

VOLUNTEERS IN YOUR ORGANIZATION



Ministry of
Culture and
Recreation

Sports and
Fitness
Division

Hon Robert Welch
Minister
Malcolm Rowan
Deputy Minister

This booklet was written by Diane Abbey-Livingston of Pro-Dev Associates for Sports and Fitness Division, Ministry of Culture and Recreation.

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Rep. 8/75 3M

PREFACE

There are many more volunteer organizations today than there were 10 years ago. More than ever agencies and institutions have active volunteers working with staff.

So we are developing a series of booklets on volunteerism and this is the first. It outlines how future trends in society will affect volunteers and organizations who work with them. It gives an overview of how to get and keep volunteers through recruitment, selection, orientation, training and supervision.

The potential and power of volunteers need to be recognized.

Further booklets will focus on volunteer training, how to run a conference, using media to support volunteerism and other topics to meet your interests and needs. Only you can tell us what those are. So, we need your help to complete this series.

A sheet is provided for your reactions at the back of this booklet. Please let us have them. We're waiting to hear from you.

HOW TO USE THIS BOOKLET

This publication has been designed in the form of a workbook in hope that you will actively consider the ideas in relation to your organization. Another hope is that you will invite your colleagues (staff and volunteers) to work through some of the ideas with you and thus use this booklet as a discussion and planning tool.

Organizations are at different stages of development. For some, many of the ideas here will be old hat. For others, the number and scope of action steps will be far beyond immediate energy and resources. I hope you will be neither overwhelmed nor complacent but rather will dig in and carve out a few deliberate action areas to prepare your organization for the future.

TRADITIONAL WAYS OF MAKING COMMITMENTS ARE CHANGING

One of the major changes of our time is the fact that we move around a lot. We expect to see and be in different places all the time.

We no longer expect to live in the same home, or even two homes, or even the same city all our lives.

It used to be that we went to school for about 13 - 20 years. Then, after that, we went out into the world to work or to raise a family.

This flow was well established and predictable.



The commitments we make now are more temporary ones. The "company man" and the "organizational woman" are becoming extinct. By choice and through economic necessity, we are finding ourselves involved in different jobs, in different locations and with different people all through our lives.



This trend is reflected in new types of working situations where jobs are short-term. We also see it in changes in educational systems. Now, schooling is not just for our children. Learning opportunities have been extended to all age groups. The range of subjects and courses available to us span all areas of living. The new pattern is for people to dip into and out of schools guided by their interests and by their personal and occupational learning needs.

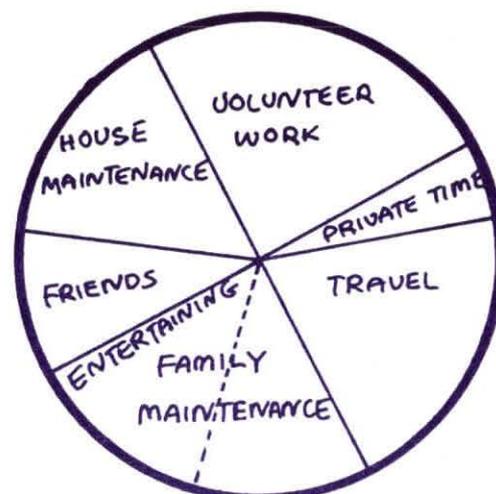
Have these trends been reflected in your life?

You can get a quick picture of this by drawing your life activities in the circles on the next page. All you do is calculate the different proportions of time you spend in different activities.

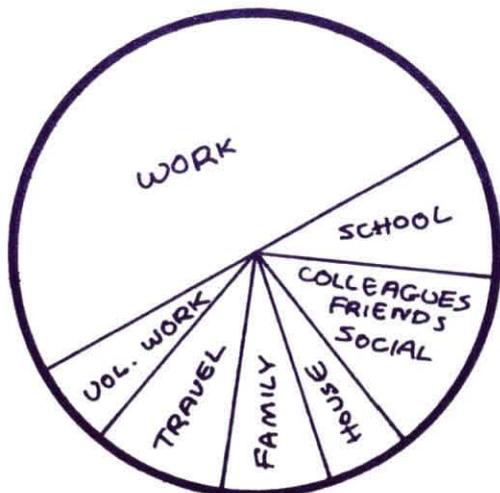
A comparison between you and one of your parents might surprise you!



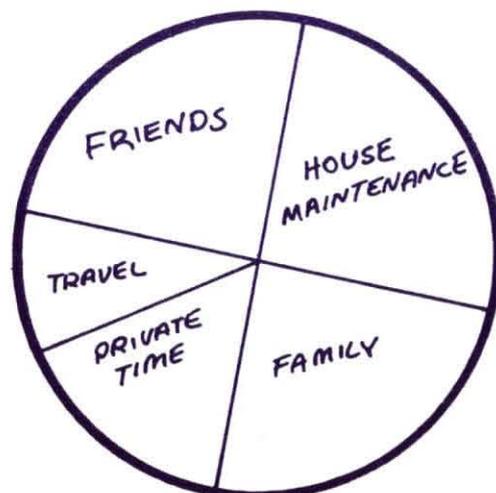
ME 10 YEARS AGO



MOTHER 10 YEARS AGO



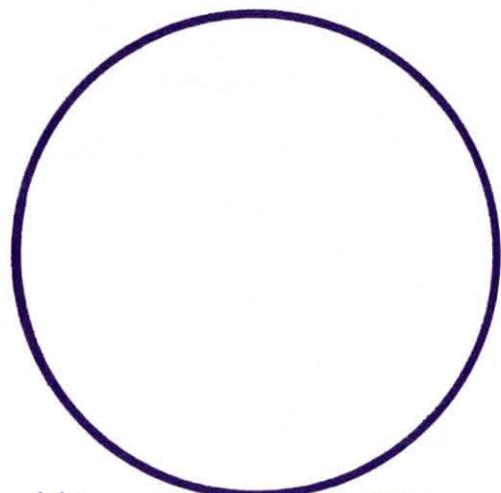
ME NOW



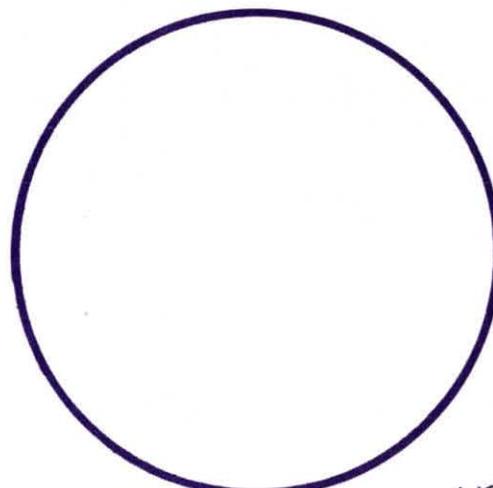
MOTHER NOW

TRAVEL . . . WORK . . . VOLUNTEER WORK . . . SCHOOL . . . CHURCH ACTIVITIES . . .

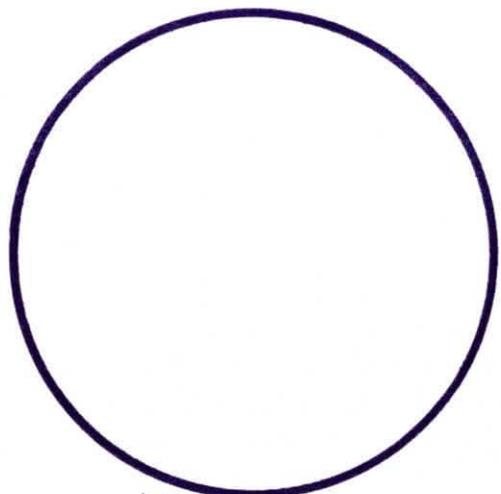
CHILDREN . . . RECREATION . . .



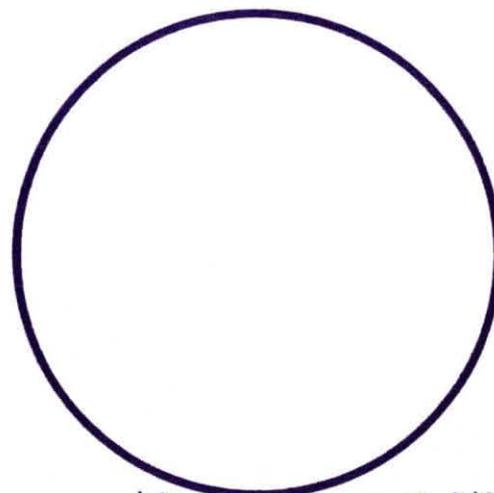
YOU 10 YEARS AGO



YOUR PARENT 10 YEARS AGO



YOU NOW



YOUR PARENT NOW

HOW HAVE YOUR RECREATION INTERESTS CHANGED?
HAVE YOUR VOLUNTEER OR PAID JOBS CHANGED?

This trend to more temporary commitments affects every corner of our society. It also raises some interesting questions specifically for voluntarism.

*Where are we
in relation to these
questions* → ?

How does and will this trend affect voluntary organizations who seek long-term commitments from their volunteers and membership?

Has the meaning of long-term changed?

Does long-term mean two or ten years to you?

How can your organization keep up with volunteers who move in and out of town, and who shift in and out of the labour market?

How can your organizations capitalize on the people-power released through unemployment, under-employment and more flexible and varied patterns of living?

What new support roles are needed to help you cope with the uncertainty of changes in your life styles? Are these new roles for your organizations? Are they new roles for other organizations?

TRADITIONAL STANDARDS OF LEADERSHIP ARE CHANGING

Social status, academic credentials, age and length of service no longer necessarily command authority. The rich can no longer speak for the poor, or elders for youngers, or men for women, or experts for laymen.



The trend now is that authority and leadership are shared among people with skills, desire to participate, and competence developed from life experience. Life experience and inter-personal skills, in terms of what a person can deliver, have become important leadership criteria.



Pressures are changing the way organizations make decisions and who they select for leadership positions.

Organizations themselves are realizing that they can no longer rely on staff specialists to tell them what is needed.

They are recognizing that their staff, their clients, their members and their volunteers are all important sources of information.

They are taking note of the valuable links that volunteers and members form with the community. They see volunteers and members both as sources of information from outside in and as public relations persons from inside out.

At the same time as organizations are making these discoveries, clients, volunteers and staff are challenging the right and effectiveness of organizations to plan FOR instead of WITH people.

Members of local levels of national organizations want to set programs and priorities at the community level.

For many national organizations, the 1970's have been marked by loss of members and by membership apathy. Could this have to do with the way programs have been traditionally developed?

If we look at snapshots of voluntary associations or organizations and compare 1974 with 1954, we see two very different pictures.

The photograph of the Board of Directors no longer reflects the traditional elite of the community. Rather, we see faces of a cross section of skills, interests and backgrounds. The portrait of the service volunteer is equally colorful presenting the shades and hues of all sectors of the community.



Has your organization grown with the times?

Do you see richness of diversity in your volunteers?

Have you acquired the skills that color portraiture requires

- (1) attitudes which value individual rights,
- (2) the ability to work with and capitalize on differences,
- (3) the skills in problem solving and planning.

Or is your organization more comfortable in monochromes? What is the effect on your program planning of having more or less color to work with?

Snap a mental picture of your Board.

	Our Board Now	Hope for Board in 5 years
Age 15-35	___ people	___ people
25-35	___	___
35-45	___	___
45-55	___	___
55-65	___	___

Income Level

under 8,000	___	___
8,000-18,000	___	___
18,000-28,000	___	___
28,000-38,000	___	___
over 38,000	___	___

sex MALES	___	___
FEMALES	___	___

Schooling completed _____

grade school	___	___
high school	___	___
college	___	___
prof. Training	___	___
country of origin	___	___

TRADITIONAL WAYS OF DEFINING AREAS OF RESPONSIBILITY ARE CHANGING



Today's citizens are demanding responsibility in some of the areas previously entrusted solely to experts.

For instance, citizens with different backgrounds, are together tackling community problems such as pollution, transportation, land use and housing.

Business corporations are increasingly accepting some responsibility for community life. Sometimes they lend members of their staff to work with volunteers and voluntary associations. Often, too, they assist with funding.

Who has responsibility for what?

Increasingly the answer is: - those affected by decisions and those with technical expertise are working together with joint responsibility.

This means that clients and agency personnel or volunteers and paid staff are sharing responsibility in decision-making. Joint planning and problem-solving is also happening between government and private enterprise and between head offices and their local-level organizations.

Some organizations are just beginning to see the need for and the pay-offs from shared responsibility among involved, interested and skilled persons.

The growing edge for these organizations and for others who are already aware of this trend is to develop skills in RECRUITING, in INTERPERSONAL RELATIONSHIPS and in PROBLEM SOLVING. These are the skills which give partnerships their richness.

TRADITIONAL WAYS OF GETTING PERSONAL SATISFACTION ARE CHANGING

Working conditions are different now. Countless people no longer find meaning or satisfaction in their work because automation has made much of it monotonous.

Many people are finding that through retirement, unemployment, shorter work weeks, etc., they have more non-work time.

These economic conditions, plus our physical mobility, and the trend to short term commitments make it difficult for us to maintain the human relationships which traditionally gave us personal satisfaction. We can no longer expect to see the same friends, doctors, grocers, confreres or milkmen. We often cannot see the fruits of our labours or the sign of a job well done.

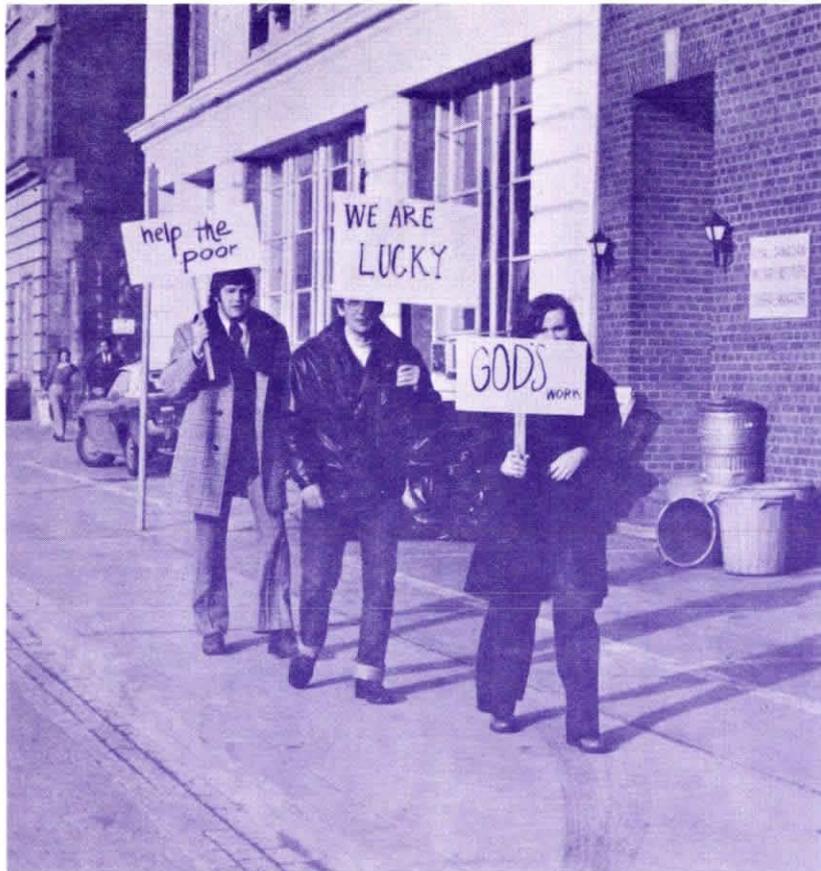
The expectations and attitudes we have are based on the past. They developed from more stable economic conditions and more predictable family and community life patterns.

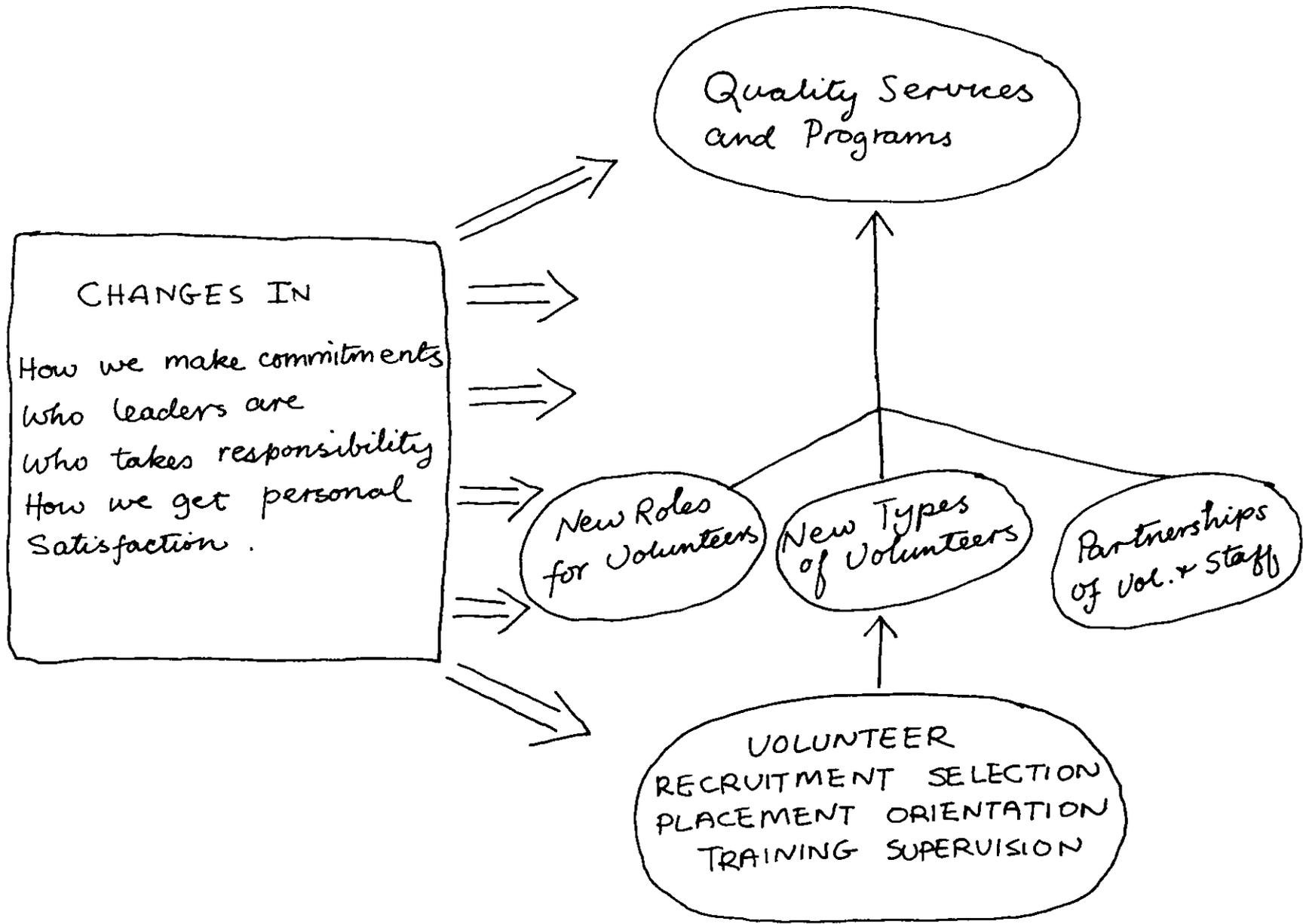
Our expectations are out of step with today's reality. The result is that we are searching for new ways to live.

Some are turning to unpaid work - voluntarism - to satisfy personal needs. Some volunteer for stimulation. Others come for status and prestige. Others are seeking friendship. And many see volunteer work as an opportunity to use and acquire skills and work experience.



It is probable that many more people would offer their services if organizations would make an effort to recruit them. Many more would be attracted if organizations made sure that they offered meaningful work rather than routine "joe jobs."





THESE TRENDS HAVE SERIOUS IMPLICATIONS FOR THE QUALITY OF OUR SERVICES & PROGRAMS

Quality services and programs depend largely on high quality information.

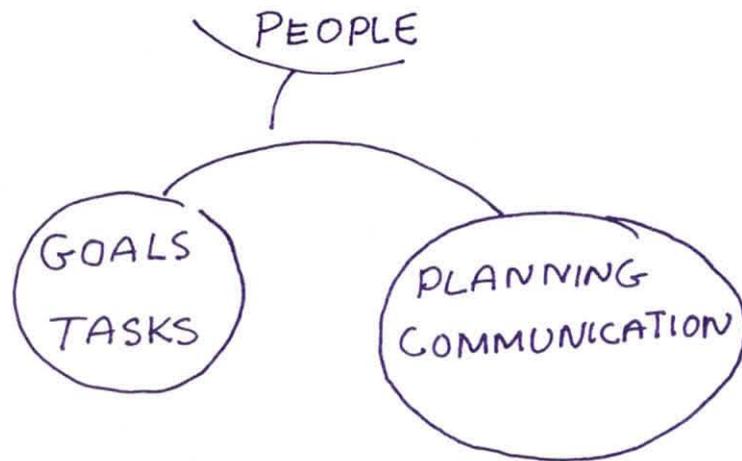
In bombardment from mass media, from specialized journals, and from the old unreliable rumour mill, who and what shall we listen to? What should we pay attention to?

Faced with so many sources of information and such different content, we often seek out and hear what fits with what we already know. Our natural tendency is to link-up with people like ourselves who share our interests and who come from similar backgrounds.

If we look at traditional boards of directors and committees, we see that they have been characterized by people of similar social, economic and educational backgrounds. (Often the staffs of organizations have been a homogeneous lot as well.)

This has often severely restricted the effectiveness of programs and services because the number of perspectives and alternatives considered has been limited.

Today's organizations are learning the secret of successful planning. When knowledge and skills of people with different information sources and diverse work experience are brought together, high-quality decisions and programs result.



Decision-making bodies rich in diversity do not naturally come together. Rather, such teams need to be built with care and planning. The building blocks are the human resources. They need to be carefully selected to reflect different points of view and to contribute different skills. The cement to hold them together needs to be a mix of communication skills, planning and problem-solving procedures, and attitudes which respect and value differences.

Organizations are building effective decision-making teams through the following action steps:

ACTION STEPS

1. Effective organizations are striving for both representative decision-making bodies and appropriately diversified service deliverers.
2. They are seeking a mix of those who represent and can act as links with the community served, those who have technical skills, and those who have commitment.
3. They build in time and resources for teams of people to acquire skills in working together, problem-solving and planning.

DOES YOUR ORGANIZATION
CAPITALIZE ON DIFFERENCES
↳ DIVERSITY?



ARE YOU

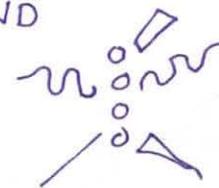
|||| ALL THE SAME?

AND |||| BOXED IN?

OR ARE YOU

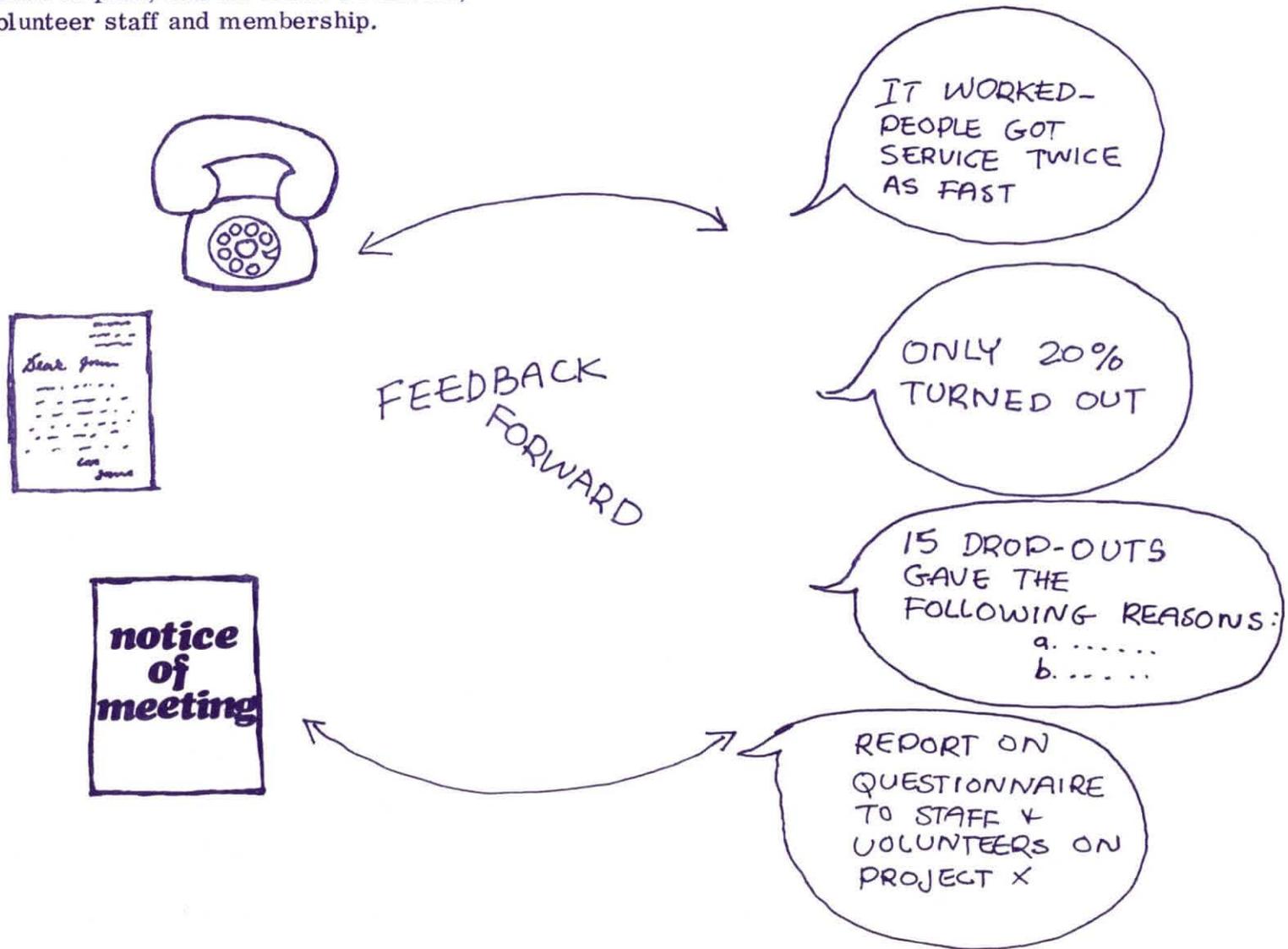
⋮|237|#°◦ DIVERSE?

AND



linked to
the total community?

Making a decision or planning a program is only the beginning. From that starting point, organizations must monitor the implementation of the decision or plan, and its effect on clients, paid and volunteer staff and membership.



We all know and support the need for frequent program assessment. But daily pressures often relegate these assessments to the status of unrealized good intentions.

Effective organizations have closed this gap between thought and practice by the following action steps.

ACTION STEPS

1. They plan methods of evaluation.
(To mention a few methods. Some organizations have periodic membership or community surveys; systems for recording all complaints and compliments; follow-up phone calls or letters to people after an event).
2. They have identified specific people and/or funds to carry out assessments of the relevance and effectiveness of programs. Some hire resources. Others recruit volunteers specifically for these assessments. Some provide field experiences for students who work in the area of evaluations.
3. Agenda-time is built into the Board and committee meetings for the purpose of receiving and reacting to assessment information.

Our Programs and Methods of Evaluation.

<u>Program</u>	<u>Evaluation Method</u>
a _____	
b _____	
c _____	
d _____	
e _____	
<u>Committee Meetings</u>	
e.g. Training Committee	(1) feedback sheets on how the meeting was seen by participants
(a)	(2) responses from people in training sessions on content of training and progress.
(b)	_____

(c)	_____

WHERE DO WE GET THE TIME AND RESOURCES TO OPERATE OUR ORGANIZATIONS AT THIS QUALITY LEVEL ???

The demand for human service is outstripping our capacity to pay for the services needed. We read of pressure on the tax dollar. We feel the pinch of worthy programs competing for privately-raised community funds.

How do we operate our programs more effectively?

How do we mobilize resources and capital to extend services and make strides toward a better quality of life?



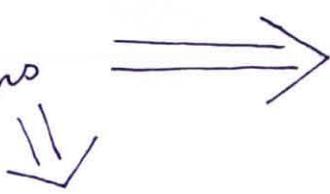
LET'S LOOK AT SOME ALTERNATIVES THROUGH:

- NEW ROLES FOR VOLUNTEERS
- STAFF-VOLUNTEER PARTNER-SHIPS
- NEW TYPES OF VOLUNTEERS

WAYS TO OPERATE MORE EFFECTIVE ORGANIZATIONS THROUGH NEW ROLES FOR VOLUNTEERS

As we try to break out of the limits of too few people and too little money, here are some of the questions we can ask:

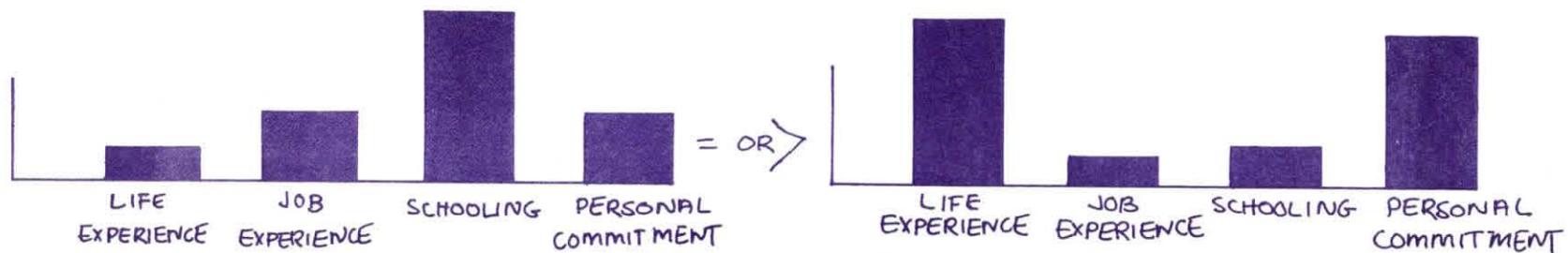
*Notes to myself
as I mentally
answer these questions*



Action Questions

1. What are our organizational (team, dept.) objectives?
2. What activities need to be done to meet these objectives?
3. What skills are required for each activity?
4. Who has and who can acquire these skills?
5. What satisfactions does each activity provide?
6. What activities can be grouped together to create a satisfying and effective job?
7. What jobs do we have to pay people to do?
8. On what criteria do we decide which jobs will be paid for and which will be voluntary? Are these criteria appropriate?
9. What are our assumptions about credentials for work? Do we rely on academic qualifications? Do we honor age before experienced youth, status before commitment, male before female?
10. Are our assumptions and practices serving us well or do we need to re-evaluate our way of using human resources?

Creative and effective organizations are recognizing that only one thing matters in getting the job done - competence. These organizations make sure that they don't lose potential resources because they have outdated criteria for who can and cannot deliver. They recognize competence that is based on life experience, informal education and personal commitment. They no longer think that an academic degree is the only sign that someone can do a job.

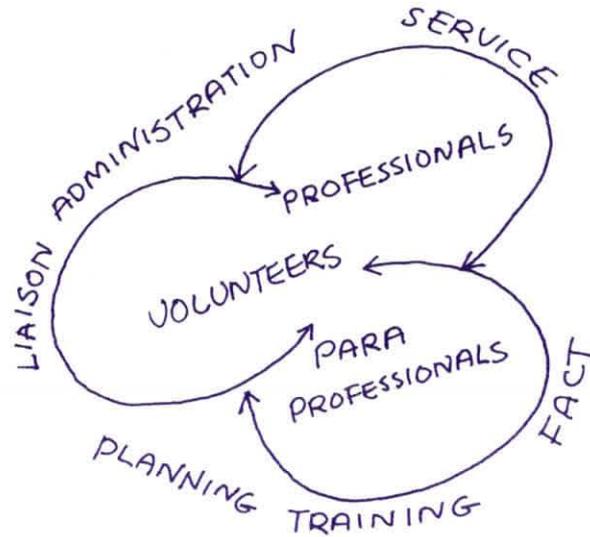


The result is that there are new roles for volunteers!

Some are in areas which were previously open only to professionals. In Toronto, there are 350-400 volunteers serving in the Metro Social Service Department.

Organizations are building new types of teams where professionals, para-professionals and volunteers all have collaborative roles in service delivery. We see this in housing, health, education, corrections and citizenship.

Entirely new roles for volunteers and paid staff have developed from the explosion of information which characterizes our times _____



More and more fact-finders, integrators of relevant information, spotters of innovations and documenters of experiments are being recruited.

As organizations have expanded in size and diversified in programs, the need for co-ordination has emerged. There are new roles for volunteers and staff; internally in co-ordinating services, recruitment and training; externally to provide liaison between groups. Many organizations now have full time co-ordinators of volunteer services.

How do we see the activities that have to be done in our organizations? Who is needed.

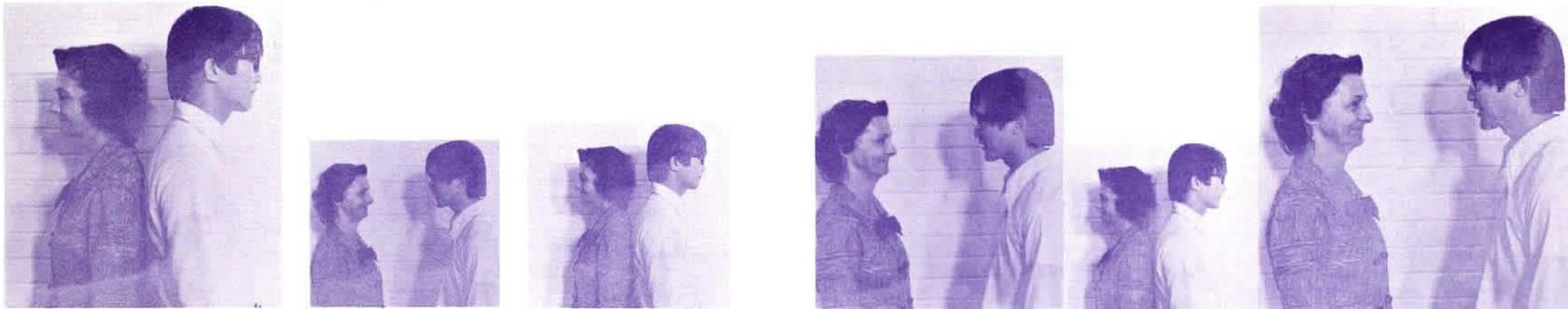
volunteers Paid staff

Activity

who is being used by other agencies or organizations like us. Do they work with volunteers, professionals, paraprofessionals?

What new roles and new people do they have?

WAYS TO OPERATE MORE EFFECTIVE ORGANIZATIONS THROUGH STAFF VOLUNTEER PARTNERSHIPS



The organizations which first recognized the new roles for volunteers have now had time to reflect on staff and volunteers working together. They have found that these partnerships, like any other teamwork situation, tend to be most effective when:

- Partners share the same goals for a project
- they understand each other's objectives
- they have common expectations of each other's performance

Effective organizations have taken the following action steps

ACTION STEPS

1. Organizations have been explicit about what is involved in each job. Objectives, activities, time-estimates, team and supervisory relationships are written into contracts, letters of understanding or job descriptions.
2. They have recognized that staff-volunteer partnerships, like teams, require time and support to work out interpersonal relationships and ways of working together.
3. They have recognized that personnel, staff, skills change; new priorities and programs emerge, and new ways of doing things evolve. Therefore they ensure that partnerships and systems are flexible and subject to ongoing evaluation and modification.
4. Volunteers are appropriately involved with staff at all levels of planning and decision making.

Where are we?

People know objectives

YES NO

activities

supervisory relats

These are just as clear to newcomers as they are to oldtimers

Supports we give

funds for training

support persons for talking

Evaluations

Personal:

Bi yearly

yearly

Based on Job descriptions

Departmental

WAYS TO OPERATE MORE EFFECTIVELY THROUGH CROSS-AGENCY PARTNERSHIPS

Staff and volunteer partnerships within an organization are not the only new partnerships evolving to extend services and programs.

Many agencies are developing cross-agency partnerships to share scarce resources: - space, support services, information, training and recruitment skills, to mention just a few.

Out of these inter-agency partnerships some entirely new organizations have developed to meet long-term community needs. For example, many agencies have recognized that they would cut costs and maximize results by working with centralized recruitment and referral agencies.

As of 1974, there were 35 volunteer centres in Ontario. Many agencies and organizations have also welcomed the Community Information Centres as collaborators and supports in getting information to and from the community.

These cross-agency and organization partnerships are relatively new. They developed among groups who found the old ideas of territorial rights and the old patterns of agency-isolationism a disservice to themselves and to their communities.

Those creative organizations took risks in talking freely of their successes and failures. Then they found rewarding collaboration grew out of that risk-taking and discussing.

While the basic ingredient for successful joint ventures is mutual trust, organizations have isolated other areas critical to their partnerships. Most of the areas mentioned under staff-volunteer partnerships apply equally well to cross-agency teamwork.

THESE INCLUDED:

- EXPLICIT AND AGREED-TO OBJECTIVES
- ACTIVITIES AND TIME-ESTIMATES
- MUTUAL EXPECTATIONS FOR PERFORMANCE

In addition to these, accountability issues are most important in cross-agency partnerships both for agencies involved and for the communities they serve. Some of the questions in this area are:

1. Who will assess the effectiveness of joint ventures? Will it be the community served? Membership? Boards of Directors of the partners? Major funding body?, etc.
2. On what criteria will effectiveness and relevance be assessed?
3. How often and by what means will assessments be made?

In such partnerships, boards of directors, and committees are having to consider whether or not reliance on one source of funding will limit their autonomy. They are assessing the appropriateness of the old saying that "he who pays the piper calls the tune."

They are also having to become knowledgeable about different sources of funding and having to relate these to their agency needs.

The appearance of outside funds for agencies is stimulating boards of directors and committees to better assess and plan what their different funding needs are: e.g. capital costs, operating funds, salaries, pilot project seed monies, venture capital for demonstration or innovative program, etc.

<u>Funding Needs</u>	<u>Current Sources</u>	<u>Potential Sources</u>
e.g. capital	_____	_____
e.g. experimental program on x	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

* See Govt. of Ontario, Ministry of Community and Social Services booklet: Resources for Citizen groups.

People and skills are required to carry out programs and partnership evaluations. In fact, most of what we have talked about so far indicates more work, more jobs and a need for many more paid and voluntary staff. What we have not talked about is how and where to find more people resources, and once found, how to keep their services.

**WHAT WE NEED TO TALK ABOUT NOW
IS
GETTING AND KEEPING VOLUNTEERS**

**THAT IS:
RECRUITMENT
SELECTION AND
PLACEMENT
ORIENTATION
SUPERVISION
TRAINING**

RECRUITMENT, SELECTION
AND PLACEMENT, ORIENTATION,
SUPERVISION, TRAINING —

THESE ARE ALL PARTS
OF THE PROCESS OF GETTING
AND KEEPING VOLUNTEERS

EACH AREA SAYS TO THE
VOLUNTEER:

"YOU ARE IMPORTANT!

YOU COUNT!

YOU ARE WORTHY OF BEING
TREATED AS A VALUABLE
RESOURCE!"

Even though these activities are integral parts
of a single process, for ease of discussion, each
will be dealt with separately.

GETTING AND KEEPING VOLUNTEERS PRE ~ RECRUITMENT

Volunteers do not work for pay. They are not immediately motivated by monetary considerations. They seek other kinds of rewards.

One thing is very clear:

Volunteers want rewarding jobs.

But what is a rewarding job???

Sounds like asking what happiness is — it's not that elusive because . . .

jobs involve:

activities

interactions between people

authority

fringe benefits;

jobs have:

specific contexts in which they
take place.

So, we can look at the above job components, describe the different shapes each component can take and, later on, ask people to select what is rewarding for them.

A sample job component profile is on the next page.

JOB NAME _____

YES NO RATING
HIGH LOW
10 1

1 JOB CONTENT

Activities Repetitive
Varied
People Contact Limited
A lot of the same people all the time
A lot of different people

2 JOB PURPOSE

Developing/serving people
Developing/working with things, machines, material
Developing ideas, plans, programs
Administering ideas, plans, programs
Supervising people
Co-ordinating people
Researching

3. JOB AUTHORITY

Opportunity to make decisions
Supervision of self
other
group
Latitude in setting pace
goals
methods
co workers

4. JOB CONTEXT

Working alone
Working interdependant with others
Time Flexible
Fixed
Feedback on performance
direct
immediate
Space private- crowded
Pressure

5. JOB BENEFITS

Status
Training
Visibility to community
Advancement possibilities

This is by no means an exhaustive list. It is not meant to be. Rather it is set out in the hope that you will look at the components of the jobs in your organization. It is in the varied shapes of these components that different people will find different satisfactions.

Before recruitment ever starts, an organization should know what satisfactions it can offer to any prospective volunteer or staff member.

During the selection and placement phases of getting and keeping volunteers, an organization is trying to match job components and required skills with people's needs and their competencies.

It looks like a lot of work, does it? We figure approximately one to two hours are needed to develop a sheet describing job components. The one sheet can be used for rating many jobs to save time and present a valid picture people can use to rate or describe their own jobs.

How much of a time-investment do you think this would involve?

JOB + PERSON = MATCH

CONTENT ↔ ACTIVITY PREFERENCE

PURPOSE ↔ PERSONAL GOALS
" INTERESTS
" SKILLS

AUTHORITY ↔ LEADERSHIP NEEDS

CONTEXT ↔ PEOPLE NEEDS
↔ INDEPENDENCE NEEDS
↔ FREEDOM NEEDS
↔ STRESS TOLERANCE

BENEFITS ↔ FUTURE GOALS

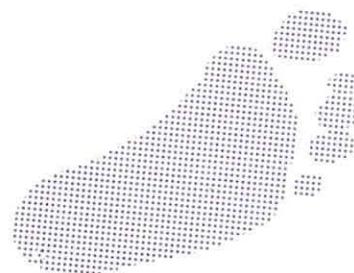
Like the rest of society, volunteers are busy and mobile. They are no longer prepared to make long commitments to undefined tasks or to any one organization. They know what free time they have in the short run and, therefore, will make themselves available only for specified tasks for specified periods of time.

Immediacy and relevancy are key concepts to today's volunteer.

For organizations this means that the following action steps need to be taken to ensure that they get and effectively use volunteers.

ACTION STEPS

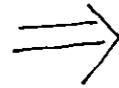
1. Take an inventory of all activities currently being performed. List each activity and the related skills, components and time-estimates.
2. List new desired activities, required skills, components and time-estimates. Reorganize activities so jobs have a maximum of challenging and satisfying components, or so that low-satisfaction jobs are rotated with others that provide more satisfaction.
3. Consider which jobs should be paid for and which should not, because they have the intrinsic rewards to satisfy a volunteer worker.
4. Look at frequency and time of day that you assume jobs need be done. Many organizations find instances where, by changing the frequency or time of day, they are able to recruit volunteers for odd hours.



THIS MEANS THAT FOR EACH JOB
YOU WOULD HAVE

A JOB DESCRIPTION

- GOALS / OBJECTIVES
- ACTIVITIES
- TIME
- REPORTING RELATIONSHIPS
- SKILLS REQUIRED



THIS WOULD BE USED
TO FIRM UP VOLUNTEER
PLACEMENT AND TO
PROVIDE A FRAME OF
REFERENCE FOR
WORKING, SUPERVISION
AND TRAINING

and JOB COMPONENT PROFILE

- CONTENT
- PURPOSE
- AUTHORITY
- CONTEXT
- JOB BENEFITS



INTERVIEWER AND
PROSPECTIVE VOLUNTEER
WOULD USE THIS TO
SEE IF THERE IS
A MATCH BETWEEN
THE JOB AND
VOLUNTEER NEEDS
AND INTERESTS

THE FOLLOWING PAGES SET OUT TWO JOB DESCRIPTIONS AND TWO JOB-COMPONENT-
PROFILES. THESE ARE THE TOOLS FOR RECRUITMENT, SELECTION AND PLACEMENT,
ORIENTATION AND SUPERVISION.

Sample Job Description for Administrative Volunteer

POSITION: Training Committee Member
STAFF ADVISOR: Executive Director
OBJECTIVE: Contribute to development of training plan for year 1975

Activities

- design with 3 others a way to assess staff and volunteer learning needs
- with 3 other members collect and organize information for report to Board
- with 3 others develop recommended program for this year
- administer program approved by Board
- evaluate and report to Board on program.

RESPONSIBLE TO: 2nd. Vice President

Time required

- attendance at Committee meetings - approx 1-2 per month scheduled by committee
- 2 days per year training in spring
- supervision of report typing etc.
- allow 4 hours extra per month for phone calls etc.

Qualifications

- ability to collect and organize information
- knowledge of organization goals
- interest in adult learning. this organization
- willingness to participate in training
- willingness to contribute perceptions and ideas to group.

Sample Job Component Analysis Admin. Volunteer.

	YES	NO	HIGH 10	LOW 1
<u>1. JOB CONTENT</u>				
ACTIVITIES - REPETITIVE		✓		
- VARIED	✓			Med
PEOPLE CONTACT - LIMITED		✓		
A-LOT SAME PEOPLE	✓			High
A LOT DIFFERENT PEOPLE		✓		
<u>2. JOB PURPOSE</u>				
DEVELOPING/SERVING PEOPLE	✓			Med
DEVELOPING THINGS		✓		Low
DEVELOPING IDEAS PLANS	✓			High
ADMINISTERING PLAN PROG.	✓			High
SUPERVISING PEOPLE		✓		High
CO-ORDINATING PEOPLE		✓		High
RESEARCH	✓			med
<u>3. JOB AUTHORITY</u> - OPPORTUNITY TO MAKE DECISIONS				
- SUPERVISION SELF	✓			High
OTHER	✓			Low
GROUP				med
- LATITUDE IN SETTING				
PACE	✓			High
GOALS		✓		Low
METHODS	✓			High
CO-WORKERS		✓		Low
<u>4. JOB CONTEXT</u>				
WORKING ALONE		✓		Low
INTER DEPENDANT WITH OTHERS	✓			High
TIME FIXED		✓		Low
FLEXIBLE	✓			med
FEEDBACK ON PERFORMANCE DIRECT	✓			High
IMMED.		✓		Low
SPACE CROWDED		✓		med
PRESSURE		✓		med
<u>5. JOB BENEFITS</u>				
STATUS	✓			med
TRAINING	✓			High
VISIBILITY TO COMMUNITY TO ORG.	✓			Low
ADVANCEMENT POSSIBILITIES	✓			High
				Stab. Position.

Sample Job Description for Service Program
Volunteer

POSITION Group Leader for Teen-agers
STAFF ADVISOR Program Director
OBJECTIVE Facilitate Development of
 Leadership Skills

Major Activities

- facilitate group of 15 to identify leadership skills
- develop program with them to acquire skills
- provide or co-ordinate provision of people/material resources

RESPONSIBLE TO: CO-ORDINATOR OF VOLUNTEER LEADERS

RESPONSIBLE TO SUPERVISE: -

Time Required:

- 3 hours every Tuesday except December
- training course - 2 residential weekends
- 1 three hour meeting a month with other group leaders
- allow approx. 3 hours extra for preparation discussion for 1st. month

Qualifications

- ability to communicate
- interest in age group and in leadership development
- involvement in one leadership development program
- willingness to participate in orientation & training
- willingness to record group progress

Sample Job Component Analysis Service Volunteer

	YES	NO	HIGH - LOW
<u>1. JOB CONTENT</u>			
ACTIVITIES - REPETITIVE		✓	Low
- VARIED	✓		High
PEOPLE CONTACT - LIMITED		✓	High
ALOT SAME PEOPLE	✓		High
ALOT DIFFERENT PEOPLE		✓	Med
<u>2. JOB PURPOSE</u>			
DEVELOPING/SERVING PEOPLE	✓		High
DEVELOPING THING		✓	Low
DEVELOPING IDEAS PLANS	✓		High
ADMINISTERING PLAN PROG	✓		High
SUPERVISING PEOPLE	✓		Low
CO-ORDINATING PEOPLE	✓		High
RESEARCH		✓	Low
<u>3. JOB AUTHORITY - OPPORTUNITY TO MAKE DECISIONS</u>			
- SUPERVISION SELF	✓		High
OTHER	✓		Med.
GROUP	✓		High
- LATITUDE IN SETTING PACE	✓		Med
GOALS	✓		Med
METHODS	✓		Med
CO-WORKERS		✓	Low
<u>4. JOB CONTEXT</u>			
WORKING ALONE	✓		High
INTER DEPENDANT WITH OTHERS	✓		Med
TIME FIXED	✓		High
FLEXIBLE		✓	Low
FEEDBACK ON PERFORMANCE DIRECT		✓	Low
IMMED		✓	Low
SPACE CROWDED	✓		Med
PRESSURE	✓		High
<u>5. JOB BENEFITS</u>			
STATUS	✓		Med
TRAINING	✓		Med
VISIBILITY TO COMMUNITY	✓		High
TO ORG.	✓		Med
AVANCEMENT POSSIBILITIES	✓		Not immediate

Sample Job Description for _____

POSITION:
STAFF ADVISOR:
OBJECTIVE:

Activities

-
-
-
-
-

RESPONSIBLE TO:

Time required

-
-
-
-

Qualifications

-
-
-
-

Sample Job Component Analysis

	YES	NO	HIGH 10	LOW 1
<u>1. JOB CONTENT</u>				
ACTIVITIES - REPETITIVE _____				
- VARIED _____				
PEOPLE CONTACT - LIMITED _____				
A LOT SAME PEOPLE _____				
A LOT DIFFERENT PEOPLE _____				
<u>2. JOB PURPOSE</u>				
DEVELOPING/SERVING PEOPLE _____				
DEVELOPING THINGS _____				
DEVELOPING IDEAS PLANS _____				
ADMINISTERING PLAN PROG. _____				
SUPERVISING PEOPLE _____				
CO-ORDINATING PEOPLE _____				
RESEARCH _____				
<u>3. JOB AUTHORITY</u> - OPPORTUNITY TO MAKE DECISIONS				
- SUPERVISION SELF _____				
OTHER _____				
GROUP _____				
- LATITUDE IN SETTING PACE _____				
GOALS _____				
METHODS _____				
CO-WORKERS _____				
<u>4. JOB CONTEXT</u>				
WORKING ALONE _____				
INTER DEPENDANT WITH OTHERS _____				
TIME FIXED _____				
FLEXIBLE _____				
FEEDBACK ON PERFORMANCE DIRECT _____				
IMMED _____				
SPACE CROWDED _____				
PRESSURE _____				
<u>5. JOB BENEFITS</u>				
STATUS _____				
TRAINING _____				
VISIBILITY TO COMMUNITY _____				
TO ORG. _____				
ADVANCEMENT POSSIBILITIES _____				

Sample Job Description

POSITION:
STAFF ADVISOR:
OBJECTIVE:

Activities

-
-
-
-
-

RESPONSIBLE TO:

Time required

-
-
-
-

Qualifications

-
-
-
-
-

Sample Job Component Analysis

		Yes	No	High	Low
				10	1
<u>1. JOB CONTENT</u>					
ACTIVITIES - REPETITIVE	_____				
- VARIED	_____				
PEOPLE CONTACT - LIMITED	_____				
A LOT SAME PEOPLE	_____				
A LOT DIFFERENT PEOPLE	_____				
<u>2. JOB PURPOSE</u>					
DEVELOPING / SERVING PEOPLE	_____				
DEVELOPING THINGS	_____				
DEVELOPING IDEAS PLANS	_____				
ADMINISTERING PLAN PROG.	_____				
SUPERVISING PEOPLE	_____				
CO-ORDINATING PEOPLE	_____				
RESEARCH	_____				
<u>3. JOB AUTHORITY - OPPORTUNITY TO MAKE DECISIONS</u>					
- SUPERVISION SELF	_____				
OTHER	_____				
GROUP	_____				
- LATITUDE IN SETTING PACE	_____				
GOALS	_____				
METHODS	_____				
CO-WORKERS	_____				
<u>4. JOB CONTEXT</u>					
WORKING ALONE	_____				
INTER DEPENDANT WITH OTHERS	_____				
TIME FIXED	_____				
FLEXIBLE	_____				
FEEDBACK ON PERFORMANCE DIRECT	_____				
IMMED	_____				
SPACE CROWDED	_____				
PRESSURE	_____				
<u>5. JOB BENEFITS</u>					
STATUS	_____				
TRAINING	_____				
VISIBILITY TO COMMUNITY TO ORG.	_____				
ADVANCEMENT POSSIBILITIES	_____				

GETTING AND KEEPING VOLUNTEERS THROUGH RECRUITMENT

Volunteers are not as scarce as hen's teeth. Rather, our view of who can and will volunteer, is limited by past experience.

Vast changes have taken place in the last ten years.

In the mid-sixties, a United States Department of Labor study characterized the volunteer as being a housewife, aged 30-44, middle-class and white. By contrast, more recent Canadian surveys report a dramatic growth in the number of single, employed, 20-30 year olds, and in the numbers of men who are volunteering.

The potential is vast. One out of approximately ten persons is in the retired age category. Add to that the large number of persons who have been automated into having large amounts of non-work time.

The trends to unemployment, early retirement, shorter work weeks, and more unsatisfying industrial jobs than ever before can work to the advantage of organizations who want to recruit volunteers.

All those people are out there. What is stopping us? Is it past experience? Is it old attitudes? Is it laziness? Do we call it lack of time?

In order to assess your readiness and ability to use potential sources of new volunteers, the following action steps will have to be taken.

ACTION STEPS

1. You must first come to terms with the questions of whether or not you are prepared to work in partnership with people of different economic and educational backgrounds.
2. You must decide if you will accept life experience, personal involvement and informal education as credentials of competence.
3. You will have to examine what it costs a volunteer to serve in your organization and develop a policy on out-of-pocket-expense reimbursements.

These are nitty-gritty questions. They are at the core of all the issues involved in getting and keeping volunteers. Answering them involves some difficult soul-searching.

Each person must examine his or her own values alone. But, at some point, a group of people in an organization must come together to face the questions:

How do we feel about working with

- senior citizens
- handicapped persons
- poor people
- wealthy people
- school students
- shift workers?

What are all the reasons we should not work with those groups of people?

What are all the reasons we should be working with each or some groups?

What will it cost us (time, money, personal energy) in the short and long term.

What will the pay-offs be in the short and long run?

Can we afford not to try?????

Your attitudes and values will determine who you will seek as volunteers and what you will offer them.

The success of your volunteer-recruitment program will depend on:

- (a) your awareness that volunteers do not give service for pay, and
- (b) your acceptance of their varied motivations for working with you;
- (c) your willingness to work with different people who have varied backgrounds and skills;
- (d) your clarity about the objectives and activities of the jobs you offer;
- (e) clear policies about staff and volunteer rights and responsibilities.

Only after an organization has come to terms with (a) to (e) can it usefully shift its focus outside to the market-place to find volunteers.

And then:

ACTION STEPS

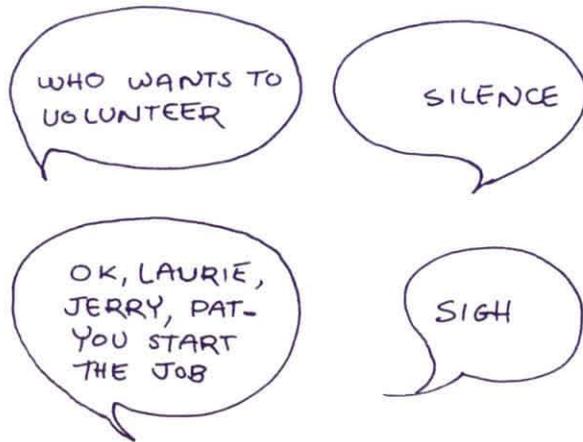
1. Organizations will have to use different recruitment strategies to reach the under-utilized (retirees, handicapped, professionals, shift workers, etc.)



GETTING AND KEEPING VOLUNTEERS SELECTION AND PLACEMENT



The traditional way of getting volunteers has often been a demonstration of the old army joke:



Have you ever been coerced into a volunteer position? What was your level of commitment and enthusiasm? Or, have you ever volunteered because you wanted to contribute and found eagerness to have you, but vagueness about what you could do?

Asking a friend of a friend to do a job regardless of whether they have the commitment or competence, or getting a volunteer by underselling the job (It-Won't-Take-Much-Of-Your-Time approach) are old-fashioned and unproductive techniques.

In a selection interview, your prospective volunteer should have an opportunity to tell you about activity preferences, authority needs, people needs and fringe-benefit desires. Indeed your prospective volunteers would probably welcome the opportunity to fill out a job-component sheet describing the profile of the kind of job they want. Then the interviewer can indicate which jobs would match, or the degree of mismatch.

In this way a selection interview becomes a purposeful conversation wherein two people jointly determine the outcome.

Business organizations have learned that sloppy procedures in selection and placement do not pay off. The same applies to organizations which work with volunteers.

The following action steps will ensure that volunteers are suited to the organizational goals and tasks.

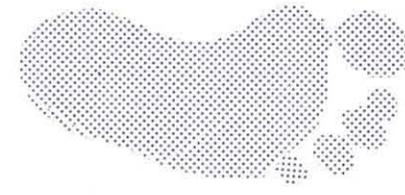
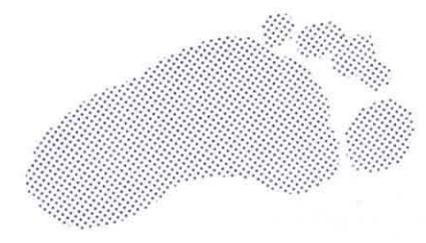
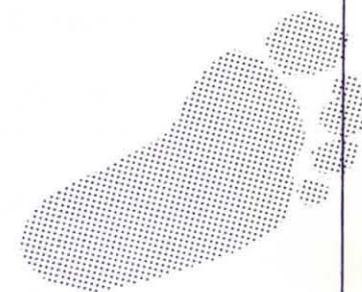
ACTION STEPS

1. Train recruiters and interviewers so that they are skilled in matching (a) volunteer competence with job requirements and (b) volunteer needs with the satisfactions that a particular job will provide.
2. Describe the job to the volunteer without exaggerating potential for creativity or degree of responsibility and without underestimating the time required to carry out the job.

- a. Job descriptions
- b. Job components
- c. Interview guides
- d. Applications
- e. Preference checklists
- f. skills in interviewing
- g.
- h.
- i.
- j.

we have

we need

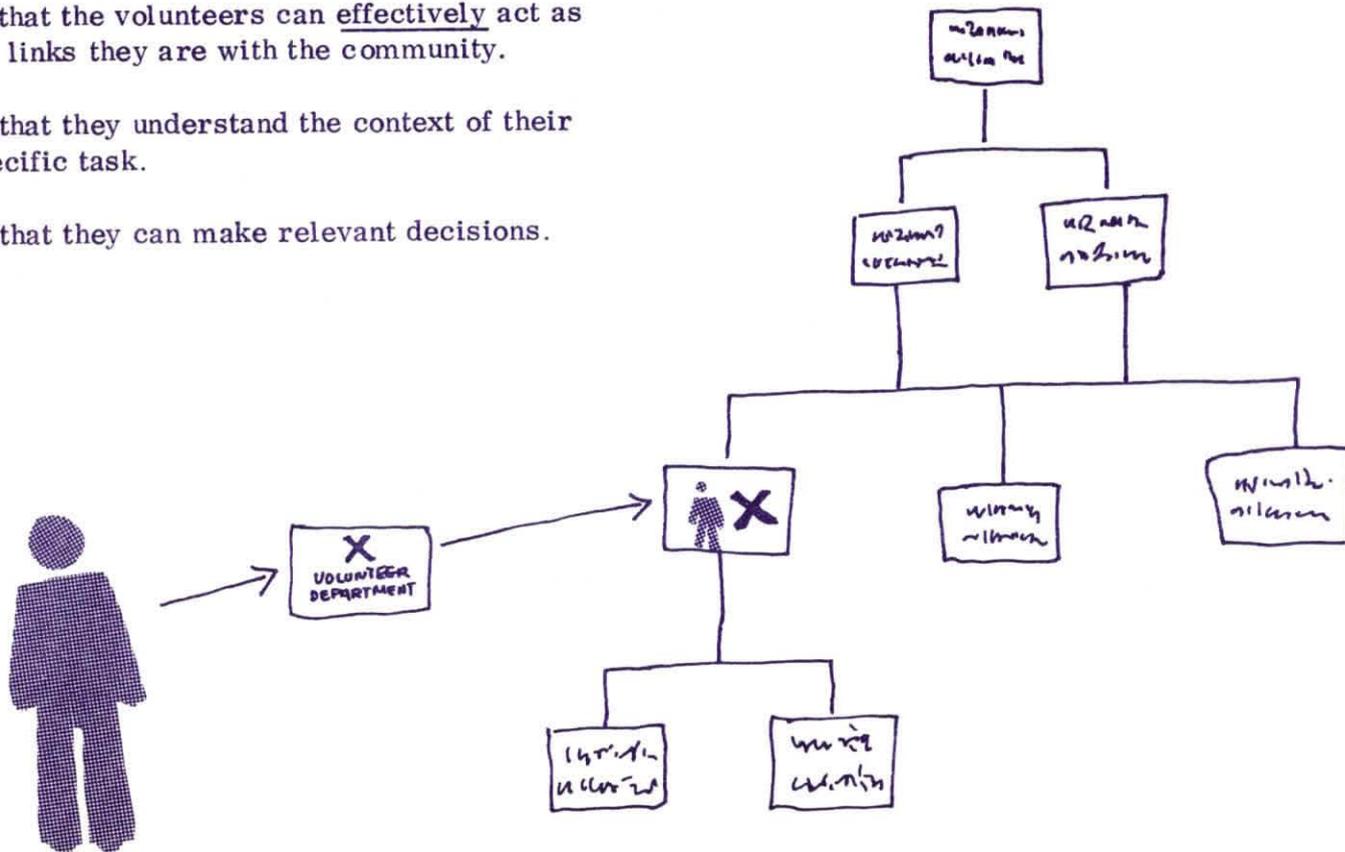


GETTING AND KEEPING VOLUNTEERS ORIENTATION

While most volunteers specialize in the work they do and are involved in only a few areas of the organization, they must have broad knowledge of the entire operation. There are at least three reasons for this.

1. So that the volunteers can effectively act as the links they are with the community.
2. So that they understand the context of their specific task.
3. So that they can make relevant decisions.

COMMUNITY ORGANIZATION



To ensure that the quality of information in decision-making and program-planning is high, and to ensure that credible and true information flows back and forth between the organization and the public, effective organizations have acted as follows.

ACTION STEPS

1. New volunteers are oriented to the entire organization; its goals, structure, methods of work, philosophy and future plans, and how it fits into the wider field of community services and organizations.
2. Orientation is considered an on-going process, not a one-day affair where a person is over-burdened with information.
3. Volunteers receive all relevant memos about organization happenings.
4. Volunteers are involved in regular reviews of the organization.

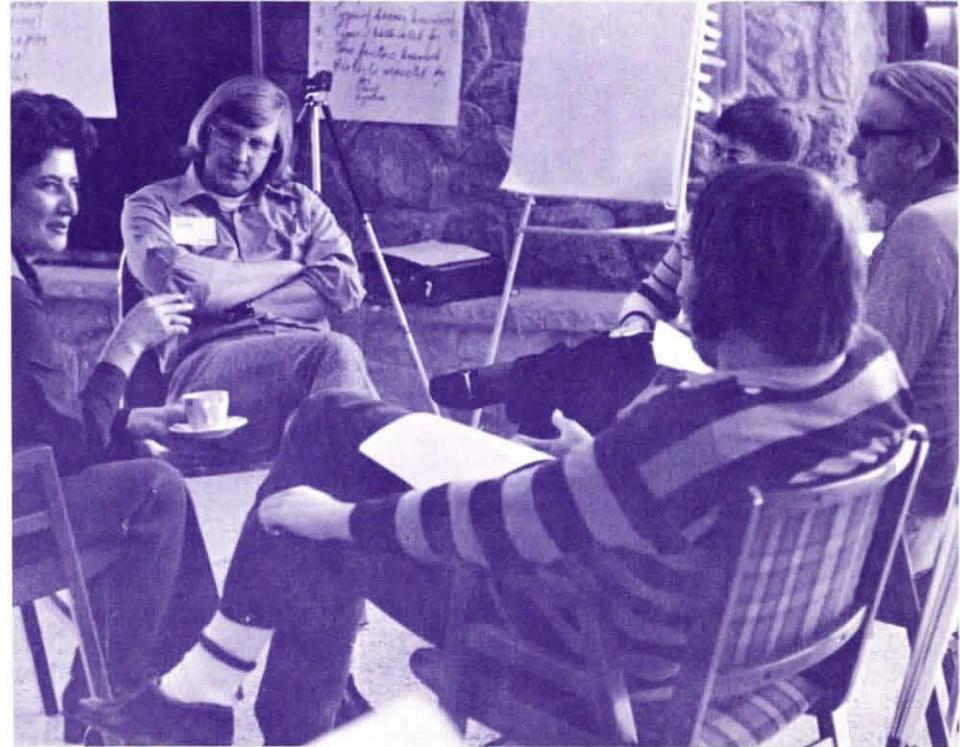
OUR ORIENTATION PROGRAM

- | | <u>By Who</u> | <u>When</u> | <u>How</u> |
|----|-------------------------------|-------------|------------|
| a. | Goals | | |
| b. | People | | |
| c. | Future Plans | | |
| d. | Other Depts/Programs | | |
| e. | Methods we use | | |
| f. | Relations with other agencies | | |
| g. | | | |
| h. | | | |
| i. | | | |
| j. | | | |
| k. | | | |

GETTING AND KEEPING VOLUNTEERS TRAINING AND DEVELOPMENT

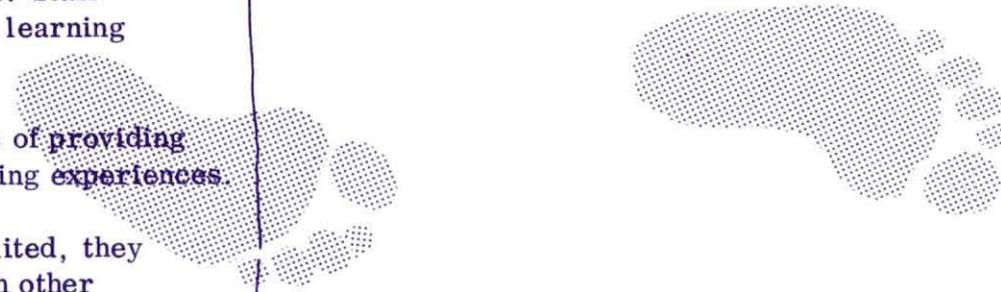
Most organizations which work with volunteers are promoting community health and growth by one means or another. Some are doing so by programming activities with and for their membership. Others are approaching these overall goals by delivering services to special publics. The common focus is on caring about the community.

Unfortunately, caring often starts only outside the front door. Staff and volunteers are excluded. The truth is that they are part of the community and, as such, are also worthy of benefitting from their liaison with the agency. Further, from a practical point of view, staff and volunteers require investment in order to be able to give up-dated and quality service. Further, the reputation an organization enjoys for its training program has tremendous influence on recruitment and tenure of volunteers. Therefore, effective organizations give serious attention to training and development.



ACTION STEPS

1. Organizations recognize that training and development of their human resources is too important to be left to chance. Responsibility is clearly designated to one or more persons.
2. They set aside a budget specifically for staff training and development.
3. They support in philosophy, budget, staff time and skilled resources the idea that people should define their own developmental needs. Staff and volunteers annually assess their learning goals.
4. They designate persons to plan ways of providing or sending staff to appropriate learning experiences.
5. Where staff-training budgets are limited, they explore short term partnerships with other organizations to share costs of learning events.



Another booklet to be published in this series will focus on training. The Modern Practice of Adult Education (New York: Association Press 1970) and A Trainer's Guide to Andragogy (Superintendent of Documents, U.S. Government Printing Offices, Washington, D.C. 20402) both by Malcolm Knowles, contain case studies and theory to help you.

THE FOLLOWING IS AN EXCERPT FROM A SAMPLE TRAINING PLAN

SAMPLE TRAINING PLAN FOR VOLUNTEER CO-ORDINATORS AND BOARDS OF DIRECTORS

NUMBER: 80

LEARNING NEEDS EXPRESSED BY MORE THAN 50 PEOPLE IN RESPONSE TO QUESTIONNAIRE

(a) role of staff and boards (b) problem solving techniques (c) communications (d) planning (e) report writing

OBJECTIVE	ALTERNATIVE METHODS	ADDITIONAL INFO NEEDED BEFORE DECISION	WHO RESPONSIBLE BY WHAT DATE	COST OF RESOURCES	PROS	CONS
To provide learning experiences on priority needs (a-c)	a) Conference with concurrent sessions. Each session 2 days to ensure depth.				Immediate response to needs	
	b) 5 different workshops at different times	Would organizations prefer training concurrent or consecutive?	Jane before next meeting		More depth. Can attend more than one	More planned load
	c) Hire consultant to work on line with each board and co-ordinator					
To address (b-d)	a) Develop learning package for self directed learning in each organization	Time and resources required	Inquiry to OISE Sports & Rec., Joan by next meeting			
	b) One five day workshop on communications & planning					
	c) Use LARK kits available through Sports & Recreation Bureau, Ministry of Culture and Recreation, Ontario.	Who has used kits? What was their assessment?	Sue, Sam, Paul, by next meeting			
To address (e) only	a) Circulate sample reports				Not a talk subject Samples good	No outside expert input
	b) Send people to CAAT course					
To address (a) only	a) Circulate role Definitions of different boards					
	b) Circulate questionnaire on activities, process problems					

SAMPLE TRAINING PLAN FOR _____

LEARNING NEEDS EXPRESSED _____

OBJECTIVES	ALTERNATIVE METHODS	RESOURCES REQUIRED	COST	TIME REQUIRED		PROS	CONS	ADDITIONAL INFO NEEDED	WHO BY WHEN
				PREPARATION	IMPLEMENT				
1. _____	(a) _____ (b) _____ (c) _____								
2. _____	(a) _____ (b) _____ (c) _____ (d) _____								
3. _____	(a) _____ (b) _____ (c) _____ (d) _____								

GETTING AND KEEPING VOLUNTEERS SUPERVISION

We have talked about the fact that volunteers take their jobs seriously. They view their jobs as opportunities to achieve and grow.

At the same time, we seem to have a cultural block about levelling with each other and about giving compliments. So often we share our displeasure, not with the person directly concerned, but rather with others peripheral to the situation. This neither helps the organization to function effectively nor does it help an individual to grow.

Supervision is a process of on-going

- 1. recognition of accomplishments**
- 2. identification of areas for improvement**
- 3. supportive work on improvement areas**

Supervision is an important part of the volunteers' and organization's partnership.

Supervision is not something that happens automatically. It takes planning, skill and caring.

First of all, supervision requires that each person in the partnership share expectations about

What is to be done

How and when

This is found in job descriptions and through discussion. It forms the frame of reference for evaluating performance.

Supervision in effective organizations is characterized by the following action steps.

ACTION STEPS

1. Ensure that all supervisory staff have or acquire skills in performance appraisal.
2. The organizational climate should value personal growth and actively support people who want to develop their skills.
3. Supervisors and those who report to them use objectives and/or job descriptions as frames of reference for evaluation.
4. Supervisees are encouraged to give supervisors feedback on the supervisors' work with them.

SUMMARY

Changing patterns, values and economic conditions are challenging us to develop new ways of working together to meet our own valid and legitimate needs and to realize community goals.

THE ACTION

Steps are many - the cost of not keeping in step with today is too high to say that "we haven't the time to take action."

Many things have to be done. We can

- be defeated if we look at the volume and scope
- become indignant when people or a booklet like like this one suggests more areas for action.

or we can

- see the challenge,
- recognize that we cannot do everything at once,
- set two or three target areas for this year and
- plan to do the same next year.

What follows is a questionnaire to help you and your organization explore what is appropriate for you. As a discussion sparkler, the questionnaire may help your planning.

A partial bibliography is also included. The Sports and Recreation Leadership Unit, Government of Ontario Ministry of Culture and Recreation, 400 University Ave., Toronto M7A 1H9, also have annotated bibliographies and selected articles on other resources in the area of recruitment, motivation, staff volunteer partnerships, training, etc.

WHERE WILL YOU START?

QUESTIONNAIRE

OVERALL PICTURE

THIS REFLECTS
OUR
ORGANIZATION

THIS DOES
NOT REFLECT
OUR ORGANIZATION
BUT I THINK
IT SHOULD

NOTES ON
ACTION
PLANNING

1. We have a plan of how, where and why we use volunteers.
2. We have a list of all current jobs.
3. We keep a list of new jobs which need to be done.
4. We have written job descriptions for each job specifying activities to be done and skills required.
5. We know the job components of each job, the potential. Satisfying aspects.
6. We review when, for how long and how often tasks have to be done.
7. We try ways of making routine jobs more interesting (job rotation, sharing parts of jobs, etc.)
8. We review the skills and backgrounds of volunteers and staff and evaluate whether we have enough diversity of backgrounds and opinions.
9. We have planned to recruit from under-utilized populations.

THIS REFLECTS
OUR
ORGANIZATION

THIS DOES NOT
REFLECT OUR
ORGANIZATION
BUT I THINK
IT SHOULD

NOTES ON
ACTION
PLANNING

RECRUITMENT

1. We have several ways of recruiting new people.
2. We plan ways of recruiting people with skills and interests to match job descriptions.
3. We have considered working with other organizations (e. g. volunteer centre, organizations similar to our own, schools, churches) to share recruiting costs.

SELECTION AND PLACEMENT

1. We ensure that our interviewers are skilled in interviewing.
2. We interview prospective volunteers.
3. We actively match jobs with volunteer skills, interests and needs.
4. We give prospective volunteers accurate descriptions of the work to be done.
5. We use a letter of understanding or contract that describes the volunteer's staff and the organization's rights and responsibilities.

ORIENTATION

THIS REFLECTS
OUR
ORGANIZATION

THIS DOES NOT
REFLECT OUR
ORGANIZATION
BUT I THINK
IT SHOULD

NOTES ON
ACTION
PLANNING

1. We have planned how to orient volunteers to our organization (goals funding philosophy, structure).
2. Staff and other volunteers make the time and are involved in orientation.
3. We have a training plan for the year.
4. We inform volunteers and staff of outside learning opportunities.
5. In the last year at least 10% of our volunteers and staff have been involved in training.
6. We have considered linking up with other organizations to share training costs.

SUPERVISION

1. Each person knows to whom they go for evaluation.
2. Having personal assessments is accepted and planned as part of working and volunteering.
3. Job descriptions and objectives form a point of reference for evaluation.
4. Supervisory staff have skills in meeting with people to help them evaluate their performance.

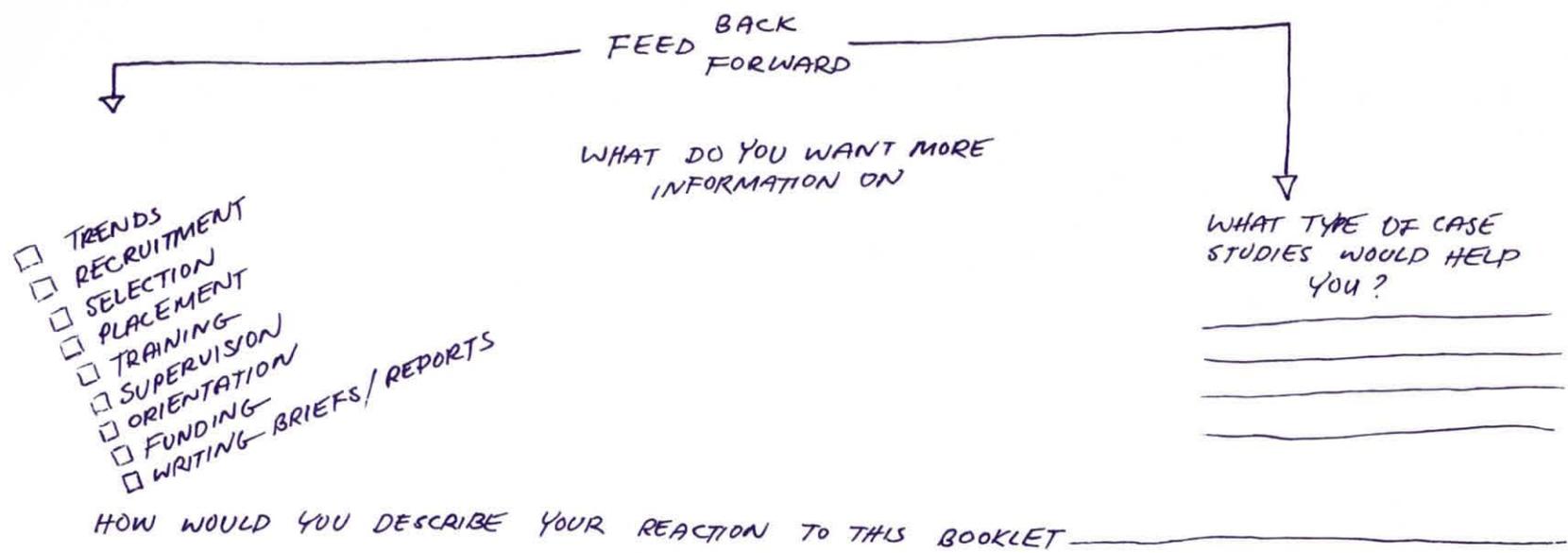
RECOGNITION

1. Volunteer orientation, training and supervision are priorities.
2. There are opportunities for volunteers to be promoted to greater responsibility.
3. Volunteers are involved in decision-making situations, most staff meetings, and planning meetings.
4. Dissatisfied volunteers receive attentive listening.
5. At least once a year the volunteer program is evaluated by staff and volunteers.
6. The responsibility and time to co-ordinate all aspects of the volunteer program are allocated to one or several persons.

THIS REFLECTS
OUR
ORGANIZATION

THIS DOES
NOT REFLECT
OUR ORGANIZATION
BUT I THINK
IT SHOULD

NOTES ON
ACTION
PLANNING



DO YOU THINK IT WILL STIMULATE NEW AWARENESS YES NO IN YOUR ORG?

NEW ACTION YES NO

WOULD YOU PASS THIS ON TO ANOTHER ORG? YES NO WHO _____ WHY _____



Please fill in and return to:

Leadership Unit
 Sports and Fitness Division
 Ministry of Culture and Recreation
 400 University Avenue, 23rd Floor
 Toronto, Ontario M7A 2R9