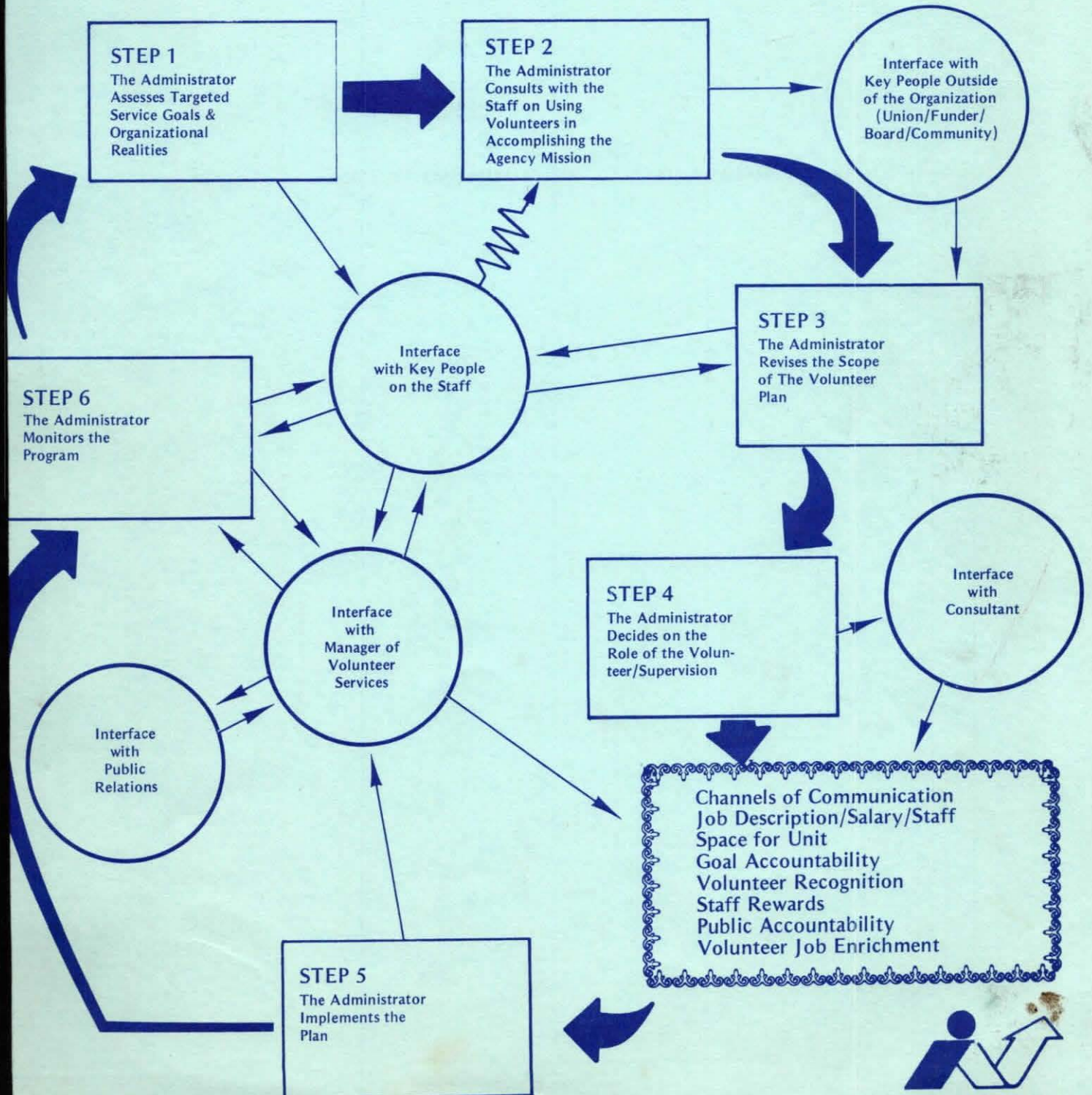




Organizational Assessment for Involving Volunteers in Service Institutions

A Programmed Learning Guide for Executives & Decision Makers



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**A Programmed Learning Guide for Executives & Decision
Makers**

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VOLUNTEER INVOLVEMENT

Volunteers come from all age and income groups. They may be relatively unskilled or highly trained; they are men, women, youth and, older citizens.

There is, today, no "typical" volunteer. What he/she do have in common is a need in their lives that can only be fulfilled by the donation of their time and services.

The rewards of volunteer service are as different to the individuals as the people themselves. Some volunteers are "there" for the quiet joy of helping others. Some may wish to broaden their circle of friends and acquaintances. Many people work at their paid jobs to "pay the bills" and seek personal satisfaction through volunteering. Volunteering provides the retired person with the opportunity to use experiences gained over a lifetime.

Others may be exploring job options or developing skills that can be translated later into paid employment.

Volunteers are not elitest people.

They are your neighbors and yourselves. They are different from you in that they have more limited time to give to the organization and, necessarily, have a source of income apart from the organization.

They also have a primary obligation to family, to studies, and, to employers which preclude the full time regular commitment to the organization that you are able to give.

They are similar to you in that they need to be needed and recognized for the services they provide.

*Not everything you've
heard is true!*

VOLUNTEERS ARE NOT FREE.

VOLUNTEERS CANNOT REPLACE PAID
STAFF.

VOLUNTEER SUPERVISION REQUIRES
SPECIAL SKILLS.

VOLUNTEERS CHOOSE AMONG CAUSES.

VOLUNTEERS EXPAND THE AGENCY'S
OUTREACH.

VOLUNTEERS ENHANCE THE
PROFESSIONAL CONTRIBUTION OF
THE PAID AGENCY STAFF PERSON.

*What do you want volunteers to do
for your agency?*

*Is the promise of service delivery
consistent with long-range goals?*

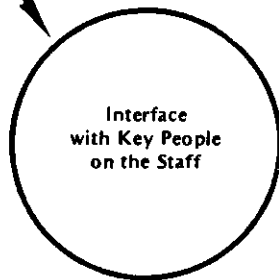
Is the organization sufficiently stable to involve volunteers?

Will volunteer services in one area produce the best, over-all, use of
our resources -- funds, space, people and time?

If we grow in one area, will it downgrade something else that is needed
by the community?

Are the people who audit our contribution to the welfare of the community
really committed to a change?

STEP 1
The Administrator
Assesses Targeted
Service Goals &
Organizational
Realities



Better Performance from Nonprofits
by Cecily Cannon Selby.

Harvard Bus. Rev., Vol. 56, No. 5,
September-October, 1978

The former national Executive Director of the Girl Scouts, USA, examines key differences between corporate enterprises and the voluntary association. Mrs. Selby discusses the diffusion of accountability for results and the difficulty in assessing quality of the organizations services. Her analysis of the role of nonprofits concludes that serious marketing, funding, and governance problems exist.

Service organizations are different from business enterprises in their purpose, values, and contribution to society. Performance and results are different, too. The absence of the test of the marketplace removes the discipline that forces a business organization to operate effectively--or face bankruptcy. Managing for results is a recent demand upon the organization and agency executive. Increasingly, they are being asked to define in clear concrete terms just what is the "business" of the organization and what should it be? Our service institutions have become so central to the lives of so many of us, so important in the delivery of the resources that make life productive and meaningful, and so costly, that people are increasingly asking--is the mission appropriate to today's needs? Have the right targets been set? Are the promises being delivered?

Marketing for Nonprofit Organizations by Philip Kotler.

Englewood Cliffs, New Jersey:
Prentice-Hall, 1975, 436 p.

Presents for the nonprofit administrator who has not previously studied marketing, the major marketing concepts and tools available to the service sector. The text includes applications and case studies on analyzing the needs of consumers, clients, supporters, and other publics and how to improve products, services and communications.

The disenchantment of the public stems largely from failure to carve out a specific agency function and mission priority and to focus--not on cost cutting, but--upon achieving the results that are most needed. A mission statement is a broad statement of purpose. There are alternative ways to arrive at the total mission of the organization.

Mission Analysis

What social problem/need do we relieve/aid?

Who is our client?

What needs of the client are we trying to satisfy?

What target segments of the community need our services?

What other agencies/organizations meet this need?

What benefits to the client/community do we want to do better than anyone else?

For example:

A mission statement may reflect the concepts of the Board of Directors or the funding source, or it may emanate from the demands of a client group.

How was yours established?

Don't file your mission statement! Keep it in front of you and act on it! Now, please, write your mission or your agency's mission statement.

The mission goals of the organization are the "Benefits to the Community." They must be carefully planned for. The community should be able to understand

the organization's mission and support the agency. But heady statements of purpose without an appropriate procedure for achievement are false advertising and are so perceived by the community. Make sure that what you want to do is workable and can be done within a reasonable amount of time with a reasonable amount of money.

Program objectives are targets for a measureable relief of a social problem. They are specific and quantifiable.

Objectives are what you actually plan to accomplish!

Clear and specific objectives let you review your progress and plan the allocation of staff and financial resources so that you can bring about targeted results--changes that you want to see in a specific period of time. There must be a clear path between objectives and your mission goals. If your targets are defined, resources can be allocated for their attainment, priorities and deadlines set, and someone held accountable for results. Objectives give us a basis for evaluating the contribution of people--both paid and unpaid--to the mission goals of the agency.

Objectives should have built-in criteria for the evaluation of the program.

Results should be something that can be recorded and they should be appropriate to the aims of the agency. If you want to show a change, you must first support the extent of the problem with discernible evidence. You may use statistics or the findings of a Task Force or Study Group. The method you have chosen to address the problem should achieve--or be most likely to achieve--projected results. Consider alternatives. Are there different models for solving the problem?

Are objectives wisely chosen and attainable with existing methods of operation?

WHEN ALL IS SAID AND DONE--MORE IS SAID THAN DONE!

Analyzing Objectives

Targeted Objectives

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

	Services are inadequate and a cause for concern.	Services are "good enough" for now.	Targeted objectives are now being met.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Long established organizations should engage in the practice of
"planned abandonment".

They should carefully evaluate existing programs and objectives, by asking, "If we were not already doing this, would we, knowing what we now know, go into it again?" If the answer is "No", don't make another study, double the budget, or put your best and ablest people to defending what no longer makes sense or serves a community purpose. Ask instead, "How can we get out of it or at least stop throwing additional resources into the pot?" No organization likes to abandon anything it does. But effective programs come from meeting current needs and getting out of commitments to things that should have worked but did not.

Management: Tasks, Responsibilities, Practices by Peter F. Drucker.
New York: Harper & Row, 1973, 811 p. Bibliography.

Chapters 11-14, pp. 130-166. "Performance in the Service Institution."

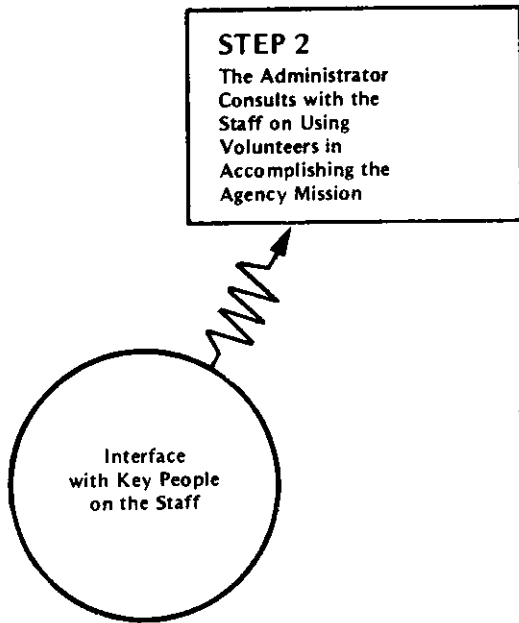
Discusses unproductive use of resources, organizational constraints against setting priorities and concentrating efforts, tendencies to cling to yesterday's successes; and outlines principles of management applicable to the specific needs of service institutions.

Scrutinizing objectives and programs enables us to pinpoint where volunteers can assist the agency's mission. But staff participation in the development of volunteer roles is essential!

There must be a more than lip service commitment to volunteers from the boss! What things do you do that a volunteer could do?

List 5 tasks:

DISCUSSION



Winning With Staff: A New Look at Staff Support for Volunteers by Ivan Scheier.

Boulder, Colorado: National Information Center on Volunteerism, 1978, 77 p.

Presents 7 specific practical strategies to catalyze agency and paid staff in support of a volunteer program. The approach includes: Staff rewards, staff participation in volunteer job design and volunteer training; a checklist for assessing the commitment of top-management to a voluntary program; a questionnaire to measure staff receptivity to volunteers; a "perceptual recruitment" exercise; volunteer leadership as a catalyst for change, volunteer job diversification and training.

Volunteers should be regarded as a resource to enhance the professionalism of staff. There is nothing incompatible between freeing staff to do more of the tasks that their professional training has prepared them to do and establishing volunteer roles that are rewarding for the volunteers and the clients of the agency. Particularly useful in achieving staff support is the approach of Ivan Scheier.

NEED OVERLAP ANALYSIS IN THE HELPING PROCESS "NOAH"

(Reproduced from Winning With Staff.. with the permission of the publisher).*

PHASE 1: Staff Raw Work Assistance Needs and Developing the Total Pool*

Step 1: Individually and preferably at leisure, each staff person prepares an "activity list": a list of specific things he/she did during the last three or four full days at work.

Step 2: Staff examine their activity lists and place an asterisk (*) before each item which meets these conditions: they do it, but they feel their training and experience have prepared them to invest their time elsewhere. They would be more effective and fulfilled in their work if they were not doing the asterisked items.

Step 3: On a separate sheet, staff prepare a dream list. These are the things they would like to do, or see the agency do, but cannot do now. The reasons are lack of time, skills, or other resources.

Steps two and three provide a raw assessment of tasks that volunteers might conceivably do and receive staff support for doing because the staff would like to have volunteers provide this assistance. Meaningful and realistic volunteer roles, however, require further refinement.

PHASE 2: Refining the Raw Work Assistance Needs: Four Tests *

The first "reality tests" applied to the total raw yield are conducted by staff themselves. The tests are usually conducted in the chronological order described below:

- Step 1: The Pattern Test. Is there a pattern in the asterisk items and the dream items among different staff members? A pattern should be determined if staff will be working together with volunteers. Otherwise it is optional.
- Step 2: The Authority Test. Are volunteers permitted to do things like this under existing laws, regulations, or by customs firmly fixed by top management? Will the powers-that-be permit it?
- Step 3: The Delegation Test. Are staff comfortable delegating these asterisk and dream items to volunteers?
- Step 4: The Dollar Test. Should the agency hire paid staff for these types of tasks? Is it likely to do so in the foreseeable future?

PHASE 3: Developing the Volunteer Assignment

VOLUNTEER ASSIGNMENT: Activities Assistant for Recreational/Occupational Therapy

SUPERVISOR: Recreation Therapist, Mr./Ms.
Occupational Therapist, Mr./Ms.

LOCATION: As determined by the activity

OBJECTIVES: Assist the staff in making arrangements for the activity, socializing with the patients and participating in the activity.

RESPONSIBILITIES:

1. Help arrange area for the activity, i.e., set up tables, chairs, games, etc.
2. Be familiar with the goals of the program.
3. Assist in motivating patients to participate in activities available to them.
4. Support and assist patients in appropriate social interaction. Encourage interaction among less out-going patients.
5. Interact primarily with patients participating in the activity. Limit unnecessary interaction with Agency personnel during a patient activity.
6. Provide feedback and ideas to the staff relating to the activity.
7. Report to designated staff member all pertinent patient observations gained through your interaction.
8. Attend meetings open to and/or for volunteers.
9. Represent the Agency to the community.

TIME REQUIREMENTS:

1. Minimum of 2-4 hours a week, dependent upon the activity for at least 6 months. After 3 absences the volunteer will seriously be considered for termination. Report absences at least 24 hours in advance to both the unit and Volunteer Office.

QUALIFICATIONS:

1. Persons 16 years of age.
2. Persons in good physical health and not currently undergoing psychiatric treatment at this Agency (except upon approval by therapist and Manager of Volunteer Services).
3. Persons who understand the importance of confidentiality and are capable of maintaining it strictly.
4. Persons who complete an interview with the Volunteer Manager, Volunteer Orientation, orientation to the unit and any other training deemed necessary.

5. Persons who are outgoing and friendly and who exhibit good judgment in their interaction with patients and staff. Volunteers are to provide an "appropriate" role model at all times.
6. Persons willing and able to supplement but not replace staff in aims, goals, and program procedure without assuming the responsibility of the staff member as a therapist.
7. Persons willing to abide by the rules and regulations of the Volunteer Services and Community Education Program as described in the Volunteer Handbook. This includes signing in and out on your sign-in sheet in the Volunteer Office and wearing your name tag while performing your volunteer assignment.
8. Volunteers must attend an Inservice after their probationary period has ended.

Volunteerism at the Crossroads by Gordon Manser and Rosemary Higgins Case.

New York: Family Service Associates of America, 1976, 262 p.

Discussion of the historic forces that determine policies, structure, service delivery, citizen participation and funding. One section includes an analysis of whether voluntary organizations are meeting needs and takes up the basics of economy and efficiency.

When management texts discuss the need of associates and subordinates to have a "feeling" or sense of success, achievement or competency they often unwittingly distort the need. Why not give people the genuine article? How can the administrator help his or her associates and co-workers to experience success, adequacy and self-regard? The administrator can establish a climate in which achievement is expected. The administrator can challenge the staff with new or expanded responsibilities that cause the staff to stretch their know-how and help them to experience their own competence. Self esteem is the product of knowing that one is an attractive human being who, despite occasional failures, is competent and likeable. The administrator can seek out opportunities that will enable his or her people to have these self reactions. This is the whole idea behind delegation, consultative and participative management, earned recognition, and increased responsibility.

IF THE STAFF ARE TO HAVE SOME IDENTIFICATION WITH THE UNDERTAKING OF A VOLUNTEER PROGRAM AND SOME RESPONSIBILITY FOR ITS SUCCESS, THE ADMINISTRATOR MUST DO AT LEAST TWO THINGS:

HE/SHE MUST HELP EVERYONE TO UNDERSTAND HOW A VOLUNTEER PROGRAM CONTRIBUTES TO THE OPERATIONAL DELIVERY OF SERVICES AND THE SOCIAL AND ECONOMIC PRESSURES THAT MAKE THE CHANGE DESIRABLE.

The Effective Management of Volunteer Programs by Marlene Wilson.

Boulder, Colorado: Volunteer Management Assoc., 1976, 197 p.

A practical "How-To..." manual for the administrator planning a volunteer services program and the manager responsible for the day-to-day operation of the program. Clearly detailed application of management theory to the day-to-day task level. Topics include M.B.O., volunteer job design, delegation of responsibility to volunteers, recruitment of volunteers, training staff and volunteers and evaluation of efforts.

If co-workers judge that a volunteer program means little to the administrator's assessment of their contribution to the organization, participation in policy formation may be perceived as a waste of time. If involving one's staff means endless discussion on the merits of volunteers -- or requires those who are receptive to bow before the will of an unreceptive majority, staff participation will do more harm than good.

The administrator needs to develop various strategies to meet the resistance of the uninformed; the individuals who view volunteers as new and untried; and those who are committed to the present way of doing things.

The following National Association of Social Workers Statement on Volunteerism was submitted by the National Committee on Womens' Issues (NCOWI) and recommended for adoption by the 1977 Delegate Assembly. The Statement conforms to NASW Standards for Social Work Personnel Practices in the use of volunteers and it appeared in the March, 1977, NASW NEWS.

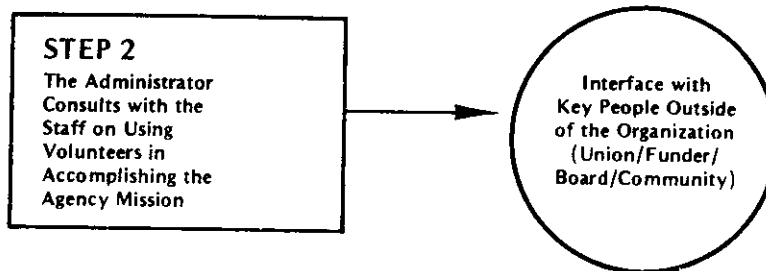
1. Volunteers should not be used to supplant or decrease the need for suitably qualified, regularly employed, staff.
2. It is appropriate to provide opportunities for people to volunteer in human service agencies on every level -- access to the system, by citizens of the community must not be limited.
3. The volunteer role should be integrated into the official agency structure thus emphasizing the team concept of community giving.
4. Women must be reflected in every phase of an agency's structure: board, administration, consultation, service -- both professional and volunteer.
5. Standards should be developed by the professional so that some volunteer work may be considered toward fulfilling both legal social work certification and ASCW requirements.

Leadership for Volunteering by Harriet H. Naylor.

New York; Dryden Assoc., 1976, 214 p.

This collection of seminar and workshop presentations includes material on volunteer-staff relations, the volunteer as advocate, volunteer careers and creative use of volunteers. Topics cover discussion of volunteers in mental health, government, welfare, retardation, and health services.

Channels of communication must be developed.



The following British statement of guidelines was developed by a working group of social welfare organizations, voluntary associations and trade union representatives. It is presented here to stimulate discussion on topics which may be of practical value when proposals are being made concerning unionized paid staff and volunteers.

Guidelines for Relationships Between Volunteers and Paid Non-Professional Workers by a working group under the auspices of The Volunteer Centre.

Berkhamsted, England: The Volunteer Centre, 1977.

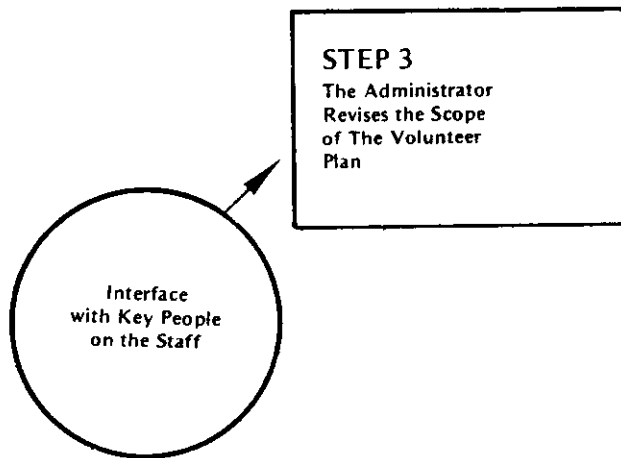
1. Any change in the level of voluntary service should be preceded by full consultation between interested parties.
2. Agreements on the nature and extent of additional voluntary activity should be made widely known among interested parties.
3. Voluntary work should complement the work of staff, not substitute for it.
4. The action of volunteers should not threaten the livelihood of paid staff.
5. Voluntary workers should not normally receive financial reward.
6. There should be recognized machinery for resolution of problems between paid staff and volunteers.
7. Volunteers in the situation of industrial action should undertake no more voluntary work than they would do in the normal situation.
8. If volunteers are faced with a picket line which is not prepared to agree that the volunteer workers should cross, the volunteers should not attempt to do so but discuss the situation with their organizer of the voluntary service, who should in turn discuss it with union and management officials.

The administrator should honestly seek to help people arrive at a view to how the change will effect them. The broader the base of support for a volunteer program, the easier implementation will become. When a person or group has a stake in the decision, the fear of uncertainty is replaced by understanding of how individuals and the organization will profit from the change. Administrators not infrequently have to go beyond educating themselves and their staff to the changing roles assumed by volunteers. They often have to teach their funder and/or board, too.

How do we reward volunteers?

When and how are staff rewarded for work done with volunteers?

VOLUNTEER RECOGNITION: *Formal public acknowledgement of the service and efforts of volunteers.*



Authenticity and openness in planning for change helps everyone to satisfy their need to know where they stand and how an operational change effects the way that they do their work. Revising a plan is really a series of transactions, between

the people involved, that is designed to build a state of psychological readiness. There is a saying that an idea whose time has come is irresistible. The prudent administrator invests time and energy building a receptive climate.

Educational programs for staff members who will be working with volunteers should be candid and down-to-earth.

Volunteer Training and Development: A Manual by Anne K. Stenzel and Helen M. Feeney.

New York: Seabury Press, 1976, 204 p. Bibliography.

Topics include the development of volunteer training programs, recruitment and replacement, methods in volunteer learning and evaluation and, continuing education for volunteers. Included are questionnaires, checklist, sample forms, worksheets, outlines and charts as reference material for those engaged in planning and conducting learning and development programs for and with volunteers. The text includes workshop topics and case studies.

A Philosophical Approach for Volunteers by Polly Franklin Williams

University of Mississippi; The University of Mississippi School of Education, 1974, 94 p. Bibliography.

A report on the 2 year pilot study of project Upswing, an enrichment educational program for first grade children with potential reading problems. Of particular interest are the expectations and limitations of the training program for volunteer tutors.

Staff people need training in working with volunteers.

MSW Attitudes Toward Direct Service Volunteers by L.S. "Arty" Trost

Volunteer Administration, Vol. X, No. 3, Fall, 1977, pp. 14-23

This research report was the basis of a [1972?] Masters Thesis and is available from Ms. Trost, 43434 South Tapp Rd., Sandy, Oregon 97055.

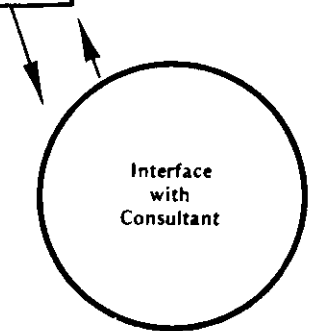
The relevant implications are that professional staff are more comfortable in working with volunteers if they have been volunteers themselves and have had exposure to volunteers. Agencies should arrange time for training workshops for their staff in working as team-mates with volunteers as they now work as team-mates with other professionals.

There should be organizational rewards for the staff who are working effectively with volunteers.

NOTES

STEP 4

The Administrator
Decides on the
Role of the Volun-
teer/Supervision



Why use a consultant?



The goals of the volunteer program must be tailored to what is possible. Often a limited objective initially makes it easier to move ahead to a more challenging future.

Get the most competent person you can find to head your volunteer program!

**DIRECTION OF VOLUNTEERS IS THE
PRIORITY TASK**

**LOCATING THE VOLUNTEER OFFICE
AND PROVIDING ADMINISTRATIVE SERVICES**

**ISSUES IN THE SELECTION OF THE
MANAGER OF VOLUNTEER SERVICES**

STEP 4
The Administrator
Decides on the
Role of the Volun-
teer/Supervision



- Channels of Communication
- Job Description/Salary/Staff
- Space for Unit
- Goal Accountability
- Volunteer Recognition
- Staff Rewards
- Public Accountability
- Volunteer Job Enrichment

Range of Job Requirements and corresponding salaries as used by the Civil Service Commission of the Commonwealth of Pennsylvania for their volunteer service personnel, in the Department of Public Welfare, effective as of August 1979.

Volunteer Resources Coordinator I (Trainee) \$12,812 - \$16,606

An employee in this class usually has not had previous experience in the Administration of Volunteer Services, but must have two years of paid professional experience in a related field. Upon successful completion of a year of satisfactory training and service as a Volunteer Services Coordinator I the employee is normally promoted to the Volunteer Services Coordinator II class.

Volunteer Resources Coordinator II \$14,611 - \$18,915

An employee in this class serves as an assistant to a higher level Volunteer Services Coordinator in the administration of Volunteer Services at a state institution or small assigned geographic area.

Volunteer Resources Coordinator III \$15,863 - \$20,675

An employee in this class establishes, organizes, directs and coordinates the development of volunteer services at a state institution or in assigned geographic areas of a public welfare region.

Volunteer Resources Coordinator IV \$17,369 - \$22,553

An employee in this class performs responsible and advanced staff or consultant work in Volunteer Services at the state headquarters or public welfare regional level; or plans, organizes, directs, and coordinates volunteer resources of considerable complexity and scope at a large state institution.

Volunteer Resources Coordinator V \$19,814 - \$25,663

An employee in this class plans, organizes, coordinates, and evaluates a state-wide program of volunteer resources designed to provide the services of volunteer personnel for various programs in a large, highly complex department. Important aspects of the work include providing consultation, standards, guidelines, and leadership to staff personnel at all levels on matters pertaining to volunteer resources administration; assisting state and local programs; and, maintenance of working relationships with regional, and national community organizations, educational institutions, and other groups.

NOTE: Fringe benefits are not included in these salary scales but are an additional expense to the agency.

MANAGER OF VOLUNTEER SERVICES

Qualifications Preferred: A Bachelor's degree and 2 years experience in volunteer services management or any equivalent combination of paid or unpaid experience demonstrating substantive skill in volunteer management, personnel administration, organizational ability, leadership skills, interpersonal skills, creativity, flexibility and energetic enthusiasm.

The manager must demonstrate ability to work closely with the organization's administrative staff personnel to interpret the role of volunteer services to the organization and to assure effective use of volunteers as human resources.

The manager must be able to present ideas effectively, orally (to large and small groups) and in writing. Ability to work with all segments of the public is essential.

Reports to the director or chief executive officer of the agency/organization.

Duties and Responsibilities:

1. Plan, organize, staff, direct, control and coordinate the development and implementation of the volunteer services program.
2. Interpret to agency or department heads and to staff personnel the concepts and potentials for utilization of volunteer resources and work with community leaders in relating the needs of the agency or institution to available or potential resources within the community.
3. Participate in inter-agency and community meetings to interpret, promote, and provide professional guidance in planning for utilization of volunteers.
4. Recruit, interview, and select volunteer applicants; plan and coordinate orientation and placement on the basis of the abilities and interests of the volunteer as related to program requirements.

5. Work with staff supervising volunteers to establish procedures for recording the volunteer's attendance, performance, resignation, transfer, promotion and recognition for services performed.
6. Prepare and maintain up-to-date flexible job descriptions which include the duties and responsibilities of specific jobs, performance standards, and the qualities and/or abilities expected of the volunteer.
7. Coordinate adequate in-service training for staff to teach effective use of volunteer services and resources.
8. Serve as an advocate of the volunteer, and be available to the volunteers when appropriate for consultation and support.
9. Supervise the record-keeping, reports, newsletter, budget and other clerical and administrative responsibilities of the program.
10. Participate in planning and policy decisions of agency when appropriate. Interpret agency regulations, goals, decisions, and organization to volunteers and to the community as appropriate.
11. Maintain policies, procedures, and guidelines for work assignments ensuring compliance with agency/institution regulations and with federal, state, and local legislation affecting the use of volunteers.
12. Evaluate the effectiveness of volunteer services in meeting the aims of the organization. Document and report findings to administration, boards, volunteers, staff and client/consumer groups as appropriate.
13. Maintain active involvement with Volunteer Service Administrators organizations on local, state, and national level.
14. Attend educational events to upgrade skills and keep abreast of research and publications in the field of volunteerism and volunteer administration.

Salary: The salary of the Volunteer Services Manager should be on an equal level with the managers of other functional units.

The selection process should concentrate on the job related skills of the applicant. The manager of volunteers needs skills in planning, leading, organizing, persuading, delegating and communicating. A balanced approach provides a job-related basis for making judgments. The position job description should outline how the job fits into the overall operation; the major decisions the volunteer manager must make; the major problems to be solved; the typical projects the person will be responsible for; the major reports to be utilized and generated; and major liaison links with others in the agency.

Specific questions in the selection interview should be used to place the applicant in job-related situations.

4 DON'TS

1. Don't ask questions that can be answered yes or no.
2. Don't ask for information that was in the resume.
3. Don't ask leading questions that suggest an answer.
4. Don't talk about the weather, the baseball/football game, and don't ask how they like the city -- unless the answer relates to their role in your agency.

DISCUSSION

Selling the applicant on the agency is one aspect of the interview.

Step-by-step points to discuss.

1. The importance of the agency in the community.
2. Problems and challenges facing the job and how they relate to the overall objectives of the organization.
3. How the applicant's skills, capabilities and experience mesh with the goals of the organization.
4. The professional strengths of key personnel who will interface with the applicant.
5. Advancement opportunities in terms of career progression if job performance is good.
6. Fringe benefit package, emphasizing the aspects which are of greatest interest to the applicant.

Notifying the rejected applicant is a task that is usually poorly done!

The newly hired Manager of Volunteer Services must be oriented to the agency.

We need to give some thought to the expectations of volunteers if we are going to develop meaningful tasks that will challenge them to take responsibility for service delivery.

But not all volunteer turnover reflects negatively on the agency or its staff. People grow and change through volunteer experiences and this may necessitate a realignment of the volunteer's time and energies.

It may be possible to reclaim a "value", i.e., "Benefit to the Community" for the agency when a volunteer leaves the organization. Please examine the following and check any that seem appropriate for your agency.

GOALS OF THE VOLUNTEER PROGRAM

To enlarge citizen participation in the community and

increase awareness of human needs

To provide an opportunity for individuals to maintain a

sense of self worth through service

To extend resources for human services delivery

To enable individuals to develop or maintain skill

competency

To recruit advocates for the rights of those less

fortunate

Since non profits exist to carry out programs, their financial reports ought to make it easy to judge performance on a program basis!

Program budgeting works in non-profit institutions by Roderick K. MacLeod. Harvard Bus. Rev., Vol. 49, No. 5, September-October, 1971, p. 46-56.

In non-profits the principle conceptual innovation in PPB is disciplined thinking about what an agency is producing. Program budgeting permits organization of economic data relative to a decision involving the allocation of resources. Included is an example of goal setting; a survey of the professional staff's allocation of time; analysis of expenditures; determination of units of output.

See also the reply by Charles W. Bates. Harvard Bus. Rev., Vol. 50, No. 1, January-February, 1972, p. 32-34.

The author chids MacLeod for going along with the tradition in the health and welfare field that fails to demand that professionals be accountable. The point is made that overhead may be allocated quite accurately and that cost-accountability for services should be done on a systematic basis.

NOTES

**HOLDING BOTH PAID STAFF AND
VOLUNTEERS RESPONSIBLE FOR
MEASURABLE RESULTS CAN BE
CONSCIOUSNESS RAISING IN WISE
USE OF BOTH PAID AND UNPAID
TIME**

Under some circumstances, donated services are to be valued at the prevailing wage rate in the organization or local community.

1. The services performed are a normal part of the program or supporting services.
2. The organization exercises control over the volunteers tenure and duties.
3. There is a clearly measurable basis for the amount recorded.

Volunteer fund raising and other services not directly supervised sufficiently to enable the organization to measure the value of the time donated are excluded.

Volunteer efforts in auxilliary activities or other services that would not otherwise be provided as part of the operating program are excluded.

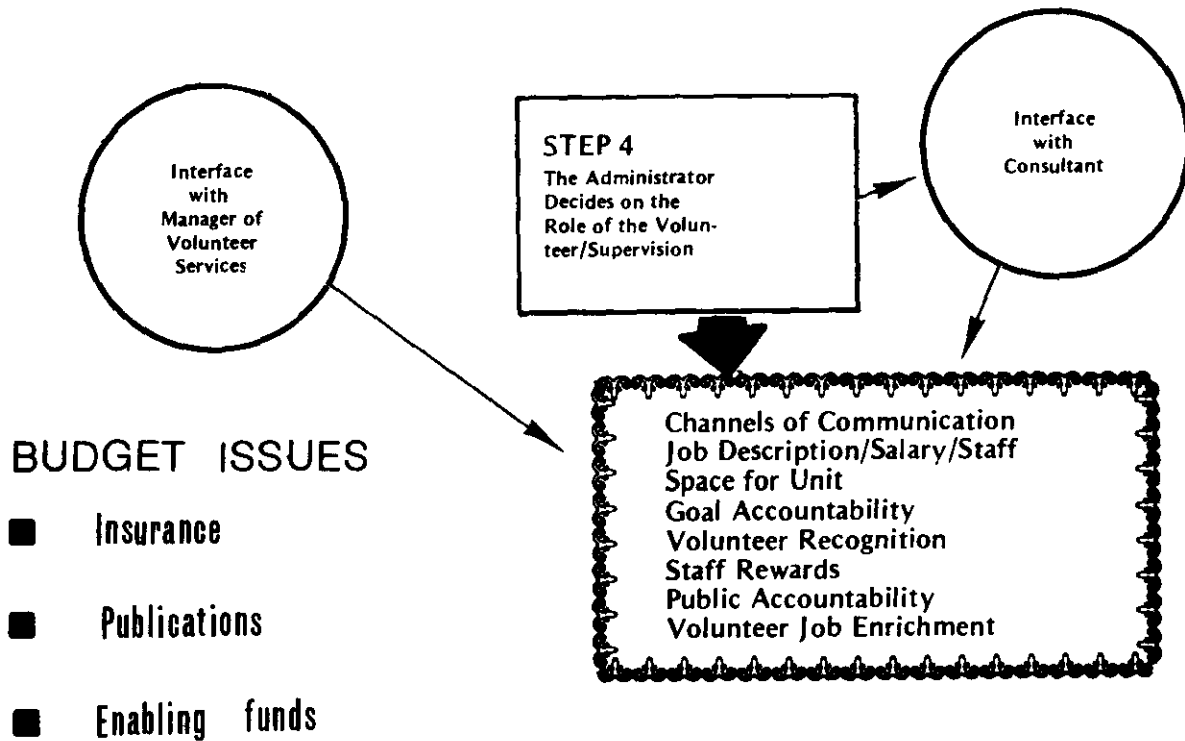
AICPA Audit Guides

Audits of Voluntary Health and Welfare Organizations, 1974

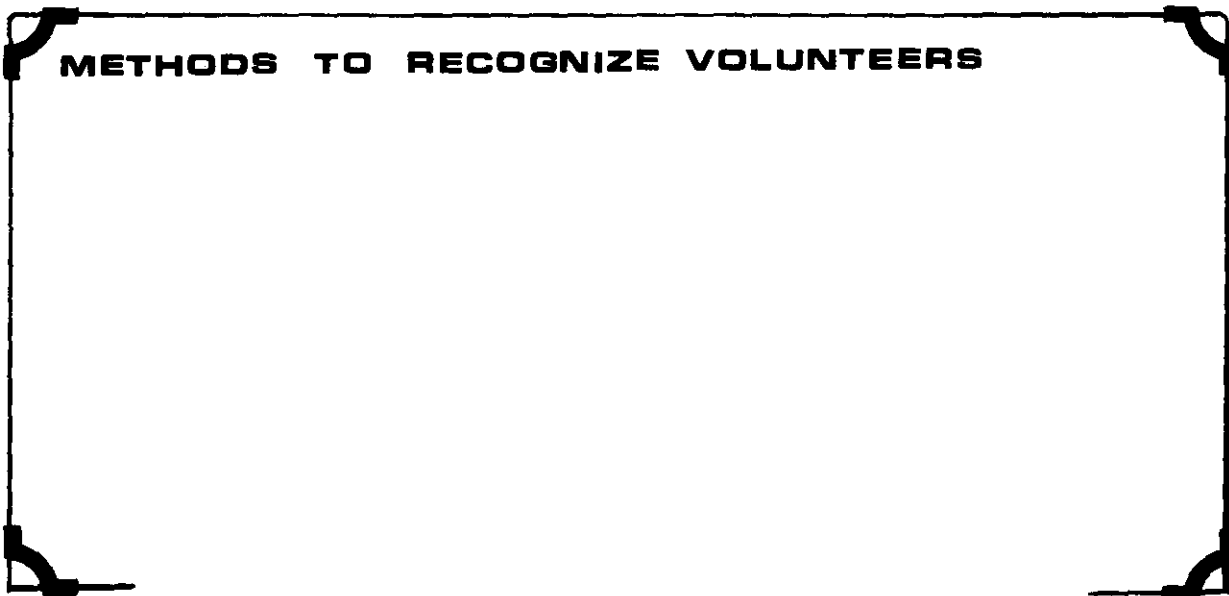
Audits of Nonprofit Organizations Not Covered by Existing AICPA Industry Audit Guides, 1978

Both may be obtained from the American Institute of Certified Public Accountants, 1222 Avenue of the Americas, New York, NY 10036.

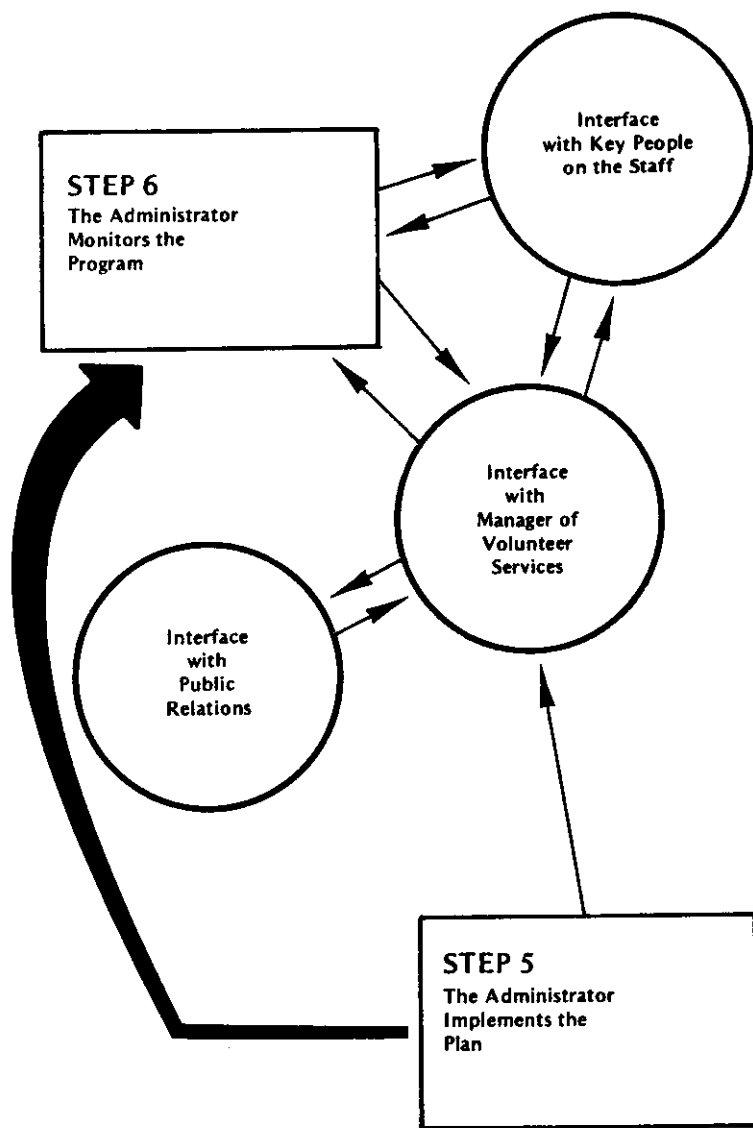
The basic standards of "generally acceptable accounting principles" for nonprofit accounting. Although, written for accountants and rather technical, anyone responsible for oversight of a nonprofit organization should have access to a copy of the appropriate guide. Both provide detailed instructions on how to handle various accounting situations and present suggested or required formats for financial reports.



A formal volunteer recognition program should be in place and in the budget!



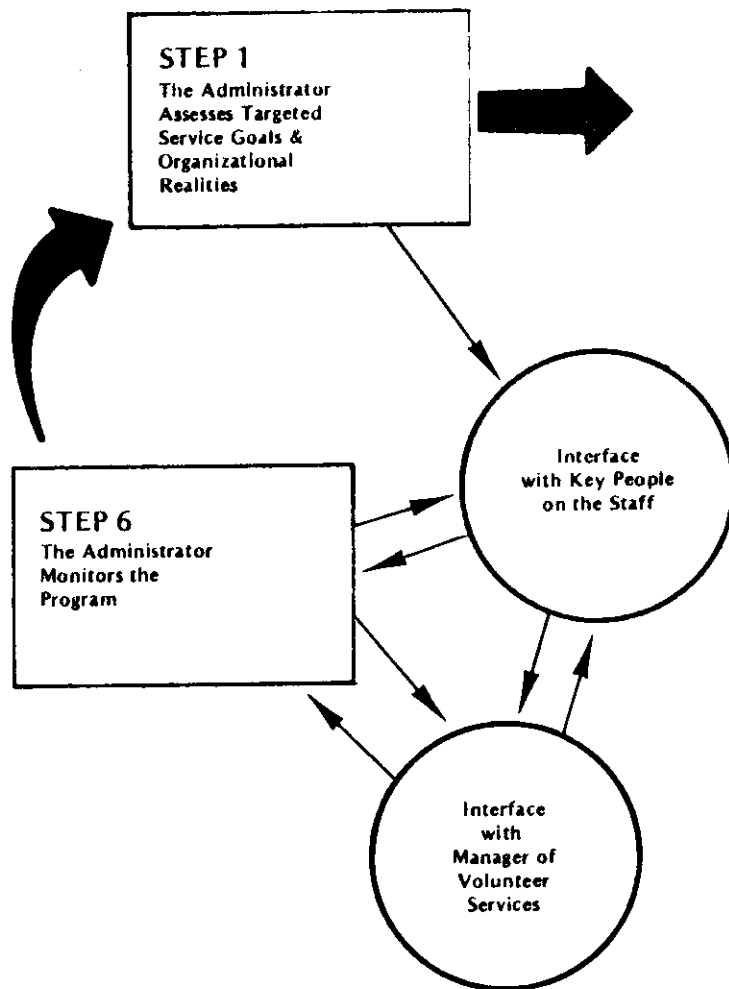
VOLUNTEER: The National Center for Citizen Involvement publishes an annual Volunteer Recognition packet for a nominal cost.



There should be an agreement between the Administrator and the Manager of Volunteer Services on what is to be accomplished -- within a time frame.

NOTES

The administrator should support the Volunteer Services Program by public statements to the community and the recruitment of agency staff who are receptive to working as teammates with volunteers.



PROFESSIONAL RESOURCES IN VOLUNTEER ADMINISTRATION

LOCAL



The Community College of Allegheny County - Center North provides courses and workshops in volunteer administration and leadership. Programs are sponsored by the Community Services Center Institute for Volunteerism. For more information call 366-7000, Ext. 43.

The Volunteer Action Center is at 200 Ross Street, Room 301, Pittsburgh, PA 15219. Office hours are 9:00 to 5:00, Monday through Friday. The telephone number is 261-6010.



VAC recruits, interviews and refers volunteers to nonprofit organizations within Allegheny County. VAC maintains a library of resource material on all aspects of volunteering and volunteer administration and provides consultation to agencies and organizations in establishing and strengthening a volunteer program. VAC also sponsors and cosponsors educational programs in volunteer administration.

NATIONAL



The Association for Administration of Volunteer Services (AAVS) is the professional association representing administrators based on the demonstration of competencies required for successful job performance. The Association publishes the ethics of Volunteer Administration and performs educational accrediting. Benefits of membership include two journals Volunteer Administration and Voluntary Action Leadership, a newsletter, and reduced registration fees at workshops. For more information write AAAS, P.O. Box 4583; Boulder, CO 80306.



VOLUNTEER

The National Center
for Citizen Involvement

VOLUNTEER: The National Center for Citizen Involvement, 1214 Sixteenth Street, N.W. Washington, D.C. 20036, 202-467-5560 offers information, support and services to strengthen the citizen voluntary sector. Publications include Voluntary Action Leadership and Volunteering. This is the organization that has evolved from the former NCVA and NICOV.

