

A BOOK OF CASE STUDIES



by Patricia Harvey and Ginette Johnstone

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Patricia Harvey and Ginette Johnstone
March 1992

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PREFACE

A combined interest in the management of volunteer services and adult education leads us to the conclusion that few teaching tools specifically designed for training volunteers are available. Upon drawing this conclusion, we decided to accept the challenge of writing a book of case studies specifically for use in training volunteers.

How to Use This Book

The case studies presented in this book are copyright free to original purchasers of the book. We want you to use the material in your training programmes! Photocopy the case studies as often as you need, just give the authors credit for the original work.

The book has been designed for easy use. It is divided into seven chapters, each dealing with a major theme:

- Chapter V1: Policies and Procedures
- Chapter V2: Client Complaints and Criticisms
- Chapter V3: Problem Solving
- Chapter V4: Confidentiality
- Chapter V5: Personal Involvement and Relationships
- Chapter V6: Group Dynamics and Team Building
- Chapter V7: Values Clarification

The cases have been divided according to their main theme, but may be relevant to other critical issues. For this reason, you may find some overlap in the applicability of cases in different chapters. Each case study begins with an information guide. An alphabetical index of issues may be found at the back of the book.

The information guide describes the story according to the following headings:

- critical issue
- sub-issues

- setting

- on site or off site
- individual or group
- children, youth, adult, or senior

We have also suggested questions that may encourage discussion with your volunteers. We have not provided any answers, simply because the answers will differ depending on your situation and the individuals involved - in most cases there are no right or wrong answers.

You will notice that the cases start off simple and become more complex with each chapter.

Case Studies: How to Use Them

Case studies are used to develop analytical and problem solving skills. They are a preventative tool. Case studies allow your volunteers to deal with critical issues in the safe environment of the classroom. By reading about and discussing realistic situations that they may face while volunteering, your volunteers will build confidence in their ability to interpret and respond to situations where solutions are as variable as the people involved.

We would like to emphasize once again, that in most situations, there is no definite right or wrong answer. The solutions will depend on the values of the individuals involved and those of your organization. In some cases, it will also depend on the individual's personal style, on what is a comfortable behaviour for them.

The case studies in this book can be used in a variety of ways. Usually, the instructor introduces the case to the participants who, individually, in small groups or as one large group, review the written case. Then a discussion follows and possible solutions are presented. The instructor leads the group by using questioning and summarizing. We have provided some questions to help you, the instructor, lead the discussion.

Some of the case studies may also be used as the basis for a role playing exercise. To do this, you would have to identify key roles within the scenario and assign these to individual group members. If using the case studies as part of a role-playing exercise, be sure to draw the exercise to a conclusion by discussing the experience and feelings of the individuals in their assumed role.

We have tried to develop realistic scenarios. However, it must be noted that all the characters and situations in the case studies are fictional.

V1 POLICIES AND PROCEDURES

V1.1 A Routine Tour -- Information Guide

Critical Issue: Emergencies

Sub-issues: • problem solving
 • reporting protocol
 • managing a group

Situation: ☒ on site or ☐ off site
 ☐ individual or ☒ group
 ☐ children or ☒ youth
 ☐ adult or ☐ senior

Setting: Museum Tour Guide

Suggested Questions:

1. Itemize the steps that should be taken in order of priority.
2. To whom should this incident be reported?

Other comments:

This is an ideal situation for helping volunteers gain the confidence they will need to take leadership in unpredictable situations.

Your notes:

A Routine Tour?

I have been a volunteer at the historical museum for two years now. My job is to give tours to groups that visit the museum. I really enjoy it and I take pride in making my tours interesting and lively.

Yesterday, I was giving a tour to a group from a local high school. There were 25 enthusiastic students. There was a lot of hustle and bustle and I admit that made it more difficult to concentrate on my presentation. It was only when a hush came over the group that I realized something was wrong. A student had fainted. "Good grief," I thought, "what do I do now?"

V1.2 At the Tuck Shop -- Information Guide

Critical Issue: Reporting Protocol

Sub-issues: • problem solving

Situation: ☒ on site or ☐ off site
 ☒ individual or ☐ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Tuck shop Hospital

Suggested Questions:

1. How would you deal with this situation?

Other comments:

It is important for volunteers to be able to decide when and when not to report incidents. This study encourages discussion of this issue.

Your notes:

At the Tuck Shop

Alex has been a volunteer in our tuck shop for the past five years. He is conscientious and very dedicated to the cause. He says that the best thing about volunteering is the people he serves. The other day, Alex had a disturbing experience which he will tell you about.

"As usual, I was having an enjoyable day at the tuck shop. Business was brisk and some of my favourite regular customers had been in. While I was busy with a customer who had a lot of questions about a product, I thought I saw another patient take some toiletries without paying, but I wasn't sure. When my customer left, I asked my co-worker if she had noticed anything unusual, but she hadn't. The next day I was working, the same patient who I thought had taken some things came in. The tuck shop wasn't as busy this time and I found myself watching him carefully. Sure enough, he took some more stuff and put it in the pocket of his housecoat, then he came and asked me for a package of gum."

V1.3 The Physio Swim Class -- Information Guide

Critical Issue: Parameters of Position Description

Sub-issues:

- volunteer/staff relations
- assertiveness

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Physiotherapy Recreation

Suggested Questions:

1. How would you respond to this request?
2. Should you involve the manager of volunteers?

Other comments:

Your notes:

The Physio Swim Class

You have been volunteering at the local Y for about three weeks now. Your responsibility is to help one physically disabled teenager, Alice, during the physiotherapy swim programme. Your job description requires you to greet Alice as she arrives, help her get prepared, assist her during the programme, and help her get dressed to leave. You work alongside pool staff but report to your manager of volunteers on a monthly basis about Alice's progress and any issue arising. You really are enjoying the work and your relationship with Alice is progressing nicely.

Today, the facility is short staffed. As you arrive, one paid assistant tells you not to worry about Alice, she will manage with a bit of help from the others. Instead, he asks you to go to the storage room and bring back a list of equipment. He also requests that you stay after the programme to help put things away and clean up.

V1.4 No Answer at Bea's -- Information Guide

Critical Issue: Emergencies

Sub-issues: • reporting protocol
 • problem solving

Situation: ☐ on site or ☒ off site
 ☒ individual or ☐ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Home visits

Suggested Questions:

1. What steps should you take in order of priority?
2. To whom should this incident be reported?

Other comments:

Your notes:

No Answer at Bea's

Volunteering as a friendly visitor has always been something you have aspired to do. Finally, you apply and become a volunteer. You have been assigned to Beatrice, a keen, interesting and kind woman of 80, who lives by herself in the family home. Although frail, Bea has tried to remain as active as possible.

Today is your fifth visit to Bea's. You are looking forward to this afternoon as the two of you have planned a special outing. She particularly wanted to see the matinee performance at the local theatre: that is your destination.

You arrive at Bea's to pick her up 30 minutes before show time and eagerly ring the door bell. No answer. You knock. No answer. You try the door. It is locked. You walk around the house. The back door is also locked. You are becoming very worried. What to do?

V1.5 Trapped! -- Information Guide

Critical Issue: Emergencies

Sub-issues: • parameters of position description

Situation: ☒ on site or ☐ off site
 ☒ individual or ☐ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Hospital Long term care Candy Striper

Suggested Questions:

1. How do you think you would react in such a situation?
2. Who is responsible for the patient's safety?

Other comments:

This is a good case study to explore the sharing of responsibility between volunteers and staff.

Your notes:

Trapped!

After school, I work as a candy striper at a local hospital. Usually, I spend my time helping with long-term care patients in the west wing. Yesterday, I was reading to an elderly bedridden patient when the fire alarm went off. The patient began to panic. I peeked in the hall just in time to see the fire doors shut. We were trapped!

V1.6 Carrie's Problem -- Information Guide

Critical Issue: Legal Reporting Procedure

Sub-issues:

- confidentiality
- personal involvement
- reporting protocol

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input checked="" type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Big Sister

Suggested Questions:

1. Identify the critical issue(s) in this case study.
2. Identify the steps that you would take in order of priority.

Other comments:

This case study will help volunteers realize that they may need to remain objective and separate their feelings from the action required.

Your notes:

Carrie's Problem

Being a big sister has always provided wonderful experiences for you. You liked your little sister Carrie from the first time you laid eyes on her. You have always worked through any misunderstandings, and you have been together for three enjoyable years. Carrie is now 12 and as she matures, your times together become even more special. She confides in you, telling you about her latest crush, and how wonderful her young, male teacher is. Furthermore, as she advances through puberty, you can give some advice about make-up, hygiene and so on. You can't imagine Carrie not being part of your life.

Since picking her up today, Carrie seems rather subdued. This is not the first time. There have been similar instances in the past six months when Carrie has become very quiet. Whole visits can pass with very few words being said. You have asked her if there is a problem. She only replies: *"I'm not feeling very well today."*

Seeing her so visibly upset, you attempt to prod a little further. Finally, Carrie breaks down in a flood of tears. Making you promise not to tell a soul, she admits that her mother's boyfriend has been sexually abusing her.

V2 CLIENT COMPLAINTS AND CRITICISMS

V2.1 Nag, Nag, Nag -- Information Guide

Critical Issue: Reporting Protocol

Sub-issues:

- dealing with difficult people
- responding to verbal abuse
- communication skills

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> on site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Meals on Wheels Home Visits

Suggested Questions:

1. a) Should Leslie have taken action earlier? Why?
b) Should Leslie report this situation to the supervisor? Why?
2. Develop strategies for dealing with this situation.
3. What communication skills would be useful in dealing with chronic complainers?

Other comments:

This case study could be set up as a role play to teach communications skills.

Your notes:

Nag, Nag, Nag

My name is Leslie. A few years ago, after retiring from an accounting firm, I decided to volunteer some of my spare time to a local community service group. I like meeting people, so I joined Meals on Wheels and have been delivering meals to shut-ins for about three years.

One of my clients for the entire time that I have been delivering meals is Bob. Through the years, I have learned that Bob has a lot to say and most of it is not good. His criticisms cover all sorts of topics. Government, young people and taxes are what he likes to go on about the most.

In spite of his negative attitude, I enjoy dropping in at Bob's. Since I am only with him for a short time each week, I tend to respond to most of what he says by agreeing with him. It just seems easier, and that way I avoid upsetting him.

Lately, he has been making the odd critical comment about the meals I deliver. Given his general attitude, I haven't taken the comments seriously. Yesterday, almost as soon as I stepped inside his home, Bob started complaining about my service and the quality of the food. He used really aggressive language and sounded very serious.

V2.2 The Christmas Party -- Information Guide

Critical Issue: Assumption of Unfair Treatment

Sub-issues:

- dealing with difficult people
- communication skills
- sensitivity to disabilities

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input checked="" type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Women's Shelter Residential Facility

Suggested Questions:

1. Why do you think someone would make such a comment?
2. How should Louise respond to Nancy?
3. Should Louise take any other action?

Other comments:

This case study could be set up as a role play to teach communication skills.

Your notes:

The Christmas Party

Everyone at the women's shelter is filled with excitement. This afternoon is the long awaited Christmas party. The residence is all decorated in green and red, and the big tree stands proudly in the corner, waiting to be decorated. The children are particularly excited as Santa Claus is due to make an appearance with gifts for everyone.

Residents, staff and volunteers start gathering in the large living room for the festivities. The children scurry to get as close as possible to the tree. Edward, 7, who is confined to a wheel chair because of cerebral palsy, is rolled to a choice place near the tree, displacing Susan and some other children. Susan's mother, Nancy, in a voice loud enough for many to hear says to Louise, a volunteer: *"I know he's sick, but does that mean that he should always get the best treatment?"*

V2.3 Please Give -- Information Guide

Critical Issue: Dealing with Difficult People

Sub-issues:

- responding to verbal abuse
- assertiveness

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Fund Raising Canvassing

Suggested Questions:

1. How would you react in this situation?
2. What are the consequences of this reaction?

Other comments:

This case is best for group work where each individual, through discussion, can explore options which suit their personality.

Your notes:

Please Give

Tara is a stay-at-home parent who volunteered to work on our annual fundraising campaign. It was her first time as a canvasser. I'll let Tara tell you about her experience.

"I decided to volunteer as a canvasser because I am new in the area and I thought this would be a good way to meet some neighbours and to make a contribution to the community. Before we started canvassing, the organizers gave us information on how the money collected would be used and how to fill out receipts. They also answered all of our questions.

On the first morning of the campaign, I was both apprehensive and excited. After my first few calls, I began to relax and feel more confident. I was pleasantly surprised that the majority of people were quite willing to make a contribution. I answered questions well and filled out all the forms.

There were no problems until I went to 52 Main Street. As the owner opened the door, I explained our campaign and asked for a contribution. That's when the yelling and name calling began."

V2.4 Working at the Canteen -- Information Guide

Critical Issue: Assertiveness

Sub-issues:

- dealing with difficult people
- following procedures
- volunteer/staff relations

Situation:

✓ on site	or	<input type="checkbox"/> off site
✓ individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
✓ adult	or	<input type="checkbox"/> senior

Setting: Canteen

Suggested Questions:

1. Develop strategies for handling this situation.
2. What are the advantages and disadvantages of each?

Other comments:

This story does not specify if Marge is a volunteer or a staff person. By designating her as staff, the case could be used for discussing volunteer/staff relations.

Your notes:

Working at the Canteen

My name is Robin. I was trained to work in the canteen at the activity centre where I volunteer. The training was thorough with lots of hands-on demonstrations. I was looking forward to my first day on the job, and felt ready to start.

It only took a couple of days for me to become discouraged, however. Marge, the other person I was working with had been at the canteen for years. From the very first day, she kept a close eye on what I was doing and offered so many suggestion on "how it was really done" or "the best way" that soon I was doing most things her way instead of how I had been trained. At first, I thought that she was trying to be helpful, but I soon realized that unless things were done the way she wanted, she became quite snarky. I got really upset when she started to criticize me in front of a client I was serving.

V2.5 A Children's Quarrel -- Information Guide

Critical Issue: Challenge to Volunteer's Authority

Sub-issues:

- assertiveness
- assumption of unfair treatment
- conflict resolution

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input checked="" type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Child Care

Suggested Questions:

1. What is your responsibility toward Mark?
2. What is your responsibility toward Eddy?
3. What is your responsibility toward the father?
4. How would you respond to the father's verbal attack?

Other comments:

Your notes:

A Children's Quarrel

Today has been a particularly busy day at the daycare centre. It is Friday before a long weekend and the kids are excited. You arrived ½ hour ago, but already you're an exhausted volunteer. The teachers have mentioned what a handful the children have been all day. Luckily, the parents are soon due to pick them up.

The outdoor play area is particularly noisy. From the corner of your eye, you see trouble brewing at the swings. Eddy and Mark are quarrelling over the big swing. You hurry over just in time to see the seat of the swing catch Eddy in the back of the head. Mark is yelling: *"He had it coming!"* You sternly order Mark to sit quietly while you tend to Eddy's bruise.

A shout comes from behind you:

"Why must my son always get the blame when someone else gets hurt? I saw the whole thing and he is right, Eddy had it coming to him!"

You turn in surprise. Mark's father is standing there, red with rage and yelling:

"They should never let volunteers work here. You just don't know what you are doing!"

V2.6 Don't Give Me the Runaround -- Information Guide

Critical Issue: Customer Service

Sub-issues:

- dealing with difficult people
- following procedures
- responding to verbal abuse

Situation:

✓ on site	or	<input type="checkbox"/> off site
✓ individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
✓ adult	or	<input type="checkbox"/> senior

Setting: Development Agency Answering telephones

Suggested Questions:

1. What are the different ways you could react to this situation.
2. What are the consequences of each.

Other Comments:

Your notes:

Don't Give Me the Runaround

My name is Rita. I volunteer as a telephone receptionist for an international development agency. Most of the calls I answer are from people requiring information about the kind of aid the agency provides, what countries our staff work in, and how to make a contribution.

Today, I received a phone call that began like all the others. The caller wanted to know if we provided aid to a few countries which he named and if so, how much money we contributed to each country. I answered the questions to the best of my knowledge, but because he had asked for very specific financial information, I offered to transfer him to someone who could provide more details. All of a sudden he became quite belligerent. He accused me of giving him the runaround and of refusing to give him public information to which he was entitled. I tried again to explain that I was able to answer general questions, but for detailed information I would have to transfer him to my supervisor. He blew his stack!

V3 PROBLEM SOLVING

V3.1 Team Work -- Information Guide

Critical Issue: Dealing with Difficult People

Sub-issues:

- assertiveness
- challenge to volunteer's authority
- volunteer/staff relations

Situation:

✓ on site	or	<input type="checkbox"/> off site
✓ individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
✓ adult	or	<input type="checkbox"/> senior

Setting: Disabilities Recreation

Suggested Questions:

1. Develop strategies for dealing with this situation.

Other comments:

This story does not specify if the other instructor is a volunteer or a staff person. By designating her as staff, the case could be used for discussing volunteer/staff relations.

This case may be adapted for role playing.

Your notes:

Team Work

This is my first year as a swim instructor for physically challenged children. Last weekend, after weeks of planning and preparation, we were getting ready for an open house for our swimming programme. A number of the kids, their parents, other leaders and myself were setting up for the day's events. I was in charge of some displays and was giving the kids instructions on how to assemble them, when another instructor came by to say that we were doing everything wrong. Everyone could hear him say: *"These don't go there"*, *"Here's the way you should do it"*, and *"Haven't you ever done this before?"*

V3.2 The Ribbon Cutting Ceremony -- Information Guide

Critical Issue: Damage Control

Sub-issues: • dealing with difficult people

Situation: ☒ on site or ☐ off site
 ☐ individual or ☒ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Women's Shelter Public Function

Suggested Questions:

1. What would you do?

Other comments:

Your notes:

The Ribbon Cutting Ceremony

Everyone has been looking forward to tonight for a long time. Volunteers, staff and clients alike are anticipating the official opening of the expanded women's shelter. Some local politicians, who have supported the project, are due to arrive any minute for the ribbon cutting for the new wing.

You are chatting with Norah and June, two women who have used the shelter's services over the past year.

"This whole thing is a sham!" says Norah. "The politicians are only here for the publicity - they don't care about us."

"How can you say that", replies June, "they have advocated for us all the way."

"Not so, they only spoke up when the camera lights were on."

"You are not being fair..."

"Who's side are you on anyway?"

As the discussion heats up and others begin to notice, the mayor walks in.

"Maybe I should tell him face to face what I think!" shouts Norah.

V3.3 May I Come In? -- Information Guide

Critical Issue: Unexplained Change in Behaviour

Sub-issues:

- client rights
- communication skills

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input checked="" type="checkbox"/> senior

Setting: Home Visits

Suggested Questions:

1. What would your reaction be in such a situation?

Other comments:

Your notes:

May I Come In?

Susan is a middle-aged widow. Susan has multiple sclerosis and is confined to a wheel chair. She lives alone.

I have been going to Susan's house once a week for the past couple of months to visit with her as part of a support programme offered by the local M.S. Society. We both enjoy the visits and have become quite friendly. Susan is always very open about her condition as well as her hopes and disappointments in life.

Yesterday was my day to visit Susan. I arrived at her house at the usual time. I rang the doorbell. She didn't answer right away which was unusual, so I rang the doorbell again. I rapped on the door, and waited. Finally, I could hear some noise inside... it was Susan coming to the door. When she answered, instead of inviting me in, she opened the door a crack:

"Please go away, I don't want to see you today."

"What is the matter Susan? Are you alright?"

"I'm fine, I just don't want you here."

"Susan, have I done something to upset you?"

"Leave me alone!"

V3.4 Are You Sure? -- Information Guide

Critical Issue: Challenge to Volunteer's Authority

Sub-issues:

- dealing with difficult people
- managing a group
- assertiveness

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Museum Tour Guide

Suggested Questions:

1. Develop strategies for dealing with this situation.

Other comments:

Your notes:

Are You Sure?

I guess that you would call me an amateur naturalist. I have always been interested in natural history and have spent a lot of time reading about and observing wildlife. When I retired, I decided that I should pursue my interest by volunteering as a tour guide at the local museum. So now, I give tours specializing in birds. I did a lot of research to prepare my presentation.

Today, when I was with a group, there was one participant who was asking a lot of insightful questions. I usually like this kind of person because their questions help get the whole group interested, but in this case, he seemed to be asking the questions just to see if I knew the answers. Finally, when I hesitated while answering a question, he proceeded to correct my answer and question the accuracy of some information I had previously given the group. I was fairly confident that my information was accurate, but I didn't want to make a scene. The situation was starting to get out of control.

V3.5 Yes I Can? -- Information Guide

Critical Issue: Parameters of Position Description

Sub-issues:

- client rights
- reporting protocol

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Home Visits Physiotherapy

Suggested Questions:

1. What is your responsibility in this case?

Other comments:

This case is suitable as a role play situation and may be used to teach communication skills

Your notes:

Yes I Can?

Gerry has enjoyed a speedy recovery since the fall that resulted in a broken hip and one broken arm. Only two weeks after the accident, he is raring to go and attempts to do all kinds of physical activity. As his friendly visitor volunteer, I am expected to spend an hour with him every few days to encourage him in his recovery and to keep up his spirits. His physiotherapist has briefed me on his condition, telling me just what he should and should not be doing.

Gerry is doing far more than the therapist advised he should. I know he thinks I am slowing him down. I don't want to discourage him but I am very worried that his failure to accept his present limitations may cause further harm.

V3.6 That Doesn't Add Up -- Information Guide

Critical Issue: Limits of Volunteer Responsibility

Sub-issues:

- accountability
- following procedures

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Fundraising Ticket sales

Suggested Questions:

1. If you were in this situation, how would you handle it?

Other comments:

It is important for volunteers to be able to decide which incidents should be reported. This study will encourage discussion of this issue.

Your notes:

That Doesn't Add Up

Every year, our organization has a fund raising campaign where we sell raffle tickets on a car. This year, I volunteered to work selling tickets at a booth that we set up at the local mall. I was scheduled to work with Meg on Saturday and Wednesday.

The mall was busy on Saturday and ticket sales were brisk, requiring both of us to deal with customers. At mid-day, I decided to count the cash. Given the number of ticket stubs we had, it seemed that the cash was short. When I mentioned this to Meg, she said that she had sold lots of books of three tickets for \$10.00 rather than the \$4.00 individual ticket price and that most likely accounted for the difference.

I felt uneasy about Meg's quick response and found myself watching her more closely for the rest of the day. I didn't see her sell many books of tickets, but at the end of the day, our cash was still short for the number of tickets sold. Could Meg have been taking money?

V3.7 You're On Your Own -- Information Guide

Critical Issue: Emergencies

Sub-issues: • following procedures

Situation: ☒ on site or ☐ off site
 ☐ individual or ☒ group
 ☒ children or ☐ youth
 ☐ adult or ☐ senior

Setting: Child Care

Suggested Questions:

1. Outline the steps you would take in this situation.

Other comments:

Your notes:

You're On Your Own

I volunteer at the local cooperative day care. Today, when I arrived, the director told me that two staff members had called in sick and, therefore, I would be on my own with ten children until she could find a replacement.

I usually do story time for the children, so I started with that. After the story was over, I decided to let the children have a free play time until the replacement teacher arrived. Things were going fairly well until one of the boys fell and scraped his knee. It wasn't a really bad scrape, but it was bleeding and I needed the first-aid kit to clean the wound. The kit is kept in the director's office, but without someone else to look after the kids, how was I going to get it?

V3.8 Don't Worry About the Forms -- Information Guide

Critical Issue: Parameters of Position Description

Sub-issues: ● volunteer/staff relations
 ● accountability
 ● values clarification

Situation: ✓ on site or ☐ off site
 ✓ individual or ☐ group
 ☐ children or ☐ youth
 ✓ adult or ☐ senior

Setting: Nursing Home

Suggested Questions:

1. Is Larry's attitude a problem?
2. What would you do?

Other comments:

This scenario is valuable for exploring peer pressure and volunteers' confidence in their own judgement.

Your notes:

Don't Worry about The Forms

This is my first time "on the job" as a volunteer in the supply room of Low Valley Nursing Home. Boy, am I excited! My head is reeling with all the information that was given me during the training. There seems to be so much to remember: record this, enter that, check this, fill that form, etc. I spent a great deal of time last evening reviewing everything over and over. I'm pretty sure I have it all straight.

I have been assigned to work with Larry, a long time staff person in this department. He is really nice and has all kinds of stories to tell. I'm sure I will enjoy working with him.

As I was work hard at recording all the details regarding the supplies we distributed, Larry looks over my shoulder and says:

"What are you worried about all those forms for. They are just paperwork created by management to make sure we have no time to waste. Come on, let's go for coffee instead."

V4 CONFIDENTIALITY

V4.1 After Hours Relaxation -- Information Guide

Critical Issue: Breach of Policy

Sub-issues:

- clients rights
- damage control
- volunteer discretion

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Youth Services

Suggested Questions:

1. What has happened here?
2. What action should be taken?

Other comments:

Your notes:

After Hours Relaxation

The town youth services agency has set up a very effective recreation programme for the local teens. Three nights each week, there is a different, informal activity where many "at risk" teenagers come and participate in sports, go to movies or other such activity. In order to support this programme, and to provide youth with positive role models, a committed group of volunteers have been recruited.

Tonight is sports night, and as per tradition, the three volunteers are capping their evening by having a drink at the local bar. It gives them an opportunity to socialize and relax. They begin to discuss the evening's event. Farah mentions that Louis, one of the teenagers, told her that his parents were getting a divorce. An active conversation ensues.

The next day, the programme supervisor receives an angry phone call from Louis' mother. How come the whole town is now discussing her marital problems?

V4.2 Promise You Won't Tell -- Information Guide

Critical Issue: Client Trust

Sub-issues:

- legal reporting procedure
- ethical dilemma
- unsolicited information

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Youth Services

Suggested Questions:

1. What are the consequences of reporting this incident?
2. What are the consequences of not reporting this incident?

Other comments:

This is an excellent situation for highlighting the need to remain objective when working with clients, as well as the need to consider all consequences of one's actions.

Your notes:

Promise You Won't Tell

I volunteer as a life skills coach at a local drop in centre for teenagers at risk. Hamida has attended my weekly session faithfully since the start of the programme. She works hard at all the exercises that we do and is really enthusiastic.

At breaks or after the session, Hamida always has something to tell me. She usually starts with "*Promise you won't tell...*" Her confidences have covered everything from stories about her family to the latest make-up tips she is trying.

This week started out the same as usual. At break, Hamida took me aside and with a "*Promise you won't tell...*" proceeded to show me her new earrings. They looked really expensive and naively, I asked how she could afford them. With enthusiasm, she replied: "*I can't afford them, but that doesn't matter, the store will never miss them, will they?*"

Hamida was already on probation for shoplifting.

V4.3 Did You Know? -- Information Guide

Critical Issue: Unsolicited Information

Sub-issues:

- legal reporting procedure
- ethical dilemma
- client trust

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input checked="" type="checkbox"/> senior

Setting: Adult Day Centre

Suggested Questions:

1. What would you do about this information?

Other comments:

Your notes:

Did You Know?

I volunteer regularly at an adult day centre. My duties have been many but lately I have been asked to help seniors with their income tax returns.

The other day, I was having lunch with a friend and sharing some of my experiences at the centre. As we talked, she began to tell me about a widowed neighbour of hers who was babysitting a couple of children in an effort to make ends meet. I soon realized that the woman she was talking about was one of the clients I had helped at the centre.

If my friends's information was accurate, the client had given false information on her tax form.

V4.4 Anonymous -- Information Guide

Critical Issue: Unsolicited Information

Sub-issues:

- problem solving
- rights of individual vs rights of group
- legal reporting procedure

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Health Centre Physiotherapy

Suggested Questions:

1. How would you deal with this situation?

Other comments:

Your notes:

Anonymous

My name is Janice. I volunteer as a receptionist at a local community health centre. My job is to direct callers to the appropriate office. Monday, I received an anonymous phone call. Almost before I realized what was happening, the caller referred to a client and told me that he had hepatitis. I know the client who had been named and I know that he regularly participates in Tuesday's physio swim group.

V4.5 Did You Hear About John Doe? -- Information Guide

Critical Issue: Limits of Volunteer Responsibility

Sub-issues:

- damage control
- client trust
- disclosure of information

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Fund Raising

Suggested Questions:

1. If you were in this situation, what do you think would be the limits of your responsibility for ensuring the confidentiality of the donors?
2. How would you handle this disclosure of information?

Other comments:

This case study may also be useful for exploring working relationships.

Your notes:

Did You Hear About John Doe?

I volunteered to represent our office in the local United Way campaign. Along with Jim, another volunteer, I was responsible for soliciting contributions from our co-workers.

After the first day of the campaign, Jim came by my desk to see how I was doing. I had been a little uncomfortable about asking my co-workers for contributions, so I was glad to talk about my concerns with him. I gave him a general account of my day. Jim told me all about his day, particularly noting those who he felt were being "cheap". After that, he dropped by everyday just before quitting time to chat.

One day in the middle of the campaign, I entered the coffee room to the sound of Jim telling some of "the guys" who had given how much and how willingly. He even named a couple of the people that I approached. I was extremely embarrassed.

V4.6 Don't Say I Told You So -- Information Guide

Critical Issue: Client Trust

Sub-issues:

- legal reporting procedure
- unsolicited information
- ethical dilemma

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Youth Services Probation

Suggested Questions:

1. What should you do?
2. What would be the consequences of this action?
3. What would be the consequences if you did not take this action?

Other comments:

This is an excellent situation for highlighting objectivity in the decision making.

Your notes:

Don't Say I Told You So

The entire youth probation office is concerned. Helga, a very likable young street girl who is on a strict probation order has not been seen in 3 days. She had been doing so well, everyone thought that she was turning her life around.

Helga is the topic of conversation as you arrive today to meet Sandra, the youth you are working with, to take her skating. The two of you take off happily for your outing.

After a good hour of exercise, you head for the coffee shop where you settle down with a warm cup of hot chocolate.

"You've heard about Helga?" asks Sandra.

"Yes, a bit. It is very unfortunate. I only hope she is safe."

"No need to worry", says Sandra tentatively. "Don't say I told you so, but I know for a fact that she's O.K."

V5 PERSONAL INVOLVEMENT AND RELATIONSHIPS

V5.1 A Friendly Visit with John -- Information Guide

Critical Issue: Parameters of Position Description

Sub-issues:

- following procedures
- criticism and complaints
- handling requests for advice

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input checked="" type="checkbox"/> senior

Setting: Home Visit

Suggested Questions:

1. Identify the critical issue(s) in this case study.
2. Identify several courses of actions available to you.
3. Choose the most suitable one and justify your choice.

Other comments:

This case study is useful for discussing how volunteers can act individually, in ways which suit their personalities while still being effective.

Your notes:

A Friendly Visit with John

You have been a friendly visitor with home support services for three months now. John, a gentleman of 73, is your friend. A widower, he lives alone, and aside from your weekly four-hour visit, he occupies his time mostly by reading, watching T.V., and a regular Wednesday trip to the theatre.

Your visits are always a welcomed break in routine for John, and you usually spend your time talking about the latest news or the progress of his favourite T.V. drama character. There is seldom any gossip or discussion of neighbours, other than mention of an occasional illness of a neighbour or a visit from his children.

Today's visit is going well. You are comfortably settled on John's couch with a steaming cup of tea in hand. The following conversations ensues:

John: *"I wonder if I could ask for your advice about something?"*

You: *"Well, I don't know if I have any advice but I can listen, what's up?"*

John: *"I thought you might be able to help since you know the folks at home support services. I am having some difficulty getting across to Anna, my counsellor. She is making decisions on my behalf that I don't agree with. I have tried to tell her so, but she is so convinced that she knows what is best for me that she goes ahead anyway..."*

V5.2 Can You Help a Friend? -- Information Guide

Critical Issue: Level of Intimacy

Sub-issues: ● parameters of position description
 ● insurance

Situation: ✓ on site or ✓ off site
 ✓ individual or ☐ group
 ☐ children or ☐ youth
 ✓ adult or ☐ senior

Setting: Mental Illness Adult Day Centre

Suggested Questions:

1. Are there circumstances when it would be appropriate for Lindsay to agree to the request?
2. How could Lindsay handle denying the request?

Other comments:

Your notes:

Can You Help a Friend?

My name is Lindsay. Once a week, I volunteer at a day centre for adults recovering from psychiatric disorders. My position there requires me to teach crafts to the clients and use the crafts as a way to help them interact and communicate.

Most of my time each week is spent working with just a few people. I give them lots of positive feedback to build up their confidence. One of the clients, Céline, is making good progress. She now initiates conversations and likes to talk about her life outside the center. She has even started asking questions about me and is becoming quite friendly.

Yesterday, she asked me if I would help her. I said "sure" and then asked what she wanted. She asked if I would take her to the mall to help pick out a birthday gift for her mother.

V5.3 Darryl and His Son -- Information Guide

Critical Issue: Limits of Volunteer Responsibility

Sub-issues:

- following procedures
- assertiveness
- insurance

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Drivers

Suggested Questions:

1. Identify the critical issue(s) in this case study.
2. How would you handle the request?

Other comments:

Your notes:

Darryl and His Son

Six months as a volunteer driver has made you familiar with almost every health facility and doctor's office in town. But you love it. You meet so many different kinds of people, with so many interesting stories to tell. And after a drive, you always feel so satisfied that you have been there for someone who needed you.

Today, you are picking up Darryl. This is the third time, as he has weekly appointments at the local health clinic. Last week, Darryl asked if you could drop his son off at the community centre. After all, it was on the way, no big deal really. You were happy to oblige. Today, as you arrive, Darryl and his son are waiting. This time, Darryl asks if you could drop his son off at a friend's. It's only a small detour.

You fear that this may become a habit, and for the first time in your volunteer experience, you feel as if you are being taken advantage of.

V5.4 The Reading Exercise -- Information Guide

Critical Issue: Parameters of Position Description

Sub-issues:

- making assumptions
- volunteer/staff relations

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: School Tutoring

Suggested Questions:

1. Do you agree or disagree with Frances' actions? Why?
2. Discuss the relationship between Frances and Jon

Other comments:

This is a good case for illustrating the role of volunteers as opposed to the role of the professional.

Your notes:

The Reading Exercise

Frances and Jon have an ideal relationship. She is a 26 year old volunteer tutor; Jon is a 14 year old dyslexic. Frances began her involvement with the school as a project for her psychology class but things have gone so well that she continued beyond her original six month commitment.

Every week, Frances and Jon meet for an hour after school. They review Jon's work to clarify points and assist him in his learning. Jon has really benefitted and is progressing well.

Recently, Frances has begun inviting Jon to go out for a quick dinner or a movie. She feels that they have become friends and extra time spent with Jon can only help. He talks enthusiastically about school and home.

Last night, Jon complained to Frances about an exercise that his special education teacher has started with him to improve his reading. He feels that this exercise confuses him and he has asked Frances to talk to this teacher. As someone who has Jon's best interests in mind and is familiar with his abilities, Frances feels it is her duty to speak to the teacher and the parents so that this exercise is stopped. She informs Jon of her intentions.

V5.5 Tell Me What to Do -- Information Guide

Critical Issue: Handling Requests for Advice

Sub-issues:

- liability
- parameters of position description

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input checked="" type="checkbox"/> senior

Setting: Home visit

Suggested Questions:

1. How would you handle this situation?

Other comments:

Your notes:

Tell Me What to Do

I retired a few years ago from nursing and now spend some of my spare time visiting the elderly parishioners from our church. I have known many of the people that I visit for years and really enjoy being with them. I also think that I am providing a very worthwhile service especially since many of my 'friends' don't have family living close by.

This week, while visiting Mrs. Weatheral, she told me that her family doctor of 40 years had recommended an operation. She was very worried about this and wanted a "second opinion". Yet she won't have anything to do with the new young doctor in town. Unfortunately, the only second opinion she wanted was mine... As she put it, *"You were a nurse once, weren't you?"*

V5.6 You Mean So Much to Me -- Information Guide

Critical Issue: Level of Intimacy

Sub-issues:

- limits of volunteer responsibility
- expressing feelings

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Literacy Tutoring

Suggested Questions:

1. How would you handle this situation?

Other comments:

This is a useful case for helping volunteers become more aware of potential complications in one-to-one volunteer/client relationships.

Your notes:

You Mean So Much to Me

I have been working with Leslie for about six months now. We spend a couple of hours together once a week working on his reading skills as part of a literacy programme. After a lot of hard, intense work, Leslie's reading ability is showing real improvement. Leslie is very proud and enthusiastic about his progress. At coffee breaks, he usually asks a lot of questions about my favourite books and authors.

Lately, I have been feeling uncomfortable during these discussions. I think that our conversations are getting too personal. In fact, I am concerned that Leslie is beginning to think of me as more than his tutor. How am I going to handle this?

V5.7 Is There a Problem? -- Information Guide

Critical Issue: Parameters of Position Description

Sub-issues: • personal involvement
 • values clarification

Situation: ☐ on site or ✓ off site
 ✓ individual or ☐ group
 ☐ children or ☐ youth
 ✓ adult or ☐ senior

Setting: Mental Health Recreation

Suggested Questions:

1. Should you do anything about this situation?

Other comments:

There are many issues that will surface upon discussing this case study. The volunteer must be clear in his/her own mind where his "official" responsibilities begin and end and where his "personal moral" responsibilities begin and end. The answer will differ with each individual. The volunteer must also understand what the manager of volunteers' expectations would be in this situation.

Your notes:

Is There a Problem?

You are a volunteer recreation assistant. Every week, you participate in recreational activities that are planned by staff for recovering mental health patients. As time has passed, you have become more comfortable taking initiative with clients and you have a good rapport with staff. You have been very sensitive to some of the clients' self-consciousness about taking part in some of the activities and as such, they look on you as a source of support.

One night last month, Alex, a patient, arrived ½ hour late for the programme with a distinct odour of alcohol on his breath.

"I've been out with some old buddies." he explains. You said nothing.

Two weeks later, Alex showed up again with alcohol on his breath. This time, you broach the subject: *"This isn't habit forming, is it?"* you ask jokingly.

This week, Alex does not come to the programme at all and when you call to make sure he is O.K., it is obvious that he is tipsy. You have not yet said anything to the case worker.

V6 GROUP DYNAMICS AND TEAM BUILDING

V6.1 Don't Worry -- Information Guide

Critical Issue: Non-Contributing Team Member

Sub-issues:

- bailing out
- sharing of responsibilities

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Committee

Suggested Questions:

1. Identify the critical issue(s) in this case study.
2. Develop strategies for dealing with Elizabeth and getting the work done.

Other comments:

Your notes:

Don't Worry

The Board of the local Society for the Hearing Impaired is thrilled. They have just put together a team that will plan and implement their first ever Gala Dinner Fundraiser. Everyone is excited as they are convinced that they can make this their best fundraiser ever.

Gloria has agreed to chair the organizing committee and has recruited six other members. Their first meeting was exciting. Several hours were spent talking about how things would happen, developing strategies and making key decisions. A time line has been agreed on and responsibilities are assigned to committee members: facility, entertainment, ticket sales, solicitation, etc. Things are really on a roll. Everyone is to report their progress in three weeks time.

The second meeting was also very successful. Most members are reporting good progress and things are moving along according to plan. Only Elizabeth, in charge of ticket sales, has not been able to come up with the design for the tickets (she has been very busy). She assures Gloria not to worry and she promises to have it by the next meeting, in time for the printing deadline.

At the third meeting, Elizabeth still has not completed her work on the tickets. She claims that work has simply been too hectic. She says: *"Don't worry, there's still plenty of time before next week's printing deadline."*

V6.2 The Spring Picnic -- Information Guide

Critical Issue: Sharing of Responsibilities

Sub-issues: • parameters of position description
 • volunteer/staff relations
 • group decision making

Situation: ☒ on site or ☐ off site
 ☐ individual or ☒ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Family Services

Suggested Questions:

1. Identify the critical issue(s) in this case study.

Other comments:

Your notes:

The Spring Picnic

"I really enjoy doing volunteer work here! It is just what I needed to get myself out of the house. Also it is wonderful to be using my skills again, at least until I can get a job."

This is Louise speaking. A few volunteers and some staff are meeting to plan the spring picnic. It is an annual event and the planning of the picnic has been a real staff team builder as they prepare to recognize all the agency's volunteers. Louise is a clerical volunteer, who, in only three hours each week, is wonderful at performing little tasks that workers did not have the time to do. Furthermore, she is pleasant on the phone and all the clients liked her. She is always ready to help out.

"Well, replied Janice, the person in charge of the picnic, you certainly are a great asset to us. Now let's get to work. First I need someone to call the city's park department about using the space."

"I will", replies Louise.

"I also need a list of everyone who should be invited"

"I will, jumps in Louise.

The other committee members are starting to look annoyed, and Janice, looking nervous, now asks for a list of all the food that will be required.

"I can do that too!" This is Louise again.

Janice is overwhelmed! Louise is really taking over all the responsibilities, leaving little for anyone else to do.

V6.3 I Have an Idea -- Information Guide

Critical Issue: Group Decision Making

Sub-issues: • values clarification
 • ethical dilemma

Situation: ☐ on site or ✓ off site
 ☐ individual or ✓ group
 ☐ children or ☐ youth
 ✓ adult or ☐ senior

Setting: Fund Raising Committee

Suggested Questions:

1. How would you address this?
2. What should Sue, as the chair, do?
3. What are the responsibilities of the other group members?

Other comments:

Your notes:

I Have an Idea

I am a member on the fund raising committee of a local charity. We are planning our first celebrity auction. Sue, the chair of the committee, is a natural leader. She always has the answer to our problems.

Last night, we were working on the publicity for the auction. We decided that we needed a mailing list that would put us in touch with the 'right' people. As usual, Sue knew just where to find one. She said that she could photocopy a mailing list from her full-time job and that we could use it as long as her boss didn't find out. Most committee members seemed grateful that we could get the names we needed so easily.

Two of us felt that if we couldn't acquire the list legitimately, we should not use it. In our opinion, the group was taking the easy way out but, by disagreeing with Sue, we were taking a risk!

V6.4 Did You Hear the One About... -- Information Guide

Critical Issue: Racial Discrimination

Sub-issues:

- values clarification
- managing a group

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Life skills

Suggested Questions:

1. How would you react in this situation?

Other comments:

Your notes:

Did You Hear the One About...

I volunteer as a trainer in a job skills programme. I have been working with the same group for about a month now. During the first couple of weeks, most of our time was spent getting to know each other. Now everyone seems fairly comfortable in the group. Joe is the group comic; Lyn is very quiet and thoughtful; Nigel is the silent but forceful type; Leslie seems to be the leader; and so on.

One of the exercises that the group was working on today triggered some negative memories for Nigel. He gave a brief and not too complimentary description of a former employer in an East Indian restaurant. At coffee break, I overheard Joe make some ethnic wisecracks that got lots of laughs from the rest of the group. Some of the others joined in with jokes and derogatory comments. I noticed that Lyn, who is Oriental, tried to change the topic unsuccessfully.

It was time to get back to our work. The mood of the group had changed and the ethnic slurs continued.

V6.5 What's That I Smell? -- Information Guide

Critical Issue: Group dynamics

Sub-issues:

- conflict resolution
- group decision making
- rights of individual vs. rights of group

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Self-help group

Suggested Questions:

1. What, if anything, would you do?

Other comments:

Your notes:

What's That I Smell?

As resource person to the self-help group, you have been trained to count on the group to make decisions and support each other. You are there only to facilitate discussion and provide them with relevant information if needed.

Isobel has recently joined the group and has expressed how pleased she is to have found this resource. At this, her third meeting, she is eager to participate and give her opinions. Unfortunately, there is some clear resistance from the group to her involvement. The reason is simple. Isobel emits a distinct and unpleasant body odour.

V6.6 The Politics of Art -- Information Guide

Critical Issue: Group Decision Making

Sub-issues: • facts versus feelings
 • group dynamics

Situation: ☒ on site or ☐ off site
 ☐ individual or ☒ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Committee

Suggested Questions:

1. Can you think of a process to get the committee and yourself out of this impasse?

Other comments:

Your notes:

The Politics of Art

As a long time supporter of the arts, one of your first initiatives, after moving to Newville, was to volunteer some time to your local art gallery. Your timing was perfect as lots of help was needed. You see, in less than two months, the art gallery will be opening its new wing, and everyone involved is getting excited. Today, the opening ceremonies planning committee is meeting to decide on the list of invitees for the affair. The mayor has already agreed to be the guest of honour.

The chair of the committee, a long time patron of the gallery, feels that we should invite only individuals who have contributed enough to the gallery to be designated as a "patron". This would keep the numbers down to a manageable size and allow for a more personal exchange. The staff resource person feels that the intentions of those who may have contributed less were just as sincere, and since this is a public building, they should all be invited.

The committee quickly splits into two groups. You are not sure what to do.

V6.7 Could I Say Something Please? -- Information Guide

Critical Issue: Group Dynamics

Sub-issues: • dealing with difficult people

Situation: ☒ on site or ☐ off site
 ☐ individual or ☒ group
 ☐ children or ☐ youth
 ☒ adult or ☐ senior

Setting: Crisis Centre

Suggested Questions:

1. What has happened here?
2. What can the other volunteers do?
3. What are the responsibilities of other members?
4. What responsibility lies with Kelly?

Other comments:

Your notes:

Could I Say Something Please?

The volunteer support group meets once every month to discuss their experiences and share ideas around concerns that they face. Being a volunteer on a crisis line can get stressful and the opportunity to be able to "dump" in a safe environment is crucial.

Kelly has been a volunteer for over a year now. She is very quiet, some would say shy to a fault. Yet, on the lines, she has proven very effective. Tonight, she, as usual, has said very little during the evening, preferring to defer to Alex who tends to dominate the conversation.

After the meeting, Kelly approaches another volunteer and expresses some concern over her ability to continue her involvement.

"It's not that I don't like it, but I am not sure I have the skills and ability that some of the others do."

"Why would you say that?" enquires her friend.

"Well, everyone else seems to have so much to contribute in these meetings. Even when I have an idea, I can't seem to get it across. How could I possibly be able to help someone in crisis?"

V7 VALUES CLARIFICATION

V7.1 My Way -- Information Guide

Critical Issue: Imposition of Personal Beliefs

Sub-issues:

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input checked="" type="checkbox"/> senior

Setting: Nursing Home

Suggested Questions:

1. How would you feel if you were in Sandi's position?
2. How would you handle this situation?

Other comments:

Your notes:

My Way

Sandi volunteers as a friendly visitor at our nursing home. For a couple of months, she has been visiting with a resident named Ruth. While they get along very well, 'religion' has become a source of discomfort for Sandi. I will let Sandi tell you why.

"The first visit with Ruth went very well. We found that we had a lot in common and enjoyed each other's company. However, Ruth took me by surprise when at the end of the visit, she asked me to say a prayer with her. I obliged, and a prayer has become part of our weekly routine.

We talk about all sorts of things, but usually, Ruth finds a way to bring religion into our conversation. Lately, she has been asking personal and pointed questions about my beliefs and sometimes, she even challenges what I say. Last week, Ruth said that she might invite her pastor to one of our visits, so that I can get to know him. In my mail today, I received an invitation to a service at Ruth's church!"

V7.2 Heather's Little Secret -- Information Guide

Critical Issue: Legal Reporting Procedure

Sub-issues:

- confidentiality
- personal involvement
- client trust

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Income maintenance

Suggested Questions:

1. What are your responsibilities to the agency?
2. What are your responsibilities to Susan?
3. Would the situation be different if Susan had not found a job?

Other comments:

It would be important for volunteers to understand what the agency's expectations are in such a case.

Your notes:

Heather's Little Secret

Susan is part of a new, experimental programme providing support to income maintenance clients through a mentoring programme. Former clients are trained in communication and listening skills, as well as departmental procedures in order to provide current clients with a non-threatening contact in their dealing with the department.

The programme is working well and some very successful relationships have emerged. Today Susan is meeting with Heather who is just about to start a new job that will take her off welfare. As they sit chatting, Heather talks enthusiastically about her new life.

"It will be so nice to be more independent," she says, "Especially not having to sneak around anymore"

"What do you mean, Heather?"

"Well, I guess it really doesn't matter if I tell you now. You remember me telling you about Andy, the guy I met a few months ago, the one I like so much? He moved in with me 7 weeks ago. He's helped with the rent and groceries and it has made a big difference! Of course, I couldn't tell you - they would have cut me off if they knew..."

V7.3 A Stranger in the Park -- Information Guide

Critical Issue: Ethical Dilemma

Sub-issues: ● conflicting value systems

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Rehabilitation

Suggested Questions:

1. Identify the critical issue(s) in this case study.
2. How would you handle this situation?
3. Would you handle it differently if the pearls were for someone else?

Other comments:

This situation could lead to a discussion on conflict of interest.

Your notes:

A Stranger in the Park

Mark is really progressing well after the severe car accident that has him paralysed and in a wheelchair. He has come a long way, however, having now accepted his lot and looking to re-build his life as best he can.

Much of his progress has been due to the help and support of Sarah, an older woman who volunteers for the local rehabilitation centre and who twice each week, takes Mark out for walks or to rehab.

Today, Mark is ready and raring to go. We have a special trip to make today he announces. About one third of the way into the park, Mark stops at a bench and says that they must wait. Sarah obliges willingly. After twenty minutes a tall stranger comes by. After a quick greeting, he hands Mark a paper bag and says: *"Here it is, hope you like it."* He leaves quickly.

"This is for you", says Mark as he hands Sarah the bag.

Sarah opens the bag to find a beautiful strand of pearls. She has often shared with Mark her wish to own one. Now here it is.

"I don't understand,"... she says.

"Don't worry", says Mark, *"Joe is a cousin of mine. He has his ways of getting things really cheap... if you know what I mean. He did me this little favour. Just don't tell anyone where you got it."*

V7.4 At the Back of the Bus -- Information Guide

Critical Issue: Racial Discrimination

Sub-issues:

- managing a group
- challenge to volunteer's authority

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input type="checkbox"/> individual	or	<input checked="" type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input checked="" type="checkbox"/> senior

Setting:

Suggested Questions:

1. What are the consequences of Fred's remark?
2. How would you respond to Fred's remark?
3. Would you take any other action?

Other comments:

Your notes:

At The Back of the Bus

I volunteer at a local seniors centre helping with group outings. Last week, I, along with a new volunteer named Terry, took a bus load of seniors to a local mall. When we were boarding the bus to go to the mall, I noticed that Fred, who is normally amiable, was quite short with Terry and didn't want his help.

On the way home from the mall, Terry was leading a group discussion. Everyone except Fred was participating. I made my way to the back of the bus where Fred was sitting. As I approached, Fred, referring to Terry's racial background said: *"We don't need his kind around here."*

V7.5 HIV Positive -- Information Guide

Critical Issue: Disclosure of Information

Sub-issues:

- client trust
- confidentiality
- legal reporting procedure

Situation:

<input checked="" type="checkbox"/> on site	or	<input type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input checked="" type="checkbox"/> youth
<input type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Parenting classes

Suggested Questions:

1. What is your responsibility
 - a) to Samantha?
 - b) to her boyfriend?
 - c) to the child?
 - d) to others in the group?
 - e) to your supervisor?
2. How do you feel about continuing to work with Samantha?

Other comments:

Your notes:

HIV Positive

My name is Lisa. I volunteer in a programme which teaches parenting skills to teenage mothers. One of the moms that I am particularly impressed with is Samantha. She was basically a street kid when she got pregnant, but since then, she has really pulled herself together. She is off drugs and is trying to finish her high school diploma. She is now living with a new boyfriend, and they seem to be making a real effort to be good parents.

Yesterday, Samantha was very depressed. I took her aside during our class to try and find out what was upsetting her. I wasn't prepared when she told me that she had been tested HIV + and she didn't want anyone else to know, especially her boyfriend.

V7.6 It's My Money! -- Information Guide

Critical Issue: Ethical Dilemma

Sub-issues:

- client trust
- volunteer discretion

Situation:

<input type="checkbox"/> on site	or	<input checked="" type="checkbox"/> off site
<input checked="" type="checkbox"/> individual	or	<input type="checkbox"/> group
<input type="checkbox"/> children	or	<input type="checkbox"/> youth
<input checked="" type="checkbox"/> adult	or	<input type="checkbox"/> senior

Setting: Income support

Suggested Questions:

1. What should you do?

Other comments:

It would be important for the volunteer to understand what the consequences would be of disclosing this information to the agency.

Your notes:

It's My Money!

Jason has been a welfare client for quite some time now. As a support volunteer, you visit with him on a regular basis to help him look for work and encourage him through these difficult times.

Married with a two-year old, life has not been easy since Jason lost his job last year. He is not skilled and finding work in these times of recession is almost futile. It is truly difficult to be motivated to go knock on yet another door. This week, Jason is really in the dumps. Money is short and they are barely making ends meet. You have done your best to encourage him but it seems hopeless. At least, tomorrow is Friday, and the welfare check is due.

Friday evening comes, and as you are driving home from the movies, you see someone familiar on the road. It is Jason, drunk out of his mind. There is no question as to how the welfare check was spent.

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