

**Voluntarism:
A Workbook on
How to Build or Improve
a Volunteer Program**

By Gene Glover and Michele Mickelson



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Prepared in cooperation with
Criminal Justice Institute
University of Wisconsin-Extension

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**Voluntarism:
A Workbook on How to Build or Improve
a Volunteer Program**

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and
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**Prepared in cooperation with
Criminal Justice Institute
University of Wisconsin-Extension
1981**

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INTRODUCTION

There are many indicators of a very bright future indeed for voluntarism. The time is right for us to sharpen our skills for working effectively with this valuable resource, so greatly needed today, particularly in the human services.

Educated projections indicate these kinds of changes:

- Changing work patterns will result in a new kind of talent pool, reflecting the influence of a shifting economy and altered retirement ages. A large group of potential volunteers will be the 31 million people who will be 64 and over by the year 2000.
- There will be a broadened sense of corporate social responsibility to share resources, both money and talent, with local communities.
- There will be a proliferation of part-time and shared jobs. The result will be a significant number of skilled employees with enough time and corporate backing for volunteering.
- Increasing isolation of the individual and weakening of the nuclear family will cause more people with common needs and interests to reach out to each other.

It is predicted that in the future voluntarism will be “a dynamic and integral force within American society as it moves toward the twenty-first century. The essence of voluntarism—people helping people—will be constant, but the forms it takes will change to keep pace with changing times and new human needs.”¹

In the meantime, we need to work toward enhancing the image of voluntarism to give it due recognition as a satisfying and respected citizen endeavor—one that is essential in continuing efforts toward improving the quality of life.

This workbook is the result of a three-day workshop facetiously titled “Volunteers—Who Needs Them?” presented by the authors in May 1979 for the Criminal Justice Volunteer Development Center of the University of Wisconsin – Extension Criminal Justice Institute.

The Criminal Justice Institute functions as the outreach arm of criminal and juvenile justice for the University of Wisconsin System. Its programs and services are rooted in the tradition of the University of Wisconsin System—a tradition growing out of the philosophy that a public university ought not only to serve the comparative few who enroll on a campus as full-time students but to provide continuing learning opportunities for all people throughout their lives. In this context, Institute faculty and staff work to provide leadership, coordination, planning, and administration of adult continuing education and public service activities that reduce crime and improve the quality of criminal justice.

From its inception, the Institute has strongly endorsed the concept of active citizen participation within all components of the criminal justice system—law enforcement, courts, and corrections. For the past three years the Institute, through its Criminal Justice Volunteer Development Center program, has sought to give direction and consistency to Wisconsin’s criminal justice volunteer movement. This is being accomplished by offering regularly scheduled continuing education training workshops for volunteers and professional criminal justice personnel; by lending technical assistance to Wisconsin communities in areas of planning, development, management, and evaluation of volunteer programs; and, by becoming a central repository of criminal justice volunteer training and library resources.

Gene Glover and Michele Mickelson bring an interesting variety of educational and life experiences to this endeavor. Gene recently served as president and chief volunteer officer of the United Way of Dane County where Michele is director of planning and allocations. The authors have had the opportunity of working together as covolunteers on a committee, cotrainers in a workshop setting, and in a volunteer/staff relationship in an agency. It is from these and other perspectives that this workbook evolved.

Gene received a master's degree in adult education and has done further graduate work at the University of Wisconsin – Madison. She has served on the national board, national executive committee, and national training committee of the Girl Scouts of the U.S.A. She has also done management evaluation and board training for agencies throughout the Midwest.

Michele received her Ph.D. in continuing adult and vocational education with a minor in aging at the University of Wisconsin – Madison. In her present job, she works with needs assessment and setting human service priorities; corporate planning; program, budgetary, and quality of management reviews; and technical assistance to agencies.

Emerging from these personal and professional resources, this workbook encompasses a wide spectrum of voluntarism—assumptions, perceptions, and behavior about volunteers in their jobs and the agency environment, plus real and potential outcomes for both staff and volunteers in terms of career achievement and satisfaction.

Appreciation is expressed to the many people who made this workbook possible. Editorial assistance has been magnificent. Nancy Gaines assisted significantly and her help and guidance is truly appreciated. Appreciation is expressed to Cherie DeVilbiss and Sharon Jewell for the preparation of the manuscript.

The authors are indebted to others, especially the volunteers in agencies across the country whose experience provided these insights and helped form the conclusions presented in the text.

This workbook is a concise overview of volunteers and voluntarism. It:

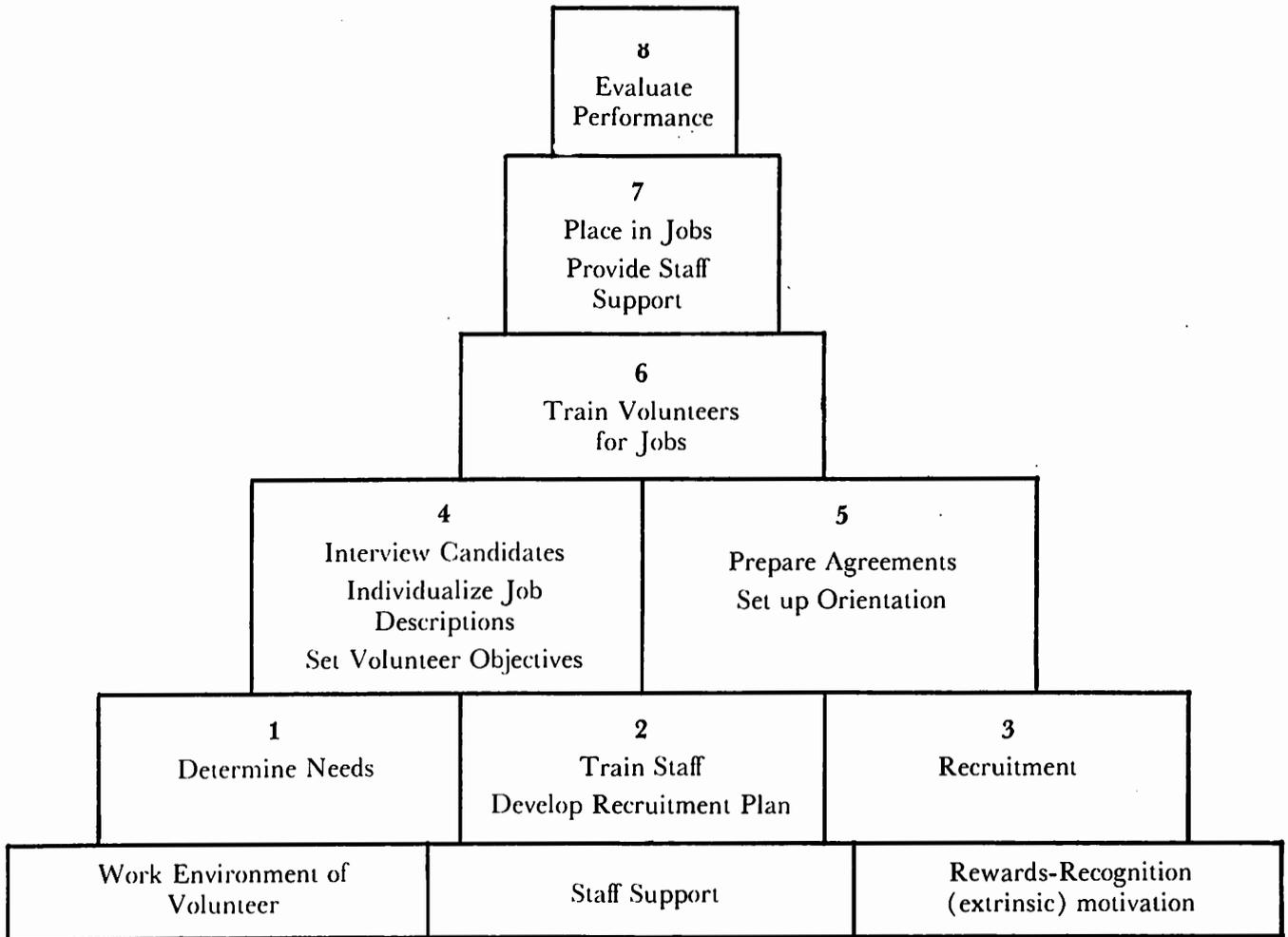
- Presents brief statements on the many elements of voluntarism;
- Contains suggestions on how to work in groups and recruit and train volunteers;
- Includes samples of handy forms, guides, questionnaires, and evaluation tools, and
- Touches on some of the current literature of the field as seen through the authors' eyes.

It is a practitioner's guide, intended to assist in setting up or improving volunteer programs through a professional/volunteer team approach. In order to make the best use of this workbook, one should interact with it, write in it, add to it, and try the suggestions.

VOLUNTARISM TODAY



Figure 1
BUILDING BLOCKS OF A VOLUNTEER PROGRAM



WHAT IS THE STATUS OF VOLUNTARISM TODAY?

Community problems and needs are growing while traditional funding resources are shrinking and are the object of keen competition. Tapping the great reservoir of human resources tagged “volunteers” may be the best response to the dilemma.

Thus the status of voluntarism *should* be improving as we recognize “the critical role private citizens and voluntary organizations play in meeting the country’s needs.”²

Further, the term *volunteer* describes only the willingness to serve on a nonpay basis. It does not describe the stature, the religion, the profession, the place of residence, or the race of an individual. Volunteers are people and in many organizations they are treated as V.I.P.’s. They are offered training, careful matching with a suitable job, help along the way, opportunities to grow and develop new skills if they wish, and records of their work and performances for future use in being considered for paid work. All these factors have improved the status of volunteering (see Figure 1).

In summary, the status of voluntarism is, in our opinion, good and improving, for the following reasons. The thousands of agencies and institutions utilizing volunteer services are

- Doing a better job of supporting the volunteer on the job;
- Learning better ways for volunteer and professional staff to work together;
- Providing and encouraging worthwhile, relevant training, and
- Recognizing the volunteer as a very important person whose interest and motivation must be maintained for the effective results desired for the individual and the organization.

WHAT ARE SOME CURRENT TRENDS IN VOLUNTARISM?

The following are some of the more significant trends in voluntarism today:

- New kinds of jobs
- Career value of volunteer experience
- Training opportunities
- Short-term jobs
- Changes in motivation
- Expense reimbursement
- Recruiting from a wide age range and a variety of backgrounds
- Increased accountability and quality control

New Kinds of Jobs

There are new settings for volunteer services, for example in corrections, schools, and government. Some federally funded programs, for instance, are mandated to utilize voluntary advisory boards.

There is also increasing linkage between institutions and their clients, as is seen in community health programs and the use of teacher aides in schools.

New roles, for example, administrative and research and evaluation jobs, are now available to volunteers to a greater degree than in the past. These *extend* the professional services; they do not *replace* them.

There is an increase in international collaboration in problem solving in many areas involving volunteer participation: peace, poverty, pollution, population, natural resources, and food, to name a few. Volunteers bring to these programs the freedom from operating demands that facilitates openness to change.

Other kinds of service of recent emergence are the autonomous volunteer movements that are not sponsored by a traditional institution or agency. Examples are consumer advocacy, “watchdog” groups, consultation and educational services.

Career Value of Volunteer Experience

Recognition is now given to the career ladder of voluntarism, whose rungs are stepping stones to paid work. Keeping records of the volunteer’s services and even of performance evaluations assumes greater significance.

Training Opportunities

There is much emphasis on training, both for professionals who work with volunteers or direct volunteer programs and for volunteers in all capacities. Training enriches the experience for the volunteer and has a definite place in the career aspect of voluntarism, too.

Short-Term Jobs

More volunteers are being asked to serve on a short-term basis. This is of benefit to the organization, since it can bring in the expert services of busy people who can make only short-term commitments.

Changes in Motivation

Motivation of volunteers seems to be changing, in a broad view, from "duty," as in the recent past, to "concern," and involves personal satisfaction.

Expense Reimbursement

Budgeting in many organizations allows for reimbursement of volunteers for out-of-pocket expenses such as transportation, parking fees, and baby-sitting. This enlarges the recruitment base, since there are many individuals who have needed skills and the desire to offer them on a volunteer basis but cannot do so because of the cost of serving.

Recruiting from Wide Age-Range

Recruiting is being done from a wide range of age groups and among individuals from a wide variety of backgrounds. Age, race, and economic situation are becoming much less important. Former clients of an agency often serve very effectively as volunteers in the agency because of their personal insights and understanding. No longer is the white, middle-class female the typical volunteer. Thousands of young people, 400,000 college-age students, and legions of senior citizens, male and female in almost equal numbers, are serving.

Increased Accountability; Quality Control

There is emphasis on accountability, including quality control and cost accounting, at all levels of volunteer service. This emphasis strengthens the volunteer position and takes it clearly out of the Lady Bountiful identity of years past.

ARE VOLUNTEER SERVICES REALLY NEEDED IN THIS DEMOCRATIC SOCIETY?

Edward Lindeman's comments provide a good beginning to an answer for this question:

What would happen if the corps of citizens who labor without pay, who exercise their own free will in choosing functions they will perform, were to resign from their posts, refuse to attend meetings, to disengage themselves from all responsibilities?

Officials and professionals would, no doubt, continue to operate their respective institutions and agencies, at least for a time, but they would function in a lonely atmosphere. They would be insulated from the true public, in touch only with that sector which is represented by their constituents and clients. They would soon be obliged to devote large amounts of time to secure funds for the maintenance of their programs and assurance of their incomes. Public agencies would wither and die. *When private institutions no longer exist, democracy will have committed suicide.* Totalitarian bureaucracies or dictatorships will take its place and freedom will disappear altogether. In fact, it can be traced to the earliest days of the nation-to-be.³

The tradition of neighbor helping neighbor came ashore with the Pilgrim Fathers, when forty-one of them pledged, on the Plymouth shores, to work for a "just and equal way of life." The pledge became immediately effective when neighbors banded together to withstand the rigors of the first New England winter....⁴

The linkage lies in the notion that participation is the cornerstone of democracy. In voluntarism, participation is likewise the foundation. Volunteers should have a voice not only in choosing their own area of service, but when appropriate, in helping the organization in setting direction, planning programs, and even in decision-making. A well-managed volunteer organization or agency is, in fact, "a mini-democracy." Voluntarism keeps us from becoming a static society, and there seem to be no limits to its possibilities.

Decision-making volunteer boards have significant influence on the affairs and services of the population. For example they are included in

- Decisions on what particular human services will be offered in a community (Big Brothers, Volunteers in Probation, etc.);
- Decisions on the allocation of privately raised funds for human service agencies, such as United Way and foundations;
- Determination of policy by church boards;
- The purchase of property, such as camps, within the purview of volunteer boards across the country;
- Decision- and policy-making by boards of private colleges, universities, and secondary schools;
- Determination by boards of civic symphonies, choruses, museums, etc. of the direction these organizations will take in their cultural and educational endeavors;
- Far-reaching influence of civic and political organizations in almost every region of the nation;
- Direction of many health care functions by volunteer hospital boards, and
- Decision-making and advice from volunteer boards in the business world.

What do national leaders say about the significance of volunteerism? Elliot Richardson, when Secretary of Health, Education and Welfare, said,

...to extend the present range of HEW services equitably to all in need would cost a *quarter of a trillion dollars...* (and) the addition of *twenty million* trained personnel. To the degree this nation can enlist volunteers for important, necessary tasks...to that degree will we be able to deal simultaneously with shortage of manpower and money that cannot otherwise conceivably be overcome.⁵

How many volunteers are there? It is very difficult to determine exact numbers of people who volunteer because their services are often unrecorded and unreported. They may give only occasional time, or the service rendered be with an informal organization. However, there are some data, principally from fund-raising sources, that give us a ball-park figure on the size of this volunteer force. For instance,

- approximately 60 million Americans, 55 percent women and 45 percent men, serve in some volunteer capacity.⁶
- the volunteer strength of just 20 national organizations is approximately 21,287,000.⁷
- United Way organizations report that in 1978 over \$1.3 billion was raised, with 35.2 million individuals making voluntary contributions.
- in 1978 \$39.56 billion was raised for charitable causes, representing an enormous volunteer effort. Religion, education, health and hospitals, social welfare, arts and humanities, civic and public affairs, in that order, were the beneficiaries.

It takes little effort to identify countless other voluntary organizations with thousands, even millions, of members that are an integral part of life in the United States today.

In summary, American philanthropy, which has grown to annual proportions of nearly \$40 billion, is the child of an American tradition—voluntarism.⁸

WHO DOES WHAT

STAFF RESPONSIBILITY

- To be knowledgeable about the status and trends of voluntarism
- To hold no prejudice in regard to people
- To understand that a staff/volunteer team can be much more

VOLUNTEER RESPONSIBILITY

- To be willing to try volunteer service in whatever time is available
- understand the mission of the organization
- To work with staff members and the organization in a total team effort

NOTES

VOLUNTEER RECRUITMENT



WHY DO PEOPLE VOLUNTEER?

People volunteer for a variety of reasons. Here are some examples. You might want to add others.

- self-fulfillment
- prestige
- personal contacts
- business contacts
- family tradition
- obligations
- helping/concern
- self-interest
- to promote a cause
- to gain experience
- to gain marketable skills
- to fill time
- because friends are doing it
- loneliness
- to repay services received

Many people have multiple reasons for becoming volunteers. However, no matter what the reasons are, a volunteer must receive some satisfaction if he or she is going to commit time, energy, and other resources.

Knowing why an individual volunteer helps the individual and agency staff have realistic expectations and provides direction for volunteer job assignments. Greater satisfaction results when volunteer job placements have been made with the volunteer's intentions in mind.

WHO DOES WHAT

STAFF RESPONSIBILITY

- Find out why an individual is interested in being a volunteer

VOLUNTEER RESPONSIBILITY

- Identify reasons for wanting to be a volunteer in a particular program at a specific time

WHERE CAN VOLUNTEERS BE FOUND?

Volunteers can be found in many places, but we have found that in almost any community, it is useful to start making contacts from among the following clubs and groups:

- **Service Clubs**
 - Altrusa
 - Business and Professional Women
 - Elks
 - Exchange
 - Kiwanis
 - Lions
 - Optimist
 - Pilot
 - Quota
 - Sertoma
 - Zonta
- **Special Interest Groups**
 - American Association of University Women
 - American Legion and Auxiliaries
 - Garden clubs
 - Junior League
 - League of Women Voters
 - Local groups such as photography clubs, sailing clubs

National Grange, Farmers Union
 National Organization for Women
 Newcomers, Welcome Wagon, Village Hostesses
 Toastmasters Clubs
 Urban League
 Veterans of Foreign Wars and Auxiliaries

- **Chamber of Commerce**
 For lists of service clubs and their officers
- **Local Businesses**
 Banks, telephone company, utilities—their personnel departments and social clubs
- **Local Factories and Industries**
 Personnel departments, clubs, lunchtime and coffee break meetings of employees
- **Senior Citizen Groups**
 American Association of Retired Persons, National Retired Teachers Association, neighborhood centers, churches, recreation departments, retired teachers, social workers, business women, public and private residences for senior citizens.
- **Government Offices**
 Local, county, state, federal; Postmaster
- **Media**
 Newspapers, radio, television
- **Professional Groups**
 Library association, medical and dental auxiliaries, social workers, accountants, lawyers
- **Labor Unions**
 Local unions - leadership, program chairmen, etc.
- **Local Colleges or Vocational, Technical, and Adult Education Centers**
 Deans, sociology and recreation departments, service clubs
- **Other Groups in Your Community**
 Develop your own list of local organizations in a card file with telephone numbers and addresses where you might begin or continue to identify potential volunteers.

One contact leads to another. If someone cannot make a commitment to your volunteer program at a certain time, ask that person to suggest someone else.

WHO DOES WHAT

STAFF RESPONSIBILITY

- Keep records on names, addresses, and telephone numbers of individuals suggested and their expertise

VOLUNTEER RESPONSIBILITY

- Suggest organizations and individual names and make contacts

HOW ARE VOLUNTEERS RECRUITED?

Before volunteers are recruited, a *plan* should be developed that tells how many and what types of volunteers an agency will need for its next organizational year. This must be done in advance to allow time for application, personal interviews, and orientation of new volunteer recruits.

Direct Recruitment

Direct Recruitment through PERSONAL INTERVIEW is still the best way for volunteers and staff to get acquainted. It provides an opportunity for two-way communication. The potential volunteer learns of various possibilities within the agency and has an opportunity to express likes and dislikes.

For an interview to be successful, the recruiter must be well informed about an agency and its specific volunteer opportunities. The interviewer might end the visit by offering material to read about the agency or an invitation to an upcoming activity.

An interview should provide a *welcome and orientation* to an agency *plus familiarization* with the five P's:

- PLACE — including parking, restrooms, coat racks, phones
- PEOPLE — who they are and what they do
- PROCEDURES — which are operational within the agency
- PURPOSE — and mission of agency
- POLICIES — that guide the agency

Indirect and Interagency Recruitment

Other forms of recruitment are **INDIRECT** recruitment, through newspapers, radio, television, and posters, and **INTERAGENCY** or **DELEGATED** recruitment, which might be done by a centralized volunteer bureau, auxiliaries of an organization, or a service club. *However, for some jobs with sensitive aspects, broad solicitation is not appropriate.* Try using a speaker's bureau, letters to the editor, feature stories, ads, public service announcements, volunteer fairs, or group sponsorship of an agency.

You might want to use one of the following tools to obtain more information about potential volunteers:

1. Self-inventory of skills and abilities
2. Interest and hobby checklist
3. Referral form

Two fundamentals that you will want to try to incorporate into all volunteer recruitment efforts are imagination and innovation. These fundamentals will allow an agency to try new things with new people and might encourage an agency to take risks that result in the generation of new directions to keep the agency responsive to its community and constituencies.

Recruiting Do's and Don'ts

- DO remember to practice the "truth in recruiting" rule — honesty as to the demands of the job and the time requirements.
- DO remember individuals should be recruited to assist in the achievement of specific corporate or agency goals.
- DON'T put the topical specialists in leadership positions. Put the organizers there!
- DON'T take the easy way out by allowing third and fourth terms for volunteer offices. Recruit new people and new ideas. (Protect your agency from this through terms of appointment spelled out carefully in by-laws and job description)
- DO beware of over-recruitment. Never promise volunteers more authority or less time commitment than a job will require!

Careful recruitment provides the right person for each job and, ultimately, greater results for an agency. Keep a file of potential volunteers, with notes on expertise, as they are suggested or you meet them. Invite potential volunteers to visit an agency or observe an activity. Replace an end-of-the-year nominating committee with a personnel resource committee that works during most of the year identifying and cultivating leadership.

WHO DOES WHAT

STAFF RESPONSIBILITY

- Provide some names, addresses, and telephone numbers

VOLUNTEER RESPONSIBILITY

- Suggest potential volunteers
- Make personal contacts
- Assist in actual recruiting

WHY AND HOW MIGHT VOLUNTEERS BE RECRUITED FROM SPECIFIC TARGET GROUPS?

We believe it should be the ideal goal of every voluntary organization to have a board and committees that are representative of the community they serve. By striving for this cross section of the community, an agency can expect broader acceptance and support for its programs. When more perspectives are represented in the decision-making process or program delivery, better-informed decisions will be the result. This suggests including women, retirees, minorities, youth, clients, laborers, etc. (See Appendix, A. Recruitment Plan.)

CAUTION: If the participation and opinions of diverse groups are sought, they must be used in more than a token fashion if the agency is to maintain its credibility in the community. Representatives of the various target populations must be able to expect sincerity in their dealing with the agency and results from their input.

Knowing the demographic makeup of the community and including representatives of various subgroups on agency boards, committees, and task groups will make an agency more responsive within the community. It also provides for a broader basis of community support.

Specific groups to be represented when a new task force or committee is composed can be included in a written committee charge or commission.

WHO DOES WHAT

STAFF RESPONSIBILITY

- Keep in touch with leaders of minority and special interest groups
- Know and understand the demographic makeup of the community
- Keep up with changes in the community

VOLUNTEER RESPONSIBILITY

- Listen to the viewpoints of volunteers from specific target groups
- Make new volunteers feel welcome and valued

WHAT ARE THE BENEFITS OF WRITTEN JOB DESCRIPTIONS FOR VOLUNTEERS?

Written job descriptions for volunteers should include:

- Job title—lends dignity;
- Qualifications needed—skills, mobility, training;
- Time commitment and term of appointment;
- Duties and responsibilities;
- Reimbursement arrangements (mileage, parking, meals);
- Names of supervisory and contact people (another volunteer and a staff member);
- Objective and purpose and relationship to overall program;
- What an agency can expect;
- What a volunteer can expect;
- Orientation procedure, and
- Training opportunities.

Job descriptions can facilitate in recruiting by clarifying the rights and responsibilities of the volunteer and the rights of the organization. They also provide a foundation for training, supervising, and evaluating new volunteers. However, they can only provide these benefits if they are individualized and kept up-to-date.

CAUTION: One might want to check with a representative from a labor union to see that the volunteer jobs are complementing agency staff positions, NOT substituting for them.

Written job descriptions serve as a tool throughout the entire volunteer process, from truthful recruiting through performance evaluation.

Volunteers should be directed to keep track of any changes or additional job elements that come about while they are on the job. Ask them to revise any part of the job description that is inaccurate during and at the end of their job. (See Appendix, B. Sample Format—Volunteer Job Description.)

WHO DOES WHAT

STAFF RESPONSIBILITY

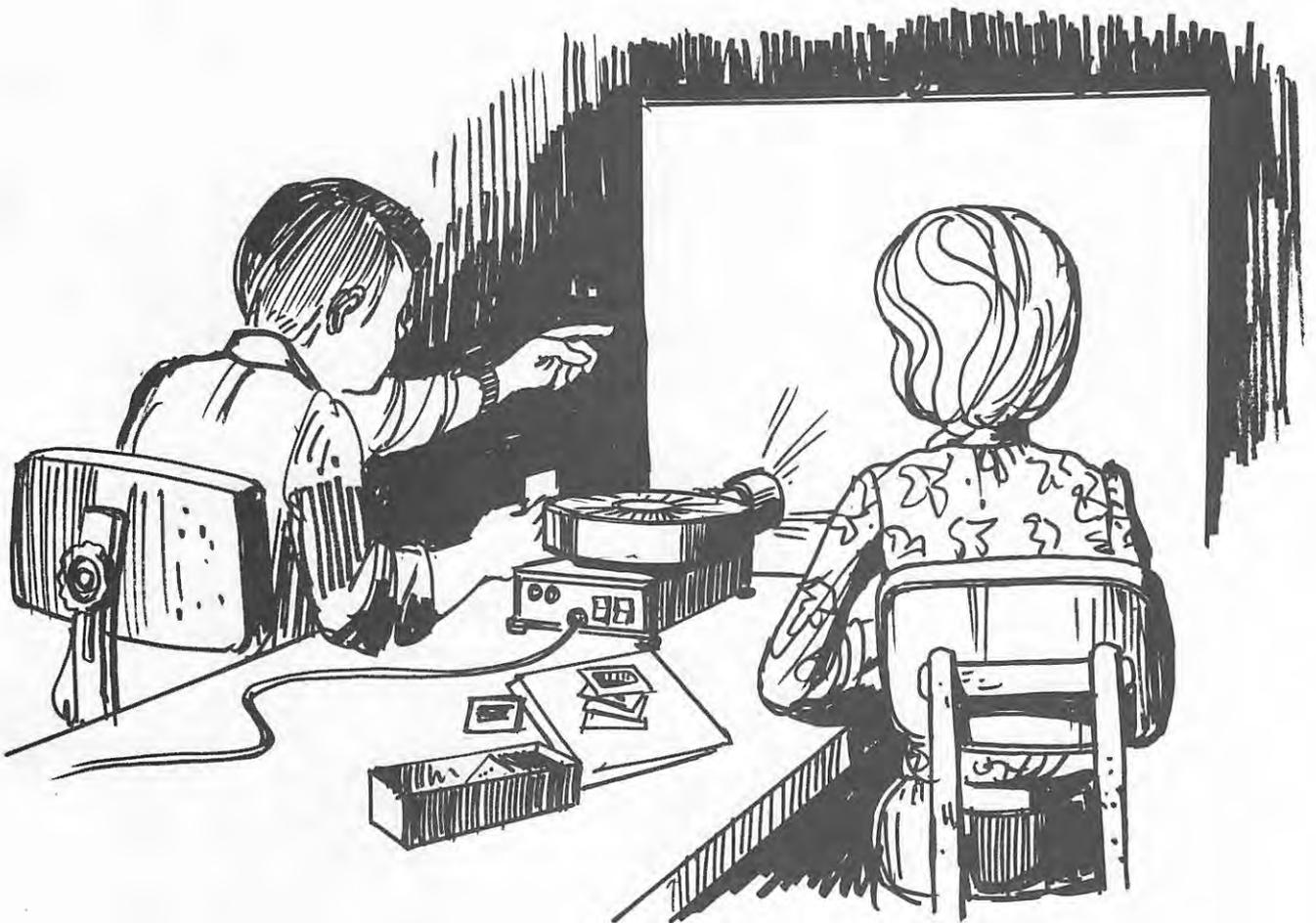
- Draft general job descriptions to meet agency needs

VOLUNTEER RESPONSIBILITY

- Evaluate job description and work to individualize it

NOTES

TRAINING OF VOLUNTEERS



WHAT IS A NATURAL SEQUENCE FOR TRAINING VOLUNTEERS?

Training for volunteers new to a program can be divided into at least three phases:

1. orientation;
2. job training; and
3. continuing education (or in-service training).

Orientation

The purpose of orientation, which takes place before the volunteer begins the job, is to acquaint the volunteer with the organization and its goals. *Orientation* is synonymous with the term *prejob training*, except that orientation is broader in scope. As the name implies, prejob training is usually a more specific introduction to the particular job the volunteer will be accepting.

Orientation might include

- a personal visit by a staff member.
- information on the volunteer tasks and *the significance of the tasks to the total effort of the organization.*
- a visit to the organization's headquarters.
- opportunity to meet some staff and other volunteers.
- a film or filmstrip about services of the organization.
- observation of direct services, including meeting with clients.
- an opportunity to talk with a board member.
- review of the generic job description of the task or tasks the volunteer is considering.
- individual or group sessions (very pleasant, nonthreatening).

A good orientation experience gives the prospective volunteer a feeling for the organization, its mission, its personnel, and the working climate — all very important elements for a volunteer preparing to make a serious commitment.

MERITS OF ORIENTATION

Careful, thorough exposure of the volunteer to the program and accurate assessment of the best placement of the volunteer will pay off in terms of personal satisfaction, effectiveness, tenure, and organizational health. It can also provide one more point at which the volunteer can make a choice of jobs or reaffirm a choice made prior to orientation.

Job Training

This is a specific training experience, directed to the particular job the volunteer has chosen and in which he or she has been placed. It might include details such as which door to enter, how to sign in, what records to keep, and the overall objectives of the job. Job training is an expansion of orientation, but narrower in focus. It can take place in groups, but more likely it will be one-to-one training or even directed self-study. The apprenticeship approach is often very comfortable for a new volunteer and also very effective. The supervisor or trainer can then determine when the volunteer is ready to solo, and what kind of staff support may be needed.

Continuing Education

Within the concept of lifelong education, managers and supervisors have an opportunity to encourage others to participate in learning events that will enhance their work. One form of recognition of volunteers' services is the offer of an educational opportunity of some kind - a workshop, a lecture, a course, a seminar. Established institutions provide many such opportunities and organizations themselves can develop and present learning opportunities tailored for their participants. The principal point is that continuing education opportunities should be a constant part of a volunteer's growth and reward experience.

WHAT METHODS AND TECHNIQUES ARE APPROPRIATE FOR TRAINING VOLUNTEERS?

The size of the learning group will influence the selection of appropriate techniques for training volunteers. Thus the number of people involved is one of the first decisions to be made in planning a training session. The events will probably fall into one of these general categories:

- skills workshop
- small groups (task-oriented)
- a "course"
- individual study
- one-to-one instruction

Methods that might be considered for the various kinds of training groups are these:

- **CASE STUDY** — A real-life situation portrayed in film or in narrative.
- **PANEL** — A planned conversation before a group. Audience asks questions afterward.
- **DEMONSTRATION** — A carefully planned presentation showing how to perform a task. Useful when oral description is difficult to visualize.
- **GROUP WORK, WORK GROUPS** — Each subgroup or team is given a specific project; everyone becomes involved; can explore a subject in more depth.
- **OBSERVATION** — Visiting for purpose of witnessing how another person does a particular task.
- **DRAMATIZATION** — A prepared, enacted scene to demonstrate a situation or a technique.
- **ROLE PLAYING** — Spontaneous portrayal of a situation by members of the group. Stimulates group to listen, discuss.
- **DISCUSSION** — A conversation on a given topic. Especially effective with six to twenty people. Encourages total participation.
- **AUDIOVISUAL** — Any nonparticipatory technique calling upon audio or visual reception:
 - film
 - slides
 - overhead projector
 - film strips
 - cassette videotape
 - flip charts, posters
 - chalk board
 - graffiti sheets
 - opaque projector (not commonly used)
- **LECTURE/LECTURETTE** — A prepared talk or short talk. Saves time, presents information in logical order.

WHO DOES WHAT

STAFF RESPONSIBILITY

- Design an orientation program that gives potential or new volunteers an overview of the agency

VOLUNTEER RESPONSIBILITY

- Participate and answer questions
- Attend and ask questions
- Aid in evaluation

SUGGESTION: Develop an audiovisual presentation about volunteer programs in your agency that shows the facility, the staff, the board, the clients, and other volunteers at work.

WHAT ARE SOME KEY THEORIES OF ADULT LEARNING THAT CAN BE USED IN TRAINING VOLUNTEERS?

We have all experienced learning as children in a school setting. It may be helpful, therefore, to identify some differences between adult learning and child learning: andragogy and pedagogy. Malcolm Knowles, author of *The Modern Practice of Adult Education*, described the differences in these five areas:⁹

1. *Self-concept*

Individuals progress from dependence to independence and self-direction; adults resent being in a childlike (school) setting or being talked down to (judged). Thus, a leader or instructor of adults must be *supportive*, not directive.

There must be mutual respect so that the autonomy of the adult learner is not threatened. This is different from most experiences in school learning.

Adult students could take part in the planning, a responsibility that may be new to an adult who has not taken part in an organized learning event for a long time.

2. *Accumulated Experience*

Adults have acquired a larger and more varied store of experience, which is potentially a rich resource to be utilized in all learning experiences.

Adults have a broader foundation of past experience on which to build.

In experiential learning settings—group discussion, role play, buzz groups, task groups, skills practice—adults are both learners and teachers.

3. *Readiness to Learn*

In pedagogy, the teacher determines what is to be learned and in what sequence; in andragogy, the sequence is determined by needs of learners, which take priority over subject matter or needs of the organization.

Readiness is enhanced when

- Adults have been involved in planning and carrying out the event;
- They have had some choice in content, and
- The learning has immediate use.

4. *Time Perspectives*

Adults have a present orientation that requires problem-centered, not subject-centered, educational experiences. Children, apart from their short attention span, are accustomed to a future orientation — “when I grow up,” etc.

Adults value their time more and generally will not waste it in a learning situation that is uncomfortable, threatening, or unproductive.

5. *Learning as Lifelong Activity*

This notion is gaining acceptance very rapidly. Colleges and universities are now opening their doors to non-traditional students such as retirees for little or no tuition. The patterns of class schedules have given way to extended hours—from 4 p.m. on through the evening—for the convenience of day workers, and even to weekend college programs, another innovative way to support the idea of lifelong learning.

At public schools, special learning opportunities are available that cover a wide range of interests from crafts and employable skills to humanities and other personal enrichment courses.⁹

Awareness of these concepts will help the instructor to avoid the pitfalls of being the prima donna, the lecturer, the solo planner and to respect each individual learner’s, uniqueness as a person.

WHO DOES WHAT

STAFF RESPONSIBILITY

- To be familiar with current theories of adult learning and to have them reflected in the planning

VOLUNTEER RESPONSIBILITY

- To provide feedback to instructors
- To take part in planning

HOW CAN THEORIES OF ADULT LEARNING BE APPLIED TO TRAINING VOLUNTEERS?

Building on Malcolm Knowles' concepts, we can construct ideal conditions for adult learning.

It is recognized that adults learn best when:

- They know their own objectives;
- They can see their progress and gain a sense of accomplishment;
- When the training is job oriented or problem oriented rather than subject oriented;
- They are allowed to learn at their own pace;
- They can practice, rather than just see, hear, or read;
- The climate is friendly and informal;
- They feel personal responsibility for the learning;
- Physical conditions are comfortable;
- They can associate new experiences with past experiences, and
- They are highly motivated.

Active participation in training events stimulates motivation and facilitates learning.

In planning a training session, keep in mind:

- The setting — informal, comfortable;
- The need for practice time, and
- A design that encourages participation throughout.

WHO DOES WHAT

STAFF RESPONSIBILITY

- To plan
- To provide material, setting, climate, etc.
- To lead learning activities

TRAINEE RESPONSIBILITY

- To identify personal objectives
- To participate
- To provide feedback

What Elements of a Training Session Are Considered in Developing the Training Plan?

Just as climate, physical comfort, and friendliness are very important considerations in adult learning situations, so are the mechanical aspects of the arrangements and the easy flow of activities.

Questions to be asked before planning:

- What is the need? (What is to be accomplished?)
- Who will the learners be? What is their general level of knowledge and experience?
- How many will there be?
- What is the scope and content of new knowledge needed?
- What about methods, materials, time factors, and dates?
- What facilities and services are required?
- How will results be measured and evaluated?
- What recognition of the participants' achievement will be made? (certificate, card, Continuing Education Units (CEU's))

A training session planned to answer these questions will be tailored to meet the needs of the participants and the agency.

After reviewing the sample planning sheet (Figure 2), you may want to design one that suits you.

Figure 2
SAMPLE PLANNING SHEET FOR TRAINING SESSION
VOLUNTARISM

Objective: To demonstrate optimum training climates; to identify principles and trends related to voluntarism.

<i>TIME</i>	<i>SUBJECT AREA</i>	<i>CONTENT</i>	<i>METHOD/ TECHNIQUE</i>	<i>MATERIALS</i>	<i>WHO</i>
9:00-9:30	Pre-session Registration Activity for early arrivals	Greeting at door; activity (assignment) written out which leads into Session I		Name tags Magic markers Newsprint Coffee, cups "Assignment" easel	AB
		Burning questions—participants list on easel			CD
9:30-9:55	Opening	Greetings from sponsoring agency; from co-trainers Introduction of individual participants with a questions: "Have you ever?"	Individual participation		Mr. Bowman EF
9:55-10:30	Trends	Status of volunteerism today	Minilecture		MM
10:30-10:45	Coffee break			Coffee	Jan
10:45-10:58	Motivation	Maslow hierarchy of needs—film	Audiovisual	Film, projector	GG
10:59-11:15	Motivation	Discussion of film, implications	Group discussion		GG
11:15-12:00	Motivation and its part in recruiting		Lecturette/discussion		MM

WHAT ARE THE KEY ELEMENTS OF PLANNING A TRAINING SESSION FOR VOLUNTEERS?

The five elements of a training session are preparation, content and methods, materials, sequence, and the written plan.

1. Preparation

In this phase, the trainer identifies the overall purpose of the training, the organization's expectations, and the learners' needs.

The expectations of the sponsoring organization are founded in work plans, staff/volunteer task assignments, and the like.

The needs and expectations of the participants can be identified through a questionnaire sent in advance of the event, although this seldom stirs a one hundred percent response. Very early in the training event, participants' expectations can usually be elicited. These must be acknowledged and dealt with at some time during the session.

2. *Content and Methods*

Having determined the focus of the training, the trainer can then select specific content areas to be included in order to assure reaching the objectives. Often content is predetermined — overview of an agency, automobile insurance for volunteer drivers, office procedures. In other instances the content is adapted to the particular needs or task assignments of the volunteers.

The next step is to consider the methods of teaching that would be the most effective for the group and for the content. A variety of methods is usually desirable.

3. *Materials*

Advance promotional materials are sometimes necessary and are best developed as soon as information is available on dates, place, who is invited, the subject or focus, etc.

For the training event itself, materials needed for each segment of each session must be detailed — and delegated! Items such as masking tape, magic markers, and newsprint are so obvious one is tempted not to include them in the written plan. CAUTION! We feel it is best to write down *everything* in the plan.

4. *Sequence*

Not only are content and methods important, but the sequence in which information is presented is a significant refinement of a training event. There should be a natural flow from the basic or overall view of the subject to the particulars, with practice and discussion time allowed throughout. (A film shown right after lunch is a guaranteed nap time.)

5. *The Written Plan*

A written plan is essential to successful training, whether individual training or team training. Details will be less likely to be overlooked, and once the details of mechanics are written down and delegated, the trainer is free to respond to the minute-to-minute needs of the participants. (See Figure 2.)

WHAT ARE INTERESTING WAYS OF OPENING A TRAINING EVENT DURING THE CRITICAL FIRST FIFTEEN MINUTES

Here are three suggestions.

1. As a form of introduction, ask each participant to interview another participant, preferably someone he does not already know. After five minutes, the interviewer and interviewee change roles and prepare to share with the group interesting facts learned. For a group of twenty, allow ten minutes for the interviewing and fifteen minutes for introducing. This will, of course, vary with the size of the group.

This is a very effective mixer for groups up to twenty-five. Most people will reveal more about themselves in an interview than they will during a self-introduction.

2. For introductions and a starter, ask each participant to introduce himself, adding particulars such as these (the trainer determines which questions):

- Have you ever been a volunteer before?
- Who recruited you?
- How were you recruited — telephone, mail, in person?
- What is the most important kind of information you hope to gain from this course?

This is appropriate for almost any size of group, provided the trainer *selects* the question.

3. Here is start-up that participants can work on as soon as they enter. Provide paper and instructions. Have each participant list the skills or areas of expertise he or she possesses. At tables of five to seven, have members compile a resource list combining all their skills. This list can be referred to during the course when an expert is needed!

This gives the early arrivals something to do, forces interaction at the tables in compiling the list, and serves as a vehicle for introductions. People like to have their skills recognized and used.

WHAT TYPES OF INDIVIDUAL BEHAVIOR IN GROUPS ARE OF INTEREST TO A TRAINER OF VOLUNTEERS?

It is helpful to have some understanding of the dynamics of work groups.

The following labels for behaviors are rather generally accepted, although the ones used here are adapted

primarily from the *Training the Trainer*, a resource book developed by the Girl Scouts of the U.S.A.¹⁰ There seem to be several people in every group who fit into these categories. Try to identify some of them in your next meeting!

Individuals Concerned With the Task at Hand

- INITIATOR — One who suggests ideas or ways of working.
- INFORMATION SEEKER — Asks questions that may help the group work.
- INFORMATION GIVER — One who offers information.
- OPINION SEEKER — Asks for opinions, assesses the feelings of others.
- OPINION GIVER — Willing to state a belief, to offer suggestions.
- CLARIFIER — One who interprets, either directly or by asking the kinds of questions that clarify by restatement.
- SUMMARIZER — Wants to move the work ahead by tying things up into a package that can be acted upon.

Individuals Who Are Interested in the Process Itself

- ENCOURAGER — One who keeps the process going.
- FEELING EXPRESSOR — One who is concerned with people's feelings.
- HARMONIZER — One who seeks to prevent conflicts.
- COMPROMISER — One who assists with resolution of issues.
- GATEKEEPER — This term is commonly applied to one who keeps communication open, aiding in the participation of others; a balancer.
- CONSENSUS TAKER — One who tries to determine how matters stand if the group is ready to make a decision.

Disruptive Behavior in Groups

We have found it very helpful to be aware of disruptive kinds of behavior so that we can be prepared to act gracefully and effectively when we meet them!

DISRUPTIVE BEHAVIOR

THE BLOCKER: Argues, rejects ideas without consideration.

THE FIGHTER: Behaves in a hostile way, criticizes others.

THE PLEADER: Champions own ideas out of proportion; speaks with authority for other groups

THE DOMINATOR: Interrupts others, manipulates, pulls rank.

THE WITHDRAWER: Passive, talks to companions, writes notes, etc.

THE NITPICKER: Criticizes everything — temperature, room, etc.

IDEAS FOR COPING

- Turn attention away from Blocker; suggest that "we" may be deviating from subject at hand; summarize, move on.
- Stop behavior as early as possible, directing the group to the subject, not the individuals. Emphasize sharing ideas, accepting all for their value.
- Yield briefly, then focus on the agenda the group has set. Ask the person to speak only for himself.
- Give the person a special project, preferably out of the room. State simply, "Thank you, _____, but since we have heard from you several times, it is time we hear from others now."
- Direct questions to the person. Try to involve the person with the group. Ask him to be a recorder.
- Encourage comments only as they are constructive. Ask person's assistance for next session.

WHAT PHYSICAL ARRANGEMENTS PROVIDE A PLEASANT CLIMATE FOR LEARNING?

We feel that the following are significant factors in creating the ideal climate for learning. Although it is difficult to have them all present at one time, try for as many as possible.

1. An informal arrangement is less threatening than a rigid, classroom style. Round tables seating five to seven are very effective. A lounge-type room with comfortable chairs and no tables is best for some kinds of sessions, particularly small groups.
2. A good, uncluttered traffic pattern is important, so that movement from table to coffee pot to resource tables to exit is easy.
3. Good lighting is essential for climate as well as for vision.
4. Chairs should be comfortable and seating arrangement, whether at tables or in lounge, convenient. Learning attitude can be adversely affected by two hours on an unyielding straight-backed chair, balancing a notebook and a stack of handouts on one's lap.
5. Reasonably good acoustics and freedom from extraneous noise are, of course, desirable.
6. Accessibility of volunteer training place must be considered, including public transportation, parking, stairs.
7. Room temperature—a never-ending problem—is important.
8. Smoking: a decision as to *where* smoking will be permitted needs to be made before the session begins.
9. Refreshments are one aspect of physical comfort. They provide conversation possibilities and assist in developing informality.
10. Leadership should be welcoming and democratic.
11. Operation should be on time and option to stay late should be available.
12. Information, literature, promotion, published agenda, etc., should be provided for participants.
13. Sessions should be carefully timed with regard to content. “Heavy” material should be avoided in the evening.

NOTES

VOLUNTEER PLACEMENT



HOW CAN THE BEST VOLUNTEER PLACEMENT BE DETERMINED?

Skilled interviews will be of the greatest help in determining placement of volunteers and the importance of this procedure cannot be overemphasized. The benefits are many, in addition to a successful placement. A checklist of the kinds of services a specific agency provides will give the recruited volunteer another opportunity to *make a choice* and also to see what some alternatives are for possible future activity. The checklist really needs to be tailor-made for each organization; an example is given in Figure 3.

FIGURE 3: Checklist of Agency Services for Volunteer Placement

TASKS THE AGENCY NEEDS TO HAVE DONE:	HIGH INTEREST	MEDIUM INTEREST	LOW INTEREST
Typing			
Secretarial Work			
Clerical Work; filing			
Telephoning			
Receptionist			
Driving a car			
Speaking to groups			
Talking with older people			
Crafts—many kinds			
Entertaining—piano, etc.			
Recreation leader, as for folk dancing, group singing, etc.			
Planning			
Administrative activities			
Other			

Asking a volunteer to assist with his/her placement will result in greater satisfaction and better placement.

HOW CAN AN AGENCY PLAN FOR GROWTH EXPERIENCES FOR ITS VOLUNTEERS?

The answer to this question is quite simple. As a volunteer completes a job and the related performance evaluation, the staff and key volunteers can plan promotions. For example, a volunteer who served capably as a driver for a year may wish to coordinate the schedule or training for all volunteer drivers in the agency. Or a volunteer who chaired a committee that successfully increased membership in the agency might be eligible for the agency's board of directors or for a staff position such as volunteer coordinator at a hospital. Or he or she might be a valuable asset to the personnel department of a corporation because of these volunteer experiences.

Volunteer promotions serve as a reward to those who have done a good job and are ready for another task. In addition, they provide incentives to volunteers who are looking for other opportunities.

Ask new recruits to outline their desired career path as a volunteer.

Start a referral system with another agency to move your volunteers back and forth.

WHY IS IT IMPORTANT TO KEEP GOOD RECORDS OF VOLUNTEER ACTIVITIES?

The obvious reason for keeping records on volunteers is to enable the agency to keep in touch with them by mail or phone.

Other reasons that are emerging for keeping careful records are these:

- To be accountable to funding sources to show community support for the program, strong volunteer leadership, and/or in-kind contributions.
- To provide public relations for the agency and recognition to individual volunteers.
- To serve as resumes of work-related experience for individuals wishing to enter, reenter, or change fields within the job market.
- To plan for future programs and needs, including orientation, training, supervision, and evaluation.

Good volunteer records reflect good agency management and facilitate communication.

A card file with pictures of volunteers is another aspect of good record keeping. It can be used by staff members to gain greater familiarity with volunteers.

WHAT IS THE BASIS FOR MOTIVATING VOLUNTEERS?

Maslow¹⁰ suggests that motivation can take place only as a person's needs are met in the following levels:

	NEEDS	VOLUNTEER SETTING
DEFICIT NEEDS	PHYSIOLOGICAL - SAFETY/SECURITY	Parking, lighted building entrance.
	SOCIAL	Getting acquainted over a cup of coffee.
	ESTEEM	Receiving a compliment from supervisor or seeing name in paper.
FULFILLMENT NEED	SELF-ACTUALIZATION	Seeing results of one's work with an exoffender to support his reentry into society.

One should recognize volunteers' needs and provide for them first. Then it is possible to begin work on the next volunteer task at hand.

Suggestion

Ask volunteers if they are warm enough, cool enough, thirsty, hungry, need a break, have met the person next to them.

How Is Motivation Achieved in a Volunteer Program?

Motivation is essential in order to get volunteers first to want to do and ultimately to do the job they have been assigned. It's as simple as that. We recommend the following ten steps:

1. Motivate volunteers with other volunteers.
2. Provide immediate feedback whenever possible.
3. Remember that motivation is based on human needs. Try to understand your volunteers.

4. Keep volunteer work focused and oriented toward action and results.
5. Condition yourself and others when a project is to be long-term.
6. Anticipate some friction — strong volunteers may want change, but in various places and at different rates.
7. Involve the group in setting goals and methods of achieving them.
8. Know yourself and don't dominate — let the group pull together. Accept a few steps backward in the process of moving ahead as a group.
9. Rely on a strong volunteer recognition program.

CAUTION: Encourage volunteers to rely on resources such as attorneys whenever necessary. They need not do the job alone.

If the principles of motivation are not followed, volunteers will stop attending or supporting your agency and its programs. Eventually they may drop out completely.

Call a volunteer to say "I heard about the success of your meeting last week...."

Send a personal note to say "Your work is appreciated. Keep up the good work."

HOW CAN VOLUNTEERS BE RETAINED?

There is nothing like open, straightforward communication, coupled with positive feedback and volunteer recognition, to retain volunteers. We believe that an agency that follows all the steps suggested in this workbook and diagrammed in Figure 4 will retain its volunteers. However, building a strong volunteer program takes lots of time and effort. As you improve each of the steps, such as recruiting and training, improved volunteer retention should be the result. The cycle, including the components essential for volunteer retention, is illustrated in Figure 4.

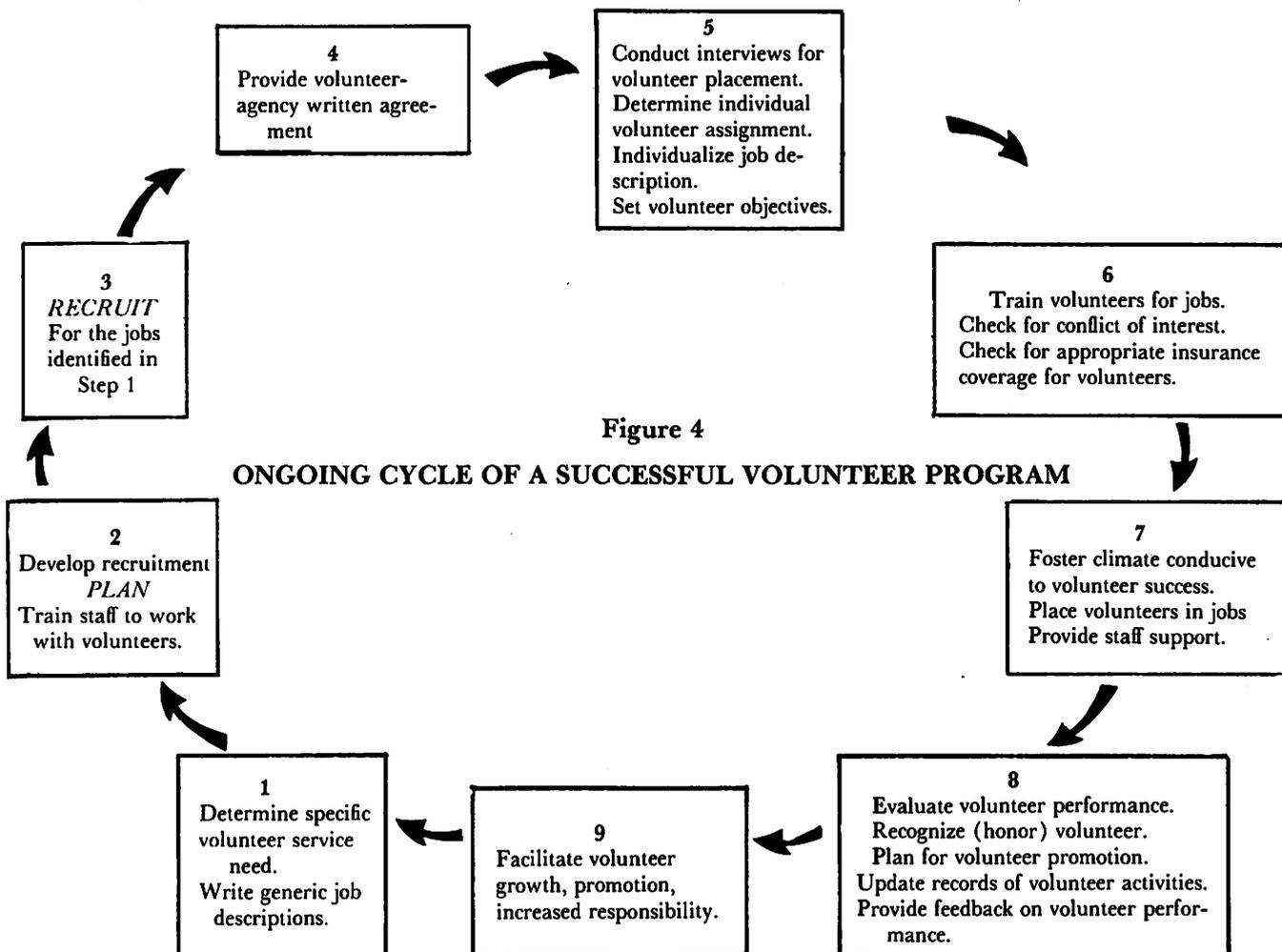


Figure 4

ONGOING CYCLE OF A SUCCESSFUL VOLUNTEER PROGRAM

STAFF/VOLUNTEER RELATIONSHIPS



WHAT ARE SOME ADVANTAGES OF UTILIZING VOLUNTEER SERVICES?

Working relationships between paid staff and volunteers warrant careful attention and support if the volunteer services are to extend and enhance the work of the professional. The essential element of this relationship, we believe, is for volunteers to understand their jobs and those of the staff, and for the staff to understand the role of the volunteer and to appreciate the benefits of volunteer services.

Some Advantages of Volunteer Services

Since volunteers frequently have time and represent a variety of service skills, they can greatly improve and increase service to the agency's clients. Often more individual attention can be provided to them.

Volunteers, as a group, are excellent fund raisers. In fact, aside from a small corps of professional fund raisers, volunteers represent just about the *only* cost-efficient way to raise funds for community-based programs.

Volunteers *are* the community. Thus they serve as a natural link between the organization and the client and the community at large. This has many positive ramifications for all three groups.

Volunteers can build community understanding and cooperation.

Volunteers can serve as an effective liaison with legislative action groups and can participate in social action supportive of the mission of the agency. They also serve successfully in advocacy roles.

Volunteers, coming from a wide range of backgrounds, training, and experience, can provide technical assistance and even professional consultation in their fields.

Because of their relatively nonthreatened status, volunteers often feel free to bring in fresh ideas and new perspectives; a staff member might be stepping on someone's toes by doing the same thing.

This builds a strong case for the use of volunteers. However, the magic will work only if a number of considerations are built into the whole volunteer program. Harriet Naylor, drawing from her wisdom and experience, has written that the efforts of professional staff can be multiplied if volunteers take on the supplementary duties that they have the interest and ability to carry out."

Good working relationships between volunteers and staff are of paramount importance to the smooth, effective operation of a voluntary agency or organization. It is readily apparent to a volunteer-watcher that these relationships do not always just happen but rather require careful attention, especially in the early stages of developing a volunteer program.

WHAT ARE BARRIERS TO GOOD STAFF/VOLUNTEER RELATIONSHIPS?

From the viewpoint of staff members, we can identify several factors that might contribute to a less-than-receptive attitude on their part with regard to bringing volunteers into the organization. There are many possibilities, but here are a few:

- Lack of *preparation and involvement* of staff *prior* to the inclusion of volunteers. Especially important is to work *with* staff in developing the whole volunteer structure. They must feel ownership of the idea. Obviously, this applies particularly in the initial planning stages.
- Lack of clearly *written* and clearly understood *job descriptions*, which both match and differentiate the job of the volunteer from that of the staff member.
- Poor *orientation* of the volunteer, which places added responsibility on the staff team. It can get things started off so badly that the damaged relationships may defy rebuilding.
- Poor *communication* within the organization, which places stress on all personnel relationships. Good *communication* must exist on a daily, open, trusting basis between supervisor and volunteer, volunteer and volunteer, and among all departments of the organization, according to a well-scheduled cross-communication plan.
- The feeling that the volunteer can pose a *threat* to the staff member in terms of superior education or experience, or simply in attitude. Again, orientation and training that includes the sensitive area of working in a paid/unpaid team situation is about the best way to moderate this problem. Of course, selection can also screen out those with blatantly threatening attitudes.

- Negative *mindset* on the part of a staff member, a very real and large barrier but one that can be dealt with. There are various techniques that could be used, for instance in a staff meeting, for unfreezing attitudes and opening people up to new ideas. It is well worth the time and effort to employ some of these when such a mindset is identified. There seem to be many myths about volunteers that can stir negative attitudes.
- Decreased contact between professionals and clients. The professional can feel *threatened* when the presence and service of a volunteer result in decreased contact with clients.
- Reluctance to change curricula on the part of experienced professionals. Professionals may be upstaged by volunteers who have more recent learning experiences or more relevant skills. This can be particularly *threatening* to the older staff members and requires special effort to include them in planning for volunteers, and in building confidence and reassurance in regard to their jobs.
- Critical attitude of volunteers regarding assignments. Some volunteers are critical of assignments and articulate about expectations. A staff member, whether teaming with the volunteer or supervising, must have the skill to handle these demands.
- Effectiveness of volunteers from the client population. In metropolitan areas, volunteers are often drawn from the *client population* and are likely to be very effective because of their understanding of and identification with clients and their problems.

It is an exhilarating experience to serve on a productive, effective professional/volunteer team. However, it is especially important to build staff understanding and receptivity of volunteers, if possible *before* any volunteers appear. Once a staff member has a feeling of being threatened or displaced, he or she will probably resist further use of volunteers!

WHAT ARE THE PRINCIPLES OF VOLUNTEER/STAFF RELATIONSHIPS?

The principles of successful staff/volunteer relationships are, in our opinion, four:

1. Each volunteer and professional must know and understand his/her own job description and job boundaries, and those of others working in the same area of service, including supervisors, other staff, other volunteers, and fellow administrators.
2. Accountability must be clearly stated and practiced by volunteers and professionals alike.
3. Open lines of communication must be maintained.
4. There must be clear understanding that the volunteer is there not to challenge and replace the professionals but to extend their effectiveness by freeing up their time and to complement, if possible, the professional's skills. The generic differences between the volunteer and staff roles can be compared in the following ways.

STAFF ROLE	VOLUNTEER ROLE
1. To help write or adapt own job description.	1. To help write or adapt own job description.
2. Responsibility to carry out the tasks described in that document.	2. Responsibility to carry out the duties set forth.
3. To accept contract with the organization and adhere to its stipulations about punctuality hours, loyalty, participation in training, etc.	3. To accept written or oral agreement with the agency; to adhere to its stipulations as to punctuality, days and hours of service, etc., and to agree to participate in training when possible.
4. To expect performance evaluation based on projected expectations; opportunity for professional growth and promotion.	4. To have the right to performance evaluation on request. (Not all volunteers want it.) To have the right to change of jobs to maintain interest and/or add more responsibility.
5. To provide support services for volunteers — frequent “thank you’s,” at least. To provide backup for volunteers at all times.	5. To seek advise of staff when needed; to welcome assistance.
6. To receive periodic paycheck with economic benefits.	6. To receive, at best, reimbursement for out-of-pocket expenses such as transportation, baby-sitting, etc. Should receive frequent expressions of appreciation.

Examples of exercises to promote volunteer/staff relationships

Here are some good problem-solving questions to be explored in a workshop. Groups could have from thirty minutes to an hour, depending upon the workshop schedule, to work on the problem, preparing to report to the total group.

- **EXAMPLE:** As director of volunteers, you observed a very high turnover rate among the volunteers throughout all sectors of the agency's services.

What are some of the possible explanations?

What could/would you do about it?

- **EXAMPLE:** In the light of an urgent need to extend services by recruiting volunteers for an agency, the board placed this as top priority with a target of a large number in a very short time.

The director of volunteers receives an in-basket memo from a long-term staff member who was placed on this new human service team. She has requested a conference, for the purpose of rewriting her job description.

What are some of the possible factors contributing to this request?

Discuss the process of analyzing the problem and developing the possible solutions as you see it.

- **EXAMPLE:** What are the behavioral and personality factors that could be supportive to the staff/volunteer team function? Expand on those factors that seem to be most significant.

HOW CAN STAFF PROVIDE SUPPORT TO VOLUNTEERS?

Above and beyond a warm welcome, pleasant orientation, and good training, volunteers need different types of staff support as they begin to do their jobs. Here are some examples:

- Individual on-the-job training that relates to the formal group training and to the volunteers' needs.
- Informal conferences to check the confidence and readiness of a volunteer.
- Staff guidance in the form of reading assignments, research on reports, review of former policies, and practices or field visits.
- Review of a volunteer's assignment or placement periodically.
- Encouragement and compliments when deserved.

Some of the following adult education principles are useful in providing support for volunteers:

- Encouragement of independent work.
- Assignments based on volunteers' strengths and life experiences, which are more likely to result in successful service.
- Flexibility — often a must, especially in scheduling.
- The fact that adults often do not accept any authority as final.

Teaming or placing an experienced volunteer with a new recruit may be needed to answer volunteers' questions and assist them with problems. Being sensitive to the needs of volunteers and providing the specific type of staff support needed by the individual volunteer will result in their doing a better job for the agency and in greater satisfaction for them.

NOTES

VOLUNTEER PROGRAMS



HOW CAN ACCOUNTABILITY BE BUILT INTO VOLUNTEER PROGRAMS?

The trend toward establishing clear accountability on the part of volunteers should be recognized.

Accountability can be promoted by

- use of a "volunteer agreement" or contract before the job begins.
- preparing a job description to be tailored to the individual with the volunteer early in his/her experience.
- setting performance expectations and followed by evaluation, when acceptable to the volunteer.
- helping the volunteer to understand the mission of the organization, the total effort, and where the volunteer's efforts fit.
- helping the volunteer gain understanding of the big picture and of communication and accountability within the volunteer area of work.

In acknowledging the responsibilities placed on volunteer members of a board of directors or on the volunteer organization and the higher incidence of legal challenges to the nonprofits, many volunteer organizations subscribe to indemnification insurance for their board members and their *organization*. This protects volunteers from liability and legal challenges in carrying out their fiduciary responsibilities as board members.

WHY EVALUATE A VOLUNTEER PROGRAM?

Although many volunteers may be too busy *doing* to take time to evaluate, it is necessary to the health of the organization to determine what is being accomplished.

About evaluation...

- It can begin with setting an attainable goal to be accomplished by a realistic date with prior commitment as to when progress will be checked.
- All evaluation is based on goals - if the goals are fuzzy, the performance and results will be the same.
- Internal self-evaluation of volunteers and staff is needed annually.
- External evaluation by a national office or a team of peers, based on identified standards, is needed at least every three to five years.
- In an evaluation, goals and objectives, work plans, time required, and quantity and quality of results all need to be checked.
- Also, the satisfaction of clients, volunteers, and staff members needs to be assessed.

How Can a Volunteer's Experience and Perspective Help in Evaluating a Volunteer Program?

Volunteers usually appreciate having the opportunity to react to questions concerning their jobs, their staff support, and the organization in general. They should have easy access to *someone* in the organization at all times. Occasionally, a more formal, written evaluation can be of help to all concerned. Below is an example of an evaluation questionnaire. All evaluations and questionnaires, of course, should be tailor-made.

Evaluation Questionnaire

1. How do you feel about your job as a volunteer in the ABC Agency?
2. Why did you volunteer?
3. Are those reasons for volunteering consistent with your experience so far?
4. Do you feel you have received needed support from your supervisor?
5. Are your skills being utilized satisfactorily to you?
6. What is the most gratifying part of your volunteer job?
7. Would you like to learn new skills? Can you name some?
8. If you have any suggestions for the organization that would possibly result in better service to clients or a more satisfying experience for you, please use this space for comment.

HOW CAN A VOLUNTEER'S PERFORMANCE BE EVALUATED?

If a volunteer wishes to participate in setting the objectives and preparing the performance evaluation, the volunteer and his/her supervisor should together establish certain expectations of achievement as of a specific date, usually six months in the future or less. These expectations can be very simple or more complex, depending on the nature of the volunteer job and the individual. At the end of the time period, the pair should again sit down to an objective assessment of the accomplishments that were enumerated in the expectations.

The evaluation must be done in a nonthreatening, relaxed setting, with emphasis on the fact that this process may result in important entries in the volunteer's running record. This may be used for employment purposes at some time, and it may result in the identification of organizational successes or barriers that will be beneficial to the whole effort.

Here are some suggestions on volunteer performance evaluation:

1. Supervisor and volunteer should establish to what extent each objective has been met.
2. They should list the barriers that prevented the objectives from being totally met, in the event they were not. Suggest what can change this situation.
3. The supervisor may want to write a paragraph in the record, complimenting the volunteer. (It should be stressed that the supervisor should search for a performance area that can be honestly complimented.) The negatives had best be worked out orally for several review periods before being entered in the record.
4. The volunteer should also have the opportunity to write what seems appropriate to him/her and the organization, or to share it orally.
5. Future expectations may then be set; these are sometimes simply an enlargement on those of the first evaluation period.
6. Evaluation should be a constructive, pleasant experience for the volunteer. Some recognition of the event and the achievement would be appropriate.

CAN A VOLUNTEER BE TERMINATED?

A volunteer can be terminated only as a last resort. However, a number of options exist that will allow both the agency and the volunteer to get out of an unpleasant situation gracefully.

When a volunteer is not performing the duties outlined in the job description, he/she can be “counseled” out of a job, based on evaluation by other volunteers or by staff members. Placing the volunteer in other volunteer jobs—i.e., better placement—through a personal interview is often a satisfactory resolution of the problem. This placement can be viewed as a transfer or lateral promotion.

Sometimes when volunteers who represent a specific constituency become overcommitted to other activities, they are asked to identify a designee to serve on their behalf.

In other situations, a personal interview might uncover specific reasons why a volunteer is not performing. This fact-finding step cannot be taken too far in attempting to make a volunteer’s experience a positive one.

Only when a volunteer has a serious philosophical difference with agency policy and practice or simply not enough time to attend meetings or do the job is he/she eventually asked to resign.

Working out a solution short of “firing” a volunteer will result in better feelings for both the volunteer and the agency.

NOTES

VOLUNTEER BOARDS AND ADVISORY COMMITTEES



WHAT COMPOSITION IS NEEDED ON A VOLUNTARY BOARD?

Individuals who have proven their interest in an organization through participation as committee members and in other capacities might be the first considered for board membership.

The nominating committee or personnel resources committee should develop a matrix of characteristics that would serve as a starting point in recruiting.

You might wish to develop a recruiting matrix that includes the unique characteristics needed to develop a representative board or advisory committee with expertise that will guide or strengthen your agency. These items should be considered:

- geographic areas;
- racial/ethnic minorities;
- gender of members;
- retirees;
- former clients;
- past leadership;
- "new blood;"
- special expertise; and
- experience in like organizations.

A good working board member must attend meetings regularly, accept committee assignments in at least one area of activity, and be as objective as possible in making policy decisions. In addition, a good board member learns why the organization exists, assists with fund raising and other financial matters, is loyal, and interprets the work of the agency to the public in ways that can be understood.

Putting together a matrix for recruiting provides individuals an opportunity to discuss the needs of the agency, prevents haphazard recruiting, and insures that board membership is representative.

WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE VOLUNTEER BOARD MEMBER?

Although there are many leadership characteristics that combine to make good board members, some of the following command special respect and cooperation in a volunteer setting:

- flexibility;
- enthusiasm;
- commitment;
- freedom from bias;
- ability to listen objectively;
- respect for others;
- willingness to take a stand;
- acceptance of disagreement; and
- willingness to support group decisions.

It has been said, "A good leader is someone who takes you where you want to go but makes you think you got there by yourself."

Recognizing the qualities that contribute to leadership will result in more effective recruiting of board members and, ultimately, achievement of the mission of the agency.

WHAT ARE THE RESPONSIBILITIES OF A VOLUNTEER BOARD IN WISCONSIN?

A volunteer board is legally and financially responsible for directing an agency, according to Wisconsin state statutes. The most effective boards are working boards and *not* rubber stamps.

A decision-making board of directors should

1. meet as frequently as needed, and only then.
2. make major policy decisions.
3. make and accept committee assignments and reports.
4. expect regular attendance—number of absences allowed should be specified in by-laws.

5. employ an executive director.
6. identify community needs relative to programming.

Although many similarities exist between a working board and an advisory board, there are some fundamental differences, which the following list points out.

An advisory board

1. meets as frequently as needed and only then.
2. determines direction—not policy.
3. hears committee reports but does not act on them.
4. encourages regular attendance (number of absences allowed can be specified in by-laws).
5. does not employ staff.
6. identifies community needs relative to programming.

In addition, an advisory board is usually representative of the community at large, reflecting the perspectives of many constituencies. Frequently, experts in the field are included.

WHAT ARE THE KEY DOCUMENTS USED IN MANAGING A VOLUNTARY AGENCY IN WISCONSIN?

Some of the basic documents an agency in Wisconsin should have available for members, directors, staff, funding sources, and other constituencies are these:

- Wisconsin Statutes, Chapter 181, which dictates regulations for nonstock corporations
- Articles of incorporation of the organization
- By-laws of the organization
- Policies that have been set by the board
- Contracts with funding sources or others
- Guidelines of funding sources
- Goals, objectives, action/work plans
- Financial audit and management letter
- Minutes of the board, executive committee, and other groups within the agency
- Membership roster
- Staff, board, and committee directories
- Personnel policies
- Insurance policy for volunteer indemnification

Availability of such documents facilitates accountability on the part of an agency's staff and board.

Develop a three-ring notebook for board members with some of the documents listed above set off with dividers. Keep three-ring notebooks titled "Policies," "Minutes," and "Basic Documents" accessible in one place within the agency.

WHO DOES WHAT

STAFF RESPONSIBILITY

- Keep materials up-to-date, filed, and available for volunteers

VOLUNTEER RESPONSIBILITY

- Review for understanding and update any changes that in policy might be needed

NOTES

VOLUNTEER RECOGNITION



WHY IS VOLUNTEER RECOGNITION IMPORTANT?

Although the importance of recognizing volunteers is generally agreed upon, we believe more thought should be given to *why* this recognition is so important.

Some reasons for recognizing volunteers:

- Helps volunteers meet basic human needs and increases feelings of self-worth, helping, and being needed.
- Assures volunteers they are working in the right direction and actually performing the volunteer job for which they were “hired.”
- Motivates volunteers to do an even better job for clients and for the agency.
- Maintains continued interest in clients and/or the agency.
- Increases retention of good volunteers.
- Improves visibility and image of the agency in the community (if recognition is publicized).
- Improves opportunities for recruiting other volunteers.
- Enhances voluntarism in the community.

CAUTION: The reasons listed above relate to why volunteer recognition is important to a program, an agency, or a group of volunteers. However, it is still paramount to *recognize each volunteer as an individual in ways that meet his or her specific needs*, as was discussed earlier in this workbook. Every volunteer has the right to feel that, however small, his or her efforts are appreciated, not taken for granted, and that the time devoted was meaningfully spent.

WHAT ARE SOME WAYS OF RECOGNIZING VOLUNTEERS?

Whether or not your agency has the time or resources to develop a formal type of volunteer recognition, it is essential to provide at least some *informal or personal recognition* for the volunteers who make contributions. This might include

- a personal note of appreciation from staff;
- a letter of appreciation from other volunteers (i.e., officers or board);
- a card from a client;
- a cup of coffee with a staff member;
- a word of encouragement during a busy week; or
- staff members just being organized and prepared for meetings with volunteers.

Other, more *formal*, types of volunteer recognition and specific examples of each follow.

Organizational Support

- Promote a volunteer to a more challenging position.
- Provide employment references.

Special Events

- Hold a potluck dinner during National Volunteer Week.
- Hold an open house and distribute certificates of appreciation, agency posters, or photographs of volunteers in action.

Publicity

- Send notices about individual volunteers to their company newsletters.
- Send news releases to local papers.

Awards

- Pins.
- Thank-you photos.
- Coffee mugs.

Community Involvement

- Organize a volunteer fair.
- Arrange for volunteer proclamations.

Ideas Unique to Your Agency

(List your own ideas here.)

In summary, there are as many ways to recognize volunteers as there are benefits to an agency, and recognition can be planned to cost little, if anything.

NOTES

APPENDIX: WORKING TOOLS



APPENDIX: WORKING TOOLS

- A. Recruitment Plan
- B. Sample Format — Volunteer Job Description
- C. Sample Volunteer Agreement
- D. The Rights of Volunteers
- E. Meeting Evaluation Sheet
- F. Board Member's Performance Checklist
- G. Checklist for Meeting Preparation
- H. Volunteer Record
- I. Voluntary Organizations List and Publications (Alphabet Soup)
- J. Observation of Role Functions in Groups

**A. RECRUITMENT TOOL—A PLAN FOR ASSESSING
THE ORGANIZATION'S PERSONNEL NEEDS**

<i>Characteristics</i>		<i>Number of Present (or Perspective) Board Members</i>										<i>Total Number</i>	<i>Number Needed</i>
<i>Age Range</i>	Under 30												
	30-55												
	Over 55												
<i>Location</i>	Urban												
	Small Town												
	Rural												
<i>Race</i>	White												
	Non-white												
<i>Sex</i>	Men												
	Women												
<i>Religion</i>	Catholic												
	Jewish												
	Protestant												
	Other												
<i>Areas of Skill or Interest</i>	Board experience												
	Education												
	Finance												
	Aging												
	Agriculture												
	Business												
	Government												
	Homemaking												
	Industry												
	Labor												
	Minority Affairs												
	Professions												
	Personnel												
	Public Relations												
Religion													
Youth													
<i>Additional Information As Needed</i>													

B. SAMPLE FORMAT—VOLUNTEER JOB DESCRIPTION

JOB TITLE:

ON-THE-JOB-SUPERVISOR:

(Name or title of staff member responsible for assignment)

OBJECTIVE:

(Why is this job necessary? What do you hope it will accomplish?)

RESPONSIBILITIES:

(What can the volunteer expect to do? LIST some specific tasks or areas of responsibility.)

QUALIFICATIONS:

(What kind of person do you need to fill the job. Are there specific skills, interests, or educational requirements?)

TRAINING AND PREPARATION FOR THE JOB:

(What kinds of training can the volunteer expect? Is it on-going?)

EVALUATION:

(Who is responsible, when is it done, does the volunteer have a chance to evaluate her/his experience and training?)

COMMITMENT:

(How much time will the job take, is it flexible, is it short term or ongoing?)

C. SAMPLE VOLUNTEER AGREEMENT*

What follows is an agreement between _____ (volunteer) and _____ (Volunteer Services Coordinator representing Unified Health Services and Waupaca County Department of Social Services).

In accepting your services as a volunteer, the staff of Unified Health Services and the Department of Social Services and I agree to do the following:

Provide you with challenging and satisfying responsibilities in your volunteer assignment(s).

As Volunteer Services Coordinator, be available to you for talking with you and listening to any suggestions, concerns, questions, or problems which could affect your volunteer work.

Provide orientation and training sessions and any other form of educational training to add to or to develop new skills and knowledge for you.

Bring to your attention opportunities for increased responsibilities or growth in a new direction in volunteer work.

In accepting this opportunity for me to do volunteer work, I agree to do the following:

Inform _____ (-) as soon as possible when I am not able to carry out my volunteer responsibilities.

Be punctual and conscientious in fulfilling my duties.

Inform _____ (-) as soon as possible when I have any change in address, telephone number, days and times available or any other pertinent information which would affect my service as a volunteer.

Consider confidential all information which I may learn about directly or indirectly concerning a client, fellow volunteer, or any members of the staffs and not to seek information about a client unless it is essential to my volunteer work.

Keep accurate records of the amount of time I spend doing my volunteer work.

Feel free to talk with you, _____ (-) when I have any problem, concerns, questions, or suggestions about my work as a volunteer.

Make every effort to participate in the training provided for me.

Try to understand and accept the clients with whom I come into contact.

Accept requests for my service only from the Volunteer Coordinator or the staff person with whom I am to work.

MY VOLUNTEER ASSIGNMENTS:

* From Waupaca, Wisconsin, County Department of Social Services.

MAJOR RESPONSIBILITIES:

TIMES AND DAYS I WILL DO MY VOLUNTEER WORK:

ORIENTATION AND TRAINING:

REIMBURSEMENT:

I understand that in order to receive mileage reimbursement at the rate of _____, I will have to submit the necessary information on the required forms to the Volunteer Services Coordinator's office by the _____ of each month.

I have agreed to volunteer my time and services as described above until _____. I can, if it is agreeable to both myself and the Volunteer Services Coordinator, at that time renew or rewrite this agreement.

SIGNATURE _____
Volunteer

SIGNATURE _____
Volunteer Services Coordinator

DATE _____

DATE _____

D. THE RIGHTS OF VOLUNTEERS*

- The right of being offered the opportunity to become a volunteer regardless of age, race, sex, or financial status.
- The right to be carefully interviewed and appropriately assigned to a meaningful job.
- The right to expect training and supervision to enable them to perform the job well.
- The right to be involved in planning and evaluating the program they are participating in.
- The right to receive recognition in a way that is meaningful.
- The right to be regarded as a person, with individuality, uniqueness, and value.

* From Marlene Wilson, *The Effective Management of Volunteer Programs* (Boulder, CO: Volunteer Management Associates, 1976).

E. MEETING EVALUATION SHEET

Attendance _____

Handouts (list) _____

Action to be taken _____

Follow-up letters _____

Minutes prepared and distributed _____

Other _____

Comments

File. _____

F. BOARD MEMBER'S PERFORMANCE CHECKLIST*

A good board member could check all of the following:

- _____ Understands and believes in the mission of the agency or organization.
- _____ Takes the initiative to be well informed about the current work of the board. (Reads and studies the agenda *before* coming to the board meeting.)
- _____ Is willing to be trained.
- _____ Attends all board meetings.
- _____ Accepts responsibility for assuring a quorum.
- _____ Is familiar with parliamentary procedure to the extent he/she can frame motions properly and participate effectively in the business of the board.
- _____ Understands the necessity for and keeps the confidentiality of the board's work until such time as it is released for general information, or those who are affected by the action have been informed.
- _____ Understands and questions any action that pertains to the board's legal responsibilities.
- _____ Abstains from any actions that might lead to a conflict of interest.
- _____ Refrains from becoming involved in day-to-day operations which have been delegated to staff.

* Excerpted, with modifications, from *The Corporate Board of Directors in Girl Scouting*, (New York: Girl Scouts of the U.S.A., 1978), p. 15.

H. VOLUNTEER RECORD

(front of card)

Agency _____

VOLUNTEER SERVICE RECORD

Name: Esther Jones

Home Address: 111 Main, Middletown Telephone # 321-1234

Work Address: 3 E. Washington Telephone # _____

is on staff 4 area Technical Inst.

Appointment/Election Task - Office	Date	Reappointment to Same Job
1) Member - Planning Com.	2/1/78-2/1/79	No - see line 2
2) Chair - " "	2/1/79-2/1/80	" " " 4
3) Member - Board of Directors	2/1/79-2/1/81	
4) Pres. - Board of Directors	2/1/79-2/1/81	
5)		
6)		

(back of card)

Name: Esther Jones

Accountabilities Related to Volunteer Jobs
from site:

- 1) Mr Ed Walker, Chair; Ralph Munson Staff Advisor
focus - corporate & long range planning
inter-agency cooperation
- 2) To Pres. - Bob Williams; Ed Staff advisor; prepare
model of corporate planning - approved by Board
- 3) etc -

Other:

n. B - for G.S. - record should include leader, Troop Com., Trainer, Committee membership, NST - whole range of tasks

I. VOLUNTARY ORGANIZATIONS LIST AND PUBLICATIONS*

ALPHABET SOUP

The following is intended as a partial guide for the bewildered local program director who, when confronted with yet another national voluntary organization, asks "Who are those guys?", often in an understandably less-than-polite tone.

The list is highly arbitrary, and the descriptions do not even begin to describe the purposes, skills, or curiosities of the groups mentioned. Fortunately, most of the groups will be happy to describe themselves at length if you write to them.

Please note that the addresses of these organizations are beyond our control, and the little pereginators change them at an alarming rate. This list is current for the next ten minutes.

Alliance for Volunteerism

1214 16th Street, NW
Washington, D.C. 20036

The Alliance is a coalition of national organizations which serve, support, or represent volunteerism in American. The Alliance is designed to foster integrated effort between its member organizations and to act as an advocate for volunteer activity and citizen participation. Staff contact is Kathleen McElroy.

American Society of Directors**of Volunteer Services**

American Hospital Association
840 N. Lake Shore Drive
Chicago, IL 60611

ASDVS is a membership organization for administrators of volunteer services in health care institutions. Services provided are intended to facilitate communication and education among the membership and include an annual conference. Staff contact is Betty Dudley.

Assembly of State Offices

c/o Governor's Council on Voluntary Action
80 Washington Street
Hartford, CT 06106

The Assembly is a membership organization for the various state or governors' offices of volunteer services and citizen participation. Its function is to exchange information and share resources among the membership. Its president is Louise Leonard.

Association for**Volunteer**

P. O. Box 4584
Boulder, CO 80306

AAVS is a membership organization for those interested in promoting volunteer administration as a profession and exchanging information and ideas about the field. Services include certification, regional and national conferences, and a newsletter. Staff contact is Martha Martin.

Association of Voluntary**Action Scholars**

Henderson Human Development
Building S-211

Penn State University
University Park, PA 16802

AVAS is an association of scholars and professionals interested in research in the field of voluntary activity. AVAS seeks to stimulate and distribute such research and inquiry.

Association of Volunteer Bureaus

801 North Fairfax Street
Alexandria, VA 22314

AVB is designed to encourage and assist the development of local bureaus for voluntary effort and to devise standards for their operation. It also functions to stimulate exchange of information. Staff contact is Jean Varney.

Coalition of National Voluntary Organizations/National Council**on Philanthropy**

1828 L. Street, NW
Suite 1200
Washington, D.C. 20036

CONVO was founded in 1979 to act as an advocate in national policy for the interests of the entire voluntary sector. It is an umbrella organization with members from charitable organizations, educational institutions, art groups, and other areas of the third sector. NCOP, with whom CONVO shares a common secretariat, is an organization formed in 1946 to improve the quality and scope of philanthropy. Brian O'Connell heads both organizations. In early 1980, the two organizations will probably form the nucleus of a new organization, to be called The Independent Sector, Inc.

Independent Foundation

2000 S. Street, NW
Washington, D.C. 10007

The Independent Foundation is an organization composed of former Peace Corps and VISTA volunteers who wish to continue community service. Its director is Pat Saccomandi.

National Assembly of National**Voluntary Health and Social****Welfare Organizations**

291 Broadway
New York, NY 10007

The National Assembly is an organizational membership association to facilitate cooperation and communication, and to pursue mutual goals and convictions. The National Assembly also acts as a clearinghouse and resource center. Organized in 1923, it now has 36 members. Its executive director is Vernon Goetschus.

National Association on Volunteers in Criminal Justice

1260 West Bayaud
Denver, CO 80223

NAVJ is an organization formed in 1977 to serve as a formal and official membership structure for the criminal justice volunteer movement. Its membership is open to all individuals and organizations interested in the improvement of criminal justice through citizen initiative. Its president is Bob Moffitt.

National Committee for Responsive Philanthropy

810 18th Street, NW
Suite 408
Washington, D.C. 20009

NCRP was formed to examine the patterns of philanthropic giving in America and to push for more open, responsive, and accountable philanthropic activity. NCRP conducts assessments and evaluations of charitable giving patterns of corporations, foundations, United Ways, and other funding sources. Its director is Bob Bothwell.

National School Volunteer Program

300 N. Washington
Alexandria, VA 22314

NSVP is a membership organization composed of volunteer programs within schools. It functions as a resource for its members and as an advocate for volunteer activity within the educational field. Its director is John Alden.

VOLUNTEER: The National Center for Citizen Involvement

1214 16th Street NW P.O. Box 4179
Washington, D.C. 20036 Boulder, CO 80306

VOLUNTEER was formed in 1979 by the merger of the National Center for Voluntary Action (NCVA) and the National Information Center on Volunteerism (NICOV). VOLUNTEER acts as a technical assistance resource and an advocate for those interested in all forms of volunteer activity. Its executive vice presidents are Kenn Allen and Dorothy Denny.

Volunteers in Probation

200 Washington Square Plaza
Royal Oak, MI 48067

VIP is a program of the National Council on Crime and Delinquency. It advocates citizen participation in courts and corrections programs, and provides technical assistance. It is directed by Judge Keith Leenhouts.

Editorial comment: You will have noticed that there appears to be some overlap in the descriptions given. That is actually due more to congruence of broader purposes than to duplication for actual services. If pressed, we'll be happy to attempt to explain the distinctions.

* Volunteer, National Center for Citizen Involvement. Washington, D.C.

NOTES

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Volunteerism : a workbook on how to buil
1020.01 Glo 10965



Glover, Gene.

MN OFFICE OF CITIZENSHIP & VOL