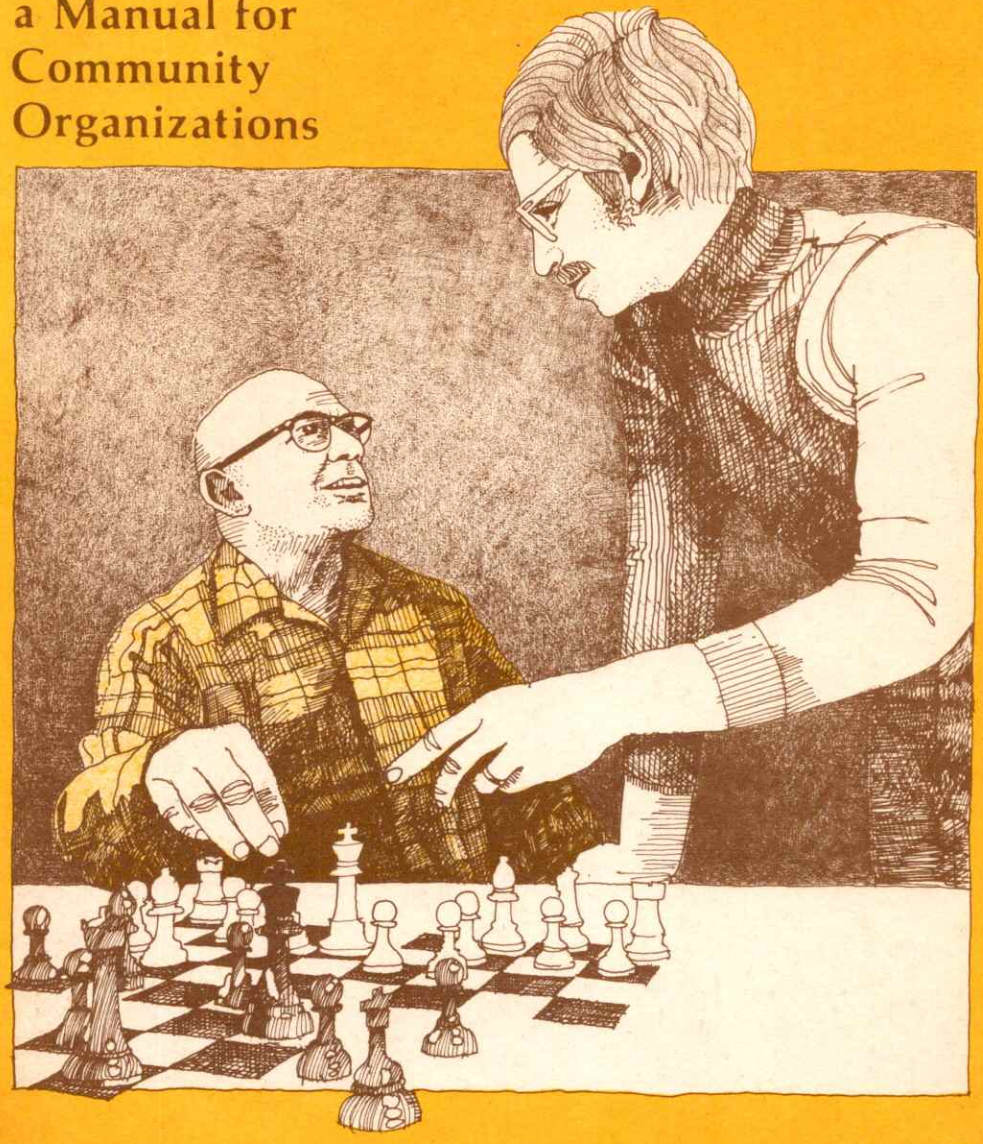
IT'S YOUR MOVE

Working with Student Volunteers— a Manual for Community Organizations



ACTION's National Student Volunteer Program offers this manual as a resource for community organizations to use in working with student volunteers. We hope that it will help you to develop ways for high school and college students to apply their special talents and abilities for the benefit of your community.

We welcome your comments and suggestions on the manual.

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INTRODUCTION

Every year thousands of high school, college and graduate students search for ways to be of service to the communities surrounding their campuses. Recently, educational institutions themselves have begun to recognize that work in the community could benefit the student's overall education and could help make the institution more responsive and relevant to student needs.
The result has been increased school support for student volunteers, the establishment of comprehensive school-based student volunteer programs and, in some cases, the granting of academic credit to students for volunteer work done in the community. The student volunteer movement has made its mark. It is growing in numbers, sophistication, skills, and expectations.

This presents tremendous challenges to those in the community who are using or seeking to use student volunteers in their programs. They must find ways to use students effectively, to meet their personal and professional development needs, and to insure that the resulting projects and activities meet the needs of the organization, individual and community being served.

The purpose of this manual is to help those who are considering the use of student volunteers in their programs and those who are already working with student volunteers to develop programs which will benefit both the volunteer and the community.

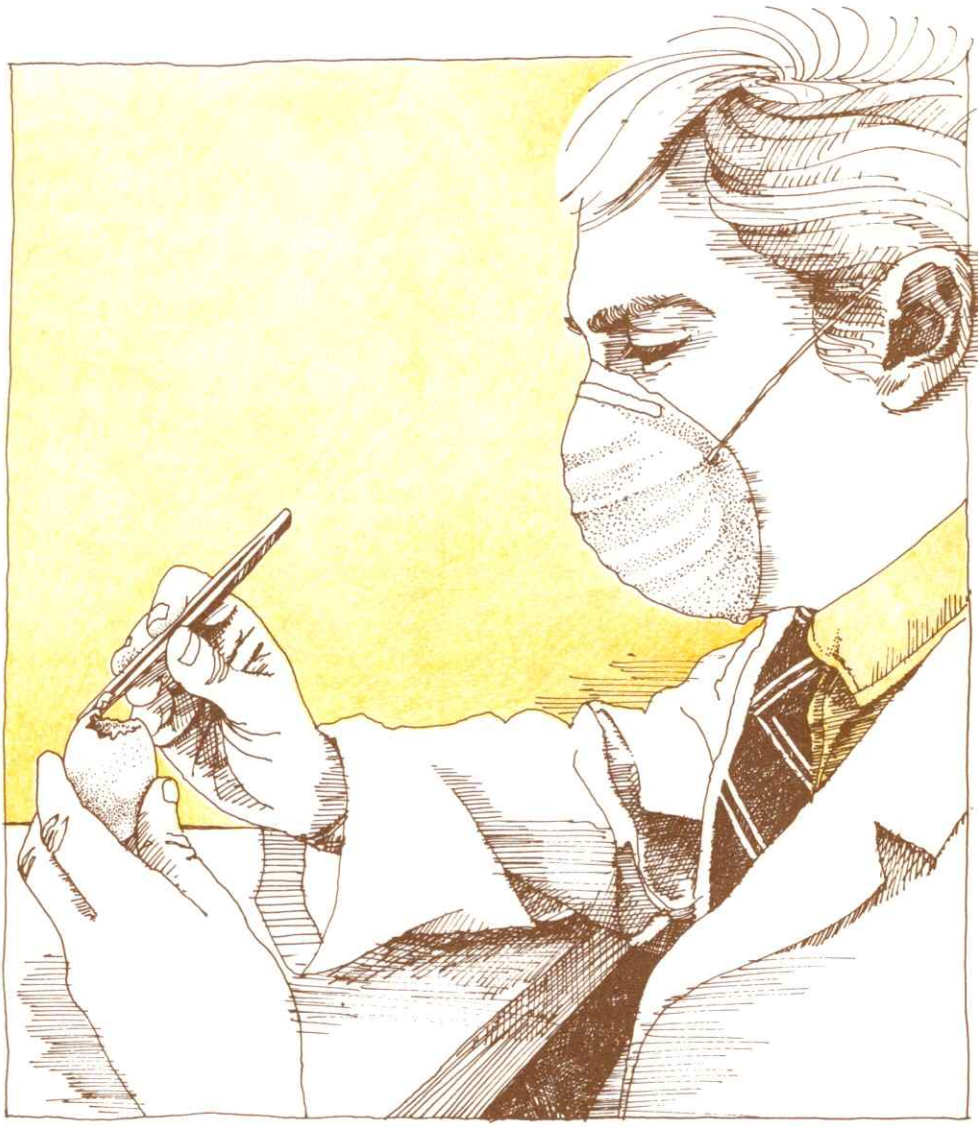
The first chapter examines the nature of the student volunteer movement, the various roles which can be assumed by students, and the attributes of student volunteers.

The next six chapters suggest ways in which communities, organizations and individuals can assess their needs for volunteers; determine the extent to which students are likely to meet these needs; develop effective volunteer programs and jobs; locate and select volunteers whose interests and skills match needs; motivate and train staff to supervise and be supportive of the student volunteer; and evaluate the impact of specific student volunteer programs.

The final two chapters discuss special concerns and provide ideas for specific student volunteer projects.

Forms and checklists for use by those working with student volunteers may be found in the appendices.

We believe this manual can help organizations of all types and sizes make effective use of students as volunteers, whatever the limits of their resources. Your comments and suggestions are welcome.



Chapter 1

WHY STUDENT VOLUNTEERS

Whether you are considering using student volunteers for the first time or have been using them for years, you should articulate for yourself and your staff the advantages of student volunteer services.

Ask yourself why students volunteer. Why would anyone want to use them? What particular talents and interests could they bring to your organization? Are they a special kind of resource? What are the benefits to your organization? The answers to these questions not only provide a rationale for involving students, but also provide criteria against which you can measure the suitability of your volunteer roles for students.

The student volunteer is not a new phenomenon. Students of all ages have been involved in helping to meet community needs for generations. As individuals they have served as tutors, recreation aides, and companions to the elderly, the sick and the very young. They have always brought with them special skills and a vigorous enthusiasm for service.

What is new is their joining together in their schools to form volunteer councils and committees to coordinate their efforts in the community. The support that educational institutions are providing, the integration of the concept of learning through service into academic curricula, and the range of services being provided by students are also recent innovations.

This institutionalization of the student volunteer concept and the development of a full-fledged student volunteer movement can provide a continuous source of manpower to communities, organizations, and individuals in need.

With the growth of this movement, there has been a shift in student attitudes and expectations concerning volunteer work. Tutoring programs have been supplemented by work with community groups in neighborhood centers and housing projects. Students are and want to be directly involved in social work, education, legal services, health clinics, and correctional institutions. They can, among other things, provide direct service to individuals (e.g. tutoring, counseling,

companionship, transportation), research and write publications, provide training and technical assistance, analyze legislation, and help fulfill administrative or fund-raising functions. They see their work as an opportunity for personal growth and to develop professional skills while providing services to the community.

The student volunteer, whether involved because of enrollment in an accredited college course or a high school service-learning project, or simply because of a desire to help or test out a profession, also provides community groups with a real role in the educational process. Staff members serve as teachers, helping to influence the development of the volunteer.

In addition, many people who have begun to work with student volunteers have found that the involvement has led to effective and enriching relationships with the high school or college faculty. These educators can bring still more resources and technical expertise to bear on community problems, and may be influenced by what they see, offering the community-based professional an additional chance to provide input into the educational process.

WHAT STUDENTS BRING

Flexibility

People who have long worked with student volunteers—both high school and college—know that flexibility is one of their greatest assets. The student is likely to be willing to learn, to swap service for experience and learning, and to be open to new approaches and feedback on his or her effectiveness. Student volunteers are generally willing to learn the ways of the organization, learn new skills, and adjust to new experiences.

Student volunteers have also shown particular skill in dealing with difficult clients. Each of us knows stories of the uncommunicative institutionalized person or the difficult delinquent, neither of whom made any progress until assigned a youthful volunteer. Students are willing to work with more demanding, challenging clients. They can provide intensive, compassionate attention and help.

Career Orientation

Many of these volunteers have a career-orientation, meaning they see their volunteer experience not as a hobby, but as a first work experience, the beginning of a profession. Their performance and behavior are appropriately serious. They are seeking serious involvement with your organization in ways that will effectively apply their talents in pre-professional roles.

Resources

Students can also provide access to valuable resources. Not only can they tap large manpower tools for the special needs of your organization, but they can often bring the materials, equipment, and expertise available in their schools, to the work of your organization. They often

can be effective in the community as well, securing resources that the organization members themselves were unable to locate.

Students can provide a rich pool for future hiring. Just as the student volunteer can test a career, so the sponsoring organization can test future staff members. The history of volunteer programs is rich with examples of student volunteers whose performance was so outstanding that they were hired as permanent staff members upon their graduation. What more could an organization wish than to have at its disposal a group of people who are willing to try a work-role in the organization?

Support

In addition, students represent a pool of citizen support for your organization's work. A volunteer of any age who has had a good experience with your organization is your greatest booster. Students are often forgotten in this regard. Organizations know that if they involve adult community leaders in their programs these leaders will be a valuable source of support in the future. Too often they forget that the student of today is the community leader of tomorrow.

Students are easy to locate. You have probably had the experience of trying to recruit volunteers at a community meeting. You give your pitch, get all kinds of praise, but come away nearly empty-handed. At a school, on the other hand, you have a large group of potential volunteers in one location who may already have divided themselves into special interest groups. They are relatively easy to recruit.

In summary, students can provide a valuable resource for your organization because they are:

- ☐ Flexible.
- ☐ Willing to work with difficult clients.
- ☐ Serious and interested in professional growth.
- ☐ A source of the extra manpower your organization may need at certain times.
- ☐ Able to draw upon the expertise, interest and resources of a faculty member, department, or educational institution.
- ☐ Often eventually available as a pool of trained professional personnel.
- ☐ A base of future citizen support.
- ☐ Relatively easy to find and recruit.

In addition, student volunteers can bring to you personally the rewards of working with youth. You can share their successes, enthusiasm, willingness to try, and excitement about learning.

The impact of a student volunteer movement and of student volunteers on the community can be tremendous, but the effectiveness with which this potential is tapped depends on the ability and willingness of community organizations to use this talent.

The following chapters are designed to provide you with many of the tools needed to develop and carry out student volunteer projects which can tap this potential.

Chapter 2

GUIDELINES TO ACTION

Success in working with student volunteers is not a matter of magic. It involves hard work, careful planning, and continuous, consistent and effective supervision as well as on-going evaluation. The person who works effectively with student volunteers follows a careful plan for involving and retaining them.

Although there are no "rules" for making a student volunteer program work, the following pages offer some general guidelines for program planning, implementation and evaluation which can help keep you moving in the right direction. Subsequent chapters suggest specific ways for you to implement these guidelines.

ASSESS NEEDS AND INTERESTS

Assess the needs of your organization and those it serves; determine if student interests and skills match these needs. No project should be started unless it meets the needs of your organization, the groups you serve and the students who will be serving as volunteers. If students get turned off by what you ask them to do, or feel you are not interested and supportive of their efforts, they may become disillusioned and leave; even worse, they may become ineffective workers. You can lose not only manpower, but also goodwill. At the same time, if students are providing services which your organization and its constituency view as irrelevant or unimportant, you risk losing their support for the volunteer program, and perhaps for the organization itself.

PLAN CAREFULLY AND COMPLETELY

Once you have determined that there are needs which students are interested in and able to help you meet, you must develop a system or project which enables them to be effective volunteers. You must articulate volunteer project purposes, goals and objectives; develop volunteer job descriptions; determine how volunteers will be supervised and

who will have supervisory responsibilities; develop recruitment and placement procedures; provide for adequate training and evaluation; orient staff; and plan to be flexible.

Faulty administration and poor communication within a project or organization can cause as many problems as the mismatching of needs and interests.

BE COMMITTED

An organization must be committed to the volunteers, just as the volunteers must be committed to the organization. Your organization must put its full weight behind the student volunteers, offering them support, understanding and guidance. You and your staff, both paid and volunteer, must be willing to take the time to make the student volunteer projects successful and to help the student volunteer be effective. To obtain student skills and manpower, you must be willing to contribute your skills and time.

You must know how to give recognition to students for jobs well done and you must know how to help students learn from their mistakes.

BE REALISTIC IN EXPECTATIONS

In putting together and sustaining projects for student volunteers, start small and do it right. Do not take on more volunteers than you can manage. Be realistic in what you expect from each volunteer. Recognize that some may be more mature than others; some may have special talents or skills they want to use; some will be more committed than others; and some can learn and work faster than others. Most will see volunteering as a way to learn to provide service and develop new skills. Remember, the student volunteer is a student, not a full-time professional.

ANTICIPATE PROBLEMS

Problems arise even in the most carefully planned and developed program. They can be caused by poor communications, administrative foul-ups, personality clashes, or honest disagreements on how a job should be done. You should watch for warning signals and deal with potential problems as quickly as possible. Avoid letting a problem or conflict get out of hand and mushroom into a major crisis which can disrupt the entire program.

RECOGNIZE LIMITATIONS

In addition there are some built in limitations that should be considered as you plan for student volunteer programs. For example, most students have a variety of breaks and vacations throughout the year, are away during the summer, or must use the summer period for remunerative employment. During exam periods even the most dedicated volunteer may be hard-pressed for time and may be forced to curtail volunteer work. Some students may also have transportation problems; they may be dependent on others for rides or on limited public transportation. All this can impact on the reliability of the most conscientious volunteer. Failure to consider these factors in planning and implementation can create problems which could have been avoided.

Chapter 3

ASSESSING NEEDS AND INTERESTS

The purpose of these assessments is to determine whether you have the potential for utilizing student volunteers and whether there appears to be sufficient student interest to warrant spending time and effort in fully developing and implementing student volunteer projects. The process involves

- ☐ Collecting information from within your organization
- ☐ Analyzing staff and sponsor reaction to your needs assessment
- ☐ Determining whether you have needs and roles for student volunteers
- ☐ Surveying the interest of both students and educational institutions in working with your organization.

Remember, the student volunteer concept is not new. Be prepared to learn that some people involved in your organization are already using students; recognize their experience and expertise. Don't behave as though you think they are starting from scratch. If you do, you may turn your best allies and advocates in the organization into opposers of more comprehensive student volunteer projects.

In conducting your assessments

- ☐ Be sure to indicate that you are simply investigating needs and that you are not asking for commitments. Discuss the kind of commitment that you may be seeking and tell the persons whom you contact when you expect to need commitments.
- ☐ Explain the contributions student volunteers can make. Your explanation can have an impact on your co-workers' willingness to be involved and on the students' interest in serving.
- ☐ Indicate what you see as possible roles and responsibilities of members of your organization toward the potential student volunteers. Even though all of these details have not been firmly settled at this point, staff members will raise these concerns.
- ☐ Get the best data you can concerning the needs of your organization. For each potential volunteer job you should know the
  - Planned duties
  - Purpose of the duties
  - Skill level needed upon entry
  - Attitudes that are appropriate, e.g., flexibility, an enjoyment of older people, being comfortable with the mentally retarded
  - Training needed by the volunteer
  - Time commitment required
  - Degree and nature of supervision needed
  - Potential supervisor.

Even though a staff member is not making any commitment at this point, it is important that you have complete and accurate information about the opportunities your organization can provide students. Remember co-workers, volunteers, sponsors and in some cases clients may have creative ideas on the kinds of students who would be most interested in the opportunities available.

IDENTIFYING ORGANIZATIONAL NEEDS

The manner in which you collect information will depend largely upon the size, structure and purpose of your organization. For example, you might give each staff member a simple questionnaire to fill out; visit with individual staff members, existing volunteers, clients and sponsors to talk about the potential roles they see for student volunteers; or have an informal meeting. If your organization is large, you might meet only with department heads and interested unit representatives. You might even consider establishing a task force to conduct the needs assessment. Regardless of the format selected, answers to the following questions should be obtained.

- ☐ What is the nature of each of the organization's programs or projects? What service is performed? Who provides it? What skills are required? What time commitments are involved?
- ☐ Have student volunteers been used in the past? Were they successful? Did they seem to enjoy their experience?
- ☐ What would the student volunteers do? Can you give those roles names (e.g. counselor, representative, aide, companion)?
- ☐ What will be the result of the volunteer's work—for the client, the organization as a whole and the volunteer personally?
- ☐ How many volunteers will be needed?
- ☐ Who will supervise the work of each volunteer? What will it entail—on-the-job supervision, occasional rap sessions, or a daily de-briefing?
- ☐ What is the minimum commitment required of the volunteers? How many hours per week, on what kind of schedule and for how long? Why is this commitment important?
- ☐ What skills must the student have upon entering the volunteer role?
- ☐ What skills will be provided through training or experience? What kind of training will be offered, by whom and on what kind of a schedule?
- ☐ What kind of students will find this work interesting? Would this work be most appropriate for students studying history or for future lawyers? High school students or college students? Local students or out-of-towners? Students with cars? Who is your target group for this particular role?
- ☐ What are the procedures for involving volunteers? Will they be interviewed, go through a probationary period before commitments are made? Will they fill out forms, get shots, get a uniform, go through any kind of clearance? How long is it going to take to get involved?
- ☐ How will the volunteer be evaluated? How will the project be evaluated?
- ☐ What will be done with the evaluations?

In reviewing the needs assessment, remember that staff must understand the student role and recognize that students must understand their own role, its possibilities and limitations; the commitments they must make and the reasons behind them; and the procedures they must follow to become involved.

Remember, the most popular placements provide them with opportunities for one or more of the following:

- ☐ Direct client contact
- ☐ Learning new and valuable skills
- ☐ Practicing skills they don't want to lose
- ☐ Learning appropriate professional behavior
- ☐ Working closely with professionals in the field
- ☐ Testing a career
- ☐ Gaining experience that may help them get a job
- ☐ Growing and developing; understanding their own worth and skills

If the work you are offering doesn't seem to provide any of these opportunities or only offers a few, you may be proposing a role that is not suited to student volunteers. Not all roles are. Take a careful look and try to determine objectively whether or not the role will provide valuable rewards to students. If it will not, then ask yourself what group of people might find this role rewarding, and plan to recruit them rather than students.

OBSERVE REACTIONS TO YOUR NEEDS ASSESSMENT

As you conduct your organizational needs assessment, be on the lookout for particular reactions to the use of student volunteers which could create problems and complications. Do you find staff who see no place for the youthful volunteer, or who are unrealistically enthusiastic and who want to make more commitments than they can keep? Are there those who are enthusiastic about using students but who would have them do only the less savory jobs like emptying bed-pans, cleaning, or filing? Do you have persons who expect students to meet all the organization's volunteer needs and to replace all other volunteers?

These attitudes can spell trouble. Try to determine the reasons behind them. Is the resister overworked, underorganized, threatened by the prospect of interaction with assertive students and faculty who provide a measure of outside expertise? Does the person object specifically to the idea of the youthful volunteer? If so, why? See if you can sell this person on the value of the youthful volunteer. If not, consider pairing this person with someone who values student volunteers or who is already using them with some success.

Does the unrealistically enthusiastic staff person understand the amount of training and supervision demanded by volunteers? Point out the responsibilities and the staff work required to involve students effectively. Let staff know a student volunteer requires time and commitment from them.

Does the person who sees students doing only menial work understand the potential of student volunteers and the variety of reasons behind their volunteering? Can they understand that while student volunteers must do their share of the less glamorous jobs, the students also want to learn from their experience and there is little opportunity for them to do so by performing such tasks over and over?

Does the person who sees students filling all volunteer needs recognize the limits of student volunteers, and the problems involved in using a specific group to the exclusion of all others? Can you help this person see that student volunteers complement but do not replace other volunteers? Try to help staff members design roles for student volunteers that allow for creative learning, while meeting staff and organization needs.

PUTTING IT ALL TOGETHER

At this juncture you should have a fairly clear picture of your need for student volunteers, the roles student volunteers can assume, and the staff commitments required to make a student project work. Assemble this information into a document that you can present to your staff and then to the students and faculty at the colleges and high schools you intend to approach. The document should include an overview of the work of your organization and the ways in which student volunteers can relate to it; a description of each job which a student volunteer might fill, including any special skill or time commitment requirements; the number of volunteers desired; and specific indications of your organization's commitment to the student volunteer concept. Make sure the key staff and prospective volunteer supervisors review the document before it is disseminated. Make sure you have general agreement and support.

Pulling it together may seem like a lot of work, but it's a check on staff support and understanding as well as an important selling tool. Presenting your ideas verbally is usually not enough. People are likely to forget what you have said, forget your name and how to get in touch with you, and forget whom you represent. Even more disastrous, they may pass along to others inaccurate information on your needs and your prospective use of student volunteers. Thus, you may end up being contacted by a group of students who are excited about doing something totally different from what you need, producing disappointment for all concerned. Written information is your best insurance against being forgotten or misrepresented.

MAKING CONTACT WITH STUDENTS

You've now completed your needs assessment, made the decision that student volunteers can be of assistance in your work and produced a written handout. The next step is contacting the schools and the students to see if they are interested in helping. As you approach this task recognize that a number of them will have had experience with a variety of student volunteer programs. They may know first-hand what works, what doesn't work, and why. They may have valuable suggestions to make as they

talk with you and review your material. Listen! Involving them in the developmental stages can increase the chances for a truly effective program.

The exact schools and students you contact, and the methods you employ will depend on many factors including the nature and extent of your needs, the nature of the educational facilities in your area, the degree to which the institutions have already established school-based student volunteer programs, and the degree to which students are already serving as volunteers in other community based programs. Your first job may thus be to find out what's happening in the student volunteer movement in your area and where you are likely to find the students whose skills and interests match your needs. Don't look to high schools when you need a medical student!

When you do contact educational institutions and meet with students:

- ☐ Identify yourself and your organization
- ☐ Specify the stage of your organization's thinking
- ☐ Make what you are asking for clear and avoid developing unrealistic expectations
- ☐ Indicate what you need to know from them
- ☐ Ask them to articulate their purposes and goals in working with you; help them with this task
- ☐ Listen carefully
- ☐ Indicate what will be done if there is interest in working with you, and when it will be done
- ☐ Make sure they know how to reach you
- ☐ Remember to recontact them

Approaching Area Colleges

At each college see if there is a single office that coordinates student volunteer involvement in the community. The office may be part of a student affairs division, academic administration, or a specific academic department. It may also be part of the student union, the campus ministry or student government. It may be called the Office of Volunteer Programs, Office of Experiential Education, Center for Off-Campus Learning, Volunteer Bureau, Office of Community Services, or Office of Student Concerns.

The people who staff this central volunteer office are in the business of putting community organizations in touch with students who wish to do community service work. They can be of great help to you. Make an appointment to meet with them and find out how they operate. Are they a clearinghouse to which students come to browse through listings of many opportunities, or do they choose community programs as nuclei for projects? Do they have student volunteers who are project leaders for individual placements? Will they make contacts for you with other parts of the campus community? Would they also like you to touch base with those people—faculty, department heads, student leaders? What resources do they have available—funding for special events, transportation, training for volunteers, training for project leaders?

Central Volunteer Office—Find out which of the resources of this central volunteer office would be most valuable to you. Make sure that its staff members are aware of your organization and the reasons for seeking student volunteers. Be clear about the opportunities available.

Student Affairs—If you can find no such centralized volunteer program on campus, contact the Office of Student Affairs, Student Life, the Vice President for Student Affairs, Dean of Students, or Student Government. These people should be able to tell you how volunteer activities are handled, alert you to a range of resources, and give you a good idea of student interest and the kinds of activities in which they are or would like to become involved. Other likely campus resources include:

Honoraries and Pre-Professional Societies—Honorary societies, groups of students who are chosen for academic or service achievements, are often organized around specific interest areas. Some even have their own community service projects. The Dean of Students should be able to provide you with a list of campus honoraries, and individual departments should be able to put you in touch with those in their fields. Pre-professional societies including pre-dentistry, pre-law, pre-medicine are also a source of potential volunteers. These students are planning careers in the professions and usually welcome an opportunity to gain experience that will be valuable in their future work.

Student Government—If there is an active student government on campus, contact its president and see if its leadership is interested in sponsoring student volunteer activities. Are they aware of active volunteer groups on campus? Do they have an idea of which students might be interested in working with you? You might point out that on many campuses, student volunteer activities are supported by student government.

Living Unit Groups—Check with any organized living units—the residence halls, the co-ops, religious living units, the fraternities and sororities. These students are often interested in a project that many of them can do as a group. This is particularly true of the religious groups and the fraternities and sororities whose members are usually required by their national charters to participate in philanthropic activities. Even if you do not want a large group of students, they may be able to direct you to interested individual members.

Placement Offices—On large campuses, there may be several offices involved in placing students off-campus. These offices may represent such activities as student teaching, cooperative education, or internship programs. They are in touch with students who are particularly interested in off-campus learning opportunities and can offer you valuable resources. They might be interested in adding your organization to their list of placements and might direct you to individual faculty members who are particularly interested in service-learning opportunities.

Academic Programs—Don't forget to consider academically related volunteer programs. Get a copy of the college catalogue. Which schools or departments seem to have internship or field experience offerings? Watch for the terms "field study", "field experience", "practicum", "apprenticeship", "internship". These signal various types of experiential learning courses through which students are placed in community service-learning situations. Which of these are closely related to the experiences available in your organization? Make contacts with departments and with faculty members who are already involved in experiential education, inform them of your organization and the roles potentially available to student volunteers. In making your approach, be sensitive to the concerns of the teaching faculty. Keep in mind that they see your volunteer placements as potential learning opportunities for their students. They are not usually interested in "academic credit for volunteer work" but in "credit for academically rigorous opportunities for students to integrate experience and classroom learning".

Provide information on the opportunities you have to offer, and let the faculty member suggest how these could best be integrated with the academic work of the students. Options include doing volunteer work along with course work or placing students in your organization as part of an internship program. Leave these decisions up to the faculty member.

In lieu of more specific ideas, you might begin your survey of departments with the following: Education, Social work, Urban Planning, Urban Studies, Government and Politics, Political Science, Psychology, Sociology, Special Education, and Recreation. On most campuses these departments often offer field experience options.

Summary—In summary, the places to approach on campus include:

- ☐ Central Volunteer Office
- ☐ Student Affairs Office/Dean of Students
- ☐ Honoraries
- ☐ Student Government
- ☐ Living Unit Groups
- ☐ Placement Offices
- ☐ Academic Departments

In addition to your work in meeting with groups of students and with individual faculty and others in the community, you can always survey student interest by placing an advertisement in the student newspaper asking students who might be interested to contact your office. This, however, should not be substituted for the more thorough approach outlined above.

If you have developed a well defined student volunteer program and show a willingness to be flexible, the chances are you will find student interest in working with you. What to do next is outlined in the following chapters. If your contacts with students indicate this interest is lacking, try to determine the reasons, revise your approach or begin to look toward other groups to meet your needs.

Chapter 4

DEVELOPING YOUR STUDENT PROGRAM

You have completed your needs assessment. Your organization has decided that student volunteers would be a valuable resource in your work. You have contacted area high schools and colleges and found that there is student interest in community service work with your organization. What now?

How will you actually organize your project? How will you recruit, screen and place specific volunteers? How will you orient and train? How will you supervise? How will you retain your volunteers?

REVIEW THE RESULTS OF THE NEEDS ASSESSMENT AND DISCUSSIONS WITH STUDENTS AND EDUCATORS

Is the document you pulled together sufficient? Were new ideas presented which should be included? Were there some ideas which were of no interest to anyone and should be dropped? Were items clearly stated? Make sure you now have a statement which includes the following information:

- ☐ Purpose of your organization—whom it serves and what it does for them.
- ☐ Purpose of the student volunteer project—whom does it serve and what does it do for them.
- ☐ Anticipated impact of the project on the client—what will happen to the client as a result of the volunteer's contribution.
- ☐ Description of nature, frequency and length of service to be provided by the volunteer. If there are several roles, each should be listed separately.
- ☐ Probable impact of the service on the volunteer.
- ☐ Resources your organization needs to provide to the volunteers—transportation, arts and crafts supplies, access to records.
- ☐ Ways in which volunteers will be recruited, selected and placed.
- ☐ Types of on-going systems that will be instituted before the first volunteer arrives.

DECIDE THE GENERAL PROJECT STRUCTURE

Approaching High Schools

An increasing number of high schools are becoming involved in student volunteer programs as part of either extra-curricular activities or academically related service-learning experiences. To find out what's going on in your area and whether high school students, teachers, and administrators are interested in working with you on your program you should:

- ☐ Contact the Principal. Is he interested in experiential learning as part of or separate from the academic curricula? He can be an important source of support.
- ☐ Identify and contact teachers who are involving their students in service-learning projects. These teachers and their students are your natural allies. Even if their courses don't relate to what you have to offer, they may know other interested teachers.
- ☐ Identify and contact those who teach the courses that most closely relate to the experience you have to offer. Discuss the possibility of developing service-learning projects or extracurricular activities which would involve their students in the work of your organization.
- ☐ Contact counselors. They are an excellent source of information on faculty and student interests and may be able to refer you to appropriate individuals and groups.
- ☐ Contact student service groups. See whether they have any advice on which classes and teachers might most readily provide you with student manpower. See if they themselves are interested in working with you.
- ☐ Contact the PTA to ascertain their support for your student volunteer program. They may be able to help influence others.

In approaching high schools, try to find as many articulate spokesmen for your cause as you can. These might include teachers from other schools who have initiated service-learning projects in the past, students who are already involved in projects, and clients who can talk about the impact of student volunteers.

Approaching Other Community Organizations

If you hear of other community organizations that are using student volunteers from the campus, get in touch with their volunteer coordinators and find out where they are getting their people. They may have already done a lot of the leg-work that you are just beginning, and they may be able to suggest some short-cuts.

Make it clear, however, that you do not plan to compete for their volunteers, but hope to develop your own. If their volunteers represent an organized student group, perhaps other members of that group would be interested in working with you. If not, do their volunteers know of any other students who might be interested, or do they have any suggestions for places to begin your search on campus?

The nature of your program, volunteer roles, and community will all impact on

the way you organize your project; however, you might want to consider the following approaches which have been used by other community groups:

Individual Volunteers—Students are placed in individual jobs without any real project structure. Volunteers work independently and deal directly with the staff members of your organization. They have little contact with other student volunteers.

The "Buddy" System—New, inexperienced volunteers are paired with older, more experienced volunteers. The two volunteers work as a team, the more experienced helping to orient and supervise the new person.

Team Leaders—For each small group of volunteers, one volunteer is designated as a team leader, responsible for keeping an eye on the other volunteers, articulating their frustrations and ideas, and providing regular feedback for the volunteer coordinator. Teams might have somewhere between three and eight volunteers and may be formed around groups working together in the same location, at the same time, with the same group of clients, or with the same supervisor.

Student Project Leader—This involves using an experienced student volunteer as the volunteer coordinator for the student projects. There may be anywhere from five to 105 volunteers in the group, and the leader's specific role will differ from project to project. Essentially, however, this person keeps track of the other volunteers, follows up with them, helps set up meetings among them, and helps you with recruitment. This person is your assistant, someone who is particularly concerned for the welfare and experience of the student volunteers and who helps insure that their experience is a good one.

DEVELOP SPECIFIC JOB DESCRIPTIONS

Recontact staff members to firm up the job descriptions you started to design during the needs assessment. Consider involving students in their formulation. Recognize that some staff members may resist a job description, saying they prefer to find out about the volunteer and then tailor the job to the volunteer's interests. This is laudable, but it doesn't help you recruit students whose skills and interests match the potential job. Try to encourage these staff people to outline a job description anyway, with a note attached indicating that the jobs will be ultimately tailored to the interests of the individual volunteer.

The descriptions should contain basic information including the following:

- ☐ Title of position
- ☐ Duties
- ☐ Objectives—what will be accomplished as a result of the student's volunteer work—for the client and for the volunteer.
- ☐ Commitment required of the volunteer.
- ☐ Skills and attitudes which must be possessed by the volunteer.
- ☐ Training to be provided.
- ☐ Title of supervisor and nature of supervision.
- ☐ Evaluation—processes and criteria.
- ☐ Advancement possibilities.

RECRUIT, PLACE AND SUPERVISE

Much of the groundwork for the recruiting effort was laid during the survey of student interests. Now is the time to identify the particular types of students you need to recruit and to set goals for your recruitment campaign. What do you want to happen as a result of recruiting? Do you want large numbers of student volunteers; particular kinds of student volunteers; volunteers with particular skills or those with knowledge of the community? Exactly where you go to recruit and the techniques you will use are dependent on the types and numbers of student you are seeking.

The specific role you play in recruiting individual volunteers will also depend on whom you are working with at the various educational institutions. If, for instance, you are providing service-learning roles for the students of a social studies teacher at the local high school, recruitment becomes simply a matter of letting that teacher know what is available for students, perhaps making a presentation before the class, and then processing the students as they arrive.

If you are working with a highly centralized campus volunteer program, your recruitment may also be taken care of for you. The volunteer office may recruit all volunteers and interview and place them. You end up with several volunteers who have been placed with your organization without individual recruitment efforts on your part. Or, you might be invited to a special campus meeting to which area community people come to recruit volunteers.

Specific recruiting techniques you may want to consider include:

- ☐ Using current and former volunteers, clients and volunteer supervisors to find new volunteers.
- ☐ Asking professors whose classes are related to your opportunities if you can distribute materials on your project, or offering to give a 10-minute presentation in class. Face-to-face recruiting is a good approach.
- ☐ Getting an article on your project in the student newspaper.
- ☐ Using want-ads, meeting notices, and letters to the editor.
- ☐ Setting up an approachable booth on campus in a high traffic area, perhaps having students help you staff it.
- ☐ Using eye-catching handouts—bookmarks, oddly shaped flyers, buttons.
- ☐ Preparing special information handouts for specific interest groups, e.g., recreation majors, social work majors, or future teachers.

Make sure you state exactly what students should do to indicate interest; the minimum requirements for participation (e.g. time, skills, experience, transportation availability); and the selection process to be used (e.g., applications, interviews, training).

Try to find out from volunteers how they heard about you. This tells you

which recruitment approaches are working best, and will help you with future recruitment. For example, if you find that 50 percent of your new volunteers are responding to word-of-mouth recruitment, you should spend more time encouraging volunteers to recruit their friends. If you find that no one has noticed your ads in the student newspaper, you might better use your advertising money for flyers to be distributed to classes.

Once you have recruited volunteers, you must match their interests with your needs and place them in a specific job. If a volunteer has a preference, try to honor it. If you can't, explain why. For example, more experience and specific skills are needed; laws may preclude persons under the age of 18 from performing functions required; a commitment of more time is needed.

You will probably not be the direct supervisor of all volunteers you place. You and your organization, however, must make sure that adequate supervision is available by the time the volunteer arrives for service. Supervision not only helps your organization make effective use of volunteers, but it helps the volunteer receive feedback on the job being done.

Chapters Five and Six dicuss some specific approaches to volunteer selection, placement and supervision.

ORIENT AND TRAIN

Now that you have recruited, selected and placed your volunteers you must provide for orientation, training and evaluation.

Orientation is the process of familiarizing the volunteers with your organization so that they can function on their first day on the job. It is not the imparting of specific skills, but rather the detailing of the nature of the organization, the volunteers' place in it, basic rules and regulations, and expectations.

From the moment that the prospective volunteer receives his first information on your organization, orientation is underway. Make sure that all information is consistent. You might also consider using orientation as a way to provide information to prospective volunteers before they make an actual commitment. Some volunteer projects prefer that the volunteers receive orientation, try out the roles for a couple of days, and then decide whether or not they wish to stay. This can help reduce attrition.

Unlike orientation, training imparts specific skills. Not all jobs demand special training, and not all volunteers need it.

In planning for training find some means of deciding what skills volunteers already have. Don't provide elaborate training that is not needed.

Some specific approaches to orientation, training and leadership development are discussed in Chapter 7.

EVALUATE

The purpose of an evaluation is to tell you if you are achieving your objectives. It will show you what's working, what's not working, and it can indicate why. Evaluations should be designed to answer specific questions. They are an important

planning tool and are necessary in order to determine what changes to make to further the accomplishment of your objectives. The nature and extent of your evaluation process will depend upon your program and resources. You might want to consider the:

- ☐ Impact of the program on the organization's effectiveness and clients—What seems to be happening; why?
- ☐ Effectiveness of individual volunteers—How is the volunteer working out? Why? This information is often requested by sponsoring faculty when credit is involved and is usually provided by the supervising staff member. It may also be requested by the individual student in order to have some record to include in a resume or a personnel file.
- ☐ Effectiveness of the program and placement for the volunteer—How does the student feel about the experience, his effectiveness, and the learning potential in the placement. Such an evaluation can give you good data for improving your placement process and may give some valuable information on the relative effectiveness of particular supervisors.
- ☐ Effectiveness of the program from your staff's viewpoint.
- ☐ Effectiveness of your program components—recruitment, orientation, supervision or training.

Use simple evaluation instruments and methods. Set up the evaluation of your volunteer program so that it serves the program but doesn't get in the way of the program's impact. If you want to find out, for example, if a program met its objective to improve the client's self-image you can simply ask the client to react to statements such as these:

"My volunteer has helped me to see my own strengths and skills."

Strongly agree		No feeling		Strongly disagree
5	4	3	2	1

"As a result of the experience with my volunteer, I would feel more confident going to a job interview".

Strongly agree		No feeling		Strongly disagree
5	4	3	2	1

This gives you a very simple gauge of the client's change in self-image as a result of working with the volunteer. You don't need elaborate pre- and post-tests.

Some people object to any evaluation of volunteer programs, maintaining that what volunteers do is intangible and therefore can't be measured. It is true that we are dealing in the human sphere, but as in all spheres, if we can't state our goals clearly, we will never be able to tell

whether we have succeeded. If you encounter a staff member who says, "You simply can't measure the impact of the volunteer," ask him how he can tell if the volunteer succeeds. The answer that he will give you will provide a basis for evaluation.

SHOW RECOGNITION

All volunteers need to be recognized and thanked for their contributions to the organization of which they are a part. Recognition meets important personal needs and enables the volunteer to document service. Recognition also gives the volunteer an opportunity to contemplate the service given and it enables all of us to point to and remember the joyful aspects of volunteerism.

Giving recognition, however, is not simple. The recognition should be consistent with the volunteer's own values. It should in no way demean or patronize the client. It should be an affirming process, and it should point toward the future as well as praise the past.

Students often object to public recognition of their volunteer work, but they are delighted at an opportunity to throw a party with their clients. One successful recognition program is that sponsored by a juvenile court. Each spring student volunteers, the youth on probation, the judges, the court staff get together for an informal picnic with baseball and volley ball. Everybody has fun, and the event is consistent with the value system of the student volunteers. An elaborate banquet for these student volunteers might have left them singularly unimpressed and less than appreciative.

Find out from your student volunteers what they would consider appropriate recognition of their service, and act accordingly.

Here are some ideas for your consideration:

- ☐ Individual thank-you notes from you or from the supervisor who has worked with the student volunteer.
- ☐ Letters of recommendation for the student volunteer's employment file.
- ☐ Plaques signed by the clients.
- ☐ New placements, with greater responsibility.

SUMMARY

Each of these elements is part of a single system. Training contributes to recruitment. Supervision is part of evaluation. Recognition contributes to retention. We have presented the various steps here to familiarize you with them and to enable you to get an overview of what is involved in a student volunteer project. Several of these areas are covered in greater detail in the chapters that follow.

CHECKLISTS

The Appendices contain a sample planning form to help those working with school-based programs divide responsibilities, a set of questions organizations planning student volunteer projects should keep in mind and a sample volunteer evaluation form.

Chapter 5

SELECTING YOUR VOLUNTEERS

The details of the process used to select volunteers are related to the types of jobs for which you are recruiting, the numbers of volunteers you need, the recruiting techniques you utilize, and the resources at your disposal.

Elements of a selection process may include:

- Application—identifying skills, interests and availability through some kind of written form or resume.
- Interview—a verbal exploration between applicant and organization.
- Screening—a review of a volunteer's background for work experience, psychological stability, reliability, criminal record.
- Selecting—picking from among many applicants; or if there is only one candidate, deciding whether or not the individual is acceptable.
- Matching—placing the selected volunteer in the appropriate job and with an appropriate client.
- Notifying the volunteer—letting the volunteer know whether or not she or he was selected and why. Trying to provide alternatives if the student was not chosen. If the student was chosen, letting him or her know what happens next and what responsibilities are involved.

Make sure each step of the selection process has a rationale and make sure that rationale is made clear to the volunteers and to the staff. Keep in mind the importance of making the procedures as simple and efficient as possible. The following sections describe each of the elements in more detail.

APPLICATION

The application form should contain space for vital information such as phone number, address, schedule, past experience and current interests. These forms help the coordinator sort out prospective volunteers in planning a program and provide a working index on the volunteer force. Be explicit in titling this form. Is it an "Interest Form," a "Volunteer Application," a "Volunteer Record Card"? If all volunteers will be accepted and there is no real application process, don't call it an application form. Decide exactly what you need to know about a prospective volunteer. Try not to make the volunteer fill out several copies of the same form. Let the volunteer know how long it takes to process the form.

INTERVIEWING

Interview methods vary. They can be one-to-one between volunteer coordinator and applicant, or between supervisor and applicant; or they can be in groups involving several staff members or a few applicants and one or more staff members. They can be exploratory, where each decides whether or not there is interest in going further; or selective where the staff person will determine the merits of a prospective volunteer.

The interview as a selection method is often overused. Before you arrange for one, know why you are having it. Be sure to tell the volunteer what to expect and what, if any, special preparation is needed. Indicate what will happen as a result. Be ready to answer questions on how decisions are reached.

During the interview, make the volunteer as comfortable as possible. Provide ample opportunity for questions about your organization and his or her potential role. Before the interview begins, read the volunteer's application carefully so that you don't ask him to repeat information already furnished. Make yourself a check-list to use during the interview.

- ☐ Attitude and relevant experience.
- ☐ Reasons for volunteering.
- ☐ Expectations—are they realistic.
- ☐ Prior opportunities for exhibiting independent judgment.
- ☐ Willingness to seek advice.

SCREENING

Screening is a process used to eliminate certain applicants. Sometimes it is as simple as seeing if certain objective requirements are met—age, availability of car, ability to work three afternoons. Other times more complex factors are involved. Does the volunteer have any kind of court record? Has the volunteer been on drugs? Can the volunteer exercise appropriate independent judgement? What is the volunteer's record for living up to commitments? These are not questions that will be important in every situation, but if you are placing students in situations which demand certain skills, attitudes and experiences, you need to be able to find out about the student's background. Schools which once maintained detailed records on their students and shared them with people seeking information are today much more concerned about privacy. If you must have this data, collect it yourself through references or other contacts. But make sure you are asking only for information you really need and make sure the student knows what information you are seeking.

SELECTING

If you are choosing among several applicants for the same job, you need to establish a process and set of criteria for making final decisions. Once the applications are in, the interviews are over and the screening is done, who makes the decisions and how? Do you make the decisions yourself; do supervising staff members select their own volunteers; or is there a selection committee? Either way, make sure you and your staff members know what the process is, understand your roles, and know the selection criteria. Set a deadline so that the volunteers are not left waiting indefinitely.

NOTIFYING THE VOLUNTEER

As long as the news is good, this is an easy step. You contact the volunteer, either by mail or phone, and say, "Congratulations, you have been selected..." Be sure and indicate what will happen next. Tell him what to do, or to wait until he hears from you on or before a specified date.

If the news is not good, notification will be more difficult. How do you turn down a volunteer? It is not easy. Keep in mind that this person has offered to give away a valuable commodity—time—and you are going to reject the offer. Keep in mind the potential damage a rejection could do to a volunteer, particularly one who is young and immature.

Tell the volunteer the decision immediately; do it in person, or by phone. Do not write him a letter.

Indicate to the volunteer why the decision went against him. Be truthful and fair. "We really felt that you haven't had enough experience working with the mentally retarded in an unsupervised situation." "We really wanted someone who could be with us at least one year, and you indicated you may leave after the semester." The truth is certainly not as scary as what is going through the volunteer's mind—things like "They don't like me. I'm such a loser that I can't even get a job that doesn't pay."

Indicate alternatives. Is there a specific skill or experience that the volunteer could gain that would qualify him for the position? Be truthful. Don't suggest this just to get the volunteer off your back. He'll be back in a year and this time with the skill. Is there another role in your organization more suited to the volunteer's skill level? Is the volunteer interested in that role? Do you know of another organization that might be able to use the volunteer effectively? Would the volunteer be interested in that organization? Is there a central clearinghouse to which you can refer the volunteer for a more appropriate placement?

Make sure that you handle rejections in a manner that affirms the volunteer's value. Indicate your appreciation of his willingness to give his time, and your own disappointment in not being able to use him effectively.

MATCHING

Two elements may be involved in matching. The first involves assigning a job to the volunteer which meets his or her needs and the organization's needs. The second, particularly important in companionship and counseling situations, involves matching the individual volunteer with a specific client.

Volunteer coordinators have long argued about criteria to be considered. Is there a reliable, objective way to go about it that will insure good matches? Should you trust intuition? It is hard to guarantee a good match between client and volunteer. At best you can see what interests they have in common, whether their backgrounds are complementary, whether their needs and skills are related, and match on the basis of these factors. Keep an eye on the matching, and prepare for a rematch if things don't work.

If these are the elements of a selection process, how do you decide which ones, if any, are necessary for you? Take a look at the following list. If the first list describes your program you probably need a process that includes most or all of the seven elements of a selection process. If the items on the second list describe your program, you can probably move from application to orientation without any intervening steps.

Need Sophisticated Process

1. Volunteer is foggy about his abilities, interests, and motivation.
2. Volunteer is placed in a one-to-one relationship.
3. Volunteer will work with a difficult client, a juvenile, a lonely senior citizen, a mentally retarded or emotionally disturbed person.
4. Volunteer is in a position where one misstep could mean trouble—in a jail or psychotics ward.
5. Volunteer will have little or no on-site supervision. Will have to rely on own judgment.
6. Volunteer will have to possess certain skills, attitudes, which can't be immediately measured; lack of prejudices, quick judgment, ability to handle stress.
7. Volunteer has had no opportunity to select another placement. Your organization was the only one he knew about.

Don't Need Sophisticated Process

1. Volunteer has clear idea of what he can and can't do, and why he is interested in volunteer work.
2. Volunteer is to work with a group of clients.
3. Volunteer will work with clients who do not have serious problems.
4. Volunteer is not in delicate or dangerous situation.
5. Volunteer has plenty of on-site supervision.
6. Volunteer role doesn't call for anything that can't be evaluated through a simple application. Effectiveness is based on ability to perform tasks which don't require hard to identify skills or special attitudes.
7. Volunteer chose your organization over many others, based on his skills, and his interests.

Chapter 6

SUPERVISING YOUR VOLUNTEERS

Supervision is a process of defining and maintaining effective work relationships, and its effectiveness or ineffectiveness impacts upon the extent to which a program meets its objectives. Students do not necessarily need more or less supervision than any other kind of volunteer. The kind required depends on the individual's skills and the nature of the work. For example, each of the situations listed below contribute to the need for more consistent, skilled supervision.

- ☐ Volunteer needs to gain many skills on the job.
- ☐ Volunteer is individually placed and doesn't have others to work with or to question about rules, expectations or procedure.
- ☐ Volunteer is receiving academic credit, and the teacher expects detailed information on the student's progress; or the volunteer experience relates to course-related skills requiring special supervision.
- ☐ Placement is important to the volunteer's professional future; a professional internship, part of a career planning program; or there is the expectation that you will have to evaluate the volunteer's performance when the volunteer applies for a future job.
- ☐ Job the volunteer is performing is highly unstructured, calling for much personal judgment and involving almost no regularized routine.
- ☐ Volunteer, for personal reasons or because of the nature of the job, needs consistent feedback on how he is doing.
- ☐ Volunteer is working in close contact with difficult client—one with physical or emotional problems—or in a particularly delicate setting.

Remember, supervision is not a one-way process. It must also provide feedback to the volunteer, indicating how he or she is progressing and is contributing to the work of the organization. Even if supervision is not particularly important from the view of the organization, it may be of paramount importance to the volunteer.

The following sections discuss one of the most helpful supervisory tools—the volunteer agreement—and the various supervisory techniques which can be employed. Don't forget that you can set up systems which enable volunteers to supervise each other, such as having experienced student volunteers supervise the less experienced or using team leaders to provide supervision. In deciding upon your approach be sure to stay flexible. You may begin with one

form of supervision and decide that it is not as effective as another. Keep in mind that you should use whatever is most effective for meeting the needs of your clients while affirming the value of the volunteer experience for the student.

Also remember that individuals have their own supervisory style and approach those responsibilities differently. There is no single correct way.

STUDENT-SUPERVISOR CONTRACTS

This non-legal document articulates the expectations of both volunteer and supervisor. It is completed by the volunteer and the supervisor once the volunteer is selected, but prior to the volunteer's actual involvement on the job. It is often part of the orientation process. In many ways it reiterates the job description and might be seen as a final negotiation for that job.

The exact document format depends on your needs. It should, however, contain at a minimum the following items:

- ☐ Volunteer's name, phone number and address
- ☐ Supervisor's name, title, phone number, and address
- ☐ Schedule agreed upon by volunteer and supervisor
- ☐ Duties to be performed by volunteer and the objectives to be met in the performance of those duties
- ☐ Nature of supervision—weekly meetings, daily de-briefings, on-site
- ☐ Nature and schedule of evaluations
- ☐ Instructions regarding missed assignments on given days and general reasons for justified absence
- ☐ An indication of the volunteer's commitment—how long he is expected to stay

If the volunteer is receiving credit for volunteer work, the expectations of the appropriate faculty member need to be included in the contract. The faculty member should also get a copy of the contract.

Questions relating to the learning of the student might include:

- ☐ Learning Objectives—What will the student learn as a result of the experience?
- ☐ Academic Products—Will the student be expected to complete a paper, keep a journal, complete a reading list, etc.?
- ☐ Evaluation of the Student—Will the teacher expect a report from the supervisor on the volunteer's effectiveness? What form will that report take—verbal or written? When will it be needed? Will the faculty member plan to visit the volunteer at work as part of the academic evaluation?

The contract is an important step in the articulation of expectations on the part of your organization and the volunteer, helping the student and supervisor to formulate individual and realistic expectations. It also makes clear to the

student the nature of the evaluation and the schedule of events leading to it. By giving the student, faculty, and supervisor a copy of this contract, there is little chance the parties involved will have grounds to disagree. A model contract may be found in the appendix.

SUPERVISORY FORMATS

Group Meetings—These are best started within the first week or two and then repeated at regular intervals throughout the time the volunteer is serving. Not all volunteers will take advantage of this opportunity to get together with the supervisor. They may be too busy. They may feel comfortable with the way things are progressing. Volunteers having difficulties, however, will appreciate and take advantage of this chance to talk with their supervisor and other volunteers. For many, this kind of group supervision may be the single most important experience enabling them to make the most of their situation and stay involved. These meetings can also be used as regular training sessions, introducing new materials, techniques, and skills. This form of supervision works particularly well if the supervisor is not on-site, or if the volunteers are working on a one-to-one basis at a wide variety of sites and seldom see each other or their supervisor.

On-the-Spot Supervision—The staff person is physically present as the volunteer works and provides feedback, instructions, and direction. This is the most time-consuming type of supervision and shouldn't be necessary in any but the most delicate and demanding placements.

Pre-work Meetings—The supervisor and the volunteer get together each day the volunteer is on-site, prior to the beginning of the volunteer's work, to compare notes on what is to be accomplished, to discuss obstacles, and to answer questions. This kind of supervision can be used effectively with individuals and groups. It can be combined effectively with post-work de-briefing.

Post-Work Debriefing—The supervisor meets with the volunteer after the day's work is finished to provide feedback, answer questions, and help the volunteer appraise what has occurred. This is a particularly effective way to handle supervision, and it is equally effective with individuals or groups.

Daily Reports—This kind of supervision is effective with a phone call or regular meetings. The volunteer completes a written daily evaluation of experiences including his uncertainties, need for clarification, or problems he foresees. The supervisor checks over this report and uses it as a basis for future discussions with the volunteer. It enables the volunteer to record his reactions while they are still fresh. Daily reports are often a valuable resource as the volunteer looks back over the experience and tries to see how far he has come.

Written Log—The volunteer keeps a log of experiences, feelings, and uncertainties, which the supervisor can review periodically with the volunteer. It can be a basis for sharing ideas, for more effective ways of handling difficult situations and letting the volunteer know when something was done particularly well.

Phone Calls—A supervisor not able to give personal supervision can call the volunteer the day after the assignment to give encouragement, and to find out how things went. The phone call, though not enough by itself, allows the supervisor to contact the volunteer immediately after the experience. It can be combined effectively with bi-weekly or monthly get-togethers with the volunteers.

Supervision by Student Request—This is where the volunteer operates independently and is provided direct supervision only on request. A volunteer teaching in a multi-service agency might ask the supervisor to come in and observe a class and help improve his approach. This, too, can be combined with other forms of supervision.

Crisis Intervention—This is not the most effective form of supervision, but it is widely used. The supervisor shows up when there is a problem. Sometimes he comes at the volunteer's request, sometimes at his or her own initiative. The supervisor operates as a kind of counselor and trouble shooter when the volunteer gets into a situation that is too much for him to handle. In many organizations, because of lack of staff, this form of supervision is a necessity. The dangers are that the volunteers may find themselves in difficult situations too often and drop out; or that the difficult situations have a damaging effect on the organization itself or the clients it serves.

Remember—Many people may be involved in the supervision of the student. You may have a faculty member who is supervising the student's work, either on site or from the vantage point of the campus. You may have experienced volunteers who can provide a measure of supervision. You may have other staff members in close proximity to the volunteer who can grant a measure of supervision and feedback. All these forms of supervision can be combined in various ways to provide a supervision process most appropriate for your organization and for the particular volunteer.

Chapter 7

TRAINING YOUR VOLUNTEERS

Providing student volunteers with the orientation, training, and leadership development which will enable them to make a maximum contribution and at the same time gain the most from their experience is of paramount importance.

Although the nature of your program and level of your resources may not require or enable you to deal with all three components, the program that includes them all is usually the more effective and the one more likely to keep its volunteers involved and excited. Orientation, training and leadership development all take some time but the investment is generally worth it.

The amount of time and your actual role in these three areas will depend upon the program. You may be in a situation in which you are solely responsible for everything, or you may be working with a group of student volunteers who wish to be fully involved in the development and execution of the orientation, training and leadership programs. The way you handle this partnership depends on your situation; however, it will be up to you to help the students plan the events and to insure that the activities meet their needs and those of your organization.

The following sections describe the basic purpose of each component and suggest techniques you might want to use.

ORIENTATION

Orientation is the preparation of the volunteers for their first day on the job or their first experience as a member of your staff. It is a means to insure that the volunteer has some idea of what to expect and how to function, and to avoid any major mistakes during the first few hours. It is the initial process of preparing students to make the most of their roles as volunteers. Orientation should provide:

- ☐ A clear idea of the purpose, goals, and structure of the organization.
- ☐ A profile of the client(s) served.
- ☐ An outline of the general role of the volunteer within the institution.
- ☐ An idea of how some particular roles might operate.
- ☐ An idea of what will happen to the volunteer on the first day.
- ☐ A chance to answer some questions.
- ☐ A chance for volunteers to get to meet each other and the staff.

The orientation might take place individually or in a group. It might be part of a lengthy interview, or it might be a walk-through of the role. It might be the traditional meeting of new volunteers

with their supervisor or volunteer coordinator.

While the group meeting is well suited to students because they may feel comfortable being with their friends for their orientation, some of the students may not be able to fit themselves into your schedule. Thus, you might want to have a back-up system—interview, hand-outs, a movie or slides—to provide those students with individual orientation and introductions.

Whether you are working with a group or with individuals, the steps below should lead to an effective orientation:

Assess the students' orientation needs. Find out what your prospective volunteers already know about your organization and what they think is important for them to know. If it is not possible to personally question the new volunteers, you might be able to study reports of past orientation sessions to get ideas.

It may also be useful to ask the students to list everything that they want to know before they start on their jobs. The answers will give you items for your orientation agenda. You might ask the same question of staff who will be supervising volunteers. The combined answers produce the priority items for your orientation. Sometimes this needs assessment can be included as part of the orientation itself. Having the group articulate their needs can insure that your orientation is on-target.

Translate the information accumulated from the needs assessment into goals for the orientation. These goals might look something like this:

— "At the end of the orientation, all of the volunteers will have a clear idea of what might happen to them the first day on the job."

— "All the volunteers will know where and to whom they are to report."

— "All volunteers will be able to act in accordance with the published rules for volunteers."

These goals should then be rewritten as precise objectives which indicate the exact ends to be met. For example, a precise objective for the first goal might be that

— "The volunteers will have talked with an experienced volunteer to learn about their first day on the job, and will have voiced their expectations of their first day."

Making the goal into a precise objective enables you to see more clearly exactly what you wish the volunteer to be able to do as a result of orientation.

Determine methods for reaching the goals and objectives. Often we get locked into certain ways of orienting people. Generally we talk at them. A careful look at the objectives may suggest some new approaches. For instance, the goal of "knowing what to expect the first day" might be reached by presenting the volunteers with an essay on a volunteer's first day; by having the volunteers role-play their first day; by listing and discussing the five most likely and five least likely occurrences. You might physically walk the volunteers

through the events of the first day. You may be able to come up with many creative and effective activities. Be sure to use varying techniques. A role play, for example, might be followed by a discussion and question and answer session. Variety assures interest.

Determine the schedule for orientation events. If the schedule of events is too long, consider using different formats—written materials or self-examinations to be completed later.

Complete all the details for orientation. Select staff. Arrange for physical facilities, equipment and refreshments. Duplicate handouts. Make sure that all the people involved in the presentation of the orientation are aware of their roles and the objectives to be accomplished.

Invite the volunteers. Clearly indicate the purpose of the orientation and state what it will enable them to do. Tell them when and where it will be, as well as approximately how long it will last. Indicate any preparation needed.

Conduct the orientation.

Evaluate the orientation. An orientation, like all aspects of your student volunteer program, can be made more effective in the future if you have some idea of how effective it has been in the past. You might have the participants fill out a simple evaluation at the end of the session. Six months later, when they have had a chance to reflect on its real usefulness to them, you might have them complete a second evaluation.

Be sure that you involve as many of the pertinent people as possible in the planning and execution of the orientation. These should include student leaders in your project, experienced volunteers, staff, and clients. There should be as many people present as possible to meet the new volunteers and to share with them their perspective. Each should have something to contribute to the goals of the orientation.

TRAINING

Training is imparting specific job skills to the volunteers. It may take place before the volunteer begins service, or it may be an on-the-job process. The following steps are involved in the training process:

Assess the training needs of the volunteers. Make sure that you aren't training them in something they already know how to do and make sure they have the skills you think they do.

Set your goals for the training. In general terms determine what you want the volunteers to be able to do at the end of the training session. For example, one goal might be: The volunteers will be able to counsel over the telephone someone who is experiencing a personal crisis.

Translate your goals into specific learning objectives. For example, a learning objective might be: The volunteer will be able to role-play three telephone counseling techniques without the aid of notes and to the satisfaction of the trainer and other participants. This learning objective indicates what the volunteer will be able to do and how one will know when he has achieved the desired level of learning.

Select training methods that can accomplish the objectives. There are numerous books available on training techniques. You may have people on your staff with expertise in training, or the people at the school with whom you are working may be able to help you. Again, vary your approach. Consider role plays, buzz sessions, lectures and discussions. Video-tape, if available, can be a very effective tool.

Set a realistic but flexible schedule for the training events.

Select the training staff. Make sure they understand the goals and objectives of the training and their roles. They should be prepared to answer questions which might arise.

Handle the logistics—physical facilities, equipment, handouts. Make sure the facilities are comfortable, the equipment is in working order and handouts are in ample supply.

Invite the participants. Notify them of time and place far enough in advance for them to adjust their schedule. Give instructions on how to get to the training site. Ask them to notify you if they cannot attend.

Conduct the training.

Evaluate the training. How many of the participants can actually do what you hoped as a result of the training? How well? Do they perceive that the objectives you set were important? If not, what would have been more appropriate objectives? How do the participants feel about the training experience?

Don't overtrain. Sometimes we are tempted to throw in a lot of sophisticated training for a relatively unsophisticated volunteer job. The training you provide sets up expectations on the volunteer's part as to the kind of a role he will play. If the training suggests that the volunteer will be operating as a para-medic, the volunteer will be most surprised if he is assigned to opening the door for people rolling in stretchers. Make sure your training is appropriate to the volunteer role.

Don't assume that training sessions are the only answer to your volunteers' needs to learn. Consider the other alternatives including on-the-job training.

STUDENT LEADERSHIP DEVELOPMENT

Many student volunteer projects have student leaders who take much of the responsibility. As the person who is working with the students in the community, you can have impact on the

development of new student leaders and can assist in their effective integration into your organization.

Student project leaders don't materialize out of the air. They are nurtured, developed, supported, and enabled to function by the people they work with in the community. The success in developing and keeping student leadership depends on you and your program.

Student leaders need a clear idea of your expectations for them, their responsibilities, their parameters, and the way you plan to share with them responsibility for the project. This means that the project leaders should have a job description and have plenty of access to you to learn whether they are meeting expectations and meshing their activities with yours.

Student leaders need a reasonable expectation that they will be able to do a good job and can succeed. You contribute to the chances that they will succeed by providing them open access to your office, feedback in their work, and letting them know what has worked in the past. You can also increase their chances for success by using an overlap system in student leadership where a new person works with an experienced student leader for a few weeks before taking over completely.

Student leaders need to be able to assume leadership gradually. You can help develop intermediary student leadership roles by the way you structure your project. You might consider building in several such roles leading up to that of project leader—sort of a career ladder for your student volunteer leaders.

Student leaders like other volunteers need to be recognized for their contributions. As a professional in your organization, you represent an important person in the student's life. The attention you pay to the student leader, the time spent in chatting about the project, planning for its future, evaluating its effectiveness, are all a form of recognition of that student's importance and competence.

Student leaders may have available to them formal leadership training. For example, the schools with which you are working may have some form of leadership training that could increase the effectiveness of your project leaders. If there are not such resources available, consider setting up an occasional workshop for the student leaders in your own project. This kind of training is a reward in itself because it increases their perception of their own competence.

Student leadership does not always emerge spontaneously. You have an important role in fostering it and nurturing it. Remember that the time spent in developing the leadership role and in supporting the work of your student leaders will result in a more effective project and in the long run reduce your work-load.

Chapter 8

SPECIAL CONCERNS

In planning, developing and implementing any type of student volunteer program certain issues and questions are bound to arise. These may include academic credit, seemingly different concerns on the part of the organization and the student, student trustworthiness, transportation, liability, costs, and the ability to remove ineffective volunteers.

Every organization must resolve these issues in its own way. We do, however, discuss the issues in this chapter to alert you to them and to help you arrive at ways of handling them.

ACADEMIC CREDIT

Why academic credit? Isn't somebody who is getting it no longer a volunteer? After all, they are getting paid in credit.

Credit is not pay. It is awarded as recognition of the academic value of the experience, which is part of the student's educational package. Students involved in service-learning may receive both pay and credit. The pay comes from your organization in recognition of the important contribution the student is making to your work. Credit comes from the academic institution as recognition of the educational value of the experience.

Are there situations where students should not receive academic credit?

The final decision on whether a specific volunteer activity is worthy of credit rests with the school. As an organization, however, you can refuse to accept volunteers who will be receiving credit and should do so where you believe such credit could impinge on a volunteer's effectiveness or be detrimental to the client. But, consider carefully refusing a volunteer who is receiving credit just because *you* see no educational value in the task. Simple clerical work can be extremely valuable to the student who might pursue a secretarial career.

TIME CONSTRAINTS

Can't a student's schedule make volunteer service almost impossible?

Student schedules pose different problems from those of the community volunteer. A young mother doing volunteer work may have to work while her children are in nursery school; her schedule limits her to working mornings. Senior citizens may prefer to do their volunteer work during the day and their schedules make evening volunteer work impossible. Students, too, have certain constraints on their time. It is important to work within those constraints, rather than to assume that student schedules

make volunteer work impossible. Some of those constraints include:

- Being out of the area or having to seek paid employment during vacations or semester breaks.
- Having volunteer work schedules differ from semester to semester because class schedules change.
- Having to reduce their volunteer work load during exam times.

Make sure that you don't structure your program so that it fits the schedule of the community volunteer but makes service by students impossible.

CROSS PURPOSES

If we're concerned about service to our client, but the student is interested in career experience or learning new skills, how can we make sure the student will provide the appropriate service to the client? Isn't the student basically a self-serving volunteer?

All volunteers are self-serving in the sense that each volunteers to fill a basic need. It is important that the volunteer be placed in a situation where personal needs are met at the same time client needs are met. Those who work with volunteers are responsible for placing clients and volunteers in situations where this can occur.

TRUSTWORTHINESS

Are students responsible enough to be trusted with confidential information about clients?

The issue of client confidentiality is a very important one. The maturity of student volunteers, like that of adult volunteers, varies. It is important that you orient student volunteers to the issue of confidentiality. Model appropriate behavior for them. Test their responsibility in this area gradually. Often a student volunteer can provide better service to the client if that volunteer is equipped with important information on the client's situation. However, the value of providing information must be weighed against what is known about the responsibility of the particular volunteer.

INEFFECTIVE VOLUNTEERS

Can you "fire" a volunteer?

Yes; but make sure that you make it an affirming, learning situation for the volunteer. You may be in a situation where a volunteer is just not working out, although he is trying his best. Or, you may have a case where the volunteer may be simply not showing up, shirking responsibility, not fulfilling promises. It is important that you let the volunteer know of your concerns about performance, that you suggest areas of change and that you get the volunteer's perspective on the situation. It is important that a volunteer who is not living up to your expectations be able to discuss his feelings and reasons for his behavior. It may be that something in his volunteer experience is causing problems—problems you should know about. Never simply dismiss a volunteer without discussing the reasons for your action. It may be difficult for you, but you owe it to the volunteer to provide this feedback.

STAFF RELUCTANCE

What if the staff is reluctant to work with student volunteers, or even worse, takes them on and then ignores them on the job?

As you begin your program, identify those people who are really sold on student volunteers and will work effectively with the students. Begin with them. They can provide evidence of success to "reluctant dragons" on your staff. They can also model appropriate behavior for new volunteers. Don't try to sell or force those staff members who are reluctant; they will simply find a subtle way to sabotage the volunteers once they are on the scene.

TROUBLEMAKERS

What if we get a student volunteer who is a firebreathing radical—somebody who is just coming in to make trouble?

First, try to screen for such behavior at the start. If a volunteer in your program exhibits this behavior, don't panic. Get together with the student and find out what his area of interest is. You may find the student is not nearly so radical as you thought, that he just needs to be involved in a significant way. If there is no chance the student can be used effectively in your organization, help the student find a more appropriate placement.

TRANSPORTATION

Who is responsible for it?

This is usually a big issue. Many students do not have cars. Sometimes the school may be able to transport them. Other times, you may have to try to arrange transportation. Be sure to provide insurance if you are involved in transporting volunteers.

LIABILITY

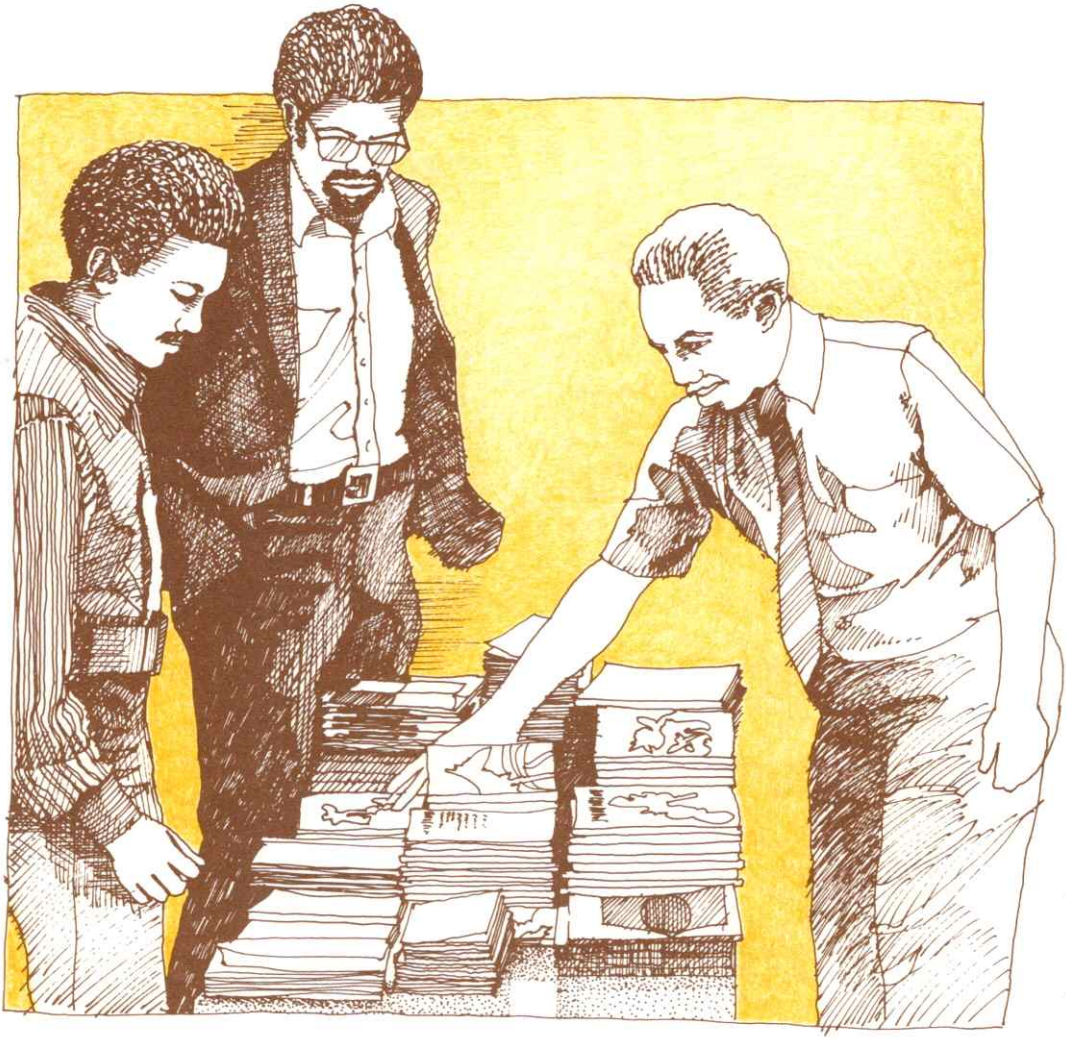
What about liability and insurance?

This varies from situation to situation. Some organizations have hired volunteers at $1.00 a year to cover them with the organization's insurance. Others have purchased insurance from one of the national companies that specializes in insuring volunteers. Others simply leave it up to the volunteer to worry about insurance. It is important that you get legal advice on what the liability situation is and that you make clear to your volunteers their responsibilities.

VOLUNTEER COSTS

Doesn't it cost us to have student volunteers?

The hours students put in are free manhours for your organization. But those hours also demand resources from you. The students need some of your time. They may need supplies to use in their work or need to obtain reimbursement for out-of-pocket expenses. Don't overlook the potential expenses of such a program, and be sure that you budget for them. Just because volunteers work without pay, doesn't mean that they can work without any resources. Be sure that you have the resources to provide them all they need to do a good job.



Chapter 9

PROJECT IDEAS

This final chapter briefly describes a number of volunteer projects now in operation or being planned. As you scan the list, you may note some ideas that will be useful in your community.

CHILDREN

Camp On Wheels

Students use busses provided by the University to take neighborhood children on field trips and overnight camping trips. Museums and historical sites, sports events, concerts, and plays are also included on the agenda. A variety of agencies or groups contribute to the expense.

State Home for Boys

College students "adopt" a dormitory of pre-adolescent boys who have been referred to the state home by the courts. The students provide recreation, arts, and crafts. They supervise a short wave radio station and direct a drama group.

Day Camp

Students act as counselors at a day camp for poverty children. Their work involves recreation, drama, art, music, field trips, camping, and visitation in children's homes.

Library Aides

Assisting in the local public libraries, high school students hold story hours and help children select books.

Music Instruction

Music students and choir and orchestra members give free music lessons to underprivileged children.

COMMUNITY HEALTH

Neighborhood Health Clinic

Students help to set up health and hygiene programs. They assist nurses and doctors in patient write-ups and lab work.

Family Planning Clinic

Has a training program which provides students with basic nursing skills, interview techniques, and a knowledge of supplies and equipment. Students work with nurses and doctors in the day-to-day operation of the clinic.

Drug Drag

Students design and present a drug education program for elementary school children, including a play, a puppet show, comic books, and mini-lectures.

Neuro-Psychiatric Care

Students serve as assistants in therapy, remedial education, and recreation. They spend several days in each division of a state hospital, and are integrated into the full range of hospital services.

COMMUNITY ORGANIZATION

Social Action News

A student-run newspaper created after a meeting of agency representatives, students, and University personnel. The paper reports events of social and humanitarian interest. It helps to keep the community informed of activities sponsored by a variety of agencies and groups. Essentially an information network, it reports social service and action projects not covered in depth by the commercial news media.

The Urban Workshop

Students from the Architecture and Urban Planning Department at a local university are asked to attend meetings of the City Council and other government and private agencies. They exchange their reactions during a weekly seminar, and each term they draw up a list of suggestions. Several ideas advocated by the students have been enacted by the city.

Suburban Action Campaign

Grew out of a panel discussion organized by students at the request of a local church. Students were asked to speak on the urban problems of an inner-city neighborhood where they were involved in a volunteer program. Several of the panelists decided to continue as a separate group. They make themselves available to suburban service clubs, women's groups, churches, and schools to lead seminars on urban problems.

CORRECTIONAL INSTITUTIONS

Prison Action Committee

Involves students as teachers in a prison school. Volunteers also collect data, information, and complaints from prisoners, and they act as advocates for prison reform. On occasion volunteers help to secure legal aid for individual inmates.

Parole Assistants

Working through the Board of Parole, students are assigned to work as assistant parole officers. They work chiefly with juvenile offenders, helping them to find a job or return to school.

Workhouse Aides

Students volunteer to work for a one-to-two-year period in a state workhouse. They assist with group therapy and training sessions, job placement, and career development.

ECONOMIC ASSISTANCE

Project Provide

A group of economics majors offers their services to community groups which need to raise capital or program money. The students help with funding requests, conventional financing, and special projects.

The Consumer In Action (CIA)

Works with an urban Family Assistance program to research and publicize consumer information. Students produce a local shopping guide. They also provide information concerning wholesale and retail outlets and discount stores.

Income Tax Service

In operation January through April. Business students help disadvantaged citizens fill out and file income tax forms.

Neighborhood Co-op

Students assist in running and staffing a cooperative food store and credit union.

Business Education

Business students provide technical assistance to minority businessmen. Faculty members of the Economics and Business Department meet with the students to work out actual problems. Projects include: marketing feasibility studies, financial analysis and loan packages, development of management seminars, and government funding sources.

Industries Unlimited

Students work with a consortium of private agencies to assist in setting up new industries. Problems in production, management, and marketing are worked out. New industries now produce furniture, candles, ceramics, glass and metal work.

EDUCATION

Volunteers Cooperative

University students, experienced in volunteering, train prospective high school tutors and help to prepare them for work in elementary schools.

Teacher's Aide Program

Designed to relieve a teacher shortage in an urban high school. College students act as gym instructors, assistant teachers, study-hall monitors. They have made it possible to lower the average class size significantly throughout the school.

Day Care

A center sponsored by a national women's organization. Students act as recreation leaders and assistant teachers. Their volunteer help makes it possible for the center to continue operating despite a serious program deficit.

School of Skills (S.O.S.)

A church sponsored program. Academic tutoring by college students is offered along with instruction in the trades by electricians, carpenters, and other skilled workers. The auto mechanics course is always filled to capacity. A course in practical economics was also popular. No paternalistic image is possible since neighborhood people contribute on an equal basis with students.

Language Lab

As the "laboratory" portion of a high school language course, students teach English to Italian and Mexican-American employees in local businesses. In turn, students benefit from the opportunity to converse in Italian and Spanish.

Sesame Street

Using Sesame Street as a nucleus, high school students improvise plays, puppet shows and other devices to enhance the effectiveness of the televised presentation.

EMPLOYMENT TRAINING AND OPPORTUNITIES

Project Equality

Organized by the black and third world students on an urban campus to pressure the University and local businesses to adopt a more aggressive hiring policy for minority students. Students act as a liaison with the local anti-poverty agency. They locate minority people who qualify for training and/or employment. They work with the employee after placement to iron out conflicts or special problems that arise.

Computer Careers

Specific skills in computer programming are offered by students at a neighborhood center. The students also track down job opportunities in the area and act as a placement service for their "graduates."

Job Training

Programs sponsored by government or private agencies use students as teachers in special assistance classes including: economics, accounting, engineering, computer programming, management training.

ENVIRONMENT AND ECOLOGY

Environmental Action

In cooperation with local or national ecology groups, students campaign for neighborhood clean-ups and trash collection; run pick-up centers for bottles, cans, and refuse; and support environmental legislation.

National Parks and Forests

Students volunteer to work on recreation projects, build camps and shelters, and create play areas in nearby parks.

Environmental Education

Students work in the planning and development of a degree-granting environmental university. They also help to edit an environmental magazine.

HOUSING

Tenant's Association

Students work with neighborhood people to push for enforcement of housing codes, and to have more significant representation on the City Planning Board.

Community Development

Students work with a private citizens group to design, finance, and build low-income housing for their neighborhood. The students secure the assistance of the Architecture Department at the University. They also organize recreation, arts and crafts, and remedial education for the neighborhood children.

MISCELLANEOUS SERVICES

The Hot Line

Students work alongside volunteers from a variety of community organizations to man a 24-hour telephone answering service. Anyone in need of conversation with a sympathetic listener or specific emergency help may call in. Volunteers are trained to listen, and if necessary, to refer the caller to proper professional help.

Television Workshop

University students use T.V. monitors and video recorders with teenage youths in a neighborhood center. The teenagers produce their own plays, new shows, and other material, some of which is broadcast on local television.

Project Together

Students hold rap sessions with high school drop-outs, mentally handicapped citizens recently released from medical care, former drug addicts, parolees, and other individuals in transition to and from institutions of health and education. The purpose of these rap sessions is to share the experience of readjustment, and to provide sympathetic feedback during a time of difficult change.

Emergency Service Program (ESP)

A twelve-hour emergency service center deploys students to individuals or groups with emergency needs—i.e., child care for welfare mothers who are hospitalized, clothing drives for disaster victims, emergency transportation for the sick.

Senior Service

Students recruit help from senior citizens and work with them in a variety of volunteer agencies. Retired white collar workers assist in job training; widows teach home-making; couples teach arts and crafts. Senior citizens team up with college students to adopt "little brothers" and "little sisters" at a nearby orphanage.

Food and Clothing Bank

In cooperation with a local church, students maintain a supply of food and clothing to be distributed by a committee of neighborhood people to individuals and families with temporary emergency needs.

Cross-Cultural Arts Fair

Organized by third world students and Spanish-American clubs in a large metropolis, a side street is closed off for an exhibition of arts and crafts, Spanish cooking, dancing, costumes.

APPENDICES

A. Planning Form

B. Checklist

C. Organization Evaluation Form

D. Volunteer/Agency Agreement Form

Appendix A

PLANNING FORM

In order to provide the most effective services, the student volunteer program and the host agency agree to assume responsibilities as follows:

	AGENCY	STUDENT PROGRAM	JOINT
PROJECT PLANNING			
TRANSPORTATION			
FUND RAISING			
PUBLICITY			
PROGRAM SUPPLIES			
INSURANCE			
RECRUITMENT			
ORIENTATION			
TRAINING			
SUPERVISION			
EVALUATION			

STUDENT COORDINATOR _____

AGENCY REPRESENTATIVE _____

PROJECT DESCRIPTION _____

_____

_____

_____

[Though not a legal document, a contract of this type may help you clarify the division of responsibilities that you have worked out with the volunteers.]

Appendix B

CHECKLIST

The following questions should be kept in mind when you enter into the planning stages of a volunteer project. The answers need not be written out or drawn into your "contract" with the student volunteers, but there should be at least a tacit understanding of how each component of a project will work.

The Initial Planning Stage

Does the project have a clearly defined set of goals?

Does the project contain the means to reach these objectives?

Have you projected a reasonable time schedule for meeting your goals?

Transportation

Have you made adequate arrangements for transporting the volunteers?

Are the vehicles in good repair?

Do you anticipate difficulty getting enough drivers?

If your program grows, can you provide additional transportation?

Funding

Have you provided for adequate funding? For transportation? Program supplies? Publicity?

Is there a contingency fund for emergency expenses? (Car repairs, extra supplies, etc.)

Who will cover the indirect costs and how?

Who will provide insurance? Have you determined whether your coverage is adequate?

Publicity

Have you checked with the students about on-campus publicity?

Are there ways you can publicize the volunteer project within your own agency? In the community?

Will your publicity be offensive to any of the people involved in the project? Should you insure anonymity? Is individual recognition of the volunteers advisable?

Program Supplies

Do the volunteers have adequate supplies or program materials?

Are the supplies being used effectively?

Are the volunteers being reimbursed for out-of-pocket expenses?

Are the volunteers paying for supplies out of their program budget or as individuals? Is this advisable?

Insurance

Have you checked with your insurance agent about liability coverage? For the volunteers? For your staff or people?

Does the University policy cover your program, and to what degree?

Is there adequate insurance on the vehicles used in transporting the students?

Are you meeting the conditions of your insurance policies?

Recruitment

How many volunteers will you need? Is it likely you will have enough volunteers?

If you recruit too many volunteers, can you direct them to other projects?

Can you recruit additional volunteers if you need them during the year?

Do you have plans for replacing volunteers who drop out?

Orientation

Does your orientation program give the volunteers an understanding of what your agency is and how it operates?

Do the volunteers know the people they will work with? The community? The neighborhood?

Do the volunteers understand how their project relates to your overall goals and objects?

Is the orientation program too long?

Training

Does your training program provide the skills that the volunteers will need to be effective?

Will additional training be necessary once the project begins?

Are there special characteristics of culture or religion that the volunteers should be aware of in working with your people? How are these needs addressed in your training program?

What is the total amount of time devoted to training and orientation? Are the volunteers put to work quickly?

Supervision

Does your method of supervision allow continuing feedback from the volunteers?

Are you in touch with their questions and problems as they arise?

Do the volunteers feel restricted by the supervisors? Do they have a sense of freedom?

Do the volunteers feel that there is too much supervision? Or too little?

Do the supervisors relate well to the volunteers?

Evaluation

Is the project making satisfactory progress toward your goals?

If the goals are not being attained, can they be defined in more realistic terms?

Are there any technical problems that could hurt the project? Problems with transportation? Supplies? Buildings?

Do the volunteers carry out their assignments? Do they follow instructions? Are they regular in attendance?

Do the volunteers cooperate effectively with your staff and community people?

Has the project helped you to perceive new goals or new ideas for using volunteers?

Does the project contribute to the overall purpose of your agency? Is it meeting a basic need of the community?

Does the project contribute to the lives of the students?

Appendix C

EVALUATION

Name of Volunteer _____

Date _____

This evaluation form represents a minimal record of a student's work. After filling in the rating scale, please feel free to make additional comments.

	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR	DON'T KNOW
ABILITY TO WORK WITH OTHER VOLUNTEERS						
ABILITY TO WORK WITH YOUR STAFF OR PEOPLE						
DEPENDABILITY						
LEADERSHIP QUALITIES						
RESOURCEFULNESS						
GENERAL EFFECTIVENESS						

SIGNATURE OF STAFF MEMBER _____

General reactions of immediate co-workers, staff, and neighborhood people to the volunteer: _____

_____

Additional Comments: _____

_____

What was the volunteer's job description? _____

_____

_____

What were his hours? _____

Would you be willing to write a reference for the student? Yes ☐ No ☐

Evaluation by _____ Agency _____

[Two copies of this form should be filled out: one to be filled by the Student Volunteer Program, the other by the host agency.]

Appendix D

VOLUNTEER AGENCY AGREEMENT FORM

NAME OF VOLUNTEER _____

ADDRESS _____

PHONE _____

NAME OF SUPERVISOR _____

TITLE _____

ADDRESS _____

PHONE _____ (Optional — for use if credit is involved)

FACULTY SPONSOR _____

OFFICE ADDRESS _____

PHONE _____

NATURE OF ORGANIZATION—ITS PURPOSE, ITS CLIENT, ITS SERVICES

_____

_____

_____

VOLUNTEER JOB TITLE _____

ACTIVITIES/DUTIES OF VOLUNTEER _____

_____

_____

_____

GOALS/OBJECTIVES FOR VOLUNTEER'S WORK

_____

_____

_____

LEARNING OBJECTIVES FOR VOLUNTEER _____

_____

_____

_____

_____

_____

NATURE OF SUPERVISION _____

_____

_____

_____

TRAINING (WHEN, BY WHOM) _____

_____

_____

TIME COMMITMENT OF VOLUNTEER: ___ HRS. A WEEK FOR AT LEAST _____

WEEKS ON A REGULAR/ARRANGED SCHEDULE OF _____

IS ACADEMIC CREDIT INVOLVED _____

RESPONSIBILITIES OF SUPERVISOR FOR EVALUATION _____

_____

_____

_____

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