

HOW TO ASSURE RESPONSIBLE VOLUNTEERING

11

in a Rehabilitation Facility

A Handbook Prepared as Part of Research and Demonstration
Grant No. 12-P-55087/3-03.
Rehabilitation Services Administration
Social and Rehabilitation Service
U.S. Department of Health, Education, and Welfare

VOLUNTEERS

IN
REHABILITATION

Sponsored by:

Goodwill Industries of America, Inc.
National Auxiliary to Goodwill Industries

By:

Stanley Levin, ACSW
Project Director

Copyright© 1973
Goodwill Industries of America, Inc.
National Auxiliary to Goodwill Industries
9200 Wisconsin Avenue
Washington, D.C. 20014

Library of Congress Catalog Card Number: 72-85352

Printed in the United States of America



This series of handbooks has been prepared to assist with the organization and administration of effective volunteer programs in rehabilitation facilities serving handicapped and disadvantaged persons. Specific suggestions proposed in the handbooks should be considered and applied in relation to circumstances particular to each facility. Of fundamental importance is the recognition that programs designed to serve people have greater potential for effectiveness if they provide for and encourage innovation, flexibility, and individual initiative.

HANDBOOK TITLES

- 1. WHY INVOLVE VOLUNTEERS**
in a Rehabilitation Facility?
- 2. HOW VOLUNTEERS CAN HELP**
in a Rehabilitation Facility
- 3. HOW TO ORGANIZE A VOLUNTEER PROGRAM**
in a Rehabilitation Facility
- 4. HOW TO ADMINISTER A VOLUNTEER PROGRAM**
in a Rehabilitation Facility
- 5. HOW TO RECRUIT VOLUNTEERS**
in a Rehabilitation Facility
- 6. HOW TO INTERVIEW AND PLACE VOLUNTEERS**
in a Rehabilitation Facility
- 7. HOW TO PREPARE VOLUNTEERS TO HELP**
in a Rehabilitation Facility
- 8. HOW TO SUPERVISE AND EVALUATE VOLUNTEERS**
in a Rehabilitation Facility
- 9. HOW TO MOTIVATE VOLUNTEERS**
in a Rehabilitation Facility
- 10. HOW TO INCORPORATE GROUP VOLUNTEERING**
in a Rehabilitation Facility
- 11. HOW TO ASSURE RESPONSIBLE VOLUNTEERING**
in a Rehabilitation Facility
- 12. CATALOG OF RESOURCES**
Volunteers in Rehabilitation Facilities

This handbook is a product of the *Volunteers in Rehabilitation Project*.
Members of the Project Advisory Committee:

Project Chairman

Mrs. Diane S. Roupe
National Auxiliary to Goodwill Industries

Project Committee

Mrs. Claude F. Bridges
National Auxiliary to Goodwill Industries

Mrs. George T. Dinsdale
National Auxiliary to Goodwill Industries

Mrs. James R. Hetherington
National Auxiliary to Goodwill Industries

Mr. Francis W. Mulcahy
Davis Memorial Goodwill Industries, Inc.

Mr. Dean Phillips
Goodwill Industries of America, Inc.

Mr. Robert E. Watkins
Goodwill Industries of America, Inc.

Research Consultant

C. Esco Obermann, Ph.D.

Advisory Committee

Mr. A. J. Bob Blase
Goodwill Industries of San Antonio

Mr. Earl Cunerd
United Cerebral Palsy Associations, Inc.

Mrs. Marion Hann
Tacoma Goodwill Industries Rehabilitation Center, Inc.

Mrs. Elliot Jacobson
Association of Volunteer Bureaus of America

A. B. C. Knudson, M. D.
Health Department—Fairfax County, Virginia

Mr. John J. McManus
Department of Community Services, AFL-CIO

Mrs. Harriet H. Naylor
National Center for Voluntary Action

Mrs. William H. Osler
The Association of the Junior Leagues, Inc.

Mr. Nicholas Panza
Goodwill Industries of Southern California

Mr. Arthur L. Powell
National Urban League, Inc.

Mr. Henry Redkey
Stout State University

Mr. Harold Richterman
National Industries for the Blind

Mr. Charles L. Roberts
International Association of Rehabilitation Facilities

Philip Roos, Ph.D.
National Association for Retarded Children

Mrs. Thomas Shaw
Women's Auxiliary of Goodwill Industries of Akron

Miss Jayne Shover
The National Easter Seal Society for Crippled Children and Adults

H. Conwell Snoke, Esq.
Goodwill Industries of America, Inc.

Miss Patricia Sussmann
American Hospital Association

Mrs. Evelyne R. Villines
Governor's Committee on Employment of the Handicapped, State of Iowa

Mr. E. B. Whitten
National Rehabilitation Association

CONTENTS

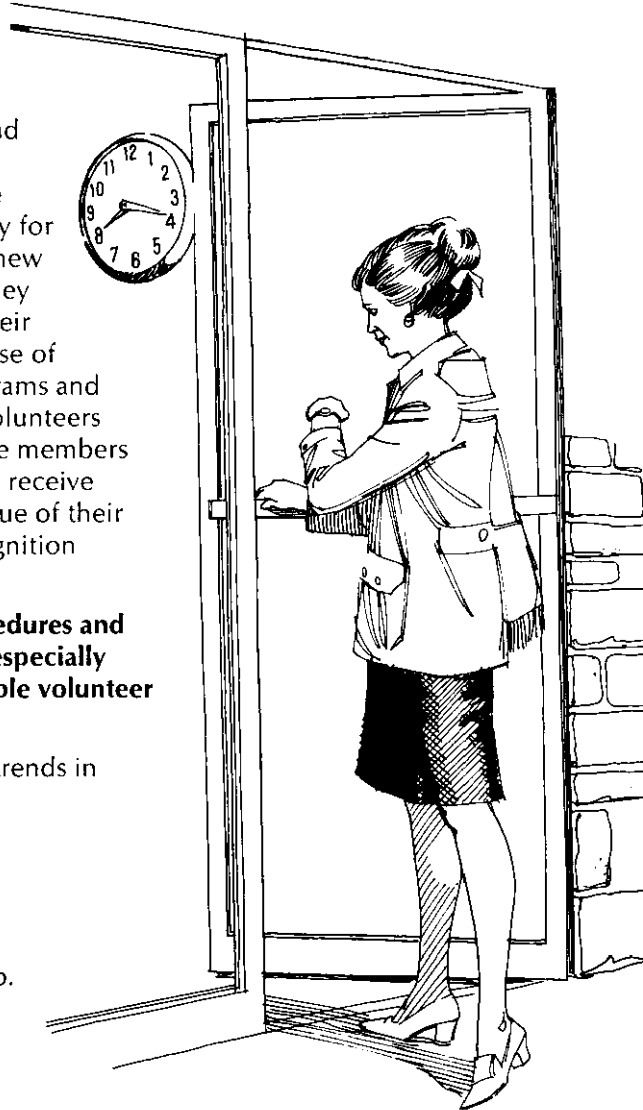
Responsible Volunteering	1
Current Trends in Volunteering	2
Careers	3
Contracts	4
Volunteer Manuals	5
Size and Format	5
Initial Pages	6
Emergency Information	7
Definition of Terms	7
Information about the Facility	8
Information about the Volunteer Program	9
Rights and Responsibilities	9
Other Information	10
Specialized Manuals	11
Personnel Policies for Volunteers	11
The Importance of Responsible Leadership	12
Program Objectives and Human Relations Objectives	14
Patterns of Leadership	15
Forces Important to Leadership	18
Guidelines for Leaders	22
Appendix	
I. Sample Volunteer Contracts/Agreements	24
II. Sample Materials for Volunteer Manuals	28

RESPONSIBLE VOLUNTEERING

Responsible volunteering can be assured, to a considerable extent, if a PLANNED VOLUNTEER PROGRAM is competently implemented in a rehabilitation facility. Responsible volunteering will result because the ingredients for volunteer satisfaction are present in, and experienced through, a PLANNED VOLUNTEER PROGRAM. Volunteers will have been recruited for definite jobs with specific requirements and responsibilities. Volunteers will be performing work that is of measurable benefit to the facility and its clients. Volunteers will feel confident about their performance because they will be utilizing previously acquired skills and experience, and because additional training will have been provided by the facility for the acquisition of essential new skills. Volunteers will feel they are growing as a result of their volunteer experience because of Continuing Education programs and constructive supervision. Volunteers will know they are bona fide members of the facility team, and will receive tangible evidence of the value of their contributions through recognition activities.

There are particular procedures and considerations that can be especially helpful in assuring responsible volunteer performance:

1. Awareness of current trends in volunteering.
2. Volunteer manuals.
3. Personnel policies for volunteers.
4. Responsible leadership.



CURRENT TRENDS IN VOLUNTEERING

A popular adage in the last half of the 20th century is: "The one constant factor universally experienced is change." No major institutions or cultural conventions of this nation have escaped actions to bring about modifications or revisions in structure and procedures. Volunteering is no exception. By keeping informed of current trends in volunteering, facility leaders will be able to organize and maintain volunteer programs that more effectively meet the needs of participating volunteers in addition to effectively meeting the needs of facility clients and staff members. The more volunteers are fulfilled through their voluntary participation, the greater the probability they will perform responsibly.

Current trends in volunteering can be observed in terms of (1) larger numbers of volunteers, (2) increased participation by volunteers who represent a broader socioeconomic cross section of the population, and (3) expanded types of activities being performed by volunteers.

Some of the changes in volunteering are not readily apparent. They do, nevertheless, exercise considerable influence on the nature of contemporary volunteer participation. In particular, two such trends should be clearly recognized and carefully examined.

The first is the strong interest of volunteers in fulfilling jobs that are important to, and directly affect, the quality of life.

They want to be involved in activities that help other persons experience increasing satisfaction and fulfillment, thereby adding meaning to the volunteers' own lives.

The second is the desire of volunteers for jobs that require



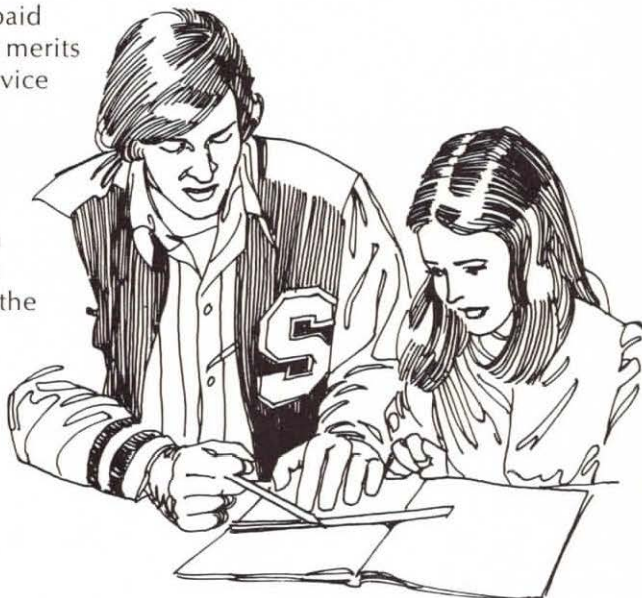
competent performance and responsible behavior. Conviction about volunteer participation increases when high standards are established and volunteers are expected to improve their skills, increase their knowledge, and perform assignments as capably as possible. Dedication to volunteer service is strengthened when responsibilities are shared and volunteers are held accountable for their actions.

Of course, both trends are closely interrelated. They reflect the growing emphasis on teamwork and the expanding support for training. Volunteers must sense acceptance and experience the status of partnership. In addition, volunteers who conscientiously sustain participation in rehabilitation facilities generally insist on involvement in various training programs that prepare them for assignments by sharpening their skills or providing them with new knowledge.

Careers

Many people active in volunteer programs and the broad arena of voluntary action propose that volunteering should be considered a part of career planning and personal development. For some individuals, volunteering has been their "career", and they have experienced advancement and satisfaction in similar fashion to persons in paid employment careers. Indeed, there are numerous similarities between "volunteer careers" and "paid employment careers." The merits of perceiving volunteer service as a career become more obvious with the identification and analysis of characteristics shared by both types of careers. Such comparative study leads to conclusions that reinforce the need to vigorously foster responsible volunteering.

Volunteering has had an impact on the "paid employment careers" of many people. Young



people have gained valuable insights into various occupations and professions through volunteer service, and have thereby been influenced in their selection of major areas of study at colleges and universities. Many individuals have developed new interests or discovered previously unknown talents through volunteer work, and have altered their paid employment accordingly. Women who fulfill roles of mother and homemaker have found volunteering a way to maintain previously acquired skills.

Contracts

Some leaders of contemporary volunteering advocate professional status for volunteers. While considerable controversy surrounds this approach, the premise and supporting arguments deserve serious consideration.

Proponents of establishing a new job category, "Volunteer Professional", contend that the image of individual volunteers and the entire volunteer movement will be enhanced through the recognition of professional status. According to this proposal, a Volunteer Professional should be treated like any other worker — hired, trained, supervised, evaluated, rewarded, fired — in every respect except that of being paid a salary or wage. A Volunteer Professional **contracts** to perform a specific job according to a definite schedule, and receives certain rights in return.

Central to this approach is the procedure of contracting that occurs between volunteer and facility. Two formal agreements are prepared. These outline the respective rights and responsibilities of the facility and the volunteer. (Models of each type of agreement are included in the Appendix of this handbook.)

Two other forms of contracts might also be considered. One is the development of an agreement between a facility and an organization, particularly a Community Organization. The other type of contract could be instituted between an organization which is responsible for a Group Project and an individual volunteer who is not a member of the organization but is interested in participating in the project.

VOLUNTEER MANUALS

It is recommended that some type of manual, booklet, or guide be prepared for volunteers participating in rehabilitation facilities. Leaders of agencies and facilities which currently incorporate volunteer programs generally agree that manuals definitely help volunteers develop more responsible attitudes about their volunteering. Ideas, examples, and suggestions for the preparation of a volunteer manual (or manuals) are presented in the following paragraphs. Creative thinking should be encouraged in order to modify and adapt these ideas and suggestions to local conditions, and to stimulate development of new materials.

In general, volunteer manuals should concentrate on two important objectives:

1. To provide basic information that can help volunteers participate as effectively as possible.
2. To emphasize the need for, and value of, responsible volunteering.

Without distracting from the advantages and strengths of volunteer manuals, it is extremely important to reinforce the essential procedure of preparing volunteers to participate in rehabilitation facilities. Manuals cannot substitute for well-organized and competently-conducted Orientation programs. Handbook No. 7 identifies the need for an Orientation program for volunteers, and outlines benefits of this type of preparation. **Written materials, such as manuals and booklets, can supplement and complement — but never replace — Orientation and Training programs for volunteers.**

SIZE AND FORMAT

An examination of volunteer manuals currently in use reveals a wide assortment of sizes, shapes, and formats. Such variety refutes the importance of size and format, and places emphasis, appropriately, on the content. While certain shapes and forms of assembling materials do have advantages, the text is most important.

Small booklets will easily fit into coat pockets, mailing envelopes, larger folders with inside pockets, and purses. Most booklets are 5½" x 8½", which makes duplication easy since this

size is achieved by folding standard 8½" x 11" paper stock in half. Standard 8½" x 11" pages are frequently used. Other sizes or shapes are utilized for special purposes.

Most volunteer manuals and handbooks are printed by mimeograph, multilith, or some other relatively simple duplicating process. Stapling (sometimes referred to as "saddle stitching") is the predominant method of binding volunteer manuals. Some manuals and guides are printed in a professional manner and contain art work or photographs. Of course, professional preparation and graphic material add to the attractiveness of publications, but also add to their costs.

One technique that has specific advantages is to use a binder that permits the contents to be updated frequently and inexpensively. Notebook binders are suitable because they are available in different sizes and styles. While they might involve greater initial expenditures, notebook binders can also be money savers since they permit easy removal or addition of information. Other types of binders that have this same advantage include metal fasteners and plastic clamp-like strips. (SPECIAL NOTE: All pages in volunteer manuals, guides, etc., should be dated in order to easily maintain them in current status.)

INITIAL PAGES

Many volunteer manuals contain special messages on the first page(s). Signed by prominent community persons and facility officials, such as the mayor, the facility's President and Executive Director, and a leader of the volunteer program, these messages generally welcome the volunteers, endorse the valuable contributions by volunteers, and emphasize the acceptance of volunteers as partners and team members.

Very much worth including at the beginning of the manual is a page that underscores the primary importance of the persons being served by the facility—clients, patients, sheltered employees, trainees, etc. If the facility serves a substantially homogeneous clientele, such as visually impaired persons, mentally retarded individuals, or persons with speech and hearing difficulties, it can be helpful to present information about the characteristics, needs, and capabilities of the persons being served.

Manuals should be personalized for each volunteer by means of a label on the cover or by inserting an identification page at

the very front. This page can contain the facility's name, address and telephone number, other information for ready reference, and a line that states, "This manual is for the personal use of _____". Volunteers can be asked to care for their manuals and, in selected instances, might be requested to return them when they discontinue active participation.

Depending upon the size and nature of the manual, an Index or Table of Contents might be provided for easy reference.

EMERGENCY INFORMATION

Among the initial pages of a volunteer manual should be one that is different in color or that has a special tab in order that it can be quickly located. This page might be headed, KEEP CALM, and it should outline what volunteers should do if:

1. They cannot report for their scheduled assignment.
2. They are injured during performance of their assignment.
3. They become ill during performance of their assignment.
4. A client is injured or becomes ill.
5. A fire, or some similarly serious situation, occurs.

Specific telephone numbers or directions ought to be clearly presented in relation to particular situations.

DEFINITION OF TERMS

Technical terms, abbreviations, acronyms, and other phrases that are not generally understood by persons unfamiliar with rehabilitation jargon must be defined in simple language. Basic or frequently used terms and phrases that might be of direct or urgent relevance to all volunteers should be featured and explained. **Examples include:**

- Activities of daily living.
- Autism.
- DOT (Dictionary of Occupational Titles).
- DVR (Division of Vocational Rehabilitation).
- HEW (Health, Education, and Welfare).
- MR (Mental retardation).

- OT (Occupational therapy).
- PAT (Personal adjustment training).
- P.P.A.C. (Pre-prosthetic adjustment counseling).
- PR (Public relations).
- PT (Physical therapy).
- RSA (Rehabilitation Services Administration).
- SA (State agency).
- SRS (Social and Rehabilitation Service).
- WA (Work adjustment).
- WAIS (Wechsler Adult Intelligence Scale).
- Work Activities Center.

INFORMATION ABOUT THE FACILITY

Volunteer manuals should include the following information about the facility:

- History.
- Purposes.
- Policies and Procedures.
- Structure (governing body and paid staff organizational patterns).
- Sources of funds.
- Relationship to other agencies providing services to handicapped and disadvantaged persons.
- Relationship to community, state, and national organizations.
- Nature of the rehabilitation process.
- Types of disabled persons served.
- Specific services provided.

Generally, this information is presented in concise fashion since additional material and details will be provided to volunteers through Orientation and Training programs.

INFORMATION ABOUT THE VOLUNTEER PROGRAM

Volunteer manuals should include the following basic information about the volunteer program:

- Background.
- Basic principles.
- Objectives.
- Organization (leadership pattern, presence of Facility and/or Community Organizations).
- Operating procedures (Orientation and Training, Supervision, and Evaluation).

Opportunities for volunteer service can be explained by describing some of the most frequently performed activities, by listing the available assignments by title (possibly within categories), or by presenting samples of several different job descriptions.

RIGHTS AND RESPONSIBILITIES

One of the major functions of a volunteer manual is to clearly outline the responsibilities that all volunteers are expected to fulfill. Of equal importance, rights and considerations to which



volunteers are entitled should be specified within the same manual.

Generally, volunteers measure up to responsible performance if they understand — early in the course of their participation — what is expected of them and what they can expect from facility staff and volunteer leaders. As experienced facility personnel will attest, most volunteers desire to, and do, conform to established rules, regulations, and program standards. They do not prefer to, and should not, be pampered.

Presented in the Appendix of this handbook are materials featured in many existing manuals to help promote responsible volunteering:

- Volunteer Pledge.
- Bill of Rights for Volunteers.
- Volunteer Responsibilities.
- Do's and Don'ts for Volunteers.
- Ten Commandments for Volunteers and Professional Staff.
- A Volunteer's Code of Ethics.

OTHER INFORMATION

Various imaginative materials that foster and facilitate responsible volunteering can be included within volunteer manuals. Creativity should be encouraged in relation to the compilation of materials such as the following:

- Organizational charts.
- Directory of officials (key names and telephone extension numbers).
- Copy of Volunteer Contract/Agreement.
- Diagram of facility floor plan (showing key offices and emergency exits).
- Basic reading list on volunteering, rehabilitation, and specific disabilities.
- List of publications to which interested volunteers can subscribe.

- List of important events of the facility and volunteer program (with brief explanations).
- List of relevant organizations interested volunteers can join.
- Ten Commandments of Human Relations (see Appendix).
- Beatitudes of a Leader (see Appendix).

Some manuals have flaps or pockets in which additional materials can be placed. Current issues of newsletters, or updated information about the facility and the volunteer program can be inserted into such flaps or pockets.

SPECIALIZED MANUALS

Manuals can be compiled for specific groups of volunteers. For example, specialized manuals might be prepared for:

1. Senior Volunteers.
2. Junior Volunteers.
3. Student Volunteers.
4. Summer Volunteers.

In many respects, specialized manuals are the same in terms of content. They often vary in relation to examples of volunteer jobs and supervisory patterns. More noticeable differences are: the writing styles, the use of contemporary expressions, and the inclusion of certain photos or illustrations.

Other materials of specialized nature are sometimes distributed to particular volunteers. For example, booklets explaining occupational therapy, physical therapy, and speech therapy can be distributed to volunteers who have assignments in these respective areas of the facility's rehabilitation program. Booklets of this type usually help volunteers develop increased understanding of special skills and thereby strengthen their feelings of responsibility.

PERSONNEL POLICIES FOR VOLUNTEERS

Benefits of competent personnel management are:

1. Effective utilization of human resources.

2. Desirable working relationships among all personnel.
3. Maximum individual development and satisfaction.

Achievement of these benefits within rehabilitation facilities and their volunteer programs will substantially foster responsible volunteering.

The objectives of personnel management are as valid for volunteers in facilities as for paid staff members. In both cases, the aim is to increase the sense of responsibility that will encourage individuals to utilize their capacities to their fullest potential. Certainly, rehabilitation facilities should not overlook the productivity that becomes realized when personnel — volunteers as well as paid staff — obtain personal satisfaction from their work as individuals and as members of groups.

Personnel policies for volunteers can promote feelings of importance, belonging, and acceptance as full members of the facility team. These policies can be included within volunteer manuals, or a separate document containing volunteer personnel policies can be distributed with the volunteer manuals or at some other appropriate time.

Personnel policies for volunteers might explain any, or all, of the following subjects:

- Absence and tardiness.
- Reporting accidents and incidents.
- Orderliness of work area.
- Personal appearance.
- Grievance procedures.
- Suggestions.
- Established standards for work performance.
- Change of status, address, etc.
- Supervision and Evaluation.
- Awards, honors, and other forms of volunteer recognition.
- Personal behavior.
- Confidentiality.
- Personal belongings.

- Reimbursement procedures.
- Use of equipment and supplies.
- Leave of absence.
- Holidays.
- Vacation scheduling.
- Probation period.
- Insurance coverage.
- Parking arrangements.
- Lunch hours and coffee breaks.
- Purchasing procedures.
- Religious observances.
- Maintaining records.
- Sick leave.
- Use of telephone and other personal activities while on the job.
- Termination.
- Training requirements and educational opportunities.
- Transfers and promotions.
- Required health procedures (X-ray, exam, etc.).
- Recording hours of service.

Personnel policies for volunteers should be reviewed periodically and revised on the basis of changing conditions and practical experience. Volunteers ought to be encouraged, and provided opportunities, to participate in the original preparation, and periodic review, of personnel policies. Involving volunteers in these activities can help produce documents on important personnel procedures and practices that are realistic, useful, and widely accepted. **In general, personnel policies for volunteers should be very similar to the personnel policies for paid staff. This practice will assist in achieving positive attitudes toward volunteers among paid staff; while, at the same time, it will provide concrete evidence to volunteers that they are respected members of the facility team.**

THE IMPORTANCE OF RESPONSIBLE LEADERSHIP

Leadership is generally considered a responsibility in terms of recognized positions that involve decision-making power and direction-giving authority. Indeed, individuals (whether volunteers or paid staff members) who function as leaders are considered to be responsible for the people they supervise, and for the extent to which they achieve (or fail to achieve) specified program objectives assigned to them. Thus, it is evident that **responsible leadership can substantially help to assure responsible performances by volunteers in a rehabilitation facility.**

Program Objectives and Human Relations Objectives

In addition to program objectives, contemporary leaders are expected to attain the following equally important human relations objectives among organization personnel:

- To elevate the level of motivation and morale.
- To strengthen patterns of teamwork.
- To facilitate open-mindedness and acceptance of change.
- To increase opportunities for individual development.

Leaders within all types of social welfare agencies have long been uncertain about how best to achieve the above four objectives. They generally realize these objectives cannot be accomplished as quickly as many program objectives. However, there is substantial agreement that the achievement of the four objectives has direct and positive impact on the quality and effectiveness of their organizations' programs. **There is widespread recognition of a correlation between responsible attitudes and performance of personnel, and the degree to which human relations objectives are achieved within organizations.** Leaders of rehabilitation facilities and leaders of facility volunteer programs must increasingly understand how important attaining human relations objectives can be to fulfilling their respective program objectives.

Patterns of Leadership

Reconciling the importance of achieving human relations objectives with the importance of accomplishing program objectives has become a major concern for most leaders of human service agencies. Due to extensive emphasis on the goal of "independent functioning" and the principle of "self-determination" within rehabilitation facilities, leaders of facility volunteer programs experience dilemmas regarding their patterns of leadership. The following statements reflect some of the inconsistencies that are expressed by persons, each of whom believes his point of view represents the "correct leadership pattern":

- "Okay. We have heard Robert's suggestion. How many of you feel we should change the criteria for awarding certificates for volunteer service? Hold your right hands high."
- "It is my belief that new Volunteer Transportation Aides will not start working on time. So, I will phone all Aides with less than six months of experience about an hour before their first scheduled stop, and ask them to tell me their first three stops of the day."
- "I try to consider many different points of view before making a decision. Once I have reached a conclusion, I try very hard to convince my supervisees that my decision is valid."
- "I was promoted to this position because of my years of devoted service. This position carries authority to lead and control the direction of other volunteers. I'm not being worthy of this responsibility if I allow the persons I'm supposed to lead to have a say in making decisions."
- "Our annual TV sell-a-thon raised several thousand dollars more than we had anticipated. This additional money can be used to provide scholarships for promising young college students, to establish a revolving fund for out-of-pocket expenses, to send three persons to the national volunteer awards meeting, or for any other purpose that will assist the development of our volunteer program. Please feel welcome to propose ways of spending this money. After adequate time for discussion, you will have the opportunity to decide, by majority vote, how the money will be used."

As illustrated by the above statements, the contradictions evident among different points of view complicate the dilemmas confronting modern leaders of volunteer programs. Recent evidence compiled by highly regarded social scientists directly questions the effectiveness of the highly directive leader, and advocates participative decision making. Greater emphasis is given to group action, and the effective leader is described as a person who helps others become more creative and productive. Concern about "involving and motivating" personnel assumes greater importance than "directing and controlling."

Leadership patterns have been categorized as "autocratic," "permissive" (or "laissez faire"), and "democratic" (or "catalytic"). While these categories help to differentiate among approaches to leadership, they do not necessarily eliminate problems facing leaders in terms of apparently contradictory standards. There are often simultaneous expectations that a leader be democratic — allowing volunteers to participate in decision making because this increases commitment and motivation — and also be efficient — saving time by making individual decisions independent of the involvement of others, even those who are voluntarily participating. Leaders who regularly consult others may often be considered weak and indecisive. Leaders who make a large proportion of individual decisions are often viewed as autocratic and arbitrary.

Seven leadership patterns are presented in the following paragraphs to illustrate the range of behavior which can be practiced by leaders of volunteer programs in rehabilitation facilities.

- 1. Delegating.** The leader describes a problem or situation and outlines the limitations that must guide any efforts to solve it. He instructs the group (committee, task force, etc.) to formulate a solution they will agree to implement. The leader agrees to support the group's proposal to the extent it does not exceed the specified limitations or boundaries.
- 2. Sharing.** The leader outlines the problem or situation and reports the limitations specified by superior authorities within the volunteer program and/or facility. After indicating he will accept the group's decision regarding a solution, the leader becomes a member of the group and participates, along with everyone else, in the deliberation process.

3. **Consulting.** Group members are given the opportunity to propose courses of action at a point prior to the leader's serious consideration of any particular solution. In effect, group members are requested to suggest ideas that expand the range of alternatives from which the leader can select the solution he considers most effective. The leader strongly emphasizes the benefits he will realize from the knowledge and experience of a variety of persons, many of whom have extensive firsthand understanding of the situation.
4. **Giving and Taking.** The leader identifies and diagnoses the problem, and decides on a solution — tentatively. He explains the situation and presents his proposed solution to persons who are directly involved and will be affected by his decision. Group members are encouraged to ask questions, express frank reactions, including criticism, and submit alternative solutions. The exchange of points of view enables the leader to more fully explore implications of his decision.
5. **Listening.** This pattern has the purpose of increasing group members' understanding and, hopefully, their acceptance of the leader's thinking and intentions. He presents his decision and listens to questions which he answers in order to help members of the group better comprehend what he seeks to accomplish.
6. **Convincing.** The leader goes one step beyond informing group members of his decision and answering questions. He attempts to minimize resistance to his plan of action by enthusiastically explaining the benefits that can be realized through implementation of his solution to the problem he has identified and analyzed.
7. **Announcing.** This pattern reflects highly independent action by the leader. He identifies a problem, considers alternative solutions, selects the solution he thinks is best, and emphatically announces his decision to the group. No opportunity is provided for participation by group members in the decision-making process. In fact, the leader exhibits little interest in the thinking or reactions of those who will be directly affected by his arbitrarily determined course of action.

As the above seven patterns describe, there are several distinct ways in which a leader can relate to the group or individuals he

works with, supervises, and must rely on for implementation of a particular program — in this instance, the volunteer program within a rehabilitation facility.

Leader behavior in a volunteer program can range from almost complete control of decision making by the leaders to almost complete control by participating volunteers. A leader can dominate his working relationships with volunteers by assuming most of the functions required to provide leadership to a volunteer program. Or, these functions can be perceived and interpreted as shared responsibilities of leaders and participating volunteers, with the leaders contributing their resources along with other group members and individual volunteers. **Effective leaders are not perceived to be completely either domineering or submissive. Rather, they are successful in leadership roles because they usually accurately assess the forces of importance in given situations and then select the appropriate leadership pattern.**

Forces Important to Leadership

There are three types of forces that leaders of volunteer programs must consider before selecting a particular pattern of action:

1. Forces in the leader.
2. Forces in participating volunteers.
3. Forces in the situation.

Each of these forces will vary in strength from situation to situation, but the leader who is sensitive to them can better determine which mode of leadership behavior will be more effective in each particular instance.

FORCES IN THE LEADER

A leader perceives his circumstances on the basis of his background, knowledge, and experience. Among the internal forces affecting him will be the following:

1. **His value system.** A leader's selection of a particular leadership pattern will be influenced by his convictions regarding participative decision making, and the relative importance he attaches to organizational efficiency, personal growth of others, and program productivity.

- 2. His confidence in other people.** Leaders differ greatly in the amount of trust they have in other people. Often, a leader, after considering the knowledge and competence required in a certain decision-making situation, may determine he is best qualified to deal with the matter in question.
- 3. His inclinations about leadership.** Some leaders function more comfortably and naturally by issuing orders and being directive. Other leaders are more comfortable when they share responsibilities with their colleagues and operate in a team role.
- 4. His sense of security in uncertain situations.** Many leaders have strong needs for predictability and stability in their positions. Releasing control over the decision-making process reduces the ability to predict outcomes, and increases feelings of insecurity.

FORCES IN PARTICIPATING VOLUNTEERS

Each participating volunteer is influenced by many personality variables. In addition, each has certain expectations about how the leader should act in relation to him. **Generally, a leader can permit greater freedom and participation in decision-making situations if the volunteers with whom he works:**

- Have a relatively high need for independence.
- Have a readiness for assuming decision-making responsibility.
- Have a relatively high tolerance for ambiguity.
- Are interested in the problem situation and feel it is important.
- Understand and identify with the goals of the organization.
- Have the necessary knowledge and experience to deal with the situation.
- Have learned to expect to share in the decision-making process.

FORCES IN THE SITUATION

Among characteristics within the situation, certain critical pressures upon the leader stem from the organization, the work group, the nature of the problem, and the factor of limited time.

- 1. Type of Organization.** Organizations have values and tradi-

tions that influence the behavior of the people who work in them. A leader quickly learns what kind of behavior is approved and what is not acceptable. If superior officials have a defined concept of what a good leader should be, then most leaders will feel obligated to behave accordingly.

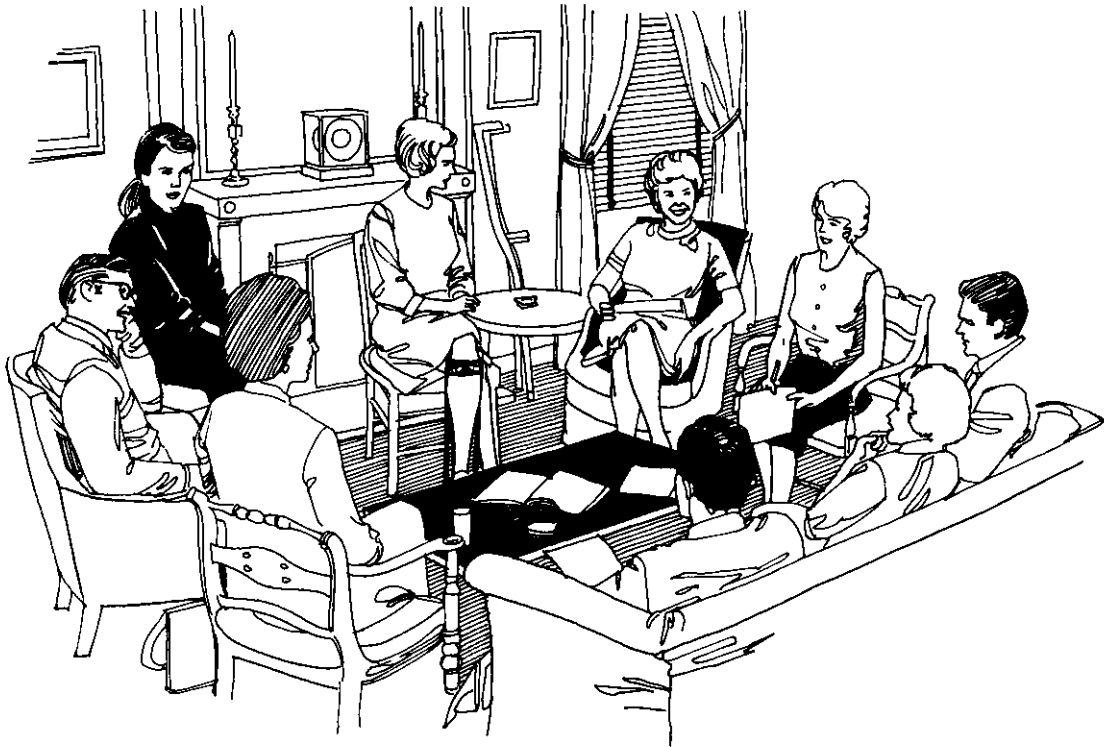
2. **Group Effectiveness.** It is important for a leader to know how well group members work together as a unit. It can be expected that a group of volunteers with similar backgrounds and interests will more quickly and easily work together than a group of dissimilar volunteers. Such factors as cohesiveness, mutual acceptance, and commonality of purpose usually exert powerful influence on effective group functioning.
3. **The Nature of the Problem.** Some problems are so complex that specialized knowledge and experience of many persons can help produce a valid solution. Some situations require the opposite approach, such as when the technical nature of the problem calls for the efforts of only one or two with the necessary background. It can be a real disservice to assign a group of volunteers a problem that they are not equipped to handle. A key question for a leader to ask himself is: "Have I consulted with persons who have adequate backgrounds to help me solve this problem, or resolve this situation?"
4. **The Pressure of Time.** Sometimes a leader will imagine more pressure from lack of time than is really present. However, this force is usually the pressure most strongly felt by leaders in all organizations. The more a leader feels the need for an immediate decision, the more difficult it becomes for him to involve others in the process. Some organizations operate in a constant state of crisis. In settings of less intense time pressure, it becomes more possible to have volunteers participate with leaders in the making of important decisions.

The forces and factors described above do impinge on individuals in leadership positions, and do influence the manner in which they relate to those persons they work with and supervise. However, a leader of volunteers in a rehabilitation facility must not conclude that such forces helplessly restrain him from increasing the extent to which volunteers participate in decision making, and otherwise perform as responsible members of the

facility team. Despite the realistic restrictions imposed on him by many of the described factors, a leader can view these forces as variables over which he is able to, and should, exercise considerable control.

The successful leader is keenly aware of those forces most relevant to his behavior at any given time. Of equal importance, the successful leader is able to behave correctly in light of his perception, and accurate assessment, of these particular forces. **Most research and much of the experience of recent years provide a strong factual basis for the proposition that volunteers will perform more responsibly in direct relationship to the extent they are involved in decision making relevant to their own participation, in particular, and to the administration of the volunteer program, in general.**

This does not mean a leader always involves participating volunteers in all decision making or every problem situation. What is meant is that leaders should make continuing efforts to confront participating volunteers with challenging situations and to involve them in appropriate decision making or problem situations on the basis of their being partners and team members.



Guidelines for Leaders

A simple and definitive formula is not available for easy application to every circumstance. However, **the following guidelines should be helpful to leaders interested in increasing responsible volunteering in their facilities:**

- Be flexible; choose, from the range of leadership patterns, the approach which best matches each particular situation.
- Be aware of the personal forces, group forces, and situational forces that are relevant. Choose a leadership pattern after assessing these forces.
- Be honest with those who look to you for leadership. Let the participating volunteers know how much influence they will have in a given situation and the degree of authority you will exercise as a leader.
- Be certain that necessary decisions are made — by involving the volunteers whenever feasible; by yourself in those instances that require unilateral action.
- Give equal emphasis to the accomplishment of specified program objectives and to the attainment of desirable human relations objectives.

* * * * *

Although it may be painful for leaders of volunteer programs in rehabilitation facilities to accept, the ability of a group of volunteers to function satisfactorily is not entirely dependent upon the direction of a specific leader (or leaders).

Effective leaders realize (and help participating volunteers realize) that contributing to the total task of leadership is a responsibility of each volunteer. Of course, any program benefits from the efforts of a skilled leader. However, no group of



volunteers can become fully productive unless each volunteer is willing to assume responsibility for both personal and group performance. In this way, responsible volunteering becomes both an end and a means for leaders of rehabilitation facilities who are seeking to improve and increase services to handicapped and disadvantaged persons.

APPENDIX

PART I. SAMPLE VOLUNTEER CONTRACTS/AGREEMENTS

Sample MODEL AGREEMENT (Agency)¹

The Agency agrees:

- To provide a Director of Volunteers who will be responsible for the hiring, firing, orientation, training, and supervision of all Volunteer Professionals. The Director will be available to guide and assist Volunteer Professionals during their scheduled working hours, and will serve as the link between the Volunteer Professionals and the Agency's paid staff.
- To furnish a written job description for each position open to Volunteer Professionals, with appropriate information concerning desirable experience, skills, and education.
- To train Volunteer Professionals to a level that will permit them to begin their work confidently.
- To continue the Volunteer Professionals' training, either within the Agency or elsewhere, to whatever extent is necessary to maintain continuing competence.
- To provide Volunteer Professionals with working conditions equal to those of paid employees doing similar work, including space, equipment, and supplies.
- To make written evaluations of Volunteer Professionals' performance on the job at suitable and regular intervals, including the number of hours worked.
- To offer Volunteer Professionals promotion to more responsible jobs within the Agency's volunteer program.
- To include Volunteer Professionals in Agency staff conferences when possible and otherwise to promote full understanding among the Volunteer Professionals of the Agency's workings and decisions.
- To reimburse Volunteer Professionals directly for out-of-pocket expenses required by their work, and to provide indirect benefits such as day care when these are available to Agency employees.

- To provide Volunteer Professionals with a certificate of service for satisfactory work, and to supplement the certificate with a detailed recommendation if requested by a Volunteer Professional applying for a job elsewhere.
- To maintain adequate public liability and other insurance coverage for Volunteer Professionals during those hours when they are actually working for the Agency.
- To indemnify Volunteer Professionals for any cost, damage, or expense arising from the activities authorized by the Agency.
- To create a Volunteer Advisory Council consisting of the Agency's Executive Director, the Director of Volunteers, one other Agency staff member and two Volunteer Professionals, and to schedule regular meetings of this Council.

1. Straus Communications, Inc., on behalf of WMCA: Call for Action, *The Volunteer Professional*, New York, 1972.

Sample MODEL AGREEMENT (Volunteer Professional)²

The Volunteer Professional agrees:

- To work a specified number of hours each week on a schedule acceptable to the Agency.
- To become thoroughly familiar with the Agency's policies and procedures, both written and verbal, set forth by the Agency for Volunteer Professionals.
- To be prompt and reliable in reporting for scheduled work, and to provide the Agency with an accurate record of hours worked by signing in or out when entering or leaving.
- To notify the Agency's Director of Volunteers if unable to work as scheduled. This will be done as early as possible to permit reassignment of another Volunteer Professional if necessary.
- To attend orientation and training sessions as scheduled, and to undertake continuing education when provided by the Agency to maintain continuing competence.
- To respect the function of the Agency's paid staff and contribute fully to maintaining a smooth working relationship between paid staff and Volunteer Professionals.
- To realize that, while the Agency and its paid staff welcome questions and suggestions from Volunteer Professionals, it is not the purpose of the Volunteer Professionals to supplant the staff. In particular, Volunteer Professionals will not seek paid staff positions with the Agency.
- To carry out assignments in good spirit and to seek the assistance of the Director of Volunteers in any situation requiring special guidance.
- To consult with the Director of Volunteers before assuming any new responsibilities affecting the Agency.
- To accept the Agency's right to dismiss any Volunteer Professional for poor performance, including poor attendance.
- To notify the Director of Volunteers in writing at least three weeks in advance of any resignation or request for leave of absence from the Agency's Volunteer Professional program.

- To exercise caution when acting on the Agency's behalf in any situation, and to protect the confidentiality of all information relating to the Agency.
- To abide by the decisions of the Volunteer Advisory Council on any matters in dispute between the Agency and any Volunteer Professional.

2. *Ibid.*

PART II. SAMPLE MATERIALS FOR VOLUNTEERING MANUALS

VOLUNTEER PLEDGE³

Believing that this facility has real need of my services as a volunteer, I will:

- Endeavor to make my work of the highest quality.
- Be punctual and regular in attendance; conscientious in fulfilling my assignments.
- Conduct myself with dignity, courtesy, and consideration.
- Accept supervision graciously.
- Consider as confidential all information received directly or indirectly concerning any client, any paid staff member, or any volunteer.
- Treat each client with the same kindness, courtesy, and respect that I extend to friends and persons with whom I want to become acquainted.
- Take any problems, criticisms, or suggestions, directly to the Director of Volunteer Services, or to my supervisor, if appropriate.
- Uphold the philosophy and standards of this facility and its volunteer program, and interpret them to the community at large.

3. (Adaptation) State of Illinois Department of Mental Health. "Your Volunteer Pledge," *A Partnership with the Community: A Guide for Volunteers Serving The Mentally Retarded*, Springfield, 1970.

BILL OF RIGHTS FOR VOLUNTEERS⁴

- I. THE RIGHT TO BE TREATED AS A CO-WORKER . . . not just as "free help"; not as a "prima donna".
- II. THE RIGHT TO A SUITABLE ASSIGNMENT . . . with consideration for personal preference, temperament, life experience, education, and employment background.
- III. THE RIGHT TO KNOW AS MUCH ABOUT THE FACILITY AS POSSIBLE . . . its policies, its people, its programs.
- IV. THE RIGHT TO TRAINING FOR THE JOB . . . thoughtfully planned and effectively presented training.
- V. THE RIGHT TO CONTINUING EDUCATION ON THE JOB . . . as a follow-up to the initial training — information about new developments — training for greater responsibility.
- VI. THE RIGHT TO SOUND GUIDANCE AND DIRECTION . . . by someone who is experienced, well-informed, patient, and thoughtful — and who has time to invest in giving guidance.
- VII. THE RIGHT TO A PLACE TO WORK . . . an orderly, designed place, conducive to work, and worthy of the job to be done.
- VIII. THE RIGHT TO PROMOTION AND A VARIETY OF EXPERIENCE . . . through advancement to assignments of more responsibility; through transfer from one activity to another; through special project assignments.
- IX. THE RIGHT TO BE HEARD . . . to have a part in planning; to feel free to make suggestions; to have respect shown for an honest opinion.
- X. THE RIGHT TO RECOGNITION . . . in the form of promotion — and awards (or some tangible evidence) — through day-by-day expressions of appreciation — and by treatment as a bona fide co-worker.

4. By Mrs. Richard L. Sloss, Director, Office of Volunteers, Western Area, American National Red Cross, San Francisco, California, undated.

VOLUNTEER RESPONSIBILITIES⁵

The volunteer who accepts the benefits of the Bill of Rights must accept the responsibilities that go with these benefits!

BE SURE . . . Look into your heart and know that you really want to help other people.

BE CONVINCED . . . Don't offer your service unless you believe in the value of what you are doing.

BE LOYAL . . . Offer suggestions but don't "knock". Accept rules. Don't criticize what you don't understand; there may be a good reason.

SPEAK UP . . . Ask about the things you don't understand. Don't coddle your doubts and frustrations until they drive you away, or turn you into a problem worker.

BE WILLING TO LEARN . . . Training is essential to any job well done.

KEEP LEARNING . . . Know all you can about your job and your facility.

WELCOME SUPERVISION . . . You will do a better job and enjoy it more if you are doing what is expected of you.

BE DEPENDABLE . . . Your word is your bond. Do what you have agreed to do. Don't make promises you can't keep.

BE A TEAM PLAYER . . . Find a place for yourself on the team. The "lone operator" is pretty much out of place in today's complex community.

⁵ *Ibid.*

DO'S AND DON'TS FOR VOLUNTEERS⁶

- DO live up to the responsibility of your volunteer role. Volunteer work is not something that can be done in a few odd hours when there is nothing more exciting to do. Rather, it is a job — a responsibility that requires a definite allotment of time, energy, intelligence, and a real desire to prepare adequately.
- DO be present and on time for every commitment you make. If you find yourself unable to meet an obligation, notify the Volunteer Office as far in advance as possible.
- DO respect the confidential aspects of your assignment, and the dignity and privacy of the clients with whom you work.
- DO become involved, in a warm and natural manner, with the clients and activities of this facility. DON'T become over-involved.
- DO show empathy with the clients; DON'T show sympathy. Empathy is the ability to relate to another and understand his feelings without condescension and overinvolvement.
- DO be optimistic about life, in general, and the client's outlook, in particular. But DON'T encourage any unrealistic goals or attitudes.
- DO be honest and genuine at all times. Be friendly, have fun yourself.
- DO be flexible. Make allowances for a client's limited abilities at the present time.
- DO be part of a team and a group. Be willing to accept supervision from the professional staff. DON'T show partiality to one client over another.
- DO dress appropriately for your volunteer assignment. Be comfortable, neat and well-groomed.
- DO ask a staff member anything you don't understand. DON'T harbor any doubts or frustrations.
- DO regard each client as a whole individual, not merely as a handicapped person. DO respect any cultural, ethnic, and personality differences.

- DO provide a supportive, encouraging emotional climate with your presence. DO respect a sometimes need for privacy and withdrawal. DON'T push yourself on him. DO be a good listener.
- DO look into your heart and know that you really want to do what you are doing as a volunteer. DON'T offer your services unless you believe in the value of what you are doing.
- DO keep on learning.

6. (Adaptation) Resthaven Psychiatric Hospital, *Handbook for Volunteers*, Los Angeles, 1970.

TEN COMMANDMENTS FOR VOLUNTEERS AND PROFESSIONAL STAFF⁷

FOR PROFESSIONALS

1. Do not describe the job as it is not. Don't minimize the time or ability it takes.
2. Offer well-planned programs of training and supervision.
3. Concern yourself with the volunteer as a person, not an object.
4. Expect basic ability and reliability and then build on them sharing understanding. Do not confuse with jargon. Language is to be used not to confuse, but to enlighten; not to obstruct, but to communicate.
5. Be ready to place when you recruit.
6. Give the volunteer a significant task. Don't equate volunteers with untrained persons.
7. Inform the volunteer. Make him an insider, too. He's on staff.
8. Evaluate with the volunteer.
9. Trust the volunteer. If your expectancy and faith are high, so will be his response.
10. Give proper recognition.

FOR VOLUNTEERS

1. Understand the job you undertake to do.
2. Accept training appreciatively, and contribute your knowledge and experience.
3. Match your interest to the needs about you and therefore to the job.
4. Serve with faithfulness and continuity, listen for and report new insights about your work.
5. Discover its meaning to the total program of which it is a part.
6. Open yourself to opportunities for growth — in skills, sympathy, self-confidence, and responsibility.
7. Value your special two-way role as community interpreter.
8. Contribute to supervision by self-evaluation and a willingness to ask.
9. Give loyalty to your institution, its staff, and its program.
10. Take pride in the volunteer's career. It pays handsomely in treasures of the spirit.

7. Adapted from writings of Dr. Daniel Thursz and Mrs. Leonard Weiner; Travelers Aid Association of America, *Shifting Scenes*, New York, Winter, 1970.

A VOLUNTEER'S CODE OF ETHICS⁸

As a volunteer, I realize that I am subject to a code of ethics, similar to that which binds the professional. I, like them, in assuming certain responsibilities, expect to be accountable for these responsibilities. I will keep confidential matters confidential.

As a volunteer, I agree to serve without pay but with the same high standards as the paid staff expect to do their work.

As a volunteer, I must be loyal and refrain from criticizing what I do not understand.

As a volunteer, I must take to my work an attitude of open-mindedness; be willing to be trained for it; bring to it interest and attention.

As a volunteer, I must be time-responsible. Knowledge of allotted time to serve must be carefully considered; and I must arrive on time and leave on time, unless there is a good reason for other procedure.

As a volunteer, I must be relaxed and cheerful because attitude is a great part of any person-to-person contact.

Being eager to contribute all that my skills and education have made possible and being eager to offer a willing heart and hand, I accept this code for the volunteer as my code.

8. Voluntary Action Center of Rock Island County, Illinois, and Scott County, Iowa; Rock Island, Illinois, undated.

TEN COMMANDMENTS⁹ OF HUMAN RELATIONS

1. **SPEAK TO PEOPLE.** There is nothing so nice as a cheerful word of greeting.
2. **SMILE AT PEOPLE.** It takes 72 muscles to frown, only 14 to smile.
3. **CALL PEOPLE** by name. The sweetest music to anyone's ears is the sound of his own name.
4. **BE FRIENDLY** and helpful. If you would have friends, be a friend.
5. **BE CORDIAL.** Speak and act as if everything you do is a genuine pleasure.
6. **BE GENUINELY** interested in people. You can like almost everybody if you try.
7. **BE GENEROUS** with praise — cautious with criticism.
8. **BE CONSIDERATE** with the feelings of others. There are usually three sides to a controversy; yours, the other fellow's, and the right side.
9. **BE ALERT** to give service. What counts most in life is what we do for others.
10. **ADD TO THIS** a good sense of humor, a big dose of patience and a dash of humility, and you will be rewarded manyfold.

9. Source unknown.

BEATITUDES OF A LEADER¹⁰

Blessed is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

Blessed is the leader who knows where he is going, why he is going, and how he is going to get there.

Blessed is the leader who knows how to lead without being dictatorial. True leaders are humble.

Blessed is the leader who knows no discouragement, who presents no alibi.

Blessed is the leader who seeks the best for those he serves.

Blessed is the leader who leads for the good of most concerned, and not for the personal gratification of his own needs.

Blessed is the leader who develops leaders while leading.

Blessed is the leader who marches with the group, interprets correctly the signs on the pathway that leads to success.

Blessed is the leader who has his head in the clouds but his feet on the ground.

Blessed is the leader who considers leadership an opportunity for service.

¹⁰. Source unknown.

Loving kindness is greater than laws; and the charities of life are more than all ceremonies.

Talmud

*Have you had a kindness shown?
Pass it on;
'Twas not given for thee alone,
Pass it on;
Let it travel down the years,
Let it wipe another's tears,
'Til in Heaven the deed appears —
Pass it on.*

Henry Burton

I believe, indeed, that overemphasis on the purely intellectual attitude, often directed solely to the practical and factual, in our education, has led directly to the impairment of ethical values. I am not thinking so much of the dangers with which technical progress has directly confronted mankind, as of the stifling of mutual human considerations by a "matter-of-fact" habit of thought which has come to lie like a killing frost upon human relations.

Albert Einstein

Am I my brother's keeper?

Genesis 4:9

A man's true wealth hereafter, is the good he does in this world to his fellow-man. When he dies, people will say, "What property has he left behind him?" but the angels will ask, "What good deeds has he sent before him."

Mahomet

Your actions, in passing, pass not away, for every good work is a grain of seed for eternal life.

Saint Bernard