

City of Philadelphia
Department of Recreation

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**VOLUNTEER
MANUAL**

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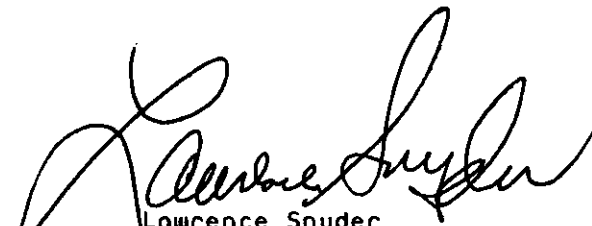
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F O R W A R D

Under normal circumstances the need for volunteers in a Recreation Department is a means of enhancing the program. The supervisor of any facility, district, region, section or division, in fact even the Commissioner of a department, can offer more to the public by making use of volunteer services. Whether of a special or advisory nature, just as a weather vane gives one wind direction, so can the volunteer help to give direction to a program.

In light of current economic and energy problems, volunteer services are no longer just an enhancement, but are essential.

The two young people who have put this manual together are to be commended by professional staff and the public for developing this manual which is so essential and worthwhile. The manual will be of tremendous use in meeting the mandate of the Recreation Department today.



Lawrence Snyder
General Supervisor

P R E F A C E

THINK ABOUT IT, DO YOU REALLY KNOW WHAT A VOLUNTEER IS?

The idea of volunteering is not new! A volunteer is someone who has a whole lot to offer, be it a great deal of time or talent or just a little; a person who is interested in helping you help the community. The volunteer is an enhancement of you and the program, not a replacement. In exchange for that enhancement you and the program can provide satisfaction to the volunteer for a job well done.

We have developed this manual for you the facility staff members; who have or who will have direct contact with the volunteers. We hope that the manual will give you, that have yet to profit from the services of volunteers, the incentive to use them.

And for those that have reaped the benefits from their services, some hints and guidelines on finding, keeping and most of all, appreciating them.

ACKNOWLEDGEMENTS

We would like to give special thanks to all of the professionals in the field of Volunteerism throughout the City of Philadelphia, who gave so graciously of their time, effort and patience. Without their help the manual would not be. The endless hours of conversations have taught and enlightened us more on the subject of volunteers than any of the books, articles, pamphlets and manuals that we have read. They are in the volunteer field, they have developed the programs, written the manuals and most of all, worked with the volunteers on a day-to-day basis.

Also thanks must be given to the many people within the Department of Recreation who contributed so many ideas and thoughts that played an enormous part in the decision on what material should be included within this manual.

Special thanks also to Eileen McCann who gave us a helping hand wherever and whenever we needed it. And most of all to Virginia V. Lewis and Arleen Vann for the help that they gave us with the format of the manual and the typing. Thank you!

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I DEFINITION OF A VOLUNTEER

1

WHAT IS A VOLUNTEER...

1. A Volunteer is a person who, because of a desire and the available time, wishes to offer his/her services to an agency.
2. Volunteers are valuable, especially in these days of staff shortages. They provide a depth and extension of service rendered to your participants.
3. It takes the same depth of commitment to be an effective volunteer as it does to be an effective employee.
4. Volunteers are not "FREE"...They call for staff time, particularly in orientation, training and supervision.
5. A specific job description should be agreed upon by both the volunteer and staff.
6. Volunteers should be given responsibilities and the chance for advancement to more challenging assignments.
7. Volunteers have the right to know if they are or are not meeting their responsibilities (job description).
8. Volunteers are not mindless objects to be moved about like chessmen; they do not "belong" to you - they belong to themselves. They do not waive their rights to choice, to consideration, to respect, to sensitive management when they become volunteers. They have the right to be treated as you wish to be treated.
9. Volunteers want to work with you, not replace you or your job.
10. Volunteer participation is an integral part, not a separate unit, of the total agency function.
11. Trust the Volunteer...Confidence in one another is paramount to a successful working relationship.
12. Paid and volunteer personnel have the same goal: success of the program.

CATEGORIES OF VOLUNTEERS

Growing numbers of Americans today have the time, the energy and the desire to volunteer. This opportunity for meaningful participation serves as an outlet for their varied interests which range from cultural and recreational activities to involvement in educational, political and social concerns.

The 1970's have brought to the scene a whole new range of volunteers, augmenting the ranks of the traditional volunteer. People of all ages and varying income and ethnic groups are volunteering for a variety of reasons.

To effectively utilize this reservoir of people power, we must identify and be familiar with the various roles in which the volunteer may function. The following is a listing of 6 broad categories indicating the various roles played by volunteers:

1. Direct Service Volunteers provide service through one-to-one or small group relationships. These volunteers give their time to activity tasks such as program services.
2. Indirect Volunteers - individual does not have personal direct contact with participants; typists, phone, receptionist, etc.
3. Administrative Volunteers provide service to plan, implement and evaluate program. The administrative volunteers donate their time to leadership tasks as officers, board members, committee members. They may be elected or appointed, e.g. board chairman, committee chairman.
4. Group Volunteers - individual is member of "team" or entertainers, staff of a camp, shop, food distributor, park, recreation center, etc.
5. Donor - individual who provides equipment, supplies, money, tickets, scholarships, etc.
6. Fund Raising Volunteers provide the volunteer support to raise the needed funds to maintain the operation and programming of the organization to which the volunteer is aligned.

Volunteer Roles and Job Descriptions

Some time should be taken to consider the volunteer positions in detail. The first step is to briefly outline what positions the volunteers can and will fill. These should be evaluated to see that they meet the corresponding objectives. For every position or role that is to be filled you should be sure to develop a job description. This is a detailed definition of the volunteers duties and responsibilities. It outlines what the organization or group can expect from the volunteer and what the volunteer can expect from the organization or group. The composition of a job description ensures that all aspects of the volunteer position have been carefully explored, planned and approved. Furthermore, it will prove useful for recruiting and interviewing purposes in that it included a clear description of the job requirements and the qualifications of the person who is to do it. It is also a foundation for training, supervising and evaluating the new volunteer. The job description should include:

- *Job title (important - lends dignity to a job)
- *Time requirements (on the job, duration)
- *Reimbursement requirements? (also meals?)
- *Supervisor (Connector)
- *Purpose of the job and its relationship to the overall program (perhaps outline the specific objective of the volunteer work--makes it more tangible and also gives identity within the program)
- *Duties and responsibilities (list duties involved and personal characteristics expected, i.e., confidentiality)
- *Basic requirements (list skills, mobility, training experience etc. needed for performance of the job where applicable)
- *Orientation procedure (how orientation will take place)
- *Training (on the job training?)

Remember that the job description in many ways acts as the agreement or "contract" between the volunteer and the organization or group. In that sense, it protects the volunteer's rights as well as gives the organization or group a basis for approaching a volunteer who is not living up to his/her responsibilities. It is in the interest of both, then, that the job description be explicit as possible. It is important that it be open to change, however. You may want to develop your job description with your volunteer or reconstruct it with them at different intervals. So while making your job description explicit be sure both you and your volunteer periodically evaluate its need for change. See APPENDIX C for a list of the rights and responsibilities of a volunteer. You may or may not want to include them in your job descriptions.

TEN COMMANDMENTS FOR VOLUNTEERS AND STAFF MEMBERS

FOR STAFF

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. Teach volunteers the "jargon of the trade". They should be able to communicate in the same "language" as the professionals.
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/her an insider too.
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.

There are no easy "short-cut", "no-sweat", sure-fire ways to recruit volunteers, and NEED is not enough. The keys to successful recruitment are:

1. having a well-organized, attractively presented, growth-oriented volunteer program for which to recruit; and,
2. to be daring, imaginative and constant in recruitment efforts.

Preliminaries to be worked out in advance of sending out a call for volunteers include:

1. Clear definitions of projected roles of volunteers in relation to the goals of recreation programs.
 - a. Whom does program seek to help?
 - b. What needs does it try to meet?
 - c. How will it try to meet them?
2. Understand why a volunteer is being sought rather than professional staff.
3. Job Descriptions should be designed to make assignments clear but should not be so confining as to jeopardize individual initiative.
4. Make adequate preparation for handling responses to recruitment drive -- be certain that interviewers have been trained to answer questions and assist new volunteers.
5. Be aware of and respect a variety of documented Motivation factors which include altruism and self-interest:

reaching out to people in need
 trying to solve a problem of society
 doing something for a cause
 serve as advocate to advance cause of others

In own interest (consciously or unconsciously) the volunteer may hope to:

learn to grow	use skills
make new friends	test out career possibilities
belong to a group-team	come to terms with his (her)
develop new interests	conscience

There are three general categories of recruitment. They are not mutually exclusive, nor is one "better" than the others. The utilization of all three, with the willingness to take risks and learn from successes and failures, yields the best results. The three categories are:

- I. Direct Recruitment: personal contact between recruiter and prospective volunteers; i.e.: as speaker to a group, or in one-to-one discussion with an individual.
- II. Indirect Recruitment: the distribution of printed materials; the use of newspaper ads; public service announcements via electronic media; posters, etc.
- III. Delegated Recruitment: the responsibility for recruiting is undertaken by another group, i.e.: volunteer bureau/voluntary action center, auxiliary, fraternal organization, religious group, service club, etc.

Sometimes an organization of persons in a particular profession, or who have a specialized skill can be utilized to fill a finite need. In addition, a particular club or group may take on a project utilizing all its members as volunteers.

Methods of Recruiting

A California state study of volunteer recruiting methods showed these to be the most popular recruiting methods:

word of mouth, personal contact	87%	newspapers	45%
radio - T.V.	36%	former staff	4%
colleges, universities	9%	public speaking	68%
direct mail-outs, brochure,		volunteer bureau	35%
letter	48%		

Many of these are used together. For example: while a future volunteer may hear about your agency through word of mouth, they may also see an ad on television or in the newspaper.

In asking for volunteer assistance, it is well to bear in mind the following realities:

1. Volunteers can usually only work part time as they may be holding full or part time jobs.
2. They work only because they want to.
3. Their private reasons for doing volunteer work may affect their choice of jobs and their performance of the job.
4. Since they do not receive any pay, they need other kinds of compensation and attention.
5. Volunteers cost an agency time in staff training and supervision in order to keep them (the volunteer) useful and happy. In some cases an agency might have to spend additional money for staff to supervise volunteers.
6. Suggestions from volunteers on agency policies can sometimes improve the program or services as they see things with a "fresh eye".
7. Volunteers do not compete with or fill the place of paid staff but complement and augment staff. At the same time, if a job requires full-time, consistent day-in and day-out work, get a salaried staff person.
8. Volunteers often are thought to be undependable. A Department of Labor study showed that absenteeism runs no higher in volunteer workers than in unmotivated paid workers. The answer is - run a good volunteer program, keep the volunteer's interest high - overwork rather than underuse and the volunteers will be dependable.
9. Volunteers can add an infinite number and variety of skills to programs. They are as heterogeneous as our varied population, all ages, races, socio-economic levels, professionals of all kinds.

See Appendix D

IV. INTERVIEWING AND SELECTION

Interviewing

Why have an interview? Surely if someone is volunteering their services they should be allowed to give their services freely without having to be "cross-examined". Why, then, all this red tape? There are a number of reasons.

1. The interviewer wants to learn as much as possible about the person's skills, aptitudes and interests.
2. The interviewee wants to know specifics of a particular job or what other volunteer opportunities are available for his/her qualifications and which will meet the personal goals of the individual.

This kind of exchange puts him/her more readily in a position to choose a job they would like to try. Interviewing and other aspects of the selection and placement process are vital for the volunteer's future satisfaction at his/her work since the volunteer's enjoyment is largely dependent on the suitability of the job. There are, of course, some volunteer jobs that almost anyone can do and therefore require no greatly detailed screening process. The interview, in any case, is an excellent way to meet and welcome a volunteer.

A comfortable meeting place will help to make each person feel at ease. It is so important to be honest and yet not destroy confidence or enthusiasm. A little diplomacy will go a long way.

It is well to repeat the specific purposes of this meeting - carefully review the Job Description so that the exact duties and expectations are clear.

If an Application form has been filled out, it will provide leads to draw out further information concerning skills, attitudes, experience and interests. Using "open" questions will help provide a good two way conversation that should tell the essentials.

See Appendix E

ORIENTATION AND TRAINING

ORIENTATION

The moment you have placed a volunteer in one of the volunteer jobs offered by your organization, orientation begins. Let's look at several basic ways orientation can take place:

1. The volunteers should be filled in on practical details, such as where parking is available, where they can leave their coats, etc.

The volunteer can be provided with assorted background literature about your organization or group. A good sense of an organization's history and purpose helps the volunteer see the purpose and place of what she/he is doing. The literature will also familiarize the volunteer with the basic workings of the organization or group. Some ingredients of a good orientation checklist: Goals, future plans, other departments and programs, methods we use, relationship to other agencies.

2. Meeting the staff workers and other volunteers with whom the new volunteers will be working is equally important (also board representatives). Each person should be casually introduced with a brief explanation of what they are responsible for. Some time perhaps should be allowed for the volunteer just to watch the workings of the organization and familiarize themselves with it.
3. The volunteer should be introduced to their supervisor who, in turn, should take some time to get to know the volunteer. The job supervisor should again outline the job description and answer any further questions the volunteer has about it (you might want to have the job supervisor and the volunteer re-draw the job description together after the volunteer has been working for a while). The job supervisor should also show the volunteer where she/he will be working, and all materials are available.
4. The timing and content of future training the volunteer will receive (if it is known) should also be clearly outlined at this point, so that the volunteer will have a clear idea of what to look forward to. Of course, as mentioned before, training is not always applicable to every job.

TRAINING

The distinction between orientation and training is often quite fine. Ongoing one-to-one training begins with orientation and continues indefinitely. In most jobs the volunteer will be continually facing new situations and new problems and will thus have new questions to ask his/her supervisor or the director of volunteers. This type of informal question and answer type training occurs with or without formalized training (it should not be taken for granted, however).

On the other hand, if you feel there are some needed basic skills that are not provided through simple orientation, you may want to provide some formalized training for your volunteers. It might be mentioned here that not all volunteers will react positively to the idea of training. For those who are not sure of their skills and are promised training to develop them, training is a welcome idea. You may, however, find that some volunteers regard training as a lack of confidence, on the part of the organization or group, in the volunteer's abilities. After all, the volunteers are giving their services free! Why all the fuss? It is for this reason that training must be handled with sensitivity. It must be clear that training is not a sign of lack of confidence, and as much effort as possible should be made to involve volunteers in deciding what training is needed and what methods will be used. There should be an understanding by all (staff and volunteers) then, of what merits training will bring.

There are a number of things to consider in planning for a training session:

1. First of all, the skills that the volunteers need to practice and develop should be clearly identified by the volunteers (those who are already familiar with the organization) and you. It will be the goal or purpose of your training session(s) to refine these skills (you may want to focus on only one or two skills per training session).
2. The resource people for these sessions could be people within your organization or group, one or several of your volunteers, yourself or people from outside who have experience and knowledge to share about the skills you want to develop. Consider all possibilities. Those who lead the training session should have some ability for making people feel comfortable and open. Your trainees may not be used to this type of group learning situation.
3. Identify the characteristics of those who will be taking part in the session (i.e., age, experience, number, possible expectations, etc.) Getting some idea of who will be taking part will help you as you decide which training methods will be most effective.
4. The next step of course is to identify the training methods you will use to accomplish your goals. Apart from fitting in with your overall goals, the specific purpose or desired result of each training ingredient should also be identified. Try to use methods which encourage

participation and active feedback, and which are experiential in nature (and fun). Don't give an hour-long lecture--you want variety and action. Once you have chosen your methods they need to be arranged in some logical sequence within a certain time framework (we will look at the methods and time framework in more detail in the Actual Planning section).

1. Different Types of Training.

- a. Pre-job Training, (small groups: 3-6 volunteers):
Staff and experienced volunteers conduct short sessions on the technical aspects of a specific assignment. TOOLS: handbooks, films/slides, observation, demonstration, lectures.
- b. On-the-job Training, (one-to-one): Techniques: "trial run", role-play, skills workshop.
- c. Continuing Education: Resources: seminars, workshops; formalized classes, (adult education, university extension); management training.

VI. PLACEMENT AND SUPERVISION

A volunteer should be given assistance in choosing an activity suitable to his or her goals and needs, and compatible with his or her skills and interests. Motives such as the desire to work as part of a team, reestablish old skills, develop new interests or test career possibilities, are just as valid as the motives of sharing oneself or advancing a favorite cause. The accomplishment of a meaningful agency or organization task must be the overriding objective in volunteer placement.

The organization or agency should secure a meaningful time commitment from its volunteers: a contract could be used to reflect this commitment specifically in terms of length of service and regular work schedule.

Placement, on a trial basis, provides both the staff and the volunteer an opportunity to determine how appropriate the volunteer is for his/her position. When the trial period is completed it is very easy to expand time and responsibility.

MISTAKES (!):

a. Underplacement, (most common):

1. In terms of numbers: (i.e., 10 people to do a 3-person job).
2. In terms of capabilities: (i.e., a graduate counselor doing filing).

b. Overplacement:

1. Assigning jobs which exceed the knowledge and/or experience of the volunteer.

"HOW DO I DEAL WITH SUPERVISION OF VOLUNTEERS?"

While untrained volunteers may require more supervision than more experienced staff, it is a sound investment of time. For little more than the cost of supervisory time, a lot of help will be received, and local citizens will be directly involved in the process. Adequate supervision also allows each volunteer to grow individually while minimizing the risk of accidents.

Supervisors need to be briefed regarding their special role in the volunteer program. They need to be clear on their own task/program responsibilities in order to take part in the decisions that surround the designation of volunteer positions. Only then can specific volunteers be assigned to a supervisor. The line of authority between the volunteer and supervisor should be clearly stated, preferably in writing, to avoid any potential misunderstanding later. Care should also be taken to insure that each volunteer is given an assignment that is worthwhile and not just "make work".

Supervision should include some system of organized feedback for volunteers. The progress of each volunteer should be reviewed periodically. Individual growth should be encouraged by providing increasingly responsible and challenging assignments as appropriate. Keep good records of job assignments, time worked

and special training, and preparing written recommendations/commendations may mean more work for the supervisor. That extra effort, however, does much to increase the value of the work experience for the volunteer.

- A. Ongoing direct supervision is important in order to:
 - 1. Assure the full utilization of the volunteers' skills and energy to the advantage of the agency;
 - 2. Allow the volunteer to grow and develop through his/her activities;
 - 3. Maximize the benefit and satisfaction to the volunteer from his/her work experience; and
 - 4. Provide a forum for discussing problems and giving appraisal, evaluation and appreciation.

- B. There may be times when it becomes necessary for the agency to terminate a volunteer.
 - 1. It is vital that this be done with minimal criticism to the volunteer. The supervisory and evaluation process may provide a means of helping the volunteer see why he/she should leave.
 - 2. If possible, alternative voluntary positions should be offered to the volunteer.
 - 3. When possible, the original job assignment should include the date when the assignment will end.

- C. Agencies need to be especially careful if they are placing volunteers under the supervision of part-time staff, or under those less experienced in supervision. Training of staff to be supervisors is often as important as training volunteers.

VII. EVALUATION

Line staff, (person to whom the volunteer is assigned) are most often responsible for evaluation procedures. The particular job and program usually will determine the frequency and method of the performance review. Supervisors will arrange appropriate systems.

SAMPLE EVALUATION FORM:

I. EVALUATION - Comments and Impression

1. Orientation
2. Program Assignments
3. Communications and Relationship with Staff
4. General Comments

VIII. RECOGNITION

Call it what you will, it is that something that makes you smile inside, or even outside, and feel warm around your heart.

In the Delaware Valley there are almost as many kinds of recognition (reward) of volunteers as there are agencies - and equal numbers of opinions, if one asks. It is one of the human truths that each of us needs to be needed, so, surely, is recognition. The form and shape and method are probably less important, but recognize we shall by the very acceptance of each volunteer to fill each need. And full credit to staff must always form a large part of recognizing the volunteer.

For different suggestions on how you might recognize and show appreciation for your volunteers, please refer to Appendix F.

Resources:

Ruth Cohen, Director of Volunteer Services
Association for Jewish Children
Philadelphia General Office
1301 Spencer Street
Philadelphia, PA 549-9000

Kerry Dibble, Director of Volunteer Services
Magee Memorial Hospital
1513 Race Street
Philadelphia, PA 864-7140

Susan J. Ellis, Director of Energize
A training and consulting firm specializing in volunteerism.
5450 Wissahickon Avenue
Philadelphia, PA 438-8342

Mary Flock, Director of Volunteers
Catholic Social Services
Archdiocese of Philadelphia
222 N. 17th Street
Philadelphia, PA 587-3971

Jacob Haber
University of Delaware (Wilcastle)
Wilmington, DE

Lillian Noren, Director of Volunteer Services
Graduate Hospital
19th & Lombard Streets
Philadelphia, PA 893-2279

Vivian Norton
Volunteer Action Council of Philadelphia
#7 Benjamin Franklin Parkway
Philadelphia, PA 568-6360

Lester Sacks, Coordinator of Volunteer Program
City of Philadelphia Volunteer Programs
510 Municipal Services Building
Philadelphia, PA 19107 MU 6-2848

United States Government
Department of Interior, Heritage,
Conservation and Recreation Services
Northeast Regional Office
600 Arch Street
Philadelphia, PA 597-7992

Voluntary Action Center of New York City
Mayor's Office for Volunteers
250 Broadway Room 1407
New York, NY 10007

IX. RESOURCES, cont'd

VOLUNTEER

The National Center for
Citizen Involvement
1214 16th Street N.W.
Washington, DC 20036
800-424-8598

SUGGESTED READINGS:

By The People: A history of Americans as volunteers.
by Susan J. Ellis & Katherine Noyes

Effective Management of Volunteer Programs
by Marlene Wilson

Volunteers Today: Finding, Training and Working With Them.
by Harriet H. Naylor

Volunteers: How to Find Them...How to Keep Them!
by Mike Haines

Step by Step: Management of the Volunteer Program in Agencies
by Marie MacBride

Standards and Guidelines for the Field of Volunteerism
Edited by Ann Jacobson

Recruiting, Training and Motivating Volunteer Workers
by Arthur R. Pell

The Volunteer Community:
Creative Use of Human Resources
(2nd Edition)
by Eva Schindler Rainman and Ronald Lippitt

Orienting Staff to Volunteers
by Ivan H. Scheier

WHY I'M NOT A VOLUNTEER

(a not-so-tongue-in-cheek confession of a former volunteer)

Somehow, I get the feeling that not to be a volunteer in someone's program today is to be uncivilized. But, like many of my fellow sitter-outers, I have reasons for letting opportunity pass me by. You, the program operator, the professional, have supplied me with them. Do you really want to know why I am not a volunteer?

1. For a long time I never knew you wanted me. You communicated quite well, "I'd rather do it myself, mother". You are articulate in expressing your needs in dollars and decimals. Your silence on service, I figured, was your last word.
2. Once you did call for help, and I stepped forward. But you never told me how to get started. I later thought that maybe what you actually said was, "Why don't we have lunch...sometime?"
3. I persevered however. I reported for duty. You turned me over to a department head and he, in turn, sent me down to the section chief. He was out, and the secretary did not know what to do with so rare a species as a volunteer, so she suggested that I get in touch next Tuesday. I called, but my message got lost.
4. I might have overlooked the runaround. People cannot be blamed for doing the best they can, and the worst and best are hard to distinguish in the emptiness of a vacuum. For some reason, I thought you, as their leader, would have given a bit of thought beforehand to what you would do with me, a volunteer, or at least to let someone else know I was coming and give them the worry of organizing the situation.
5. Come time for the spring mail-out, and I and my neighbour appeared on the scene. We worked: for two days we licked stamps and envelope flaps, until the steak at supper tasted like tongue. Then I learned from the slip of a clerk that before our coming you had turned off the postage machine. I really cannot blame: if you had not gone out of your way to make work for us, what could a couple of volunteers have done for two whole days?
6. I tried again, a number of times. But you really did not expect much from me. You never trained me, nor insisted that my work be to a standard. A particularly tough day was coming up for the crew, and I cut out—it was a perfect day for golf. On my return, you said nothing about my absence, except to ask about my score. I never learned if my truancy made any difference.
7. In spite of all, I think I did make a contribution. But the only real thanks I got was a letter from you—a form letter. I know how "demanding" this letter was on you. My neighbour had typed the master copy, I had copied it, and together we had forged your name, stuffed the envelopes, sealed, stamped and mailed them.

BILL OF RIGHTS FOR VOLUNTEERS

- 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.

VOLUNTEER RESPONSIBILITIES

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.

A VOLUNTEERS CODE OF ETHICS

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 openmindedness; 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.

VOLUNTEER JOB DESCRIPTION

Job Title:

On-the-Job Supervision:

(Name of staff member responsible for assignment)

Objective:

Responsibilities: Job assignments could include:

- 1.
- 2.
- 3.

Qualifications:

Training and Preparation for Job:

Evaluation:

Commitment:

Signed _____
Volunteer

Agency Staff

Date

RESOURCES FOR VOLUNTEERSWORK SHEET

- I. You must know your volunteer population.
When searching for Volunteer Resources consider:
 1. What does the whole community offer?
 2. Where can specialists be found?
 3. What's around this particular agency?

- II. What's "in it" for a person to volunteer for you?
 1. Previous connections
 2. Emotional appeal
 3. Career Exploration
 4. Education
 5. Sociability
 6. Business connections
 7. Status
 8. Information

VOLUNTEER RESOURCES

A few suggestions include:

American Association Retired Persons

American Association University Women

American Black Council

Adult Education Depts.

All Catholic organizations -Women's Alliance, Charities, Guilds, Blind,
Neuman Clubs, Knights of Columbus, Retired
C.S.S. staff.

All Senior Citizen potentials -RSVP, Senior Citizen Services, Retirement
Homes.

American Red Cross

Community Colleges

Community Service Corps - Parochial and public schools.

Council on College Community Involvement-institutions with "field
assignment" credit courses in Latin American, Gerontological, Occupational
Therapy, Reading, Career Service, Social Studies courses.

Union or Craft Guilds

Ethnic Clubs

FISH

Grey Panthers

Kiwanis-small cities and Key Clubs (H.S. students)

Parish Social Ministries-programs, community Leaders, collaborative group
services.

Pa. Society of Farm Women - 4 H Clubs, Rural Groups

Rotary

Scouts

APPENDIX D-2 cont'd

Soroptimists

"Special" C.S.S. Homes-Group, Unwed Mothers, Centers, Girls, Boys,
Nursing State Grange Clubs

Voluntary Action Councils-Delaware Valley areas

Volunteer Clubs.

INTERVIEW WORK SHEET

DATE

Name of Prospect _____

Phone Information Check List

Availability:

Days: _____ Time: _____

Address _____

6 Months _____ 1 Year _____

Transportation: _____

Phone: _____ Age: _____

Recommended by: _____

Interview: _____ Date: _____

Time: _____ Place: _____

Why Volunteer at Rec. Center? _____

Phone Call Follow-Up _____

Interview Agenda (Used by Volunteer Coordinator):

1. What is a Volunteer? (review folder)
2. Qualifications for a Volunteer (interest, dependable, reliable).
3. Review items in briefing kit.
4. Applicant completes application.
5. Review application (check dependability, motivation, health).
6. Why does applicant want to Volunteer at a recreation center?
7. Review service guides to determine placement.
8. Tour - briefing on assignment, rules, and regulations, sign-in, etc.
9. Placement interview: Date _____ Time: _____ Place: _____

Follow-up interview

Check list (indicate good, fair, poor)	<u>Interviewer</u>	<u>Reference Letter</u>
1. Realistic availability to serve.	_____	_____
2. Motivation for service	_____	_____
3. Desirable characteristics: Humor _____ Maturity _____ Stability _____ Dependable _____ Supervision _____		
4. Health		
5. Enthusiasm, initiative.		

Office Use Only:

Reference Letters: Prepared _____ Mailed _____
 Placement Check List: Department _____ Service Guide Updated _____
 Supervisor Contacted _____ Interview date okay _____
 Applicant Contacted _____ Accepted _____ Startind Date _____

APPENDIX F

Ways of showing recognition and appreciation for your volunteers and their service:

1. Smile
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to a volunteer's family.
22. Provide a nursery
23. Say "Good Morning".
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence
27. Award plaques to sponsoring groups.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon".
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

By: Vern Lake Volunteer Services Consultant, Minnesota Dept. of Public Welfare

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night".
69. Plan staff and volunteer social events.
70. Be a real person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.
90. Maintain safeworking conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas Cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You".
101. Smile.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.)
84. Send commendatory letters to prominent public figures.
85. Say "we missed you".
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.

SECTION VII. TAX DEDUCTIONS

Many volunteers are unaware that certain expenses incurred in connection with their volunteer work may be deducted from their federal income tax.

What Expenses are Deductible?

Your time is priceless...maybe that's why the IRS won't allow tax deductions for time or services that you contribute to a charitable organization!

However, the following expenses are deductible:

Out-of-pocket expenses that you pay in rendering services without compensation (i.e., volunteer services) are considered as contributions. These include:

amounts you pay for transportation from your home to the place where you volunteer (mileage/busfare).

reasonable payments for necessary meals and lodging while you are away from home rendering donated services to a qualifying organization.

unreimbursed expenses directly connected with and solely attributable to gratuitous services you may perform for a church or charitable organization.

Reasonable unreimbursed out-of-pocket expenses spent for underprivileged juveniles to attend athletic events, movies, dinners, etc., by an adult selected by a qualifying organization whose goal is to reduce juvenile delinquency (through individual guidance in sound characted development). These programs can include VIP, Big Brothers, tutoring programs, etc.

Automobile expenses: You may deduct unreimbursed out-of-pocket expense directly attributable to services you render to a charitable organization such as expenditures for gas, oil, etc., in operation of your car.

-OR-

Instead of actual expenses, you may use a standard rate of 7¢ per mile to determine your contribution. Under this method, parking fees are deductible in addition to the 7¢ per mile.

Per diem allowance: If you perform volunteer services for a charitable organization and receive a per diem allowance to cover reasonable travel expenses (lodging, meals, fares, etc.) while away from home, you may deduct the difference between your expenses and the per diem IF the expenses are greater.

Cost of uniforms as well as their upkeep...if the uniform has no general utility and is required to be worn while volunteering.

Dues, fees or assessments that you pay to qualified organizations...if they exceed the monetary value of benefits and privileges received in return.

Maintaining a student in your home: You may deduct up to \$50 per school month of the amount you pay to maintain in your home a full-time student (12th grade or under), who is NOT a dependent or relative. You must have a written agreement with a qualified organization stating that the student is staying with you to provide educational opportunities for him or her.

What Expenses Are Not Deductible?

You may not deduct expenses for the following:

Expenses incurred to attend a church or group convention solely as a member of that church or group rather than as a duly chosen representative or delegate...that is, if you decide to go for your own information.

Volunteer's own expenses when attending athletic events, movies, dinners, etc., with underprivileged juvenile.

Automobile expenses: You may not deduct a pro rate portion of general repair and maintenance expenses.

Per diem allowance: You may not deduct any expenses for which you have been reimbursed by per diem allowance or as expense monies.

Dues, fees or assessments paid to veterans organizations, lodges, fraternal organizations or country clubs are not deductible.

If you receive any compensation or reimbursement for a student's maintenance you will not be allowed a deduction for any part of your cost of maintaining him in your home.

If you have any further questions about deductible expenses, call your IRS office.

(Department of Treasury, Internal Revenue Service,
Publication #526).