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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers. AVA is open to both salaried and nonsalaried professionals.

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Finally, AVA produces publications, including several informational newsletters and booklets, and THE JOURNAL OF VOLUNTEER ADMINISTRATION.

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact AVA, P.O. Box 4584, Boulder, CO 80306.

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Money Talks: A Guide to Establishing the *True* Dollar Value of Volunteer Time (Part I)

G. Neil Karn

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INTRODUCTION: THE VOLUNTEER DIFFERENTIAL

"Statistics are like bikinis; they reveal what is interesting, but conceal what is essential."

(Author unknown. Quoted most recently by Susan J. Ellis at a training seminar in Virginia Beach).

The interest in quantifying the value of volunteer work has never been greater. Funding sources demand to know the return for their investment in volunteer programs. Administrators search for reliable cost-benefit formulae. Individual volunteer programs publish annual reports proclaiming the worth of their cumulative volunteer efforts, and a Gallup survey recently commissioned by the Independent Sector has received considerable attention by projecting the national product of volunteering for 1980 to be 64.5 billion dollars.[1] This trend is a bit unsettling, but the emphasis on establishing the monetary value of volunteer time can be expected to continue for the foreseeable future. In this era of scarce resources, results-oriented management prevails, and volunteer programs cannot expect to be exempt.

Nevertheless, the preoccupation with quantifying the volunteer product presents a philosophical dilemma for volunteer administrators. First of all, fixing any dollar value to volunteer time treads dangerously on the edge of the notion of volunteers replacing paid staff--a proposition most volunteer leaders are quick to distance themselves from. Whether preferring not to collude with the elimination of their paid colleagues' jobs or simply wanting to minimize the anxiety that volunteer programs too often generate for paid staff, volunteer directors are uneasy with one-to-one comparisons of productivity. The old saw that volunteer directors are quick to employ--"volunteers supplement, not supplant, paid staff"--is as much a defensive reaction as a firmly-held belief. We have learned to skirt the issue, just as children learn to tiptoe around an irascible uncle. We would prefer that no one broach the topic at all. Some things are just best left unsaid.

Perhaps more important than the staff replacement issue is the critical

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consideration that quantification cannot possibly capture the intrinsic value of the volunteer contribution. I am aware of the story that Allen Breed, the director of the National Institute of Corrections, tells of his experiences with volunteers when he was superintendent of the Preston School Reformatory, a maximum security facility for hard-core, young male adults in California. Despite the objections of correctional officers and even some program staff, he began to use volunteers. The day after an evening of visits, he was walking beside two prisoners who asked him: "When are we going to have more of those real people back?" Intrigued, he inquired into the meaning of "real people" and learned that these prisoners saw volunteers as real people and everyone else as "keepers."[2] Neither Breed's example nor my experience gives cause to disparage the work of dedicated professionals, but it is clear that volunteers make a unique contribution. Dollars and cents will never capture the total contribution of a Big Brother or Big Sister, a rape crisis volunteer, a daily telephone reassurance call, a lobbyist or advocate at the State Legislature. As the too-familiar robot in a futuristic thriller would say: "It does not compute!"

So there are good reasons to avoid this whole mania, but what if there is no choice? A directive from an agency head or the city council to justify the return of the volunteer program is not easily ignored. What then? Here are two thoughts.

First, do not forgo some consideration of the intangible benefits of a volunteer program in any evaluation. Call it "the volunteer differential." Although admittedly difficult to measure, these benefits probably constitute a significant portion of the volunteer product. Insist that any analysis of the program include a serious examination of these worthwhile, albeit abstract, assets.

Start by brainstorming the advantages which volunteers uniquely bring to achieving the agency's mission. Big Brothers and Big Sisters provide positive role models for troubled youth. Recovered victims of debilitating diseases bring to new sufferers a special empathy and understanding of the experience. Hospital auxiliaries engender an environment of caring and concern and improve patient morale. Mental health volunteers hasten the resocialization and ease the reintegration of patients preparing to return home. Volunteers in prisons build trusting relationships with offenders that elude correctional staff. Citizen involvement in public agencies improves community relations by debunking myths and exposing the public to the real problems confronting the agency. Volunteers afford sanction . . . volunteers are the best advocates and fund raisers. . . volunteers . . . .

The potential list of benefits is limited only by the imagination of the volunteer director. Take time to articulate these contributions, carefully linking them to the primary work of the agency. Do not expect decision makers to divine these intangibles. If you overlook them, they most assuredly will, too. A strong defense of the intangible assets may tip the balance in cost-effectiveness analysis.

Second, when preparing a projection of the worth of volunteer contributions, NEVER CONCLUDE THAT VOLUNTEERS SAVED THE AGENCY "X" AMOUNT OF DOLLARS! It is unlikely that anyone ever committed to paying for these services in the first place. If they were not budgeted, there is no savings. At best, this could be considered cost avoidance. Furthermore, talk of budget savings again raises the spectre of volunteers replacing staff. Couched as a "savings," it is not much of a mental leap to conjure up notions of an even greater windfall if some or all paid staff were replaced with volunteers. Now there are some who would argue this as a defensible conclusion, but such is not a declara-

tion to make lightly. Unless you are bold and prepared to mobilize a volunteer corps to replace paid staff, or unless you are ready to accept the challenge of demonstrating where the first budgeted dollar was actually saved, it is best to conclude that VOLUNTEERS ADDED SERVICES WORTH "X" AMOUNT OF DOLLARS. That assertion alone is a very persuasive argument.

IF YOU MUST DO IT, AT LEAST DO IT RIGHT!

"There are three kinds of liars in this world: liars, damn liars, and statisticians."-- Benjamin Disraeli

My misgivings on the topic of quantifying the value of volunteer contributions are readily apparent to anyone who reads the introduction of this paper. Having continued this far, it is apparent that you, the reader, will persist in trying to reduce volunteering to dollars and cents, or at least have a passing interest in trying or, more likely, are forced to produce some justification for your volunteer program.

Out of sympathy for those compelled by the latter reason and because there exist no standard formats for documenting the volunteer product (and certainly none which do the end result justice) this paper will reluctantly, but without apology, try to formulate a process which can fix a true value to volunteer time. Put another way, despite the frightening example of Thomas á Becket, we will go boldly ahead and accept this unwanted mission and discharge it with a sense of pride and integrity. Let us proceed.

Most attempts at establishing a monetary value of volunteering do a great disservice by vastly underestimating the equivalent worth of volunteer work. A review of the annual report of just one agency in Virginia which enjoys a reputation for effectively involving volunteers in the criminal justice system demonstrates this point. This particular agency had done a reasonably good job of recording its volunteer hours, had assigned an hourly value of median wage (a figure half way between the highest and lowest wages), and then proudly projected the worth of its volunteer product. The casual reader may have been impressed, but anyone so inclined could have easily consulted the income and expense statement found a few pages later in the same document and quickly deduced that the reported volunteer return was less than the monetary investment. The ratio was about four dollars of volunteer time for every five dollars committed to administering the volunteer program--clearly a case of being hoist on your own petard.

Is this agency inefficient? Is it ineffective? Should it be defunded? Taking the questions in reverse order, it probably should not be defunded, as will be substantiated later in this section, but it may well be if it continues to publish annual reports such as this.

Is it ineffective? Not necessarily. Even if the reported return is accurate, a case could be made for the additional intangible benefits of the volunteer program which might tip the balance of the cost-effectiveness ratio.

Is it inefficient? Perhaps, if one relies on its published projections; but actually not, if you delve a bit more deeply. This agency has simply miscalculated its volunteer product. The assignment of median wage as the value of volunteer work has served to grossly underestimate the equivalent worth of the volunteer service. Had a value been assigned which reflected the real purchase price of the contribution, a very dramatic cost-benefit ratio could have been reported.

The agency in the example is by no means alone; the mistake is repeated in this state and across the nation. None of the methods frequently used to compute the value of volunteer time provides a true repre-

sentation. The frequently employed method of multiplying volunteer hours by minimum wage ($3.35 per hour) is blatantly apologetic and results in the most significant underestimations. Less apologetic, but no more precise and just as difficult to defend, is the practice of assigning the value of national median wage, estimated by VOLUNTEER to be $6.50 per hour. A bit more progressive, but still unsatisfactory, is the methodology of projecting the product of volunteer service on the basis of average wage paid in the agency or on the hourly wage of an equivalent paid position. This equivalency option is the best starting point, but by tying the volunteer value to the agency's wage scale, both approaches overlook the factor of other employee benefit costs.

Let us examine the persuasiveness of the equivalency model and then construct another process which builds on this model to demonstrate the true value of volunteer contributions.

THE EQUIVALENCY MODEL

The equivalency model is the most precise, least apologetic, and most defensible process for establishing the true dollar value of volunteer work. The equivalency model proposes that the true value of volunteering be fixed at the fair market value or purchase price of parallel paid services.

Implicit in this approach is the premise that the value of volunteer time is the actual worth of the contribution, not the volunteer's earning power. For volunteers performing the same volunteer task, calculations misguidedly based on earning power would serve to overvalue the contribution of some citizens who happen to enjoy a high rate of compensation in their work for pay such as engineers, physicians and attorneys, while undervaluing the contribution of other volunteers such as students, women who do not work outside of the home, and retired people. At the scene of a fire, each properly trained volunteer firefighter is essentially worth the same whether he or she is an eighteen-year-old student or a physician or an attorney. The only fair value is the worth of the volunteer work itself.

Now if the physician-turned-volunteer-firefighter performs emergency medical treatment at the scene, or if the attorney-turned-volunteer-firefighter prepares the articles of incorporation for the squad, these donated services should be valued at a different rate (again, because the monetary value of the service also changes). However, when performing the same task, a firefighter is a firefighter is a firefighter.

Some might argue that some skilled volunteers such as our aforementioned physician or attorney bring more sophistication to their volunteering even if their work is outside their professional competence. This may be true to a certain degree, but it must be recognized that any paid job classification has a range of incumbents with varying skills and competencies, all paid on the same basic scale. An examination of most any agency will reveal some employees who produce more than others similarly compensated and classified. This will also be true in volunteer programs, but the impact of the extra-skilled volunteer is negligible in establishing the true value of a particular category of volunteer work.

The equivalency model affords a measure of precision in fixing the worth of the volunteer product which cannot be obtained by using the average wage paid in the agency or the local or national median wage. Quite frankly, some volunteer tasks are rather routine and are not worthy of either wage average. Just as misrepresentative would be the assignment of some median wage to the value of the volunteers on a governing board, a prospect to be discussed later in this section.

The equivalency model is admittedly more complex to employ in volunteer programs with a wide variety of volunteer jobs, but the resulting projections will be infinitely more precise.

Comparable Jobs

To formulate an equivalency rate for a particular volunteer job, carefully assess the duties performed and the knowledge, skills, and abilities demanded by the position. This requires that all volunteer positions have specific job descriptions so they can be compared to standard employment classifications. With a sense of integrity, the volunteer job description is matched with the agency's classification system to determine an equivalent paid category.

Volunteer programs which are not a formal part of an agency or institution should try to establish their equivalency by consulting the classification structure of the system or institution they serve. The challenge is to find the paid classification which most closely parallels the volunteer responsibilities. For example, a Friends of the Juvenile Court program would most logically consult the position descriptions in the services unit of the juvenile court. Short of this option of consulting a parallel system, the local labor department or employment commission can be consulted for average wage data for the equivalent job descriptions identified.

As an example of how the equivalency model could be employed, let's return to the criminal justice program cited earlier in this section. The volunteers to be classified are carefully screened and extensively trained. They serve as one-to-one volunteers with probationers, providing counseling, making sure court dates are kept, assisting with the locating of housing, employment, and other social services. The Commonwealth of Virginia's Schematic List of Classes and Pay Plan would be consulted, and we might cautiously conclude that "Probation and Parole Officer Trainee" is the equivalent classification. (An entrance-level "Probation and Parole Officer," one pay grade higher, might just as reasonably have been selected on the basis of work performance. However, as the volunteers do not necessarily have prior experience or professional training, we have opted for the trainee category.)

ESTABLISHING THE TRUE PURCHASE PRICE

Having established an equivalent classification for a particular volunteer job, most would be content to consult the pay schedule to locate the assigned hourly wage and then to conclude that a fair value of the volunteer work has been set. In the case of our criminal justice volunteers, the Commonwealth of Virginia pay plan sets the entrance salary of a Probation and Parole Officer Trainee at the modest hourly rate of $6.12, certainly higher than minimum wage or the median wage of $4.76 used in the agency's annual report.

However, our task is to establish the true value of the volunteer contribution, and this work could not be purchased for this equivalent hourly figure. Our equivalent classification, the Probation and Parole Officer Trainee, costs the State much more when fringe benefits are considered. Further, the state employee is also paid for many days--holidays, annual leave, and sick leave--when he or she does not work. Since volunteers report only actual hours worked, an equivalent rate of pay should take into account the real cost to the state for every hour actually worked by our parallel classification.

The process for establishing this true purchase price is detailed for our sample criminal justice volunteer in the accompanying inset.

The true value assessment process is just that: a process. There is no absolute formula; it will vary from agency to agency, and from program to program. Our example is based on the personnel policies of the Com-

EXAMPLE 1

TRUE VALUE ASSESSMENT PROCESS

Criminal Justice One-to-One Volunteer

PROCESS	*EXAMPLE*
1. Having established the equivalent job category, start with annual salary at the beginning step of the classification grade.	1. *Probation and Parole Officer Trainee*[3] *Grade 7: Annual Salary - $12,731.00* *Hourly Wage - $6.12*
2. Figure the value of the benefits package for that equivalent position. Consider FICA, retirement, workmen's compensation insurance, life insurance and health/hospitalization insurance. Add the dollar value of the benefits to the annual salary. The sum is the annual compensation package for that equivalent position.	2. *FICA: $12,731 x .0670* — *$ 852.98* *Retirement: $12,731 x .0615* — *782.96* *Health Insurance: $91.50x12* — *1098.00 (a* *Life Insurance: $12,731x .003%* — *38.19* *Workmen's Compensation* — *100.00* *TOTAL BENEFITS* — *$ 2,872.13* *Annual Salary* — *$12,731.00* *Benefits* — *+ 2,872.13* *ANNUAL COMPENSATION PACKAGE* — *$15,603.13*
3. Determine the standard number of work hours in a year for an employee used in computing hourly salaries in your agency. Standards are: 2080 for 40 hour weeks; 1950 for 37½ hour weeks; 1820 for 35 hour weeks.	3. *Annual Work Hours for Agency = 2080 hours (40 hours x 52 weeks)*
4. Full-time employees are frequently paid even when they do not come to work. Consequently, it is important to the notion of equivalency to establish the actual number of hours worked annually. Compute the number of hours that employees are allowed for leave and holidays. Consider: legal holidays, annual leave and sick leave. Subtract the number of paid hours for leave and holidays from the standard number of annual hours in step #3. The remainder is the number of actual hours worked each year.	4. *Annual Leave @12 days per year* — *96 hours (b* *11 Paid State Holidays* — *88 hours* *6 Paid Sick Leave Days (Average)* — *48 hours (c* *232 hours* *Annual Work Hours for Agency* — *2080 hours* *Paid Hours Not Worked* — *- 232 hours* *ACTUAL WORK HOURS ANNUALLY* — *1848 hours*
5. To establish the equivalent hourly purchase price, divide the total established in step #2 (value of wages & benefits) by the number of hours established in #4 (actual hours worked annually). The quotient is the hourly cost of the equivalent position for actual work. Since volunteers only report actual hours worked, this is the equivalent hourly value of the volunteer work.	5. *$15,603. ÷ 1848 = $8.44 per hour*

NOTES ON THE COMPUTATIONS

(a) The monthly health insurance costs to the employer range from $67.80 for a single policy to $122.64 for family coverage. The Department of Planning and Budget utilizes an average monthly cost of $91.50 per employee for budgeting purposes based on user experience. (b) All annual leave days are considered an agency liability because unused annual leave balances are paid off upon termination. (c) An average sick leave usage of six days per year was utilized although employees earn 15 days per year. This figure is based on average usage and the State's liability for paying off one-fourth of unused sick leave balances of terminating employees with at least five years of State service.

monwealth of Virginia. Yours may be different. The point is to thoroughly investigate the compensation policies of the agency or institution served in order to fix the equivalent purchase price or fair market value.

In our example of the criminal justice volunteer, a creative, but thoroughly defensible assessment of the true value has elevated the assigned hourly wage of our modestly-equated position from $6.12 an hour to $8.44. This is an increase of 37.9%.

The intriguing aspect of the true value assessment process is that it invites variations on the theme. For example, veteran volunteers could be "paid" at a higher step on the pay scale if the equivalent experience factor can be documented. Volunteers required to work at night or on weekends could be "paid" a shift differential. The intent is to establish an equivalent value.

Remember Disraeli's wisdom. Statistics can misrepresent, and you may be colluding with the misrepresentation by failing to consider some very relevant factors. The true value assessment process requires that you be thorough, precise, and resourceful.

WHAT ABOUT THE DIFFICULT TO CLASSIFY?

The equating of the work of a criminal justice volunteer to the Probation and Parole Officer Trainee is reasonable. So might be the tying of the rate of a teacher's aide to the work of many volunteers in the classroom, but what about those volunteer assignments for which actual job parallels are not so readily apparent? How do you value the volunteer work of a board of directors? What about a conference planning committee? What about a Big Brother or Big Sister, a Scout Master, or a Little League Coach? Are there reasonable equivalents in these cases?

These particular volunteer tasks typify a whole set of volunteer assignments which might be categorized as "the difficult to classify." We are hesitant to set a value on services for "fun" tasks or jobs which have traditionally been performed by volunteers and for which there are no paid precedents. Admittedly, these present a challenge, but any process worth its salt must meet the hardest test, so let's try to apply the equivalency model.

Consider the volunteer member of a governing board of directors. Earlier, the notion of assigning the volunteer's earning power was rejected because it did not necessarily correspond to the worth of the volunteer service. Nowhere is this more true than in service on a voluntary board. Earning power is irrelevant. The duties and responsibilities of the board must be examined.

Close scrutiny will reveal that most governing boards set policy, establish program priorities, determine budgets, and retain top executive staff--rather awesome responsibilities. What is the fair value? Why not set it, at a minimum, at the equivalent rate of the chief executive or agency director . . . maybe even ten or twenty percent higher? After all, the board is this person's supervisor and employer. Is this too farfetched? Not really. Members of for-profit boards in private industry are paid handsome sums for their services. They are guiding the fortunes of the business and are justly rewarded. The same rationale can be applied to the volunteer board.

To demonstrate the significant value that can be assigned to these key volunteer decision-makers, we will again illustrate our true value assessment process. This time we are establishing the equivalent value of a member of the governing board of directors of a particular medium-sized, non-profit agency in Virginia. The position identified for our equivalency computations is the Executive Director, the person the board employs and supervises. The calculations in Example 2 are based on that agency's personnel and compensation policies.

EXAMPLE 2

TRUE VALUE ASSESSMENT PROCESS

Member of the Board of Directors for a Non-Profit Agency

1. Equivalent Job Title: Executive Director
   Annual Salary - $30,000 (a)

2.

FICA: $30,000 x .0670	$ 2,010.00
Retirement: $1500 lump sum per yr.	1,500.00 (b)
Health Insurance: $40.42 x 12	485.04 (c)
Workmen's Compensation: $.42 per $100	126.00
TOTAL BENEFITS	$ 4,121.04

Annual Salary	$30,000.00
Benefits	+ 4,121.04
ANNUAL COMPENSATION PACKAGE	$34,121.04

3. Annual Work Hours for Agency = 2080 hours
   (40 hours x 52 weeks)

4.

Annual Leave @ 13 days per year	104 hours (d)
8 Paid Holidays	64 hours
4 Personal Leave Days	32 hours (d)
4 Sick Leave Days (Average)	32 hours (e)
	232 hours

Annual Work Hours for Agency	2080 hours
Paid Hours Not Worked	-232 hours
ACTUAL WORK HOURS ANNUALLY	1848 hours

5. $34,121 ÷ 1848 hours = $18.46 per hour

NOTES ON THE COMPUTATIONS

(a) This non-profit agency quotes no hourly wage for its executive director. (b) Retirement contribution for all employees is a single lump sum of $1500 per year. (c) Health insurance is offered for single member coverage only. Extra family coverage must be assumed totally at the employee's cost. No life insurance is offered as part of the benefits package. (d) Both annual leave and personal leave are considered a liability as unused leave balances in these two categories are paid off upon termination. (e) An average usage of four days has been estimated based on prior experience. Unused sick leave balances are not paid off upon termination, and therefore are not a factor in the computations.

Several observations are in order for Example 2. First, the value established for this particular volunteer job is very substantial in monetary terms: $18.46 an hour. It illustrates our need to be bold and unapologetic. Volunteer directors, long accustomed to having volunteers considered second-rate and too often believing it themselves, may be timid about the prospect of suggesting such a significant sum. Take heart. We must be advocates if we are going to participate in the quantification game. In ecclesiastic terms, to quote Martin Luther: "Sin boldly."

Second, the dramatic figure that can be assigned to this and other more responsible volunteer positions evidences the wide range of monetary value that volunteer time represents. Median wage projections are terribly inadequate at capturing this. Is the campaign chairman of a United Way fund drive which surpasses its annual goal worth only $6.50 an hour? We think not.

Third, the computation of this particular example again demonstrates that there is no absolute formula for computing the true value of volunteer job worth. The private agency cited has a significantly different compensation policy from that of the Commonwealth of Virginia, which was used in our first example. The notes which accompany each example should be read carefully, and the model process given as an appendix should be consulted when you are ready for application.

Fourth, the issue of productivity, previously undiscussed, may come into account in this particular example in an inverse fashion. Be certain to consult the second installment of this article for an examination of the productivity phenomenon.

ANOTHER EXAMPLE

Let's try another "difficult to classify" volunteer job. How would we value a volunteer member of a conference planning committee? To give our example form and substance, we will assess the planning committee for the Virginia Division of Volunteerism's Statewide Conference.

As always, the first step in the true value assessment process is to examine the duties and responsibilities in order to establish equivalency. Unlike our previous example, the conference planning committee is advisory, not governing as is a board of directors. However, in this particular case, they do more than merely advise. Members are carefully selected for their demonstrated ability, knowledge, and expertise in volunteerism. They select the conference theme, design the conference program, arrange and in some cases actually conduct workshops, select major speakers, make hospitality arrangements, and handle all aspects of conference publicity.

After reviewing the Commonwealth of Virginia's classification system, we might reasonably conclude that this level of work is equivalent to the responsibilities discharged by a Human Resource Developer B, a classification assigned to mid-level professional, nonsupervisory staff at the Division of Volunteerism. The responsibility levels are really quite parallel. Each calls for professional expertise and the ability to work relatively independently.

Having settled on an equivalent classification, we can again apply our true value assessment process. The dollar value we establish for the conference planning committee may surprise you. Look at Example 3.

A member of a conference planning committee valued at $10.83 per hour? You better believe it, and worth every penny of it, too, if only figuratively.

Let's turn our attention to another "difficult to classify" type of volunteering: the fun jobs. What value would we assign to a Little League Coach or a Scout Master? Playing with kids . . . getting out in the fresh air for some exercise . . . reliving childhood memo-

EXAMPLE 3

TRUE VALUE ASSESSMENT PROCESS

Volunteer Member of a Conference Planning Committee

1. Equivalent Job Title: Human Resource Developer B
   Grade 10: Annual Salary - $16,631.00
   Hourly Wage - $8.00

2. FICA: $16,631 x .0670	$ 1,114.28
Retirement: $16,631 x .0615	1,022.81
Health Insurance: $91.50/mo. x 12	1,098.00 (a)
Life Insurance: $16,631 x .003	49.89
Workmen's Compensation:	100.00
TOTAL BENEFITS	$ 3,384.98
Annual Salary	$16,631.00
Benefits	+ 3,384.98
ANNUAL COMPENSATION PACKAGE	$20,015.98

3. Annual Work Hours for Agency = 2080 hours
   (40 hours x 52 weeks)

4. Annual Leave @ 12 days per year	96 hours (b)
11 Paid Holidays	88 hours
6 Paid Sick Leave Days (average)	48 hours (c)
	232 hours
Annual Work Hours for Agency	2080 hours
Paid Hours Not Worked	-232 hours
ACTUAL HOURS WORKED ANNUALLY	1848 hours

5. $20,016 ÷ 1848 hours = $10.83 per hour

NOTES ON THE COMPUTATIONS

(a) The monthly health insurance costs to the employer range from $67.80 for a single policy to $122.64 for family coverage. The Department of Planning and Budget utilizes an average monthly cost of $91.50 per employee for budgeting purposes based on user experience. (b) All annual leave days are considered an agency liability because unused annual leave balances are paid off upon termination. (c) An average sick leave usage of six days per year was utilized although employees earn 15 days per year. This figure is based on average usage and the State's liability for paying off one-fourth of unused sick leave balances of terminating employees with at least five years of State service.

ries . . . relieving the tedium of a nine-to-five existence. Compensation is the farthest thing from the minds of these volunteers. We don't pay people to organize play for kids, or do we?

We most certainly do. The profession is called Recreation, and baccalaureate and advanced degrees are offered in this field. The responsibilities of the Little League and Scouting officials who organize, plan, and supervise these activities might be equated with the work of a recreation specialist (an entrance level professional position), and the contribution of the individual coach or scout master might be parallel to the compensation of a playground supervisor (a paraprofessional position).

To demonstrate the application of our true value assessment process, the Chesterfield County (VA) Department of Parks and Recreation was consulted for the compensation considerations utilized in Examples 4 and 5.

The values ascribed to these two volunteer roles, $6.45 and $8.01 respectively, are not awesome on an hourly basis, but when multiplied by the volume of volunteer hours donated each year in Little League, Scouting, and other similar programs, the result will show an impressive volunteer product.

One note on the application of this particular example--we have stratified the value of volunteer contributions within the same program. Compensation policies for paid personnel routinely reward supervisory staff and staff who carry added responsibility with higher salaries. It is perfectly logical that we do the same in establishing the value of volunteer contributions. To do otherwise would result in underestimating the cumulative worth of the volunteer program. In other words, assign a reasonably higher value to the chief and officers of the volunteer fire department, to the chairman of the fund drive, and to any other leaders of volunteers. Our society, like it or not, rewards management personnel monetarily. Apply the same principle in computing your volunteer product.

ONE MORE CHALLENGE

Now let's consider what may be the ultimate challenge of the "difficult to classify" type of volunteers: a Big Brother or Big Sister. Nearly everyone is familiar with the work of the volunteers in this national program. Big Brothers and Big Sisters serve as friends, counselors, companions, and positive role models for troubled children lacking a parent figure.

Our dilemma--how to value a surrogate parent? Parenting is decidedly unpaid; we take care of our own. How do we value those ball games, those cook-outs, or those heart-to-heart talks? This isn't organized recreation, this is a special kind of friendship, and no one gets paid for being a friend.

The benefits of a Big Brother/Big Sister program are admittedly of the more intangible nature, and any evaluation of its effectiveness will surely call for a strong defense of the volunteer differential suggested in the introduction. However, lest we retreat too quickly from our premise and dismiss this form of volunteering as an exception which defies quantification, let's be reminded of these considerations.

First, we are discussing the value of added services. Don't be defensive! We are not requesting payment or even suggesting someone ought to pay for these services. We are simply attempting to place a fair market value on this form of volunteering.

Second, our society is now paying for services it never dreamed of paying for a few decades before. It's not exactly true that we expect all of us to take care of our own. The complexities of our modern society have made this notion a bit passe. For example, many aging parents are no longer cared for in the homes of their children; an ever-increasing number are maintained in nursing homes sub-

EXAMPLE 4

TRUE VALUE ASSESSMENT PROCESS

Little League Coach

1. Equivalent Job Title: Playground Supervisor[4]
   Annual Salary - $9288.00
   Hourly Wage - $4.46

2.

FICA: $9288 x .0670	$ 622.30
Retirement: $9288 x .1037	963.16
Health Insurance: $67.02/mo. x 12	804.24
Life Insurance: $9288 x .01	92.88
Workmen's Compensation Insurance:	150.00
TOTAL BENEFITS	$ 2,632.58
Annual Salary	$ 9,288.00
Benefits Package	+ 2,632.58
ANNUAL COMPENSATION PACKAGE	$11,920.58

3. Annual Work Hours for Agency = 2080 hours
   (40 hours x 52 weeks)

4.

Annual Leave @ 12 days per year	96 hours
11 Paid Holidays	88 hours
6 Paid Sick Leave Days (average)	48 hours
	232 hours
Annual Work Hours for Agency	2080 hours
Paid Hours Not Worked	-232 hours
ACTUAL HOURS WORKED ANNUALLY	1848 hours

5. $11,920.58 ÷ 1848 hours = $6.45 per hour

EXAMPLE 5

TRUE VALUE ASSESSMENT PROCESS

Little League Official

1. Equivalent Job Title: Recreation Specialist
   Annual Salary - $11,736.00
   Hourly Wage - $5.64

2.

FICA: $11,736 x .0670	$ 786.31
Retirement: $11,736 x .1037	1217.02
Health Insurance: $67.02/mo. x 12	804.24
Life Insurance: $11,736 x .01	117.36
Workmen's Compensation Insurance:	150.00
TOTAL BENEFITS	$ 3,074.93
Annual Salary	$11,736.00
Benefits Package	+ 3,074.93
ANNUAL COMPENSATION PACKAGE	$ 14,810.93

3. Annual Work Hours for Agency = 2080 hours
   (40 hours x 52 weeks)

4.

Annual Leave @ 12 days per year	96 hours
11 Paid Holidays	88 hours
6 Paid Sick Leave Days (average)	48 hours
	232 hours
Annual Work Hours for Agency	2080 hours
Paid Hours Not Worked	-232 hours
ACTUAL HOURS WORKED ANNUALLY	1848 hours

5. $14,810.93 ÷ 1848 hours = $8.01 per hour

sidized by Medicaid. Day care is similarly subsidized to allow mothers to work outside of the home. Mental health clinics exist to help families cope with the stresses of everyday living. The Department of Social Services purchases chore services and homemaker services for elderly and disabled adults still in their own homes. We pay not only for medical services for the poor and disabled, but we also pay for transportation to and from the health facilities--a service once provided by families and neighbors. The list of examples is endless. The point is that it is not so farfetched to begin valuing family services we once took for granted.

Third, our task is to place a fair market value on these services, and in their absence the replacement cost is awesome. If you do not believe it, just ask a working father who has lost his wife about the cost of child care, maid service, and meal preparation. The Bureau of Economic Analysis of the United States Department of Commerce has conservatively estimated the annual value of the homemaking services to be $12,500. Now obviously, most spouses do not have the capability of purchasing these services; they are assumed as part of the marriage covenant. Nevertheless, the replacement costs are staggering, if only theoretical. It is similar with work of a Big Brother or Big Sister. Society may not have the capability of purchasing these volunteer services which shore up the family unit, but their value is no less significant.

With this understanding, let's try to establish the contribution of a Big Brother or Big Sister using the equivalency model. Big Brothers and Big Sisters of America was consulted, and it was learned that while the first months of the relationship do emphasize recreation, the purpose is to build a foundation of trust for later efforts at counseling and problem-solving. It is not recreation for recreation's sake.

Only one volunteer applicant in three is ultimately selected for a Little Brother/Little Sister assignment. Screening is intense and the applicant's suitability for assignment carefully assessed. Some may be found ready for handling only an eight year-old, others a teenager with a drug problem or self-destructive tendencies.

The problems of the individual Little Brother/Little Sister seeking a volunteer are similarly assessed for the purpose of making the correct match. Each assignment must marry a child and his/her diagnosed problem with a volunteer possessing the appropriate problem-solving skills. Further, a treatment plan with specific behavioral objectives is established for each relationship.[6]

For our purpose of equivalency, a strong case can be made that this form of volunteering is bona fide counseling. The Big Brothers and Big Sisters may not be degreed counselors with the fullest range of helping skills, but the unique matching process insures that the client is afforded the specific counseling/problem-solving assistance required. If the counseling objective is achieved, then counseling must be the volunteer contribution.

To apply the true value assessment process, the Fairfax County Department of Personnel was consulted for the compensation considerations used in Example 6. An Outreach Worker, a paraprofessional counseling position, has been selected as the appropriate equivalent classification. Counselor I, the entrance level professional counseling position, was rejected because the Big Brothers/Big Sisters do not necessarily have the range of counseling abilities and formal education required for this position.

Per our calculations, the value of a Big Brother/Big Sister serving in this particular jurisdiction could fairly be set at $10.80 per hour. Of course, the value will vary from community to community. The salary schedule for Fairfax County em-

EXAMPLE 6

TRUE VALUE ASSESSMENT PROCESS

Big Brother/Big Sister

1. Equivalent Job Title: Outreach Worker[7]
   Grade 14: Annual Salary - $16,409
   Hourly Wage - $7.89

2. FICA: $16,409 x .0670	$1099.40
Retirement: $16,409 x .08292	1360.63
Health Insurance: $93.85/mo. x 12	1126.20 (a)
Life Insurance: $16,409 x .0036	59.07
Workmen's Compensation Insurance: $16,409 x .002	32.81
TOTAL BENEFITS	$3678.11
Annual Salary	$16,409.00
Benefits Package	+ 3,678.11
ANNUAL COMPENSATION PACKAGE	$ 20,087.11

3. Annual Work Hours for Agency = 2080 hours
   (40 hours x 52 weeks)

4. Annual Leave @ 13 days per year	104 hours (b)
12 Paid Holidays	84 hours
4 Paid Sick Leave Days (Average)	32 hours (c)
	220 hours
Annual Work Hours for Agency	2080 hours
Paid Hours Not Worked	-220 hours
ANNUAL HOURS ACTUALLY WORKED	1860 hours

5. $20,087.11 ÷ 1860 hours = $10.80 per hour

NOTES ON THE COMPUTATIONS

(a) The monthly health insurance costs to the employer range from $57.40 for a single policy to $128.32 for family coverage. The Fairfax County Budget Office supplied data on actual user experience which allowed an average monthly cost of $93.85 to be set. (b) All annual leave days are considered a liability because unused annual leave balances are paid off upon termination. (c) An average sick leave usage of four days per year was utilized although employees earn 13 days per year. This figure is a relatively conservative estimate based on experience. No data on actual usage exists. Unused sick leave balances are not paid off upon termination and therefore are not a factor in the computations.

ployees is among the highest in Virginia and reflects the substantially higher living costs associated with this particular community. The value of $10.80 per hour could not be used statewide, but it would very legitimately be utilized for this specific volunteer role in this particular jurisdiction. The significant variations in pay scales evidenced by this example further underscore the inadequacy of assigning a national median wage.

CLOSING COMMENTS

There you have it. We have tried to show that any volunteer position can be fairly, precisely, and defensibly valued, even those traditionally thought to be difficult or downright impossible to quantify. We also believe that it has been satisfactorily demonstrated that the true value assessment process will document the volunteer contribution to be a significantly higher monetary value than frequently assigned by standard approaches. The methodology for documenting true purchase price alone has swelled the hourly value of each of our six examples from 28.0% to 44.6% above the equivalent hourly wage. As a result, the hourly values calculated for the six range from $6.45 to $18.46, substantially more than minimum wage and usually more than median wage, and these are for the more "taken-for-granted" types of volunteering. Imagine the hourly value of the donated legal services of an attorney or the donated medical services of a physician!

Words of caution: the true value assessment process based on the equivalency model is a bold, unapologetic system. It is proposed by one who is a strong advocate of volunteerism, but it must be employed with integrity. The paid classifications utilized for the purpose of establishing equivalency must be able to stand the test of close scrutiny. It is certainly a disservice to underestimate the value of volunteer time by assigning minimum wage, but just as surely, the credibility of the equivalency based system will be undermined if indefensibly high values are assigned. Respect for volunteerism will grow in direct proportion to the manner in which volunteer leaders manage their affairs. A businesslike approach will be modeled by thoroughness and precision in formulating any analysis of the volunteer product.

MORE TO COME . . .

We have just begun to unveil the true worth of the volunteer product. Part II of this article will appear in the next issue of The Journal of Volunteer Administration (Vol. I, No. 3, Spring 1983). In Part II we will explore other frequently overlooked phenomena in estimating the worth of volunteering.

FOOTNOTES

[1] *"Americans Volunteer Time Worth $64.5 Billion a Year," UPI News Dispatch, Richmond Times-Dispatch, January 7, 1982.*

[2] *Fahy G. Mullaney, "Citizen Volunteers Are Breaking into Jail," - Corrections Today, July-August 1981, pp. 54-8.*

[3] *Compensation Plan and Schematic List of Classes, Commonwealth of Virginia, 1982.*

[4] *Telephone interview, Chesterfield County, Virginia Department of Personnel.*

[5] *Estelle Jackson, "Just How Much is Wife Worth?" Richmond Times--Dispatch, April 27, 1980.*

[6] *Telephone interview with Lee Daney, Big Brothers/Big Sisters of America.*

[7] *Telephone interview, Fairfax County, Virginia Department of Personnel.*

APPENDIX

Model Work Sheet

True Value Assessment Computations

I.	VOLUNTEER JOBS COVERED:	I.	EQUIVALENT PAID CLASSIFICATION:
II.	ANNUAL SALARY FOR EQUIVALENT PAID CLASSIFICATION	II.	SALARY:
III.	VALUE OF BENEFITS PACKAGE	III.	FICA: Retirement: Health Insurance: Life Insurance: Workmen's Compensation Insurance: Other Benefits: _____ _____ + _____ TOTAL VALUE OF BENEFITS = _____
IV.	VALUE OF TOTAL COMPENSATION PACKAGE	IV.	Annual Salary = Benefits Package = + _____ ANNUAL COMPENSATION PACKAGE = _____
V.	ESTABLISHED ANNUAL WORK HOURS FOR AGENCY	V.	___ hours/wk x 52 weeks =
VI.	HOURS PAID BUT NOT WORKED ANNUALLY	VI.	Annual Leave = Paid Holidays = Paid Sick Leave = + _____ TOTAL HOURS PAID BUT NOT WORKED = _____
VII.	HOURS ACTUALLY WORKED ANNUALLY	VII.	ESTABLISHED ANNUAL HOURS = HOURS PAID BUT NOT WORKED = − _____ ACTUAL WORK HOURS ANNUALLY = _____
VIII.	TRUE HOURLY VALUE	VIII.	TOTAL COMPENSATION ÷ Actual Hours = ☐
IX.	NOTES ON THE COMPUTATIONS:	IX.	NOTES:

Locating a Volunteer Program: Utah's Personnel Office Experience

Jeano Campanaro, CSW and Ralph Hinckley, MA

In the real estate business, location, location, and location, are the most important factors when it comes down to property values. Traditionally, we think of locating volunteer programs within the Executive Director's Office in private institutions such as hospitals or, in the case of state and local government programs, within the Governor's or Mayor's office. This concept should not differ for private agencies or organizations. But are these the most effective locations? What is best for managing such programs and, better still, for maintaining longevity in these times of budgetary constraints?

This article suggests that a program of volunteerism can best be started and developed within the Personnel Office of a governmental jurisdiction, agency, institution, hospital, or private industry. One point to consider is that the Personnel Office tends to be less political since it is a continuous functioning arm of the organization and is, therefore, more stable. The Personnel Office is the nerve center of the entire organization. From the administrative point of view, volunteerism can be overlaid on the typical personnel functions of recruitment, examination, and classification. Almost every personnel function can be applied to volunteerism. For example, each volunteer job should have a formal written job description which can serve as the basis for recruitment, examining and selection.

Volunteer workers should be governed by internal personnel procedures and rules just like paid staff. Career planning, certification of experience, training, insurance and liability coverage are all necessary ingredients of such a program. One final advantage is that by overlaying volunteerism into the personnel program, a solid, stable foundation is established which will help sell the program to managers and supervisors. In addition, a balance will be established between paid and unpaid staff. This balance refers to utilization of unpaid staff in all areas of the organization with a reasonable mixture of paid and unpaid staff. Too often we tend to place volunteers, the unpaid staff, only in specific areas of an organization. With the cooperation of the Office of Personnel staff, new openings in all areas could be looked at for volunteer involvement.

THE UTAH EXPERIENCE

A case in point is the Utah scene. The Utah Department of Social Services started its first statewide volunteer program in 1979, housed in the Executive Director's office. This organizational arrangement did not produce the desired results. On a trial basis, the program was placed in

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the Personnel Office, even though the Personnel Manager questioned the move and wondered if other locations should be considered. However, in less than one month the benefits were evident. Soon the Volunteer Services Coordinator learned to place a heavy emphasis on written job descriptions and on written policies and procedures that tied in with policies and procedures for paid staff.

Another benefit developed when the Personnel Manager and support personnel staff became actively involved in the total volunteer program. They made policy recommendations, pointed out legal aspects and endorsed the use of volunteers in all areas of the Department. Now, as standard practice, the recruiter for paid staff asks prospective employees if they have had volunteer experience somewhere. Related volunteer experience is used to meet employment requirements on a regular basis.

As a result of this new teamwork between the Personnel Office and the volunteer program, the focus on training of paid staff changed. Field trips by the Volunteer Services Coordinator to the institutions and human services offices in the state centered around such basic personnel functions as written job descriptions for volunteers. At some of the meetings it was not unusual to spend as much as one hour completing a job description. The volunteer managers, coordinators and directors in the state are now becoming better prepared as "personnel managers" for the unpaid staff. With the help of volunteers, the Department has published its second booklet listing more than 150 volunteer job descriptions in Utah's human services.

The Department of Social Services has a written set of Personnel Procedures. The Volunteer Coordinator, again due to location, was able to write the Section, "Use of Volunteers," in concert with the other personnel staff. The State Volunteer Services Coordinator is especially proud of a new regulation that recognizes volunteer service credit for career service positions. This is published in the 1982 State of Utah, Personnel Management Rules and Regulations, #13.d. It reads:

> *When prescribed by agency management and certified as having participated in an approved volunteer services program, such volunteer service credit shall be recognized for determining satisfaction of minimum qualification requirements for career service positions, as determined by the Division of Personnel Management.*

The Recruitment Specialist for paid positions has been utilizing this regulation, since there is a scarcity of paid jobs and an abundance of applicants. During each interview for a paid job, she asks if the applicant has had volunteer experience. The Division of Corrections has been doing the same, especially in hiring Probation Officers. The administrators state they know what to expect when the volunteers are hired. The Department's Volunteer Probation Officers are given a great deal of responsibility.

Both the Department Procedures and State Personnel Rules and Regulations are updated regularly and the Volunteer Services Coordinator is given the opportunity to recommend changes, additions and deletions to these procedures, rules and regulations. One county government and one city government volunteer program are now picking up on some of these ideas and making them a part of their overall program.

CLASSIFICATION STUDY

To point out to administration the value of volunteer services, a classification study was made. Each volunteer job description was analyzed and assigned a grade level comparable to paid staff. The study was entitled: "Classification of Volunteer Positions As Compared With Full-Time Paid Career Service Positions

In The Utah State Department of Social Services." Comparisons were made by using a position evaluation plan based on point ratings of ten position allocation factors, each with a different weight (See Table 1).

In using this system, points are assigned to each factor and then totaled. Then, depending on the range of points, a grade level is assigned to each job. In this way, the job itself is evaluated, not the person filling it.

Using this same position evaluation plan, each volunteer position was classified in a manner equivalent to salaried positions. For example:

Title	Equivalent Grade	State Salary Rates Per Hour, Entry Level
Clerical & Reception Volunteer	11	$4.92
Adult Foster Care Volunteer	13	5.52
Probation Volunteer	15	6.22
Guardian Ad Litem Volunteer (An advocate for a child who has been neglected and/or abused. The job involves legal and social services training, investigative work and may require testifying in juvenile court.)	17	6.95

The classification study was sent to all administrators and volunteer directors in the Department. One of our institutions, the Utah State Hospital, used the study for an accreditation review. The study is also used in our Management Indicator Reports, which show the dollar value of all volunteer services in the Department. This report is prepared quarterly and is sent to Administration, Division heads, the State Budget Office and the Governor's Office. This classification study has helped the Department obtain a more accurate picture of the true value of volunteerism in the Department. It is enlightening to note that several volunteers have been "promoted" into the ranks of the professional staff, one reward of volunteerism.

OTHER BENEFITS

For insurance purposes, the Department of Social Services looks at its pool of human resources as both paid and unpaid staff. Since both categories can be placed equally in greater at-risk situations, liability protection for both categories has been the aim. Coverage for volunteers now entails worker's compensation and malpractice insurance in amounts equal to paid staff. Most recently, volunteers were bonded as are paid staff. This has been tried in one area where volunteers handle food stamps.

In orientation and training, volunteers are told they are to be treated as state employees. This especially applies to confidentiality, performance on the job and open staff meetings. To exemplify this policy, in a meeting at one of the community correctional centers, the question arose: "can a volunteer be left in charge if no paid staff members are present?" The answer was yes. The constant goal: equal status with paid staff.

It may appear to some that the volunteer program is buried within a departmental Personnel Office, but the opposite is true. The Department of Social Services is the largest department in Utah State government utilizing volunteers (the annual average number of volunteers is 6,000). The Personnel Office sees to it that this fact is made visible. This includes better linkage with the Governor's Office. Whenever the presence of Governor Scott Matheson and/or his wife, Norma, is needed for a

Table 1

	Factor	Weight
#1	Knowledge Required (measures the information which the worker must understand)	30%
#2	Supervisory Controls (covers the controls exercised by the supervisor, the employee's responsibility, and the review of completed work)	15%
#3	Guidelines (covers the nature of work guidelines and the judgment needed to apply them)	15%
#4	Complexity (covers the variety and difficulty of tasks performed in the work)	10%
#5	Scope and Effect (covers the relationship between the nature of the work and the effect of the work product or services)	10%
#6	Personal Contacts (includes face-to-face and telephone contacts)	4%
#7	Purpose of Contacts (purpose of personal contacts range from factual exchanges of information to situations involving controversial issues)	4%
#8	Physical Demands (covers the physical demands placed on the employee by the work assignment)	1%
#9	Work Environment (considers the risks and discomforts in the employee's physical surroundings)	1%
#10	Extent of Supervision (covers the number of employees directly supervised and additional responsibilities involved in such supervision)	10%

volunteer ceremony, the utmost of cooperation is afforded. The Governor personally signs all certificates of recognition for the Department. For a recent ceremony at the Utah State Training School, he was asked to sign more than 100 certificates by this Volunteer Services Coordinator. When asked if this was too much to ask, his reply was: "Jeano, the Governor's hands are good for two things: shaking hands and signing."

The question may be asked if personnel staff would cooperate with the volunteer director. Cooperation will happen if administration supports the concept and educates the Personnel Office staff to that need. Also, agency administrators must treat the concept as priority and lend support to both the Personnel Manager and the Volunteer Coordinator or Director.

Too many volunteer programs have been cut all over the country in this time of need for a greater use of volunteers. If the volunteer program is located in another department or becomes a separate division, this invites budget cuts and abolishment of programs. But Administration cannot operate a human services department without a Personnel Office. So being part of the Personnel Office offers stability to a good volunteer program.

As time progresses, the Volunteer Services Coordinator is finding that requests for advice and clarification of rules regarding volunteers come in from all parts of the state. This stems from the fact that policy statements and decisions on personnel rules ultimately come from the Personnel Office. The combined knowledge of human resources of the personnel staff and the volunteer program staff assures authoritative answers to questions.

One overall task of personnel administration is to study and develop new ways in which human beings can be integrated into our organizations. The Personnel Office may be the ideal location to begin to expand our horizons in volunteerism, in addition to providing a stable environment for such programs.

SUMMARY

The authors seriously recommend establishing or moving existing volunteer programs into the Personnel Office of the organization. This will cause the Volunteer Coordinator or Director to become more fully aware of policies, procedures and the overall management of human resources. For example, this Volunteer Services Coordinator has learned to appreciate the real value of written volunteer job descriptions. This office is already in its second printing of job descriptions for the Department and is constantly adding new ones. Whenever an agency is concerned about turnover or lack of volunteers, the first analysis begins with the jobs assigned and the written job descriptions.

Another personnel tool is the Position Evaluation Plan for Classified Positions. This is used to classify volunteer positions in relation to paid positions. The Personnel Policies and Procedures Manual is another area in which the volunteer manager should become involved. In fact, a section relating to volunteers should be included in any such manual. The volunteer manager will be better equipped to deal with personnel-type problems involving volunteers, as the unpaid staff.

The Personnel Office is always involved in some form of recruitment and the Volunteer Coordinator can learn new and different techniques. For example, this Volunteer Coordinator learned to send out job announcements for non-paid positions to a selected mailing list. The Volunteer Coordinator can learn to do more detailed documenting of various aspects of the program to provide greater structure and longevity for the program. In many ways, being part of the Personnel Office integrates the volunteer component more logically and permanently than any other location can.

Enhancing Volunteerism in Ohio

Katherine A. Burcsu, Marcia R. Herrold, and Barbara A. Kaufmann

INTRODUCTION

A unique design for exploring the establishment of a statewide volunteer organization grew out of the first Ohio conference on volunteerism. "Volunteer Venture '81" was held in Columbus on April 8-10, 1981 with 318 participants. This was the first time volunteers and volunteer administrators from around the state gathered for educational programs and discussion of issues related to volunteerism. Because participants felt the conference was a worthwhile experience, they wanted the process to continue.

On the final day of the conference, the following resolution was adopted:

1) That an ad hoc committee be formed to explore options which would enhance and improve the quality of volunteerism in Ohio, e.g., a state office of volunteer coordination, a state association of citizens concerned with volunteerism, an association to plan and carry out a yearly convention.

2) That the Volunteer Action Center of Franklin County (Columbus) be asked to establish an ad hoc committee with broad representation across the state to explore the best vehicle for enhancing and promoting volunteerism in Ohio.

The Volunteer Action Center accepted the request of the conference and in June, 1981, appointed a "Design Group" whose sixteen members came from Central Ohio. The Design Group was composed of conference participants, representatives of various types of voluntary services and the following organizations: ACTION, Ohio Citizens' Council, United Way of Franklin County and of Licking County, and The Junior League of Columbus. They agreed to explore various options and discuss the feasibility of those options with others from around the state.

THE WORK OF THE DESIGN GROUP AND THEIR PLAN

From the start, the Design Group was a working committee, meeting at least monthly. As specific issues and tasks arose, members were assigned to work on a particular aspect of the project. The Design Group determined that the following activities were necessary: 1) to research existing types of statewide structures; 2) to determine a process to gain statewide input; and 3) to prepare a report and recommendations to Volunteer Venture '82 (a second statewide conference planned for May, 1982).

The Design Group operated with donated staff support from VAC, the

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volunteer hours of the committee, financial support from Junior League of Columbus and others who responded to the Design Group's request for comments and feedback.

MODEL STRUCTURES

The Design Group first explored other statewide structures. The group found three different models: a state office; a private non-profit association; and a volunteer network.

Model I: State Office on Volunteerism

General Information: At the time of the study, 26 State Offices on Volunteerism (or Voluntary Citizen Participation) existed, created either by the State Legislature or by Executive Order of the Governor. Initial funding usually came from ACTION with increasing percentages of State money in successive years. The State Office has paid staff and office space and usually is guided by an Advisory Council. Activities include expanding volunteer programs in state agencies, providing training and technical assistance, serving as a resource center, staging statewide recognition events, publishing newsletters, and advocacy. Some State Offices also include direct service programs.

Example: California had a State Office, created in 1977 by Executive order of the Governor. In 1981 it had a budget of $166,667 ($91,667-State, $75,000-ACTION), a paid staff of five and an Advisory Council.

The advantages of a State Office were considerable. Start-up funds, office space and equipment would be provided by government. The office would serve as a focal point for volunteerism. It would have the support of key political persons such as the governor and legislature. The State Office would have good visibility for its activities. The creation of a State Office would support the notion of volunteerism receiving official recognition. The State Office also might have an easier time accessing private industry for assistance and support.

Equally strong disadvantages were perceived for a State Office. It was felt an office within government might be too political in staffing and in projects undertaken--and subject to changes in political climate. There was a feeling that a state office might be tied up in bureaucracy and be unable to respond to the local need and grassroot feelings of those working in volunteerism.

Model II: The Private Non-Profit State Association

General Information: Associations are membership organizations with elected officers. Funding is obtained primarily from memberships, although other sources, e.g., grants, are possible. The number of paid staff varies. Activities include newsletters, workshops, and other activities to benefit and serve members. The Design Group could not determine how many states had associations related to volunteerism.

Example: Minnesota had a state association: the Minnesota Association of Volunteer Directors (MAVD). It was a professional organization for paid and unpaid administrators. MAVD provided workshops, conferences, a newsletter, a job bank, a members' Skillsbank and a forum for dialogue on issues related to volunteerism. MAVD was organized by regions and governed by an Executive Board composed of four officers, five regional directors and chairpeople of seven standing committees.

In terms of advantages, a state association was perceived to be out of the political arena, able to provide continuity in staff and policies, and free to establish multiple funding sources. A state association could widely represent both geographic areas and diverse volunteer activities.

As disadvantages, a state association would have no guarantee of funding for staff and facility and, because of that, could lack cohesion and visibility. It might reflect only the interests of current members and not be truly representative of state-

wide needs and interests. Fund raising was perceived as a burden to both the organization and individual participants.

Model III: The Volunteer Network

General Information: A network is an interrelated, interconnected group, often very loosely structured. There is a designated leader, usually elected, but the network has no staff or office and operates with minimal funding.

Example: Maryland had a Volunteer Network which it defined as a statewide coalition of volunteers and voluntary organizations. It was guided by a chairperson, two vice-chairs, a secretary and a treasurer. It appeared to concentrate its efforts on advocating for legislation on behalf of volunteers. The network had a Post Office Box mailing address.

The advantages of limiting the structure to an informal network are the perception of camaraderie, independence and diversity that would be preserved. Its simplicity enables ease in establishing the organization and providing the minimal funding required. The Design Group realized that the first Ohio conference and its own process were evidence of an embryonic network in Ohio.

The very lack of structure is the basic disadvantage of a network. Lack of continuity and identity is a danger: a coherent, ongoing program would be difficult to maintain. The good will and energy of individuals would be required to keep the network functioning.

FEEDBACK MECHANISMS

As the Design Group was researching various statewide structures it also began to explore means of getting feedback from around Ohio. The Design Group determined to gather information from those who actively work with volunteers and/or are volunteers themselves in Ohio communities. It was felt that their concerns and experience could best indicate whether a statewide vehicle would be of value and, if so, give clues to the most practical structure to improve volunteerism in Ohio. To this end, the state was divided into six geographical regions. Each of the regions contained a Volunteer Action Center, a Junior League and several United Way offices, all considered potential contact points for their region.

Because representatives of local Volunteer Action Centers had attended Volunteer Venture '81 and were familiar with the project, it was decided to ask them to serve as regional contacts and to convene meetings in their area to assess needs and interest in a statewide structure. All persons asked to serve as regional contacts agreed. Information on organizing a regional meeting, suggested kinds of participants, a sample invitation and a tentative agenda were provided to each contact person as a sort of "study package."

The program for each regional meeting included:

- Background on the project and the purpose of the day.
- Identification and prioritization of "needs" and "wishes" of voluntary organizations/volunteers through use of the Nominal Group Process in small groups.
- Presentation of the information gained from researching structures existing in other states.
- Participant analysis of the capabilities and limitations of the various models presented in meeting the needs identified by the group.
- A discussion of the kinds of support needed from local groups to develop a statewide structure.
- A written assessment of the regional meeting, a rating of models, and an indication of personal interest in a statewide structure from each

participant at the conclusion of the day.

It was felt important that each Design Group member participate in at least one regional meeting. Most members attended several meetings.

PRIORITY NEEDS IDENTIFIED

A major concern of the Design Group, in conducting this information gathering exercise, was to determine whether a definite set of needs, which might be served by a statewide approach, could be identified. In each region participants identified a long list of ways to improve voluntary services in their organization or community. A number of their ideas involved only internal or local resources and changes; a "dividend" of each meeting seemed to be the opportunity to share these specific concerns.

For the purpose of this study, however, the question was WHICH, IF ANY, PRIORITY NEEDS TO IMPROVE VOLUNTARY SERVICES CAN BE PRODUCTIVELY DEALT WITH AT THE STATEWIDE LEVEL. In region after region, common concerns were described with suggestions for statewide action. Following is a list of priorities:

TRAINING for staff, governing boards and volunteers to help them understand and do their particular job better. This might involve broad subjects such as recruitment, recognition, commitment, etc., and some very specific skills such as record-keeping, funding, or needs assessments. A Statewide Structure could provide: conferences and seminars; a skills or resource bank of persons available for training and other programs that have been successful; a newsletter to share useful and creative ideas.

MARKETING and public relations, information and education. High quality of both materials and skill in presentation are required to assist the general public and targeted groups understand volunteerism and learn its opportunities. A Statewide Structure could: assemble resources and professional assistance to produce media "spots," PR packets and workshops; obtain area and statewide coverage to promote voluntary services; act as a clearinghouse for successful local PR projects.

BENEFITS and support systems for volunteers. Tax incentives, child care, transportation, stipends may all help broaden the base of potential volunteers and assist in their retention. A Statewide Structure could: maximize advocacy of changes in state and federal laws to increase tax and other incentives for volunteers; provide an exchange for innovative solutions to the ever-present child care and transportation problems.

NON-TRADITIONAL sources and kinds of volunteers. The support of business and industry in recruiting the employed volunteer, and involvement of the younger, the older or the minority volunteer were identified activities. A Statewide Structure could work with corporations and schools on an areawide basis and, again, serve a training, resource and clearinghouse function.

NETWORKING itself was seen as a need and a means of support for local voluntary service groups. A Statewide Structure could: help start and provide continuing support for a Voluntary Action Center; coordinate long-range planning and research; enable professionalism and certification of volunteer directors and coordinators; provide the resources previously mentioned . . . newsletters, skills and program banks, workshops and conferences, coordination of advocacy and public information efforts.

DEGREE OF INTEREST

The other question the Design Group sought to answer through its regional workshop plan was WHETHER AN INTEREST EXISTS FOR A STATEWIDE VEHICLE to support and enhance volunteerism. The respondents to workshop questionnaires said: "yes." Tabulation

showed that at least 79% were in favor of pursuing this idea and all but 1% willing to consider it.

Of the three models (state office, association, and network) described, the workshop respondents chose the association as the preferred model, with a state office running a close second. Among those who indicated "other" as their choice, the suggestion was made that some existing organization with a statewide presence, such as United Way or Ohio Citizens' Council, should serve as the vehicle for a state volunteer support program. Some of those who felt uncomfortable with any statewide approach expressed apprehension regarding the remoteness of a state office, the difficulty in obtaining dependable funding, and the danger that a state organization might fall into the area of partisan politics.

PROCESS CONCLUSIONS

Though the number of participants in the regional workshops was only a small sampling of the state's population, it is the opinion of the Design Group that it was representative of Ohio's active volunteers and geographically diversified. The similarity of concerns which emerged at the various workshops seemed to point to common problems and the possibility of common solutions. The Design Group was able to identify several features of an appropriate model for Ohio:

1. The model must provide a structure that promotes clearly perceived functions and the ability to perform consistently and effectively. Its services must be accessible and responsive to local needs. The model must support efforts at local levels rather than build and maintain existence for its own sake.

2. A model should be developed to fit the needs of Ohio: linkage, support and advocacy of volunteerism. Existing models from other states can be used to develop specific plans for action.

3. A stronger system of grassroots support, participation and input must be developed. Specifically, the Design Group was anxious to find a comprehensive means of soliciting support and participation of those directly involved in the activities of volunteer agencies and organizations.

4. Volunteer Venture '81 and this study have already resulted in the establishment of an "informal" network similar to a model description from other states. If that network is to grow to the more developed form of a state organization it needs a supportive climate provided by friendly government, corporate and private policies, involvement of leading citizens, and stable funding sources.

RECOMMENDATIONS OF THE DESIGN GROUP TO VOLUNTEER VENTURE '82

The model:

A State Association with Membership

- volunteers
- volunteer administrators
- persons and organizations committed to promoting volunteerism
- organizations that involve volunteers and citizen participation groups
- representatives of state and local governments

An office in an accessible, visible location

Diversified funding

Support staff . . . paid and unpaid

A governing board composed of regional representatives

At the 1982 statewide conference, the Design Group also recommended a number of implementation steps to form the proposed association. These were studied by participants at the conference and, with minor amendments, were adopted as

follows:

To establish a statewide steering committee and convene its first meeting on July 15, 1982.

A. Elect a Convenor for the first meeting from the Volunteer Venture '82 conference body.

B. Create an ad hoc Selection Committee in each of seven (7) regions.
   1. Invite Volunteer Action Centers to take the responsibility of bringing together an ad hoc selection committee of five (5) persons from at least three (3) different communities and three (3) different volunteer-related organizations.
   2. Each ad hoc Selection Committee would:
      a. publicize the opportunity for steering committee appointment throughout the region;
      b. solicit applications;
      c. review and select representatives for the region: 2 volunteers; 1 volunteer administrator; and 1 "at large" member who represents citizen participation or can contribute to the purpose and activity of statewide effort.
   3. The Selection Committee would send names of their representatives to the Convenor by July 1, 1982.

C. Hold the organizational meeting of the Statewide Steering Committee.
   1. Date: July 15, 1982 from 10:00 A.M. to 3:00 P.M.
   2. Participants: Convenor, four (4) representatives from each of seven (7) regions, and two (2) representatives from the Design Group, for a total of 31 people.
   3. Steering Committee Objectives:
      a. to develop its own structure and operational plan for the association.
      b. to design and implement the plan/process to form a state association by July, 1983.
      c. to mobilize local interest and support for the association.
      d. to explore linkages with other statewide volunteer-related organizations in Ohio.
      e. to develop the operating structure for the state association.
      f. to publicize activities.
      g. to undertake a task that will demonstrate value and benefits of statewide effort.

PROGRESS TO DATE

In July 1982, the statewide committee held its initial organizational meeting. Members have established their operating structure and approved their operational plan. Funding has been secured for the year: each region represented has pledged $300. The committee has selected VOLUNTEER OHIO as the name of the State Association and has designed a logo. A first news release has been disseminated statewide.

The steering committee has established objectives for VOLUNTEER OHIO, and a targeted start-up date of July, 1983. Committee members have tried to encourage interest in the new association through personal contact with community organizations, legislative leaders, gubernatorial candidates and potential funders.

CONCLUSION

If two state conferences and our Design Group have accomplished nothing else, we have helped to establish a volunteer network from throughout the state. This has resulted in the opportunity for people to broaden perspectives and meet

others with similar interests. The regional meetings determined an interest in statewide activity, identified constituents for the new association and enabled exploration of local issues by participants.

The development of a study package for regional meetings was especially valuable because it enabled us to quickly determine similarities and differences from one meeting to another. It provided consistent kinds of information as the Design Group began to analyze data and form recommendations. The study packet was also valuable to the participants because it focused discussion, created awareness and presented possibilities for local planning and cooperative action.

If other states are to undertake this project, we would advise the greatest possible cultivation of regional convenors, specific guidelines for the choice of group leaders, making representation in both the Design Group and regional meetings as broad as possible and reaching out to non-traditional volunteer groups.

While it was clear that those participating in the regional workshops wanted some structure, there was and will continue to be questions as to which model will finally evolve. Organizing a state association does not exclude the possibility of a State Office on Volunteerism in the future. There certainly is now an Ohio network, essential to the other efforts which have taken place and which will be required in the future.

College Criminal Justice Volunteerism Courses: An Area of Neglect

Charles M. Unkovic, PhD, William R. Brown, PhD, and Beverly Wicks, RN

INTRODUCTION

Volunteerism courses are relatively new in college curricula because the need for professionals to promote volunteers has gone largely unrecognized for decades. Instead, volunteers were handled by agency personnel on a common-sense basis with little effort to systematically recruit, train, or reward those who gave of their time. Volunteerism in criminal justice was particularly slow to develop because of resistance due to having volunteers work in some areas, especially in corrections. It is a wonder that volunteerism has done as well as it has in criminal justice. Recently the need to develop professional volunteer coordinators for many areas of service, including criminal justice, is beginning to be recognized.

The primary focus of this study is on volunteerism and the criminal justice system, particularly on the education of Criminal Justice students with respect to the use of volunteers. The Criminal Justice curriculum in many universities does not take full advantage of the volunteer concept, especially in light of data showing that one of every six persons volunteers his or her services to some organization. In fact, many agencies could not function if volunteers were eliminated.

In a recently completed study by the authors, it was determined that many jails did not use volunteers primarily because jail administrators lacked experience with them. Non-users of volunteers who responded expressed concern about volunteer safety, training, and staff relationships. However, evidence from this study of 74 jails in the United States indicates that jail administrators who had had actual experience with volunteer programs in jails were satisfied with the programs and planned to expand them. The study goes on to say: "Those administrators who had little or no experience with volunteers in jails made significantly less effort to recruit volunteers" (Brown, Unkovic, 1982:1).

The under utilization of volunteers in jails apparently caused some concern to the National Institute of Corrections. Its annual program plan

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for 1979 reserved $25,000 for a Volunteer Information Center to aid correctional agencies. The purpose of this plan was to provide information concerning volunteerism such as models and methods used in training volunteers, research on rates of volunteer utilization, and the nature of contacts with Criminal Justice agencies (NIC, 1979). In another program, Development of Community Involvement in Jails, $100,000 was reserved "to assist jails in identifying and mobilizing volunteers and community resources to improve services and programs for inmates" (NIC, 1978). The purpose of this program was to train the staff to use volunteer resources effectively (NIC, 1979).

While these two programs are helpful, some major issues are unresolved and there are still serious questions concerning the relationship between the criminal justice system and the concept of volunteerism. Two major questions were addressed in the study to be described in this article. First, to what extent does the criminal justice system believe in volunteerism or not? Second, if the curricula in Departments of Criminal Justice at the college or university level were examined, to what extent would courses dealing with volunteerism be found? In other words, are Criminal Justice students learning how to work with volunteers in a professional and objective manner?

Many criminal justice administrators cannot appreciate the potential of volunteer services because they have not been instructed via specific courses on how to deal with volunteers. They cannot realize fully the extent to which volunteers can reduce their workload by providing services such as counseling for inmates and families, recreation and exercise, chaplaincy, advocacy, supplementary security, and family support (California, 1978). How do we educate criminal justice administrators concerning volunteers? It would appear that much of this is now done on the job. Sometimes, however, experience with volunteers comes too late or in an inconsequential way, if at all. Why not institute courses in the curricula of universities that have criminal justice programs with the purpose of teaching students how to work with volunteers? The courses could be integrated into existing academic curricula or set up as special courses.

Most universities have, up to now, had no place in their curricula for volunteerism courses. The VIP organization (Volunteers in Probation, Prevention, Parole and Police, in Royal Oak, Michigan) has begun to change this by organizing professional training programs for volunteers in colleges and universities. Now there are over 50 universities and colleges that teach special classes on volunteerism as an important part of their criminal justice courses (Brown, Unkovic, 1979).

The University of Alabama, through funding from the W.K. Kellogg Foundation has instituted courses on volunteerism in its curriculum for criminal justice students. "In addition to the introductory college courses and degree concentrations, we felt that specific academic mechanisms for coordinators, staff, and volunteers would meet a real need in the field of criminal justice volunteerism today" (VIP, 1979). Similar programs have been instituted in New York, Tennessee, and Minnesota, using the University of Alabama's program as a model. There is also a program at Arizona State University in which students work as volunteers in a correctional setting. There are other programs offered spottedly across the country but, in general, they lack depth, substance and uniformity that can be incorporated into specially-designed courses on volunteerism in criminal justice.

In a survey of sixteen regional resource centers that, in part, function to promote and coordinate education in and training for volunteerism in criminal justice, the re-

spondents felt that their efforts to date at best had been only slightly to moderately effective (Brown, Unkovic, 1979). Only minimal to moderate progress had been made in training of volunteer administrators or to promote students' skills and interest as volunteer coordinators or advocates for improving volunteerism in criminal justice. Yet, these leaders expressed strong beliefs that volunteerism in criminal justice should continue to be promoted and improved.

What seems to be lacking are well-developed plans, goals and objectives to focus, guide, and coordinate the efforts of those who recognize this need and the benefits that could be derived from effective volunteer training in criminal justice programs. Perhaps the most important obstacle to implementing volunteer courses is the negative attitude that many practitioners have about the use of volunteers in corrections--especially those who have not actually had experience with volunteers in criminal justice (Brown, Unkovic, 1982).

STUDY OF COLLEGE CRIMINAL JUSTICE PROGRAMS

In a national study of 155 college and university criminal justice instructors,[1] a series of questions was asked about the extent to which volunteerism was stressed in their curriculum and in their classes. The data, shown in Table 1, indicate that about 30 percent of the instructors gave some attention to volunteerism as one important topic. Only 9.1 percent scheduled a special class on volunteerism leadership. Most instructors give volunteerism very little (50.6 percent) or no (9.7 percent) emphasis.

Instructors who stressed volunteerism in their classes utilized all types of resources, including audio-visual materials. It is noteworthy that instructors who promoted volunteerism were the ones who had had experience themselves as volunteers. As more students are exposed to volunteerism, it seems likely that they too, will become stronger advocates for volunteerism.

Those instructors who promoted volunteerism indicated that their most utilized resources were guest speakers (see Table 1). Data not shown indicate guest speakers were also considered the most effective resource. Other common resources were the use of reading assignments on volunteerism, assistance from national volunteer programs (e.g., VIP-NETP), audio-visual cassettes and films. Local volunteer coordinators and volunteer personnel in criminal justice fields (e.g., VIP) played important roles in facilitating interest and enlightment regarding volunteerism. Still three-fourths of the departments made no use of audio-visual materials or resources available from national programs.

Respondents interested in promoting volunteerism included virtually all criminal justice areas as ones in which volunteers could serve useful functions. Interestingly, the potential benefit of volunteers in prisons and correctional institutions was the second most frequent response regarding use of volunteers. Only volunteers in probation and parole was named more often.

Much remains to be done to facilitate volunteerism in corrective areas if volunteerism is to be utilized to its potential. The agenices and organizations who could benefit most from the skills and resources that volunteers bring into the criminal justice setting appear to be the ones most reluctant to initiate volunteer programs. This can change only through coordinated efforts to reach those with misperceptions regarding volunteerism.

SUMMARY AND RECOMMENDATIONS

It is evident from data collected that most students of criminal justice (at least in those schools surveyed) have had very little practical ex-

posure to concepts of volunteerism in the correctional system. The curriculum in most schools of criminal justice do not include adequate instruction for their students concerning the effective use of volunteers, promotion of volunteerism or volunteer training. Most criminal justice programs are not teaching their students how to use the volunteer resources that they have available. This is a sad commentary because so much more could be done to improve conditions of jails through the use of volunteers.

Students in criminal justice programs should become better acquainted with different volunteer training programs. Emphasis on criminal justice volunteerism could be augmented by internship programs. More coordination between correctional personnel and local volunteer coordinators is needed. Volunteer coordinators need to become more familiar with resources available through national criminal justice organizations such as VIP.

It would certainly benefit students, staff and volunteers if criminal justice programs instituted in their curriculum one or more courses focusing on the volunteer concept. Prisoners, their families and correctional personnel could benefit. National volunteer associations could give greater emphasis to motivating and training volunteer coordinators to reach out to key personnel in correctional settings. This emphasis could eventually result in an overall upgrading of the criminal justice system.

Those who have been involved in the volunteerism movement can attest to the continuously changing factors--local and federal--that facilitate or constrain volunteerism efforts. Today budget costs in many programs have resulted in an even greater need for volunteers in order to accomplish many of the objectives of agencies. Yet inflation has caused many to "moonlight" that otherwise might wish to participate as volunteers. On the other hand, the birth and growth of organized volunteer coordination programs has been nothing short of spectacular. The professional direction and coordination by these professional volunteer leaders is a key factor in motivating correction personnel as well as college criminal justice personnel to promote volunteerism.

What about tomorrow? No doubt current approaches will continue and progress will be made in tried and proven areas of volunteer recruitment, training, coordinating, etc. In addition to those standard practices, how could the volunteerism movement capitalize on the Reagan Administration's proposal to further cut federal funds? Surely the vast numbers of problems people have are not going to go away simply because funds are reduced. In fact, with less paid personnel, most agencies and organizations are going to need to increase their reliance on volunteers.

The proposed "work fare" approach to welfare may contain the nucleus of an idea to greatly assist those agencies, including corrections organizations, who will have to depend even more on volunteers to serve their clients' needs. How? Perhaps the leadership from national and regional volunteer movements could help to shape work fare, or a similar program, so that those welfare recipients who will continue to receive funds will have a choice of (1) working for their welfare funds in business, government or special programs, or (2) serve a specified number of hours as volunteers in various agencies.

"Workfare" has great potential as a source of volunteers. The need for volunteers in all areas has increased rapidly because major welfare cutbacks, Federal and State, have increased the needs of countless citizens and, at the same time, caused reductions in agency staffs to assist those in need. The number of people who enter the criminal justice system has increased greatly. These indi-

viduals and their families have urgent needs that often go unrecognized.

"Workfare" provides an opportunity to utilize the time, energy, and talents of many welfare recipients as a condition for their continuing to receive public assistance. Certainly "volunteers" from this source would need to be adequately trained and supervised. The costs of not utilizing these welfare recipients and often untapped and unrecognized talents is great. Further, the pride and sense of helping others that would come to these "volunteers" is reason enough to involve them in volunteer programs. Volunteers in some criminal justice areas, especially corrections, have been greatly underutilizied, to some extent because volunteers in this area have not been easy to recruit. Workfare could be invaluable as a vast source of "manpower" to assist agencies whose staffs are being severely overloaded.

If such a policy could be implemented, a vast source of volunteers would become available. Volunteer coordinators would likely find themselves in the middle of an exciting and challenging way of helping people who need help to help themselves and others. At the same time, there is the possibility of giving those receiving welfare more help, education, and training that could lead to their becoming more independent. (Most data show that welfare recipients do not want to continue in that status, despite the general public's misperceptions about this.)

What other innovative approaches can be envisioned to take advantage of the changing times rather than be constrained by what can often appear to be a disastrous turn of events? This is a challenge for the volunteerism of tomorrow.

FOOTNOTES

[1]*The list of 178 schools that were sent questionnaires was provided by the Director of "Volunteers in Probation" (VIP), Judge Keith Leenhouts, and Dr. Robert Sigler, at the University of Alabama. These were schools with whom these men had had at least some communication regarding interest in volunteerism in criminal justice. The 155 college and university instructors that responded were located throughout the nation.*

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APPENDIX

TABLE 1

Results of answers given by 144-150 respondents to the following question:

Please indicate the extent to which you use each of the following resources as a classroom tool when you approach the subject of volunteerism in Criminal Justice.

Volunteerism Resources Used In Criminal Justice Classes	Not Used	Minimal Use	Moderate Use	Often Used	Extensive Use
Slides, filmstrips, and/or transparencies on volunteerism.	76.4	14.2	7.4	1.4	0.7
Films (movies) on volunteerism.	67.6	17.6	6.3	2.7	1.4
Audio (only) cassettes on volunteerism.	86.3	11.0	2.1	0.7	--
Audio-Visual cassettes on volunteerism.	78.5	10.4	5.6	3.5	2.1
Assignments for students to read journal articles and/or reports on volunteerism.	37.6	28.9	20.1	12.1	1.3
Assignment of texts or other books on volunteerism.	59.5	23.1	8.8	6.8	1.4
Use of model guidelines for an introductory course in volunteerism on recruiting, training and program management.	73.3	11.0	11.6	2.1	2.1
Use of guest speakers to promote interest in volunteerism.	25.7	22.3	29.7	15.5	6.8
Assistance from a University Student Volunteer Program.	76.6	9.6	7.5	3.4	2.7
Assistance from a Community Based Volunteer Program.	38.1	24.5	16.3	13.6	7.5
Assistance from a National Volunteer Program (e.g. workshops, materials, etc.)	72.9	16.0	2.1	5.6	3.5

APPENDIX

TABLE 2

INTERCORRELATIONS AMONG MAJOR VARIABLES* IN STUDY OF VOLUNTEERISM IN CRIMINAL JUSTICE CLASSES

	A	B	C	D	E	F	G	H	I
A. Attention to volunteerism in CJ classes	--	.66	.38	.39	.29	.47	.43	.36	.26
B. Extent that resource tools and techniques were used	.66	--	.67*	.37	.25	.54	.36	.35	.40
C. Use of national volunteer program resources	.38	.67	--	.23	.29	.54	.21	.32	.31
D. Perception of effectiveness of resources	.39	.37	.23	--	.79	.27	.26	.42	.32
E. Perception of effectiveness of national volunteer program resources	.29	.25	.29	.79	--	.21	.19	.36	.39
F. Extent of use of resources from VIP	.47	.54	.54	.27	.21	--	.37	.45	.51
G. Extent of respondents' volunteer experiences	.43	.36	.21	.26	.19	.37	--	.24	.37
H. Extent that respondents feel that volunteerism should be promoted	.36	.35	.32	.42	.36	.45	.24	--	.46
I. Effectiveness of VIP resources according to current VIP users	.26	.40	.31	.32	.39	.51	.37	.46	--

*Kendall's Tau ordinal bivariate associations (See Nie et al., 1975)

All associations are "significant" at P .05.

The relationships are based on 125 or more responses.

The data in Table 2 show the correlations among some selected question items in the questionnaires completed by the criminal justice instructors. As a means of helping readers less familiar with interpreting correlation data, an example is shown below that shows the findings from the first column of data (i.e., reading down column "A").

Instructors who gave more "attention to volunteerism in CJ classes" (Col. "A") were more likely to have:

		Strength of Relationship Tau*
a.	Used more resource tools and techniques;	.66
b.	Made use of national volunteer resources;	.38
c.	Perceived that the resources they used were effective;	.39
d.	Perceived that national volunteer resources they used were effective;	.29
e.	Used more resources from VIP;	.47
f.	Been more active as volunteer workers;	.43
g.	The opinion that volunteerism should be promoted; and	.36
h.	The opinion that VIP resources they used were more effective.	.26

Other columns of correlations can be "read" in a similar matter.

In sum, the data in Table 2 support the usefulness of volunteerism as a part of criminal justice curriculum. Those instructors who use volunteer resources as aids in their classes, and/or who have had more volunteer experience are significantly stronger advocates of volunteerism in criminal justice than those who have not had these actual experiences.

* Kendall's Tau correlations have a range of zero to plus or minus 1.00. The higher the "Tau" the more strongly the two variables are related. In social data, "Tau's" from .01 to .20 are considered weak; .21 to .40 are moderate; .41 to .60 are fairly strong relations; and over .60 are exceptionally strong.

Contributions to Patient Satisfaction: A New Role for Hospital Volunteers

Kurt H. Parkum, PhD

INTRODUCTION

Traditionally, hospital patients have communicated with medical professionals and hospital personnel directly or through such "linking persons" as family members or friends. For some patients, however, this process does not always work. A hospital is an organizationally-complex and technologically-sophisticated environment which can be confusing even to those who have extensive experience with it. The difference between a patient's everyday life and his or her status as a patient in a hospital can lead to a feeling of helplessness regarding medical and non-medical problems alike. The thesis of this paper is that volunteers can make a contribution toward alleviating this feeling and that the contribution volunteers can make is substantially different from the services of health care professionals.

Various hospital professionals are concerned with patient satisfaction and communication mechanisms. Social workers and pastoral counselors as well as, more recently, patient advocates or ombudsmen are involved (e.g. Adcroft; Hospitals). Also, hospital administrators and medical personnel have become increasingly concerned about patient satisfaction. No doubt the advent of the malpractice suit is one reason, and hospitals are naturally concerned about their reputation in the community. Perhaps most important, there is a growing recognition in medical literature of the role of the patient him or herself in preventing and recovering from illness, (e.g. Reeder; Sehnert; Haug and Lavin).

The patient sometimes needs help in pursuing an active role in his or her treatment process. Empirical studies have shown that health consumers often are dominated by the opinions of health providers even in situations where the consumers are given the role of expert, as in community health planning committees (Parkum and Parkum). The family member can frequently be of help to the patient because he or she knows the details of the patient's situation. The patient advocate or other helping professional can sometimes help because he or she is specially trained to perform this role. The limits on the professional's role are that he or she, by definition, is instrumentally oriented, task specific, emotionally neutral, and limited in time allocation. The patient advocate in particular is meant to deal mainly with the exceptional case rather than cater to patient problems which appear routinely and are not due to shortcomings or shortcircuits in the hospital organization.

The patient advocate and other helping professionals also have potential conflict of interest problems as hospital employees. With patients

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coming and going, loyalties and ties are likely to be formed with other hospital employees, and this may eventually render the professional less effective. Even if this is not the case, the helping professional will not have the time to discover and attend to tasks which require detailed acquaintanceship with a patient, such as emotional support or assistance with a patient's private matters left unresolved because of the hospitalization. These are left to family members or friends. Sometimes a patient does not have such helpers, and this is where the volunteer can assume a new role.

Volunteers have been used in hospitals for many years, but traditionally hospitals have been reluctant to involve "non-professionals" directly in patient care-related assignments. A break with this tradition has taken place in maternity wards where progressive hospitals have given the father-to-be (or sometimes another helper of the woman's choice) a recognized role in recent years, with considerable success. Volunteers can make similar contributions throughout the hospital if properly recognized and utilized. The results of this study demonstrate the need for such new volunteer roles.

METHODOLOGY

A random sample of 32 adult patients was taken from four surgery floors of a medical school-related hospital specializing in tertiary care[1] in the southeastern United States. Nurses as well as the family member or friend who was most involved with the patient were also interviewed. Family or friends whom the patients identified as being most helpful to them during their hospitalization are here referred to as "linking persons." Surgery floors were selected because it was felt that surgery patients would display most of the problems of hospital patients in general and would not uniformly display characteristics unique to any given medical condition. During a typical period almost half the patients in the hospital were surgery patients. Both pastoral care services and a patient representative were available to these patients.

The patients were interviewed twice: first at the beginning of hospitalization, usually prior to surgery, and again toward the end of their stay. Nurses and linking persons were each interviewed once for each patient during the latter period. Four different semi-structured interview schedules were used. The 125 interviews were conducted by three trained interviewers. All data-gathering was completed within a three-week period.

RESULTS

While questions were asked on a variety of subjects, the responses were most interesting relative to three variables: needs; socio-economic status; and sex.

Patient Needs

Since information was gathered from patients both early and later during their hospital stay, from nurses, and from family members acting as a link between the patient and the hospital, a spectrum of perspectives was obtained. The nurses, for example, felt that 47% of the sampled patients had special needs or problems. The nature of these problems was, according to the nurses, non-medical in 67% and medical in 33% of the cases. Family members, on the other hand, recognized only special needs and problems in 31% of the patient population. About one-fifth of the patients were not able to identify a family member or friend who could speak for them and almost as many, 16%, said they needed an additional helper acting as a friend or family member. Other questions to patients, linking people, and nurses, indicated needs for assistance beyond what the hospital provided in the case of 50% of the sampled patients.

Patients were asked if there was ever a time during their hospital stay

when they needed help and could not get it. While most had not had this problem, 25% had had difficulties. These people had generally not been assisted by helping professionals working in the hospital. Only 19% of all patients had been contacted by pastoral counselors, and these patients were not necessarily those with special needs. The patient representative had only helped in one case, and support by social workers was also not in evidence.

The nature of the tasks provided by linking persons was primarily emotional support and visitation and sometimes assistance with household duties. In a few cases, family members helped out by dealing with medical and hospital issues concerning the patients. More of these cases were cited by family members than by hospital personnel. Specific examples included cases in which patients were unable to obtain needed information from hospital staff. One such patient could not get the attention of the medical personnel when necessary. The personnel felt the issue had been resolved because they had explained what the patient had to do, in this case filling out several forms. The patient still did not understand and was at a loss about what to do and very upset. This particular patient, a lower class black male, did not have a linking person, and he was not being helped.

In other cases, a linking person or a hospital employee helped resolve the problem. Sometimes the help consisted of obtaining information for the patient and sometimes it was a question of arguing on behalf of the patient, bringing specifics about the patient's situation to the attention of the relevant hospital employees.

Socio-Economic Status

Patients with higher socio-economic (SES) characteristics were more confident in their ability to obtain information from the hospital staff. Those with more than average contact with nurses had higher SES in 75% of the cases, and patients with lower SES more frequently than others said that they had not had the chance to ask all the questions they would like about their condition or hospitalization. Probably as a result of the more frequent contact between higher SES patients and nurses, the nurses were more aware of the situation of these patients, including if they had family members or others helping them. The higher SES patients also had other advantages, notably more family members available and assistance from these linking persons which went beyond just emotional support and visitation. Lower SES patients more frequently obtained their help from lower-ranked employees. For example, the families of higher SES patients more often mentioned physicians as the person on the hospital staff who helped the most.

Sex Differences

While the sex of patients was related to the sex of the linking person helping them (with men having almost exclusively female helpers and only 60% of the women patients having female helpers), the more interesting observations concerned the relative effectiveness of the sexes in the linking role. While effectiveness could not be measured directly within the confines of the study, patient statements are illuminating. Eighty percent of the patients who had male linking helpers said that they had had a chance to ask all their questions about their hospitalization compared with 58% of the patients with female helpers. Similar differences were found in reference to the survey question on whether patients felt they could get their questions answered.

Women helpers on the other hand were more often present in the hospital and they were found in general to be more active, aware and involved in the linking role than were men. This may account for the finding that women said that they provided emotional help and visitation to the patient while the men more often

mentioned specific or practical tasks such as household management.

IMPLICATIONS FOR VOLUNTEER UTILIZATION AND TRAINING

That about half the patients have special needs and problems and that hospital helping professions are indicated in this study to be rather ineffective in meeting these needs are not in themselves indications that volunteers could be helpful. However, the finding that family and sometimes friends perform a role which is much appreciated by the patients, albeit sometimes unrecognized by the hospital staff, along with the observation that 16% of the patients needed an additional helper acting as a friend does suggest a potential role for volunteers. It requires a more definitive study to determine how accurately this percentage reflects a need throughout the entire patient population. However, 16% in a hospital of the size investigated would amount to 88 patients at any given time, a sizeable number of people. If these people have the same needs as patients who rely on family members or friends, and this study indicates that they do, then the help needed (emotional support and visitation, assistance with household tasks, and occasional support in dealing with the hospital bureaucracy, either directly or through patient advocate or similar services) is ideally suited to volunteers.

Patient satisfaction with and utilization of hospital services are likely to be related to the ease with which patients communicate with their care givers. Trained volunteers can help in this regard, as well as in cases where a linking family member or friend cannot assist or even be identified. These will frequently be patients in the lower SES category and sometimes patients whose spouses cannot take time off from work or patients who do not have a relative on whom to depend.

The training of volunteers might include knowledge about hospital services and, depending in part on the characteristics of the volunteer such as gender and previous experience, assertiveness training. Also pertinent would be training in relating to different categories of hospital employees as well as to patients with different SES characteristics.

The volunteer can provide what the helping professional cannot: time and attention to personal circumstances beyond those related to professional patient care and the disease picture. Volunteers are in this respect untapped resources, and they could make a considerable contribution to making hospital visits less traumatic to patients, while simultaneously easing the burden on the hospital professionals.

FOOTNOTES

[1]Public health terminology distinguishes among primary care, the physician's office and other care facilities designed to be the patient's first point of contact with medical professionals; secondary care, provided by hospitals and other care units without very specialized and advanced services; and tertiary care, the highest level of care designed primarily for patients who cannot obtain adequate care at the primary or secondary level. The main implication for this study is that many patients are from out-of-town and may be assumed to have non-medical problems above and beyond those of local patients.

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The Strategy Exchange

The Strategy Exchange described in these pages was developed for the 1981 National Conference on Volunteerism by Susan J. Ellis, in cooperation with Ivan Scheier, Eva Schindler-Rainman, and Marlene Wilson. All four trainers refined the design and were present in Philadelphia when the Strategy Exchange was run for more than 300 Conference participants. Since then, quite a number of requests have been received for the complete instructions on how to implement a Strategy Exchange exercise elsewhere--and several regional conferences have indeed offered their own versions during the past year.

The following describes the objectives, design, and logistics of the Strategy Exchange as it was run in Philadelphia at the National Conference. Readers are urged to adapt this material to suit the needs of their own groups.

STRATEGY EXCHANGE

RATIONALE: As conferences grow in size, it becomes harder and harder for participants to meet people with mutual interests. Also, many veterans are becoming bored with the standard conference agenda mix of speakers and workshops. If a conference could arrange for a large number of participants to come together in a large room for a good block of time, a minimal amount of structured exercise could facilitate meaningful interaction.

STRATEGY EXCHANGE OBJECTIVES:

1. To enable participants who share common goals, concerns, etc. to meet one another:
   a. to encourage further one-to-one or small group meetings informally during the remainder of the conference;
   b. to break down the feeling of being overwhelmed by the size of the conference, and therefore remaining rather isolated within the crowd.
2. To facilitate meetings that "match" those with questions to those with answers (or at least with some workable ideas or past experience):
   a. to demonstrate that everyone has something to offer as a "resource" to someone else;
   b. again, to encourage further informal meetings during the conference.
3. To visibly involve our field's top trainers as a motivator and support to group interaction:
   a. to utilize these trainers as facilitators "on the floor" during the exchange period and then as "summarizers" and "highlighters," commenting on observations;
   b. to assist in matching up people, based on prior acquaintance with many of the participants and on-site observation.
4. To generate energy and excitement from the very experience of seeing a ballroom filled with people, but then becoming a giant "resource

center."

POSSIBLE PITFALLS TO AVOID:

1. That the session seem disorganized, noisy, etc.

2. That people are unsure of what to do and so begin to drop out of the exercise.

3. That people are more interested in the national trainers than each other, and so try to "grab hold" of one during the session.

4. That people feel frustrated at the fact that the national trainers will not do a major presentation during this period.

5. That people feel uncomfortable sharing whatever information/experiences they have and constrained because they are not "experts" (whatever an expert is!).

Careful planning and enough facilitators with full instructions can avoid these pitfalls.

ROOM ARRANGEMENT: Select largest open space room (in Philadelphia this meant the Grand Ballroom). Arrange chairs in small group circles clustered around posted signs (this may mean clustered near to the walls, or around free-standing easels as well). Chairs may be set up in the center of the room in rows for the opening and closing. At least one microphone is needed at the head of the room. Two more standing mikes near the center of the room would be helpful, too.

SUPPLIES/EQUIPMENT NEEDED:

Large signs or sheets of newsprint on which to print topics

Masking tape

Marking pens--enough for all groups

Copies of "Exchange Slips"--at least 5 for each participant

Balloons (helium-filled) with long strings--enough for all facilitators (note: funny hats or big bow ties can also work well)

Self-adhesive "dots" in two colors--enough for all participants

Copies of Strategy Exchange instructions

PREPARATION: The key to the Strategy Exchange is preparation. Select and orient a sufficient number of local facilitators (the Philadelphia session had approximately 15 facilitators for a group of 300 participants). The most important thing is for the facilitators to understand fully exactly how the Strategy Exchange will work. Their role is to: make sure everyone is following instructions; answer individuals' questions as they arise; notify the trainers of special needs. Facilitators may participate in the Strategy Exchange along with everyone else, but should be alert to situations needing attention.

Topics need to be selected (get ideas from lots of sources) and must be clearly labelled onto individual signs. Choose topics that are skills-oriented, rather than setting-oriented (or else you will constantly cluster museum people with other museum people, hospital folk with hospital folk, etc. and

defeat the purpose of the Exchange). Topics used in Philadelphia included:

Utilizing Teenage Volunteers

Recruiting Church Groups

Recruiting & Utilizing Newcomers/Immigrants

Older Americans as a Resource

Tapping Corporate Volunteerism

Newsletters and Other Communication Ideas

Getting Press Coverage

Assignments for Homebound Volunteers

Ideas for Inter-Generational Programs

Children as Volunteers

Getting the Most from Advisory Councils

Recruiting in Rural Areas

Recruiting in the Inner City

In-Service Volunteer Training Programs

Utilization of Volunteers with Disabilities

Getting In-Kind Donations

Techniques for Evaluating Programs

Techniques for Evaluating Individual Volunteers

How to Organize Bartering

Successful Money-Making Events

Management Techniques for Large Volunteer Programs

Starting a DOVIA

Starting a VAC

Starting From Scratch

Ideas for Research Topics

OTHER

Instructions for the Strategy Exchange and sample "Exchange Slips" should be placed in the registration packets of all conferees, so people can familiarize themselves with the concept before the event. Also, the list of selected topics should be included in the packet or posted prominently prior to the Exchange time. Here is exactly what participants received in their packets in Philadelphia:

* * * * * * * * * *

The 1981 National Conference on Volunteerism is delighted to offer participants a unique afternoon on Thursday, October 15: "The Strategy Exchange." So that everyone can get the most out of this experience, we ask you to read this sheet before Thursday afternoon.

Objectives:
The objectives of the Strategy Exchange are:

1. To enable participants who share common goals, concerns, etc. to meet one another, and:

a. to encourage further one-to-one or small group meetings informally during the remainder of the Conference;

b. to break down the feeling of being overwhelmed by the size of the Conference.

2. To facilitate meetings that "match" people with questions to people with answers--or at least with some workable ideas, past experience, or the desire to team up to look for answers!

a. to demonstrate that everyone has something to offer as "resource" to someone else;

b. again, to encourage informal meetings during the rest of the Conference.

3. To generate energy and excitement from seeing a ballroom filled with people become a giant "resource center."

How It Will Work:
When you enter the ballroom, you'll be given a color-coded tag to wear. This is very important because it will divide the whole group into two halves. At any given time during the Exchange, half the participants will share information, while the other half will be free to move about, ask questions, make contacts. EVERYONE WILL HAVE THE CHANCE TO PLAY BOTH ROLES!

Susan Ellis will open the afternoon with a review of instructions. Facilitators will be on duty all around the ballroom, indicated by yellow balloons. Ivan Scheier, Eva Schindler-Rainman and Marlene Wilson will be

on hand to assist on the floor and to make closing remarks at the end of the afternoon.

All around the ballroom will be banners indicating a specific topic of interest to volunteer program managers and others in volunteerism. At least 20 topics will be listed. At Susan's signal, half the group will select a topic on which they feel they can be of help to others and will go and stand under that banner. Then the other half of the group will be free to go to whatever subjects are of interest to them (you may go to as many topics as you have time for in the 45 minute Exchange period allotted for each half). Resource givers, however, will remain under their banner for the full 45 minutes--then they get the chance to switch roles.

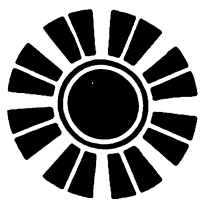
Important:
The success of the Strategy Exchange depends upon your willingness to interact with others and to follow the instructions given. Please remember that there will not be time to go into much detail with all the people you will meet during the Exchange. Rather, look upon this as an opportunity to MEET THE PEOPLE YOU WANT TO CONNECT WITH LATER IN THE CONFERENCE--AND EVEN AFTER YOU RETURN HOME.

It is so easy to spend Conference time "visiting" with old friends and never realizing that the person next to you in the elevator has some key information you could tap (and vice versa). So the point of the Strategy Exchange is to allow you to find those conferees who share your concerns. The rest is up to you . . . use meal times, late night pajama talks, limo to the airport talks--whatever time available to have a conversation that just might make the whole Conference worthwhile for you! And follow up later with an exchange of letters and materials.

So that you can prepare for the Strategy Exchange, your packet contains several EXCHANGE SLIPS to fill out prior to Thursday (more will, of course, be available in the ballroom during the session). Bring along your business cards and extra program brochures, too. Remember, this is an exchange!

All of us who planned this afternoon are looking forward to it with great anticipation. It is a direct response to those of you who commented last year that we were getting "too big" for all the contact-making you wanted to do. We welcome your feedback after the Strategy Exchange and encourage you to make the most out of this unique opportunity.

Have fun!!!



This is a sample "Exchange Slip":

EXCHANGE SLIP

Name: Hotel Room No.:

Organization:

Address:

Telephone:

Summary of why we are making this Exchange: (information promised, subject of mutual interest, etc.)

THE DESIGN: The Strategy Exchange ran for 2½ hours, from 2:15 to 4:45 p.m. The following is the "script" for the session as it was run in Philadelphia:

1:00 p.m.	75 mins.	Room set-up and facilitator orientation. Topic signs posted around ballroom. Chairs arranged. Balloons attached to facilitators. Some facilitators stationed at doors to keep early arrivals out and then to place dots. Microphones tested. Extra instructions and Exchange Slips placed in piles around room.
2:15	15 mins.	Doors open. As people enter the ballroom, facilitators at the door place a self-adhesive colored dot on each person's nametag (note: cards in two colors can be substituted, if necessary). Care is taken to give out an equal number of dots of each of two colors, effectively dividing group in half. People then familiarize themselves with the room arrangement and note where each topic has been located.

2:30	10 mins.	Welcome and instructions. Lead trainer encourages everyone to enjoy the process. Re-emphasizes that the point is to meet people that you'd want to spend more time with later, not to get lots of "answers" now. Explains use of Exchange Slips for this follow-up purpose. First half of group (example: red dots) then told to select a topic, go to the designated area now, and stay there for the first exchange. The red dots will be the "consultants." When red dots are settled, second half (example: blue dots) are told that for the next 40 minutes they may go to as many topics as they wish, meeting people and filling in Exchange Slips. The blue dots will be the "inquirers."
2:40	40 mins.	FIRST EXCHANGE occurs. Note: Trainers and facilitators need to be sure everyone seems involved as the Exchange period begins. Also, if anyone wishes to offer a topic in the "Other" category, he or she should approach the lead trainer who will make the announcement at the microphone.
3:20	10 mins.	Switch. Lead trainer tells everyone to "freeze." Now the blue dots are given the instructions to select a topic, go to it, and remain there as "consultants." When they are settled, the red dots are now free to move around as they wish, as "inquirers."
3:30	40 mins.	SECOND EXCHANGE occurs.
4:10	35 mins.	Exchanges end. Group takes chairs into center. Trainers, who have been floating during both Exchange periods, now make observations on what they heard. Microphones are open to all participants to share new ideas that surfaced during the exchanges. Participants can be asked to make notes on newsprint under each topic, listing ideas discussed, so that the sheets can be posted for the rest of the conference.
4:45		Session ends. (Adjourn to cash bar!)

ADAPTATIONS: There are many ways to vary the theme of the Strategy Exchange. For example, four exchange periods of twenty to thirty minutes each could be offered, rather than two longer ones. No formal breaks are necessary, but having refreshments available in the room would be nice. National trainers are certainly not necessary, but it is helpful to have at least a few people acting as observers/commentators. At the close of a conference during which a Strategy Exchange has been offered, "reports" might be given on how many follow-up meetings indeed happened as a result of the "Exchange Slips."

SUMMARY: Though requiring preparation, the Strategy Exchange is actually a simple idea. Feel free to use the concept, if not the specifics. The key is realizing that everyone has something to offer, as well as having mutual questions. The Strategy Exchange, therefore, is a design that can be used in DOVIA meetings and with smaller groups of all sorts. People too often sit next to others for a long time without realizing that they may have some important things in common or may be resources for one another. The Strategy Exchange is a tool to facilitate such discoveries.

Editor's note: This has introduced a new, periodic JOURNAL feature: training designs. The Journal is seeking examples of training ideas adaptable to many situations. Prospective contributors are urged to follow the format of the way in which the Strategy Exchange is presented here.

THE JOURNAL OF VOLUNTEER ADMINISTRATION

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GUIDELINES FOR SUBMITTING MANUSCRIPTS

THE JOURNAL OF VOLUNTEER ADMINISTRATION encourages the submission of manuscripts dealing with all aspects of volunteerism. We will gladly work with authors to assist in the development of themes or appropriate style. The following are key guidelines:

I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism, and significant applicable research.

B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less visible than the more traditional health, social services, and education settings (though, of course, these are welcome as well). Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organizations, etc.). Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.

C. Please note that THE JOURNAL deals with volunteerism, not voluntarism. This is an important distinction. For clarification, here are some working definitions:

1. volunteerism: anything related to volunteers or volunteer programs, regardless of setting, funding source, etc. (so, for example, this includes all government-related volunteers).

2. voluntarism: refers to anything voluntary in our society, including religion; basically refers to voluntary agencies (those with volunteer boards and private funding)—but voluntary agencies do not always utilize volunteers.

Our readership and focus is concerned with anything regarding volunteers. A general article about, for example, changes in Federal funding patterns may be of value to executives of voluntary agencies, but not to administrators of volunteer programs necessarily. If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your manuscript subject for you.

D. THE JOURNAL is seeking articles with a "timeless" quality. Press releases or articles simply describing a new program are not sufficient. We want to go beyond "show and tell" to deal with substantive questions such as: why was the program initiated in the first place? what obstacles had to be overcome? what advice would the author give to others attempting a similar program? what variables might affect the success of such a project elsewhere? what might the author do differently if given a second chance? what conclusions can be drawn from the experiences given?

Articles must be conscious demonstrations of an issue or principle.

II. PROCEDURE

A. The author must send three (3) copies of the manuscript to THE JOURNAL office.

B. With the three copies, authors must also send the following:
1. a one-paragraph biography, highlighting the author(s)'s background in volunteerism;
2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable;
3. mailing address(es) and telephone numbers for each author credited.

C. Manuscripts may be submitted at any time during the year, but the following are the deadlines for consideration for each issue:

SEPTEMBER	issue:	manuscripts due by the 15th of JULY
DECEMBER	issue:	manuscripts due by the 15th of OCTOBER
MARCH	issue:	manuscripts due by the 15th of JANUARY
JUNE	issue:	manuscripts due by the 15th of APRIL

D. Articles will be reviewed by a panel of Reviewing Editors. The author's name will be removed to assure full impartiality. The review process takes six weeks to three months.

1. Authors will be notified in advance of publication of acceptance of their articles. THE JOURNAL retains the right to edit all manuscripts for basic writing and consistency control. Any need for extensive editing will be discussed with the author in advance. Published manuscripts will not be returned.

2. Unpublished manuscripts will be returned to the authors with comments and criticism.

3. If a manuscript is returned with suggestions for revisions and the author subsequently rewrites the article, the second submission will be re-entered into the regular review process as a new article.

E. Authors of published articles will receive two complimentary copies of the issue of THE JOURNAL carrying their article.

F. Copyright for all published articles is retained by the Association for Volunteer Administration.

III. STYLE

A. Manuscripts should be ten to thirty pages in length, with some exceptions.

B. Manuscripts should be typed, double-spaced on 8½" x 11" paper.

C. Manuscripts should be submitted with a title page containing title and author and which can be removed for the "blind" review process. No name should appear on any text page, though the article title may be repeated (or a key word used) at the top of each page.

D. Footnotes should appear at the end of the manuscript, followed by references listed alphabetically. If references are given, please use proper style and doublecheck for accuracy of citations.

E. Authors are advised to use non-sexist language. Pluralize or use he/she.

F. Contractions should not be used unless in a quotation.

G. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article regardless of form used.

H. Authors are asked to use interior headings to aid the reader in keeping up with a lengthy article. Refer to sample sub-titles in this issue to see how various texts have been broken up at intervals.

I. Illustrations (photographs, artwork) will only be used in rare instances in which the illustrations are integral to the content of the article.

J. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript. Because of the difficulty we have in typesetting figures and charts, authors are requested to submit such items in camera-ready form. Figures and charts will generally be placed at the end of an article.

Please feel free to submit outlines or first drafts to receive initial response from us. If your work is not accepted on the first try, we are open to resubmissions.

Further questions may be directed either to our administrative offices in Boulder or to Susan Ellis, Editor-in-Chief at 215-438-8342.

ASSOCIATION FOR VOLUNTEER ADMINISTRATION

October 12-15, 1983

1983 NATIONAL CONFERENCE ON VOLUNTEERISM

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