

Volunteers in Rehabilitation

Volunteers in Rehabilitation is a box set of 12 booklets published by Goodwill Industries in 1973. All the booklets in this set were digitized and are contained in this document.

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WHY INVOLVE VOLUNTEERS

in a Rehabilitation Facility?



IN
REHABILITATION

VOLUNTEERS

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Volunteer Involvement
Service of Santa Fe

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WHY INVOLVE VOLUNTEERS

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:

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Project Director

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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**
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- 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

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VOLUNTEERS: A PRICELESS RESOURCE

What has powerful potential for substantially improving the lives of handicapped and disadvantaged persons? A PLANNED VOLUNTEER PROGRAM! How can an Executive Director strengthen his rehabilitation facility's program of services? With a PLANNED VOLUNTEER PROGRAM!

PLANNED VOLUNTEER PROGRAM? What is the meaning of this term? PLANNED VOLUNTEER PROGRAM refers to a dynamic new approach to volunteering. PLANNED VOLUNTEER PROGRAM means efficient, productive, and pertinent volunteer service. PLANNED VOLUNTEER PROGRAM signifies a highly organized and capably administered program of volunteer participation. PLANNED VOLUNTEER PROGRAM means providing opportunities for members of all segments of society to voluntarily play major roles in the total rehabilitation process.

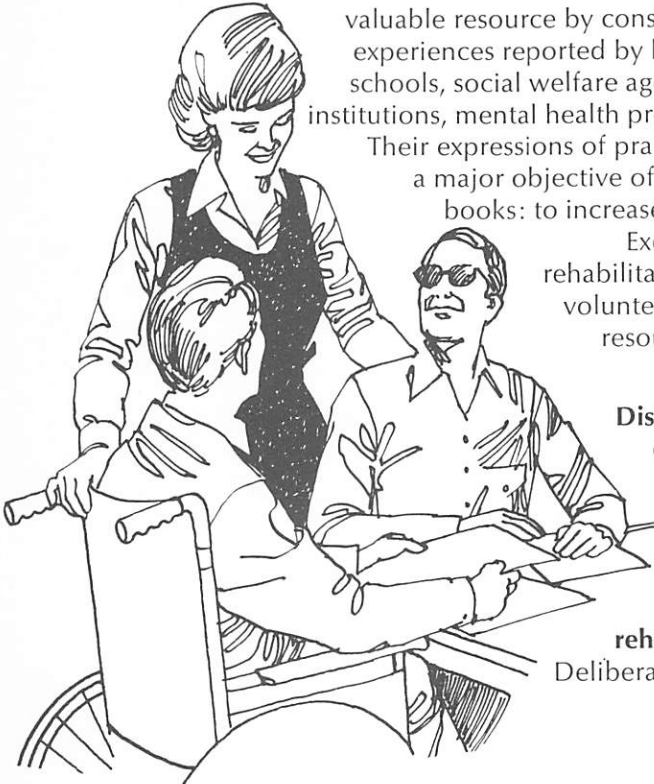
Fundamental to the concept of the PLANNED VOLUNTEER PROGRAM is recognition and acceptance of the volunteer as a priceless resource. Executive Directors and other leaders of rehabilitation facilities can better understand the volunteer as a valuable resource by considering the positive experiences reported by leaders of hospitals, schools, social welfare agencies, correctional institutions, mental health programs, and courts.

Their expressions of praise strongly support a major objective of this series of handbooks: to increase the acceptance by

Executive Directors of rehabilitation facilities of the volunteer as a multifaceted resource for service and other benefits.

Discussed in this series of handbooks is the application of the concept of the PLANNED VOLUNTEER PROGRAM to rehabilitation facilities.

Deliberately not considered



are two important groups of volunteers who perform major roles in the operation of most rehabilitation facilities: members of Boards of Directors, and general contributors of funds or materials. There is considerable literature already available about the valuable participation of these dedicated volunteers.

It is impossible to prepare one set of concise handbooks that can be specifically applicable to every rehabilitation facility in the country. However, certain principles, components, procedures, and philosophical approaches are universally relevant, and can be creatively applied to individual settings and situations. **It is hoped these handbooks will be helpful to facilities that do not currently have volunteer programs, as well as to leaders of facilities who wish to expand and improve their existing volunteer programs.**

THE PRESENT STATUS OF VOLUNTEERING IN REHABILITATION FACILITIES

Data in *The State of the Art of Volunteering in Rehabilitation Facilities*¹ indicate that 63% of the facilities in the United States have volunteer programs. Major strengths of these volunteer programs are briefly listed below:

- Thousands of volunteers are involved in almost two-thirds of this nation's rehabilitation facilities.
- Volunteers are involved in a wide range of activities.
- Volunteers are generally very dedicated, and they strongly believe in the programs provided by the facilities they serve.
- About half of the volunteer programs in rehabilitation facilities have been operational for eleven years or more.
- Appreciation for the value of volunteer participation is strongly expressed by many facility Executive Directors.
- Recognition activities for volunteers are sponsored by most facilities with volunteer programs.

1. Robert J. Griggs, Stanley Levin, and C. Esco Obermann, *The State of the Art of Volunteering in Rehabilitation Facilities* (Washington, D.C.: Goodwill Industries of America, Inc., and National Auxiliary to Goodwill Industries, 1971), p. 8.

Despite the strengths listed above, volunteering in rehabilitation facilities has not developed to the extent of its potential. Factors responsible for the present status of volunteering in rehabilitation facilities are reviewed in the next few paragraphs.

Many Executive Directors and volunteers have traditionally perceived the roles of volunteers as strictly incidental to the facilities' main programs of providing rehabilitation services. Volunteers have often performed activities apart from facilities and clients, such as fund-raising projects. In those instances when volunteers have directly served clients, their participation has generally consisted of one-time special recreational or social events, such as facility-sponsored picnics or holiday parties.

Positive public relations benefits have been viewed by many Executive Directors as the major value of volunteer participation. In fact, improved community understanding and support have frequently been considered by facility leaders to be more important than the activities and services directly performed by volunteers.

Women in the middle and upper socioeconomic strata have generally comprised the vast majority of volunteers in rehabilitation facilities. In addition to altruistic motivations for volunteering, there have been strong social considerations. Changing attitudes among, and about, women will reduce the significance of traditional social considerations in the future. Furthermore, it is very probable that future efforts to recruit volunteers for rehabilitation facilities will be extended to all segments of the population.

In traditional volunteers programs, the volunteers have participated in activities requiring skills common to most women. Typical examples of these activities are: organizing fund-raising events, such as home tours, antique sales, card parties, and teas; preparing food for special occasions; and planning games and entertainment for clients' social and recreational events. Frequently, volunteers have been assigned jobs that require minimal skills, such as stuffing, stamping, and sorting direct mail pieces; delivering or picking up materials and equipment; and routine telephoning. These jobs are not to be considered unimportant, and must be continued as long as they meet needs vital to the functioning of rehabilitation facilities. However, volunteer involvement in activities like those just described barely taps the potential benefits available to facilities and clients through PLANNED VOLUNTEER PROGRAMS.

If volunteering in rehabilitation facilities is to progress beyond present levels of productivity, and if the quality of volunteering is to improve, Executive Directors and other leaders of facilities must take a fresh look at the potentials of volunteer participation in relation to their facilities' purposes. Also, they must reevaluate the present operational practices of their volunteer programs in relation to such components as: identifying and outlining jobs, recruiting, interviewing, training, and supervising.

WHAT ARE THE POTENTIAL BENEFITS OF INVOLVING VOLUNTEERS in a rehabilitation facility?

Volunteer involvement in a rehabilitation facility can substantially help achieve the goal of the rehabilitation process. The following benefits can be realized within any particular facility which institutes a PLANNED VOLUNTEER PROGRAM:

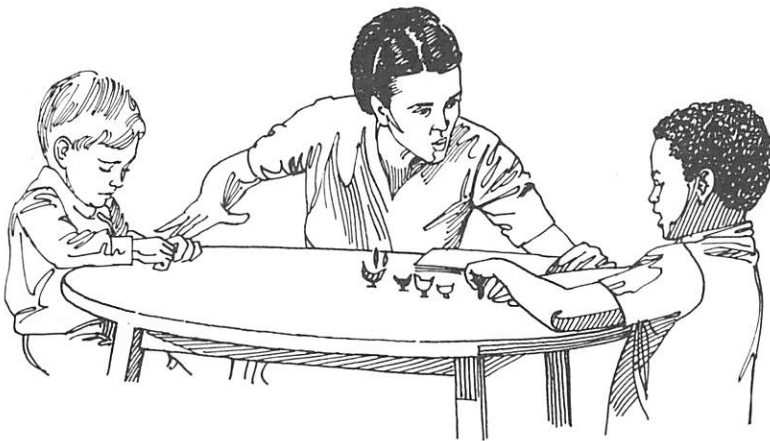
1. Increased services to handicapped and disadvantaged clients.
2. Bridging clients from the facility to the community.
3. A vital rehabilitation component—someone who really cares.
4. Community understanding and cooperation.
5. Social action.
6. Fund raising.
7. Administrative and clerical assistance.
8. Technical assistance and professional consultation.
9. Bringing people together.

1. INCREASED SERVICES TO HANDICAPPED AND DISADVANTAGED CLIENTS

Through the involvement of carefully trained and constructively supervised volunteers in the delivery of rehabilitation services, more time can be devoted to clients by paid professional and technical staff members. An expanded variety of services can be made available to clients and other handicapped persons. Facility clients can experience more individualized rehabilitation services.

More time for clients. Volunteers can be of great assistance to paid personnel of a facility by performing a number of activities, such as filling out reports, client scheduling, phone calls, correspondence, and meeting arrangements. Although important, these activities need not require the personal attention of skilled staff members. Professional personnel, relieved of certain time-consuming tasks, can devote a greater percentage of their energy and talents to providing clients with services, such as counseling, instruction, testing, and therapeutic treatment.

Of equal importance and consequence in providing increased professional time for individual clients, is the practice of involving volunteers who are qualified practitioners in areas of rehabilitation programming. Far too often, volunteers are erroneously considered untrained and lacking in professional credentials or technical skills. There are many people in this country with academic degrees in psychology, nursing, social work, speech therapy, education, and other fields, who are retired, temporarily



inactive, or working only part-time. These capable persons should be recruited to volunteer four hours per week (or more) in programs in which they can apply their specialized knowledge and experience. Not only do most qualified persons in these circumstances prefer to more fully utilize their skills and contribute to society, but many inactive individuals are interested in maintaining high levels of proficiency in their specialties.

Through the effective involvement of either type of volunteer described above, it will be possible for more professional time to be devoted to a given number of clients, or for more clients to receive professional services, or both.

Expanded variety of services for clients. Volunteers can expand the range of services a facility can provide, and thereby enrich the total rehabilitation program. Through productive recruitment efforts, persons with special talents can become involved on a voluntary basis and institute activities that would otherwise be unavailable. Volunteers often bring unusual skills and devote many hours of service that enrich the total facility program through such projects as personal grooming, music and art, one-to-one educational assistance, an on-the-premises library, social and recreational events, and consumer education. Many of these additional services are of special value to clients as they endeavor to become more integrated into their communities.

More individualized programs for clients. One very important result of additional professional time, and an expanded variety of services being available, is the increased opportunity to design rehabilitation programs which more precisely meet particular needs of individual clients of the facility. Strengthening the degree to which rehabilitation programs are personalized should improve the effectiveness of the entire rehabilitation process.

2. BRIDGING CLIENTS FROM THE FACILITY TO THE COMMUNITY

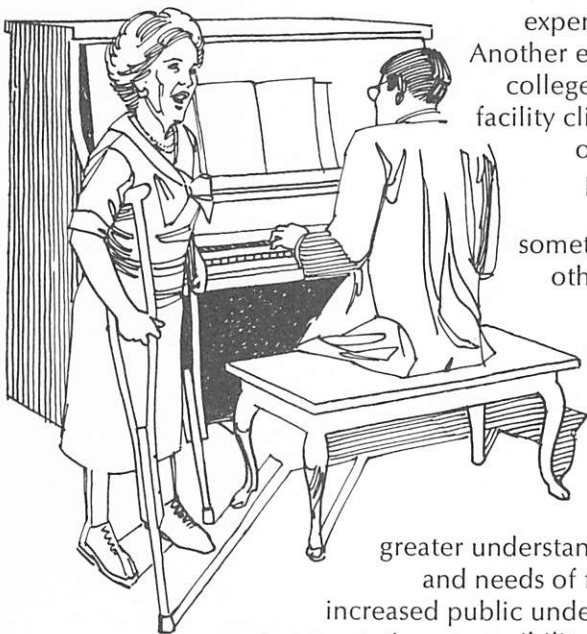
Many rehabilitation authorities and facility leaders recognize the urgent need to transfer substantial components of rehabilitation programming from facility settings to community settings. Rehabilitation services have not moved more extensively in this direction because of many difficult factors. It is one process to counsel and assist a client within the jurisdiction of a facility, and to hypothetically discuss life and realities within the larger community. Another approach must necessarily be applied if the client is to be actually introduced to the environment of the larger community, and be required to learn through direct exposure and experience. The latter approach requires rehabilitation leaders and personnel to work closely with people within the larger community in the arranging of positive opportunities for handicapped persons to become accustomed to "new" social or employment situations.

One of the best ways to help clients bridge the chasms between the security of their facilities and the uncertainties of mainstream society is through volunteer participation. As rehabilitation facilities work more closely with the larger community, the citizenry can begin to better understand how to help handicapped and disadvantaged persons become assimilated into social and economic structures. Volunteers who work directly with facilities can lead the way.

For example, volunteers could take groups of clients to a nearby public library, acquaint them with the range of library services, assist them with securing library cards, and help them learn how to locate books of special interest. Public transportation could be the means of traveling from the facility to the library, thereby providing the clients with experience in use of public transportation. Certain clients might be encouraged to enroll in special classes which are often sponsored by municipal libraries or public school systems. Through such activities, clients can become acquainted with other members of the community

and have "joining" or social experiences of special value.

Another example could involve a college music sorority inviting facility clients with special talent or fondness for music to participate in particular programs or events — sometimes as spectators, and other times as performers.



This kind of client involvement within the larger community, made possible through volunteers, should help members of the general public gain

greater understanding of the capabilities and needs of facility clients. Through

increased public understanding, the housing, transportation, accessibility, placement, and social needs of all handicapped and disadvantaged persons will more likely be recognized and met. In addition, this form of inter-

action with the community can help clients learn to apply what they have learned at the facility to practical daily living.

3. A VITAL REHABILITATION COMPONENT — SOMEONE WHO REALLY CARES

People going through the rehabilitation process need to have their feelings of personal worth strengthened. They must feel that their personal thoughts, talents, and knowledge are appreciated by other people. These feelings foster the spirit of hopefulness that is a powerful force without which rehabilitation cannot occur within an individual.

An essential, and often overlooked, element in the total rehabilitation process is the special kind of caring that generates and reinforces feelings of hope. This kind of caring cannot be purchased at any price because its essence is imbedded in its being given freely. It can only be extended by people who voluntarily give it, whether they are paid staff or volunteers.

Clients have expressed receiving great encouragement from volunteers who, they know, are not being paid to care about them. Kindness, understanding, and honest friendship willingly given to clients by volunteers can be as important as the most capably provided professional service. Thus, their special kind of caring can be one of the greatest benefits infused into the rehabilitation process by volunteers working directly with clients.

4. COMMUNITY UNDERSTANDING AND COOPERATION

Volunteers maintain important relationships within neighborhoods and communities. Their connections with churches, service clubs, and other associations can be of great value in terms of increasing public awareness about the facilities in which they participate. As they circulate informally among neighbors and friends, and attend organized events, volunteers can effectively disseminate information about rehabilitation facilities and handicapped persons. They can improve the public's image of facilities through conversations or discussions in which they explain operational procedures, cite disabilities served, correct misconceptions or false reports, and project success stories. Equally effective are formal presentations by volunteers to groups such as civic clubs or professional associations. A positive public image that is enhanced through volunteer participation has

provided benefits in the form of monetary contributions and increased levels of morale among paid staff and clients served.

Volunteers who acquire knowledge about different agencies, or who become aware of similar programs within their communities, have been successful in fostering interorganizational communication and helping bring about interagency cooperation. Among the benefits that can result from volunteer-assisted coordination of efforts, is the opportunity for rehabilitation facilities to arrange more complete service programs than would generally be possible if each facility duplicated similar services. Because community leaders react favorably to cooperative endeavors that simultaneously reduce duplication and achieve more comprehensive service, the rehabilitation of handicapped and disadvantaged persons receives more positive response and increased status when there is widespread awareness of interagency coordination.

5. SOCIAL ACTION

Handicapped and disadvantaged persons need advocates who are willing to speak out on matters which significantly affect their ability to support themselves; to live independently; and to enjoy cultural, educational, and social opportunities. Volunteers who have salient facts and strong convictions can be very instrumental in bringing about constructive societal changes.

Volunteers have demonstrated their capabilities to increase society's awareness of many situations of serious consequence to the national health and welfare. Voluntary social action is not limited to the dissemination of information, nor to the federal scene. Forms of voluntary action include supporting or opposing legislation, and influencing formulation or revision of policies — at local, state, and national levels.

6. FUND RAISING

Fund-raising efforts of volunteers are very closely related to the degree of public understanding present within the community. Successful community fund raising generally results from widespread agreement with the facility's purpose, and public belief in competent facility operation. Certainly, the raising of money is much easier if a facility has positive public and community relations.

Communitywide drives may seek funds for capital and/or operational needs of a facility. Specific projects might be organized to raise money for special needs of individual clients. Groups of volunteers, such as auxiliaries or service organizations, have exhibited proficiency in conducting profitable fund-raising activities.

7. ADMINISTRATIVE AND CLERICAL ASSISTANCE

Volunteers, especially those with the appropriate skills and experience, can perform all types of administrative and clerical assignments. Compiling statistical reports, maintaining records, procuring contract work, helping with mailings and filing, and preparing annual reports are a few of the many ways in which volunteers can be of assistance with the general operation of a rehabilitation facility.

8. TECHNICAL ASSISTANCE AND PROFESSIONAL CONSULTATION

All communities include people who have technical knowledge and skills, or professional capabilities and expertise, that can be of immeasurable value to rehabilitation facilities and their clients. For example, writers, artists, marketing experts, personnel specialists, and interior decorators might assist with specific projects of importance to facility operation. Or, architects, accountants, engineers, medical specialists, and university faculty members might become involved in particular activities related to general facility functions or individual client needs. If called upon, most technical and professional persons are usually willing to provide reasonable amounts of advise, consultation, or assistance to a recognized rehabilitation facility serving handicapped and disadvantaged persons.

9. BRINGING PEOPLE TOGETHER

In addition to the facility and its clients, volunteer service in a rehabilitation facility benefits the volunteers. Indeed, for many volunteers, the "need to help others" and the



"need to be needed" are met through the personal satisfaction and fulfillment they receive when they serve humanity in a worthwhile, meaningful way. In this respect, rehabilitation facilities offer settings in which people can dramatically and significantly help each other.

Through volunteer service, people are able to gain greater insight into the problems and lives of other human beings. As a result of this insight, they often take actions that help correct inequities existing within society. As a result of volunteer participation, many people gain courage, strength, humility, and appreciation for their

personal circumstances. Through volunteer involvement, people can develop better perspectives of their own lives and values. In these respects, rehabilitation facilities serve volunteers too.

Thus, volunteering adds a powerful dimension to the programs of rehabilitation facilities. By bringing together clients of facilities and "non-handicapped" people of the community, volunteering extends benefits beyond the clients, beyond the facility, even beyond the participating volunteers. This bringing people together benefits society by facilitating social renewal. The more people are brought together, the more they realize how similar and mutually interdependent all lives are, regardless of certain personal circumstances. As this realization deepens, there is increased potential for more complete rehabilitation of handi-

capped and disadvantaged persons. As this realization widens, there is greater potential for societal rehabilitation and progress toward humanity's highest goals.

HOW CAN AN EFFECTIVE VOLUNTEER PROGRAM BE ACHIEVED?

This question is the focus of the other eleven handbooks in this series, which outline and describe the essential components of a PLANNED VOLUNTEER PROGRAM in considerable detail. Implementing these components should produce an effective volunteer program that can help a rehabilitation facility accomplish the benefits previously mentioned. Concisely summarized, a PLANNED VOLUNTEER PROGRAM features the following:

1. Thorough organization.
2. Competent administration.
3. Positive attitudes.
4. Creativity.

1. THOROUGH ORGANIZATION

Effective volunteer programs do not just happen. They require planning and systematic follow-up. General organizational principles practiced in relation to other program components of a rehabilitation facility must also be applied to the development of a volunteer program.

A PLANNED VOLUNTEER PROGRAM must incorporate certain components and procedures to attain operational efficiency and high-quality results:

- Volunteer Job Descriptions.
- Recruitment.
- Interviewing.
- Placement.
- Preparation (Orientation and Training programs).
- Supervision.

- Evaluation.
- Recognition.

2. COMPETENT ADMINISTRATION

Similar to any department within a facility, a volunteer program requires capable administrative leadership. A qualified person should be appointed to the position of Director of Volunteer Services. Whether this person works full time or part time, he should have department head status, and be clearly perceived as an extension of the Executive Director. Volunteers must receive supervision in the same manner as paid staff members. When volunteers work **within** rehabilitation programs and directly relate to clients, constructive supervision becomes extremely important.

3. POSITIVE ATTITUDES

Leaders of rehabilitation facilities must strongly believe in the values and advantages of volunteer participation. In particular, Executive Directors need to frequently express firm convictions about the benefits which can result from volunteer efforts. They must be able to see beyond the current stage of volunteering, and be able to envision the great potential resource that volunteer involvement can contribute to the rehabilitation of handicapped and disadvantaged persons.

Also of considerable importance is the existence of positive attitudes toward the volunteer program among a facility's governing body, its paid staff members, and its clients. It is necessary that they all understand the scope, purposes, and operations of the facility's volunteer program.

4. CREATIVITY

It is unlikely that a PLANNED VOLUNTEER PROGRAM will be inaugurated or maintained without the infusion and encouragement of creative ideas. What kinds of creativity will be needed? Creative leadership which will increase understanding of, and enthusiasm for, volunteer participation among the facility's paid staff. Imaginative thinking about volunteer jobs and assignments. Innovative techniques for recruiting volunteers from all segments of society in sufficient quantity, and with appropriate qualifica-

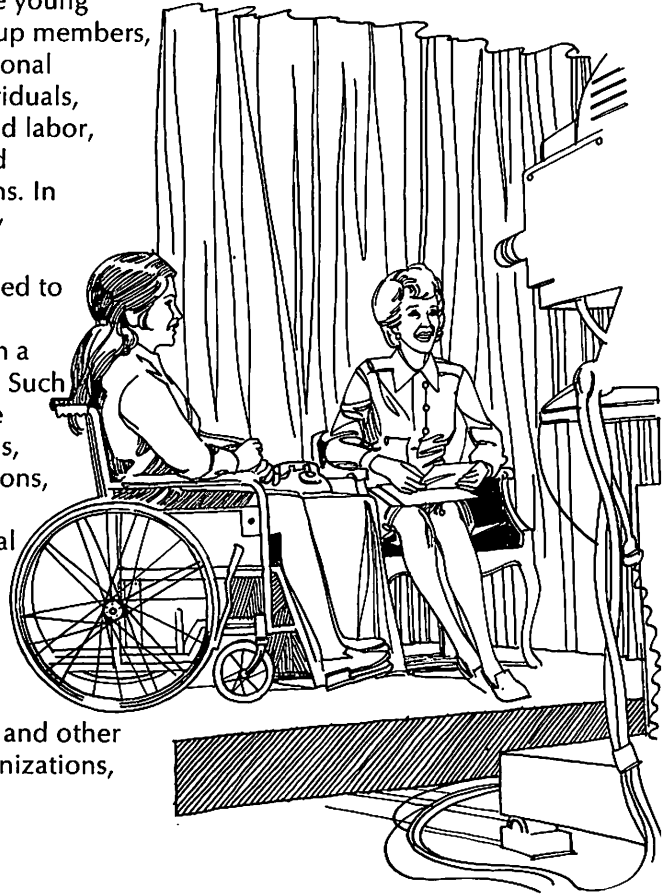
tions, to meet the needs of the facility and its clients. Creative approaches for bringing volunteers, clients, and paid staff members together in more meaningful relationships.

Idealism and creativity should not be inhibited in a volunteer program. Ideas that might have originally seemed unrealistic may turn out to be highly practical and worthwhile.

WHO ARE THE POTENTIAL VOLUNTEERS?

Everyone. But not everyone for every job. Volunteers must be carefully interviewed, selected, and placed in appropriate assignments.

Certain individuals in a given community will have to be personally recruited and encouraged to contribute their special knowledge or skills. Constituting a large pool of untapped volunteer manpower are young people, minority group members, business and professional persons, retired individuals, members of organized labor, and handicapped and disadvantaged persons. In addition, Community Organizations can be approached and invited to assume particular responsibilities within a rehabilitation facility. Such organizations include civic and service clubs, professional associations, religious groups, sororities and fraternal or veterans organizations, hobby clubs, and groups with special recreational or social interests. Of course, auxiliaries and other types of Facility Organizations,



which exist exclusively to provide volunteer service to particular facilities, have long been major sources of volunteers.

Many people, who heretofore have not been extensively involved in volunteer programs, can be of considerable value to rehabilitation facilities. For example, unique services can be provided by handicapped volunteers, such as providing information and guidance regarding prosthetics, helping with driver training instruction, and serving as spokesmen for a facility and its clients throughout the community. A group of handicapped persons could advise facility leaders on program relevancy and program effectiveness.

HOW MUCH WILL A PLANNED VOLUNTEER PROGRAM COST?

A very pervasive misconception is that volunteer programs do not, and should not, cost money. When many people hear the word, "volunteer", they immediately think about efforts and activities that do not involve the expenditure of funds; that are "free" of costs. They assume that volunteers, through some mystical process, can participate in the operation and program of a rehabilitation facility without the involvement of paid staff in training and supervising, without any allocation for supplies and materials, and without assisting volunteers with out-of-pocket expenses. Of course, these assumptions are erroneous and unrealistic.

It is correct that a major benefit of volunteer participation is the provision of increased services and more individualized attention for clients than would otherwise be available within most facilities. It is also factual that volunteers raise substantial funds for rehabilitation facilities. However, it is invalid to conclude that these benefits result from activities that do not require the expenditure of monies or the allocation of other resources. Facility leaders must recognize the necessity, and be willing, to invest money and other resources in order to obtain the advantages of volunteer participation.

It is important to note that many Executive Directors believe the benefits to facilities and clients, from a well planned and capably administered volunteer program, can more than com-

pensate for the costs involved. In some facilities, volunteers raise more money than the combined total of direct and indirect volunteer program costs. A number of facility leaders have calculated that the dollar value of voluntarily contributed services far exceeds the total costs of operating their volunteer programs. Many Executive Directors believe the favorable public relations and increased community goodwill more than justify the costs of maintaining volunteer programs.

Costs of any particular volunteer program will depend on the nature of the rehabilitation facility and the scope of its program of services. However, **most PLANNED VOLUNTEER PROGRAMS, regardless of size or nature, will involve certain direct and indirect costs:**

DIRECT COSTS OF PLANNED VOLUNTEER PROGRAMS:

1. Office supplies and equipment.
2. Salary and fringe benefits for a Director of Volunteer Services. (In certain situations, this position may be filled by a volunteer.)
3. General and specific materials related to volunteer Orientation and Training programs, recruitment efforts, recognition activities, etc.
4. Reimbursement of personal expenses incurred by volunteers in conjunction with their participation, such as parking, mileage, meals, registration fees, etc.
5. Insurance coverage for volunteers.
6. Expenses related to assigned activities, such as tickets to sports or cultural events, special transportation costs, etc.

INDIRECT COSTS OF PLANNED VOLUNTEER PROGRAMS:

1. Time of the Executive Director and paid staff members required for planning, interviewing, training, supervising, and other operational activities.
2. Office space, heat, lights, and use of equipment.
3. Secretarial assistance. (Volunteers may provide this assistance.)

WHAT DIFFICULTIES OR PROBLEMS MIGHT BE INVOLVED IN A PLANNED VOLUNTEER PROGRAM?

Difficulties are experienced in any endeavor important to the improvement of human welfare. A PLANNED VOLUNTEER PROGRAM is no exception.

INCREASED COMPLEXITY OF A FACILITY PROGRAM

From a managerial standpoint, the involvement of volunteers to assist with existing operations and to add new services will increase administrative responsibilities. There will be more people to supervise and coordinate. Growth in the rehabilitation program will require additional space and materials. Scheduling client activities will become increasingly complicated as efforts are made to take advantage of recreational and cultural events that occur throughout the community during or after normal facility operating hours. As a rehabilitation program expands and becomes more multifaceted, the entire operation of a rehabilitation facility becomes more complex. More frequent communication, and increased emphasis on coordination and cooperation, can help reduce unproductive by-products of an increasingly complex facility program.

LIABILITY FOR ACTIONS OF VOLUNTEERS

The extent to which facilities can be held liable for the actions of volunteers should receive prompt and serious consideration. Additional or special types of insurance coverage may be necessary to adequately protect a facility and its volunteers. While national attention is increasingly being focused on this subject, matters of liability and insurance vary according to state laws. Therefore, specialized legal and insurance consultation should be sought in order to comply with local requirements.

ADDITIONAL OPERATING COSTS

Direct costs of a PLANNED VOLUNTEER PROGRAM were outlined in the previous section of this handbook. Finding additional money, regardless of how it will be expended, is generally a problem for most rehabilitation facilities. Direct costs of the

volunteer program should be built into the operating budget of the facility. This practice evidences acceptance of the principle that the volunteer program is an integral part of the facility's total operation.

Usual sources of funds should not be overlooked as means of financing part, or all, of a PLANNED VOLUNTEER PROGRAM. In addition, some facilities may have special sources of funding available, depending on local circumstances.

Civic and service organizations might underwrite all, or certain, of the costs of a volunteer program. In some communities, particular organizations or local foundations will provide funds to help inaugurate new services on the basis of gradually reducing support. This often means an organization or foundation will totally finance a new service, project, or program for the first year; meet 50% of the costs during the second year; and provide 25% of the budget for the third year. According to the predetermined agreement, the service or program—after the third year—is expected to be financed on the same basis as other vital community services. In some instances, certain governmental agencies are able to provide funds, through grants or purchase of service contracts, that can help meet facility operating costs.

INCREASED POTENTIAL FOR DIFFICULT WORKING RELATIONSHIPS

The possibility that tension and strained working relationships may develop between volunteers and paid staff members is another difficulty that must be realistically considered. Some paid staff members may feel their job security is threatened by the participation of non-paid persons. When a facility involves volunteers from all segments of the population, differing value orientations and life styles can cause conflict and troublesome interaction.

The problem of difficult working relationships is rooted in negative attitudes harbored by both paid staff and volunteers. A number of measures can minimize, if not prevent, the development of this problem. Basic to positive working relationships is mutual understanding of each other's roles, and mutual respect for each other's contributions to the facility's program. The purpose and operation of the volunteer program should be carefully explained to all paid staff, with assurances that volun-

teers augment the activities of paid staff but under no circumstances supplant them. Application of the principles and procedures that are presented in other handbooks of this series will increase the probabilities for pleasant and productive working relationships flourishing among paid staff and volunteers.

ADDITIONAL POTENTIALLY DISRUPTIVE SITUATIONS

It is important that consideration also be given to other realities of a volunteer program operation that sometimes become minor or major problems for leaders of rehabilitation facilities.

Volunteers often bring an "outside" perspective into the facilities they serve. Their intent to improve the programs with which they identify may prompt them to offer proposals and recommendations for changes in the volunteer program or in the facilities' operational procedures and policies. Sometimes volunteers can become overly energetic or very zealous in their questioning of policies and pursuit of change. This type of activity, regardless of intent, can be upsetting to paid staff and clients, and can be considered disruptive to the facilities' operations.

On the other hand, many Executive Directors of facilities that involve volunteers consider the introduction of new ideas and suggestions to be a positive stimulant that prevents stagnation and reduces complacency. Questioning and the offering of recommendations are encouraged through joint participative activities and organized channels. In these settings, facility leaders value enthusiastic and imaginative volunteers for the increased and improved programs they generate. Volunteers are often compared to a fresh breeze, and are recognized as a source of creative energy that helps facilities maintain dynamic growth and progress.

Some volunteers have difficulty fitting into the organizational pattern of the facility; they fail to comply with facility policies and regulations or to participate in training programs; and some disregard staff guidance and instructions. Certain volunteers are unreliable about reporting for assignments at specified places or times, while other volunteers are not consistent in the quality of their work or the completion of tasks on schedule.

Fortunately, only a small proportion of volunteers reflect the characteristics described above. Most of those who may exhibit

one or more such traits early in their volunteer careers usually respond to leadership actions that help them realize the consequences of their behavior, and they begin to act more constructively. This emphasizes the necessity for strong leaders who perceive, and help volunteers to understand, that volunteers must function as unpaid employees of the facility.

Preventing, or minimizing, potentially disruptive volunteer behavior can be accomplished through soundly organized and capably conducted Orientation and Training programs. Poorly instructed volunteers can be expected to generate the same kind of problems as poorly instructed paid staff members. Recognition of this reality reinforces the advantages of involving paid staff and volunteers, together, in certain activities designed to prepare personnel for participation in the facility program. A Volunteer Manual and other informational materials can be distributed to help each volunteer more fully understand facility policies and volunteer program procedures. Application of constructive supervision by both key paid staff members and volunteer leaders will encourage productive performance. Frequent expressions of appreciation, and other appropriate types of informal or formal recognition, promote positive attitudes and effectively motivate individuals to improve their efforts.

Difficulties and problems are not unique to the organization and operation of volunteer programs. Most of the situations identified in this section occur within all agencies, facilities, institutions, and organizations regardless of size or setting. It is possible to prevent many problems from happening; it is feasible to reduce or reverse the impact of most difficult and unproductive circumstances. Principal tools for prevention or reduction of undesirable situations are: careful planning, skillful organization, competent administration, adequate preparation, constructive supervision, and flexible implementation.

THE CHALLENGE

One of the great challenges confronting contemporary leaders concerns providing all individuals with opportunities to participate in the events and activities of our society. Rehabilitation facilities represent one of the principal vehicles for enabling

people to realize their highest potentials for living and participating in mainstream social and economic structures. Through the rehabilitation process, handicapped and disadvantaged persons are helped to attain new levels of dignity and stronger feelings of self-worth and purpose. This process recognizes the need people have for association with other people, and the desire of people to help others. In other words, rehabilitation applies the fundamental principle of mutual helpfulness. At the heart of this principle is volunteerism.

Volunteerism is a missing component in many rehabilitation facilities, and is not highly developed in the majority of facilities. By increasing the involvement of volunteers in their facilities, and by improving the quality of their volunteer programs, leaders of rehabilitation facilities have an unusual opportunity to expand the entire scope and effectiveness of the rehabilitation process. In addition, through PLANNED VOLUNTEER PROGRAMS, leaders of rehabilitation facilities are in an extraordinary position to increase the opportunities for, and the abilities of, more people to participate meaningfully in our society.



[Volunteers] are to Democracy what circulation of the blood is to the organism. They keep Democracy alive. They epitomize freedom and are to our society what the Bill of Rights is to the Constitution which governs us. The health of a democratic society may be measured in terms of the quality of services rendered by citizens who act in obedience to the unenforceable'.

Eduard C. Lindeman

May He who has chosen to limit some of His children be merciful enough to guide the hands of us entrusted with their care.

R. Wayne Mooers

All that we know about the individual and society, and much that we know about the learning process suggest that the individual actively participating is better than the individual inert or passive — a better learner, a better citizen, a more complete person, a more self-respecting individual.

John W. Gardner

Ask not what your country can do for you; ask what you can do for your country.

John F. Kennedy

A readjustment of historical outlook demands a corresponding revision of historical study. Recapturing, if we can, an old-fashioned mode of thought and feeling, let us confess, with great humility, that through the providences of God, the historic achievement of Western man has been to do something not simply for himself, but for mankind as a whole—something so big that our own parochial history is going to be swallowed up by the results of it. By making history we have transcended our own history. Without knowing what we have been doing we have taken the opportunity offered to us. To be allowed to fulfill oneself is a glorious privilege for any of God's creatures.

Arnold J. Toynbee

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HOW VOLUNTEERS CAN HELP

in a Rehabilitation Facility



IN
REHABILITATION

VOLUNTEERS

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A Handbook Prepared as Part of Research and Demonstration
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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:

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Project Director

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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

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CLASSIFICATION OF VOLUNTEER ACTIVITIES

Action is the theme of this handbook. Action that produces beneficial results is the objective of organizing a PLANNED VOLUNTEER PROGRAM in a rehabilitation facility.

Clients of the facility must benefit from service performed by volunteers. **Paid staff** of the facility are helped by the participation of volunteers. **The volunteers** should enjoy experiences that are fulfilling and meaningful. **The facility** benefits from increased community awareness of efficient and effective service being provided to handicapped and disadvantaged persons.

Action can be more easily understood and more concretely observed when the work performed is defined into jobs, responsibilities, and projects. Thus, this handbook includes examples of specific volunteer activities and assignments. Hopefully, this presentation of numerous volunteer jobs will encourage and expedite the identification and outlining of many more volunteer assignments and responsibilities. It is very important that voluntary action be explained in specific and concrete terms that are relevant to each particular facility. For this reason, volunteer job descriptions or service guides must ultimately be compiled by paid staff, volunteers, and clients of each facility in keeping with special needs and programs within their facilities.

Eight categories are employed to separate and classify volunteer activities:

- **Direct Service**
- **Ancillary Services**
- **Recreational-Social Activities**
- **Administrative-Clerical Activities**
- **Social Action**
- **Public Relations**
- **Fund Raising**
- **Group Projects**

The classification system proposed in this handbook reflects an individual perspective and may require modification on the basis of circumstances within each facility. In addition, it is necessary that every volunteer job be described or outlined in consonance with the needs of the clients and the best interests of the facility. This approach supports revising categories and/or job descrip-

tions to produce information of the greatest value and meaning to each rehabilitation facility.

It is recognized that the categories used in this handbook are not precise enough to prevent overlapping or to enable the placement of a specific volunteer job in only one category. The process of classifying volunteer activities is relative and depends on personal interpretation and experience. Further, there are significant differences inherent to facilities in terms of purpose, disabilities served, historical patterns, etc. These differences make it very possible for the same volunteer job to be classified Direct Service in one facility and Recreational-Social Activities in another facility.

Job descriptions also provide for expression of personal preferences. Styles for describing jobs and outlining activities are not standardized, and leaders of local facilities can exercise options that relate to their particular situations. Three styles of outlining volunteer jobs, activities, and projects are included in this handbook in order to illustrate a few of the variations: **Volunteer Job Description, Volunteer Service Guide, and Group Project**. In addition, within each of the eight categories a number of examples are presented in summary form in order to offer many ideas and stimulate innovative thinking about volunteer jobs.

To repeat, the theme of this handbook is action — voluntary action. While it is recognized that voluntary action can take many forms, the category of Direct Service is strongly emphasized as the priority form of volunteering in rehabilitation facilities. This emphasis is based on an awareness of the increasing needs of handicapped and disadvantaged persons, and on an understanding of the limited human and financial resources available to meet these needs. In addition, Direct Service volunteering is emphasized because of commitment to the principle that a volunteer program must relate directly to needs of people, and because of the conviction that the entire society benefits from the extensive practice of people helping people.

The primary objective of voluntary action in rehabilitation facilities must be to increase and improve services to the clients of these facilities. This objective can be most effectively achieved through Direct Service volunteering.

101 VOLUNTEER ACTIVITIES

DIRECT SERVICE

Direct Service volunteering refers to the performance by volunteers of activities that are considered directly related and essential to rehabilitation programs of clients as specifically prescribed by facility staff. In the process, volunteers (1) directly relate to clients of the facility, (2) directly assist paid staff with the provision of services that facilitate client rehabilitation, or both.

Examples of Direct Service

Example 1

VOLUNTEER JOB DESCRIPTION

Title: Assistant to Psychology Service

Major Objectives: To assist the staff Psychologist with preparing for, and administering tests to, specified clients of the facility.

Major Responsibilities: Organizing materials pertinent to tests as indicated by staff Psychologist. Administering pencil-and-paper tests, including reading the written instructions to examinees. Regulating the timing of tests as required. Supervising examinees during testing period, including observing and explaining without becoming involved in the answering of test questions. Scoring tests with the use of answer keys provided, unless tests are machine scored.

Time: A minimum of six hours per week, based on two two-hour testing sessions, plus one hour for pre-test organization and one hour for post-test scoring.

Place: Usually psychological tests are administered at the facility. Under unusual circumstances, tests may be administered in other locations, such as the client's home.

Qualifications: Able to relate well to others. Able to give guidance and support in a firm manner, while displaying warm empathy and avoiding any form of control. Able to exercise judgment and feel confident about making on-the-spot decisions. Willing to accept required preparation and able to accept di-

rections from paid staff. Willing to seek guidance from psychology staff. College education is preferred but an interest in learning this field will qualify a volunteer.

Preparation: A multiple-session workshop on psychological testing must be completed. Each volunteer will engage in a mock-testing situation before receiving placement and actual service with the psychology staff.

On-the-Job Supervision: Each volunteer will work under the direction of the facility's psychology staff.

Example 2

VOLUNTEER JOB DESCRIPTION

Title: Speech Therapy Assistant

Major Objectives: To assist the Speech Therapist with organizing individual and group activities that can help improve clients' abilities to verbally communicate with others. To give clients who seldom talk opportunities to express themselves verbally, and to help them learn the art of conversation through practice.

Major Responsibilities: Meeting with small groups of clients and facilitating discussion on topics of general interest. Encouraging individual clients to study subjects of personal interest and make presentations to the group. Assisting, under supervision of the Speech Therapist, individual clients with exercises and other activities that can help correct speaking difficulties. Informally conversing with clients in order to motivate verbal expressions and help them develop speaking skills. Encouraging social conversation among clients, and inviting individual clients to assume leadership roles in group activities. Preparing written reports upon requests of the volunteer's supervisor.

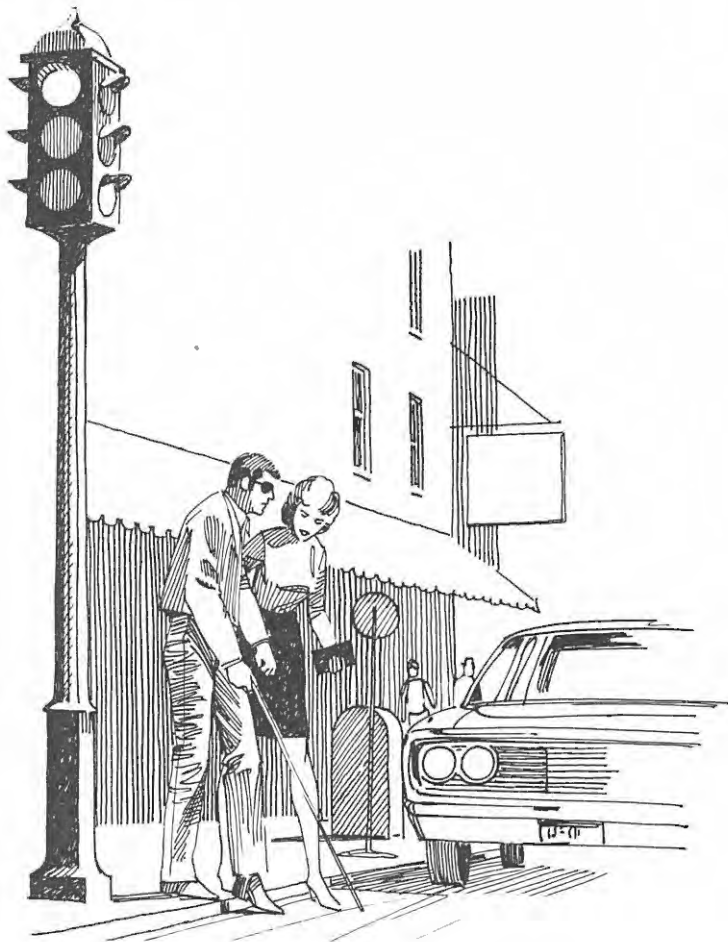
Time: Two to four hours per week. Additional time may become required for conferences with the Speech Therapist, or for special activities with individual clients. Activities may be arranged during late afternoon or evening hours, or on weekends.

Place: Speech therapy activities are to be conducted within the facility whenever possible. Activities arranged in other locations must be approved by the Speech Therapist.

Qualifications: Ability to stimulate discussion and to draw others into conversation. Knowledge of group discussion techniques is desirable, and considerable experience in group discussions is preferred. Knowledge of the principles of phonetics and the physiological aspects of speaking is helpful, but not required. Considerable patience is essential. Imaginative approaches to organizing group discussions will be advantageous. Willingness to become informed on many different topics of interest to the clients. Ability to listen carefully. Good hearing is necessary. A clear speaking style that is easily heard and understood is important.

Preparation: Completion of the Volunteer Service Orientation program. Attendance at briefing sessions conducted by the Speech Therapist and at a required number of sessions during which the Speech Therapist or an experienced Speech Therapy Aide will be observed while working with clients. Attendance at some Continuing Education programs is expected.

On-the-Job Supervision: All volunteers receive direction and supervision from the Speech Therapist. Direct On-the-Job Supervision may be performed by experienced Speech Therapy Aides as delegated by the Speech Therapist.



Example 3

VOLUNTEER JOB DESCRIPTION

Title: Activities of Daily Living Specialist

Major Objectives: To help blind clients become more independent and develop greater self-confidence. To help prepare blind clients for expanded social functioning in the community.

Major Responsibilities: Teaching the Braille symbols and the operation of the Talking Book machine. Supplementing instruction in traveling by cane by assisting with repetitive exercises in controlled situations. Accompanying clients on trips to stores and community activities, including use of commercial transportation vehicles. Helping clients gain experience in determining the values of coins and bills, counting money, and

making change. Maintaining records for each client on forms provided by staff.

Time: A minimum of two hours per week. More time may be needed for trips to stores and community events. Periodic conferences with staff members are scheduled at mutually convenient times.

Place: Much of the volunteer service must be performed at the facility where essential equipment is located. Some activities occur in other locations such as the client's residence, on streets, in stores, etc.

Qualifications: Ability to relate comfortably and positively to blind persons. Patience and capacity for repetitious activities. Capability of learning Braille symbols, and willingness to participate in training sessions and supervisory conferences. Some teaching experience is desirable.

Preparation: Attendance at Volunteer Service Orientation is required. Pre-Job Training seminars must be completed prior to beginning assignments. Continuing Education programs should be attended when they relate to this particular volunteer job.

On-the-Job Supervision: Direction and Pre-Job Training is received from the Director of Rehabilitation. On-the-Job Supervision is provided by Rehabilitation Counselors.

Example 4

VOLUNTEER JOB DESCRIPTION

Title: Educational Therapy Assistant

Major Objectives: To help clients improve their competence in such subjects as reading, writing, arithmetic, or special interest areas, such as geography, history, foreign language, etc. To assist clients develop good study habits. To help clients increase confidence in their ability to continue learning and complete realistic levels of academic achievement.

Major Responsibilities: Under supervision of the Educational Therapist, volunteers help clients outline courses of study in relation to their needs, interests, and capabilities. Volunteers assist clients in fulfilling courses of study by acting as tutors or consultants, and by bringing information or materials of rele-

vance to particular subjects. Informal testing may be conducted in order to motivate clients and provide satisfaction through achievement. Volunteers assist clients in preparing for formal academic examinations.

Time: A minimum of two two-hour sessions per week. Some time for friendly visiting should be considered, and supervisory meetings require additional time to be scheduled. Late afternoons, evenings, and weekends may be particularly convenient or appropriate periods for educational activities with certain clients.

Place: The facility is usually the location for educational activity, although other sites may be more suitable or convenient.

Qualifications: A pleasant, warm personality and considerable patience are essential traits. Knowledge in specific subjects and willingness to develop supplemental materials are very helpful. Particularly desirable is previous teaching experience in the subjects identified by clients and staff.

Preparation: Completion of the Volunteer Service Orientation course. The volunteers must participate in seminars conducted by the Educational Therapist in which subject content is outlined and methods of facilitating learning are explained, examined, and practiced. Continuing Education sessions must be attended as indicated by the Educational Therapist.

On-the-Job Supervision: General direction regarding policies and procedures are provided by the Educational Therapist. Specific assignments and outlined plans of study are approved by the Educational Therapist. The performance of each volunteer is directly supervised by Educational Therapy staff through informal observation and scheduled conferences. Suggestions and assistance may be obtained from experienced Educational Therapy Assistants.

Example 5

VOLUNTEER JOB DESCRIPTION

Title: Social Service Aide

Major Objectives: To help reduce anxiety regarding personal or family situations. To assist with the development of self-confidence and positive attitudes. To help strengthen skills of

relating with other people. To facilitate arrangements connected with employment, health, religious, or financial concerns.

Major Responsibilities: Visiting with clients assigned by the Social Worker to increase the facility's understanding of matters concerning the clients. Reinforcing clients' feelings of community acceptance of, and interest in, them. Through discussions with clients, the volunteers work to strengthen their communication skills and improve their ability to relate with other persons. Conversations include subjects, such as personal difficulties, employment plans, family responsibilities, and economic arrangements. Information and reactions are discussed with the Social Worker, and next steps are outlined. If determined appropriate and advantageous, there might be communication between the Social Service Aide and relatives of the client, potential employers, community organizations, religious leaders, or other persons who can help the client in some way. Brief and accurate records are maintained.

Time: A minimum of three hours per week per client assignment, which should be adequate for visiting with the client, recording, and telephoning outside resources. Additional time will be necessary for supervisory conferences and collaborating meetings with other facility personnel.

Place: The facility is the customary site for visits with clients. However, meetings with other persons (and even the clients) may be arranged outside the facility.

Qualifications: Some knowledge of psychology or behavioral sciences is desirable. Experience in social service work, counseling, or personnel management is advantageous. Essential personal attributes include stability, sensitivity, discretion, patience, friendliness, and a cheerful disposition. Ability to maintain confidentiality of personal information is necessary. A wide variety of successful life experiences is very helpful. Willingness to be closely supervised by Social Work staff is required.

Preparation: Orientation to the facility and the volunteer program must be completed. Each volunteer must participate in the series of seminars conducted by the Social Work staff. Individualized briefings are provided in regard to specific clients. Certain literature may be assigned as helpful reading.

On-the-Job Supervision: Each Social Service Aide is closely

supervised by members of the Social Work staff. General policy directions and basic guidelines are outlined by the Chief Social Worker, who also determines specific client-volunteer and volunteer-supervisor assignments.

Example 6

VOLUNTEER JOB DESCRIPTION

Title: Leader of Exercise Program

Major Objectives: To provide a regular program of physical exercises for clients, especially clients who have recently been confined to complete or partial inactivity. To give clients individualized attention within a framework of a group in order that there are opportunities for socialization. To help clients gain self-confidence through independent activity that provides potential for personal progress and increased proficiency.

Major Responsibilities: At the direction of the Physical Therapist, organizing and conducting individual and group exercise programs. Maintaining records on each client and frequently reviewing progress. Discussing with clients their interests in pursuing other exercises or different types of physical activities, such as games or sports.

Time: Two to four hours per week. Additional time may be necessary for conferences with the Physical Therapist and other staff members, or for special activities with clients. Activities may be scheduled during evenings or weekends.

Place: Exercise programs are to be conducted at the facility, unless other arrangements are appropriate and are approved by the Physical Therapist.

Qualifications: Good health is essential. Specific knowledge of anatomy and experience with exercise programs are desirable. Understanding of, and practical experience in applying, principles of learning, are helpful. Academic preparation and/or participation in physical education, recreation programs, and similar activities are preferred. Ability to relate well to persons with physical or mental handicaps is required, along with a high tolerance for patience and prolonged repetition.

Preparation: Completion of the Orientation program provided for all volunteers. Pre-Job Training seminars are arranged and conducted by the Physical Therapist. Recommended books

and manuals on exercise programs and specific disabling conditions are assigned on an individual basis.

On-the-Job Supervision: Primary direction and supervision is provided by the Physical Therapist. Special information and assistance may be obtained from the staff Physician, Nurse, Director of Rehabilitation, or other facility personnel.

Example 7

VOLUNTEER SERVICE GUIDE

Title: Vocational Evaluator Aide

Nature and Purpose: Vocational Evaluation consists of observation of a client's performance on selected work samples and in simulated work situations. By observing ability to learn, attitudes, personality characteristics, work tolerance, manual dexterity, and work habits, it becomes possible to evaluate the capacity of the client and determine his vocational potential.

Summary of Activities: Organizing the materials and arranging settings related to particular work situations. Careful observation of the client's performance and reactions to the selected work samples and simulated work situations. Prompt and detailed recording of observations for review by, and discussion with, the staff Vocational Evaluator. A semi-structured recording form is provided as a general guide.

Performance Requirements:

QUALIFICATIONS — Ability to concentrate and to detect slight physical deficiencies, minor expressions, or actions that are exhibited by clients during performance on work samples and in simulated work situations. Good eyesight and hearing. Extensive work experience, preferably in a variety of settings. Some previous supervisory responsibility is desirable. Ability to be objective, and to refrain from subjectively interpreting observations in the process of recording.

PREPARATION — Attendance at three seminars conducted by the staff Vocational Evaluator. One seminar considers the process of vocational evaluation, the second is concerned with observation, and the third concerns recording. Each

seminar includes a practice session. Every volunteer will accompany the staff Vocational Evaluator or an experienced Vocational Evaluator Aide for several weeks until he demonstrates sufficient competence to be independently placed. Skills will be improved through Continuing Education programs.

TIME AND PLACE — Each Vocational Evaluator Aide must agree to serve a minimum of three hours per assignment which is usually scheduled in advance. If recording requires more time, the volunteer must arrange to complete all recording within 24 hours of each assignment. Observation-evaluation activities usually are performed at the facility. However, volunteers should be able and willing to serve in other locations if this is necessary or appropriate.

Relationships: Pre-Job Preparation and On-the-Job Supervision are received from the staff Vocational Evaluator. Continuing Education programs are conducted by qualified persons who may or may not be employed by the facility in which the volunteer is serving. Throughout his period of service, the volunteer is responsible to the staff Vocational Evaluator for performance of specific assignments, and relates to the Director of Volunteer Services for administrative matters, such as volunteer records and placement satisfaction.

Example 8

VOLUNTEER SERVICE GUIDE

Title: Counseling Aide

Nature and Purpose: Counseling is a continuous process of interaction that strives to identify client interests and abilities, to strengthen positive attitudes about self and society, to appraise vocational realities with reference to client assets, and to facilitate personal and social adjustment to immediate and future situations. Through friendly and non-authoritarian exchange of ideas and experiences, clients are helped to understand their potential and the knowledge, skills, and attitudes that are necessary to progress in realizing their potential.

Summary of Activities: Regularly visiting with the client according to a schedule approved by the Rehabilitation Counselor.

Engaging in conversations that are free-flowing on the basis of the client's interest, occasionally introducing specific subjects as directed by the Rehabilitation Counselor. The volunteer honestly expresses personal ideas and shares knowledge and experiences which can help the client. Information is obtained about subjects of interest to the client and is shared with approval of the Rehabilitation Counselor. Special emphasis is given to improving the client's self-confidence, praising the client's progress, and reinforcing positive attitudes. Summary reports are prepared and reviewed with the Rehabilitation Counselor. The Counseling Aide does not offer formal counseling, advice, or guidance to clients.

Performance Requirements:

QUALIFICATIONS — Ability to relate easily to people with physical, mental, or social handicaps. Ability to listen and remember accurately. Capacity to be patient and non-judgmental in relation to client interests and attitudes. Successful work experience is desired, and participation in community activities is preferred. Knowledge of factors that influence motivation and behavior is helpful. Academic preparation or experience in the fields of psychology, social work, nursing, or personnel management can be very advantageous. Volunteers must be able to maintain the confidentiality of personal information about clients.

PREPARATION — Completion of a special training course conducted by the Rehabilitation Counselor and other staff members is required unless the volunteer has equivalent education or acceptable experience.

TIME AND PLACE — A schedule is arranged between the Rehabilitation Counselor and the volunteer. Visits with clients are usually expected to be a minimum of one hour. Additional time is required for summary report preparation, supervisory conferences, special meetings, and Continuing Education programs. The volunteer is expected to remain a Counseling Aide for at least one year. Visits with clients can be arranged at any appropriate and mutually convenient location. Supervisory conferences and Continuing Education programs are usually held at the facility.

Relationships: On-the-Job Supervision is received from the Rehabilitation Counselor. The Counseling Aide may occasionally

confer and cooperate with other paid staff or volunteers of the facility or in other community organizations. Orientation to the facility and the volunteer program is received from the Director of Volunteer Services, who continues to relate to the volunteer for the purposes of evaluation, recognition, and other administrative matters.

Example 9

VOLUNTEER SERVICE GUIDE

Title: Recreation-Socialization Program Specialist

Nature and Purpose: Recreation-Socialization Programs are designed to provide clients with personalized and group-oriented opportunities to improve their skills of communication, cooperation, and participation through activities that offer rehabilitative benefits and enjoyment. Clients have fun while they perform physical and mental activities that have personal learning and developmental values. Through interaction with others, clients become better adjusted to social situations and group conditions. Program structure is flexible to permit expression and progress related to individual interests and abilities. Clients are encouraged to participate and try new experiences, receiving support and praise to reinforce positive progress.

Summary of Activities: Organizing games, arts and crafts, and other activities that have been planned by the Occupational Therapist. Engaging clients individually or in groups in arts and crafts projects, games, discussions, hikes, tours, etc. Projects and activities are increased in terms of difficulty or intensity as the clients' abilities improve. Changes and special developments are noted and shared with members of the Occupational Therapy staff.

Performance Requirements:

QUALIFICATIONS — Good health and stamina. Patience. A warm, friendly personality and the ability to stimulate and maintain conversation. Must be willing to learn new games and various skills with arts and crafts materials. There is need to exercise discretion and be flexible in terms of modifying rules or procedures related to games and other activities. Must be able to display a positive example in regard to

consideration of other persons, good sportsmanship, cooperation, and facilitating equal participation.

PREPARATION—Orientation to the facility and volunteer program must be completed prior to beginning service. Understanding of the philosophy of Occupational Therapy and the development of special skills or attitudes will be obtained through seminars conducted simultaneously during the early weeks of service. Initially, a beginning volunteer will assist a staff member or experienced Specialist.

TIME AND PLACE—Regular visits by the volunteers are scheduled by the Occupational Therapy staff. Each visit usually lasts two hours, and should include time for a conference with a supervisor. Recreation-Socialization activities generally occur at the facility. However, special events, such as tours, may be arranged outside the facility.

Relationships: Orientation to the facility and the volunteer program is arranged by the Director of Volunteer Services, who maintains contact with the volunteer for purposes of record keeping, recognition, evaluation, and reconciliation of any problems. Pre-Job Training and On-the-Job Supervision are provided by members of the Occupational Therapy staff.

Other Examples of Direct Service

Many other activities that volunteers perform can be listed under the category of Direct Service. The following list includes examples selected to illustrate the range of ways in which volunteers can assist facility staff members and/or directly help handicapped and/or disadvantaged persons achieve increased fulfillment.

Example 10. **Physical Therapy Aide.** Assists clients with use of special equipment. Under direction of therapy staff, helps manually move or exercise limbs and muscles of clients.

Example 11. **Vocational Skills Specialist.** Coaches clients in practicing many skills that are basic to employment, such as using the telephone, operating elevators, using copying machines, etc.

Example 12. **Vocational Adjustment Aide.** Helps clients become accustomed to, and proficient at, punching time clocks, follow-

ing written or oral instructions, understanding work environment routines, and practicing safety procedures.

Example 13. **Interpreter for Deaf Persons.** Volunteers who know the sign language assist in specific situations, such as religious activities, with community medical personnel, at meetings, and when there is need for communication in stores or other agencies.

Example 14. **Intake Aide.** Greets persons making first contact with facility. Asks certain basic questions to obtain background information and determine reason for person seeking help. Explains procedures and helps with forms in situations that apply. Types information sheet for files, maintains records of telephone calls for information by prospective clients, and follows up on unreturned forms or clients who miss appointments.

Example 15. **Reader to Blind Students.** Reads material on academic subjects from reference books or publications not available in Braille. Discusses material with students and informally quizzes them for understanding and mastery.

Example 16. **Homemaking Skills Specialist.** Assists clients to develop proficiency and confidence in performing one or more of the homemaking skills, such as sewing, cooking, ironing, etc. May continue after client is no longer served by the facility on a regular basis.

Example 17. **Assistant to Instructor of Deaf Persons.** Helps deaf persons to learn essential hand signs and skills of social behavior, and to develop confidence in relating to non-deaf persons.

Example 18. **Sheltered Workshop (or Work Activities Center) Aide.** Helps staff supervise clients who are performing simple repetitive jobs, such as sorting, assembling, binding, collating, and stuffing.

Example 19. **Aide to Professional Development of Blind Staff Members.** Reads selected articles from professional journals or other publications to blind staff members. May obtain additional reference materials for supplemental reading.

Example 20. **Personal Development Specialist.** Helps clients improve their appearance in terms of clothing, hair, use of cos-

metics, weight, posture, and neatness. Promotes understanding of positive social behavior and the value of positive attitudes. Assists with the development of self-confidence and ability to relate satisfactorily with other persons.

Example 21. **Aide to Placement Director.** Visits selected companies and discusses existing or potential opportunities for employing handicapped and disadvantaged persons. Helps employers understand benefits of employing handicapped persons. Informs Placement Director about results of visits and discussion. Works closely with governmental agencies.

Example 22. **Community Orientation Guide.** Helps clients become acquainted or reacquainted with normal facets of community life by organizing and conducting tours of special interest or meaning.

Example 23. **Medical Clinic Assistant.** Assists with operation of medical clinic program by helping prepare clients for treatments, examinations, or other services. At direction of paid staff, assists with specific procedures.

Example 24. **Special Interests/Needs Instructor.** Provides instruction in relation to special interests or needs of clients, such as automobile driving, dancing, typing, first aid, gardening, etc.

Example 25. **Group Discussion Leader.** Through group discussions, provides clients with opportunities to practice participating in group activities, to improve skills in conversing with others, to increase knowledge and understanding of interesting subjects, and to develop poise and self-confidence in social activities.

Example 26. **Client Sponsor.** Provides friendship and support to clients who have completed rehabilitation programs and are engaged in functioning as independently as possible within the general community. Can assist with travel to recreational and cultural events, adjusting to employment situations, and any of the other aspects of daily living.

Example 27. **Big Brother/Big Sister.** Provides friendship to young clients, particularly individuals who have only one parent or none at all. Serves as companion on trips or during special activities. Encourages personal development, especially in

terms of socialization, grooming, academic education, and special interests.

Example 28. **Music Specialist.** Motivates clients to participate in group or individual musical activities that have therapeutic value in terms of social, physical, or personal needs. Individual assistance may be arranged.

EXPANDING TECHNICAL AND PROFESSIONAL SERVICES

It is very important to call attention to the great potential for expanding technical and professional services within rehabilitation facilities through the involvement of qualified volunteers. There are many retired therapists, nurses, counselors, psychologists, and other professional persons who can be recruited to voluntarily participate in programs serving handicapped and disadvantaged persons. It will be necessary to carefully outline responsibilities and supervisory relationships. The benefits can be substantial, especially in facilities that experience difficulty in employing or retaining sufficient paid staff members who are qualified to provide essential rehabilitation services.

Retired professionals may need refresher courses or special On-the-Job Training to bring their competence up to current standards. However, their retired status makes it possible for them to serve more hours than the average volunteer. In addition, retired professionals can often be called to help out in emergencies and during periods when paid staff are absent from facilities.

Professional persons who are actively employed should also be recruited to participate on a voluntary basis. Counselors, psychologists, therapists, health personnel, and persons with technical skills relevant to rehabilitation programs are employed in universities, research organizations, and other settings as well as traditional facilities. As in the case of retired professionals, supervisory relationships and responsibilities must be carefully outlined and clarified.

There is immeasurable potential for expanding services to handicapped and disadvantaged persons by involving qualified professionals and technicians as volunteers in rehabilitation facilities, particularly in Direct Service volunteering. It is unfortu-

nate that efforts of this nature have been so minimal in the past. It will be tragic and inexcusable if action is not promptly and vigorously taken to increase volunteer participation by individuals with professional and technical skills of direct relevance to rehabilitation programs.



ANCILLARY SERVICES

This category includes services frequently referred to as “extras” not directly related to the facility’s primary program, or often explained as being beyond the scope of services considered essential to the facility’s rehabilitation program. Through these efforts, volunteers enable the facility to be more responsive to special needs and interests of clients, and the operation of the facility is extended beyond the range of services given priority status in relation to regularly budgeted financial resources.

Examples of Ancillary Services



Example 29

VOLUNTEER JOB DESCRIPTION

Title: Library Specialist

Major Objectives: To provide a convenient location for clients to obtain books and other reading materials. To stimulate interest in reading as a source of knowledge and enjoyment. To assist with the development of client understanding of libraries and the various types of community libraries.

Major Responsibilities: Classifying, cataloging, and indexing reading materials. Printing index numerals or letters on materials and placing them in proper order on shelves according to

classification. Preparing periodic listings of available materials and circulating these among clients. Maintaining the card file. Issuing books, magazines, and other materials to eligible clients, and following up regarding overdue items. Assisting clients with determining materials suitable to their interests and abilities. Encouraging and cooperating with literacy and tutoring programs. Helping clients become familiar with library procedures and developing confidence in the use of community libraries.

Time: A minimum of three hours per week. Additional time may be required during periods of reviewing current materials and substituting large quantities of reading materials.

Place: The library is located within the facility. Most volunteer service connected with the library will occur within the facility. However, certain assignments may be performed within the homes of volunteers, such as preparing listings and printing numbers or letters on new materials. Periodically, clients can be accompanied on special trips to community libraries.

Qualifications: Special knowledge or experience related to library operation is particularly advantageous. Personal enjoyment of reading and awareness of many different forms of reading materials. Ability to exercise patience and courtesy in relating to people. Capacity to be sensible and sensitive about advising clients regarding selection of reading materials. Ability to maintain accuracy and approach assignments in an orderly manner. Ability to handle heavy books and place materials on shelves.

Preparation: Completion of the Volunteer Orientation program. Participation in seminars with facility staff and experienced Library Specialists. Reading on library operation, visits to libraries, and other specific activities might be assigned. Specific preparation is obtained through On-the-Job Training.

On-the-Job Supervision: Pre-Job Training is arranged by the Director of Rehabilitation, to whom all Library Specialists are responsible during their active participation. On-the-Job Training may be performed by experienced Library Specialists.

Example 30

VOLUNTEER SERVICE GUIDE

Title: Transportation Aide

Nature and Purpose: Transportation is a special type of service of importance to all persons. In the particular case of handicapped and disadvantaged persons, transportation can be a blessing that produces highly meaningful results. It can mean a change of scenery, feeling closer to community living, enjoying a favorite interest, an exciting activity, or getting to and from an important appointment or function. Through the provision of transportation, handicapped and disadvantaged persons can receive benefits that have social, physical, cultural, and mental values.

Summary of Activities: Transporting handicapped and disadvantaged persons on a regular basis to organized activities and scheduled events. Transporting these persons to special places for unusual or unpredictable services, sometimes on an emergency basis. Visiting with the persons being transported to provide companionship and form a friendly relationship. Sometimes the volunteers assist with the activities to which they transport their passengers. In certain instances, volunteers enrich the transportation experience by sharing information on subjects of special and mutual interest.

Performance Requirements:

QUALIFICATIONS — Good health and a record of safe driving. A current and valid driver's license. Personality characteristics of patience and cheerfulness. Ability to sustain an interesting and pleasant conversation is desirable. Willingness to be dependable and prompt even when inconvenient due to personal activities or inclement weather conditions. Must have a car in good working order that can comfortably accommodate passengers and special equipment in certain instances. A certain degree of strength might be helpful for those situations in which passengers need assistance entering or leaving the car.

PREPARATION — Completion of Volunteer Orientation. Members of the facility's staff will arrange meetings with volunteers to discuss the passengers in terms of their handicapping conditions, special needs and interests, and the trans-

portation schedule to be followed. It may be determined appropriate for a new Transportation Aide to accompany an experienced Aide on a few trips before receiving individual assignments.

TIME AND PLACE — The schedule and minimum time required will be outlined on the basis of each assignment. The places will also vary with the assignment. Transportation Aides are requested to agree to a regular schedule, although some volunteers may be asked to accept special "on call" assignments. An average assignment requires a minimum of four hours per week.

Relationships: The Director of Volunteer Services will arrange Orientation to the facility and volunteer program, and will continue to relate to Transportation Aides for purposes of record keeping, evaluation, recognition, and program situations that may arise. Pre-Job Training and On-the-Job Supervision will be provided by the Rehabilitation Counselor.

Other Examples of Ancillary Services

Example 31. **Braille Transcriber.** Uses special typewriter to compile books that can be read by blind persons who know the Braille alphabet. Both fiction and non-fiction publications are transcribed by volunteers in their own homes.

Example 32. **Reception Room Host/Hostess.** Helps maintain a comfortable and pleasant atmosphere in the reception room of the facility by engaging persons in conversation, playing table games, and serving light refreshments.

Example 33. **Tour Guide.** Accompanies handicapped and disadvantaged persons on tours and trips of general interest.

Example 34. **Consumer Education Specialist.** Provides information and guidance on products of interest or particular benefit to handicapped persons. Offers suggestions on ways to purchase all types of necessities and other merchandise in the most economical manner possible.

Example 35. **Income Tax Returns Assistant.** Assists handicapped persons with the preparation of Income Tax Return forms, and with obtaining of benefits.

- Example 36. **Hair Styling Specialist.** Visits the facility and provides free hair styling and advice on hair care.
- Example 37. **Friendly Visitor.** Adds friendship and companionship to the lives of handicapped persons (particularly homebound individuals) by regularly visiting them in their places of residence. The visits may include conversation, listening, helping with letter writing, playing table games, or accompanying the persons on short trips.
- Example 38. **Dietetic Specialist.** Assists with the planning of nourishing menus for preparation within the facility and helps with ordering of foods. Also confers with individual clients about preparing nutritional, yet economical, meals within their homes.
- Example 39. **Playroom Specialist.** Cares for children while parents have interviews with counselors or other facility staff members. (The children or the parents might be clients or prospective clients of the facility.)
- Example 40. **Girl Scout/Boy Scout Leader.** Provides direction and leadership to the operation of a Scout program (or other character developing program) involving facility clients.
- Example 41. **Religious Liaison.** Helps facilitate, coordinate, and expand opportunities for handicapped persons to participate in worship services and other religious activities, according to personal interest and preference.
- Example 42. **Shopping Assistant.** Accompanies handicapped persons during shopping trips, and assists with evaluating, purchasing, and transporting merchandise. On certain occasions, the volunteer might actually perform all the shopping activities at the request and direction of the client.
- Example 43. **Repair Technician.** Provides skilled service to repair and maintain special equipment, such as Braille transcribing machines, Talking Book machines, TV sets, intercom units, testing equipment, etc. Also can involve repairing of hearing aids, broken glasses, wheelchairs, and prosthetic devices.
- Example 44. **Fire Prevention Specialist.** Qualified persons, such as retired firemen, conduct periodic, unofficial inspections of the rehabilitation facility to spot fire hazards and recommend ways to improve safety against tragedies by fire. Also provide in-

struction and tips to handicapped persons on how to conduct fire inspections within their homes and residences.

RECREATIONAL-SOCIAL ACTIVITIES

This category refers to volunteering which has a primary objective of providing clients with enjoyable experiences and opportunities for constructive use of leisure time. While there may be beneficial by-products, this type of volunteer participation is not considered essential to rehabilitation programs of clients as specifically prescribed by facility staff.

Examples of Recreational-Social Activities

Example 45

VOLUNTEER JOB DESCRIPTION

Title: Bowling Instructor

Major Objectives: To stimulate client enjoyment in a form of recreation while providing an opportunity to develop a sports skill. To give clients the experience of socializing in a group during a fun activity. To help them feel at ease with other people in a non-work setting. To encourage friendly competition and develop attitudes of sportsmanship. To promote self-confidence in participation in community recreational programs, and pleasure in sharing an enjoyable activity with others.

Major Responsibilities: Upon approval, and under the supervision, of the Recreation Therapist, the volunteer encourages clients who are able and interested to participate in a bowling program. Arrangements are made with a local bowling enterprise, or whatever facility might be equipped for bowling. Transportation is organized. Group and individual instruction is provided. Personal assistance is given when requested or needed. Special techniques are suggested. Clients are taught how to keep score. Advice is extended when personal bowling equipment is desired; otherwise, arrangements are made to provide equipment as needed.

Time: A minimum of four hours per week. This includes transportation time for an occasional conference with facility staff.

Additional hours might become involved if special client interest suggests individual help with certain aspects of the sport. This activity might be scheduled for evenings or weekends.

Place: A local bowling enterprise, or some special facility that is equipped for bowling.

Qualifications: Knowledge and experience related to the sport of bowling. Ability to exercise patience, to clearly explain the sport of bowling, and to demonstrate how to bowl and how to keep score. A pleasant personality and a cheerful disposition. A personal philosophy that can de-emphasize competition and favor sportsmanship. It is advantageous if the volunteers can provide transportation for themselves and the clients. Good health, adequate strength, and stamina are required.

Preparation: Completion of Orientation program. Meetings with facility staff are necessary to understand the capacities and limitations of clients interested in bowling. Attendance at selected Continuing Education programs is expected.

On-the-Job Supervision: Orientation to the facility and the volunteer program is provided by the Director of Volunteer Services. Pre-Job Training is provided by facility staff who are knowledgeable about the clients interested in bowling, and the Recreation Therapist. On-the-Job Supervision is jointly performed by the Director of Volunteer Services and the Recreation Therapist.



Example 46

VOLUNTEER SERVICE GUIDE

Title: Square Dancing Teacher

Nature and Purpose: Square dancing is viewed as an enjoyable social activity that can provide clients with opportunities to have fun and become comfortable in social situations. Within a friendly and informal atmosphere, clients can relax, enjoy some physical activity, and gain a sense of belonging to a special group. Through the process of learning and perfecting square dance routines, clients can practice social amenities and develop friendships with other individuals. Personal characteristics and interpersonal skills are strengthened as social capabilities are increased.

Summary of Activities: With the approval and guidance of the Rehabilitation Counselor, volunteers organize a program of

square dancing. They either serve as, or arrange for, callers. They arrange for an adequate physical setting and obtain appropriate recordings plus other required equipment. Transportation is also arranged, if necessary. The volunteers provide instruction and participate in the dancing, offering special assistance or individual attention whenever needed. Refreshments are provided as appropriate. Other square dance groups might be invited to demonstrate their routines and participate in a joint program of square dancing and exchanging special steps. If special costumes are desired, the volunteers help clients make or obtain them. Performances before other clients or organizations might be arranged and coordinated.

Performance Requirements:

QUALIFICATIONS — Knowledge and experience in square dancing are required. Ability to instruct others and exercise patience is necessary. A cheerful personality and positive disposition are needed. Some skill at calling square dances is desirable. Ability to provide transportation is advantageous. Good health is necessary. The ability to be flexible and encourage creative expression is desirable.

PREPARATION — Orientation to the facility and the volunteer program must be completed. Essential and helpful information must be obtained about individual clients and their specific circumstances in order that the volunteer is prepared and can accurately arrange activities.

TIME AND PLACE — Two to four hours per week is an average amount of time for Square Dancing Teachers. Additional time may become necessary for supervisory conferences, individual instruction, or arranging special events. Square dancing might occur within the facility or arrangements might be made with conveniently located recreation centers, churches, or community agencies. This activity might be appropriately scheduled during evenings or weekends, especially if there is interest in joint programs with other groups and organizations.

Relationships: Orientation is received from the Director of Volunteer Services. Square Dancing Teachers are responsible to, and receive supervision from, the Rehabilitation Counselor.

Other Examples of Recreational-Social Activities

- Example 47. **Choral Group or Glee Club Leader.** Helps organize clients into a Choral Group or Glee Club. Assists with selection of music, obtaining music and musical accompaniment, and provides direction to the development of satisfactory group singing.
- Example 48. **Book Club Coordinator.** Assists with the organization, program planning, and meetings of the facility Book Club. Helps encourage membership in the club and stimulates interest among the clients in reading, reviewing, and discussing popular books.
- Example 49. **Party Coordinator.** Assists with the organization, planning, and implementation of parties, picnics, or other celebrations involving clients of the facility.
- Example 50. **Arts and Crafts Instructor.** Provides instruction and encouragement to clients interested in ceramics, weaving, soap carving, painting, or leather work.
- Example 51. **Recreational Activities Assistant.** Helps with instruction in and practice of activities, such as swimming, shuffleboard, basketball, horseshoe pitching, badminton, etc. Individual assistance can include how to keep score, referee, etc.
- Example 52. **Hobby Specialist.** Provides guidance and completes arrangements that encourage and facilitate development of hobbies, such as coin collecting, photography, astronomy, etc.
- Example 53. **Sewing Instructor.** Provides instruction in pattern reading and fitting, hand sewing, machine sewing, mending, alterations, and special interests, such as knitting, needlework, etc.
- Example 54. **Table Games Specialist.** Encourages and assists with the playing of table games, such as checkers, chess, cards, puzzles, etc.
- Example 55. **Entertainer.** Provides an hour or more of entertainment, such as singing, piano playing, dancing, magic tricks, travelogues, skits or short plays, etc.
- Example 56. **Movie Projectionist.** Operates movie projector and supervises the showing of movies of specific interest to clients.

ADMINISTRATIVE-CLERICAL ACTIVITIES

This type of volunteering refers to jobs and responsibilities that help increase the efficient management of rehabilitation facilities. This includes preparation of information materials, secretarial work, maintaining records, program evaluation, strengthening inter-organizational relationships, and other similar functions that facilitate the provision of professional and technical rehabilitation services.

Examples of Administrative-Clerical Activities

Example 57

VOLUNTEER JOB DESCRIPTION

Title: Compiler of Facility Documents

Major Objectives: To gather information on specified subjects, such as the history of the facility, the organization and operation of the facility, personnel policies, a directory of facility staff members, a directory of community agencies that cooperate with the facility, etc. To compile specific information into convenient and attractive documents for distribution to facility personnel and members of the Board of Directors. To revise facility documents at appropriate intervals.

Major Responsibilities: Working closely with designated staff members, the volunteer outlines the content of the specified document. Information pertinent to the specific subject matter is located, collected, and reviewed. The volunteer compiles appropriate information into an attractive and orderly manual, notebook, or other form of document. Some of the information may be originally developed by the volunteer, while other material is adapted from the information collected. After the facility leadership has approved the document, the volunteer may assist with its duplication.

Time: Each document is accepted as a total assignment. Usually a deadline for completing a final draft is scheduled, and the amount of time per week is organized accordingly. More time may be necessary for locating and collecting information than will be involved in actual compilation and writing.

Place: Much of the work to locate information will be performed at the facility, other community agencies, or reference sites, such as libraries. The actual writing and compiling can be done at any location convenient to the volunteer.

Qualifications: Writing ability and experience are important. Knowledge about the specific subject matter is advantageous. Artistic talent is helpful. Capacity for original and creative thinking is desirable. Willingness to search for information and confer with different persons is necessary. Acceptance of the importance of accuracy and relevance is essential.

Preparation: Orientation to the facility and the volunteer program is provided by the Director of Volunteer Services. Understanding of the material to be included in the document is obtained through discussions with appropriate staff members and facility leaders. Reading of similar or related materials is expected.

On-the-Job Supervision: The volunteer is responsible to the Executive Director of the facility or the person designated to be in charge of the project. Supervisory meetings are arranged as appropriate or necessary.

Example 58

VOLUNTEER SERVICE GUIDE

Title: Research Assistant

Nature and Purpose: Two types of knowledge very important to evaluation of facility operation are (1) knowing how particular programs are functioning, and (2) determining the results of certain programs. Inherent to obtaining both types of knowledge is the collection and tabulation of data. The right data must be carefully collected and accurately tabulated. The gathering and processing of data is very time-consuming, and involves systematic activity on a regular basis.

Summary of Activities: Reviewing records, files, reports, and other written materials. Interviewing clients, paid staff, volunteers, family members, employers, or whoever is the best source of information. Recording the data in an organized manner, according to the format established prior to the collection process. Tabulating the data according to instructions.

Performing specified mathematical procedures (addition, multiplication, division, etc.). Preparing summary sheets or reports.

Performance Requirements:

QUALIFICATIONS — Accuracy and reliability are required characteristics. Ability to preserve confidentiality is essential. Legible writing is desirable. Mathematical skills are necessary. Ability to operate adding machines, calculators, etc. is helpful. Knowledge and skills in statistics and computer operation are highly advantageous. Academic preparation and experience in research methodology are very desirable.

PREPARATION — Orientation to the facility and the volunteer program is provided by the Director of Volunteer Services. Research Assistants must meet with appropriate facility staff members to gain procedural knowledge, understanding, and background of the subject under study. Reading of pertinent literature or review of similar studies is expected.

TIME AND PLACE — The time required for this type of activity varies according to the nature of the study. Some form of regular schedule should be arranged, especially if a deadline is established. Most of the work is performed where the sources of information are located. The flexibility of time in terms of evenings or weekends depends upon the availability of information sources.

Relationships: Research Assistants meet and work with many different people, including some who are not affiliated with the facility. Orientation to the facility and volunteer program is provided by the Director of Volunteer Services. Pre-Job Training and On-the-Job Supervision are received from the paid staff person who has responsibility for the study.

Other Examples of Administrative-Clerical Activities

Example 59. **Records Specialist.** Persons with specialized knowledge periodically study the facility's record keeping system and recommend procedures for improvement.

Example 60. **Cataloger of Literature.** Maintains a cross indexing system for books, journal articles (reprints), and other materials determined by staff to be relevant to professional and technical rehabilitation services. The volunteers involved in the activity might also read literature recommended by staff and prepare

brief abstracts or summaries that are integrated into the cataloging system.

Example 61. **Personnel Consultant.** Volunteers with special knowledge and experience in personnel management review staff organizational charts, job descriptions, salary ranges and classification systems, personnel policies, etc., and recommend revisions or other actions.

Example 62. **Historian.** Maintains the official facility scrapbook with responsibility for attractively mounting and accurately identifying newspaper clippings, important announcements, programs from special events, etc. The volunteer or volunteers fulfilling this assignment may review papers and materials, and exercise judgment in the selection of materials to be included.

Example 63. **Inventory Assistant.** Helps conduct periodic inventory of supplies, equipment, and other property related to facility operation. This inventory review may include accounting for supplies used, and checking operating condition of equipment.

Example 64. **Safety Consultant.** Persons with special knowledge and experience periodically tour the facility to inspect for existing or potential safety hazards. Inspections might reveal need for action to correct unsafe situations, in which case recommendations are submitted.

Example 65. **Aide to Contract Department.** Visits businesses and organizations for which the facility recently completed contract work. Inquires about degree of satisfaction regarding all aspects of performance on the part of the facility and reports findings to Director of Contract Department. Other activities might include scouting for new contracts and reporting potential leads to facility staff.

Example 66. **Community Liaison.** Working closely with the Executive Director, specific volunteers strengthen relationships and cooperation between the facility and other voluntary organizations and governmental agencies. Activities include informal visits and attending official functions as facility representatives.

Example 67. **Administrative Assistant.** Helps with the preparation and filing of important reports to official agencies and organi-

zations. Coordinates travel schedules and arrangements for facility staff. Assists with the preparation and distribution of meeting notices, minutes, and other materials related to Board of Directors or Advisory Council operations.

SOCIAL ACTION

Social Action involves efforts to bring about changes or prevent changes in conditions and situations important to the welfare of handicapped and disadvantaged persons. Volunteers perform such activities as supporting or opposing legislation, attempting to influence official or informal policies, and promoting public concern about obstacles to effective rehabilitation programs.

Examples of Social Action

Example 68

VOLUNTEER JOB DESCRIPTION

Title: Coordinator of Policy Meetings

Major Objectives: To organize and arrange meetings between rehabilitation leaders and individuals who can formulate or change policies important to the living conditions experienced by handicapped and disadvantaged persons. To facilitate discussion and continuing communication between rehabilitation and community leaders. To encourage and expedite follow-up action.

Major Responsibilities: Working with rehabilitation leaders on the identification of specific concerns. Helping to outline and plan the content and format of meetings. Securing the meeting locations and handling related arrangements. Arranging for notification of invitees and preparation of materials. Obtaining persons to assume leadership and other active roles during the meetings. Stimulating and assisting follow-up correspondence and communication. Collaborating on appropriate and necessary actions. Maintaining records on official and informal activities. Preparing reports.

Time: Varies with the nature of the activity and the status of the project. There are periods when almost full-time effort will be required.

Place: Much of the work can be performed from the volunteer's office or home. This activity also requires visits to, and meetings at, the facility and many other places in the community.

Qualifications: Knowledge of community leadership is necessary. Previous experience in community activities is helpful. Ability to write and speak well is desirable. Ability to manage many details simultaneously is required. Ability to proceed in an orderly fashion is preferred. A pleasant personality and capacity to remain calm under pressure are essential.

Preparation: (For illustrative purposes, a meeting has been arranged between rehabilitation leaders and managers of several large department and grocery stores. The issue is that the lack of ramps and the styles of doorways make it difficult for handicapped persons to enter and shop at these stores.) The coordinator of Policy Meetings receives background information and guidance from facility staff, rehabilitation leaders, and handicapped persons. Reading of pertinent literature is expected. On-site visits are made to several of the stores for direct observation. Procedures and suggestions for meeting arrangements and implementation are explained by facility staff and experienced volunteers.

On-the-Job Supervision: The Coordinator of Policy Meetings is responsible to, and supervised by, the Executive Director or his designate. In some instances, responsibility and supervision are joint activities of facility staff and facility volunteer leaders.

Other Examples of Social Action

Example 69. **Monitor of Legislative Activity.** Reviews legislative proposals of relevance to the facility's interests. Reviews recently enacted legislation and reports on legislation of relevance to the facility's operation. Attends pertinent sessions of legislative bodies to observe participation and increase understanding of legislative activity.

Example 70. **Coordinator of Voter Registration.** Organizes campaign to encourage handicapped persons to register and be-

come qualified voters. Arranges transportation and other measures as appropriate.

Example 71. **Writer of Position Papers.** Compiles information on issues and concerns identified by facility leadership. Prepares position papers for review and approval by the facility's leaders. Position papers may become bases for legislative proposals or other types of action.

Example 72. **Coordinator of Legislative Communication.** Recruits individuals for the purpose of communicating with legislators on specific matters of interest to the facility. (Legislators might be city council members, county commissioners, members of state legislatures, or local representatives in Congress.) Provides information and coordination, and keeps team members informed of results.

Example 73. **Coordinator of Building Examination Program.** Works closely with local and state Committees on Employment of the Handicapped in mobilizing teams of volunteers for the purpose of surveying public buildings and commercial enterprises to determine the extent of accessibility. Provides instruction and direction prior to, and during, the volunteers' participation in this program. Reviews reports of, and confers directly with, team members before awarding the international symbol for accessibility to buildings and offices that meet the standards. Arranges appropriate publicity. Maintains files and initiates periodic programs of reexamination.

PUBLIC RELATIONS

Volunteers are involved in Public Relations when they endeavor to improve public awareness of rehabilitation facilities and the needs and problems of handicapped and disadvantaged persons. Efforts are directed toward education of the public regarding the nature and functions of rehabilitation facilities, in general, and particularly the facility in which the volunteers are active, and the need to improve the effectiveness and quantity of services. Specific efforts may be designed to expand understanding about the facility among the population of handicapped and disadvantaged persons.

Examples of Public Relations

Example 74

VOLUNTEER SERVICE GUIDE

Title: Writer/Producer of Informational or Promotional Materials

Nature and Purpose: The essence of Public Relations is to expand public awareness and understanding of the facility. Effective results are often achieved by fresh, creative, and attractive materials. There are innumerable materials that can be prepared and distributed depending upon the resources of the facility. The availability of equipment, paper, and postage money are very practical considerations. The presence of a full-time Public Relations Director is not universal to all facilities. Whatever the circumstances of a particular facility, involvement of volunteers can help achieve an imaginative and extensive Public Relations program.

Summary of Activities: (Only a few of the many production activities that volunteers can perform are outlined below.)
Serve as editor of the facility newsletter. Prepare spot announcements for radio broadcasts. Work on brochures or flyers that describe the services and operations of the facility. Assist with compilation and design of the facility's annual report. Take photographs of special events or interesting situations for display or use in news articles and reports. Prepare news releases of feature stories for local news media. Typing may be involved if secretarial assistance is not available.

Performance Requirements:

QUALIFICATIONS — Knowledge about the facility is required. Specialized knowledge or experience is preferred in terms of activities that relate to news media. An enthusiastic attitude about the facility is advantageous. Capacity to be creative and not feel limited to established or traditional procedures is desirable. Writing ability and experience are helpful. Specific knowledge and skills are advantageous in relation to certain activities such as photography; otherwise, a willingness to learn is necessary. A cheerful disposition and pleasant personality are helpful, especially in the process of gathering information, interviewing persons, and working with others. Ability to type and operate duplicating equipment may be necessary.

PREPARATION — Orientation to the facility is essential. Information about specific services or operations of the facility must be provided by appropriate staff members. Skill development or improvement can be facilitated through reading technical literature and consulting with experienced practitioners.

TIME AND PLACE — The time varies with the nature of the activity. Editing the newsletter is a recurring, if not continuous, activity that requires approximately 12-16 hours minimum per issue. A single news release may involve 1-2 hours. Much of the work can be done at a location convenient to the volunteer, such as home or office. Evenings or weekends might be involved in the case of special events.

Relationships: Volunteers who write or produce informational or promotional materials are responsible to the Public Relations Director.

Other Examples of Public Relations



Example 75. **Coordinator of Speakers Bureau.** Mobilizes a group of volunteers into a team which accepts invitations to address local organizations and groups. Organizes preparation of the Bureau members, and arranges for information about the Speakers Bureau to be distributed throughout the community.

Example 76. **Coordinator of School Information Program.** Assumes full responsibility for the planning and scheduling of programs in the schools to help students become more aware of the needs and difficulties experienced by handicapped persons, and of the purposes and programs of rehabilitation facilities.

Example 77. **Exhibits Assistant.** Promotes the inclusion of facility exhibits in community events, such as fairs, parades, conventions, etc. Helps compile materials for display or distribution

at these community events. Helps construct exhibits, floats, banners, or slide presentations for use during community events. Assists with the transportation of materials to the exhibit locations.

Example 78. **Facility Tour Guide.** Conducts guests on tours of the facility as part of open house programs, annual meetings, special events, or as specifically arranged by facility staff.

In a very real sense, all volunteers are Public Relations ambassadors for the facilities in which they participate. Through their volunteer service, through their community activities, and in communications with family members and friends, volunteers project the message of the facility and its program. With the exception of satisfied clients, volunteers can be the most effective public relations resource for a rehabilitation facility.

FUND RAISING

This category refers to volunteer activities to obtain financial and other resources necessary to meet operational and capital expenditures of rehabilitation facilities. Funds are sometimes raised to assist individual clients purchase prosthetics, hearing aids, extensive medical treatment, etc. Resources include money, property, facilities, and equipment. Volunteer activities include individual solicitation of funds and materials, and special projects and events.

Examples of Fund Raising

Example 79

VOLUNTEER JOB DESCRIPTION

Title: Solicitor of Organizational and Corporate Contributions

Major Objectives: To obtain substantial sums of money for the general operation of the facility. To obtain funds for the operation of special projects. To encourage the donation of equipment that can be of assistance to the operation of the facility. To promote the contribution of items and materials that can be converted into operating funds.

Major Responsibilities: To identify organizations and corporations which are potential contributors to programs serving handicapped and disadvantaged persons. To determine the key person in each organization/corporation who should be approached initially. To communicate with the key person and arrange an informal meeting. To follow up with a formal presentation to the membership or leadership of the organization/corporation. To coordinate arrangements for an effective presentation. To maintain contact with the organization/corporation until a decision is reported.

Time: The time required depends on the number of potential contributors and the nature of the formal presentations. It is possible for this job to become a major activity, and the volunteer should try to establish a schedule that matches his interest and availability. Evenings and weekends may be required according to the times of meetings.

Place: Except for conferences with facility staff, most of the work is done in the volunteer's office or home, and at the meeting locations of the organizations/corporations.

Qualifications: Superior ability to speak in a convincing manner is essential. Thorough knowledge of the facility's operation and services is required. Knowledge of community organizations, corporations, and leaders is preferred. Active experience and leadership in community affairs are desirable. A pleasant personality and neat appearance are helpful.

Preparation: Orientation to the facility's program is provided by the Director of Volunteer Services and other staff members. Help in selection organizations/corporations is received from knowledgeable staff members, Board members, and other volunteer leaders of the facility. Assistance with arranging and preparing formal presentations is provided by the Executive Director.

On-the-Job Supervision: Solicitors of Organizational and Corporate Contributions are responsible to the facility's Executive Director, who provides or arranges for appropriate guidance and assistance.



Example 80

VOLUNTEER SERVICE GUIDE

Title: Coordinator of Special Fund Raising Projects

Nature and Purpose: Special projects and events are frequently effective for raising funds. Bazaars, benefit social affairs, and special activities, such as home tours have helpful public relations by-products in addition to raising money. This type of project involves many details and requires a number of people working together in harmony. Timing, appeal, and competition from other similar projects are important factors in the selection and planning of fund raising projects.

Summary of Activities: Mobilizing other volunteers to assume specific responsibilities. Planning the project carefully and in great detail. Organizing the project in terms of major elements,

such as publicity, and special items, such as unusual decorations. Arranging for careful collection and safekeeping of money. Maintaining cooperation and communication between volunteers. Compiling a summary report after completion of the project.

Performance Requirements:

QUALIFICATIONS — Ability to plan and organize a complex activity is required. Previous experience with fund raising or similar type projects is preferred. Ability to cope with details and to work under pressure is essential. A cheerful personality and positive disposition are desirable. Capacity to pursue objectives with persistence is advantageous. Ability to help others perform at a high level of their potential and to maintain a strong esprit de corps among the volunteers and staff working on the project is important.

PREPARATION — Orientation to the facility program and the need for additional funds must be provided. Previous projects of similar nature should be studied, and there should be discussions with persons experienced in fund raising.

TIME AND PLACE — Substantial time will be required throughout the duration of the project. Practically full time might be necessary during the time the project actually occurs. Evening and weekend meetings are often necessary. Much work can be performed in the volunteer's home or office. Some time will be spent at the facility and/or the location of the special project.

Relationships: Works with many members of the staff and with many volunteers. Guidance and assistance are provided by the Director of Public Relations, Executive Director, and the Director of Volunteer Services.

Other Examples of Fund Raising

Example 81. **Solicitor of Bequests.** Discusses with carefully selected individuals the possibility of naming the facility as a beneficiary of their estate.

Example 82. **Sponsor of "Ghost" or "Phantom" Event.** Organizes and coordinates arrangements related to sponsoring an event for which people purchase tickets even though the event will never occur.

Example 83. Coordinator of Direct Mail Fund Raising Campaign.

Assists with planning and organizing a solicitation of money by appeal letters or other materials mailed to selected persons. Helps mobilize other volunteers to help with folding, stuffing, and mailing, plus volunteers to help with counting money received and record keeping procedures. Provides leadership and guidance to all aspects of this fund raising effort, including follow-up activities.

Example 84. Host/Hostess at Fund Raising Meeting.

Provides leadership to the organization of a meeting (frequently, a meal or refreshments are served) to which carefully selected individuals are invited. Presides at the meeting and enthusiastically encourages contributions to the facility. Assists with follow-up efforts directed toward persons not present at the meeting, as well as those present.

GROUP PROJECTS

This category includes services and activities performed for rehabilitation facilities by volunteers who participate as members of groups and organizations. Specific projects are implemented as part of the total program of many formally structured organizations. Informal groups sometimes assume responsibility for a particular event or activity. The significant characteristic is that the volunteers are members of some grouping. Rather than serving entirely as individuals, volunteers within this category have affiliation with a group which assumes certain responsibilities for the participation and behavior of its members. Groups in this category may be auxiliaries and service guilds organized solely to assist particular facilities, or the groups may not be organizationally attached to specific facilities in any manner.

Certain jobs and activities described previously under other categories can be adopted as projects by groups and organizations. In some instances, there are definite advantages to organizational adoption of a project. The facility can delegate responsibilities to the leadership of the organization or group. This often relieves facility staff of some time-consuming duties, such as recruitment, arranging schedules and substitutes, and report preparation. Facility leaders relate directly with one or a few

of the organization's leaders instead of a large number of individual volunteers.

The desire to provide added purpose to a group, and to receive commendation and increased status helps motivate organizational leaders to urge dependable and effective performance by members. Formally structured organizations may adopt a project as a perennial activity. Two or more organizations may jointly undertake a project, thereby increasing the potential for involving more volunteers from different segments of the community.

Examples of Group Projects

Example 85

LIBRARY

Nature of Project: (Group name) accepts responsibility for the establishment and maintenance of a library for facility clients. The presence of a library within the facility can stimulate interest in reading for pleasure and knowledge. It is possible to acquire books and materials according to expressed interests of clients. Through their exposure to the facility library, clients may become interested in improving reading skills, using community libraries, and participating in other educational/cultural programs.

Summary of Activities: (Group name) provides funds to purchase books and materials. Members poll clients to learn of interests, and collect and purchase appropriate books and materials. Members organize and catalog books and materials, operate the library, and arrange reading lessons. They also accompany clients to community libraries, and facilitate client participation in educational programs. Members may deliver books and literature to homebound handicapped persons.

Preparation: Members receive orientation to the facility and the volunteer program by the Director of Volunteer Services. Members obtain advice and guidance from qualified library specialists, and they study other library systems through on-site visits and reading literature on library science.

Time: Members are organized to assure that the facility library will be open to clients on a regular basis. This will require

assigning shifts and arranging for substitutes as necessary. The library should be open every day the facility operates at hours as convenient as possible to the clients.

Location: The library is located within the facility.

Person Designated as Project Leader: Mr. _____ was appointed by the President to coordinate this project. His telephone number is _____.

Facility Management: This project is assigned to the Director of Rehabilitation for facility supervision and to maintain communication between the facility and the organization.

Example 86

EMPLOYMENT OPPORTUNITIES

Nature of Project: (Group name) agrees to help develop employment opportunities for handicapped and disadvantaged persons, and to assist with finding specific jobs for individual clients of the facility.

Summary of Activities: Members of (group name) help company officials identify potential jobs and current vacancies for which facility clients can be considered. Members inform facility leaders and discuss vacancies with clients. They arrange for clients to visit various companies and for company officials to visit the facility and speak with clients. Certain members might become a "buddy" of a client who needs help going on job interviews, completing job applications, and adjusting to a new job setting.

Preparation: Members receive orientation to the facility and the volunteer program through the Director of Volunteer Services. They participate in seminars with facility staff and clients to become knowledgeable about rehabilitation services and the realities of employment of handicapped persons. Members obtain advice and guidance from public relations experts, leaders of the business community, and other specialists who can provide helpful information. They read pertinent literature and regularly review materials that list available jobs.

Time: The amount of time per volunteer is flexible and varies with the specific activity. It is desirable to establish some minimum number of hours to be contributed on a regular basis.

Of particular importance is prompt follow-up of any potential employment opportunities which might require volunteers who can adjust their personal schedules. Most of this work must be done during normal working hours and at the convenience of company officials.

Location: Members who participate in this project may serve in several locations, with the facility being a minor location in terms of frequency and time. Other locations include offices and plant areas within local businesses and industries.

Person Designated as Project Leader: The President appointed Mr. _____ to coordinate this project. Mr. _____ can be reached by telephone at his office, 385-2779, or at his home, 472-5538.

Facility Management: The Director of Placement is responsible for the administration of this project.

Example 87

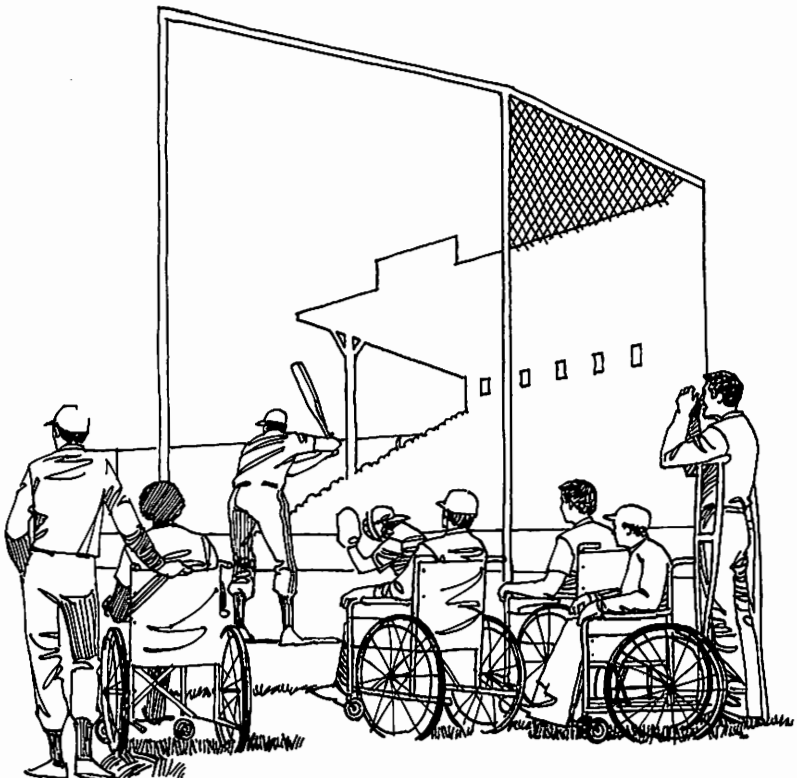
COMMUNITY EXPERIENCES AND PARTICIPATION

Nature of Project: Handicapped and disadvantaged persons generally have limited opportunities to experience many community activities or participate in community programs. Mutual benefits can be realized through increased involvement of handicapped and disadvantaged persons in local recreational, cultural, and social programs. The community can become more aware of the presence of handicapped persons and more sensitive to their needs and problems. Handicapped and disadvantaged persons can improve skills in communication and interpersonal relationships. In addition, special interests and needs can be fulfilled.

Summary of Activities: (Group name) conducts periodic surveys of the interests and specific needs of facility clients. Members arrange meetings to discuss needs and interests directly with facility staff and groups of clients. A series of trips and tours is arranged to local or nearby places of interest and meaning. Members also provide transportation and other forms of assistance to facilitate client shopping, attending religious services, enjoying movies or sports events, observing parades, etc.

Preparation: Members are provided orientation to needs and problems of handicapped and disadvantaged persons through the Director of Rehabilitation. They receive information about specific circumstances and situations of relevance to the facility clients and the project. Members study community activities, events, and programs in order to propose possible experiences in which clients might participate. They consult with facility staff and clients to better understand specific aspects of the possible projects.

Time: Each trip or tour for a group of clients requires time for planning and organization. This amount of time can be estimated and added to the time that will be spent directly during the trip or tour in order to establish some approximation of total hours and the period over which the hours will extend. Trips to stores for shopping, or to religious services, will involve a certain amount of time on a regularly scheduled basis. Trips to sports and similar events can be considered separate activities with specific time commitments.



Location: The facility is the scene of certain meetings, and may be the point of departure for trips and tours. Otherwise, the locations of the volunteer activities included in this type of project are the destinations of trips or tours and the homes of clients.

Person Designated as Project Leader: Mrs. _____ and Miss _____ were appointed to coordinate this project by the Vice President for Community Service. Mrs. _____ may be reached at 331-4947. Miss _____ may be reached at her office, 442,9800, or her residence, 385-7281.

Facility Management: Responsibility for this project has been assigned to the Director of Volunteer Services.

Example 88

RECREATIONAL ACTIVITIES

Nature of Project: Many handicapped persons have few opportunities to participate and enjoy recreational activities, such as swimming or bowling. There are several important benefits to personal development received from participation in such activities. However, activities such as these require special equipment and multiple arrangements. Money is required as well as substantial individual assistance and supervision. A group can organize and implement a project that increases opportunities for facility clients to engage in recreational activities of interest and pleasure.

Summary of Activities: Group members arrange for use of recreation facilities, such as swimming pools or bowling alleys, including payment of rental fees or charges. Transportation is provided by group members. In addition, members personally assist the clients with swimming or bowling, and provide or secure instruction as appropriate.

Preparation: Through meetings with facility staff and clients, members learn about interests and special factors of importance. Also provided is information on how to increase recreational skills of handicapped persons without decreasing self-confidence or enjoyment. Group members consult or recruit experienced swimmers or bowlers to improve their knowledge and assist with the project. Group members coach each other to improve their recreational and instructional skills.

Time: The recreational project should be organized as a regular activity to be scheduled over a period of weeks or months. The time per bowling or swimming session should incorporate travel time. The availability of pools and alleys, and the convenience of the clients, must be considered in estimating hours per session and time of day or day of the week.

Location: The swimming pools and bowlings alleys with which arrangements are made.

Person Designated as Project Leader: By appointment of the President, Mr. _____ will be the leader of this project. Mr. _____ may be telephoned at his office, 662-3455, or his home, 483-6314.

Facility Management: The Recreation Therapist is assigned primary responsibility for working with group leaders and members to assure project success.

Other Examples of Group Projects

Example 89. **Entertainment and Games.** A nearby college fraternity and sorority organize and conduct a monthly program of entertainment and games for clients at the facility.

Example 90. **Birthday Parties and Special Celebrations.** The auxiliary affiliated with the facility organizes and conducts a program of monthly birthday parties and special celebrations on selected national holidays or other important occasions.

Example 91. **Voter Registration.** The local League of Women Voters organizes and conducts programs on issues and concerns of great interest. The League also encourages and assists clients with voter registration.

Example 92. **Loan Fund.** The local chapter of the American Bankers Association organizes and administers a revolving loan fund for meeting special and unusual circumstances of facility clients.

Example 93. **Repair of Glasses, Hearing Aids, Etc.** A local service organization collects and arranges for the repair of glasses, hearing aids, canes, and other such items that are helpful to facility clients.

Example 94. **Labor Union Assistance.** A local labor union constructs ramps, repairs testing equipment, and donates materials that can help in vocational training of clients.

Example 95. **TV Auction.** The auxiliary affiliated with the facility joins with three local service organizations to organize and implement a TV auction for the purpose of raising funds for a new program within the facility.

Example 96. **Scholarship Fund.** The local chapter of the American Association of University Women establishes and administers a scholarship fund to assist facility clients to attend classes at local community colleges.

Example 97. **Greeting Card Program.** The community service committee of a local religious institution organizes and administers a program of sending greeting cards to facility clients on occasions such as birthdays, illnesses, holidays, etc.

Example 98. **Olympic Games Program.** A local service organization sponsors, organizes, and implements an annual athletic program for facility clients patterned after the International Olympic Games.

Example 99. **Letter Writing Campaign.** The auxiliary affiliated with the facility encourages and assists a letter writing campaign to promote passage of legislation beneficial to the operation of the facility.

Example 100. **Budgeting, Taxes, and Finances.** The local chapter of Certified Public Accountants organizes and conducts quarterly programs on budgeting, tax matters, and other financial topics of importance to clients.

Example 101. **Current Issues Discussions.** A group of faculty members from a nearby university organizes and conducts monthly discussions on current issues and concerns with facility clients.

The examples presented on the previous pages are representative of the almost limitless ways in which volunteers can help rehabilitation facilities and the clients served by these facilities. Local factors will affect certain aspects of volunteer participation within specific rehabilitation facilities. Consequently, the Volunteer Job Descriptions, Volunteer Service Guides, or whatever the

written work outlines are entitled, will reflect circumstances inherent to the individual facility.

The preparation of volunteer job outlines provides opportunities for innovative and creative thinking. This process can be an exciting and fulfilling experience for everyone associated with the facility — paid staff, volunteers, and clients. Preparing written outlines for voluntary action becomes an excellent opportunity for demonstrating the benefits of teamwork, and the concept of partnership acquires tangible qualities.

It is hoped the contents of this handbook will stimulate creative activity throughout the rehabilitation facilities of this nation, and that the benefits of volunteer participation will be multiplied through the practical application of imaginative voluntary action.

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It is one of the most beautiful compensations of this life, that no man can sincerely try to help another without helping himself.

William Shakespeare

When a man has put a limit on what he will do, he has put a limit on what he can do.

Charles M. Schwab

Humanitarianism is a link that binds together all Americans . . . Whenever tragedy or disaster has struck in any corner of the world, the American people has promptly and generously extended its hand of mercy and help. Generosity has never impoverished the giver; it has enriched the lives of those who have practiced it . . . And the bread we have cast upon the waters has been returned in blessings a hundredfold.

Dwight D. Eisenhower

*With never a blare of trumpets,
With never a surge of cheers,
They march to the unseen hazard . . .
Patient volunteers.*

Mark Antony De Wolfe Howe

*I live not in myself, but I become
a portion of that around me.*

Lord Byron

For it is in giving that we receive.

St. Francis of Assisi

VOLUNTEER INFORMATION SERVICE

223 Cathedral Place

Santa Fe, N.M. 87501

305 Washington

HOW TO ORGANIZE A
VOLUNTEER PROGRAM

in a Rehabilitation Facility



VOLUNTEERS
IN
REHABILITATION

Property of
Volunteer
Involvement
Service of Santa Fe

3

HOW TO ORGANIZE A VOLUNTEER PROGRAM

in a Rehabilitation Facility

A Handbook Prepared as Part of Research and Demonstration
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VOLUNTEERS

IN
REHABILITATION

Sponsored by:

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

By:

Stanley Levin, ACSW
Project Director

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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

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National Rehabilitation Association

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EFFECTIVE VOLUNTEER PROGRAMS REQUIRE ORGANIZATION

Like the other elements of rehabilitation facilities, volunteer programs must be well organized if they are to be effective. Careful planning and the application of proven management practices are as important to volunteer programs as they are to other operations of rehabilitation facilities.

To date, volunteer programs in rehabilitation facilities have been organized as a result of different influences. In some instances, the facility's Executive Director has initiated interest and sparked active volunteer participation. In other instances, the Board of Directors or an advisory committee has urged incorporation of volunteer service. Very often, an auxiliary or service club working closely with the facility has promoted and expedited the establishment of a formal volunteer program. Influenced by a wide variety of factors, rehabilitation facilities currently reflect a diverse pattern of volunteer involvement. There are facilities with highly developed volunteer programs, facilities involving relatively autonomous organized volunteer groups, facilities in which individual volunteers participate very informally, facilities with volunteers only on the Boards and committees, and various combinations of arrangements.

THE CONCEPT OF A PLANNED VOLUNTEER PROGRAM

As in all organizational endeavors, there is an obvious relationship between the time and effort expended on the careful organization of a volunteer program and the effectiveness with which the program operates.

It has been observed that the initial organizational process is important to the ability of a volunteer program to overcome difficulties frequently experienced during the early stages of operation. In



addition, it has been learned that volunteer programs which originate from careful and systematic planning generally improve more rapidly and experience more positive results than programs which evolve through unguided or haphazard processes.

The concept of a PLANNED VOLUNTEER PROGRAM is proposed in order to crystalize and emphasize the knowledge and attitudes obtained through extensive observation, analysis, and experience. Underlying this concept is the premise that: **Efforts produce more effective results if they are performed according to a previously outlined approach that is pragmatically designed, and capably implemented.** A PLANNED VOLUNTEER PROGRAM is developed through the application of 7 Basic Principles and the incorporation of 14 Key Components.

BASIC PRINCIPLES in organizing and administering a volunteer program

Identification and acceptance of principles basic to establishing and administering volunteer programs are necessary preliminary actions to step-by-step organizational activity. The following principles have been identified as being important to securing a sound foundation for a new volunteer program, or to strengthening an existing volunteer program. These principles have been derived from experiences and reflections expressed by paid staff and volunteer leaders within hospitals, schools, mental health agencies, rehabilitation facilities, senior citizen centers, prisons, and programs serving unemployed or otherwise disadvantaged persons.

1. The participation of volunteers must be directly related to the needs of people.

It is indefensible to organize or operate a volunteer program within a rehabilitation facility unless that volunteer program meets needs of handicapped and disadvantaged persons, and assists the facility to provide increased or improved services. It is also inappropriate and detrimental to operate a volunteer program which fails to meet needs of the participating volunteers.

Three corollary principles are:

- 1a. Volunteers are always given jobs that complement or supplement the work of paid staff; they are never asked to perform work that supplants paid personnel.** The violation of this principle will produce great obstacles to effective volunteer participation and create serious problems within and outside the facility.
 - 1b. Volunteer service must be perceived as an integral part of the total program of the rehabilitation facility.** In this context, volunteers can function as members of the facility's team, with responsibilities and rights equal to those of paid staff.
 - 1c. Volunteers are not restricted to certain jobs or types of activities by virtue of their volunteer status.** The chief criteria for determining how to involve individual volunteers should be the skills, experience, and knowledge each volunteer possesses. With the possible exception of legal obstacles or insurance regulations, there should not be rigid or arbitrary limitations to job assignments identified as being available to volunteers.
- 2. The concept of volunteerism and the operation of a volunteer program should receive official endorsement by, and continued support of, the facility's leadership.**

Conviction about the value of volunteer participation needs to be formally expressed and publicized throughout the facility and general community.

A corollary principle is:

- 2a. Commitment to expressed conviction must be demonstrated through the allocation of resources that can facilitate organization and operation of a viable volunteer program.**
- 3. Responsibility for the administration of a volunteer program must be accepted by the Executive Director of the rehabilitation facility.**

A corollary principle is:

- 3a. Direction of a volunteer program should be the primary responsibility of a single individual who functions in**

accordance with authority delegated by the Executive Director.

4. Planning a volunteer program should be a process that involves paid staff, volunteers, and clients of the facility.
5. Paid staff members, at all levels, must understand and substantially accept the role and function of the volunteer program.
6. Volunteers, regardless of the nature of their participation, must understand and accept the purposes and policies of the rehabilitation facility.
7. The volunteer program should be guided by a plan that provides for, and facilitates, the development or revision of operating procedures on the basis of practical experience.

14 KEY COMPONENTS in the organization and administration of a volunteer program

Certain procedures and practices are essential to the operational quality of a volunteer program. Each of the following components is a key to soundly organizing and productively administering a volunteer program within a rehabilitation facility.

A. POSITIVE ATTITUDES

Attitudes are complex in nature and obscure in origin. They are not easily changed, particularly those of adults. Attitudes are powerful forces that strongly influence the way people behave. Thus, attitudes are probably the factors of greatest significance to the organization and development of effective volunteer programs within rehabilitation facilities.

Attitudes surface in actions and expressions. People quickly observe the behavior of others toward them — how they act and react, what they say and the way they speak, facial expressions, and other forms of body language. In these ways, volunteers sense the positive or negative attitudes of paid staff, and paid staff become aware of the feelings and perceptions of volunteers.

Several of the previously identified principles become operational through activities designed to form or strengthen positive attitudes. For example, volunteers feel welcome and accepted when they are tangibly involved in the planning of the volunteer program. They know that volunteer participation is considered an integral part of the facility's program when they are treated like members of the facility's team and partners of paid staff. The establishment of a climate in which volunteers experience feelings of belonging helps a facility realize the full potential of the benefits of volunteer participation.

Of equal importance is the fostering of positive attitudes among volunteers. Negative volunteer attitudes can have detrimental results in terms of unproductive and unpleasant working relationships between paid staff and volunteers, and in terms of volunteers publicly expressing unfavorable remarks about the facility program or personnel.

Thus, it is vital that great attention and effort be directed toward the early formation of positive attitudes of volunteers about:

- Volunteer participation.
- Handicapped and disadvantaged persons.
- The rehabilitation process.
- The facility.
- Other topics of critical consequence to the effective operation of a program serving individuals trying to realize their potential despite personal disabilities or social disadvantages.

B. CLEARLY DEFINED OBJECTIVES

The identification of objectives for a volunteer program is achieved within the framework of the goals and structure of the facility in which the program operates. A fundamental goal of every rehabilitation facility is to meet needs of handicapped and disadvantaged persons. Each facility formulates goals related to specific needs, and provides services to accomplish these goals. Each volunteer program adopts the goals outlined by its host facility, and formulates supplemental goals of special significance to the facility, to the clients, to the paid staff, to the volunteers, and to the general community.

Examples of supplemental goals are:

- To extend the scope and effectiveness of the rehabilitation facility's program by incorporating the special skills and experience of volunteers.
- To develop innovative services in response to needs of handicapped and disadvantaged persons.
- To enrich the program of the rehabilitation facility by encouraging volunteers to contribute their unique resources and to share creative approaches.
- To help meet emergency and situational needs of the rehabilitation facility.
- To expand awareness and understanding of the rehabilitation facility throughout the community.
- To promote positive relations between the host rehabilitation facility and other facilities and agencies, and the general population.
- To promote the concept of volunteerism throughout the facility and the total community.
- To foster a positive environment for the operation and development of a volunteer program.

Goals are customarily general in nature. Program objectives are identified from consideration of goals and are specifically related to the operation of a rehabilitation facility and particular activities, such as testing and evaluation, counseling, medical treatment, physical or other types of therapy, training, and activities of daily living. The objectives of a volunteer program within a rehabilitation facility should clearly state how the participation of volunteers will assist the administration and service program of the facility.

A few examples of program objectives are:

- To assist paid staff with testing and counseling services provided to clients of the facility.
- To help clients of the facility achieve proficiency with activities of daily living.
- To sponsor and conduct social and recreational activities for clients of the facility.

- To organize and conduct special events or projects that raise funds for the operation or capital improvement of the rehabilitation facility.
- To provide assistance to administrative and program staff of the facility in terms of secretarial and clerical service, preparation of annual reports, and internal studies of client characteristics or facility programs.
- To serve as representatives of the facility at community functions, and to participate as members of the facility's Speakers Bureau.
- To assist paid staff with the promotion of job placements for clients of the facility.
- To provide transportation to clients or prospective clients of the facility in relation to individual circumstances or special situations.
- To sponsor or administer special services within the facility, such as a library, child care program, choral group, etc.
- To encourage and participate in inter-organizational projects that are designed to expand or improve services to handicapped and disadvantaged persons throughout a wide geographical area.

C. CENTRALIZED ADMINISTRATION

Disastrous results have been experienced when responsibility for volunteer programs has been diffused, unclear, or permitted to shift and drift with no apparent serious concern. One of the principles identified in the previous section of this handbook emphasized the importance of assigning primary responsibility for the direction of a volunteer program to a single individual. (Principle 3a.)

Several alternative ways to provide centralized and definite administration of volunteer participation are presented in Handbook No. 4. Each alternative has features



that require careful examination. However, common to all alternatives is the pinpointing of responsibility for overall operation of a volunteer program, including such components as recruitment, record keeping, and evaluation. Increasingly, agencies and institutions which are operating or organizing volunteer programs are establishing the position of Director of Volunteer Services. The person who assumes this position is primarily responsible for administering, coordinating, and directing the volunteer program within the particular agency, institution, or facility.

D. A WRITTEN PLAN OR OUTLINE

Experience suggests that the preparation of a tangible plan or outline expedites the organization—or stimulates the improvement—of a volunteer program. A mental outline is not sufficient. Expending time to prepare a plan in some detail produces visibility for a new program, and increases the clarity of an existing program. A program undergoing expansion or revision benefits from a written plan by the reduction of uncertainty. Many of the elements essential to a volunteer program are outlined in the next section of this handbook (19 Steps). This information can specifically guide the preparation of a volunteer program plan.

E. PROVISION FOR BOTH GROUP AND INDIVIDUAL VOLUNTEERING

America has been described as a nation of organizations. Indeed, a review of American history reveals the very early formation of service associations with which people of similar interests voluntarily affiliated. Many needs have been met, and many dreams have become realities, through the efforts of organized groups of volunteers. In addition, the actions of individual volunteers have often been instrumental to initiating change or effectively implementing service programs.

Handbook No. 10 focuses on Group Volunteering as an important approach to volunteer participation in rehabilitation facilities. Numerous advantages of incorporating organized volunteer groups are specifically identified. Consideration is given to frequently experienced and particularly significant relationships. Characteristics of Group Projects are presented, and relevant principles are reviewed. **Group Volunteering is viewed within the following classifications:**

- Community Organizations
- Facility Organizations

A PLANNED VOLUNTEER PROGRAM must also include opportunities for Individual Volunteering. Individual Volunteering refers to volunteer activities that are performed by persons who relate to volunteer programs as autonomous individuals. Individual volunteers do not perceive their participation as relating to, or reflecting upon, any organizations or groups to which they may belong. Leaders of PLANNED VOLUNTEER PROGRAMS view individual volunteers as being independent of group identification, even though some may participate in Group Projects.

The following example can help explain the distinctions between Group and Individual Volunteering. Mr. Russell is a member of the local Toastmasters Club which has arranged with Fairview Center to organize and manage a Speakers Bureau as a Group Project. Mr. Russell participates in the Speakers Bureau along with ten other club members. In this capacity, he is considered to be involved in Group Volunteering, and is responsible to the project leader designated by the club's President. Mr. Russell also serves as a Tour Guide when the facility sponsors special events, such as an open house, or the annual meeting. In this capacity, he is involved in Individual Volunteering and is responsible to the facility's Director of Public Relations.

The preceding example reinforces a very important administrative principle: **Every volunteer participant must be supervised in some manner, and must be cognizant of the authority with which he is expected to comply.** Two guidelines facilitate application of this principle:

1. All volunteers participating in specifically identified Group Projects are responsible to the persons designated as project leaders. (Individual Volunteers who agree to participate in Group Projects also agree to accept the authority that has been delegated to the project leaders.)
2. All volunteers participating in activities not specifically identified as Group Projects are responsible to the Director of Volunteer Services or those persons designated as being responsible for satisfactory job performance.

Adoption, explanation, and regular emphasis of the above two guidelines can reduce confusion and potential tension among facility leaders, volunteers, and leaders of organizations or groups. Harmonious involvement of volunteer groups and individual volunteers can produce a PLANNED VOLUNTEER PROGRAM which evidences strength and vitality through diverse but balanced participation.

F. SPECIFIC JOBS AND DUTIES

Determining what specific jobs volunteers will do is becoming increasingly important in relation to the growing concerns of volunteers about the meaning of their efforts to the operation of the facility in which they serve. Identification of specific duties to be performed by volunteers is

of great interest and concern to paid staff members and to community leaders who are asked to support the facility program. Further, the recruitment of volunteers becomes hollow and false unless there are actual jobs to which volunteers will be assigned. The principles of basing volunteer participation on needs and believing volunteer involvement to be an integral part of the facility's program are violated unless specific activities are carefully outlined for volunteers.

In order to identify specific volunteer jobs, it is necessary to carefully analyze the functions and activities being performed under the auspices of the rehabilitation facility. Such

an analysis should produce a list of activities that can be translated into distinct jobs for volunteers. Principle 1c. emphasizes volunteer involvement on the basis of their skills and knowledge and is directly applicable at this point.



Preparation of job descriptions is widely practiced within the business and professional communities. Many executives feel that job descriptions are necessary to the smooth operation of any well-managed organization. The job description is considered the cornerstone of job definition and scope, helping the employee perceive his responsibilities and comprehend his relationships to colleagues within the organization, and to persons outside the organization.

There is not universal agreement about the value of written job descriptions within non-profit organizations, such as rehabilitation facilities. Some people feel that formalized job descriptions become rigid pigeonholes into which many individuals cannot fit, or into which individuals are forced with little chance for modification or innovation. Other people believe that job descriptions are helpful in terms of placing personnel in situations that are personally satisfying and beneficial to the facility program. Of course, there is minimal rationale for job descriptions for volunteers in a facility that does not incorporate job descriptions for paid staff members.

Many advantages have been attributed to job descriptions. They are helpful in:

- Recruiting, interviewing, placing, training, and supervising volunteers.
- Arranging work loads, and facilitating coordination and communication among all personnel within a rehabilitation facility.
- Assisting new paid staff of a facility to quickly understand what volunteers do, and how volunteer participation contributes to the total program of service to handicapped and disadvantaged persons.
- Assisting volunteers to gain understanding about their integral roles as team members of a rehabilitation facility.
- Evaluating and promoting volunteers.

Customarily, job descriptions include the following elements:

- A title that accurately reflects the responsibilities the volunteer is expected to fulfill.
- Explanation of major objectives and activities that can guide both the volunteer and supervisory personnel.

- Qualifications, including knowledge or skills obtained through practical experience or educational programs, personal characteristics, and any unusual requirements.
- Designation of lines of accountability, and explanation of particularly important working relationships.

Some job descriptions include specific information, such as the length of time a particular position is assigned, minimum hours of service required, training that must be completed, irregular working hours, probationary status, periodic evaluation activities, restrictions on certain activities, etc. (Different styles of volunteer job descriptions are illustrated in Handbook No. 2.)

There is not consensus about the format or content of job descriptions. Almost equal support can be advanced for either including great detail or for outlining responsibilities in broad terms. Decisions about the nature and extent of job description content must be made by each facility in accordance with local circumstances.

The following guidelines can be of general help with the preparation of most job descriptions for volunteers:

- Ambiguous and vague terms should be avoided in order to achieve a high degree of clarity and understanding.
- The importance of flexibility should be emphasized in outlining duties and activities.

It should be clear the facility recognizes that volunteers have personal interests and other responsibilities which can disrupt schedules and require changes in previous arrangements. Situations beyond individual control sometimes occur without much advance notice and despite firmly organized commitments. The principle of flexibility has another equally important dimension. A job description should be considered a tool that can be used either creatively or in a very rigid fashion. Creative application of job descriptions encourages creative participation. "Fit jobs to people rather than trying to fit people to jobs" is a motto that supports flexible utilization of job descriptions. Employing imagination in the process of matching people with descriptions increases opportunities for innovation to produce beneficial results

of unexpected value to the facility, the clients, the volunteers, and the community.

- Periodic review of job descriptions is suggested as a procedure to maintain relevance of the volunteer program to changing conditions and emerging needs.

The experiences of active volunteers are of direct significance to the modification of job descriptions. Directly involving volunteers in the process of reviewing job descriptions improves prospects for reorganizing activities into more efficient combinations, and identifying unfilled gaps.

- It is advantageous to prepare job descriptions for almost all volunteer jobs.

Most rehabilitation facilities with well-developed volunteer programs have prepared written descriptions for most of the jobs to be performed by volunteers. Leaders in these facilities have learned that carefully prepared job descriptions for volunteers, just as for paid staff, can directly help rehabilitation programs more effectively serve handicapped and disadvantaged persons.

Exceptions to this guideline are acceptable in relation to volunteers who serve within the organizational structure of the volunteer program. Customarily, leadership positions, such as officers and committee chairpersons, are outlined in bylaws or similar documents. Written materials generally include titles, relations, and duties of these leaders. It is usually not considered necessary to specify the activities and responsibilities of committee members. Instead, a statement such as, "Committee members are responsible to, and work under the direction of, designated leaders", is considered sufficient to explain the roles and functions of these volunteers.

G. ORGANIZED RECRUITMENT EFFORTS

The vitality of a volunteer program is dependent upon effectively attracting volunteers to participate. Attracting sufficient volunteers does not result from indefinite or "catch-as-catch-can" efforts. Successful recruitment of volunteers will

result from the development and implementation of a carefully designed plan.

A plan to recruit volunteers should include consideration of:

- The type and number of jobs to be performed by volunteers.
- The sources of volunteers.
- The methods of recruitment.
- Special techniques and procedures.
- Timing.

Coordination of these factors into an organized recruitment effort can produce the volunteers needed to sustain an active and beneficial volunteer program. More specific information on recruitment is presented in Handbook No. 5.

H. PROCEDURES FOR INTERVIEWING AND PLACING VOLUNTEERS

Most recruitment efforts cannot be simultaneously focused on individual interests and specific volunteer jobs. Even when recruitment is conducted on a personal basis, the dynamic nature of people and organizations limits the extent to which the needs of the rehabilitation facility and its clients can be matched with the capacities, characteristics, and needs of willing volunteers. Thus, the interviewing process is an important component of a volunteer program in the same way it is considered essential to interview applicants for paid staff positions before they are employed.

Procedures and techniques of the interviewing process are considered in Handbook No. 6, along with who conducts interviews, types of interviews, and principles of interviewing.

I. PROCEDURES FOR PREPARING VOLUNTEERS AND PAID STAFF

Facilities have purposes, principles, information, practices, and policies which the volunteers and staff need to understand. It is important that all facility personnel learn the history of the facility, the range of services provided by the facility, and information concerning the persons being served. Knowledge of this nature is learned through effective programs of preparation, usually referred to as Orientation and

Training. Gaining information and improving skills can be enjoyable and should be facilitated in a mutually satisfying manner. Volunteers and paid staff can become more capable and productive through soundly organized and carefully conducted programs of preparation.

Programs to prepare volunteers and paid staff assume different forms and features. Many are very informal and superficial. Others are elaborately organized and intensive. To a degree, the fundamental principles guiding a particular facility influence the nature and scope of programs for preparing operational personnel. In addition, the amount and type of preparation will vary in relation to the duties assigned.

Programs that prepare facility personnel increase in importance and status as they receive stronger support from the Executive Director. Effectiveness of job performance generally improves as a result of formally planned and carefully conducted programs of personnel preparation.

Programs to prepare personnel usually include:

- Specific objectives.
- Emphasis on participation and involvement.
- Recognition that learning needs and progress vary with different individuals.
- Realization of the continuity and interrelatedness that should exist among different types of preparation.

Organizing preparatory programs for facility personnel—volunteers and paid staff—can involve precious resources, such as time and money. Facilities which have conducted substantial programs for preparing their personnel express conviction about the valuable dividends that have been realized. The beneficial relationships between effective personnel preparation and (1) the quantity and quality of the service programs, (2) the motivation and morale of all personnel, and (3) the retention of volunteers and paid staff, become more obvious with study and experience.

Handbook No. 7 presents information about the organization and implementation of personnel preparation programs. In addition to considering principles and methods important to learning, attention is given to four specific programs that

can be useful to helping volunteers competently perform their jobs:

- Orientation
- Pre-Job Training
- On-the-Job Training
- Continuing Education

J. PROCEDURES FOR SUPERVISION

Once volunteers have begun their participation in a rehabilitation facility, they will require continuous help from paid staff and experienced volunteers. Guidance, suggestions, and constructive criticism can be very important to the progress of the volunteer program since effective supervision helps improve the quality of job performance.

Supervision is a very important component of a volunteer program. It is an ongoing process that is enhanced by active involvement and opportunities for innovation. Directly related to supervision are evaluation of volunteer service and the promotion of volunteers to increased responsibilities. Supervision can help volunteers experience personal development and satisfaction through their work in rehabilitation facilities. Handbook No. 8 explains different supervisory approaches, and considers factors such as timing and location. As in the case of paid staff, supervision of volunteers must receive careful attention and be seriously implemented.

K. REGULAR EVALUATION

Some reasons for not evaluating volunteer programs and individual volunteers have elements of validity. However, even when all the reasons are added together, the total argument against evaluation is weak when compared with the advantages of orderly and regular appraisal of volunteer efforts.

The evaluation of individual volunteers is vitally important and receives consideration in Handbook No. 8. Procedures for evaluating volunteer programs are included in Handbook No. 4.

It is highly improbable that volunteer participation within a rehabilitation facility will improve unless some orderly and formalized appraisal is conducted on a regular basis. The

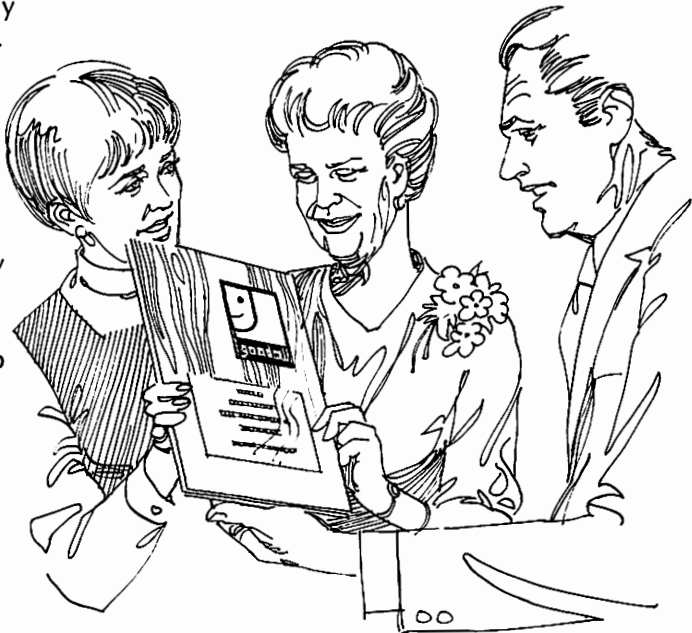
leadership of volunteer programs and rehabilitation facilities usually understands and supports organized evaluation of the total volunteer program. When appropriately conducted, individual volunteers recognize and appreciate the benefits of a periodic review of their performance.

L. PROVISION FOR RECOGNITION, PROMOTION, AND JOB ROTATION

The volunteer's need for personal satisfaction is frequently minimized or overlooked. This is regrettable. In the same manner as paid staff, volunteers remain on the job longer and exhibit more positive behavior toward their work when they have feelings of belonging to a meaningful enterprise, and when they sense that their contributions of time and effort are recognized as valuable. Since money is not the primary motivational factor, the term "psychic compensation" has been coined to explain the nature of much of a volunteer's job satisfaction.

Volunteers, however highly motivated, need incentives and encouragement. Recognition of the value of volunteer participation is essential to maintaining pleasant relationships and program stability. Desired results will not be achieved if the efforts to promote volunteer recognition are unorganized or haphazard. In addition, official support of the volunteer program must be publicly and firmly expressed.

Handbook No. 9 outlines particular activities and procedures regarding ways to express appreciation for the services performed by volunteers. Also included is information about the relationship between volunteer recognition and morale, satisfaction, and retention.



M. ACCURATE RECORD KEEPING

One of the necessary evils of organized activity is record keeping. The vast majority of the population groans under the chore and weight of applications, forms, listings, information sheets, etc.

Nevertheless, there must be some system for maintaining certain information about volunteers participating in rehabilitation facilities. The system can be very simple or complex, generalized or detailed, or a combination of different approaches. Whatever form is instituted, two considerations are definitely important. Records must be accurate and current.

Advantages and procedures regarding record keeping are outlined in Handbook No. 4.

N. PLEASANT ENVIRONMENT AND CLIMATE

Although the heading may suggest something meteorological, the essential component spotlighted for consideration refers to the physical comfort and convenience of volunteers. Once again, the extent to which a facility can provide certain benefits to volunteers will vary according to the circumstances and resources of each facility. Nevertheless, every special effort and concrete "extra" arranged for volunteers will produce dividends for the facility, its paid staff, and the persons it serves.

Space is usually in short supply in rehabilitation facilities. Still, one of the most significant factors in terms of efficiency and morale is the availability of a room or some area that serves as the headquarters for volunteers. This is a place where they can receive notices, messages, see other volunteers, and store materials. The volunteers can decorate the space and maintain it in the fashion they prefer. In many instances there are desks and chairs, at least one telephone, file cabinets, and other equipment and supplies. Although it does not occur in a majority of facilities, there are some situations in which the volunteers have exclusive



use of a room that also serves as a type of quiet place for meetings, relaxing, or the storage of personal belongings. The allocation of space within a rehabilitation facility increases the prestige and status of the volunteer program, and helps the volunteers feel they belong.

Another kind of space that is also in short supply is parking space. Volunteers can easily become discouraged if they must park blocks away from the facility or must be concerned about meter violations, parking tickets, or paying exorbitant parking fees. Some facilities have designated several parking spaces for the exclusive use of participating volunteers, while others have worked out arrangements to reduce the inconveniences or costs of parking away from the premises.

There are many simple, but meaningful, ways to improve the psychological climate for volunteers in rehabilitation facilities. They can have access to staff lounges or special areas where coffee is available and light snacks can be enjoyed. The bulletin boards can have a special section featuring news about volunteers or information of interest about the volunteer program. If the facility displays a directory of personnel or major services, the presence of the volunteer "office" should be featured or the participation of volunteers should be specifically noted. An attractive sign in a prominent location in the facility can inform everyone who enters the facility about the role of volunteers and express appreciation for this participation.

Volunteers should have extensive use of the equipment and appropriate rooms of the facility for official activities. Paid staff should be encouraged to cooperate with volunteers and facilitate their programs. The office of the Director of Volunteer Services should be in a convenient location within the facility, and should promote comfort while reflecting a pleasant, businesslike atmosphere.

SUMMARY

Instituting the components outlined above usually occurs over a period of time that varies greatly with different facilities. Factors and circumstances within facilities and local community settings, necessarily influence the importance attributed to particular components and the pace at which implementation proceeds.

19 STEPS TO ORGANIZING A VOLUNTEER PROGRAM in a rehabilitation facility

There is greater probability of effectively and satisfyingly operating a volunteer program when certain procedures are followed to implement the 14 Key Components presented in the previous section. This section enumerates a comprehensive listing of procedures, recognizing that certain procedures may not apply to every facility. Further, the order in which procedures are initiated may not be the same for all facilities. However, the steps suggested in this section should be considered by all rehabilitation facilities. Though the order of presentation may be more applicable to facilities currently without volunteer programs, any facility might benefit from reviewing the procedures in relation to possibilities for improvement.

It is important that the Basic Principles outlined earlier in this handbook be applied throughout the implementation of any or all of the procedures presented below.

1. Review of current and relevant literature on volunteer participation by top leadership of the facility: Executive Director, Board officers, and key department directors.

Germane books, articles, films, journals, and other resources are listed in Handbook No. 12. It is suggested that priority be given to the reading of this series of handbooks.

2. Informal discussion of the benefits and problems of incorporating volunteer participation into the facility program.

Initial discussions might be conducted separately—Board members could consider the subject at regular Board meetings, special sessions might be arranged, or a specific study committee could be appointed; paid staff members could consider the subject at regular staff meetings or arrange specific seminars.

3. Drafting of a preliminary proposal outlining Supplemental Goals, Program Objectives, and operating budget.

Board members, paid staff, clients, volunteers, and community leaders can all take part in formulating a preliminary plan for the volunteer program. (Examples of Supplemental

Goals and Program Objectives are presented under Key Component B in the previous section of this handbook.)

4. Formal consideration of the proposal by the Board and paid staff.

Comments, concerns, and questions should be shared and thoroughly discussed separately and/or jointly.

5. Authorization by the Board (or whatever the governing body might be termed) to prepare a written plan for volunteer participation within the facility.

6. Simultaneous submission of the plan for a volunteer program to the Board and all paid staff members for review and consideration.

Comments, concerns, and questions should be shared and thoroughly discussed separately and/or jointly.

7. Formal endorsement by the paid staff of the plan for a volunteer program.

8. Official Board approval of the establishment of a volunteer program, and allocation of funds (or active raising of funds) to support the program as outlined in the approved plan.

9. Appointment of a Board Committee on Volunteer Services.

This Committee is a permanent committee of the facility's governing body. It considers and recommends policies pertaining to the organization and development of the volunteer program. Formulation of operational and administrative guidelines can be delegated to task forces or special committees which are responsible to the Board Committee.

10. Designation of a Director of Volunteer Services.

11. Formulation of written guidelines for the operation of the volunteer program.

Guidelines provide a framework for central administration and direction of the program; for recruitment, interviewing, preparation, supervision, recognition, etc. The guidelines will be strengthened by involving many persons in the formulation process: volunteers, clients, paid staff, outside consultants, etc. Periodic review can help insure current relevance.

- 12. Identification of specific jobs and duties for volunteers.**
- 13. Preparation of Volunteer Job Descriptions or Volunteer Service Guides.**
- 14. Development of materials and policies for volunteers.**

Many volunteer programs have published documents, such as "Rights of Volunteers", "Responsibilities of Volunteers", "The Volunteer's Credo", etc. There is growing support for compiling manuals for volunteers that are similar to the manuals given to paid staff. Manuals for staff members generally contain facility policies, personnel practices, and other pertinent information; manuals for volunteers might likewise include key facility policies, and also outline responsibilities and rights of particular relevance to volunteers. Handbook No. 11 considers this subject and presents suggestions regarding content and materials that might be incorporated into a volunteer's manual.

- 15. Clarification of roles and relationships.**

It is generally preferred to keep structure as simple as possible, and this is meritorious. However, there are usually at least three organizational elements operating within rehabilitation facilities which have volunteer programs: a governing body (Board, Trustees, Council, etc.), the paid staff, and the volunteers. It is easy for confusion to develop. Therefore, constant effort must be directed toward clarifying the roles of, and relationships among, the three elements. A PLANNED VOLUNTEER PROGRAM must be coordinated with the activities of the facility's paid staff and governing body.

- 16. Orientation and preparation of paid staff members.**

All paid staff members should be required to attend certain sessions that explain the volunteer program and its importance to the operation of the facility. Among those persons prominently involved in these sessions should be Board officers, the Executive Director, department directors, active volunteers, clients of the facility, and community leaders. The objectives of these sessions are to encourage positive staff attitudes about volunteer participation, and to foster positive volunteer-staff relationships.

17. Establishment of a "base" for volunteers within the facility.

A separate room is preferable, but even a special area that is appropriately designated for volunteers can promote a sense of unity and identification. A definite location where volunteers congregate can help volunteer leaders and paid staff more easily maintain communication with volunteer workers.

18. Organization of record keeping system and designing of forms.

There is considerable merit to limiting the number of forms (and all types of "paper work"). However, some system for maintaining vital information about participating volunteers is essential. The system and the forms should be consistent with the record keeping system of the facility. Handbooks Nos. 4 and 6 consider some specific practices related to record keeping and forms.

19. Incorporation of a formal evaluation process.

Individual volunteers should be involved in a review of their performance on a regular basis. The entire volunteer program should be periodically appraised through a specific process of examination that involves clients of the facility, active volunteers, paid staff, Board members, and community leaders.

There is not one series of steps that is the "best" or "right" way to organize a volunteer program. Each facility will need to examine its own circumstances and organize a volunteer program that "fits" within its legal, personnel, and service structures.



The steps presented above can be considered a skeleton of procedures to be used in organizing a new volunteer program — or reviewing an existing volunteer program — within a rehabilitation facility. Additional information related to these steps is presented in other handbooks of this series.

The idea that men should ever be favored by being free from the responsibilities of self-sacrifice as men for men is foreign to the ethic of reverence for life. It requires that in some way or other and in something or other we should all live as men for men. Therefore, search and see if there is not some place where you may invest your humanity.

Albert Schweitzer

You give but little when you give of your possessions. It is when you give of yourself that you truly give.

Kahlil Gibran

My duty towards my neighbor is to love him as myself, and to do all men as I would they should do unto me.

Book of Common Prayer
1662

The more he gives to others, the more he possesses of his own.

Lao Tzu
Sixth Century B.C.

My seventy-eight years of living have taught me that the only things you can keep are the things you give away. And I know, from my own experience, that the donor is the greatest beneficiary of his own generosity.

Tom C. Russell

The race of mankind would perish did they cease to aid each other. We cannot exist without mutual help. All therefore that need aid have a right to ask it from their fellow-men; and no one who has the power of granting can refuse it without guilt.

Sir Walter Scott

HOW TO ADMINISTER A VOLUNTEER PROGRAM

in a Rehabilitation Facility



IN
REHABILITATION

VOLUNTEERS

Property of

Volunteer

INvolvement

Service of Santa Fe

4

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VOLUNTEERS IN REHABILITATION

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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
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- 8. HOW TO SUPERVISE AND EVALUATE VOLUNTEERS**
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- 9. HOW TO MOTIVATE VOLUNTEERS**
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- 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

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THE CONCEPT OF A PLANNED VOLUNTEER PROGRAM

This series of handbooks proposes the concept of a PLANNED VOLUNTEER PROGRAM. The concept of a PLANNED VOLUNTEER PROGRAM springs from the following premise: Efforts produce more effective results if they are performed according to a previously outlined approach that is pragmatically designed, and capably implemented.

CENTRALIZED ADMINISTRATION

Administration has been defined as the process of translating policy into action. One of the Basic Principles presented in Handbook No. 3 refers to the administration of a volunteer program:

“3. Responsibility for the administration of a volunteer program must be accepted by the Executive Director of the rehabilitation facility.”

This principle emphasizes the Executive Director’s authority and power to implement formally expressed convictions and goals regarding volunteer participation.

Program components within a rehabilitation facility, such as occupational therapy, work evaluation, or activities of daily living, are generally perceived to require the designation, by the Executive Director, of persons who will be responsible for managing these components. For similar reasons, it must be realized that a volunteer program also requires specified administration. This realization is expressed by the corollary to Principle 3 presented above:

“3a. Direction of a volunteer program should be the primary responsibility of a single individual who functions in accordance with authority delegated by the Executive Director.”

There is decidedly greater probability for achieving the specified program objectives when an Executive Director demonstrates his earnest commitment to volunteer participation by assigning the direction of the volunteer program to a person who is specifically qualified, and who can devote sufficient time

to its operation. The status of the volunteer program increases, which in turn helps improve volunteer recruitment, volunteer satisfaction, and positive staff attitudes about the volunteer program and participating volunteers. The active support of the Executive Director reinforces the foundation upon which the volunteer program develops, and extends its potential span of existence.

The Principles cited above strongly support the inclusion of Centralized Administration as one of the 14 Key Components of a PLANNED VOLUNTEER PROGRAM. (See Handbook No. 3.) Within this framework, centralized administration can, and should, be an operational pattern that encourages creativity and integrates diverseness.

DIRECTOR OF VOLUNTEER SERVICES

While there is considerable agreement among leaders of rehabilitation facilities about the value of centralized administration for a volunteer program, there are differing perspectives regarding the position and role of the one person who is authorized by the Executive Director to direct the volunteer program.

A sample Job Description for the position of Director of Volunteer Services is presented in the Appendix of this handbook. Consideration of this sample Job Description can be facilitated by examining certain of its elements on the basis of previous studies, reported experience, and emerging trends.

Title

Many titles are used to refer to the persons assigned responsibility for the management of volunteer programs. In certain situations, the administrative structure of a facility requires the use of a particular title, such as "Supervisor." In other instances, the agency nomenclature necessitates use of terms, such as "Coordinator" or "Chief." Notwithstanding the differences among rehabilitation facilities throughout the nation, two factors provide major guidance for determining the title of a responsible position in most organizational settings:

1. A job title should accurately reflect the primary responsibility of the position

2. While the number of activities is significant, the importance of the position's title increases according to the nature of the responsibilities generally understood to be included.

Realizing the implications involved in a title, and recognizing the validity of the two factors cited above, **it is specifically proposed that the person managing a facility's volunteer program be referred to as "Director of Volunteer Services."**

The term, "Director", clearly indicates that the person's primary responsibility is "directing." To direct a program is a major responsibility that encompasses several important functions. A director is responsible for planning, organizing, implementing, and evaluating a program. Program planning and program evaluation are recognized as high-level activities. In addition, a director usually engages in coordinating, supervising, and other activities, such as recruiting, interviewing, and training. A person referred to as "Director" is readily identified with facility administration. A person who is director of a program component of the facility is usually perceived as an extension of the facility's Executive Director. In this light, there is general understanding and acceptance of the authority that can be exercised by a Director of Volunteer Services.

Functions

The direction of a volunteer program in a rehabilitation facility involves the performance of two major types of functions:

1. **Administrative**
2. **Operational**

ADMINISTRATIVE FUNCTIONS

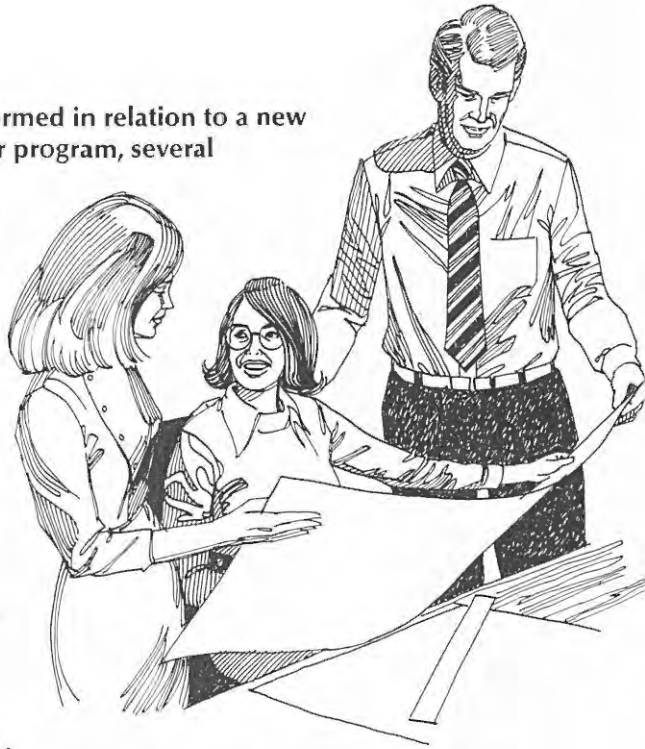
Administrative functions include management activities related to the volunteer program as one of the facility's program components.

Planning

Planning is a function usually associated with the establishment of a new volunteer program. Planning is most visible when something new is started, but it is actually a continuous process that is necessary to program development and vitality. **Whether**

planning is being performed in relation to a new or an existing volunteer program, several practices should be incorporated in order to maximize positive results:

- Involving paid staff members of the facility, members of the facility's governing body, experienced volunteers, representatives of the community, and clients of the facility.
- Studying other volunteer programs and consulting with leaders of effective volunteer programs.
- Preparing plans and proposals in writing.
- Obtaining approval of basic policies and procedures.
- Establishing program objectives.
- Adopting standards for program operation and individual/group participation.



Organizing

Organizational activities to fulfill plans can produce great rewards and satisfaction while simultaneously generating substantial frustration. **Guidelines must be prepared and many details will need to be considered and implemented, including the following:**

- Formulating written procedures for operational elements of the volunteer program.
- Identifying and outlining specific volunteer jobs.
- Preparing materials, forms, etc.
- Organizing office equipment, supplies, etc.

- Working closely and continuously with facility leaders, volunteers, and paid staff.
- Working closely and regularly with community leaders, neighborhood residents, government officials, and organizations.
- Organizing a record keeping system.
- Obtaining funds for the ongoing program and special projects.

Maintenance

Maintenance involves certain activities that are often considered routine or mechanical, but are nonetheless important:

- Preparing budgets.
- Maintaining program and financial records.
- Compiling program and financial reports.
- Reviewing and examining reports, records, etc., on a periodic basis.

Coordination and Communication

Among the Administrative Functions, Coordination and Communication are generally the most time-consuming and complicated. These two functions are so closely interrelated that it is appropriate to consider them simultaneously. They are performed every day, and may involve persons who are not particularly knowledgeable or positive about volunteer participation.

Coordination and Communication have internal and external dimensions that usually include the following practices:

- Meeting with facility staff members on a regular basis, particularly department heads.
- Meeting with paid staff members and volunteers as promptly as possible to resolve specific problems.
- Meeting with leaders of the facility's volunteer program on a regular and specific-issue basis.
- Participating in organizations and events that bring together directors of volunteer programs in other facilities and agencies.
- Meeting with community leaders and officials.
- Regularly distributing general information regarding the volunteer program throughout the facility.

- Promptly providing data about specific facets of the volunteer program in order to inform and educate facility personnel, community leaders, and persons who can help the program to progress.
- Convening regular or special meetings of persons who have mutual interests and directly related responsibilities.
- Serving as a clearinghouse for information, news, materials, and messages.
- Expediting the exchange of data, ideas, or opinions among persons or groups which may not be acquainted with each other, or which may be resisting a cooperative relationship.

Delegating and Supervising

Even in a small facility, it will be necessary for the person directing the volunteer program to delegate certain responsibilities. The very nature of a volunteer program necessitates the division of assignments to different persons associated with the facility. Facility staff members will be responsible for certain training activities and for the supervision of volunteers working within their jurisdictions. Experienced volunteers often become leaders of recruiting and recognition efforts. In addition, leaders of Community Organizations can be delegated responsibility for recruiting volunteers from among their members.

Supervision is specifically considered in Handbook No. 8, and the approach described therein ought to be applied throughout the volunteer program. The person directing the volunteer program should understand and arrange supervisory patterns appropriate to each individual volunteer and group leader who accepts a specific responsibility.

Superior Coordination and Communication are extremely important to effectively performing the functions of Delegating and Supervising. Procedures that can constructively assist with the delegation of responsibilities to, and the supervision of, other persons include:

- Confirming, in writing, the delegation and acceptance of specific responsibilities.
- Obtaining some indication of progress on a regular basis.
- Facilitating personal meetings, as necessary or requested, for purposes of exchanging information and following up.

Evaluating

The Director of Volunteer Services will engage in two types of evaluation:

1. Individual and Group Performance

2. Total Volunteer Program

Evaluation of the performance of individual volunteers and volunteer groups is specifically considered in Handbook No. 8. This type of evaluation is briefly referred to in this handbook in the section entitled, Relationships.

Of particular relevance as an Administrative function is the evaluation of the entire volunteer program as one of the facility's program components. There is great merit in arranging formal evaluation of the volunteer program on a regularly scheduled basis. An annual program evaluation is considered advisable, and is perceived as being essential to efficiency. In addition, an annual program evaluation should be scheduled early enough to design modifications that can be integrated with financial planning, in order to incorporate revisions in the next operational year.

Procedures for the evaluation of a volunteer program should include the utilization of forms that enable criticisms and recommendations to be expressed in concrete and specific terms. (A sample volunteer program evaluation form is included in the Appendix of this handbook.) **Forms and other materials for writing suggestions help people crystalize their thoughts. Other practices which increase the potential benefits of evaluating a facility's volunteer program are:**

- Arranging informal discussions at appropriate times for direct expression of program deficiencies and recommendations.
- Facilitating constructive criticisms and suggestions by strategically placing suggestion boxes.
- Encouraging imaginative proposals for solving problems of, or improving the operation of, the volunteer program.
- Informing everyone associated with the volunteer program about major program revisions that resulted from proposals submitted in response to emerging needs, or from deficiencies identified through the program evaluation process.

OPERATIONAL FUNCTIONS

Operational Functions relate to implementing the operational components of a PLANNED VOLUNTEER PROGRAM that facilitate the effective performance of individuals and groups. Operational components of a PLANNED VOLUNTEER PROGRAM include:

- Recruiting volunteers.
- Interviewing volunteers.
- Selecting volunteers.
- Placing volunteers.
- Preparing volunteers (Orientation and Training).
- Supervising volunteers.
- Evaluating volunteers.
- Motivating volunteers (Recognition and Retention).

Handbooks Nos. 5, 6, 7, 8, and 9 consider these components in detail, and review activities and procedures necessary for implementing these components.

Qualifications

Despite the functioning of volunteer programs in this country for many years, there is not, at the present time, a widely accepted set of qualifications for a Director of Volunteer Services. Several organizations have established guidelines to help with the selection of persons for this position. Published findings of studies provide a composite portrait of current Directors of Volunteer Services. In recent years, there have been specific efforts to formulate and promote standards for the rapidly evolving career opportunity frequently referred to as Volunteer Administration. Fairly specific qualifications have been outlined through civil service agencies of some state governments.

It is possible to obtain consensus concerning certain basic abilities needed to direct a volunteer program. However, it must be remembered that conditions can differ considerably among facilities. Thus, it is not practical to outline rigid specifications for the position of Director of Volunteer Services with expectations that such specifications will apply to every rehabilitation setting.

Qualifications for selecting persons to direct PLANNED VOLUNTEER PROGRAMS in rehabilitation facilities can be separated into five categories:

1. Attitudes.
2. Experience.
3. Demonstrated Skills.
4. Personality Characteristics.
5. Knowledge/Preparation.

ATTITUDES

It is essential to understand that attitudes are of major consequence to the ability of any Director of Volunteer Services to perform effectively and to accomplish program objectives. While the attitudes of the Director of Volunteer Services are of utmost importance, considerable attention also needs to be given to the disposition of facility personnel and the general population. First, the Director of Volunteer Services must personally, and deeply, believe in the values of volunteer participation. Second, there must be strong positive convictions about the benefits of volunteer service within the facility's governing body and paid staff. Third, it is necessary that the community harbor a spirit of citizen participation and willingness to become involved in meeting human needs.

EXPERIENCE

Various types of experiences can receive consideration and be evaluated in relation to the job of Director of Volunteer Services. Some authorities believe certain personal experiences are equal in significance to any other qualifications. **Experiences that merit consideration in qualifying for the position of Director of Volunteer Services in a rehabilitation facility include:**

- Active volunteer participation, particularly Direct Service volunteering.
- Participation in agencies or facilities that serve people with problems.
- Association with handicapped or disadvantaged persons.
- Membership in voluntary associations.

- Administrative or supervisory roles.
- Involvement in communitywide events and activities.

DEMONSTRATED SKILLS

Many factors can affect the importance assigned to specific skills considered in relation to the position of Director of Volunteer Services. **Basic skills frequently identified as significant are:**

- Ability to work with persons of all ages, all ethnic groups, all educational and occupational backgrounds, and all socio-economic strata.
- Ability to write clearly and speak effectively.
- Competency in planning and organizing programs or projects.
 - Ability to delegate authority and responsibility.
- Skill in coordinating many activities simultaneously.
- Capacity to listen and share.
 - Ability to motivate other people.
- Skills in perceiving individual strengths and advantageous situations.



PERSONALITY CHARACTERISTICS

Similar to experience, certain personal qualities are sometimes considered of equal consequence to any of the other qualifications used to select a Director of Volunteer Services. **It is**

necessary to realize that few individuals may possess all of the following characteristics desirable in a Director of Volunteer Services:

- Belief in people.
- Empathy and humanitarian impulses.
- Objectivity and flexibility.
- Patience and self-discipline.
- Sensitivity and diplomacy.
- Imagination and resourcefulness.
- Open-mindedness.
- Enthusiasm.
- Optimism and perseverance.
- Sense of humor.

KNOWLEDGE/PREPARATION

Formal training programs are increasing in number, and institutions of higher learning are beginning to offer specialized courses and curricula for Directors of Volunteer Services. However, there are presently very few generally available and widely recognized programs offering comprehensive preparation for persons directing volunteer programs. Nevertheless, **certain knowledge and educational experiences are considered helpful in preparing to be a Director of Volunteer Services:**

- Knowledge of the community's structure, organizations, resources, and needs.
- Understanding of human behavior and group dynamics.
- Knowledge of social welfare principles.
- Understanding of organizational development and management.
- Familiarity with contemporary training methods.
- Knowledge of the historical contributions of volunteerism to the provision of human services within this nation.
- Understanding of the potential contributions volunteers can provide agencies and facilities that exist to help people in need.
- Leadership roles in voluntary associations or in volunteer programs.

- Participation in educational activities, including seminars, institutes, or official academic courses that provide knowledge and help improve skills relevant to the operation of volunteer programs within people-serving agencies or facilities.

Relationships

The number and nature of working relationships in which a Director of Volunteer Services becomes involved will be affected by the circumstances prevalent within each particular rehabilitation facility and community.

EXECUTIVE DIRECTOR

The status of the Director of Volunteer Services within the organizational structure of the facility will determine the intensity of his working relationship with the facility's Executive Director. The question of department head status is considered in a later section of this handbook. However, in almost every situation, the scope of the duties performed by the Director of Volunteer Services usually results in the development of some form of direct working relationship between him and the Executive Director. It is highly advisable to outline this relationship in writing. Copies of this outline should be distributed to all department heads, leaders of the volunteer program, and other appropriate officials related to the facility.

DEPARTMENT HEADS

The Director of Volunteer Services must work closely with the heads of most, if not all, departments within the facility. To a great extent, the success of a volunteer program depends on the degree of cooperation developed between the Director of Volunteer Services and department heads of the facility. Identifying volunteer jobs, providing training, supervising, and evaluating volunteers — these and other functions generally require joint effort and therefore cannot be performed as effectively, if at all, by the Director of Volunteer Services alone.

BOARD COMMITTEE ON VOLUNTEER SERVICES

In those instances in which the facility's governing body (Board of Directors) officially establishes a Board committee to provide guidance to the volunteer program, the Director of Volunteer

Services assists in the capacity of staff liaison. Assistance includes compiling and distributing information, preparing materials for review and action, and facilitating coordination with other committees and the Board of Directors. (Additional information on a Board Committee on Volunteer Services is presented on page 20 of this handbook, and in Handbook No. 3.)

COMMUNITY ORGANIZATIONS

Community Organizations include civic, social, religious, and other voluntary associations within the community. Incorporating such organizations into the facility's PLANNED VOLUNTEER PROGRAM is considered more fully in Handbook No. 10. It is appropriate to reinforce the importance of encouraging and enabling local voluntary associations to participate in the facility's volunteer program. This should be a major activity of the Director of Volunteer Services. He should become as thoroughly acquainted as possible with the organizations active in community affairs. Regardless of who initiates direct communication, the Director of Volunteer Services should facilitate and coordinate mutually beneficial relationships between the facility and Community Organizations. Discretion needs to be carefully exercised in order to avoid overdeveloping this form of Group Volunteering to the detriment of the facility and the dissatisfaction of participating organizations.

Being frank with the leaders of organizations can increase the potential benefits to both the facility and the organizations. There should be clear understanding of the work to be done, the length of time a Group Project will require, and the responsibilities the organizational leaders are expected to fulfill. The spirit of partnership can be strengthened if the Director of Volunteer Services fosters a climate in which the emphasis is on how to share responsibility rather than how to divide it. Increased positive relations between Community Organizations and the facility will result if the Director of Volunteer Services is aware of, and sympathetic to, organizational need for recognition. This should produce determined effort on the Director's part to help organizational leaders keep their members aware of, proud of, and informed about, their own project as well as the facility's total program. In addition, it can be mutually rewarding if there is candid exchange between the organizational leaders and the Director of Volunteer Services in the process of evaluating projects, programs, and procedures.

FACILITY ORGANIZATIONS

Facility Organizations are groups which are officially affiliated with particular facilities. The most widely known name applied to this type of organization is "auxiliary."

Incorporating Facility Organizations into the facility's PLANNED VOLUNTEER PROGRAM is extensively considered in Handbook No. 10. Even more than in the case of Community Organizations, there should be strong recognition on the part of the Director of Volunteer Services of the especially valuable potential of positive relationships between the facility and Facility Organizations, since these organizations have the primary purpose of supporting and assisting the program of the facility.

The Director of Volunteer Services should strive to establish and maintain a strong and close liaison with the Facility Organization (or Organizations) affiliated with the facility. The very nature of a Facility Organization supports the necessity of special efforts being exercised by the Director of Volunteer Services. He should continuously advise group leaders of the need for volunteers to perform specified jobs or sponsor special projects. Group leaders should be consulted about proposals to establish new volunteer jobs. The Director should meet with group leaders on a regular basis, and should welcome their participation in the evaluation and development of the facility's volunteer program. On the basis of mutual agreements, and within reasonable limitations, the Director of Volunteer Services should provide, or arrange for, assistance with the operation of the Facility Organization's programs and projects.

If facilities have incorporated Facility Organizations for several years, it is essential that exceptional sensitivity and diplomacy be exercised from the first stages of initiating a PLANNED VOLUNTEER PROGRAM. Group leaders must be involved in the planning and should be encouraged to assist with the organization and development of the "new" volunteer program. The role and responsibilities of the Director of Volunteer Services should be clearly outlined to the entire membership of the Facility Organization. All practical procedures should be instituted to reduce misunderstanding and turmoil. The Director of Volunteer Services can help maintain the enthusiasm, support, and valuable assistance of pioneering groups by publicly recognizing their value and encouraging their continued participation.

GENERAL COMMUNITY

American communities still have considerable individuality. Despite similarities, one of the specific ways in which communities vary is their differing degrees of understanding about, and treatment of, disabilities — physical, mental, cultural, etc. Though there is often a wide spectrum among individuals and groups within a particular community, it is possible to distinguish a general attitude about handicapped and disadvantaged persons, and programs that serve their needs. A community's general attitude toward this subject is not necessarily affected by population size or geographical location. However, there is a direct relationship between the community's general level of understanding of the needs of handicapped and disadvantaged persons and the nature of public interest in, and support of, rehabilitation facilities.

Recognition of the interdependence between the rehabilitation facility and the community reinforces the importance of the role of the Director of Volunteer Services. The participation of Community and Facility Organizations in the facility's volunteer program is one avenue through which the Director of Volunteer Services can help educate various segments of the community's population about needs of handicapped persons and rehabilitation facilities. In addition, he can cooperate with other agencies in events that promote understanding about disabling conditions, and generate community action that can alleviate certain problems. Through membership and participation in civic groups or professional associations, the Director of Volunteer Services can increase awareness of his facility and its program among different segments of the community.

In many communities, there are central mechanisms for promoting and improving volunteer participation. The two most prevalent names for such mechanisms are: Volunteer Bureau and Voluntary Action Center. A strong and close relationship should be developed with the local Bureau or Center by a facility's Director of Volunteer Services. In addition to gaining specific assistance with the organization and development of the facility's volunteer program, the Director of Volunteer Services can foster future positive benefits for the facility by participating in collaborative activities and interagency projects sponsored by the Bureau or Center.

THREE DISTINCTIVELY SIGNIFICANT RELATIONSHIPS

The Director of Volunteer Services must be aware of three additional working relationships that require careful attention even though they may not be as continuous or as direct as the others mentioned earlier.

- 1. Participating volunteers, particularly leaders of the volunteer program.**
- 2. Clients being served by the facility.**
- 3. Staff members of the facility other than department heads.**

These relationships are special in respect to circumstances that vary within particular facilities. Specifically, the frequency or nature of these relationships depends on such factors as the facility's service program and organizational structure. More detailed consideration of these three relationships is presented in other sections of this handbook, and within other handbooks of this series.

Finding A Director of Volunteer Services

Many agencies and facilities have experienced difficulty in finding a person to direct their volunteer programs. This is understandable after reviewing the list of desired qualifications and characteristics a Director of Volunteer Services should possess. In addition, it has been previously explained that there are few educational institutions to approach for help with recruiting someone who has majored in Volunteer Administration.

Sources for capable persons who might be interested in applying for the position of Director of Volunteer Services within particular local rehabilitation facilities are suggested below. Efforts might be more productive if verbal announcements are combined with written materials that describe the position, that indicate how interested persons can apply for the position, and that can be widely disseminated.

- 1. The facility's volunteer program, if one currently exists. A large proportion of current Directors of Volunteer Services were originally active participants and outstanding leaders of volunteer programs. Arrange for a notice to appear in the facility newsletter, or the newsletter of the volunteer program.**

2. **Voluntary associations**, such as service organizations, civic groups, fraternal or religious organizations, and special interest clubs. Members of this type of association are often individuals who seek new opportunities to become more actively involved in human service programs. Arrange for announcements at general membership meetings and for notices in newsletters.
3. **Professional societies** can be helpful in disseminating information throughout their memberships. Teachers and clergymen might have above-average interest in this type of work.
4. **Special efforts should be directed to informing handicapped persons, retired persons, and minority-group individuals.** For many reasons, persons with particular socioeconomic characteristics should be given equal opportunities to obtain responsible positions in rehabilitation facilities.
5. **The community's network of social welfare agencies** should be notified of the available position. Many currently employed persons who have decided on careers that involve helping others, may view the job of Director of Volunteer Services as a highly desirable opportunity.
6. **Colleges and universities**, especially any located within, or near, the community. Many of today's students in institutions of higher education are mature persons who are acquiring additional knowledge in order to qualify for better jobs. There are large numbers of part-time students who might be very interested in the challenging and satisfying position of directing a volunteer program that helps handicapped and disadvantaged persons. It might be productive to distribute notices and materials within departments that could reach students interested in social sciences, humanities, health sciences, liberal arts, fine arts, communications, education, and urban affairs. Guidance counselors and placement officers may be helpful by identifying and trying to interest promising students in considering careers as Directors of Volunteer Services.
7. **Notices and advertisements** can be circulated through newsletters, journals, and other publications of national organizations, such as the American Association of Volunteer Services Coordinators, the Association of Volunteer Bureaus,

and the National Center for Voluntary Action. (Handbook No. 12 contains additional information about national organizations and publications.)

Preparing the Director of Volunteer Services

Handbook No. 7 emphasizes the importance of providing adequate preparation for volunteers and paid staff members. The emphasis can appropriately be doubled in the case of the person authorized to direct the facility's volunteer program. Experience supports the advantages of promptly and intensively involving the Director of Volunteer Services in extensive Orientation and Training programs.

Understandably, the nature and scope of the preparatory program will depend on the experience, knowledge, and other qualifications of the Director of Volunteer Services. For example, a person who has been active in the facility's volunteer program for six years will probably not need as elementary an Orientation program as someone new to the facility.

The information presented in Handbook No. 7 can be adapted to provide a suitable preparation program for a facility's Director of Volunteer Services. Some of the key and customary components of this type of Orientation and Training are briefly outlined below.

The Director of Volunteer Services should receive a personal and special Orientation to the facility and the existing volunteer program. Included in such an Orientation should be (1) a tour of the facility, including observation of paid staff and volunteers in action, (2) individual meetings with every department head and other appropriate leaders, including experienced volunteers, and (3) information on the history, purpose, and operation of the facility (and the volunteer program), much of which can be provided in written materials.

An individualized training program will need to be planned and implemented, as practical. Some Pre-Job Training may be possible, although the typical situation requires simultaneously combining Pre-Job Training, On-the-Job Training, and Continuing Education. The combined program generally includes (1) consulting with directors of volunteer programs in other facilities and agencies, (2) participating in seminars and workshops that

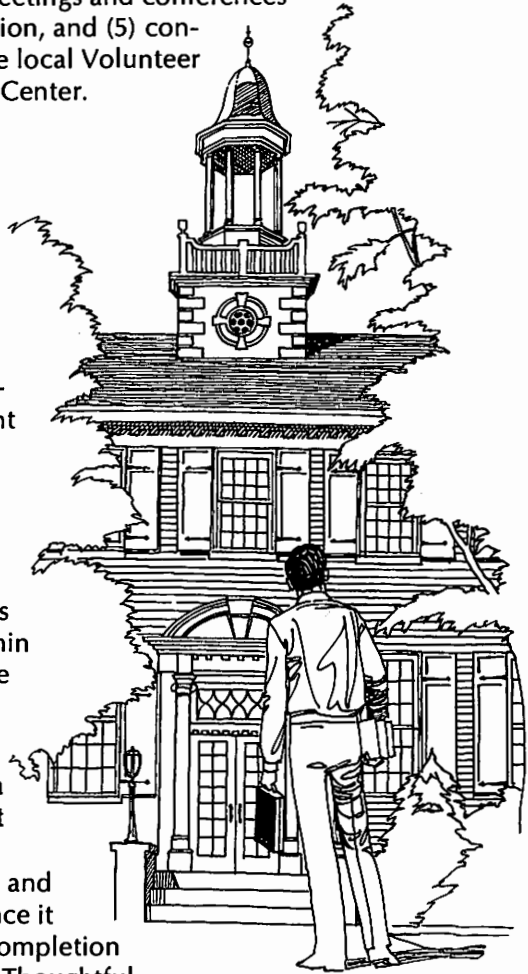
focus on specific skills or important areas of knowledge, (3) enrolling in credit or non-credit courses available at colleges and universities, (4) attending meetings and conferences featuring pertinent information, and (5) consulting with personnel of the local Volunteer Bureau or Voluntary Action Center.

COMMITTEES AND TASK FORCES

Valuable benefits can be realized by a volunteer program through a well-organized and competently-operated network of relevant committees and task forces. When they are considered part of the facility's administrative machinery, committees and task forces enable the full range of skills and knowledge present within a community to enhance the administration of its volunteer program.

A task force differs from a committee in two important respects: (1) it is formed to perform a very specific task, and (2) it has a short life span since it is usually disbanded upon completion of its particular assignment. Thoughtful

review of the above features distinguishes advantages of utilizing task forces rather than committees, whenever appropriate and practical: (1) Since task forces usually have short life spans, it is possible to provide more opportunities for involvement and leadership roles, (2) the specific focus of a task force reduces the probability of unnecessary meetings, and (3) the nature of task forces provides clear basis for determining a workable number of members, and also facilitates expanded involvement of individuals from the larger community.



A task force can be organized to evaluate the entire volunteer program. A task force can be assembled to consider a serious problem, and to assist with problem-solving efforts. Creative thinking, in terms of program development, can be encouraged and facilitated through a task force. This mechanism has been employed in the preparation of a manual for staff members or active volunteers, and in the compiling or review of a statement of principles regarding volunteer participation.

Board Committee on Volunteer Services

The appointment of a Committee on Volunteer Services by the facility's governing body (Board of Directors), as suggested in Handbook No. 3, is concrete evidence of the facility's commitment to the participation of volunteers within the facility. This committee can:

- Be very helpful in guiding the development of the volunteer program.
- Foster cooperation with other Board committees.
- Facilitate coordination among committees and task forces established to assist or improve operation of the volunteer program.
- Serve as a channel for continuous identification of client needs, especially needs that might be met through services performed by volunteers.

These activities illustrate how the Committee on Volunteer Services and its subordinate committees and task forces can assist with the administration of the facility's volunteer program.

Considerations Important to Committees and Task Forces

It is often helpful to outline certain factors and features important to the formation and functioning of specific committees and task forces:

- Relationships and accountability to leaders.
- Scope of activity (extent or limitation of responsibility).

- Composition of committee/task force, in terms of size, important skills or knowledge, and representativeness.
- Anticipated activities and recommended procedures.

These features and factors can be compiled into a type of Job Description for each committee or task force.

FUNCTIONS

Functions of committees and task forces established within a PLANNED VOLUNTEER PROGRAM may be divided into three classifications:

1. Administrative
2. Operational
3. Service

The Administrative classification usually includes committees concerned with public relations, financing, and leadership development. Task forces within this category can focus on standards, job descriptions, record keeping, evaluation, and special events.

Most Operational functions are continuous in nature and, therefore, are appropriately implemented through committees responsible for recruiting, interviewing, preparation, and recognition.

The Service classification might be organized to conform with the eight categories of volunteer activities outlined in Handbook No. 2. This approach would include committees on Direct Service, Ancillary Services, Recreational-Social Activities, Administrative-Clerical Activities, Social Action, Public Relations, Fund Raising, and Group Projects. Within the framework of each of these major Service Committees, it would be possible to form task forces or subcommittees for the purpose of implementing specific volunteer activities. For example, a Task Force on Exercise Programs could be established by the Committee on Direct Service, a Task Force on Assistance with Income Tax Returns could be developed through the Committee on Ancillary Services, or a Subcommittee on Speakers Bureau might be organized within the Public Relations Committee.

COMPOSITION

Committee and Task Force composition involves two factors of consequence to successful operation:

- 1. Size.** The number of committee or task force members should be determined by carefully analyzing the work that is to be done. It is undesirable to place more members on any committee or task force than can be actively involved. It is easier to cope with the discouragement that often results from overworking too few committee members, than to overcome the disinterest and disappointment that usually result from insufficient opportunities to participate.
- 2. Representativeness.** One of the Basic Principles in Handbook No. 3 emphasizes involvement of paid staff, volunteers, and clients in the planning of a volunteer program. Committees and task forces are an ideal way to involve these different segments of a facility's population. Committee and task force members and leaders should be representative of the diverse socioeconomic characteristics present within a rehabilitation facility and the community it serves.

NUMBER OF COMMITTEES AND TASK FORCES

Circumstances within each local rehabilitation facility, and the nature of its volunteer program will greatly influence the number of committees and task forces that will be created. **It is appropriate to realize there are practical limitations to the number of committees and task forces that can be effectively managed and coordinated. However, it should also be recognized that the existence and operation of many committees and task forces provide important benefits:**

- There are increased opportunities for more volunteers to participate in the volunteer program.
- There can be greater involvement of many different persons in the decision-making process so vital to the effectiveness of the volunteer program, and to the retention of volunteers.
- There are more alternatives for varying assignments among larger number of volunteers.
- There can be increased opportunities for promoting qualified volunteers, who have been active participants, to leadership roles.

NUMBER OF MEETINGS

Committees and task forces should meet only when necessary. It is often a useful practice to establish a regular schedule of meeting dates for an entire year, particularly for standing committees. If there is no business of consequence, scheduled meetings should be cancelled or postponed. Meetings that have uncertain purposes, or produce results of little significance, are irritating to most members.

The establishment of committees and task forces without clear functions, and the convening of meetings on a regular basis regardless of the lack of important business, can produce a systematic condition that can be referred to as "voluntary bureaucracy." This unproductive syndrome has become characteristic of many voluntary organizations and can easily undermine an otherwise effective volunteer program. The incorporation of task forces can, in most facilities, substantially reduce the possibility of this syndrome becoming a serious problem.

TECHNIQUES HELPFUL TO VOLUNTEER PROGRAM ADMINISTRATION

Persons responsible for directing volunteer programs in facilities and agencies of all types have developed particular procedures in order to improve the overall administration of their programs. These procedures have resulted from coping with new or unusual situations, and also from imaginatively adapting practices utilized in different settings. **Presented in the following paragraphs are only a few of the extensive range and variety of specific techniques that have been, and can be, helpful to the administration of a PLANNED VOLUNTEER PROGRAM.**

Resistance To Isolation

There is constant danger that a volunteer program may be organized as, or become, a unit separate from the main structure of the facility. Neither structural nor functional isolation should occur at any time during a volunteer program's existence. **The Director of Volunteer Services and all facility leaders must continuously emphasize and reinforce the principle that the volunteer program is an integral part of the facility's total program.**

Involving Facility Staff In Volunteer Program Operation

Many of the facility's paid staff members have special skills that can be very helpful with operational components of a PLANNED VOLUNTEER PROGRAM, such as recruiting, interviewing, and preparing volunteers. In addition to improving the quality of program operation, the involvement of psychologists, counselors, public relations staff, teachers, etc., can also simultaneously increase the interest of facility staff members in the volunteer program.

Regular Reports To Key Personnel

Concise summary reports about the operation of the volunteer program should be prepared at least monthly. The content should include information determined to be important by those who will receive the reports—the Executive Director, facility department heads, and volunteer leaders. Each specified department head and volunteer leader should receive a personal copy for review. Such reports typically indicate numbers of volunteers according to departments in which they serve, hours served, job titles, approximate dollar value of the services performed by volunteers, and any special or unusual situations that were experienced during the month. Whenever applicable and practical, the monthly reports should provide data on the participation of Facility Organization volunteers, Community Organization volunteers, and individual volunteers.

Specific questions or particular difficulties can be explained briefly, and suggestions can be requested. Ideas or plans relating to the future operation of the volunteer program can be shared, either in the form of special reports or on a separate page attached to the summary report described above.

Prompt And Frequent Exchange Of Information

The size and complexity of the rehabilitation facility will influence the need for, and nature of, formal procedures for exchanging information among personnel. In larger facilities, it becomes necessary to arrange a system that will keep appropriate

personnel aware of important events on as current a basis as possible. Three examples follow and, in each instance, the Director of Volunteer Services should either perform the procedure personally, or arrange and supervise the performance of the procedure by someone else.

Requests for volunteers to perform certain jobs within one department may be of related interest to other departments. These requests can be circulated to other departments by memorandum, or duplicate copies of the request forms can be distributed to the various department heads. (See sample job request form in the Appendix of this handbook.) Comments or suggestions can be recorded in space provided on the form itself, or there can be a separate sheet attached with a request for remarks. Review of the returned forms may necessitate a meeting of several persons to discuss the implications of the request.

Schedules of volunteer activities or events, such as a recruitment campaign, training sessions, or a recognition program, should be prepared far enough in advance to enable distribution of this information to all personnel who might be interested or involved. Agreed-upon assignments or unassigned roles can be outlined, and the personnel receiving the schedules should be requested to record their reactions, ideas, or understanding and acceptance.

Proposed changes in the volunteer program should be outlined in writing and circulated to all appropriate facility staff members and volunteer leaders. Changes include expanding the scope of the volunteer program, modifying certain facets of the program, or eliminating parts of the current volunteer program. Proposals for changes should be circulated as early in advance as possible to allow sufficient time for review, consideration, and full discussion within departments. In addition, there must be time for discussion in staff meetings, volunteer meetings, and/or joint volunteer-staff meetings.

Systematic Record-Keeping

Accurate records are especially important to the efficient operation of a volunteer program. In addition to accuracy, it is essential for records to include adequate data or information, and it is vital the information be as current as practical.

It is possible to use the application form as a permanent informational record for each volunteer. This possibility should be given consideration when the application form is being designed. Proceeding from the application form, all forms and records should be organized into a coordinated system of records. The number of forms is directly related to the nature of the volunteer program and the needs as perceived by the facility's Executive Director, Director of Volunteer Services, paid staff, and volunteer leaders.

The range of forms and records can include all or some of the following:

- A. Application Form
- B. Interview Summary Form
- C. Job Request Form
- D. Reference Form
- E. Permanent Registration Card and Service Record
- F. Processing Check List
- G. Sign-In/Sign-Out Record
- H. Report of Absence Form
- I. Supervisor's Record
- J. Evaluation Form (Individual Volunteer Performance)
- K. Evaluation Form (Volunteer Program)

Samples of these forms and records are presented in the Appendix of this handbook. They should be adapted to the particular circumstances of each local facility, and will, of course, need to be periodically reviewed and revised.

Forms and records are generally considered a necessary nuisance. Paper work is not very exciting to many people and can become a source of frustration if it becomes overemphasized. On the other hand, **systematic record keeping enables a volunteer program to function efficiently and can help to realize specific benefits:**

- 1. Forms and records can prevent or reduce mistakes, misunderstandings, and dissatisfaction.**

For example, job request forms will decrease the possibilities of errors in recruiting or selecting volunteers for jobs that were incorrectly outlined on the basis of what someone remembered from an informal discussion.

2. There is the matter of legal responsibility.

In the few instances when accidents might occur, it becomes important to have records to support claims under workmen's compensation laws or claims filed with insurance companies. Accurate records can substantiate assignments, attendance, and other factors important to proving eligibility. There might also be occasions when the Director of Volunteer Services will need to prove the facility's lack of responsibility for activities of volunteers which were not authorized by any official of the facility.

3. Accurate, up-to-date records are useful in quickly locating a volunteer, as in the case of an accident involving a member of the volunteer's family.

In emergencies, when a volunteer (or a member of his family) requires medical treatment, it can be highly beneficial to identify the family physician from the application form.

4. Evaluation and planning for the future cannot be effectively performed without records that document what have been strengths and weaknesses of the volunteer program.

The Director of Volunteer Services will need records to substantiate numbers of volunteers, types of services performed, hours of service, and dependability of volunteers to fulfill assignments; and to identify organizational or operational problems.

5. It will not be possible to validate awards or other forms of recognition without records of individual volunteer performance.

Most volunteers will be dissatisfied if their participation is not considered valuable enough to record and recognize as beneficial to the facility's operation. An increasing number of volunteers will hope documentation of their job performance can be helpful in obtaining paid employment or greater volunteer responsibilities. Records of volunteer service are officially considered by the U. S. Civil Service

Commission as validating experience that can help a person qualify for employment. College and university officials recognize documented volunteer activity as valuable experience for persons applying for admission.

6. Some applications for government grants accept volunteer service as a portion of the local contribution toward the projects' budgets.

Efficient record keeping systems are very useful in substantiating amounts of volunteer participation.

The Director of Volunteer Services should accept responsibility for the organization and maintenance of the volunteer program's record keeping system. This does not prohibit others from being involved with the records system. Volunteers should be active in establishing, revising, and maintaining essential forms and records. Department heads will probably retain certain forms (or duplicate copies of forms) for ready reference, and will be responsible for compiling particular records.

Classification Of Volunteers

The administration of a volunteer program can benefit from the formulation of a systematic classification of participating volunteers. The nature of the classification system may need to be revised as the volunteer program develops and experiences growth in numerical size, or changes in volunteer roles and activities. Each volunteer program can outline a classification system relevant to its own circumstances at each particular stage of development. The following classification system is presented as an example of one approach.

Three basic categories might be established: Active Volunteers, Inactive Volunteers, and Discontinued Volunteers.

Active Volunteers can be divided into subcategories, such as "Regular", "Project", and "On-Call." "Regular" volunteers are currently involved in an activity that requires participation on some regularly scheduled basis. Examples of "Regular" volunteers are persons who assist the facility's Psychologist or Speech Therapist for a certain number of hours on certain days of each week or month. "Project" volunteers have agreed to work on particular projects which may occur only once or twice each

year. "On-Call" volunteers have indicated availability and interest in helping out with emergency situations, special spot assignments of short duration, and as substitutes for "Regular" or "Project" volunteers.

Inactive Volunteers include volunteers who have ceased to participate in the program on a regular basis. Persons in this category may be approached to perform a specific — probably one-time "spot" — job under very special circumstances.

Discontinued Volunteers are individuals who have moved away, have become too ill to participate, were required to withdraw from participation due to family responsibilities or due to becoming employed, and those who became dissatisfied or disinterested.

Continuous Identification Of Volunteer Jobs

The identification of volunteer jobs must not become an annual, semiannual, or even monthly process. During formal staff meetings and informal visits over coffee, the search for new ways to involve volunteers should be a matter of top interest. Everyone in the facility should be continuously encouraged to think creatively and propose innovative ideas about meaningful opportunities for volunteer participation. It might be fruitful to conduct a contest and award a prize to the person who suggests the most new volunteer jobs during a specified period of time.

Suggestion / Solution Of The Month

One or more Suggestion Boxes should be strategically located throughout the facility. Suggestions for improving the volunteer program ought to be vigorously solicited. Suggestions received should be reviewed by a task force of volunteers, clients, and paid staff members, and the suggestion determined to be most constructive or innovative can be displayed until another suggestion is selected by the committee. The person who submitted the suggestion is requested to identify himself, and his name (and picture) is displayed next to the suggestion.

A variation of this technique is to post the description of a serious problem confronting the volunteer program in several strategic locations throughout the facility. Solutions to the problem are solicited. The best solution, in the judgment of the task force, is displayed as outlined for the Suggestion of the Month in the paragraph above.

Swift And Effective Troubleshooting

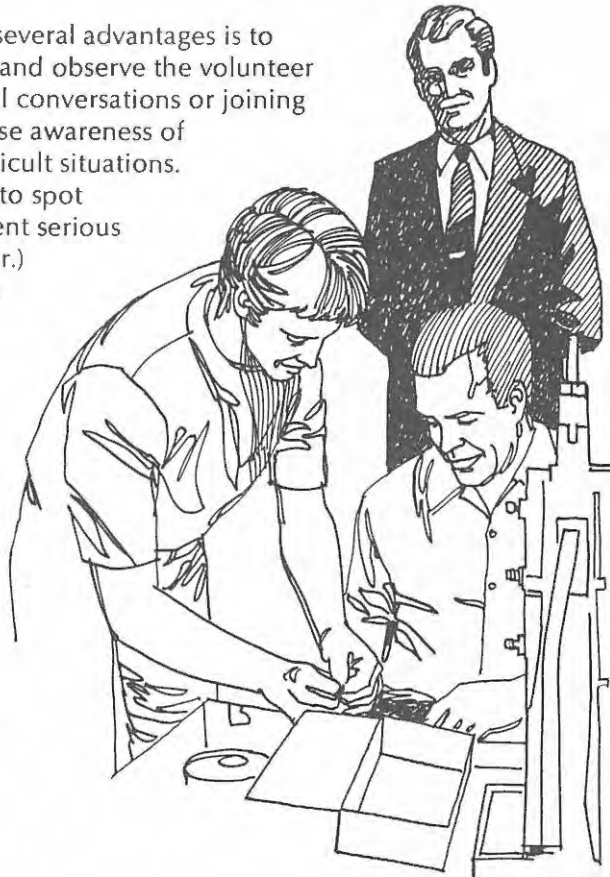
It is inevitable that difficulties will develop in a volunteer program in the same way that problems are experienced in any program component of a rehabilitation facility. Misunderstandings may occur, personalities may clash, last minute developments may cause confusion and improvisation, and honest differences of opinion can lead to tension among facility staff members and/or volunteer leaders. The Director of Volunteer Services must establish a system for becoming alerted to these situations as soon as possible.

One technique that has several advantages is to frequently tour the facility and observe the volunteer program in action. Informal conversations or joining in coffee breaks can increase awareness of potentially, or actually, difficult situations.

(It is preferable, of course, to spot potential trouble and prevent serious situations before they occur.)

Individual conferences and group meetings on a regular basis are helpful, but not always effective because of the timing factor.

Once the Director of Volunteer Services becomes aware of a troublesome situation, it is vital that steps be taken as quickly as possible to resolve the problem. This might be accomplished



through direct action on the part of the Director of Volunteer Services, or it might be determined more appropriate and effective to involve other persons who can constructively resolve the matter.

* * * * *

Administrative techniques will be incorporated and implemented on the basis of circumstances prevalent within particular rehabilitation facilities. The point at which a specific technique becomes important will vary, as will the adaptation of each technique to local conditions. **Experienced Directors of Volunteer Services have learned the value of the following two practices:**

- 1. Meeting, as regularly and frequently as practical, with the Executive Director, department heads, paid staff members, and volunteers active in the facility.**
- 2. Meeting with directors of volunteer programs in other facilities and agencies.**

These meetings and other means of communication can be facilitated by joining organizations of persons responsible for administering volunteer programs. Many situations and difficulties are similar even though the settings and programs vary considerably. Some of the most meaningful assistance can be obtained through informal exchanges over lunch or between sessions at conferences. Becoming acquainted at organizational meetings can result in the sharing of materials and administrative techniques during face-to-face conversations, via the telephone, and through written correspondence.

VARIOUS APPROACHES TO CENTRALIZED ADMINISTRATION

There is no acceptable substitute for centralized administration. However, there are various arrangements that can achieve the goal of designating one person to direct a facility's volunteer program in accordance with the authority of the Executive Director.

Special Considerations

Both administrative theory and practical experience support the important relationships between the following two types of status and the ability of an individual to effectively administer an organization, facility, program, or project:

1. Employment Status
2. Organizational Status

EMPLOYMENT STATUS

Paid or Non-Paid

Recent studies have indicated that monetary compensation is not always the dominant force in motivating persons to satisfactorily perform their duties. At the same time, reports are documenting the high quality of performance and effective results being achieved by volunteers who are fulfilling assignments that involve professional skills and difficult working conditions. **Data compiled in recent years weaken frequently repeated myths by substantiating that:**

- Non-paid volunteers can be reliable.
- Non-paid volunteers will maintain operational standards and can enable the quality of services to be improved.
- Non-paid volunteers will accept, and participate in, training activities.
- Non-paid volunteers will perform difficult assignments and will continue to participate over long periods of time.
- Non-paid volunteers can develop and sustain positive working relationships with paid staff members.
- Non-paid volunteers will accept important responsibilities and feel accountable for the quality of their performance.

Many social welfare agencies and rehabilitation facilities which currently have paid Directors of Volunteer Services began their volunteer programs under the leadership of non-paid volunteers. In a large number of instances, the volunteer leaders were offered, and they accepted, the paid position, thereby continuing to guide the volunteer program and help it improve and grow.

Full-Time or Part-Time

Many rehabilitation facilities provide important services through part-time staff members. Reasons for this practice include the scarcity of qualified personnel, the lack of funds to employ full-time staff, and sometimes the needs of clients do not necessitate full-time staff in every specialization. In similar fashion, these conditions may warrant the appointment of a part-time Director of Volunteer Services.

Each facility must examine its needs and resources in order to determine the validity of either a full-time or part-time director for its volunteer program. Frequently, the number of volunteers is used as the chief criterion for deciding between a full-time or part-time person to direct the facility's volunteer program. This may or may not be a valid criterion.

Other factors are relevant to the amount of time required to manage a particular volunteer program. If one of the facility's goals is to expand its volunteer program and/or increase the program's effectiveness, a full-time Director of Volunteer Services might be essential. The geographical area served by the facility may be so large that considerable time is consumed in traveling to recruit, interview, and prepare volunteers for service. A similar situation may be encountered if the rehabilitation program is provided through several decentralized facilities. Regular sponsorship of projects by a large number of organizations may require the facility's Director of Volunteer Services to be continuously involved with arrangements, scheduling, communications, and record keeping.

Current statistics and future projections indicate that the number of handicapped persons is not decreasing, nor will the needs of handicapped persons be easily or quickly met with available or projected resources. Therefore, it seems reasonable to anticipate growing application of voluntary action in order to expand services to handicapped persons. Growth in numbers of volunteers and broadening the scope of voluntary action will require increased direction of volunteer programs in rehabilitation facilities. It is unrealistic to believe that volunteer programs can be expanded or become more effective without full-time direction and knowledgeable management.

ORGANIZATIONAL STATUS

A director of a volunteer program in a rehabilitation facility is in a unique position. The types of responsibilities assigned by the facility's Executive Director help to clarify and classify the importance of the position and its level of authority. Recently published reports of informal surveys indicated substantial preference for, and increasing use of, the title, "Director of Volunteer Services", because this title reflects management status and close relationship with facility/agency administration.

A Director of Volunteer Services must work closely with all department heads and other leaders of the facility, but should not be exclusively responsible to anyone except the Executive Director. Confusion or disproportionate emphasis can result if a Director of Volunteer Services is primarily responsible to one of the facility's department heads. Under this organizational arrangement, there are usually obstacles to the incorporation or expansion of volunteer participation within all of the facility's departments.



Based on experience, the most effective organizational pattern has been to assign department head status to the person directing the facility's volunteer

program. This status enables the Director of Volunteer Services to relate with other department heads on equal terms, and to maintain a direct working relationship with the Executive Director. Another pattern, which can provide the same advantages, is to designate the Director of Volunteer Services as a special assistant to the Executive Director.

Significant factors in terms of the organizational status of a Director of Volunteer Services are (1) that key facility leaders clearly understand his authority, and (2) that key facility leaders work with him as a member of the facility administrative team.

Four Specific Options

Four administrative arrangements are enumerated below. Not included is the situation in which the facility's Executive Director personally provides direction to the volunteer program and personally supervises the management of the program's operational procedures. While this approach obtains strong centralized administration and incorporates certain concrete advantages, it is not a practical arrangement for most rehabilitation facilities.

The four options below are presented in order of desirability as related to achieving the goal of an effective volunteer program. The influence of the Special Considerations previously examined will be obvious. While all four approaches are capable of producing a centrally administered volunteer program, only the first two arrangements are recommended by this series of handbooks in terms of fulfilling the standards and objectives of a PLANNED VOLUNTEER PROGRAM.

1. Paid staff member, department head, full-time employee, devotes 40 hours per week to directing the volunteer program.
2. Paid staff member, department head, part-time employee, devotes minimum of 20 hours per week to directing the volunteer program.
3. Unpaid volunteer (selected as an individual, not as a group representative), special assistant to Executive Director, devotes 40 hours per week to directing the volunteer program. Considered to be senior staff member with authority delegated by the Executive Director: attends staff meetings, official expenses reimbursed, etc.

4. Same as Option 3, above, with the exception that the volunteer devotes a minimum of 20 hours per week to directing the volunteer program.

THEORIES OF ADMINISTRATION

Organizational development and operation have been studied for many years by scholars and practitioners who are specialists in the social and physical sciences. One result of their studies has been the formulation of theories concerning the administration or management of organizations. These theories are of particular relevance to the administration of volunteer programs because they advocate two greatly contrasting approaches.

The **classical management approach** is based on scientific management theory and administrative management theory, both of which developed within schools of industrial relations. Reflecting the perspective popularly known as "human engineering", the classical management approach emphasizes a one-dimensional explanation of motivation. Thus, the central premise of this approach is that productivity and work performance are primarily motivated by strictly personal needs and individual desires for material rewards/benefits. In terms of paid employees, it is believed that workers will produce to maximum capacity in order to obtain greater economic rewards/benefits.

The chief characteristics of the classical management approach are:

1. Worker is viewed as individual entity who is unaffected by environmental or social influences.
2. Worker is considered to have the obligation to produce at maximum physical capacity.
3. Worker is expected to modify his behavior and subordinate his ideas to the demands of the job.
4. Little emphasis on careful assessment of prospective worker, and little interest in matching worker's interests and skills with an appropriate job.
5. Jobs are highly specialized and rigidly outlined in precisely written descriptions.

6. Great emphasis on training worker to perform job in the "proper way."
7. Supervision is highly structured and disciplinary in nature.
8. Workers who have personal difficulties or cause problems are coped with by termination.
9. Little opportunity for workers to change job assignments.
10. Promotion of workers to positions of greater authority and responsibility is not encouraged nor facilitated.
11. Little communication or informal interaction between workers and supervisors.
12. Emphasis is given to status or position of authority within the organization, and separation of workers from management is vigorously fostered.
13. Little interest in the ideas, attitudes, or suggestions of workers.
14. Control of the organization is authoritatively directed by orders from top leaders through established channels.
15. Little, if any, participation of workers in decision making related to operation of the organization.

The **human relations approach** to administration has emerged from observations of social scientists who view the entire work setting as a social institution. The central focus of human relations theory has been the informal organizational structure. Emphasis is given to the informal structure of an organization and the impact that results as a consequence of interaction between organizational design and interpersonal relations among workers. Assumptions within human relations theory are understandably oriented to the social needs of workers. Motivation is considered to be affected by multiple forces, including personal, cultural, and technological influences. Thus, the central premise of this approach proposes that productivity and performance are predominantly motivated by social needs and individual appreciation of noneconomic (or symbolic) rewards/satisfaction. Accordingly, it is believed that all persons will perform roles and assignments satisfactorily in order to experience personal psychological gratification and in relation to group norms.

The chief characteristics of the human relations approach are:

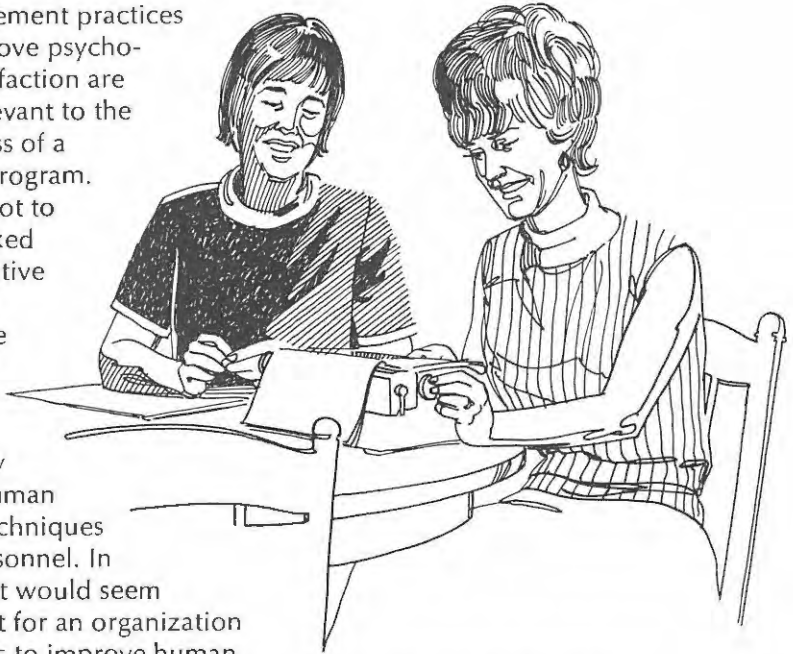
1. Worker is viewed as a group member who is affected by environmental or social influences.
2. Worker is encouraged and helped to develop responsible attitudes favorable to producing at highest potential.
3. Worker is encouraged to evaluate his job situation and cooperate with efforts to improve each situation in relation to organizational goals.
4. Considerable effort to determine qualifications of each prospective worker, followed by careful matching of individual interests and skills with appropriate job.
5. Jobs are outlined and written descriptions are used in a flexible manner as a tool for the mutual benefit of worker and organization.
6. Participatory training is provided to help worker sharpen skills and acquire knowledge for application and/or adaptation to present or future assignments.
7. Supervision is provided both formally and informally as a means of helping achieve goals of worker and organization.
8. Workers who have personal difficulties or cause problems are extended assistance that can alleviate or eliminate causal conditions in order to prevent termination.
9. Opportunities for workers to change job assignments.
10. Promotion of workers to positions of greater authority and responsibility is encouraged and fostered.
11. Open and free communication between workers and supervisors.
12. Status and position of authority within the organization is minimized, while informal interaction between workers and management is fostered.
13. Expression of ideas, attitudes, and suggestions is encouraged and pursued to achieve constructive results.
14. Control of the organization is democratically directed by leaders who encourage and facilitate broadening the sources of power and authority.

15. Extensive participation of workers in decision making related to operation of the organization.

The two approaches to administration have been presented, above, in extreme fashion in order to emphasize clear-cut distinctions. It is highly improbable that any organization would ever completely incorporate either set of characteristics. Much more likely is the existence of organizations that reflect some characteristics of the classical management approach and some characteristics of the human relations approach. Depending on the preponderance of characteristics from one list or the other, a particular organization can be classified as representative of one administrative approach or the other.

It should be obvious that management practices which improve psychological satisfaction are directly relevant to the effectiveness of a volunteer program.

However, not to be overlooked are the positive effects and constructive results that have been obtained by applying human relations techniques to paid personnel. In particular, it would seem inconsistent for an organization which exists to improve human welfare to practice one type of administration in relation to some of its personnel while it simultaneously applies different administrative procedures to other personnel.



Few policies are of greater importance than the one which affects an organization's pattern of administration. **Studies involving paid workers and unpaid persons provide evidence to support**

the beneficial results produced through the practice of democratic leadership and human relations techniques:

- Greater productivity.
- Higher quality.
- Reduced discontent and tension.
- Increased cooperation.

These are benefits every organization would like to experience, and are particularly significant for rehabilitation facilities. Therefore, it is strongly recommended that the human relations approach to administration be applied within rehabilitation facilities and their volunteer programs.

APPENDIX

PART I. SAMPLE JOB DESCRIPTION

Director of Volunteer Services

The following job description is presented as a helpful guide to rehabilitation facilities. Each facility will need to adapt this sample or develop an entirely different description in accordance with its own requirements and circumstances.

Title: Director of Volunteer Services

Major Objectives: To assist the operation of the rehabilitation facility and enrich the lives of handicapped and disadvantaged persons by organizing and administering a volunteer program responsive to the policies of facility leaders and the needs of clients. To promote and facilitate volunteer participation throughout the facility by involving individual citizens and cooperative organizations representative of the entire community. To provide direction to, and foster constructive development of, a dynamic program of volunteer services and voluntary action.

Major Responsibilities: Directing the formulation of guidelines for the operation of a PLANNED VOLUNTEER PROGRAM. Determining, in consultation with key staff members and volunteer leaders, maximum opportunities for volunteer participation. Preparing, with appropriate assistance, job descriptions for volunteer activities. Performing and/or arranging for the recruiting, interviewing, selecting, placing, preparing, and supervising of individual volunteers and volunteer groups. Maintaining records of volunteer activities and the total volunteer program. Supervising evaluation of individual and group volunteer service, and the total volunteer program. Organizing recognition programs and enabling rotation of volunteer assignments. Coordinating the volunteer program within the facility's total operation. Interpreting the facility's volunteer program to individuals, organizations, and the general community. Developing staff understanding of the important role of volunteer services. Participating in community activities and cooperating with Community Organizations and Facility Organizations. Working closely with the Board Committee on Volunteer Services and its subordinate committees and task forces. Preparing budget materials and reports on the volun-

teer program. Participating in staff training activities and the process of program planning for the entire facility. Advising facility leaders on policies relevant to the expansion and improvement of the service program, in general; of the volunteer program, in particular.

Time: Full time is preferred. A minimum of 20 hours per week is required. Additional time may become necessary for special meetings, conferences, or unusual activities. There may be occasions which necessitate working evenings or weekends.

Place: The Director of Volunteer Services will have an office in the facility, and records and materials will be centrally stored at this location. Certain activities and responsibilities will require travel to locations within the community or other communities.

Qualifications: Genuine concern for all people. Respect for the dignity of every individual. Personal belief in the value of rehabilitation services for handicapped and disadvantaged persons. Conviction about the importance and benefits of volunteer participation. Knowledge of community structure, composition, and organizations. Familiarity with local programs serving handicapped and disadvantaged persons is helpful. Working understanding of the dynamics of human behavior, especially motivational influences. Working knowledge of organizational functioning and administrative principles.

Substantial experience in community service or volunteer organization work is highly preferred, especially if leadership roles were fulfilled. Several years of paid employment which included supervising individuals, coordinating programs, or other administrative responsibilities are desirable. (Documented volunteer service in responsible management capacities may be equated with paid employment, especially if performed in rehabilitation facilities.)

Demonstrated ability to establish and maintain harmonious working relationships with people of all socioeconomic backgrounds is essential. Capacity to creatively plan and direct a dynamic program of human service. Ability to work within an organizational framework without becoming bogged down in traditional routines or without becoming complacent about the

status quo. Skill at communicating in writing and speaking is essential. Ability to provide leadership. Capacity to enlist the cooperation of others.

Desirable personal characteristics include maturity, flexibility, optimism, imagination, sense of humor, enthusiasm, perseverance, firmness, and patience.

Academic preparation at a recognized college or university is preferred. A bachelor's degree with major study in social science, adult education, or some phase of management is desirable. Specialized training in human relations, personnel, rehabilitation, or other particularly relevant subjects may be equated with specific experience or educational requirements.

Preparation: Completion of an extensive personal Orientation to the facility and its volunteer program. Pre-Job and On-the-Job Training may include special seminars conducted by facility staff persons, or participation in workshops provided by educational institutions. Continuing Education may be experienced through special institutes and conferences, college courses, and the Continuing Education programs sponsored by the facility.

On-the-Job Supervision: Direction and guidance is provided by the Executive Director to whom the Director of Volunteer Services is accountable. Advice is received from the Board Committee on Volunteer Services, which also reviews the volunteer program on a regular basis.

PART II. SAMPLE FORMS

The following forms are presented as models. Each facility will need to adapt each model or develop an entirely different form in accordance with its own circumstances and record keeping system.

A. Application Form

VOLUNTEER SERVICE APPLICATION

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Please Print

Name (Mr.) (Mrs.) (Miss) _____
Home Address _____ Zip Code _____
Home Phone _____ Business Phone _____ Social Security No. _____
Driver's License No. _____ Is car available? _____

Volunteer Experience

DATES (Years)	DESCRIPTION OF WORK

Employment Experience

DATES (Years)	DESCRIPTION OF WORK

Interests, Skills, Hobbies _____

Memberships (service, social, religious) _____

Type of volunteer work preferred _____

(continued on next page)

Available for Volunteer Work

	MON	TUE	WED	THUR	FRI	SAT	SUN
Morning							
Afternoon							
Evening							

Name of person who should be contacted in case of emergency _____
 _____ Phone _____

Name of family doctor _____ Phone _____

Current occupation _____

Date of birth _____ Place _____

Education (circle highest grade) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 Post graduate study _____

Major subjects _____

Special training _____

Name of spouse _____

Occupation of spouse _____

Ages of children _____

Condition of health _____

Physical limitations _____

References

1. Name and address _____

2. Name and address _____

3. Name and address _____

Signature of Applicant _____

Date _____

Person receiving Application Form _____

Person to whom referred for General Interview _____

B. Interview Summary Form

INTERVIEW SUMMARY

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Date _____ Name of Interviewer _____

Name of Applicant _____

Social Security Number _____

Reasons for volunteering _____

Specific Impressions

Enthusiastic/Indifferent _____

Reserved/Aggressive _____

Calm/Fidgety _____

Easy/Difficult to understand _____

Understanding of rehabilitation _____

Understanding of volunteer service _____

Physical Strengths/Limitations _____

Other difficulties or potential obstacles to effective participation _____

General Impression _____

Comments (special qualifications, strengths, interests, training,
needs, etc.) _____

Recommendation: Not accept _____

Accept and refer/assign to _____

Signature of Interviewer _____

Specific Interview

Accept _____ Not Accept _____

Date _____

Signature of Interviewer _____

Signature of Department Director _____

(The Application Form and Interview Summary Form can be
maintained together in a central file in alphabetical order.)

C. Job Request Form

REQUEST FOR VOLUNTEER(S)

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Date _____
Source of Request _____ Department _____
Name of Contact Person _____ Department _____
Phone No. or Extension _____
Type of work; Job title and major responsibilities _____

Qualifications—special knowledge or experience; physical re-
quirements; personal characteristics _____

Number of volunteers needed _____
Days and Hours preferred: MON _____ TUES _____
WED _____ THURS _____ FRI _____
SAT _____ SUN _____ Total per week _____

Starting date _____ Completion date _____
Volunteer(s) reports to _____
Specific Interview required _____ Yes _____ No
Interview to be conducted by _____
Comments _____

Approved:

Date _____ Signature of Department Director _____

* * * * *

Request received by _____ Date _____
Request filled _____ Unable to fill _____ Other _____

Date Referred	Name of Volunteer/Group	Number Placed

D. Reference Form

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Dear _____:

_____ has applied for volunteer work at this facility. Your name was listed as a reference, and we have been authorized to communicate with you. It will be helpful to receive the following information which will be treated as confidential material.

How long have you known the applicant? _____

In your opinion, would this individual be a responsible and reliable participant in our volunteer program? _____

Are you aware of any physical or other conditions that might be considered sources of (potential) difficulty? _____

Any other comments or information you think might be helpful will be greatly appreciated. Please inform us about specific strengths or weaknesses of which you might be aware. _____

Thank you for your cooperation.

Yours truly,

Director of Volunteer Services

(As indicated, reference forms should be discussed with the applicant, or in some other manner the applicant should authorize communicating with references listed on the application form.)

E. Permanent Registration Card and Service Record

The front side of this form is prepared by transferring information from the application form. This form is not prepared until after the volunteer has been interviewed and accepted, and has started to participate in some aspect of the volunteer program — training, committee work, Direct Service assignments, etc. Much of the data on this form can be recorded in ink (or by typewriter) since this is a permanent record.

VOLUNTEER REGISTRATION CARD

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Date information obtained _____
Name (Mr.) (Mrs.) (Miss) _____
Home Address _____
Telephone: Home _____ Business _____
Name of person who should be contacted in case of emergency
_____ Telephone _____
Name of family doctor _____ Telephone _____
Social Security No. _____ Date of birth _____ Place _____
Condition of health _____
Physical limitations _____

Name of spouse _____ Ages of children _____
Current occupation _____
Previous volunteer experience _____

Previous employment experience _____

Memberships _____

Interests, Skills, Hobbies _____

Education _____
Major subjects _____
Special training _____

Notes and remarks _____

(See reverse side of form for volunteer service record)

Reverse Side of Form E

ASSIGNMENT AND SERVICE INFORMATION

Name (Mr.) (Mrs.) (Miss) _____

Telephone: Home _____ Business _____

Assignments

JOB TITLE/OFFICE/ COMMITTEE OR TASK FORCE	DEPARTMENT	DATES	HOURS

Orientation and Training

TYPE OF PREPARATION	DATE COMPLETED	HOURS

Recognition/Awards

TYPE	DATE

F. Processing Check List

**CHECK LIST OF BASIC PROCEDURES
FOR VOLUNTEERS**

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Name of Volunteer _____

Procedure

Date and Initials

Application Form completed	_____
Interview Summary completed	_____
Registration Card completed	_____
Orientation scheduled	_____
Orientation completed	_____
Pre-Job Training scheduled	_____
Pre-Job Training completed	_____

Initial Assignment planned for first day on the job (Job and
Name of Supervisor) _____

G. Sign-In/Sign-Out Record

This form is located in a convenient and strategic place. Each volunteer fills in one line on the occasion of every recordable period of official services.

SIGN-IN/SIGN-OUT RECORD

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

(Department/Division/Branch)

Period beginning _____

NAME	ASSIGNMENT	DATE	TIME IN	TIME OUT	TOTAL

Signature _____
Supervisor/Director

H. Report of Absence Form

ABSENCE / VACATION REPORT FORM

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Please Print or Type

TO: _____

The following volunteer was/will be absent on the date(s) indicated below.

Name _____

Date(s) _____

Reason for Absence _____

Comments _____

Report submitted by _____ Date _____

Report received by _____ Date _____

I. Supervisor's Record

This form is maintained by the volunteer's immediate supervisor in the supervisor's file cabinet or the departmental file cabinet. In this way, the supervisor has basic data that is accessible, and he does not have to communicate with the facility's central office for information of routine nature or in the event of an emergency.

VOLUNTEER BASIC DATA FORM

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Name of volunteer: (Mr.) (Mrs.) (Miss) _____

Home address _____

Telephone: Home _____ Business _____

Name of person to be contacted in case of emergency _____

_____ Telephone _____

Condition of health _____

Physical limitations _____

Name of family doctor _____ Telephone _____

Name of spouse _____

Current Assignment (Most current last)

TITLE/DUTIES	SUPERVISOR	DATES	HOURS

Comments _____

J. Evaluation Form (Individual Volunteer Performance)

VOLUNTEER EVALUATION FORM

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Date _____ Evaluation by _____

Evaluation of _____

Period of time being evaluated _____

Assignments during above period of time _____

Evaluation Scale:

10	9 8	7 6 5	4 3 2 1 0
Excellent	Very Good	Satisfactory	Unsatisfactory

- Reports for assignments as scheduled. _____
- If unable to report, calls supervisor promptly. _____
- Relates well to clients. _____
- Performs assignments effectively. _____
- Displays courtesy, tact, and patience. _____
- Applies knowledge and techniques as learned. _____
- Understands objectives of assignments. _____
- Understands purpose of facility. _____
- Executes procedures accurately. _____
- Asks questions when in doubt. _____
- Approaches assignments with seriousness. _____
- Works well with paid staff. _____
- Works well with other volunteers. _____
- Exhibits interest and enthusiasm. _____
- Understands role and value of volunteer participation. _____
- Accepts supervision in positive fashion. _____
- Attempts to learn from every experience. _____
- Enjoys volunteer work. _____
- Expresses opinions and disagreements in mature manner. _____
- Shows growth as a result of participation. _____
- Anticipates and prepares for problems. _____
- Participates in training willingly. _____

(continued on next page)

Accepts changes as challenge. _____
Seeks opportunities to improve and advance. _____
Accepts responsibilities with commitment. _____

Overall rating of volunteer

- _____ Outstanding
- _____ Above Average
- _____ Average
- _____ Below Average

Comments _____

Recommendations _____

Date _____ Signature of Supervisor _____

Date _____ Signature of Volunteer _____

K. Evaluation Form (Volunteer Program)

Evaluation of the total volunteer program should proceed on the basis of the following two conditions:

1. Improvement can be effectively measured in relation to established program objectives.
2. Assessment of the volunteer program should involve facility leaders, key paid staff members, active volunteers, and clients of the facility. (Representatives of the general community might be included in certain phases of the evaluation process.)

This sample form is intended to illustrate the type and form of questions that can be considered in organizing an approach to evaluate a volunteer program in any rehabilitation facility. Certain questions can be deleted, some questions may have to be re-phrased, and it will be appropriate to add questions in relation to particular situations.

EVALUATION OF VOLUNTEER SERVICES PROGRAM

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Period covered by this evaluation: July 1, 1972 through June 30, 1973.

I. PROGRAM ADMINISTRATION

- A. Has a written plan for volunteer participation been approved by the governing body of the facility? Yes___ No___
- B. Has a written plan for volunteer participation been approved by the paid staff of the facility? Yes___ No___
- C. Has a Board Committee on Volunteer Services been appointed? Yes___ No___
- D. Has a Director of Volunteer Services been designated? Yes___ No___
- E. Have adequate arrangements been made for office space, equipment, and operating funds? Yes___ No___
- F. Have written guidelines for the operation of the volunteer program been formulated? Yes___ No___

(continued on next page)

G. Identification of Specific Jobs for Volunteers

1. Have specific jobs for volunteers been identified?
Yes_____ No_____
2. Have Job Descriptions been prepared for individual volunteer assignments and Group Projects? Yes___ No___
3. How many new Job Descriptions were prepared during the past year? _____.

II. PROGRAM OPERATION

A. Recruitment

1. How many volunteers participated during 1971-72?_____
2. What number of volunteers was determined to be required during 1972-73? _____
3. How many volunteers participated during 1972-73?_____
4. During 1972-73, how many new volunteers were recruited and began participating in the program? _____
5. What recruitment methods and techniques were used for the first time during the past year? _____

6. Number of volunteers in each grouping:

	<u>1971-72</u>	<u>1972-73</u>
Youth, 13-21 years	_____	_____
Young persons, 21-35 years	_____	_____
Persons 35-60 years	_____	_____
Persons 60 years or older	_____	_____
Men	_____	_____
Women	_____	_____
Handicapped persons	_____	_____
Culturally and/or socially disadvantaged persons	_____	_____
Minority-group persons	_____	_____
Blue-collar workers	_____	_____

B. Interviewing

1. How many volunteers were personally interviewed prior to being accepted for participation?
1971-72_____ 1972-73_____
2. How many volunteers were personally interviewed shortly before, or soon after, they discontinued active participation? 1971-72_____ 1972-73_____

(continued on next page)

C. Preparation

1. How many volunteers participated in Orientation programs? 1971-72_____ 1972-73_____
2. How many volunteers participated in the following types of training programs?

	<u>1971-72</u>	<u>1972-73</u>
Pre-Job Training	_____	_____
Continuing Education	_____	_____
3. What new or different methods were utilized in Orientation and Training programs during the past year?

4. What changes in content or personnel were introduced during the past year in relation to Orientation and Training programs? _____

5. Were Orientation and Training programs provided more frequently during the past year than in previous years? Yes_____ No_____ Explain. _____

6. Was the Manual for Volunteers reviewed and/or revised during the past year? Yes_____ No_____

D. Supervision and Evaluation

1. During the past year, did each volunteer meet with, or have adequate opportunities to meet with, his supervisor? Yes_____ No_____
2. During the past year, did each volunteer participate in some type of process designed to assess his performance of assignments? Yes_____ No_____
3. During the past year, how many volunteers changed jobs within the facility's program? _____
4. During the past year, how many volunteers advanced to leadership roles, jobs with increased responsibilities, or jobs which required increased skill or knowledge?
Leadership roles_____
Increased responsibilities_____
Increased skill or knowledge_____

(continued on next page)

E. Recognition

1. During the past year, what changes were made in the procedures for formally or informally recognizing the valuable services and activities performed by volunteers? _____

F. Personal Expenses

1. In what ways are volunteers assisted with direct or indirect expenses related to their participation, such as parking, insurance, transportation, meals, conference costs, etc? _____

G. Program Development and Evaluation

1. How often are formal reports on the volunteer program presented to the facility's governing body (Board of Directors)? _____

2. During the past year, what specific changes — other than those already noted above — were made in the volunteer program as a result of the previous year's program evaluation, or as a result of informal suggestions from volunteers, paid staff, clients, or others? _____

(continued on next page)

H. Activities of Volunteers

1. What number of volunteers participated in each of the following categories of activities, and what was the extent of their participation?

	<u>1971-72</u>		<u>1972-73</u>	
	<u>NO.</u>	<u>HOURS</u>	<u>NO.</u>	<u>HOURS</u>
Direct Service	_____	_____	_____	_____
Ancillary Services	_____	_____	_____	_____
Recreational-Social Activities	_____	_____	_____	_____
Administrative-Clerical Activities	_____	_____	_____	_____
Social Action	_____	_____	_____	_____
Public Relations	_____	_____	_____	_____
Fund Raising	_____	_____	_____	_____
Group Projects	_____	_____	_____	_____

I. Group Volunteering

1. Has one or more Facility Organizations been active in your program during the past year? Yes_____ No_____
2. How many Community Organizations participated in your volunteer program? 1971-72_____ 1972-73_____

Verily I say unto you, inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.

Matthew 25:40

The future of the earth is in our hands.

Pierre Teilhard de Chardin

I refuse to accept the idea that the "isness" of man's present nature makes him morally incapable of reaching up for the "oughtness" that forever confronts him.

Martin Luther King

He who waits to do a great deal of good at once, will never do anything.

Samuel Johnson

*What the world needs now is love, sweet love.
No, not just for some, but for everyone.*

Hal David

Kindness gives birth to kindness.

Sophocles

VOLUNTEER INFORMATION SERVICE

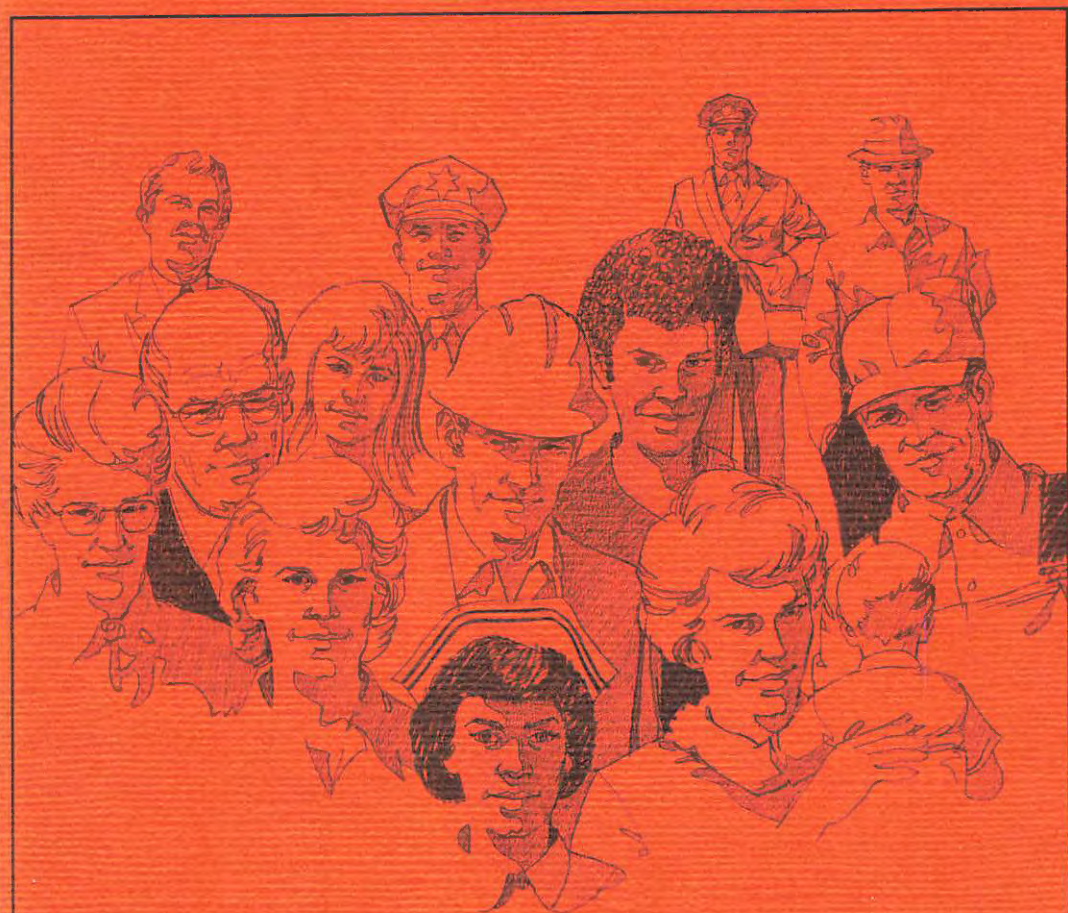
~~223 Cathedral Place~~

Santa Fe, N.M. 87501

305 Washington

HOW TO RECRUIT VOLUNTEERS

in a Rehabilitation Facility



IN
REHABILITATION

VOLUNTEERS

HOW TO RECRUIT VOLUNTEERS

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:

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Project Director

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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

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PRINCIPLES IMPORTANT TO RECRUITMENT

Every person should be considered a potential volunteer. Therefore, the basic question addressed by this handbook is, "How can potential volunteers be converted to participating volunteers?" There is no one simple answer, but consideration of this question underscores that recruitment is the starting point for most volunteers.

Results of recruiting efforts are affected by the manner in which recruitment is organized and conducted. Erratic activities performed sporadically, without coordination, will produce disappointing results. This is particularly significant in a society which is characterized by competition for people's attention, involvement, and support. Experiences of facilities considered to have successful volunteer programs substantiate the importance of combining principles, procedures, and personnel into an orderly approach to attract and involve volunteers.

One of the Basic Principles presented in Handbook No. 3 is of particular relevance to recruiting volunteers: **"The participation of volunteers must be directly related to the needs of people."** This principle requires the identification of a direct relationship between the activities of volunteers and specific needs of clients being served by rehabilitation facilities. Generally, the process of outlining volunteer jobs highlights the relationship between volunteer activities and client needs.

Three advantages, of particular importance to recruitment, result from specifically defining volunteer jobs and duties:

1. Ability to generate greater interest among prospective volunteers.
2. Ability to identify skills, experience, and personality characteristics needed to perform certain jobs.
3. Capacity to verify the extent to which volunteer activity helps meet human needs.



Describing specific jobs and duties also enables the fulfillment of a principle widely considered essential to volunteer recruitment: **Volunteers must be recruited for jobs and assignments that actually exist.** Too many volunteer programs have been weakened by the practice of appealing to prospective volunteers on a general "come and help" basis when no definite jobs had actually been identified.

Certainly, there have been legitimate situations in which an unpredictably large response of volunteers exceeded the number of available jobs, and these circumstances can be understood and accepted. However, the reputation of a rehabilitation facility will suffer from a credibility gap if it becomes obvious that little thought or preparation preceded the recruitment campaign, and many of the responding volunteers are placed in "make-shift" or "make-work" jobs. Disappointed volunteers can become embittered, and the situation often produces a lowering of morale among all personnel throughout the facility. Future volunteer recruitment will be more difficult and probably less productive.

ELEMENTS OF AN ORGANIZED RECRUITMENT PROGRAM

Principles can be more effectively applied when there is a framework that emphasizes order and direction. Therefore, **it is recommended that recruitment efforts be organized into a planned program which should include the following elements:**

- Personnel.
- Descriptions of available jobs.
- Timing.
- Two types of recruitment efforts.
- Three classifications of methods and techniques.
- Equipment, supplies, etc.

Personnel

One person must be delegated primary responsibility for coordinating the recruitment program. In most instances, this per-

son will be the Director of Volunteer Services, or whichever paid staff member has been designated by the Executive Director to coordinate the facility's volunteer program.

It is customary to appoint a Recruitment Committee for the purpose of assisting with the organization and implementation of the recruitment program. (This committee is responsible to the Board Committee on Volunteer Services.) Generally, the chairman of the Committee is a volunteer, but there is merit to appointing a volunteer and a paid staff member to serve as co-chairmen. Greater recruiting success and improved volunteer-staff relationships will result from the inclusion of both volunteers and paid staff members on the Recruitment Committee.

In order for the facility to attract volunteers who possess a wide variety of skills and who represent different segments of the population, the Recruitment Committee should include members who can relate to as many diverse groups in the community as possible. Further, the Committee should be encouraged to seek the assistance of individuals who can help with specialized recruiting efforts.

Descriptions of Available Jobs

One of the most important functions of the Recruitment Committee is to periodically compile current listings of existing and available volunteer jobs. Compiling such listings must involve paid staff members of the facility, especially department directors.

Volunteer Job Descriptions should be prepared on a continuous basis. This practice will simplify the periodic compilation of a current inventory of volunteer assignments. (Handbooks No. 2 and No. 3 provide guidance regarding the preparation of Volunteer Job Descriptions.) Assisting with the outlining of job descriptions will help Recruitment Committee members maintain constant awareness of available volunteer jobs.

Development of job descriptions can be facilitated through several activities. There might be discussions about potential volunteer jobs at regular staff meetings. Individual paid staff members can be encouraged to identify new volunteer assignments and outline specific responsibilities and qualifications.

Special meetings of paid staff members and experienced volunteers might be convened to foster exchange of ideas and cooperative effort.

Involving volunteers in the preparation of Volunteer Job Descriptions has definite advantages:

- **Volunteers often propose innovative ways to involve volunteers in the rehabilitation process.**

Since they are not necessarily accustomed to traditional patterns, volunteers frequently project creative ideas that can add valuable, new dimensions to the range of client services.

- **Volunteers often inject realism and practical approaches to job descriptions and recruitment efforts.**

Participating volunteers are usually aware of potential volunteer resources in their community. They are also able to understand realistic time and responsibility requirements that most volunteers can accept and fulfill.

In any situation, the Recruitment Committee will need to know what volunteer jobs are available, and will need to review specific job descriptions, carefully, in order to expeditiously direct their recruiting efforts.

Timing

Recruitment of volunteers should be considered a continuous activity. Without violating the principle of recruiting for jobs that actually exist, the constant promotion of volunteering in rehabilitation facilities on a regularly scheduled basis generally produces increasingly successful results. It is unusual for a facility to have all volunteer jobs filled at any given time. Public promotional materials must accurately reflect the current situation, and this can be easily achieved by frequently reviewing and revising the content of announcements that are broadcast, distributed, or posted.

A typical practice is to conduct one or more special recruitment campaigns throughout the year. These campaigns must be organized in relation to the operational patterns of individual facilities. For example, a particular facility may conduct a comprehensive recruitment campaign in the autumn in order to fill

as many volunteer jobs as quickly as possible. Throughout the year, additional volunteers may be recruited by more personalized techniques to meet unexpected circumstances, to replace volunteers who discontinue their participation, and to fill recently identified volunteer jobs. Another facility may conduct two extensive recruitment campaigns during the year — one in October and one in April. The October campaign is designed to attract volunteers for the ongoing program and for special activities scheduled during holiday periods. The April campaign is primarily directed toward recruitment of volunteers who will serve during the summer months.

Experience will help those responsible for recruiting volunteers to determine a timetable that is effective. Planning recruitment efforts in relation to program needs is generally considered beneficial. Major recruitment efforts can be coordinated with the facility's operating program, and must be given adequate advance attention and preparation. Routine promotional activities can be conducted at appropriate times, and there will be certain national or local events (such as Employ the Handicapped Week) that can be used as springboards for promoting volunteer participation in rehabilitation facilities.

Two Types of Recruitment Efforts

Included within the framework of a PLANNED VOLUNTEER PROGRAM are two types of recruitment efforts:

- 1. General Recruitment**
- 2. Specific Recruitment**

General Recruitment refers to ongoing generalized appeals for volunteers. Such appeals for volunteers may be made via TV, radio, newspapers, and pamphlets; or by speeches, presentations, and announcements made to groups. This category also includes personal approaches to individuals by recruiters who do not have specific jobs in mind for the prospective volunteers. When general recruiting efforts are utilized, it is through the General Entrance Interview that the facility learns about the specific skills of potential volunteers, and they — in turn — learn what specific jobs are available. Of course, specific jobs may be mentioned in General Recruitment appeals. For example, a particular facility may not be able to locate an individual with speech therapy

training who might be interested in becoming a volunteer Speech Therapy Aide. Therefore, a General Recruitment appeal for a Speech Therapy Aide might be issued via a TV spot announcement.

In **Specific Recruitment**, a particular individual or group is contacted about a specific volunteer job. In many cases, Specific Recruitment is employed when there is an unfilled volunteer job which requires specialized skills, experience, or knowledge. For example, specifically identified ministers, rabbis, and priests might be recruited to conduct chapel services at the facility, or to lead discussion groups on religious topics for interested clients. Or, a talented dressmaker might be requested to design and prepare garments for handicapped clients with special clothing needs. As an example of Specific Recruitment of a group, the savings and loan associations in a community might be approached to help with housing needs of clients.

Three Classifications of Methods and Techniques

Attracting people's attention and motivating them to action is a subject about which many books have been written. Information and experience regarding what people react to, and why, is available from advertising specialists, psychologists, and public relations personnel. Guidance on recruiting volunteers can be obtained from available literature, and persons in other facilities with volunteer programs should be consulted.

Different recruitment methods and techniques have been effectively employed by leaders of various facilities and agencies with volunteer programs. Circumstances differ within rehabilitation facilities. Therefore, adaptation and imagination are important ingredients in a facility's design and implementation of recruitment efforts.

These methods and techniques are presented within three classifications: Direct Recruitment, Indirect Recruitment, and Delegated Recruitment.

DIRECT RECRUITMENT

This classification emphasizes personal communication between the recruiter and prospective volunteers. In all instances, except the one involving the telephone, the people see each other. An especially important feature of Direct Recruitment is

the opportunity for two-way communication between recruiter and prospective volunteer.

Persons who engage in direct recruiting must be knowledgeable about the organization and operation of the facility, and should possess information regarding the client population and range of services provided. Recruiters ought to be capable of informing prospective volunteers about the volunteer program, including such components as the interviewing process, orientation and training, evaluation, and recognition. They should also be able to offer examples of specific volunteer jobs. It is helpful for recruiters to be prepared to cope with prospective volunteers who are indecisive, negative, or who give some of the typical reasons for not participating.

Direct Recruitment includes two distinct methods: Person-to-Person and Group.

Person-to-Person. The chief feature of this method is that every prospective volunteer is approached on an individual basis. The effectiveness of this approach is attested to by the data in *The State of the Art of Volunteering in Rehabilitation Facilities*.¹ An overwhelming proportion of the responding Executive Directors indicated Person-to-Person contact as the most successful method of recruiting volunteers. The special strength of this method is the ability to personalize the approach.

This method can be used with personal friends; friends of personal friends; individuals who belong to the recruiter's church, synagogue, service club; etc. It can also be effectively utilized with individuals known to have specialized skills or knowledge but who may not be personally known by the recruiter. The personal approach can be particularly useful in relation to blue-collar workers, white-collar workers, handicapped persons, and socially or culturally disadvantaged individuals, many of whom might be less familiar with volunteering than members of other groupings.

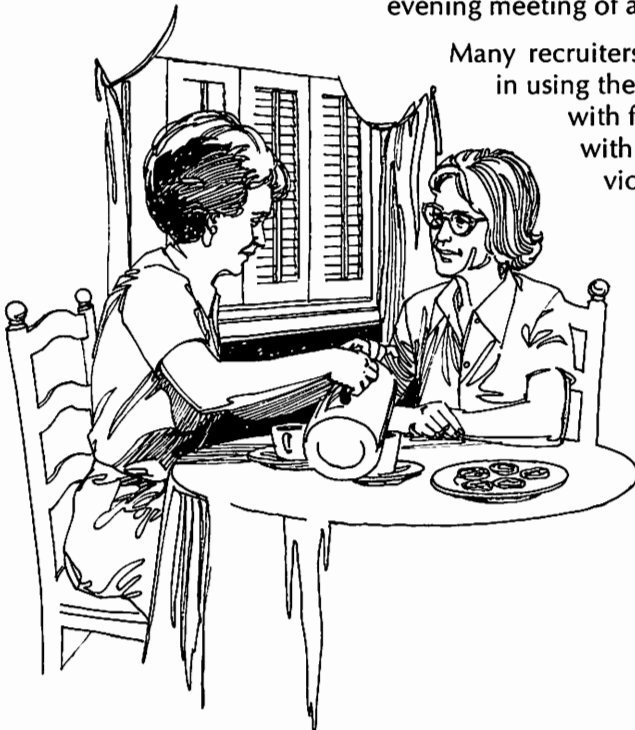
One specific suggestion regarding Person-to-Person recruiting: Make it a private matter. The prospective volunteer should understand he is being approached as an individual who is important

1. Robert J. Griggs, Stanley Levin, and C. Esco Obermann, *The State of the Art of Volunteering in Rehabilitation Facilities* (Washington, D.C.: Goodwill Industries of America, Inc., and National Auxiliary to Goodwill Industries, 1971), pp. 12-13.

and who can contribute something of value to help handicapped and disadvantaged persons. Pressure, such as might be exerted by discussing the matter in front of, or with, friends/colleagues of the prospective volunteer, should be avoided.

Specific Techniques. It is preferable to see the prospective volunteer in person. The approach might be specifically to discuss volunteering, or the opportunity for discussion might occur in connection with another activity. The following techniques have been used with success:

- Invite a friend or acquaintance to a meeting of a committee planning some aspect of the volunteer program.
- Arrange a special tour of the facility during which the prospect can meet and observe volunteers in action.
- Casually introduce the idea of volunteer participation over a cup of coffee or during lunch.
- Include discussion of the facility's volunteer program during a pleasant afternoon of bowling, golf, fishing, or tennis.
- Informally mention volunteer opportunities available at the facility on the way home from a sports event or after an evening meeting of a mutual organization.



Many recruiters have been effective in using the telephone, especially with friends and colleagues with whom they have previously worked. Usually, it is necessary to follow up the phone conversation with a face-to-face visit during which time the prospect can be shown pictures and given literature about the facility. It can be helpful to mention names of other volunteers with whom the prospect is friendly or acquainted.

Often a straightforward approach is most effective, especially when recruiting busy people. Whether in person, or by telephone, a clear description of the facility's needs, accompanied by an enthusiastic request, will often elicit an affirmative response from a potential volunteer. Recruiters should help prospective volunteers understand that their skills and energy are very much needed to assist the facility in the rehabilitation of handicapped and disadvantaged persons.

It is important to obtain an answer from the prospect as quickly as possible. He may want some time to consider the matter, but there should be some follow-up within a week after the initial discussion. The importance of the volunteer program will diminish in the opinion of a prospect who is approached in March and not contacted again until May.

Group. Meeting with groups of people is another method of directly recruiting individual volunteers or volunteer groups. There is face-to-face contact and personal interaction, although the impact of these factors is reduced as the size of the group increases. The importance of directing recruitment efforts toward groups is strongly substantiated by the findings of *The State of the Art of Volunteering in Rehabilitation Facilities*.² Civic, Service and Social Groups were reported as major sources of volunteers by Executive Directors of rehabilitation facilities.

Presentations to groups of people should be as specific as possible. Actual situations and incidents should be included to increase the sensation of reality. Whenever permissible and appropriate, the names of volunteers known to members of the group should be mentioned. Slides or filmstrips that depict the facility and volunteers at work increase the understanding of the prospective volunteers. It is helpful if the speaker is a volunteer, or if there can be a panel of several volunteers who describe their jobs and experiences. A few words by a client of the facility can dramatically underscore the value of volunteer participation in rehabilitation facilities. There is value in distributing literature concerning the facility and its volunteer program.

Follow-up is vital. In order to capitalize on interest generated by presentations, a sign up sheet, or application forms, should be circulated. Prompt communication with those who indicate interest in becoming volunteers is important. Letters can be sent,

2. Ibid.

prospects should be telephoned, and personal visits can be arranged.

Specific Techniques. There should be enthusiastic response to invitations from civic, service, and other organizations which request presentations to their memberships. Arrangements should be scheduled as quickly as possible, and the presentations should be fulfilled at the earliest date mutually convenient.

Other group situations provide opportunities to recruit volunteers. The following are a few examples of such situations:

- Business corporations and governmental agencies frequently hold general meetings for their employees. Special presentations about the facility and its volunteer program can be included in the agenda of these meetings, and group or individual recruitment can follow.
- The volunteer program should be highlighted during special events at the facility, such as an open house, the annual meeting, or other occasions when the public is invited to visit the facility. Literature can be distributed and individuals should be given opportunities to learn more about volunteering and indicate their interest in participating.
- Coffee hours can be arranged in homes of active volunteers and the facility's volunteer program can be explained to the guests, who can be approached later on an individual basis.
- Groups and organizations should be invited to tour the facility. During the tour, the volunteer program can be explained and the visitors can be encouraged to participate, either through their organizations or as individuals.

Handbook No. 10 contains specific information and suggestions regarding the recruitment and involvement of groups.

INDIRECT RECRUITMENT

This classification of methods and techniques encompasses the range of media and materials that rely on one-way communication, including inanimate objects, such as posters.

Posters. Posters are often overlooked as a volunteer recruitment tool, even though they are frequently used to announce events. The advantages of flexibility and continuousness are well

illustrated by the poster. Posters can be different shapes and sizes to fit any space. They can remain in the same location for long periods of time, or can be shifted easily to new locations. They can be weatherized to withstand moisture, heat, and wind.

It is possible to coat posters with luminous chemicals that reflect light during hours of darkness. Posters can be prepared in such a way as to enable certain information to be changed periodically, such as dates, times, places, or names. In addition, they can be mounted on flat or curved surfaces, and on moving objects.

Specific Techniques

- Posters should be displayed in places where people congregate, where people travel in large numbers, or at events that usually attract crowds.
- Wording can be developed by peers or members of the special groupings of people toward which recruitment is directed.
- Telephone numbers and names of contact persons ought to be highlighted.
- Posters can be fastened to cars or bikes.
- Bright colors and appropriate expressions should be featured on posters directed toward persons between 13 and 35 years of age.
- Special phrases or entire posters can be prepared in foreign languages to recruit within certain nationality groups.
- Endorsements of encouragement and support by local union leaders or officers of professional societies can be included on posters directed toward blue-collar workers or professional persons.
- Large lettering should be a feature of posters designed to recruit persons over 60 years of age.

Billboards. Well-designed billboards can be effective attention-getters. They are especially useful during General Recruitment campaigns.

Specific Techniques

- Use very few words.
- Try to convey one main idea.
- Lettering and illustrations should be large.
- Use striking colors and color combinations.
- Select locations where traffic patterns indicate the greatest visibility, or neighborhoods to which recruitment might be particularly directed.

TV and Radio. Television and radio stations provide many hours of free “public service” time for announcements that benefit the general welfare. It is wise and efficient to develop audio messages that can be utilized in connection with both TV and radio spot announcements.

Specific Techniques

- Messages should be brief and clear. Name and telephone number of contact person should be repeated several times throughout the announcement.
- Balance a general appeal with examples of specific jobs and duties.
- Prominent members of the community should be involved in encouraging participation, especially in TV spots.
- Personalities, such as singers or athletes, can be effective with teenagers. Also, statements by young people have considerable impact on other young people.
- Clients can express particularly motivating appeals for volunteer participation.
- Inquiries regarding volunteer opportunities often result from special interest TV and radio presentations that involve facility officials, paid staff members, active volunteers, and clients.
- Disc jockeys with late-night or all-night shows can effectively explain the facility volunteer program, and might even be willing to receive names and information from listeners who are interested.
- Recorded messages can be transferred to standard cassettes which can be broadcast through public address sys-

tems at athletic events and on other appropriate occasions.

Newspapers and Newsletters. Newspapers and newsletters have been useful as recruitment tools, but they can cost more than anticipated and sometimes require substantial effort to produce.

Specific Techniques

- Action pictures attract attention. Readers are frequently motivated by pictures of individual volunteers with whom they can, or want to identify.
- Feature articles describing life stories of handicapped persons who explain the value of volunteer service, can stimulate interest among readers.
- Press releases should be specifically tailored for publications reaching specialized audiences, such as rural weekly papers, local union publications, and newspapers circulated among particular ethnic groups. Within specialized publications such as these, it is useful to feature "local" personalities.
- Potential volunteers are often encouraged to become involved by articles in their organizational newsletter that spotlight volunteer service performed by members of the organization.

Printed Materials. Materials must be attractive to be read by potential volunteers. Size is a consideration since the same materials might be distributed at a special event and also mailed in standard business envelopes. Color photographs and illustrations improve the appearance and attract attention. Type size and style should be easy to read, and there should be plenty of white space rather than pages of solid printing. Printed materials should be dated to enable regular review and revision. Careful consideration should be given to all possible uses of printed materials so that the quantity prepared will be adequate but not wasteful.

Specific Techniques

- Special flyers can be printed for distribution at churches and synagogues.
- Bookmarks can be distributed in schools and libraries.
- Brochures can be printed with a blank space where a telephone number, name, or other pertinent information can be stamped. Quantities of these can be left in offices of

physicians and dentists, waiting rooms of public health clinics, reception areas of business firms, union halls, recreation centers, etc.

- Pamphlets can be distributed to persons touring the facility.
- Printed materials can be distributed in conjunction with presentations to groups and organizations.

DELEGATED RECRUITMENT

This classification incorporates the variety of cooperative volunteer relationships between the facility and established organizations and agencies within the community. Through mutual agreements, recruitment responsibilities are delegated by a facility to an organization (or organizations) that accepts them as either specific projects or as ongoing programs.

Volunteer Bureaus and/or Voluntary Action Centers (VACs). Volunteer Bureaus and/or Voluntary Action Centers (VACs) operate in most large and medium-sized communities. They offer guidance and assistance with volunteer programming to community agencies and organizations. In particular, they specialize in recruiting volunteers for specific jobs in specific agencies and organizations. Volunteer Bureaus/VACs are non-profit organizations, often supported by local United Way funds. Rehabilitation facilities are encouraged to seek the experience and services available through local or nearby Volunteer Bureaus/VACs.

Facility Organizations. The term Facility Organization refers to an organized group of volunteers that is formally affiliated with a particular facility for the purpose of helping that facility serve handicapped and disadvantaged persons. Facility Organizations are generally called "auxiliaries."

Frequently, Facility Organizations assume partial responsibility for recruiting volunteers, turning initially — perhaps chiefly — to their members. Specified recruitment activities are delegated to the Facility Organization, either by the Director of Volunteer Services or whomever the Executive Director designates to direct the facility's volunteer program. Facility Organization leaders work through the committee structure of their organization, arrange announcements in the Facility Organization newsletter and other publications, serve on the Speakers Bureau, or utilize other mechanisms for promoting volunteer participation.

Religious Institutions. Leaders of local churches and synagogues often agree to recruit volunteers from their congregations. Clergymen might speak about the need for volunteers, notices may be placed in official publications, and printed materials can be distributed at institutional functions.

Civic, Service, and Fraternal Organizations. Arrangements can be made with organizations, such as Kiwanis, Altrusa, Jaycees, Eagles, Elks, Lions, Zonta, and Rotary. Announcements are usually made at meetings, and posters are displayed at functions. The leaders of organizations sometime accept goals to recruit certain numbers of volunteers. Thermometer-type charts can reflect progress toward meeting numerical goals. Friendly competition between different organizations can generate interest, enthusiasm, and action.

Special Activities and Specific Projects. Certain events or occasions provide opportunities for particular organizations to cooperate with rehabilitation facilities. The Junior League might agree to recruit tour guides and hostesses to serve during a



facility's annual community-wide open house. The local central labor body might accept responsibility to recruit union members to help renovate deteriorating portions of a facility. The Boy Scout Council might agree to mobilize members to help with a facility's annual drive or promotion campaign. A merchants association might assume the responsibility of providing food, refreshments, prizes, and transportation for a facility's annual picnic. The Welcome Wagon operation might agree to distribute brochures or other materials, and encourage participation in a facility volunteer program. (Welcome Wagons can generally be located through local Chambers of Commerce.)

Equipment, Supplies, Etc.

Like any type of effort to mobilize people and facilitate their active involvement, the recruitment of volunteers requires resources, such as equipment and supplies. The leadership of a rehabilitation facility concretely demonstrates commitment to, and support of, the volunteer program by the willing provision of adequate equipment and supplies. Paper, pencils, scissors, duplicating machines, labels, name tags, staplers, telephones, movie projectors, public address systems, and many more items may be needed to conduct an effective recruitment program. In addition, use of facility rooms for meetings and the provision of parking space become important to planning and implementing recruitment efforts.

SOURCES OF VOLUNTEERS

The identification of population groupings toward which recruitment efforts can be directed is of great importance to both the acquiring of adequate numbers of volunteers and the quality of the volunteer program. Two questions focus attention on key factors related to productive recruitment activities:

“Where does one look for prospective volunteers?”

“What techniques are effective in attracting prospective volunteers from particular population groupings?”

Many of the available sources of volunteers are well-known to paid staff and volunteer leaders of rehabilitation facilities. How-

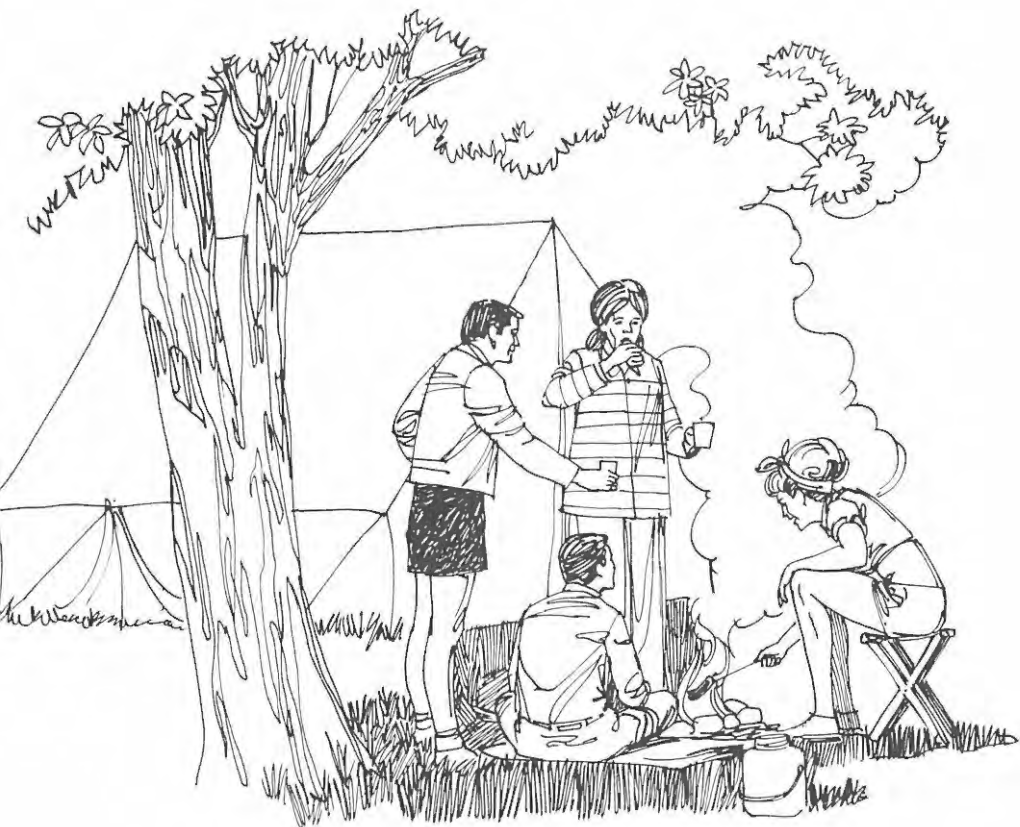
ever, it is a matter of human nature that most people will rely on practices that are convenient, customary, and comfortable. Thus, a few sources are repeatedly approached for volunteers, while other sources are consistently neglected. This practice results in a substantially homogeneous volunteer group which often loses its dynamic potential.

Volunteer programs can be enriched, as well as enlarged, by the recruitment of volunteers who reflect a wide spectrum of socioeconomic characteristics. Experiences of agencies and organizations which have involved volunteers who represent a cross section of society strongly confirm the advantages of diversifying the composition of a volunteer program.

Rapport can be quickly established between volunteers and clients of human service agencies and institutions when their backgrounds are more alike than different. Increasingly, volunteers who are, or have been, culturally or socially disadvantaged, are providing great assistance to paid personnel of agencies serving persons with low incomes or little formal education. Effectiveness of agency operation has increased in many programs that have incorporated volunteers with personal experiences very similar to those of the clients. Volunteers who can speak and understand foreign languages have served as interpreters. Volunteers who are members of racial or religious minorities have helped bridge gaps between paid staff and clients. Volunteers with physical disabilities can help motivate clients of rehabilitation facilities.

Strongly promoted in this series of handbooks is the concept of equal opportunity. Human service agencies and institutions should be open to all persons who need help. Likewise, citizen participation should be fostered among all population groupings in the community.

The concept of equal opportunity applies to volunteering as much as it refers to employment of paid staff or the provision of service to the clients. Opportunities to volunteer must be expanded to all segments of the population. The extension of equal opportunity volunteering will be successful if definite and concerted action is taken in accordance with a carefully developed recruitment program directed toward specific groupings of people. Information contained in the paragraphs that follow is presented to encourage and expedite the expansion of opportunities for volunteering in rehabilitation facilities.



Persons between the ages of 13 and 21 constitute an unusual challenge to rehabilitation facilities. The number of persons in this age range represents a large proportion of the population. Young people have energy and enthusiasm. Many are earnestly interested in being involved in programs that help people. They have demonstrated ability to relate well to children and older adults, and have worked very satisfactorily with mentally retarded, disadvantaged, and mentally ill individuals on a one-to-one basis.

Youth volunteers are considered by many to provide special benefits to rehabilitation facilities because they tend to be more open-minded about disabilities. Young people are optimistic, enthusiastic, and filled with hope. These qualities are especially valuable when working with handicapped persons.

For some agencies, young people have been particularly helpful during holiday periods and the summer months. Facilities

involving young volunteers will need to consider their transportation needs. In addition, after-school and weekend volunteer opportunities will have to be arranged.

Volunteerism attracts many young people because they like the feeling of having responsibility. Like volunteers from older age groups, youth volunteers want challenging, relevant volunteer assignments. In general, young people experiencing their first volunteer activity prefer to volunteer as part of a group — as least initially.

Students are increasingly concerned about the nation's social problems, and they want to become involved in the solution to these problems through concrete action. High school and college students can sometimes combine their educational programs with volunteer activities. Volunteer jobs can prove to be fine opportunities for pre-career orientation.

Recruitment Suggestions

- Recruit through organized youth groups, such as Girl and Boy Scouts, church groups, school clubs, fraternities and sororities.
- Recruit in junior and senior high schools through assembly programs, films in appropriate classes, distribution of pamphlets, etc.
- Distribute bookmarks with volunteer appeals printed on them.
- Appoint a school volunteer committee whose members recruit fellow students (peer recruitment).
- Recruit at registration time on a college campus. A form, on which interest in volunteering can be indicated, might be distributed with other registration materials.
- Work through particular departments in a college, such as sociology, psychology, and education.
- Develop a plan of academic credit for certain specialized volunteer jobs.
- Utilize school newspapers.
- Arrange announcements over campus radio stations or community stations that beam their broadcasting toward young people.

- Arrange for testimonials about volunteering by student leaders and outstanding athletes.

Locations for Recruitment Efforts. Record stores; specialty clothing shops; stores that sell unusual posters, cards, books, banners, and novelty items; recreation centers, such as cue clubs and bowling alleys; ice cream shops; shopping center parking lots (especially during the evening hours); concerts by popular musicians and singers; inter-school athletic events; school cafeterias and lounge areas; dormitories; and organizations, such as Girls Clubs, 4-H, Hi-Y, Y-Teens, Junior Achievement, etc.

Persons between the ages of 21 and 35 constitute a rich source of volunteers for rehabilitation facilities. Young adults are often interested in establishing themselves in their communities, and are motivated to assume the responsibilities of citizenship. Young mothers welcome opportunities to associate with contemporaries, or to maintain awareness and skills related to their earlier academic or employment experiences. Young men in the early years of their business or professional careers enjoy the opportunities for leadership development and community recognition that volunteering offers.

Recruitment Suggestions

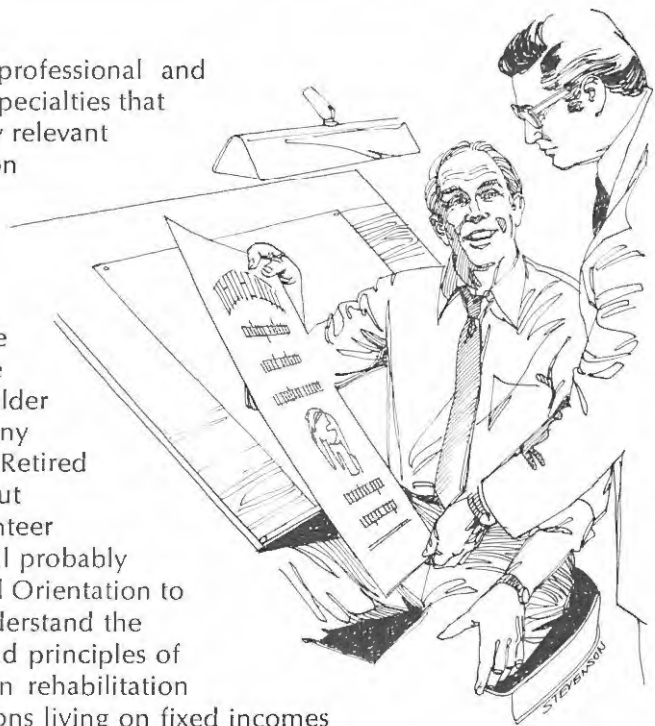
- Recruit through the Jaycees, clubs for young married couples, Newcomers Clubs, Junior League, etc.
- Organize groups of neighbors in residential areas with a preponderance of young families.

Locations for Recruitment Efforts. Swim, tennis, bowling, golf, and bridge clubs; shopping centers; stores specializing in baby and children's clothing; apartment developments; sports events; movie theaters; and popular restaurants.

Persons 60 years of age or older are increasingly becoming a significant proportion of the population, and there are sizable clusters in certain sections of the nation. Medical technology has not only prolonged life, but has maintained mental and physical capacities of older persons at high levels. Volunteering can be an antidote to loneliness and feelings of rejection or uselessness. Years of experience are available and all kinds of knowledge are ripe for sharing. To most persons of advanced years, operational routine and procedures are familiar and easy to accept. This grouping includes many persons who have

retired from professional and occupational specialties that are particularly relevant to rehabilitation facilities.

Mandatory retirement policies have created sizable pools of active and capable older persons in many communities. Retired persons without previous volunteer experience will probably require special Orientation to help them understand the importance and principles of volunteering in rehabilitation facilities. Persons living on fixed incomes may need help with the costs of transportation, parking, meals, insurance, and other actual expenses incurred through their volunteer participation.



Older volunteers generally prefer volunteer assignments that can be performed between 9:30 a.m. and 3:00 p.m. in order to avoid the traffic congestion and other difficulties of earlier or later time periods.

Recruitment Suggestions

- Present programs at senior citizen housing centers and at meetings of organizations for retired persons.
- Distribute brochures in reception areas of physicians' and dentists' offices.
- Participate in pre-retirement programs sponsored by businesses and industries, universities, etc.
- Invite organizations of older persons to tour the facility.

Locations for Recruitment Efforts. Senior citizen centers; community centers; shopping centers during mornings and afternoons — in particular, special areas that provide benches and

shelter, or inexpensive restaurants; churches and synagogues; local offices of the Social Security Administration; special housing developments for the elderly; mobile home parks; and certain fraternal and veterans organizations.

Blue-collar workers and white-collar workers clearly represent one of the largest single untapped sources of volunteers. Many people in this grouping possess skills that can be very helpful in terms of technical or mechanical operations, improving physical facilities and equipment, and organizing recreational/social activities. Group Projects are often very appealing to members of this grouping.

In particular, participation of organized labor, labor unions, and their members, should be fostered and promoted within rehabilitation facilities.

Leaders of local unions should be approached through AFL-CIO central labor councils in order to encourage expanded voluntary activities by union organizations or individual members.

Over 190 full-time AFL-CIO Community Service Activities

representatives are employed by local United Way organizations. These men and women are part of the national AFL-CIO Community Services program and are excellent contact persons for arranging labor involvement.

A facility should seriously consider including a representative of organized labor on its governing body (Board of Directors). It is necessary to consult with the central labor council within a particular community to assure that the Board member will be an official representative of organized labor. In addition, the



central labor council can endorse volunteering in rehabilitation facilities and encourage active participation. Statewide labor councils can be useful in promoting volunteer activities related to the needs of handicapped and disadvantaged persons. The President of a state labor council might agree to appoint a committee which could work with local central labor councils and large unions throughout the state. Coordinated recruitment of unions and their members on a statewide basis may be very effective in mobilizing highly valuable voluntary action through Group Projects and Individual Volunteering.

Recruitment Suggestions

- Feature stories or specific appeals can be included in union publications.
- Letters might be sent to leaders of local unions, outlining projects or individual volunteer assignments.
- Presentations may be arranged at regular meetings of central councils or large unions.
- Special recruitment efforts can be directed toward women's auxiliaries of local unions.

Locations for Recruitment Efforts. Central labor councils; meeting halls of local unions; bowling and softball leagues sponsored by commercial and industrial corporations; neighborhood cafes; and religious, veteran, and fraternal organizations.

Businesswomen, businessmen, and professional persons have traditionally participated in civic organizations and community service projects. They have served chiefly as fund raisers, Board members, organizers and planners of programs and events, and ambassadors to other agencies and the community at large. The individuals in this grouping possess substantial knowledge and skills that can directly benefit the administration of rehabilitation facilities and the clients being served. Yet, they are seldom called upon or given opportunities to voluntarily participate by sharing their specialized talents and experience. In some instances, there is a time problem in that the hours of facility operation conflict with the work schedules of business or professional persons. However, it is generally a matter of too little encouragement by facility leadership, or inflexibility. Most persons in this grouping can arrange their schedules if given advance notification, and there are also many ways in which they can contribute their

specialized services during evenings and weekends. In addition, certain projects might be suggested as group activities for associations and organizations composed of members of this grouping.

Recruitment Suggestions

- Direct requests for assistance are often very effective means of recruitment with this grouping.
- Personal visits to business executives are useful for proposing that their companies promote and sponsor volunteer service by their executives and employees.
- Articles can be featured in trade journals and business newsletters.
- Need for volunteers can be displayed on bulletin boards in private downtown clubs and country clubs.
- Requests for specific types of volunteer assistance might be channeled through professional organizations and service clubs.

Locations for Recruitment Efforts. Local Chambers of Commerce; merchant and trade associations, such as those formed by downtown business owners, insurance agents, and manufacturers; universities and colleges in the vicinity; professional societies, such as those formed by physicians, attorneys, nurses, teachers, social workers, accountants, and engineers; and service clubs, such as Lions, Exchange Club, Zonta, Altrusa, Quota, Pilot, Jaycees, Optimist, Kiwanis, Rotary, International Secretaries Association, Soroptimist, Sertoma, Business and Professional Women, and Civitan.

Culturally and/or socially disadvantaged persons have become more actively involved in community-wide agencies and programs in the past ten years. Their participation has particularly increased in educational, health, and welfare programs. They have compiled impressive records at jobs that involve one-to-one relationships with peers, and that facilitate communication between agencies and neighborhood residents.

Recruitment of culturally and/or socially disadvantaged persons must involve substantial outreach effort. Facility staff and volunteer leaders will need to go into areas where large numbers of this grouping are concentrated, and establish rapport with one

or more indigenous leaders who are highly respected by their peers. Through these indigenous leaders, prospective volunteers can be reached—in their homes and at other neighborhood locations.

Flexibility must be exercised if recruitment efforts with this population grouping are to succeed. Informality and simplicity ought to be emphasized with culturally and/or socially disadvantaged persons. Formal interviewing, long application forms, and other paper work should be kept to a minimum during the early phases of recruiting and involving persons in this grouping. They prefer to be told in plain terms what they are expected to do, rather than receive long written job descriptions. Formalized procedures of recruitment and involvement might be gradually introduced and carefully explained over a period of time.

Many culturally and/or socially disadvantaged persons do not really know what volunteering is. This is where recruiters must begin. An important factor in the recruitment of poor people—as with all potential volunteers—is helping them feel they are needed. If practical, it is desirable for these volunteers to initially be assigned simple jobs that can be performed at a central location in their own neighborhoods. In this way, they have the opportunity to gain personal confidence and to feel comfortable in a new situation before they proceed to the unknown environment of the facility.

Orientation, training, and supervision should be carefully reviewed in consideration of life style and previous experience. Persons in this grouping generally require reimbursement of actual out-of-pocket expenses, and it might be necessary to arrange for complimentary meals.

Throughout these handbooks, the values of volunteer participation accruing to the volunteer are emphasized as important factors. This point is particularly applicable when evaluating the merits of involving culturally and socially deprived persons as volunteers. Volunteer service can provide the first big step toward eventual paid employment. Success in the capacity of a volunteer can instill the confidence and motivation in an individual to work toward further self-improvement. Volunteer jobs help people see their own potential.

Recruitment Suggestions

- Call upon neighborhood ministers, priests, and rabbis to help with recruitment planning and activities.
- Work through Model Cities and Community Development offices.
- Try to interest the Volunteer Bureau or Voluntary Action Center in establishing a branch office or special liaison person in areas where large numbers of disadvantaged persons reside.
- Gain introductions to recognized neighborhood leaders through people in the community who are trusted by these neighborhood leaders.
- Involve facility clients from disadvantaged neighborhoods in recruitment efforts.

Locations for Recruitment Efforts. Public housing developments; laundromats; neighborhood cafes; public health clinics; welfare departments; employment agencies; and recreational centers, including playgrounds and parks.

Handicapped persons have not participated in volunteer programs as extensively as they might because of negative attitudes. Often their own attitudes render handicapped persons unsuitable for immediate involvement in rehabilitation facilities. More often, the attitudes of non-handicapped leaders of social welfare organizations and agencies discourage participation of handicapped and disadvantaged persons in service programs or civic activities. Myths and stigmatic reactions have greatly limited the extent to which handicapped persons seek, or are welcome, to participate in the affairs of community life. Yet, persons in this grouping have a great deal to contribute to the operation of rehabilitation facilities.

Handicapped volunteers can directly help paid staff and supplement a facility's basic program by patiently providing one-to-one services, such as tutoring or helping with activities of daily living. In addition, they can be particularly helpful in specialized areas, such as giving practical counsel on prosthetics, drivers' training, insurance tips, education of public transportation officials regarding the needs of handicapped persons, and helping with facility program planning. An advisory committee of handi-

capped persons can be of significant assistance to a rehabilitation facility in planning and implementing programs which meet realistic and practical needs of clients.

Handicapped volunteers can be particularly effective in Public Relations and Social Action. They have helped the public understand handicapped people and what they are able to do. They can also serve as advocates regarding the value of a particular facility's services. This includes education of potential clients, as well as the general public.

If facility leaders are serious about involving handicapped volunteers, special outreach recruitment efforts will be necessary. Handicapped individuals and groups of handicapped people will have to be sought out and personally invited to consider volunteer participation.

Along with the special advantages to a facility involving handicapped volunteers, there are also special benefits which handicapped persons derive from performing volunteer service. Volunteerism helps handicapped persons get into the mainstream of society. Disabled individuals are usually perceived as being on the receiving end of social service activities. As volunteers, they have the opportunity to give and contribute to individual and community welfare. Volunteer service can be a major factor in improving the life style of handicapped citizens.

Recruitment Suggestions

- Presentations can be made to clubs of handicapped persons.
- Rehabilitation counselors and other social service personnel might recruit volunteers in the course of their counseling duties.
- Former clients of rehabilitation facilities can be contacted.
- Qualified deaf people can be contacted to volunteer as interpreters for persons with hearing difficulties, and to serve as instructors of manual communication.

Locations for Recruitment Efforts. Local offices of the Social Security Administration, local and state Committees on Employment of the Handicapped, hospitals and health centers, welfare departments, and stores that specialize in prosthetic devices and equipment used by handicapped persons.

Members of racial, nationality, and religious minority groups have rich histories of volunteering. However, most of the volunteering by persons in this grouping has been focused on serving their own minority groups, and has not received widespread community publicity. Thus, the general public has limited awareness of the extent of volunteering that is performed by minority groups within our society. In recent years, there has been increasing emphasis on interfaith and interracial programs. Most people-serving agencies operate on a nondiscriminatory basis. Volunteers who are members of racial, nationality, and religious minority groups can help bridge communication and cultural gaps between clients and paid staff of rehabilitation facilities. They can also be helpful in public relations efforts and fund raising. Persons in this grouping often respond to Group Projects and volunteer activities that involve close friends and neighbors.

Recruitment Suggestions

- Invite religious organizations and nationality clubs to special tours of the facility that conclude with refreshments and informal discussions of volunteer opportunities.
- Arrange feature articles on volunteering in publications that are popular within nationality, religious, and racial neighborhoods or groups.
- Place notices and posters on bulletin boards in buildings where minority groups meet for organizational and social activities.

Locations for Recruitment Efforts. Churches; synagogues; neighborhood social and recreational centers; religious organizations, such as the Knights of Columbus and B'nai B'rith; organizations, such as the Ancient Order of Hibernians, Negro Business and Professional Women, and the National Medical Association; and associations composed of American Indians, Latin Americans, etc.

Emphasis has been given to the generally overlooked sources of volunteers identified in the previous paragraphs, because these groups include prospective volunteers who have special knowledge, skills, and experience that can be of great help to rehabilitation facilities and their clients. The **traditional volunteer** (the middle-class, middle-aged woman) continues to be of great assistance. However, volunteers in this grouping are exhibiting a decline in available time and numbers due to the increasing

trend of women obtaining full or part-time paid employment. It must be clearly recognized that other sources of volunteers have been, and will be, of importance to rehabilitation facilities. Further, it is possible to establish groupings that are similar, that overlap, and that duplicate those outlined above, through the use of other descriptions or by giving emphasis to selected characteristics.

Each community has a distinctive population pattern. To learn about the particular groupings of people in a given community will require examination of census data or other reports that analyze its population. Learning the locations of potential volunteers will involve consideration of recorded data, plus conversations with persons knowledgeable about group behavior and the currently popular sites where people congregate. "Patient pursuit" is an important motto. It will be helpful to understand that recruitment among certain groupings is difficult, and that failure frequently precedes success.

Some people believe that volunteerism involves an important human right—the right to volunteer. Observed in this light, it follows that social agencies, organizations, and institutions have the responsibility to extend opportunities to volunteer to all individuals and groups willing to assume given responsibilities.

POWERFUL ASSETS

A volunteer program that is widely regarded as effective, and is respected for its accomplishments, is the greatest asset in recruiting more volunteers. Volunteers are attracted to rehabilitation facilities that have a reputation for quality service and constructive volunteer participation. Another important product of a successful volunteer program is also a most effective tool for recruiting additional volunteers—satisfied and proud volunteers. Many of the most productive recruitment campaigns have been those which have involved active volunteers who are enjoying their voluntary participation. Their enthusiasm becomes highly contagious and generates powerful interest and excitement about volunteering.

There is a wonderful mythical law of nature that the three things we crave most in life—happiness, freedom, and peace of mind—are always attained by giving them to someone else.

Peyton Conway March

As for him who voluntarily performeth a good work, verily God is grateful and knowing.

The Koran

*He who helps in the saving of others,
Saves himself as well.*

Hartman Von Aue

*Art thou lonely, O my brother?
Share thy little with another!
Stretch a hand to one unfriended,
And thy loneliness is ended.*

John Oxenham

Be kindly affectioned one to another with brotherly love.

Romans 12:10

*The best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.*

William Wordsworth

VOLUNTEER INFORMATION SERVICE

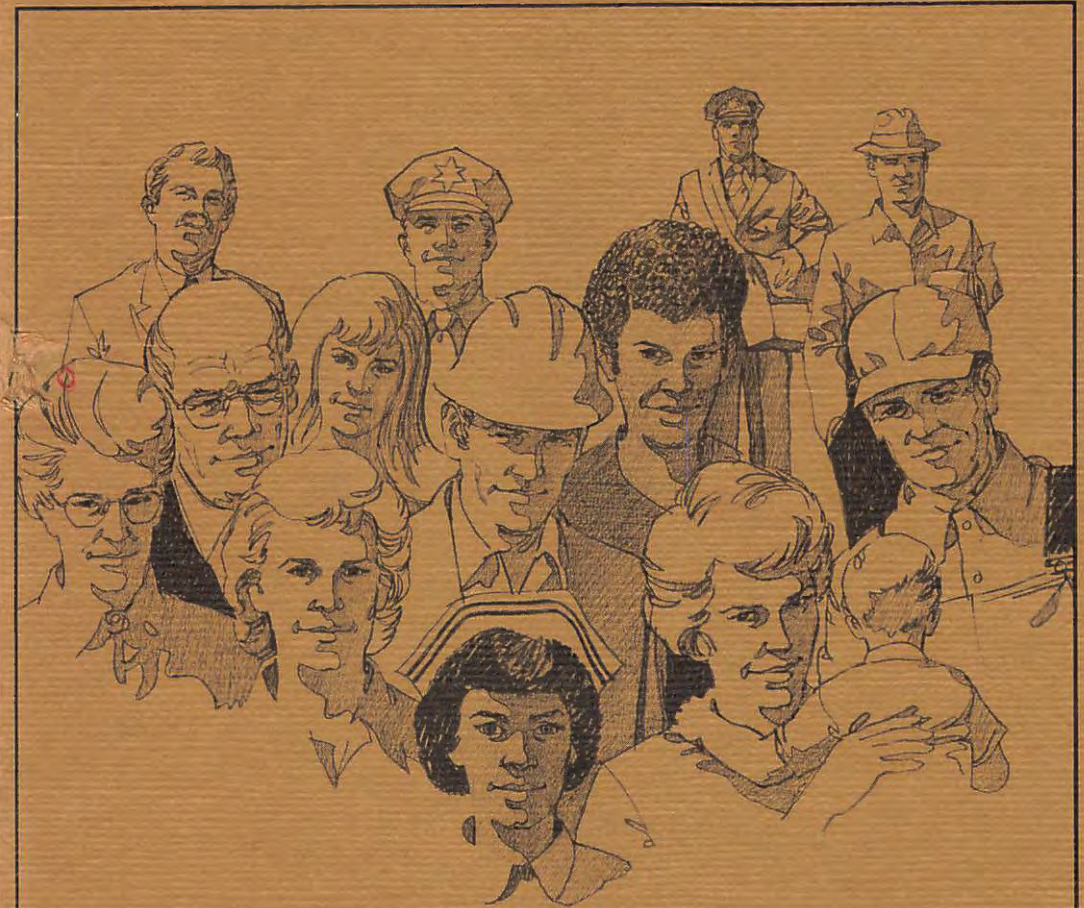
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Santa Fe, N.M. 87501

305 Washington

HOW TO INTERVIEW AND PLACE VOLUNTEERS

in a Rehabilitation Facility



IN
REHABILITATION

VOLUNTEERS

HOW TO INTERVIEW AND PLACE VOLUNTEERS

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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

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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

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INTERVIEWING VOLUNTEERS

The organization and operation of an effective volunteer program in a rehabilitation facility must involve the utilization of many tools. A job description is a tool. Forms and record systems are tools that provide information and facilitate evaluation. Recruitment tools include TV and radio public service announcements and attractive brochures. However, **one tool is considered particularly vital to the organization and development of a PLANNED VOLUNTEER PROGRAM: the interview.**

Many persons think of interviewing as a singular event. A widespread notion is that volunteers have an initial interview and never again experience interviewing within a particular facility. Quite to the contrary, interviewing is a dynamic process that is of importance to several management functions of a volunteer program. In particular, subsequent supervisory and evaluative conferences significantly benefit from skillfully applied interviewing procedures. To a great extent, satisfactory volunteer performance and volunteer satisfaction are dependent upon capable implementation of the interviewing process.

Some persons who apply for volunteer service in a rehabilitation facility may be surprised to learn that Entrance Interviews are standard or required procedure. In certain instances, there may be some resentment or resistance, but these reactions will not become serious if a sound rationale is skillfully explained and the application of flexibility provides for personal consideration of individual circumstances.

Interviewing volunteer applicants enhances the status and prestige of the volunteer program. Volunteers feel more important as a result of knowing that they have been carefully selected to meet serious needs. And, the morale of paid staff and volunteers throughout the facility improves from the increased effectiveness of service which results from competent interviewing.

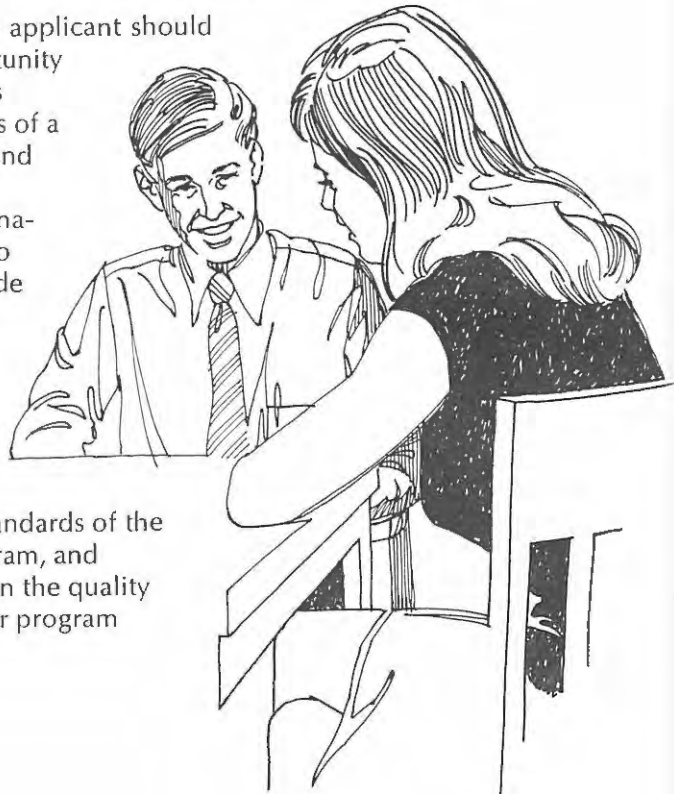
What is Interviewing?

In an era which emphasizes social science and professional specialization, it is easily possible for the process of interviewing to acquire a particular mystique. Large numbers of people mistakenly consider interviewing to be a highly technical skill practiced by a small number of qualified specialists.

To be sure, there is an art to interviewing, and there are circumstances in which the interviewer must have special knowledge and highly developed skills. However, interviewing is practiced by many people in everyday home and social situations. In fact, everyone engages in a type of interviewing whenever their conversations with other people involve asking questions, answering questions, explaining a subject, or exchanging information. Seen in this light, it is easy to understand why **interviewing has been described as conversation with a purpose.**

Some people might feel it is unnecessary or inappropriate to interview close friends, persons who have years of experience in similar volunteer activities, or prominent individuals in the community. Consideration of the question regarding who should be interviewed can become more a matter of personalities than an issue of purpose. **Waiving the interviewing process for any reason must be carefully reviewed and understood in terms of at least three important concerns.**

1. Clients of a facility must not be subjected to the consequences of poor volunteer placements which can result from decision-making based on assumptions about volunteers' knowledge, skills, and interests.
2. Every volunteer applicant should have the opportunity to ask questions about the duties of a particular job, and should receive adequate information on which to accurately decide about specific activities.
3. Making exceptions to established procedures weakens the standards of the volunteer program, and reduces belief in the quality of the volunteer program



among facility staff members, facility volunteers, and throughout the community.

There is great merit in beginning with the premise that all volunteer applicants will be interviewed in some manner. This is a positive approach that strengthens the role and importance of volunteer service within the facility. Within this framework it is possible to outline those special circumstances under which flexibility can be practiced, standard procedures can be modified, and formal interviewing can be adjusted. The nature of the volunteer job and the documented qualifications of the prospective volunteer are the two key factors to be considered in determining who should be interviewed and how.

Who Should Conduct Volunteer Interviews?

Responsibility for organizing the system for interviewing prospective volunteers must be centralized in the Director of Volunteer Services (or the facility staff member designated by the Executive Director to administer the volunteer program). This responsibility may be fulfilled through the collaboration and assistance of many persons. In particular, conducting interviews with individuals applying for volunteer jobs may appropriately involve a number of persons, including volunteers. Some organizations have benefited from the mobilization of an Interviewing Committee or a cadre of interviewers that is called into action whenever needed.

Qualities of Interviewers

It is important that the persons authorized to interview volunteers have certain skills and experience. Some of the qualities helpful to effective interviewing are outlined below. Assistance with the development of interviewing skills can be obtained from the facility's Personnel Director, staff members who have academic preparation in behavioral sciences, staff members of other community agencies, and experienced volunteers. Guidance can also be obtained from selected publications.¹

1. Three excellent publications are: *Guidelines for Improving Interviewing Skills*, published by the American National Red Cross; *For Volunteers Who Interview*, published by the Welfare Council of Metropolitan Chicago; and *Annette Garrett's Interviewing: Its Principles and Methods*, published by Family Service Association of America.

Personal characteristics and general knowledge are not adequate substitutes for interviewing skills and experience. However, **particular qualities are very helpful to achieving the objectives of interviewing:**

- Ability to converse easily with strangers.
- Acceptance of all people.
- Skill in observing or sensing other people's reactions, attitudes, concerns, and personality traits.
- Ability to listen attentively and hear accurately.
- Experience as a volunteer, preferably in the rehabilitation facility.
- Knowledge of volunteer jobs in a rehabilitation facility.
- Ability to speak clearly and explain matters in simple terms.
- Capacity to recognize individual strengths and potential.
- Experience in working with persons of varied racial, religious, educational, and economic backgrounds.
- Familiarity with the program and operation of the rehabilitation facility, including types of disabilities served and services provided.
- Ability to efficiently guide the conversation without sacrificing sensitivity or purpose.

ENTRANCE INTERVIEWS

Importance of Entrance Interviews

The significance of recruitment as a key component of a PLANNED VOLUNTEER PROGRAM was emphasized in Handbook No. 5. The failure to recruit volunteers with skills, interest, and various types of resources can be fatal to the inauguration or continuation of a volunteer program in a rehabilitation facility. Next in terms of consequences is the process by which enthusiastic volunteers are selected for participation in regular programs or special projects. The importance of interviewing persons applying to become volunteers is substantiated by the considerations outlined in the following paragraphs.

Great care must be exercised in the selection of Direct Service volunteers who work with handicapped and disadvantaged clients and the paid staff members in a rehabilitation facility. Not all individuals are emotionally equipped to work directly with handicapped or disadvantaged persons. Many volunteers, however highly motivated, may not have the technical skills required for certain jobs or may not be able to adapt immediately to the operational setting of a rehabilitation facility. Awareness of these realities underscores the need to select the right persons for the right jobs in order to more effectively meet the needs of the clients, the facility, and the volunteers. **The primary objective of interviewing prospective volunteers is to increase the probabilities of selecting and placing volunteer workers in (1) jobs which will meet needs of the rehabilitation facility and its clients, and (2) jobs the volunteers will find satisfying and will be able to perform satisfactorily.**

An interview helps identify specific interests of the volunteer, and helps determine his suitability for service within the facility. Of course, there are many jobs that are performed away from the facility and jobs that require no direct work with clients. Many volunteers may begin their participation in jobs of this type; some may eventually become involved in activities that occur within the facility and with the clients, while other volunteers may visit the facility and come in contact with the clients only on official occasions.

An interview provides the volunteer with the opportunity to ask questions. Some volunteers have little knowledge about rehabilitation; others may have misinformation about the facility and the services it offers. The questions asked by volunteer applicants can reveal much about their personalities and motivations, as well as be a springboard for educating members of the community about the programs and problems of facilities serving handicapped and disadvantaged persons.

It is very important that a person applying for volunteer service understand the general scope of available jobs, and specific duties and skills related to particular assignments. The need for, and extent of, preparation activities should be made clear, along with other requirements, such as minimum hours and reliability.

Viewed from the perspective of an exploratory and enlightening experience, the Entrance Interview can be considered the

beginning of a volunteer's preparation for service in a rehabilitation facility. In fact, the interviewing process is frequently considered the first phase of Orientation.

Finally, interviewing applicants for volunteer service is considered very important because of the impact this process has on the retention and growth of individuals who serve for long spans of time and often assume roles of leadership within the facility. An initial, well-conducted interview can foster a positive relationship between the volunteer and the facility that spans many years, including periods of separation. Volunteers who have experienced constructive guidance as a result of good entrance interviewing, tend to demonstrate higher morale and to enjoy greater personal fulfillment throughout their voluntary participation. Many volunteers serve in several different jobs during the course of their service in a particular facility while others happily remain in their original placements. Some advance to positions of leadership within the volunteer program and/or the facility's governing structure.

Types and Forms of Entrance Interviews

Achieving the overall purpose of the Entrance Interview involves the following two objectives:

- 1. Becoming acquainted.** An interview is an ideal vehicle through which people can share and be friendly. Even in those instances when the applicant does not immediately become an active volunteer, a friendly conversation can be the foundation for future service, lasting friendship, or positive public attitudes.
- 2. Obtaining information.** Sound decisions cannot be made by either the interviewer or interviewee unless adequate information is available. The interviewer needs to know what interests the prospective volunteer; his knowledge, skills, experience, likes and dislikes; and practical limitations, such as time or distance. The volunteer applicant has to learn about the types of activities, the requirements for participation, and circumstances of personal significance.

It is not practical to conduct interviewing according to one set of guidelines. Within the same facility, interviews can involve different personnel, can occur in a variety of locations, and can

vary in nature. Categorizing Entrance Interviews by type and form can help persons responsible for interviewing to proceed in a manner that is both orderly and flexible.

TYPES OF ENTRANCE INTERVIEWS

At least three types of Entrance Interviews can be distinguished on the basis of location and personnel involved:

- A. Community Interview.** Many communities have centralized organizations known as Volunteer Bureaus or Voluntary Action Centers. The activities of these organizations relate to community priorities and needs. Most Bureaus and VACs interview individuals who are interested in volunteer service but lack specific direction. The interviewer often obtains basic information and enough additional data to refer the prospective volunteers to appropriate community agencies and facilities. Occasionally, persons are referred to Bureaus and VACs by personnel of facilities who cannot appropriately provide immediate volunteer service opportunities for these applicants.



- B. General Entrance Interview (Facility).** In many instances, a volunteer applicant will experience two distinct facility interviews prior to being placed in a volunteer job. The initial interview will be general in nature, providing information about the facility and obtaining basic data about

the volunteer. This initial (General) interview is usually conducted by the person designated by the facility's Executive Director to administer the volunteer program. Increasingly, Directors of Volunteer Services are conducting General Entrance Interviews of volunteers, or are arranging for qualified persons to perform this function. It is not unusual for experienced and knowledgeable volunteers to be involved in conducting General Entrance Interviews.

- C. Specific Entrance Interview (Facility).** A job situation, in which a volunteer will be directly supervised by someone other than the Director of Volunteer Services, will require the volunteer to experience a second and more specific interview. This subsequent (Specific) interview is usually conducted by the department director or paid staff member who will be responsible for the volunteer's work. A Specific Entrance Interview enables the volunteer and supervisor to meet and become acquainted. This meeting provides opportunities for the volunteer to learn about particular duties, and for the staff member to acquire data regarding the volunteer's qualifications for specific assignments.

Selection and placement are determined on the basis of the information exchanged during a Specific Entrance Interview. In terms of a job supervised directly by the Director of Volunteer Services, the volunteer will normally experience only one interview (a combination General/Specific Entrance Interview) before being placed and beginning assigned duties.

FORMS OF ENTRANCE INTERVIEWS

Three forms of Entrance Interviews may be identified:

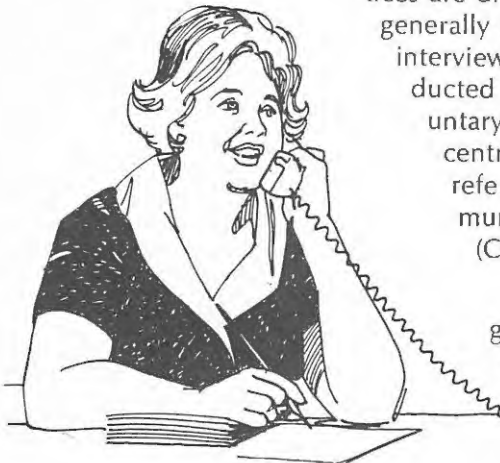
- A. Face-to-Face Interviews — Individual.** The most effective interviews occur when two persons meet face-to-face in an environment conducive to pleasant conversation. This setting facilitates becoming acquainted and the development of understanding. Questions can be freely asked and answered, information is willingly provided, and the discussion can become very detailed. There is the advantage of being able to observe mannerisms and appearance. The objectives of the interview are attained in a friendly atmosphere that increases the enjoyment of the interviewing

experience. Unless unusual circumstances make it impractical or inappropriate, Specific Entrance Interviews should always be conducted on an individual face-to-face basis. Time and personnel priorities may require some General Entrance Interviews to be conducted in group settings.

- B. Face-to-Face Interviews — Group.** While opportunities to become personally acquainted or to find out individual interests and skills are usually diminished, there are advantages to the group interview process. Persons with needed experience and skills might hear the message and be motivated to apply for volunteer service. Community awareness and understanding of the needs of handicapped persons, and increased positive attitudes toward the facility frequently result from group interviewing.

A group interview may be sufficient for instances in which an organization assumes major responsibility for a volunteer project. For example, members of the local Jaycee chapter who will be actively involved in a bowling party with handicapped children could meet as a unit with a facility representative for a group interview. As a result of this project, several of the members who participated in the bowling party might express interest in becoming active volunteers with the facility on a regular basis. The appropriate procedure would be to arrange individual General Entrance Interviews with each of the prospective volunteers.

- C. Telephone Interviews.** There is a growing trend toward interviewing potential volunteers via the telephone. Practices are diverse, but results have been generally satisfactory. Most telephone interviewing to date has been conducted by Volunteer Bureaus, Voluntary Action Centers, and other centralized organizations that refer volunteers to specific community facilities or agencies (Community Interviewing).



Telephone interviewing is generally viewed as acceptable in relation to selecting volunteers for one-time activities or short-term

projects that do not involve volunteers in close relationships with clients of the facility or agency. Examples include occasions when numbers of volunteers are recruited for clerical assistance, conducting tours, survey work, stuffing and addressing envelopes, host/hostess activities, community education projects, and fund raising events.

Conducting interviews with prospective volunteers over the telephone may be particularly appropriate and helpful to small facilities and very large facilities. In both instances, a telephone interview may enable direct referral of prospective volunteers to one or more staff members for consideration of specific assignments. It is important to underscore the value of Face-to-Face (individual or group) Interviews, especially when volunteers are not familiar with rehabilitation programs, and when the volunteer jobs under consideration involve working directly with facility clients.

Timing of Entrance Interviews

Two aspects of time must be carefully considered and applied in order to achieve maximum benefits from the interview process. There is the matter of timing which refers to **when** the interview is conducted. In addition, the **length** of the interview should be structured according to each situation.

Two guidelines are helpful in determining when interviews are conducted, even though they contradict each other. Generally, Entrance Interviews should be arranged and conducted as soon as possible after the persons have expressed interest in serving as volunteers. A long delay can discourage eager potential volunteers. Persons with skills and experience will probably be sought by many agencies, and the facility that promptly interviews has the best prospects of signing them up to participate.

On the other hand, if responses to recruitment efforts exceed the available volunteer jobs, it may be inappropriate to quickly schedule an interview. The chief factor is the volunteer's interest in immediate placement. A volunteer who wants to become involved right away might react negatively to an arranged interview that cannot lead to immediate activity. It is a simple matter to determine a volunteer's sense of urgency. Also to be remembered is that some volunteers enjoy the opportunity to be inter-

viewed by several agencies, since this process is educational and can provide a range of choices. As long as they understand the lack of immediate volunteer placements, many volunteers do not mind having their names placed on a list for purposes of future selection. This type of “reserve” list has definite advantages for facilities fortunate enough to compile them.

Under ordinary conditions, volunteer Entrance Interviews generally average 30 to 45 minutes in length. Interviews of less than 30 minutes are not typical, but they can occur when a volunteer’s qualifications clearly match a specific vacant job in which he is interested. **The guideline is to conduct an interview of sufficient duration to:**

- Become acquainted.
- Find out the applicant’s interests and qualifications.
- Answer questions and provide necessary information.
- Pursue unusual circumstances, if present.
- Discuss possible volunteer job placements.

Of course, the pace at which individual volunteers proceed will have considerable bearing on the length of each interview. Interviews will also vary in length according to the complexity of the volunteer jobs under discussion. Interruptions can prolong interviews. The interviewer must maintain control of the interview process, and be prepared to terminate interviews once the essential conversation is completed.

Physical Settings for Entrance Interviews

Flexibility should be practiced in relation to arranging the locations where interviewing will be conducted. Most Entrance Interviews can be conducted at the facility. This arrangement provides opportunities for the volunteer applicant to view the facility; observe the program in operation—including clients, paid staff, and volunteers; and perhaps meet with specific members of the paid staff.

However, it may not always be convenient or necessary for prospective volunteers to be interviewed at the facility. Interviewing can appropriately and effectively be conducted in private homes, at places of work, and at community facilities, such as churches

or neighborhood centers. Some volunteer programs have benefited from a systematic procedure of arranging interviewing schedules at locations in different areas of the community. One day (or more) each month an interviewer will meet with a number of prospective volunteers on a prearranged schedule to conduct General Entrance Interviews. Although less frequent, there are circumstances when Specific Entrance Interviews can be conducted outside the rehabilitation facility.

The environment in which the interview occurs may determine its entire potentiality. Privacy is very important. This does not mean complete seclusion, but the interviewee should feel that his conversation with the interviewer is a private activity that is considered confidential in nature. The room and its furnishings should be comfortable. Room temperature and lighting should receive proper attention. Furniture should be arranged to generate a relaxed and informal atmosphere. Interruptions and distractions, in the form of telephone calls or noise, should be prevented, if possible, or at least reduced to a minimum.

Principles of Interviewing Prospective Volunteers

PLANNING

Effective interviews are the result of planning. Experienced interviewers prepare in advance by confirming meeting room arrangements and by having readily available (1) specific questions that evoke discussion and obtain information, (2) current information about available volunteer jobs, and (3) an application form. (A sample Volunteer Service Application form is presented in the Appendix of this handbook.) Pre-interview planning also involves informing appropriate facility personnel about the scheduled arrival of prospective volunteers and the location arranged for interviewing. It is important that interviewers carefully schedule adequate time for each interview and arrange for the greatest possible limitation of disturbances.

OBJECTIVITY

Interviewers must realistically recognize that personal attitudes can influence their reactions to what happens during interviews. They must conscientiously strive to remain objective and unbiased, and to overcome subjective judgments. It is essential for interviewers to approach every interview with positive attitudes.

CONFIDENTIALITY

The confidentiality of personal information is strictly safeguarded. Personal data about volunteers is shared only on the basis that someone absolutely needs to know certain information in order to improve the participation of volunteers and to increase the benefits of volunteer service. Strict security for personal information must be accepted and supported by all personnel associated with the facility — paid staff and volunteers.

WRITTEN RECORDS

Some type of record should be prepared as soon as possible after each interview is completed. This record should be maintained as a part of a personal file on each person who is interviewed, including individuals interviewed over the telephone. (A sample Interview Summary form is presented in the Appendix of this handbook.)

Techniques of Interviewing Prospective Volunteers

SKILLFUL QUESTIONING

There is considerable skill involved in the asking of questions during an interview. Questions should be of two basic types, depending upon the objective. To obtain specific information, the interviewer will find it helpful to frame questions that require answers in the form of definite statements of fact, or expressions of opinion in precise detail. Questions can be the means of directing the applicant's conversation into particular subjects, and are very useful in changing the topic of discussion. Open-ended questions produce results more meaningful than inquiries that can be answered with "yes" or "no" responses.

Whenever possible, it is advantageous to have the volunteer applicant complete an application form prior to beginning the interviewing process. This enables the interviewer to use the data on the application form as a basis for more fully exploring qualifications and personal characteristics. Specific questions can prompt answers that deepen understanding of physical limitations, academic preparation, and time or economic limitations. A technique used by experienced interviewers is to encourage volunteer applicants to recall paid employment or previous vol-



unteer service that included activities related to available volunteer jobs. Through pointed questions, details can be obtained about educational and personal background, including family and community experiences which are relevant to particular volunteer assignments.

SKILLFUL LISTENING

Listening involves more than attention. It also involves spotting words or phrases that are spoken with emphasis, subjects that are glossed over quickly, the use of technical terms or slang expressions, etc. It is important that the interviewers know they are being heard and understood. Interviewers should refrain as much as practical from writing during the interview, but they should make brief comments from time to time that indicate they are listening carefully. These comments help the interviewees know they are being heard. In particular, a short question can sharpen the discussion and help both applicant and interviewer.

Periods of silence sometimes occur. These should not cause uneasiness or concern. Applicants sometimes need time to reflect, and they also can enjoy a feeling of not being rushed. Silence on the part of the interviewer may encourage the applicant to talk more extensively. There is often more advantage to a span of silence than to a steady flow of chattering or a steady stream of immaterial remarks.

OBSERVATION

There are nonverbal clues to personal data and personality characteristics. Experienced interviewers have been helped to form valuable impressions about interviewees by carefully observing their actions and reactions. Such features as posture, use of hands, movement of feet, impaired sight or hearing, display of energetic vitality or listlessness — all these should be noticed. In addition, behavior traits and attitudes should be noted, including moodiness, tact or rudeness, sense of humor, willingness to try, fear of new experiences, friendliness, suspiciousness, etc.

PROVIDING INFORMATION

Information about a rehabilitation facility and its volunteer program can be woven into the conversation as the interview proceeds. This information will acquire greater significance if the interviewer overtly exhibits his genuine interest and enthusiasm. The same amount of information need not be provided to every interviewee. A volunteer applicant with few skills and very little previous volunteer service may be overwhelmed and confused by too much information. On the other hand, an experienced volunteer with special skills can and should be given considerable information about the rehabilitation facility, its range of services, and its volunteer program.

Specific information frequently provided and discussed during interviews with prospective volunteers includes:

- Available jobs.
- Job qualifications.
- Hours of service required.
- Preparation required.
- Supervisory relationships.
- Key policies and procedures.

General responsibilities and privileges of facility volunteers should be outlined. The concept of teamwork ought to be discussed, and emphasis should be given to the need for volunteers to be reliable and conscientious.

PROBLEM INTERVIEWS

Occasionally there will be applicants who do not meet the criteria for participation in a facility's volunteer program. Such situations pose difficult circumstances that must be handled with tact and sensitivity. No individual who offers to contribute to the welfare of others as a volunteer should ever be made to feel that he is being rejected as a person. It is of the greatest importance to tactfully help such individuals understand they do not have the specific characteristics or qualifications needed to participate in the volunteer program of a particular facility.

One technique is to carefully emphasize factors about the facility or the volunteer program that are likely to be undesirable from the applicant's perspective. Specifically mention aspects of volunteer service that would be unattractive or unpleasant to the interviewee. This may result in the interviewee deciding not to pursue volunteer participation in that facility. This technique sometimes fails because the applicant believes he would not personally experience the unpleasant features of service, or some interviewees unrealistically believe they could overcome any obstacles.

It is advisable and effective to be directly honest and explain there is no volunteer placement consistent with the applicant's qualifications. Mentioning a waiting list or vague interviews in the future often are perceived as subterfuges, and the volunteer's disappointment can become bitterness. As a result, an originally interested individual might become a public antagonist of the facility.

Another technique is that of referral. The interviewer offers suggestions about other facilities in the community which might have suitable volunteer opportunities. The volunteer applicant should be provided with specific addresses and names. However, referrals should be made only in those instances when the interviewer believes there is a reasonable prospect the person interested in volunteering might actually be qualified for placement in another agency. As a general referral resource, the local Volunteer Bureau or Voluntary Action Center (VAC) might be suggested to the applicant.

Procedures for Interviewing Prospective Volunteers

It is suggested that certain steps be performed or arranged by the Director of Volunteer Services, or by the authorized interviewer of persons applying for volunteer service. Of course, individual situations will require adaptation and modification of specific procedures or the order in which steps are performed.

PRELIMINARY AND ADVANCE PROCEDURES

- 1. Schedule a specific interview time and location mutually convenient and appropriate for the applicant and interviewer.**
- 2. Confirm and check out the location arrangements.**
- 3. Inform appropriate personnel of interview time, location, and name of applicant.**
- 4. Obtain current listing of available volunteer jobs.**

Have a few selected Volunteer Job Descriptions or Volunteer Service Guides handy for review or illustrative reference.

- 5. Have an application form available.**

(A sample Volunteer Service Application form is presented in the Appendix of this handbook.)

FILLING OUT THE APPLICATION FORM

- 6. Have the volunteer applicant fill out an application form prior to the interview.**

It may be necessary to arrange for someone to assist with completion of the application form.

- 7. Review the application form.**

If practical, this review might be done before meeting with the prospective volunteer.

HELP THE VOLUNTEER APPLICANT RELAX

- 8. Greet the applicant by name in a genuinely warm and friendly manner.**

Assist the applicant with becoming comfortable and relaxed. (A cup of coffee or a soft drink might be provided.)

- 9. Start the conversation with some remark about a general subject that is non-threatening and can easily engage the applicant in informal discussion.**

Remember to keep the conversation applicant-centered, but without pressure.

EXPLAIN THE PURPOSE OF INTERVIEWING AND PLACEMENT PROCEDURES

- 10. Begin the formal interviewing with an explanation of the purpose of the interview.**

It is important to prepare an applicant for the possibility that circumstances may suggest the exploration of other facilities and organizations for volunteer opportunities.

- 11. Emphasize the confidential nature of the interview.**
- 12. Point out that interests and preferences of prospective volunteers are carefully considered in selecting and placing persons in jobs recognized as part of the facility's volunteer program.**

However, explain that emphasis must be given to the selection and placement of volunteers in jobs that most effectively meet needs of the facility and the clients it serves.

- 13. Explain the organization of the facility's volunteer program very briefly.**

Specific mention should be made of opportunities for leadership positions and the rotation of volunteer responsibilities.

SURVEY INTERESTS AND BACKGROUND

- 14. Ask the applicant to talk about personal interests, special knowledge or experience, previous volunteer work, general background data, and reasons for seeking participation in this particular program.**

It may become necessary for the interviewer to request specific details about some of the statements of the applicant, or to keep the conversation relevant and of reasonable duration.

- 15. Offer information about the facility, its program, its clients, its policies, or other aspects pertinent to comments of the applicant or that are important for most applicants to know.**
- 16. Make a preliminary silent decision about the applicant's eligibility and suitability for participation in the facility's volunteer program.**

(See the section of this handbook entitled "Selecting Volunteers".)

(The experience of most volunteer programs indicates that most applicants will be determined eligible for participation, and the interviewer can proceed to Step 17. In those few instances when applicants are determined unacceptable, the interview should be politely terminated by applying any of the techniques outlined in previous paragraphs, or by other appropriate methods.)

CONSIDERATION OF SPECIFIC JOBS

- 17. Review the list of currently available volunteer jobs.**

Show the applicant some selected Volunteer Job Descriptions or Volunteer Service Guides.

- 18. Ask the applicant for reactions to the available jobs and encourage full expression of interest, disinterest, or questions.**

Do not pressure the applicant, and do not generate over-optimism since it may be that unknown or subsequent circumstances will rule out particular placements. Repeat the importance of priority consideration being directed toward urgent needs of the facility and the clients it serves. Help the applicant to realistically match his interests and qualifications with (1) the needs of the facility and clients, and (2) currently available volunteer jobs.

- 19. Pinpoint one to three specific volunteer jobs for which the applicant can be considered.**

The applicant must agree to being interested in the job or jobs specifically identified for further consideration.

CLOSING THE INTERVIEW

20. Proceed with one of the following actions:

A. Accept the applicant.

(In this case, the interviewer has the authority to select and specifically place volunteer applicants in the jobs under consideration.) Discuss in detail the activities and duties of one to three volunteer jobs that are available and suitable. Confirm very clearly a particular placement with the volunteer, obtaining his definite agreement. Outline the preparation program that is required — Orientation and Training sessions. Schedule the date and time the volunteer will return to begin actual participation. If time permits, take the volunteer on a brief tour of the facility and introduce him to staff members with whom he will be working, and to key staff members and volunteer leaders who are met during the tour. Detail any special instructions and provide the volunteer with pertinent materials, including a job description.

B. Arrange for a Specific Entrance Interview (or interviews).

(In this case, the interviewer conducts the General Entrance Interview. In addition, the job [or jobs] under consideration requires a Specific Entrance Interview.) Discuss with the volunteer applicant the one, two, or three jobs in which he expresses definite interest. If convenient and practical, attempt to arrange an immediate Specific Entrance Interview (or interviews). Explain the necessity of meeting with the persons who will conduct the Specific Entrance Interviews. Escort the prospective volunteer to each Specific Entrance Interview. Perform appropriate introductions, and present the volunteer's application form to the persons who will conduct the Specific Entrance Interviews. Arrange to meet with the volunteer applicant after the Specific Entrance Interview (or interviews) is completed. Determine the applicant's order of preference in relation to the various

jobs under consideration. Clearly indicate how the volunteer will be communicated with, and how participation will be specifically arranged.

In some cases, it may not be possible to arrange immediate Specific Entrance Interviews. If possible, make definite appointments for these interviews. Otherwise, explain to the volunteer applicant that he will be notified of times and dates it will be possible to schedule Specific Entrance Interviews, and mutually convenient arrangements will then be confirmed. Arrange the interviews and provide the appropriate individuals with the completed volunteer application form and any other pertinent material. (Follow-through activities are performed in the manner outlined in Step 20A, or as circumstances may require.)

21. Express appreciation for the applicant's interest and cooperation.

Escort the applicant to the reception area or an exit, and wish him success. Literature about the facility and the volunteer program can be provided. It is particularly important to inform applicants that they should not hesitate to call if they need more information or have additional questions.

RECORDING AND SUMMARIZING

22. Record a summary of the interview.

(A sample Interview Summary form is presented in the Appendix of this handbook.) Special information about unusual interests, attitudes, or potential can be included along with the interviewer's perceptions and evaluative comments. The Volunteer Service Application form and Interview Summary form become part of each volunteer's confidential file.

IMPORTANT PROCEDURES RELEVANT TO STEPS 20A AND 20B

During the discussion of specific volunteer jobs, it is vital the interviewer explain details of various jobs that might make a definite difference to the volunteers as they try to decide on particular placements.

- The importance of the job should not be minimized.
- The time the job requires should not be minimized.
- The commitment of regularity and reliability must be strongly emphasized and confirmed.
- The necessity for accepting supervision and evaluation must be firmly reinforced.
- The rewards of participation should not be glamorized.
- Any special or unusual demands of the job should be carefully explained.

Volunteers begin their formal relationships with the rehabilitation facility through the interviewing process. Many of the first impressions experienced by volunteers have significant impact. Obviously, these factors reinforce the important role of the facility representatives who interview persons applying for volunteer participation. Prospective volunteers can be impressed by hearing about, and observing, how volunteers are members of the facility's team. The importance of each volunteer job to the facility and the clients being served ought to be emphasized. The interviewer has the important challenge of increasing and expanding enthusiasm and positive attitudes of persons who will voluntarily participate in the rehabilitation facility. In addition, the interviewer has the responsibility of convincing prospective volunteers of the necessity to accept rules and procedures established by the facility leaders.

SELECTING VOLUNTEERS

The primary consideration in selecting volunteers who apply to serve in a rehabilitation facility, is the capacity of the applicants to help the facility meet the needs of its handicapped and disadvantaged clients. A major attraction for volunteer applicants is the personal gratification that usually results from volunteer service, and interviewers must not be overly influenced by personal needs of prospective volunteers. Needs of the facility and needs of the volunteer must be carefully balanced in order to achieve satisfactory placement. Experience indicates that careful selection of volunteers produces benefits of effective service, satisfied volunteers, and a stronger volunteer program with fewer recruitment and retention problems.

Each volunteer should be selected according to the job to be performed and the qualifications required for effective job performance, including important personality traits and attitudes. Volunteer jobs are of many types and involve diverse abilities and personal characteristics.

Not all volunteer applicants will be interested in Direct Service volunteering. Many volunteers indicate preference for working behind the scenes, working outside the facility, or doing secretarial work. Some specifically express uneasiness about being around handicapped persons. It should be obvious that volunteers who bake birthday cakes at home or type letters in the facility's office need to be selected on the basis of different factors from volunteers who interact with facility clients.

Some general guidelines that can be applied to the selection of all applicants for volunteer service in a rehabilitation facility are listed below. Consideration of individual volunteers may also be helped by the realization that impractical qualifications are self-defeating, and that sometimes a person with drive and positive attitudes makes a better volunteer than a highly skilled or knowledgeable applicant.

General guidelines for selecting volunteers to serve in a rehabilitation facility are:

- Friendliness and a cheerful disposition.
- Acceptance of differences in people in terms of cultural or economic background, race, religion, physical or mental capacity, etc.
- Respect for individual integrity and confidentiality.
- Maturity and self-understanding.
- Emotional stability and sense of personal worth.
- Ability to function independently.
- Acceptance of contributions other persons make to the program.
- Capacity to participate democratically in group activities involving other volunteers, facility staff, and facility clients.
- Ability to accept supervision and evaluation.

- Readiness to learn and to consider new ideas with an open mind.
- Sense of humor.
- Ability to accept organizational structure, procedures, and policies.
- Willingness to give priority to needs of facility clients.
- Reliability.

In addition to the qualities listed above as general guidelines in the selection of any or all volunteers in a rehabilitation facility, there are some traits and characteristics of particular importance to the selection of Direct Service volunteers:

- Flexibility to accept assignment changes made in the best interests of facility clients.
- Empathy.
- Capacity to avoid sympathetic responses that are not helpful to client progress.
- Ability to do "with" and not "for" clients.
- Willingness to reduce involvement as clients increase self-sufficiency.

Certain volunteer jobs require specific knowledge or technical skills. The selection of volunteers for jobs of this nature will include careful assessment of formal academic preparation, technical training, and successful experience. For example, a retired speech therapist might be placed in a volunteer position working with facility clients who have speaking difficulties. Another example is a beautician who meets with female clients of the facility to discuss and assist with hair care and styling. While it is not very difficult to determine that some volunteers possess specialized qualifications, it is still necessary to ascertain if these volunteers have some of the important qualities and characteristics referred to above.

Of course, it is not possible to determine the presence or extent of many of these qualities through brief interviews. However, direct discussion of attitudes and previous experience can help interviewers become aware of particularly glaring weaknesses and strengths of volunteer applicants. At the same time,

interviewers should recognize the need to provide volunteer applicants with placements that offer opportunities for growth, change, challenge, and satisfaction.

PLACING VOLUNTEERS

Most volunteer applicants who complete the interviewing process and reflect enthusiasm for serving in the facility's program will be eager to begin participating. It is very important that volunteers become involved in the activities of the facility and the volunteer program as quickly as possible. Experience has shown that volunteers who sense uncertainty on the part of an agency or facility, in terms of how to involve them, will develop doubts about continuing to participate in that particular setting. Placement of a volunteer in a job should follow the interviewing process as promptly as practical.

Placement is a matching process in which the interests, characteristics, and qualifications of the volunteer are related to the requirements outlined for a particular job. Previously emphasized was the importance of the volunteer understanding the nature of the job and expressing willingness to serve in a specifically identified capacity. Some leaders of volunteer programs are strongly promoting and actively practicing the signing of written agreements between volunteers and their supervisors or the Director of Volunteer Services. These agreements (sometimes referred to as "contracts") spell



out the responsibilities of the volunteer and the responsibilities of the facility or agency.

"Fit the job to the person" is a suggestion offered earlier in Handbook No. 3. It is a guideline that becomes very practical and significant in relation to the placement process. To apply this suggestion to the placement process requires imagination and skill. Once set in motion, imaginative and skillful consideration of placement opportunities enable many placement difficulties to be resolved and minimized.

One of the obstacles to placement is the insistence that one volunteer applicant perform all the activities of a particular multifaceted job. This approach requires the applicant to meet all (or most) of the job's qualifications and to be able to commit substantial amounts of time. Many jobs have several components that can be divided among different volunteers. By combining complementary abilities, and coordinating schedules, it becomes possible to fit pieces of a job to several persons.

For example, two retired female librarians are interested in serving as Library Specialists within a facility. They can perform all essential activities with the exception of carrying heavy books and placing books on high shelving. A young man who enjoys reading agrees to work with the retirees, placing books on shelves and tutoring facility clients in the improvement of reading skills. Together, the three volunteers can get the total job done in a manner satisfactory to the facility, helpful to the clients, and satisfying to the volunteers.

Special care should be taken in relation to initial placements of volunteers in a particular facility. There should be ample opportunities for some degree of success to be experienced soon after the volunteer has begun to participate. Extensive or continuous frustration can reduce and kill motivation of a volunteer, particularly if experienced early in the volunteer's term of service. Success and its resulting feelings of satisfaction not only maintain interest, but also provide a foundation for individual volunteer development and advancement. However, caution must be exercised to prevent the assigning of "busy work" that can be satisfying on a short-term basis but might lack long-term meaning for some talented and experienced individuals.

Underplacement and Overplacement

Two pitfalls should be clearly recognized and avoided: underplacement and overplacement. Either pitfall can be disastrous for volunteers, whether they are new or have participated in the facility for years.

The mistake made most frequently with new volunteers is underplacement. This mistake has many forms, including the assignment of trivial responsibilities to highly capable persons, assigning ten volunteers to do a project that requires only three, and deliberately continuing volunteers in beginning-level jobs which have become boring. There will certainly be times when it is not possible to promptly place volunteers in jobs they prefer. However, this situation should not result in volunteers being pressed into jobs they do not want. Far too many volunteers have "dropped out" of human service programs because of being placed in jobs they considered "busy work" and unchallenging; others have discontinued because they felt the organizations were "using" them without genuine regard for their interests and needs.

Equally as damaging as underplacement can be to a volunteer program, overplacement also has serious consequences in terms of impact on the facility clients. It might be flattering to place volunteers in jobs with responsibilities that exceed their knowledge or experience. However, feelings of being overwhelmed, or experiencing serious reactions to unsatisfactory performance, can produce negative results for the volunteer and the volunteer program. Volunteers who have unpleasant experiences in jobs they were encouraged to try, even though they lacked important qualifications, can become disillusioned about volunteering, in general. In addition, clients may become suspicious of both volunteers and paid staff on the basis of negative performances by volunteers who could not satisfactorily fulfill assigned responsibilities. Finally, paid staff can develop doubts about volunteer participation, and there can be a decline in morale among all facility personnel that can negatively affect volunteer-staff relationships.

Several techniques have proved helpful in coping with the pitfalls and effects of underplacement and overplacement. Some of the techniques described in the following paragraphs can be considered generally applicable to the placement process. The

principle of flexibility has special importance to volunteer placement since imagination does not flourish in a rigid environment.

A system of sharing and rotating essential, but unattractive, jobs has usually succeeded in reducing dissatisfaction that results from feelings of being "used", involved in "busy work", and other forms of accidental or unavoidable underplacement. In any organization, there are jobs that must be done even though they are monotonous, dull, distasteful, and routine. It is a mistake to assign these jobs only to certain volunteers. Rather, these responsibilities can be rotated among both facility volunteers and paid staff. This sharing of routine and unglamorous jobs reinforces the concepts of teamwork and partnership. In addition, the very procedure of assigning a certain set of tasks to a large number of persons reduces the frequency that any single individual must perform them.

A team approach can help new volunteers become easily acclimated to the volunteer program and the facility. This approach is also useful in helping volunteers develop new skills and increase their knowledge without being overwhelmed with complete responsibility for a more advanced position. New volunteers, or volunteers reassigned to positions of greater responsibility, can be teamed with experienced volunteers. This approach can involve teams of two, or several "new" volunteers might be teamed with one experienced volunteer. The experienced volunteer provides practical guidance and back-up support that reduces anxiety within a "new" volunteer. In addition, there is less possibility of lower quality service being received by clients. The volunteer program grows in effectiveness, and the total program of the facility is strengthened through expansion.

Some organizations have arranged "trial placements" for volunteers who are uncertain about the type of work they most prefer. Trial placements are also useful for situations in which facility staff members have doubts about a volunteer's ability to handle a particular job. (This technique is sometimes referred to as "a probationary period", although this term is more applicable to situations involving volunteers who are being considered for release.) Another technique that has helped in instances of volunteer uncertainty is the arrangement of "planned observation" of a variety of volunteer jobs. An orderly schedule is organized to enable undecided volunteers to observe experienced vol-

unteers actually performing a number of different activities. Directly observing volunteers at work usually provides enough additional information and understanding to result in decision-making and specific placement.

There are occasions when it is not possible to promptly place all volunteers selected for participation. It is important to sustain their interest through some definite procedure rather than to delay their involvement until a specific job placement can be arranged. One technique is to encourage the unplaced volunteers to attend committee meetings or special meetings organized by volunteers and/or paid staff. Particularly effective is the practice of involving unplaced volunteers in preparation programs including Orientation programs. Continuing Education sessions can be of special meaning because the content may be related directly to individual interests. "Planned observation" can be an exciting and enjoyable way for unplaced volunteers to sustain their interest in the program and simultaneously become familiar with the facility, paid staff, clients, and active volunteers.

One more pitfall needs to be mentioned. Occasionally a volunteer is poorly placed, or does not perform effectively in a particular job. It may be concluded that additional training can correct the situation. This might be a solution in a small number of instances. More frequently, the difficulty results from mismatching a person's interests and skills with the requirements and responsibilities of a particular job. In such instances, additional training will not remedy the matter. The mistake is only compounded by continuing such a situation. It is much more beneficial to leave a job vacant until an appropriate placement can be arranged than to incorrectly place a volunteer in a position which will not be performed in a manner either satisfactory to the facility or satisfying to the volunteer.

On the other hand, there are instances in which a volunteer becomes interested in changing his job or advancing to a position of increased responsibility. In these instances, it is generally appropriate and effective for the volunteer to utilize training activities as a means of acquiring the qualifications required by the different job or leadership position.

Completing the Placement Process

One of the most negative experiences possible within a volunteer program, can occur if new volunteers arrive at a rehabilitation facility to begin participating only to find that no one is expecting them or knows what they are supposed to do. This type of experience has disastrous results which are easy to understand in terms of the importance of first impressions.

Every new volunteer should be expected by facility personnel, personally greeted, and there should be some manner of scheduled activities outlined for him to follow. In particular, the first day of a new placement should be as positive as possible. A warm welcome and evidence of preparation for their arrival can substantially help volunteers experience a pleasant reaction to their new roles and responsibilities.

Below are several steps that can serve as guidelines to completing the process of placing volunteers in order to achieve a positive beginning, and to facilitate high morale and long-term participation. These steps are performed, organized, or coordinated by the Director of Volunteer Services.

- 1. As promptly as possible, following the determination of placement, all personnel of the facility who will be directly involved should be notified.**
 - a. The volunteer's supervisor.
 - b. The department director, section chief, etc.
 - c. Other department directors.
 - d. The office manager (the person who supervises records, insurance coverage, etc.).
 - e. The facility Executive Director.
 - f. The editor of the volunteer program newsletter.
 - g. The editor of the facility newsletter.
 - h. Officers of facility volunteer organizations.
- 2. All official forms must be placed in the appropriate files.**
- 3. Arrangements should be made for an appropriate welcome on the day the volunteer is scheduled to begin participating.**

4. A schedule of activities for the first day (or first several days) of participation must be prepared.
5. Procedures and arrangements for Orientation, Training, and Supervision should be confirmed.

The placement process is one of the most important components in the operation of a volunteer program in a rehabilitation facility. Through the effective matching of responsibilities with talents, interests, and potential capabilities, volunteers can be given significant opportunities to contribute to the improvement of the facility's program of service while they simultaneously experience personal satisfaction.

OTHER SPECIFIC INTERVIEWS

In addition to the Specific Entrance Interview outlined earlier in this handbook, two other specific interviews should be conducted within a **PLANNED VOLUNTEER PROGRAM**:

1. **Follow-up Interview**
2. **Exit Interview**

Both of these interviews have proved to be mutually beneficial to the operation of volunteer programs and individual volunteers.

Follow-up Interview

A Follow-up Interview is an interview that is scheduled after a volunteer has been on the job for a specified period of time. Generally, this type of interview occurs shortly after a volunteer has performed his particular assignment a minimum of three or four times. **The purpose of the Follow-up Interview is to determine how the volunteer is getting along in his placement.**

Normally, the Director of Volunteer Services conducts a Follow-up Interview. The primary focus of this interview is the volunteer's adjustment to his duties and his co-workers. Information is obtained through inquiries, such as:

Are you enjoying your work?

Are you experiencing any problems?



Do you get along well with the paid staff and volunteers with whom you work?

Is the work meeting your expectations?

Do you have suggestions about improving your job situation?

It is customary for the volunteer's supervisor to receive a report on the Follow-up Interview. This report might be presented orally through a conversation, or a written summary might be prepared and delivered. If the volunteer is content with his situation, the Director of Volunteer Services will not pursue the matter any further unless requested to do so by the volunteer's supervisor.

A Follow-up Interview can spot difficulties early enough to prevent serious problems from developing. Under more favorable circumstances, this type of interview reinforces a volunteer's feelings of satisfaction and increases his sense of confidence.

Exit Interview

It is advantageous to meet with every volunteer who ceases to participate in the volunteer program. Such a meeting is referred to as an Exit Interview. There are two objectives of Exit Interviews:

1. To obtain information and suggestions that can be useful in revising and improving the volunteer program.
2. To provide an opportunity for discussion of feelings of discontent, disappointment, and other personal considerations of importance to the departing volunteer.

Exit Interviews are not as easily scheduled as Entrance or Follow-up Interviews. It is possible to schedule an Exit Interview at a time mutually convenient to both the departing volunteer and the interviewer when participation is being discontinued because of reasons other than dissatisfaction, such as moving to a new community, changing family responsibilities, returning to school or paid employment, etc. In those instances in which volunteer discontent (or termination by facility personnel) is the causal factor, priority usually must be given to the convenience and preference of the departing volunteer. Whenever practical, an Exit Interview should be scheduled prior to the volunteer's last day on the job. The next alternative is to arrange this type of interview as soon as possible following the volunteer's last day of participation.

Exit Interviews are conducted by the Director of Volunteer Services. The meeting should provide for:

- Candid expression of the volunteer's feelings.
- Constructive pronouncements by the interviewer.
- Identification and discussion of problems.
- Consideration of ways to improve the volunteer program or to solve identified problems.

Every effort should be made to conclude an Exit Interview in a positive manner that promotes friendliness and agreement on mutual goals. The Director of Volunteer Services should express appreciation for the assistance contributed by the volunteer, and the volunteer should be extended best wishes for the future.

APPENDIX

Application Form

VOLUNTEER SERVICE APPLICATION

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Please Print

Name (Mr.) (Mrs.) (Miss) _____
 Home Address _____ Zip Code _____
 Home Phone _____ Business Phone _____ Social Security No. _____
 Driver's License No. _____ Is car available? _____

Volunteer Experience

DATES (Years)	DESCRIPTION OF WORK

Employment Experience

DATES (Years)	DESCRIPTION OF WORK

Interests, Skills, Hobbies _____

Memberships (service, social, religious) _____

Type of volunteer work preferred _____

Available for Volunteer Work

	MON	TUE	WED	THUR	FRI	SAT	SUN
Morning							
Afternoon							
Evening							

(continued on next page)

Name of person who should be contacted in case of emergency

Phone

Name of family doctor

Phone

Current occupation

Date of birth

Place

Education (circle highest grade) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 Post graduate study

Major subjects

Special training

Name of spouse

Occupation of spouse

Ages of children

Condition of health

Physical limitations

References

1. Name and address

2. Name and address

3. Name and address

Signature of Applicant

Date

Person receiving Application Form

Person to whom referred for General Interview

Interview Summary Form

INTERVIEW SUMMARY

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Date _____ Name of Interviewer _____
Name of Applicant _____
Social Security Number _____
Reasons for volunteering _____

Specific Impressions
Enthusiastic/Indifferent _____
Reserved/Aggressive _____
Calm/Fidgety _____
Easy/Difficult to understand _____
Understanding of rehabilitation _____
Understanding of volunteer service _____

Physical Strengths/Limitations _____

Other difficulties or potential obstacles to effective participation

General Impression _____

Comments (special qualifications, strengths, interests, training, needs, etc.) _____

Recommendation: Not accept _____
Accept and refer/assign to _____

Signature of Interviewer _____

Specific Interview

Accept _____ Not Accept _____
Date _____

Signature of Interviewer _____

Signature of Department Director _____

(The Application Form and Interview Summary Form can be maintained together in a central file in alphabetical order.)

No act of kindness, no matter how small, is ever wasted:

Aesop

To every man his chance. To every man, regardless of his birth, his shining golden opportunity. To every man the right to live, to work, to be himself, and to become whatever his manhood and vision can combine to make him. This, seeker, is the promise of America.

Thomas Wolfe

*I was eyes to the blind
and feet to the lame;
I was a father to the needy,
and I took up the stranger's cause.*

Job 29:15-16

God has so ordered that men, being in need of each other, should learn to love each other, and bear each other's burdens.

George Augustus Sala

Let him who neglects to raise the fallen, fear lest, when he falls, no one will stretch out his hand to lift him up.

Saadi

You don't live in a world all alone. Your brothers are here too.

Albert Schweitzer
(On receiving the Nobel Prize)

VOLUNTEER INFORMATION SERVICE

223 Cathedral Place

Santa Fe, N.M. 87501

305 Washington

HOW TO PREPARE VOLUNTEERS TO HELP

in a Rehabilitation Facility




IN
REHABILITATION

VOLUNTEERS

HOW TO PREPARE VOLUNTEERS TO HELP

in a Rehabilitation Facility

Property of
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Service of Santa Fe



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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

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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

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WHAT IS PREPARATION?

It is customary to help paid staff members of a rehabilitation facility understand their assignments and responsibilities, and to acquaint them with the settings in which they work. Preparing staff persons in these ways is considered important to their ability to fulfill their roles and functions effectively. These procedures are typically provided to full-time and part-time staff members, to paid personnel who are just beginning their employment careers, and to experienced staff who are new to a particular facility.

This process of preparing paid staff members of a rehabilitation facility is equally valid for volunteers who have been recruited to help achieve the purposes of the facility. Skillfully organized Orientation and Training can channel highly motivated volunteers into service that is simultaneously satisfactory for the facility and satisfying to the volunteers.

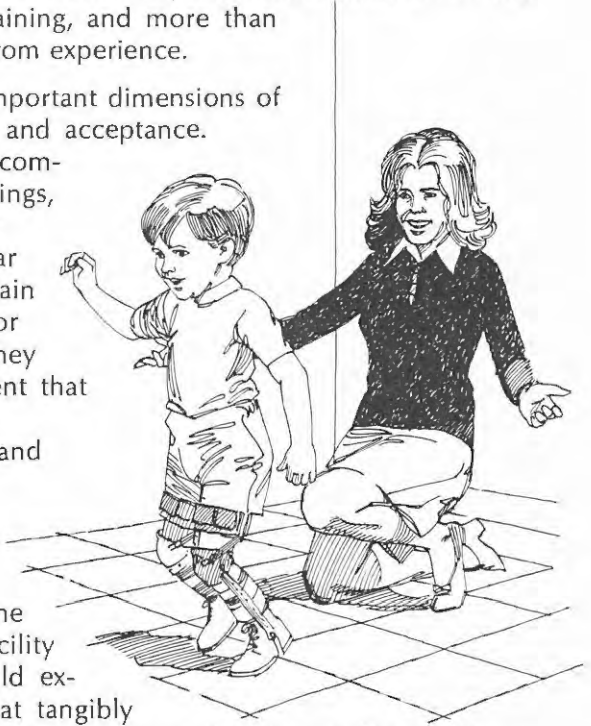
Systematic preparation of volunteers is supported by reasons similar to those advanced for carefully preparing paid staff members. The chief reasons are:

- Facility clients and facility staff can be more effectively assisted by well-prepared volunteers.
- Volunteers and paid personnel can develop and increase their confidence in the value of volunteer service through competently organized preparation programs.
- Doubts, fears, or myths about volunteer participation can be reduced, if not eliminated, through carefully conducted Orientation and Training of paid staff and volunteers.
- The knowledge and skills available to a rehabilitation facility can be constructively multiplied as a result of effectively preparing volunteers for service and supervision.

Correctly or not, education — to most persons — connotes academic instruction that emphasizes the acquisition of knowledge. Training is generally thought to emphasize the development of specific skills or the performance of certain behavioral actions. Experience can be a great teacher; however, the results are sometimes negative due to situational circumstances and personal factors.

The terms “**prepare**” and “**preparation**” are used in this handbook by deliberate design. The chief purpose is to develop understanding that volunteers require more than the training traditionally provided if they are to function at levels satisfactory to facilities and satisfying to themselves. “Preparation” is projected as a concept that encompasses more than knowledge which results from education, more than skills which are produced through training, and more than attitudes developed from experience.

Preparation adds important dimensions of comfort, confidence, and acceptance. Volunteers must feel comfortable in their settings, particularly when the settings are unfamiliar and may involve certain physical discomfort or emotional distress. They must also be confident that their service is competently performed and valuable to facility clients and leaders. Further, volunteers must understand that they are welcome as members of the facility team, and they should experience activities that tangibly demonstrate acceptance as partners of facility staff members.



Preparation for volunteer service in a particular rehabilitation facility begins with the very first contact between a prospective volunteer and a representative of the facility. The facility representative reflects attitudes and knowledge that influence the prospective volunteer. Apparent enthusiasm, pride, and satisfaction can produce positive volunteer reactions. Interest can increase if the volunteer becomes aware of rewards that have personal and community significance.

However, there must also be understanding of the realities inherent to volunteer participation in the rehabilitation facility. From the beginning, it has to be clear that:

- There are different types of volunteer service.
- Certain rules and procedures must be followed.
- Reliability is one of the most important characteristics of volunteering.
- Certain aspects of working with handicapped persons may be unpleasant to some volunteers.

These and other realities can be outlined superficially during initial discussions, and considered more fully as volunteer involvement continues.

Preparation for volunteer service in rehabilitation facilities is a continuous process that incorporates Interviewing, Orientation, several types of Training, Supervision, and Evaluation. Perceived in this manner, the basic objective of Preparation becomes more clearly understood:

To help volunteers learn to assist the clients and staff of a rehabilitation facility competently, effectively, and satisfyingly.

Personal learning and growth are strongly implanted within the concept of Preparation. The volunteer is the central figure in the process of preparing persons to participate voluntarily in a rehabilitation facility. Acquiring knowledge, effectively learning skills, and adopting positive attitudes are achieved through sharing and participatory activities.

“Unlearning” is equally as important as learning. Sometimes it is more important, especially in the early stages of volunteer participation. Negative attitudes often impede productive service and must be modified or eliminated. Myths and prejudicial thinking frequently create tensions and must be replaced with accurate information. Special emphases are placed on developing open-mindedness, on reducing resistance to new ideas, and on willingness to accept individual differences.

The procedures of Interviewing, Supervision, and Evaluation are outlined in detail in Handbooks No. 6 and 8 of this series. This handbook specifically considers Orientation and Training, two of the more widely known elements of Preparation.

LEARNING AS A CREATIVE PROCESS

Learning is the fundamental objective of Orientation and Training. As volunteers learn what they need to know, they increase their value to the facility's clients and staff, and they enjoy greater satisfaction from their participation. Sensing acceptance as a valuable team member and gaining satisfaction from performance are powerful stimuli that produce pride, loyalty, and commitment.

When volunteers experience learning that results in personal growth and feelings of self-fulfillment, they become more aware of the potential of human beings. Their volunteer service is more keenly seen as an important part of a program that encourages creativity and innovation. As voluntary action broadens and benefits expand, everyone associated with the facility enjoys the excitement and inspiration that more successful rehabilitation provides.

Contemporary leaders of social and behavioral sciences are increasingly stressing the creative nature of learning. Feelings, values, and interests are considered to be involved along with intellectual capacity in a dynamic process that takes place within a learner. The process of learning is most frequently stimulated by two conditions: experiencing a problem, or recognizing a gap between where a person is and where that person wants to be. The most effective learning occurs when the individual wants to know and draws on available resources to acquire whatever is necessary to solve the problem or close the gap.

Learning can be an individual or group activity. Certain situations and conditions are appropriately organized as individual learning experiences. For reasons of effectiveness and practicality, Orientation and most types of Training for volunteers in a rehabilitation facility are outlined as group activities. Final decisions regarding design and methods will depend upon personal and local circumstances. This handbook endorses group learning programs, and most of the information that follows relates directly to group activities.

Principles Essential To Creative Learning

Four principles are of special importance to planning and

conducting programs that help prepare volunteers through creative learning experiences.

- 1. Relevancy.** This principle has two dimensions: needs and realism. The learning activities must be directly coordinated with identified needs of the volunteers (learners/trainees), needs of the clients, and needs of the facility. The relevance of preparation programs increases through the use of real incidents, real situations, and actual conditions. It readily can be observed that creative learning increases when preparation programs effectively correlate needs and interests of learners with realistic exercises and activities.
- 2. Involvement and Participation.** Beginning with the first efforts of planning, it is important to involve the volunteers who will participate in the preparation program. Throughout the implementation of Orientation and Training programs, active involvement of volunteers should be facilitated. Volunteers should be encouraged to share personal experiences and knowledge. Learning activities that require participation, such as group discussions, role playing, and simulation games, should receive emphasis. Involvement should extend through all phases of preparation, including evaluation of the preparation program and the volunteers' own individual progress.
- 3. Flexibility.** Different volunteers have different needs and interests. Needs of clients vary. The needs of a facility can change as community or technological changes occur. Flexibility is the ability to be responsive to current conditions and individual circumstances.

It is valuable to have an outlined preparation program. This provides a sense of orderliness and direction. However, the outlined program can become irrelevant if it is rigidly perpetuated. In addition, volunteers can experience increased motivation by participating in a learning/training program that demonstrates the capacity for prompt modification in response to spontaneously expressed needs or interests of the participants. More important than a previously outlined program, is helping learning to occur by giving prompt attention to needs or interests of the learners/trainees.

- 4. Leader is a Guide.** Traditional training programs project the trainer as having knowledge, experience, and skills far superior to those possessed by the trainees. In training programs

of this nature, the trainer assumes a role of authority and dominance. The concept of creative learning, based on contemporary programs of adult education, disclaims the notion of trainer superiority and domination.

The concept of creative learning views the leader of a learning/training program as a guide. From this point of view, the leader fosters an atmosphere of mutual respect and equality between the leader and each member of the group of learners, and among the members of the group. The leader avoids arbitrary actions. The leader refrains from judgmental expressions that go beyond constructively helping group members increase their knowledge, question their attitudes, and improve their skills. Dogmatic statements are excluded, although the leader supports policies established to protect clients, and to facilitate effective operation of the rehabilitation facility. Personal opinions are shared, but are clearly identified as such without any attempts to coerce.

The leader of a preparation program emphasizing creative learning seeks to understand the needs of the volunteers participating in the program. In addition, the leader endeavors to understand how the volunteers see themselves and the situations with which they must cope. Further, the leader helps volunteers clarify their perceptions and strengthen their capacities to perform their jobs and responsibilities competently.

In attempting to guide creatively, the leader abstains from rigid commitment to any set pattern or method. In striving to help the participating volunteers learn and grow, the leader combines personal knowledge with available materials and the experiences of the participants.

Factors Important To Creative Learning

- 1. A Positive Environment.** The environment in which learning is to occur should promote friendliness, informality, and interaction. Learning will be obstructed if the learners sustain feelings of being strangers to one another. Activities that reflect rigidity and ceremonial structure impede learning progress. Active exchange and sharing encourage personal involvement of all group members and enrich the experience of each participant.

2. Group Identity. The individuals participating in the learning experience must achieve group-awareness and become transformed into a unit that has its own identity. While each member retains individual identity, the group facilitates cooperative effort. Reciprocal support for individual participation and collective action result from healthy group functioning. A significant by-product usually evolves with the development of group identity during Orientation. A feeling of camaraderie — an esprit de corps — becomes a force for retention of volunteers and for the maintenance of high standards of performance on the part of all facility personnel.

2a. Introductory Activities. The first meeting of the group can be somewhat awkward, and might not aid the development of Group Identity. It is highly important that volunteers sharing an initial group learning experience become acquainted and interact from the very outset of the Orientation or Training program. The traditional “self-introductions” are useful in getting participants to speak and participate. There are many games, often referred to as “ice-breakers” or “mixers”, that require involvement and exchange. This type of activity is particularly helpful at first meetings because they usually require movement, personal participation, and add a spirit of fun.

3. An Atmosphere of Equality. Mutual respect must be fostered between leader/trainer and group members, and among



group members. Learning is encouraged by everyone participating in the program, including the leader. Emphasis is given to the concept of Shared Leadership. This concept is openly demonstrated and supported by the leader/trainer through the following practices:

- Encouraging volunteers to help organize the learning program, including the selection of content and methods.
- Avoiding an overly critical or negative attitude.
- Being careful about listening as much as talking.
- Providing opportunities for volunteers to evaluate the program and their own progress.
- Moderating possible domination by a few participants and encouraging every volunteer to express and share.
- Vigorously promoting an open, informal, and friendly atmosphere.

4. Pragmatic Objectives. Rigidity in the listing of learning objectives must be strongly avoided. Certain information and activities may be appropriately included in most Orientation and Training programs. However, it is not desirable to develop a standard program because different volunteers have different interests and needs. Further, it is important that volunteers/trainees have opportunities to formulate their own learning/training objectives. Although this principle is generally understood and receives verbal support, it is frequently ignored or minimized during the planning and conducting of Orientation and Training programs.

The process of formulating learning/training objectives often produces a list of goals much too long and too complex to be achieved during most relatively short preparation programs. The following criteria will help to determine which objectives should receive emphasis.

- a. The facility's purposes must be furthered through the preparation program.
- b. The connection between needs of volunteers and the learning/training objectives must be clear.
- c. The volunteers must be able to clearly recognize the relevancy of the preparation program to proposed assignments and current organizational responsibilities.

- d. There must be positive correlation between the objectives of the preparation program and the capacities of the volunteers.
- e. Concrete opportunities must be provided for applying the learning acquired through the preparation program.

Learning/training objectives that meet the above criteria provide useful guides for organizing a preparation program. The volunteers will more clearly understand what is expected of them. The leader/trainer will be more certain about the direction in which the program should proceed. Evaluation of the preparation program will be facilitated.

A particularly troublesome practice is the statement of general or broad learning/training objectives. Examples of this approach are: to develop identification with the field of rehabilitation; to study the communication process; to learn about the nature and scope of disability.

It is more effective to formulate specific and concrete learning/training objectives, such as:

- To increase understanding of the rehabilitation process.
- To expand awareness of the network of agencies, facilities, and disciplines involved in the field of rehabilitation.
- To improve skill in informing community groups about the facility's program.
- To increase ability to motivate members of the community to become service volunteers or contribute funds.
- To increase understanding of the problems experienced by handicapped persons.
- To improve ability to establish personal relationships with handicapped persons.

5. Comfortable Setting. Physical environment is important. It has substantial effect upon the total atmosphere of the preparation program, including the mental, emotional, and intellectual readiness of the participants. The setting should be attractive, warm, and inviting. Volunteers should be encouraged to make the setting more appealing through their own creative efforts.

Consideration must be given to the following factors:

- a. **LIGHTING.** All participants should be able to see (without difficulty) each other, the leader/trainer, and anything written or displayed during the program. (Note: Check all equipment in advance.)
- b. **SOUND.** All participants should be able to hear (without difficulty) each other, the leader/trainer, and any information projected through mechanical equipment. (Note: Check all equipment in advance.)
- c. **FURNITURE.** Furniture should be comfortable and movable. Chairs should be arranged in circular fashion — semicircle, one large or several small circles.
- d. **TEMPERATURE.** The temperature of the room should be maintained or adjusted to promote alertness and active participation.
- e. **NOISE.** Distractions and interruptions should be reduced to the lowest minimum possible. This includes inside and outside noises, especially ringing telephones. A system for the discreet delivery of messages should be arranged in advance.
- f. **WATER, ASH TRAYS, ETC.** Sufficient quantities of water, glasses or paper cups, ash trays, paper, pencils, and other necessary items should be conveniently placed throughout the room.

Two other factors are important to the comfort of the participants in a preparation program.

- g. **BREAK OR REST PERIODS.** Time should be provided for participants to move around, stretch, socialize, and take care of important personal matters without concern about disturbing the preparation program.
- h. **LOCATION.** The rehabilitation facility is the logical location for most programs to prepare volunteers. However, circumstances or personal preferences might require the use of another location. A centrally located school, church, synagogue, or other suitable building might be available and very suitable. In certain instances, a private home is very appropriate because of attractiveness, warmth, convenience, and accessibility. The fundamental

criterion in selecting a location for a preparation program is the conduciveness of the physical setting to achieving the learning/training objectives.

6. Size of Group. No one size can be declared effective for every type of learning activity. Optimum size is closely related to the identified objectives of the specific activity and the particular methods employed to facilitate learning. Several criteria should be considered when the size of a learning group is being determined:

- All the participants should have sufficient opportunities to participate actively.
- Face-to-face communication should be as convenient as possible for all group members.
- Too small a group can intimidate members.
- Too large a group can reduce feelings of group identity and impede participation.

Generally, experience has demonstrated that a group of eight to sixteen is optimal for one leader/trainer to manage. Large groups should be divided into groups of no more than twenty, each with its own leader. Of course, a movie or lecture can be presented to a large group and satisfactorily achieve its purpose. However, the learning generated by the movie or lecture will be more meaningful if it is reinforced through subsequent small group activities.

7. Timing. Too little attention is usually given to the scheduling of preparation programs. Criteria for scheduling programs of this type have been: custom and convenience. The criterion of custom refers to "the way Orientation was arranged last year" or "how we have always conducted training programs." The criterion of convenience is based on whatever timetable is convenient to the leader/trainer, or to the trainees. These approaches have some merits. However, it is much more important to determine the scheduling of preparation programs on the basis of the identified learning/training objectives.

Sessions of a preparation program can be scheduled within two types of frameworks:

- Sustained
- Segmented

A Sustained program consists of a series of consecutive sessions within a concentrated period of time. For example, an Orientation program of seven hours duration might include four distinct sessions and be conducted between 9:00 a.m. and 5:00 p.m. in one single day. A Segmented program consists of a series of sessions presented separately over an extended period of time. For example, the Orientation program mentioned above might be presented from 8:00 p.m. to 10:00 p.m. on four consecutive Wednesday evenings.

There are, of course, other types of arrangements, including combining a weekend with a series of evening sessions, or intensive programs that involve several continuous days and overnight accommodations.

The timing of preparation programs will be influenced by individual circumstances of participants. However, the volunteers must be willing to be flexible and agree to some personal inconvenience.

The following questions can help with the scheduling of a preparation program:

- What timetable arrangement will best achieve the desired learning/training objectives?
- Is it best to concentrate certain learning/training or can it be spread over weeks or months?
- How many sessions should be scheduled?
- What interval should there be between sessions?
- Realistically, how much time can busy volunteers make available for particular preparation programs?
- What investment is the facility willing and able to make in a preparation program in terms of finances, personnel time, and rescheduling other activities?

Specific suggestions regarding mode, length, and frequency of Orientation and Training programs are presented later in this handbook.

METHODS TO FACILITATE LEARNING

Not all individuals learn with the same ease; nor do all individuals follow the same learning process. Therefore, the leader must be equipped with a large arsenal of training approaches in order to be able to employ a variety of methods or techniques to reach the desired objectives. The leader should be comfortable with the learning methods he selects, but should not be reluctant about experimenting with new methods.

It must be emphasized that learning methods or techniques are not to be considered fixed procedures to be followed rigidly and without variation. Instead, learning methods should be viewed as possible approaches or points of departure. This idea is important because it is related to the fundamental question of how a leader/trainer selects one method over another.

A crucial responsibility of the leader involves matching the appropriate method with the appropriate objective. The critical question in selecting a particular learning activity is: "Will this method achieve the desired training objective?" Equally important is the practice of asking the following questions after a training program concludes: "Did the method employed succeed in achieving the desired objective?" and "Might more effective learning have resulted from the use of another method?"

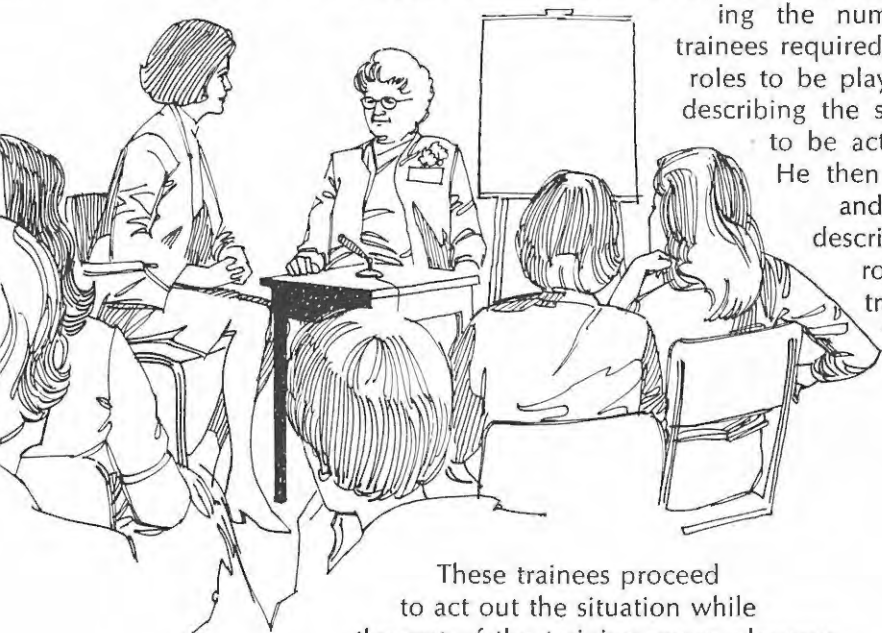
Many methods are available for use within a learning program for volunteers in a rehabilitation facility. A number of methods and techniques are reported in the following paragraphs, but the listing is not all-inclusive. In addition, creative thinking can produce adaptations of these activities to improve their applicability to local circumstances. Here is another instance in which flexibility is a valid principle to apply to the selection of methods that can help prepare volunteers for effective service.

Role Playing

Explanation. This method provides trainees with the opportunity to spontaneously act out a situation relating to interpersonal relationships. Through the playing of roles, trainees more fully understand a situation than they would by reading or being told about it. Through acting out a problem situation, the trainees are more likely to become emotionally involved to the degree

that they gain insights into their own feelings and those of others. In addition, the opportunity to "flash back" and analyze what happened during the Role Playing helps the trainees begin to develop skills in dealing with types of human relations problems they may experience as they participate in volunteer programs.

Outline. The leader conducts a Role Playing activity by selecting the number of trainees required for the roles to be played and describing the situation to be acted out. He then assigns and briefly describes the role each trainee is to play.



These trainees proceed to act out the situation while the rest of the training group observes.

To increase spontaneity, rehearsals or detailed briefings should be avoided. Clowning or the overplaying of roles should be discouraged. Every part should be portrayed in the most realistic manner possible. In special situations, it may be necessary, or even desirable, to issue written instructions to certain participants who are playing particularly important roles.

The observers are instructed to note what seems to them to be taking place in terms of the interaction between people, and to write down some of their hunches. The action is started and continues until enough data are compiled to provide material for a good discussion. The inclination to continue Role Playing much beyond fifteen minutes should be avoided.

After the action is completed, the observers join with those who played roles in discussing what occurred. The discussion should focus on the Role Playing experience: how it feels to be instructed, corrected, encouraged, flattered, ridiculed, belittled, supervised, treated as an inferior person, treated as an equal, or whatever the Role Playing was designed to portray. Role Playing can be very helpful to volunteers in the development and improvement of skills they need to assist clients and paid staff.

Dramatization

Explanation. A Dramatization differs from the impromptu nature of Role Playing by being carefully planned and rehearsed. This structuring is vital to insure that the key aspects of a situation or problem are presented and considered. This method can be employed to project one or more points of view, and to demonstrate alternative techniques of coping with situations that frequently occur within rehabilitation and volunteer programs.

Outline. A situation, issue, or problem is identified. A cast of characters is selected, and they proceed to work on developing or modifying a script for the dramatization. The script may be developed word-for-word, or it may be outlined in terms of the characterizations to be portrayed and the ideas to be presented. When a detailed script is developed, the players memorize or read their lines. In either case, rehearsals are conducted to increase the coordination and effectiveness of the Dramatization.

Following the dramatic presentation, the trainees meet in small groups to identify significant ideas expressed and actions depicted by the players. The ideas and actions are evaluated by the trainees who also propose other possible approaches and share their thinking.

Small Group Discussion

Explanation. Each trainee possesses facts, ideas, and experiences that can be of value to other members of the training group. Therefore, opportunities should be provided for the communication and sharing of knowledge, thoughts, and experiences. Discussion within small groups helps trainees gain insight into the reasons why other individuals feel, think, and behave as

they do. This form of discussion can also reinforce ideas and concepts presented through other methods, as previously suggested under DRAMATIZATION — Outline.

Outline. To facilitate involvement of each trainee, groups should range between eight and sixteen persons in number. Effectiveness decreases as the number of participants exceeds sixteen; twenty is the absolute maximum to involve in Small Group Discussions. Each group should have a discussion leader, and a recorder is usually designated to compile notes on major considerations and actions. Adequate time for meaningful discussion by all members of the group should be allocated in relation to the subject matter and group size. It is generally appropriate to schedule a minimum of thirty minutes for discussion. Discussion periods can extend several hours. It is necessary to provide break-periods during discussion sessions that exceed ninety minutes. Of course, it is very important and helpful for the group leader to have knowledge of, and be skillful in applying, group discussion techniques.

Round Robin

Explanation. This technique enables and encourages each individual trainee to present his thoughts, ideas, feelings, data, etc., within a manageable framework. The exercise is structured to systematically motivate each trainee to participate in the group activity.

Outline. The group is seated in a circle or around a table. There is a leader and a recorder. A topic is selected for group consideration. The discussion begins with the trainee seated immediately to the right of the leader. He has the first opportunity to express his viewpoint and present information. The discussion moves to the right around the circle (or table) until each trainee has had an opportunity to speak. No one speaks for more than one minute at each turn. The leader serves as time-keeper. The process may be repeated several times, although three is generally the limit for consecutive applications. Upon concluding the Round Robin process, the recorder summarizes the comments and remarks. These can become the basis for Small Group Discussions.

Case Study

Explanation. A “case” is a written record of a real event or situation that was actually experienced by persons similar to the trainees. The written record includes facts, opinions, and perhaps actions taken by those who were directly involved in the event or situation that has special significance for volunteers or leaders of a volunteer program.

The Case Study method has particular value because of the reality of the case record and its relevance to the types of situations and problems that are experienced by volunteers in a rehabilitation facility. It incorporates the unique advantage of offering knowledge and techniques that can be applied to similar real situations that will probably be experienced by trainees studying the case. Skill in analyzing the important factors of a situation, and skill in exercising judgment are tested and can be improved through application of this method.

Outline. A “case” record is provided to trainees for careful review. This review will require substantial time. For this reason, case records are usually distributed to trainees for individual study prior to groups meetings at which there is to be joint consideration.

The trainees engage in two activities as they consider a case record: analysis and deliberation. As they analyze the case record they endeavor to identify the important facts and the dominant opinions. These are related to the actions that might be taken or to the actions that might be reported in the case record. (Often the actions that were performed are removed from the case record in order to require and stimulate creative thinking.) Deliberation includes consideration of values that are relevant and the weighing of the various alternative courses of action identified through the analysis mentioned above.

It is generally advantageous if the trainees bring the results of their individual analyses and deliberations to the group meeting and freely share their preliminary thinking. The group discusses the thoughts and information presented by each member and achieves consensus in relation to facts, values, and actions. (Sometimes reaching consensus is not accomplished, but the members benefit greatly from the discussion and exchanging of facts, opinions, and ideas.)

Demonstration

Explanation. Certain learning can be effectively facilitated through the Demonstration method. The chief feature of this method is that learning is increased because the trainees not only hear about a certain technique or piece of equipment, they also observe the technique or equipment as it is being demonstrated specifically for their benefit.

For example, volunteers who are placed in the administrative office of a rehabilitation facility may not be familiar with certain equipment. They may not have worked with a certain type of duplicating machine, a folding machine, a mechanical collator, or a particular type of copy machine. These machines can be described and explained, and charts or pictures can be displayed. It becomes much more meaningful if the trainees actually observe someone demonstrating the machines in operation.

Another example would apply to assisting volunteers to become proficient in the use of wheelchairs, crutches, and various prosthetic devices. Verbal descriptions and explanations are helpful, and pictorial displays increase understanding. However, learning is increased and is more effective if the equipment and devices are demonstrated directly before volunteers who may be required to operate them, assist clients who use them, or to explain these items to other persons.

Outline. The trainees are arranged in an adult classroom pattern (circle or semicircle) that encourages interaction and yet allows all to see and hear without difficulty. The techniques or equipment are displayed to the group. General information is presented, such as major benefits, limitations, frequently experienced difficulties, and some of the precautions to keep in mind. Then the proper use of the technique or equipment is demonstrated, including care and maintenance procedures and what to do in special situations.

Following the Demonstration, trainees are divided into small groups. They are instructed to compile lists of the strengths and weaknesses of the technique or equipment just demonstrated. Suggestions for expanding benefits and overcoming limitations should be encouraged. It might be helpful for the small groups to report their listings to the total group which could then engage in general discussion.

Observation

Explanation. Most people engage in observing events or objects by merely looking at, and seeing, things. As a learning/training method, Observation is much more than looking and seeing. It involves focusing attention on an activity or object, and carefully studying specific actions, behavior, or characteristics. Within this framework, the observer must concentrate on the activity or object being studied, and must analyze what he is observing. Skilled Observation provides observers direct benefits in terms of important insights and knowledge.

Utilization of Observation as a learning/training method involves careful advance arrangements to facilitate the observing of activities or objects of special significance. A Demonstration generally provides ideal conditions for Observation. Many of the activities regularly conducted within rehabilitation facilities provide equally, and sometimes more, satisfactory opportunities for productive Observation.

Outline. As an example of Observation procedure, the leader/trainer arranges for volunteers (trainees) to observe a teacher instructing a blind person in home management skills, such as cooking, bed making, washing clothes, etc. Prior to each observing session, the leader/trainer pinpoints certain actions, speaking patterns, and procedures that will be utilized by the teacher. The volunteers are directed to look and listen for these actions, patterns, and procedures. They are encouraged to note (mentally or in brief note-writing) what and how the instructor performs.

Immediately following each observing session, the volunteers compile records of their observations and analyze them. As soon after the observing session as possible, the volunteers share and discuss their observations, opinions, reactions, and ideas. The leader/trainer answers questions, confirms valid observations and analyses, fosters joint analysis, corrects inaccurate statements, and mentions actions or procedures that have not been noted by the volunteers.

A film can be used as a substitute for on-site Observation, or as a means of reinforcing earlier observing sessions.

Simulation Games

Explanation. This method has a special quality that distinguishes it from most other methods. Simulation Games are based upon behavior and actions rather than verbal intentions. In addition, the structure of the games and the atmosphere generated among participants usually intensifies the learning experiences of both participants and observers. Often Simulation Games are the only means available to “duplicate” a slice of real life in a neutral or practical-situation context. In this way, simulation offers avenues of learning about certain circumstances of reality or life styles that are remote from certain segments of the population. For example, Simulation Games can help non-handicapped persons understand many of the not-so-obvious complexities and hardships experienced by handicapped persons. In addition, through simulation, trainees can be helped to learn about the operation and program of a rehabilitation facility.

Several strengths characterize Simulation Games. A high degree of involvement is promoted. Consequences of decisions and actions can be observed immediately. Participants can directly judge the consequences of their own actions and decisions. Because action is emphasized during simulation, behavior of the participants is more directly and effectively influenced.

Certain disadvantages are also inherent in Simulation Games. They are complicated and consume more time than most other training methods. It is usually necessary to purchase game kits or booklets from enterprises or organizations which have developed them. Often, the game kits must be revised or adapted to specific circumstances and this requires time and energy. It is frequently necessary to involve an outside consultant to assist with the organization and administration of this learning method.

It is recommended that leaders of rehabilitation facilities interested in Simulation Games consult with nearby educational institutions, other local social service agencies, or national organizations for information and assistance before purchasing kits or attempting to incorporate this method in their training programs for volunteers.

Group Problem Solving

Explanation. This method utilizes a five-step formula which trainees, operating in small groups, follow as they discuss a problem and endeavor to work out a solution. The discussion is structured by the formula and thereby the attention of the trainees is focused on specific facets of the problem.

Outline. Trainees are formed into small groups. Each trainee is provided with a sheet containing the following five steps in outline form:

1. Define the problem — “The problem is . . .”
2. List causes — “The causes of the problem are . . .”
3. List possible solutions — “Possible solutions are . . .”
4. Select the best solution — “According to our judgment, the best solution is . . .”
5. Decide on action — “The action(s) needed is (are) . . .”

Each group is assigned or selects a specific problem. (More than one group may work on the same problem.) Each group deliberates about its problem, following the outline form, for about 30 to 45 minutes. The group chairman prods the group to move along the five steps, and the group recorder writes the major thoughts and conclusions on a chalkboard or on newsprint.

The leader/trainer requests a report on the results of each group’s deliberation. As each group’s causes, possible solutions, best solution, and plan of action are reported, the leader/trainer (or a panel of outside experts) comments on that group’s conclusions. Following reports by every group, there can be open discussion by all the trainees.

Brainstorming

Explanation. This technique has two valuable applications. One is to serve as a limbering-up exercise for the minds of the group members. The other is to liberate the minds of group members from their habitual patterns of thinking. Usually these two results occur simultaneously or in rapid sequence. The objective of Brainstorming is to encourage creative thinking, de-

velop new thrusts, and to produce promising solutions for difficult situations or problems. This technique places a premium on ideas that may seem ridiculous at first, yet may ultimately prove to be most helpful. In this way, the task of decision making is substantially separated from the function of imaginative thinking. Brainstorming is not only stimulating to the participants, it is enjoyable for them and profitable to the facility.

Outline. The process begins with the posing of a situation, issue, question, or problem. The leader firmly announces that rules of judgment and orderly discussion are suspended, on a temporary basis. For a period of ten or fifteen minutes, the trainees are urged to put forward any ideas which come to their minds. They are encouraged to blurt out their suggestions relative to the subject under consideration no matter how wild, strange, or absurd they may seem. It is wise to limit Brainstorming to a short period and to keep the momentum of suggestions flowing freely. Otherwise, the thinking begins to wander from the specific situation, issue, question, or problem.

The suggestions and ideas are recorded on a chalkboard or newsprint without comment or criticism. They are transferred to other sheets for minor editing and duplication. At some later time, the group can review and analyze the list, and try to reach consensus about which ideas have the most practical value.

The practice of letting the imagination run without the usual restraints tends to loosen up the group, to generate innovative suggestions, and to foster a creative atmosphere that normally does not develop in any other way.

Task Force

Explanation. A Task Force is a more intensive and prolonged approach to problem solving than the method previously described. (The Task Force technique can also be utilized for program development.) This technique offers participants the opportunity to study a problem or subject in depth, to experience cooperative planning, and to practice presenting information.

Outline. Trainees indicate their interest in specific problems or subjects related to programs of the rehabilitation facility. Groups of four to six persons are formed to consider problems/subjects of shared concern. Each group is provided with mate-

rials, bibliography lists, and (if possible) resource persons. Each group/Task Force meets during specified times within the schedule of the training program and/or during periods beyond the training program (these are arranged by Task Force members).

Each Task Force considers its problem/subject in depth, with some members having individual assignments and other members working in pairs. Each group is responsible for preparing and presenting its findings, solutions, or recommendations. (Effective and participatory educational methods should be utilized in making these presentations.) The leader/trainer can comment on the efforts of each Task Force, and this can be followed by general discussion involving all trainees.

Individual Study

Not to be overlooked is the traditional practice of individual learning through independent study or practice. Training schedules should include opportunities for trainees to work and study on their own. The pursuit of additional knowledge and the desire for perfecting skills are often stimulated through Orientation, Pre-Job Training, On-the-Job Training, and Continuing Education programs. Independent study and practice should be encouraged and facilitated.

Audiovisual Aids

The positioning of Audiovisual Aids near the end of this section does not signify a low rating for this type of material. Indeed, it is hoped that consideration will be given to the great value these aids contribute to many of the previously mentioned methods and techniques.

Viewing or hearing selected material generally is a powerful means of reinforcing learning. In addition, learning experiences can include greater variety and enjoyment through the involvement of Audiovisual Aids.

Charts, graphs, and other types of tabularized materials should be large enough to be legible to all the trainees. Another technique is to project wording or figures onto a screen via an **overhead projector** or an **opaque projector**.

The showing of **films, filmstrips, or slides** can increase the understanding of information. When sound can be coordinated with the material projected on a screen, the learning is generally strengthened and enriched.

Recorded material that is communicated via **disc-type records, reel-type tapes, or cassettes** can be very helpful in stimulating imagination, inviting interpretation, and increasing listening capacity. Recently developed equipment is portable, lightweight, durable, and easy to operate. Another advantage of portable recording equipment is the ability to record group activity on-the-spot, and to play it back for evaluation and discussion. Vignettes of lives of real handicapped persons can be effectively combined with the Case Study Method. True experiences can be recorded by handicapped persons, and can have considerable impact on trainees. Increasing in popularity is the effective packaging of recorded instructions and materials that guide Individual Study.

Video tape has tremendous application within training programs. It is especially helpful in training associated with interpersonal relations (volunteer-staff and volunteer-client relationships) and communication skills. Video tape enables trainees to both see and hear how they performed during a training session. It can be used effectively in conjunction with Role Playing, Simulation Games, and other learning/training methods.

Advantages of video tapes are (1) the capability of immediate playback, and (2) the fact that the recorded material can be viewed repeatedly, easily edited, or erased for reuse. However, video tape recordings can be played back only through a television system, and the equipment is expensive.

Overworked Methods

The three methods listed below are too frequently employed in training programs. While they are valid and can contribute to learning, they should be used only when it is impractical or inappropriate to substitute another more participatory method.

Lecture. Formal or informal speeches by knowledgeable persons should be as brief as possible, and should be followed by open discussion.

Panel Discussion. This method involves discussion by three to six persons who sit around a table, or in some form of semi-circular arrangement. They speak a few minutes at a time, exchanging information and points of view on some subject of common interest. There is give-and-take conversation, and the discussion is informal and unrehearsed. One person serves as moderator and introduces the subject matter and panel participants, tries to keep discussion "on target," and sometimes summarizes the discussion.

Symposium. Several speakers present short (5-10 minutes) prepared talks on various facets and perspectives of the same subject.

DESIGNING SPECIFIC PREPARATION PROGRAMS FOR VOLUNTEERS

Four types of volunteer preparation will be considered in this section of the handbook. However, there are some points important enough to deserve attention prior to considering specific programs.

A preparation program, such as Orientation, is an organized series of learning activities. A learning activity is an activity purposefully and carefully designed to facilitate the acquiring, increasing, or improving of knowledge, attitudes, and skills.

Designing a specific preparation program follows the selection or determination of learning objectives. There is no simple formula for producing a preparation program appropriate for the many different volunteers who agree to help a rehabilitation facility. However, **two considerations are helpful in designing programs for preparing volunteers:**

- Selecting learning activities with high probabilities of attaining specific objectives.
- Determining how best to involve participants in order to effectively facilitate learning.

In selecting learning activities, it is important to avoid activities that require more time or resources than are readily available. **Four suggestions that can help with determining how to involve participants are:**

1. Start with simple, and progress to more complex activities.
2. Begin with experiences with which volunteers are likely to be familiar, and advance to some that are more unusual.
3. Emphasize activities that require practice, and repeat these as frequently as possible.
4. Be sure there is an obvious interrelatedness among the activities that are integrated into a specific preparation program.

Learning is the responsibility of each volunteer participant in the preparation program. Facilitating that learning is the responsibility of the leader. To fulfill this responsibility, the leader must attempt to obtain information about the capacities and backgrounds of the participants. This information will indicate that certain objectives may not be relevant or certain activities may not be appropriate early in the preparation program.

Orientation

Regardless of the particular job to which a volunteer is assigned, or the expertise a volunteer has accumulated, there is information all volunteers must have. It is this "must have" information that constitutes what is referred to as Orientation. Without such information, a volunteer cannot function satisfactorily

within a particular rehabilitation facility.

Thus, **Orientation** may be defined as the meeting, series of meetings, or other activities through which a volunteer receives information that will help him understand the facility and the volunteer program. Volunteers can become more quickly and effectively involved in a volunteer program if they comprehend certain



data, concepts, and procedures that are fundamental to the administration of a rehabilitation facility and its client and volunteer program. Experienced volunteer leaders strongly support the necessity of requiring the completion of an Orientation program by every volunteer who is new to a particular facility.

Content of the Orientation Program

It is entirely reasonable for facility leaders to differ in regard to the information considered absolutely necessary for effective volunteer performance. Nevertheless, **a review of the Orientation programs presented by a variety of rehabilitation facilities suggests certain content is generally included.**

1. The philosophy, purposes, and history of the facility.

(The facility's history may be presented through an interesting film or series of slides, or an attractive brochure may be distributed to each volunteer.)

2. Definitions of basic terms, including technical jargon and expressions peculiar to the particular facility.

3. Realities of working with handicapped and disadvantaged persons.

Volunteers must be prepared for sights and sounds commonly seen and heard within rehabilitation facilities. It is also important for volunteers to understand the realistic potential that normally can be achieved by persons with various types of physical, mental, and social handicaps.

4. The organizational structure of the particular facility and the range of services provided.

The volunteer should understand the existence and role of the facility's governing body (Board of Directors, Trustees, Council, etc.). The composition of the paid staff should be explained, and the variety of services that the facility can provide to clients. It is important for volunteers to understand the sources of funds and other means of support that maintain the operation of the facility.

5. The relationship of the volunteer program to the facility, and the integral role of the volunteer within the overall facility program.

6. The physical floor plan of the facility and the location of special equipment, rest rooms, lounge areas, fire exits, and safety equipment.

Volunteers should be familiar with the physical features of the facility, knowing where to find certain people or services, and should feel comfortable in terms of moving about within the facility. (Many Orientation programs include a tour of the facility. A guided walk through a rehabilitation facility when it is in operation can vividly help volunteers understand and adjust to handicapped persons, the rehabilitation process, and the work of volunteers.)

7. The relationship of the particular facility to the network of facilities, agencies, and organizations serving handicapped and disadvantaged persons throughout the local community.

In many instances, there is also merit in explaining the relationship of a particular facility to state, regional, national, and even international organizations and agencies.

8. Specific policies and procedures that are considered highly important to the concept of rehabilitation; to the safety of the facility and people within it; to the formation and maintenance of positive relationships among clients, paid staff, and volunteers; and to the reduction of confusion and poor communication.

Volunteers must be helped to understand that official rules, regulations, and standard operating practices apply to them as well as to paid staff. In particular, emphasis should be given to the principles of confidentiality.

Timing and Frequency of the Orientation Program

It is important that each new volunteer experience Orientation as soon as practical after agreeing to participate in the volunteer program. However, it is far more important that a new volunteer begin to participate in the volunteer program as quickly as possible. Thus, a new volunteer might become involved in committee meetings, Pre-Job Training, or visits with specific staff members and experienced volunteers before beginning or completing the Orientation program. The value of a volunteer manual and other materials, as described on pages 30-32, is especially great in these situations.

However, every effort should be made to conduct Orientation programs as frequently as practical. Some facilities conduct Orientation programs whenever twelve or more new volunteers are accepted for active service. Some facilities try to schedule Orientation on a monthly basis. Bimonthly Orientation programs may be sufficient for many rehabilitation facilities. **At a minimum, Orientation programs should be provided every three months, unless very unusual circumstances dictate alternative arrangements.**

The frequency of Orientation programs is influenced by the nature of the Orientation process. Orientation programs generally vary in length from three to fourteen hours depending upon content and format. **Experience suggests that effective Orientation programs average six to eight hours in duration.**

Six to eight hours of Orientation can be presented in a block-of-time manner, or through a separated series of sessions conducted over a period of time. The block-of-time (Sustained) approach utilizes a single day to present the material included in the Orientation program. This approach might begin at 9:30 a.m., include a one-hour lunch break, and conclude at 5:00 p.m. A "cushion" of thirty minutes can be built into the time schedule for coffee and rest room breaks, and to enable the leader of the Orientation program to exercise greater flexibility in conducting the separate sessions. Other block-of-time programs might begin at 1:30 p.m., incorporate a boxed chicken dinner, and conclude at 9:30 p.m.

The separated series of sessions (Segmented) approach involves scheduling two-to-three hour sessions on each of three or more different days. Quite often this type of session is arranged during evening hours. It is highly desirable to have the three sessions conducted on consecutive evenings, in order to maximize the cumulative impact of the learning activities. Many programs often involve sessions on the same night of the week over a four-week period. It is important to conduct the sessions as close together as possible, and this should be arranged with the expressed agreement of the volunteers who will participate as learners in the Orientation program.

Orientation programs offer particularly good opportunities for practical application of the principles of teamwork and involvement. Volunteers and facility clients can join with paid staff in

planning, organizing, and conducting Orientation programs. Specifically, volunteers can directly present certain information or participate in panel discussions with clients and paid staff.

Throughout this handbook, emphasis is given to the importance of flexibility and individuality in the designing of volunteer preparation programs. Each facility must plan its own Orientation program in relation to its goals, objectives, clients, and volunteers. **For illustrative guidance, a Sample Orientation Program is outlined in the Appendix of this handbook.**

Responsibility for the Orientation Program

Orientation programs are generally the responsibility of the Director of Volunteer Services. Acceptance of Orientation as providing information every volunteer "must have", is reinforced by delegating responsibility for its implementation to the person who initially relates to every volunteer in the rehabilitation facility; i.e., the Director of Volunteer Services.

The implementation of an Orientation program may be strengthened through the involvement of many persons who possess special knowledge, characteristics, and skills. The Director of Volunteer Services can find that substantial help is available from local educational institutions, staff members and volunteers within his own facility and within other agencies, clients currently receiving service, and former clients who have successfully completed the rehabilitation process. By organizing an Orientation program that draws upon a broad diversity of resources, the Director of Volunteer Services can increase the motivation of new volunteers, and improve their interest and ability to participate effectively over a longer period of time.

A Manual for Each Volunteer

Many leaders of organizations, facilities, and agencies have learned it is very helpful to provide each volunteer with a manual and other materials about their service programs and the participation of volunteers. These materials usually become the personal property of the volunteer. Additional materials of interest and importance are provided throughout the volunteer's term of service.

Increasingly, manuals or booklets containing basic information about rehabilitation facilities and their volunteer programs are being prepared and distributed to volunteers, usually after they are interviewed and agree to participate. This type of written material is considered in detail in Handbook No. 11. Generally, a volunteer manual includes some of the information presented during the Orientation program, and explains volunteer rights and responsibilities as established by leaders of the facility and the volunteer program.

Other materials that can be provided initially, or from time to time, include:

- Organizational charts of the facility and the volunteer program.
- A listing of key terms and definitions in simple language.
- Rules and regulations.
- A flow chart that describes the facility's rehabilitation program.
- A current list of the members of the facility's governing body.
- A current list of key members of the facility's paid staff.
- A current list of leaders of the facility's volunteer program.
- Information about insurance, expenses incurred by volunteers, reimbursement practices, and related subjects.
- A current issue of the facility's newsletter.
- A current issue of the volunteer newsletter.
- A floor plan of the facility.

There is merit in paying attention to the appearance and quality of the volunteer manual. Attractively prepared materials usually have greater utilization. Materials can be personalized by affixing the volunteer's name on a paper label or with the use of an inexpensive plastic-label-making machine. The durability of the kit becomes more important as the tenure of volunteers increases. Some facilities use paper report-type folders with pockets on the inside, while other facilities have found a notebook binder very advantageous for keeping materials updated. (NOTE: It is important to record the publication date on

each separate piece of material for the purpose of periodic review and possible revision.) Some facilities provide a zippered briefcase to each volunteer upon completion of the Orientation program.

Training

Orientation provides volunteers with a foundation of information and understanding that is essential to their feeling comfortable and confident about participating in a particular rehabilitation facility. **Training provides volunteers with certain knowledge and skills that can enable them to develop or improve competence in performing specific duties and fulfilling definite assignments.**

Three types of training are identified in this handbook:

- **Pre-Job Training**
- **On-the-Job Training**
- **Continuing Education**

Pre-Job Training

Pre-Job Training is helping a volunteer become knowledgeable about a specific job prior to his actually beginning to perform the duties outlined in the Job Description. In many instances, Pre-Job Training consists of seminars with paid staff and highly experienced volunteers who help Pre-Job trainees understand the technical aspects of the volunteer job. Frequently, Pre-Job Training will include a period of time during which the trainees observe paid staff or experienced volunteers in action.

Examples To Illustrate Pre-Job Training

Leader of Exercise Program. Seminars arranged and conducted by the facility's Physical Therapist include discussions of basic anatomy, the values of proper exercise, and the dangers of incorrect exercise for handicapped persons. Popular exercises are explained and demonstrated. Trainees are required to read specified books or brochures on exercise programs. Trainees observe the Physical Therapist and experienced volunteers as they lead exercise programs involving facility clients. Role Play-

ing sessions are organized, during which trainees practice leading exercise programs.

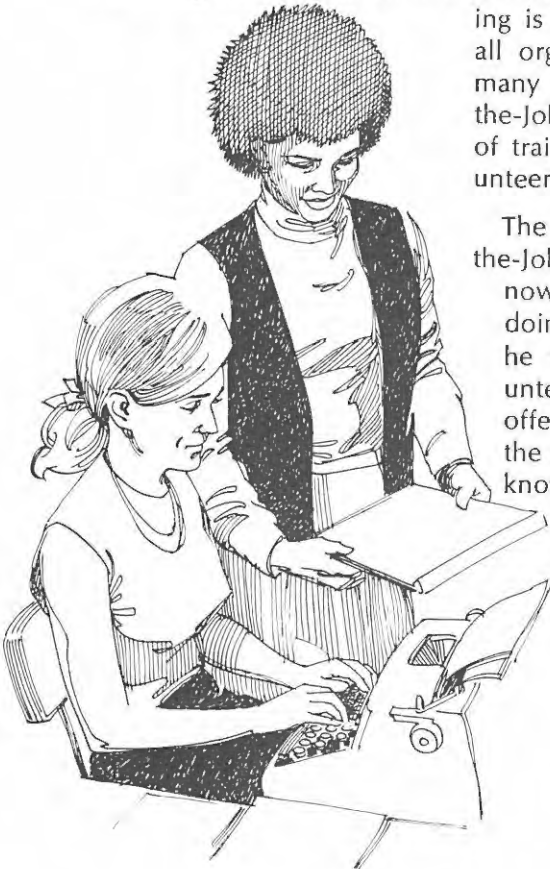
Vocational Adjustment Aide. Seminars are arranged and conducted by the Director of Rehabilitation or someone designated from within the Rehabilitation Department. These seminars include discussions of the purpose and process of vocational adjustment. Many of the simple activities that are inherent in work settings are specifically considered and demonstrated. The use of equipment frequently used in the vocational adjustment process is demonstrated, and trainees become familiar with this equipment through practical exercise sessions. Pre-Job trainees observe paid staff and experienced Vocational Adjustment Aides as they work directly with clients of the facility.

On-the-Job Training

On-the-Job Training is providing specific direction, education, and other forms of assistance to a volunteer who is actually performing duties outlined in a Job Description. This type of training

is almost universal throughout all organizations and agencies. In many rehabilitation facilities, On-the-Job Training is the only form of training provided to either volunteers or paid staff.

The chief characteristic of On-the-Job Training is its "here-and-now" nature. The volunteer is doing the assigned job, and as he works, an experienced volunteer or a paid staff member offers suggestions to improve the quality of his work. Gaps in knowledge are filled, and skills are perfected. The volunteer may receive new information on the spot, or he may be requested to read certain literature before his next scheduled period of service. Ability



to perform a particular procedure may be improved by careful instruction during the process, or the volunteer may receive specific guidance immediately following his performance. This latter practice can be very helpful if there is an opportunity for the volunteer to perform his job, again, immediately after receiving the additional guidance.

Examples To Illustrate On-The-Job Training

Leader of Exercise Program. The first time a volunteer performs this job he is carefully observed by the facility's Physical Therapist. There may be a client with a particular disability with which the volunteer is not familiar. The Physical Therapist assists the volunteer and the client to adapt the exercise program. After the exercise session concludes, the volunteer is requested to read certain journal articles to increase his knowledge about this particular disability.

Vocational Adjustment Aide. The Director of Rehabilitation observes a volunteer displaying unusual compassion for a severely handicapped young man. The result is that the handicapped client does not practice safety procedures as carefully as necessary. The volunteer is instructed to be firm with the young man in order to reinforce proper work habits and insure the safety of himself and his co-workers. The Director of Rehabilitation helps the volunteer understand how his compassion was reducing the volunteer's effectiveness and was actually doing a disservice to the client.

Continuing Education

There is considerable information that cannot be incorporated into Orientation, Pre-Job Training, or On-the-Job Training due to time limitations or because the material does not appropriately fit into the training sequence. However, the effectiveness and attitudes of volunteers can be improved through exposure to additional knowledge and to the experience of other persons working with handicapped and disadvantaged persons. **Continuing Education consists of programs provided to increase the understanding of volunteers about: the facility in which they serve; the needs of handicapped persons; rehabilitation processes; the variety of activities performed by volunteers and paid staff; other agencies and organizations which provide similar or**

complementary services; and other subjects of special interest and value.

Many facilities schedule Continuing Education programs on a monthly basis. One special feature of Continuing Education programs is that they can involve staff members, active and inactive volunteers, and clients.

Continuing Education programs may be the responsibility of a committee of paid staff members, a particular staff member, or they may be assigned to different individuals on a rotating basis. Continuing Education programs can be organized within separate departments, as a joint effort involving several departments, or as an activity for the entire facility. The Director of Volunteer Services should be involved in the organization of Continuing Education programs that relate to volunteer participation. In particular, the Director of Volunteer Services can be given the responsibility to identify interesting subjects for this type of program, and to mobilize resource persons when appropriate.

Examples To Illustrate Continuing Education

Leader of Exercise Program. Speakers from other agencies that offer outstanding exercise programs can be invited to address the physical therapy staff, the volunteer leaders of exercise programs, and clients who participate in the exercise program. The presentation may provide the opportunity to share and exchange information regarding special exercises or unusual techniques. The volunteers can acquire increased appreciation for their program as well as develop a sense of community spirit that has potential for future efforts.

Vocational Adjustment Aide. A rehabilitation facility in another country might have developed some new techniques to assist with client vocational adjustment. A film is available that depicts these new techniques. This film is shown to the rehabilitation staff members and the volunteers who serve as Vocational Adjustment Aides. It is decided to experiment with some of the new techniques, and correspondence is directed to the facility in the other country. Soon thereafter, volunteers and staff design two new procedures to help with client vocational adjustment. As these new procedures prove to be successful, staff and volunteers who developed the new procedures receive invitations to participate in Continuing Education programs of other rehabilitation facilities in this country.

PREPARATION OF PAID STAFF FOR A VOLUNTEER PROGRAM

It is essential that paid staff members of a rehabilitation facility understand and accept the volunteer program within the facility. This will not happen without careful planning and organization.

With current paid staff members, the process begins with the initial outlining and organizing of a volunteer program within the facility. Paid staff must have the opportunity to participate in the formulation of the volunteer program — how volunteers will participate; how they will be recruited, trained, supervised, evaluated, and recognized; and how the volunteer program will be administered and evaluated. The support of the volunteer program by the governing body, the Executive Director, and other key staff leaders must be firmly expressed, repeated frequently, and concretely reinforced with the allocation of facility resources — personnel and funds.

New employees should be informed about the facility's volunteer program during their initial interviews for employment with the facility. The Orientation program for paid staff members must include at least one session regarding volunteer participation within the facility. An ideal way to demonstrate the concept of teamwork is to involve active volunteers in the paid staff's Orientation program. Another possibility that has considerable merit is to conduct certain Orientation sessions on a joint basis — bringing volunteers and paid staff together for certain presentations, or perhaps having them jointly tour the facility. Of special significance to new paid staff members might be having the tour of the facility conducted by a volunteer, or by a volunteer-staff team. Some observation of volunteers in action should be included in every tour of the facility.

Information paid staff "must have" in order to be adequately prepared to accept and work with volunteers includes:

- How volunteer jobs are determined.
- How volunteers are recruited.
- How volunteers are selected or rejected.
- How limitations of volunteer participation are determined.
- How volunteers are trained.

- How volunteers are supervised and evaluated.
- How volunteers are terminated.
- How the volunteer program is directed and financially supported.
- How volunteer participation benefits clients, the facility, and the community.

Written material can effectively supplement the Orientation program provided paid staff members. The employee's manual and the facility's general information brochure should contain explanatory material about the volunteer program. New paid staff members can also be given some of the written materials provided to new volunteers for purposes of adding to staff enlightenment concerning the facility's volunteer program.

Experience has demonstrated the importance of positive management of volunteer programs by knowledgeable personnel. Without the support and cooperation of paid staff members, a facility's volunteer program cannot be as productive or as satisfying as it could and must be. Constructive volunteer-staff relations are essential to effective functioning, and are also a reflection of the paid staff's understanding and acceptance of the volunteer program.

Responsibility for the paid staff's comprehension and appreciation of a volunteer program rests with the leaders of the rehabilitation facility — the Executive Director, key department heads, the governing body, and the volunteer leaders. A major role in the preparation of paid staff for volunteer participation is generally performed by the Director of Volunteer Services. Desired results can be achieved through a well-organized and soundly-conducted preparation program for paid staff members. The development and implementation of a program to prepare paid staff for volunteer participation must be considered important and high-priority functions of a rehabilitation facility.

PREPARATION OF CLIENTS FOR A VOLUNTEER PROGRAM

The importance of helping volunteers understand handicapped persons has been referred to in a previous section of this handbook. **Not to be overlooked or minimized is the importance of helping clients of the facility understand the presence and participation of volunteers in the program of the rehabilitation facility.**

All clients of the facility should be provided information about the functioning of a volunteer program within the facility. In particular, paid staff must carefully explain the role of volunteers to facility clients and their families in those instances in which volunteers directly serve clients, or directly assist staff members with the provision of services to clients.

Clients of the facility must understand that the volunteer is an accepted member of the facility's team. In addition, clients must sense the partnership which exists between paid staff and volunteers, and have confidence in the capacity of volunteers to help clients. Further, clients must feel comfortable about relating to and relying upon volunteers for the services and assistance they need.

Developing client understanding of the volunteer program, confidence in volunteer activities, and comfortable relationships with volunteers requires a formal process that recognizes the importance of the clients' rights to be informed and involved. While the process should be formal, the specific procedures can be informal.

It is preferable that clients become informed about the facility's volunteer program as early as possible. The client's counselor should explain the operation of a volunteer program as an integral part of the facility's total program. Examples of ongoing volunteer activities can help clients understand the roles of volunteers. Written materials that outline the volunteer program can be provided for review by clients and their families when they first apply for service or shortly after service begins.

At the point a client begins to relate directly with one or more volunteers (or whenever it might be considered appropriate), a meeting should be arranged for the purpose of introducing the client and volunteer(s) to each other. Visiting on an informal

basis can be facilitated, and members of the client's family could also be present. Without a highly structured program, this meeting might also be a suitable occasion for paid staff to repeat the recognized values of volunteer participation and to reinforce the support of the paid staff for volunteer service.

There should be an opportunity for a client to express his acceptance of direct volunteer assistance. This opportunity should be so arranged to reduce any awkwardness or embarrassment to either the client or the volunteer. The right of the client to indicate unreadiness, doubts, or other personal feelings must be respected. It is highly important that the relationship between clients and volunteers be as positive as possible from the very beginning. Effective client preparation should reduce to a minimum the instances of client uncertainty about, or rejection of, volunteer assistance.

EVALUATION OF PREPARATION PROGRAMS

Measuring the effectiveness of preparation programs is not as easy as it might initially seem. However, formal evaluation of Orientation and Training programs is very important and should not be sacrificed or compromised because of the difficulties that might be involved. After all, considering the resources — money, time, personnel, energy — that are invested in preparation programs, evaluation makes great sense.

The process of evaluation will be greatly simplified if the program is originally founded on a set of clear objectives. Initially identifying specific learning/training objectives facilitates sound appraisal of the results.

Evaluation can and should involve more than a singular measurement such as the type customarily conducted at the conclusion of a training program. There can be systematic ongoing assessment of activities, and there can be additional measurement at some later point in time.

It is possible and appropriate to thoroughly evaluate all aspects of a preparation program, from initial determination of objectives to the adequacy of the physical facilities. Such a process can be exhaustive, and also exhausting, since it involves advanced planning, considerable personnel effort, data collec-

tion from all participants, and interpretation of the collected data. In the long run, this kind of evaluation is the most meaningful way to assess a particular program and its implications for the future. On the other hand, practical circumstances may limit the evaluation process without seriously diluting the results and their ramifications.

Four types of evaluation techniques are described in the following paragraphs. Two involve questionnaires, and sample forms are outlined in the Appendix of this handbook.

Suggestion Box. A container, or several containers, can be conveniently located to encourage and receive daily comments— suggestions, compliments, or complaints— regarding the learning/training program. The anonymity factor and the convenience of this technique can bring in reactions that otherwise might not be expressed. However, this technique will be successful only if the trainees know their comments are being read and seriously considered.

Group Discussion. At the conclusion of a day's learning/training program (or soon thereafter), the trainees are formed into small groups. Each group has a chairman and a recorder. The chairman reviews two or three objectives of the day's program and encourages evaluative discussion. Comments and remarks mentioned during the discussion are recorded for later review by the leaders of the learning/training program. Active involvement can be stimulated by this technique. Give-and-take exchange can draw out opinions that might not be expressed otherwise, and the interplay within each group can temper extremely personal opinions. Facility leaders and volunteer leaders can obtain highly meaningful results from this technique by carefully selecting capable persons to serve as chairmen and recorders, and by providing these persons with specific instructions.

Daily Questionnaire. A simple questionnaire can be distributed to trainees shortly before or at the close of each day's learning/training program. This procedure provides a written record, and also enables program leaders to keep aware of the feelings of trainees, with time to change the program as it progresses. A major disadvantage is that there can be a "glow or gloom" effect that does not accurately reflect the net results of the day's agenda. (See Sample Form A in Appendix.)

Concluding Questionnaire. This type of instrument seeks to obtain an assessment of the major components of the total learning/training program. It serves the dual purpose of (1) helping each participant assess his own objectives in attending the program and the degree of personal fulfillment, and (2) providing program leaders with guidance for future learning/training programs. (See Sample Form B in Appendix.)



APPENDIX

Sample Form A.

DAILY QUESTIONNAIRE

Potential Fulfillment Rehabilitation Center
Everycity, Everystate

EVALUATION OF TODAY'S PROGRAM

Date of Program _____

(Use reverse side if necessary)

1. How would you rate today's program on an overall basis?
 Excellent Poor
 Good Not worthwhile
 Fair Other (please specify) _____
2. Which session(s) or part(s) of today's program do you feel was (were) the most worthwhile?
Why?
3. Which session(s) or part(s) of today's program do you feel was (were) the least worthwhile?
Why?
4. Did today's program add to your knowledge and/or skills?
 Yes How?
 No Why not?
5. Did today's program help prepare you to perform your volunteer duties and responsibilities?
 Yes How?
 No Why not?
6. Could today's program be improved? Yes No
If yes, how?
7. How would you rate the chief leader of today's program?
 Excellent Fair Unsatisfactory
8. How would you rate the participation of any special speakers or resource persons who were involved in today's program?
 Excellent Fair Unsatisfactory
Specifically:

(OPTIONAL) Name of Trainee _____

Date _____

Sample Form B.

CONCLUDING QUESTIONNAIRE

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

EVALUATION OF TOTAL LEARNING/TRAINING PROGRAM

Date(s) of Program_____

(Use reverse side if necessary)

1. On an overall basis, how would you rate this program?
(Check one)

- Excellent Poor
 Good Not worthwhile
 Fair Other (please specify)_____

2. In terms of quality, RANK the different sessions of this program. (E for Excellent, G for Good, F for Fair, P for Poor)

- Operation and Program of this Facility
 Needs and Problems of Handicapped Persons
 The Rehabilitation Process
 Role of the Volunteer Program
 Community Relationships
 Definition of Terms
 Important Policies and Regulations

3. Which of your own expectations of this program were fulfilled?

4. Which of your own expectations of this program were not fulfilled?

5. What information or skill(s) gained through this program is (are) most valuable to you?

6. What suggestions do you have for future programs of this nature?

a. Number of sessions _____

b. Length of each session _____

c. Subjects to be covered _____

d. Methods to be used _____

e. Other _____

(OPTIONAL) Name of Trainee _____

Date _____

SAMPLE ORIENTATION PROGRAM

An example of an Orientation program for volunteers in a rehabilitation facility is presented on the following pages. This can help guide the organization and implementation of an Orientation program by facility leaders, who will need to adapt many of the suggestions to local circumstances.

Each volunteer received an invitation to attend the Orientation program. Accompanying the invitation were materials to be studied prior to the first session: (1) Definitions of Terms, and (2) two "case" studies describing how the facility helped two handicapped persons.

All sessions are conducted within the facility.

Session I

TIME	ACTIVITIES	LEADERSHIP
7:30 - 8:00 p.m.	Informal visiting to help everyone become acquainted. Name tags are used, and a "mixer" game is helpful.	Several active volunteers welcome everyone and provide leadership during this period.
8:00 - 8:30 p.m.	A quiz game is played in which volunteers receive points for correctly matching specialized terms and expressions with definitions. The volunteer with the highest score receives a simple prize.	The Director of Volunteer Services guides this activity.
8:30 - 8:50 p.m.	BREAK (coffee, stretching, etc.)	
8:50 - 9:30 p.m.	Review and discussion of the two "case" studies. Volunteers become acquainted with disabling conditions, terms, and services provided by the facility.	Leader during this period is the Director of Rehabilitation Services. As appropriate, the ways in which volunteers are involved in the "case" situations are explored.
9:30 - 10:00 p.m.	Tour of the facility. This consists of a brisk walk-through with minimum commentary.	An active volunteer serves as tour guide. Individual questions are briefly answered as the tour is in progress.

At the conclusion of Session I, the volunteers receive individual volunteer manuals. They are instructed to prepare for the second session by studying specified manual content relating to the history and organization of the facility, and the services provided through facility operations.

Session II

TIME	ACTIVITIES	LEADERSHIP
7:30 - 8:00 p.m.	Volunteers are seated in a circle. Using the Round Robin technique, each volunteer presents a fact or piece of information about the facility's history, purposes, sources of funding, governing body, organizational structure, or administration.	Leader of this activity is the Director of Volunteer Services. Data expressed by volunteers are listed on newsprint.
8:00 - 9:00 p.m.	During this hour, the volunteers view slides, photographs, or short films that depict handicapped persons in various settings and situations. Sounds are heard via film tracks or recordings. Volunteers are exposed to sights, sounds, and other aspects of working with handicapped persons. Questions and discussion are encouraged.	The Director of Volunteer Services and a member of the Rehabilitation Department staff guide this activity. As appropriate, specific disabling conditions are identified and explained. Volunteers are encouraged to openly express their feelings.
9:00 - 9:20 p.m.	BREAK (coffee, stretching, etc.)	
9:20 - 10:00 p.m.	Volunteers are asked to identify services provided by the facility and explain what needs of handicapped persons are being met through particular services. Emphasis is given to services in which volunteers are involved. Needs and services are listed on newsprint.	Leadership for this activity is provided by the facility Executive Director, Director of Volunteer Services, and other appropriate facility staff members.

At the conclusion of Session II, the volunteers are instructed to think about needs of handicapped persons that are not currently being met by the facility.

Session III

TIME	ACTIVITIES	LEADERSHIP
9:30 - 10:15 a.m.	Volunteers hear ten-minute presentations by three current clients of the facility. They describe the services they are receiving and have received, and the meaning of the volunteer program from their perspectives.	The President of the Board of Directors introduces each client and moderates a short discussion period following each presentation.
10:15 - 10:30 a.m.	BREAK (coffee, stretching, etc.)	
10:30 - 10:45 a.m.	The volunteers are requested to identify needs of the previous three speakers that appear to be unmet by the facility's current program.	This activity is led by the Director of Rehabilitation Services. Needs are listed on newsprint.
10:45 - 11:00 a.m.	The Brainstorming method is utilized to stimulate thinking by the volunteers in regard to ways in which volunteers might help meet some of the unmet needs identified in the preceding period.	This activity is jointly led by the Director of Rehabilitation Services and the Director of Volunteer Services. Ideas are recorded on a steno-pad.
11:00 - 12:00 Noon	The volunteers are escorted to different areas of the facility where they observe paid staff and experienced volunteers providing services to clients. Volunteers take notes.	Designated paid staff members escort the volunteers and explain what is being observed. It is announced that specific questions will be discussed during the next session.

Session IV

TIME	ACTIVITIES	LEADERSHIP
7:30 - 8:00 p.m.	The volunteers are encouraged to ask questions or express comments regarding their observation activities during the preceding session.	Leadership for this period is cooperatively provided by volunteers and paid staff members who participated in the observation activities during the preceding session.
8:00 - 8:40 p.m.	Through use of the Dramatization method, the volunteers receive information about the relationship between the facility and the network of local, state, and national agencies which also help handicapped persons. The script includes telephone conversations and meetings that depict the Executive Director, staff members, and volunteers working with, and relating to, other agencies.	The characters in the script are portrayed by various staff members and active volunteers.
8:40 - 9:00 p.m.	BREAK (coffee, stretching, etc.)	
9:00 - 10:00 p.m.	Information about the volunteer program is presented to the volunteers through utilization of the format of the TV show "Hollywood Squares." The questions and answers provide understanding of the volunteer program's structure, operational procedures, financial resources, etc.	Facility staff members and experienced volunteers are cast as the "celebrities," while the volunteers receiving Orientation portray the contestants. One of the script writers can serve as the show's master of ceremonies.

At the conclusion of this session, the volunteers are instructed to review the rules, regulations, policies, and procedures that are presented in their volunteer manuals.

Session V

TIME	ACTIVITIES	LEADERSHIP
9:30 - 10:00 a.m.	Utilizing the Round Robin method, volunteers identify rules, policies, procedures, etc., in their volunteer manuals. These are listed on newsprint.	The Director of Volunteer Services leads this activity.
10:00 - 10:40 a.m.	The volunteers are encouraged to question, discuss, and offer suggestions in relation to the items listed on newsprint in the previous activity.	The Director of Volunteer Services and the Executive Director jointly guide this discussion period.
10:40 - 11:00 a.m.	BREAK (coffee, stretching, etc.)	
11:00 - 12:00 Noon	The volunteers are escorted throughout the entire facility and are able to see every facet of the facility in operation. Much of what they have been learning and talking about becomes more real and meaningful as they have the opportunity to directly observe and ask questions about practices, activities, equipment, and personnel.	Experienced volunteer tour guides escort the volunteers and answer questions.
12:00 Noon	A special luncheon is held, during which certificates are presented to the volunteers who satisfactorily participated in the Orientation program.	In attendance are the President of the Board of Directors, the Executive Director, active volunteers, and appropriate staff members.

It is one of the most beautiful compensations of life that no man can sincerely try to help another without helping himself.

Ralph Waldo Emerson

... 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 consideration by a 'matter-of-fact' habit of thought which has come to lie like a killing frost upon human relations.

Albert Einstein

They helped every one his neighbour.

Isaiah 41:6

Light is the task when many share the toil.

Homer

*He that is thy friend indeed,
He will help thee in thy need.*

Richard Barnfield

I expect to pass through this world but once; any good thing therefore that I can do, or any kindness that I can show to any fellow creature, let me do it now; let me not defer or neglect it, for I shall not pass this way again.

Attributed to Étienne de Grellet

VOLUNTEER INFORMATION SERVICE

~~223 Cathedral Place~~

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HOW TO SUPERVISE AND EVALUATE VOLUNTEERS

in a Rehabilitation Facility

8



IN
REHABILITATION

VOLUNTEERS

HOW TO SUPERVISE AND EVALUATE VOLUNTEERS

Property of
Volunteer
Involvement
Service of Santa Fe

8

in a Rehabilitation Facility

A Handbook Prepared as Part of Research and Demonstration
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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:

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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

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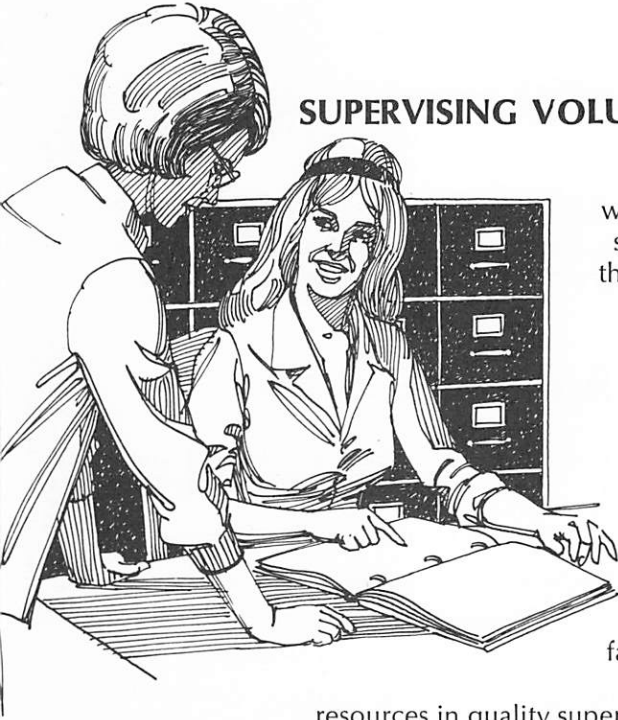
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SUPERVISING VOLUNTEERS



Volunteers, like all workers, obtain substantial satisfaction from knowing their efforts are considered meaningful. Supervision, wisely understood to involve factors and principles essential to creative learning, is often a primary way for volunteers to measure the importance attached to their participation within a rehabilitation facility. Facilities that have invested considerable resources in quality supervision of volunteers have enjoyed the benefits of quality volunteer service.

Definitions of Supervision

Several definitions of supervision are applicable to the administration of volunteer programs:

- Supervision is the function of assuring that work is being done in accordance with plans and instructions.
- Supervision is a relationship between a supervisor and workers in which the supervisor helps the workers perform their assignments and cooperate in the accomplishment of the purpose for which the agency has been organized.
- Supervision is getting things done through other people.
- Supervision is a process through which workers are helped to learn, according to their needs, and to make the best use of their knowledge and skills so as to perform more effectively with increasing satisfaction to themselves.
- Supervision is the guiding of human and physical resources into dynamic organizational units that attain their objectives

to the satisfaction of those served, and with a high degree of morale and sense of attainment on the part of those rendering the service.

The above statements mention different factors, reflect various purposes or objectives, and suggest certain roles and relationships, all of which are relevant to the operation of a volunteer program.

Purposes-Objectives of Supervision

Two major purposes emerge from careful analysis of the definitions of supervision:

1. Getting the job done in the best possible fashion.
2. Helping the volunteer experience personal development and satisfaction.

Frequently, one or the other of these purposes receives greater emphasis within an organization, depending upon the dominant administrative pattern. However, it should be realized that both purposes can be given equal emphasis. The human relations approach to administration, explained in Handbook No. 4, is recommended for the management of volunteer programs in rehabilitation facilities because there is experience to support the premise that workers (paid staff or volunteers) who enjoy their jobs are more productive than workers who perform in relation to material rewards.

Some of the objectives of supervision typically identified in relation to the two purposes presented above include:

- a. Productivity of sufficient quality to meet recognized standards.
- b. Productivity of adequate quantity to meet actual needs.
- c. Performance that is regular, reliable, and responsible.
- d. Working relationships that are pleasant and cooperative.
- e. Increased knowledge and skills of individual volunteers.
- f. Improved personal work habits of individual volunteers.
- g. Widespread recognition of the valuable contributions of individual volunteers.

- h. Increased feelings of self-confidence and self-worth within individual volunteers.
- i. Continuous development of an organizational spirit of teamwork.

Positive Effects of Constructive Supervision

Unlike the traditional concept of a superior official giving directives to a subordinate worker, constructive supervision provides optimum opportunities for volunteer development and growth. **While authority must be a realistic factor of organizational operation, supervision should be a useful tool for minimizing the degree of authoritative administration.** Volunteers should quickly realize and experience the helpfulness and support of supervision that offers more challenge than correction. Time and energy will be wasted through unproductive reaction to supervision that primarily involves the negativistic "peering over one's shoulder" pattern.

Constructive supervision promotes individual growth, operational efficiency, program effectiveness, and it assists in establishing patterns of partnership. Specific effects of immediate and potential value result from effective constructive supervision:

- Volunteers can more quickly and easily learn about their particular jobs as well as become knowledgeable about the facility's program and needs.
- Volunteers can strengthen their commitment to serving the facility and to helping handicapped and disadvantaged persons.
- Volunteers can accept greater responsibilities.
- Volunteers can increase both their capacities for work and their competence.
- Enthusiasm and morale can improve throughout the facility.
- Increased flexibility of participation can expand the facility's range of services.

Principles and Techniques of Constructive Supervision

Constructive supervision requires the careful application of formal and informal practices that have demonstrated organizational benefits. Principles and techniques that have been compiled as a result of successful experience in business enterprises and nonprofit social welfare agencies deserve consideration.

PRINCIPLES

- A. Constructive supervision strongly emphasizes both people and tasks. Application of human relations techniques has resulted in high quality and quantity productivity that simultaneously benefits the organization and satisfies the working personnel.
- B. Constructive supervision is based on
 - respect for the worth and dignity of each individual.
 - belief that people want to be active and productive.
 - acceptance of individual capacity for change and growth.
 - sensitive understanding of human needs.
- C. Constructive supervision
 - involves democratic leadership.
 - facilitates shared responsibility.
 - encourages volunteer participation in planning and evaluating activities.
- D. An understanding of individual differences will promote personalizing the supervisory process. The amount of supervision will vary according to the nature of each job and the needs of each volunteer.
- E. Constructive supervision requires accessible and open channels of communication, and flexible approaches to operational procedures.

F. Constructive supervision manifests

- honesty with sensitivity.
- fairness with firmness.
- objectivity with consistency.

G. Supervisory responsibilities should be clearly outlined in job descriptions. Supervisory roles ought to be included in job descriptions. In particular, accountability should be specifically indicated in the job description of each supervisee.

A few fictitious examples of operational situations, in which the supervisor plays the key role, illustrate useful TECHNIQUES as well as some of the above PRINCIPLES.

Example 1. Tardiness and/or Absenteeism

The supervisor (Evelyn Knight) of the day care program of the Hope Center for Retarded Children received a third call in two weeks from another parent who complained that her child was not picked up on time. Since the parent had to be at work, it created a difficult situation for both parent and child.

The supervisor could not understand why Donald Johnson was performing in this unusual manner. Mr. Johnson had been serving as a Volunteer Transportation Aide for more than two years — ever since his retirement — and had a perfect service record until two weeks ago.

Mrs. Knight arranged a conference with Mr. Johnson that morning, May 4. She began the meeting by assuring Mr. Johnson that their conversation would remain strictly confidential. She indicated her purpose was to help if she could. After some hesitation, Mr. Johnson explained he was worried about his health. His heart was pounding harder than before, and he was having trouble sleeping. These concerns were causing his erratic behavior.

Mrs. Knight asked if Mr. Johnson had been to a doctor. He replied he could not do that for fear of learning he had a serious problem and would have to stop driving. After more conversation, Mr. Johnson agreed that not knowing the truth was much worse than getting the facts. He accepted the suggestion of a week's leave during which he would visit his family physician.

Five days later, Mr. Johnson telephoned Mrs. Knight to report the real trouble was a vitamin deficiency and insufficient exercise. As had been agreed during their conference, Mr. Johnson requested that his doctor call Mrs. Knight to confirm that his health condition would clear up and that he would be able to resume his volunteer assignment in two weeks. The doctor did call Mrs. Knight and verified the explanation given by Mr. Johnson.

Three weeks after the initial May 4th conference, Mr. Johnson returned to his job of Volunteer Transportation Aide. He was grateful to Mrs. Knight and displayed strong enthusiasm for his responsibilities.

By practicing sensitivity to human needs and respecting Mr. Johnson as an individual, Mrs. Knight retained a valuable volunteer, strengthened her working relationship with Mr. Johnson, saved the time and effort involved in recruiting and training another volunteer, and helped the volunteer increase his feelings of self-worth and satisfaction.

Certain techniques should be noted. Mrs. Knight reinforced the importance of the job by arranging a special meeting with Mr. Johnson. She demonstrated concern for him as a person rather than harshly criticizing his performance. The meeting was private, and confidentiality was emphasized. Her suggestions made it easy for the volunteer to be absent and to seek medical assistance. She was open, direct, and honest with Mr. Johnson, especially in relation to communication with the physician. It might have been a wise preventive measure for Mrs. Knight to have arranged the meeting with Mr. Johnson immediately after the first call from a parent.

Example 1 illustrates practical application of Principles A, B, E, and F (pages 4 and 5).

Example 2. Reducing Accidents

Helen Walker is Office Manager at Midtown Opportunity Center. Lillian Harley is Office Manager at Western Society for Help and Hope. Both of these facilities have recently been the scenes of numerous accidents involving clerical and secretarial volunteers. Bruises and sprains have resulted from falls caused by slipping on rubber bands or paper clips. Cuts and scratches have been caused by tripping over, or bumping into, file drawers that were left open.

Mrs. Walker compiled a list of specific injuries that had occurred during recent weeks. She met with some of the volunteers to verify her information and discuss the situation. She requested the chairman of the Office Volunteers Committee, Mrs. Kraft, to arrange a meeting of all volunteers working in the facility's administrative office.

Mrs. Kraft introduced Mrs. Walker who explained her reason for requesting the meeting. She cited several specific accidents and reviewed her conversations with some of the injured volunteers. She proposed two suggestions that resulted from her analysis of the situation and some ideas of volunteers: (1) posters to remind workers about hazardous habits, and (2) a chart that indicated the number of consecutive accident-free days. Then, Mrs. Walker asked for comments, questions, and suggestions.

Many of the volunteers expressed concern about particular conditions they had experienced, and there were reactions to Mrs. Walker's suggestions. One volunteer suggested that the posters be prepared by the volunteers, and incorporate colors and comic-type characters. Another volunteer proposed that each office volunteer serve as Safety Monitor on a weekly rotating basis. There was considerable discussion of the situation, and consensus was expressed about several of the suggested procedures. It was agreed that Mrs. Walker assist Mrs. Kraft with follow-through action to implement the suggestions.

Lillian Harley convened a meeting of the volunteers working in the administrative office of the Western Society for Help and Hope. Only three days notice was given, so less than half the volunteers were present. At the meeting, Mrs. Harley scolded the group for sloppy housekeeping, carelessness, and every unsafe practice she could remember. She adjourned the meeting with a series of vague warnings and threats about punishments that could result if conditions did not improve.

The following results were experienced after one month following each meeting: Little change had occurred at the Western Society for Help and Hope. Some of the volunteers were more careful about their behavior, but many of the volunteers—especially those absent from the meeting—continued their previous, unsafe practices. In addition, morale among the office volunteers was lower than before the meeting.



At the Midtown Opportunity Center, the accident rate was reduced by fifty percent. The spirit and enthusiasm among office volunteers was higher than ever. Colorful posters decorated the office. Safety consciousness was universal to the point that the Safety Monitor role was discontinued on the basis of being unnecessary.

Certain techniques should be noted. Mrs. Walker did not try to solve the problem by herself. She realized an effective supervisor gets things done by working with and through other people. She avoided general statements and described specific occurrences that had actually happened to participating volunteers. By having the meeting convened by a volunteer, the volunteer-staff relationship was strengthened. Mrs. Walker treated the volunteers as partners, and approached a common problem with openness and flexibility.

Example 2 illustrates the benefits of Mrs. Walker's practical application of Principles C and E (page 4).

Example 3. What is Causing the Difficulty?

Henry Bresler is a young engineer who telephoned the facility after hearing a speaker at the monthly meeting of his professional association. He had his employer's permission to perform volunteer work at the facility four hours every two weeks. Mr. Bresler had also indicated his willingness to serve during the evening or on an occasional weekend. The first two afternoons Mr. Bresler reported for work, he was assigned to the mail room where he helped stuff envelopes, process outgoing mail, and collate pages of a statistical report. After his second afternoon at the facility, he sent the Director of Volunteer Services a proposal for a study he would like to conduct that might save the facility money and personnel time. He received a reply in the form of a notice about the next regular meeting of the volunteers who work in the office. Mr. Bresler did not continue his volunteer service with the facility.

Audrey Taylor had served as a Special Project Volunteer with the same facility for six years. Her special interest was compiling

the data for the facility's annual report. In previous years, she was located in an unused office which afforded her the quiet she needed to concentrate. This year, when she reported for work, she learned a new staff member was using the office that had been vacant. She was located at a desk at one end of the secretarial pool. She expressed concern about the noise of typewriters, telephones, and talking, but agreed to try the new location.

At the end of one week, Miss Taylor submitted the first series of figures and tabulations to Mr. Wayne, the Director of Public Relations, as she had done for the previous five years. The pages were not as neat as last year. The second week, Miss Taylor was absent one day, and Mr. Wayne found two mathematical errors on one page of her tabulations. He left the page on Miss Taylor's desk with a note that pointed out the errors and requested her to check all her computations.

Miss Taylor was absent several days during the third and fourth weeks. More mistakes were found and more notes were left on her desk. On Monday morning of the fifth week, Miss Taylor telephoned Mr. Wayne. She explained the report was not as interesting to her this year and would probably require more than the eight weeks she had scheduled. She expressed her regrets and informed Mr. Wayne she would not be returning to complete the tabulations.

The two illustrations above have a common cause of difficulty. In each case, the volunteer did not receive the personal attention and consideration he/she needed and deserved. The supervisor did not recognize or understand the symptoms of disenchantment, disappointment, boredom, distraction, and hurt feelings. Supervision was too formal and too removed from individual volunteers. The supervisor failed to display understanding of human needs and human behavior, and failed to be sensitive to the specific circumstances and feelings of each volunteer.

In each instance, the supervisor should have quickly spotted the seeds of difficulty or discontent, and promptly arranged to meet with the particular volunteer. In that way, the difficulties could have become clearly isolated and appropriate actions might have been implemented.

Henry Bresler had talents that were not only underutilized, but his efforts to help were virtually ignored. Audrey Taylor was

upset that she had not been consulted about a shift in her location; she might have felt better even if she had been informed about the change before she reported for work. Perhaps an alternative location could have been arranged, or joint review of the situation after the first week might have helped initiate improvements.

The illustrations in Example 3 reinforce the importance of Principle D, and also dramatize certain merits of Principles B, C, and E (page 4).

ADDITIONAL TECHNIQUES AND HELPFUL HINTS

- **A supervisor should study the volunteers being supervised and learn how each person can be motivated.**

Time that is devoted to talking with volunteers will help strengthen working relationships. Brief and frequent informal visiting with supervisees not only builds bridges of understanding, but can be a means of uncovering situations before they become serious problems.

- **Effective communication is a key factor in obtaining cooperation.**

It is not enough to give facts. Facts and information can be heard or read without being understood. Three barriers to understanding are (1) using vague or highly technical terms, (2) leaving out key words or phrases, and (3) interpreting the message or meaning of information in such a way as to suggest the favoring of special interests or one group of persons. Therefore, generalities should be avoided and jargon should be discouraged. Language and written messages should be guided by accuracy, clarity, and impartiality. Meetings are more enjoyable and effective if they are informal and involve active participation of those present.

- **There can be instances when volunteers question the value of their efforts.**

For example, volunteers who typed envelopes for letters soliciting contributions to the facility's building campaign became irritated with their supervisor because she repeatedly emphasized accuracy in typing names of potential givers. They doubted that people even notice the envelopes. One day, their supervisor posted a handwritten letter on the

bulletin board. The letter was from a man who had a long, unusual last name. He wrote about being pleased to see his name spelled correctly on both the envelope and the solicitation letter, indicating this did not happen often. He was so impressed by the accuracy of the typing that he increased the amount of his contribution, considerably, over what he originally intended to give.

Through this act, the supervisor helped the volunteers understand how important their work was to the facility. Additionally, paid staff saw the letter on the bulletin board and complimented the volunteers on their splendid service. The letter was included in the facility's scrapbook, and the incident was specifically mentioned the following year during the ceremony dedicating the new wing of the facility.

- **Every program has its share of unattractive jobs. These jobs should be rotated among the volunteers on some regulated basis.**

It may be adding figures for the budget, preparing routine reports, taking minutes at meetings, keeping an inventory of supplies and equipment, answering the telephone during the lunch hour or break periods, or revising card files and mailing lists. Many jobs are tedious and some tasks seem dull. Distributing the unpleasant, but necessary, assignments will reduce the waste of valuable talent, and diminish the accumulated distaste that can lead to retention problems.

- **Promotion of volunteers is one of the most difficult responsibilities of supervisory personnel.**

Fulfilling this responsibility requires sensitivity, judgment, and courage. Whenever a position of increased responsibility and/or authority becomes available, every effort should be made to advance an active volunteer who has been working in that particular office or type of activity. In those instances which require promoting a volunteer from "outside" a particular office or type of activity, substantial effort should be directed toward informing all appropriate personnel about the promotion. A meeting should be convened as promptly as possible for the purposes of introducing the "outsider" and describing his qualifications.

- **Many supervisors frequently fail to be prepared for the unpredictable situation when a volunteer cannot fulfill his assignments.**

This is sometimes unavoidable, but the efficient supervisor tries to arrange some type of substitute system. There are some volunteers who prefer working on an irregular basis and will occasionally substitute for regular volunteers. Names of substitute volunteers can be maintained in a special card file by either individual supervisors or the Director of Volunteer Services. Another technique is the "partner-system" which can be implemented one or two ways. One approach is to train two volunteers for each job; the training can preferably involve both volunteers at the same time. A second approach is to assign a new volunteer to work closely with an experienced volunteer. This has morale advantages for both volunteers, and can also become a workable solution to a crisis situation.

- **Probably the most difficult dilemma for a supervisor occurs when it becomes necessary to admonish or reprove a volunteer.**

And it will become necessary; to think otherwise is unrealistic and unwise. The following pointers can help diminish many of the concerns frequently experienced by supervisors who are faced with a situation requiring corrective action.

1. **Provide a good personal example.** Supervisees can more easily accept constructive criticism from a supervisor they respect, because they know he practices what is preached.
2. **Gather adequate and reliable facts before taking any action.** Maintain an open mind and resist preconceived opinions or jumping to conclusions.
3. **Avoid taking any action if emotions cannot be controlled.** Anger or disgust can be sensed and will impede a fruitful resolution of the situation.
4. **Whenever possible, arrange a meeting in a place that provides privacy and an informal atmosphere.** It is also preferable if the meeting can occur as soon as possible after the problem incident occurs. The volunteer should

be given the opportunity to explain his behavior without undue interruptions. There should be adequate time for questions and discussion.

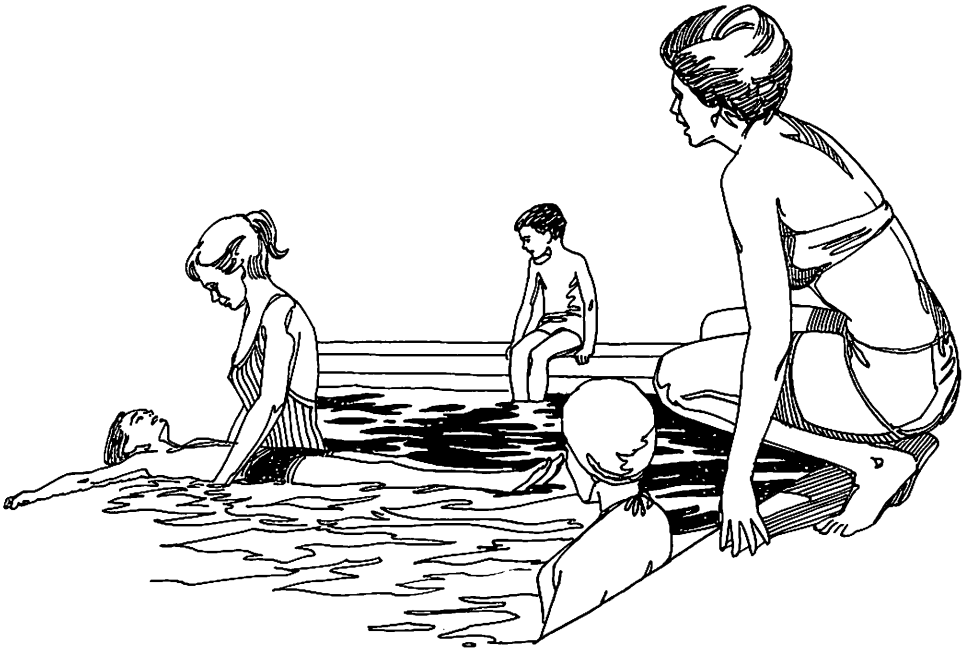
5. **Exercise patience in being certain the volunteer understands the reason for the meeting and, if applicable, the necessity for corrective action.**
6. **Administer appropriate corrective actions with consistency, fairness, and firmness.** Morale will decrease and insecurity will increase if infractions or incidents are considered problems on some occasions, but are ignored at other times. It is possible to be firm without being harsh or abusive.
7. **In certain situations, arrange follow-up conferences with reprovved volunteers.** It is effective to mention such follow-up action during the first meeting.

Supervisory Roles

Supervision is a process involving an important working relationship that is based on mutual goals of effective and satisfying service. Although the supervisee is usually dependent upon the supervisor in the early stages of the relationship, constructive supervision enables the supervisor to become less active in giving direction as the volunteer continues active participation. Supervisees are accountable to their supervisors for fulfilling assignments, while the relationship fosters joint responsibility for the work to be performed. As the relationship progresses, there should be increasing collaborative effort on the basis of peer interaction and partnership status. Throughout the process, responsibility for appraisal is shared and there is joint involvement in decision-making.

The fulfillment of three roles by the supervisor is vital to the effectiveness of the supervisory process. These three roles, briefly considered in the next several paragraphs, are: Helper, Appraiser, and Liaison.

1. **Helper.** A primary role of every supervisor is to help the volunteers learn the program with as little difficulty as possible, and learn how to perform assignments competently. Teaching skills are essential to this manner of helping.



Volunteers, as learners, require teaching content that is well defined as it relates to their particular jobs. The content should be tailored to each volunteer's level of understanding and experience. It is necessary for a supervisor to understand psychological reactions of learners. Progress will not always be steady or continuous. Some learning will be rapid, then a plateau may be a source of comfortable relaxation. There can also be resistance to threatening ideas, or regression to familiar behavior. Supervision focuses on individual learning needs and goals. Skills must be exercised to help each volunteer understand himself, and to help each volunteer change attitudes and behavioral patterns which block his progress.

As a helper, a supervisor should outline basic principles, recognizing that supervisees have the right and responsibility to apply these principles. A supervisor should enable and encourage volunteers to exercise some independence in their work, even at the risk of making some mistakes.

Volunteers must be helped to understand facility policies. Supervisors can help volunteers accept increased responsibility for their progress by helping volunteers answer their own questions, and by helping them accept responsibility for their decisions.

Working with handicapped persons can be a new experience for many volunteers. Concerns and questions of volunteers should be openly discussed with the supervisor. What does being handicapped mean to the individual?—to the family unit?—to the community? Are there similarities, as well as differences, between the facility's clients and the facility's volunteers? Volunteers will often require assistance in accepting new or upsetting experiences that sometimes occur within rehabilitation facilities. Supervisors must be prepared to help some volunteers understand their normal reactions to situations in which they become involved through volunteer work with handicapped persons.

A particularly important aspect of supervision concerns the pace of volunteer activity and the readiness of volunteers for increased responsibilities. Some volunteers accept or assume too much responsibility before they are ready. As a result, they can become exhausted or frustrated, and discontinue their participation in the program. Other volunteers often set goals for themselves that are below their capacities and experience. The mistake of giving volunteers too little to do is made more often than the practice of giving volunteers too much responsibility. People generally measure up to jobs they have willingly accepted on the basis of joint consideration and understanding.

Several suggestions regarding the Helper role of a supervisor are presented on page 35 in the Appendix of this handbook.

- 2. Appraiser.** This role is distinct from the evaluative role that will be discussed in a later section of this handbook. A constructive supervisor is continuously observing his supervisees to determine individual strengths, weaknesses, accomplishments, and setbacks. In this important role, the supervisor is concerned chiefly with improving original abilities and adding new skills to the volunteer's repertoire.

The positive qualities of volunteers are emphasized in the process of appraising. Supervisors encourage volunteers to perform activities in which they excel, and to avoid jobs that have been previous sources of failure and dissatisfaction. Of course, valuable learning can result from unsuccessful and unpleasant experiences. However, the emphasis of construc-

tive supervision should always be on the productive benefits of volunteering.

It is not coincidental that the word "praise" is central to the word "appraiser." A constructive supervisor seeks and designs opportunities to genuinely praise volunteers for their beneficial contributions to the facility and its clients.

In addition to appraising the qualifications and potential of supervisees, a competent supervisor must also assess the social and physical conditions of assignments. This includes considering the personalities of co-workers — both volunteers and paid staff — and analyzing environmental circumstances that might be sources of difficulty. Should a particular assignment not meet expectations of productivity and satisfaction, a supervisor should be prepared to quickly remedy the situation through appropriate action. Further, the supervisor must maintain constant awareness of advancement opportunities for volunteers with suitable qualifications.

To effectively fulfill the role of Appraiser, supervisors must be able to accurately observe current events, circumstances, and volunteer performance. Equally important are the abilities of supervisors to anticipate future conditions, and to visualize potential effectiveness of alternate solutions. The necessity for supervisors to possess these talents of observation, perception, and projection have led some experienced practitioners to suggest that supervisors must work diligently to develop the highest quality of "Super Vision."

- 3. Liaison.** Volunteers want and need to feel they are part of the facility and its total program, and that they are partners with all personnel in working to achieve the facility's purposes. Their supervisors are in the best position to be the links between each volunteer and the various elements of the facility and the volunteer program.

A supervisor can introduce volunteers to specific paid staff members within the facility. Positive relationships with other volunteers are equally important, and the supervisor can facilitate early introductions and involvement by encouraging experienced volunteers to take an interest in new volunteers.



A supervisor should try to arrange for volunteers to meet leaders of the facility, leaders of the volunteers program, and community representatives. These meetings can be educational and inspirational for volunteers by providing tangible evidence of the widespread interest in, and support of, volunteer participation.

Introductions and meetings usually require coordination and advance arrangements. However, a supervisor must be alert and capable of utilizing unscheduled opportunities to help volunteers become acquainted with colleagues and develop feelings of being part of the facility team.

Of special significance in regard to the Liaison role of supervisors, is their ability to foster and nurture positive relationships between facility volunteers and facility staff, facility volunteers and facility clients, facility volunteers and other facility volunteers, and facility volunteers and representatives of society-at-large.

Qualities and Qualifications of Supervisors

Personal qualities and professional qualifications which enhance a person's ability to function effectively as a constructive supervisor include:

- A sense of humor.
- Ability to define and delegate tasks.
- Acceptance of individual differences.
- Skill in the diagnosis of problems.
- Sincerity.
- Integrity.
- Sensitivity to the needs and feelings of others.
- A friendly nature.
- Fairness.
- Ability to obtain understanding of policies, principles, and procedures.
- Ability to adjust easily to changed situations and changing attitudes.
- Skill in listening.
- Ability to abandon old assumptions in the light of new evidence.
- Willingness to demonstrate trust and confidence in others.
- Ability to motivate other persons.
- Capacity to resist imposing rigid structure or restrictive procedures.
- Ability to improvise.
- Physical stamina.
- Persistent drive to confront problems as challenges, to pursue solutions, and to achieve ameliorative results.
- Respect for individual dignity.
- Dependability in terms of being available when needed, follow-through, and maintaining confidentiality.
- Ability to plan, organize, and coordinate.
- Capacity to share and exchange with others.
- Ability to obtain positive participation and increased efforts from co-workers.

Who Supervises?

Supervision of individual volunteers is generally performed by facility department heads and other specified paid staff members. There are situations in which it is appropriate and practical for volunteers to supervise other volunteers; certainly this function is performed by committee chairmen and officers within volunteer organizations. While he may directly supervise particular volunteers, the Director of Volunteer Services is generally delegated responsibility for organizing, implementing, and coordinating supervisory procedures and practices throughout the volunteer program.

Organizational structure, operational procedures, and volunteer assignments will influence supervisory patterns within volunteer programs of rehabilitation facilities. Whatever the circumstances, responsibility for supervision should be specifically outlined in writing — preferably in job descriptions.

THE FACTOR OF ACCOUNTABILITY

It is possible, and typical, for volunteers to experience several working relationships simultaneously. Thus, it is essential to clarify the distinction between instructing, sharing, collaborating, and supervising.

A supervisor is the person notified by supervisees if they are unable to report for work, the person who authorizes changes in work activities, and the person officially responsible for evaluating the performances of supervisees. Accountability, then, is the chief criterion for distinguishing other staff members and volunteers, who work with and relate to supervisees, from their own immediate supervisor.

The Executive Director is accountable to the facility's governing body for the performances of all persons participating in official activities of the facility. Therefore, the Executive Director supervises all personnel engaged in facility programs and projects. For obvious practical reasons, the Executive Director generally delegates supervisory authority and responsibility to other persons. Many patterns of divided accountability have been arranged and have operated effectively; the characteristic common to all the patterns is the ultimate authority and accountability of the Executive Director.

The typical division of accountability follows organizational structure. Most Facility Organizations, such as auxiliaries or guilds, and Community Organizations, such as civic clubs or service groups, have established leadership positions with outlined duties. Authority flows down from President through other officers and into all parts of the structure. Accountability flows back up to the President.

In regard to individual volunteers, the typical delegation of supervisory responsibility follows the pattern established for the facility's paid staff. Qualified volunteers, who are generally supervised by staff members in responsible positions, can be designated as supervisors of other volunteers. In special situations, highly competent volunteers might supervise certain paid staff members. Authority for supervision of individual volunteers and paid staff members flows down from the Executive Director, and accountability flows back up to the Executive Director.

The identification and clarification of supervisory responsibilities and relationships in the job descriptions of paid staff and volunteers, substantially reduce operational confusion and interpersonal tension.

Timing

It is advantageous to develop the volunteers' understanding of supervision from the beginning of their participation. A particularly effective practice is to involve potential supervisors in the process of interviewing volunteers. Even brief introductions can provide the opportunity to discuss supervisory procedures and relationships. Many volunteer jobs will require Specific Entrance Interviews that bring together potential supervisees and supervisors. (See Handbook No. 6 for additional information about Specific Entrance Interviews.)

The supervisor should definitely be available to greet and welcome a new volunteer when he first reports for service. A positive relationship between volunteer and supervisor is usually fostered by a supervisor trying to help a new volunteer-supervisee feel comfortable and understand that he is a valued member of a team. The beginning experiences of volunteer service can involve phases of adaptation that have varying effects, depending upon the strengths and other characteristics of individual

volunteers. Within the limits of their schedules and many responsibilities, supervisors should arrange to be accessible to answer questions, provide encouragement, and relieve anxiety. An observant supervisor can significantly influence the formation of positive foundations for productive volunteer careers by extending adequate support during volunteers' early periods of participation and adjustment.

From a practical standpoint, it not workable to try to completely regulate the process of supervision. The nature and timing of supervision will vary with the needs and circumstances of individual volunteers. Some system of scheduled conferences provides minimal opportunities for regular communication between supervisors and supervisees. Regularly scheduled conferences may be cancelled if there is mutual agreement they are unnecessary. On the other hand, even a regularly scheduled conference of short duration can enable the arranging of more extensive sessions on the basis of specified needs. Scheduled conferences have the advantage of advance preparation that increases the probabilities of productiveness in terms of solving problems or achieving mutually satisfying results.

Unusual situations, unexpected developments, and emergencies do occur, and supervisors should be flexible enough to meet at unscheduled times. Experience strongly suggests that regularly scheduled conferences must be supplemented with an "open-door policy" which provides volunteers accessibility to supervisors on a flexible, "as-needed" basis that is tempered by mutual understanding and reasonableness.

Group Meetings and Individual Conferences

Supervision may be practiced through meetings with groups of volunteers or through conferences with individual volunteers. Whichever approach is utilized, a few fundamental principles ought to be considered:

- An informal atmosphere should prevail.
- The meeting location should maximize privacy and minimize interruptions or distractions.
- An adequate period of time should be allocated.

- The tone of the meeting should foster sharing and exchange, respect and confidence, a feeling of equality, and opportunities for all participants to learn and grow.

GROUP MEETINGS

Some supervisors prefer group supervision because it facilitates the sharing of theory as well as experience. Each volunteer can derive satisfaction from detailing personal experiences, especially if his experiences are quite different from those reported by other volunteers. Group meetings encourage the exchange of ideas and promote learning from other volunteers and paid staff persons. Feelings of confidence can be increased, and tensions have often been reduced as a result of interaction within group settings. New procedures can evolve through group discussion that stimulates innovative thinking.

Advance preparation of brief summary reports, to be presented verbally, can increase the benefits of group meetings. The supervisor can serve as moderator or discussion leader, and apply the principles and methods explained in Handbook No. 7.

Administratively, group supervision is helpful when the facility has a small paid staff. Additionally, group supervision is naturally applicable to Group Volunteering situations. It is customary for a paid staff member to be present at most meetings conducted by a volunteer who is serving as the supervisor. Thus, group meetings can enable many volunteers to interact with paid staff persons. This is important because it reinforces the team concept within the facility. Group meetings provide special opportunities to develop group identity and expand feelings of partnership.

INDIVIDUAL CONFERENCES

It is essential there be provision for individual supervision to the extent this is practical and appropriate. Particularly in relation to Individual Volunteers, every supervisor should arrange a definite schedule of regular conferences with each supervisee. The frequency of these conferences may be decreased as a volunteer becomes more acclimated to the program and more proficient at performing his assignments. However, an individual conference should be held whenever either the supervisor or supervisee feels one is necessary.

Supervisees should always be the focal point of individual conferences. Priority should be given to questions, concerns, and difficulties of supervisees. In a typical conference, the supervisee would do more talking than the supervisor. The conference should be viewed as a special opportunity for the supervisee to express positive or negative ideas, feelings, questions, etc. The supervisor tries to fulfill the roles of Helper and Appraiser through skillful inquiry, concise answers, pertinent information, specific discussion, and clear suggestions. In special situations, the supervisor may initiate discussion by describing a particular incident, praising superior service, reviewing undesirable performance, or explaining some current development.

Both group meetings and individual conferences provide opportunities to:

- a. Extend recognition for well-performed work.
- b. Suggest ways of improving program operation or individual volunteer service.
- c. Ask and answer questions.
- d. Provide current information about facility policies or programs, relevant community developments, and other matters of direct interest.
- e. Review and examine individual or group strengths and deficiencies.
- f. Consider promotions or changes in assignments.
- g. Analyze specific problems and propose solutions.

Supervisory activities should reflect principles of constructive supervision and give priority to the learning process. The needs and interests of supervisees should receive primary emphasis. Meetings or conferences may uncover the needs for special actions by supervisors, supervisees, or both. Whenever practical, information regarding such actions and results should be promptly forwarded to the appropriate persons, or reported at the next meeting or conference.

NONSCHEDULED SUPERVISORY PRACTICES

Every supervisor should, under reasonable circumstances, try to communicate with every volunteer as often as possible. Fre-

quently, some of the most meaningful communication occurs through activities that cannot be performed on a regularly scheduled basis.

The telephone is a means of communicating with many individual volunteers in a convenient manner that involves little time or effort. Yet, an occasional telephone call can be effective in strengthening relationships or learning of potential difficulties. A friendly conversation over the telephone can maintain interest, foster increased or changed participation, and provide significant opportunities to share and learn. Some supervisors try to telephone their supervisees on a nonscheduled basis in order to have a conversation that might be entirely free of concerns, crises, or urgent requests.

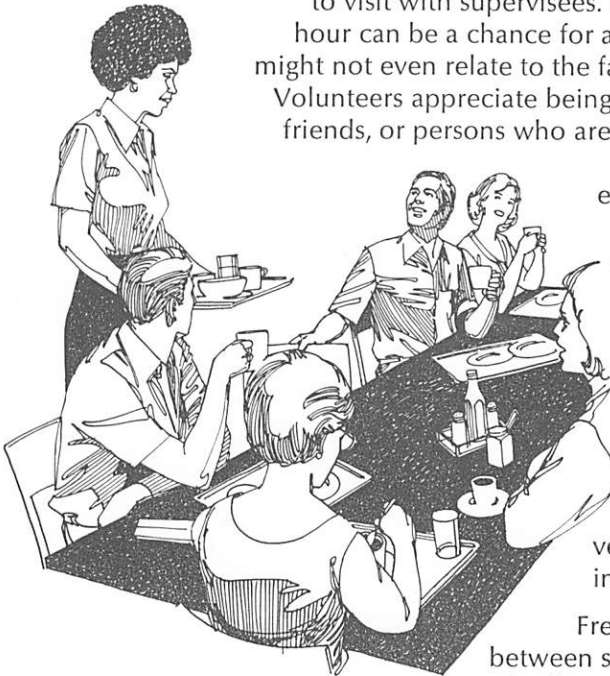
Many supervisors take advantage of unplanned opportunities to visit with supervisees. Coffee breaks or the lunch hour can be a chance for a friendly conversation that might not even relate to the facility or volunteer service. Volunteers appreciate being recognized as individuals, friends, or persons who are interesting and enjoyable.

One supervisor cites the example of a casual conversation with a volunteer while they both waited for an elevator in a department store.

The volunteer became an outstanding leader of the facility's volunteer program, and years later credited that casual conversation as one of the most influential events of her life.

Frequency of communication between supervisors and supervisees is of much greater importance than

length of meetings or intensity of conversations. Volunteers gain increased security by knowing their supervisors listen to them, appreciate them, and will try to help them. Supervision that reflects personal interest in, and genuine acceptance of, volunteers will strengthen their commitment to participate.



EVALUATING VOLUNTEER PERFORMANCE

Evaluation of individual volunteers is a part of the supervisory process — a highly significant part. However, it is a distinct function that must be carefully performed by competent supervisors. Evaluation of volunteers is different from the Appraiser role described earlier in this handbook. **Evaluating volunteers is an official function performed in a formal manner.**

For effective, positive, and fair evaluation to occur, there must be specifically recorded goals and standards. As early as possible after they begin to participate, volunteers should be helped to understand the established standards that apply to their performance. Experienced volunteers ought to be given opportunities to formulate personal development and performance goals for themselves.

Evaluation of volunteer efforts is important because it is another way for facility leaders to demonstrate that they value volunteer participation. Without evaluation procedures, neither volunteers nor paid staff have any valid basis for substantiating the extent to which volunteer activities help the facility meet the needs of handicapped and disadvantaged persons. In addition, it becomes logical to conclude that facility leaders do not believe the volunteer program is worth the time and effort necessary to effectively consider how it can be improved. From another perspective, the issue becomes very clear when one asks, "If facility leaders believe it is important to evaluate paid staff, then why don't they support the practice of evaluating volunteers?"

The objective of evaluating volunteers is to determine the progress they have achieved in relation to established goals or standards. Certain standards may be formulated outside the scope of the local facility. Goals, on the other hand, are instituted within the framework of each particular rehabilitation facility. It is consistent with the principles of constructive supervision for volunteers to participate in the setting of goals which they will be expected to achieve. Obviously, volunteers will more readily accept goals they have helped to establish. Further, experience provides evidence that volunteers will work harder to achieve goals they have helped to prescribe.

Many supervisors misunderstand the purpose of evaluation. They consider this process to involve the “judging” of their supervisees. They perceive the process as emphasizing deficiencies, or calling attention to the failure to achieve goals. These practices are negative; evaluation should be a positive process.

Volunteers want and have the right to know how they have been doing, how they have been helpful, how they have failed, and how they can improve in the future. Through evaluation conferences, supervisors and supervisees can jointly review past performance and consider future directions. Specific experiences can be analyzed and discussed in terms of learning value. Current goals may be modified or entirely new goals may be adopted. There should be clear understanding of what supervisees will try to achieve in the period between the present and next regular evaluation. These conferences should conclude on a positive note that encourages increased effort and invigorates commitment.

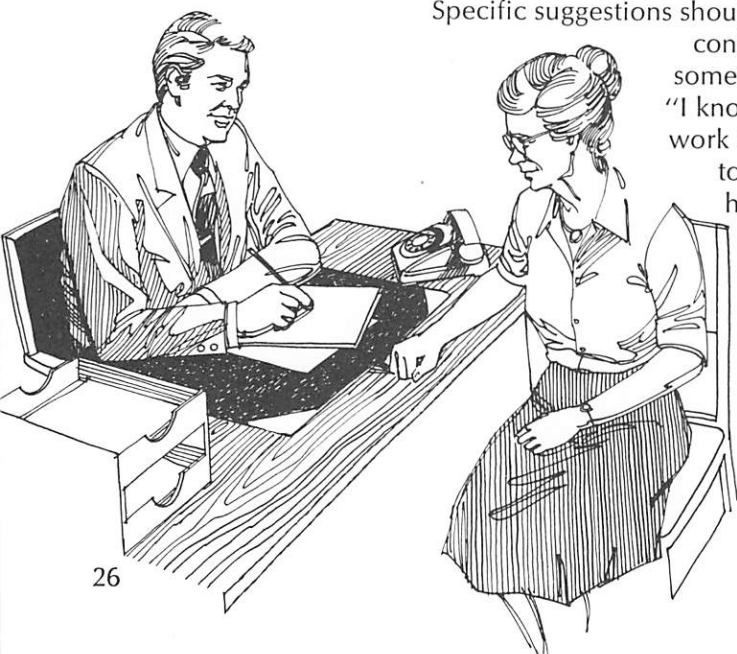
Versatile approaches must be applied in the process of evaluating. Each volunteer reacts individualistically to opinions, analytical statements, ideas, and suggestions expressed by another person. Two approaches — direct and indirect — have distinctive features, but are seldom independently utilized.

The direct approach involves more leading by the supervisor. Clear and candid statements must be expressed, without reluctance to be frank about the supervisee’s performance. In areas where improvement is necessary, the supervisor should express confidence about the supervisee’s ability to do better.

Specific suggestions should be offered. It only

confuses a person to say something vague, such as, “I know you will do better work if you put your mind to it”. It is much more helpful to be explicit:

“You can and will be more effective as a Leader of Exercise Programs if you increase your knowledge of the physical effects of different



handicapping conditions. Be sure you completely understand the purposes and cautions of each exercise. Practice in front of a mirror so you are certain people see correct demonstrations.”

The indirect approach involves active participation of the supervisee. Skillful questioning by the supervisor encourages the supervisee to talk about his particular job and performance. Questions must be carefully phrased to produce positive reactions, and must be specific enough to require definite answers. The question, “What can you do to improve your performance?”, might be answered, “I will try harder.” More constructive results will be obtained from questions, such as, “Are you having difficulty remembering the meaning of certain technical terms? Which ones?”

Both supervisors and supervisees should prepare in advance for evaluation conferences. This advance preparation should include review of assignments, attendance records, specific difficulties observed or previously discussed, and goals that were set at earlier meetings. Particular thoughts, questions, suggestions, or possible new goals might be outlined in writing for reference during the conference.

An evaluation form can be a very helpful tool. (A sample evaluation form is included in the Appendix of this handbook.) Forms often serve as discussion guides, or help to make certain that an important item is not forgotten. Job descriptions have also been effectively utilized as the means for jointly conducting evaluative conferences. Evaluation forms should be reviewed by both supervisors and supervisees prior to conferences. It is appropriate that supervisees review their own evaluation forms after the ratings and statements have been recorded. There is merit to the procedure of having the completed evaluation forms signed by the supervisees.

Completed evaluation forms must be treated as highly confidential information. They should be placed in the personnel folders maintained on all volunteers, and these folders ought to be kept in a file cabinet that can be unlocked by only a small number of authorized persons.

Self-evaluation has proven to be a useful procedure. Individual volunteers sometimes conduct self-evaluations on a periodic basis between formal conferences. They use the official evaluation form or a simple list of questions that is tailored to their

particular situations. Questions can be general, such as, "Am I able to accept and work with handicapped and disadvantaged persons regardless of their physical conditions or personal behavior?" Questions can be specific, such as, "In what ways am I currently assisting the psychologist better than I was four months ago?"

It is advantageous for each volunteer to record his answers in writing. The writing can be done in very simple fashion on lined pads and maintained in his own personal files at home. This material should be reviewed by the volunteer before formal evaluation conferences, since it might provide information or insights important to understanding achievements, failures, strengths, and weaknesses. It is the prerogative of the volunteer to share or not share this self-evaluative material with his supervisor.

It is important that evaluation of individual volunteers be scheduled on a regular basis. Under most circumstances, evaluation conferences should be conducted at least annually. Special conferences may become necessary in relation to unusual situations. Such special conferences are not substitutes for regular semiannual or annual evaluation conferences.

Some authorities consider evaluation of individual volunteers to be one of the key administrative functions because it undergirds other essential components of a volunteer program. Indirectly, the process of assessing volunteer performance affects the revision of job descriptions, interviewing and placement, the organization of Orientation and Training programs, and ultimately, the effectiveness of volunteer efforts in terms of objectives supported by facility leaders. Evaluating volunteers has direct impact on recognition activities and the retaining of volunteers.

Groups which participate in the facility's volunteer program should be given opportunities to evaluate their experiences in cooperation with paid staff of the facility. Consideration should be given to the meaning of the groups' activities to the facility, clients, the group as a unit, and individual group members. Jointly reviewing program content is helpful, and suggestions for improvement should be sought from group leaders and members, facility staff, and facility clients.

Firing Volunteers

The process of evaluating individual volunteers assumes exceptional significance when it becomes necessary to "fire" or release volunteers from continued participation. Fortunately, the necessity of firing volunteers can be reduced through the practice of competent interviewing, the provision of sound preparation, and procedures of constructive supervision.

Principal reasons for releasing volunteers customarily reflect uncooperative personality traits and negative attitudes that remain unaffected by preparation activities or helpful guidance efforts. Some examples are: continuous unreliability, unwillingness to accept direction and supervision, repeated violations of facility policies, and inability to perform assignments in accordance with standards.

The serious action of firing should never occur until an evaluative conference has been held involving the volunteer and his supervisor. (Conditions beyond the supervisor's control might prevent such a conference, but every effort should be made to arrange such a meeting.) During the evaluative conference, the supervisor should frankly indicate that consideration is being given to firing the supervisee. The reasons for considering this drastic action should be specifically outlined and fully discussed. Following this conference, if the supervisor concludes the volunteer should be fired, such action is recommended to the Director of Volunteer Services. A recommendation to fire a volunteer should be submitted in writing with other pertinent materials.

These materials are carefully reviewed by the Director of Volunteer Services. It may be that certain measures can correct the undesirable circumstances. Reassignment to a different job may remedy the situation. More individualized attention may help. In some instances, improving communication skills reduces misunderstandings that should never have developed into serious problems.

In each situation that requires firing a volunteer, the Director of Volunteer Services must notify the Executive Director of this pending action. The Executive Director may request the decision to fire a particular volunteer be reconsidered, or he may have an alternative recommendation. In any event, the Executive Director should have advance awareness of the pending release of a volunteer from service within the rehabilitation facility.

Firing volunteers is probably the most difficult single activity within the administration of a volunteer program. It is unpleasant to tell persons who voluntarily contribute time and talent, and who have earnest motivations, that they are no longer acceptable for participation in the facility's volunteer program. Nevertheless, there must not be hesitation about releasing unsatisfactory volunteers as quickly as possible. Prolonging the firing of volunteers, who cannot or will not measure up to standards and goals, jeopardizes the entire volunteer program and the operation of the facility.

Firing volunteers requires sensitivity and diplomacy. Each situation must receive individual consideration. What is said and how the process is handled will be influenced by the particular circumstances and reactions of each volunteer.

Some situations may be relatively easy. Certain volunteers will accept a few gentle, but direct, statements, and agree they did not perform satisfactorily. They might be relieved by an honest confrontation and appreciate the opportunity to discuss their situations.

Other volunteers may become defensive and antagonistic. Under these circumstances, it may be useful to review volunteer performance or behavior in relation to specific assignments and policies. Adequate time must be available for discussion and the expression of differing opinions. Extraordinary patience and understanding may be required to maintain a positive tone.

Specific guidelines that can be universally applied to the procedure of firing or releasing volunteers include:

1. Every effort must be made to perform the firing procedures through a face-to-face meeting.

Mailing a letter generally produces excessively negative reactions and can result in undesirable public relations. A personal conference always provides possibilities for maintaining positive relationships. In addition, the opportunity to meet with a departing volunteer may yield valuable benefits through honest discussion of volunteer program conditions that need revision. (See section on Exit Interviews in Handbook No. 6.)

2. The person or persons involved in the "hiring" process should also be involved in the "firing" process.

In most instances, this means the involvement of the Director of Volunteer Services. It is appropriate and can have extra advantages, in those situations in which it is applicable, for both the Director of Volunteer Services and the volunteer's immediate supervisor to attend the meeting at which a volunteer is to be released.

3. The volunteer being released can be encouraged to resign or withdraw from the facility's volunteer program.

Resigning from one volunteer program has advantages for a volunteer who might apply for participation in another agency's volunteer program. This action often eliminates some of the awkward aspects of requiring a volunteer to discontinue participating, and can also reduce the length of most meetings of this nature.

4. In appropriate instances, volunteers who are required to discontinue participation in a particular rehabilitation facility might be encouraged to consider volunteer service in other agencies; perhaps in programs serving nonhandicapped persons.

Discussion of the potential for participation in other volunteer programs may reduce feelings of defensiveness and disappointment. However, suggesting possible involvement in other agencies should never be an expedient solution to an awkward situation.

5. Firing volunteers is the officially delegated responsibility of the Director of Volunteer Services.

No public mention — informal or formal — is made about releasing volunteers until the Director of Volunteer Services reviews the situation and receives the Executive Director's concurrence with the recommended action. If formal announcements are necessary, these are released through the Director of Volunteer Services. In almost all situations, releasing a volunteer is best managed in a quiet and discreet manner without any public commentary.

Supervision and evaluation of individual volunteers and volunteer groups are ongoing functions. Supervisors need to be strongly committed to helping volunteers do their best in order to insure more effective programs of services for the handicapped and disadvantaged persons served by rehabilitation facilities.

APPENDIX

Evaluation Form (Individual Volunteer Performance)

VOLUNTEER EVALUATION FORM

**Potential Fulfillment Rehabilitation Center
Everycity, Everystate**

Date _____ Evaluation by _____
 Evaluation of _____
 Period of time being evaluated _____
 Assignments during above period of time _____

Evaluation Scale:

10	9 8	7 6 5	4 3 2 1 0
Excellent	Very Good	Satisfactory	Unsatisfactory

- Reports for assignments as scheduled. _____
- If unable to report, calls supervisor promptly. _____
- Relates well to clients. _____
- Performs assignments effectively. _____
- Displays courtesy, tact, and patience. _____
- Applies knowledge and techniques as learned. _____
- Understands objectives of assignments. _____
- Understands purpose of facility. _____
- Executes procedures accurately. _____
- Asks questions when in doubt. _____
- Approaches assignments with seriousness. _____
- Works well with paid staff. _____
- Works well with other volunteers. _____
- Exhibits interest and enthusiasm. _____
- Understands role and value of volunteer participation. _____
- Accepts supervision in positive fashion. _____
- Attempts to learn from every experience. _____
- Enjoys volunteer work. _____
- Expresses opinions and disagreements in mature manner. _____
- Shows growth as a result of participation. _____
- Anticipates and prepares for problems. _____
- Participates in training willingly. _____

(continued on next page)

Accepts changes as challenge. _____
Seeks opportunities to improve and advance. _____
Accepts responsibilities with commitment. _____

Overall rating of volunteer

- _____ Outstanding
- _____ Above Average
- _____ Average
- _____ Below Average

Comments _____

Recommendations _____

Date _____ Signature of Supervisor _____

Date _____ Signature of Volunteer _____

GUIDELINES FOR EFFECTIVELY HELPING PEOPLE

- Effectively helping others is achieved by helpers who establish relationships that make persons being helped feel the helper can be trusted.
- Helpers share their feelings and motivations with persons being helped and jointly develop comfortable and clear relationships with them.
- Helpers recognize the importance of training persons being helped to use help constructively and effectively.
- Helpers try to reduce feelings of dependence and resistance with persons being helped.
- Helpers do not apply uniform approaches to all persons being helped. Helpers focus on understanding problems as the persons being helped perceive them, and work within that framework insofar as possible.
- Helpers see their primary function to be diagnosing problems rather than solving problems.

FACTORS IMPORTANT TO WORKING WITH PEOPLE

Two-way communication is essential to the formation of working relationships. When the working relationship emphasizes the helping (or enabling) process, nonverbal communication is equally as important as verbal communication. **Development of positive relationships with people is facilitated by demonstrating:**

- Ability to accept criticism.
- Ability to maintain confidentiality.
- Ability to refrain from imposing personal standards on others.
- Acceptance of mistakes made by other people.
- Belief in individual capacity to grow and change.
- Capability of permitting individuals to solve their problems.
- Capacity to admit, "I don't know".
- Capacity to admit mistakes.
- Care and concern for all people.
- Confidence in others' abilities.
- Dependability.
- High tolerance for ambiguity and confusion.
- Honesty and truthfulness.
- Patience.
- Perception and encouragement of individual strengths.
- Positive listening skills.
- Readiness to congratulate and commend whenever appropriate.
- Realistic awareness of the needs of people.
- Respect for the dignity of each individual.
- Sense of humor.
- Sincerity.
- Willingness to help.

Every man feels instinctively that all the beautiful sentiments in the world weigh less than a single lovely action.

James Russell Lowell

Love never faileth.

I Corinthians 13:8

The quality of life to which we aspire and the questioning at home and abroad of our commitment to the democratic ideal make it imperative that our nation utilize to the fullest the potential of all citizens.

President's Task Force on
Women's Rights and Responsibilities
December 16, 1969

A mystic bond of brotherhood makes all men one.

Thomas Carlyle

Do all the good you can, in all the ways you can, to all the souls you can, in every place you can, at all the times you can, with all the zeal you can, as long as ever you can.

John Wesley

To live is not to live for one's self alone; let us help one another.

Menander
c. 342-292 B.C.

VOLUNTEER INFORMATION SERVICE

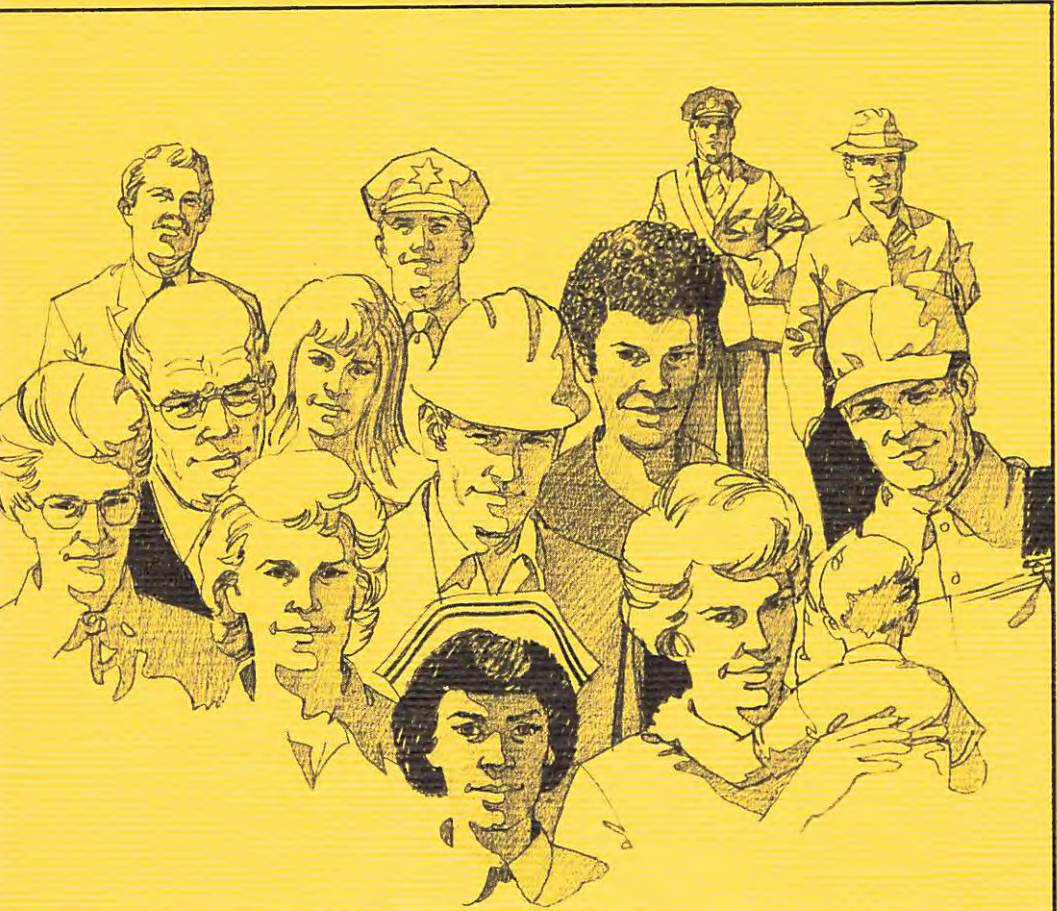
223 Cathedral Place -

Santa Fe, N.M. 87501

805 Washington

HOW TO MOTIVATE VOLUNTEERS

in a Rehabilitation Facility



IN
REHABILITATION

VOLUNTEERS

HOW TO MOTIVATE VOLUNTEERS

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

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By:

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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

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VOLUNTEER SATISFACTION: A FACTOR OF GREAT SIGNIFICANCE



Experienced facility leaders—paid staff and volunteers—understand that highly motivated volunteers can help improve the operation of any rehabilitation facility. They recognize that the effectiveness of a volunteer program depends, to a large extent, on their ability to stimulate volunteers to serve with competence, vigor, and pride. In particular, supervisors must be alert to the many opportunities to motivate volunteers, and they should have the knowledge and skill to evoke positive and energetic volunteer participation.

Personal satisfaction is an important dimension of volunteer motivation.

Volunteers are more inclined to develop strong convictions about their service when they feel their jobs are important. Commitment to the program of a facility will be strengthened if volunteers sense that their participation is valued by others. Being accepted as members of the facility team can increase volunteer interest in specific jobs and the total operation. Experiencing new learning and opportunities for personal fulfillment are powerful incentives to remain active and perform with increasing energy.

Volunteers increase their productivity when they are highly motivated through activities that are personally satisfying. Volunteers can perform their assignments with increasing competence if they are positively motivated to apply their talents to the utmost of their capabilities. The value of their service multiplies in

relation to the extent volunteers perform with enthusiasm, contribute to program innovation and expansion, participate with a spirit of cooperation, and continue in an active capacity. Enthusiasm, innovation, cooperation, and extended participation are greatly influenced through skillful encouragement by supervisors and other leaders.

Personal satisfaction and productivity are mutually beneficial. They are interdependent factors that nourish each other through a chain-reaction process:



The circular interaction of personal satisfaction and productivity generally intensifies as it continues to operate over a period of time. Volunteers who know that their work is considered worthwhile and is appreciated by others, are naturally going to be positive and enthusiastic about their participation. Understanding the results of their efforts in terms of tangible benefits to the facility and clients increases feelings of self-worth. Observing the results of their efforts fosters feelings of pride in volunteers and appreciation from paid staff. Sensing pride and receiving recognition induce greater convictions and increased efforts.

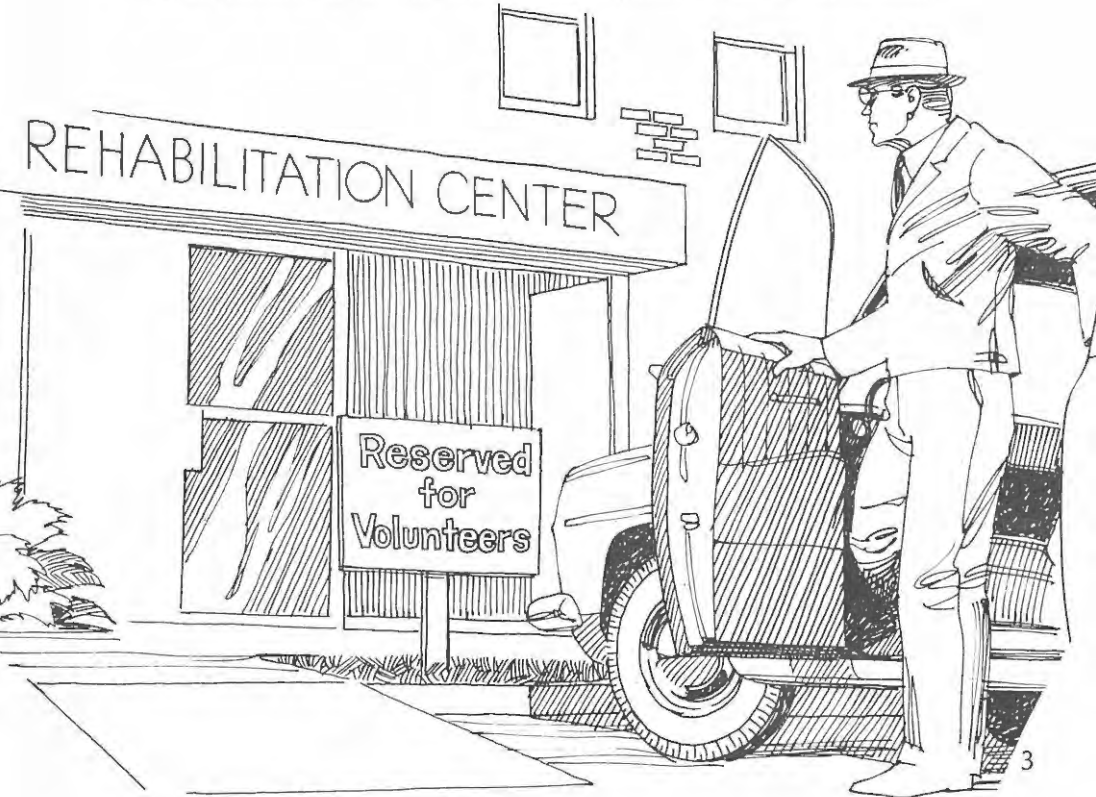
In the final analysis, personal satisfaction is a factor of great significance to the operation of an effective volunteer program. Certain techniques may attract volunteers to a facility. Other techniques might stimulate initial active involvement and energetic activity. Specific gimmicks may sustain volunteer participation over a period of time. Ultimately, however, **the degree of individual and group satisfaction will determine length of service, quality of performance, and quantity of productivity.**

It is the premise of this handbook that volunteers will continue to participate in rehabilitation facilities over longer periods of time, and will perform more energetically and productively, if they are completely motivated. Effectively motivating volunteers

requires understanding and satisfying specifically relevant wants or needs of volunteers. In addition, particular practices and techniques must be skillfully implemented in order to create an atmosphere within facilities that:

- emphasizes the importance of volunteers.
- facilitates the satisfaction of volunteers' expectations.
- reflects sincere care about volunteers, and genuine appreciation for their satisfactory performances.
- extends opportunities for maximum application of volunteers' skills and experience.
- provides avenues for volunteer growth and development.
- encourages active participation of volunteers in program planning, program implementation, and program evaluation.
- offers volunteers meaningful roles and assignments.

Rehabilitation facilities which incorporate this type of atmosphere have high probabilities for retaining volunteers who will enable the expansion of services to handicapped and disadvantaged persons, and who will assist improved facility operation.



ORIGINAL MOTIVES OF VOLUNTEERS

By implication, volunteers are motivated individuals. They are not all similarly motivated; yet, there are motivational factors that are generally credited with influencing most persons to become volunteers. Experience, observation, and available data indicate that most volunteers have been personally recruited. Many have responded to mass recruitment efforts that appeal to known or unconscious needs and desires.

Motivation is very complex and each individual probably has many motives for volunteering. Not all of a volunteer's motives are likely to be consciously identifiable by himself or other persons. To discern the factors that actually motivate individuals to become volunteers requires intensive inquiry and study over a period of time. The law of parsimony suggests that the reasons given by individuals as their motives for entering volunteer service be accepted until other reasons become apparent.

These motives should be specifically considered when the recruitment methods and techniques proposed in Handbook No. 5 are being organized and implemented in order to attract volunteers. The interviewing process outlined in Handbook No. 6 increases in importance as there is greater understanding of the significant relationship between interests (wants and needs) expressed by volunteers and the degree of satisfaction they experience in particular assignments.

An interesting and important observation about motivation and volunteers is that motives for volunteering often change as the volunteers become more involved with the program. Studies have found that volunteers' initial motives are often tenuous, superficial, or even very self-centered. Constructive supervision, a sense of achievement, and new relationships can deepen, broaden, and integrate the original motives of volunteers to the point of achieving a positive correlation between the objectives of the facility and the reasons volunteers continue to participate.

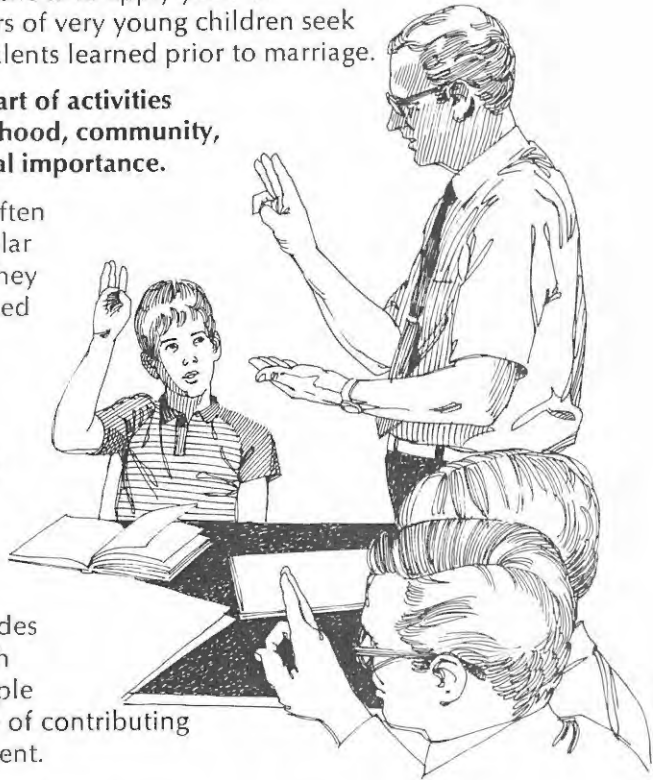
Listed below are some of the reasons reported by volunteers as having induced them to become active in volunteer programs related to social welfare. There is no special significance to the order of the following motives (or reasons) in terms of importance or frequency.

- **The desire to utilize special knowledge and skills.**

Many volunteers offer assistance to particular agencies because they feel they can help meet needs of the agencies or the people being served. Retired persons may be searching for avenues to apply years of experience. Mothers of very young children seek ways to maintain talents learned prior to marriage.

- **The need to be a part of activities that have neighborhood, community, regional, or national importance.**

Individuals are often attracted to particular agencies because they believe in their stated purposes. Many people enjoy the feeling of participating in activities that have meaning beyond their personal or family interests. Such participation provides satisfaction through meeting other people and feeling a sense of contributing to societal betterment.



- **The desire to help others.**

Many persons obtain personal satisfaction from volunteer service because it meets their need and desire to help other people. This basic desire is often rooted in religious beliefs, the feeling of responsibility to help less fortunate persons, or other reasons of philosophical nature.

- **A desire for recognition and status.**

Most people enjoy seeing their name or picture in a publication, receiving awards, and being honored at special ceremonies. Many persons also receive satisfaction from participating in programs that enable them to associate with important community leaders, officials, or celebrities.

- **The need to feel needed and useful.**

Mothers whose children and home responsibilities no longer require as much time or energy seek ways to remain useful. Elderly persons want to share their experience and sustain feelings of competence and social approval. Young persons receive satisfaction from performing helping activities independent of their parents.

- **An interest in learning new skills and participating in enjoyable activities.**

Opportunities to expand their range of abilities help some volunteers improve their employment situations, and sometimes open vistas to new careers. Persons with rather monotonous, drab life-styles find that volunteering offers interesting experiences and opportunities to be creative.

- **The desire to gain visibility that will help advancement in employment or social arenas.**

Junior executives may perceive volunteer service as helping them obtain promotions. Newcomers to a community may look to volunteering as a means of meeting people and forming friendships.

- **The desire to participate in programs because there are direct personal benefits, or to repay help that was previously received.**

Parents of retarded children form voluntary associations that serve their children. Parents, relatives, and former clients participate in programs that once helped them or members of their families.

- **Concern about consequences of not participating.**

Friendships might be weakened by declining to help with popular programs. Family relationships may become strained if the tradition of community service is broken. Refusing a request from an important person could affect employment or community status.

- **The need for a sense of security that results from feeling one's life has purpose, meaning, and significance.**

People develop this need as a result of different influences. In particular, young people of today have keen interest in

social justice. Many people desire to give tangible expression to their religious convictions. Some persons have learned to feel democracy requires a deep sense of duty to be of service to others. Still others have become imbued with the national tradition of mutual helpfulness.

- **The need to actively utilize leisure time.**

Early retirement policies and shorter work weeks have produced increased amounts of leisure time for many people. Volunteering provides diversified and enjoyable opportunities for utilizing leisure time.

- **The need to reduce loneliness, isolation, or pressure.**

Students, particularly college students, may find stuffing envelopes or playing checkers an ideal change-of-pace activity. Businessmen obtain relief from hectic schedules through weekly activities with "little brothers". Elderly persons overcome depression by visiting retarded children, delivering meals to shut-ins, operating telephone reassurance programs, and establishing new relationships to replace lost friendships.

ABILITY TO MOTIVATE: A MOST ESSENTIAL SUPERVISORY SKILL

One of the most essential of all supervisory skills is the ability to motivate people. Many sources of assistance are available to supervisors who want to develop this important skill. They can confer with other supervisors in their facility, and with experienced supervisors in other settings. Specific guidance is available from educational programs, such as seminars or workshops. The daily activities of supervisors will normally include meetings with supervisees, and this practical experience should help supervisors improve their abilities to motivate people.

Important Attitudes of Supervisors

Without a doubt, conferring with experienced supervisors, attending seminars, and regular practice are all helpful to the development of the ability to motivate people. However, it is

doubtful that supervisors will become highly skillful at motivating individuals unless they have the following attitudes:

- People enjoy working.
- People enjoy challenges.
- People seek opportunities to assume greater responsibility.
- People seek opportunities to be creative.
- People respond more positively to standards or goals they have helped formulate.
- In addition to economic rewards and security, people highly value feelings of self-worth and the respect of their peers.



PRACTICES AND TECHNIQUES FOR IMPROVING PERFORMANCE AND SUSTAINING PARTICIPATION

Through years of experience, supervisors and other leaders of volunteer programs have learned that certain practices and techniques facilitate improved volunteer performance and sustained volunteer participation. Many of these practices, techniques, and approaches are presented below within the framework of three categories. The categories have no extraordinary significance other than to indicate that particular motivating factors are being emphasized.

Increasing Self-fulfillment

Perhaps the greatest satisfaction volunteers in rehabilitation facilities can experience results from knowing their work is important to the facilities and the handicapped persons being served. Volunteers want to feel their service has meaning beyond titles, hours, and awards. Many want to be challenged with opportunities to grow and learn. Some will be interested in leadership responsibilities, while others will be content with satisfactorily doing routine or mechanical jobs. **The significant element for volunteers is their day-by-day realization that work that counts has been done and done well. It must be work that uses their talents, and work that enables the volunteers to look forward to future involvement with confidence that their activities have purpose.**

Volunteers can be helped to experience feelings of increased self-fulfillment by application the following approaches:

- **Supervisors must help volunteers understand the importance of their work.**

Volunteer assignments must provide genuine work (not busy work) that uses particular abilities. Volunteers need to feel handicapped persons are being helped because they are participating, and that facilities are operating better because of their efforts. Supervisors can help volunteers realize how even routine jobs fit into the total operation of the facility. This is as true for volunteers who telephone committee mem-

bers as it is for volunteers who help blind persons learn the Braille alphabet.

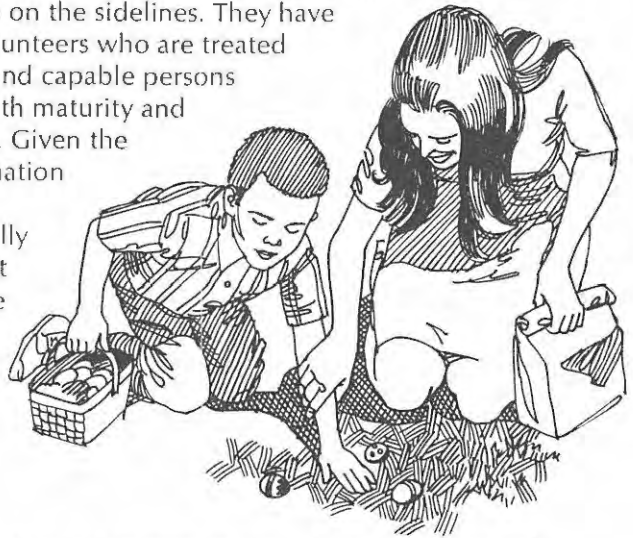
Volunteers should be provided information and experiences that help them sense accomplishment. They can receive regular reports about excellent attendance at committee meetings that resulted from telephone reminders. A supervisor can say to a volunteer, "Guess what? Mr. Smith practiced the Braille letters you helped him with last Thursday, and he has almost all of them memorized! He is so proud and told me to tell you he is eager to meet with you again tomorrow".

- **Volunteers need opportunities for growth in terms of personal development and competence.**

Growth includes the capacity to make decisions and improve leadership skills. Supervisors must refrain from making all the decisions. This is often a difficult practice for many supervisors. Experienced supervisors have acquired the understanding necessary to know when to step in and when to remain on the sidelines. They have

learned that volunteers who are treated as responsible and capable persons generally act with maturity and trustworthiness. Given the essential information and guidance, volunteers usually make intelligent and appropriate decisions. The confidence supervisors extend to volunteers produces increased

satisfaction for the volunteers as they become more self-confident through capable performance.



- **Volunteers obtain considerable satisfaction from opportunities to acquire knowledge and skills, to be creative, and to experience challenging situations.**

Most people become bored with jobs that are repetitive in nature. Interest deteriorates in situations that are stagnant. Volunteers generally do not remain active in a program that fails to respect the full scope of their talents, knowledge, and experience. Rehabilitation facilities that rigidly confine volunteer participation to a certain range of activities and responsibilities have little promise of experiencing the full benefits of highly developed PLANNED VOLUNTEER PROGRAMS.

The following three techniques have proved helpful with maintaining active participation of volunteers.

- a. Encourage innovative approaches to job assignments and specific activities.** Challenge volunteers to increase efficiency, try a different method, inject more fun, or add some personal touches that reduce the routine nature of their work. Change the location, put up decorations, have contests with unusual prizes — there are innumerable ways to make the same job seem different or be more enjoyable. Invite volunteers to apply their imaginations and unleash their creative talents. **ONE CAUTION:** Do not encourage innovative activities unless these new ideas are likely to be implemented. Morale will be damaged by disregarding requested suggestions.
- b. Reassign individual volunteers who want to continue participating, but have indicated discontent with current placements.** Other jobs might benefit from the same talents, but a different environment may give particular volunteers greater satisfaction. Consider different activities that might benefit from other skills or interests of particular volunteers. Reassigning one volunteer can suggest the rotating of many volunteers. It is helpful to point out to volunteers that changing assignments usually involves meeting new people and encountering opportunities for new learning.
- c. Recognize that some volunteers want to become leaders while other volunteers desire to avoid the added responsibilities of leadership roles.** Those volunteers who demonstrate willingness for greater involvement, and who have the necessary capacities, should be advanced to increasingly important positions within the volunteer program. Some might assume administrative or planning

responsibilities. Others could be involved in training or supervisory activities. Certain Direct Service jobs involve substantial knowledge or multiple skills, and these assignments are satisfying because they reflect staff recognition of volunteers having achieved high levels of competence.

- **Reassignment of volunteers is useful in those instances of unworkable placements.**

Occasionally, volunteers may not find particular jobs to be what they originally anticipated, or they may not be able to perform required activities in accordance with facility standards. NOTE: Reassignments should always be preceded by discussion with the volunteers and staff persons involved in the "old" and "new" assignments.

- **Evaluating individual volunteers should be a process that emphasizes the growth and personal development that occurred during a certain period of time.**

Supervisors can use this opportunity to help volunteers realize the knowledge and experience they have gained, the new friendships they have formed, and the broadened horizons they have acquired. When appropriate, the value of volunteer service to other aspects of volunteers' lives should be noted. Volunteers experience satisfaction through understanding that their volunteer efforts have helped them with personal or family relationships, educational pursuits, career exploration, and even opportunities for paid employment.

Improving Relationships

Day-by-day working relationships between volunteers and paid staff are of utmost importance to effective and sustained operation of volunteer programs. Developing and maintaining harmonious volunteer-staff relationships necessitates constant attention and continuous adjustments. Basic to these relationships is the need of volunteers to feel that they understand their own roles, that they are fulfilling their roles in harmony with paid staff and other volunteers, and that mutual respect and trust exist between themselves and paid staff members. Understanding these needs of volunteers is essential to achieving positive working relationships and workable patterns of mutual assistance.

From the beginning, volunteers should experience warm welcomes and feelings of belonging. Volunteers, especially new volunteers, should be helped to feel wanted and needed as members of the facility's team. This will involve helping volunteers understand and accept purposes, policies, and methodological approaches. Sensing attitudes of partnership will reinforce volunteer feelings of being in tune with the facility.

Attitudes of partnership reduce overtones of dominance or superiority and replace tones of "they" with choruses of "we". Mutual respect, trust, and sharing facilitate development and acceptance of common objectives. Feelings of teamwork help volunteers focus on the rehabilitation process in which everyone is involved, and minimize independent importance of individual efforts. At the same time, there is shared belief that the value of volunteer service increases through the ability of community volunteers to extend the process of rehabilitation well beyond the walls of facilities.

Accepting volunteers as team members has another significant benefit. One of the strongest motivating forces for individual members of groups is the desire for approval of group leaders and other group members. Receiving commendation from colleagues and peers can strongly influence volunteers, who perceive themselves as accepted team members, to work hard to fulfill the expectations of co-workers, to maintain standards of performance, and to not let their teammates down.

Following are practices that have produced positive results in terms of improving working relationships between volunteers and paid staff:

- **Involve volunteers in the decision-making process as it relates to the formulation of facility goals and policies.**

This means volunteers help develop plans, and they are encouraged to offer new ideas as well as criticisms and suggestions for improvement.

- **Invite volunteers (not necessarily always leaders of volunteer programs) to attend and participate in staff meetings.**
- **Invite supervisors and other paid staff members to attend and participate in meetings of volunteers.**

- **Consult with volunteers about their specific assignments.**

Volunteers should be encouraged to share their opinions and personal experiences, as well as to offer advice for improving job requirements and implementation.

- **Involve volunteers in evaluating the total program of the rehabilitation facility in which they participate.**

This practice will reinforce feelings of partnership and usefulness. Also, volunteers will be stimulated to be more creative and objective. A particularly productive technique for promoting understanding and solidifying positive relationships is to hold "Unmet Needs Conferences". Both paid staff and active volunteers participate in such conferences. (Clients, members of the facility's governing body, and community representatives might also be involved.) At these conferences, paid staff and volunteers jointly analyze and discuss how the facility can improve and/or expand its program in order to increase its effectiveness.

- **Keep volunteers informed about plans, problems, and events of direct importance to the facility and/or volunteer program.**

When volunteers begin to feel left out they also begin to feel like second-class team members. Take volunteers into confidence, whenever appropriate, about problem situations or crises. Joint meetings of volunteers and paid staff members can be satisfactory means for sharing good news about current events or future expectations.

- **Minimize the use of jargon or technical language in meetings with volunteers.**

Communication and understanding are obstructed through the use of special terms unfamiliar to most persons.

- **Orientation programs provide ideal opportunities to explain the rehabilitation team concept and to specify how volunteers are vital team members.**

- **Reduce communication breakdowns by sending internal memorandums to volunteer leaders who can disseminate vital information throughout volunteer programs.**

In particular, names of new staff members should be circulated among volunteers, and introductory meetings should be arranged as promptly as possible to maintain continuity of communication and harmonious working patterns.

- **Volunteer leaders should seriously consider programs to honor individual paid staff members.**
- **Promote informal, easy, friendly relationships between volunteers and paid staff members.**

Informal parties at which volunteers meet socially with paid staff members can generate feelings of congeniality and togetherness. Perhaps two such events could be scheduled each year. One might be hosted by volunteers and the other could be hosted by paid staff members.

- **Routine and unpleasant jobs should be assigned equally to volunteers and paid staff members.**

By sharing responsibility for uninteresting and unattractive jobs, paid staff members reinforce volunteer feelings of being accepted as partners and first-class team members of facilities.

- **Select knowledgeable and experienced volunteers to represent the facility at conferences, community meetings, and special events.**

Extending Recognition

It is extremely important for volunteers to know their efforts are appreciated. Sometimes informally expressing or displaying appreciation can motivate volunteers more effectively than formal ceremonies. Five guidelines have proven useful:

1. Try to personalize all recognition.
2. Recognition should be sincere, genuine, and appropriately related to performance.
3. Every volunteer who has performed satisfactorily should receive some form of recognition.
4. Recognition ought to be based on recorded data. Basing recognition on subjective opinions or undocumented impressions can produce detrimental effects.
5. It is advisable to involve volunteers in the planning and organizing of formal recognition programs. In particular, volunteers should participate in the process of deciding about "awards", including type, number, and criteria for selecting recipients.

Specific techniques to be considered as effective ways of extending recognition to volunteers include the following:

- Try to learn names of active volunteers and greet them personally at every opportunity.
- Say "Thank you" at every appropriate occasion; it is an expression that is not generally overused.
- Telephone or visit volunteers who are unable to participate because of personal illness or family circumstances. Indicate how much the volunteer is missed by staff, clients, and other volunteers.
- Encourage clients of the facility to express their appreciation for volunteer efforts verbally and/or in writing.
- Send carbon copies of letters of appreciation to employers, teachers, parents, etc.
- Write letters of reference or commendation that volunteers might use when applying for paid employment or entrance to educational programs, or for other types of personal advancement.
- Greet each volunteer with a warm smile and friendly "Hello! How are you today?"
- Send short handwritten notes of appreciation for volunteer service performed, or of congratulations for honors received.
- Send greeting cards on birthdays, wedding anniversaries, or other occasions of special significance to volunteers.
- Arrange for volunteers to be seated at the head table during the facility's annual meeting or on other special occasions.
- Include specific remarks about the value of the volunteer program in speeches presented by members of the Speakers Bureau, by facility officials, and by speakers at all appropriate occasions.
- Provide special space in the facility for volunteers to store coats or other personal belongings, to relax, and to meet with the staff or other volunteers.
- Provide special parking arrangements for volunteers, such as reserved spaces or reimbursement of money spent for parking.

- Arrange a special section on bulletin boards throughout the facility to feature news about active volunteers and the volunteer program.
- Conduct a Volunteer of the Month program.
- Assist with the publication and distribution of a newsletter about the volunteer program, and assist with the preparation of other materials needed for volunteer activities.
- Support efforts to obtain employer recognition of volunteer service as creditable work experience.
- Arrange parties for volunteers and their families, and be certain to include family members of volunteers in special events of the facility and volunteer recognition programs.
- Sponsor a Recognition Week or Month during which all active volunteers wear special ribbons and receive extraordinary attention from paid staff, clients, and visiting community leaders.
- Establish a Committee on Volunteer Recognition which includes members of the facility's governing body, paid staff, clients, active volunteers, and perhaps community representatives. (Not all of these individuals should be high-ranking officials; be sure to involve some "grass roots" volunteers.) The Director of Volunteer Services can provide information, data, guidance, and other forms of assistance.
- Consider different types of tangible awards, such as certificates, pins, patches, plaques, and other objects that can be displayed in homes or offices.
- Try to always present awards in person, rather than mailing them.
- Consider different types of ceremonies in different locations. Luncheons, teas, and dinners are preferred by many volunteers. Young people might enjoy an evening party with music and refreshments. Some programs might be held in elaborate settings, while others might occur at the facility.
- Involve clients of the facility in recognition activities as speakers, to present awards, or as guests at the head table.
- Try to have prominent community leaders and celebrities present at recognition programs.



- Obtain publication of feature stories about individual volunteers or the volunteer program in the facility newsletter and community newspaper.
- Submit names of outstanding facility volunteers to community, state, and national organizations which sponsor recognition events.
- Submit the name of a participating Community Organization or Facility Organization (auxiliary) to community, state, and national organizations which sponsor recognition events.
- Help volunteers meet or reduce the actual monetary costs related to their participation.

PREREQUISITES FOR SUSTAINING VOLUNTEER PARTICIPATION

In order to increase the probability of obtaining sustained volunteer participation, important factors should be present, and significant procedures ought to be operative within rehabilitation facilities. These factors and procedures have been outlined in great detail in other handbooks of this series.

PREPARED PAID STAFF (Handbook No. 7)

Paid staff members should receive adequate preparation in terms of information about the relationship of volunteer programs to the operation of rehabilitation facilities. Programs to prepare paid staff ought to include efforts to promote positive staff attitudes concerning the involvement of volunteers within facilities as a means of assisting paid staff members to deliver and expand services to handicapped and disadvantaged persons. Preparation programs should be provided as promptly as possible to new staff members.

JOB DESCRIPTIONS (Handbooks Nos. 2 and 3)

Volunteers are entitled to know, as specifically as possible, the assignments they are to fulfill. Written job descriptions are preferred, and have advantages for both facilities and volunteers. Job descriptions need not be elaborate or complicated. In fact, they should be administered as flexible tools that help both volunteers and paid staff understand the roles and activities to be performed.

ENTRANCE INTERVIEWS (Handbook No. 6)

Volunteers learn about different opportunities for participation during their Entrance Interviews. Interviewers learn about the backgrounds, experiences, skills, and interests of prospective volunteers. During some interviews there is discussion of facility policies and operational procedures. There might be facility tours, and meetings with various staff members and active volunteers. A major objective of Entrance Interviews is to obtain information that can help determine suitable job placements for prospective volunteers.

CAREFUL PLACEMENT (Handbook No. 6)

Information compiled through the interviewing process becomes the basis for careful consideration of placements for volunteers. Interests expressed by prospective volunteers are, of course, one of the most important factors for deciding placements. Experience, knowledge, personal circumstances, and volunteer interests are prudently matched with the requirements of available volunteer jobs. This matching process hopefully results in appropriate placements that will be satisfying for volunteers, and will benefit the facilities and the clients they serve. The extent of satisfaction experienced by volunteers in initial and subsequent placements reinforces the probability of quality performance and continued participation.

ORIENTATION AND TRAINING (Handbook No. 7)

Soundly-organized and well-conducted Orientation programs provide volunteers with basic information about facilities, clients, and volunteer programs. This information should be considered essential to volunteer involvement. Training activities of different types provide facility volunteers with knowledge and skills vital to satisfactory performance of specifically assigned activities and responsibilities.

REDUCING VOLUNTEER TURNOVER

One of the most discouraging problems that plagues volunteer programs is the loss of active participants. Similar to difficulties related to frequent paid staff turnover, a high rate of volunteer turnover has damaging impact on the viability of volunteer programs.

Of course, a certain amount of volunteer turnover is unavoidable and should be anticipated. Studies, such as *The State of the Art of Volunteering in Rehabilitation Facilities*,¹ report that many volunteers discontinue their participation for reasons quite compatible with contemporary life-styles. Changes occur in family responsibilities. Persons obtain full-time paid employment. People change jobs and move to different communities. Unfortunate illnesses and accidents cause abrupt cessation of volun-

1. Robert J. Griggs, Stanley Levin, and C. Esco Obermann, *The State of the Art of Volunteering in Rehabilitation Facilities* (Washington, D. C.: Goodwill Industries of America, Inc., and National Auxiliary to Goodwill Industries, 1971), pp. 10-11.

teer service. Leaders of volunteer programs should be prepared for these occurrences, and should develop some way of coping with such events in an orderly fashion.

Other factors causing volunteers to discontinue their participation reflect feelings of dissatisfaction that also affect quality of performance. Volunteers lose interest in their assignments, or become disenchanted with the overall operation of the program. They do not feel accepted as a part of the facility team, or they feel their efforts are not appreciated by facility leaders. These factors manifest volunteer discontent with the administration of the volunteer program, in general. Most volunteer dissatisfaction can be prevented or reduced through skillful efforts of constructive supervisors who understand human behavior and motivational forces.

BEHAVIOR AND MOTIVATION

In order to help volunteers achieve high levels of productivity and increase their feelings of satisfaction, facility leaders and supervisors of volunteers must know why people behave as they do and what personal satisfaction really includes. Information about behavior and motivation has been compiled through formal study and scientific research. The following several paragraphs are based on writings of Dr. Alan N. Schoonmaker, faculty member at the University of Leuven in Belgium, and Dr. A. H. Maslow, author of *Motivation and Personality*.²

Human behavior is strongly influenced by physical environment and social experience. People who have lived many years in agricultural areas removed from urban centers will exhibit behavioral patterns different from people who have spent years of their lives as inner-city residents. Persons living in tropical zones have different habits from persons living in frigid lands near the North Pole. Individuals who have been active in community groups respond differently to organizational activities than do individuals who have never belonged to formal groups.

It is very important for persons who supervise volunteers to be aware of previous conditions, relationships, and activities experienced by volunteers, since these factors have a direct bearing on the volunteers' attitudes, values, and behavior. In particu-

2. Abraham Harold Maslow, *Motivation and Personality* (New York: Harper & Brothers, 1954).

lar, these factors exert strong pressures on the wants or needs of volunteers. Thus, prior experiences of volunteers will affect the responsiveness of prospective volunteers to certain recruiting efforts. Further, it becomes obvious that the interviewing and placement processes directly benefit from skillfully applying knowledge of what specifically motivates individual volunteers. Understanding the impact of previous factors increases in importance as the socioeconomic characteristics of volunteers become more diversified.

Supervisors ought to find out what volunteers want or feel they need. It is certainly not difficult to get volunteers to perform certain activities if their actions will produce results they personally desire. Supervisors who help volunteers obtain what they want will find that the volunteers will, in turn, help supervisors achieve results they desire.

Belief in the Potential of People to Change

It is imperative that there be understanding of the dynamic nature of motivational factors. Conditions change, needs change, and people change. There is much greater likelihood for positive development of volunteer programs if supervisors of volunteers and other facility leaders believe in the potential of people to change, and if facility leaders and supervisors facilitate individual volunteer satisfaction through growth and fulfillment.

Human Wants (or Needs)

Wants (or needs) are very personal items, and specific wants can be identified only in relation to particular persons. However, Dr. Maslow has provided five categories that are helpful in identifying wants or needs generally important to most individuals.

Physiological: extent of strenuous physical activity; accessibility to transportation; degree of personal mobility; rest and relaxation; shelter; food; water; oxygen.

Safety: protection from dangerous situations involving possible physical injury; minimal vulnerability to risks of illness and socioeconomic problems.

Social: affection and love; sense of belonging; feelings of togetherness.

Esteem: positive self-image; admiration from others; acceptable level of satisfaction through recognition of personal worth; achieving status and prestige; feeling competent.

Self-actualization: fulfillment of highest potential; functioning at maximum capacity; experiencing complete satisfaction with role and performance.

Frequent and careful review of these needs or desires can help supervisors and other leaders determine how to motivate volunteers. However, it is very important to note that the above listing does not predict behavior. The listing identifies wants or needs that influence behavior. Not to be overlooked are the other previously mentioned factors that also influence behavior—physical environment and social experience.

In other words, volunteers might be motivated to behave or perform in specific ways by supervisors helping them satisfy certain wants or needs. How the volunteers act after being motivated in this manner is also affected by situational conditions. Motivational efforts can trigger volunteers to respond in particular ways. The actual behavior that results is produced through the combined interaction of supervisory encouragement, environmental conditioning, social experiences, and other powerful individual wants or needs.

This pragmatic perception of motivation does not diminish the importance of supervisors helping volunteers to experience satisfaction not available through other conditions of their lives. For some individuals, volunteer service compensates for unpleasant environmental situations or unsatisfactory social experiences. Understanding the interacting nature of the factors that influence behavior supports the necessity of supervisors varying the emphasis of their motivational efforts according to individual wants or needs.

What to Emphasize in Motivating People

Dr. Schoonmaker has compiled some guidelines concerning what should be emphasized in order to motivate people. His conclusions and recommendations are presented below as they appeared in a 1968 issue of *Public Relations Journal*.

“Principle one: People act to satisfy their own needs and desires, not the needs of organizations or other people.

ACTION Rule one: To motivate a man to do anything, emphasize the benefits and satisfaction he will gain, not the benefits to you or your organization.

Principle two: People behave to satisfy their real motives, not the motives they should have.

ACTION Rule two: Before trying to change someone’s behavior, find out what motivates it and focus on real motives.

Principle three: People have many different motives, and most of their behavior is guided by these motives.

ACTION Rule three: Try to appeal to as many motives as possible.

Principle four: Both rewards and punishments can motivate behavior, but they have very different effects. Rewards reduce tension and create a desire to continue in a situation; punishments increase tension and create a desire to avoid the situation.

ACTION Rule four: Emphasize rewards and minimize punishments.”³

Persons responsible for supervising volunteers should seriously consider the guidelines proposed by Dr. Schoonmaker. Much of what he recommends has direct application to the motivation of volunteers and the ultimate effectiveness of volunteer programs within rehabilitation facilities.

3. Dr. Alan N. Schoonmaker, “What to Emphasize in Motivating People,” *Public Relations Journal*, Vol. 24, Fall, 1968.

*If we only have love,
we can reach those in pain.*

Jacques Brel

*True charity is the desire to be useful to others without thought
of recompense.*

Emanuel Swedenborg

Words without action are the assassins of idealism.

Herbert Hoover

The love we give away is the only love we keep.

Elbert Hubbard

*What do we live for, if it is not to make life less difficult to each
other?*

George Eliot

It is more blessed to give than to receive.

Acts 20:35

VOLUNTEER INFORMATION SERVICE

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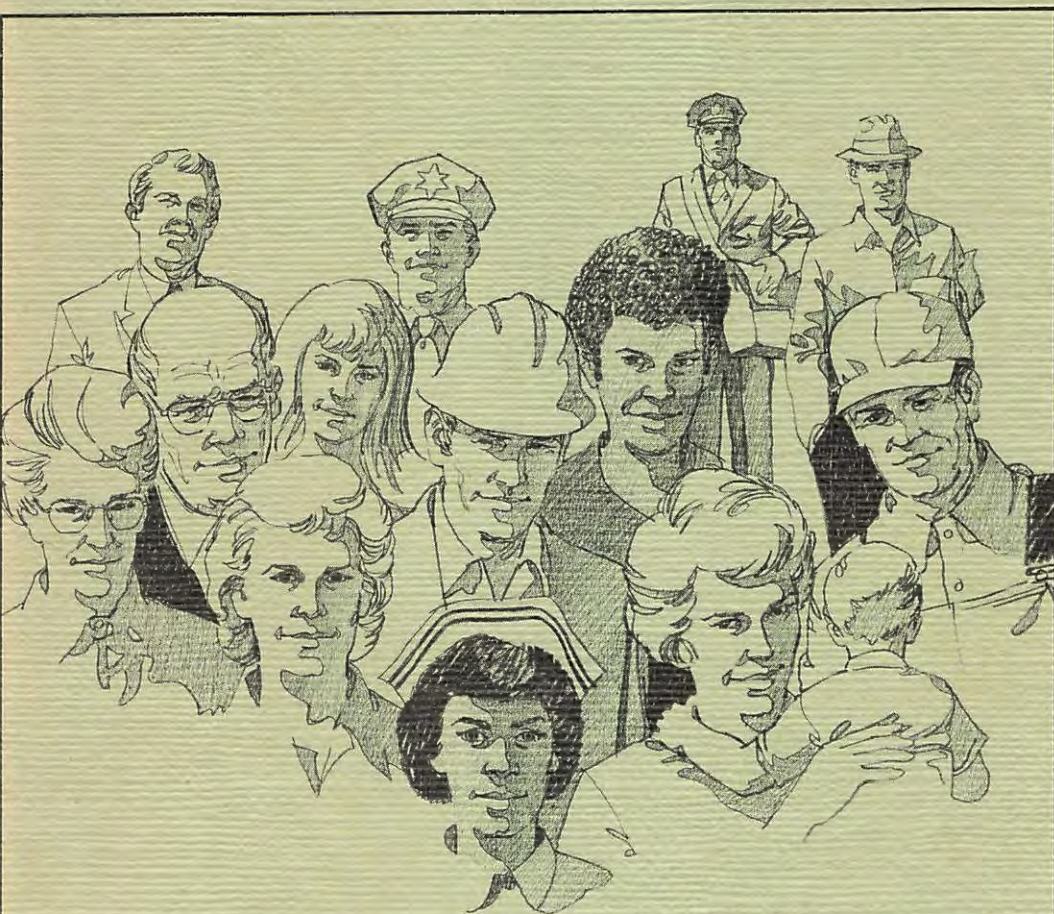
Santa Fe, N.M. 87501

305 Washington

HOW TO INCORPORATE GROUP VOLUNTEERING

in a Rehabilitation Facility

10



IN
REHABILITATION

VOLUNTEERS

Property of

Volunteer
Involvement
Service of
San Francisco

10

HOW TO INCORPORATE GROUP VOLUNTEERING

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

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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

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WHAT IS GROUP VOLUNTEERING?

This series of handbooks proposes the concept of a **PLANNED VOLUNTEER PROGRAM**. A **PLANNED VOLUNTEER PROGRAM incorporates two distinct types of volunteering:**

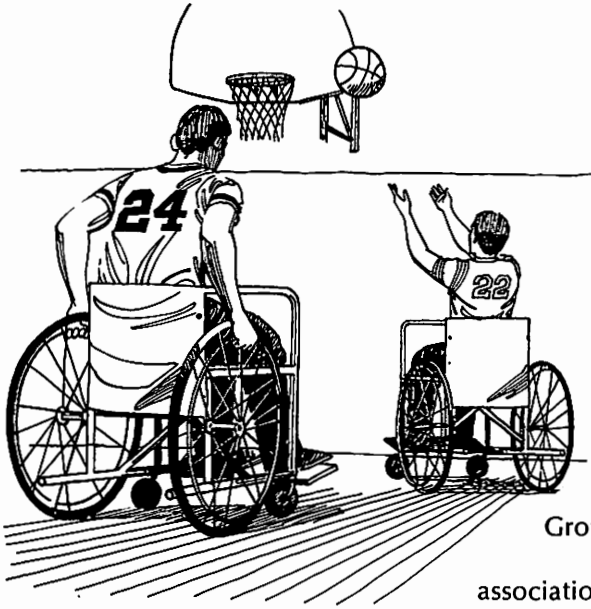
- Group Volunteering
- Individual Volunteering

Group Volunteering refers to specific volunteer activities performed under the auspices of a group whose leaders have arranged a formal relationship or informal agreement with leaders of the rehabilitation facility. A chief characteristic of Group Volunteering is the acceptance by group leaders of responsibilities specified by facility officials. This means all volunteers (group members and non-group members) participating in Group Projects should recognize the responsibilities delegated to group leaders by the facility and should accept the authority that accompanies these delegated responsibilities. Of course, final responsibility and authority for Group Volunteering that is part of a facility's **PLANNED VOLUNTEER PROGRAM** remain with facility leadership.

Individual Volunteering refers to volunteer activities that are performed by persons who relate to volunteer programs as autonomous individuals. Individual volunteers do not perceive their participation as relating to, or reflecting upon, any organizations or groups to which they may belong. Leaders of **PLANNED VOLUNTEER PROGRAMS** view individual volunteers as being independent of group identification — even those who may also participate in Group Projects.

Examples of Group Projects

Some Group Projects are of short duration, or even one-time events. A holiday party, a voter registration campaign, a TV auction, or tours conducted during the facility's annual Open House are all examples of short-term or one-time Group Projects. Other Group Projects are adopted by organizations as part of their ongoing service programs. Examples of these activities are: operating libraries within facilities, honoring clients and paid staff members with monthly birthday parties, assisting clients with the process of obtaining and adjusting to competitive em-



ployment, and sponsoring wheelchair basketball teams. Groups, organizations, and voluntary associations are well-known for raising funds to help facilities

meet capital and operating needs. They have sponsored recreational and social activities involving handicapped persons. Special service events, such as collecting clothing or surveying buildings for architectural barriers, have been conducted by organizations. Increasingly, associations and other groups are actively involved in promoting or opposing legislation relevant to handicapped persons and rehabilitation facilities. Imagination and incentive of volunteer group leaders and members may result in the development, sponsorship, and implementation of many innovative projects. For example, cultural awareness programs presented by ethnic groups can meet both educational and recreational interests of clients. Such activities serve to illustrate the unlimited



opportunities through which organizations and associations of volunteers can meet needs of handicapped and disadvantaged persons, and assist facilities. (Handbook No. 2 contains outlined examples of Group Projects.)

ADVANTAGES OF GROUP VOLUNTEERING

Seeking out and associating with persons who share similar interests or goals is a natural human phenomenon. Deeply rooted in this nation's history, the formation of organizations and associations is distinctively characteristic of the American way of life.

It has been estimated that there are about 5,000,000 voluntary associations in this country, and that more than 30 million individuals are members of various fraternal and service organizations. Rehabilitation facilities can benefit from this American characteristic by identifying client and facility needs that can be met through Group Projects.

Groups have special features that are particularly valuable to the performance of effective voluntary action in a rehabilitation facility:

- An organization provides a basis for continuity of effort.
- Some individuals feel more secure in a group and gain confidence through participation within an organizational setting.
- Many people working together are able to accomplish results that are impossible for single individuals to achieve.
- A sense of belonging is a basic need of every person which can be fulfilled through group membership.
- The spirit of friendship and the feeling of pride that result from enjoyable and successful group activities are powerful sources of positive motivation.

Group sponsorship of many volunteer activities can be particularly advantageous because of organizational factors, such as:

- The capacity to mobilize volunteers, sometimes with little advance notice.
- The capacity to plan and coordinate on several levels simultaneously.

- The immediate existence of a structure which facilitates the exercising of leadership and the constructive application of many talents to a single purpose.
- The rapid appropriation of essential, though often minimal, funds.
- The ability to follow through on accepted responsibilities.

Groups, organizations, and associations have inherent resources of great potential benefit to PLANNED VOLUNTEER PROGRAMS in rehabilitation facilities:

- A pool of members who are experienced, can work well together, and have often responded to challenging responsibilities on previous occasions.
- A ready-made committee structure with a record of measurable action and effectiveness.
- A pool of expertise in many areas of activity pertinent to rehabilitation facilities.
- A capacity for assisting facility staff in such ways as to expand the range or quantity of services to clients.
- A source of funding in the form of a treasury, or the willingness of group members to contribute or raise funds.
- A capability to extend into various segments of the community, especially to obtain improved public relations.

Of special significance is the loyalty characteristic generally exhibited within organizations. A sense of group identity and feelings of pride develop within most members of voluntary associations. Loyalty to leaders or certain co-members of a group can strongly motivate members to participate initially, to continue participating, and to participate responsibly in a volunteer activity. Equally powerful as a motivating force to encourage high-quality effort is the desire for pride in the group with which a person is identified. This sense of pride is achieved through the group receiving recognition from community leaders or officials of the facility. Some very dramatic Group Projects have resulted within rehabilitation facilities that understand and reinforce feelings of loyalty and the desire for pride among group members.

It is entirely possible to organize and operate a volunteer program without involving groups or associations. However, too many advantages would be lost if Group Volunteering were excluded from rehabilitation facilities. The absence of volunteer

groups increases the difficulty of inaugurating and implementing many worthwhile volunteer activities. In addition, much of the valuable time and energy that would have to be expended on mobilizing and organizing volunteers could be devoted to other beneficial aspects of the facilities' volunteer programs.

TWO CLASSIFICATIONS OF VOLUNTEER GROUPS

Anyone familiar with contemporary America knows there is not a simple pattern of volunteer groups in terms of structure, financing, activity, or membership composition. This diversity frequently complicates the incorporation of groups into volunteer programs. **For purposes of organization and understanding, groups that perform volunteer service in a PLANNED VOLUNTEER PROGRAM may be divided into two classifications:**

- **Community Organizations**
- **Facility Organizations**

Community Organizations

Community Organizations are groups which are independent of rehabilitation facilities. A Community Organization is subject to a particular facility's authority only as it applies to the mutually arranged relationship that expedites the organization's participation in some facet of the facility's volunteer program. Data in *The State of the Art of Volunteering in Rehabilitation Facilities*¹ documents the importance of civic, service, social, religious, and other groups as major sources of volunteers for rehabilitation facilities. A glimpse at the potential for incorporating Group Volunteering within rehabilitation facilities is provided through even a superficial consideration of the multitude of organizations present in most communities.

Community Organizations include veterans and service organizations, social and civic clubs, labor unions, fraternal groups, business and industrial associations, professional societies, churches and synagogues, youth groups, and the many other organizations which attract members on the basis of special interests.

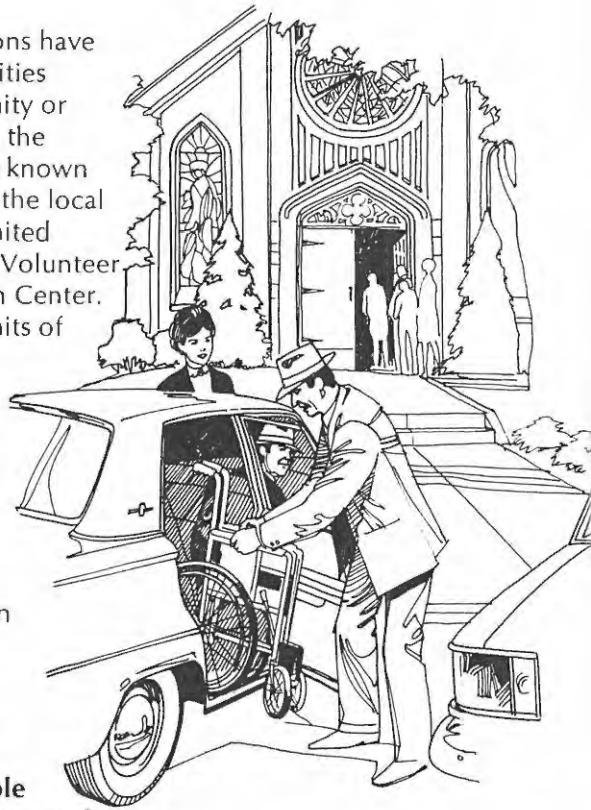
1. Robert J. Griggs, Stanley Levin, and C. Esco Obermann, *The State of the Art of Volunteering in Rehabilitation Facilities* (Washington, D. C.: Goodwill Industries of America, Inc., and National Auxiliary to Goodwill Industries, 1971), p. 12.

Most of these organizations have established their own identities within the general community or the neighborhood in which the facility is located. Many are known to coordinative bodies like the local Chamber of Commerce, United Way, Council of Churches, Volunteer Bureau, or Voluntary Action Center. A large number are local units of national bodies, such as federations or associations. Most Community Organizations are formal in nature, but the growing trend toward emphasizing flexible structures and relationships suggests including informal groups in this classification if they meet the basic criteria.

Three factors are considered important criteria for the development of workable arrangements between a Community Organization and a rehabilitation facility:

1. The organization must include members (or have access to individuals) who possess knowledge, experience, or skills that will benefit the facility and/or its clients.
2. The organization must have leaders who will accept, and are capable of fulfilling, responsibilities delegated to them by the facility's leadership.
3. The organization's leaders and participating members must agree to abide by the policies and procedures established by the facility's governing body and official representatives.

Community Organizations are organizationally independent of the rehabilitation facility. They have purposes and activities that reflect the interests of their members and/or the guidelines of national bodies. Community Organizations have authority to respond to local needs and to cooperate with local agencies. Some



of these organizations and groups have standing committees which develop or locate programs related to social service or community welfare. Others function on a more informal basis and react to requests from voluntary and governmental agencies.

Rehabilitation facilities may approach Community Organizations, or Community Organizations may approach facilities. Armed with specific needs, a particular facility can develop Group Projects and then seek groups to implement them; or it can be prepared to respond promptly to Community Organizations which approach the facility with general interests. In those instances when organizations and groups have special interests, the facility can helpfully and cooperatively determine if there is adequate basis for a mutually beneficial arrangement. Modification of the organization's proposed project, and/or flexibility on the part of the facility, may be required. There are also bound to be occasional instances when a particular facility will have to recommend that a particular organization offer its services to another facility.

It is not necessary, or even desirable, that a facility have a large number of specific Group Projects outlined in great detail. An organization or group should have the opportunity to help develop or revise a project or program, and the creativity of the organization's leaders and members should not be stifled by rigid pre-planning. It may be effective for the facility to be prepared with general types of activities that can be performed through Group Volunteering. A few Group Projects might be outlined in a manner similar to the format presented in Handbook No. 2. Of course, there is also merit to encouraging members of interested groups to participate as individual volunteers in other activities that are part of the facility's ongoing volunteer program.

It is important for rehabilitation facility leaders to understand the priorities of Community Organizations which accept responsibility for one or more Group Projects within the facility. A Community Organization may become involved with several Group Projects in different facilities or agencies. These Group Projects, combined, might represent only a small proportion of the organization's total program. This reality factor does not diminish the importance of the Community Organization as a volunteer resource, but should be recognized as a significant consideration throughout the relationship between the facility

and the organization. Of primary consequence is that unmet needs of handicapped persons and rehabilitation facilities are being addressed through Group Volunteering.

Some Community Organizations prefer to sponsor volunteer activities that involve only members of their organizations. It is possible for a particular Community Organization to mobilize enough of its members to effectively conduct a Group Project without the participation of nonmembers. On the other hand, some Group Projects may simultaneously involve Community Organization members and individual volunteers. Other situations may prompt joint sponsorship of a Group Project by two or more Community Organizations.

Another consideration becomes important as Group Volunteering increases in popularity. A point of diminishing returns is reached when the number of Group Projects exceeds a facility's capacity to administer them effectively. No one standard can be applied to every facility. Some facilities have been able to simultaneously coordinate dozens of Group Projects and develop a volunteer program that grows stronger as it expands. Other facilities have determined their volunteer programs can best be strengthened by maintaining and improving a fixed number of Group Projects over a period of several years. The size and complexity of a PLANNED VOLUNTEER PROGRAM is closely related to the structure, resources, and leadership of each particular rehabilitation facility.

Facility Organizations

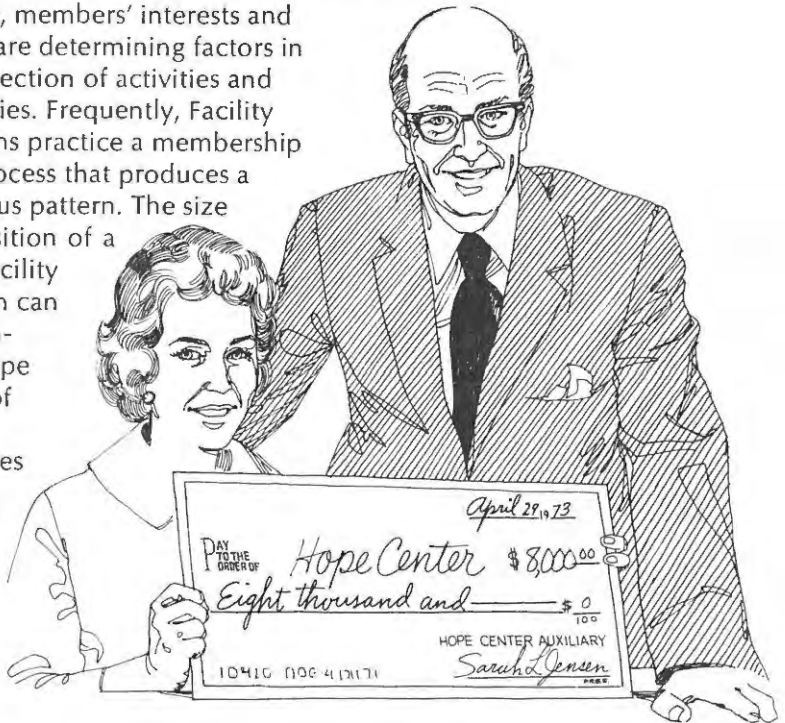
Facility Organizations are groups which are formally affiliated with particular facilities. They usually enjoy separate identities based upon their official status, recognized accomplishments, and publicized activities. A Facility Organization is officially a functional unit of a particular rehabilitation facility through specific action taken by the facility's governing body. Though generally authorized to adopt its own Bylaws, a Facility Organization operates under the legal authority of the facility with which it is affiliated.

"Auxiliary" is the name very frequently used to identify the type of group most widely representative of Facility Organizations. Other names often used to refer to groups which are

exactly like, or very similar to, auxiliaries, include: guild, service league, and circle. There are some instances in which associations have been formed as a means of encompassing all volunteers who participate within a facility. Such an association may differ in certain respects from an auxiliary or guild, but it is also a Facility Organization.

Extraordinary potential for valuable volunteering exists within a Facility Organization because of its special relationship to a particular rehabilitation facility. The primary purpose of a Facility Organization is to assist a facility's paid staff fulfill program objectives and to help deliver services to the facility's clients. Therefore, all, or nearly all, of a Facility Organization's time, energy, and resources should be devoted to the volunteer program of the facility with which it is affiliated. Through its official status as part of a facility's structure, this kind of group should respond quickly to identified needs of the facility and its clients, and easily function in harmony with facility policies and operational procedures. Thus, a Facility Organization can be the "heart" of a facility's PLANNED VOLUNTEER PROGRAM.

Of course, members' interests and capabilities are determining factors in a group's selection of activities and responsibilities. Frequently, Facility Organizations practice a membership selection process that produces a homogeneous pattern. The size and composition of a particular Facility Organization can directly influence the scope and nature of its activities. Some facilities have encouraged and have



experienced the simultaneous participation of more than one Facility Organization. By incorporating more than one Facility Organization, it is possible for a facility to benefit from more diversified volunteer participation and expanded volunteer activity. In addition, the presence of more than one Facility Organization can provide members and nonmembers with greater opportunities for active participation.

A Facility Organization can implement any type of Group Project that is performed by a Community Organization. In addition, a Facility Organization can consider conducting and coordinating projects, activities, and programs that are usually beyond the interest or scope of most Community Organizations. This range of ability broadens the spectrum of choices for Facility Organizations, and increases the possible advantages to the facility. **Illustrative of the type of important Group Projects that can be undertaken by Facility Organizations are the following two examples:**

1. Assisting with the management of a rehabilitation facility requires specific knowledge of the facility's internal operation. Facility leaders often consider many Administrative-Clerical Activities to be sensitive and uniquely demanding in terms of needed continuity and accuracy, and to have special importance to the facility's public relations. Members of a Facility Organization generally have feelings about "their facility" which increase their willingness and ability to accept the special demands of certain Administrative-Clerical Activities. In addition, leaders of a Facility Organization can organize a substitute corps of volunteers to effectively minimize problems resulting from unpredictable situations that occasionally interfere with the performance of individual volunteers. In particular, there is strong likelihood that members of a Facility Organization will adopt Administrative-Clerical Activities as ongoing projects, while a Community Organization might discontinue such projects after a few years or upon a change in leadership.
2. The management of a facility's PLANNED VOLUNTEER PROGRAM offers special possibilities to a Facility Organization. In a particular facility, a Facility Organization might be delegated responsibility for specified operational components of the volunteer program. Recruitment, interviewing, preparation, recognition, and record keeping could be

administered through committees or task forces. Volunteers who are not group members might serve on these committees under the direction of Facility Organization leaders. In such an instance, the facility's volunteer program would probably be adopted as the major ongoing project of that Facility Organization.

Joint activities can be developed by bringing together two Facility Organizations, or by combining a Facility Organization with a Community Organization. Such cooperative efforts and combinations might produce benefits beyond the original expectations of the facility, paid staff, facility clients, and the volunteers. Facility and volunteer leaders must carefully endeavor to prevent tension and conflict from developing between groups when two or more organizations are incorporated into a facility's volunteer program. The presence of more than one Facility Organization can be a source of healthy competition and provide incentives to establish specific group identities.

A particular Facility Organization can accept responsibility for a specific project, such as grooming and personal development. As this type of project reaches a high-quality level, the Facility Organization can achieve prominence on the basis of its performance. Organizational prestige usually expands as status increases, and leaders of the Facility Organization may be nominated for various community, state, and national awards. Members' feelings of loyalty and pride can become reinforced as a sense of responsible tradition develops.

It is important that feelings of group loyalty, pride, and tradition not be allowed to inhibit creativity within Facility Organizations. New members may propose innovations, and these should be considered and tried. Members who have participated many years may recommend new programs or variations of existing activities, and these should be seriously reviewed and tested. Organizations generally become stagnant and disintegrate unless flexibility is practiced and change is encouraged.

* * * * *

Many Facility Organizations and Community Organizations are units of national bodies which are structured as federations, leagues, or alliances. National leaders and officials generally provide guidance, technical assistance, and special services to help local units function more effectively. Often, national organiza-

tions facilitate exchange between local units, and foster program evaluation and organizational renewal. National offices provide information, consultation, and specific services in response to local requests. The main headquarters of national bodies are ideal sources of help in terms of establishing, organizing, and operating local units — Facility Organizations or Community Organizations. In addition, national leaders can be very helpful in providing practical suggestions regarding the initiation and operation of projects by their local units.

Acceptance of responsibility for some facet of the volunteer program by a group — a Community Organization or especially a Facility Organization — offers significant advantages not always fully appreciated by facility leaders. Through the delegation of responsibility for special projects or components of the volunteer program, the efforts of paid staff can be effectively directed toward other essential operations of the facility. In addition, the group's leaders can often obtain results of high quality and greater quantity through "peer-power" than is sometimes possible through staff direction. Rehabilitation facilities have experienced the addition of new programs and the expansion of important services as a result of delegating to group leaders formal responsibility for specific projects or activities.

ADMINISTRATION OF GROUP VOLUNTEERING IN A PLANNED VOLUNTEER PROGRAM

Vital to the PLANNED VOLUNTEER PROGRAM concept is the belief that volunteer participation in rehabilitation facilities can produce highly constructive results through a volunteer program that is well organized and competently administered.

Basic Principles

A PLANNED VOLUNTEER PROGRAM is developed through the application of the 7 Basic Principles and the incorporation of the 14 Key Components presented in Handbook No. 3. **In particular, the following Basic Principles have relevance to the subject of Group Volunteering:**

“1. The participation of volunteers must be directly related to the needs of people. It is indefensible to organize or operate a volunteer program within a rehabilitation facility unless that volunteer program meets needs of handicapped and disadvantaged persons, and assists the facility to provide increased or improved services. It is also inappropriate and detrimental to operate a volunteer program which fails to meet needs of the participating volunteers.”

This principle is especially likely to be violated when the mechanics of Group Volunteering become a form of “voluntary bureaucracy.” Volunteer groups frequently devote too much time, energy, and resources on meetings, organizational details, and paper work. While group maintenance activities are necessary, volunteer groups associated with rehabilitation facilities must direct their major efforts to meeting needs of handicapped and disadvantaged persons. Chief factors contributing to conditions of voluntary bureaucracy are: the complexity of the groups’ structural patterns, chauvinistic attitudes and egocentric personalities of group leaders, the absence or distortion of established objectives, and the lack of training and capable leadership.

“3. Responsibility for the administration of a volunteer program must be accepted by the Executive Director of the rehabilitation facility.

3a. Direction of a volunteer program should be the primary responsibility of a single individual who functions in accordance with authority delegated by the Executive Director.”

Principle 3, and its corollary, 3a, reinforce the essential perspective of a single volunteer program within a particular facility. A single volunteer program may involve several distinct voluntary organizations, but all volunteer participation is centrally directed and coordinated. Acceptance of centralized administration as a responsibility of the Executive Director affirms the endorsement of volunteer participation by leaders of the facility. It also requires universal agreement to comply with policies and plans promulgated by facility leadership.

The practice of centralized administration is as valid for a program of volunteer services as it is for a program of rehabilitation services. Serious negative consequences for the clients of a

facility can result if either the volunteer program or the rehabilitation program is permitted to function without direction and coordination.

Centralized administration of a single volunteer program does not inhibit creativity, prohibit independent action, or necessitate complete uniformity of activities. It does, however, require that leaders of volunteer groups cooperate with efforts of the facility's Executive Director (and his specifically designated representative) to direct and coordinate all volunteer participation that is formally related to the facility.

The Executive Director of a particular rehabilitation facility may assume personal responsibility for directing the day-to-day operation of the facility's PLANNED VOLUNTEER PROGRAM. Or, he may delegate this responsibility to another individual who exercises authority under the supervision of the Executive Director. The individual designated to perform this function on behalf of the Executive Director can be a paid staff member of the facility, or a volunteer selected on the basis of competence and experience. It is proposed this individual have the title, Director of Volunteer Services, and have department head status. Handbook No. 4 considers this position in great detail.

The PLANNED VOLUNTEER PROGRAM concept and the application of the 7 Basic Principles provide opportunities for flexibility in developing various patterns of administering volunteer participation by both groups and individuals. In addition, it is not difficult to be creative in arranging relationships between interested volunteer groups and the facility.

Relationships

Leaders of both Community Organizations and Facility Organizations should understand certain relationships that are administratively important to the effective incorporation of Group Volunteering within rehabilitation facilities. Most facilities are voluntary agencies. Thus, it is possible to describe the typical rehabilitation facility as a nongovernmental and nonprofit agency with the primary purpose of serving handicapped and disadvantaged persons. Formulating major policies is the role and responsibility of the governing body — Board of Directors or Trustees — which is the ultimate source of power and authority within a

particular facility. Members of a governing body frequently are selected to represent important segments of the population, to add valuable knowledge to the policy-making process, and to help meet financial needs of the facility. They are usually considered a facility's most important volunteers.

Usually employed through action of the governing body is the facility's chief executive officer—Executive Director, Administrator, or Executive Vice President. He is responsible for translating policies and decisions of the governing body into action and results. In other words, primary responsibility for the administration of the facility's program is delegated to the Executive Director by the governing body. He fulfills this responsibility by working with, and through, specified officers, committees, and task forces, and by delegating specific administrative functions to paid staff members and volunteers. Within this frame of reference, the Basic Principles presented earlier in this handbook acquire special meaning. If there is honest commitment to the PLANNED VOLUNTEER PROGRAM concept, the facility's Executive Director will either delegate authority for direction of the volunteer program to some other individual, or he will personally accept and fulfill that responsibility with vigor and determination equal to that applied to other important program components of the facility. Should this responsibility be delegated, the person selected ought to be designated Director of Volunteer Services and should fulfill the responsibilities of this position (which are considered in detail in Handbook No. 4).

A Facility Organization is an integral part of the rehabilitation facility with which it is affiliated. While this type of group is not autonomous, it usually has broad self-governing authority to exercise powers specified by the facility's governing body. By virtue of its formal identity as a legal component of the facility, a Facility Organization has a direct relationship with the facility's governing body. Understandably, Facility Organization leaders may be invited to participate in discussions of the facility's future plans. Often, Facility Organization leaders are taken into confidence regarding issues and matters relevant to the facility's internal operation. Very frequently, a Facility Organization has ex officio membership on the facility's governing body. In contrast, a Community Organization does not usually experience a direct relationship with the facility's governing body, since it is not legally associated with the facility.

Both Facility Organizations and Community Organizations are generally asked to participate in deliberations of any official committee concerned with facility volunteer activities. Due to their numbers and their less definite relationships with the facility, Community Organizations are not as likely to be invited to name representatives to official committees concerned with volunteering.

No measurable difference can be observed when comparing the relationship between either a Facility Organization or a Community Organization and the facility's Director of Volunteer Services. The entire volunteer program (as defined by the facility's leaders) is subject to the direction and coordination of the Director of Volunteer Services.

This means that all aspects of volunteer program management, all volunteer activities sponsored by the facility — including all Group Projects — must be reviewed and coordinated by the Director of Volunteer Services. Prior to implementation, new projects or activities must be discussed with the

Director of Volunteer Services.

The committee established to guide the facility's

PLANNED

VOLUNTEER

PROGRAM (the

Board Committee

on Volunteer

Services) should be given

adequate opportunity to

carefully consider proposed

volunteer projects and activities.

Positive attitudes and a spirit of cooperation are vital to the administration of an effective

PLANNED VOLUNTEER



Director
of
Volunteer
Services

PROGRAM. Groups and organizations and individuals should be encouraged to be creative and exercise imagination in the development of volunteer activities and projects. Advance review of proposals or ideas should not be misconstrued as control or suspicion. Instead, the process of review by a committee and the Director of Volunteer Services must be understood as being essential to preventing the duplication of efforts, counterproductive activity, confusion, and unnecessary frustration. Often, an idea is strengthened by different points of view blending into a central theme; precious resources are generally helped to be more fruitful through harmonious sharing and cooperation.

Leaders of volunteer groups must be willing to practice teamwork by cooperating with facility committees and paid staff in the implementation of volunteer activities designed to benefit the facility and the handicapped persons it serves. Coordination of this nature should be discussed and accepted as part of the agreement between the facility and interested volunteer groups.

In addition to the relationships described thus far, it is important to mention the need for positive relationships between leaders of volunteer groups and directors of departments within rehabilitation facilities. Many Group Projects will require supervision by the directors of departments in which the volunteers actually participate.

For example, if a Community Organization operates a library for clients within the facility, this project is likely to be considered part of the program of the Rehabilitation Department. In such an instance, the Community Organization's leaders must comply with procedures outlined by the Director of Rehabilitation. Part of the role these leaders accept when they are delegated responsibility for this Group Project is that of interpreting and enforcing established policies and practices among their members and any individual volunteers who also participate.

Evaluation of Group Projects

Centralized administration facilitates the evaluation of Group Projects. Evaluation of volunteer activities is an important procedural component of a PLANNED VOLUNTEER PROGRAM. The Director of Volunteer Services can arrange opportunities for Group Projects to be reviewed and assessed. In addition to paid

staff members and leaders of the sponsoring Community or Facility Organizations, clients, individual volunteers, and other related persons may be included in the evaluation process.

Meetings might be arranged for separate discussions by paid staff, organization leaders, clients, and other interested individuals. If appropriate and mutually acceptable, joint discussion meetings can be arranged. **Among the questions to be considered in evaluation meetings to discuss Group Projects are the following:**

- Did the project achieve its objectives?
- Were there adequate opportunities for participation by group members and other interested volunteers?
- Should the project be continued or repeated?
- Were the participants provided adequate preparation?
— supervision? — recognition?
- What were the major strengths of the project?
- How might the project be improved?

Informal conversations might be encouraged prior to, and following, the formal discussion meetings. Participants in the projects can be requested to complete evaluation forms, or to record specific thoughts and suggestions in unstructured written reports. Other evaluative techniques and practices are presented in Handbooks Nos. 4 and 8.

DEVELOPING GROUP VOLUNTEERING

Community Organizations

Generally existing within most communities are many Community Organizations which provide a readily available manpower resource for potential Group Projects. To attract and involve Community Organizations, facility and volunteer leaders must both solicit their interest, and respond to their initiatives. Through either, or both, of these actions, Group Volunteering can be initiated or expanded relatively easily within rehabilitation facilities.

Several sources for identifying Community Organizations in local communities were suggested earlier in the third section of this handbook. Most of the well-known and well-established organizations can be located through the local Chamber of Commerce or United Way office. Sometimes they are listed in the yellow pages of the telephone directory under "Organizations" or "Associations," or a listing may have been compiled by the mayor's office. Many specific organizations, as well as general sources of groups, are listed in Handbook No. 5.

Identifying local organizations and groups is frequently aided by the snowball effect that occurs from talking with a few individuals who have lived in a community for many years. Each individual names a number of organizations, and also suggests talking with someone else who adds a few more organizations to the list and recommends talking with someone else, and so on. Even limited efforts to locate and enlist some Community Organizations in a particular facility's PLANNED VOLUNTEER PROGRAM should prove to be productive because of the great number and diversity of organizations usually present in most local communities.

Facility Organizations

A majority of rehabilitation facilities with volunteer participation currently include Facility Organizations within their programs. These facilities have invested energy, knowledge, and other resources in forming and cooperating with volunteer groups of this type. However, more than 40% of rehabilitation facilities with volunteer programs do not incorporate Facility Organizations, according to *The State of the Art of Volunteering in Rehabilitation Facilities*.² This large proportion of facilities is losing the benefits of this type of Group Volunteering. The opportunity to capitalize on the experiences of a majority of their colleagues should encourage these facility Executive Directors to consider the merits of vigorously expanding volunteer participation within their facilities through the establishment of one or more Facility Organizations.

Inaugurating a Facility Organization within a rehabilitation facility generally involves the following procedures:

2. *Ibid.*, p. 9

1. Consideration of the formation of a Facility Organization by the facility's governing body and Executive Director.
2. Official action by the governing body authorizing the formation of a Facility Organization.
3. Scheduling of an exploratory meeting to which are invited:
 - Volunteers already active within the facility.
 - Persons who have demonstrated capable volunteer service and leadership within their neighborhoods or the larger community.
 - Experienced members and leaders of Facility Organizations currently existing within other facilities.

At this meeting, endorsement of the formation of a Facility Organization is expressed by officials of the facility's governing body and the Executive Director. There are brief presentations about the facility's rehabilitation program, the volunteer program, and the unmet needs of the facility and its clients. After a period of questions and open discussion, a facility official proposes that the persons attending the meeting become a task force for the purpose of organizing a Facility Organization.

In some instances, interested individuals may approach the facility's Executive Director or governing body and request permission to form a Facility Organization. The procedures outlined above are applicable in such situations, although certain modifications may be appropriate.

Assistance with establishing Facility Organizations is available from national offices of voluntary agencies. Leaders of national volunteer organizations can provide guidance based on extensive knowledge and experience. (Handbook No. 12 includes names and addresses of many of these agencies and organizations.)

Communication with these national sources of information and assistance can provide Executive Directors and other leaders of local rehabilitation facilities with printed materials, specific data, consultation, and other forms of aid that can be very helpful. Publications and consultation are available on every vital facet of the subject of Facility Organizations, including:

- Role and Functions.
- Steps of Establishing.

- Organizational Structure (Membership, Committees, etc.).
- Internal and External Relationships.
- Program Planning.
- Potential Activities and Projects.
- Organizational Management.
- Organizational Relevance.
- Leadership Development.
- Charts; Model Bylaws, Sample Forms.

ORGANIZATIONAL PATTERNS AND TRENDS

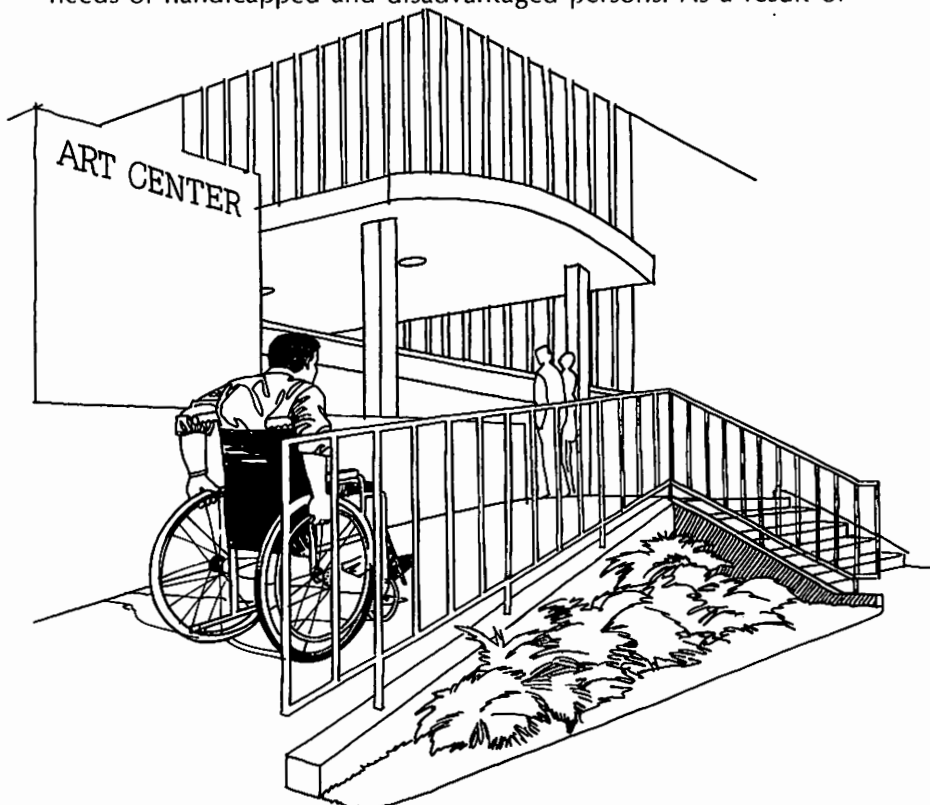
Certain characteristics, such as a governing document (Constitution, Bylaws, or both) a structure of official leadership positions and committees, meetings, minutes or summaries of the meetings, payment of dues, and qualifications for membership, are inherent to most traditional organizations. Concepts and theories of social science indicate that many of these characteristics help maintain these organizations through a circular and interacting process often referred to as "group dynamics."

However, there are contemporary attitudes and practices that challenge established concepts and theories regarding group formation and operation. Large numbers of individuals are becoming disenchanted with organizations that are engrossed in the mechanics of maintaining the group to such an extent that minimal productive results are accomplished. Instead, many individuals and group members are seriously interested in becoming directly involved in activities of personal meaning to themselves and to society in general. In particular, there are growing numbers of persons who prefer to participate in programs or projects that emphasize action and that minimize structure, mechanics, and restrictive membership standards.

Recently founded action-oriented organizations and cause-motivated movements reflect contemporary patterns of organizational effort, which are illustrated by the relatively young groups concerned with peace, civil rights, ecology, and consumer protection. These modern organizations may exhibit some of the traditional characteristics, such as committees. However, the

major differences are in terms of functioning rather than formality. Membership is secondary to participation. Minimal amounts are specified for dues. Leaders act as facilitators, enablers, and coordinators instead of as authoritarians or enforcers of rules. Of greatest importance is the policy of open participation which promotes involvement by any interested individual willing to constructively and responsibly share relevant knowledge, experience, or skills.

Contemporary organization patterns project great potential for rehabilitation facilities. Not only is there the prospect of more energetic assistance with facility needs, but there is also substantial basis to anticipate increased advocacy regarding rights and needs of handicapped and disadvantaged persons. As a result of



these trends, many of the established voluntary organizations and traditional volunteer groups are conducting severe self-evaluations that are helping to produce structural modifications and operational revisions.

PAST, PRESENT, AND FUTURE OF GROUP VOLUNTEERING

Even a cursory review of this country's past reveals the primary roles that voluntary associations played in the establishment and operation of America's earliest social welfare programs. In particular, history texts and other published materials report the early social welfare activities of auxiliaries, guilds, leagues, societies, associations, clubs, fraternities, sororities, circles, and other volunteer groups. Voluntary organizations and groups of volunteers have labored to help solve social problems and alleviate negative human situations in all regions of this nation and throughout all the countries of the world. Volunteer groups can well be proud of the rich heritage in service to others, compiled over the years, by voluntary organizations.

The power of group effort has been demonstrated many times in many different situations. The general public is periodically reminded of the important work performed by voluntary organizations when dramatic events, such as natural disasters, occur. However, members of volunteer groups quietly perform valuable services every day of every week of every year. To consider what might happen to our nation if all volunteer groups were to disband and discontinue their provisions of assistance or leadership in meeting human needs, staggers the imagination.

Group Volunteering has an illustrious record of contributing to the improvement of the quality of life in America. This important dimension of the volunteer spirit can be, and should be, more extensively applied to programs serving handicapped and disadvantaged persons. The enormous potential of Group Volunteering in relation to rehabilitation facilities will be realized only if two sets of leaders are motivated to pursue positive action. Leaders of facilities must actively encourage groups and organizations to participate in their rehabilitation programs. Leaders of Community Organizations and Facility Organizations must increasingly recognize the vast needs of handicapped and disadvantaged persons, and they must understand and accept the conditions that are essential to incorporating Group Volunteering in rehabilitation facilities.

This span of life was lent for lofty duties, not for selfishness, not to be whiled away in aimless dreams, but to improve ourselves and serve mankind.

Aubrey De Vere

Service to a just cause rewards the worker with more real happiness and satisfaction than any other venture of life.

Carrie Chapman Catt

His daily prayer, far better understood in acts than in words, was simply doing good.

John Greenleaf Whittier

The duty of man is plain and simple, and consists but of two points; his duty to God, which every man must feel; and his duty to his neighbor, to do, as he would be done by.

Thomas Paine

A man's neighbor is every one that needs help.

J. C. Geikie

Love one another.

John 13:34

VOLUNTEER INFORMATION SERVICE

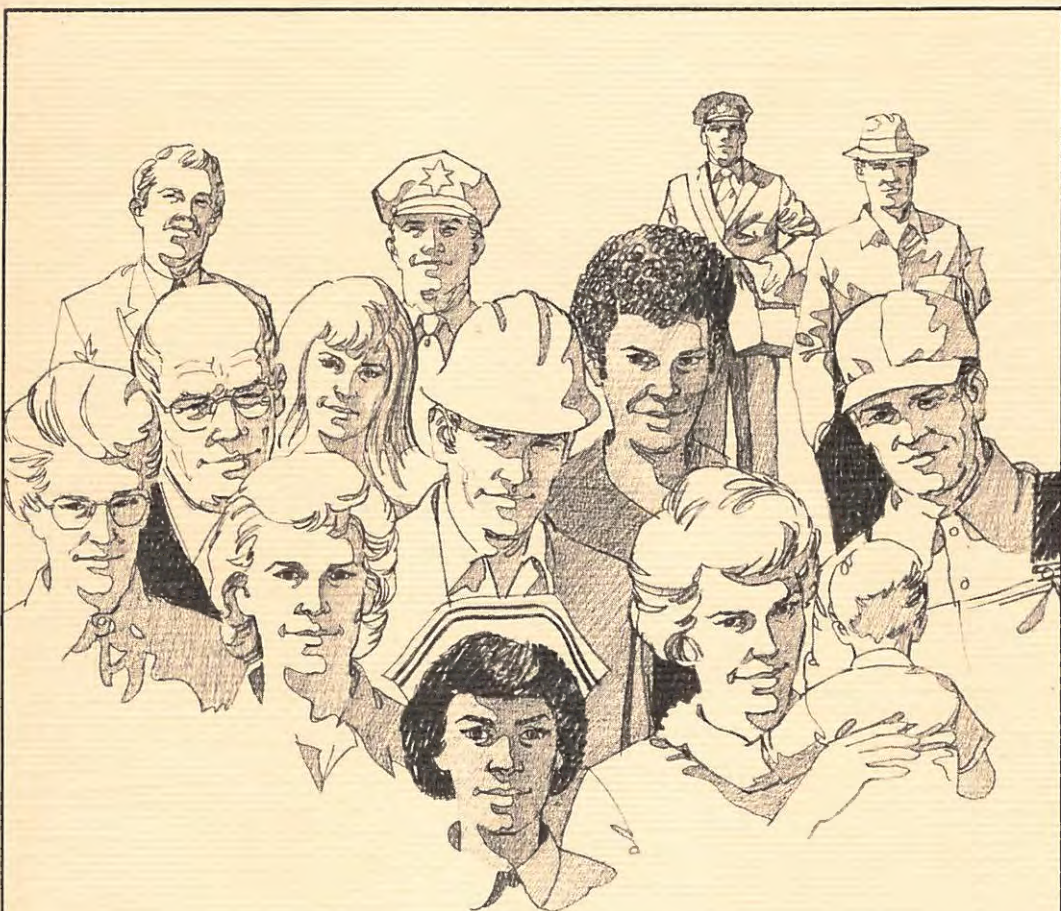
~~223 Cathedral Place~~

Santa Fe, N.M. 87501

305 Washington

HOW TO ASSURE RESPONSIBLE VOLUNTEERING

in a Rehabilitation Facility



IN
REHABILITATION

VOLUNTEERS

HOW TO ASSURE RESPONSIBLE VOLUNTEERING

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in a Rehabilitation Facility

A Handbook Prepared as Part of Research and Demonstration
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VOLUNTEERS IN REHABILITATION

Sponsored by:

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

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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

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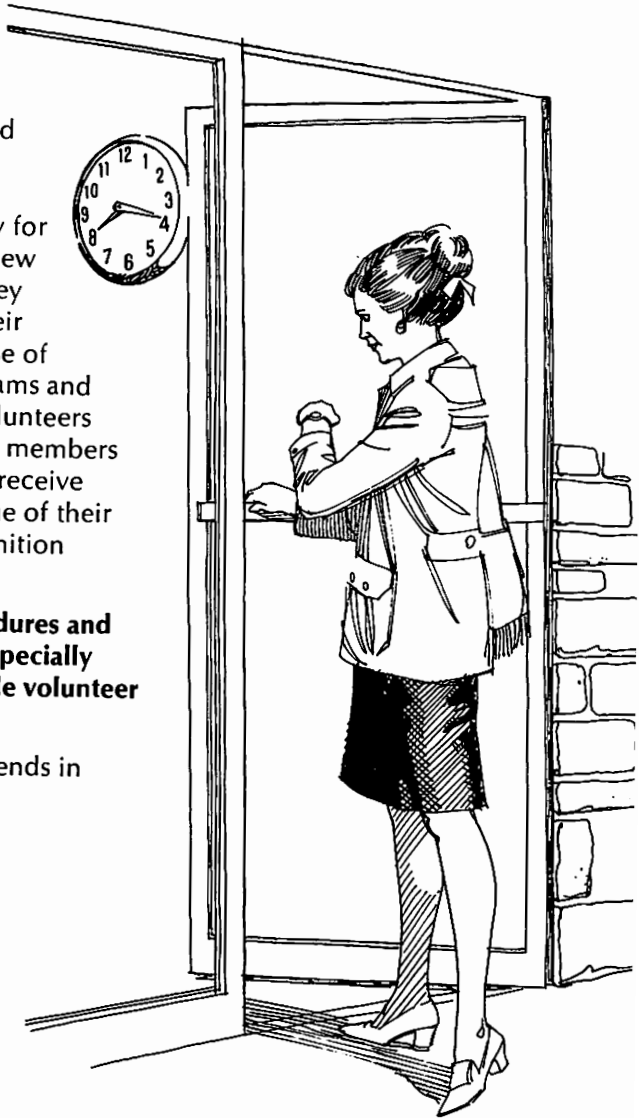
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RESPONSIBLE VOLUNTEERING

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



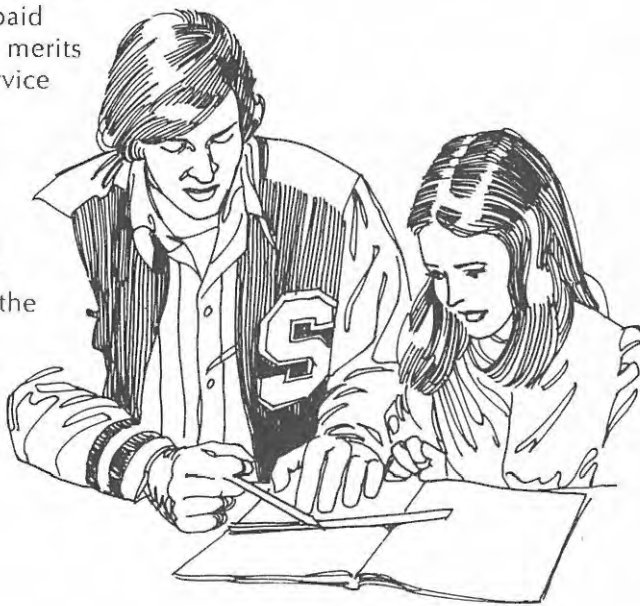
competent performance and responsible behavior. Conviction about volunteer participation increases when high standards are established and volunteers are expected to improve their skills, increase their knowledge, and perform assignments as capably as possible. Dedication to volunteer service is strengthened 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 5¹/₂" x 8¹/₂", 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.

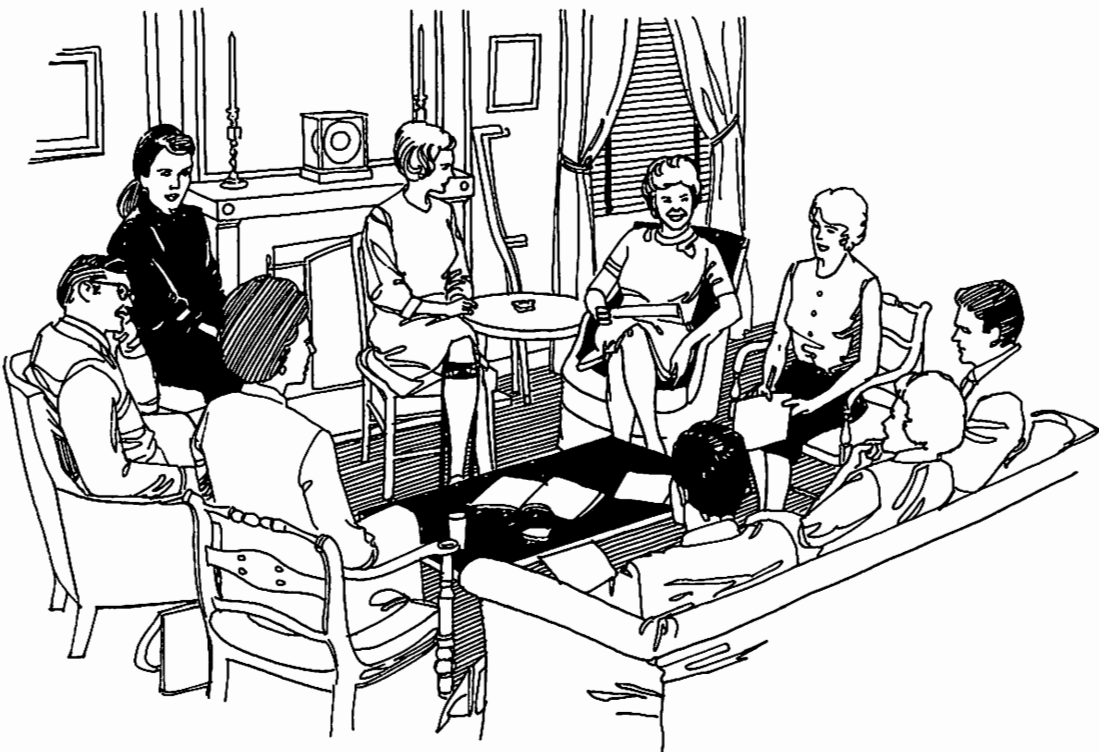
2. **Group Effectiveness.** It is important for a leader to know how well group members work together as a unit. It can be expected that a group of volunteers with similar backgrounds and interests will more quickly and easily work together than a group of dissimilar volunteers. Such factors as cohesiveness, 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

VOLUNTEER INFORMATION SERVICE

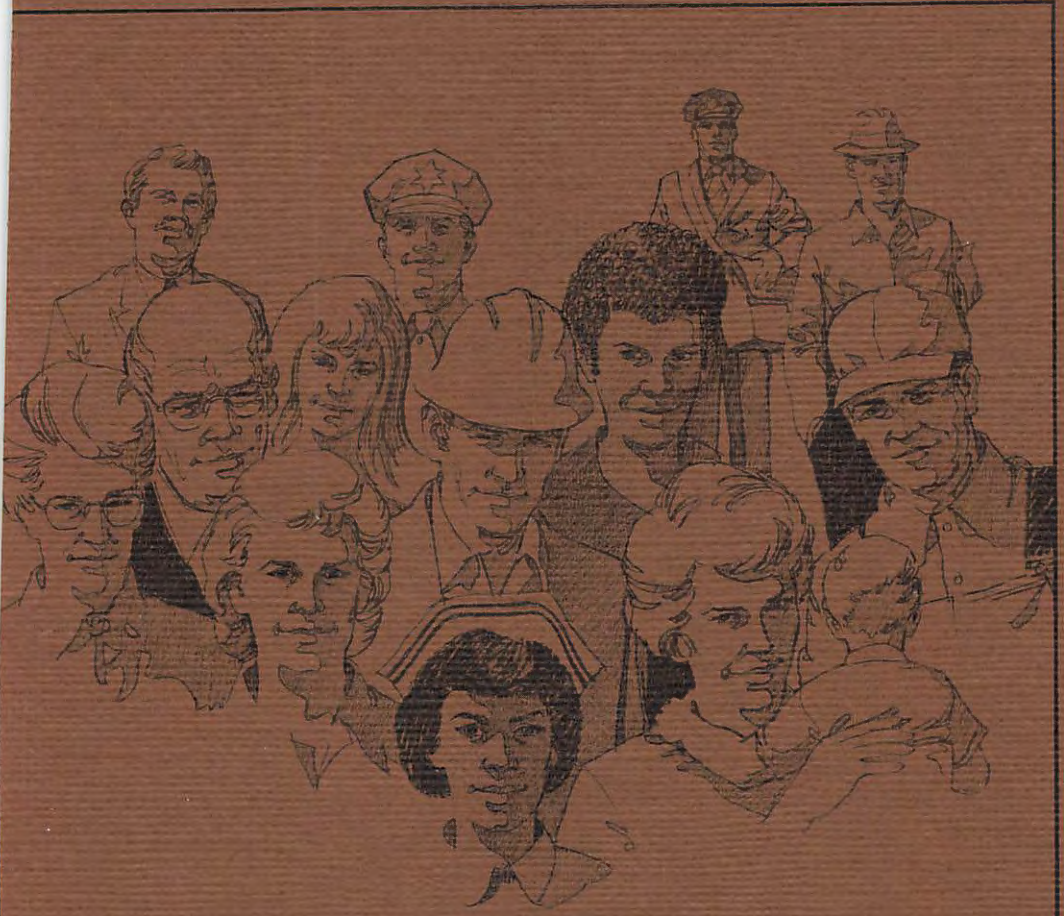
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Santa Fe, N.M. 87501

305 Washuington

ATALOG OF RESOURCES

Volunteers in Rehabilitation Facilities



VOLUNTEERS

IN
REHABILITATION

Property of
Volunteer
Involvement
Service of Santa Fe

12

CATALOG OF RESOURCES

Volunteers in Rehabilitation Facilities

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

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

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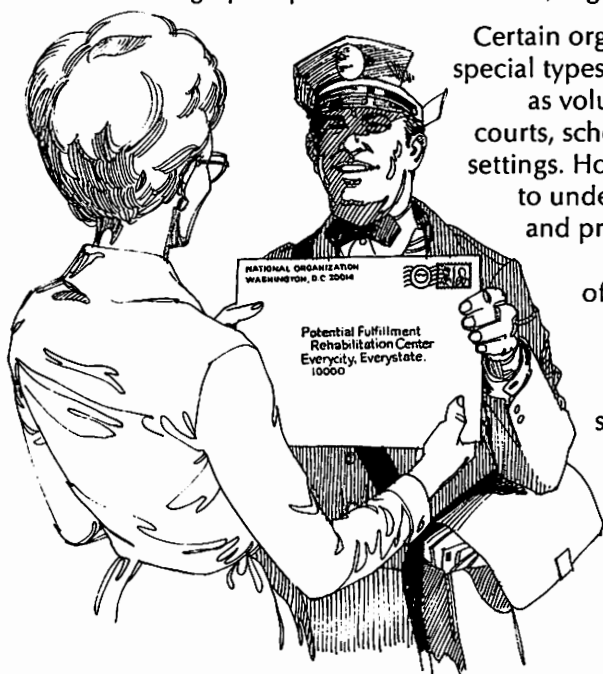
TYPES OF RESOURCES

Several types of resources can substantially help leaders of rehabilitation facilities with the establishment, expansion, and strengthening of PLANNED VOLUNTEER PROGRAMS. **Identified in this handbook are sources of specific and general information, and tools, compiled within the following four major categories:**

- A. Agencies and Organizations.
- B. Publications.
- C. Literature.
- D. Audiovisual Materials.

AGENCIES AND ORGANIZATIONS

Many agencies and organizations have a variety of services available that can be very helpful to leaders of rehabilitation facilities who are interested in organizing and developing PLANNED VOLUNTEER PROGRAMS. Some of the organizations have membership classifications for individuals and groups, while some of the agencies provide consultative services and information through paid personnel in national, regional, or local offices.



Certain organizations emphasize special types of volunteering, such as volunteer participation in courts, schools, or mental health settings. However, it is important to understand that principles and procedures outlined for specialized fields can often be very helpful in many other arenas of human service. Innovative thinking should be encouraged in order to stimulate creative adaptation of principles and procedures from one setting to another.

ACTION**Washington, D.C. 20625****800-424-8580 (Toll-free phone number)**

Purposes: To centrally administer federally-funded volunteer service programs; and to promote throughout America the maximum participation of individuals and groups in voluntary efforts to alleviate problems of their own, or other communities.

Activities: Provides volunteers for service in local projects upon request of government agencies, educational institutions, voluntary organizations, and neighborhood groups which sponsor the projects and supervise the volunteers; and, upon local invitation, assists with project development.

American Association of Volunteer Services Coordinators**18 South Michigan Avenue Room 602****Chicago, Illinois 60603****312-726-0542**

Purposes: To organize and improve volunteer services programs; to establish and maintain standards for the administration of volunteer services programs; to facilitate sharing and exchanging of knowledge and experience among members; to promote the administration of volunteer programs as a profession; to develop professional education and training in Volunteer Administration; and to arrange workshops and institutes that promote professional stature among Association members.

Activities: Provides a standardized plan for the certification of volunteer services coordinators who administer volunteer programs in human service settings; publishes a newsletter; operates a tape library; and distributes current information about administration of volunteer programs.

Membership: Active Member status is open to salaried coordinators of volunteer programs and their assistants; Associate Member status is open to Active Members who enter other human service fields or retire, volunteers, and others involved with volunteers.

American Society of Directors of Volunteer Services**American Hospital Association****840 North Lake Shore Drive****Chicago, Illinois 60611****312-645-9400**

Purposes: To increase the knowledge and improve the skills of Society members; to provide a channel for intercommunication among Society members, other directors of volunteer services, and organizations with mutual interest in volunteering; to attract persons to a vocational career directing volunteer programs; and to retain skilled persons as active Society members and active practitioners in the administration of volunteer programs.

Activities: Promotes and facilitates the exchange of information about the administration and development of volunteer programs; conducts, and cooperates with the presentation of, educational programs related to the needs of directors of volunteer services; provides access to the library of the American Hospital Association; publishes and distributes an annual membership directory; and provides other services tailored to the needs of Society members.

Membership: Persons are eligible for Society membership if they (1) are employed or recognized by the administration of their health care institutions (which must be A.H.A. institutional members) as having major or continuing responsibilities for the volunteer services programs within those institutions, and (2) are also eligible for personal membership in A.H.A.

Association of Voluntary Action Scholars
1785 Massachusetts Avenue, N.W. Room 211
Washington, D.C. 20036
202-332-4400

Purposes: To stimulate and aid the efforts of persons engaged in voluntary action research, scholarship, and professional activity; and to make the results of research, scholarship, and action more readily available both to fellow professionals and scholars and to leaders of, and participants in, voluntary associations and voluntary action agencies.

Activities: Conducts, and cooperates with, research efforts; extends consultation to voluntary organizations, governmental agencies, and business enterprises; compiles, analyzes, and disseminates research data and other information; and publishes a journal.

Membership: Scholars and professionals interested in and/or engaged in research, scholarship, or programs related to vol-

untary action in any of its many forms are eligible for Association membership.

Association of Volunteer Bureaus
801 North Fairfax Street
Alexandria, Virginia 22313
703-836-7100

Purposes: To encourage, and assist with, the development of local centralized community mechanisms for facilitating volunteering (Volunteer Bureaus or Voluntary Action Centers) and all forms of citizen participation; to establish and maintain standards for the operation of such Bureaus or Centers; to stimulate and coordinate exchange among directors of local Bureaus/Centers and individuals responsible for, and concerned about, volunteering; to promote the career of volunteer administration; and to foster cooperation among national organizations with special interest related to volunteer participation.

Activities: Provides consultation to community leaders interested in establishing, or improving, Bureaus/Centers and all programs involving citizen participation; conducts an annual national workshop and occasional regional meetings; publishes a newsletter and other informational materials; conducts periodic accreditation reviews of Bureaus/Centers; and maintains a library on subjects generic to volunteering.

Membership: Local Bureaus/Centers are eligible for Organizational membership status; individuals, business enterprises, and organizations are eligible for Associate membership status.

Center for a Voluntary Society
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202-332-4400

Purposes: To increase awareness of voluntarism as an historic and crucial force in the governance of the U.S. society; and to help volunteers and voluntary organizations become more effective, not only as agencies of service, but also as agents of social change.

Activities: Conducts and stimulates research on voluntary action; compiles and distributes research data and other information;

initiates and generates discussion of issues relevant to voluntarism; provides consultation to voluntary organizations, businesses and industrial corporations, governmental agencies, and independent foundations; and arranges conferences, institutes, workshops, and informal seminars involving practitioners, educators, and research personnel.

Center for the Study of Voluntarism
School of Social Work and Community Planning
University of Maryland
525 West Redwood Street
Baltimore, Maryland 21201
301-528-6408

Purposes: To conduct research about voluntary programs; to disseminate information about volunteer activities; and to provide supportive services needed by persons who are in positions to involve increasing numbers of Americans in community service and action programs.

Activities: Designs curricula and trains trainers in the skills of volunteer administration; maintains a library on the entire field of voluntarism; provides evaluation of ongoing volunteer programs and voluntary associations; conducts applied research on voluntarism; publishes volunteer handbooks and related materials; consults on the development of funding proposals; and designs and directs workshops, conferences, and institutes.

National Center for Voluntary Action
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202-797-7800

Purposes: To help develop receptivity for volunteering throughout America; to build general public awareness about voluntary action currently practiced within all segments of American society; to motivate increasing numbers of individuals and organizations to participate as volunteers; and to facilitate voluntary action within local communities.

Activities: Promotes and assists with the establishment and strengthening of local Voluntary Action Centers or comparable organizations; operates a CLEARINGHOUSE that provides specific data about effective voluntary efforts actually functioning

in local settings; publishes a newsletter and magazine; compiles and distributes information on relevant literature, publications, and organizations that offer technical assistance; and sponsors the annual National Volunteer Awards Program.

National Information Center on Volunteerism, Inc.
717 Colorado Building
Boulder, Colorado 80302
303-447-0492

Purposes: To expand awareness and knowledge about volunteering directed toward improving services to public offenders and other people not participating positively to the extent of their capacity within the mainstream of American society; and to promote and facilitate increased volunteer efforts related, but not restricted, to courts, correctional institutions, and other aspects of the American justice system.

Activities: Provides information on volunteer programs; prepares, revises, and distributes handbooks, reports, and other publications that focus on specific subjects of a practical nature to persons organizing or directing court volunteer programs; sponsors, co-sponsors, and cooperates with, the implementation of workshops concerned with "frontier" areas; and provides consultation in all phases of planning, organizing, and improving court volunteer programs.

National School Volunteer Program, Inc.
c/o Director, Volunteers and Tutorial Program
Los Angeles City Unified School District
Box 3307
Los Angeles, California 90051
213-687-4194

Purposes: To facilitate opportunities for all persons to become actively involved in school volunteer programs; to promote the development and expansion of volunteer service programs in all schools; to disseminate information about school volunteer programs; and to foster exchanging of ideas and successful experiences among persons responsible for volunteer service programs in school settings.

Activities: Arranges an annual conference for the sharing of expertise related to school volunteering; publishes a newsletter; maintains a bibliography of resources that can help

people interested in establishing or improving school volunteer programs; and coordinates a system through which established school volunteer programs provide assistance to beginning programs.

Membership: Directors or coordinators of school volunteer programs are eligible for Professional Membership status; and all persons interested in, or associated with, school volunteer programs are eligible for Associate Membership status.

Volunteers in Probation

Division of the National Council on Crime and Delinquency
200 Washington Square Plaza
Royal Oak, Michigan 48067
313-398-8558

Purposes: To improve the criminal justice system of this nation for juveniles and adults through the effective participation of volunteers; to support the dissemination of the concept of volunteering in court and correctional settings; to generate increased participation of volunteers in court and correctional settings; and to foster improved volunteer programs through the exchanging of successful practices.

Activities: Provides free consultation and guidance in relation to the development of volunteer programs in court and correctional settings; reports on relevant books, pamphlets, and other available materials; and publishes a newsletter.

Membership: All volunteers and paid officials active in, or supportive of, volunteer programs in court and correctional settings are eligible for membership in VIP-NCCD.

Numerous agencies and organizations are directly concerned about, and actively promote, the participation of volunteers within programs that serve handicapped and disadvantaged persons. While they do not necessarily conduct informational or consulting activities, the following agencies and organizations are examples of the numerous sources of data and experience that can help with the development of volunteering in rehabilitation facilities:

AFL-CIO Department of Community Services
815 16th Street, N.W.
Washington, D.C. 20006

Altrusa International, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

**American Association of Retired Persons - National Retired
Teachers Association (AARP/NRTA)**
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

American Cancer Society, Inc.
219 East 42nd Street
New York, New York 10017

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

American Heart Association, Inc.
44 East 23rd Street
New York, New York 10010

**American Hospital Association
Division of Volunteer Services**
840 North Lake Shore Drive
Chicago, Illinois 60611

American Legion Auxiliary
777 North Meridian Street
Indianapolis, Indiana 46204

American Lung Association
1740 Broadway
New York, New York 10019

American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Amvets National Auxiliary
Saco Road
Old Orchard Beach, Maine 04064

Association of Junior Leagues, Inc.
825 Third Avenue
New York, New York 10022

B'nai B'rith
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Chamber of Commerce of the United States
1615 H Street, N.W.
Washington, D.C. 20006

Church Women United
Volunteer Services
Box 134, Manhattanville Station
New York, New York 10027

Civitan International
1503 N. Jefferson
Arlington, Virginia 22205

Disabled American Veterans Auxiliary
3725 Alexandria Pike
Cold Spring, Kentucky 41076

Epilepsy Foundation of America
733 15th Street, N.W. Suite 1113
Washington, D.C. 20005

Fraternal Order of Eagles, Grand Aerie
332 South Main Street
Akron, Ohio 44308

General Federation of Women's Clubs
1734 N Street, N.W.
Washington, D.C. 20036

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

International Association of Rehabilitation Facilities
5530 Wisconsin Avenue
Washington, D.C. 20015

Kiwanis International
101 East Erie Street
Chicago, Illinois 60611

**Knights of Columbus
Columbus Plaza
New Haven, Connecticut 06507**

**Knights of Pythias
Pythian Building Room 201
47 North Grant
Stockton, California 95202**

**Ladies Auxiliary to the Veterans of Foreign Wars
200 Maryland Avenue, N.E.
Washington, D.C. 20002**

**League of United Latin American Citizens
418 West LaMirado
Phoenix, Arizona 85041**

**Lions International
209 North Michigan Avenue
Chicago, Illinois 60611**

**National Association for Mental Health
1800 North Kent Street
Roselyn Station
Arlington, Virginia 22209**

**National Association for Retarded Children, Inc.
2709 Avenue E, East
Arlington, Texas 76010**

**National Association of Colored Women's Clubs, Inc.
5808 16th Street, N.W.
Washington, D.C. 20011**

**National Association of Hearing and Speech Agencies
919 18th Street, N.W.
Washington, D.C. 20006**

**National Association of Negro Business and
Professional Women's Clubs, Inc.
3411 Lynchester Road
Baltimore, Maryland 21215**

**National Council of Catholic Women
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005**

**National Council of Jewish Women
1 West 47th Street
New York, New York 10036**

**National Council of Negro Women
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036**

**National Easter Seal Society for Crippled Children
and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612**

**National Extension Homemakers Council
Lyman, Wyoming 82937**

**National Federation of Business and Professional
Women's Clubs
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036**

**National Industries for the Blind
50 West 44th Street
New York, New York 10036**

**National Institute of Mental Health
Citizen Participation Branch
5600 Fishers Lane
Rockville, Maryland 20852**

**National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005**

**National Urban League, Inc.
55 East 52nd Street
New York, New York 10022**

**Pilot Club International
Pilot International Building
244 College Street
Macon, Georgia 31208**

**President's Committee on Employment of the Handicapped
Washington, D.C. 20210**

Quota International, Inc.
1145 19th Street, N.W.
Washington, D.C. 20036

Rotary International
1600 Ridge Avenue
Evanston, Illinois 60201

Sertoma International
P.O. Box 5198
Kansas City, Missouri 64132

SERVE
Community Service Society
105 East 22nd Street
New York, New York 10010

Soroptimist Federation of the Americas
1616 Walnut Street
Philadelphia, Pennsylvania 19103

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, New York 10016

United States Jaycees
Box 7, Boulder Park
Tulsa, Oklahoma 74102

United Way
801 North Fairfax Street
Alexandria, Virginia 22313

Woman's Auxiliary to the American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Zonta International
59 East Van Buren Street
Chicago, Illinois 60605

PUBLICATIONS

Newsletters, journals, magazines, and similar publications can help leaders of rehabilitation facilities gain insight into specific procedures, and maintain awareness of current developments relevant to volunteering.

Some publications are distributed as a membership benefit by certain organizations.

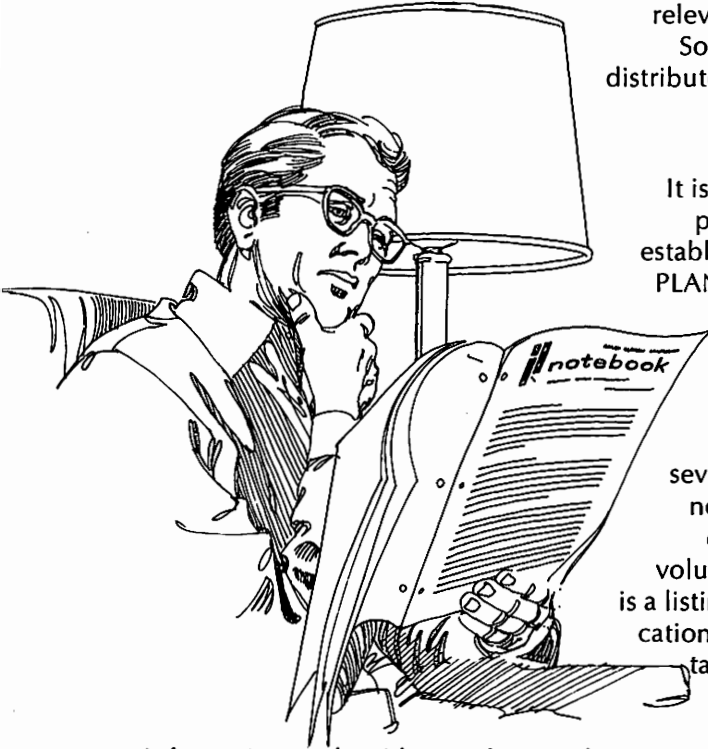
It is recommended that persons interested in establishing or improving **PLANNED VOLUNTEER PROGRAMS** become subscribers to, or otherwise arrange to receive, several of the available newsletters, journals, or magazines about volunteering. Following is a listing of current publications that are representative of the valuable sources of periodically issued

information and guidance about volunteer service programs:

AAVSC Newsletter (monthly, free to members)
American Association of Volunteer Services Coordinators
18 South Michigan Avenue Room 602
Chicago, Illinois 60603

Action Broadcaster (quarterly, free)
Voluntary Action Center
P.O. Box 1260
Akron, Ohio 44309

Advance (monthly, free)
National Auxiliary to Goodwill Industries
9200 Wisconsin Avenue
Washington, D.C. 20014



AVB Notebook (bi-monthly, free to members, \$.50 per back issue)
Association of Volunteer Bureaus, Inc.
P.O. Box 7253
Kansas City, Missouri 64113

Communicator (monthly, free)
Voluntary Action Center
74 Franklin Street
Worcester, Massachusetts 01608

Journal of Voluntary Action Research (quarterly, \$10.00 per year)
Association of Voluntary Action Scholars
1785 Massachusetts Avenue, N.W. Room 211
Washington, D.C. 20036

Performance (monthly, free)
President's Committee on Employment of the Handicapped
Washington, D.C. 20210

Revitalization Corps Newsletter (monthly during school year, free)
Office of Volunteer Programs
Drake University
1323 27th Street
Des Moines, Iowa 50311

Synergist (tri-annually, free)
National Student Volunteer Program - VISTA
ACTION
Washington, D.C. 20625

The Good Neighbor (monthly, free)
American National Red Cross
Washington, D.C. 20006

The M.S.U. Volunteer
Michigan State University, Office of Volunteer Programs
Student Services Building
East Lansing, Michigan 48823

The VIP Examiner (quarterly, \$3.00 per year)
Volunteers in Probation of the National Council on
Crime and Delinquency
P.O. Box 31
Flint, Michigan 48501

The Volunteer Leader (monthly, \$3.00 per year)
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Voluntary Action News (quarterly, free)
National Center for Voluntary Action
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Volunteer Administration (quarterly, \$6.00 per year)
Volunteer Administration
P.O. Box 242
Wakefield, Massachusetts 01880

Volunteer Leadership (free)
National Center for Voluntary Action
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Volunteers for Social Justice (quarterly, \$3.00 per year)
National Information Center on Volunteerism, Inc.
717 Colorado Building
Boulder, Colorado 80302

Volunteer Viewpoints
Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, D.C. 20008

Volunteer Voice (quarterly, free)
Volunteer Bureau of the Community Service Council
615 North Alabama Street
Indianapolis, Indiana 46204

ANNOTATED BIBLIOGRAPHY OF SELECTED LITERATURE

Extensive information about the organization, administration, and activities of volunteer programs is available through a growing quantity of books, journal articles, and similar literature.

Much of the current literature reports on volunteering in agencies that have involved volunteers and have emphasized volunteer participation for many years. It

should be understood that experiences of, and information about, a wide variety of agencies can be productively applied to facilities serving handicapped and disadvantaged persons.

The following pages present annotations of selected books, articles, and other forms of literature that apply to volunteer programs within rehabilitation facilities. The author is grateful to several volunteers who prepared summaries of many of the books and articles included in this bibliography. These volunteers are individually recognized at the end of this section on selected literature.



Administration on Aging. *Guidelines for a Telephone Reassurance Service*. Washington, D.C.: U.S. Government Printing Office, 1972.

Outlines the establishment and operation of a volunteer telephone service that calls elderly and incapacitated persons on a regular basis.

Adult Education Association of the United States of America. *Working with Volunteers*. (Leadership Pamphlet No. 10.) Chicago, Illinois: the Association, 1956.

Relationships between volunteer and professional are treated as basic to the effectiveness of volunteer participation. Motives of the volunteer; needs of the utilizing agency; and specific help with placement, training, and supervision of the volunteer are set forth through examples in seven articles by seven authors.

American Hospital Association. *The Volunteer Services Department in a Health Care Institution*. Chicago: the Association, 1973.

Outlines the organization and administration of a volunteer services department within the organizational structure of a health care institution. Includes suggested procedures for recruiting, interviewing, placing, training, and recognizing volunteers. Specific tools and techniques are described. Emphasis is given to legal aspects of volunteering.

American National Red Cross. *Guidelines for Training Red Cross Volunteers Assisting with Motor Transportation*. Washington, D.C.: the Red Cross, 1966.

Presents information relative to the range of a volunteer's responsibilities, as well as guidance pertaining to a volunteer's driving skills.

American National Red Cross. *Placing Volunteers*. Washington, D.C.: the Red Cross, 1965.

Discusses the practical aspects of effectively determining appropriate volunteer assignments. This pamphlet is one of a series that consider most of the operational components of a volunteer program, such as personnel practices, interviewing, and training.

American Psychiatric Association. *The Volunteer and the Psychiatric Patient*. Washington, D.C.: the Association, 1959.

Report of the Conference on Volunteer Services to Psychiatric Patients. Emphasis is given to the value of volunteers who serve in psychiatric settings. Presents data on the activities of volunteers in psychiatric hospitals throughout the nation. Includes an extensive annotated bibliography on mental health volunteering.

Berry, Judith L., and Scheier, Ivan H. *Guidelines and Standards for the Use of Volunteers in Correctional Programs*. Washington, D.C.: U.S. Department of Justice (LEAA), 1972.

Guidelines are presented for the development and operation of volunteer programs in all facets of the correctional field. General principles of volunteer program management are discussed—planning, orientation of staff, re-

cruiting, placing, record keeping, and funding. A survey of 500 volunteer programs is analyzed. Three operating volunteer programs in correctional settings are reviewed in detail. Available resources and training tools are listed for reference and utilization.

Berry, Theodore M. "Mobilization of Non-poor Volunteers in Community Action." *Volunteer Administration*, (Summer, 1969), 6-22.

The Director of Community Action Program, Office of Economic Opportunity, Washington, D.C., reports on successful involvement of non-poor volunteers, to the benefit of the Community Action Agency programs and to the satisfaction of the volunteers. Sources of volunteers which may not be generally known, and some techniques for volunteer recruitment, placement, direction, and orientation are included.

Binkley, Lois; Podolinsky, Agnes; and von Richter, Frank. "Fewer Auxiliaries and Volunteers Are Providing More—and More Kinds—of Services." *Hospitals*, (March 16, 1968), 60-64.

Summarizes findings of 1965 survey conducted by the American Hospital Association. Presents data that compare these findings with those of a similar survey conducted in 1962. Emphasizes the increasing significance of volunteer participation to hospital operations and to the provision of important services to patients. Describes characteristics of volunteers and components of volunteer programs.

Boulder County Juvenile Court Staff. *National Register of Volunteer Jobs in Court Settings*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967.

Describes more than 150 jobs that volunteers have actually performed in court probation settings. Jobs include: volunteer court referee, arts and crafts teacher, school liaison, work program coordinator, case aide, and probation aide.

Burnis, Joan B., and Ackerly, William C. "College Student Volunteers in a Child Guidance Clinic." *Social Casework*, (April, 1969), 282-286.

The Guidance Clinic experiments with a program involving college student volunteers in an outpatient child guidance clinic. They had previously tried employing volunteers in an inpatient setting. Discusses the selection, screening, training, and supervision of the volunteers, and describes the role of the volunteer with the child at this particular guidance center. Helpful to staff who are interested in developing supplemental services.

Cain, Lillian Pike, and Epstein, Doris W. "The Utilization of Housewives as Volunteer Case Aides." *Social Casework*, (May, 1967), 282-286.

Pilot project involving nonprofessional volunteers in the provision of one-to-one relationships for mentally ill patients. A brief description is given of the structure and operation of the program which attempted to establish a precedent for employing housewives as volunteers. The housewives are considered a valuable community resource because they can successfully provide an extension of services.

Church, David M. *How to Succeed with Volunteers*. New York: National Public Relations Council of Health and Welfare Services, 1962.

Describes the development and growth of volunteering in America. Classifies volunteers by their activities. Emphasis is given to successful interaction and teamwork between paid staff and volunteers. Discusses volunteer motivations and expectations, and outlines requirements for the organization and administration of volunteer programs.

Church Women United. *Guidelines for Adult Basic Education Volunteers*. New York: Church Women United, 1971.

Presents suggestions and guidance to facilitate the formation of local units of volunteers who implement and enhance adult basic education programs. Promotes the utilization of training and educational resources that exist in many local communities.

Civitan International. Projects Kit. Birmingham, Alabama: Civitan International, undated.

Presents a collection of project ideas which youth can implement to help mentally retarded persons in their own communities.

Cohen, Martin. "Hospitality House: Volunteer Companionship Therapy Through a Community Leader." *Mental Hygiene*, (January, 1966), 34-35.

The article deals with volunteers in a community center designed to facilitate the "bridging" of mental patients from the hospital to the community.

Cohen, Nathan E., (Editor). *The Citizen Volunteer: His Responsibility, Role and Opportunity in Modern Society*. New York: Harper and Bros., 1960.

Collection of articles covering a broad range of topics about volunteering in America, including volunteer motivations, various programs and agencies in which volunteers can serve, and the future role of the volunteer.

Cohen, Sheldon, and Hirschfeld, Eric. "Use of Volunteers in a School for Emotionally Disturbed Children." *Exceptional Children*, (October, 1968), 757-759.

Describes a program in which volunteers worked with children who could not function well academically. Determined to be very important to the success of the program were the regularity and consistency of the volunteers.

Community Service Society of New York. *SERVE: Older Volunteers in Community Service — A New Role and A New Resource*. New York: the Society, 1971.

A comprehensive report on the largest senior-volunteer program in the nation — SERVE on Staten Island. Presents guidelines for each aspect of the SERVE program, and a comprehensive model for those considering the development of volunteer programs involving older persons. Also noted are pitfalls experienced by SERVE leaders.

Dinsdale, Elizabeth B. *What Auxiliary Volunteers Can Do For You*. Washington, D.C.: Goodwill Industries of America, Inc., and National Auxiliary to Goodwill Industries, 1969.

Written by a past president of the National Auxiliary to Goodwill Industries for inclusion in the Training Kit for Executive Directors of local Goodwill Industries. Presents attitudes of executives, staff, and volunteers, necessary to encourage the recruitment, training, and participation of volunteers.

Dwyer, James. "Volunteers Help Prisoner Addicts." *Rehabilitation Record*, (March-April, 1971), 12-14.

Religious group members assist with weekly self-help "talk-out" sessions involving prison drug addicts. Men from many walks of life are supportive. They receive training from the prison psychiatrist and they develop their own "Do's and Don'ts", which are included in the article.

Eliasoph, Eugene. "The Use of Volunteers as Case Aides in a Treatment Setting." *Social Casework*, (March, 1959), 141-144.

Presents a rationale for involving volunteers as case aides in a therapeutic setting. Regarded as important is the volunteer's ability to make contact with the healthy aspects of the patient's personality. Effectiveness of the volunteer as an auxiliary therapist is illustrated by case examples. Particularly applicable to staff interested in the recruitment of volunteers as case aides.

Fenn, Jr., Dan H. *Executives as Community Volunteers*. Washington, D.C.: Center for a Voluntary Society. (Report of a special study.) 1971.

Reports on a study based on more than 400 interviews. Presents data on executive volunteers from a variety of business settings — their motivations, interests, feelings of acceptance, and their patterns of continuous participation. Problems are discussed. Particular distinctions are drawn between younger and older businessmen volunteers.

Ferry, Arthur. "Volunteers Augment Rehabilitation Services." *The Auxiliary Leader*, (April, 1968), 1-6.

Describes volunteer involvement in the educational therapy program of a veterans administration hospital. Dispels certain assumptions about qualifications needed by volunteers, and their lack of reliability or devotion to unpaid pursuits. Outlines orientation, assignments, operational procedures, and recognition practices. Specifies the ways in which the volunteer program is essential to the functioning of the hospital's educational therapy department.

Ford, Katherine H., (Editor). *Strengthening Volunteer Industry Service to Public Education*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 1971.

The basic manual to assist both school administrators and business executives with the development of corporate involvement in education.

French, Mrs. Lynne F. "New Fields for Men Volunteers." *Hospitals*, (May, 1962), 49-52.

Describes the program conducted by the Volunteer Bureau of Rochester, New York, to recruit men volunteers. Men were carefully placed in jobs that offered them personal satisfaction and a better understanding of community problems. Placements included entertaining patients in nursing homes, serving homebound and handicapped persons, and helping paid staff in physical therapy departments of hospitals.

Freund, Janet W. "The Emerging Role of the Volunteer in Education." *Volunteer Administration*, (Fall, 1968), 1-10.

The necessity for education systems to use community resources, including volunteers, is discussed. The gamut runs from older elementary students helping younger students, to older adult volunteers who bring their various skills to enrich the education process. Advantages of school systems having professional directors of volunteers are set forth.

Ginther, James E. "Volunteer Therapist-Aides in Voluntary Health Agencies." *Journal of Rehabilitation*, (March/April, 1964), 15-17.

Describes a program implemented in Akron, Ohio, in which volunteers provided occupational therapy for homebound patients not confined in hospitals. 66 hours of training were given by the Ohio Occupational Therapy Association and the American Occupational Therapy Association. The program was highly successful.

Gordon, Arthur. "They Go to Prison on Purpose." *Reader's Digest*, (August, 1970), 147-152.

Describes how a group of ordinary citizens in Washington State has demonstrated that simple man-to-man commitment can help imprisoned public offenders become self-respecting and productive members of society.

Griggs, Robert J.; Levin, Stanley; and Obermann, C. Esco. *The State of the Art of Volunteering in Rehabilitation Facilities*. Washington, D.C.: Goodwill Industries of America, Inc., and National Auxiliary to Goodwill Industries, 1971.

Reports the findings of an extensive nationwide survey of volunteer participation within facilities serving handicapped and disadvantaged persons. Discusses characteristics and activities of volunteers, and attitudes of Executive Directors. Describes management approaches to recruitment, training, and recognition of volunteers. Considers implications for the future involvement of volunteers in rehabilitation facilities.

Healey, Catherine B.; Nathan, Cynthia; and Tillison, Inez B. *Manual on Volunteer Services in Public Welfare (Social Services)*. Washington, D.C.: U.S. Department of Health, Education, and Welfare (Social and Rehabilitation Service), 1972.

Provides general guidance for the organization and operation of a volunteer program in relation to local public welfare agencies. Includes examples of volunteer services, sample forms, and other specific and practical information.

Health and Welfare Council of the National Capital Area. *How to Work With Volunteers*. Washington, D.C.: (Volunteer Services) the Council, 1962.

Report on a six-session course for professional staff of health, welfare, and social agencies sponsored by Volunteer Services of the Health and Welfare Council of the National Capital Area, in cooperation with The National Catholic School of Social Service and Howard University School of Social Work, Washington, D.C. Instructors from the two sponsoring schools of social work, and representatives of the American National Red Cross, presented: history and philosophy of volunteerism; needs and motivation of volunteers; community planning for and with volunteers; and recruiting, training, supervision, and recognition of volunteers. Service volunteers are chiefly considered, with some mention of board volunteers.

Hetherington, Sue. "Volunteers Are Where You Find Them." *Volunteer Administration*, (Summer, 1970), 6-8.

Reports on a series of workshops involving Goodwill Industries Executive Directors and volunteers. Presents an extensive listing of volunteer activities performed by auxiliaries to local Goodwill facilities.

Holand, Mary W., and Voss, Frances H. "A New Hat is Becoming to the Mental Health Volunteer." *Volunteer Administration*, (Fall, 1967), 21-24.

Describes activities performed by Jaycette group, former teachers, and other volunteers in three projects for a mental hospital and a mental health clinic. Orientation and training are detailed for Emergency Psychiatric Telephone Counselors, and volunteers who served in the mental health clinic. The third project involved volunteers working in their homes, supplementing services for the mental hospital. A well-trained corps of volunteers is the objective of the Milwaukee County Association for Mental Health Patient Services Committee, and Subcommittee on Volunteer Services. Results are described as satisfying.

Hulicka, Irene Mackintosh. "The Volunteer's Contribution to the Mental Health of the Geriatric Patient." *Volunteer Administration*, (Summer, 1967), 14-21.

Provides background information to guide volunteers in their work with the elderly and severely disabled. Describes the emotional and social needs of geriatric patients. Volunteers are seen as important and necessary contributors to fulfillment of patients' needs since busy hospital staffs are unable to extend themselves far enough. Includes examples of the ways in which volunteers can best initiate social relationships with patients.

Institute for Development of Educational Activities, Inc. *Expanding Volunteers in Teaching and Learning Programs*. Dayton, Ohio: the Institute, 1972.

A report on a national seminar that analyzes the successful breakthrough and the serious problems of school volunteering. Roadblocks to establishing and operating school volunteer programs are honestly and directly confronted from the perspectives of both volunteers and school administrators.

International Association of Rehabilitation Facilities. *Volunteers for People in Need*. Washington, D.C.: the Association, 1972.

Report of "Knowledge Utilization Conference on the Use of Volunteers in Vocational Rehabilitation and Public Welfare Agencies." Includes presentations by volunteers, leaders of volunteer programs, and rehabilitation authorities. Considers the involvement of volunteers in a variety of specific settings, such as a State Rehabilitation Agency, a State Agency for the Blind, and Public Welfare Departments. Contains information about legal and economic aspects of volunteering.

Jackson, Nelson C. "The Use of Indigenous Volunteers from Minority and Culturally Deprived Groups." *Social Work Practice*, 1964. New York: National Conference on Social Welfare, 1964.

Considers the advantages and disadvantages of involving members of minority and culturally deprived groups in volunteer activities they have not customarily been requested to perform.

Janowitz, Gayle. *Helping Hands: Volunteer Work in Education*. Chicago: University of Chicago Press, 1965.

Describes three year demonstration and evaluation program of after school study centers. Outlines and considers how to organize after school study centers; programs and activities; atmosphere and resources; and the children in need of help. Case studies and materials for evaluation are supplied. The recruitment, orientation, supervision, and recognition of volunteers are described, including the involvement of children as helpers.

Johnson, Guion Griffis. *Volunteers in Community Service*. Durham, North Carolina: Seeman Printery, 1967.

Report on study of volunteering in North Carolina. Information is presented on experiences, attitudes, and motivations of volunteers. Emphasis is given to volunteer service being performed by low-income and disadvantaged persons.

Joint Commission on Correctional Manpower and Training. *Volunteers Look at Corrections*. Washington, D.C.: U.S. Government Printing Office, 1969.

Presents results of a survey conducted by Louis Harris and Associates. Discusses characteristics, activities, motivations, and attitudes of volunteers who work in correctional settings. Considers the implications of the survey findings.

Jorgensen, James D. "Training The Court Volunteer: One Model." *Volunteer Administration*, (Fall, 1969), 19-29.

Observations gleaned from training approximately 2,000 volunteers to serve courts dealing with juvenile and young adult offenders provide assumptions about volunteers, on which training course is designed. Presents strategies for achieving five specific trainee objectives: (1) Seeing himself in relation to the court and the court within the total system, (2) Understanding basic human needs, (3) Becoming aware of learning as a process, (4) Appreciating delinquency as learned behavior, and (5) Understanding the change process and methods of achieving purposeful change. Methods and desired results are outlined.

Kohler, Mary. *Youth Tutoring Youth: It Worked*. New York: National Commission on Resources for Youth, 1968.

Reports on results of an experimental project in which teenagers successfully tutored children with learning difficulties.

Levin, Stanley; Parisien, Noel; and Thursz, Daniel. *Handbook on Volunteers in Army Community Service*. Alexandria, Virginia: Human Resources Research Organization, 1969.

Service to various Army communities, through Army Community Service Centers, is treated, with outlines and specifics for establishing volunteer programs, including the components of recruiting, training, supervision, and evaluation. The handbook offers guidance in the development and administration of a volunteer program within Army Community Service, allowing for the necessity to meet the diverse circumstances of Army communities. Appendices include record forms, interviewing principles, and training hints, as well as reference materials.

LeVine, Beatrice. "Readying Retarded Adolescents for Work through Volunteer Service." *Children*, (April, 1968), 130-134.

Describes a program implemented in the Edenwald School in New York. This program involved retarded adolescents (who were clients of the school) as volunteers in hospitals, homes for the aged, and day care centers. Through their volunteer service, the retarded adolescents (14 to 18 years of age) were helped to become prepared for return to the community and adult employment.

Lippitt, Ronald, and Schindler-Rainman, Eva. *The Volunteer Community: Creative Use of Human Resources*. Washington, D.C.: NTL Learning Resources Corporation, 1971.

Discusses volunteering as being very important to the progress of democracy, and the personal growth and development of members of a democratic society. Describes social and economic trends and analyzes the implications of these trends for future volunteer participation. Presents specific suggestions regarding recruiting and training volunteers from every segment of the population, and encourages increasingly responsible activities for volunteers.

Lippitt, Ronald, and Schindler-Rainman, Eva. "What We Have Learned from Working with the Poor." *Human Relations Training News*. (February, 1969), 1-3.

Presents guidelines that can help middle-class volunteers and leaders of traditional organizations or agencies improve working relationships with low-income persons. Identifies specific differences between these groups, including family relationships, attitudes about time, and manners of self-expression.

Massachusetts Association for the Blind. *Volunteer Manual: Massachusetts Association for the Blind*. Boston: the Association, 1970.

Outlines volunteer services and projects through which blind persons receive help and enriched programs. Includes information about blindness and direction for persons assisting blind individuals. Describes the volunteer program and presents sample forms.

McCreech, Robert B. "Let's Measure Up!" *Volunteer Administration*, (Winter, 1968), 1-18.

A set of criteria for evaluating a volunteer program, including the following important factors: acceptance by staff, recruitment, interviewing and placement, orientation and training, supervision, reassignment, assimilation, and recognition. Appendix A lists 66 actual tasks being accomplished by Boston college students, high school students, teenage groups, retirees, adult groups, housewives, men, and business women.

Michigan Department of Social Services, Volunteer Services Project. *Volunteer Services Pilot Project*. Lansing: the Department, 1967.

Describes and outlines an experiment in which self-supporting family units serve as "buddies" for other family units which are receiving public assistance. Explains approaches to recruitment, training, and supervision of the self-supporting families which volunteer to help their "buddy" families with welfare, employment, housing, and social development.

Morrison, June. "Volunteers in Corrections." *Volunteer Administration*, (Spring, 1970), 12-16.

Discussed in this article are direct service to persons in correctional institutions, and also direct and indirect promotion of community understanding of correctional needs. Specific programs of volunteers in correction settings are described, including training for volunteers, and what they accomplish. A plea is made for trained volunteer coordinators.

Nassau, Jean. "Long-term Patients as Volunteers: A Weapon Against Loss of Identity." *Auxiliary Leader*, (August, 1965), 1-6.

Written by a Director of Volunteer Services in a home for aged persons. Concludes that successful performance of volunteer assignments can restore to patients their sense of self-worth and dignity. Describes approaches for selecting patients to serve as volunteers, and the types of activities they can perform effectively.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped. *Self-Study and Evaluation Guide: Personnel Administration and Volunteer Service*. New York: the Council, 1968.

Provides a mechanism to enable the achievement of increasingly high levels of performance by both paid staff and volunteers. A realistic approach

to the examination of personnel practices, attitudes, working relationships, and productivity.

National Association for Mental Health. *Things Your Club Can Do*. Arlington, Virginia: the Association, 1969.

Offers suggestions and guidance to groups and organizations which are (or become) interested in helping mentally ill persons and attacking causes or effects of mental illness.

National Association for Mental Health. *Volunteer Services in Mental Hospitals*. New York: the Association, 1960.

This report of the 1960 Institute for Directors of Volunteer Services in Mental Hospitals (held at Topeka, Kansas) gives a comprehensive view of volunteer services for mental patients. Careful consideration is given to the volunteer—his needs, the community understanding of mental health he fosters, and the training he requires in order to be effective in this setting. Also explored in depth are the qualifications and duties of the Director of Volunteer Services. The organization of a Department of Volunteer Services is treated, as well as the evaluation of volunteer programs. The Institute's 35 faculty members were drawn from a variety of disciplines and agencies. The book (255 pages) contains excerpts from, and summaries of, their lectures, and the discussions of 45 participants from many geographical areas of the United States and Canada.

National Association for Mental Health. *Youth Volunteers in Mental Hospitals*. Arlington, Virginia: the Association, 1971.

Provides guidance to leaders of community mental health programs and mental hospitals who are interested in developing volunteer projects involving young persons.

National Auxiliary to Goodwill Industries. *Manual for Auxiliaries to Goodwill Industries*. Washington, D.C.: Goodwill Industries of America, Inc., 1967.

Outlines the functions of auxiliaries in sheltered workshops and rehabilitation facilities, suggesting organization procedures and sample bylaws. Orientation and training sessions are specified, as well as many projects in fund raising and direct service. Public relations receives special treatment.

National Center for Voluntary Action. *Volunteers Help Youth*. Washington, D.C.: the Center, 1971.

Presents descriptions of more than 50 programs designed to help youth exhibiting delinquent tendencies. Outlines approaches to these youth through the carefully organized and supervised participation of volunteers.

National Center for Voluntary Action. *Volunteers in Public Welfare*. (Portfolio No. 8.) Washington, D.C.: CLEARINGHOUSE of the National Center, 1973 (Revised).

Provides materials prepared by and for leaders of volunteer programs in public welfare settings. Includes case histories, speeches, pamphlets, and other operational information.

National Center for Voluntary Action. *Wheels, Inc., Information Kit*. Washington, D.C.: the National Center, 1970.

Describes a transportation program for ill and handicapped persons that involves volunteer drivers. Provides samples of the handbook issued to the volunteer drivers, and samples of the manuals distributed to participating agencies.

National Information Bureau. *The Volunteer Board Member in Philanthropy*. New York: the Bureau, 1968.

Provides direction and guidance to board members, including challenges and precautions. Discusses the role, functions, and serious responsibilities of a board member of a voluntary organization.

National Information Center on Volunteerism, Inc. *Recruiting Minorities as Volunteers*. Boulder, Colorado: the Center, 1972.

Report of a workshop involving 40 people, most of whom were directors or coordinators of volunteer programs in the Colorado court system. Provides suggestions and resources for increasing the involvement of minority persons as volunteers. The outline of the workshops could be adapted by other states in organizing similar workshops.

National Institute of Mental Health, Citizen Participation Branch. *College Student Participation in State Mental Hospitals*. Washington, D.C.: Public Health Service (Publication No. 1752),

Reports the results of a survey of mental hospitals which involve college students as volunteers. Describes activities of volunteers, and presents positive statements of hospital Administrators and staff who support and appreciate student participation.

National School Public Relations Association. *School Volunteers*. Arlington, Virginia: the Association, 1973.

Discusses the rationale and practical operation of school volunteer programs. Considers such factors as advantages, disadvantages, cross-age tutoring, recruiting, retention, and evaluation. Includes examples of satisfactory programs and a listing of resources.

National Student Volunteer Program and VISTA. *A Manual for Communities: Student Volunteers*. Washington, D.C.: U.S. Government Printing Office, 1972.

Provides a guide to community groups or agencies interested in organizing student volunteer programs and projects. Emphasis is given to the importance of planning, competent and continuous administration, and evaluation. Through use of a case study, and by descriptions of practical experiences, readers are given realistic advice of great value.

National Student Volunteer Program and VISTA. *A Manual for Students: Volunteering*. Washington, D.C.: U.S. Government Printing Office, 1972.

Practical and understandable guidance is provided to students and education leaders interested in organizing student volunteer programs. Both philosophy and mechanics are outlined. Included are a checklist of procedures, pitfalls to avoid, and a listing of possible projects.

National Student Volunteer Program and VISTA. *High School Student Volunteers*. Washington, D.C.: U.S. Government Printing Office, 1972.

Explains the nature and purposes of a high school-sponsored volunteer program, its advantages, and how school officials can establish and maintain such a program. A section entitled, "Special Concerns", considers many of the specific questions that are frequently raised by school leaders and students. A number of project ideas are specifically identified. Presents sample records and forms.

Naylor, Harriet. "New Trends in Volunteer Services for the Mentally Handicapped." *Hospital & Community Psychiatry*, (April, 1971), 25-27.

Advocacy is added to other functions (caretaking, social sustenance, professional assistance, and bridging) of volunteers who serve the mental health field. It is recommended that volunteers' effectiveness in the community, in advocating the needs of patients, staff, and facilities, be promoted through proper training and teamwork with staff. Recruitment of volunteers, and meeting their needs, are also considered.

Naylor, Harriet H. "Varying Perceptions: Good Working Relationships Between Staff and Volunteers." *Adult Education*, (Spring, 1964), 137-141.

Discusses the improvement of working relationships between paid staff and volunteers that can be achieved by facilitating the sharing of viewpoints. Presents several suggestions that can help strengthen feelings and realization of teamwork within an agency or organization.

Naylor, Harriet H. *Volunteers Today—Finding, Training and Working with Them*. New York: Association Press, 1967.

This is a practical "how-to" book on the participation of volunteers in social welfare programs. Included are tested suggestions for recruitment, placement, and involvement of volunteers. Special discussion of: the philosophy of volunteerism, trends in volunteer participation, volunteer-staff patterns, motivation of volunteers, orientation and training of volunteers (with a brief discourse on adult education), and supervision and administration of volunteers is presented.

Okie, Mrs. William T. "Volunteers in a Time of Change." *National Tuberculosis and Respiratory Disease Association Bulletin*, (October, 1970), 1-3.

Trends of volunteer performance in voluntary health agencies are specified for the present and future, with the conclusion that broad citizen participation in public welfare may be the guarantee of a better society. Methods of attracting, recruiting, and training volunteers in presented. Describes various sources of volunteers, with emphasis on disadvantaged persons.

Overholser, Winfred. "The Volunteer in Psychiatric Rehabilitation." *Mental Hygiene*, (April, 1961), 163-166.

This article tells of the help volunteers can be as community contacts for mentally ill persons in psychiatric hospitals. Many types of help are needed, such as volunteers who can instruct the patients in acting, drawing, typing, etc. Other volunteers can be receptionists or aides. The volunteer must be wanted, as well as trained, by the hospital staff. The gift of unselfish interest from the outside world is unique and extremely valuable to the patient, and only a volunteer can give it. In return, the volunteer gains much knowledge from his work at the hospital.

Peck, Joseph N. "A Two-Way Rehabilitation Program; The CARVE Program." *Volunteer Administration*, (Summer, 1970), 1-5.

Describes experiment set up between the Massachusetts Department of Corrections and the Massachusetts Department of Mental Health, in 1968, when a group of selected inmates of the Massachusetts Correctional Institution at Concord were trained to help with the direct care of severely mentally retarded adult men. The prison volunteers bring hope, programs, training, and recreation to a facility otherwise experiencing severe lack of services due to staff shortages. In turn, the project, together with counseling, assists the public offender in making an effective adjustment and contribution to life.

Pell, Arthur R. *Recruiting, Training and Motivating Volunteer Workers*. New York: Pilot Industries, Inc., 1972.

A basic manual to help paid staff and volunteers who are beginning in the job of coordinating volunteer programs. The author applies the principles of personnel and business management to the organization and administration of volunteer service programs.

Perlis, Leo. "The Volunteer in the Labor Movement." *Community*, (September/October, 1967), 7-8.

Recounts the relationship and importance of volunteerism to the initiation and development of the labor movement. Sets forth the opinion that volunteers are the life of movements as pioneers, innovators, and probers. Emphasizes that organized labor has encouraged its members to participate, as volunteers, in public service.

Perlutter, Felice, and Durham, Dorothy. "Using Teenagers to Supplement Casework Service." *Social Work*, (April, 1965), 41-46.

Favors extended involvement of teenagers in helping social welfare agencies implement their services. Gives a clear presentation of the orientation, training, and supervision of volunteers which led to the success of an experimental program in Champaign, Illinois, in which teenagers helped to extend the agency's services.

Phillips, Jane. "Volunteers in Service to the Mentally Handicapped — the Why and How." *Volunteer Administration*, (Winter, 1967), 14-19.

The Illinois Department of Mental Health rationale for involvement of volunteers is presented, together with specific services performed. Attitudes of staff, and contributions by staff members to the volunteer program are emphasized. Techniques for implementing the training of volunteers are outlined, as well as the job description for the coordinator of volunteers.

Redig, George R., and Goldsmith, Ethel F. "The Nonprofessional Hospital Volunteer as a Member of the Psychiatric Consultation Team." *Community Mental Health Journal*, (March, 1967), 267-272.

Describes the integral involvement of volunteers within the Psychiatric Consultation Service of Chicago. Outlines the activities of the volunteers. Emphasizes the value of the volunteers' participation in terms of assisting paid staff to understand the patients, and in terms of combating regressive tendencies of patients.

Rosenblatt, Aaron. "Interest of Older Persons in Volunteer Activities." *Social Work*, (July, 1966), 87-94.

Presents findings of a survey of 250 older persons in regard to their interests in, and abilities to perform, volunteer service. Describes the high level of

interest, but emphasizes the need for training in order to enable these persons to participate in volunteer activities.

Roupe, Diane S. "Volunteerism: Reawakening to an Age-Old Truth." *Rehabilitation Record*, (March-April, 1972), 1-6.

Presents a case for the necessity of volunteerism in a viable society. In particular, relates the importance of volunteers in achieving successful rehabilitation.

Sauser, Doris P. "Volunteers—Active People Who Happen To Be Blind." Paper presented at the 1973 Annual Forum of the National Conference on Social Welfare, Atlantic City, New Jersey, May 30, 1973.

Emphasizes the value of involving minority group members—especially blind and visually handicapped persons—as volunteers. Explains the double benefits of this approach—providing needed services to others and improving the self-image and quality of life of the blind volunteers. Several specific examples of activities capably performed by blind volunteers are presented. Certain steps and actions that must precede and accompany participation by blind volunteers are carefully noted.

Scheier, Ivan H. *Orienting Staff to Volunteers: A Guidebook*. Boulder, Colorado: National Information Center on Volunteerism, Inc., 1972.

Presents techniques for preparing paid staff members to work with volunteers. Material included is based on the practical experience of numerous paid staff and volunteers.

Scheier, Ivan H. *Using Volunteers in Court Settings: A Manual for Volunteer Probation Programs*. Washington, D.C.: Office of Juvenile Delinquency and Youth Development, U.S. Department of Health, Education, and Welfare, 1969.

Provides direction to help with the organization, administration, and development of volunteer programs within court settings. Outlines procedures and presents data regarding recruitment, training, placement, and supervision of court volunteers. Also suggests approaches to financing and evaluating court volunteer programs.

Schindler-Rainman, Eva. *A Unique Venture Continued*. Los Angeles: South Central Volunteer Bureau of Los Angeles, 1967.

Reports on the successful operation of an inner-city Volunteer Bureau that extensively involves volunteers in its administration. Describes approaches that have been effective in recruiting and training indigenous poor persons for volunteer service in neighborhood and larger-community activities.

Schindler-Rainman, Eva. "Recruiting and Training Indigenous Leaders in Low-Income Areas." *Creative Adaptation to Change*. New York: Camp Fire Girls, 1965.

Describes specific techniques and methods that proved to be effective in relation to recruiting and training volunteers indigenous to low-income areas in several American cities.

Schulman, Jerome L., and Poole, Lynne K. "Volunteers Aid Staff Efforts in Child Guidance Clinic." *Auxiliary Leader*, (October, 1968), 7-10.

Reports how Children's Memorial Hospital in Chicago depends on volunteers for services in the child psychiatry division. Describes the activities of volunteers, including psychological testing, scoring and assessing test results, writing behavioral reports, and assisting caseworkers as aides.

Schumacker, Marjorie. *Extending Services Through the Use of Volunteers*. New York: Planned Parenthood/World Population, 1968.

Describes the results of assigning increasingly responsible activities to volunteers over a span of several years. Expresses support for expanding volunteer participation and increasing their levels of responsibility. Reinforces the necessity of providing volunteers with adequate training to enable them to fulfill difficult assignments.

Smith, Dorothea. "The Development of Volunteer Services in a Community Mental Health Center." *Volunteer Administration*, (Fall, 1969), 3-13.

Reports administration of a newly organized program involving volunteers primarily in direct service to mental health patients, both within the facility and in the community. Procedures, with records, are outlined; one training course is described; and some of the problems involved in developing a community mental health center volunteer service program are raised.

Stenzel, Anne K., and Feeney, Helen M. *Volunteer Training and Development: A Manual for Community Groups*. New York: The Seabury Press, 1968.

A detailed description of the training and development of volunteers in service to community agencies, organizations, and groups. The authors define training and development as: "Any planned effort on the part of the leadership—elected, appointed, or employed—of an organization to help members or volunteers participate more effectively". Heavy emphasis is placed on the importance of training as a continuous learning and growing experience for the trainees. The subject matter of the book is treated from the perspectives of both the organization providing the training and the volunteer-trainee. Among the basic components of a continuous training

program extensively described in the book are: readiness-for-training, induction, orientation, basic training, on-the-job help, advanced training, and evaluation. The planning and administration of volunteer training, and the development of leaders for training programs are also discussed at length.

Stubbs, Miriam. "Volunteers in the Vocational Rehabilitation Program." *Rehabilitation Record*, (January, 1963), 3-6.

Reports on the two main roles performed by volunteers in Federal-State vocational rehabilitation programs: serving as members of citizen or professional advisory groups, and as staff members augmenting basic rehabilitation services. Examples of the latter role include: teacher, therapy aide, and job finder for handicapped persons who have been rehabilitated to the point they can seek employment in the private sector.

Sutherland, Prudence A. "The Handicapped: An Overlooked Volunteers Resource." *Voluntary Action News*, (July, 1972), 4.

The author is handicapped, and she describes her experience with efforts to recruit volunteers. Several suggestions are presented to help persons interested in attracting handicapped individuals to serve as volunteers. Emphasis is given to the need for honesty, sensitivity, and realism in the recruitment and involvement of handicapped persons as volunteers.

Swanson, Mary. *Your Volunteer Program*. Ankeny, Iowa: Des Moines Area Community College (Project MOTIVATE), 1970.

Presents step-by-step guides that concern the operating procedures of a volunteer program, such as recruitment, record keeping, recognition, and evaluation. Basic information about volunteering is presented, in addition to administrative matters, such as working with board members.

Tanck, James. *College Volunteers (A Guide to Action: Helping Students to Help Others)*. Washington, D.C.: U.S. Government Printing Office, 1969.

A manual written to help colleges and universities establish volunteer programs. Describes different approaches that can be used. Specific "how-to's" and examples of activities are presented.

Telephone Pioneers of America. *Pioneer Progress, 1967-1968*. (Annual Report.) New York: the Pioneers, 1968.

Describes the voluntary activities of this particular industry-related organization. Reports on the services performed by members of this organization to assist various social welfare agencies and programs.

Thursz, Daniel. "Some Views on Volunteers: Past Relic or Future Asset?" *Rehabilitation Record*, (January-February, 1963), 3-6.

Explains some of the factors which have restrained widespread volunteer participation within many of the segments of the American population. Describes current trends that are reducing traditional obstacles to volunteering. Emphasizes the necessity of considering volunteers as partners in the provision of service, and the importance of both clearly defining responsibilities of, and providing adequate training for, volunteers.

Turner, Carrie. "A Complex of Volunteer Services for the Blind." *Grass Roots Private Welfare*, Edited by Alfred de Grazia. New York: New York University Press, 1957.

There were over 300 volunteers working in the Cleveland Society for the Blind. The article lists the results of the participation of these volunteers. There were two groups of volunteers: the administrative Trustee Board which made policy, and the service volunteers who performed many activities ranging from crafts to transportation. The article stresses the need for orienting, training, and keeping records on volunteers.

University of Oregon. *Volunteer Coordinator Guide*. Eugene: Center of Leisure Study and Community Service, 1971 (3rd edition).

Provides information and guidance regarding important components of managing a volunteer program, including program development, operation, evaluation, sample forms, and sample job descriptions. Contains bibliography.

U.S. Department of Labor, Manpower Administration. *Americans Volunteer*. Washington, D.C.: U.S. Government Printing Office, 1969.

Reports results of a 1965 nationwide sample survey of persons performing a wide variety of volunteer services. Describes socioeconomic characteristics, range of activities, and reasons for volunteering.

U.S. Office of Education (Project VOICE). *A Coordinator's "How To" Handbook for Coordinators of Volunteers in Education*. Washington, D.C.: U.S. Government Printing Office, 1972.

Every area of the coordinator's job is discussed in a step-by-step fashion—recruitment and promotion, interviewing and placement, orientation and training, recognition, and evaluating the volunteer program. Specific examples are presented.

Vargus, Anne Umana. "The Development of a Volunteer Department in a Community Mental Health Clinic." *Volunteer Administration*, (Spring, 1968), 1-20.

Applicable as a guide for staff interested in starting a formal volunteer department within a community mental health clinic. Describes the plan-

ning and development of a volunteer program. Contends that volunteers are essential to the functioning of an outpatient psychiatric center.

Washington Technical Institute. *ABC's: A Handbook for Educational Volunteers*. Washington, D.C.: the Institute (Project Print), 1972.

Outlines the basic components of a volunteer program within local school systems and educational settings. Includes sample job descriptions and a bibliography.

Wolff, Kurt. "The Volunteer as a Member of the Psychiatric Team." *Mental Hygiene*, (April, 1960), 206-209.

This article deals with the importance of training, orientation, and placing of the individual volunteer. Some volunteers work best as a team member while others work best on a one-to-one basis. The psychiatric team can help the patient only when his psychological need or problem is understood. The volunteer can be of much more help if he knows of the patient's specific needs, so that he can direct his gestures, words, and actions accordingly. Various methods by which volunteers can help supply the needs of patients are listed. The volunteer, himself, is the bridge through which the patient can finally adjust to the outside world.

Worthington, Gladys. "Older Persons as Community Service Volunteers." *Social Work*, (October, 1963), 71-75.

Reports on the attempt by an established Volunteer Bureau to recruit and place recently retired persons over 65 in volunteer community service. Discusses the Volunteer Bureau's method of recruitment, its orientation program, and how information obtained from clients' interviews was used to maximize effectiveness when assigning jobs. The success of the placements is described.

* * * * *

The author appreciatively acknowledges the following individuals for their important assistance with the compilation of the above annotated bibliography:

Volunteer Readers:

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Miss Mildred Braden of Omaha, Nebraska, ordered and obtained many of the books and other materials that were subsequently read, analyzed, and abstracted.

Other Bibliographies and Reference Materials

Following are bibliographies and reference materials that can provide information and guidance to persons responsible for the organization, management, and development of volunteer programs in rehabilitation facilities.

Adams, Ethel M., and Cope, Suzanne D. *Volunteers: An Annotated Bibliography*. Alexandria, Virginia: The United Way, 1968.

Arffa, Marvin S. *High School and College Student Volunteers in Community and Psychiatric Settings: A Bibliography with Selected Annotations*. Washington, D.C.: American Psychiatric Association (Mental Health Service), 1966.

Kroeger, Naomi. "Role of the Volunteer in Contemporary Society: A Survey of the Literature." *100,000 Hours a Week: Volunteers in Service to Youth and Families*. New York: National Federation of Settlements and Neighborhood Centers, 1965.

National Assembly for Social Policy and Development. *Some New Material on Volunteers*. New York: the Assembly, 1966.

Scheier, Ivan H. *Volunteer Programs in Courts: Collected Papers on Productive Programs*. Washington, D.C.: U.S. Department of Health, Education, and Welfare (Office of Juvenile Delinquency and Youth Development), 1969.

Sobey, Francine. *Volunteer Services in Mental Health: An Annotated Bibliography*. Rockville, Maryland: National Institute of Mental Health (National Clearinghouse for Mental Health Information), 1969.

CLEARINGHOUSE Resources

Two types of valuable resources are provided by the CLEARINGHOUSE of the National Center for Voluntary Action:

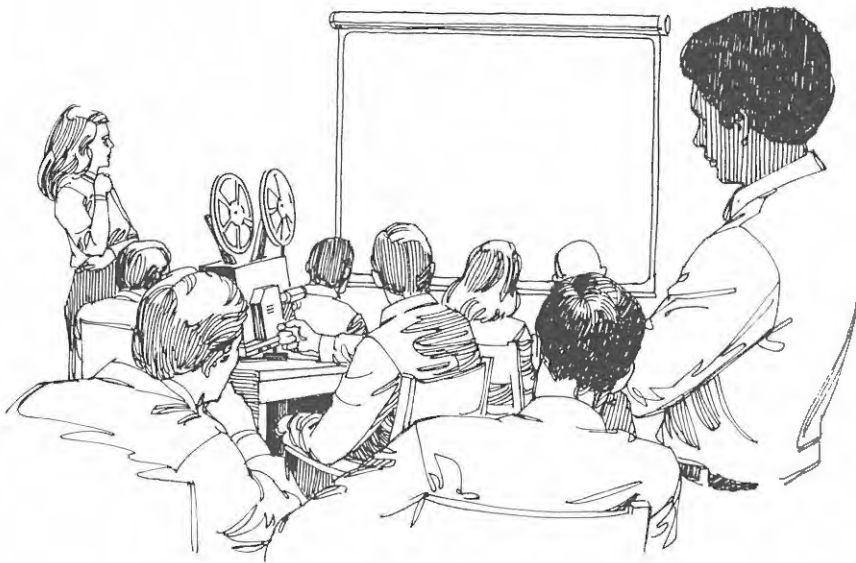
1. CLEARINGHOUSE Portfolios.
2. CLEARINGHOUSE Green Sheets.

CLEARINGHOUSE Portfolios have been compiled in response to extensive interest in particular areas of social welfare concern, and in particular components of volunteer programs. Selected information about subjects such as drug abuse have been packaged into portfolios which can be quickly mailed to individuals or group leaders who express interest in organizing volunteer activity related to the particular subject area.

Contents of a given Portfolio can include an array of detailed descriptions of volunteer programs relevant to the specified subject-area, names and addresses of sources of additional information, a bibliography of available literature, and a listing of films or other relevant audiovisual materials. Portfolios have been developed on twenty different subject-areas, such as day care, education, transportation, youth volunteering, recruitment, recognition, and training.

CLEARINGHOUSE Green Sheets contain lists of publications and resource groups directly or indirectly related to volunteer activity in a wide range of specific subject-areas. Information presented in the Green Sheets is categorized under more than twenty major headings, such as Health and Mental Health, The Older Person, Recreation, and Employment. Some of the major categories have been divided into sub-categories; for example, Mental Health, Retarded, Physically Handicapped, and Alcoholism appear under Health and Mental Health.

Specific resource groups are identified, and particularly relevant publications are listed within each major category and sub-category. Addresses and brief descriptions are presented for each resource group. Publications are very briefly described, in addition, it is explained how and where the publications can be obtained, and if any costs will be involved. Only publications that are currently and readily available are listed on the Green Sheets, which are revised and updated periodically.



AUDIOVISUAL MATERIALS

Films, filmstrips, and related materials are helpful with the implementation of many aspects of volunteering. They can be useful in educating groups and individuals about the value and various types of volunteer participation. Certain materials can be directly used in connection with recruiting and training of volunteers, and to facilitate other operational components essential to effective volunteer programs.

Presented in the following listing are readily available audiovisual materials that can help leaders of rehabilitation facilities with the development of PLANNED VOLUNTEER PROGRAMS.

It must be noted that the author has not directly reviewed all the materials listed below. Therefore, persons interested in a particular film or other material should consult with colleagues, or obtain the item enough in advance to preview it.

"A Gift of Time"

16 mm. film, sound, color, 25 minutes.

Depicts the role of the hospital auxiliary, including specific activities performed by volunteers in various departments of the hospital.

American Hospital Association; 840 North Lake Shore Drive;
Chicago, Illinois 60611

"A Halo for a Cap" and "Signals for Service"

Filmstrips, used with the Audiscan machine.

"Halo" identifies the do's and don'ts for volunteers. "Signals" depicts three types of hospital volunteer service.

Harris-Tuchman Productions, Inc.; 751 North Highland Avenue;
Hollywood, California 90038

"A New Way to Serve — Older Volunteers in Action"

16 mm. film, sound, color, 17 minutes.

Shows a variety of ways in which older volunteers serve their communities.

SERVE in New York State; Mrs. Janet Sainer;
105 East 22nd Street; New York, New York 10010

"A Second Chance"

16 mm. film, sound, color, 25 minutes.

Designed specifically for orientation and training of juvenile court volunteers.

National Audio-Visual Center; General Services Administration;
Washington, D.C. 20409

"Community Mental Health"

16 mm. film, sound, black and white, 32 minutes.

Shows the role of citizen participation in the establishment of a community mental health center, and the complementary relationship between services of governmental and voluntary agencies. (Also available in Spanish.)

International Film Bureau; 332 South Michigan Avenue;
Chicago, Illinois 60604

"Five Volunteers"

16 mm. film, sound, color, 25 minutes.

Shows volunteers at work in several settings, including a tutoring program, the children's ward of a hospital, and a prison.

National Center for Voluntary Action;
1625 Massachusetts Avenue, N.W.; Washington, D.C. 20036

"Help Me Please"

16 mm. film, sound, color, 25 minutes.

This film shows a young adult committing an offense, and follows him through the assignment of his case to a volunteer probation officer. Emphasis is given to the benefits of one-to-one volunteering.

Volunteers in Probation of NCCD;
200 Washington Square Plaza; Royal Oak, Michigan 48067

"Homefires"

16 mm. film, sound, black and white, 28 minutes.

Presents three case studies that explain how volunteers can be of valuable service to families with serious problems.

National Association for Mental Health Film Library;
c/o Contemporary Films; McGraw Hill Book Company;
330 West 42nd Street; New York, New York 10036

"I Am A River"

35 mm. filmstrip, color, with script.

Shows how one Girl Scout troop rallies 2,000 people to help in restoring a polluted river to its natural beauty. Provides motivation and guidelines for similar community projects. Includes a study guide and resource bibliography.

Girl Scout Film Library; 830 Third Avenue;
New York, New York 10022

"No Miracle But Love"

16 mm. film, sound, color, 28 minutes.

Documents the participation of volunteers from many surrounding communities in the activities of Bethesda Lutheran Home. Individuals and group members — most of whom live in rural areas — perform a variety of services within the Home, including working directly with the retarded residents. Motivates people to translate their faith and love into action.

Bethesda Lutheran Home; Public Relations Dept.;
700 Hoffmann Drive; Watertown, Wisconsin 53094

"Small Triumph"

16 mm. film, sound, black and white, 30 minutes.

Volunteers are shown working with the blind and partially sighted, and also undertaking social action to obtain legislation in behalf of blind persons.

National Council of Jewish Women; One West 47th Street;
New York, New York 10036

"Springtime of Autumn"

16 mm. film, sound, color, 20 minutes.

Actually filmed on location at a facility for mentally retarded children, this film follows the daily activities of "grandparents" working with facility clients.

Audio Visual Instruction;

Oregon Division of Continuing Education;
133 Gill Coliseum; Corvallis, Oregon 97331

"The Choice Is Ours: The Story of One City and Its Youthful Offenders."

35 mm. slide presentation with script, 20-25 minutes.

This slide show promotes support for volunteer rehabilitative probation services to youthful offenders through Court Counselor Program, Inc. It is explained how the program works through one-to-one relationships and the provision of related services to offenders by volunteers with various capabilities.

Court Counselor Program, Inc.;
Room 206, Peoria County Court House;
P.O. Box 3201; Peoria, Illinois 61614

"The Human Side"

16 mm. film, sound, black and white, 24 minutes.

Viewers begin to see patients in a state mental hospital as people through the eyes of a volunteer worker who also explains her role in the hospital.

Rusten Film Associates; 1455 West Lake Street;
Minneapolis, Minnesota 55408

"The Long Way Back"

16 mm. film, sound, black and white, 20 minutes.

Viewers see how volunteers improve the morale of patients in hospitals for the mentally ill, and how volunteers provide a link between hospital patients and their community.

National Association for Mental Health Film Library;
c/o Contemporary Films; McGraw Hill Book Company;
330 West 42nd Street; New York, New York 10036

"The Volunteer Trail"

16 mm. film, sound, color, 17 minutes.

Depicts volunteers working with physically and mentally handicapped persons through a wide range of activities, such as tutoring visually impaired persons and serving as aides to rehabilitation facility staff members. Suggests projects groups can implement in their local communities.

The Women's Committee; The President's Committee on
Employment of the Handicapped; Washington, D.C. 20210

"This Is My Friend"

16 mm. film, sound, black and white, 30 minutes.

Emphasizes the value of community volunteers serving as friendly visitors to aged and homebound persons.

Cook County Department of Welfare; 160 North LaSalle Street;
Chicago, Illinois 60601

"Today and Tomorrow"

16 mm. film, sound, color, 28 minutes.

High school students are shown serving as youth volunteers in five different Veterans Administration hospitals. In addition to illustrating a variety of volunteer activities, the enthusiasm and convictions of the student volunteers are featured.

National Audio-Visuals Center;

General Services Administration; Washington, D.C. 20409

"Visually Handicapped Child: The Partially Sighted"

16 mm. film, sound, black and white, 29 minutes.

Stresses the importance of the home, school, and community in providing proper development for children with defective vision.
Indiana University Audio-Visual Center;
Bloomington, Indiana 47401

"Volunteer Story"

16 mm. film, sound, black and white, 22 minutes.
Documents in dramatic fashion various problems of poor people and how volunteers can help. Describes how the Los Angeles County Department of Public Social Services brings together persons in need and persons who care. Directly appeals to prospective volunteers.
Director of Volunteer Services; 4900 Triggs Street;
City of Commerce, California 90022

"Volunteer Training"

16 mm. film, sound, color, 25 minutes.
Several volunteer training programs are shown, allowing prospective volunteers to observe various types of volunteer training programs including one related to a suicide prevention center and one for volunteer probation officers.
National Center for Voluntary Action;
1625 Massachusetts Avenue N.W.; Washington, D.C. 20036

"Volunteer Work"

35 mm. filmstrip of 43 frames, with technical guide.
Various types and sources of volunteer opportunities are examined. Presents personal, social, academic, career, and philanthropic advantages of volunteer service.
Popular Science Publishers; Audio-Visual Division;
355 Lexington Avenue; New York, New York 10017

"Volunteers in Hospitals"

16 mm. film, sound, black and white, 15 minutes.
Explains the role of hospital volunteers, changing volunteer requirements, and the new demands on volunteer leaders.
American Hospital Association; 840 North Lake Shore Drive;
Chicago, Illinois 60611

"What's Your Name"

16 mm. film, sound, color, 30 minutes.
Depicts student volunteers in a university setting as they participate in a variety of projects and activities.
Voluntary Action Center of Albany; 877 Madison Avenue;
Albany, New York 12208

"Women Who Care"

16 mm. film, sound, black and white, 27 minutes.
Shows volunteers interviewing girls and their parents, accompanying

the girls on shopping trips, and helping them prepare for traveling to a Job Corps camp.

WICS; 1730 Rhode Island Avenue N.W.;
Washington, D.C. 20036

*"We have committed the Golden Rule to memory; let us now
commit it to life."*

Edwin Markham

