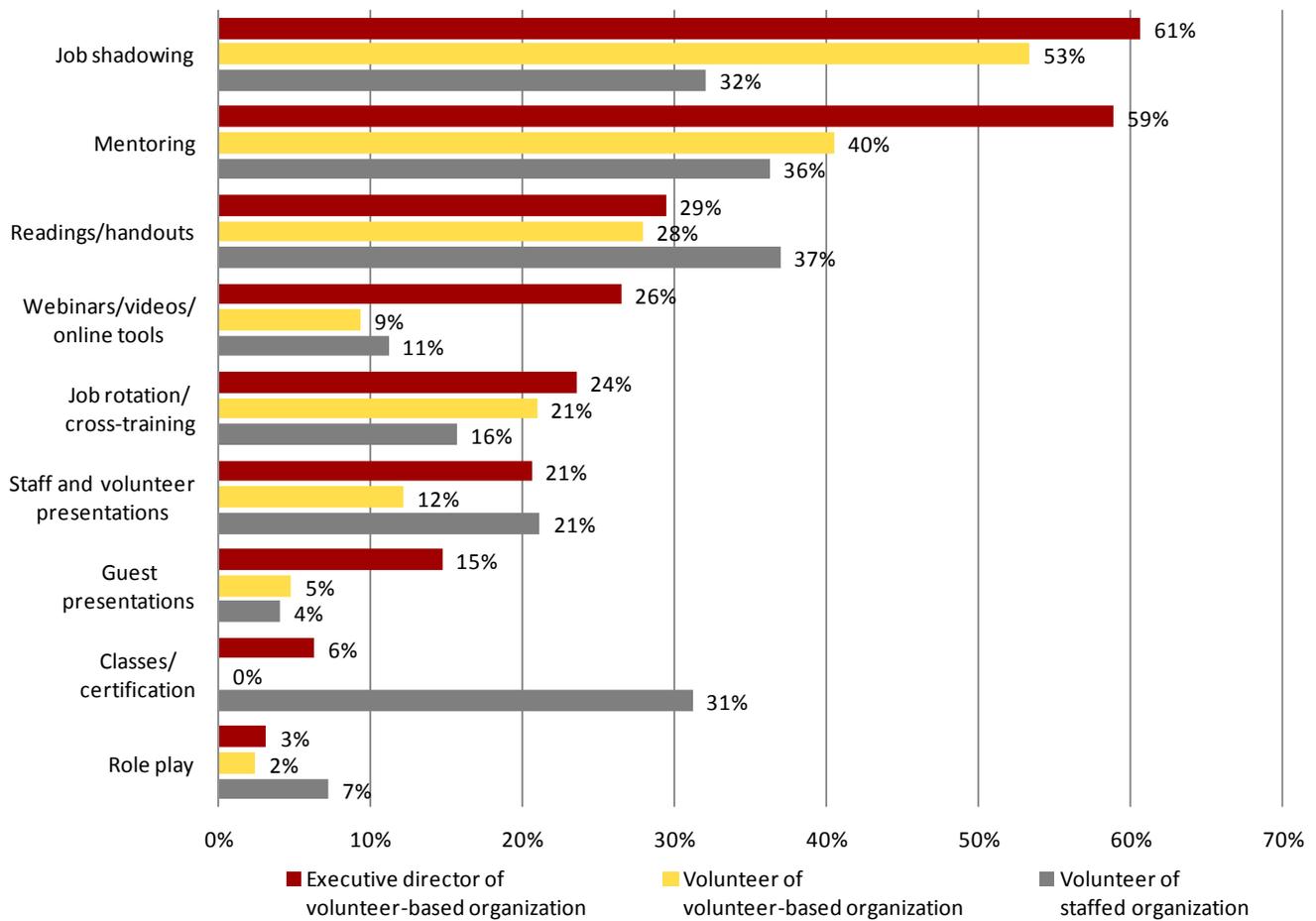
Anonymous Staff Person



### Training and Development Strategies (continued)

- Executive directors of volunteer-based organizations and all volunteers also commonly cited *mentoring* as an approach *always* or *often* employed (59% of EDs and 41% of volunteers from volunteer-based organizations and 36% of volunteers of staffed organizations; graph 52).

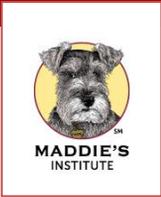
**Graph 52. Percentage of respondents in organizations that *always* or *sometimes* incorporate the following learning strategies into volunteer training and/or development.**



Average sample sizes: Executive directors (n=33) and Volunteers of volunteer-based organizations (n=42), Volunteers of staffed organizations (n=155)

*“As a volunteer demonstrates increasing commitment and skill, we delegate more and more responsibility to them, while making sure they have direct contact with mentors and senior leadership. This is more a ‘service learning’ model and hands-on, than formal.”*

Anonymous Executive Director

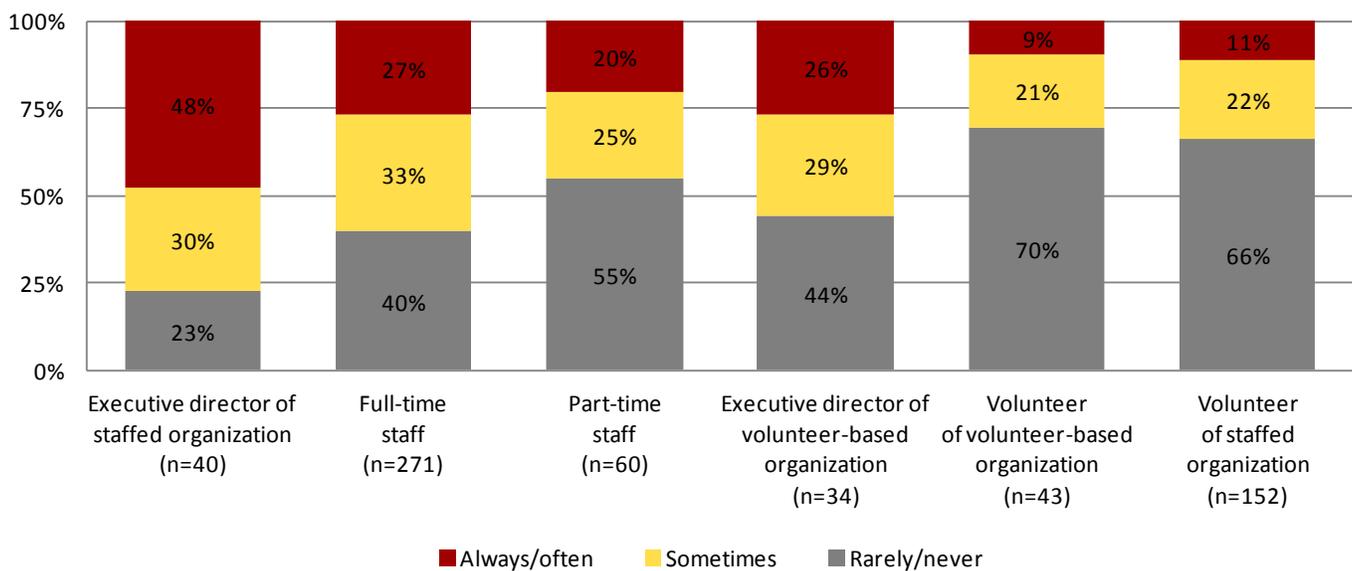


## Training and Development Strategies (continued)

### Webinars, Videos and Online Tools

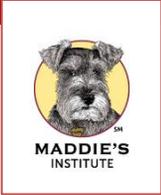
- Webinars and online tools are becoming a common way for lead organizations to effectively disseminate best practices nationally. While executive directors (48% and 26%) generally ranked the category of *webinars/videos/online tools* within the top five most utilized strategies, employees (27% and 20%) and volunteers (9% and 11%), reported less frequent usage in their training or development (graph 53).

**Graph 53. How often does your organization incorporate webinars/videos/online tools into training or development?**



*A 2006 study of truck drivers found that  
 "...employees expressed significantly more positive attitudes toward  
 company-sponsored training programs when instruction complemented  
 their individual learning style preferences."*

*Matching instruction with employee perceptual preference significantly increases training effectiveness*  
 Human Resource Development Quarterly



## Training and Development Strategies (continued)

- The three least utilized strategies across the entirety of the survey were *role-play*, *guest presentations* and *classes/certifications*.

### Role Play

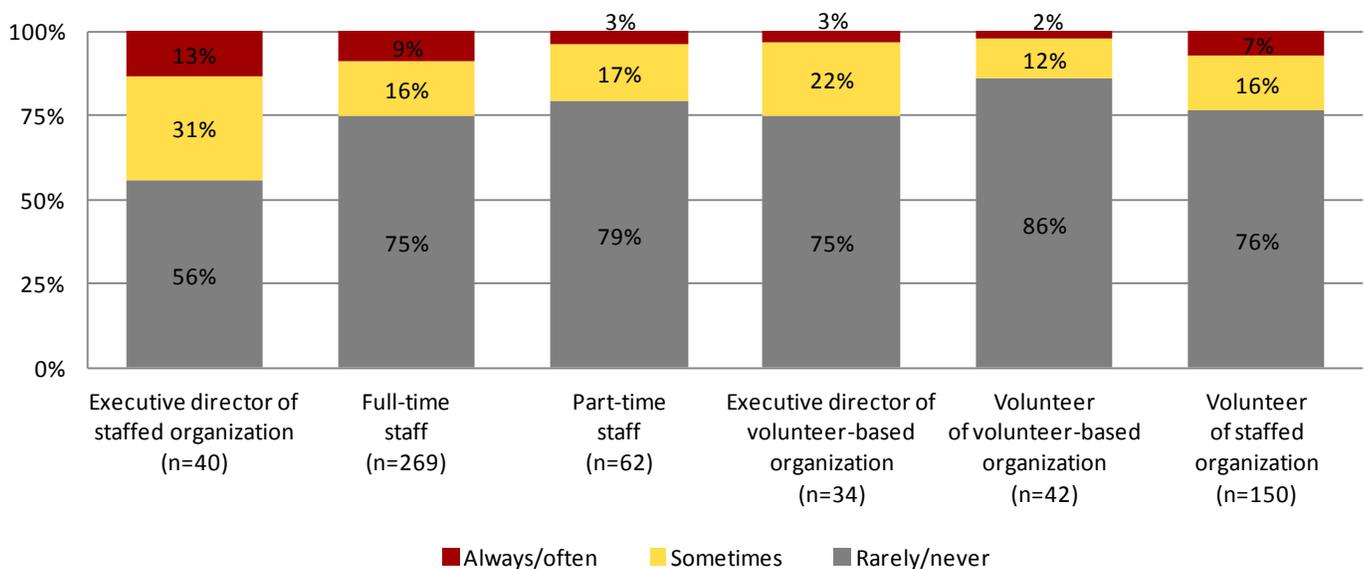
In “Role Playing: Preparing for Difficult Conversations and Situations,” an article by Mind Tools, an online training center, the author asserts that role-play is most useful when “...preparing for unfamiliar or difficult situations” such as customer service improvements, emotionally difficult conversations or when resolving conflict.

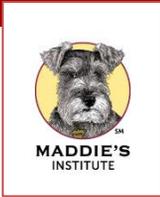
Shelter employees and volunteers often face challenging and emotional person to person scenarios, like diffusing conflict in neglect or abuse cases, filing lost animal reports or rejecting unfit adopters, to name just a few. Role play can provide a learned framework, teaching workers how to tackle tricky situations with poise, perspective and with the best interests of the organization, animals and customers in mind.

Below are our findings:

- Despite the benefits of role play, approximately 75% of all respondents reported that the role play method is either *rarely* or *never* incorporated in their organization’s training or development processes (cumulative data from graph 54).

**Graph 54. How often does your organization incorporate role play into training or development?**





## Training and Development Strategies (continued)

### Guest Presentations

Animal-care organizations often have limited resources which may thwart the establishment and implementation of training and development programs (barriers are discussed further on page 66 of this report). However, one solution is leverage expertise outside of your organization. First, take advantage of the opportunities that may already exist. Second, consider creating opportunities—where it makes business sense and where there is a common need—by pooling resources and partnering with other agencies.

*“It would be good to have guest presentations and find out what other organizations are doing that works well.”*

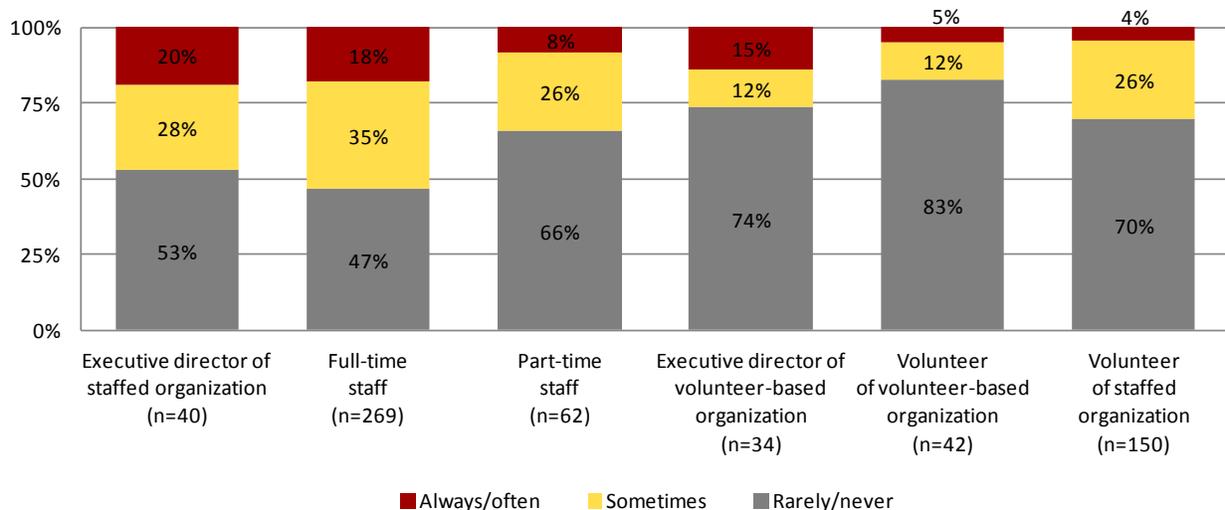
Anonymous Volunteer

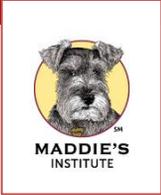
*Entrepreneur.com’s* article “Can’t Afford Employee Training Programs? Think Again,” says “You can probably find commonalities, and you can have a trainer come out and do training for all the businesses together.” The Community Tool Box asserts, “Especially where none of the organizations alone has the staff or financial resources to conduct a full-fledged training program, this can be a great way to provide high-quality staff and professional development.” Training in customer service, management training or compassion fatigue could be useful to almost anyone in the animal-care field. Moreover, “Such joint training can also be made available to the public. This can educate people about the issues and gain support for the organizations in the community.”

Below are our findings:

- Approximately 59% of all respondents reported that guest presentations are either *rarely* or *never* incorporated in their organization’s training or development (cumulative data from graph 55).

**Graph 55. How often does your organization incorporate guest presentations into training or development?**





## Training and Development Strategies (continued)

### “Trainer” Training

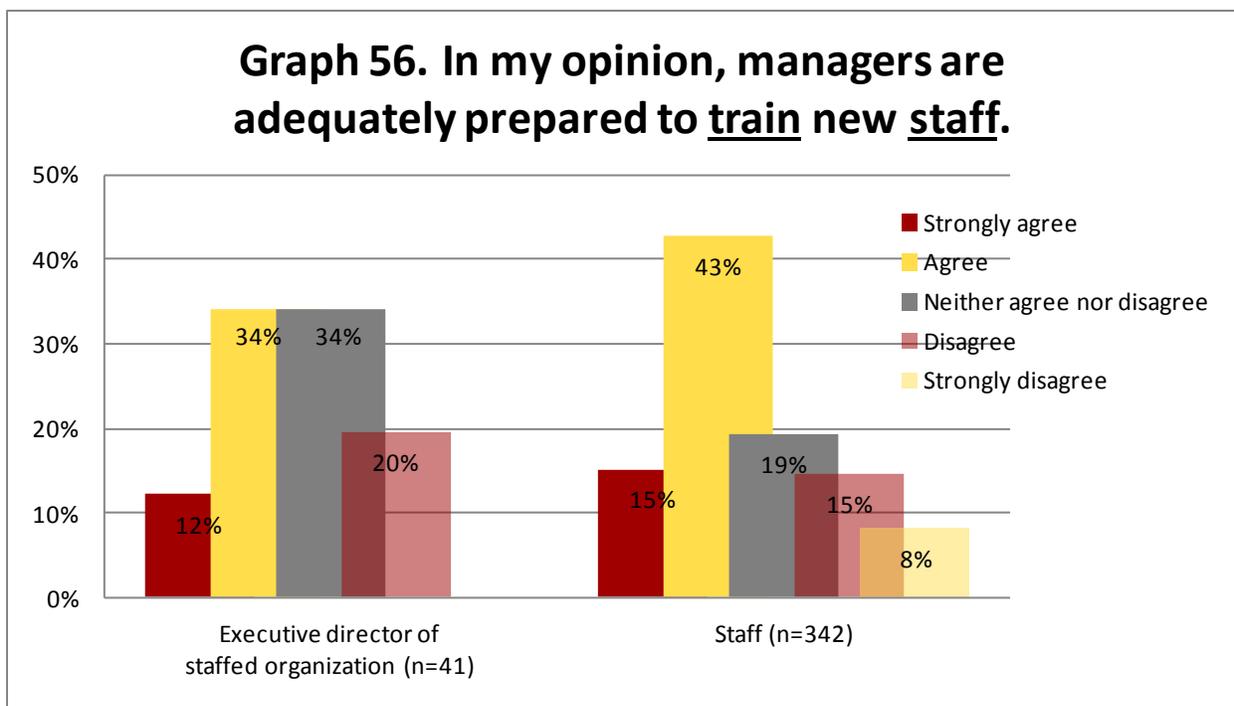
**Value Statements:** Respondents from staffed organizations were asked to rate the following two statements on a 5-point scale from *strongly agree* to *strongly disagree*.

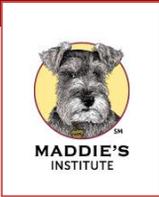
#### Statement #1:

ED version: **“We provide managers with sufficient training on how to train new staff.”**

Staff version: **“In my opinion, managers are adequately prepared to train new staff.”**

- 46% of executive directors of staffed organizations either *strongly agreed* or *agreed* when asked if their organization provided managers with sufficient training on how to train new staff.
- 58% of paid staff members either *strongly agreed* or *agreed* that managers at their organization were adequately prepared to train new staff; however, 23% either *disagreed* or *strongly disagreed* with that statement (cumulative data from graph 56).





## Training and Development Strategies (continued)

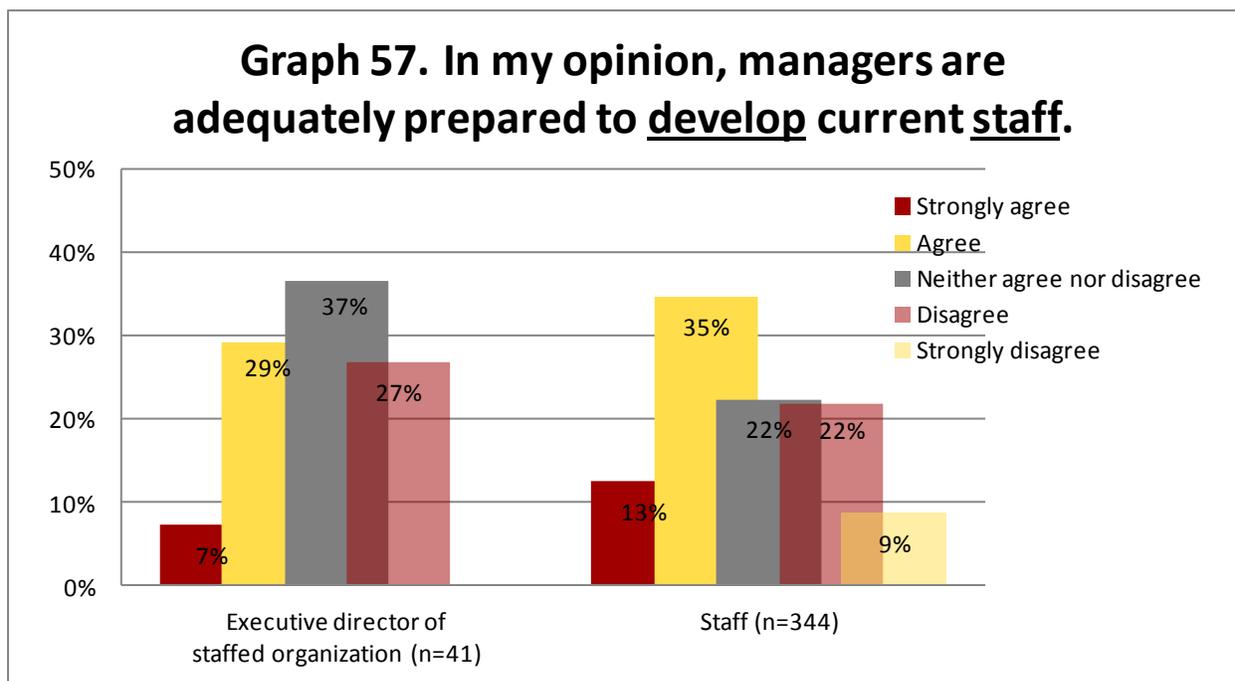
### “Trainer “Training continued

#### Statement #2:

ED version: **“We provide managers with sufficient training on how to develop current staff.”**

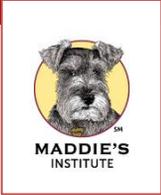
Staff version: **“In my opinion, managers are adequately prepared to develop current staff.”**

- Both paid staff and executive directors of staffed organizations were more likely to *strongly agree* or *agree* that managers were adequately prepared to train new staff than develop current staff (58% versus 48% for paid staff, and 46% versus 36% for executive directors; graphs 56 and 57).
- 8% and 9% of paid staff *strongly disagreed* with statements #1 and #2, respectively, while 0% of executive directors of staffed organizations *strongly disagreed* with either statement.



*“I feel there is ‘lost potential’ by not having a formal development plan and managers that really don't know how to encourage development. Motivated individuals feel stifled, underappreciated and frustrated with their jobs.”*

Anonymous Staff Person



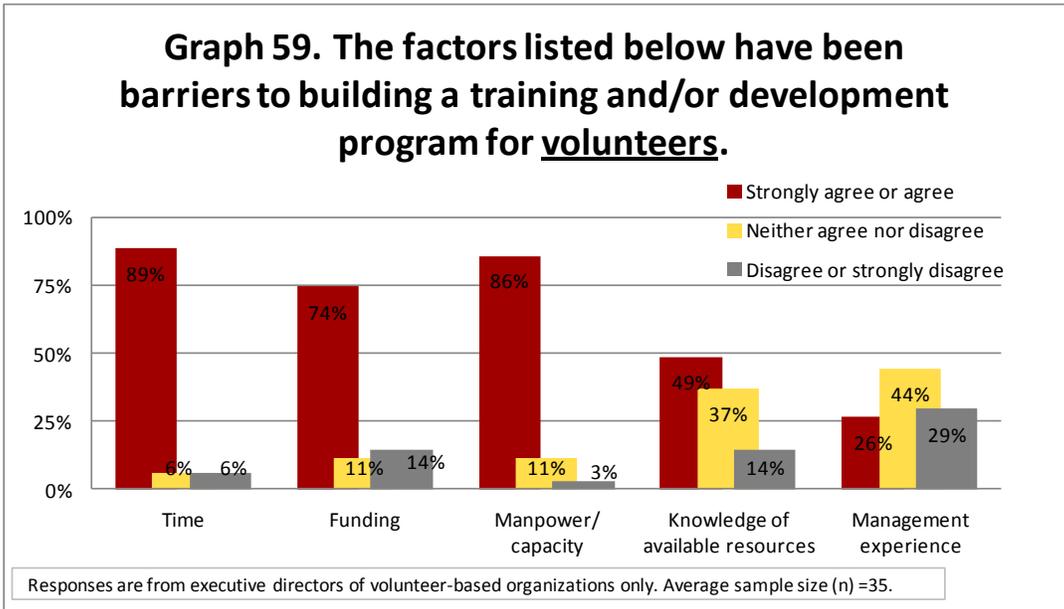
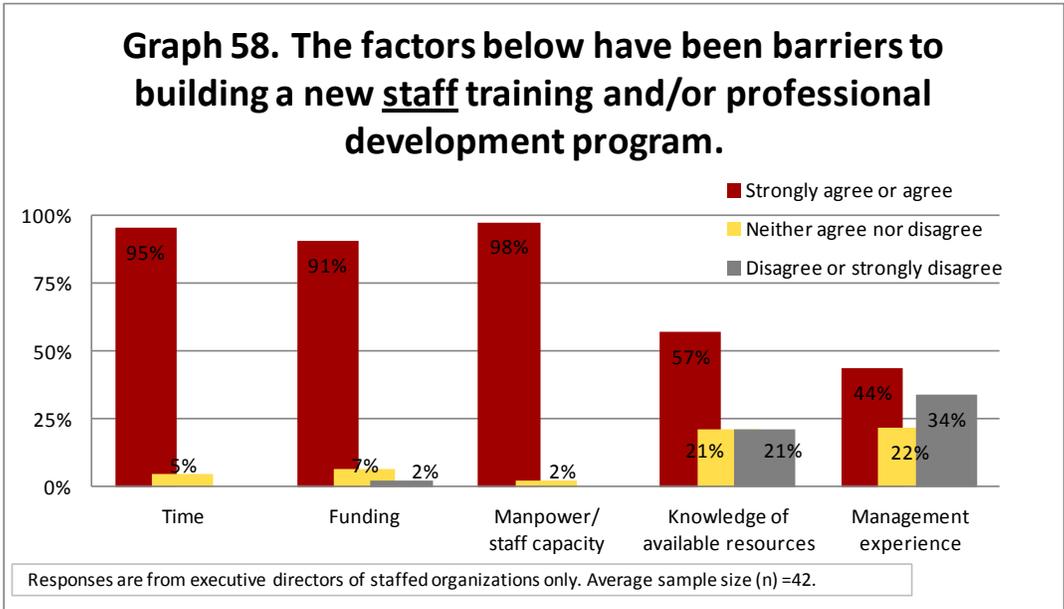
## Barriers to Training and Development Programs

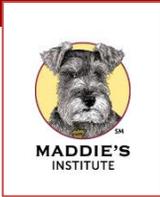
Executive directors were asked to identify and rate which factors have been barriers to building initial training and/or professional development programs within their organizations. Items were rated on a 5-point scale from *strongly agree* to *strongly disagree*.

*“When we are able to provide training we see **huge benefits**, sadly the cost of doing so makes it rarer than we wish.”*

Anonymous Executive Director

- In both types of organizations, *time, funding and manpower* were cited as the biggest barriers to building training and/or development programs (graphs 58 and 59).
- *Knowledge of available resources and management experience* were the least limiting factors indicated.



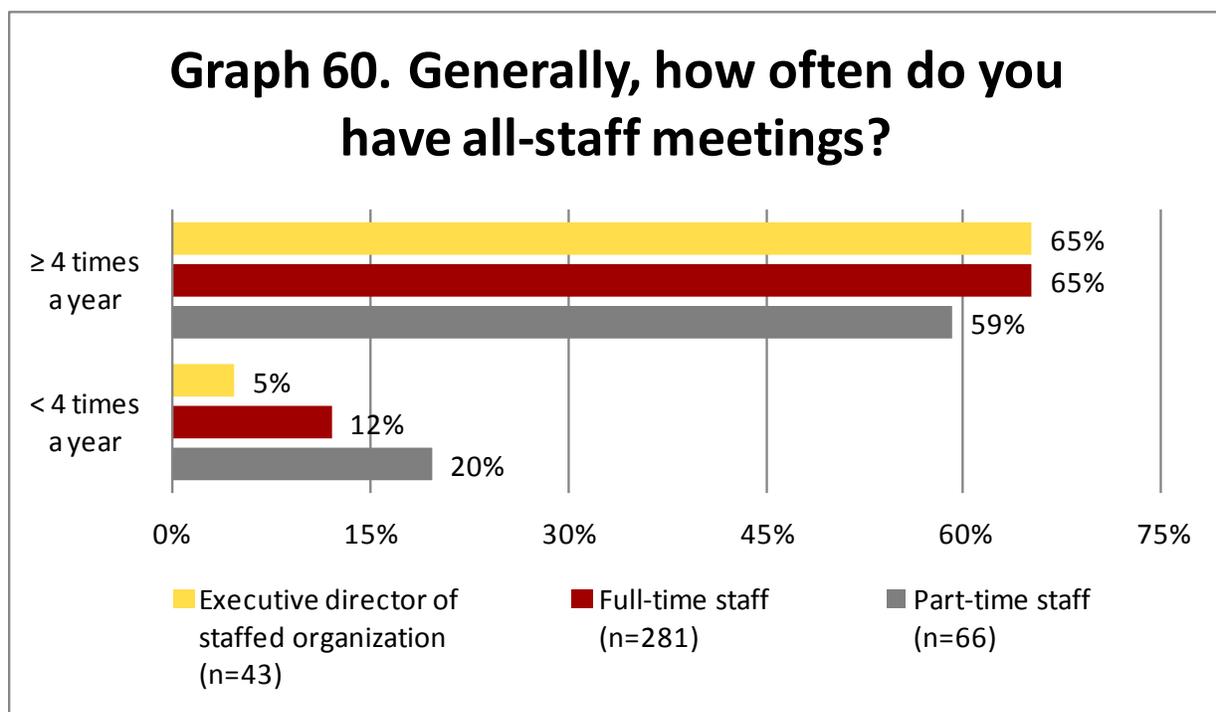


## Meetings and Check-Ins

### All-Staff Meetings

Executive directors from staffed organizations and paid staff were asked how often their organization held all-staff meetings.

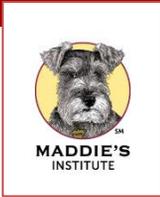
- The top three responses from executive directors and employees were: *monthly* (37% and 34%), *not on a regular basis* (19% and 17%), *every three months/quarterly* (12% and 16%).
- The majority of respondents reported having an all-staff meeting at least 4 times a year; however, 5% of executive directors of staffed organizations, 20% of part-time and 12% of full-time employees surveyed indicated that their organizations had fewer than 4 all-staff meetings annually (graph 60).



- 18 staff members (5%) expressed that their organization did *not* have all-staff meetings (data not depicted).

*“We close our shelter for one day a month so that staff may receive internal ongoing training...”*

Anonymous Staff Person

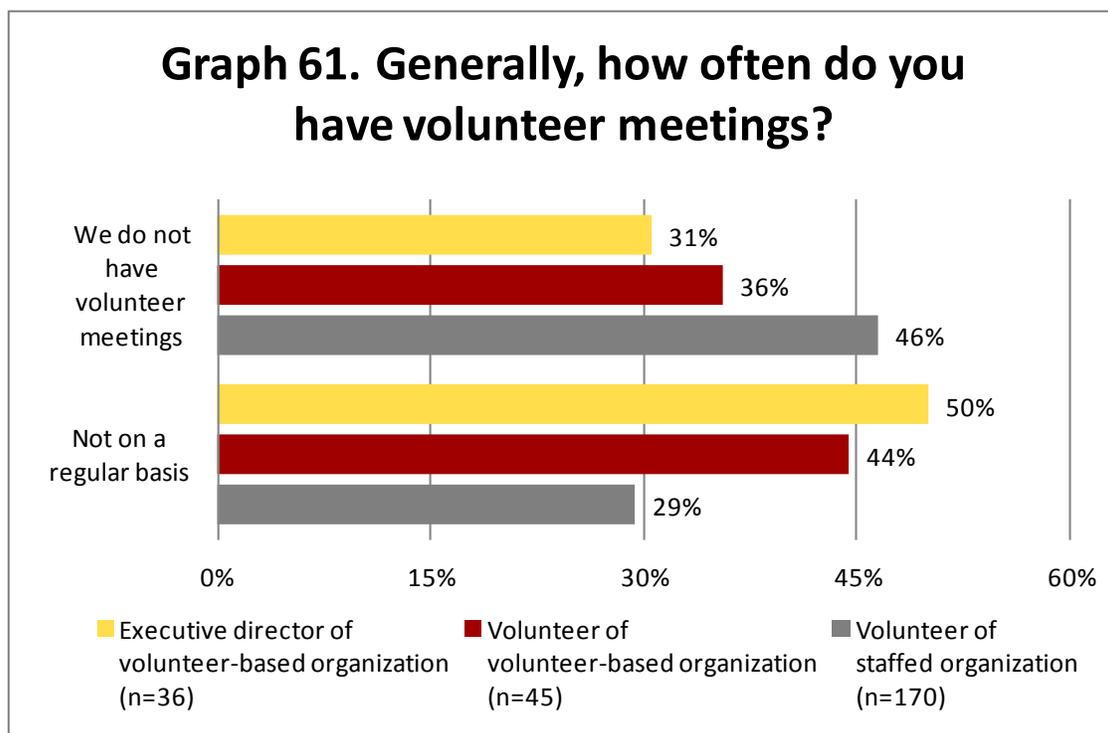


## Meetings and Check-Ins (continued)

### Volunteer Meetings

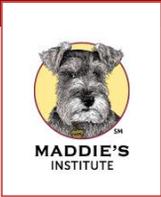
Volunteers from staffed organizations and executive directors and volunteers of volunteer-based organizations were asked to report how often their organization held volunteer meetings.

- The two most common responses from volunteers of staffed organizations and executive directors and volunteers of volunteer-based organizations were: *we do not have volunteer meetings* or *we do not have them on a regular basis* (graph 61).
- Looking across categories, volunteers of staffed organizations were the least likely to report having volunteer meetings (46%). Executive directors of volunteer organizations were the least likely to report having volunteer meetings on a *regular basis* (50%).



- These responses were confirmed from volunteers of volunteer-based organizations: 36% of whom reported to *not have volunteer meetings* and 44% of whom reported to not have meetings *on a regular basis*.

Check out *Meetings with Merit* on Petfinder.com for ideas on how to design and implement meetings. (<http://www.petfinder.com/pro/for-shelters/meetings-with-merit/>)

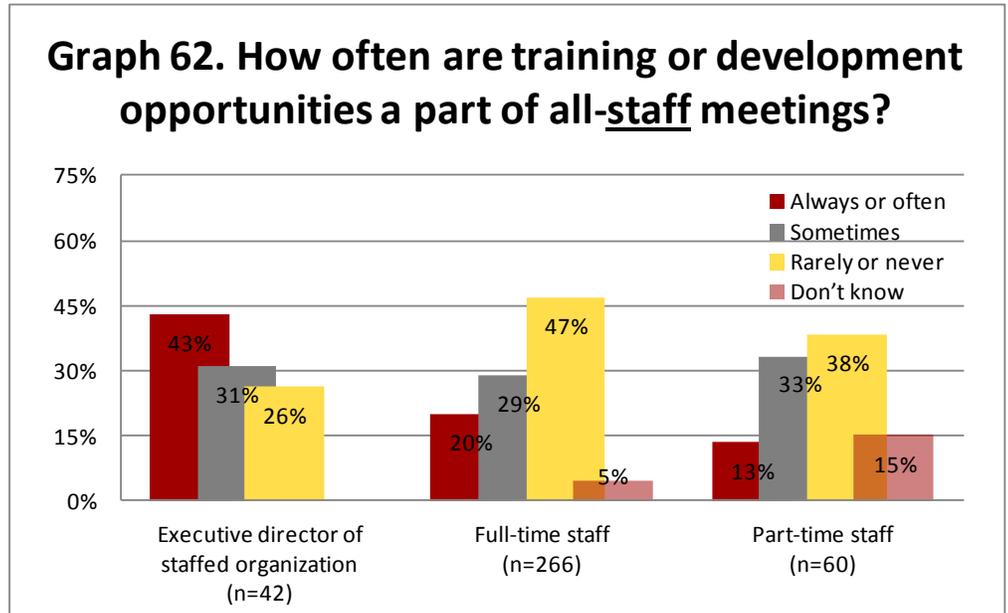


## Meetings and Check-Ins (continued)

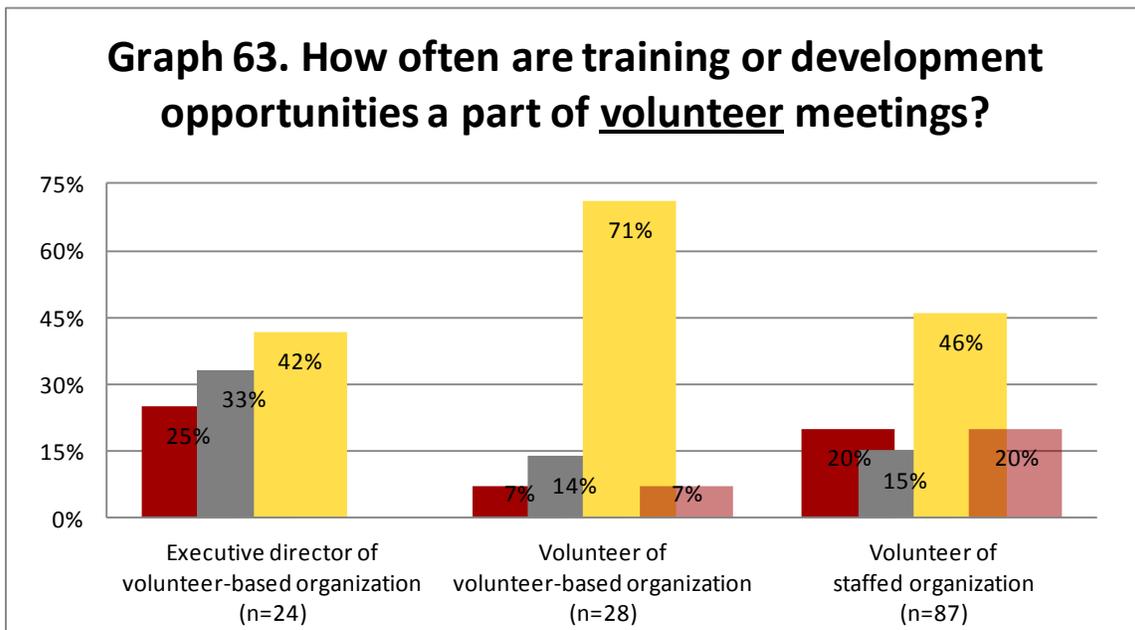
### Training or Development Opportunities in Meetings

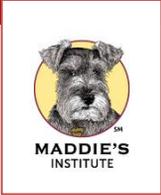
Respondents who reported having all-staff or volunteer meetings in the previous question were asked to rate the frequency of training and/or development opportunities during those meetings.

- 43% of executive directors of staffed organizations reported that training or development opportunities were either *always* or *often* part of all-staff meetings. In stark contrast, full-time and part-time employees most commonly stated that these opportunities were *rarely* or *never* incorporated in staff meetings (47% and 38%, respectively; graph 62).



- Furthermore, 46% of volunteers from staffed organizations, 42% of executive directors from volunteer-based organizations and 71% of volunteers from volunteer-based organizations expressed that training or development were *rarely* or *never* part of volunteer meetings (graph 63).



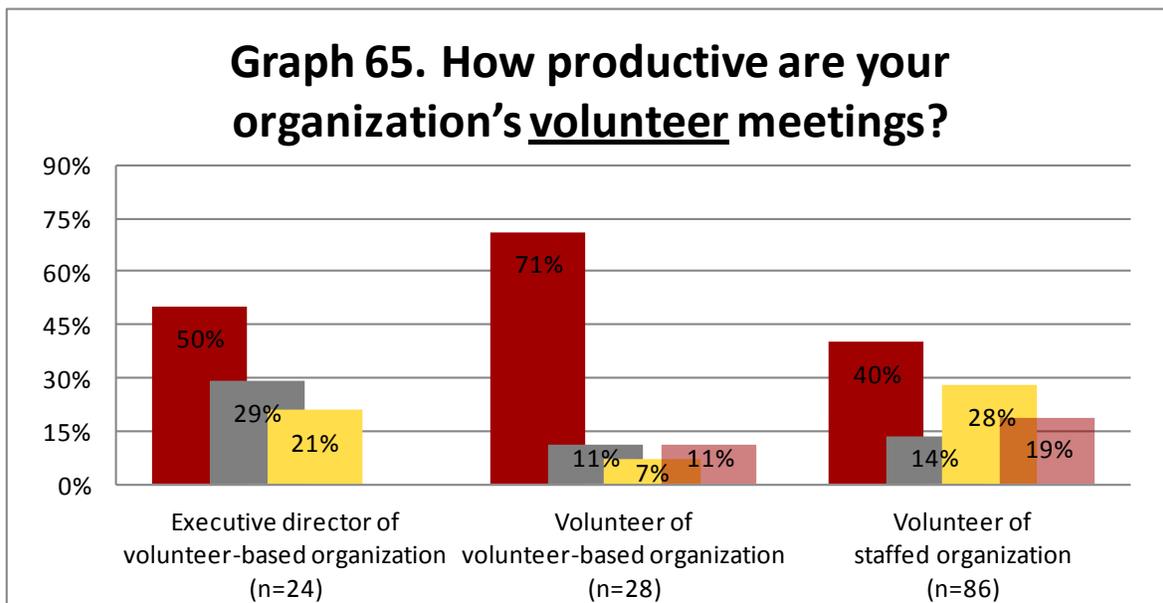
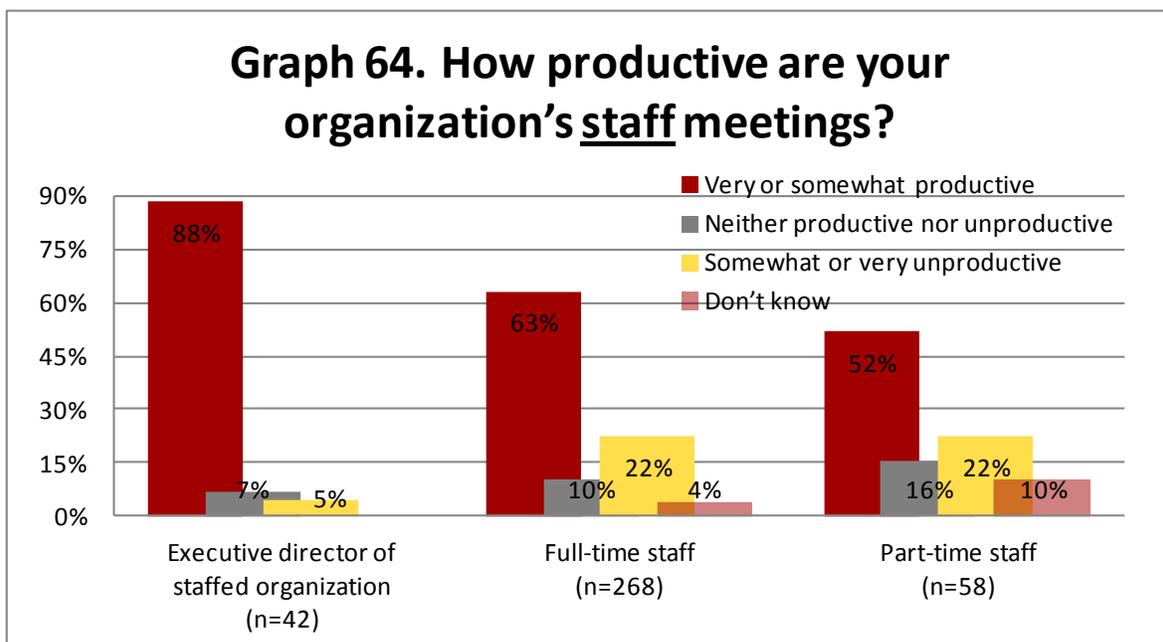


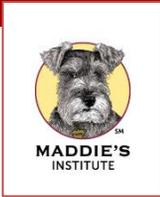
## Meetings and Check-Ins (continued)

### Meeting Productivity

**Rating:** In organizations where all-staff or volunteer meetings occurred respondents were asked to rate the productivity (e.g., clear objectives, concerns are addressed, actionable next steps) of those meetings on a 5-point scale from *very productive* to *very unproductive*.

- Percentages of those reporting *very* or *somewhat productive* staff meetings decreased from executive directors to paid employees to volunteers (88% of EDs, 63% of full-time employees, 52% of part-time employees and 40% of volunteers from staffed organizations; graphs 64 and 65).





## Meetings and Check-Ins (continued)

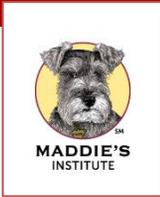
### *Meeting Productivity continued*

- Volunteers from staffed organizations were least likely to positively rate meeting productivity and most likely to report that these meetings were unproductive (28%). Additionally, 19% *did not know* how to rate volunteer meeting productivity (graph 65). This did not appear to be related to length of time the volunteer had been with the organization (data not depicted).
- In contrast, 71% of volunteers and 50% of executive directors from volunteer-based organizations found their meetings to be *very or somewhat productive*.

*“Meetings with **structure** foster greater participation from attendees.”*

*Improving Organizational Communication: Strategic Recommendations for Effective Shelter Communication*  
([http://sds.uncc.edu/sites/sds.uncc.edu/files/media/White\\_Paper\\_Org\\_Comm.pdf](http://sds.uncc.edu/sites/sds.uncc.edu/files/media/White_Paper_Org_Comm.pdf))

Shelter Diagnostic System, UNC Charlotte



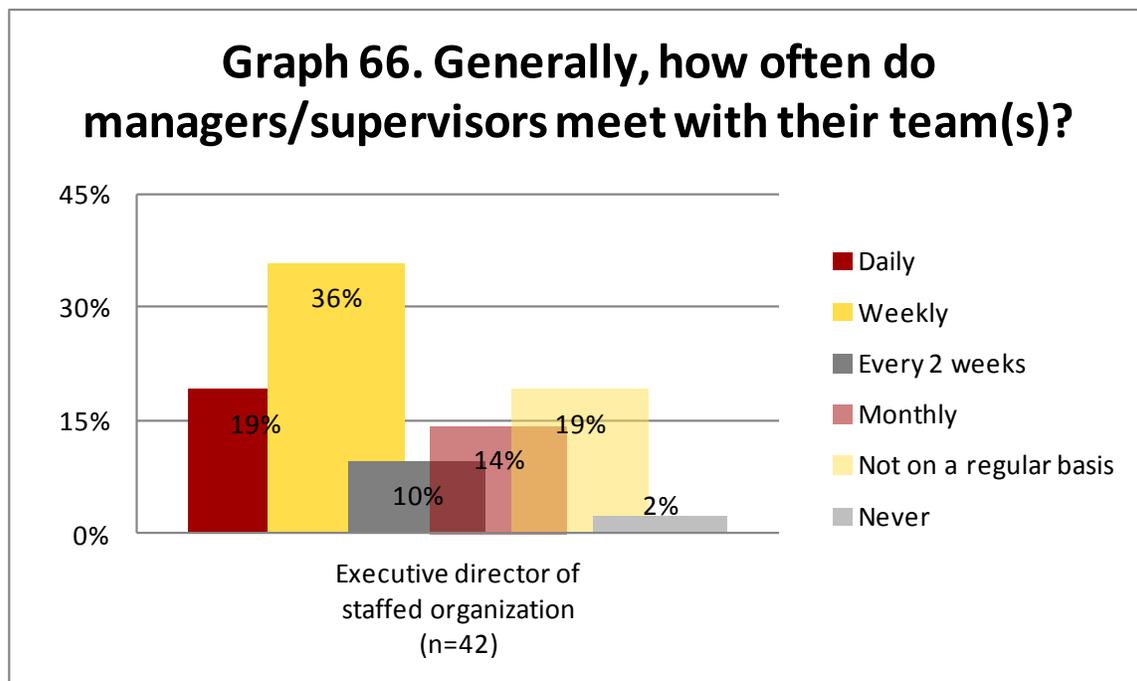
## Meetings and Check-Ins (continued)

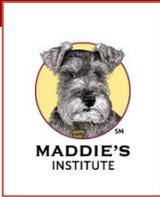
### Team Meetings

Executive directors were asked how often, on average, organizational managers met with: 1) the respective teams they led and 2) the individuals they manage. Staff and volunteers were asked how often their own managers or supervisors met with: 1) the team they are a part of and 2) them personally.

Below are our findings for team meetings:

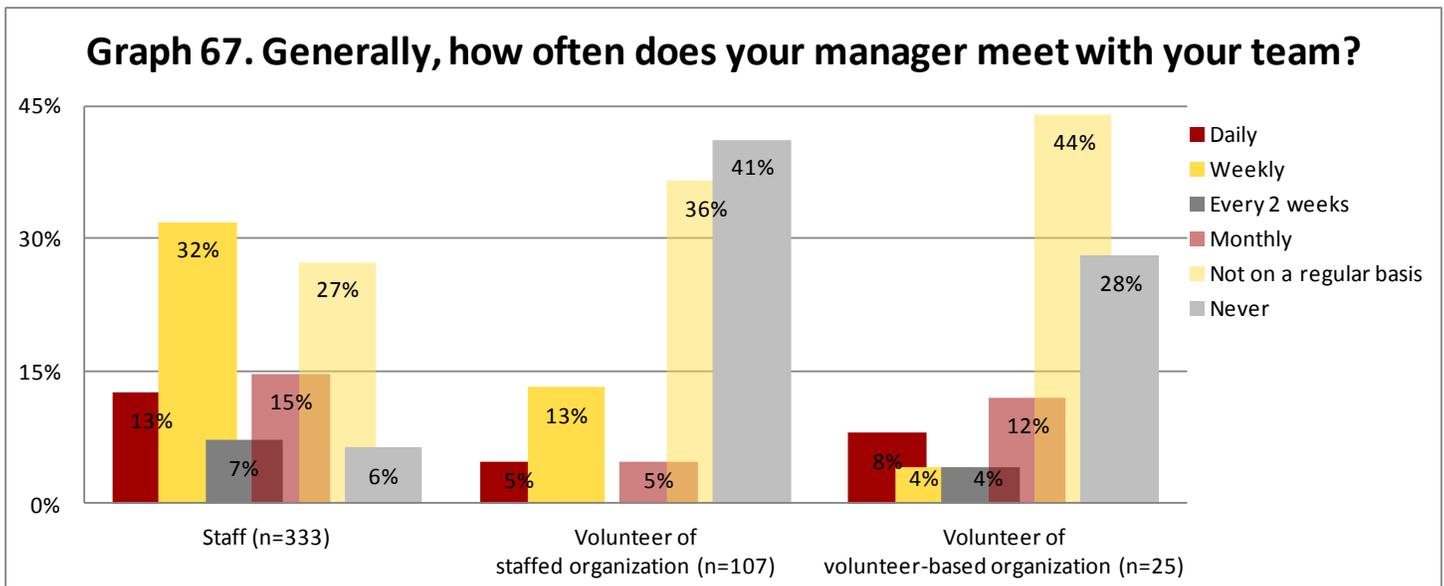
- Meeting frequency between organizational managers and the teams they manage varied widely from *daily* to *never*, though responses from staff and executive directors of staffed organizations exhibited the most diversity.
- Executive directors of staffed organizations and staff most commonly cited *weekly* manager to team meetings (36% and 32%, respectively); the second most common response from these groups was *not on a regular basis* (19% and 27%, respectively; graphs 66 and 67).



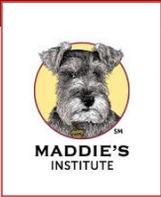


## Meetings and Check-Ins (continued)

### Team Meetings continued



- Notably, 34% of volunteers from staffed organizations, 30% of executive directors and 42% of volunteers from volunteer-based organizations, reported that this question was *not applicable* (data not depicted). Perhaps, these volunteers do not have managers/supervisors or do not feel that they belong to a team. Of those for whom this question was applicable, volunteers of staffed organizations most commonly expressed *never* having manager to team meetings (41%); volunteers from volunteer-based organizations most commonly expressed that manager to team meetings do *not occur on a regular basis* (44%; graph 67).
- Applicable responses from executive directors of volunteer-based organizations were too few to further analyze.



## Meetings and Check-Ins (continued)

### Individual Meetings

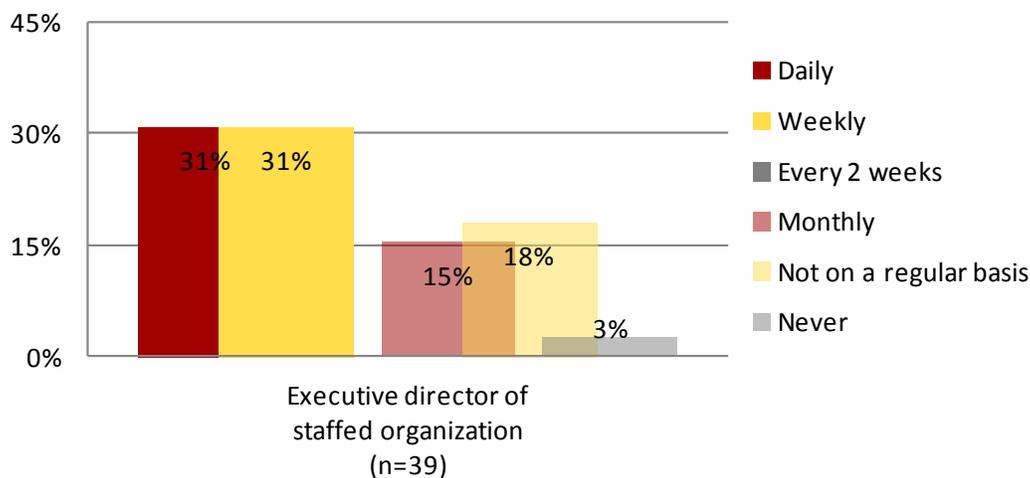
Below are our findings for individual meetings:

- The top three responses from staff and executive directors of staffed organizations as to how frequently managers in their organization meet with individuals were *daily*, *weekly* and *not on a regular basis* (select categories depicted in graphs 68 and 69). Only 3% of full-time and 5% of part-time staff reported that their manager/ supervisor *never* meets with them individually.

*“By using ongoing direct communications, managers support people in their roles, coach them for improved performance, and help them to see how their contributions add value to the organization.”*

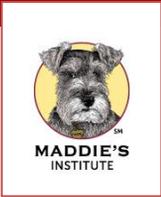
*People, Productivity, and Performance:  
The Foundations of Profitability*  
Kevin Sensenig, Dale Carnegie and Associates Inc.

**Graph 68. Generally, how often do managers/ supervisors meet with individuals they manage?**



*“Go back to basics by creating relationships built on trust and respect and by implementing frequent, consistent **employee-manager** interactions.”*

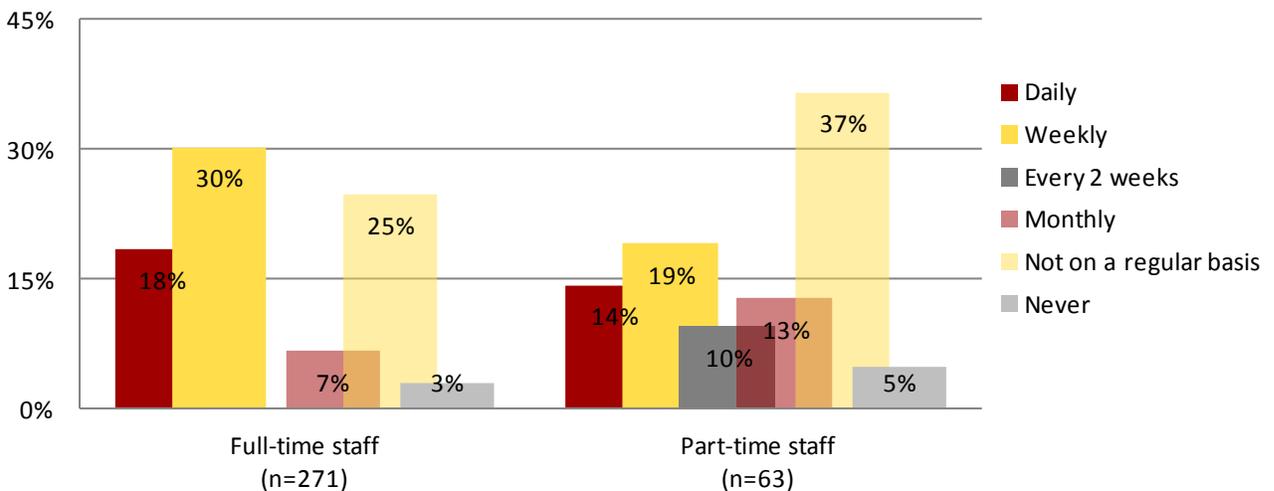
*Connect with People: The Foundation for Employee Trust and Engagement*  
Dale Carnegie & Associates, Inc.



**Meetings and Check-Ins (continued)**

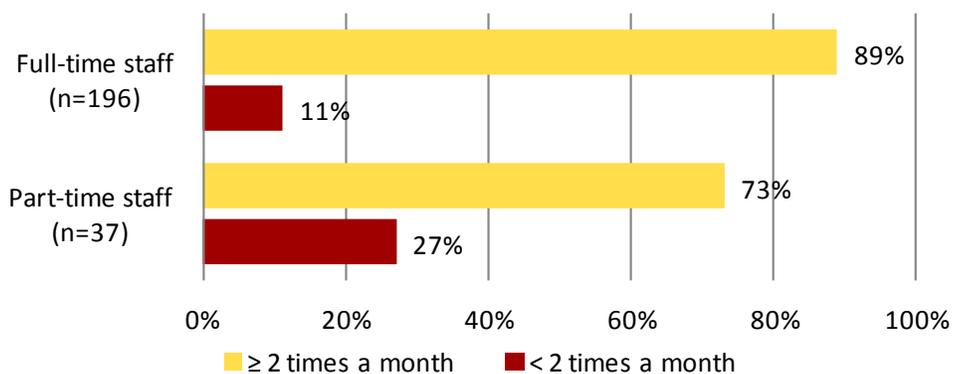
**Individual Meetings continued**

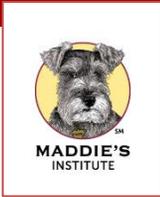
**Graph 69. Generally, how often does your manager/ supervisor meet with you individually?**



- Excluding responses of *never* and *not on a regular basis*, if the remaining categories are collapsed, results indicate that full-time employees may receive more one-on-one management time than part-time employees (graph 70). This could be due to myriad factors, like scheduling conflicts, lack of capacity or de-prioritization of the job status.

**Graph 70. Generally, how often does your manager meet with you individually?**

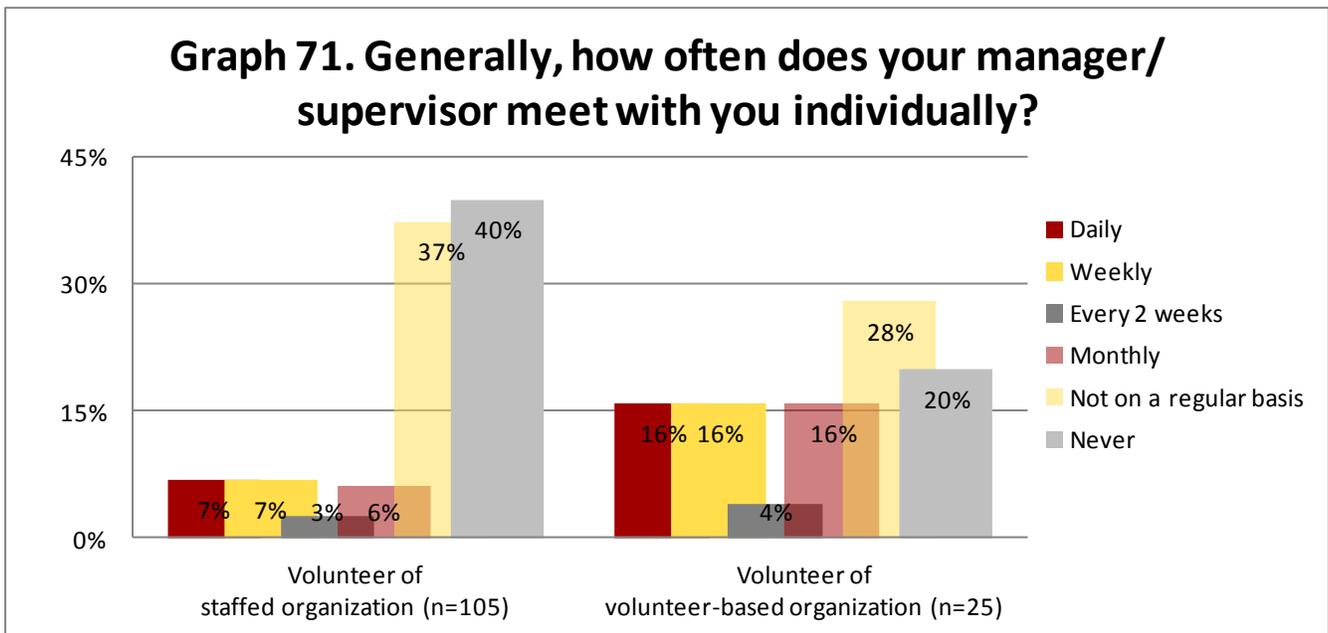




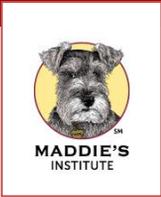
## Meetings and Check-Ins (continued)

### Individual Meetings continued

- Notably, 27% of volunteers from staffed organizations, 43% of executive directors and 40% of volunteers from volunteer-based organizations, reported that this question was *not applicable* (data not depicted). Applicable responses from executive directors of volunteer-based organizations were too few to further analyze.
- Of applicable responses, 40% of volunteers of staffed organizations reported *never* having individual meetings with managers and 37% reported that these meetings are *not held on a regular basis*. Volunteers of volunteer-based organizations were far more variable, as 20% reported *never* and 28% reported *not on a regular basis* (graph 71).



- Select volunteer comments:
  - *“They chat with me, but we don't formally meet.”*
  - *“Never have an organized meeting with volunteers.”*
  - *“In my experience, meetings are only called when there is a problem, not to, for example, discuss new ideas or approaches. New policies are communicated in mass emails. Very impersonal. Does not promote volunteer engagement.”*
  - *“We are all volunteers—no managers.”*



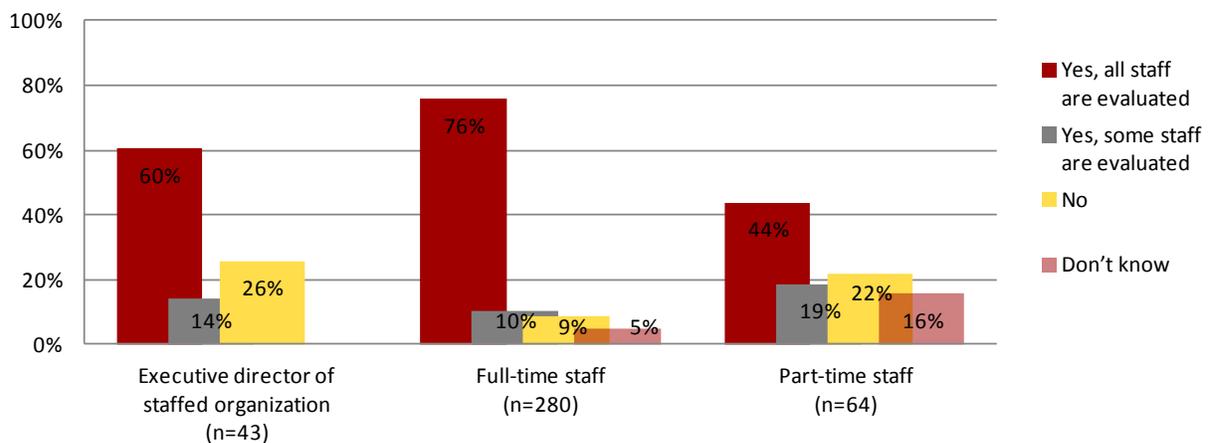
## Performance Evaluations

The American Humane Association's *Personnel Selection and Management Guide* states, "Regularly scheduled performance reviews are an important 'tool' for assuring goals and work standards are being met, for providing a forum for the discussion of issues of concern to both manager and employee, and for distributing rewards (recognition/merit increases) to deserving employees."

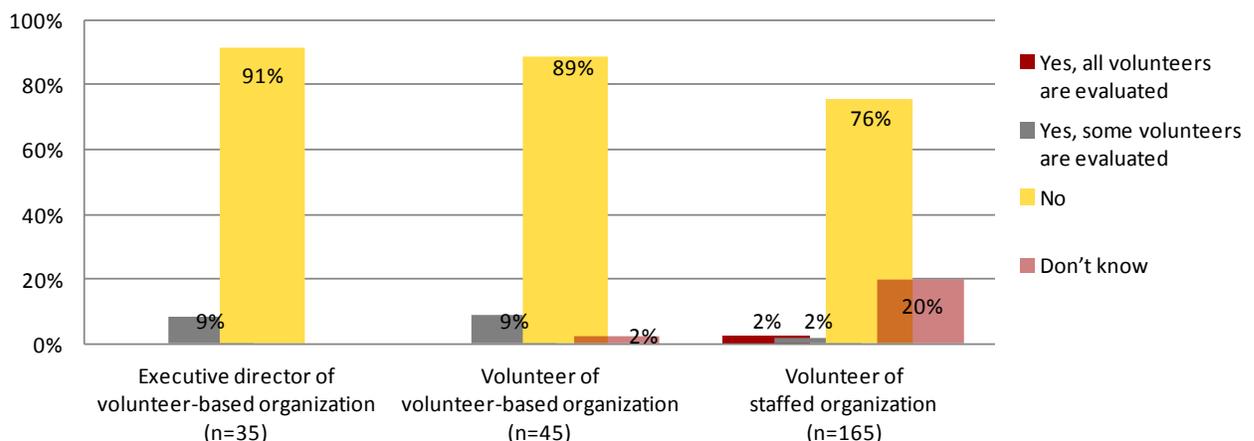
Respondents were asked if their organizations conducted organized performance evaluations.

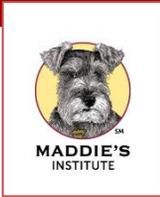
- Unsurprisingly, staffed organizations are much more likely to conduct performance evaluations for staff than for volunteers (graphs 72 and 73). Even so, 26% of executive directors of staffed organizations responded that *no* paid employees have a formal employee evaluation (graph 72).

**Graph 72. Does your organization conduct organized staff performance evaluations?**



**Graph 73. Does your organization conduct organized volunteer performance evaluations?**





### Performance Evaluations (continued)

- Furthermore, 76% of full-time staff members reported being a part of an organization that evaluates *all* paid employees, while only 44% of part-time staff reported the same (graph 72).
- Of staff members who said they *do not know* if their organization conducts organized performance evaluations, the majority, 58%, have been employed there for less than one year and 79% were in *general/entry level* or *coordinator/associate level* positions (data not depicted).
- 91% of executive directors and 89% of volunteers from volunteer-based organizations responded that their organizations do *not* conduct organized performance evaluations (graph 73). Those that did provide evaluations noted that the purpose was to progress volunteers through tiered levels of responsibility.

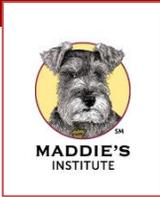
*“As you move up levels, you must pass certain skill/knowledge sets...”*

Anonymous Volunteer Comment

*“Our field must consistently adopt the rigorous **performance standards** that prevail in the for-profit business world if we are to make substantial progress toward saving the lives of all adoptable and treatable animals.”*

*“People who consistently fail to meet goals usually end up with a pink slip. But, in the world of non-profits (not just ones in the animal welfare field), this is often not the case. There tends to be a culture of softness about performance. The irony is that, with more limited resources, we actually need to be even more rigorous about **maximizing our results** for the resources used.”*

Robin Robertson Starr  
CEO, Richmond SPCA



## Performance Evaluations (continued)

Respondents who indicated that their organization conducted performance evaluations for either *some* or *all* of their workforce were asked to note frequency of evaluation, as well as rate a series of related value statements. The number of responses from volunteers or executive directors from volunteer-based organizations was too few to report on in the “Performance Evaluations” section (pages 79 to 83).

### **Frequency of Evaluation**

- The majority of executive directors of staffed organizations (63%), full-time employees (80%) and part-time employees (63%) reported conducting staff performance evaluations on an *annual* basis.
- Respondents from several organizations reported that new employees are evaluated at the 90-day (3-month) mark, then subsequently on an annual basis.

*“We do a 90-day evaluation for new [staff] and everyone is formally evaluated once a year after that.”*

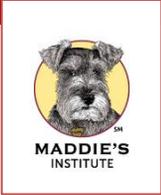
Anonymous Staff Person

*“Examine the job description and make any changes needed to bring the description of responsibilities and duties up to date.*

*If this is a major task, invite the employee to draft suggested changes during the week either preceding or following the review.”*

*Personnel Selection and Management*

Click [here](#) to see this and other operations guides from The American Humane Society.



## Performance Evaluations (continued)

**Value Statements:** Respondents were asked to rate statements related to performance evaluation on a 5-point scale from *strongly agree* to *strongly disagree*. Analysis of this statement only included responses from those who reported having a job or service descriptions (either organizationally or individually).

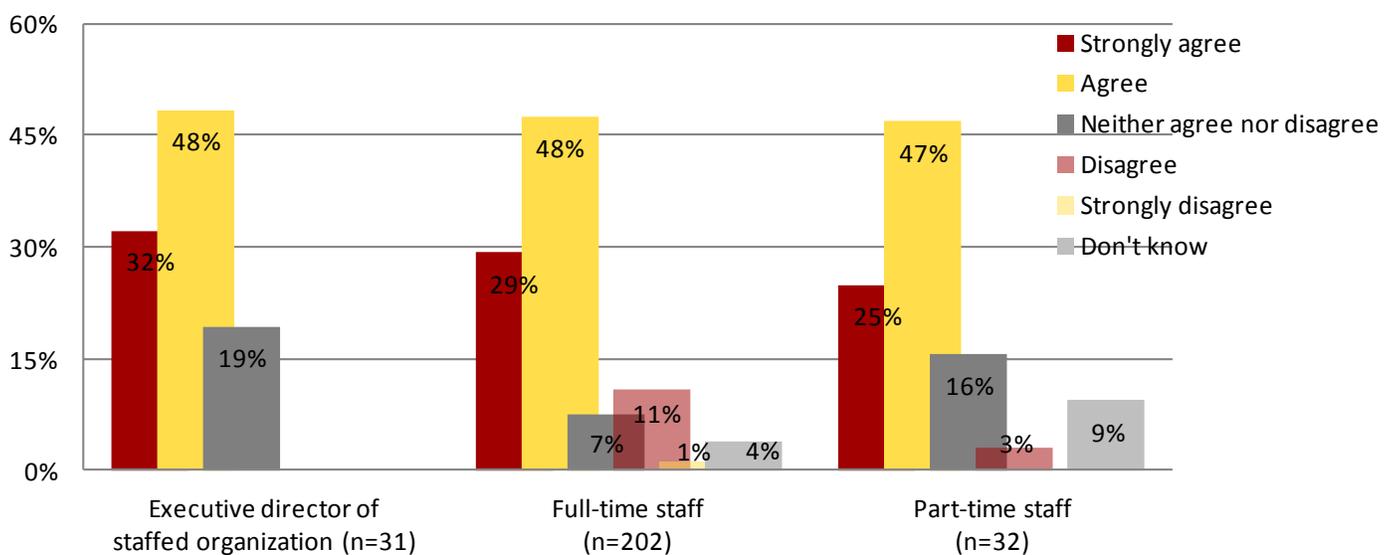
### Statement #1:

ED version: ***“Evaluation criteria directly link to job description content.”***

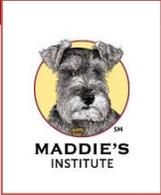
Staff version: ***“My organization’s performance evaluations are based on criteria that directly link to my job description.”***

- The majority of executive directors from staffed organizations, full-time staff and part-time staff *strongly agreed* or *agreed* that their organization’s performance review criteria directly linked to job description content (80%, 77% and 72% respectively). However, 12% of full-time staff either *disagreed* or *strongly disagreed* (cumulative data from graph 74).

**Graph 74. My organization's performance evaluations are based on criteria that directly link to my job description.**



- 40% of full-time and part-time staff who *strongly disagreed* or *disagreed* that their organization’s performance evaluation criteria directly link to their job description also *strongly disagreed* or *disagreed* that their job description accurately represented actual time spent on daily duties and responsibilities (data not depicted).



## Performance Evaluations (continued)

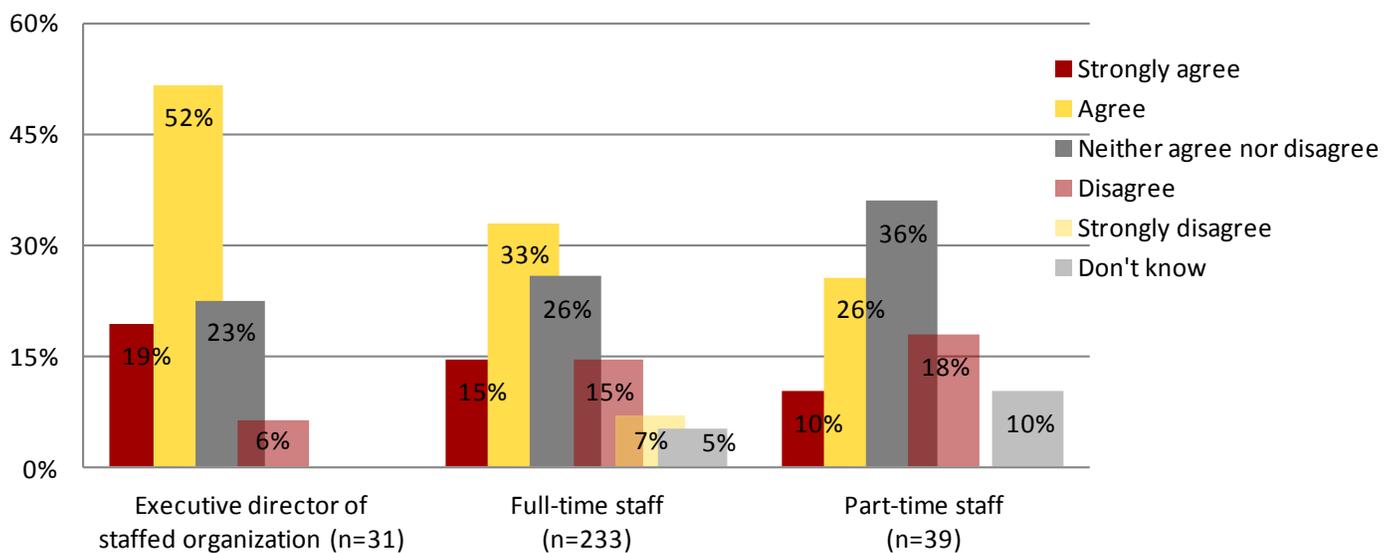
### Statement #2:

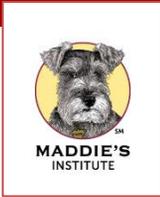
ED version: **“Evaluation findings guide the plan for individuals' training and development.”**

Staff version: **“My organization's performance evaluations guide the training and development I receive.”**

- 71% of executive directors of staffed organizations either *strongly agreed* or *agreed* that their organization's performance evaluation findings guide the plan for individuals' training and development. In contrast, only 48% of full-time staff and 36% of part-time staff *strongly agreed* or *agreed* (cumulative data from graph 75).
- Moreover, 22% of full-time staff and 18% of part-time staff either *disagreed* or *strongly disagreed*—meaning they believe that their organization's performance evaluations do not guide the training and development they receive.
- 36% of part-time staff most commonly reported that they *neither agreed nor disagreed* with the statement.

**Graph 75. My organization's performance evaluations guide the training and development I receive.**





## Performance Evaluations (continued)

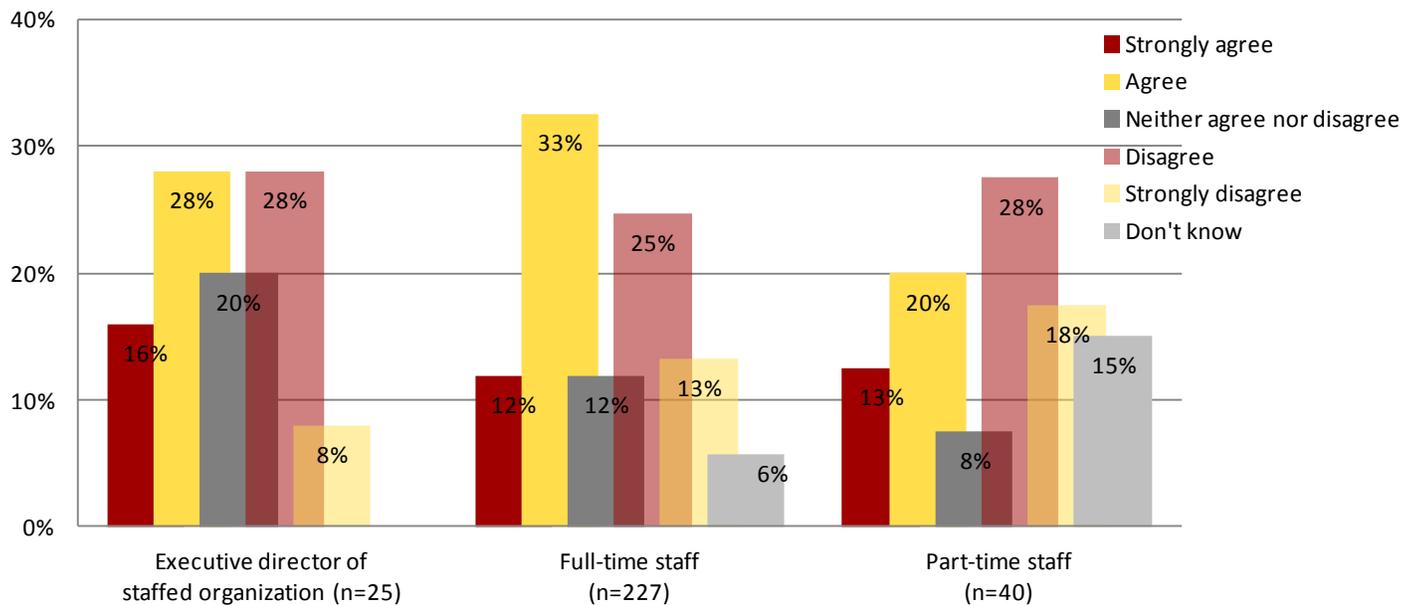
### Statement #3:

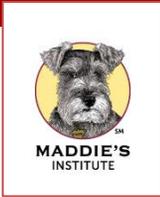
ED version: ***“Staff have the opportunity to evaluate their supervisor and/or management.”***

Staff version: ***“My organization’s performance evaluations give me the opportunity to evaluate my supervisor and/or management.”***

- Responses to this statement were very mixed. Executive directors of staffed organizations reported *agree* as many times as *disagree* (28%; graph 76).
- Overall, full-time staff persons were more likely to express that their performance evaluations gave them the opportunity to evaluate their manager and or management than part-time staff: 45% of full-time staff either *strongly agreed* or *agreed*, while 38% either *disagreed* or *strongly disagreed*; 33% of part-time staff either *strongly agreed* or *agreed*, while 46% either *disagreed* or *strongly disagreed* (cumulative data from graph 76).
- Curiously, 15% of part-time staff *did not know* if they have the opportunity to evaluate managers or management.

**Graph 76. My organization's performance evaluations give me the opportunity to evaluate my supervisor and/or management.**





## Performance Evaluations (continued)

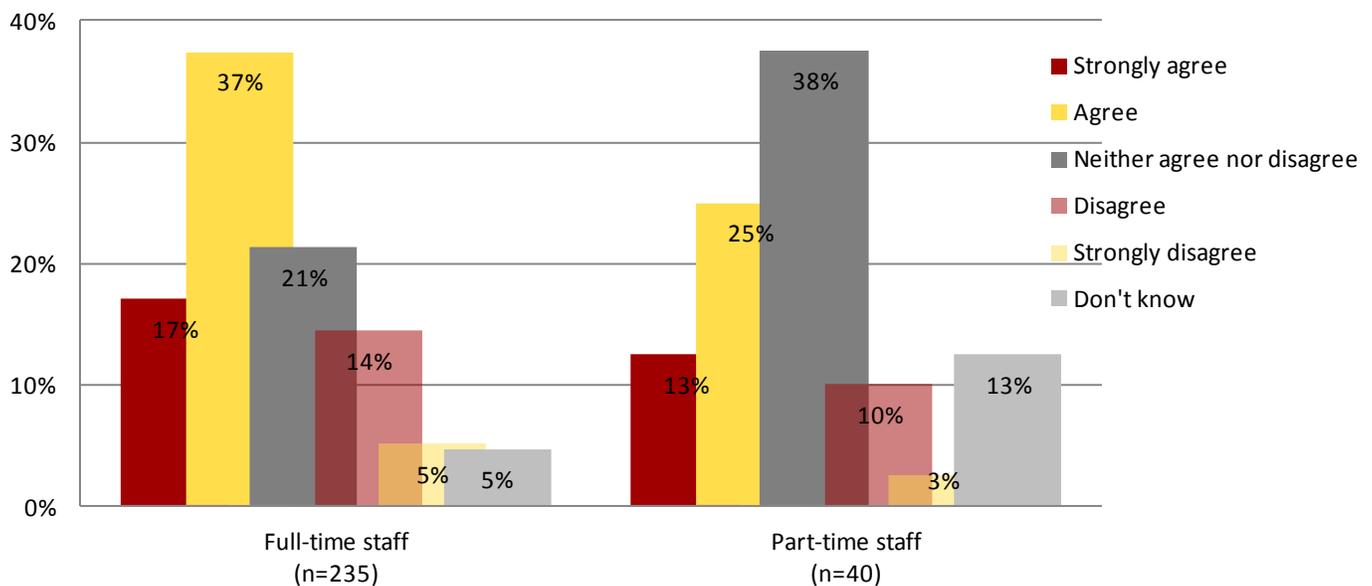
Executive directors were not asked to respond to statement #4.

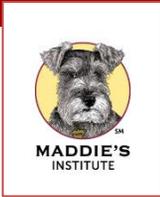
### Statement #4:

Staff only: ***“My organization’s performance evaluations help me be better at my job.”***

- 54% of full-time employees *strongly agreed* or *agreed* that their organization’s performance evaluations helped them become better at their jobs. A smaller proportion of part-time staff (38%) either *strongly agreed* or *agreed* (cumulative data from graph 77).
- Part-time staff most commonly reported *neither agree nor disagree* (38%).
- Approximately 19% of full-time staff and 13% of part-time staff either *disagreed* or *strongly disagreed*—meaning that they do not think that their organization’s performance evaluations help them to become better in their roles.

**Graph 77. My organization's performance evaluations help me be better at my job.**

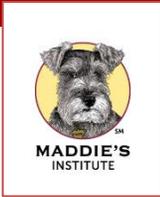




## **Conclusions**

### ***Key Takeaways***

- 1) Paid employees (83%) were more likely to have a written job description than volunteers were to have a written service description (65% of volunteers from a staffed organization and 36% of volunteers from volunteer-based organizations surveyed).
- 2) 81% of executive directors, 62% of employees and 45% of volunteers from staffed organizations reported that they had written standard operating procedures (SOPs) *for all or most operations*, while only 28% of EDs and 27% of volunteers from volunteer-based organizations reported the same. According to responses from executive directors, the fewer cats and/or dogs handled annually, the less likely the organization is to have SOPs in place.
- 3) Volunteers from staffed organizations (89%) were more likely than paid employees (64% of full-time staff and 51% of part-time staff) and volunteers from volunteer-based organizations (53%) to report currently having an orientation.
- 4) 26% of volunteers from volunteer-based organizations reported that their organization *did not offer formal or informal training* compared to 7% of all staff and 4% of volunteers from staffed organizations.
- 5) Volunteers from staffed organizations were the most likely respondent group to report mandatory formal training programs and a requisite number of training hours for *all* volunteers (required formal training programs for *all*: 70% of volunteers and 36% of staff from staffed organizations and 28% of volunteers from volunteer-based organizations; required number of training hours for *all*: 48% of volunteers and 12% of staff from staffed organizations and 6% of volunteers from volunteer-based organizations.)
- 6) Of staff and volunteers who were at least *somewhat* familiar with initial training at their organization, 49% of paid employees, 70% of volunteers from staffed organizations and 44% of volunteers from volunteer-based organizations rated those initial training processes as either *very good* or *good*. Interestingly, respondents most commonly reported that their organization had no system for receiving feedback on initial training.
- 7) 87% of executive directors and 66% of staff from staffed organizations reported that their organization provided staff development opportunities; however, data indicated that full-time employees are more likely to receive these resources or guidance than their part-time co-workers (66% and 40%, respectively). Approximately 64% of volunteers from staffed organizations reported having development opportunities, compared to only 28% of volunteers from volunteer-based organizations.

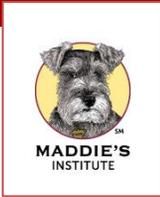


### ***Key Takeaways (continued)***

- 8) Staff and volunteer respondents most commonly stated that they do *not* have individual development plans (53% of full-time staff, 63% of part-time staff, 74% of volunteers from staffed organizations and 93% of volunteers from volunteer-based organizations).
- 9) Of staff and volunteers who worked in staffed organizations that provided development opportunities, 40% of full-time staff, 33% of part-time staff and 62% of volunteers rated the development process as either *very good* or *good*.
- 10) Employees much more frequently report that their organization conducts organized performance evaluations for *all* staff (70%), than volunteers report serving an organization which evaluates *all* or even *some* volunteers (4% volunteers of staffed organizations and 9% of volunteers from volunteer-based organization); however, data indicates that full-time employees may be more likely to receive an assessment than their part-time peers (76% and 44%, of those reporting that their organizations conduct performance evaluations for *all* staff, respectively).

### ***Overall Themes***

- Training and development practices often differed slightly between paid employees depending upon full-time or part-time work status.
- Training and development practices often differed dramatically between volunteers serving in organizations with a mix of staff and volunteers and volunteers serving in a volunteer-based organization.
- While volunteers from staffed organizations were generally less likely than paid employees to have documents such as service descriptions and access to standard operating procedures, they appeared to have a more structured and higher-rated training program than employees.
- Volunteer-based organizations surveyed here are likely to be smaller in size, with fewer animals handled and a smaller workforce; and they appear to provide fewer opportunities for training and development than organizations with a mix of both staff and volunteers.



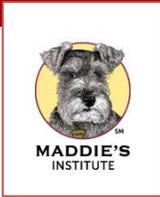
## Considerations

### Things to consider for **EMPLOYEES**:

- Update job descriptions and create individual development plans as a part of annual performance evaluations.
- Develop a structured orientation program and discuss initial training expectations for the first 90 days.
- Continually assess areas of need and take an inventory of staff competencies to create [‘formalized informal learning’](#) programs with clear learning objectives.
- Take time to develop the hard skills necessary for daily execution and the soft skills (e.g., stress management, customer service and communication) necessary for high functioning organizations over the long-term.
  - Consider the use of role play in customer service demonstrations, cross-training to build interdepartmental communications and guest presentations to strengthen community ties.
- Actively solicit feedback after orientation, initial training and development opportunities.
- Consistently hold all-staff or all-team meetings to update folks on progress to goals, trouble shoot and align on upcoming priorities.
- Ensure that each employee has consistent, meaningful and direct “staff to manager” interactions.
- Implement a mechanism by which employees can honestly evaluate management and their supervisors.

### Recommended Resources:

- [Guidelines for Standards of Care in Animal Shelters](#). The Association of Shelter Veterinarians.
- [Operational Guide for Animal Care and Control Agencies: Personnel Selection and Management](#). American Humane Association.
- [Standard Operating Procedures: Creating SOPs](#). ASPCA Professional.
- [The Community Tool Box: Developing Staff Orientation Programs](#). Work Group for Community Health and Development.
- [The Community Tool Box: Developing Training Programs for Staff](#). Work Group for Community Health and Development.



## ***Considerations (continued)***

### **Things to consider for VOLUNTEERS OF STAFFED ORGANIZATIONS:**

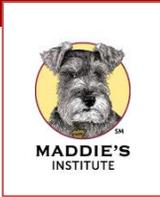
- Share your organization's SOPs and consider employing a volunteer intranet to house updated documents.
- Offer development opportunities to interested volunteers to increase engagement, commitment and expertise.
- Actively solicit feedback after orientation, initial training and development opportunities.
- Hold volunteer meetings or invite active volunteers to join staff meetings, as appropriate.
- Ensure that each volunteer has consistent, meaningful and direct "staff to manager" interactions.
- Measure volunteer performance, give structured feedback and encourage opportunities for role growth.

### **Things to consider for VOLUNTEERS OF VOLUNTEER-BASED ORGANIZATIONS:**

- Create service descriptions to promote accountability and clarity.
- Create SOPs for all or most operations.
- Assess areas of need and begin to develop tailored ['formalized informal learning'](#) programs.
- Offer development opportunities to interested volunteers to increase engagement, commitment and expertise.
- Actively solicit feedback after orientation, initial training and development opportunities.
- Consistently hold organization-wide meetings to update folks on progress to goals, trouble shoot and align on upcoming priorities.
- Ensure that each volunteer knows to whom they report; promote consistent and meaningful interactions.
- Measure volunteer performance, give structured feedback and encourage opportunities for role growth.

#### Recommended Resources:

- [Guidelines for Standards of Care in Animal Shelters](#). The Association of Shelter Veterinarians.
- [Operational Guide for Animal Care and Control Agencies: Volunteer Management](#). American Humane Association.
- [Standard Operating Procedures: Creating SOPs](#). ASPCA Professional.
- [Volunteer Management for Animal Care Organizations](#). The Humane Society of the United States.
- [Volunteer Management Practices and Retention of Volunteers](#). The Urban Institute.



## Appendices

### Appendix 1.

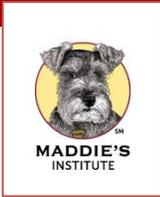
#### Asilomar Accord Definitions

**Healthy:** The term "healthy" means and includes all dogs and cats eight weeks of age or older that, at or subsequent to the time the animal is taken into possession, have manifested no sign of a behavioral or temperamental characteristic that could pose a health or safety risk or otherwise make the animal unsuitable for placement as a pet, and have manifested no sign of disease, injury, a congenital or hereditary condition that adversely affects the health of the animal or that is likely to adversely affect the animal's health in the future.

**Treatable:** The term "treatable" means and includes all dogs and cats who are "rehabilitatable" and all dogs and cats who are "manageable."

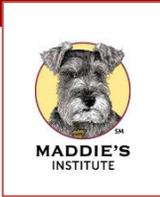
**Rehabilitatable:** The term "rehabilitatable" means and includes all dogs and cats who are not "healthy," but who are likely to become "healthy," if given medical, foster, behavioral, or other care equivalent to the care typically provided to pets by reasonable and caring pet owners/guardians in the community.

**Manageable:** The term "manageable" means and includes all dogs and cats who are not "healthy" and who are not likely to become "healthy," regardless of the care provided; but who would likely maintain a satisfactory quality of life, if given medical, foster, behavioral, or other care, including long-term care, equivalent to the care typically provided to pets by reasonable and caring owners/guardians in the community; provided, however, that the term "manageable" does not include any dog or cat who is determined to pose a significant risk to human health or safety or to the health or safety of other animals.



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