

getting results

WORKSHOP PROCEEDINGS: Feb. 14-15, 1978

WORKSHOP TRAINER: Dr. Eva Schindler-Rainman



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I N T R O D U C T I O N

The February 14-15, 1978 GETTING RESULTS Workshop was the result of collaboration between ACTION, VAC (the Volunteer Action Council), and Dr. Eva Schindler-Rainman. Susan Ellis and Vivian Norton, representing ACTION and VAC respectively, showed that inter-agency cooperation, while never easy, can be accomplished.

The concept of a workshop evolved through almost a year of planning by an ad hoc committee which included:

Jean Byall
Ruth Cohen
Anna Feldmeier
Ann Hubben
Fred Meier
Margaret Reider
Mary Welling
Tom White

These individuals gave their advice and their energies freely. The best results of the workshop are attributable to their ideas and interest. The workshop's shortcomings are not to be charged to them; their role was advisory.

What were the main learnings ? For many of us, it was the understanding, (not unlike Pogo's), that we are very rich in resources when we collaborate, for we are our main resource.

DEDICATION

THESE PROCEEDINGS ARE DEDICATED TO THE
108 PERSONS WHO PARTICIPATED IN THE

"GETTING RESULTS"

WORKSHOP

...who made it all happen

...and to Dr. Eva Schindler-Rainman

without whom not...

NOTE: Except where otherwise noted, the content of these proceedings were taken from notes developed by the participants on February 14-15, during the workshop.

These notes, taken from long lists on flip-chart pads, were edited by a small group of volunteers including: Louise Vanett, Betty Robinson, Mary Lib Flock, with special thanks to Ron DeCarlo, Lillian Noren, Vivian Norton and Valerie Pogozeleski.

The layout on the following pages has been varied to enable to reader to have a more relaxed review of the workshop's great productivity. There is no other significance attached to the page layouts.

A very special thanks to Felix J. Rimberg for his help in putting this material together.

VAC/ACTION WORKSHOP WITH DR. EVA SCHINDLER RAINMAN
GETTING RESULTS

FEBRUARY 14-15, 1978

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NEW TRENDS IN VOLUNTEERISM

Most of the benefits of the workshop were derived from the ideas and information exchange among the participants. (Of course, it was Eva's "special" style and the many "tricks" that she continuously shared with us, as she was doing them, that helped us work closely together, even though we were strangers).

What were those tricks?

- . round tables, from which we felt we could roam;
- . being treated as adults, instead of school kids;
- . being given choices...how to use our time; who to work with;
- . big pens and big pads;
- . individual table consultation as we worked;
- . clear, simple assignments;
- . building on ideas - never putting people down;
- . long lunch periods, so we could come back refreshed;
- . asking for, and getting, feedback...every step of the way.

At the beginning of the workshop, Eva did share some of her views about the changing nature of volunteerism. Her remarks are outlined on the following two pages, and are in process of transcription. Following is an article which she authored; other reference material is listed on page 60.

NEW TRENDS IN VOLUNTEERISM

(Summary of Introductory Remarks)

Eva Schindler-Rainman

I. New kinds of Volunteer Motivation

1. Advocates of a cause; people who are cause oriented.
2. Change-maker, decision-maker on a policy board.
3. Career preparation or resumption of career or career exploration.
4. Humanizing services to people.
5. Motivate to volunteer on temporary basis "Before I land, I'll taste."
6. Educational preparation - getting college and high school credit for volunteer experience.
7. For re-entry into society (as in rehabilitative programs)
8. Professional advancement within businesses.

II. More people are volunteering 41% are men, 59% female; no longer mainly the middle aged woman.

III. New "participatory" managers; the people who are affected influence decision making-including volunteers.

Cross agency collaboration

IV. Cost Containment and inflation leads to more volunteer use.

V. Labor unions becoming less suspicious.

VI. Changing values around commitment (more "temporary" systems)

VII. Women's movement

VIII. Rights of the client

IX. Consumer education

- X. Increased role of state/local government.
- XI. Need for increased administrative support to volunteers.
- XII. Mobility of staff and volunteers.
- XIII. Tax benefits of volunteerism
- XIV. Changes in norms of confidentiality
- XV. Changes of life style patterns/role changes/seasoned volunteers.

1. There are more people, young, middle, and older, male and female, from all kinds of racial, ethnic, and lifestyle backgrounds available to volunteer than there ever were before in our history. Are we tapping all of these groups?

* Volunteerism-to give, or to offer to give on one's own initiative with no monetary compensation for the service-to volunteer;
Voluntarism-the broad movement of persons who contribute their work and efforts freely to a variety of causes as part of the democratic way of life

2. There is extant in our society, through volunteering, the implementation of a deep American value, namely that of helping one another, helping your neighbor. People are volunteering to help each other to keep their streets and neighborhoods safe; past problem experiencers are helping present problem experiencers, such as people who had a mastectomy helping those who are going to have one; or past rape victims joining rap groups for women who have had this experience more recently; single parents helping each other; The Winners, a group of ex-felons helping recently paroled felons to find employment; and retired business persons helping persons who are just establishing their own business. How many alumni Girl Scouts do we have helping as volunteers in any capacity with Girl Scout programs now? How many Girl Scout councils still keep in touch with all of their Thanks Badge recipients?

3. Another development is the fact of rehabilitation through volunteering, in such programs as court referrals where selected first time lawbreakers are given an opportunity to volunteer for a certain number of hours and days rather than being put in jail. Many of these persons continue to volunteer after their court referral time is over. Prisoners volunteer to teach arts and crafts; and community volunteers work in prisons, and with persons on probation and parole to help them become rehabilitated; persons needing group and intergroup experiences are being referred to volunteer jobs by their therapists. Are the Girl Scouts recruiting any of these volunteers, or providing these kinds of enriching experiences for their own volunteers?

4. Advocacy of all kinds is becoming a very important volunteer movement. The cause might be anything from work on decreasing child abuse, to improving the quality of the environment, to working for legislative causes, to offering volunteer time to help make neighborhoods and camps safer. Do we have advocacy volunteers?

5. There are some motivational changes in the world of volunteering. Many people now see volunteering as a way to improve the quality of life. For instance, many industries are offering as part of pre-retirement preparation an opportunity to volunteer, and to experience volunteer work as a way of transitioning from paid work to retirement time. Both vocational and professional exploration and preparation is another motivation for volunteering by the young in high school courses, by the middle aged seeking a new career and by the older seeking to remain in the flow of society.

a. It is also important to many people that volunteer experiences are documented for them, so that they can be listed and counted on a resume or for college credit. In many cities civil service commissions will count volunteer experience in their job specifications and qualifications for certain positions.

b. Some people volunteer because they want to help change happen whether through or within the organization where they work.

c. The wish to be in on decision making and problem solving is another motivation for volunteering.

Are we capitalizing on some of these motivational changes?

6. There are changes in commitment, and people want to be where the action is; persons are more apt to volunteer if the job is temporary, or time limited, rather than being a "99-year committee lease"; people want optionality and variety, and see these as important, rather than "marriage" to one organization and/or cause. They want optionality and variety in ideas, jobs, opportunities, and they want choices as to how, when, and where they will commit their volunteer time. How many of our jobs still require a long term commitment, or have very inflexible job descriptions? Do we need to change some of our by-laws?

7. There are some important educational changes going on. For instance, credit courses are available for volunteers, and credit and degree courses are now becoming available for administrators of volunteer programs, both on the graduate and undergraduate levels. There is also a fast expanding body of knowledge available on voluntarism, both in the research literature and in the number of books and articles being published by a great variety of people about volunteering, volunteerism, and voluntarism. Are our bibliographies up to date to include some of these new materials and articles?

8. Towards equal opportunity in the volunteer world! Yes, we are moving in that direction with the existence of enabling funds for volunteers who cannot afford to pay for a babysitter, for the transportation to and from the volunteer job, or for a luncheon conference, or other kinds of relatively small expenses that are required in order to volunteer. Insurance for volunteers has become an important item, and may be demanded by some volunteers before they will serve. Contracts between the agency and the volunteer covering such things as hours and time, the kind of support the agency will give, the kinds of things the volunteer will do, the training opportunities that will be offered, and other items mutually agreed upon by the agency and the volunteer. Portable training is another opportunity being offered, so that people will have more equal chances to be trained to volunteer. This means that the training is taken to the volunteer, and is available when the volunteer has time and the need, rather than when it is convenient for the agency. Certainly all minority groups, including persons with physical disabilities, have requested an equal opportunity to volunteer, and we in the Girl Scouts of the USA have a commitment to offer these kinds of opportunities. Are we translating that commitment into seeable, measurable action?

9. Even service delivery systems are changing through the development of professional-paraprofessional-volunteer service teams. In many places the unique talents of the volunteer, paraprofessional, and the professional are being blended in order to give more humanized, varied, and interesting service to the consumer. We have neighborhood teams, but do we have community or council evaluation teams? Or have we other ways of combining staff and volunteer resources to give better service?

10. We are also moving towards more evaluation of volunteer programs and more accountability. We are becoming more and more interested not only in the quantity of volunteer help, but also in the quality of that help, and the difference that it makes in more humanized, individualized, varied and interesting service to girls. What kind of evaluation for volunteer development and service does your council have?

11. There are some new questions being raised about the expanded world of voluntarism. The women's movements have asked whether volunteering makes women second class citizens; certain professional groups, such as nurses, social workers, and teachers, are worried about the role of the volunteer, and the possible encroachment of volunteers on professionals, and the decrease of budgets to pay professionals, who in the eyes of some might be replaced by able volunteers. It is clear that the job descriptions for professionals and volunteers must be differentiated, and the volunteer must be seen in most cases as an extender of skillful professional services, rather than that the person is there instead of the professional. Unions have had some concern about whether jobs that have been paid for would in an economic crisis be scratched and given to volunteers. Some oppositions and questions come from the status quo volunteers, the kind of persons who have been in the organization a long time, and act as guardians of the program, unwittingly excluding people unlike themselves. They are often reluctant to see the changes that are going on. Have we developed strategies to answer these questioners?

NEW SPACES AND PLACES TO VOLUNTEER

One of the things that is important to us in the Girl Scouts of the USA is to realize that there is much competition for the volunteer these days. Volunteers can be found on all levels of government, and indeed thirty-three State governments now have State Coordinators of Volunteers directly responsible to the Governor of that State. Many local governments also have coordinators of volunteers, and interesting volunteer jobs available. Increasingly there is a focus on international voluntarism through such organizations as American Women for International Understanding, American Field Service, the Experiment for International Living, and LIVE (Learn through International Volunteer Effort). Also challenging volunteer jobs can be found in all sectors of community, including: recreation, be it the zoo or the local recreation center; the religious sector, in which, according to Gallup, there are more people active now than ever before; the health sector, both in the mental health agencies as well as in hospitals and convalescent homes; in the welfare sector, be it the advisory committee of the local public welfare department, or the volunteer at a family service agency, or the volunteer counselor; education--there volunteers are active in the private, parochial, and public schools, and include people who tutor from ages three to a hundred and three, as well as people who help teachers directly, or who work with whole classes, or who offer particular and special resources to children; government on all levels, from taking minutes at commission meetings to being a schoolboard member, to working as a consumer advocate; the mass media, with all the volunteer opportunities available through for example Public and Educational T.V.; the cultural sector, including museums of art, history, folk art and craft museums, the field of dance, writing, film, music, etc.; the employment sector, where many volunteers are now acting as volunteer employment counselors; the business and industrial sector is becoming increasingly active by offering human as well as material resources to help with a variety of causes (indeed a privately funded organization known as Involvement Corps helps businesses and industry to organize volunteer programs); and the public safety sector, including the courts, police, probation, parole, and prisons. It would be interesting to know to what extent Girl Scout councils recruit some volunteers from any of these sectors to help with the Girl Scout program, and to what extent we send trained girl and adult volunteers into any of these sectors?

*This article originally appeared in GSUSA News, the monthly newsletter of Girl Scouts of the U.S.A., Volume VI, No. 8, August, 1977.

NEW MOTIVATIONS

DAY 1: WORKSHOP MORNING

1. Status symbol; counteract anonymity; regain sense of control over environment.
2. Re-examining job descriptions.
3. Career change.
4. Needs fulfillment: Personal, Psychological, Social.
5. Change in lifestyle and/or role.
6. Greater social consciousness--community interest (specialized recruitment and interviewing techniques.)
7. Self-development--self education; participation in the development of job descriptions.
8. "Make a contribution".
9. Maintain activity--feel "still useful".
10. Re-socialization for the handicapped.
11. Growing-up experience for youth.
12. Decentralized activity: Volunteer opportunities at home or from home.
13. New challenges to develop new placements (to meet changing needs of volunteers).
14. To be able to distinguish the needs and motivations of the volunteers.
15. Availability of volunteers from untapped sources there-to-fore unused.
16. Personal fulfillment for volunteer.
17. Development of leadership skills, particularly for those thinking of careers in volunteerism.
18. Opportunities for volunteering by former clients of an agency: Drug, alcohol and mental health/mental retardation, etc.
19. Volunteers should feel as though they will be part of a unified group.

New Motivations
Day 1: Workshop Morning

20. Develop volunteer potential and growth.
21. Help volunteer become cause-oriented.
22. Have volunteer become part of planning.
23. Assign job to volunteer for his need as well as Agency's need:
(a) Change job description with volunteer involved in change.
24. Give volunteer a support system.
25. Advocate legislation which affects volunteerism.
26. Identification of motivation.
27. Educate professional staff and traditional volunteers of new motivations in order to arrive at suitable placements and acceptance.
28. Know how to use, not abuse the volunteer.
29. Advocates are those who want to make change.
30. Future considerations affecting motivations:

Labor Unions	Government Roles
Women's Movement	Liability
Changing Values/Commitment	24-Hour Services
Changing Image of Volunteers	Taxes
Consumer Rights	Changes in Confidentiality
Need For Including Administrative Support	

NEW POPULATIONS

DAY 1: WORKSHOP MORNING

1. Male volunteers: different time available, different skills, different motivations.
2. Blue collar persons: retired, still employed, temporarily unemployed.
3. Handicapped or disabled person:
 - (a) Agency should evaluate accessibility requirements, staff acceptance, preconceived attitudes about disability, flexibility of assignments, and share placement decision with appropriate professional.
 - (b) Provide opportunity for transition and acceptance.
4. Neighborhood persons to relate to discharged patients help "bridge" situation.
5. Couples: retired and unretired, shared interest.
6. Foreign speaking: bi-lingual (foreign born) understand cultural background i.e., uniform, mannerisms, religious traditions, semantics.
7. People who are primarily looking for employment:
 - (a) Temporary volunteering will affect training, type of job, and commitment.
8. Transitional volunteers.
9. Retired people.
10. Parents who volunteer in programs related to own children's welfare.
11. Public assistance clients.
12. Former hospital patients.
13. More knowledgeable young people having release time from school.
14. People with specialized skills program and specialties.
15. Meet avocation interests -- rather than their paid specialty.
16. Business and industry -- release time to volunteer.
17. Interest volunteers in becoming Board members.
18. Developing new opportunities for career exploration.
19. Seasonal jobs for volunteers.

NEW TRENDS IN MANAGEMENT DEVELOPMENT

DAY 1: WORKSHOP

The following information was gathered on Day 1 of the Getting Results Workshop regarding New Trends in Management Development:

1. Volunteers are beginning to work in interviewing, training, and placement of other volunteers.
2. Volunteers are becoming part of advisory boards.
3. Promoting volunteer commitment.
4. Relationship between management, unions and volunteers.
5. Ad hoc committees to do needs assessment, design and evaluate training.
6. Inside/outside--using a consultant to develop systems and then as an instrument of the system.
7. Management must be committed to building volunteer/staff teams in terms of priority of staff time and importance to overall system--otherwise volunteer rejected--not used--drops out.
8. A simple system to train people for temporary assignments.
9. Management must give volunteers a sense of worth.
10. Re-evaluate and recognize growth of volunteers.
11. Include volunteers in planning of programs.
12. Support collaboration across agency lines by:
 - (a) Defining services and goals of individual agencies.
 - (b) Planning inter-agency workshops.
 - (c) Establishment of community coalitions.
 - (d) Include representative of all agencies.
 - (e) Publish a newsletter crossing geographical lines.
 - (f) Current directory of services must be available to all agencies.
13. Structure of Board should respond to changes in management.

GETTING RESULTS WORKSHOP
New Trends in Management Development

14. New skills for Board Members.
15. Volunteer as consumer liaison.
16. Futuring: dehumanization/humanization--less resources.
As money becomes tighter, agencies should look to volunteers to help provide human services.
17. Maintain skill bank of volunteers.

DECREASING
RESISTANCE TO
VOLUNTEERS:

GETTING
RESULTS
WORKSHOP

126 IDEAS

Flexibility in creative volunteer roles.
Plan ahead: space utilization.
Increased contact with staff and clients.
Orientation of Board members.
Joint orientation of new staff and volunteers.
Understanding of roles: volunteer and staff.
Develop informal socializing opportunities.
Stress importance of consistent commitment.
Accountability of volunteer.
Flexibility to change placements when necessary.

Consciousness-raising of staff toward volunteerism.
Use of positive reinforcement by volunteer director
with staff and volunteers.
Be willing to admit and resolve your mistakes.
Sensitivity training for all participants.
Publicity--education.
Time flexibility on part of agency and volunteer.
Increase staff participation in volunteer management.
Sharing volunteer's motivation with staff when appropriate.
Utilize staff referrals.
Greater opportunity for staff to evaluate volunteers
and their services.

Decreasing Resistance to Volunteers
Getting Results Workshop

Tent-trays on patient's trays to recruit volunteers
"Blow the volunteer's horn"

Coordinate volunteer training with a central agency

Showcase "Superstars"

Client testimony

Highlighting achievements of volunteers

Showing volunteers effects of efforts (Feedback)

Placing a "good volunteer" in department that has shown
resistance

Role playing to show staff how volunteer feels
-appropriate number of volunteers
-quality program

Terminate poor volunteers

Have volunteer evaluate his assignment/how he
might better be able to help staff

Consistency of policies

Administrative or management support

Provide a good working environment

Personnel policy: when staff person is hired, job description will
read: "work with volunteers"

Change image of volunteer

Bulletin board listing of volunteer needs

Think "quality", not "quantity"

List things volunteers have done on bulletin board

Speaker's bureau

Tours of facility

Role playing exchanges in training sessions

Decreasing Resistance to Volunteers
Getting Results Workshop

Develop team concept

Have qualified pleasant volunteers

Develop good methods for selecting volunteers

Create new volunteer jobs

Involve staff members and volunteers in decision-making

Insure staff/volunteer recognition

Increased public relations

Provide printed profile of volunteer programs

Ask staff for projects

"Get to know you" parties

Train staff in conflict resolution

Don't let staff feel threatened

Give credit when and where due

Make staff aware of expertise and quality of
volunteers

Encourage dependability of volunteers

Adequate insurance

Administrators get human relations training

Educate staff

Decreasing Resistance to Volunteers
Getting Results Workshop

Explain details of program in staff meetings

Involve staff in recognition of volunteers

Staff/volunteer exchanges

Recognize staff people for exemplary supervision

Develop volunteer job descriptions which can be modified

Allow crossover into other departments

Establish good rapport with staff

Treat volunteers as staff

Utilize volunteer/staff suggestions as often
as possible--visible results

Continuous evaluation: one-to-one; both
staff and volunteers

Introduce volunteers to all staff personnel
where appropriate

Invite volunteers to staff functions (converse)

Invite volunteers to staff meetings (converse)

Educate department personnel to limits of
volunteers

Make all meetings open

Put volunteers on mailing list for all publications

Provide opportunities for homebound/handicapped persons whenever possible

Re-evaluate recognition system

Establish on-going support system

Active listening to all critiques

Decreasing Resistance to Volunteers
Getting Results Workshop

Have head of agency speak out frequently on
value of volunteers.

Have experienced volunteers train new
volunteers.

One-to-one recruitment.

Trainers of volunteers have good knowledge of
place where volunteers will be placed.

Inter-agency referral system.

Utilize staff person as advocate.

Involve staff in training of volunteers.

Identify skilled staff who would be good in
working with volunteers.

Evaluate quality of supervision given.

Change training times to accommodate staff.

Include introduction of volunteer program to
new employee orientation.

Point out budget pluses

Be especially supportive to your own volunteers

Client feedback

Be friendly

Building in a mix of peoples

Overcome ethnic and educational barriers

Keep channels of communication open

Staff division of volunteer assignments

Decreasing Resistance to Volunteers
Getting Results Workshop

Hold brainstorming sessions

Find out why volunteers leave or remain

Establish Credibility (your own)

Involve the resisters in a brain storm

Volunteers can do things staff may not have time to do

Community image

Have young and seasoned together

Post cartoons (appropriate)

Have staff recruit volunteers

Be open to new ideas and suggestions

Provide lounge areas for staff and volunteers

Approach problems positively

Use wisdom in matching volunteer to staff

Keep your sense of humor

Learn to listen

Learn to enjoy

Keep your cool

Visibility of your program

Give attention to small details

Decreasing Resistance to Volunteers
Getting Results Workshop

- Ask staff if they are volunteers
- Set staff contracts for volunteer time
- Good volunteer administration practices
- Help people recognize not everyone can
volunteer for a particular task
- Be realistic in expectations
- Explain "why" of job
- Simplify records and keep where appropriate
- Train receptionists to importance of volunteers
- Invite volunteer to annual meeting

GETTING RESULTS WORKSHOP

ALL THE WAYS TO.....INSTRUCTIONS

QUESTION: What are all the ways to motivate, recruit, provide for growth & development, retain, recognize and dismiss a volunteer?

A workshop exercise designed to make one think of all the ways to do a certain thing regarding volunteers. i.e. retain volunteers, recruit volunteers, etc.

The groups were divided into the major topics and requested to brainstorm* as many ideas as they possibly could regarding the topic which they had chosen.

*Brainstorming rules: see appendix

GETTING RESULTS WORKSHOP

ALL THE WAYS TO RECRUIT VOLUNTEERS

Other volunteers
public relations
Media
High schools, colleges
Supermarkets

Special interest clubs
Former patients (hospitals)
Senior citizen centers
Clubs
Listing in VAC Directory

Transportation systems
Volunteer fairs
Community fairs/events
Displays in malls
Banks

Cleaners/service places
Identifying slogans
Mass mailing
Volunteer for a day (brought by other volunteer)
Inter-agency sharing of volunteers

Working with pre-retirement workshops
Families of employees
Loaned executives
Selective recruiting
Workshops

Fund raising envelopes
Local businessmen's associations
AARP (American Association of Retired
Persons)
Federated Women's Club
Referrals from medical profession

Faculty of university staff
Educational field experience
Publicized recognition constantly
Feature stories on volunteers/human interest
House organs/newsletters

GETTING RESULTS WORKSHOP
All the Ways to Recruit Volunteers

Cub Scouts/Boy Scouts/Girl Scouts
Home volunteers for agencies (handicap)
Minority newspapers
Unions/clubs of retired people
Families of clients/getting volunteer service/public relations to use

Side shows
Fortune cookies in Chinatown
Barbers, hairstylists
Libraries
Parks

Tennis clubs
Golf courses
Request with billings
Hobby shops (teach activity, etc.)
Word of mouth

Peer association
Referrals by agencies
Church social groups
Posters
Fact sheets

Government agencies
Political groups
Ethnic groups
Bumper stickers
Fraternal organizations

Public servants
Probation counselors
Judges
County Commissioners
Contributors

Professional organizations
Church bulletin
Ministerial associations
Parent Teacher Associations
Community centers

Veterinarians
Veteran's associations
College fraternities and sororities
Welcome Wagons
Hillel groups

Bureau of Employment Security
Adult Basic Education
Waiting rooms
Public Health Nurse
Flyers

GETTING RESULTS WORKSHOP

ALL THE WAYS TO MOTIVATE VOLUNTEERS

Mobility	Staff/volunteer meetings when appropriate
Individual conferences	Inter-agency referrals
Adjustable time schedules	Opportunities for problem-solving
Incidental reinforcement	Program planning
Reciprocal feedback	Participation on Boards
Newsletter	Participate in evaluation
Appropriate awards	Leadership
Choice of jobs	Pleasant surroundings
Good supervision	Include in staff meetings
Training--pre/in-service	Using buddy system for training
Implementing skills	Good rapport with staff
Long-range/short-range goals	Volunteer decision-making
Feasibility to be creative	Availability of directors
Career orientation	Insurance coverage
Special assignments	Enabling funds
Match skills to task	Fringe benefits
Chance for volunteer to get overview of program	Get-together for volunteers
Tangible results	"Fun things"
Advancement into career jobs	Provide space and equipment needed for work
References	Feeling appreciated
Academic credit	Guidelines or manual for volunteer work
Social interaction	Effective correspondence
Identification with agency's image	Effective interviewing
Big sister/brother to new volunteer	Job references for volunteers
Security of job assignment	College references for volunteers

Getting Results Workshop
All the Ways to Motivate Volunteers

Volunteer advisory committee
Visiting other volunteer
 organizations
Lunch tickets
Transportation
Tours to other parts of agency

Willingness to fill out forms for
 college bound volunteers
Making feel responsible
Trusting and respect of volunteer
Be ready for them
New experience/enrichment

Continued in-service
Variety of jobs
Staff evaluation
Opportunity to move up
Provide learning opportunity

Accept volunteer's ideas
Keep promises

Flexibility in assignments
Feeling needed and useful
Publicity--newspaper, press
 releases
Clearly defined tasks
Contact with other volunteers in
 agency

GETTING RESULTS WORKSHOP

ALL THE WAYS TO PROVIDE FOR GROWTH AND
DEVELOPMENT FOR VOLUNTEERS

Training

Change of assignment

Participation in planning and decision making

Career ladder

Feedback on evaluating volunteer job

Development of group spirit

Working in-team setting

Follow-up training session

Responsibility

Learn volunteer's "hidden" agendas and meet those needs

Learning special skills of volunteers

Recognition

On-going evaluation

Develop intrinsic reward system

Create atmosphere to experiment in new things

Train staff to respect volunteer's capabilities

Be accessible to listen to volunteer's re-growth

make resources available for new development

Group contact for discussion

Provide for growth and development in promoting variety of volunteer activity

Give them opportunity to do something they haven't done before

In-service training

Having volunteers represent agency at outside meeting

GETTING RESULTS WORKSHOP

All the Ways to Provide for Growth and Development of Volunteers

First person article by volunteer for newsletter

Establish institutional climate of growth

Offer frequent in-service opportunities

Slide show with volunteers as "stars" (edit well)

Direct-service volunteers on boards

Provide human relations training for supervisors and staff

Develop training co-ops with other agencies

Take volunteers to professional conferences

Stress professionalism of volunteerism

Teach volunteers to think positively in their role

Offer meaningful assignments

Age group mix

Establish volunteer's expectations

Volunteers to participate in agency long-term planning

Have volunteer head up temporary projects

Involve volunteers in recruitment

Have volunteers evaluate their jobs

Exit-interview

Role playing to improve programs

Entry interview

Upward mobility

Referral service

Bring in consultants

Study groups

Encourage role change

Periodic feedback

Positive reinforcement

GETTING RESULTS WORKSHOP

All the Ways to Provide for Growth and Development for Volunteers

Re-education program

Let volunteers review literature in field and report back

Have volunteers share experience of other volunteers

Experienced volunteers train other volunteers

Offer applies for outside development--college courses, etc.

Let volunteers decide what they would like to learn

Make volunteers aware of agency priorities

Opportunity to observe in areas other than own

Encourage decision-making

Encourage problem-solving

Involve volunteers in writing articles/public relations on individual program sections

Provide references for volunteers

Provide opportunities for staff/volunteer feedback

Represent department on hospital (in-house) committees

Encourage departments to be involved in staff development

Provide opportunities to volunteers as leaders

Assist in programs development

Help plan for recognition of volunteers and staff

Develop a skills bank

Have all volunteers write own job description

Do a fantasy (idea) training program

Communication between staff and volunteers

Inter-relationship between other agencies

Personal contact between volunteers and director of volunteers

Coaching rather than "bossing"

Encourage volunteer's suggestions and use incorporated

Let volunteers present own activities to board or staff

GETTING RESULTS WORKSHOP

All the Ways to Provide for Growth and Development for Volunteers

Introduce new programs

Volunteers initiate new program ideas

Listening

Full use of skills

How to market skills gained

Flexibility

Provisions for handicap

Sense of humor

Sharing expertise

Reimbursement (enabling funds)

ALL THE WAYS TO DISMISS A VOLUNTEER

Transfer - to other assignment

Terminate job

One to one - Document - Job not meet description of volunteer

Promote - Demote

Probation Period

Trial Period on new assignment

Re-Orientation

Evaluation of what they were doing

Refer to other agency like VAC

3rd party mediation

Documentation of problems

Definite Rules

Transfer

Terminate job

Fire - outright

GETTING RESULTS WORKSHOP

ALL THE WAYS TO RETAIN VOLUNTEERS

Recognition

Personal contact (regular)

Involvement in decision making

Happy atmosphere

Chance to air gripes (make it fun)

Regular evaluation (How am I doing?) (feedback)

Flexibility (opportunity to change jobs)

Very careful placement

Volunteer leadership

Arrange transportation and meals if needed

Encourage good volunteer/staff relationships

Good training program

Stimulating assignments

Be available

Stroking (pat on back: Tender loving care)

Recognize that some volunteers are transient

Team building program/efforts (consideration when sick, or personal problems)

Each volunteer treated as a unique individual

Clear job description

Volunteers receiving the equipment needed to carry out the assignment

Good and comfortable working conditions

Prompt attention to personality conflicts (effective staff supervision; make sure they know to whom to gripe or complain.)

Good scheduling of assignments to meet the individual needs

Creative assignments (opportunity to build on assignments)

Matching skills and talents to job (fulfill expectations)

Know your individual volunteers personally; not just from a list

GETTING RESULTS WORKSHOP
All the Ways to Retain Volunteers

Regular evaluation by staff
Follow-up after termination
Chance for advancement
Fun and light touch
Interest in person as whole
Institutional & support
Recognitions of satisfactions
Suggestion boxes
Sense of creativity
Interesting meeting
Rewarding work
Socialization

ALL THE WAYS TO RECOGNIZE VOLUNTEERS

Write-ups in company newspapers & Neighborhood papers

Write-ups in agency newspapers

Breaking away from standard recognition programs

Assigning volunteer's to special jobs

Coffee with the administrator

Flowers on certain occasions

On patient trays - recognize

Phone call to the missing volunteer from supervisor

Inclusion in office parties & fun celebrations

Inclusion in some benefits available to employees

Reimbursement for meals, parking etc.

I.D. cards with photo

Inclusion in decision making process of their activities

Treat volunteers as a "family member"

Invite volunteer to attend lunch with staff

A verbal "thank you"

Body Language

Car bike decals

Certificate following training

College Credit

GETTING RESULTS
All the Ways to Recognize Volunteers

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Pins

Certificate for hours

Educational programs

Benefits

Birth or announcement cards

Community awareness

Encourage staff recognition in individual depts.

Tee shirts

Tote bag

Decent working conditions

"Thank-you grams"

Recognition from clients

Taking part in NATIONAL volunteer Recognition events

Proclamation ceremonies by govt. officials

Recognition by staff

Letter of recognition to employer or school

Answer questions as if they have a right to know

Parking

ALL THE WAYS TO USE VOLUNTEERS TO EXTEND HUMAN SERVICES

Recruitment
Resource specialists
Paralegals
PR Improvers
In-home recreational therapy

Interpreters
Therapeutic Aides
Patient Orientation
Advocates for high risk at risk client
Part-time advocates

Special activities at holidays
Tutors
Work with terminally ill
Reintroduce patients to community
Teaching piano and/or a language

Craft - hobby teaching
Teach good grooming
Horticultural therapy
Resource liaison
Program planning

Community outreach
Work with patients families
Telephone reassurance
Friendly visitors
Child abuse, education and help for...

Personal shopper
Fund raising
Training
Advisory groups
Transportation services

Chaplaincy
Newsletter editors/reporters/photographers
Teaching health care
Showing films
Teaching how to budget

Rehabilitation programs/ Mastectomy/Ostomy
Home care
Entertainment and Drama
Resource of available community facilities
Baby-sitting

Family relief for the handicapped
Develop disaster emerg. preparedness
planning
Maintenance and home repair
Widows/Single parents
Information and referral

Clothesline for patient needs/ombudsman
Bandage and surgical dressing makers
Sewing groups
Gifts for patients
Environment improvement

Running errands for client/patients
Reading to or writing for patients
Feeding patients
Foster grandparents
Big Brothers

Helping people revive old skills
Bulletin Board displays
Private lobbyings
Give others more confidence to volunteer
Utilize resources from other experiences

Raise community conscience level
Make community more aware of what agency
has to offer
Matching skills to consumer needs
Share talents
Provide direct person to contact - one
to one service

Provide contact with isolated people
Sensitizing gov't to community concerns
Providing a listening ear
Way to experiment with different service
models
Giving people an opportunity to be
helpful to one another

Serve as role models
Give some people reasons for existing
Stimulate desire for future career
Help to curtail tax increases
Bring fresh knowledge and perspective
to staff

GETTING RESULTS WORKSHOP

All the Ways to use Volunteers to Extend Human Services

Generate small community programs, i.e.
Urban gardening
Crisis intervention
Counseling
Lay-board training

Culture and recreational guides
Helping people move, get jobs,
find apartments, adjust to change
Emergency food and furniture
Raise esteem of being a volunteer
Help unemployed youth find jobs

Street workers (gang control, etc.)
Half-way houses
Leadership
Statistics.- needs assessment
Use for emergency on-call people

Researchers
Develop network among agencies
Clerical duties
Provide foster and group home care
Act as houseparents

Temporary shelters
Answer telephones - C.B. (react teams etc.)
Supervise
Follow-up service
Donate

Bridge generation gap
Organize
Help with development and training of
new volunteers
Volunteers on future planning teams
Volunteers as humanizer for an agency
within community.

GETTING THE ANSWERS FOR YOURSELF

EXERCISE ON THE DESIGN OF RESEARCH INSTRUMENTS...

Groups worked together to create research instruments that could help to answer questions that are important to volunteer administrators. Topics were selected by the participants and individuals worked in groups following the general format:

PROBLEM STATEMENTS

ALTERNATIVE METHODS TO SOLVE PROBLEM

SELECTED METHOD

DATA NEEDED)

In the following pages the result of these consultations on research methods are presented to determine:

- 1) The effectiveness of volunteers who are also clients
- 2) Client's evaluation of volunteer services
- 3) Acceptance by staff of volunteers
- 4) Training needs of experienced volunteers
- 5) Attitudes of experienced volunteers towards new volunteers
- 6) Attitude of staff towards volunteers

TO DETERMINE THE EFFECTIVENESS OF VOLUNTEERS WHO ARE ALSO CLIENTS

ALTERNATIVE METHODS:

1. Interview (Evaluation)
2. Observation
3. Record of what has gone on before client volunteer as opposed to after.
4. Feedback from clients = how comfortable does client feel in role of volunteer.
5. Support meetings with staff.
6. How often is a particular volunteer asked for? (number of telephone calls for client volunteers).
7. Comparison of client/non-client volunteers.

SELECTED METHOD:

1. Interview and follow-up to determine effectiveness.
2. Conversational rather than question and answer.
3. Questions interjected throughout. Need an outline as guidelines for interview.

QUESTIONS:

1. How are you doing?
2. Are you comfortable?
3. What do you think about helping others?
4. Have you developed any particular interests?
5. Sensitivity to special needs of client volunteers (interviewer attitude)

DATA NEEDED:

1. How sensitive is the volunteer to the clients? (client's needs)
2. Can the client volunteer separate roles (as client as opposed to volunteer)

TO DETERMINE CLIENT'S EVALUATION OF VOLUNTEER SERVICES

ALTERNATIVE METHODS:

- 1) Group interview - with the advantages of: group support, clarification/ "building" upon others' ideas, time savings for interviewer.
- 2) One-to-one interview - outsider - with advantage of the elimination of bias.

SELECTED METHOD:

Group interview - 5 to 6 probationers who have worked with volunteers;-
volunteer participation by probationers
interviewer explains purpose of meeting

DATA NEEDED:

Specific ways volunteers can be helpful
Specific ways volunteers cannot be helpful
Needs met by volunteers
Needs not met by volunteers
Did volunteer impose value judgement?
Expectations of the relationship
Feelings felt throughout relationship
How often did you meet with your volunteer - over how long a period?
Where did you meet with volunteer?

QUESTIONS:

What did you like about your experience with the volunteer?
What did you dislike about your experience with the volunteer?
How would you make it different, change, or add to it?

TO DETERMINE ACCEPTANCE BY STAFF OF VOLUNTEERS

ALTERNATIVE METHODS:

1. Questionnaires
2. Individual Interviews
3. Group Interviews
4. Question Department Heads at Department Head Meeting

SELECTED METHOD:

Group Interview Process [The Director of Volunteers does not conduct the meeting (single departmental staff meeting)] Director of Volunteers would be the observer and perhaps the recorder. Consult with department head and get their input and use it! Provide questions for department head to use. Open ended statements.

QUESTIONS:

1. What age group/groups can be utilized in your department? In what ways?
2. Is the volunteer coming to you with the correct preparation? With the tools and training he needs to perform the task effectively? (If not, can you give suggestions for improvement?).
3. Are volunteers being provided at the times you need the service?
4. Are there other things that volunteers could do which they are not now doing which could be helpful/useful during slower periods?
5. Have you ever done volunteer work? How did you feel about your volunteer experience?
6. Would you be willing to be part of the selection process for volunteers to be assigned to your department? If so, how should this be done?
7. How would you involve yourself and/or your staff in the orientation and training of volunteers who will be working in your department?
8. How do you view the role of the volunteer in your department?
9. What method would you be most comfortable with for feedback and evaluation?
10. Does the term "volunteer" connote any specific images or ideas?

TO DETERMINE THE TRAINING NEEDS OF EXPERIENCED VOLUNTEERS

ALTERNATIVE METHODS:

- I. Group interview: Discuss past experiences of volunteer (what volunteer has to offer)
Experienced volunteer comes to new or different agency.
- II. Kinds of things can make volunteering exciting or frustrating.
- III. List things which are wrong and methods for improvement.
- IV. Needs assessment.
- V. Utilize experienced volunteer for active participation in program.
- VI. Offer new opportunities.
- VII. Exit interviews.

Step I: Group Interview:

- a. relaxed atmosphere
- b. informal or round table setting

Interviewer (Professional)

Recorder

Volunteers (Random sample of experienced volunteers)

Step II: Ask for key data.

Step III:

- A. Brainstorm - training needs from evaluation results.
- B. Zero in on given number selected items, and identify key topics for training.

Step IV: Design a training program to deal with the topics; the group helps design program.

Step V: Deliver training

Step VI: Evaluate results

TO DETERMINE THE ATTITUDES OF EXPERIENCED VOLUNTEERS

METHOD:

- A. 10 minute warm up period for volunteers
 - 1. welcome
 - 2. description & break down of groups
 - 3. common goals to be attained by volunteers
- B. Brainstorming session - 15 minutes
 - 1. What is value of new volunteers?
 - 2. What is value of experienced volunteers?
- C. Open discussion with group through multi-choice questions.
- D. Recorder noting conclusions
- E. Analysis of outcomes
 - 1. What are needs of each group
 - 2. Suggest changes in present structure

TO DETERMINE THE ATTITUDE OF STAFF TOWARD VOLUNTEERS WITHIN THE AGENCY

DATA NEEDED:

1. Is staff satisfied with volunteers?
2. Is staff attending meeting that are attended by volunteers?
3. Does volunteer receive support from staff? (staff's perception)
4. Is volunteer time serving a purpose for agency?
5. How much time is spent in supervision of volunteer?
6. Does staff feel the clients benefit from volunteers?
7. Does staff feel volunteer is dependable?
8. Does staff realize value of volunteer contribution?
9. Does staff have input into volunteer orientation, evaluation and training?
10. Does staff feel they have voice in decision about placement of volunteers?
11. Is staff understanding of volunteer motivation?
12. Do staff members feel staff should be recognized for working with volunteers?

METHOD:

Step I: Group meeting to find attitudes (with leader and recorder).

A. Group (of staff) creates a fantasy volunteer, then determines:

1. What would we do to make our fantasy come true or change the fantasy to a positive image.
2. List good characteristics; develop a system of sharing and compiling.

Step II: Written tool: Questionnaire or checklist ratings

Your department _____

Sign if you like _____

1. Did you attend "fantasy meeting"?
2. Did you get any new ideas?

3. Do you work with volunteers?
4. Have volunteers been helpful?

Rate: VS S SS NS

(VS-Very satisfactory; S-Satisfactory; SS-Somewhat Satisfactory;
NS-Not satisfactory)

5. Is time spent with volunteers by staff effectively used?
6. What can we do to make this time spent more effective?
7. Would you like to work with volunteers?
8. How could volunteers serve in your department?
9. Would you like to help plan program for volunteers?
10. Have you ever volunteered anywhere?

Church _____ School _____ Neighborhood Group _____
Agency _____ Recreation Center _____ Etc. _____

Was it satisfactory _____
Unsatisfactory _____

Why: _____

Step III: Would you like to discuss volunteerism more fully with the
volunteer director?

Step IV: Individual Interviews

Volunteer Director with individual staff who have requested
interview:

- Utilization of volunteer;
- Improvement of services by volunteer;
- Frustrations in working with volunteers;
- Joys of working with volunteers;
- Initiation of new volunteer programs;

SKILL PRACTICE TO HELP CHANGE BEHAVIOR

QUESTION: What to do when you see that your own behavior is forcing the same outcome in a situation where you want it to be better?

Take a particular situation involving a Director of Volunteers and a volunteer who has worked in the X-A Hospital for 14 years but does not like to wear the volunteer uniform. The Director of Volunteers knows a confrontation will not lead to the desired outcome. The Volunteer will say:

"I know the rules and regulations, but..."

What new kinds of things can the Director of Volunteers say?

The situation begins. The punch line: "I know the rules and regulations, but"...is said. The persons involved in situation stop and now brainstorm all the things that the Director could say in reply:

EXAMPLES:

"Doesn't the uniform fit properly."

"Maybe we need to talk about that."

"Isn't the color becoming."

"We are thinking about a new design can you help - please come to my office."

"What made you change your mind after all these years."

"Let's talk about reasons, pro and con."

1. Select a punch line that gets you in trouble when someone else says it.
2. Determine roles.
3. Establish the situation and setting.
4. Start the situation.
5. Go to punch line. Stop.
6. Now brainstorm all the things the "Practicer" could say.
7. "Practicer" silently selects a response.
8. Start now with the punch line - try the response. Go on a little while.
9. Stop! Discuss! Try Again!
10. Try another response.

BRAINSTORMING RULES

1. List Every Idea
2. Do Not Discuss
3. Do Not Judge
4. Repetition Is O.K.

"ENJOY YOUR SILENCES - THE BEST IS YET TO COME."
Eva Schindler - Rainman

GETTING RESULTS WORKSHOP

POSITIVE FEEDBACK FROM WORKSHOP

Meeting new people
Nice
People with same interests
Role playing
Learning to brainstorm

Workshop leader always explained
why and how enthusiastically
Never bored
Small group activity
Learning by doing

Participating
Minimal lecturing
Time moved quickly
Improving our skills
Leader rotated to each group-
supported and encouraged

Minimal note taking
Interesting documentation methods
Very well-planned
Great, super
Supercalifragilisticxpealidocious

Move EAST: EVA
Donuts, pleez
Fast moving
Nothing lags
Good leaders

Annual Event--February--"Great";
but can you teach an old dog new
tricks? A rare benefit of learning
for the experienced directors of
volunteers--so very lacking in the
past

Workshop techniques
EVA's hints
Informal format
Ease of Delivery
Round tables

"I think we've got it."
Freedom of choice
Communication skills
Tools of the trade
Additional resources

Opportunity to try other roles
(consumer, volunteer, client
and director)

Getting Results Workshop
Positive Feedback from Workshop

Superstar trainer
Great participation/interaction
Planning paid off
Variety of activities/methods
Allowance for two-way feedback

List of participants helpful
Minds--Extension exercises
New applied methods
Written materials we will receive
Learned new method to evaluate needs

Appreciated being kept aware of
techniques EVA was using in
addition to content

Willing to share learning experiences
Subject matter current, pertinent,
useful
It was helpful to analyze methods
Remembered names
Leader Accentuated positive

Remembered names
No value judgements on ideas or
input
Stuck to schedule; brought people
back to attention well
Made you think positively

Designing instrument for data collection good
Very stimulating; presenter's handling words, clarity
Feedback on feedback concept good
Good, long lunch break
Good physical setting; settings, etc. demonstrate
techniques

Use of visual/audio aides
Group settings
Changing grouping
Needed two days to appreciate
Sharing results
Learning that your problems are not
unique

Leader drew group together
Excellent at making everyone feel
comfortable
New ideas
New ideas on group dynamics
Sharing resources

Sharing resources
Good
Practical ways to problem-solving
Answers with ideas
Variety of activity

New tools to handle old problems
Good insights
Adequate supplies
Sufficient supervision
Great space
Camaraderie

Group management technique
Brainstorming
New recruitment ideas
Leader's style
Come away with specific ideas
Whole workshop became teaching
modality

GETTING RESULTS WORKSHOP

SUGGESTIONS FOR IMPROVEMENT

Shorten some sessions
Fewer topics
More concentration on some subjects
Have working luncheon
Facility staff attitude need for
smiles!

Warmer room--cooler room
Agenda
Paper and pencil
More easels--each group
Coffee on time

More lecture--Thoughts from Dr. Eva!
(along with demonstrations and examples)

Better positioning of overhead
projector
Invitation not clear/good
More time
More on behavioral skills
Book table

Better sound and lighting equipment
More specialized information and
topics
Participants did not wear name tags
Provide pins at tables for name tags
Review of yesterday's progress,
activities

Have registration desk open and manned
at start of both sessions--or all of
morning's and 2:00 p.m. to accommodate
late attenders

Have open bar announced ahead
of time for Wednesday
Don't patronize Holiday Inn again
Suggest nearby eating spots
Not enough VISTA'S; find out why
More direct professional theory input
by speaker

Too much brainstorming
Workshop was in places light in
content
Lack of time for social contact
Packet of pre-information would
have been appreciated

Emphasized too many interperson
communication techniques and the time
spent explaining membership covered
too broad a spectrum of DVS
(Example: Hospital vs. agency)

BOOKS BY EVA SCHINDLER-RAINMAN & RON LIPPETT

TEAM TRAINING FOR COMMUNITY CHANGE

THE VOLUNTEER COMMUNITY (2nd edition)

TAKING YOUR MEETINGS OUT OF THE DOLDRUMS

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