VOLUNTEER ADMINISTRATION

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WHAT THE GRADUATE SOCIAL WORK CURRICULUM SHOULD PROVIDE ABOUT VOLUNTEERISM FOR ALL STUDENTS

By Adrienne Ahlgren Haeuser

Professor Florence Schwartz, Hunter College School of Social Work, and the author are two social work educators who believe that social work education has neglected to teach both the value and the method of utilizing volunteers to extend and enrich health and welfare agency programs. In Vol. XI, Issue 1, Professor Schwartz discussed what the social work curriculum ought to provide about volunteer administration as a specialization. *This article will discuss what every graduate social work student ought to know about volunteers and the potential for collaborative efforts with volunteers.*

As defined in this article, volunteers are individuals or groups who contribute services of their own free will without remuneration to social welfare activities. Specific volunteer tasks range from policy making, fund raising and advocacy to direct service. In contrast with "voluntarism", which connotes principles of voluntary participation in social welfare systems, "volunteerism" focuses not on principles but on the persons who volunteer, the services they provide, and the professionals to whom they relate.

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Evidence of Need

There is ample evidence suggesting that the authors are not alone in their concern for content about volunteerism in social work education. The 1977 edition of the Encyclopedia of Social Work includes a revision of the prior edition's article on volunteers. While both articles note the ineffective or inadequate use of volunteers by generally unsympathetic social workers, the 1977 article adds very specifically that, *"Many social workers have not been sufficiently trained to work with citizens' policy making groups or volunteer members of service teams."* (Seider and Kirshbaum, p. 1583). Furthermore, the 1977 National Association of Social Workers Delegate Assembly, meeting in Portland, Oregon, adopted a Policy Statement on Volunteers and Social Service Systems. This statement specifies the development of *"educational programs for social workers for effective involvement of volunteers in policy making, advocacy, administration and direct service"* and *"encourages development of curriculum on citizen participation."* The NASW Policy Statement also states that, *"Achievement of the implementation of such a policy is dependent on making work with volunteers integral to professional training in both class and field training."* (NASW News, p. 39).

In The New Volunteerism, social workers Barbara Feinstein and Catherine Cavanaugh report the spectacular success and subsequent demise of a case aide

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volunteer program in a mental hospital in Massachusetts. From their experience, they generalize that "the use of volunteers raises some ethical issues, both on the current operation of existing social agencies and in social work education. *The dearth of relevant uses of volunteer skills is due, not to the volunteers themselves, but to the professionals who, for the most part, are not equipped or willing to deal with them.*" (Feinstein and Cavanaugh, p. 141).

The Director of HEW's Office of Volunteer Development has said, *"No professional education curriculum prepares practitioners adequately for work with volunteers,"* and also, "Students in the helping professions ought to recognize the extent to which their understanding of volunteers can affect their professional competence and scope of influence." (Naylor, Volunteers Today, pp 199:8.)

Affirming the Value of Volunteerism in a Democratic Society

Social work education needs to be concerned with volunteerism for the simple reason that volunteerism is important in our society. The NASW Policy Statement points out that the basis for concern about volunteers and Social Service Systems is rooted in the American ethos of citizen participation in community affairs, and that *"Volunteer participation continues to provide a way of applying democratic principles and individual responsibility in an increasingly complex society."* (NASW News, p. 39) Richard Titmuss, in The Gift Relationship, suggests that how a society uses volunteers says a lot about that society.

For the social work profession, the value is not only the additional personpower which volunteers represent, but also the prevention or amelioration of many social problems among the volunteers themselves. Volunteering offers an opportunity for self-fulfillment and self-actualization which may or may not include some skill development with the potential for future employment. This self-actualization nevertheless is a deterrent to many of the problems with which social workers cope daily, for example, alcoholism, anomie and the stress of contemporary life. The NASW Policy Statement notes that volunteer opportunities may be particularly important for women in a time of role transition. (NASW News, p. 39) The fact that many women do not agree with the National Organization of Women's opposition to service-oriented volunteering (although NOW supports activist and change oriented volunteering) may relate to their perceiving this self-actualization benefit.

Social work students should be required to articulate to society the positive benefits of volunteer self-actualization.

Graduate social work students should also know the history of the profession. Not only that the profession evolved from the seeds of volunteer activity but that as professionalization accelerated, volunteer contact with clients was curtailed except in recreation agencies. Students should recognize that where the private non-profit agencies have traditionally used volunteers to assess needs and establish policies and programs, professionals have assumed program implementation. Students further need to understand that during the 1960s, tax-supported human service programs began to reverse the exclusive emphasis on professionalism. The 1962 and 1967 Amendments to the Social Security Act authorized matching grants for volunteer programs in some areas such as child welfare and required public assistance agency coordinators to be included in a state plan. The 1967 Amendments *"required that all states move toward the use of non-paid volunteers as part of their service program to strengthen family life through a team approach to services."* (Volunteers in Child Abuse and Neglect Programs, p. 1.) Social work students will not need to be told that compliance is often token, but they should be aware of these developments and of the effect professionalization has had on volunteer activity.

In particular, students should be aware of the opportunities for citizen participation at the local level in the current trend toward decentralization in decision making about program priorities. Because Title XX does not contain guidelines about what constitutes acceptable citizen involvement, Title XX has "had a detrimental effect on volunteer programs serving public assistance recipients." (Sieder and Kirshbaum, p. 1588.) The Director of the HEW Office of Volunteer Development has said, *"The most ubiquitous learning need in the U.S.A. today is for citizens to understand their own community needs, how to prioritize and plan to meet the most important and urgent ones, and monitor the process to hold the 'experts' accountable for solutions."* (Naylor, Leadership for Volunteering, p. 109.) It is time for the social work profession to take responsibility for this process and for social work education to prepare professionals to work in concert with citizen volunteers. Students who have integrated a firm understanding of the history of

the profession with an understanding of a democratic society will have taken the first step toward affirming the value of volunteerism. From reorganizing the value of volunteerism in general, students must progress to the more challenging problem of reorganizing the value of volunteers in relation to their own practice and recognizing the opportunities to extend and enrich agency programs with volunteers. *This means social work education must debunk some myths and clarify some misunderstandings about volunteerism.*

Social Work Education Must Debunk Myths and Misunderstandings About Volunteerism

Foremost among the problems which social work education must address is that volunteers represent cheap labor and therefore may be used to replace or decrease professional staff in times of shrinking resources and/or growing needs. This, naturally, is threatening to professionals, particularly since most professionals, like the general public, believe that the use of volunteers is cheap. Let's correct this misunderstanding first - an effective volunteer program is not necessarily cheap. A good volunteer program requires the services of a paid volunteer coordinator, and the purpose is to extend and enrich human services, not to replace professionals. The NASW Policy Statement is very clear on this issue. The statement says:

> *Volunteers should not supplant or decrease the need for suitably qualified, regularly employed staff. Written policies of agencies should include the following: 1) a statement of assurance that volunteers will not be used to replace or decrease the use of paid staff; 2) a clear differentiation of the functions and activities appropriate for volunteer and paid staff; 3) job descriptions for each category of volunteers; 4) provision for reimbursement of volunteer expenses as appropriate; 5) procedures for monitoring, evaluating and measuring volunteer activities and contributions. (NASW News, p. 39)*

With this kind of policy differentiating functions which are specified in job descriptions for volunteers as well as staff, professional social workers should not feel threatened. Furthermore, professionals should realize that volunteers frequently identify needs and help to develop programs which are subsequently implemented by

professionals. By clearly differentiating and describing both professional and volunteer functions, professionals may find that they gain strength and support from the knowledge that they have allies in their efforts. Students should understand that even "in situations where professional help is available and being used, a volunteer brings a sense of everyday life and community concern that cannot be supplied in any other way." (Stratton, p. 335)

Finally on this issue, a recent editorial in Social Work pointed out that with volunteer-giving decreasing, it would be impossible, even with the most gung-ho fund-raising efforts, to replace the services of volunteers with paid staff. (Brieland, p. 86.)

Another myth that persists is that volunteers today replicate the noblesse oblige tradition of Lady Bountiful. Volunteers come from affluent and middle classes and from poverty. They come from consumer groups and from all age groups. Men are increasingly joining the volunteer force, as are teenagers and persons preparing for retirement. Whereas the Lady Bountiful of the past may have been not only unpaid but perhaps incompetent, today's volunteers can better be described as simply "unpaid". Many volunteers are highly skilled or sincerely interested in acquiring new skills. Professionals who lack respect for the competence of volunteers should probably be looking at their agency's selection and supervision of volunteers. Social workers with their non-judgmental approach to clients would do well to consider this same approach to volunteers and not to regard the status of volunteers as a criterion for their service or evaluation. In fact, a mission of social work should be to assure equal opportunity to volunteer to the powerless, the poor and the consumer of service.

Another misunderstanding is that the volunteer's service to a client or to an agency is the only benefit of the volunteer's activity. On the contrary, the volunteer becomes an advocate, both for the agency and for the client's problems. The dedicated and informed volunteer is a citizen-advocate whose lack of self-interest permits and gives credibility to public support for programs where professionals would be accused of vested interest. *"Volunteers active in a program have a ring of unmistakable authenticity. They also have a network of relationships to other citizens in churches, service*

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*clubs, ethnic groups, and neighborhoods
which can be commandeered for a cause. Paid
staff could never muster these people alone;
not having volunteers can mean not having
friends when you need them!"* (Naylor,
Volunteers Today, p. 189.) Social work
students should know that good working
relationships with volunteers can mean
access to power.

A fourth myth is that volunteers may
assume policy making tasks such as on boards
or committees or they may be assigned group
work tasks, but they should not have tasks
which provide direct service to clients. We
need to catch up with the decade of the '60s
when Fran Reisman pointed out the value of
subprofessional indigenous leadership as an
intrinsic part of the service scene includ-
ing, for example, mental health counselors,
psychiatric aides, education aides, etc.
The work of Margaret Rioch for the National
Institute of Mental Health demonstrated that
carefully screened, trained and supervised
non-professionals can provide effective
clinical treatment. Whether the para-
professional is a volunteer or is paid a
minimal salary is not important in terms of
service delivery. Paraprofessionals who
receive only minimal reimbursement might well
be described as volunteers. There is a
difference, however, in that the paid para-
professional is an agency employee and
therefore subject to agency personnel
policies in a way that the volunteer perform-
ing the same task is not. Professor
Florence Schwartz, has said:

> *During the '60s the social work
> profession accepted the concept
> of the paraprofessional in the
> human relations field in a way
> they had never accepted the
> volunteer (though many of the
> motivations and needs of the
> paraprofessional and the volun-
> teer are often the same). Since
> they were paid, the paraprofes-
> sionals became part of the
> bureaucratic hierarchy and there-
> fore could be fitted in, whereas
> the volunteer does not fit in so
> clearly and may even be consid-
> ered a threat. (Schwartz, p. 11.)*

On the other hand, the gradually
increasing use of volunteer paraprofessionals
on multidisciplinary teams suggests that
these persons can fulfill a valued and
unique function. "Their neutrality and
holistic perspective is appreciated by
overloaded specialists with limited time
for the human touch." (Naylor, Volunteers
Today, p. 186.) From this author's

experience with volunteers on multi-
disciplinary teams for child abuse and
neglect, it is clear that volunteers
promote cross-disciplinary communication
and prevent agency buck-passing. (Haeuser
p. 18.) In addition, direct service
volunteers in protective service agencies
may be able to form relationships with
hostile parents which are not easily
possible for the caseworker:

> *The client can readily accept that
> the volunteer is involved because
> he or she cares, and can identify
> the volunteer as an ally. The
> volunteer does not have the
> apparent authority or control
> over the client's life inherent
> in the caseworker's role and
> therefore is less likely to be
> perceived in a threatening light.
> The volunteer can become a safe
> person to whom the client can
> express his or her anger and
> fears about the agency, the
> worker and the situation. As
> both a friend to the client and
> part of the agency, the volun-
> teer becomes a means by which
> the client relates to the agency
> and the caseworker in a less
> threatening atmosphere.*
> (Volunteers in Child Abuse and
> Neglect Programs, p. 13.)

In describing their case aide volun-
teer program at a state mental hospital,
authors Feinstein and Cavanaugh report:

> *One of the most important factors
> that kept case aides in the pro-
> gram was their direct work with
> the patients. Although we tried
> on several occasions to interest
> case aides in the administrative
> tasks such as senior case aides
> undertaking individual super-
> vision of the newer volunteers or
> research projects on program
> effectiveness, it was no use.
> Most of them refused and continued
> to refuse because they were
> sustained, exhilarated, and
> motivated by personal direct in-
> volvement with people. (Feinstein
> and Cavanaugh, p. 56.)*

While it is particularly important
and difficult to help social work students
overcome resistance to using volunteers
in direct service to clients, the entire
range of potential roles for volunteers
should be included in social work educa-
tion. According to the Encyclopedia of
Social Work, these roles are:

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*1) identifying conditions or
problems that require therapeutic
or rehabilitative services; 2)
policy making; 3) providing dir-
ect service; 4) fund raising; 5)
acting as spokesmen for an
organization, interpreting its
programs and the problems to
which they are directed; 6)
reporting and evaluating commu-
nity reactions to programs; 7)
collaborating in community
planning activities; 8) develop-
ing new service delivery systems;
9) acting as advocates of the
poor and disenfranchised; 10)
protest and public action.
(Sieder and Kirshbaum, pp.
1582-3)*

A final myth that must be debunked is
that volunteers don't want supervision. On
the contrary, volunteers today are seeking
supervision, particularly those women in
the middle years for whom volunteering
frequently provides "a bridge to paid
employment or to professional social work
education or to both at once". The Council on
Social Work Education reports that applica-
tions for part-time programs for study at
the master's level increased by 30% between
the academic years 1974-75 and 1975-76.
(Brieland, p. 86.) Interestingly enough
while we accord the young graduate of
bachelor's programs advanced credit and
admission to accelerated programs of study,
we do not credit the older woman with volun-
teer experience even under stringent
supervision in the same manner.

Social Work Education Should Emphasize Collaborative Efforts

Social work education should demonstrate
what collaborative efforts between profes-
sionals and volunteers can achieve and how
that collaborative effort can be developed.
All social work students should know that
HEW has an Office of Volunteer Development
and be familiar with the HEW Volunteer
Development System which details the
activities of line staff as well as the
specific activities of volunteer coordin-
ators and agency executives in the prepara-
tion, utilization and evaluation of volun-
teers. *In other words, all social workers
have some responsibility for knowing how to
work with volunteers.*

A well-planned volunteer development
system is based on the following principles
which social work students should under-
stand:

*1) a freedom of choice is
essential for volunteers,
staff, and the person being
served. Volunteers work with,
not for, other people. Expecta-
tions and goals should be de-
fined in clear, contractual
terms; 2) volunteers need
appropriate placement to util-
ise their skills, knowledge,
and interests; training to
supplement their knowledge and
skills; a place and tools to
work with; and someone to turn
to for support, encouragement,
and appreciation; 3) volunteers
need periodic review of their
accomplishments and growth
opportunities when ready for
more or different responsi-
bilities; records to prove
their service and training;
and recognition; 4) volunteers
need access to the policy
development process; first-
hand perspective helps policy
makers focus on priority needs.
(Naylor, Leadership for Volun-
teering, p. 213.)*

Locus of Content on Volunteerism

The content about volunteerism which
has been discussed should be provided
throughout the graduate social work
curriculum. Naturally, certain courses
may lend themselves to more specific
content, but it would be hoped that
social work educators would themselves
develop sufficiently positive attitudes
about volunteerism to use examples of
collaborative effort in all their
teaching activity. In addition, schools
of social work should seek field educa-
tion supervisors with positive attitudes
about volunteers and placements in
agencies utilizing volunteers.

With respect to specific courses, the
importance of the history of the profes-
sion has already been noted. In addition,
methods courses in social treatment could
provide examples of enriching and extend-
ing services to families through direct
service volunteer activities, such as
parent aides, outreach workers, etc.
Obviously, group work and community
organization courses are already including
material on citizen participation. Any
course in human service systems that is
truly contemporary will include a compo-
nent on the relationship between volun-
teerism and professional services. Courses
in social welfare policy or social change

need to emphasize the advocacy potential of not only group voluntary action but the individual volunteer as advocate. Finally, problem-focused courses in many areas could lend themselves to examples in which volunteers have proven effective. For example, courses in community mental health, child and family services, substance abuse, corrections, aging, etc. In the area of research, students could be encouraged to tackle many unresolved issues about volunteerism, such as comparative values and cost effectiveness of various models of volunteer administration or simply the insufficient data on the nature of volunteerism.

Finally, schools of social work should be encouraged to provide a credit seminar or a least a non-credit workshop specifically on volunteerism. This might in particular emphasize the role of the volunteer on multidisciplinary teams. Incidentally, such a seminar might well include professors from social work faculty and field supervisors as participants with students. Such a course should be available as an elective for all social work students, but certainly would be required for those who plan to go into a volunteer administration specialization.

Summary

"*The key obstacle to the greater development of volunteer programs in social service agencies has been the resistance of the professional paid staff, covert, overt, conscious and unconscious.*" (Schwartz, p. 10) This author concurs that this resistance is rooted in professional attitudes which denigrate and limit the volunteer through misunderstanding volunteer roles and potential and through inadequate volunteer-staff work patterns. It is essential that social work education begins preparing social workers to overcome these obstacles. Social work students must understand that, "*The keystone of voluntary activity is the concept of sharing work: a volunteer-staff team carrying joint responsibilities for tasks, projects, or continuing functions. Professional staff is responsible for giving expert and innovative leadership, for carrying on the parts of the work specifically delegated to staff, and, equally important, for giving advice and arranging the supportive services required by the volunteer component.*" (Naylor, Volunteers Today, p. 53.)

In short, social work graduates should be prepared to implement the NASW Policy Statement on Volunteers and Social Service Systems. Before this can occur, however,

action is needed with respect to the final recommendation in the Policy Statement, namely, the policy must be referred to the NASW-CSWE Task Force to develop standards and guidelines for implementation in social work education.

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A Philosophy of Volunteers and Volunteerism

By Sue Vineyard

⌊Simply stated, I believe volunteers and volunteerism are the only hope for the future of mankind. Agencies, corporations, conglomerates, and governments will not have the resources or personnel to stave off the ravages of poverty, deprivation, disease, and hopelessness of the two-thirds of our world who go to bed each night in suffering, with their only prayer being that they see the dawn.⌋

As children die at the rate of 70 per minute, simply from lack of proper food; as 85 percent of the world's deaths are caused simply by lack of clean water; as despair overtakes three-fourths of our global brothers each day because of the lack of promise in their lives, we realize that only a miracle can beat down the enemy of want these figures represent.

⌈The only "power" equal to such an awesome task is the power of Love ... generated not by law or decree, not by corporate studies or government grants, not by planning commissions or conglomerate committees, but by dedicated individuals, willing to commit their time, their talents, and their hearts to others.⌉

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The hope of tomorrow lies not with giants with corporate titles but with common ordinary people willing to tackle uncommon, extra-ordinary goals; people willing to set aside their own personal comfort and convenience, to reach out through love and commitment to touch another human soul.

While on a trip to one of Project Concern's Nutrition Centers located in the remote areas of Guatemala, I came face to face with my "philosophy" of volunteerism. There in the tin-roofed, stone-walled Center, set amid the ancient volcanoes that have for hundreds of years been the home of the Mayan Indians and their present descendants that we serve, I had my convictions tested as never before.

In a dark corner of the hut on a rough straw mat on the dirt floor were three children. The two older...a girl approximately 6 and a boy 3 or 4 ... were busy tending to a dirty bundle of rags that held their 18 month old sister. Only 11 pounds, she lay perfectly still except for the slow, methodical blinking of her eyes. Her emaciated body was held together by waxen skin through which you could see every bone and vein. Her hair was brittle and dull and in patches on her pathetic head. As I sat down with them, I saw the children were busy shooing flies and insects, stroking their baby sister gently, and softly cooing to this wasted child. Our nutritionist told me that the two older children were standing

the "death watch" - an Indian cus-
tom that says when a child is dying, family
members stay with them, touching them,
comforting them, and helping them pass from
this painful world on to the next life.

At about this time another member of
our party, who had brought his Polaroid
camera, began snapping pictures of the
children and their mothers in front of the
Center, and showing them the picture. As
the excited babble washed inside the Center,
the two children looked longingly to the
activity outside. Their desire to join it,
to experience that rare commodity of fun,
to leave for a few moments the reality of
life and death, was obvious.

As I studied the face of the older
child, she turned to me with an inquiring
look. Though we spoke no common tongue, we
found a common language by which to communic-
ate...the language of love and shared con-
cern. Her eyes eagerly asked, "Can you
help us? Can you sit here and take on our
death watch, assuring our sister she is
loved and not alone? Can you come from
your warm home, your full table, your abun-
dant life to sit here on a dirty, smelly,
straw mat on a dusty floor in the middle of
nowhere and tend to our needs? Can you love
us that much?"

The tears in my eyes and a reassuring
nod gave her my answer and they promptly
scurried outside to be children for a few
precious moments.

I turned then to my charge ... my
dying child...shooing the flies, cooing
softly and placing my finger in her emaci-
ated hand. Her black onyx eyes fastened
tightly on my face and as she slowly blinked,
I felt the slightest of pressure as she
clung to my finger in her acceptance of me.

She did not die in my sight, but she
changed my life. What had been a philosophy
now became a fierce conviction. What I had
spoken of to others figuratively now became
reality.

Those children, in their suffering, in
their acceptance, had asked of me what must
be asked of each person blessed with health
and hope..."Can you really love us? Love us
enough to come to our needs and to do what-
ever is required to relieve our suffering?"

The world, if it is to survive, can
have only one answer - "Love you? I am you!"
And this answer can only be given by
individuals who will volunteer what they have
and are to share with others.

[It is to us, the leaders of volun-
teers, that the responsibility comes to
enable the most productive and positive
results of volunteerism.] It is our
service to them that will build the
bridge from the pain of today to the
hope of tomorrow. [The future of mankind
rests with us.

My attitude on volunteers comes from
my deep belief in volunteerism and causes
me to believe that the volunteers deserve
our best efforts to enable them to grow
and develop. They deserve to have re-
sponsibility to the level they are cap-
able and desirous; to provide solid
training and continuing opportunities for
education; to involve them in decision
making areas that affect them; and to
respect their right for proper evaluation.]

I believe the roles of volunteers
should be clearly defined but flexible
enough to stimulate growth. Their
potential and ability should be the key
factor in their promotion to levels of
higher responsibility, and their "volun-
teer" status should have no bearing. As
responsibility is increased with the
volunteer, broader parameters and
definitions of their areas of responsi-
bility should be given so that they can be
creative in their higher position. [An
"under used" volunteer is too great a
loss to society.]

Volunteers deserve the best possible
communications with the agency for which
they work to insure good input and feed-
back. They also deserve volunteer
management's attention to a positive, con-
ducive job climate that stimulates efforts
while accomplishing goals.

Volunteers deserve to understand
short and long term goals, not only of
their particular assignments, but of the
client-related aspects of the agency.

In short, the volunteer deserves our
respect for his or her time, energies,
motivations, sensitivities, skills, needs,
commitment, input, and potential. It is
our responsibility as volunteer managers
to mesh these skills with the agency's
needs to enhance both volunteer and
agency goals through sensitive management,
enabling growth and accomplishment to
come to their highest levels to serve man-
kind.

ADVISORY BOARD TRAINING: Design for a Team Approach

by Eileen S. Kraus and
Louise T. Leonard

Among the several types of boards -- the policy-making administrative board, the coordinating board, the commission, and the advisory board -- perhaps none raises quite so many questions about its role and about what its members should do as the advisory board. What is an advisory board? What are the differences between an advisory board and a policy-making administrative board? What are some of the things advisory boards are constructed to do?

In response to requests for help by members of advisory boards and staff of several agencies, we have designed a training package which is a first step in helping advisory board members and staff clarify their roles, responsibilities and functions. The three primary goals of this training package are:

1) to help participants define the overall functions and responsibilities of an advisory board or committee;

2) to have participants produce job descriptions for advisory board or committee members;

3) to have participants examine options and begin to set goals for their agency's program.

In designing this package, we first examined the questions of definition of an advisory board (committee) and the differences between it and a policy-making administrative board. Advisory boards are constituted, as the name implies, to give advice and counsel. This advice and counsel usually falls into one of two categories and sometimes both; either it represents the expression of ideas and opinions of groups important to the functioning of the agency or it represents professional technical advice and counsel. In either case the advice may or may not be needed by the agency or institution. Unlike the policy-making administrative board, the advisory board or committee has no legal authority for administering the affairs of the organization.

An analysis of effective advisory boards points to three areas where advisory boards are effective: *appraisal and development of options and recommendations of goals and objectives as a first step to policy determination, resource development, and community relations.*

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The authors have worked together as a volunteer-staff team for the past seven years.

1. Policy Determination.

    This includes needs assessment and appraisal, examination of options, development of goals and objectives, implementation, and results appraisal. It requires that an advisory board bring information from the larger community to the agency. The advisory board members can bring diverse points of view, experience, and skills to bear on problems facing the agency, and can interpret community needs to the agency as well. Through their involvement in other community activities, advisory board members have a special impact on the development of options and the setting of goals and objectives in the planning process by bringing to the agency information on innovative approaches used elsewhere, as well as a linkage to other groups for potential collaboration to solve common problems.

    Once goals and objectives are recommended by the advisory board and adopted by the agency, the staff is primarily responsible for their implementation. Advisory boards are, however, involved in this stage of the process through their monitoring of progress, ongoing resource development, and, ideally, by participating directly in some aspects of the agency's program (for example, conducting orientation for volunteers, representing the agency at public hearings, etc.)

    With data prepared by the agency staff, together with their own observations and information, the advisory board appraises the results of the agency's work on two levels. First, whether the agency's goals were met (and whether they were met as efficiently as possible) and then, whether the achievement of the goals selected did in fact impact on the problems the agency addresses. (For example, did a successful tutoring program lower the school drop-out rate?) From this appraisal will come recommendations for future plans as well as the identification of new community needs and agency options.

2. Resource development.

    This includes personnel and funds, and involves advisory boards in several ways. An advisory board participates in the selection of an executive director by advising the agency on the qualifications and duties of a director, by helping to identify candidates for the position, by serving on a screening committee, and by providing the agency with feedback on a director's performance.

    Although the staff of the agency, both paid and non-paid, work under the supervision of the executive director, advisory board members can be effective recruiters of qualified volunteers and paid personnel through their community contacts. Many advisory boards have an effective nominating procedure to ensure continuity and a representative membership.

    Development of financial and material resources requires, again, a working team of advisory board, staff, and, in some cases, agency board members. The advisory board provides information about and access to community sources of funding and materials. The volunteer advisory board members, while they do not have legal responsibility for the agency's operation, do assure the community that an important and effective job is being done and validate the agency's requests for resources. For this reason, while it is appropriate for staff to prepare proposals and assist in the presentations to funding sources or material donors, it is especially important that advisory board members also be involved in such presentations.

3. Community relations.

    As an advisory board responsibility this is virtually the foundation of the committee's work in policy determination and resource development. An advisory board with broad-based representation from the community served by the agency acts as a conduit of information from various constituencies to the agency management, and from the agency to clients, potential clients, donors, other agencies and groups, and the general public. Volunteers, as advisory board members, give their own personal and community sanction to the agency and its work. As in the first two areas, staff and advisory board members must both communicate and work cooperatively to build a productive community relations effort.

Advisory board members, with responsibility for participating in the development of policy resource development and community relations, do not have the legal responsibilities of the agency board, nor do they enjoy the same kinds of reqards as do board members. Advisory board members are seen as having less power and influence than board members, and, in fact, lack the authority to enforce their recommendations. It is critical to the effective operation of an advisory board therefore, to build in its own unique reward system. The leadership of the advisory board can best be motivated by the agency staff in the following ways:

1. *Accurate and realistic job descriptions;*
2. *Adequate orientation to the advisory board's work, as well as to that of the agency;*
3. *Regular communication from the agency about its work;*
4. *Working relationship with individual staff and board members; and*
5. *Opportunities for individual growth through interaction with staff, participation in agency and inter-agency training, nomination to agency board, or movement to paid employment if appropriate.*

The above analysis of advisory board's responsibilities and an understanding of the kinds of interactions with agency staff that are important for them made apparent to us four basic implications for training design and delivery. 1) A training team of volunteer and staff would offer not only the dual perspective on the content, but also would provide a role model of an effective working team; 2) because of the interplay between advisory board and staff, a very clear, precise description of roles and functions would be essential, 3) the absence of a legal mandate for an advisory board demanded that the job description for advisory board members be given particular attention; and 4) the overriding importance of the advisory board role in the first steps of policy determination for the agency required that emphasis be given to increasing competence in the specific area of developing options.

The actual training package is designed for a two-hour workshop with staff and advisory board members as participants. The following is an outline of the workshop format and presentation:

A. INTRODUCTION AND LEARNING OBJECTIVES

1. *to help participants define overall functions and responsibilities of advisory board members.*

2. *to have participants write job descriptions for advisory board members.*

3. *to have participants examine options and begin to set goals for their agency's program.*

(10 minutes; written on flip chart; presented to all participants in large group setting).

B. FUNCTIONS OF ADVISORY BOARD MEMBERS AND STAFF

(Presentation shared by a training team consisting of a volunteer and a staff person; volunteer member of the team presents the functions of advisory board members and the staff members of the team presents the functions of staff).

1. Policy determination

   a. Appraisal and development options - advisory board members' responsibility.

   b. Setting goals - advisory board members' responsibility.

   c. Implementation - staff.

   d. Appraisal - staff and advisory board.

2. Resource development

   a. Personnel development.

      1) Staff selection - advisory board members and staff.

      2) Recruitment of new advisory board members and volunteers - advisory board members with support from staff.

   b. Development of funding - staff with support from advisory members.

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3. Community relations:

Sanction and legitimization - primarily advisory board members' responsibility.

(25 minutes; outline of material on flip chart; presented to all participants in large group setting).

C. JOB DESCRIPTIONS

Write job descriptions and report out results. Two primary parts of a job description; functions and skills-

1. Functions - incorporate functions just described in preceding presentation.

2. Skills - think about abilities and qualifications people need to carry out functions.

3. Format of job description -

Title of Job:
Functions of Job:
Qualifications Needed for Job:

(35 minutes: outline of job description format on flip chart; large group divided into small groups of 7 each with one recorder in each group to work on writing job descriptions; piece of newsprint for each group to write on. Each group will produce a sample of a job description - 25 minutes; report out and share ideas - 10 minutes.)

D. EXAMINING OPTIONS FOR GOAL SETTING

Think of answers to the following questions in formulating options:

1. Where do you want your organization to be in five years?

2. What kind of programs do you want to be offering?

3. What community needs should you be meeting?

4. What kinds of volunteer opportunities do you want to offer?

5. What kinds of training?

6. What kinds and scope of public information efforts?

7. What overall relationship with the community do you wish to have?

(45 minutes: questions for examination on flip chart; small groups of 7 - one recorder in each group. Pieces of newsprint for each group to write on; each small group brainstorm ideas from questions as to where they want agency to be in five years - 30 minutes; report out and share - 15 minutes.)

E. WRAP-UP AND EVALUATION

Trainers explain that the exercise involving the examination of options is the beginning. The participants need to continue their work in this area and then begin to formulate recommendations for goals and objectives for their organization. This workshop is a first step in helping advisory board members and the staff who work with them function more effectively so that they can make more significant contributions to their agency or organization.

(Pass out evaluation forms to be completed before participants leave - 5 minutes).

It must be recognized that this training design is a general one. Its value lies in the fact that as a model it can be adapted to meet the needs of a wide range of advisory boards. Advisory committees and boards exist for various purposes and are constituted in different sizes and forms. Some are very important to their agencies and others are not. Trainers, in order to use this model for training, must be aware of all these differences and must assess the current level of operation of the particular advisory board and the staff to be trained.

In conclusion, we recommend this training model as an effective one for three reasons. First, its content is applicable and helpful to a very wide range of advisory boards. Second, it is a model designed to train both staff and advisory board members together. And finally, and the critical point in our opinion, it takes the team approach to training - one trainer is a volunteer with that experience and perspective and one trainer is a staff person with that background and viewpoint. This team approach gives real meaning and credibility to the content of the training design for both advisory board members and the staff participants. It brings each trainer's first hand experience and knowledge together in a joint presentation to provide a working role model of an effective volunteer-staff effort.

STANDARDS FOR
CERTIFIED VOLUNTEER PROGRAMS

by Hope M. Bair

HOW "STANDARDS" BEGAN

"Standards for Volunteer Programs" were considered essential when plans were initiated for a central coordinating volunteer service in Summit County, Ohio (population 500,000) in 1947. The Volunteer Service Bureau (VSB) was established the following year in the community social planning council and "Standards" was one of the first committees appointed. Composed of representatives of community agencies, this committee met over a period of four years to discuss and write the community's first "Standards for Volunteer Programs".

In 1952 these Standards were mailed in advance of meetings with groups of agency executives and volunteer directors.

The initial Standards were divided into three sections. The first section established "Minimum Standards for the Organization of Volunteer Programs":

- *One individual in the agency responsible for volunteers;*
- *Each agency to analyze the total work of that agency to identify jobs suitable for volunteers;*

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- *Agency board and staff realization of the importance of volunteer contributions;*
- *Volunteers to be given recognition for their services;*
- *Adequate records of volunteer service to be maintained.*

The second section established: "Minimum Standards for the Supervision of Volunteers":

- *Interviewing of volunteers;*
- *Orientation of volunteers;*
- *Supervision of volunteers by staff.*

The third section described: "Minimum Standards for Temporary Volunteer Jobs":

- *Relationship to the Volunteer Service Bureau;*
- *Agency interpretation, instruction and supervision, with notation of the importance of instruction and supervision for teenage volunteers.*

By 1959, sixty-one percent of participating agencies had accepted these Standards and were developing their volunteer programs in accord with them. Agency acceptance was entirely voluntary. There was no publicity singling out those agencies which had accepted the Standards. Although the VSB visited agencies to establish cooperating relationships, the visits were designed to

acquaint VSB volunteer interviewers with volunteer needs rather than to verify agency adherence to the published Standards.

HOW "STANDARDS" EVOLVED INTO "CERTIFICATION"

Between 1959 and 1976 the "Minimum Standards for the Operation of Volunteer Programs" were reviewed periodically, always by a group of agency executives and volunteer directors representative of the variety of volunteer programs and always open to others who wished to participate. As the Standards were revised they were presented in community meetings of volunteer directors by a lay representative of the VSB, discussed and subsequently mailed to all agencies that had a volunteer program. As new agencies were formed or programming for volunteers in existing agencies was initiated or changed, the current "Minimum Standards" were given and discussed by the VSB/Voluntary Action Center Director.

When the Voluntary Action Center (VAC) became an independent not-for-profit agency in 1975, all programs, policies and practices were reviewed and evaluated. In 1976 a VAC Task Force was formed to examine the Standards. The volunteer directors of twenty-five agencies, representative of the variety of volunteer programs in the county, painstakingly examined, revised and rewrote the Standards, using for reference those of Boston, Pittsburgh, and Madison, Wisconsin. In the early stages of the Task Force's deliberations, its members wrestled with the outcome of having the Standards publicized and agreed that stretching to attain them was important and desirable and that the publicity would promote the status of volunteer programs with agency boards, administrators, staff members and community.

When the recommendations of the Task Force were presented to the VAC Board of Trustees, board members questioned the term "minimum". The Task Force responded by changing the title to "Standards for Certified Volunteer Programs" and urged the VAC Board to establish a certification procedure.

In June 1977 the VAC Board adopted the Certification Standards and appointed a "Standards and Certification Committee" to prepare procedures and to make recommendations on certification to the VAC Board.

CERTIFICATION PROCEDURES

Certification procedures, approved by the VAC Board, were mailed in February 1978 to agency executives and their volunteer directors with an explanatory letter and a copy of the "Standards". A Certificate was printed, and a fee of $40 established to cover cost of staff time. Certification was established for a three-year period.

Agencies were invited to request an application. In response to the request, VAC mailed: application form, Standards, list of documents to support adherence to Standards, and a checklist for agency use in preparation for application. The VAC Certification Procedure was included. Completed application, documentation and application fee were to be submitted simultaneously.

An agency visit by VAC Executive Director would then be scheduled within one month of receipt of application materials, meeting with representatives of agency Board, staff, volunteers, and where possible, clients, and also with volunteer director.

Copies of all of these materials are included at the end of this article.

INITIAL AGENCY RESPONSE TO CERTIFICATION

Thirteen agencies requested an application within one month of their receipt of the information. Hospitals accredited by the Joint Commission on Accreditation of Hospitals are considering whether they need or want separate certification of their volunteer programs. One agency has submitted its complete information and received an on-site visit in April, 1978.

Following the VAC Board approval of this agency's certification, the VAC Board President presented the Certificate to the agency's board at the latter's May, 1978 meeting.

VAC BOARD ATTITUDE

VAC Board members believe that the Voluntary Action Center has the professional expertise and experience to set standards for volunteer programs and that the Voluntary Action Center should publicize the Standards and the agencies who receive Certification. The VAC Board believes agency knowledge of Standards promotes professionalization of volunteer involvement in human services.

NEXT STEPS

VAC will publicize each agency's volunteer program as it issues the Certification and will interpret to prospective volunteers the meaning and

value of Certification, but will offer service opportunities in both certified and non-certified volunteer programs in relation to the prospective volunteer's interests.

Because many agency volunteer directors have taken the non-credit course on "Managing a Volunteer Program" taught by the VAC Executive Director at the University of Akron for the last seven years, the VAC Executive Director is knowledgeable about the competencies of many volunteer directors. However, VAC needs published criteria for evaluation of the competencies of volunteer directors in agencies applying for certification.

Criteria have been established by the Association for Administration of Volunteer Services for certification of volunteer service administrators. As the community becomes ready for it, the Voluntary Action Center will need to incorporate the professional certification of the volunteer director in the Certification Standards.

STANDARDS FOR CERTIFIED VOLUNTEER PROGRAMS

Adopted by Board of Trustees June 16, 1977

1- The administration of the organization shall approve the plan for the volunteer program and shall provide support for its continuing development.

   THIS MEANS: *The leadership of the organization will have given some serious policy consideration to the initiation and continuation of the volunteer program. The values and costs of the volunteer program to the larger institution will have been discussed. There will be at least an implied long-term or intermediate term commitment to the volunteer program by the organization. Such a commitment is contingent upon some reasonable level of benefits from the volunteer program to the organization relative to program costs.*

2- All paid staff shall be informed about the philosophy and scope of the volunteer program and about individual staff responsibilities to volunteers.

3- The organization shall have a person designated to coordinate and be responsible for the volunteer program.

   .QUALIFICATIONS FOR THE POSITION:

   A Bachelor's degree or equivalent work experience plus administrative and supervisory experience as a paid professional or as a volunteer.

   Required knowledge or abilities:

   1- Demonstrated inter-personal, organizational, leadership skills and abilities including some knowledge of the Community Organization process.
   2- Ability to communicate ideas effectively both orally and in writing.
   3- Knowledge of the basic principles and practices of Personnel Management as related to recruitment, selection, placement, training, supervision, and motivation of volunteers.
   4- A knowledge of the basic principles of organization, public relations, and administration.

4- Volunteers shall not displace a paid worker or be placed in a job slot for which funding is available.

5- There shall be written job descriptions of all volunteer assignments. These descriptions shall be up-dated as needed and shall include time required, skills needed, and duties to be performed.

6- Each prospective volunteer shall be interviewed by the volunteer director or by his/her designee. Assignments shall be individually suitable and made with minimal delay after initial contact.

THIS MEANS: *A volunteer's skills and interests should be of signifi-
cant concern. When the organization/agency is unable to match a volun-
teer appropriately with an available job, the volunteer shall be
directed to the Voluntary Action Center or another agency.*

7- Orientation to the organization and its volunteer program and policies shall
be given the volunteer prior to assignment.

THIS MEANS: *The orientation shall include a conceptual overview of
the organization and how the volunteer fits into it.*

8- Initial and refresher training shall be provided as appropriate. Provisions
shall be made for upgrading volunteer responsibilities as desired by the
volunteer and as appropriate to the organization.

9- Records of individual volunteer service shall be maintained with appropriate
safeguards for confidentiality. Such records shall contain at least the
following information: type of assignment, work performed, hours served,
performance evaluation, and basic identifying information.

10- Clearly defined lines of supervision shall be communicated so that volunteers
will know to whom they are responsible.

THIS MEANS: *Direct supervision of individual volunteers shall be
provided. Periodic contacts on a regular basis between volunteers
and their supervisors shall be held to assure continued communication.
The supervisor shall discuss with each volunteer his/her work, focus-
ing on recognition for positive efforts and strengthening areas of
weakness.*

11- Volunteers shall have identification and working conditions commensurate with
their job and consideration should be given to providing reimbursement for
out-of-pocket expenses and liability insurance coverage.

12- There shall be periodic written evaluation of the volunteer program
performance in the attainment of goals and objectives and adherence to
guidelines.

THIS MEANS: *Evaluations shall be done in a way that considers the
needs of volunteers as well as of clients. The evaluation process
shall include representatives of the agency, volunteer pool, and
clients. To the degree possible, objectives should be stated in
specific, measurable terms and within a time frame.*

13- An ongoing, planned recognition of volunteers shall be established.

THIS MEANS: *The organization expresses appreciation to its volun-
teers in a formal and/or informal manner.*

CERTIFICATION PROCEDURE

WHO MAY APPLY

Any not-for-profit agency or department of government may apply for certifi-
cation of their volunteer program; proprietary nursing homes with paid
resident activities coordinators may also apply.

PROCEDURE

An application form and a copy of "Standards for Certified Volunteer Programs"
and a self Checklist will be supplied on request.

Application and Volunteer Program Data may be submitted at any time to VAC
Standards & Certification Committee, accompanied by the Service Fee.
(Check for $40.00 should be made payable to Voluntary Action Center).

Plan for on-site visit by VAC representative will be made with agency within one month after receipt of Application and Volunteer Program Data.

Purposes of on-site visit:

- *To meet with board representative, executive, volunteer director, and service volunteers;*
- *To discuss information provided in the Application and Program Data.*
- *To determine adherence to published Standards for Certified Volunteer Programs; and*
- *To provide consultation, if needed, to bring program up to these Standards.*

DECISION ON CERTIFICATION

Decision on Certification will be made by VAC Board of Trustees on recommendation of VAC Standards & Certification Committee.

Signed Certificate will be provided to qualifying agency by VAC, showing date of Certification and period which Certification covers. Certification is for a period of three years.

Note: The support of the agency administrator and the qualifications of the volunteer program director determine, more than any other factors, the stability and strength of the agency's volunteer program. The University of Akron offers a non-credit course each Fall on "Managing a Volunteer Program" taught by VAC Executive Director.

When there is a change in agency staff in either position, VAC consultation, without fee, should be requested to assure continuity of Certification.

Date Received_____

Date of Action_____

APPLICATION

FOR CERTIFICATION OF VOLUNTEER PROGRAM

AGENCY NAME_____

ADDRESS_____PHONE_____

VOLUNTEER CONTACT PERSON:

NAME_____TITLE_____

OFFICIAL ACTION TO INITIATE OR CONTINUE AGENCY INVOLVEMENT OF VOLUNTEERS:

ACTION TAKEN BY:_____
                        (Board, Administrator, Other)

DATE OF ACTION:_____

ACCOMPANYING VOLUNTEER PROGRAM DATA SUBMITTED BY:

NAME_____

TITLE_____

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VOLUNTEER PROGRAM DATA

AGENCY NAME_____

DATA SUBMITTED BY:_____

        TITLE:_____

YEAR VOLUNTEER PROGRAM ESTABLISHED_____

NAME OF CURRENT VOLUNTEER DIRECTOR_____

ATTACH CURRENT JOB DESCRIPTION FOR THIS POSITION:
(Include duties, qualifications and salary range)

PLEASE SUBMIT INFORMATION AND DOCUMENTS SUPPORTING YOUR RESPONSES TO THE
FOLLOWING QUESTIONS:

1. How are paid staff informed about philosophy and scope of your volunteer
    program and about individual staff responsibility to volunteers? By
    whom? How often?

2. What are the current goals and objectives of the volunteer program?

3. Please attach a written job description for each current volunteer
    assignment, whether or not this assignment is now filled by a volunteer.
    Include date when each assignment was established or revised.

4. Describe your procedure for recruiting, interviewing and assigning new
    volunteers.

5. Describe your plan for orienting new volunteers.

6. Describe your plan for initial and in-service training given to volunteers.

7. Describe your agency's provision for the supervision and evaluation of
    volunteers. What provision is made for volunteers capable of and
    interested in assuming greater responsibilities?

8. What identifies your volunteers as volunteers?

9. What procedure is used to evaluate your volunteer program as a whole?

10. Describe the recognition plan for thanking your volunteers.

11. Describe the record-keeping procedures used in your volunteer program.
    Attach one copy of your major reporting/record-keeping forms.

12. Describe the source(s) and procedure for financing your volunteer program.
    List budget items in which the volunteer program has input and management
    responsibility.

13. Attach a copy of the agency's Affirmative Action Plan and Procedure for
    the recruitment and involvement of volunteers.

CHECK LIST -- STANDARDS FOR VOLUNTEER PROGRAMS

*As you are initiating, developing, or strengthen-
ing your volunteer program, this CHECK LIST can
be used to identify areas needing attention. The
numbers correspond to those in the Voluntary Act-
tion Center's STANDARDS FOR CERTIFIED PROGRAMS.*

1- In planning our volunteer program we utilized the consultant services
    and publication resources of the Voluntary Action Center . . . . . . _____

    Our board and administrator carefully studied and approved a plan for
    involving volunteers . . . . _____

    The understanding and cooperation of paid staff have been secured for
    our proposed or ongoing volunteer program . . . . _____

    The overall responsibility for coordination of our volunteer program
    has been assigned to one staff person (paid or volunteer). . . . . _____

    We prepare a regular, carefully considered budget for our organiza-
    tion's volunteer program . . . . _____

2- New paid staff members are oriented to our volunteer program at the
    time of their employment . . . . _____

    We make a systematic effort to keep staff oriented to working with
    volunteers . . . . _____

    Administration approves the content of volunteer orientation. . . . _____

    Top management (board and/or administrator) and designated director of
    our volunteer program are closely involved in volunteer orienta-
    tion . . . . _____

    Staff who supervise volunteers have a leadership role in our volunteer
    program and receive recognition for this responsibility . . . . . _____

3- We have a regular position of Director/Coordinator of Volunteer
    Services . . . . _____

    The Director/Coordinator of Volunteer Services feels he/she has enough
    time to do the job adequately . . . . _____

    The Director/Coordinator of Volunteer Services is paid commensurate
    with professional staff in our organization . . . . _____

    The Director/Coordinator of Volunteer Services has continuous rela-
    tionship with the Voluntary Action Center . . . . _____

    The Director/Coordinator of Volunteer Services has an office near
    other staff and is regularly invited to attend staff meetings at
    the supervisory level. . . . . _____

    The Director/Coordinator of Volunteer Services keeps up with current
    knowledge in the field . . . . _____

3- (Continued)

Each direct supervisor of volunteers is responsible for a manageable
number of volunteers . . . . _____

4-   Each volunteer assignment is approved by the Director/Coordinator of
Volunteer Services as appropriate for volunteer placement . . . . . _____

Each volunteer assignment is approved by the Director/Coordinator of
Volunteer Services as not displacing a paid worker . . . . _____

Each volunteer assignment is approved by the Director/Coordinator of
Volunteer Services as necessary and lacking funding as a paid
position . . . . _____

5-   To fill its volunteer assignments, our organization deliberately makes
an outreach to conform to its Affirmative Action Policy and Plan . _____

We have definite plans and make deliberate efforts to involve all
types of people as volunteers: minority, younger, older, poor,
handicapped, etc. . . . . _____

Volunteer positions are open to qualified applicants without regard
to age, sex, race, religion, or socio-economic status . . . . . . _____

We have written descriptions of volunteer assignments . . . . _____

6-   Each volunteer applicant is individually interviewed before acceptance _____

In addition to intuition, our organization's interviewer employs
specific compatibility criteria, such as home location, interests,
sex, age, etc. in placing volunteers on assignments . . . . _____

When a volunteer assignment requires one-to-one relationship with a
client, we deliberately seek maximum compatibility of volunteer
and assignment by asking and assessing both volunteer and client/
assignment. . . . . _____

Volunteers sign or explicitly assent to a work contract of specific
time commitment to fulfill the needs of the assignment . . . . . . _____

Before accepting a volunteer, we use and study a volunteer background
registration/application form . . . . _____

Each volunteer is provided with an accurate description of his/her
duties and responsibilities . . . . _____

The Director/Coordinator of Volunteer Services utilizes the consulta-
tion services of the Voluntary Action Center for volunteer appli-
cants for whom no suitable organization assignment can be
arranged . . . . _____

7-   Appropriate, complete volunteer orientation to our organization is pro-
vided and required before assignment . . . . _____

We provide each volunteer with information about the volunteer's re-
sponsibilities to our organization and our organization's respon-
sibilities to the volunteer. . . . . _____

We provide each new volunteer with written orientation manual . . . . _____

8- We provide training opportunities for volunteers to help them perform
      their responsibilities in a way that is satisfying to them and for
      the organization . . . . _____

   We provide volunteers with opportunities for personal growth and
      development as well as for learning new skills . . . . _____

   We provide an opportunity for volunteers to assume greater responsibil-
      ity in leadership roles . . . . _____

   Of the volunteers who complete training, at least two-thirds are with
      our organization at the end of their agreed-upon assignment period   _____

9- We require signed volunteer time sheets and we report regularly to our
      Board on services that volunteers perform for our organization . .   _____

   Each new volunteer is instructed about maintaining agency records of
      work performed and hours served . . . . _____

   Identifying information on each volunteer is kept current. . . . . .   _____

   We maintain a confidential record on each volunteer that includes:
      application, service agreement, assignment(s), service time, and
      periodic notations of performance evaluation . . . .   _____

   Within five minutes, the Director/Coordinator of Volunteer Services
      can tell:
               a) exactly how many volunteers our organization has; and
               b) for any individual volunteer, their current address,
                  assignment, and assigned client, if any . . . . _____

10- Each volunteer has received clear explanation of lines of communica-
      tion with paid and volunteer staff . . . .   _____

    Each volunteer knows to whom he/she is directly responsible in his/her
      assignments in our organizational structure . . . . _____

    Each volunteer has been instructed about confidentiality, limits of
      authority, and extent of responsibility . . . . _____

    There is a definite plan for regular, periodic supervisor contacts
      between each volunteer and his/her immediate supervisor . . . . . . _____

11- Each volunteer has and uses an I.D. card, lapel pin, or other suit-
      able identification as a volunteer in our organization . . . . . .   _____

    Volunteers have a desk or other designated place of work at our
      organization . . . .   _____

    Working conditions are appropriate for the volunteer assignment . . . _____

    Arrangements are made for needed parking for volunteers . . . . _____

    Provision for reimbursement for out-of-pocket expenses is made when
      permitted by organization policy and available funds . . . .   _____

    Volunteers are covered under our organization's insurance policies
      for injury on assignment . . . .   _____

12- The planned volunteer program of our organization is periodically
     evaluated in writing by each of our organization's constituents;
     board members, administrator, director/coordinator of volunteer
     services, paid staff, volunteers, and clients/consumers. . . . . .   _____

     At least yearly, paid staff is asked to review and evaluate the
     objectives of current volunteer program and recommend objectives
     for the next year . . . .   _____

     At least yearly, both volunteers and clients are asked to review
     and evaluate the objectives of our current volunteer program and
     recommend objectives for the next year . . . .   _____

     Each volunteer program objective or commitment is stated in specific
     and measurable terms with a time limit . . . .   _____

     Paid staff understand the basis of a voluntary organization or govern-
     mental function and their role and responsibilities in working with
     volunteers . . . .   _____

     Volunteers can become actively involved in decisions regarding our
     organization's volunteer program . . . .   _____

13- Our organization has a plan for showing appreciation to its
     volunteers . . . .   _____

     Prompt appreciation is demonstrated to each volunteer, appropriate to
     the situation . . . .   _____

     Our organization has a newsletter for our volunteers, monthly or
     bi-monthly. . . . .   _____

     Local/area daily or weekly newspapers have at least three favorable
     articles on our volunteer program each year . . . .   _____

     Publications of our organization recognize the value of volunteers to
     our organization . . . .   _____

Book These Dates Now:

OCTOBER 5th – 8th, 1978

for

THE ANNUAL MEETING AND
INTERNATIONAL CONFERENCE OF A.A.V.S.

COME TO TORONTO, THE INTERNATIONAL CITY TO SHARE IN

"BUILDING BRIDGES BETWEEN PEOPLE"

CONTACT PERSON — For even more details, or if you don't want to wait for the conference bro-
chure, write to Mrs. May Crowe, Director of Volunteers, Hamilton Psychiatric Hospital, P. O. Box
585, Hamilton, Ontario L9E 3N6.

Changing Images:
Community Involvement in Nursing Homes

By Pauline Wagner Rippel

Throughout the United States an increasing number of people and organizations are becoming concerned about the provisions of care to the residents of the nation's nursing homes.

Two years ago the Metropolitan Detroit Volunteer Action Center (VAC), a department of United Community Services (UCS), decided to address itself to this challenge and to work toward changing the image of how local citizens could be helpfully involved in providing service to nursing home residents.

The activities, the rationale, and the cooperative and collaborative steps toward accomplishing this aim are delineated here in the hope that they might be of assistance to other VACs, Volunteer Bureaus and community groups wishing to begin the long task of change in this specific area of need.

SURVEY OF NURSING HOMES

Prior to the Volunteer Action Center's decision to focus on nursing homes as a major project, the Gerontology Department of Oakland University asked if VAC would assist

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in doing a survey of nursing home administrators to determine their interest in and need for volunteers. The Michigan Health Care Association (the association of proprietary homes), the Michigan Non-Profit Homes Association, and the Catholic Archdiocese provided support for the survey together with names and addresses of the nursing homes.

Content. In a collaborative effort, a two-page questionnaire was prepared by the UCS Research Department, VAC staff, and Oakland University and sent by VAC to 150 nursing home administrators requesting information about the number of volunteers, types of volunteer service being given, unmet need for volunteer services, usefulness of volunteers, recruitment methods, source of volunteers, and basic information about the type of home.

Response. Seventy-five administrators returned the information which was then compiled by the UCS Research Department. Without going into statistical details in this article, the responses showed that the administrators generally considered volunteer assistance as valuable but they stressed the importance of having dependable volunteers. It is not known, of course, how the 75 unreturned questionnaires would have affected the data.

Results. *Basically, the survey revealed what VAC had anticipated: that some homes were using volunteers; that volunteers were providing assistance with religious services, friendly visiting, entertainment, arts and crafts, transportation and shopping; that more volunteers were needed in all of these services; and that assistance with recruiting, interviewing, screening, training, and motivation were needed and, in some cases, consciously desired.*

The survey clearly confirmed VAC's concerns about the nursing home/volunteer situation. It provided some objective data for later discussions with nursing home personnel. And it gave VAC a contact with the major nursing home associations and their members.

PLANNING AN APPROACH AFTER THE SURVEY

After reviewing the survey results, the VAC Committee discussed what responses were called for. One thing was of concern to all --reaching the administrators. Lack of administrative approval and support for the work involved in developing a volunteer program severely handicapped Activities Directors, who generally coordinate volunteers. Activities Directors trained in volunteer management skills and supported by administration could, on the other hand, benefit the resident, paid staff, and volunteer in nursing home settings.

The heads of the Michigan Health Care Association and the Michigan Non-Profit Homes Association were invited to a meeting to review the survey results and to discuss the possibility of sharing volunteer program development skills with the members of their organizations. Although both men were open to the idea, they pointed out that their agendas were always very full. VAC would be welcome to do a brief presentation at one of the meetings but the administrators would probably be reluctant to attend a meeting set aside solely for the topic of volunteers.

This straightforward information saved VAC a great deal of fruitless effort. The focus was then turned toward the Activities Directors with the intention of finding a more helpful way of reaching the administrators in the process.

The first strategy was to develop a workshop for Activities Directors. The needs, aims, objectives, content, methods, and staffing for a six-hour workshop were brainstormed. (The workshop was done in two parts so as to facilitate absence of

participants from their jobs.) During the workshop, all the major components of volunteer program development were discussed and practiced: the process developed by the National Information Center on Volunteerism for needs assessment (NOAH); actual writing of job descriptions developed during the NOAH process; brainstorming of resources for each of the job descriptions; interviewing skills; listing of factors necessary for motivation and retention of unpaid staff; development of training goals, content, methods; and finally, evaluation of volunteer performance and of the total volunteer program.

Major objectives of the workshop were to assist the Activities Directors in affirming the dignity and importance of their job roles and to convince them of the need to be managers, recruiters, trainers, motivators of others (both paid and unpaid staff) so that many more people than themselves could be providing services to residents. Delegation was stressed and they were encouraged to train volunteers to lead task forces: bingo, arts and crafts, religious services, friendly visiting, shopping, etc., so that a core group of people in each task force would be reaching out to residents, coordinated by a volunteer leader who in turn worked with the activities <u>director</u> rather than the activities <u>do-er</u>.[1]

Results. *As a result of the workshop the Activities Directors began meeeting on their own, developed a newsletter, and became a more active section of the Detroit VAC Forum, an in-service training program provided four times a year. The requests for consultations have been so numerous since the workshop in May 1976 that VAC frequently holds sessions for six or seven Activities Directors together to initiate them in volunteer program basics.*

The bringing together of Activities Directors seems to be one of the most helpful services a VAC can provide for them. Sharing of challenges and successes, along with building a sense of the importance of their role in the serving of the elderly, are crucial to their survival.

REACHING THE ADMINISTRATORS

In the midst of working on the training sessions for Activities Directors, VAC learned that Michigan nursing home administrators are required to obtain 18 credit hours each year in a

subject directly related to nursing homes, and that a workshop could be accredited through the State Licensing and Regulations Department for Nursing Homes. VAC also learned that such accredited courses directly related to nursing homes were scarce.

With this new information, it seemed possible to offer a much-needed service rather than propose what might have seemed to be a burden to the administrators.

An outline for a six-hour workshop was planned, presented to the heads of the Association for comments, then submitted to the Michigan Licensing and Regulations Department. Approval for six credits was granted.

Another contact was made with the heads of the Association to ask their suggestions about dates, location, acceptable environments, reasonable cost, etc. They were extremely helpful.

But the most helpful suggestion of all was that VAC contact the Michigan Chapter of the American College of Nursing Home Administrators (ACNHA) to make sure the workshop date did not conflict with their monthly meetings. On contacting ACNHA and describing the workshop, the chairperson was so pleased that she asked if the workshop could serve as the content of their April meeting, with ACNHA doing the set up, recruitment, mailing, pre-registration, etc., and with VAC doing the training. The mailing list of the ACNHA in Michigan included over 900 administrators. *This certainly demonstrated again the value of working with existing organizations and structures.*

Needless to say, the staff and committee felt the waiting had been worthwhile. The administrators (96 of them) responded. The endorsement and co-sponsorship of their own organization, plus the possibility of earning six credits brought them to an all-day session which had been planned to give them a comprehensive look at the essential elements of a vital program of service by volunteers to the residents of their homes.

WORKSHOP FOR ADMINISTRATORS

The workshop for the administrators came a year after VAC had completed its six-hour training for Activities Directors. However, it was important to tailor this new workshop to the needs and concerns of the administrators which are quite different, generally, from those of Activities Directors.

The first step in developing the workshop was a careful analysis of what VAC wanted to know at the end of the day, and what VAC wanted them to experience during the day. The overarching objectives were: *first, to assist administrators in knowing how to assess the need for volunteers in the nursing home setting; secondly, to assist them in understanding the importance of their role in an effective volunteer program; and thirdly, to give them a sense of excitement about the rewards an effective volunteer program could bring to their homes.* This third aim was the one VAC saw as the challenge to demonstrate in each section of the workshop if it was truly going to be heard by the administrators. It had to be relevant to their concerns about their homes. How could a volunteer program really make their homes better? How could "strangers" coming into their homes really be of value? How could VAC change their images about volunteers as much as possible in six hours?

VAC brainstormed the essentials to be communicated--needs assessment techniques, job description formats, rationale for recruiting and interviewing, environment for motivation and retention of volunteers, the roles of administrators and Activities Director, evaluation techniques, financial and legal issues, and finally, the services they could receive from the Volunteer Action Center. (The chart at the end of the article outlines the content, methods and time design that were used).

Having established the key topics and aims, the committee decided how to accomplish each one--which methods needed to be actually experienced by the administrators since they themselves would be involved in using them, (e.g., the NOAH process of National Information Center on Volunteerism) and which methods simply needed to be communicated, (e.g., the writing of job descriptions). The effort was to balance their input, participation and involvement, with VAC input, short lectures, diagrams and reflections. For each one of these topics, clearly stated objectives were developed so as to help target exactly what needed to be accomplished in each step of the workshop. There was no time for getting side-tracked or losing sight of each specific objective.

A modified version of NOAH which was used at the beginning of the day was an extremely helpful tool in giving the administrators a chance to get a new perspective on how volunteers could truly be filling needs they and their staff wanted to meet. The administrators role-played all three roles--paid staff, volunteers, residents-- and were pleasantly surprised that the lists of jobs developed by each group were similar. This set a tone of enthusiasm and careful attention to the rest of the day which dealt with implementing the program.

It was decided which staff person or committee member could most effectively present each section, including the very important role of setting the context for the day and reflecting back on the day. A very soft-spoken experienced volunteer was asked to share her experiences as a friendly visitor and won the hearts of the administrators with her candid assessment of the importance of the volunteer role.

Response. A few quotes from the evaluation forms at the end of the day:

- *"It is fundamental and yet I had not thought of it."*

- *"I was reminded again of the importance of our patients' welfare."*

- *"I saw the absolute importance of each aspect of the volunteer program to the total picture."*

- *"An excellent program to clarify that volunteers are not just 'do-gooders' with spare time."*

A high point of the day was the reading of a 92 year old resident's reflections on her life in the home. The loneliness, the lack of understanding of her inability to talk or eat brought a mood of serious reflection to everyone present. Perhaps more than any other aspect of the day, it enabled the participants to wrestle with how they could create a greater dimension of companionship and sensitivity within their homes.

NEW IMAGES

Kenneth Boulding's research indicates that an image is the result of all past experiences of the image holder. Messages which are consistent with the person's existing images are received easily. Messages which are not consistent will meet with resistance. Resistance can be broken down, but generally this occurs through "an often repeated message or a message which comes with unusual force or authority."[2]

The Volunteer Action Center of Metropolitan Detroit is extremely pleased about its initial contact with 96 administrators and with the many results of having reached out to 64 Activities Directors. It is a first step. One or two workshops however, will not radically change existing images, and thereby, change behavior. For many persons, the changing images related to volunteer programs in nursing homes will require "often repeated messages". A great deal of follow-up, contact with other nursing home personnel who are developing effective programs, in-service training opportunities, etc., will be required. A Volunteer Action Center or Volunteer Bureau can facilitate these types of activities.

Efforts from sectors of society other than VAC's and Volunteer Bureaus will also be required. The community at large is rediscovering that the care of the elderly is its responsibility and privilege. The paid staff, qualified as it may be, cannot reasonably be expected to respond to all the physical, social, and economic needs of every resident. Caring for the bodies and spirits of the elderly will be an increasingly larger and more challenging task as more citizens of this nation live longer. New images of the style of caring are being forged out. Radically new concepts of the role of the elder and the role of the community in relation to the elderly are already forthcoming. A volunteer effort will be an essential component.

For further information about this project, write to Mrs. Pauline W. Rippel, Volunteer Action Center of United Community Services, 51 W. Warren, Detroit, Michigan, 48201.

FOOTNOTES

[1] *Marlene Wilson, Effective Management of Volunteer Programs, Boulder, Volunteer Management Association, 1976, p. 33.*

[2] *Kenneth Boulding, The Image, Ann Arbor, University of Michigan Press, 1968, p. 12.*

A SIX-HOUR WORKSHOP FOR NURSING HOME ADMINISTRATORS
SPONSORED BY THE VOLUNTEER ACTION CENTER
OF UNITED COMMUNITY SERVICES OF METROPOLITAN DETROIT

TOPIC: VOLUNTEER PROGRAM DEVELOPMENT

CONTEXT	PLANNING THE VOLUNTEER PROGRAM				IMPLEMENTING THE PLAN				CLOSING
	ASSESSING THE NEEDS	DESIGNING THE JOB DESCRIPTION	DEALING WITH THE LEGAL AND FINANCIAL ASPECTS		RECRUITING AND INTERVIEWING THE COMMUNITY	MOTIVATING THE VOLUNTEER	EVALUATING THE PROGRAM	ROLE OF THE ADMINISTRATOR AND ACTIVITIES DIRECTOR	
9:00	9:30	10:30	11:15		1:00	1:00	1:45	3:15	3:45 / 4:00
Welcome History of the VAC Nursing Home Project Brainstorm advantages of a good volunteer program Essential elements of a volunteer program	Identify tasks volunteers could perform using a method which involves input from: - staff -volunteers -residents' council Teach the N.O.A.H. process by having them role-play being staff; then volunteers; then residents	Discuss value and effects of job description for volunteers (Brainstorm) Share sample job description	Discuss legal and financial aspects of volunteer programs in nursing homes	L U N C H	Build a one-year recruitment plan, analyzing the nursing home community and resources Discuss screening and placement of the right volunteer Brief talk by Director of Project Compassion	Brainstorm and discuss components of a work setting which would motivate and sustain volunteer involvement Brief talk by a nursing home volunteer	Describe methods for evaluating volunteer programs	Discuss the role of the administrator in the volunteer program; and of the activities director Have half the room list tasks of admin.: half list tasks of act. dir. Diagram of delegation of tasks	Reflect on the day Describe VAC services to nursing homes

Tapping The Untapped Potential: towards a Canadian policy on voluntarism

by Novia Carter

*Member of the Canadian Council
on Social Development*

In June, 1975, The Canadian Council on
Social Development (CCSD) published <u>Volun-
teers: The Untapped Potential</u>, a major
survey documenting the nature of volunteer
activity and charitable giving in Canada. The
findings of this report, summarized in this
article, put to rest the stereotype of the
volunteer as "an upper-middle-class housewife
with time on her hands and a desire to do
good" by providing data to show that volun-
teers represent a cross-section of Canadian
society. The report also analyzed vol-
unteer motivation, activity and programs
as well as the role of volunteer centres. In
the concluding chapter a number of important
policy questions were raised and preliminary
recommendations put forward; however, it was
the CCSD's intention to develop a national
policy based on the findings of this report
as well as the views of volunteers and
organizations using volunteers across Canada.

This second stage was initiated in
November, 1976. To develop a national policy
on volunteerism, the CCSD established an Ad
Hoc Advisory Committee.

The Committee met in Ottawa in March,
1977, to develop a list of issues related to
the effective use of volunteer manpower
resources within the health and welfare
system. The Committee also drafted its
own tentative conclusions on the policy
issues as a framework for discussion at
regional meetings. Subsequently, Henry

Chapin, CCSD Program Director of Social
Planning & Citizen Involvement organized
a series of meetings with the assistance
of local volunteer centres and voluntary
planning organizations in various cities
across Canada. In each of these cities
separate meetings were held with volun-
teers and agency personnel so that the
views of each group would be expressed
independently.

In July 1977, the Committee met to
review a draft policy position paper
prepared by Henry Chapin and, after
making its recommendations, forwarded the
report to the CCSD Board of Governors for
consideration in September, 1977. The
report "Tapping the Untapped Potential"
was formally adopted by the CCSD Board.

EXECUTIVE SUMMARY of the SURVEY ENTITLED VOLUNTEERS: THE UNTAPPED POTENTIAL

The study's aims were: *to test the
hypothesis that there are large numbers of
people in Canada who are potential volun-
teers; to explore the characteristics of
volunteers and those who are not volun-
teers; and to inquire in a preliminary
way into present administrative and
organizational practices related to
volunteer activities.* Information was
obtained by a national survey of Canadians;
a questionnaire canvass of organizations

where volunteers work; letters, questionnaires and documentation from volunteer bureaus; interviews with volunteers (in the pilot phase of the study); letters from community colleges; and library research.

The findings show that a great many more Canadians are involved in volunteering than has been believed. Their characteristics make up a picture that is totally different from sterotyped views. A large percentage of in-active volunteers and people who have never been involved are willing and indeed eager to become active. Little has been done to gather together information about recruitment, training and supervisory practices in this country. The findings show that from the perspectives of both volunteers and agencies much could be done to improve organizational and administrative practices.

Highlights from the National Survey

The traditional image of the volunteer has been primarily that of the "bored, middle-aged housewife with time on her hands, lots of money, and a zealous desire to do good". This myth and others are disproven by the following information about the characteristics of Canadian volunteers.

* Slightly more than half Canada's people are involved in some form of volunteer activity or charitable giving. More than three-quarters of those active are engaged in practical work, the remainder in gift giving, e.g., blood, eyes, tissue, and money.

* More men are volunteers - 44.5 per cent - than has been believed.

* People of all ages are involved, with substantial representation of young people under 25 years (15.7 per cent) and of older people over 60 (14.6 per cent).

* The percentage of volunteers reporting family incomes of less than $12,000 per annum is striking (48.2 per cent).

* Volunteer work and charitable giving are not activities engaged in exclusive-ly by persons with high academic attain-ments or elite occupations. Substantial numbers of laborers, skilled workers, and clerical employees are active volunteers.

* Church or synagogue work, work with youth, and fund-raising provided the first volunteer experience for most people.

* Friends, family and business associates have exerted the strongest influence in getting people started and staying involved in volunteer work.

* People seem to become "hooked" on volunteering once they have been introduced to it; almost 80 per cent of all active volunteers have been involved for more than three years, 56 per cent for more than seven years.

* The most common volunteer work assign-ments require half a day or one day weekly, although 12 per cent give three or more days weekly.

* Men and women are about equally in-volved in all five major categories of volunteer activity.

* There appear to be few status differ-ences in terms of what groups of people (for example, high or low family incomes, educational back-ground) are to be found in various types of volunteer activity.

* People give as their reasons for involvement, a combination of altruistic reasons and reasons based on self-interest. It is here interpreted as an indicator of the generally healthy psychological state of those who volunteer.

* People who discontinue volunteer activity usually do so because they are beset by job, school or family responsibilities or by illness. Most would become re-involved if they did not have these problems.

* The main reasons why people never give or become involved are lack of aware-ness about opportunities or by illness. Most would become involved if they did not have these problems.

* More than 16 per cent of those who have never volunteered plan to do so.

* About 36 per cent of both active and inactive volunteers feel that they could do a better job with more training, and would take such training were it available.

* Opinion is about equally split in both the national survey and the agency canvass as to whether volunteers should be reimbursed for out-of-pocket expenses. Predominant views are that

it would help people who cannot afford to be so involved, but at the same time it might destroy the volunteer concept.

Highlights from the Agency Canvass

The agency canvass presents a general overview of the organization and administration of volunteer work. There would be merit in more detailed studies of volunteers in their own communities. The information gathered for this study is useful because it confirms much of the data obtained from the national survey, and highlights some specific problems.

* About 42 per cent of the responding agencies employ volunteer coordinators; about half on a part-time basis. Many agencies deplore the fact that without a full time coordinator they are unable to further the development of volunteer programs or provide suitable training for volunteers.

* Only 36 per cent (62) of the responding agencies have a budget for volunteer programs.

* Agencies state that new ideas and enthusiasm, the personal touch, and special skills are the reasons why volunteer involvement is sought. The agency canvass shows that agencies place little emphasis on how they benefit financially from volunteer help; the national survey, however, showed that volunteers are aware that their help reduces agency costs.

* A higher percentage of agencies have working corps of volunteers that outnumber their paid staff.

* Most agencies use the largest amount of volunteer time available to them on brief time assignments, roughly one half day a week. Their most common problem in working with volunteers is not being able to get enough volunteers.

* About one-quarter of the responding agencies handle their own volunteer recruitment without reference to the volunteer bureaus, and find that personal contact is the best method of recruitment.

* There is no uniform system of recording the use of volunteer time.

* Job requirements and job descriptions have been developed by some agencies. This kind of useful documentation has never been systematically collected, however, and sharing is on a hit-or-miss basis.

* The kinds of help most needed by agencies are information about similar programs, special training materials, and funds for a volunteer coordinator.

Highlights from the Volunteer Bureau Survey

* Since the funding of the first Canadian Volunteer Bureau in Montreal in 1937, about 60 similar bureaus have been established. There are indications that the bureaus provide some useful services, and that other communities wish to start such bureaus.

* Recruiting and directing volunteers to social service agencies where they are needed is still an important function for most volunteer bureaus. Volunteer bureaus may wish to direct more of their energy to recruiting volunteers from the "untapped potential group" and in helping to remove some of the obstacles that have forced volunteers to quit, using whatever means may be appropriate.

* Apart from the recruitment and deploying functions, many volunteer bureaus are involved in initiating self-development courses, volunteer job enrichment training schemes, and leadership seminars. These are all important, because they add a learning, growth aspect which is fundamental in relation to the self-actualization trends in our present society.

* Training is an important aspect of volunteer work, and the role of volunteer bureaus in liaison with relevant groups in the provision of training needs to be determined more precisely.

* Funding of volunteer bureaus needs to be examined realistically, because it is one of the chief factors that determines the range of activities that bureaus can undertake. Many of the bureaus are hoping to take on new roles. They are encouraged to examine the model being tried by VARC in Vancouver, and the relationships it has established with B.C. government departments, notably the Ministry of Human Resources.

* The Canadian Committee of Volunteer Bureaus/Centres has some potential to meet the needs which it identified at the time of its initiation. Strong leadership is required if it is to fulfill this potential.

POLICY RECOMMENDATIONS

The policy recommendations listed below follow from the discussion of the issues and concerns in the body of this report. Many of the recommendations involve additional costs to either organizations using volunteers, their funding bodies, or the federal government through the tax system. The extent of these additional costs cannot, however, be properly determined at this time because standardized data regarding the quantitative aspects of volunteerism are simply not available.

Creating Equal Opportunities

-That all governments as well as voluntary organizations and funding bodies must take the initiative to eliminate the social and economic deterrents to volunteerism so that all Canadians will have an equal opportunity to engage in volunteer activities.

-That public and voluntary organizations and their respective funding bodies provide all volunteers with the necessary financial support to carry out their work without incurring related personal expenses beyond their means or becoming liable for services rendered. (The specific recommendations listed below also include certain tax benefits for volunteers and charitable donors in the form of refundable tax credits for child care expenses and contributions to charitable organizations.)

1) *Out-of-pocket Expenses* - That all volunteers, in principle, should be reimbursed for those expenses related to their volunteer activities, taking into consideration the financial capacity of various organizations to meet such expenses.

   -That all volunteers be informed of an organization's policy on out-of-pocket expenses prior to making their commitment.

   -That funding bodies recognize out-of-pocket expenses as a necessary cost of operating volunteer programs.

2) *Day Care* - That organizations be encouraged to provide child care services within their facilities,

where possible, or to organize co-operative child care arrangements among volunteers with adequate supervision. (See also Child Care Expenses below.)

3) *Insurance* -That organizations provide staff and volunteers with equal and full accident and liability coverage.

   -That funding bodies recognize insurance protection as a necessary cost of operating volunteer programs.

4) *Tax Benefits* - That the federal government be encouraged to re-examine the tax system and develop an income supplementation plan to correct some of the basic injustices in the current system which affect volunteers (and other persons) with little or no taxable income.

   a) *Child Care Expenses* - That volunteers be eligible to claim expenses for child care.

      -That the current tax deduction for child care expenses be replaced by a refundable tax credit of 50 per cent of these expenses per child up to a maximum of $1,000,00; that the income limitation be eliminated and that mothers and fathers, single or married, be treated in the same manner.

   b) *Charitable Donations* - That the $100.00 standard deduction for charitable donations and medical expenses be eliminated, and that the current tax deduction be replaced by a refundable tax credit of 50 per cent of charitable donations (medical expenses to be treated separately) and that an upper limit of 20 per cent of taxable income be established as a maximum eligible contribution.

   c) *Benefits for Volunteering* - That the federal government, with input from voluntary organizations, conduct a study on the implications of providing a tax benefit to volunteers contributing their time and effort to public and voluntary organizations.

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Promoting Volunteerism

-That all governmental and voluntary organizations must seek through their own efforts and in cooperation with the media to educate the general public concerning the value of volunteerism in Canadian society.

-That organizations be encouraged to document, both quantitatively and qualitatively, the value of volunteer services to their programs as a means of educating the general public and their funding bodies about the important role which volunteers play in their community.

-That local media and community organizations have a joint responsibility for cooperating with each other to publicize the need for volunteer manpower resources, and that more media space and time be allocated for this purpose.

Resources for Rural and Northern Communities

-That all governments and voluntary funding bodies should provide more resources to rural and northern communities directly and/or through existing volunteer centres to enable these communities to develop their own volunteer programs.

Expanding Role of Volunteer Centres

-That all governments and voluntary funding bodies cooperate to ensure that volunteer centres are provided with sufficient resources to expand their services to all sectors of their communities as well as to other communities not currently receiving services.

-That volunteer centres take greater initiative to work with public and voluntary organizations, including self-help and social action groups, in the planning and evaluation of volunteer programs.

Funding for Voluntary Organizations

-That all governments and voluntary funding bodies provide more stable financial support to voluntary organizations that have demonstrated their effectiveness, so that they can plan and implement programs with a greater degree of financial security.

Stimulating Volunteerism

1) *Charitable Organization Status* - That the Income Tax Act be amended to enable all organizations, particularly self-help and social action groups, which engage in lobbying or other so-called "political" activities to obtain charitable organization status for the purpose of providing donors with a tax receipt for their financial contributions.

2) *Board Development* - That organizations ensure that their boards are composed of representatives from a cross-section of their respective communities, and that a majority of the members have a direct relationship to the population group(s) being served, and that efforts be made to nominate individuals with special expertise in such areas as public and labour relations and legal affairs.

-That organizations develop board education programs which adequately prepare members to carry out the planning and evaluation functions involved in policy and program development.

-That organizations establish board-staff committees to deal with such matters as personnel, finance, policy and program development and any other major organizational concern.

3) *Volunteerism and Education and Employment* - That educational institutions at every level, in cooperation with organizations using volunteers and volunteers centres, seek to determine how students can best become involved in volunteer activities which would complement their academic curriculum.

-That volunteerism be introduced into the curriculum of educational institutions, particularly graduate and professional schools, so that when students leave to work in public and voluntary organizations, they will have a better understanding and appreciation of the role of volunteers.

-That all employers and educational institutions request information on volunteer experiences on their application forms, and that this experience be considered an important part of an individual's overall qualifications.

-That employers should consider assuming some responsibility for allowing their employees time off to engage in volunteer activities.

Volunteerism at the National Level

- That the federal government in co-operation with provincial governments, national voluntary organizations and local volunteer centres and voluntary organizations, should seek to establish regional or provincial training and resource centres which would stimulate the growth of volunteer efforts and provide communities with the necessary skills and expertise to develop their own programs.

- That the establishment of a national training and resource centre should await further development at the regional and/or provincial level.

Guidelines for Managing Volunteer Programs

- That public and voluntary organizations involving volunteers in their programs as well as funding bodies and government departments ensure that the following factors are taken into consideration in the management of volunteer programs.

1) *Planning and Evaluation* - That the planning and evaluation of programs involving volunteers must take place at the program, organizational, community, provincial and national levels and include all relevant participants.

2) *Interviewing* - That all prospective volunteers be interviewed prior to making a commitment of their time and effort so that they have an opportunity to learn about the organization as well as the specific tasks they will be asked to carry out.

   - That organizations provide all volunteers with a job description which includes a definition of their respective rights and responsibilities.

   - That organizations be requested to list their volunteer opportunities with a local volunteer centre (where one exists) so that prospective volunteers can find out what programs are available and select those which best match their interests.

3) *Orientation* - That organizations provide all new volunteers with an orientation session(s) to describe their various service programs and the relationship of these programs to the organization's objectives and administrative structure.

4) *Training* - That all volunteers be provided with on-going training to ensure that they understand their responsibilities and to develop their effectiveness in carrying out their work activities.

   - That funding bodies recognize the importance of this training as a necessary cost of operating volunteer programs.

5) *Continuing Education* - That organizations provide some opportunity for volunteers to participate in continuing education programs to further enhance their skills so that they may assume more complex responsibilities.

   - That public and voluntary funding bodies as well as other community institutions such as schools and businesses make their resources available to organizations for educational purposes.

6) *Volunteer - Staff Relations* - That organizations clearly define the relationship between staff and volunteers, and that sufficient staff time be allocated for the training, supervision and support of volunteers.

   - That organizations which involve volunteers in their programs employ a full or part-time Coordinator of Volunteers to work with staff and volunteers in all aspects of program development.

   - That public and voluntary organizations using volunteer manpower resources initiate discussions with labour unions concerning the relationship between volunteers and paid workers in their programs.

   - That volunteers not be placed in positions which have been or should be filled by paid workers.

Editor's Note: Our thanks to the Canadian Council on Social Development for sharing this valuable study. We are particularly pleased to see the similarity in the standards listed on this page and those for U.S. volunteer programs in the Bair article in this issue.

Letters to the Editor –

Dear Editor,

May I congratulate you on the article "Marketing Volunteering" by Norma Selvidge in Volume X No. 4, Winter 1978, of <u>Volunteer Administration</u>. It is the first article I have read in <u>Volunteer Administration</u> that is of practical value to me. I hope you will convey to Norma Selvidge my appreciation of both the content of the article and of her style which is concise and a pleasure to read.

While the present editorial policy is "to publish articles dealing with practical concerns, philosophical issues, and significant applicable research" I find that with the exception of "Marketing Volunteering" all other material would be equally suitable for the <u>Journal of Voluntary Action Research</u> which I also receive as a member of AVAS.

May I suggest that in future more space be allotted to articles of practical application for administrators of Volunteer Services? AAVS members figure strongly among the Consulting Editors so it should not be too difficult to find more pragmatic articles to benefit us practitioners. With best wishes.

<div style="text-align:right">

Barbara Shaw-Gheorghiu, CAVS
World Bank Group Volunteer Services
Washington, D.C.

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<u>Editor's Note</u>: We share your concern for more practical pragmatic articles in this Journal. Practitioners must learn to take the time to write. The most difficult challenge of this editorial board has been and still is to encourage those of you doing the job of volunteer administration to write and share your knowledge and expertise. Once again, we welcome your articles!

<div style="text-align:center">***</div>

Dear Editor,

The trip I made to Israel in early January was successful both in terms of personal travel and in getting in touch with the growing profession of volunteer administration in Israel.

I am now chairman of a subcommittee of the AAVS Education Committee. While we have not drawn up specific objectives, the broad charge of the committee is to encourage the international exchange of information and personnel volunteer management/leadership. I have been corresponding with Ivan Scheier, and he has written that NICOV will be happy to cooperate with AAVS. As I'm sure you know NICOV is developing an international section to its library. I have sent Ivan copies of most of the materials I brought back from Israel and will be sending him more. Also, I have put him in touch with Mr. Yitzachak Ben Shalom who heads Israel Voluntary Services which is an organization similar to NCVA.

I'm writing to you because, if feasible, I would like to get something in VOLUNTEER ADMINISTRATION, perhaps in the form of a letter to the editor, encouraging volunteer administrators to make contact with their professional counterparts when they have opportunities to travel abroad, and then to share what they learn with all of us.

It seems to be a marvelous way to learn more about our growing profession, to realize that we are part of an international movement, and to gain greater understanding and perspective on the crucial issues that volunteerism faces in many places. The professionals I met in Israel were very interested in sharing information and ideas, and they were most gracious in giving me opportunities to see volunteer programs in action and to talk with both volunteers and staff working with them. One of the exciting opportunities I had was going down into the Negev 60 miles south of Beersheva to meet with a group of young persons who were spending the year between high school and military service as volunteers in the development community of Mitzpe Ramon on a project sponsored by the scouting movement in Israel.

I am convinced from my experience in Israel this past month as well as my experience in England in 1972 and from corresponding with NICOV that we are really ready to look at the growth of our profession from an international perspective. I would like to hear from AAVS members interested in working with the committee. Let me know what you think can be done through VOLUNTEER ADMINISTRATION.

> Millie Katz, Director
> Volunteer Bureau of Lincoln
>   and Lancaster County
> Lincoln, Nebraska

Editor's Note: We heartily agree with this need for sharing information on the international level. This journal has published articles the past year relating to volunteerism in Australia, Israel, Canada and next issue, Great Britain. We welcome readers to share articles and information from the world-wide perspective.

<p align="center">***</p>

To whom it may concern:

As a consultant in the field of volunteer development and administration, I found myself quite intrigued by VOLUNTEER ADMINISTRATION. I have been made aware of it by one of my associates. Upon reviewing past issues, I find VOLUNTEER ADMINISTRATION to be meaningful and productive in the field of volunteerism.

Thank you for your time and effort.

> Robert V. Jewell
> Flint, Michigan

<p align="center">***</p>

<p align="center">GUIDELINES FOR SUBMITTING MANUSCRIPTS
FOR
VOLUNTEER ADMINISTRATION</p>

1. Manuscripts should deal with issues or principles related to volunteer administration. Program descriptions are acceptable only when they are conscious demonstrations of an issue or a principle.

2. The author must send three copies of the manuscript to: Marlene Wilson
   279 So. Cedar Brook Road
   Boulder, CO 80302

3. Manuscripts should be five to twenty pages, with some exceptions. Three manuscript pages approximate one printed page.

4. Footnote should appear at the end of the manuscript followed by references listed in alphabetical order.

5. Manuscripts should be typed, double spaced on 8 1/2" x 11" pages.

6. Unpublished manuscripts will be returned to the authors with comments and criticism. Published manuscripts will not be returned to the authors.

7. The author should send a cover letter authorizing Volunteer Administration to publish the article submitted, if found acceptable.

8. The author should not submit the article to any other publisher during the period when it is under consideration by Volunteer Administration.

9. The review process for a submitted article usually takes six weeks to three months. Each article will be reviewed by at least two consulting editors and an Association editor.

10. Authors of published articles will receive two complimentary copies of the issue carrying their article.

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