

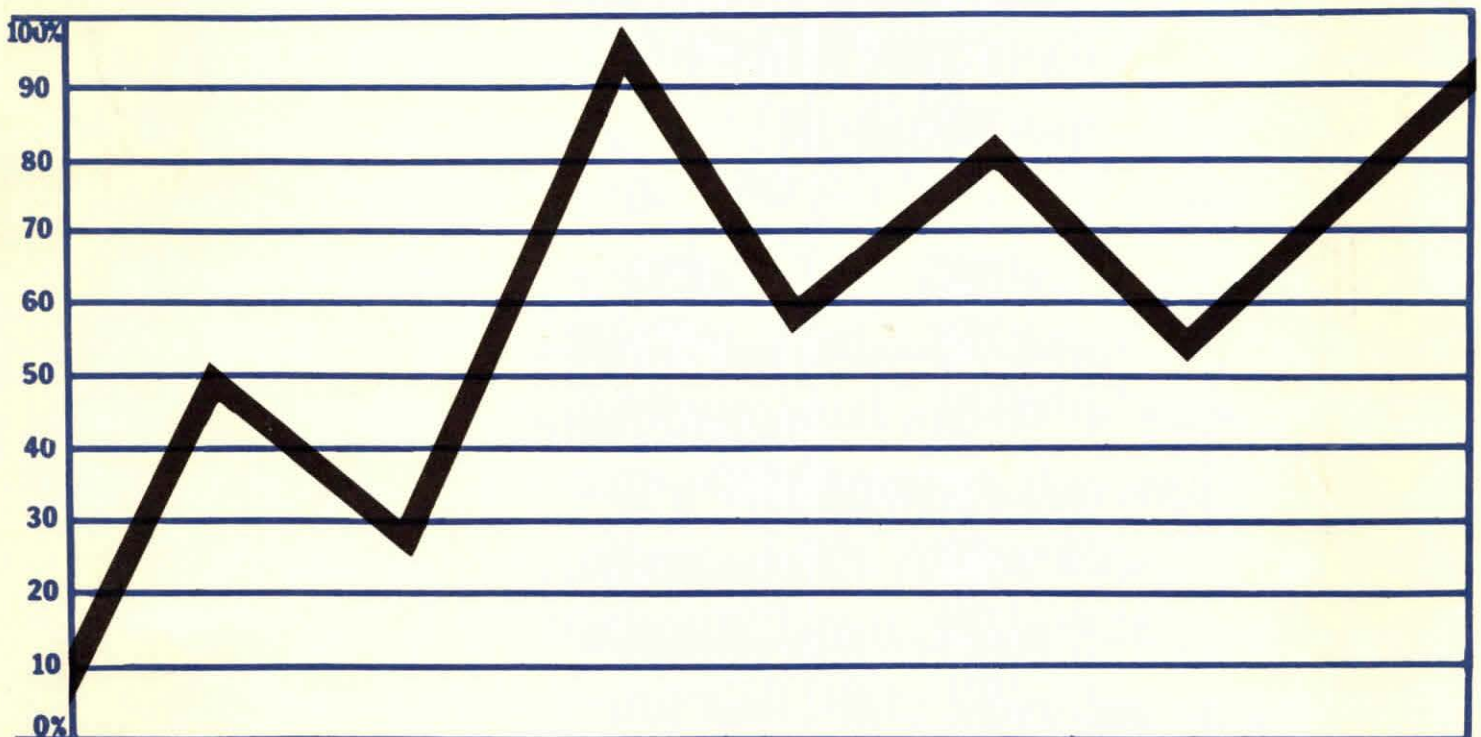
# BASIC

# FEEDBACK

# SYSTEM

**A Self-Assessment Process  
For  
Volunteer Programs**

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BASIC FEEDBACK SYSTEM:  
A SELF-ASSESSMENT PROCESS FOR VOLUNTEER PROGRAMS

by

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## CHAPTER I

### INTRODUCTION TO THE BASIC FEEDBACK SYSTEM

Developed by Dr. Ivan H. Scheier and the Operations Analysis Unit of the National Information Center On Volunteerism, the Basic Feedback System (BFS) is a structured self-assessment process designed especially for volunteer programs. The purpose of this self-assessment process is to increase the effectiveness of the volunteer program at a minimum cost of time and money, with maximum input from a wide selection of people involved with the volunteer program.

The Basic Feedback System cannot substitute for an outside professional evaluation. It can, however, offer a process of gauging or roughly measuring the function, performance, commitment, and satisfaction levels of those involved with the volunteer program. When used on a regular, on-going basis, the volunteer director can identify small problems as they emerge, and take action to resolve them.

A special advantage of this system is the development of individual forms for six of the volunteer program constituencies: the director or coordinator, volunteers, paid staff working with volunteers, top administration, one-to-one clients, and board members. In addition, this publication introduces the final version of a new programmatic form designed for directors of Voluntary Action Centers and Volunteer Bureaus.

In addition to roughly taking the "temperature" of a volunteer program, a number of unforeseen benefits can occur with the use of this system. Administering the feedback forms to everyone in the program can act as a consciousness-raising device in itself, giving the program visibility and serious consideration it may have lacked previously. Often individuals

will be more willing to articulate frustrations in writing and anonymously, than through direct personal contact. And the conclusions the volunteer coordinator deduces can help in formulating objectives for a professional outside evaluation. Tabulations from previously administered forms, even though they are self-reported, can serve as useful background information for an outside consultant; often the consultant can record impressions on the same forms, as a validity check on the self-assessment process.

The Basic Feedback System and the national comparative norms are designed only as guides, to be incorporated with other impressions, evidence, and data on hand. They should be viewed as flexible, as feedback for discussion and even training. Whenever possible, BFS should be used as an adjunct or stimulus to outside, professional evaluation.

#### A. A WORD ON NATIONAL NORMS

This publication presents the latest and largest base for BFS national norms. National norms for the older forms have been established over the past four years. However, NICOV does not have a sufficient number of sectional and total scores to compile norms for some of the newer forms. No norms exist for the new VAC Checklist or the revised one-to-one client form, and only very general estimates are presented for the new Board Members Checklist. All norms appearing in this publication are at best approximations, and it is important to note that much in these forms is valuable, though not scoreable and entered with the norms.

The norms show the distribution of all scores NICOV has received from a wide range of volunteer programs: public schools, hospital programs, youth service organizations, Red Cross, criminal justice agencies, RSVP, YWCA, and other human service programs. Percentiles (or the estimated percentage of the total population) are used to standardize the scores. If a raw score falls in the fiftieth percentile, then it is fair to say that the raw score is an average score with approximately half of all raw scores above the score and half below.

NICOV has a system for the development of new self-assessment forms and is interested in contracting to create forms for specialized key areas and key functions in volunteerism. Your completed forms and your input on a system which is still developing will be very welcome.

## CHAPTER II

### HOW TO USE THE BASIC FEEDBACK SYSTEM

There are many ways to apply BFS, but most volunteer program directors elect to administer the forms regularly, perhaps every three months, to each of the six constituencies. Often, a director will decide to adapt the forms to the specific conditions of the individual community or program. We strongly suggest that questions be added on to the end of the forms, rather than changing the forms themselves. In this way, the forms can be scored as per instructions, the national norms can be used, and responses to the special added questions can be analyzed separately.

Whenever possible, BFS forms should be administered in a face-to-face setting, either to individuals or to groups, rather than mailed. Ordinarily, it helps to offer anonymity and confidentiality. It is also possible to use the structured interview approach, where the interviewer records the responses. If you decide to administer the BFS forms, the following suggestions may be helpful.

1. Scorecard is designed for the volunteer coordinator or director. It can be self-administered at the very beginning of the program as a useful "standard setter" and every subsequent quarter for gauging development and potential problem areas.
2. If at all possible, administer the Top Management Checklist before the program begins. Designed for the high level administrator or policy-maker in the agency or major unit, this form asks questions concerning *specific* agency commitments to the volunteer program. The program should not proceed until the administrator has an understanding and acceptance of basic neces-



sary commitments.

3. As we all know, an effective volunteer program must have continual input and cooperation from paid staff. The Staff Reactions form provides important attitude indicators, as well as demonstrating to staff that their feedback is essential. Be sure to follow-up with a report on findings and a discussion with staff and, later, staff/volunteers.
4. The other forms (Volunteer Feedback, Board Members, and one-to-one client) can be administered in groups or individually. Ask for frankness, with the assurance of confidentiality. The most effective administration of the one-to-one client form (You Have A Volunteer--What Do You Think?) has been for the interviewer to read each question aloud, allowing for some explanation or discussion, with the response recorded by the interviewer.
5. Instructions for scoring the forms, and existing national norms are presented with each form.
6. As mentioned above, in addition to assessing the program, response tabulations from BFS can serve as a springboard for discussion among the several constituencies; also these people deserve to know how the program is doing.

Perhaps the following fictitious example will illustrate one general approach to the use of the Basic Feedback System.

Project Proof Positive is a volunteer program working within the Division of Social Services in an urban area. The part-time volunteer coordinator is funded by a federal grant with some county support. This program involves volunteers working with families who have alcohol related problems; of course, volunteers are dependent upon the cooperation of the paid case workers for much of their information and success with clients.

The program has been operating for over a year, long enough to seem somewhat organized, but Ms. Sharp, the Volunteer Coordinator, has noticed that the volunteer turn-over rate appears to remain rather high. Upon

checking the attendance and resignation records she becomes convinced that the situation needs some attention, but her observations of the volunteers do not yield any tangible clues. She decides to try the Basic Feedback System to see if any patterns emerge within the different groups involved in the program.

She completes the Volunteer Coordinator Scorecard herself, and discovers upon comparison to national norms, that her program's score for the section on Orientation and Training of volunteers and staff is below the national average; the scores for sections on Motivation and Incentive, and Record-Keeping and Evaluation are also somewhat low. However, she's pleased to see that her hard work in Public Relations and Recruitment compare extremely well on a national scale. Knowing that it's crucial to get the perspective of everyone involved with the volunteers, she proceeds with the rest of the process, after adding some open questions which pertain specifically to local conditions.

After giving a brief orientation to the purpose of the system, Ms. Sharp asks the division's top administrator to take ten minutes to complete the "Top Management Checklist." In the next two weeks she is able to personally contact all the paid case workers to ask them to complete the "Staff Reactions to Volunteer Programs" form. At the next group meeting for volunteers, she explains the purpose of the "Volunteer Feedback" form, asks them to be very frank in completing the form, and explains that they need not sign the forms. Board members are asked to complete the new "Checklist for Board Members." And, with the help of some case workers, she administers "You Have A Volunteer--What Do You Think" to a selection of receptive clients, whose responses will be anonymous.

Upon tabulation of the six different forms, some patterns do emerge; the scoring patterns point to several possible causes for loss in volunteer motivation and the open-ended questions reveal "between the lines" some significant attitudes. For instance, top management and paid staff have professed from the beginning to be committed to the volunteer program; however, their commitment apparently does not uniformly extend to specific, organized management, time, and resource investment. Volunteer satisfaction level is low, with a decided lack of real direction and cooperation

from staff, which seems to be reflected in uncertain and inconsistent feedback from clients.

Of course, none of this came as a complete surprise to Ms. Sharp, but the written feedback gave her something tangible to work with, and the general perspective of the forms helped her to step back from the daily workings of the program with a balanced long-term outlook. She was able to take heart from the positive feedback: for instance, Ms. Sharp has the good fortune to have a "working" board. She brought her main findings to the board and together they developed from all the feedback a plan of action that included among other things heavy staff input and participation on inservice training, a public statement and resource commitment from top management, regular volunteer/staff meetings, and a volunteer recognition plan. Ms. Sharp has decided to administer the forms regularly every three months to a random selection of the six main constituencies of the program.

### CHAPTER III

#### USES OF NEW CHECKLIST FOR VOLUNTARY ACTION CENTERS AND VOLUNTEER BUREAUS

When using a special program form such as the VAC/VB checklist, insights can be gained by administering the form to a wide variety of people involved with the VAC. In addition to the Director, responses from staff, volunteers, the board, the funder, clientele agencies, and an outside observer can prove valuable. Not only does the VAC Director gain a perspective on how others view the various functions of the VAC, but consistency of perceptions between the groups can be revealing, too.

What does it mean when the responses of all those people agree? A consensus could mean confirmation. Or it could mean a misperception common among the groups, in which case, the role of the outside evaluator becomes even more crucial. In other words, the VAC form can serve as an instrument for inside-outside verification. What if there is wide disagreement in certain sections between the involved groups? At this point it is interesting to lay out a matrix or profile showing who disagrees on which programmatic areas, and take a closer look. Again, the administration of the form to such diversely involved individuals can serve as a basis for dialogue on program development.

This form and several of the other BFS forms can be applied as a rather unusual training technique. Participants can complete the form and break into small discussion groups according to low scored sections. For example, VAC participants who find they rate their programs low in the area of "Agency Relations and Assistance" can group together for problem solving or brainstorming discussions.

Since this is a new form, NICOV does not have a sufficient number of

sectional and total scores from which to develop national norms. If you are a VAC or VB Director intending to utilize this form, please send copies of your completed forms to NICOV to be entered anonymously into the new norms. This system can only be effective if a wide range of programs participate. Of course, NICOV administers the form at every opportunity, too.

CHAPTER IV

SCORECARD

FOR VOLUNTEER COORDINATORS AND DIRECTORS

VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179, Boulder, Colorado 80306. Telephone: (303) 447-0492

VOLUNTEER PROGRAM

SCORECARD

Want to see how you're doing? Below are some representative questions to help you take the temperature of your program. Of course, not all questions are equally relevant to all agencies, and you might even want to make up some of your own scorecard questions.

Place *two* checks on each line if you're *sure* it's true for you . . . . . ✓✓  
Place *one* check on each line if you're *uncertain* or if it's only partly true . . . . . ✓  
Leave the line blank if it's not true for your program . . . . . \_\_\_\_\_  
Please be sure to look at all questions.

PLANNING

- 1. Spent at least three months planning our program, before it started, carefully consulting all relevant people . . . . . \_\_\_\_\_
- 2. During this time we looked into at least three national publications on the subject . . . . . \_\_\_\_\_

RECRUITMENT AND SCREENING

- 3. We have *written* volunteer job descriptions, at least two paragraphs long . . . \_\_\_\_\_
- 4. Deliberately go out after the kind of people who can fill our volunteer jobs . . . . . \_\_\_\_\_
- 5. At least half of our volunteers are personally and consistently involved working directly with clients. . . . . \_\_\_\_\_
- 6. Definite plans or efforts to involve new types of people as volunteers: minority, younger, older, poor, etc. . . . . \_\_\_\_\_
- 7. Before accepting volunteers we use and study a volunteer background registration form . . . . . \_\_\_\_\_
- 8. Each volunteer is interviewed at least once before acceptance. . . . . \_\_\_\_\_
- 9. Each volunteer is interviewed at least *twice* by different people . . . . . \_\_\_\_\_
- 10. At least half of the clients we think could benefit from volunteers have them . . . . . \_\_\_\_\_

ORIENTATION AND TRAINING

- 11. Require at least five hours volunteer orientation before assignment. . . . . \_\_\_\_\_
- 12. Top management and/or regular staff are closely involved in volunteer orientation. . . . . \_\_\_\_\_
- 13. We have in-service training meetings monthly or more often . . . . . \_\_\_\_\_
- 14. Films and/or tapes, and/or slide shows, and/or role plays used for at least 25% of the total training time . . . . . \_\_\_\_\_
- 15. Each new volunteer receives and keeps a written orientation manual . . . . . \_\_\_\_\_
- 16. Systematic effort to orient *staff* to working with volunteers . . . . . \_\_\_\_\_

ASSIGNMENT, WORK ROLES

- 17. We have at least two main alternative work roles for volunteers . . . . . \_\_\_\_\_
- 18. We deliberately seek maximum compatibility of volunteer and client by asking and assessing both volunteer and client. . . . . \_\_\_\_\_
- 19. In addition to intuition, we employ specific compatibility criteria such as home location, interests, sex, age, etc. . . . . \_\_\_\_\_
- 20. Volunteers sign or explicitly assent to a work contract of specific time commitment over a maximum period of at least eight months . . . . . \_\_\_\_\_
- 21. At least 90% of our volunteers are assigned and on the job no more than four weeks after the end of pre-service training. . . . . \_\_\_\_\_

THE VOLUNTEER COORDINATOR

- 22. We have a regular position of Volunteer Coordinator or Director . . . . . \_\_\_\_\_
- 23. He or she feels he has enough time to do the job adequately . . . . . \_\_\_\_\_
- 24. Volunteer Coordinator is suitably paid. . . . . \_\_\_\_\_
- 25. Our Volunteer Coordinator has attended at least three days of training institute-conferences, also has read at least 150 pages in this specific area, in the past year. . . . . \_\_\_\_\_
- 26. Our Volunteer Coordinator has an office near other staff and is regularly invited to attend staff meetings at the supervisory level . . . . . \_\_\_\_\_
- 27. Not more than 40 volunteers for each direct supervisor of volunteers. . . . . \_\_\_\_\_

MOTIVATION - INCENTIVE

- 28. Each volunteer has an I.D. card or lapel pin or other suitable agency identification . . . . . \_\_\_\_\_
- 29. Certificates and/or volunteer recognition meeting at least once a year. . . . . \_\_\_\_\_
- 30. Regular or supervisory staff are also recognized for their leadership role in volunteer programs. . . . . \_\_\_\_\_
- 31. Volunteers have a desk or other designated place to roost at agency . . . . . \_\_\_\_\_
- 32. Provision for good experienced volunteers to move up in responsibility and status as volunteers, e.g. head volunteer, volunteer advisory board, etc. . . . . \_\_\_\_\_
- 33. At least one of our ex-volunteers is now on regular paid staff. . . . . \_\_\_\_\_
- 34. Of volunteers who complete training, at least two-thirds are with us at the end of a year (or their assigned hitch) . . . . . \_\_\_\_\_
- 35. At least a third of our new volunteers are brought in by present volunteers \_\_\_\_\_

RECORD-KEEPING, EVALUATION

- 36. Within five minutes, we can tell you (a) exactly how many volunteers we have, and also(b) for any individual volunteer, current address, job and assigned client, if any . . . . . \_\_\_\_\_
- 37. Volunteers are required to report at least once a month by phone or by report form and we enforce this . . . . . \_\_\_\_\_
- 38. At least twice a year we systematically ask regular staff what they think of volunteer programs . . . . . \_\_\_\_\_
- 39. Ditto, both volunteers and clients, what they think . . . . . \_\_\_\_\_
- 40. Generally, volunteers are actively involved (e.g. advisory board) in decisions regarding their own volunteer program . . . . . \_\_\_\_\_
- 41. We have a regular statistical-evaluative component supervised by a professional in the area . . . . . \_\_\_\_\_



BUDGET, FINANCE

- 42. We prepare a regular, carefully considered budget for the volunteer program \_\_\_\_\_
- 43. We keep good account books and formal records on the program. . . . . \_\_\_\_\_
- 44. At least one-half of our volunteer program funding is from *local* sources  
(including below) . . . . . \_\_\_\_\_
- 45. At least one-half volunteer program funding is incorporated in regular  
state or local agency budget. . . . . \_\_\_\_\_

PUBLIC RELATIONS

- 46. We have a newsletter for our volunteers, monthly or bi-monthly. . . . . \_\_\_\_\_
- 47. Main (or only) local newspaper has at least three favorable articles or  
editorials on volunteer program, each year. . . . . \_\_\_\_\_
- 48. At least one of those is *not* deliberately requested by us . . . . . \_\_\_\_\_
- 49. Regular staff *invited* to talk on our program in town at least 10 times  
a year. . . . . \_\_\_\_\_
- 50. Agencies or organizations in similar service areas have expressed approval  
of our volunteer program. . . . . \_\_\_\_\_

SCORING YOURSELF: JUST COUNT THE CHECKS. Total Volunteer Program Score =

NAME \_\_\_\_\_ DATE \_\_\_\_\_ ORGANIZATION \_\_\_\_\_

Your comments are welcome.

## Scorecard for Volunteer Coordinators and Directors

Scorecard is intended to be used by coordinators, directors, and supervisors of local volunteer programs. It provides a self-report of a sampling of standards for volunteer program administrative performance. This form is designed to apply generally to a wide variety of volunteer programs and, of course, only a sampling rather than an exhaustive enumeration of all standards are presented.

We suggest that directors or coordinators self-administer Scorecard every three to four months. Directors of new programs will find their programs' scores quite low, but the form itself can serve as a "standard setter" in itself. The form can be given to directors and their supervisors to compare their perceptions of the program; a spread of more than ten points is cause for concern. Also, Scorecard can be used to design a training session for volunteer directors or to help decide on the composition of workshop groups by simply administering it to the group and examining sectional scores.

### Scoring

The scoring process for this form is very simple. Just count the number of checks in each of the nine sections, record each, and then record the total for all sections. These sectional and total scores are referred to hereafter as "raw scores."

### Norms

These norms are based on the responses of 474 people. The sample includes volunteer coordinators in a broad selection of programs from primarily the United States and Canada.

NORMS FOR TOTAL SCORES

"Raw Score" taken directly from Scorecard as per instructions:	You are higher than approximately:
0 - 25	5% of programs
26 - 32	10%
33 - 37	15%
38 - 42	20%
43 - 46	25%
47 - 50	30%
51 - 52	35%
53 - 55	40%
56 - 57	45%
58 - 59	50%
60 - 61	55%
62 - 63	60%
64 - 65	65%
66 - 67	70%
68 - 70	75%
71 - 73	80%
74 - 76	85%
77 - 80	90%
81 - 84	95%
85 - 100	You are in the top 5%

NORMS FOR TOTAL SCORES OF 50 - 65

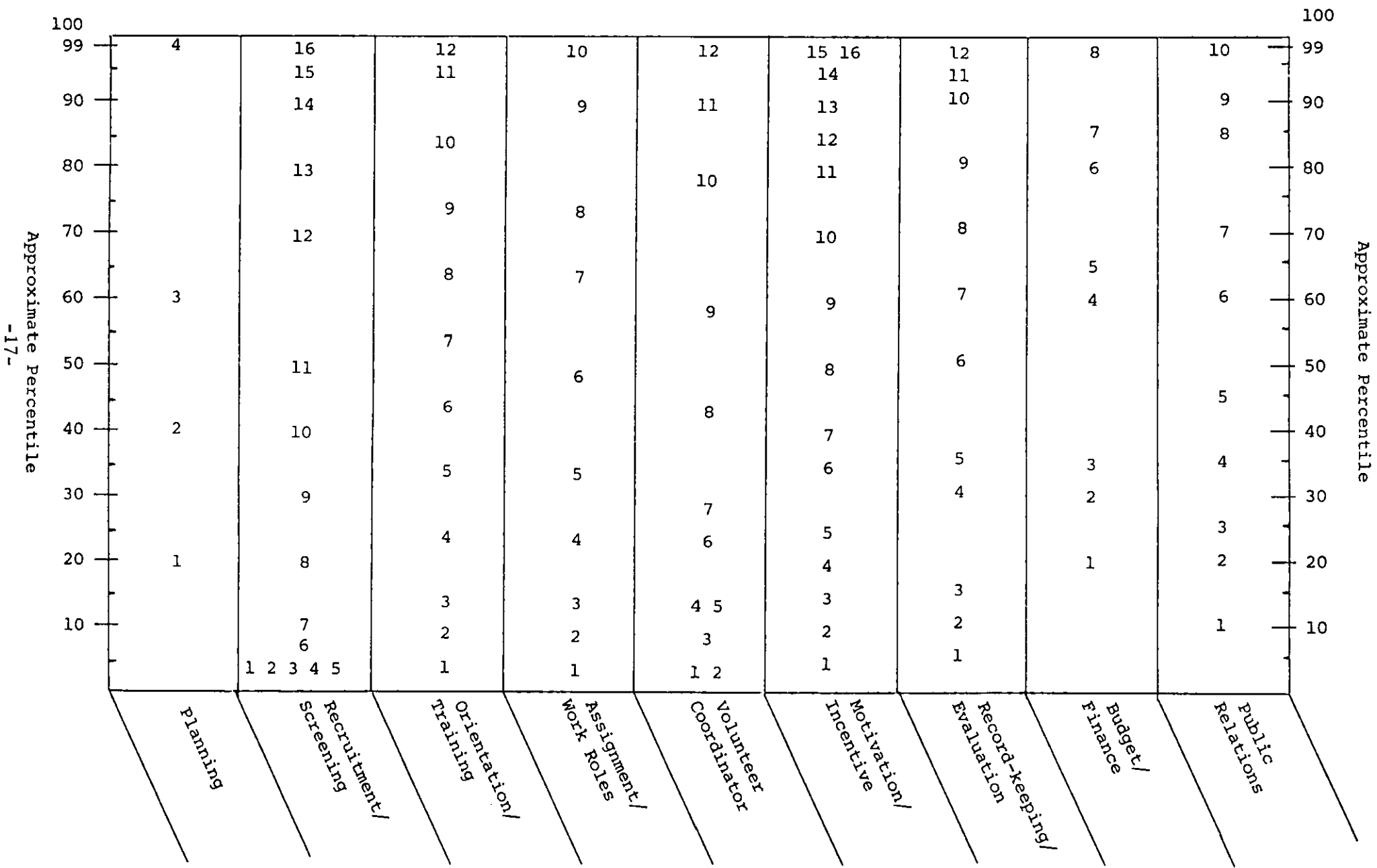
Raw Score	You are higher than approximately:
50	30% of programs
51	33%
52	35%
53	37%
54	38%
55	40%
56	44%
57	45%
58	48%
59	50%
60	53%
61	55%
62	59%
63	60%
64	63%
65	65%

Scorecard is divided into nine sections covering major volunteer program management functions such as Planning, Recruitment and Screening, Orientation and Training, etc.

After tallying each section of Scorecard, locate your raw score in each section of the following grid and circle it; connect the circled scores with straight lines. The resulting line graph will allow you to visualize the strengths and weaknesses of your program, and areas of needed development.

# BASIC FEEDBACK SYSTEMS - SCORECARD

## Analytic Norms



VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179, Boulder, CO 80306 (303) 447-0492

**TOP MANAGEMENT SELF-CHECKLIST IN REGARD TO VOLUNTEER PROGRAMS**

This self-checklist is for top management in your agency or organization, e.g. the Director, Executive Director, Chairperson of the Board, and possibly Associate or Regional Director as well.

The purpose is to enable you to check your attitude with other administrators, and with national practice, in regard to the amount of investment necessary and reasonable in a volunteer program in order to return good results.

Of course, not all the questions below are equally relevant to all agencies and organizations. We ask you simply to "translate" each question as necessary into the terms most relevant to your own organization.

Please read each statement below and then mark it according to the category which comes closest to your view.

Place two checks on each line if you're sure it's true for you . . . . .    
Place one check on each line if you're uncertain or if it's only partly true . . . . .    
Leave the line blank if it's not true for you. . . . .

If you don't have significant numbers of volunteers now, i.e., if you have no volunteer program, answer the questions in terms of "I would" or "I plan to." If you do have a volunteer program now, or its beginnings, answer according to how you actually operate now in regard to that program.

- 1. We have a volunteer program now in our agency.
- 2. I prefer to have volunteers incorporated as unpaid workers within the agency, rather than as a semi-independent auxiliary outside it.
- 3. I believe volunteers should be involved in every part of our operations, working with all paid staff. I do not believe volunteers should work primarily and only for the Director-Coordinator-Supervisor of volunteers.
- 4. We can handle volunteer insurance and liability considerations without much trouble.
- 5. Volunteers do well enough handling confidential materials. I don't see that is a matter to be particularly concerned about.
- 6. I'm confident we can attract all the good volunteers we need.
- 7. Volunteers can be found to help with professional level tasks, as well as more routine ones.
- 8. The volunteer coordinator's or director's office is adjacent to and/or incorporated with those of the rest of staff.
- 9. The volunteer program coordinator or director has his or her own secretary or support person.
- 10. He/she has funds to purchase and/or print volunteer training aids and materials amounting to at least \$10 per year per volunteer.
- 11. Volunteers do have a room or desk space to call their own in our agency.

I am willing to spend significant amounts from our regular budget for extra volunteer program expenses such as:

- 12. Mailing of notices.

13. Printing and office materials.
14. An extra telephone.
15. Reimbursement of some work-related expenses for volunteers.
16. Banquets, certificates, and other incentives.
17. If our organization's budget were doubled next year, I would still have at least as many volunteers as we have now.
18. Within three years or less, I think we can use and should have twice our present number of volunteers.

In regard to staff time which must be invested in a quality volunteer program, I am prepared to:

19. Have line staff invest as much as one hour for only two or three hours of volunteer time returned at the beginning of the program (knowing the ratio will get better later).
20. Allow at least ten hours a month of staff orientation to volunteers in the first six months of the program, even if that necessitates some neglect of their other duties.
21. Recognize that working with volunteers might require staff to work some evening and weekend, or other extra time. Therefore, routinely and without question, criticism, or unnecessary extra bureaucracy, we give staff full compensatory time for these activities.
22. We give appropriate recognition to line staff who agree to work with volunteers, seriously train and adjust their roles for this, and successfully work with them. This includes as a minimum, entry into their work records of their supervisory training and experience with volunteers, plus provision for clear and explicit recording in any merit or advancement rating system we have.
23. I give careful if not preferential attention to present or ex-volunteers in my agency in the hiring of new paid staff, based on an objective assessment of their work record and experience as volunteers.
24. I see that volunteers are provided with letters of work recommendation if they request them, or other appropriate work credit, for their use in applying for paid work anywhere else.
25. In selecting any new paid staff, I incorporate as a significant part of our evaluation their receptivity to and experience in working with volunteers. This involves as a minimum some consultation with our Director of Volunteer Services or other experienced person in the area.
26. It also involves giving our volunteer director a veto on the staff candidate for serious objections he/she may have on receptivity to volunteers, appropriately documented.

I personally am willing to:

27. Appear at volunteer training sessions and recognition gatherings to welcome volunteers and express appreciation on behalf of our agency. This may be as many as eight to ten appearances a year.
28. Participate directly on the volunteer program planning and/or advisory board as much as two hours a month.
29. I am not only willing to (questions 27 and 28), I actually do so at present.
30. Our Director of Volunteers devotes at least thirty hours a week solely to the volunteer program.

- \_\_\_ 31. Our director of coordinator is a paid person.
- \_\_\_ 32. His/her salary level is that of a supervisory and/or highly skilled person in our agency.
- \_\_\_ 33. His/her level in administrative status is supervisory.
- \_\_\_ 34. He/she regularly attends and participates in staff meetings.
- \_\_\_ 35. He/she is given substantial time at these meetings to discuss the volunteer program with staff (at least 10% to 20% of meeting time, if necessary).
- \_\_\_ 36. I see the volunteer coordinator-director at least once a week regularly for direct communication on progress and problems in the program.
- \_\_\_ 37. I see as necessary the allocation of work-time, travel, and registration-fee funds for attendance by the coordinator or director at a minimum of two or three training workshops a year, for purposes of improving his/her program leadership skills.
- \_\_\_ 38. Our coordinator-director concentrates exclusively on the volunteer program; he/she does not spend significant time on general public relations, community relations, or the like.
- \_\_\_ 39. Our supervisor of volunteers has undergone special training and requires this on a continuing basis for the skills needed in his/her job.
- \_\_\_ 40. We have a framework or mechanism for identifying and looking at any suggestions volunteers may have for our agency's objectives or operations as a result of their work experience with us.
- \_\_\_ 41. We plan to have eventually at least one volunteer for every three consumers of our service (clients, patients, protégés).
- \_\_\_ 42. We have the above ratio or better right now.
- \_\_\_ 43. We plan to have eventually at least five volunteers for every paid staff member in the agency or organization.
- \_\_\_ 44. We have this ratio or better now.
- \_\_\_ 45. I plan to have at least one volunteer working with me directly or in my office in administration.
- \_\_\_ 46. I have this situation right now.
- \_\_\_ 47. I myself am presently a regular volunteer in a program in this community (for at least five hours a month).
- \_\_\_ 48. Eventually I would definitely like to see some of our clients (consumers, patients) involved as volunteers.
- \_\_\_ 49. They are now, in significant numbers.
- \_\_\_ 50. I am willing to have the attitudes towards volunteers expressed here checked out against my actual supportive performance sometime in the next six months.

TOTAL SCORE

Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_ Organization \_\_\_\_\_



## A. TOP MANAGEMENT CHECKLIST

The Top Management Checklist is designed for the administrator or high-level supervisor in the agency or organization. This administrator is not directly responsible for operating the volunteer program, but is ultimately responsible for several or all functions of the agency. In many cases, volunteer coordinators have found that this form can be administered to several levels of management in the same organization.

The Top Management Checklist is meant to get a reading on *specific* commitments which the administrator is willing to make on behalf of the volunteer program, distinct from generalized verbal support. Considerable tact and sensitivity is necessary in deciding whether or how to administer this form; for example, perhaps the volunteer coordinator will want to use it only as a basis for a discussion.

This is one of the few forms we suggest administering before a program gets started. If, at that time, top administration does not have minimal understanding or acceptance of the specific commitments necessary from them, the program should not proceed until they do have these. In fact, administration and discussion of this form may help start this process of understanding and commitment.

## B. SCORING

Simply count the total number of checks and record. This total is considered the "raw score."

## C. NORMS

The norm sample of 99 responses for the Top Management Checklist is still quite low, and thus the percentiles should be regarded as estimates only. Coordinators may find particular questions more significant for their programs than others (for example questions 45 to 50).

NORMS FOR TOP MANAGEMENT CHECKLIST

If your Top Management Checklist raw score is:	You are higher than approximately:
0 - 35	5% of programs
36 - 41	10%
42 - 43	15%
44 - 50	20%
51 - 52	25%
53 - 54	30%
55 - 56	35%
57 - 58	40%
59 - 60	45%
61	50%
62	55%
63 - 65	60%
66 - 67	65%
68 - 71	70%
72 - 73	75%
74 - 75	80%
76 - 79	85%
80 - 82	90%
83 - 84	95%
85 - 100	You are in the top 5%

VOLUNTEER FEEDBACK FORM

We need your help again--your ideas to help us improve our volunteer program. Please give us the benefit of your frank opinion on these questions. You may sign the form or remain anonymous, just as you prefer. Please be sure to give your best answer for all questions on the form. Thank you.

1. How long have you been in this volunteer program? \_\_\_\_\_

2. Please describe briefly your volunteer job(s) in this volunteer program.

3. Where does your volunteer time go in an average month? (Please fill in all the lines as best you can.)

\_\_\_\_\_ Hours total per month

\_\_\_\_\_ Hours with clients, or otherwise on the job, per month

\_\_\_\_\_ Hours consulting with regular staff per month

\_\_\_\_\_ Hours in various volunteer meetings per month

\_\_\_\_\_ Hours filling out reports, paperwork (not part of the job itself)

4. What are the main reasons you joined up as a volunteer? \_\_\_\_\_

5. What are some of the main satisfactions you're getting from your volunteer work now?

6. What are some of the main frustrations?

7. What do you see as some of the good things about this volunteer program now?

8. What do you see as some of the things that could be improved?

9. Please describe any suggestions you may have on useful new jobs volunteers might fill in this program.

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10. Has anyone in the organization ever asked you before what you thought of this volunteer program? *(Please check the closest to right for you.)*

No, never directly       Once or twice, maybe       Many times

11. When your present term or year of volunteer service is up, do you plan to sign up again or continue for another term? *(Check one, please.)*

Yes, definitely       No       Undecided at this time

12. Have you recommended joining this volunteer program to any of your friends or family?

Yes, definitely       General mention, might not have been strong recommendation   
 No, not really

13. For this volunteer program, would you please rate each of the things below on a scale of 0 to 5, using the following key:

- 0 = really doesn't exist
- 1 = exists, but poor
- 2 = fair
- 3 = average
- 4 = good
- 5 = excellent

Training of volunteers in this program:	0	1	2	3	4	5
Acceptance and support of volunteers by staff:	0	1	2	3	4	5
Recognition given to volunteers:	0	1	2	3	4	5
Volunteers are trusted to do important things:	0	1	2	3	4	5

14. Any other comments you'd care to make would be appreciated.

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Signature *(Optional)* \_\_\_\_\_ Date \_\_\_\_\_

VOLUNTEER PROGRAM \_\_\_\_\_

## A. VOLUNTEER FEEDBACK FORM

The Volunteer Feedback Form is designed for any active volunteer, and it attempts to assess volunteers' satisfactions, frustrations, and effectiveness of time investment. The exact definition of the index is not clear, but additional elements include volunteer dependability and perseverance, and the volunteers' perception of program leadership.

The form should be administered to a sampling of volunteers every three or four months. Volunteer inservice meetings are an excellent forum for completing the forms and subsequent group discussion. The results can be useful for redesigning job descriptions, volunteer training, and general program management. Also, volunteers who have recently resigned from the program can provide important feedback.

## B. SCORING

It is important to note that a great deal of useful information is not included in the scoring index below.

- Question 1: 0-3 mos. = 0 points; 4-6 mos. = 1; 7-12 mos. = 2; 13-23 mos. = 5; 2-5 yrs. = 8 points; more than 5 yrs. = 10.
- 2: One job only = 0 points; 2 jobs = 5; 3 or more = 10.
- 3: Total hours less than 2 = 0 points; 3-5 hrs. = 2; 6-10 hrs. = 5; 11 or more total hours = 7. If ratio for total hours/"hours filling out reports" is more than 5 to 1, add 3 points.
- \*6: 3 or more frustrations = 0 points; 2 frustrations = 3; only 1 frustration = 6; no frustrations or "none" = 10.
- 7: No good things listed or "none" = 0 points; 1 good thing = 3; 2 good things listed = 6; 3 good things = 8; 4 or more good things = 10.
- 10: (a) = 0 points; (b) = 5 points; (c) = 10 points.
- 11: (a) = 10 points; (b) = 0 points; (c) = 5 points.
- 12: (a) = 10 points; (b) = 5 points; (c) = 0 points.
- 13: Add total of points circled in all four items. Ranges from 0 - 20.

---

Total number of points (raw score)

\*Count of separate units will be somewhat judgmental here.

C. NORMS

The norms for the Volunteer Feedback Form are based on responses from a total of 187 volunteers. The volunteers are from a wide range of programs: hospital auxiliaries, public schools, Red Cross, criminal justice agencies, RSVP, YMCA, and youth service organizations.

Raw scores range theoretically from 0 to 100. However, practically speaking, it is almost impossible to get a volunteer feedback score of less than 20 to 25; these are virtually *free points*.

NORMS FOR VOLUNTEER FEEDBACK FORM

If your Volunteer Feedback raw score is:	You are higher than approximately:
0 - 40	5% of programs
41 - 43	10%
44 - 47	15%
48 - 50	20%
51 - 53	25%
54 - 56	30%
57 - 58	35%
59 - 60	40%
61 - 62	45%
63 - 64	50%
65 - 66	55%
67	60%
68	65%
69 - 70	70%
71 - 73	75%
74 - 75	80%
76 - 77	85%
78 - 81	90%
82 - 87	95%
88 - 100	You are in the top 5%

CHAPTER VII

STAFF REACTIONS TO VOLUNTEER PROGRAMS

STAFF REACTIONS TO VOLUNTEER PROGRAMS

This questionnaire is not just to make more paperwork for you. It's because we want your frank ideas on the improvement of the volunteer program. You may sign it or not, just as you prefer. Please answer *all* questions on the form.

1. How long have you had any sort of contact with the volunteer program? \_\_\_\_\_
2. How much time during an average week are you in any sort of contact with volunteers? \_\_\_\_\_ hours.
3. What are the main different things volunteers do directly under your supervision?  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you think is the best way of organizing volunteer programs for your agency? *(Choose the closest to right for you)*
  - a. In an organization of their own, as a separate auxiliary.
  - b. Integrated within the agency as "unpaid staff".
  - c. Undecided.
5. In relation to the total number of clients (patients, consumers) served by your agency-organization, what would be the best or highest ratio of volunteers to clients you'd want? *(Choose the closest to right for you)*
  - a. One volunteer to 50 or more clients.
  - b. One volunteer to 20 clients.
  - c. One volunteer to 5 clients.
  - d. One volunteer to 2 clients.
  - e. One or more volunteers for every client.
6. Could the agency now use:
  - a. More volunteers?
  - b. Fewer volunteers?
  - c. About the same number?
7. What concerns you more about the volunteer program? *(Check one in each line)*
  - a. Insurance-liability            -or-            b. Volunteer training
  - a. Volunteer turnover rate       -or-            b. Spending too much time with volunteers
8. What jobs, if any, could volunteers usefully perform that they don't now?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9. Could any jobs volunteers now perform probably be done better or more efficiently using paid professional or paraprofessional paid staff?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What are some of the things you see as particularly helpful in the volunteer program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What are some of the things that could be improved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. What are the best ways of involving volunteers in your organization or agency?  
*(Choose one on each line)*

- a. Working directly with clients      -or-      b. Administrative duties
- a. Serving as individuals              -or-      b. Serving as groups

13. Were you ever a volunteer in a service area similar to the one you're in now?

Yes       No

14. Any other comments or suggestions you'd care to make would be most welcome.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

## A. STAFF REACTIONS TO VOLUNTEER PROGRAMS

This form is designed for paid employees who work directly with volunteers; for example, social workers, nurses, probation officers, and teachers. The form assesses paid staff's impressions of the volunteer program: levels of understanding, commitment, and satisfaction. If used regularly, it should help the coordinator identify the initial stages of staff resistance, while the problem is still manageable. This form can also aid in reorganizing the program towards staff needs.

## B. SCORING

As with the Volunteer Feedback Form, some important responses are not categorized in this scoring index.

- Question 2: 0 hours = 0. Beyond that, points up to 10 for the number of hours reported divided by 2 and rounded to next highest whole number. Thus, if 7 hours is reported =  $3\frac{1}{2}$  points rounded to 4 points; 20 hours = 10 points.
- 3: (1) 0 listed = 0 points; 1 listed = 1 point; 2 listed = 3 points; 3 or more = 4 points.  
(2) For every one of first three which appears responsible, add 1 point.  
(3) For every one of first three involving direct significant contact with clients, add 1 point.
- 4: (a) = 0 points; (b) = 10; (c) = 5.
- 5: (a) = 0 points; (b) = 2; (c) = 4; (d) = 6; (e) = 10.
- 6: (a) = 10 points; (b) = 0; (c) = 5.
- 7: (a) = 0 points; (b) = 5 (line 1).  
(a) = 5 points; (b) = 0 (line 2).
- 8: None listed = 0 points; one = 3 points; two = 5; three = 8; four or more = 10.
- 9: 0 or "none" = 10 points; one = 5 points; two or more = 0.
- 10: None = 0 points; one thing listed = 3 points; two things = 5; three things = 8; four or more things = 10.
- 12: (a) = 5 points; (b) = 0 (line 1).  
(a) = 5 points; (b) = 0 (line 2).

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Total number of points (raw score)

C. NORMS

The norms for the Staff Reactions to Volunteer Programs form are based on responses from a total of 184 paid staff working directly with volunteers.

NORMS FOR STAFF REACTIONS TO VOLUNTEER PROGRAMS

If your Staff Support raw score is:	You are higher than approximately:
0 - 39	5% of programs
40 - 45	10%
46 - 47	15%
48 - 49	20%
50 - 51	25%
52 - 53	30%
54 - 55	35%
56 - 57	40%
58 - 59	45%
60	50%
61	55%
62	60%
63	65%
64 - 65	70%
66 - 68	75%
69 - 70	80%
71 - 72	85%
73 - 75	90%
76 - 79	95%
80 - 100	You are in the top 5%

CHAPTER VIII

"YOU HAVE A VOLUNTEER - WHAT DO YOU THINK?"

FEEDBACK FORM FOR ONE-TO-ONE CLIENTS

VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179, Boulder, CO 80306 (303) 447-0492

YOU HAVE A VOLUNTEER - WHAT DO YOU THINK?

We'd appreciate your help. We hope you'll give us your ideas on how the volunteer program can be made better for all of us. We'll be glad to keep your answers as yours only; you don't have to sign this unless you want to. Thanks a lot.

Place two checks on each line if you're sure it's true for you . . . . . ✓✓  
Place one check on each line if you're uncertain or if it's only partly true .. ✓  
Leave the line blank if it's not true for you. . . . .

Please be sure to read all the questions.

- 
1. My volunteer is easy to talk to. . . . .
  2. My volunteer listens to what I have to say . . . . .
  3. Most of the time my volunteer can find good answers to the questions I ask . . . . .
  4. My volunteer uses plain words I can understand . . . . .
  5. My volunteer feels free to ask for help from me. . . . .
  6. My volunteer respects me and wants me to be my own person. My volunteer doesn't expect me to be just like him. . . . .
  7. My volunteer understands me even when I don't agree with him . . . . .
  8. My volunteer is not too strict or too hard with me . . . . .
  9. My volunteer meets with me in person at least two times a week . . . . .
  10. I know the address and telephone number of my volunteer. . . . .
  11. My volunteer and I have gotten together with other volunteers and people they work with. . . . .
  12. I trust my volunteer with my personal feelings . . . . .
  13. I know how to reach my volunteer whenever I need him . . . . .
  14. I'm willing to help my volunteer by doing things he thinks I should do . . . . .
  15. I never let my volunteer down by missing meetings with him . . . . .
  16. I have at least one friend who would like to have a volunteer like I have. . . . .
  17. My volunteer is not too easy with me . . . . .
  18. My volunteer calls me on the telephone at least two times a week . . . . .
  19. My volunteer does not miss meetings with me. . . . .
  20. If it were possible, I would like to be a volunteer myself . . . . .
  21. I think my volunteer has helped me . . . . .
  22. I really like my volunteer as a person . . . . .
  23. My volunteer has helped me solve problems. . . . .
  24. I think my volunteer and I will still see each other after we don't have to . . . . .
  25. I think my volunteer really likes me . . . . .
  26. My volunteer has met my family and friends . . . . .
  27. My volunteer doesn't use "psychology" on me. . . . .
-

28. What are some of the good things your volunteer does that help you?

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29. What are some of the things your volunteer does that maybe don't help as much?

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30. What are some *new* things your volunteer could do that would be good?

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Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

### YOU HAVE A VOLUNTEER - WHAT DO YOU THINK?

We'd appreciate your help. We hope you'll give us your ideas on how the volunteer program can be made better for all of us. We'll be glad to keep your answers as yours only; you don't have to sign this unless you want to. Thanks a lot.

Place *two* checks on each line if you're sure it's true for you. . . . . ✓✓  
Place *one* check on each line if you're uncertain or if it's only partly true. . . . . ✓  
Leave the line blank if it's *not* true for you . . . . . \_\_\_\_\_

Please be sure to read all the questions.

- 
1. My volunteer is easy to talk to . . . . . \_\_\_\_\_
  2. My volunteer listens to what I have to say. . . . . \_\_\_\_\_
  3. Most of the time my volunteer can find good answers to the questions I ask. . . . . \_\_\_\_\_
  4. My volunteer uses plain words I can understand. . . . . \_\_\_\_\_
  5. My volunteer feels free to ask for help from me . . . . . \_\_\_\_\_
  6. My volunteer respects me and wants me to be my own person. My volunteer doesn't expect me to be just like her . . . . . \_\_\_\_\_
  7. My volunteer understands me even when I don't agree with her. . . . . \_\_\_\_\_
  8. My volunteer is *not* too strict or too hard with me. . . . . \_\_\_\_\_
  9. My volunteer meets with me in person at least two times a week. . . . . \_\_\_\_\_
  10. I know the address and telephone number of my volunteer . . . . . \_\_\_\_\_
  11. My volunteer and I have gotten together with other volunteers and people they work with . . . . . \_\_\_\_\_
  12. I trust my volunteer with my personal feelings. . . . . \_\_\_\_\_
  13. I know how to reach my volunteer whenever I need her. . . . . \_\_\_\_\_
  14. I'm willing to help my volunteer by doing things she thinks I should do . . . . . \_\_\_\_\_
  15. I never let my volunteer down by missing meetings with her. . . . . \_\_\_\_\_
  16. I have at least one friend who would like to have a volunteer like I have . . . . . \_\_\_\_\_
  17. My volunteer is *not* too easy with me. . . . . \_\_\_\_\_
  18. My volunteer calls me on the telephone at least two times a week. . . . . \_\_\_\_\_
  19. My volunteer does not miss meetings with me . . . . . \_\_\_\_\_
  20. If it were possible, I would like to be a volunteer myself. . . . . \_\_\_\_\_
  21. I think my volunteer has helped me. . . . . \_\_\_\_\_
  22. I really like my volunteer as a person. . . . . \_\_\_\_\_
  23. My volunteer has helped me solve problems . . . . . \_\_\_\_\_
  24. I think my volunteer and I will still see each other after we don't have to . . . . . \_\_\_\_\_
  25. I think my volunteer really likes me. . . . . \_\_\_\_\_
  26. My volunteer has met my family and friends. . . . . \_\_\_\_\_
  27. My volunteer *doesn't* use "psychology" on me . . . . . \_\_\_\_\_
-

28. What are some of the good things your volunteer does that help you?

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29. What are some of the things your volunteer does that maybe don't help as much?

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30. What are some *new* things your volunteer could do that would be good?

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Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_



#### A. FEEDBACK FORM FOR ONE-TO-ONE CLIENTS

This form is designed for clients, patients, and consumers who work with volunteers. Often, clients are not accustomed to being asked how they feel about the volunteer program, and in some cases they may be concerned about reprisals if they are critical of the program. In all cases, clients should be assured of confidentiality; individual responses should not be shared with others.

NICOV has found clients' responses to this form to be honest and useful. It is important to be sure the client is not handicapped by language or reading problems; if so, the form should be read aloud or translated, with responses recorded by the interviewer.

This form has been revised to a new format, which is easy to read and complete, but with three important open questions at the end. Two separate forms appear in this publication: one for the client who has a male volunteer (BFS-6M) and one for the client with a female volunteer (BFS-6F); separate forms were developed in order to avoid the somewhat confusing "his/her" designation.

#### B. SCORING

Simply count the total number of checks and record. The three open questions can provide useful information too. Since this form is newly revised, no national norms exist at this point.

VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179, Boulder, CO 80306 (303) 447-0492

CHECKLIST FOR BOARD MEMBERS

This checklist is for unpaid (volunteer) members of boards of non-profit organizations. A sampling is presented of conditions considered desirable for optimum functioning of boards or advisory groups.

Ideally, all or at least several members of the same board should complete this checklist, and compare and discuss results. If you are a member of more than one board, complete this checklist with only one of these boards in mind.

General background for this checklist was provided by *The Board Member: Decision Maker for the Non-Profit Organization* by Pauline L. Hanson and Carolyn T. Marmaduke. This handbook is currently available from NICOV for \$2.75.

For each item below, please answer as follows unless otherwise instructed:

- Place *two* checks on the line if you're sure it's true or fully true . . . . .
- Place *one* check on the line if you're *uncertain* or if it's only partly true . . .
- Leave the line blank if it's *not* true . . . . .

A. MISSION AND ROLES

1. The mission, purposes, and goals of the non-profit organization are clearly defined and are in writing. I understand them completely. . . . .
2. I fully support the mission, purposes, and goals of the organizations, as I understand them. . . . .
3. The role of the Board in relation to the organization is clearly defined. I fully understand what is expected of the Board: what it should and should not do. . . . .
4. I know exactly what is expected of me personally on the Board: my role, responsibilities, and "job description" as a Board member. This role was fully explained to me prior to my joining the Board. . . . .
5. I think my role on the Board is appropriate in terms of my background, experience, capabilities, available time, and desire to serve. . . . .

SECTION TOTAL (total number of checks)

B. MEMBERSHIP

1. The number of Board members on our roster is:
  - 7 to 17 =
  - 5 to 6 or 18 to 24 =
  - less than 5 or 25 or more = no check
2. Our membership is fully representative of the capabilities and constituencies needed for our purposes and responsibilities . . . . .
3. Women are sufficiently represented on our Board (or, if a women's organization, men are sufficiently represented). . . . .
4. Ethnic and racial minority groups are sufficiently represented on the Board. . . . .
5. Prospective Board members are carefully evaluated beforehand and selected in accordance with Board needs and balance . . . . .

- 6. We have a nominating committee for this purpose, and a clear, well thought out Board membership policy. . . . . \_\_\_\_\_

SECTION TOTAL

C. BOARD ORGANIZATION AND PROCESS

- 1. We have a comprehensive set of written by-laws and other necessary charter papers (for example, if necessary, Articles of Incorporation). . . . . \_\_\_\_\_
- 2. We have at least the following actually functioning elected Board officers: President or Chairperson; Vice-President or Vice-Chairperson; and Secretary/Treasurer (may be two separate people). . . . . \_\_\_\_\_
- 3. The Board has at least several standing committees or task forces. They meet or otherwise communicate regularly outside of Board meetings and report back to the Board at all or most Board meetings . . . . . \_\_\_\_\_
- 4. Because taking minutes prevents the Board Secretary from participating fully in Board meetings, a competent person who is not a member of the Board takes accurate minutes. These are reviewed and approved at or before the next Board meeting. . . . . \_\_\_\_\_
- 5. Board deliberations consistently follow an orderly, rational process such as Robert's Rules of Order . . . . . \_\_\_\_\_
- 6. Meeting length is neither too long nor too short in relation to the planned agenda and other business we must conduct. We have enough time carefully to consider important decisions; we don't waste time on trivia or unnecessary matters . . . . . \_\_\_\_\_

SECTION TOTAL

D. LEVEL OF BOARD PARTICIPATION

- 1. At an average Board meeting (average from the last three meetings) the following percentage of members attend:
 

more than 85% =	✓✓	}	→	
65% to 85% =	✓			
less than 65% =	no check			
- 2. At an average Board meeting (average from the last three meetings) the number of members present who do not attend the full meeting (for example, come late or leave early) is:
 

none or perhaps 1 or 2 =	✓✓	}	→	
a few, several =	✓			
more than a few, more than 2 or 3 =	no check			
- 3. Of the past two Board or Executive Committee meetings, I have attended:
 

two meetings =	✓✓	}	→	
one meeting =	✓			
none =	no check			
- 4. I have one or more specific ongoing committee or individual task assignment(s) for the Board. I work on these regularly. . . . . \_\_\_\_\_
- 5. Board directions are set and decisions made:
 

with full and balanced participation of all =	✓✓	}	→	
by distinctly less than all our membership =	✓			
basically by one or two people =	no check			

6. The proportion of Board meeting agenda items either suggested directly by Board members or derived directly from follow-through or regular Board activities (for example, committee or task force reports) is:

- 1/2 or more = √√
- 1/3 to 1/2 = √
- less than 1/3 = no check

SECTION TOTAL

E. SUPPORT OF THE BOARD BY THE ORGANIZATION

The Board receives the following kinds of support from the organization we serve:

1. Board members receive full and prompt reimbursement of Board-related travel, subsistence, phone, and other expenses . . . . .
2. When needed, staff services are provided for Board-related work, such as typing, clerical help, and research for Board work. . . . .
3. Comfortable and quiet working conditions and supplies for Board meetings and, if necessary, committee meetings are provided . . . . .
4. Thorough orientation to the organization itself, prior to beginning service on the Board, is provided. . . . .
5. At least once a year (once during the past year) training related to effective functioning as a Board member has been provided . . . . .

SECTION TOTAL

F. BOARD-STAFF RELATIONSHIPS

1. The Board as a whole has a single staff liaison or contact person in the organization. This person attends all Board and Executive Committee meetings . . . . .
2. This person is the top staff operating officer of the organization . . . . .
3. The relationship between the Board and the person is one of smooth, cooperative teamwork, without significant conflict or adverse tension. . . . .
4. Other senior staff regularly attend at least a significant part of Board meetings, to brief us on their accomplishments and problems, and to share information and ideas. . . . .
5. I know these staff and their work quite well, and have a comfortable, sharing relationship with them . . . . .
6. In general, our principal staff liaison and senior staff fully share problems as well as accomplishments with the Board. I don't feel we hear only what they think is convenient for us to know . . . . .
7. During my term on the Board I have been approached privately with a policy issue or position by a senior staff person other than the regular staff liaison. This was outside of normal, open Board channels, as a "bypass."

- Never = √√
- Once = √
- More than once = no check

8. Board members mutually respect each other; there are no "factions" . . . . .

SECTION TOTAL

G. SCOPE OF RESPONSIBILITY AND DECISION

- 1. My legal responsibilities on the Board and potential liabilities have been clearly spelled out, and any liabilities have been effectively protected by bonding, insurance, etc. . . . . \_\_\_\_\_
- 2. We are asked for and reach decisions on a full range of important issues within the scope of the Board's role . . . . . \_\_\_\_\_
- 3. Staff follows through conscientiously in attempting to implement these decisions. . . . . \_\_\_\_\_
- 4. Staff provides excellent feedback on the implementation and impact of these decisions (for example, a report at Board meetings). . . . . \_\_\_\_\_
- 5. In general Board decisions have a substantial positive impact on the direction and functioning of the organization . . . . . \_\_\_\_\_
- 6. I personally am listened to when I speak up. My ideas are welcome and seriously considered by other Board members. . . . . \_\_\_\_\_
- 7. In the interim between Board or Executive Committee meetings, staff makes decisions that fall within the stated role of the Board: \_\_\_\_\_

never = √√  
 occasionally = √  
 fairly regularly = no check } → \_\_\_\_\_

SECTION TOTAL

H. INFORMATION FLOW

- 1. Board meeting dates are set far in advance, in full consultation with Board members. . . . . \_\_\_\_\_
- 2. We are again reminded of date and place, as meeting time draws near. . . . . \_\_\_\_\_
- 3. Each Board member receives a planned, written agenda for the next meeting well before this meeting . . . . . \_\_\_\_\_
- 4. This agenda is supported by written background which is clear, relevant, without being overly voluminous. This is received early enough for study prior to the meeting . . . . . \_\_\_\_\_
- 5. Additional, more detailed resource material is available on request before the meeting or during it . . . . . \_\_\_\_\_
- 6. Each Board member is provided with a complete up-to-date list of Board member addresses and phone numbers . . . . . \_\_\_\_\_
- 7. Board members regularly and routinely receive all new publications of the organization; for example, newsletters, flyers, bulletins, brochures, and announcements. . . . . \_\_\_\_\_

SECTION TOTAL

TOTAL NUMBER OF CHECKS

OPTIONAL:

Your name \_\_\_\_\_ Date \_\_\_\_\_

Name of Board \_\_\_\_\_

Type of organization served by the Board \_\_\_\_\_

## A. CHECKLIST FOR BOARD MEMBERS

This is a quick, easy to administer checklist for unpaid board members of non-profit organizations. The form is divided into specific board function sections, in order to identify special strengths and problem areas when the form is tabulated. A selection of items are presented as desirable conditions for optimum functioning of boards and advisory groups. Board members should complete the checklist and discuss results. General background for this checklist was provided by *The Board Member: Decision Maker for the Non-Profit Organization* by Pauline L. Hanson and Carolyn T. Marmaduke.

## B. SCORING

Simply count the number of checks in each of the eight sections, record each, and then record the total for all sections.

## C. NORMS

This form is quite new: it was first administered in September, 1976. Therefore, the number of responses is still quite low, 79 responses, and the norms can be approximates only. You may locate your total raw score range and approximate norm range in the following table.

### NORMS FOR TOTAL SCORE

Raw Score taken directly from Checklist as per instructions:	You are higher than approximately:
0 - 57	25% of programs
58 - 70	50%
71 - 78	75%
79 - 100	You are in the top 25%

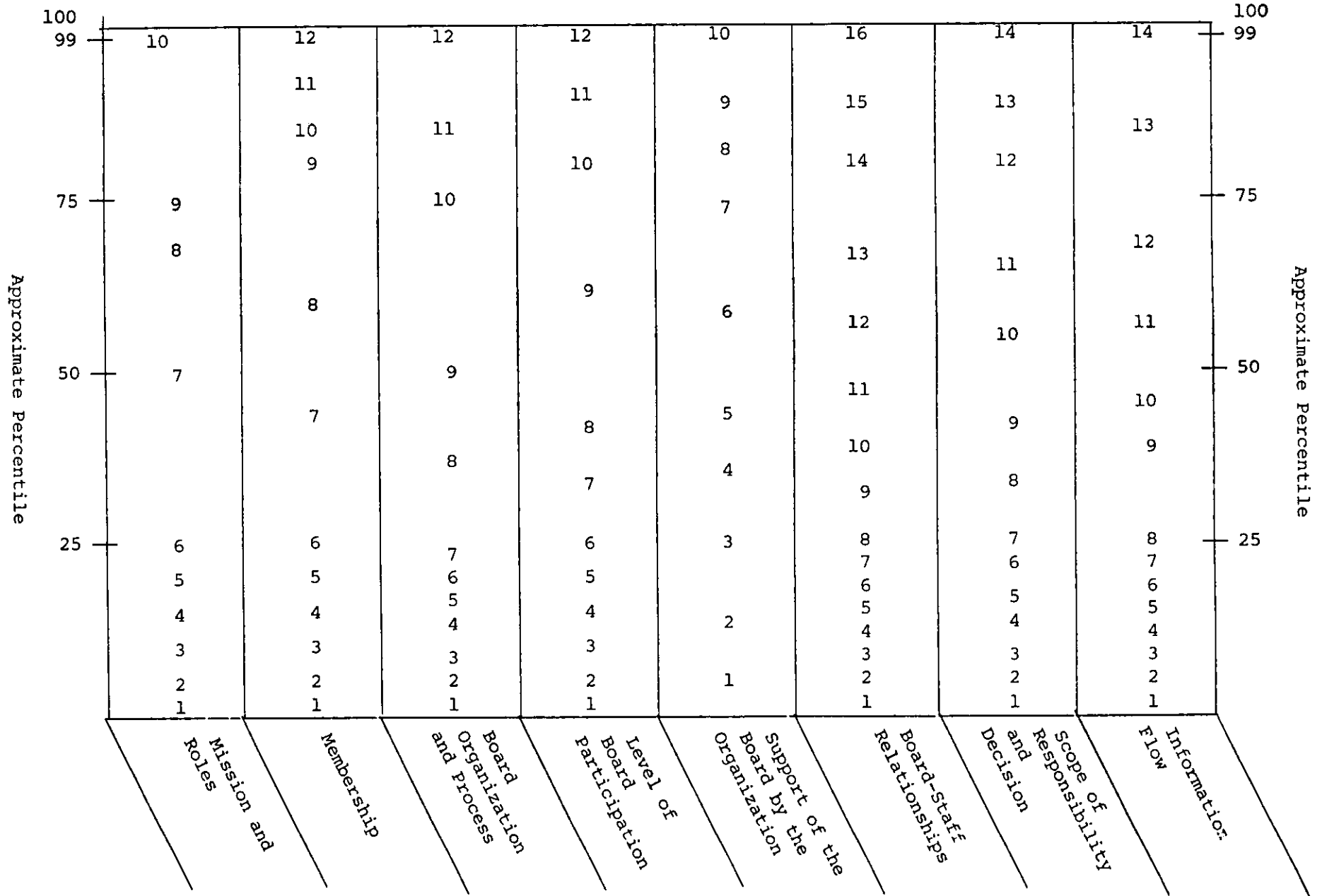
Checklist for Board Members is divided into eight sections covering specific board functions such as Mission and Roles, Membership, Board-

Staff Relationships, etc. Since these norms are based on fewer items each than total Checklist norms, they must be considered even less reliable, though still useful as rough approximations.

After tallying each section of Checklist, locate your raw score in each section of the following grid and circle it; connect the circled scores with straight lines. The resulting line graph will allow you to visualize the strengths and weaknesses of your board.

BASIC FEEDBACK SYSTEMS - CHECKLIST FOR BOARD MEMBERS

Analytic Norms





CHAPTER X

CHECKLIST FOR VOLUNTARY ACTION CENTERS AND VOLUNTEER BUREAUS

CHAPTER IX

CHECKLIST FOR BOARD MEMBERS

VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179, Boulder, CO 80306 (303) 447-0492

CHECKLIST FOR BOARD MEMBERS

This checklist is for unpaid (volunteer) members of boards of non-profit organizations. A sampling is presented of conditions considered desirable for optimum functioning of boards or advisory groups.

Ideally, all or at least several members of the same board should complete this checklist, and compare and discuss results. If you are a member of more than one board, complete this checklist with only one of these boards in mind.

General background for this checklist was provided by *The Board Member: Decision Maker for the Non-Profit Organization* by Pauline L. Hanson and Carolyn T. Marmaduke. This handbook is currently available from NICOV for \$2.75.

For each item below, please answer as follows unless otherwise instructed:

Place two checks on the line if you're sure it's true or fully true . . . . .   
Place one check on the line if you're uncertain or if it's only partly true . . . . .   
Leave the line blank if it's not true . . . . .

A. MISSION AND ROLES

- 1. The mission, purposes, and goals of the non-profit organization are clearly defined and are in writing. I understand them completely. . . . .
- 2. I fully support the mission, purposes, and goals of the organizations, as I understand them. . . . .
- 3. The role of the Board in relation to the organization is clearly defined. I fully understand what is expected of the Board: what it should and should not do. . . . .
- 4. I know exactly what is expected of me personally on the Board: my role, responsibilities, and "job description" as a Board member. This role was fully explained to me prior to my joining the Board. . . . .
- 5. I think my role on the Board is appropriate in terms of my background, experience, capabilities, available time, and desire to serve. . . . .

SECTION TOTAL (total number of checks)

B. MEMBERSHIP

- 1. The number of Board members on our roster is:
  - 7 to 17 =
  - 5 to 6 or 18 to 24 =
  - less than 5 or 25 or more = no check
- 2. Our membership is fully representative of the capabilities and constituencies needed for our purposes and responsibilities . . . . .
- 3. Women are sufficiently represented on our Board (or, if a women's organization, men are sufficiently represented). . . . .
- 4. Ethnic and racial minority groups are sufficiently represented on the Board. . . . .
- 5. Prospective Board members are carefully evaluated beforehand and selected in accordance with Board needs and balance . . . . .

- 6. We have a nominating committee for this purpose, and a clear, well thought out Board membership policy. . . . . \_\_\_\_\_

SECTION TOTAL

C. BOARD ORGANIZATION AND PROCESS

- 1. We have a comprehensive set of written by-laws and other necessary charter papers (for example, if necessary, Articles of Incorporation). . . . . \_\_\_\_\_
- 2. We have at least the following actually functioning elected Board officers: President or Chairperson; Vice-President or Vice-Chairperson; and Secretary/Treasurer (may be two separate people). . . . . \_\_\_\_\_
- 3. The Board has at least several standing committees or task forces. They meet or otherwise communicate regularly outside of Board meetings and report back to the Board at all or most Board meetings . . . . . \_\_\_\_\_
- 4. Because taking minutes prevents the Board Secretary from participating fully in Board meetings, a competent person who is not a member of the Board takes accurate minutes. These are reviewed and approved at or before the next Board meeting. . . . . \_\_\_\_\_
- 5. Board deliberations consistently follow an orderly, rational process such as Robert's Rules of Order . . . . . \_\_\_\_\_
- 6. Meeting length is neither too long nor too short in relation to the planned agenda and other business we must conduct. We have enough time carefully to consider important decisions; we don't waste time on trivia or unnecessary matters . . . . . \_\_\_\_\_

SECTION TOTAL

D. LEVEL OF BOARD PARTICIPATION

- 1. At an average Board meeting (average from the last three meetings) the following percentage of members attend:
 

more than 85% =	✓✓	}	→	
65% to 85% =	✓			
less than 65% =	no check			
- 2. At an average Board meeting (average from the last three meetings) the number of members present who do not attend the full meeting (for example, come late or leave early) is:
 

none or perhaps 1 or 2 =	✓✓	}	→	
a few, several =	✓			
more than a few, more than 2 or 3 =	no check			
- 3. Of the past two Board or Executive Committee meetings, I have attended:
 

two meetings =	✓✓	}	→	
one meeting =	✓			
none =	no check			
- 4. I have one or more specific ongoing committee or individual task assignment(s) for the Board. I work on these regularly. . . . . \_\_\_\_\_
- 5. Board directions are set and decisions made:
 

with full and balanced participation of all =	✓✓	}	→	
by distinctly less than all our membership =	✓			
basically by one or two people =	no check			

6. The proportion of Board meeting agenda items either suggested directly by Board members or derived directly from follow-through or regular Board activities (for example, committee or task force reports) is:

- 1/2 or more = √√
  - 1/3 to 1/2 = √
  - less than 1/3 = no check
- } → \_\_\_\_\_

SECTION TOTAL

E. SUPPORT OF THE BOARD BY THE ORGANIZATION

The Board receives the following kinds of support from the organization we serve:

1. Board members receive full and prompt reimbursement of Board-related travel, subsistence, phone, and other expenses . . . . . \_\_\_\_\_
2. When needed, staff services are provided for Board-related work, such as typing, clerical help, and research for Board work. . . . . \_\_\_\_\_
3. Comfortable and quiet working conditions and supplies for Board meetings and, if necessary, committee meetings are provided . . . . . \_\_\_\_\_
4. Thorough orientation to the organization itself, prior to beginning service on the Board, is provided. . . . . \_\_\_\_\_
5. At least once a year (once during the past year) training related to effective functioning as a Board member has been provided . . . . . \_\_\_\_\_

SECTION TOTAL

F. BOARD-STAFF RELATIONSHIPS

1. The Board as a whole has a single staff liaison or contact person in the organization. This person attends all Board and Executive Committee meetings . . . . . \_\_\_\_\_
2. This person is the top staff operating officer of the organization . . . . . \_\_\_\_\_
3. The relationship between the Board and the person is one of smooth, cooperative teamwork, without significant conflict or adverse tension. . . . . \_\_\_\_\_
4. Other senior staff regularly attend at least a significant part of Board meetings, to brief us on their accomplishments and problems, and to share information and ideas. . . . . \_\_\_\_\_
5. I know these staff and their work quite well, and have a comfortable, sharing relationship with them . . . . . \_\_\_\_\_
6. In general, our principal staff liaison and senior staff fully share problems as well as accomplishments with the Board. I don't feel we hear only what they think is convenient for us to know . . . . . \_\_\_\_\_
7. During my term on the Board I have been approached privately with a policy issue or position by a senior staff person other than the regular staff liaison. This was outside of normal, open Board channels, as a "bypass." . . . . . \_\_\_\_\_

- Never = √√
  - Once = √
  - More than once = no check
- } → \_\_\_\_\_

8. Board members mutually respect each other; there are no "factions" . . . . . \_\_\_\_\_

SECTION TOTAL

G. SCOPE OF RESPONSIBILITY AND DECISION

- 1. My legal responsibilities on the Board and potential liabilities have been clearly spelled out, and any liabilities have been effectively protected by bonding, insurance, etc. . . . . \_\_\_\_\_
- 2. We are asked for and reach decisions on a full range of important issues within the scope of the Board's role . . . . . \_\_\_\_\_
- 3. Staff follows through conscientiously in attempting to implement these decisions. . . . . \_\_\_\_\_
- 4. Staff provides excellent feedback on the implementation and impact of these decisions (for example, a report at Board meetings). . . . . \_\_\_\_\_
- 5. In general Board decisions have a substantial positive impact on the direction and functioning of the organization . . . . . \_\_\_\_\_
- 6. I personally am listened to when I speak up. My ideas are welcome and seriously considered by other Board members. . . . . \_\_\_\_\_
- 7. In the interim between Board or Executive Committee meetings, staff makes decisions that fall within the stated role of the Board:
  - never = ✓✓
  - occasionally = ✓
  - fairly regularly = no check

SECTION TOTAL

H. INFORMATION FLOW

- 1. Board meeting dates are set far in advance, in full consultation with Board members. . . . . \_\_\_\_\_
- 2. We are again reminded of date and place, as meeting time draws near. . . . . \_\_\_\_\_
- 3. Each Board member receives a planned, written agenda for the next meeting well before this meeting . . . . . \_\_\_\_\_
- 4. This agenda is supported by written background which is clear, relevant, without being overly voluminous. This is received early enough for study prior to the meeting . . . . . \_\_\_\_\_
- 5. Additional, more detailed resource material is available on request before the meeting or during it . . . . . \_\_\_\_\_
- 6. Each Board member is provided with a complete up-to-date list of Board member addresses and phone numbers . . . . . \_\_\_\_\_
- 7. Board members regularly and routinely receive all new publications of the organization; for example, newsletters, flyers, bulletins, brochures, and announcements. . . . . \_\_\_\_\_

SECTION TOTAL

TOTAL NUMBER OF CHECKS

OPTIONAL:

Your name \_\_\_\_\_ Date \_\_\_\_\_

Name of Board \_\_\_\_\_

Type of organization served by the Board \_\_\_\_\_

A. CHECKLIST FOR BOARD MEMBERS

This is a quick, easy to administer checklist for unpaid board members of non-profit organizations. The form is divided into specific board function sections, in order to identify special strengths and problem areas when the form is tabulated. A selection of items are presented as desirable conditions for optimum functioning of boards and advisory groups. Board members should complete the checklist and discuss results. General background for this checklist was provided by *The Board Member: Decision Maker for the Non-Profit Organization* by Pauline L. Hanson and Carolyn T. Marmaduke.

B. SCORING

Simply count the number of checks in each of the eight sections, record each, and then record the total for all sections.

C. NORMS

This form is quite new: it was first administered in September, 1976. Therefore, the number of responses is still quite low, 79 responses, and the norms can be approximates only. You may locate your total raw score range and approximate norm range in the following table.

NORMS FOR TOTAL SCORE

Raw Score taken directly from Checklist as per instructions:	You are higher than approximately:
0 - 57	25% of programs
58 - 70	50%
71 - 78	75%
79 - 100	You are in the top 25%

Checklist for Board Members is divided into eight sections covering specific board functions such as Mission and Roles, Membership, Board-

Staff Relationships, etc. Since these norms are based on fewer items each than total Checklist norms, they must be considered even less reliable, though still useful as rough approximations.

After tallying each section of Checklist, locate your raw score in each section of the following grid and circle it; connect the circled scores with straight lines. The resulting line graph will allow you to visualize the strengths and weaknesses of your board.



BASIC FEEDBACK SYSTEMS - CHECKLIST FOR BOARD MEMBERS

Analytic Norms

100	99	10	12	12	12	10	16	14	14	99
			11		11	9	15	13		
			10	11	10	8	14	12	13	
			9		10	7				
75		9		10						75
		8			9		13	11	12	
			8			6	12	10		
				9						
50		7		8	8	5	11	9	10	50
			7		7	4	10	8	9	
							9			
			6	7	6	3	8	7	8	
25		5	5	6	5		7	6	7	25
			4	5	4		6	5	6	
			3	4	3	2	5	4	5	
				3	2		4	3	4	
				2	1	1	3	2	3	
				1			2	1	2	
							1		1	
		Mission and Roles	Membership	Board Organization and Process	Level of Board participation	Support of the Board by the Organization	Board-Staff Relationships	Decision and Responsibility	Scope of Informator Flow	

CHAPTER X

CHECKLIST FOR VOLUNTARY ACTION CENTERS AND VOLUNTEER BUREAUS

CHECKLIST FOR VOLUNTARY ACTION CENTERS AND VOLUNTEER BUREAUS

This checklist is designed for Directors of Voluntary Action Centers and Volunteer Bureaus. A sampling is presented of conditions and standards considered desirable for optimum operation of a VAC or VB. To assist us in developing national norms, we ask you to complete the checklist and return it to NICOV. This form may also be adapted for use with Retired Senior Volunteer Programs (RSVP).

For each item below, please answer as follows unless otherwise instructed:

- Place two checks on the line if you're sure it's true or fully true.
Place one check on the line if you're uncertain or if it's only partly true.
Leave the line blank if it's not true.

A. MISSION, PURPOSE, PLANNING

- 1. We have a clear written statement of mission or purpose. Among other things, this statement clearly defines the major functions our office should be performing, and clearly designates the primary clients we should be serving.
2. We also have statements of objectives. These put goals and purposes in terms of results which can be measured.
3. Our statement of mission or purpose has been thoroughly reviewed within the past six months and this review is responsive to the needs of our clients.
4. What we actually do, and who we actually serve, conforms closely to our stated mission or purpose.
5. We have a written, carefully considered operations and growth plan, reviewed at least once a year.

SECTION TOTAL (Total number of checks)

Empty box for section total

B. AGENCY RELATIONS AND ASSISTANCE

- 1. Within the last year we have contacted at least ten agencies not previously listed with us in order to obtain new volunteer job descriptions.
2. All agencies listed with us were contacted at least once this year to update volunteer job descriptions.
3. Within the last year, our staff has been asked by at least six agencies to provide consultation on the development and/or administration of volunteer programs.
4. We have sponsored or initiated at least two training events for volunteer directors during the past year.
5. During the past year, we made a conscious effort with at least 50% of our agencies to ensure that volunteers received recognition and training.
6. We do not refer volunteers to an agency unless it has a designated person, paid or unpaid, responsible for its volunteer program.
7. We initiate discussions with any agency that consistently mishandles referrals or misuses referred volunteers; if the problem is not corrected in a reasonable time, we cease referrals.

- 8. We have a well-organized library or information system with a logical classification of materials. It is well stocked with frequently used materials relevant to client agency and volunteer information needs. . . . . \_\_\_\_\_
- 9. Of our total office staff time (paid and volunteer), the following percentage of our time is spent in the field consulting or participating as resource people outside the office: \_\_\_\_\_

More than 50% = ✓✓ }  
 25% - 50% = ✓ } → \_\_\_\_\_  
 0 - 24% = no check }

SECTION TOTAL

C. PUBLIC RELATIONS

- 1. Staff (paid or unpaid) gave presentations about our services and/or volunteer opportunities at least five times during the past quarter . . . . . \_\_\_\_\_
- 2. A major article about us has appeared in a local newspaper at least five times during the last year . . . . . \_\_\_\_\_
- 3. We sponsor a regular column on volunteer opportunities in a local newspaper. \_\_\_\_\_
- 4. New radio and/or TV spots on volunteers, initiated by us, were aired by local stations at least three times during the year. . . . . \_\_\_\_\_
- 5. We have published and widely distributed a brochure on our services during the past year (✓), and we prepare and distribute a newsletter which reaches a high proportion of our intended clientele at least quarterly (✓) . . . . . \_\_\_\_\_

SECTION TOTAL

D. BOARD/ADVISORY COMMITTEE

- 1. The composition of the Board/Advisory Committee is broad, including representatives from at least three-quarters of the following constituencies: business, law, education, religious groups, health associations, community, labor, minority, client (volunteers and agencies using our volunteers), government, elderly, youth . . . . . \_\_\_\_\_
- 2. Eighty percent of the Board/Advisory Committee have been present at each Board/Advisory Committee meeting during the last quarter . . . . . \_\_\_\_\_
- 3. Board/Advisory Committee met either this month or last month to review progress and to aid in planning. . . . . \_\_\_\_\_
- 4. Board/Advisory Committee members received in-service training either this month or last month. . . . . \_\_\_\_\_
- 5. All Board/Advisory Committee members joining the committee within the last six months have received an orientation to the agency. . . . . \_\_\_\_\_
- 6. Board/Advisory Committee members and staff have a clear understanding of their respective roles, functions, and responsibilities: written (✓), verbal (✓) . . . . . \_\_\_\_\_

SECTION TOTAL

E. BUDGET/FINANCE

- 1. We have a carefully considered projected or estimated budget for the next fiscal year, including alternatives and contingencies if full expected funding fails to materialize. . . . . \_\_\_\_\_
- 2. Expenditures to date are within 5% of the annual budget projection. . . . . \_\_\_\_\_
- 3. Financial records and books are kept according to standard accounting procedures, and books are audited annually, either internally or externally. . . . . \_\_\_\_\_
- 4. Our present annual budget is adequate for the job we can and should be doing this year . . . . . \_\_\_\_\_
- 5. There is a high probability that next fiscal year's budget will be adequate for our purposes. . . . . \_\_\_\_\_
- 6. If our present major funding source should fail, there is an alternative funding source would (certainly = ✓✓) (probably = ✓) pick up at least a third of our present budget . . . . . \_\_\_\_\_

SECTION TOTAL

F. VOLUNTEER RECRUITMENT AND PLACEMENT WITH AGENCIES

- 1. We have sponsored at least one community-wide promotion of volunteerism during the past year. . . . . \_\_\_\_\_
- 2. All potential volunteers contacting us were interviewed in person and referred to an agency within three weeks of the initial contact . . . . . \_\_\_\_\_
- 3. All referrals were followed up with the agency and/or the volunteer within one month of the date of referral . . . . . \_\_\_\_\_
- 4. At least 75% of the referrals within the last year resulted in placements . . . . . \_\_\_\_\_
- 5. Within five minutes we can retrieve information on any volunteer we placed within the past year (name, address, phone number, agency where placed) . . . . . \_\_\_\_\_

SECTION TOTAL

G. STAFF - PAID AND UNPAID (Exclusive of Board/Advisory Committee)

- 1. Written job descriptions, including responsibilities, reporting procedures, dollar value of position, skills, and knowledge required, exist for all paid and unpaid staff. These job descriptions are reviewed at least annually. . . . . \_\_\_\_\_
- 2. Pre-service orientation is given all staff, and in-service has occurred at least once in the last quarter. . . . . \_\_\_\_\_
- 3. We have regularly scheduled staff meetings, at least twice a month. . . . . \_\_\_\_\_
- 4. During the last quarter, the Director has had at least four hours of conference time with each staff member reporting directly to him/her . . . . . \_\_\_\_\_
- 5. Staff receive a performance analysis at least annually. . . . . \_\_\_\_\_
- 6. The Director has attended as a trainee at least one training workshop or conference in the preceding quarter (local, regional, or national). . . . . \_\_\_\_\_
- 7. Paid staff receive a fair wage and fringe benefits, by local standards, in relation to their level of responsibility . . . . . \_\_\_\_\_
- 8. There are presently four times as many volunteers as paid staff involved in the office's ongoing operation. . . . . \_\_\_\_\_
- 9. Among the paid and volunteer leadership persons on our staff, the number of minority persons is proportionate to the number of minority persons in our community . . . . . \_\_\_\_\_

SECTION TOTAL

H. REPORTS, RECORD-KEEPING, EVALUATION

- 1. A written monthly activity report is given to the Board/Advisory Committee . \_\_\_\_\_
- 2. We prepare an annual report of our office's activities, projects, and progress. . . . . \_\_\_\_\_
- 3. On a monthly basis, we keep regular logs of contacts and activities, both in general and by major project areas, and our referral and internal volunteer statistics are maintained regularly . . . . . \_\_\_\_\_
- 4. Within the past two years an evaluation or need assessment of our office has been conducted, including some significant input by clients, and by external evaluators not connected directly with our office. (Give yourself one check if such an evaluation has not been performed but is definitely planned within the next six months.) . . . . . \_\_\_\_\_
- 5. At least twice a year all our record-keeping and evaluative evidence is thoroughly analyzed and discussed to determine the extent to which we are performing our mission and the extent to which that mission should be changed. . . . . \_\_\_\_\_

SECTION TOTAL

I. OFFICE FACILITIES

- 1. We have at least 100 square feet per person ( $\checkmark$ ), 75 square feet per person ( $\checkmark$ ). . . . . \_\_\_\_\_
- 2. We have all the desks, typewriters, and office equipment we need . . . . . \_\_\_\_\_
- 3. We have at least two phone lines and otherwise adequate communications capabilities (postage, printing, etc.) . . . . . \_\_\_\_\_
- 4. We have adequate room available for meetings of at least 10 to 15 people . . . . . \_\_\_\_\_
- 5. Our office is conveniently located for easy accessibility to the people we want to serve . . . . . \_\_\_\_\_

SECTION TOTAL

OVERALL TOTAL OF CHECKS

#### A. CHECKLIST FOR VOLUNTARY ACTION CENTERS AND VOLUNTEER BUREAUS

This new Checklist is the final revision of earlier drafts and represents contributions from VAC Directors, NCVA's *Report on Selected Voluntary Action Centers* (February, 1976), and NICOV's State Volunteer Services Coordinator Feedback Form. Developed by Dr. Ivan Scheier, the Checklist attempts to provide VAC and VB Directors with comparative feedback on conditions and standards for optimum operation of a VAC or VB.

Directors of VAC's which emphasize operations other than the general areas indicated in the Checklist, should add more specific items to the end of the form, for more complete self-assessment. Also, this form may be adapted for use with Retired Senior Volunteer Programs (RSVP).

#### B. SCORING

Simply count the number of checks in each of the nine sections, record each, and then record the total for all sections.

#### C. NORMS

Since this is a new form, NICOV has not received a sufficient number of responses to develop norms. To assist NICOV in developing national norms, please complete the Checklist and return it to NICOV to be entered anonymously into the norms.

A first application of scores indicates:

Average total score is 74.

Total scores range from 46 to 96.