

THE VOLUNTEER • SKILLSBANK •

An Innovative Way to Connect
Individual Talents to Community Needs

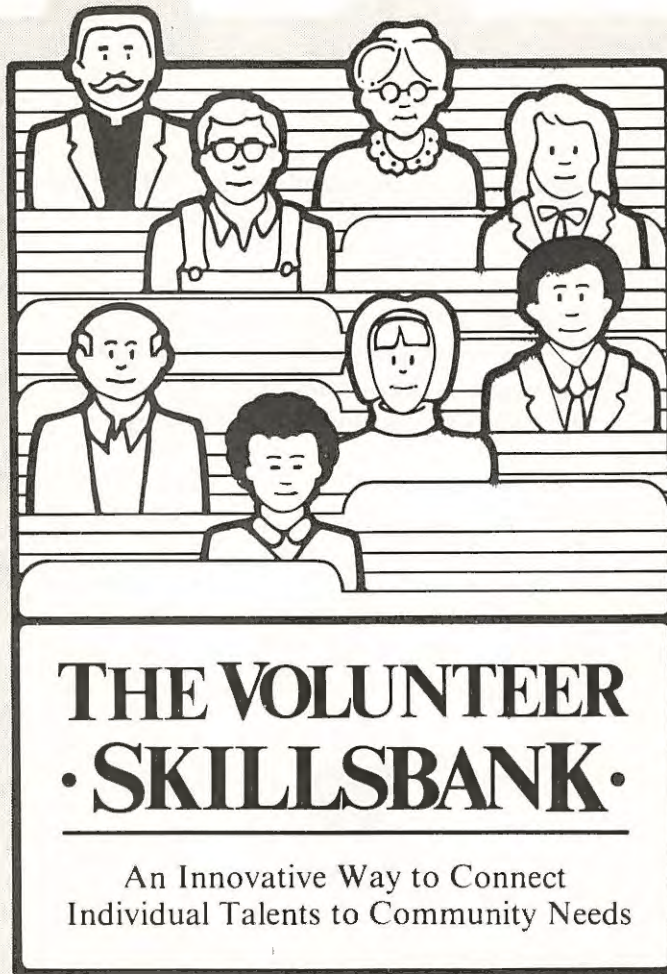


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The National Center for Citizen Involvement

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Contents

	Page
PREFACE	i
Chapter One — DESIGNING YOUR SKILLSBANK: AN INTRODUCTION	1
Chapter Two — WHAT IS A SKILLSBANK?	3
A. Defining the Purpose of Your Skillsbank	3
John Smithers: Skillsbank Volunteer (A Short Story)	5
B. What Does a Skillsbank Do?	9
C. What is A Skill?	10
D. How Does A Skillsbank Fit Into What You Are Doing Now?	11
E. What Is the Skillsbank Going to Cost?	15
Chapter Three — THREE SKILLSBANK MODELS: AN OVERVIEW	19
A. Reservoir Model	19
B. Cooperative Model	20
C. Integrated Model	21
Chapter Four — WHAT SKILLS SHOULD BE REGISTERED ONTO YOUR SKILLSBANK? ..	25
Chapter Five — RECRUITING SKILLSBANK REGISTRANTS	27
A. Who Has The Skills and Where Can They Be Found?	28
B. Why Would Prospective Registrants Want to be Part of Your Skillsbank?	33
C. Recruitment Strategies That Work	37
D. Recruiting: A Summary Perspective	55

Chapter Six	— SKILLSBANK INTAKE	57
	A. What Information is Needed From the Prospective Registrants?	57
	Outline of Registrant Information Categories	59
	Example of 5-Point Rating Scale for Proficiency Levels	63
	B. How is the Intake Process Handled?	64
Chapter Seven	— IDENTIFYING REQUESTS FOR SKILLSBANK REGISTRANTS	67
	A. How Do You Introduce the Skillsbank Concept to Potential User Groups and Agencies	68
	B. What Procedures Do You Install for Requests for Your Skillsbank Registrants?	73
	Work Flow Diagram	76
	C. How Do You Handle the Referral and Placement Process?	77
	D. Identifying Requests for Registrants: A Summary Perspective	80
Chapter Eight	— MANAGING THE SKILLSBANK SYSTEM	83
	A. What are the Information Processing Options?	83
	The Card Box and File Drawer System	87
	The “Keysort” Card System	103
	The Computer Batch Processing System	113
	The On-Line Computer System	127
	B. How Do You Implement Your Information Processing System?	130
	C. A Few Words About Computers	131
Chapter Nine	— PERSON-TO-PERSON EXCHANGE NETWORKS	137
Chapter Ten	— WHERE TO GO FOR MORE HELP	149
Chapter Eleven	— CONCLUSION	153
APPENDIX A	— Comprehensive Listing of Skill Categories	155
APPENDIX B	— Sample Form for “Keysort” Card System	159
APPENDIX C	— Sample Form Which Can Be Submitted Directly to Key punch for Batch Processing Skillsbank Systems	167

Preface

In 1977, the Alliance for Volunteerism, Inc. established a Technical Assistance Task Force to examine community needs which could be met by volunteer action and also to examine the needs of volunteer programs. One of the primary needs identified by the task force was in the area of local skillsbank development, as a means of identifying and utilizing individuals for short-term volunteer assignments.

Following its research, the task force endorsed further program development by the National Information Center on Volunteerism and the National Center for Voluntary Action, now merged as VOLUNTEER: The National Center for Citizen Involvement. In 1978, the Charles Stewart Mott Foundation agreed to fund the first year of the Citizen Volunteer Skillsbank Project, a program designed by VOLUNTEER to develop and test skillsbank models in ten Voluntary Action Centers. These VAC demonstration sites are:

Volunteers in Action
P.O. Box 904
Monterey, California 93940

Voluntary Action Center
690 Coliseum Dr.
Winston-Salem, No. Carolina 27106

Volunteer Pensacola
1301 W. Government St.
Pensacola, FL 32501

Voluntary Action Center
One Stranahan Square
Toledo, Ohio 43604

Kokua Service
95 Mahalani St.
Wailuku, Maui, Hawaii 96793

Volunteer Bureau
718 West Burnside
Portland, Oregon 97209

Voluntary Action Center
202 E. Boulevard Dr., Room 330
Flint, Michigan 48503

Voluntary Action Council
7 Benjamin Franklin Parkway
Philadelphia, Pennsylvania 19103

Voluntary Action Center
100 Livingston Ave.
New Brunswick, New Jersey 08901

Volunteer Knoxville
35 Market Square Mall
Knoxville, Tennessee 37902

Today, the general climate for adopting the skillsbank approach is even more favorable than when first described in the project's original proposal. More women have entered or reentered the paid work world, drastically cutting the availability of "fulltime" volunteers. The current economic situation has caused human service organizations to rely upon skilled volunteers to a greater extent than ever before. The community responsibility offices of corporations regularly feature and often coordinate the volunteer involvement of their skilled employees in the community. There is a proliferation of self-help groups (women's organizations, neighborhood associations, etc.) which exist to interchange their members' resources and skills. Churches are increasingly aware of the need to coordinate member-to-church, member-to-member, and member-to-community resources. And today's busy volunteer carefully selects volunteer involvement in accordance to skills or talents he or she wishes to develop or utilize more fully, as well as responding to a perceived community or client need.

In a very positive way, the introduction of a skillsbank into a community setting dramatically alters the traditional relationships among volunteers, community service organizations, and the volunteer clearinghouse:

- A skillsbank typically places skilled volunteers several times in a variety of short-term assignments for a number of different community projects. A traditional volunteer clearinghouse usually refers an indeterminately skilled volunteer once in a long-term assignment with one agency.
- A skillsbank establishes primary continuity with the volunteer and meets the volunteer's full range of interests over time. The traditional approach is more agency-related, seeking a flow of dedicated volunteers for program needs.
- At the same time, a skillsbank identifies volunteer resources in anticipation of agency needs, so that requests for volunteers can usually be filled immediately. The traditional approach registers only agency needs, which must then wait until a suitable and willing volunteer comes to the attention of the volunteer clearinghouse.

The purpose of this manual is to present the findings of the Citizen Volunteer Skillsbank Project after three years of project development, at the conclusion of the grant provided by the Charles Stewart Mott Foundation. The VAC demonstration site experiences represent the current "state of the art" for skillsbanks, manifested in a wide range of settings and utilizing a variety of manual and computer-based information processing systems. The VAC skillsbank systems are easily adaptable to other types of volunteer-involving community agencies and programs.

VOLUNTEER is grateful to the Charles Stewart Mott Foundation of Flint, Michigan, for the grant supporting development of the skillsbank models and this manual. The Foundation's leadership role in the field of citizen participation is much appreciated.

In addition to offering the most current information available on skillsbank design, we hope this manual conveys to you, the reader, a real feeling for the dynamics, the very practical advantages, and the enormous potential of implementing a volunteer skillsbank in your community.

Chapter One

Designing Your Skillsbank: An Introduction

- What does a skillsbank look like?
- What does it do?
- How are its volunteers recruited?
- How is participation obtained from agencies and community groups?
- How much does it cost to operate?
- Do I need to work with computers?
- Will it change the way I do business?

This manual responds to these and many more questions. It portrays the workings of the most basic to the more sophisticated skillsbanks that can be realistically constructed by a volunteer agency. What follows is a *roadmap* that connects the points between what you can start now with at-hand resources and staff, and what you might aim for in the near future. You are to be in the driver's seat throughout, and to be in a position to intelligently choose from among the many possible courses in front of you.

You will also see here a consistent format for unfolding the skillsbank material. First, an initial page poses a design question, such as "What skills should be registered onto your skillsbank?" Every effort is then made to answer the question in clear, concise text. Often, this text treatment for each question is followed by a yellow page that illustrates the material with real life examples. The experiences of the eleven Voluntary Action Centers participating in VOLUNTEER's demonstration project, funded by the Charles Stewart Mott Foundation, are extensively drawn upon for those examples.

A long rendering of design questions, too, becomes confusing if not organized coherently. They are, therefore, grouped under the following headings:

- What Is A Skillsbank? (Chapter Two)

- **Three Skillsbank Models: An Overview (Chapter Three)**
- **What Skills Should Be Registered Onto Your Skillsbank? (Chapter Four)**
- **Recruiting Skillsbank Registrants (Chapter Five)**
- **Skillsbank Intake (Chapter Six)**
- **Identifying Requests for Skillsbank Registrants (Chapter Seven)**
- **Managing the Skillsbank System (Chapter Eight)**

“Managing the Skillsbank System” (Chapter Eight) represents a culmination of the design descriptions. Illustrated within it are the skillsbank systems used by four Voluntary Action Centers, complete with examples of the internal forms used, the staffing requirements, and the costs for operation. Depicting, as these four systems do, realistic options from “card box” to computer information processing approaches, they give you a range of choice from which you can select a system that fits your needs.

Chapter Two

What is a Skillsbank?

A. Defining the Purpose of Your Skillsbank

Your skillsbank . . . The use of the second person here is deliberate. Some one person or body must be in charge of the skillsbank's development. If it is not you, then who is it to be?

Now that this question has been asked, don't answer it yet. Keep it in mind as you read through this manual and learn the many options that are open to the design of a skillsbank. You will then be able to decide what your skillsbank should do and who should bring this about.

The question which is the starting point for your understanding of skillsbanks is this:

What Does a Skillsbank Look Like?

A skillsbank is a reserve of talent ready for action.

A skillsbank is composed of a large number of volunteers, probably several hundred people, who have specified in advance the skills they are making available for community service and the times, places, and other conditions they have set for their involvements.

These skillsbank volunteers are people with technical skills from the professions, trades, arts and sciences; and they are homemakers, retired persons, students, and anyone else who has a skill of some description to volunteer.

These skillsbank registrants are also people who will be volunteering their talents through the skillsbank more than one time. Some will have one primary commitment to a particular volunteer project and occasionally assist another organization. Other skillsbank volunteers will seek out only short-term assignments and move into a variety of involvement opportunities.

A skillsbank volunteer is "John Smithers," whose application form appears at the end of this section.

The skillsbank on which John is registered is operated by a Voluntary Action Center (VAC), which acts as a clearinghouse for volunteer referrals to the community agencies and groups of a middle-sized city. Skillsbanks are also operated by business corporations, church groups, civic associations, hospital volunteer programs, and a host of other local and national groups.

The skillsbank system for handling John's information is a file drawer filled with like application forms and manually indexed with 3 x 5 cards. Other systems are computer based; most are something in between.

The volunteer referral standards and practices followed by John's VAC are of the same high quality as those advocated for any organization responsible for referring volunteers to community service projects and groups.

A skillsbank is a way of dealing personally with the individual skills of a great number of people.



John Smithers—Skillsbank Volunteer

(A Short Story)

SETTING THE SCENE. A Voluntary Action Center (VAC) has designed its application form to register the specific talents and interests of prospective volunteers. Each new volunteer identifies some 10 to 15 skills, choosing from a list of several hundred categories. “John Smithers,” a chemical engineer at a local pharmaceutical company, comes across the skillsbank questionnaire at this work place, where they are displayed in the lunchroom area. He decides to complete and return the form, listing his technical skills, some hobbies, and his primary volunteer interest—coaching basketball.

OUR STORY BEGINS with the VAC using the returned questionnaire to interview John by telephone. The VAC seeks to develop an understanding of John’s real capabilities and volunteer interests. A VAC staff person prepares for the interview by scanning agency request files and identifying some possible referrals for John. During the interview, John makes it clear that he wants the coaching referral now and he will consider other involvements later. This is immediately done and John soon coaches for the YMCA. The VAC files his now verified skillsbank questionnaire and uses 3 x 5 cards to cross-index his many skills for quick reference.

THE STORY CONTINUES. . . . A month later, a high school teacher calls the VAC looking for volunteers to speak to her class on career opportunities. After the skillsbank is scanned, John is one of those asked to help. He agrees, since this brief talk does not interfere with his coaching or his job. (His employer, in fact, is delighted because of the exposure this gives to the company.)

Over the course of the year, John also takes photographs (his hobby) for a senior’s center, gives four more career talks, and provides some constructive comments on a solid waste proposal for a citizen task force.

John is not the “super volunteer” type. He turns down several requests, takes himself off the skillsbank for the summer, and passes on one request (to serve on an alternative energy forum) to a co-worker whom he considers more qualified. Except for the coaching, none of his involvements needs more than a few hours of his time.

The VAC publishes a bimonthly newsletter on its activities and those of the skillsbank volunteers (the newsletter mailings also help keep the volunteers’ addresses current). John is included in an article about the VAC’s volunteer “public relations team.” Coordinated by a student intern in the graphic arts, this team assembles the various talents needed for more complex projects, such as the design, writing, pictures (John’s), and lay-out for a senior citizen’s brochure.

BY YEAR'S END, the VAC and John know each other well, so that John receives referrals that almost always meet his preferences. The VAC sends John a letter acknowledging his volunteer placements over the year, and he has it placed into his personnel file at work. Using the composite skillsbank records, the VAC is able to vividly document its annual report and its next year funding request. It can also substantiate the benefits that would result from improving its information processing system so that even more skillsbank volunteers can be registered.

Skills Bank
Application Form



Voluntary Action Center
of
Middleburg County

John Smithers Name Date 10/2/80
412 Spruce St. Current Street Address (601) 993-7000 Day telephone
Middleburg MS 39309 City State Zip Code (601) 214-5203 Evening telephone
Chemical Engineer Occupation or career field (if student, year and major) 38 Age

SKILLS & INTERESTS

Drawing from the attached list of skill categories, write below those you most want to involve in this program. Add your own categories if you wish.

<u>Basketball</u>	<u>Photography</u>	<u>Chemistry</u>
<u>Sports officiating</u>	<u>Environmental planning</u>	<u>Pharmacology</u>
<u>Vocational Ed.</u>	<u>Intercultural Exchanges</u>	<u>Math tutor</u>
<u>Solar Energy</u>	_____	_____
_____	_____	_____

INVOLVEMENT PREFERENCES

How do you want to use your skills? Check all the appropriate boxes below.

- Teacher/Coach Intern Advocate on related issues
 Speaker Workshop resource person On-site consultant
 Counselor to individuals Board member Evaluator

TIME AVAILABILITY FOR VOLUNTEER OPPORTUNITIES (Check all that apply)

- Weekdays Week nights Weekends By appointment

FINANCIAL REQUIREMENTS (Check only one)

- Must have salary Volunteer only Salary or volunteer OK

COMMENTS: Write on back.

B. What Does a Skillsbank Do?

A skillsbank is a very powerful instrument for voluntarism. Even the most basic system builds upon traditional volunteer referral capabilities and adds the following:

- **Immediate response to agency request for volunteers.** Volunteers are recruited in anticipation of need, and in numbers sufficient to guarantee the identification of the talents being sought. The response times to agency requests, therefore, are often immediate, and seldom extend over a few days.
- **Continuity of service to the volunteers.** A volunteer is treated to a range of opportunities over time. The increased number of involvements also means that the skillsbank operator becomes more familiar with the specific interests of each registrant and more adept at finding the most suitable placements for its volunteers. The volunteer track records which result also document a diversity of experiences useful to the volunteer for employment applications, academic practica, and even IRS tax deductions.
- **Improved project planning.** Knowing the volunteer resources at hand, the skillsbank operator can launch a new program and set schedules with the confidence that there will be volunteers when they are needed. A skillsbank also reveals where talent gaps exist, so that recruitment campaigns can be targeted to reach just those membership and employee groups which possess the needed skills. The very quantifiable nature of a skillsbank operation also lends itself to documenting annual reports and new funding applications.

This enhanced power, however, is not without consequences that can shake a volunteer referral agency to its very bones.

What does a skillsbank do?

It makes the referral agency's performance visible. The arithmetic of volunteer registrations and placements is clear cut and open for judgment.

It achieves a service reliability that others soon come to rely upon. The referral agency, therefore, has an increased responsibility to guard against the system's failure.

It calls upon the referral agency to work with volunteers, corporations, and other resources whose talents can be as imposing as they are useful; many will be intimidated by the highly skilled volunteer.

The referral agency is required to look into more sophisticated management and information processing techniques.

The whole place may change.

C. What is a Skill?

Up until now, it has been assumed that a “skill” is something readily definable. Let’s look at this more closely.

“Child abuse counseling,” for example, is a recognized *skill*. It is the ability to effectively perform this important social service. On the other hand, a skillsbank registrant who marks this term on his or her application may have in mind an *interest* in learning more about it. This person could be a student seeking intern experience, or even an accomplished professional wishing to gain additional knowledge. A third possibility is the person who regards “child abuse counseling” as an *issue* which should be advanced, such as promoting public awareness on the need for better child abuse counseling services.

Does a skillsbank deal with all three interpretations—*skill*, interest, *issue*? How does it sort them out?

Whether or not your skillsbank handles one, two, or all three meanings is your choice. The technique used by a skillsbank system to make the necessary distinctions is to record each registrant’s *involvement preferences*. The involvement preference identifies the manner in which a registrant wants his or her time applied. Here are some examples:

Teacher	Boardmember	Intern	Mailing list member
Consultant	Panel member	Testifier	Christmas campaign worker
Lecturer	Workshop leader	Evaluator	<u>(specify)</u> committee member

Of course, you could simply use the terms “interest,” “skill,” and “issue” for the registrant’s involvement preferences. Examples of how other skillsbanks have made this distinctions are included in Chapter Eight—Managing the Skillsbank System.

Another point: the skills, interests, and issues you contemplate for your skillsbank can be of any nature, so long as the terms used are understood by both you and the registrants. For example, you will run into trouble if you use a term such as “education.” This term is almost meaningless by itself and does not help you if the purposes of your skillsbank require you to differentiate among people skilled in “adult education,” “bilingual education,” “student financial aids,” and so forth.

With a skillsbank, you deal with the specific, and with the concrete.

Chapter Eight—Managing the Skillsbank System includes several sample skills listings. (For brevity, the term “skill” will have all three of the above meanings throughout this manual.) Appendix A in this manual also provides a comprehensive assortment of categories you can draw from for your system—more than any one skillsbank would use, but a menu from which you can pick what is needed to fulfill your purposes.

You will also notice that the listings in Appendix A also include such categories as “day care aid,” “math tutor,” and “basketball coach.” The final point to made here is that a skillsbank also has application to the traditional roles taken on by volunteers. Granted, the skillsbank system’s special utility is for the more technically oriented skills, but it is versatile enough to work for any conceivable purposes you may have in mind.

D. How Does a Skillsbank Fit into What You Are Doing Now?

As a program administrator, you have plenty to keep you busy as it is. Any new project, such as a skillsbank, is not worth your time and trouble unless it has some immediate payback. The last thing you want is a new system—no matter how powerful it is—that only solves problems you don’t have yet.

Consider this: a skillsbank adapts to the mission you want it to serve—be that large or small, sharply focused or general in nature. For example, your skillsbank could be designed to:

- Only identify and place volunteers with the skills to help seniors with home repairs on the Northeast side of town.
- Provide management assistance to the directors of nonprofit organizations.
- Operate a “board bank” that concentrates on placing appropriately qualified people as members of the boards of directors of community service organizations.
- Meet the need of the local schools for speakers who can talk about new careers, foreign cultures, the varieties of local wildlife, or any other subject you wish catalogued.
- Respond principally to disaster emergencies such as hurricanes, floods, and tornados by registering people with four-wheel drive vehicles, CB radios, medical skills, language translation ability, etc.
- Do all of the above, or any arrangement of them, plus other functions which could quickly come to mind.

In terms of volunteer recruitment and referral, then, you set the parameters for your skillsbank—and that can be according to skills registered, geographic area covered, clientele served, or any other criteria.

You may also choose to operate your skillsbank side-by-side with your existing referral system. It is not necessary to skillsbank all the volunteers who come to your attention. You may decide to skillsbank only those who apply to a specific purpose program, such as the examples above. You can

also leave the choice up to the volunteers by asking if they wish to be part of the skillsbank service or not.

A skillsbank for a hospital, neighborhood association, senior center, or any other group with a volunteer program will look very much like the skillsbank operated by a Voluntary Action Center. The principles presented in this manual apply equally to general purpose skillsbanks designed to serve the whole community and those which operate only for the benefit of a specific service parent organization. The differences will be in the focus of the skillsbank, and, perhaps, its size.

The focus, of course, is to serve the specific needs of the skillsbank's operator. This probably means that the range of skills required of the registrants will be relatively narrow, and the recruitment limited to the membership of the operating organization or some similarly defined population. A skillsbank of 30 people, therefore, might be just right; or, if the organization is quite large and its needs diverse, the registrants might number in the hundreds. Chapters Four and Five describe how to hone in on the skills you need and how to recruit the people having them.

The sections of this manual which refer to the "cooperative" approach to skillsbanking should also be specially noted. Through such cooperating systems, the smaller and more narrowly focused skillsbank can develop access to the larger, broader-based skillsbank also operating in the community, for those occasions when needed skills cannot be found on the smaller registry. Also, this cooperative approach enables the registrants on these smaller systems to apply all of their skills, and not only the few that may be in demand by the narrowly focused skillsbank.

When you must decide whether any one volunteer should be skillsbanked, the key question is: *"Is this volunteer likely to be placed in more than one volunteer assignment in the up-coming year?"* If the answer is yes, then the person is best skillsbanked so that you have the person's skills information properly stored for the follow-up referrals.

Several examples of skillsbank uses follow so that you can decide for yourself how a skillsbank would fit into your present operation.



Uses for Skillsbanks: Four Examples

Top Executive Pool

The skillsbank for the VAC of a large eastern city registers primarily top-management and professional level volunteers (lawyers, accountants). Their mission is to provide high level technical assistance to nonprofit organizations and institutions. For example, registrants from this skillsbank might help redesign the purchasing system for a community hospital, conduct a cost-effectiveness analysis for the continuation of a YMCA residential facility, develop the training program for an all-volunteer weekend shelter program, and so forth. Only a few hundred such skillsbanks registrants are recruited. Thus, the great majority of volunteer placements continue to be non-skillsbanked individuals referred to traditional opportunities.

The rationale for this approach hinges on the nature of the voluntary sector in this large city, where more than five hundred volunteer programs exist in agencies which employ their own volunteer coordinators. The VAC director simply believes that the top executive volunteer is one client group that is not yet being adequately served or capitalized upon. This is a way to make an original contribution to the voluntary sector using the skillsbank approach, and if it catches on, it will be noticed and then applied by others in the city.

Issues Network

The skillsbank operated by a community college does not register the skills of people, but, rather, their interests. The purpose of this skillsbank is to link-up people who wish to organize on behalf of projects or concerns that effect their local neighborhoods, such as street lighting, vacant lots and housing, crime, and recreational facilities for young and elderly people. The principal sources of registrants for this skillsbank are the members of neighborhood councils, local churches, and civic groups.

With such an interests registry, the community college targets notifications on community meetings, educational materials and articles, pending legislation, and other activities and developments that pertain to each person's area of interest. This is a purpose that directly relates to the college's desire to serve as a catalyst for local community action, but not as a source of competition to the area's Voluntary Action Center which has its own skillsbank of resource people.

Board Bank

Here is a skillsbank that specializes in one kind of placement—filling boards of directors and committee positions for community agencies and special task forces in its region. This skillsbank opens up such positions to the many qualified people who are not usually asked because they are not known to the relatively “small circle of friends” who traditionally pick candidates. The board bank assists organizations in recruiting new, fresh board and committee members who have specific skills and

experiences to offer—those regularly overlooked people who miss the opportunity to participate more in their community. The board bank opens up the field and gives these boards and committees some new options.

Mentoring Network

A mentor is a person who serves as a teacher or role model to another, usually on a personal, one-to-one basis. Mentors can be tremendously helpful to someone who must face a new and unfamiliar situation, such as a displaced homemaker entering the job market, a refugee resettling in this country, or an addict seeking rehabilitation. The skillsbank usually connects the person in need with someone who has already made the same transition, who wants to share first-hand knowledge of the road ahead.

This mentoring is often part of a “case plan” designed with the person in need and his or her social worker or counselor. This type of skillsbank for this purpose would likely be operated by a social service agency or self-help group for its own internal needs and not necessarily to serve the community-at-large.

E. What is the Skillsbank Going to Cost?

There are two basic costs for a skillsbank: those for the *developmental* period and those for the follow-on *operational* phase.

The developmental period for a skillsbank is no less than one year and is typically eighteen months. What do you need here?

- For a general purpose skillsbank, you need the leadership of a half-time person to assure that the system gets effectively launched in your community. A narrowly focused skillsbank could be coordinated by a quarter-time person. What will this cost?

If you must salary this person, then you can use your own pay and benefit scales to determine the costs.

The recruitment of a dedicated volunteer for this job (a committee will not do) limits your personnel costs to just supervisory time and perhaps some benefits.

The skillsbank coordinator could also be a loaned executive, a VISTA volunteer, or other such person whose salary costs to your organization are minimal.

- Printing, mailing, telephone, and other program costs for the developmental period will run somewhere between \$1500 and \$2000. For the narrowly focused skillsbank, these costs may be \$500 or so. Each of these costs are described in greater detail in Chapter Eight. On the following page, however, are examples of how other existing skillsbanks have marshalled local resources to cover their program costs.

The follow-on operational costs, unlike the developmental ones, may not require any additional expenditures from your organization. This would occur as the skillsbank system supplants existing, less productive methods of recruiting and placing volunteers. In such an instance, then, a skillsbank system could be implemented and continually operated for no increase in your budget except for the one-time costs of the developmental period.

More than likely, however, the skillsbank will lead to a larger budget for your organization. Earlier in this chapter we mentioned that a skillsbank's productivity is easily measured and predicted. As a result, you will find yourself comparing what you can produce with your present system to what a more sophisticated computer-based system can do, or a system that encompasses greater parts of your community. You will be able to prepare cost/benefit projections that could well justify such improvements and document the "return on investment" that your funding agency would receive.

A skillsbank is a vehicle for growth. You can do more things, and do them better.



Sample Strategies for Marshalling Local Resources

- For the VAC in New Brunswick, New Jersey, the skillsbank application forms used to register the volunteers recruited from a local corporation were printed and circulated by that firm. Thus, skillsbank was spared that expense in materials and manpower. The corporation used its own logo design on the forms and thereby enhanced its community service identity among its employees and others who saw the forms. The recruited employees recognized that their involvement in the skillsbank had real company sanction.
- The VACs of Monterey (California) and Pensacola (Florida), intending to develop computer skillsbank systems, received the support of a local college classes in computer programming. Each skillsbank became a class project and a computer program was written and tested on the campus computer.
- The Flint (Michigan) VAC was assigned a volunteer team of systems analysts from a nearby corporation to design a manual skillsbank system which, if later desired, could be converted to a computer one.
- Several of the participating VACs in this project called upon their registrants to meet numerous needs of their own skillsbanks: writers to devise PSAs and brochure materials, graphic artist to lay out the forms, a marketing analyst to plan new recruitment strategies, office help to assist with the registrant intake and referrals, and a grantperson to help develop funding proposals.
- As is later described in Chapter Eight, the Pensacola VAC's skillsbank had the effect of qualifying the VAC for a refugee assistance program being funded for Florida. With the skillsbank, the VAC was able to contract for the recruitment of volunteers for this project and to help other VACs in Florida to skillsbank their volunteer recruits for refugee assistance. The funds coming in from this contract are adding to the general capabilities of the VAC to perform its regular activities.
- The service capabilities of the skillsbank have enabled the Portland (Oregon) Volunteer Bureau to charge and collect an annual registration fee from placement agencies using it. This fee is \$25 and is paid by 260 agencies.

Chapter Three

Three Skillsbank Models: An Overview

You will want to know where your skillsbank is capable of going as well as where you expect it to start. An overview of three skillsbank models is presented here to orient you to the choices that lie ahead.

The first model is referred to as the Reservoir Model. This one is most like the volunteer referral and placement practices now prevalent among volunteer organizations, though it manifestly increases their capabilities. The two other models, the Cooperative Model and the Integrated Model, introduce new service potentials for volunteer agencies. These three models build upon one another and are not mutually exclusive.

In the model presentations which follow, the respective advantages and limitations of each are outlined. Simplifications have been made to more clearly demonstrate the operating concepts, and modifications and elaborations are surely required when adapting them to local circumstances.

A. Reservoir Model

With this approach, a volunteer agency uses the skillsbank to store up volunteer talent in anticipation of need. The agency also identifies the local placements for these skillsbank registrants by surveying community service agencies and groups, and then it matches the volunteer to the appropriate placement opportunity.

The advantages of the Reservoir Model are depicted in the outline at the end of this section and throughout the rest of this manual. There are, however, also limitations to this model which you should understand while reviewing its design. These limitations are also found in volunteer clearinghouses which attempt to centrally administer volunteer referrals for an entire community:

- Today most volunteers are recruited directly by the agencies and groups that need them, and not by a central volunteer clearinghouse. Local hospitals, school districts, issue-based organizations, and others primarily rely on their own volunteer recruitment staff and campaigns to fill their needs. As the skillsbank approach catches on, the

hospital volunteer programs and all the rest would just as soon create their own system as rely upon one administered by a central volunteer clearinghouse. This could be due to matters of "competition" and "turf" which are not unusual among volunteer groups, or simply to each agency wanting direct control over a system that they must depend upon for their needs. This predisposition, though, leads to a mix of skillsbanks operating in any one community, few of which are compatible with one another, and many of which needlessly struggle over designs and implementation hurdles already solved by others.

- With the Reservoir Model, the volunteer referral direction is still primarily "one-way." Albeit the volunteers derive much satisfaction from their service to others, this system may not sufficiently recognize that volunteers have personal needs of their own, and that they might want to link up with each other to help themselves, such as through "bartering," "learning exchanges" (the pairing of teachers and learners), and "career networks" (contacts used for career transitions). Poor people, women entering the job market, and the elderly attempting to survive in a money economy are all people who would be more interested in voluntarism if it also offered these opportunities.

B. Cooperative Model

The purpose of this skillsbank approach is to directly address the negative affects of competition and duplication among organizations in the recruitment and referral of volunteers. It builds in cooperative relationships among the many volunteer clearinghouses and user groups in a community and it opens the door to serving the personal needs of volunteers.

The Cooperative Model adopts the philosophy of "if you can't beat 'em, join 'em." The operator of a cooperative system *encourages* the development of separately run skillsbanks throughout the community by providing to others technical assistance in how to start a skillsbank. This reduces the occurrence of agencies "re-inventing the wheel" for their start-ups, and it leads to the growth of similarly designed, *compatible* systems that later can work together in the recruitment and exchange of volunteers.

The cooperative skillsbank also employs "gatekeeping" procedures and techniques which allow the skillsbanking of volunteers from several sources onto one skillsbank system. This is done in a way that assures that the volunteers on these separate files cannot be contacted by anyone except the organization that originally recruited them. Chapter Eight illustrates how this is done and how this increases the efficiency of operation for each participating skillsbank and enables the exchange of volunteers amongst skillsbanks when they are ready to do so.

The Cooperative Model opens the door to bartering and other personal services by offering its system to groups which are organizing such activities. The volunteers already registered on the skillsbank would be offered the opportunity to list themselves on the bartering or other personal services network if they so desired. This and other cooperative concepts are further developed throughout the manual.

C. Integrated Model

This model fully recognizes that all the skillsbank participants—the individual registrants, the community organizations, and the skillsbank operator—are both resource *providers* and resource *users*. Each identifies its capabilities, interests, and involvement conditions. Each requests resources, specifying in each instance what, if anything, would be given in return. People give, people take; the skillsbank facilitates the linkages and helps to maintain equities when more complex exchanges are being arranged.

A skillsbank design that carries the concept to this level of performance has the characteristics of the Cooperative Model, with the addition that access to the skillsbank is designed so that individuals and agencies can directly register their own resources/needs and directly search the skillsbank files to identify the linkages to others that each seeks. These access procedures have built-in governors that safeguard the registrants' confidentiality requirements and involvement conditions.

No one starts with the Integrated Model. Several years of development are required to establish the systems and evolve the community relationships necessary to achieve that level of performance. The information in this manual, however, can help start you on the Reservoir Model within a few months, and at least significant elements of the Cooperative Model within a year.



THREE SKILLSBANK MODELS

	<u>DESCRIPTION</u>	<u>BENEFITS</u>
RESERVOIR MODEL	Volunteers register onto one central skillsbank administered by a VAC-type organization. Agencies seeking volunteers contact the VAC for referrals. The VAC follows up to determine if placements are made and to deal with problems that may arise.	Simple, very similar to present VAC/agency relationship, though the VAC's ability to produce the requested volunteers is much greater. VAC has high level of control over skillsbank operations. Information processing can be done manually.
COOPERATIVE MODEL	VAC helps develop separate skillsbanks for volunteer agencies, employers, churches, and membership groups so that each has enhanced ability to administer their own volunteer referrals. VAC houses copies of these separate listings so that it can administer general purpose referrals and exchanges of volunteers among the skillsbanks. "Gate-keeping" provisions assure that the VAC referrals are approved by all parties. The VAC may also handle the information processing for these separate skillsbanks, probably using some kind of computer system.	Greatly increases recruitment capacity, because volunteers register with groups with which they have personal identification. VAC avoids being a bottleneck, as each cooperating skillsbank administers its own referrals. VAC has enhanced oversight of the total volunteer community and has the wherewithal to place volunteers in critically needed areas not addressed by the more parochial skillsbanks. The Cooperative structures in collaboration among volunteer groups. The central information processing, if used, is most economical way for all participating groups to deal with their skillsbank files.
INTEGRATED MODEL	Registered volunteers are also users of the skillsbank. They may exchange skills among themselves (bartering) or they may identify "teachers" and "mentors" who can provide learning or career contacts and insights. The VAC may administer these personal services of the skillsbank, or have this done by an agency or agencies linked into the skillsbank in the manner of the Cooperative Model.	Mainstreams voluntarism and the VACs, because they both now offer more tangible incentives, especially for the less affluent. Appeals to neighborhood associations, appropriate technology people, and others who now seldom work with VACs. Could broaden the economic support base for voluntarism.

**A Cooperative Model
from
Voluntary Action Center
Toledo, Ohio**

In late 1979 the Toledo VAC was contacted by AD-2 Club of Toledo, an organization of individuals in all types of public relations from around the Toledo area. The club was researching human/social service agencies to adopt as community service projects, and our VAC was chosen as AD-2's project for 1980. A new brochure, radio and TV public service announcements, as well as billboards and guidelines for a speaker bureau, were donated to the Toledo VAC. During the course of that year, the skillsbank was in its infancy and several individuals from AD-2 registered in the skillsbank. Their chairperson was identified as a liaison for contacts between VAC and AD-2. This allowed the VAC to place AD-2 volunteers including PR consultants, graphic artists, (our skillsbank logo was designed by an AD-2/skillsbank volunteer), newsletter experts, and media personnel, to name a few. The VAC has also been able to help individuals in the AD-2 Club wishing to explore new areas in public relations by locating agencies in need of specific assistance with p.r., and matching the agency to the volunteer.

This has been and continues to be a truly cooperative arrangement.

Chapter Four

What Skills Should be Registered onto Your Skillsbank?

The recruitment plan for your skillsbank began when you identified the general purposes for the system. Carrying that needs assessment further, you now ask yourself what are the specific skills, interests, and issue areas which pertain to those purposes.

For example, a skillsbank providing management assistance to nonprofit organizations will be sure to register people in the business sciences, training, law, public relations, and similar areas. At the same time, it may well choose to not register “bus driving” registrants; they would probably remain idle on this skillsbank set up to serve only one kind of user. On the other hand, a skillsbank dedicated to helping youth or senior programs will cherish every bus driving registrant it can get. And the general purpose skillsbank will be registering bus drivers, accountants, carpenters, basketball coaches, nurses, and nearly every other kind of talent you can think of in order to meet the needs of its broad range of users.

Listed below is the suggested manner for defining more precisely the skills, interests, and issue areas that you will need for your skillsbank. Chapter Eight - Managing the Skillsbank System and the Appendix present a variety of examples of skillsbank category listings which you will want to refer to when developing your own skills categories.

- **Develop a trial listing of the specific areas you think fit your purposes.** You have already been introduced to the skills listing in the Appendix, and it will help you to refer to it again here. Next, circulate your listing to those potential users and others you think will give constructive criticism by suggesting additions, deletions, and other refinements. Don't overdo it. No listing will ever be perfect, and you will find that you will be amending your listings over time anyway, as you gain more experience with the needs of your users.
- **Strike a balance between categories that are too general and those that are needlessly specific.** The meaninglessness of broad categories, such as “education,” has already been discussed, but at the same time, your system will get bogged down and your registrants overwhelmed if you resort to listings of every possible category imaginable.

- **Group your categories by major headings.** This technique greatly increases a person's scan time and thus allows much more specificity without the confusion of too much detail. It also organizes your own thinking, giving you a greater depth of understanding about the component parts that make up the skills, interests, and issue areas you are addressing.
- **Remember the distinctions made among skills, interests, issues, and involvement preferences.** Your skillsbank, for example, may only want to register people with accomplished skills. No learners or advocates need apply. That is your choice; however, be sure to make this clear to the people to whom you are sending the trial listings and to the prospective registrants when your skillsbank starts recruiting.

Chapter Five

Recruiting Skillsbank Registrants

Let's assume that you have decided upon the general purposes of your skillsbank. As we have been discussing, your focus may be wide or narrow. You may be covering the needs of an entire metropolitan region, or that of a city block. Now what?

You will encounter the old "chicken and egg" question. Do you start by recruiting registrants for the skillsbank, or do you first go around knocking on the doors of community agencies and groups soliciting their requests for skillsbank registrants?

The answer, naturally enough, is that both are done in concert. New skillsbank registrants do not want to wait long for the referrals they seek, and the agencies and other groups will lose faith in the skillsbank approach if it cannot promptly deliver the resources it promises.

This manual, though, takes on recruitment first. This is done so that you understand the full power of the skillsbank recruitment strategies and the registrant resources it can muster before you consider planning the procedures and other details involved with the community's request for those resources. After all, you have already analyzed and determined the general purposes of your skillsbank; and the agencies will first want to know about your system's recruitment potential before they get serious about defining their needs and agreeing to a set of procedures for using the skillsbank.

Skillsbank recruiting is an orderly process of identifying what you need, who has it, and how you go about successfully registering these talented people. The process is as follows:

- **What skills should be registered onto your skillsbank? (See Chapter Four.)**
- **Who has these skills and where can they be found?**
- **Why would prospective registrants want to be part of a skillsbank, and what are their expectations?**
- **What are the recruitment strategies that work—using mailing, the media, and collaboration techniques with other organizations, groups, and corporations?**
- **What information is needed from the prospective registrants and how is the intake process handled? (Chapter Six.)**

Insights and examples to the above questions are provided in this chapter and Chapter Six, which are then followed by Chapter Seven - Identifying Requests for Skillsbank Registrants. When you have completed these chapters, you will then see how recruitment and needs identification are supportive of one another and do, indeed, occur successfully at the same time.

A. Who Has the Skills and Where Can They be Found?

Once you have devised your listing of needed skills, interests, and issue categories, you have placed a clear target before yourself. Your recruitment strategies are ready to quickly unfold.

To demonstrate, let us first take aim at the skill category “graphic layout and design.” Who has this particular skill in your community? Where do you reach them for recruitment into your skillsbank?

Well . . . these graphic artists design, illustrate, and assemble brochures, displays, advertising copy, logos, and a host of other printed materials and visual messages. A quick look around will reveal that these are skills that corporations use in their marketing, training publications, and related communications sections. The Yellow Pages of the telephone book will list those who are independents, as well as the media and other communications firms that would employ this kind of talent. Graphic artists also have their own professional associations and membership groups. Occasionally, you will also see references in the paper to workshops, conferences, and other gatherings that graphic artists would be likely to attend.

For those who are students, they attend clearly identifiable classes at local colleges and technical schools, and they also belong to campus clubs that relate to their career interests. For those competent graphic artists who are not now active in their field or attending school, ask for a show of hands at any church group, exercise class, civic club, or any other assembly of individuals, and a number of graphic artists will readily identify themselves.

This is a pattern that holds for accountants, horticulturalists, financial analysts, electricians, computer programmers, and any number of other specialist fields that you may need for your skillsbank.

We are, after all, a nation of specialists who have organized ourselves into all manners of working, membership, and even living circles. Think about it. In your community, you do know which corporations, clubs, churches, and other sources are recruitment targets for each specific skill category on your shopping list. An example of the search strategies of one VAC skillsbank is given on the following pages.

Knowing, then, what you need, who has it, and where they are in your community, you are now ready to identify the incentives which appeal to your prospective recruits.



A Voluntary Action Center's Experience with Skillsbank Recruitment

The Voluntary Action Center of Middlesex County (New Brunswick), New Jersey, Skillsbank Project Site has found that recruiting for the skillsbank alone works well with a group that is homogeneously focused around an issue—such as a professional organization:

“We had a request for a librarian to organize an agency’s information system materials. We presented the need to the director of the Southern Middlesex Libraries Association. They then offered to take brochures back with them and encourage their whole staff to participate in our skillsbank.

“We have also found that directors of agencies are often eager to volunteer expertise in the cause that their agency serves. For example, the director of a drug rehabilitation center was very willing to give talks on drugs and rehabilitation efforts in the community.

“Specialists from these focused groups often become more interested if there is a skillsbank sub-group organized around their talent. We began organizing the communication specialists pool which we are calling Intercom because the agencies were very interested in using this category and wanted it operational as soon as possible. Artists and writers have become more responsive in signing up when we switched the pitch from signing up for a skillsbank generally to signing up for a special sub-program. Obviously sub-programs are not feasible or desirable in all skill categories, but it has definitely helped our Intercom recruiting.

“However, to an unfocused group, presenting the skillsbank alone, in our experience, has not worked as successfully as presenting a combination of traditional and short-term opportunities. Generally after such a presentation, a small percentage want traditional placements only, a slightly larger group want short-term skillsbank placements only, and the majority want both. This may be in part because our skillsbank is so new, some volunteers are concerned that the assignments won’t come fast enough to maintain the level of activity they desire. Others want the combination of sinking roots in a traditional assignment and the occasional variety of a skillsbank call besides. Many want to use talents they have immediately through the skillsbank, while developing new talents in training programs associated with long-term assignments.”

The New Brunswick VAC has found that the following techniques have worked for them:

- **“Pru-Cares.** Prudential’s Home Office publishes a flyer of volunteer positions quarterly with submissions from each of the counties in which their employees live. All of the employees work in two centralized buildings. The submissions from our VAC have included a combination of traditional and short-term listings and have resulted in a significantly higher response rate for Middlesex than the other counties who have strictly traditional listings. Of those volunteers answering our ads, the response divided almost equally between traditional and short-term skillsbank positions.

- **“Desk Drops.** We began recruitment at Johnson and Johnson with a desk drop. We printed the ads (see end of this section for sample) check-sized so that they could also go in pay envelopes and used the system already established at Johnson and Johnson for distributing memos. One copy was dropped off at every desk in the two main buildings of corporate headquarters. We followed up on the green ads with a sign-up day in the cafeteria. We began getting calls the afternoon of distribution and even had sporadic calls for the next three weeks from people who were interested but were not at the cafeteria that day.
- **“Recruitment of Corporations.** Corporations represent an underutilized pool of potential volunteers. Recruiting employees is a complex process requiring ongoing cultivation. It is not a one-shot deal. Sending a set of ads is a good beginning, particularly if the ads can demonstrate some of the variety of positions available. However, this is only Stage One and it diminishes in effectiveness after a while.

“Stage Two is to identify an internal coordinator or contact person who can keep a pulse on what’s going on in the company. This information can then be utilized for recruitment purposes. At the same time, the contact person can channel interested employees back to you. Choose your contact carefully. You need someone who knows both the formal and informal systems and has the power to give or at least get permission for your strategies.

“Stage Three is intensive cultivation of the company tailored to the particular organization of that company. Ads on bulletin boards showing ways talents can be used are successful in some companies. In others, no one reads the bulletin boards. One company we work with has a well-developed, well-received memo system, so we send flyers. Promotional materials in pay envelopes is another possibility. Some companies are willing to include information on their orientation packet for new employees, or materials and presentations at pre-retirement seminars. Often when information goes home, members of the employee’s family respond. Excited skillsbank participants will recruit others from their friends and co-workers.

“It is important for your promotional materials to look professional. Use some of your skillsbank talent to produce good mechanicals. It is possible to reproduce them on a high quality copier or one that produces printed copies for relatively low cost. Some of our companies will not distribute materials that don’t meet their printing requirements. And don’t forget ads or articles in company publications.

“Recruit and use your board of directors wisely and effectively. Members may be able to serve as your access point or put you in touch with the person who can help.”



 **Voluntary
Action Center**
OF MIDDLESEX COUNTY

The Vac will be in Johnson Hall Cafeteria, Friday, Aug. 29th during the luncheon hours to enlist J&J volunteers in filling these CRITICAL COMMUNITY NEEDS.

Patient-Trained Volunteers--Personal care services to patients in early evening--needed for all floors of N.B. hospital. Training provided.

Management--Design and develop programs in hospital, community and agency locations.

Teach Reading--to adults who are functionally illiterate. Special methods and materials are supplied in training program beginning in Sept.

Client Advocates--Help mentally handicapped adults establish themselves as functioning members of the community--teach skills, advocate rights. Training provided.

Seminar Organizers--Need women to help organize and produce a seminar on rape for Rape Crisis Intervention Center to be held in October.

Parent-Aide--Teach and support parents in developing parenting skills, prevent child abuse and neglect. Training provided.

Friendly Visitors-- Support Counseling with critically ill patients and families -N.B. hospital. Training provided.

Women's Counselor-- Women needed to work with other women in life crisis situations. Training provided .

Receptionists--Greet and direct visitors, issue and collect visitor passes at N.B. hospital--3 hr. shifts.

Mental Health Players-- Act in skits and role-play situations that confront mental health issues and attitudes. No acting experience necessary. All ages and types needed

OR CALL 249-8910

Bonnie Templeton, Executive Director

B. Why Would Prospective Registrants Want to be Part of Your Skillsbank?

The incentives for registering onto a skillsbank begin with those same benefits associated with voluntarism, including:

- **The satisfaction of helping people in need.**
- **An enhanced sense of identification with one's community.**
- **An opportunity to meet others in a positive social setting.**
- **An opportunity to learn new skills and enhance existing ones.**
- **An opportunity to put one's sense of civic duty into practice.**

But a skillsbank offers more, particularly for busy business persons, professionals, or tradespersons who are accustomed to selectively applying their specialized talents to a continuing series of problem-solving tasks.

These people take their skills seriously, billing their clients by the hour for their time. They look for challenging assignments that can be successfully completed in a limited duration of time so that they can move on to new experiences. Most of all, they prefer to be picky, and can afford to be so. They have usually spent years building their reputations and they take on only those tasks that give credit to their abilities and are uniquely suited to their sharply honed skills. The lack of a monetary incentive in volunteering means that they will be even more choosy in accepting possible assignments.

The skillsbank meets these registrant requirements. It is a brokering service that connects the registrant to volunteer opportunities that satisfy an exhaustive set of predetermined specifications demanded by the registrant. The registrants itemize their skills which can be used, the time and place limitations on their use, and the kinds of organizations and settings that are preferred for their use.

The skillsbank system provides the means for accurately recording all this registrant information, and then faithfully and efficiently follows through with the proper referral for each registrant. It treats every registrant as an individual; at all times he or she can freely decline any referrals or change specifications for future referrals. Moreover, the skillsbank then documents each registrant's activity so that each person can later use these experiences for job applications, recognition by the community, documentation of community service at the place of business, or for a variety of other personal reasons.

These skillsbank capabilities are no less valuable to those registrants having nontechnical skills. Also, a skillsbank should be no different from any other volunteer program in stressing courteous and appreciative support from the program's staff.

The following page cites several individual instances where the skillsbank approach satisfies the personal motives of its registrants. As would be expected in any volunteer setting, these motives are usually a mixture of altruism and personal gain of some sort.



On the Motivation of Skillsbank Volunteers: Some Case Studies

The Monterey, California, Volunteers In Action VAC shares the following examples which suggest several different motives for getting involved with the skillsbank.

- A young woman with accounting and clerical training is presently employed as a bookkeeper. Her skills in typing, dictation, and transcribing are not being used. She feels this disuse could promote inefficiency in skills she might use at a later date. She is currently “on call” for typing and transcribing at our blind center.
- A married couple both teach school during the day, but like to sing and play duets occasionally at convalescent hospitals, nursing homes, or senior resident homes. They enjoy performing for these groups and find activities like these to be very rewarding, as they are “shared” experiences.
- A young man, new to the community, expressed a desire to contribute his skills in carpentry as an avenue to meeting new people and also advertising his trade for future employment. His volunteer work has been a valuable addition to his resume.

The Philadelphia Volunteer Action Council reports the following instances of individuals registering for their nonprofit consultation skillsbank.

- A 35-year-old attorney, in private practice, seeks to extend his network of contacts for the development of new clients.
- A university English teacher is planning on a career change to use her writing/analytical skills in advertising, public relations, or marketing.
- A retired military officer, active in his own construction business, is looking into part-time job prospects in the management of human services programs.
- A mature, experienced organizational development consultant, recently relocated from another state, wants to build visibility and contacts so that her training skills can help her to develop continuing clients in business and the voluntary sector.
- The president of a chapter of Toastmaster’s International believes the interests of his colleagues can be served by their enlisting in the skillsbank’s “speaker’s bureau” for organizations.
- The personnel director of a large, private corporation wants to use his considerable experience in labor-management relations which are not currently used in his day-to-day work.

- An attorney, now serving as editor-in-chief of a legal journal, wants to “keep in practice” and sharpen her negotiation skills.

C. Recruitment Strategies that Work

- **You know what skills are needed to meet the purposes of your skillsbank.**
- **You know who has these skills.**
- **You know where these prospective registrants can be found in your community.**
- **You know what selling points appeal to them.**

You are ready now to assemble these factors into the design of the recruitment strategy for your skillsbank. Within this section are examples of how other skillsbanks have constructed their recruitment campaigns. The following are the general principles they employed.

Targeted Distribution of Skillsbank Application Forms

As should be clear by now, a skillsbank requires selective choice of recruitment targets. You need to go where your prospective registrants work, meet, and live, and offer them an attractive service they can respond to conveniently. The primary instruments for this campaign are mailings, personal presentations, and displays—all of which use a skillsbank application form to record the registrants' skills and interests—then follow up with a personal intake interview.

- **Mailings.** Wherever there are membership groups, civic clubs, churches, unions, employees, professional societies, neighborhood associations, and all the other social gathering points, there are mailing lists. With the appropriate endorsement from the leadership of such a group (hopefully expressed in an attached cover letter), a mailing of skillsbank forms to any particular listing will typically generate a 5 to 10% response rate.

An example of one of these mailings appears at the end of this section. The actual distribution of such mailings can be effected through bulk rate mailings, printing of the skillsbank form in detachable inserts in an organization's newsletter, through in-house mail (especially for corporations), and the inclusion in the regular mailings of these groups to their memberships. To assure the confidentiality of the mailing lists, the groups can administer the labeling of the mailing themselves, so that only those members choosing to respond to your appeal would become identified to you.

- **Presentations.** Your target groups also meet periodically. Ask for twenty minutes at an appropriate gathering in which you can explain the skillsbank approach and pass out the forms (which are then collected at the end of the meeting or mailed back later).

- **Displays.** The skillsbank form, attached to an interesting poster or other backdrop, can be placed at libraries, corporation lunchrooms, conferences, civic fairs, store lobbies and shopping centers, supermarkets, and a host of other public access facilities. A business reply card format may be most suitable for some of these locations. Remember, though, target these displays where you expect to recruit people specifically needed for your skillsbank.

Public Media Approaches

Use newspapers, radio, and TV to run brief public service announcements (PSAs), which then generate call-ins, and to report “human interest” stories that feature the workings of the skillsbank and how to register into it. Examples of these PSAs and articles follow at the end of this section, as do illustrations of press releases and similar announcements used to obtain media coverage at minimal or no cost to you.

Spots and features will also help the skillsbank attain a general familiarity with the public, serving to introduce and reinforce your targeted mailings, presentations, and displays. The wide-ranging audiences for these media, however, also mean that you will be receiving calls from people with skills that may not be appropriate to the purposes of your skillsbank. Also, this media exposure can increase public expectations of your skillsbank before it is ready to produce at such a high level. Use of the public media, therefore, is suggested only after you are fully operational and can handle inquiries from numbers of people with a variety of skills backgrounds.

Cooperative Recruitment

The Cooperative Skillsbank Model, described in Chapter Three, recognizes that most people in a community have already affiliated with local groups, agencies, associations, churches, or other organizations. In a very real sense, the recruitment process has already been started with them, even to the point that many of these organizations involve their members in their own volunteer programs.

Thus, you should look for opportunities to collaborate with these organizations for mutual advantage. Instances of such cooperation developed by this project’s VAC demonstration sites are illustrated in Chapter Eight - Managing the Skillsbank System. Below are the general guidelines for successfully obtaining this cooperation in skillsbank recruiting:

- **Start with your own volunteer files.** Send each of your volunteers a letter explaining the skillsbank and seeking their participation on it. Remember, if a volunteer is likely to volunteer more than one initial time, it is worth skillsbanking that person. Equally important, the more successful you are with your skillsbank, the greater likelihood other organizations will consider entering into a cooperative arrangement with you.

- **Offer your expertise on skillsbanks to other organizations.** This enables them to first profile their members' skills for the organization's own uses. Though an understanding of their membership's resources is vital to any group, most know little more than their members' names, addresses, and a few interests. Your forms and skills categories are probably going to be suitable for other organizations' needs, with slight adaptations.
- **Let the closeness of the cooperation grow naturally from there.** Initially, a group will not likely share any of the information on its skillsbanked volunteers, except that you will be given a general picture of the resources the group has recorded. Also, you will be able to make occasional requests for volunteers by first going through the group's contact person. That's a good start, and for many groups it will never progress to any other level. However, some groups will be attracted to the advantages of a fully cooperative skillsbank network of volunteer resources, as is later described in Chapter Eight.
- **Work first with the few groups with whom you have the best relations.** They will help you perfect your system and get others involved.



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VOLUNTEER OPPORTUNITIES!!!

P H I L A D E L P H I A S K I L L S B A N K

TO: PHILADELPHIA AREA LEGAL COMMUNITY

FROM: FELIX RIMBERG, PROJECT MANAGER, PHILADELPHIA SKILLSBANK
 SERENA DOBSON, ESQUIRE
 WENDY JANE RICKLES, ESQUIRE

We would like to interest you in a community project called SKILLSBANK. SKILLSBANK is an innovative approach linking volunteers with United Way Agencies and other community groups.

We are trying to increase the number of volunteers in SKILLSBANK who are skilled in legal areas. A sizeable proportion of United Way agencies and community groups have problems which require legal expertise.

If you want to further explore SKILLSBANK participation, please call Felix Rimberg, Project Manager, 568-6362 or send in the attachment below.

Please mail to PHILADELPHIA SKILLSBANK, c/o Volunteer Action Council
7 Benjamin Franklin Parkway, Philadelphia, PA 19103

Dear Mr. Rimberg:

I am an attorney interested in participating in SKILLSBANK. Please contact me for further discussion.

NAME: _____

ADDRESS: _____



Sample Public Service Announcement
Voluntary Action Center
Monterey, California

Wise investments are a major concern to many people in this era of inflation and tightening economy and one of the most personally rewarding investments you can make is that of yourself and your skills.

The Voluntary Action Centers in Salinas and on the Monterey Peninsula are developing a program called Skillsbank—literally, a bank or list of citizens such as you and I who are willing to invest some skills in the community and in people. Skills include such things as work-related abilities, hobbies, interests, and friendship. Participants specify how often they are available to volunteer, whether it's just a few times a year or several times a month.

When organizations and individuals indicate needs for certain skills, the Volunteer Centers will contact the Skillsbank participants to meet those needs. For further information, contact the Volunteer Center nearest you.

The investments you and I make now will have a significant impact in our community.



Sample Press Release

Article on SKILLSBANK

For: The *COMMUNICATOR*, in-house newsletter of Johnson and Johnson, fourth-quarter issue, 1980

Contact Person: Bonnie Templeton, Executive Director

Voluntary Action Center of Middlesex County

100 Livingston, New Brunswick, NJ 08901

(201) 249-8910

About 25 percent of your life is spent at your job. What do you do with the other 75 percent? What would you like to do with it? Skillsbank may be your answer. What is Skillsbank? It is a new idea in voluntarism where you can use your present skills and develop new ones.

Skillsbank is a concept being developed by the Voluntary Action Center of Middlesex County, New Jersey under a grant from the Charles Stewart Mott Foundation that enables working people like you to receive the benefits of volunteering. How does it work? Skillsbank is a registry of people by talents they are willing to share. Skillsbank assignments are short term and task-oriented, designed for busy working people. When a nonprofit agency calls in a request, it can be quickly matched with a volunteer who has the skill needed for the job. The volunteer completes the task and is then available for a new volunteer assignment.

What sort of skills are needed? Agencies need help from every career area, including communications, graphics, accounting, research, law, management, clerical, and production. Skillsbank volunteers have given seminars, presented career programs, organized offices, set up accounting procedures, judged swimming meets, helped seniors with home repairs, and written brochures. The list is endless.

Why was Skillsbank developed? Human skills are the world's greatest resource. More than 300 Voluntary Action Centers across the country are trying to match volunteers' interests with agencies' needs. Skillsbank gives us a better method to do this. Skillsbank will help agencies hit by inflation, who are trying to cope with increased human needs on dwindling budgets. Skillsbank consultants can make programs more effective and improve their services.

Skillsbank is also a response to the changing lifestyles of volunteers. As more women enter the work force and as both men and women face increasing demands on their time, a traditional approach that places volunteers in long-term commitments is not the answer. Often, in the past, tasks assigned to volunteers did not take into account the volunteer's skills. Skillsbank *is* talent-conscious.

Skillsbank has come into existence because of statements like, "I'd like to volunteer, but I can't because I work full time." Most of our volunteers do work full time. They receive the same benefits as any other volunteer in human terms: they have helped another person, served their community, and added meaning to their lives. In addition, working volunteers derive benefits that carry over into their professional lives. They learn to adapt their skills to new situations, develop additional skills, increase their management experience, adopt new roles, and make contacts with other working people who are

also volunteering. If formal learning can advance your career, how much more valuable should be the practical experience gained as a volunteer? Skillsbank is good for the community; it benefits the company; it can help you fill that other 75 percent of your life with an experience that will affect 100 percent of your existence.

For more information, call the Voluntary Action Center of Middlesex County at 201-249-8910.



Sample Press Release

Article on the Variety of Volunteer Positions

For: AT&T NEWS

Contact Person: Bonnie Templeton, Executive Director

Voluntary Action Center of Middlesex County

100 Livingston, New Brunswick, NJ 08901

(201) 249-8910

What do you think of when you hear the word “volunteer”? A little old lady pushing a magazine cart in a hospital? Volunteers today select their volunteer positions from a vast number of options. At the Voluntary Action Center of Middlesex County, New Jersey, we have over 200 listed positions to choose from. We look at your skills, interests, and goals, and match them with the needs, plans, and programs of nonprofit agencies serving the community.

Volunteers bring with them the skills acquired on jobs, in school, through hobbies, and the maturity gained through living. These skills can be directly applied or taught to someone else. Some volunteers have created accounting procedures, consulted on computer problems, managed a program. We have volunteers who teach reading to the illiterate, self-help skills to the retarded, or search and interview skills to the unemployed. Whatever your skill, it is needed. Often volunteers wish to develop their skills further or learn new ones. This is also possible through agency training programs.

What are your interests? Do you have a cause, like the environment or cruelty to animals? Are you drawn to a certain group, like the elderly or children? Interest-related assignments can be very creative or unusual. Some of our volunteers help with theater productions or act in skits. We presently need volunteers who can share their adventures while showing their vacation slides. Things you find interesting, others will too.

Some placements are made with the volunteer's goals in mind. What place does your volunteer experience have in your life? What do you want to accomplish? Maybe you want to feel closer to your community. Perhaps you want to fill some spare time with meaningful activities. Yours may be career-related goals such as gaining skills or experience for a resume, or experience that may help that next promotion. Maybe you would like a chance to experiment in a new direction in preparation for a career change. All this and more can be accomplished through a proper placement in a volunteer position.

How can you find your niche at this time and place in your life? Voluntary Action Centers were created to bring together the human resources of volunteers and the opportunities available in nonprofit agencies. There are more than 300 local Voluntary Action Centers in the country. Volunteer Bureaus perform the same function. For your convenience, numbers from New Jersey and New York are listed below. Any of these agencies will help you connect with your local VAC. You can volunteer where you live or where you work. As much or as little time as you have available, there is a position tailor-made for you.

New Jersey

Middlesex Co. VAC	201-249-8910
Somerset Co. VAC	201-526-7050
Morris Co. VAC	201-538-7200
Bergen Co. VAC	201-489-9454
Mercer Co. VAC located at Trenton Red Cross	609-394-1161
Camden Co. VAC	609-963-7065

New York

The Mayor's VAC	
Manhattan	212-566-5950
Brooklyn	212-624-4221
Queens	212-793-7550
Tune-In New York City	212-757-7770
Nassau Co. VAC	516-535-3897
Vol. Service Bureau of Westchester Co.	914-948-4452

D. Recruiting: A Summary Perspective

Skillsbank recruiting is an orderly process of defining your skill requirements, identifying who in your community has them, and then systematically appealing to them—directly with targeted recruitment campaigns, and indirectly through cooperative arrangements with other organizations. Finally, it involves the personal understanding of each registrant’s capabilities and preferences; this level of understanding is clarified in the next chapter’s discussion of the intake process.

Recruiting, much more so than the identification of community requests for skillsbank registrants, is under your control. The targeted mailings and related strategies are capable of increasing your registrant numbers quickly and with precision, according to whatever skills categories are in demand. You may well find yourself limiting the power of these recruitment strategies to keep pace with the slower intake and needs identification processes.

Timing, therefore, is the key element to successful skillsbank recruiting. The balance that is required between registrant resources and requests for those resources is governable by you as you focus and direct your recruitment activities.

Finally, reiterating the key question, “Who should be skillsbanked?” The answer: Any person wishing to contribute a skill appropriate to the purposes of your skillsbank, and likely to offer that skill more than one initial time.

Chapter Six

Skillsbank Intake

A. What Information is Needed from the Prospective Registrants?

A skillsbank exists to serve the skills, interests, and preferences of its registrants. It must, therefore, seek this information from them.

The next few pages outline all of the possible kinds of information that you might need from a registrant. It is highly unlikely that any one skillsbank will actually ask or even want the amount of detail outlined here. Cut out what you do not need and combine categories as you prefer. The skillsbank systems featured in the information processing section of this manual (Chapter Eight - Managing the Skillsbank System) illustrate what information you typically would want from your registrants.

You have also probably noticed that this outline has more information areas than any of the skillsbank application forms illustrated so far. There is good reason for this. It would be overbearing, as well as poor recruitment strategy, to ask all of the information that you need in that first mailed-out or handed-out skillsbank questionnaire. Those forms are intended to obtain the tentative commitment of the prospective registrants' skills and interests, and to use to contact registrants for a personal intake interview for necessary additional information.

In addition to the intake process, the referral and placement of your skillsbank registrants will produce even more information about their skills, interests, and involvement preferences. As has been mentioned before, the skillsbank fashions a continuing relationship with its registrants.

The outline of registrant information, therefore, also notes at what stage you should gather each kind of information. The "application" stage refers to the use of the skillsbank form of the kind John Smithers completed and returned. The "interview" stage occurs during intake and involves one of your staff members seeking the more sensitive or complex information required for the skillsbank. The other stages listed in the outline are part of the referral, placement, and termination activities of the skillsbank operation.

The major headings for the registrant information categories are these:

- **Contact Information**
- **Background Information**
- **Skills/Interest Information**
- **Involvement Preferences and Conditions**
- **Referral/Placement Tracking Record**
- **File Control Information**

Outline of Registrant Information Categories

A Compilation of Possible Data Fields for the Registrant Record

Data Field	Description and Purpose	When Obtained
Contact Information		
—Name	Last name, first name, middle initial.	Application
—Mailing address	Street, city, state, zip (company name, P.O. Box, etc., if also needed).	Application
—Other address	Residence or secondary contact address if needed, and if different from mailing address.	Interview
—Telephone(s)	Day and evening numbers, including area codes and extension numbers for each, <i>and</i> the best time to call. Indicate also which number is for work and which is home.	Application
Background Information		
—Male/Female	Names are not often gender specific.	Interview
—Year of Birth	Age is a helpful indicator for some referrals, though it should always be an optional category. Year of birth is chosen because it does not require updating.	Interview
—Ethnicity	As with age, can sometimes help with referrals and should always be optional. General categorization is as precise as is possible.	Interview
—Social Security Number	Sometimes needed for programs where insurance or other benefits are involved. Should be optional and used only when necessary.	Interview
—Current Occupation	Refers to job title or career field. The title should be as descriptive as possible, e.g., "Secondary school math teacher" as opposed to "Teacher." Unemployed person should indicate career field if any.	Application
—Previous Experience	Refers to past volunteer and salaried experience that may relate to skillsbank involvements. The job title (or field), dates, and places of up to three or four past experiences are asked if this information is thought necessary.	Interview
—Education	For referrals of technically skilled registrants, their educational background is relevant. This information can be obtained by asking for degrees or credentials received and for what subject area, the awarding school, and the year received. A short-hand version of this inquiry would be to have the registrant "circle" the last year of completed education and to list the principle areas of study.	Interview (short-hand version could be done on the application)

Data Field	Description and Purpose	When Obtained
—Licenses	Sought here is whether or not the registrant has a driver's license, chauffeur or bus permit, or other certificate not usually associated with an education degree. Such information would be asked only if necessary.	Interview
—Physical or medical limitations	Some registrants will be handicapped or otherwise impaired, and this information is pertinent for some referrals. A data field exists under the Involvement Preferences and Conditions heading to detail what special provisions need be made to enable such a registrant's involvement (or this data field could also include that information).	Interview
—Comments	This is a catch-all data field used to elaborate on the registrants' backgrounds, skills, preferences, and conditions for involvement. Comments may be recorded by both the registrant and the skillsbank staff. This section is also popularly used instead of creating special data fields for many of the other registrant information categories outlined here.	Application and Interview
Skills/Interests Information		
—Selected skills and interests	Drawing from a listing of specific skill and interest categories, the registrant selects those representing his/her priorities for the skillsbank involvement. Space for at least 10 selections should be provided as less is too narrow to cover the average person's range of talent. More than 20 options goes beyond that range and poses difficulties for the skillsbank's information processing system (a lot of extra cross-referencing!). Provision of 12 to 15 spaces is typical.	Application (for initial selections) Interview (for refinement of the selections)
—Selected language skills	Because even a limited ability to speak a language can be very important for a referral, a separate question for it will insure that a registrant includes it on the skillsbank. If sought on the questionnaire, 2 to 5 spaces for selecting language categories are sufficient.	Application or Interview
—Selected geographic areas of experience	For skillsbanks dealing with overseas placements, or where experience in some local community is important, it is necessary to categorize options to choose from (e.g., the countries of the world) and provide a sufficient number of selection spaces (3 to 7 should be adequate).	Application or Interview
—Levels of proficiency per skill, interest, language, or geographic area	Good referrals require knowledge of the registrants' capabilities for <i>each</i> of their many talents. A rating as simple as "amateur," "skilled," and "can teach" can be used, or one that rates each talent on a five-point scale, as is shown at the end of this outline. These proficiency levels can be self-determined by the registrant on the application form, or decided upon by the interviewer. Self-determination is reliable (there is no real reason to "cheat," and the interview will verify the rating). It also saves much time for the interviewer. The trade-off is that the extra time required by the registrant to complete	Application or Interview

Data Field	Description and Purpose	When Obtained
	the questionnaire may reduce percentage of response. It depends on the audience.	
Involvement Preferences & Conditions		
—Involvement preference	This field has been described previously. Again, it refers to <i>how</i> the registrants want to apply their listed skills and interests, e.g., as a “board member,” “workshop leader,” “consultant,” etc. Involvement preference can also be used to identify registrants for tasks that are not skill-specific, such as “driver,” “canvasser,” “telephone caller,” and “Christmas booth attendant.”	Application (Interview may add or refine selections)
—Time availability	It is not really possible to get more specific than “days,” “evenings,” “weekends,” and “by appointment” because people’s time is so much in flux from week to week. <i>Also</i> , ask for the registrant’s start date for involvement in the skillsbank and, for later updating, be able to note if a person wants to temporarily suspend involvement, (e.g., for a vacation period), and for what dates.	Interview
—Locale	Refers to parts of the local area where registrant is willing to drive or otherwise go to. (Not to be confused with geographic areas of experience.)	Interview
—Setting	Refers to the background nature preferred for referrals, such as “rural,” “government,” “religious,” “neighborhood,” etc.	Interview
—Client group	Refers to kinds of individuals the registrant seeks to serve or be linked to, such as “youth,” “women,” “handicapped,” “seniors.”	Interview
—Financial requirements	Some skillsbanks will serve both the volunteer and salary interests of the registrant, and would thus need indicators specifying at least “salary only,” “volunteer only,” and “both salary and volunteer.” “Reduced fee” is another possible category, as is “expenses only” for some consultants willing to give special aid via the skillsbank. Also, here is where “bartering” would be indicated for those partaking in that service.	Application (Unless it is clear that only volunteer involvements are applicable)
—Contact conditions	Refers to the manner in which the registrant wants to be reached for referrals. Some will permit direct contact by the organization requesting their involvement. Other registrants will require that the skillsbank operator, or the group that originally recruited them, act as a go-between. An additional option is the permission to be contacted through mailings. If this information is sought via a questionnaire, “boxes” for the available options can be checked-off by the registrants.	Application or Interview
—Personal needs	Some registrants will require assistance with transportation, baby-sitting, or other needs before they can become involved.	Interview

Data Field	Description and Purpose	When Obtained
Referral/Placement Tracking Record		
—Referral/place- ment date	Day, month, and year recorded for each registrant's activity log.	Activity date
—Where referred/ placed	Name of agency or group (and unit if necessary). Also if appropriate, the name of the involvement site supervisor and his/her telephone number are included.	Activity date and/or Follow-up date if necessary
—Type of Activity	Brief (few words) description of the work which the registrant will do for each placement. For statistical purposes, may include a categorization (using the UWASIS II code of United Way, for example) of the social service area benefiting from this work.	
—Disposition of referral/place- ment	Was the referral/place-ment consummated? Was it successful? Were there any problems, achievements, or other comments? This information is recorded here.	Follow-up date
—Follow-up dates	These are future dates when another contact is needed to check on a referral/place-ment. They serve as "flags" to alert the staff.	Any activity date (interview, referral date, etc.) as is needed
—Termination date	Day, month, and year recorded for each referral/place-ment.	Follow-up date
—Summary of referral/place- ment	If the total hours per placement, or the dollar equivalency or other such measures of impact are recorded, it is done here.	Close-out date
File Control Information		
—File number	Useful especially for computer systems that use the number to label each record.	Log-in date
—Origination date	Useful for establishing a chronological file for periodic updating of the information.	Application
—Source of registration	Labels each record so that the data base can be sorted into source files. In a cooperative skillsbank, this means that the registrant records for several different organizations can be handled by the same system without mix-up. Can also be used to identify which registrants came via media spots, walk-ins, mailings, or other recruitment avenues.	Application or Interview
—Record updates	The dates when a registrant's record is updated with change of address, deletion of a skill category, addition of educational information, or other data. Use of this data indicates the currency of the record information.	Follow-ups and Annual re-intakes

Data Field	Description and Purpose	When Obtained
—Termination date	Gives date a registrant's record is deleted from the file. May also include reasons for the deletion and the name of the staff person making the decision to delete.	Termination date
—Interviewer designation	Identifies who did each registrant's intake interview. Is useful for later clarifying information written down during interview.	Interview
—Additional information designation	The registrants may also have on file resumes, examples of work done, or other background materials. This field identifies them and indicates where they are stored on file.	Whenever materials are added to the file

Example of 5-Point Rating Scale for Proficiency Levels

- **For skills and interests**

- 1 = Interest only—no special training or experience yet.
- 2 = Serious student in the area or accomplished amateur or hobbyist.
- 3 = College or technical school degree in the area, PLUS one year of on the job experience; OR at least three years of on the job experience in the area.
- 4 = Graduate or professional degree in the area, PLUS one year of on the job experience; OR at least five years of on the job experience in the area.
- 5 = Graduate or professional degree in the area, PLUS at least five years of on the job experience; OR ten years or more of on the job experience in the area.

- **For languages**

- 1 = Can understand and respond to questions about personal background, can ask directions, and bargain for a purchase.
- 2 = Can hire an employee, describe the purposes and functions of an organization, and understand 80% of what native speakers are trying to tell you.
- 3 = Can listen, take notes, and summarize accurately a discussion in your area of expertise, and can sensitively handle a situation where diplomacy and proper grammar are required.
- 4 = Possesses an extensive and precise enough vocabulary to convey exact meaning in discussions on all topics.
- 5 = Can speak and respond as well as in your native language.

- **For geographic areas of expertise**

- 1 = Through personal visits, know the geography and present political and social structure of the area.
- 2 = Within the past five years, have at least three months of residency in the area, which included personal contacts with residents from throughout the area.
- 3 = Within the past five years, have lived in the area for at least one year; OR have lived there at least one year in some prior time and have since maintained good familiarity through return visits.
- 4 = Have lived in the area for at least three of the last ten years and presently have maintained personal ties through return visits.
- 5 = Knowledge and personal relations in the area are as extensive as that for your home area.

B. How is the Intake Process Handled?

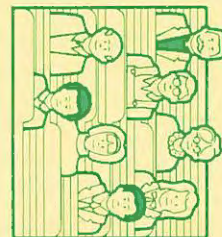
The intake process is probably the most crucial stage of recruitment. This is when the registrant becomes known as an individual, with your staff gaining an insight into the subtleties, idiosyncrasies, and other subjective elements that compose any one person's motives for participating in the skillsbank. It is also the time when the prospective registrant gets a personal "feel" of just what kind of people are behind the skillsbank operation and what promises of service can really be kept. First impressions are usually the most important ones, and a poorly done intake will be difficult to recover from.

The intake process begins with the logging-in of each returned skillsbank application form. This is done to prevent the inadvertent loss of a form and to give you a quick reference later on as to where each registrant currently is in the intake, referral, and placement process. An example of the log-in sheet is provided on the following page.

The next step, the intake interview, is best conducted face-to-face with the registrant. This is easiest when you are giving personal recruitment presentations before groups, at booths set up to register the public, and at your office for walk-ins. Practically speaking, however, most of the intake interviews will be over the telephone. This is more convenient to the registrant and yourself, and it has long been the primary instrument for such interviews among VACs. For these interviews, you will be doing the following:

- **Verify the information you have already gathered on the forms.** Is the address still current? Is the registrant's handwriting legible?
- **Complete the information you still need for the skillsbank which was not asked on the circulated forms.** This includes the level of skill competency, background experience, and so forth. In writing this information down, you may be using an additional form, examples of which are given in Chapter Eight. These additional forms may also serve as the card files or other storage medium for your skillsbank information.
- **Orient the registrant to the skillsbank process.** You will need to answer all of the person's questions and inform each registrant of the rights and services due to registrants.
- **Refer the registrant to possible assignments.** The skillsbank service should start immediately. Enough information exists on the forms already received from the registrants to identify possible referrals for each.
- **Forward the registrant information onto the information processing system used by your skillsbank.** This may involve assembling the completed skillsbank forms into a file folder for each registrant, notating the appropriate log sheets, and otherwise initiating the process for keeping track of the skillsbank activities of each registrant. These information processing procedures are fully described in Chapter Eight.

Date received	File No.	Registrant's name	Intake date	By	Source	Agencies receiving intake referrals	Scheduled call-back	Actual call	Entered SB file
10/6	0341	Switters, John	10/9	K R	JJ Corp.	YMCA - Basketball Coach	10/17	10/17	10/10
10/6	0342	Lukens, Phyllis	10/9	K R	Women's Center	Shelter House - Career Counselor	10/17	10/17	10/10
10/7	0343	French, Gladys	10/9	J B	Radio PSA	No referrals taken for now	11/10	11/11	10/10
10/7	0344	M ^{rs} Jean, Paul	10/7	K R	Walk in	Edison Elem. School - Teacher's Aide	10/13	10/13	10/10
10/8	0345	Harris, Frank	10/10	J B	JJ Corp.	Project House - Board of Directors	10/17	10/17	10/10
10/9	0346	Haver, Ellen	10/9	J B	Call in	Project STEP - Accountant	10/17	10/21	10/10
10/13	0347	Werner, Joe	10/16	K R	Barter Project	Boys Club - Graphic Arts	10/30	10/30	10/17
10/13	0348	Jefferson, Karen	10/13	J B	Radio PSA	Women's Center - Career Counselor	10/20	10/21	10/17



Why the Toledo VAC Interviews

In Toledo, 96% of the skillsbank volunteers complete their skillsbank registration during a face-to-face screening interview. We have found those skillsbank volunteers who come into our office and talk with us about skillsbank and current volunteer opportunities, tend to be more committed and willing to take on a skillsbank volunteer placement, compared to those who complete the skillsbank card at home and return it by mail. In fact, new volunteers are often placed at the time of the interview. The interview gives us many clues to enable effective placement: For example, does he/she keep appointments? Arrive on time? Or call to let you know if he/she is unable to keep the appointment? Speaking ability? We also generally get a "truer" assessment of the volunteer's skill level.

The screening interviews are conducted by either unpaid or paid staff, and the entire process takes about 45 minutes to an hour. The paperwork involved consists of the skillsbank card (which the volunteer completes), and a follow-up card (3½" × 5" file card) which the VAC staff uses to track the process of the volunteer's activity. The volunteer is usually matched to at least one skillsbank job at the close of the interview.

Chapter Seven

Identifying Requests for Skillsbank Registrants

Your impetus for developing a skillsbank may come from local community organizations urgently trying to mobilize talented volunteer assistance for their many projects and activities. On the other hand, you may live in an area where agencies are content with their traditional volunteer programs and you are dismayed that large numbers of skilled, community-conscious individuals are not being involved. In this latter instance, you want to use the skillsbank to break the ice and educate local organizations about the availability and value of your community's untapped skilled resources.

Meeting a demand . . . innovating . . . or both. Your starting perspective will greatly influence how you proceed to identify requests for your skillsbank registrants.

This section of the manual focuses on the several facets that are part of identifying the requests for your skillsbank registrants:

- **How do you introduce the skillsbank concept to potential user groups and agencies?**
- **What procedures do you install for requests for your skillsbank registrants?**
- **How do you handle the referral and placement process?**

These questions will be dealt with fully in the following pages, except for the mechanical aspects of information processing systems, such as the filing systems for storing, accessing, and up-dating the skillsbank information. These information processing elements are thoroughly handled in Chapter Eight - Managing the Skillsbank System. Chapter Eight also discusses the more detailed aspects of the staffing assignments for referral and placement activities.

A. How do You Introduce the Skillsbank Concept to Potential User Groups and Agencies?

Sensitively. This applies whether your skillsbank is intended to meet an urgent demand for technical assistance or to wake people up to more creative volunteer programs.

You are dealing here with an innovation, and like anything new, it must first prove itself. It must contend with some people who may be distressed with any changes in their way of doing business, and with others who are quick to dabble with anything new, only to abandon and disparage it when it cannot quickly meet unrealistic expectations. And then there are the personal accommodations that are asked from those who will not be supportive until they are made part of the decisionmaking structure or otherwise get something of immediate, tangible benefit for themselves.

None of this, of course, is unfamiliar to any community leader. Many take to the challenge of implementing new ideas with considerable zest. But because the path to developing your skillsbank has its perils, two aids are given here to help you obtain the participation and support of other groups and agencies. Immediately below are a set of general principles to guide you in implementing any innovation. These are adapted from the book, *Communication of Innovations* by Everett M. Rogers and F. Floyd Shoemaker, published by the Free Press, a subsidiary of Macmillan Publishing Co., 1971. Following this is a list of the specific hurdles most common to the skillsbanks being implemented by this project's VAC demonstration sites, along with examples of how they overcame the hurdles.

Rogers and Shoemaker provide important insights on the process of change in society: how knowledge of an innovation is communicated, what persuades people to consider its adoption, what is involved in the decision to accept or reject the innovation, and finally, what leads to the longer term confirmation or later rejection of that decision. Their book cannot be summarized here, but we highly recommend it to those of you who are planning to implement community changes. The five factors influencing the "persuasion" phase in innovations have special relevance to this section of the skillsbank manual, and have been adapted from pages 134 through 173 from *Communication of Innovations*.

1. **Relative advantage.** This refers to the degree to which the skillsbank is perceived as being better than the volunteer practices it supercedes. What is the "reward" for using a skillsbank? What are others going to get out of it for themselves? This manual presents the "case" for skillsbanks, but you need to convey these points to your potential users in a clear, concise manner. The examples at the end of this section illustrate approaches used by the VACs participating in this project.
2. **Compatibility.** Is the skillsbank perceived to be consistent with the existing values, past experiences, and needs of its potential users? The skillsbank must also be able to handle referrals of traditional volunteers; it must maintain the high referral and placement standards that are an integral part of any volunteer operation; and its capabilities, no matter how great, must be applicable to the program priorities now facing potential users.

3. **Complexity.** This refers to the level of difficulty in understanding how to use a skillsbank. Skillsbanks that talk only of computers and thousands of registrants do sound complex and beyond realization by small volunteer organizations. But skillsbanks can also start as simple systems with procedures that are not at all imposing to others. In short, keeps things simple, and when people become accustomed to its workings and see for themselves how a bit more sophistication will improve the system's capabilities, they will demand such improvements.
4. **Trialability.** If participation in the skillsbank can be experimented with on a limited basis, the factor of risk is reduced to the prospective user who can buy in to the concept in installments. For example, initially your skillsbank may only try to meet the demand for just one or two areas of need; or, for the Cooperative Skillsbank Model, a new co-op group may choose to jointly skillsbank only a limited portion of their members and only under relatively restrictive conditions. Allowing users to have some "hands-on" experience before making a full commitment is important.
5. **Observability.** To what extent are the results of using the skillsbank visible to others? Your skillsbank lends itself to observability because the numbers of people registered and the variety of their talents are easily reportable. You are also likely to be responding to requests for resources that previously have not been referable, so your achievements or lack of them may be readily apparent. Given that you are successful, there is no doubt that the skillsbank approach will flourish. However, as we discussed in Chapter Three, you may experience more interest from others who wish to set up their own skillsbanks, than from groups who wish to participate in your own system. The Cooperative Model was designed for those circumstances.

This project's demonstration sites have been on the line encountering real world problems and obstacles in introducing skillsbanks in their communities. These difficulties and some of the VAC's solutions are presented on the following pages.



Introducing the Skillsbank Concept

Several VACs consistently found that the volunteer coordinators from local agencies would often not even consider use of the skillsbank. When approached personally by the VAC director, a typical response from such a coordinator would be that their volunteer program was doing fine (thank you) and did not need the help of the skillsbank, especially if it would be recruiting mostly non-traditional volunteers. As was later discovered, they were mainly interested in volunteers who would be dedicated only to their program and would not be available for referrals elsewhere.

Not wanting to simply write off working with these agencies, the VAC directors did the following:

- **Each sought an interview with the respective agencies' executive directors.** Whereas the volunteer coordinator for an agency is concerned with a relatively narrow area of an organization's functioning, the executive director is responsible for all of its needs. It was discovered in these interviews that the executive directors *did* need volunteer help with such staff area concerns as accounting, legal affairs, public relations, board and committee membership, fundraising, training, and research. These are the precise fields where the skillsbank has application.
- **The VAC directors used a step-by-step approach.** Each VAC director would attempt to personally meet with those coordinators who would at least discuss the skillsbank concept. The various existing volunteer positions in the coordinator's program would be examined with an eye for how a skillsbank volunteer might add to them. This analysis would be clarified by the VAC director illustrating the potentials with real-life skills now on the skillsbank and awaiting requests for them. Before the VAC director left, at least one "challenge" match would be found, where the skillsbank would attempt to place a volunteer in a non-traditional position for that coordinator. Needless to say, the VAC would really work hard to make that a successful placement whereupon follow-on skillsbank requests would come from the coordinator. Here are a few examples of how the ice was broken using the above approach:
- An RSVP program was always short of drivers for the transportation needs of seniors. The coordinator of that program rightly expected that not too many drivers would come from the skillsbank and so did not bother to use it. Upon meeting with the VAC skillsbank director, however, it was discovered that skillsbank volunteers could analyze the existing van pick-up schedule and improve upon it so that fewer drivers were needed. Another skillsbank registrant worked on a proposal design for a seniors service center project in an area that did not have any local centers, which would thus help reduce the transportation needs for those seniors by creating a facility they could walk to. Assisting now with the marshalling of a coalition of community programs and leaders to push for the building of the new center are a number of other skillsbank registrants who had expressed their interests in supporting such a project.

- A hospital volunteer program had a well-deserved reputation for the quality of its placements. It had an extensive training program and expected its volunteers to make long-term commitments. It was almost always “booked-up” with applicants wanting to volunteer. Why would it possibly want to use the skillsbank? After looking over the needs of the hospital patients with the VAC director, it was found that a significant number of exiting patients who now had to readjust to daily life following a major illness or accident were without important supports. They often needed someone to talk to who had overcome a similar problem, or someone who could help find them a job or other activity that would get them back on track with their lives. The hospital volunteer coordinator created an add-on to the present volunteer program for this service, requesting skillsbank volunteers for the program, *and* skillsbanking many of the existing hospital volunteers who had the talents and interests for this ex-patient assistance but had never been asked before to offer it. In another instance, a hospital coordinator chose to work with other community service agencies in the city which had the mission to provide such rehabilitation supports. That hospital coordinator encouraged them to use the skillsbank and developed closer lines of communication so that they would know when a patient would be exiting with a need for their help.
- **Tap your DOVIA.** The VAC director in one city concentrated her initial skillsbank assistance to a group of agencies who were part of the local DOVIA (Directors of Volunteers in Agencies) organization. These agency directors were willing to experiment with the skillsbank approach, and after a few months of good service from it, they became advocates to their peers in the other agencies.

B. What Procedures do You Install for Requests for Your Skillsbank Registrants?

The procedures for requesting skillsbank registrants are similar to those used by existing volunteer clearinghouses. The same high standards for quality service apply: the same concerns for the appropriateness of the requests to the registrant's capabilities and interests, for the adequacy of the on-site supervision and working atmosphere, for the provision of required orientation and training, and for the proper respect from the requestors for the registrants' rights and privileges.

The differences which do exist pertain to the time urgencies usually accompanying skillsbank requests for short-term assistance, and to the general efficiencies which can be attained by altering procedures somewhat to fit the skillsbank system.

Requests for Short-Term Assistance

By their very nature, these require a fast response. The accountant is needed this week because the grant application must have an up-dated financial statement. Or, the plumbing has broken down in the youth center and the kids can't wait until next week. The dance band that was booked for the senior's event cancelled and a new one must be found by Saturday. These are just the kind of circumstances for which the skillsbank's "on-call" resources are set-up to handle.

As you can see, skillsbanks must *use the telephone* as the instrument for making new requests. A volunteer request form sent in the mail won't get to you in time.

When the request comes in on the phone, your skillsbank files can tell you right away if there is any chance that you can meet the need. Simply put, a quick count of your index cards, computer listings, or whatever information system you use will tell you if you have 5, 12, 83, or 0 accountants in your skillsbank. If you do have appropriate registrants, ask the requestor for the background information you need to satisfy your referral standards and tell the requestor that you will call back as soon as you have contacted the prospective candidates for the need. Given the complexity of the request, this task could be completed in one hour, but should seldom take longer than a couple days. The actual procedures for handling these referrals are illustrated by the Work Flow Diagram which appears at the end of this section.

If you do not have anyone skilled in the area requested, inform your caller: (a) Sorry, this is not a skill area where we ever expect to have many people. You should try somewhere else (you may know a good source, which could be another skillsbank). (b) Sorry, we are out of that resource at this time, but our recruitment plans call for several new recruits in that area within "x" number of weeks. (c) Perhaps we can help you with some other need (it is possible that a brief discussion will reveal other areas where you can be helpful).

If the requestor is a new agency or group you have never heard of and you do not feel that you can refer anyone without first checking out the requestor's credentials and experience with volunteers, then arrange for a site visit, mail-in of background materials, or other necessary documentation before you actually match up any of the registrants. In those cases where you are basically sure that the requestor is a legitimate organization, you may choose to start the skillsbank search process—especially if time is a factor—but wait until the requestor's background documentation is received before you provide any registrant names.

The procedures for handling short-term requests, therefore, may well be the *inverse* of what you are doing now for volunteer referrals. That is, instead of having a listing of agency requests for volunteers to which you refer when you are telephoned by people seeking volunteer assignments, you have a listing of volunteer resources to which you refer when you are called by agencies asking for volunteer assistance.

Requests for Long-Term Assistance

The skillsbank procedures for handling long-standing requests relate closely to the way you are probably now accepting requests from agencies. These requests for “big brothers,” hospital aides, recreation assistants, and other such traditional volunteer areas are, in a sense, never ending, and often can absorb virtually any number of volunteers you send to the agencies. These requests for assistance are usually not as urgent as short-term requests, because these agencies often have their own recruitment activities in place to work on their continuing needs. The telephone is not needed to handle them; mailed-in forms give you plenty of time.

These traditional requests, however, can be a very important part of a skillsbank operation. As we mentioned in Chapter Six, the ability to provide an immediate referral to any new skillsbank registrant is very important. Often it is not possible to refer an auditing assignment to an accountant, or a brochure layout to a graphic artist during the registrant intake call—the need may not exist at that moment. But as with our friend John Smithers, the registrant can start on a reliable traditional volunteer assignment, such as basketball coaching, for which there is an everlasting need, and move on later to technical skills areas.

A skillsbank can not only handle both traditional and more technically skilled volunteer needs, it works best when it does both.

Knowing What to Ask For

One practice you should adopt for both kinds of skillsbank requests is having the requesting agency or group refer to your listing of available skill, interest, and issue categories when seeking volunteers. You can facilitate this by generally circulating this listing to your users and, even better, periodically tabulating the total number of registrants you have in the skillsbank for each of those categories. In

this way, the requestors know basically what you have in advance of their calling and know what term you use to identify it. This saves everybody a lot of wasted time and confusion.

Equally important, sending such a tabulated listing around helps agencies to become aware of new areas of activities for themselves. As has been mentioned frequently in this manual, a skillsbank allows you to plan ahead because it tells you what resources are available to back up your imagination.

These skill tabulations can also be included as a feature of your agency's regular newsletter; they might look something like the stock market section of a newspaper. When this newsletter cum "stock report" is circulated to skillsbank registrants, they can see how they fit into the "total picture."

The Work Flow Diagram on the following page illustrates both the request procedures for skillsbank registrants and the subsequent referral, placement, and follow-up operations.

C. How do You Handle the Referral and Placement Process?

The skillsbank referral and placement process is also quite similar to existing volunteer referral and placement practices. A glance back at the Work Flow Diagram reveals that each new registrant receives the same two or three referrals at intake that are commonplace today among VACs, and that the subsequent placement follow-up is conducted to maintain the quality standards and personalized service that are the banners of a well-run volunteer clearinghouse.

The diagram also reveals the primary difference from a traditional clearinghouse: the skillsbank operation is *cyclical*. The volunteer is placed more than once. Two, four, seven, or more times a year any one volunteer may recycle through the referral and placement process. On the other hand, present referral and placement practices are typically *linear*, with one initial run-through. The typical clearinghouse's volunteer files are simply not organized for efficient re-access.

This recycling capability has implications throughout the referral and placement process. The following scenario describes all the steps in the process:

- **The request.** The Women's Center is setting up a displaced homemakers program and wants five or six volunteers (preferably women) who can speak one Wednesday night a month to a small group seeking information on the current job market in six professional fields. The Center is also looking for any number of women volunteers who can serve as mentors to individuals making the difficult transition to work outside of the home.
- **Searching.** If your skillsbank has a sophisticated computer system, you would punch in all the search criteria: the involvement preference of "counseling" (you may even have "mentoring" as a more specific preference), the six professional skill fields, the time availability of weekday evenings, and the general geographic area of the Women's Center. The 5, 6, 20, or whatever number of registrants having the needed set of attributes would then pop up on your computer screen or be typed on your printer.

Fantasy aside, the manual system that you are probably using works just as well as the computer, only 10 to 15 minutes slower. (Sometimes it may even be faster for simple requests without many cross-references.) As described in more detail in Chapter Eight, you will quickly have the names of all the likely candidates and the file information necessary to further eliminate those who are already in a placement that would keep them from considering this request, whose track record indicates an unsuitability for small group counseling, or who otherwise would probably not work out, according to your best judgment.

- **Contacting.** Let's say that you have sorted down to eight good referral candidates for this request. Five of them have indicated on their intake interview sheet that they would permit a requesting agency to contact them directly by phone. The other three

want you to act as an intermediary, and, if they are interested in the request, each will either then contact the agency directly, or have you ask the agency to make the call to them. For the first group of five, it saves you time and makes for better communication if the Women's Center then telephones and explains their own needs to the five registrants. However, you must be confident that the Women's Center will handle the call promptly and properly, and then report back to you so that you can update your files.

Recall also that the skillsbank is a *brokering service only*. It is up to the matched agency and volunteer to meet and negotiate their mutual terms of working together. The registrants are not volunteering for the skillsbank. They are volunteering for the agencies at which they become placed through the skillsbank.

- **Tracking.** The follow-up on a skillsbank match is handled much the same way as any referral now done by the VACs not using a skillsbank. Some placements (or rejections) are recorded easily with a telephone call back to the registrant and/or agency. Some follow-up becomes more complicated when one or the other party misses a meeting, has an unexpected crisis, or whatever. This is all a familiar problem to volunteer clearinghouses.

Tracking for a skillsbank registrant differs from existing practices in that it can deal with the multiple referrals and placements each registrant will be recording. The mechanics for this are illustrated in the following chapter, but it is important to note that this tracking ability makes it possible for the skillsbank operator to become more familiar with the skills and interests of each registrant. As with John Smithers, the tracking record will soon show what he is especially good at, what times of the year he wants to be inactive, what groups he prefers to work with, and so on. Given good service, a skillsbank registrant is likely to become all the more reliable and even loyal to the skillsbank operator. The documentation of the registrant's activities in the tracking log can also be used for job applications, community service recognition, volunteer's tax deductions, and other benefits that will further tie the registrant to the skillsbank.

You will want to use your skillsbank tracking records to document your own performance capabilities for annual reports, funding applications, and the like. Chapter Eight presents an example of the Portland VAC's computer-assisted tracking system that efficiently alerts its staff to the follow-up calls that are due next, gives notice to the agencies on volunteers referred to them, tabulates the hours worked per volunteer per agency, and then summarizes all of this. Most elements of their system can be adapted using non-computer techniques.

- **Teaming.** Operate a skillsbank for awhile, and you will see that there often are more effective ways to respond to a request than to send out volunteers one at a time. A quick look at your skillsbank files reveals the "clusters" of registrants that group

around any one skill category. They may be able to work better in teams than by themselves.

For example, the Women's Center is probably not the only group seeking career counseling assistance. You may have a dozen requests coming in, or expected, from organizations serving youth, refugees, seniors, the handicapped. Seeing this total need, you could convene a planning meeting of your skillsbanked career counselors, also inviting some of the groups needing the counselors and others who would be useful in a brainstorming session. In this way, a few of the registrants may decide to pool their insights and form a workshop group that would assist, in turn, a number of needing agencies. Your meeting might identify a real lack of good job market information that a team of skillsbank registrants could research on behalf of the others. Or a decision might be made to publish a career guide, in which case you would contact other skillsbank registrants in the printing and graphic arts fields. Participants in the group meeting might suggest linkages to existing job training projects, credit counseling services, and related resource programs.

Team building is also possible for a host of other request areas. A "public relations" team, for example, could assemble from the skillsbank a working group composed of photographers, typographers, writers, graphic artists, and others who would put together several brochures, newsletters, and similar publications at the same time. It is more efficient, for instance, for the photographer to shoot the pictures for several publications during the same day, and for the typographer to arrange for access to word processing equipment to handle a batch of jobs at one sitting.

Coordination for these teams is possible from within by a member of the team. For example, the public relations team could be administered by a college intern getting a graduate degree in communications management. Your meeting for the career counseling needs, for its part, could decide to have its team of skillsbank registrants coordinated by a community career counseling organization already set up for this purpose, but lacking the wealth of volunteer talent that would be coming from the skillsbank. Coordination in these matters not only saves your time, but it fashions new collaborative arrangements within the community.

- **Cooperating.** As we have mentioned previously, the experiences of this project's VAC demonstration sites with the Cooperative Skillsbank Model are too new to have been analyzed thoroughly. What follows, then, is more theory than fact.

In a community that has several skillsbanks cooperating (more or less) with one another, your skillsbank could share responsibility for responding to requests for volunteer assistance. For example, your skillsbank may become known for its strength in the area of management assistance for nonprofit organizations. Another skillsbank may specialize in registrants from the educational field. A third's reputation would be for health needs, and another's would be an all-purpose skillsbank for a particular neighborhood.

Each of the skillsbanks in such a community would handle requests for its specialty and refer the requests for assistance in other areas to the appropriate skillsbank. One way to facilitate these skillsbank to skillsbank referrals is through a widely circulated directory that portrays each skillsbank's strengths. Another way is to have one of the skillsbanks act as a central broker for the rest, with its telephone number given as the public's starting place for initiating a skillsbank request.

Going back to our Women's Center example, you may also encourage the Center to set up its own skillsbank of women who are interested in and capable of helping each other. In a cooperative network, the Women's Center would then be both more self-reliant in meeting its own future volunteer needs, and also able to share its skillsbanked resources with other groups. Further, if the Center still could not find a person it wants from among its own registrants, it could use the directory of skillsbanks or the skillsbank broker to identify the needed volunteer from someone else's skillsbank.

Thus, the cooperative approach allows each participating skillsbank to act alone or collectively, as the need and self-interests dictate. The registrants benefit by having the widest possible diversity of involvements from which to choose by simply registering with one skillsbank. When a community has access to computer facilities to handle the common information processing needs of the cooperating skillsbanks, additional cost-saving benefits are also possible. These cost benefits are explained further in Chapter Eight in the example provided by the Pensacola VAC and the statewide skillsbank system it has set up in collaboration with the Florida Association of Voluntary Action Centers and the Independent Foundation. Their skillsbank system, using a central computer processing point, enables the exchange of volunteer resources on both the local and state levels.

D. Identifying Requests for Skillsbank Registrants: A Summary Perspective

The mechanical aspects of responding to agency needs are straightforward once you understand the need for your system to be able to refer its registrants more than one time. The procedures you eventually devise will no doubt reflect your own special situation and preferences.

However, the organizational interrelationships between your skillsbank and its users are more difficult. Many local groups will require patient educating on the potentials of the skillsbank registrants. Some will be resistant to any changes in the way they do things, even if you can demonstrate superior capabilities in the skillsbank approach. Other simply will not trust your organization or its ability to serve them until they see the success of others.

It is important to remember that the development of collaborative relationships among you and your system's users is inherent in the skillsbank approach. Team building and the co-op model have manifest advantages for all parties that partake in them. At all times, though, your introduction of the skillsbank innovation must be sensitive to the priorities, apprehensions, and awareness of your potential users. The communication principles adapted from Rogers and Shoemaker are one set of guidelines to follow.

Chapter Eight

Managing the Skillsbank System

A. What are the Information Processing Options?

Earlier, we characterized the ideal information processing system for a skillsbank as an operation activated by a button that instantly produced a list of registrants perfectly suited for the request at hand. The realistic options open to small organizations, however, are not effortless ones, though the available choices are both manageable and affordable.

Four representative information processing systems are depicted in this chapter. Each exemplifies a different level of sophistication along a continuum of systems—from card files to computers. They are drawn from the real life experiences of Voluntary Action Centers. As you understand the principles behind each one, you will acquire the knowledge necessary to decide for yourself which one, or combination, best meets your present and anticipated need.

The following framework will help introduce you to the terminology and concepts of information processing, without becoming unnecessarily technical.

Information Recording and Storage

The starting point for any information processing system is the definition of its *data base*. This term refers to the total amount and kinds of information that you want to keep on file for your skillsbank registrants. The outline of registrant information categories presented in Chapter Six is an example of a data base you may want. Minimally, you need to include information you obtained through the registrants' application and interview processes.

The following terms also apply to the definition of your data base. A *record* is all the information you have on any one registrant. A *data field* is a particular piece of information about the registrant, such as the street address, name, or skill area. The record for any one registrant, therefore, is composed of several data fields. Finally, for those skillsbanks which may be made up of more than one distinct grouping of registrants, such as with the Cooperative Model, each grouping constitutes a *file*. Thus, there may be a file of registrants (records) recruited by the skillsbank organization, a file recruited by a displaced homemaker's group, and another by a college alumni association, and so forth. (To make

sure that each of these files is distinguishable from each other, a data field must exist which labels each record as being part of its respective file.

How do you then record and store this mass of information? Depending on your resources and the size of the job, you will select one or several different *recording and storage media*. All of our four example systems, for instance, retain the original application and interview sheets as the primary medium for containing each registrant's background experience. On the other hand, the medium for indexing the skills of each registrant is a 3 × 5 card for one system and a computer disk for another. The questions before you with regard to your selection of the appropriate medium for each task are these:

- **How versatile is the medium?** For example, if you record a registrant's information onto one medium (such as the interview sheet), do you then also have to retype or write that information onto a second or a third medium in order to set up your skills index or produce mailing labels or perform some other needed arrangement of your skillsbank information? You will want to avoid such tedious recopying when possible.
- **How complicated is the medium?** Does it require a technically skilled person to operate, using special equipment and materials? Look carefully at some of the more basic manual systems; they can be deceptively difficult to maintain. You are seeking a system that has the fewest steps in its operation.
- **How durable is the medium?** Will it tatter with use? Does it require flags and tags and other devices that can easily pop off, get lost, or become illegible? At the same time, can you change the information on the medium—a new address for instance—quickly and cleanly?
- **How accessible is the information from the medium?** How quickly does it let you find what you are looking for? On the other hand, is it so easily accessible that you must constantly worry about unauthorized use of its information?
- **What does it cost?** The questions here are what does it cost per entry of each new registrant, for each update of an existing record, and for each accessing of the files.

Information Organizing

The heart of the skillsbank processing system is its ability to organize the data base for the purposes you want. Typically, a skillsbank will set up *index files*: by skill category, by the registrant's last name, by involvement preference, and probably by geographic area (usually by zip code). These index files are used to search your data base quickly for the registrants who have the attributes you need for a request at hand.

You probably also want special *sortings* of the registrant records, such as a mailing list that can easily be printed or copied onto labels. You may want a directory of your skillsbank registrants that is

distributed amongst them or stationed at different volunteer clearinghouses in your area. You may want to send an agency a listing of the registrants referred to it over the past few months, along with your request that this agency identify the present status of those referrals.

Third, you may want your information system to produce *summaries* of the data base, such as how many registrants have this or that skill, how many referrals were made this month, and how many are still pending from last month. The more sophisticated systems could actually give you statistical tables on the information, as you want them.

You should explore these questions as you review the four example systems:

- **What index files, sortings, and summaries do you really need to begin your skillsbank?** What is needed to efficiently handle your anticipated work load? Which ones would be most useful for your reports to your funding sources and other constituencies? Do you anticipate later demands for indexes, sorting, or summaries, and if so, how readily could your information processing system adapt to these changes?
- **How many steps are required to make a search on the system for the registrants you need?** For example, in a card file system where the skills index has only the registrants' names on the 3 x 5 cards, you would have to go back and forth to the original application and interview forms for the other information that you need before you could select the appropriate persons. On the other hand, the extra time required for making a search may be small compared to that necessary to copy additional information onto the index cards.

Information Updating

The skillsbank information must be maintained so that it is accurate and current. *Additions* to the skillsbank are made as new registrants (records) are recruited, while *deletions* are made for those registrants who move out of the area or elect to otherwise leave the skillsbank. Also, present records require *edits* in their data fields as addresses, telephone numbers, involvement preferences, and any of the other fields change or new information is added.

The issues before you regarding updating are:

- **How volatile is your data base?** If 10% or more of your records require updating per month, then your system must be capable of easy revisions of its data—and for all the index files, sortings, and summaries that are involved. If you have a relatively fixed set of data, where the registrants do not move or change their preferences much, then you can get along well with a very basic information processing system.

- **How comprehensive is your system?** Ask yourself again, what trade-offs are you willing to make between the comprehensiveness of your index files and sortings—which means your searches will be faster—and the time that is required to regularly update all those files and listings? Also, what investment into more sophisticated information processing systems can you make to realize both the comprehensiveness you want and the efficiency you need?

Information Access

Convenient information access is required if you and your staff are to respond quickly and effectively to requests. This is a subject closely tied to the way you have your files organized. A skillsbank with comprehensively designed index files, for example, provides very good access to its information. Additionally, if the files can be readily copied, then the skillsbank information can be made directly accessible by satellite offices and by other groups in a “cooperative” network.

Accessibility poses these questions:

- **Do you want a centralized skillsbank system, or one of a “cooperative” nature?** The information processing systems that have difficulty reproducing their information for outside offices will not be effective for the Cooperative Model.
- **How much “gatekeeping” is required?** Access to the skillsbank information will always have restrictions. Data fields must exist which identify these restrictions for each record, and then procedures must be followed so that they are not violated.

One last comment before you look at the four example information processing systems: the system you create for the skillsbank may well have application for other purposes than the skillsbank. For instance, if you decide to go all out and invest in some kind of computer system, that equipment would also be useful for word processing, accounting, mailing label generation, and the storage of a variety of information (from personnel files to an information and referral directory). The application of computer technology for nonprofits is discussed further in Section C (“A Few Words About Computers”) of Chapter Eight.

Example One—Card Box and File Drawer System

The Flint, Michigan Voluntary Action Center has registered over 1,500 skillsbank volunteers, nearly every one of whom has been referred at least once. This remarkable level of success has been attained using a manual information processing system.

To understand the workings of Flint's system, a copy of its application form and attachment are provided at the end of this subsection. Notice that a registrant lists up to eight skills, and also identifies the involvement preference and proficiency level for *each* skill.

Flint skillsbanks everyone who volunteers through their office. Their intention is to work with all their volunteers, helping each build up his or her level of proficiency through referrals that add to each person's experience.

Described below are the four primary components of the Flint VAC's information system.

- **Registrants' Name File.** Upon completion of each registrant's application form and interview, a file folder is created. This folder contains the original copy of the application form, the interviewer's comments, space for recording referrals, placements and follow-up comments, and any other descriptive information on the registrant, such as a resume or samples of previous work.

These individual files are kept in a file drawer in alphabetical order and are used in conjunction with searches of the system's index files. When a registrant is identified by an index file as a possible match for a request at hand, the person's file folder is pulled to provide the current referral status and the background information needed to determine if he or she is sufficiently qualified and available. Colored dots on the outside of the file folder give a quick history of each of the registrant's past referrals: a blue dot for each referral, red for each placement, yellow for placements completed, green for referral rejections by the volunteer, and black for agency non-acceptance or lack of follow-through on a referral.

All updates to a registrant's record are made in the person's file folder. These folders, therefore, are the final word on the registrants' current contact, background and other information.

- **Skills Category Index File.** The medium for indexing each registrant's skills categories is a photocopy of the original application form. If a registrant identifies six skills, then six photocopies of the form are made, with one placed under the appropriate skills category heading in a file drawer. All "appliance repairment," therefore, have a copy of their application forms behind the drawer divider with that skills title.

The beauty of this approach is that it eliminates the tedious recopying by hand of all the information on the application form that would be required for a full cross-

indexing of skills information. Using 5 cents as the typical photocopy cost, a skillsbank with 1,000 registrants, each having eight skills, would cost \$400 for duplicating. A more modest skillsbank with 200 such registrants would cost \$80.

- **Involvement Preference Index File.** To demonstrate that it does not play favorites with manual system approaches, the Flint VAC indexes its registrants' involvement preferences using a card box system. This time, behind a divider card for each of the VAC's eight involvement preference categories, is a full set of 3 × 5 cards for each of the VAC's skill categories. In other words, a volunteer wishing to be a boardmember in the skill area of criminal justice will be listed on the "criminal justice" 3 × 5 card that sits behind the file box divider card titled "boardmembers." A sample of the card box system is given in this subsection. The file box equipment and supplies for 1,000 registrants is about \$100. The trade off for this lower price, compared to the photocopying approach, is the limited information which can feasibly be hand written onto the 3 × 5 cards.

The file box equipment and supplies for a 1,000 registrant skillsbank is about \$100. The trade-off is the additional time for preparing the cards (about 5 minutes per registrant) and the loss of the background and other information contained on the copies of the application form.

- **Activity Logs and Summaries.** The Flint VAC keeps track of its referrals, placements, and other transactions through the use of logs, some of which are illustrated at the end of this subsection. An entry must be made into each log, as is appropriate for the transaction in progress:

Registration Log. Used for keeping track of registrants upon completion of the interview and for keying the monthly totals for sources of recruitment and the VAC's affirmative action statistics. It also denotes the anniversary dates for updating each registrant's information for the subsequent year (see sample.)

Follow-up Log. Used as a "tickler file" for identifying dates to follow-up on referrals and placements and for keying the monthly totals for referrals and placements.

Agency Log. Used to record the referrals and placements made to each agency so that follow-ups to them are facilitated.

Periodically (usually monthly), the Flint VAC tabulates the activity recorded on the logs by summarizing them on the following sheets:

Registration Recap. Contains the monthly totals for registrations and referrals and the statistics for sources of recruitment and affirmative action (see sample.)

Group Source. For registrants recruited through cooperative approaches, identifies the registrants affiliated with each group.

Skills/Involvement Preference Totals. A listing of all the skills categories and involvement preferences is marked-off as appropriate for each new registrant that is processed.

The Cooperative Skillsbank Model is being implemented by Flint in a variety of ways. The Junior League, for example, lists its volunteers with the VAC, but deletes their registrants' names and contact information. Thus, the VAC must first go through the League in order to reach a prospective volunteer for a match. Leadership Flint, on the other hand, is a civic organization which lists all of its volunteer information with the VAC's skillsbank. Additionally, the VAC has helped set up a number of local skillsbanks (for the YWCA, RSVP, Kiwanis, and a children's health center) that do not list any of their volunteer information with the VAC, but which would respond to a VAC request for a skilled volunteer by looking through their files and then calling back to the VAC with names of volunteers they believe would be interested and capable of helping.

The staffing for the Flint skillsbank is two fulltime salaried persons and the equivalent of one fulltime volunteer position. As mentioned, all of Flint's volunteers are now on the skillsbank system.



VOLUNTARY ACTION CENTER-
INFORMATION & REFERRAL SERVICE

202 E. BOULEVARD DRIVE, ROOM 330
FLINT, MICHIGAN 48503 • (313) 767-0500

FOR STAFF USE

Volunteer Number: _____ Code: _____
Interviewed by: _____ Date: _____
Source: _____ Date Processed: _____
Form sent: _____ Volunteer notified: _____

OPTIONAL

Today's Date: _____ Name: _____ (Last) _____ (First)

Address: _____ (Number) _____ (Street) _____ (City) _____ (Zip)

Home Phone: _____ Business Phone: _____

May we call during business hours? Yes No

Best time to call: _____ Occupation: _____

Current place of employment: _____

Business Address: _____

Geographical area(s) in which you would prefer a volunteer assignment: _____

Valid Driver's License: Yes No

Do you: Have use of car.
Do you: Rely on others.
Use: Public Transportation.
Want: Walking distance only.

The maximum time commitment you can give to a volunteer assignment:

_____ Number of hours per month.
_____ Number of months.

Day(s) available to volunteer. Please indicate times available in space provided.

	M	T	W	T	F	S	S
Morning							
Afternoon							
Evening							

If time is variable please explain: _____

Age group(s) you prefer to work with:

Preschool Schoolage Teenage
 Adult Elderly

Ethnic Origin:

Black/Afro-American Caucasian
 Hispanic (Please explain) _____
 Native American Oriental
Other _____
Specify _____

Date of Birth: _____

Education Level Completed: _____

Veteran: Yes No Sex: M F
Vietnam Era: Yes No

Any Physical Limitations: Yes No

If yes, specify: _____

Any Medical Limitations: Yes No

If yes, specify: _____

REGISTER SKILL AND LEVEL OF PROFICIENCY HERE
PLEASE REFER TO GENERAL INSTRUCTION SHEET

CATEGORY NAME	CATEGORY NUMBER	INVOLVEMENT PREFERENCE	LEVEL OF SKILL PROFICIENCY	LEVEL OF 2ND LANGUAGE PROFICIENCY

Previous Experience: _____
(Both Paid & Volunteer) _____

Where did you hear about VAC-I&R? _____

Why are you interested in volunteering? _____

FOR STAFF USE

Master Log: _____
Recap: _____
Agency Placement: _____
Group Source: _____
Skills Registered: _____



FOR STAFF USE

DATE OF REFERRAL	AGENCY	SUPERVISOR	PHONE	SUGGESTED PLACEMENT	DATE OF 1ST FOLLOW-UP	FORM SENT	VOL. NOT.
------------------	--------	------------	-------	---------------------	-----------------------	-----------	-----------

DATE AND TIME OF APPOINTMENT

DATE OF 2ND FOLLOW-UP

DATE FOR ADDITIONAL FOLLOW-UP

COMMENTS

DATE OF REFERRAL

AGENCY

SUPERVISOR

PHONE

SUGGESTED PLACEMENT

DATE OF 1ST FOLLOW-UP

FORM SENT

VOL. NOT.

DATE AND TIME OF APPOINTMENT

DATE OF 2ND FOLLOW-UP

DATE FOR ADDITIONAL FOLLOW-UP

COMMENTS



**VOLUNTARY ACTION CENTER-
INFORMATION & REFERRAL SERVICE**

**202 E. BOULEVARD DRIVE, ROOM 330
FLINT, MICHIGAN 48503 [313] 767-0500**



GENERAL INSTRUCTIONS

Dear *Skillsbank* Volunteer:

We are pleased that you have expressed an interest in registering with the Voluntary Action Center — Information & Referral Service *Skillsbank*. Following are general instructions for filling out the application.

The *Skillsbank* category list is attached. All skill categories are preceded by a four (4) digit category number. All skill categories are placed under a general skill heading.

Example:

01 ADVOCACY (General skill heading)

0101 criminal justice
0102 consumer (Categories and Category Numbers)
0103 elderly

You can register up to eight skills/interests or languages into the *Skillsbank*.

For each of your skills/interests or languages you register:

1. Indicate your type of Involvement Preference (How you would like to apply your skill) by using any of the following codes:

- 1 = Board Member
- 2 = Committee Member
- 3 = Consultant, provide technical assistance
- 4 = Demonstrator
- 5 = Interpreter
- 6 = Participate directly by providing a service
- 7 = Speaker
- 8 = Teacher, trainer

2. Indicate your Level of Proficiency by using one of the following codes for either your skill or your language:

Skill/Interest Level of Proficiency

- 1 = Interest only, no special training or experience
- 2 = Accomplished amateur or hobbyist
- 3 = Completion of special training or certificate course or one year experience in the area
- 4 = College or technical school degree or two years experience in the area
- 5 = Graduate or professional degree in the area, or equivalent experience

Language Levels of Proficiency

- 1 = Can understand and respond to questions about personal background, can ask directions.
- 2 = Can communicate ideas on non-technical subjects and understand 50% of what native speakers say to you.
- 3 = Can carry on a conversation on most subjects.
- 4 = Can speak and respond as well as in your native language.

OPTIONAL

If you wish to identify your racial or ethnic status, you may do so in the space provided. You are NOT required to provide this information. The purpose of collecting this information is to assess the Affirmative Action Program of the VOLUNTARY ACTION CENTER — INFORMATION & REFERRAL SERVICE (A UNITED WAY AGENCY).

VOLUNTARY ACTION CENTER — INFORMATION & REFERRAL SERVICE
FLINT, MICHIGAN

SKILL CATEGORY LIST

01 ADVOCACY

0101 criminal justice
0102 consumer
0103 elderly
0104 emotionally handicapped
0105 families in crisis
0106 housing
0107 human rights
0108 legal
0109 mentally handicapped
0110 physically handicapped
0111 tenant/landlord rights
0112 other _____

02 AGRICULTURE — ANIMALS — ENVIRONMENT

0201 agriculture extension
0202 agriculture (general)
0203 animal care
0204 ecology
0205 energy conservation
0206 environment/energy
0207 environmental/impact studies
0208 farm labor
0209 farming
0210 forestry
0211 gardening
0212 horticulture
0213 houseplant care
0214 landscaping
0215 naturalist
0216 pet handler
0217 soil management/erosion control
0218 solar energy
0219 veterinarian
0220 wildlife management
0221 yard maintenance/tree pruning
0222 zoology
0223 other _____

03 BUSINESS & PUBLIC ADMINISTRATION (MANAGEMENT)

0301 business administration (general)
0302 community organizing
0303 computer programs
0304 grantsmanship
0305 housing development
0306 insurance planning
0307 labor relations
0308 licensing/franchising
0309 management training
0310 marketing/advertising
0311 office systems/procedures
0312 personnel management
0313 program development
0314 project coordinating
0315 property management
0316 public administration (general)

03 BUSINESS & PUBLIC ADMINISTRATION (cont.)

0317 public relations
0318 real estate
0319 restaurant management
0320 small business administration
0321 time studies
0322 urban planning
0323 other _____

04 CRAFTS AND HOBBIES

0401 batik
0402 block print
0403 candlemaking
0404 carving
0405 ceramics
0406 craft cooperatives
0407 craft fairs/exhibitions
0408 craft importing/exporting
0409 crafts (general)
0410 crocheting
0411 decoupage
0412 embroidery/crewel
0413 flower arranging
0414 glasswork
0415 indoor gardening
0416 jewelry
0417 knitting
0418 lapidary
0419 macrame
0420 metal crafts
0421 model building
0422 needlepoint
0423 papercraft
0424 pottery
0425 quilting
0426 rugmaking
0427 sewing
0428 silkscreen
0429 stuffed toys/dolls
0430 textile
0431 toy making
0432 weaving
0433 other _____

05 COMMUNICATIONS — INFORMATION SYSTEMS

0501 audio visual techniques (general)
0502 brochure/newsletter design
0503 c.b. operating
0504 communications systems (general)
0505 conference/workshop planning
0506 copy writing
0507 editing
0508 film production
0509 ham radio operating
0510 information & referral systems
0511 information systems (general)

05 COMMUNICATIONS — INFORMATION SYSTEMS (cont.)

0512 journalism/technical writing
0513 language bank systems
0514 news releases
0515 photography
0516 printing/typesetting
0517 projectionist
0518 public speaking
0519 publishing
0520 radio broadcasting/programming
0521 recording
0522 resumes
0523 script writing
0524 skills bank systems
0525 sound technician
0526 speakers bureau organizing
0527 taping
0528 telephone systems
0529 tv broadcasting/programming
0530 video tape production
0531 writing (general)
0532 other _____

06 EDUCATION

0601 alternative education
0602 career education
0603 college level tutoring
0604 continuing education
0605 curriculum design/development
0606 day care/after school programs
0607 education (general)
0608 elementary tutoring
0609 exceptional/gifted children programs
0610 handicapped programs
0611 handicapped programs/mainstreaming
0612 headstart programs
0613 higher education
0614 junior high tutoring
0615 learning disability
0616 literacy/g.e.d. programs
0617 math tutoring
0618 preschool programs
0619 preschool tutoring
0620 primary school education
0621 reading tutoring
0622 secondary school education
0623 senior high tutoring
0624 social studies tutoring
0625 special education (general)
0626 teaching/teacher training
0627 tutoring/tutoring programs (general)
0628 vocational/technical school education
0629 other _____

**VOLUNTARY ACTION CENTER — INFORMATION & REFERRAL SERVICE
FLINT, MICHIGAN**

SKILL CATEGORY LIST

**07 EMERGENCY DISASTER —
INTERNATIONAL RELIEF**

0701 disaster relief
0702 emergency food/shelter counseling
0703 immigration counseling
0704 medical relief services
0705 refugee relocation/relief
0706 other _____

08 FINANCIAL MANAGEMENT

0801 accountant
0802 auditor
0803 banking/loan systems
0804 budget planning/preparation
0805 cost analysis/accounting
0806 cpa
0807 economist
0808 financial management (general)
0809 financial planning/forecasting
0810 investment planning
0811 program budgeting
0812 stocks and bonds
0813 tax consulting
0814 other _____

09 FINE ARTS — GRAPHIC ARTS

0901 acting
0902 art appraising
0903 art exhibits/fairs
0904 art (general)
0905 art instruction
0906 ballet
0907 ballroom dance
0908 band directing
0909 calligraphy
0910 cartooning
0911 choir directing
0912 choreography
0913 clown/mime
0914 commercial design/layout
0915 conducting
0916 costume designing
0917 dance (general)
0918 dance instruction
0919 disco
0920 ensemble
0921 entertainment/theater (general)
0922 far east/belly dance
0923 folk/ethnic dance
0924 graphic art (general)
0925 graphic art/layout
0926 guitar
0927 illustrating
0928 interior design/decorating
0929 lettering
0930 magician
0931 modern dance
0932 museum curating
0933 music (general)
0934 music instruction

09 FINE ARTS — GRAPHIC ARTS (cont.)

0935 narrator/storytelling
0936 organ
0937 painting
0938 piano
0939 poet
0940 puppeteering
0941 quartet
0942 restoration
0943 sculpting
0944 singing
0945 sketching
0946 song leading
0947 square dance
0948 stage/set design
0949 symphony/orchestra
0950 theater directing/producing
0951 other _____

10 HEALTH — MEDICAL SERVICES

1001 acupuncture
1002 bloodmobile services
1003 clinic/outpatient services
1004 cpr techniques
1005 dental technician
1006 dentist
1007 dietitian
1008 family planning services
1009 first aid techniques
1010 health services (general)
1011 laboratory technician
1012 laboratory/technology services
1013 medical technician
1014 medical/therapeutic service
1015 mental health services
1016 mental retardation services
1017 nursing home services
1018 occupational therapy
1019 optometry
1020 paramedic
1021 pharmacist
1022 physical therapy
1023 physically handicapped services
1024 physician/surgeon
1025 psychiatric services
1026 psychiatrist
1027 psychologist
1028 recreational therapy
1029 rn/lpn
1030 speech therapy
1031 vocational rehabilitation services
1032 x-ray technician
1033 other _____

11 LANGUAGES

1101 Arabic
1102 Chinese
1103 deaf sign

11 LANGUAGES (cont.)

1104 French
1105 German
1106 Creek
1107 Italian
1108 Japanese
1109 Korean
1110 Polish
1111 Portuguese
1112 Russian
1113 Spanish
1114 Ukranian
1115 Vietnamese
1116 other _____

**12 LAW — LAW ENFORCEMENT —
CIVIL RIGHTS**

1201 civil rights (general)
1202 consumer rights
1203 correctional institutions
1204 court systems
1205 gay rights
1206 government adm./regulatory law
1207 handicapped rights
1208 juvenile delinquency
1209 labor law
1210 law enforcement (general)
1211 law enforcement officer
1212 law/lawyer (general)
1213 legal aid services
1214 minority rights
1215 paralegal services
1216 patent/copyright law
1217 security systems
1218 senior citizen rights
1219 welfare rights
1220 women's rights
1221 other _____

13 PERSONAL ADJUSTMENT

1301 assertiveness training
1302 career development
1303 goals assessment
1304 interpersonal dynamics
1305 parent effectiveness training
1306 problem solving
1307 self-defense training
1308 other _____

**14 RECREATION — SPORTS — GAMES
— SOCIAL**

1401 backgammon
1402 baseball playing
1403 basketball playing
1404 bingo
1405 board games
1406 bowling
1407 boxing
1408 bridge

VOLUNTARY ACTION CENTER — INFORMATION & REFERRAL SERVICE
FLINT, MICHIGAN

SKILL CATEGORY LIST

**14 RECREATION — SPORTS — GAMES
— SOCIAL (cont.)**

1409 camp counselor
1410 camping
1411 cheerleading
1412 chess
1413 coaching
1414 dances
1415 entertainment (general)
1416 football playing
1417 game/card playing (general)
1418 group outings
1419 gymnastics
1420 ice hockey
1421 judo/karate
1422 life saving techniques
1423 lifeguard (WSI)
1424 museum guide
1425 park/playground design
1426 park/playground maintenance
1427 picnics
1428 plan activities
1429 recreation (general)
1430 referee/umpire
1431 scorekeeper
1432 scuba diving
1433 soccer playing
1434 sports (general)
1435 swimming
1436 tennis
1437 tour guide
1438 track and field
1439 tumbling
1440 volleyball
1441 weight lifting
1442 wrestling
1443 other _____

15 RELIGION — PHILOSOPHY

1501 minister
1502 philosophy
1503 priest
1504 rabbi
1505 religious education
1506 other _____

16 RESEARCH — EVALUATION

1601 archives/museum research
1602 cataloging
1603 demographics
1604 interviewing techniques
1605 legislative research
1606 librarian
1607 library services
1608 market research
1609 opinion surveying/polling
1610 program evaluation
1611 research (general)
1612 resource development
1613 statistical analysis
1614 other _____

17 SCIENCE

1701 anthropology
1702 archaeology
1703 astronomy
1704 biology
1705 botany
1706 chemistry
1707 geology
1708 mathematics
1709 meteorology
1710 science (general)
1711 other _____

18 SKILLED TRADES — CONSTRUCTION

1801 appliance repairing
1802 architect
1803 auto mechanic
1804 auto painting & body work
1805 carpentry
1806 construction work (general)
1807 electrical wiring
1808 electronics
1809 engineer
1810 house painting
1811 machinist
1812 maintenance/janitorial
1813 masonry/cement finishing
1814 office machine operating
1815 plumbing
1816 roofing
1817 skilled trades (general)
1818 other _____

19 SOCIAL SERVICES & COUNSELING

1901 adoption/child placement
1902 adult protective services
1903 arbitration services
1904 counseling (general)
1905 crisis intervention
1906 death & dying
1907 family counseling
1908 group counseling
1909 individual counseling
1910 life transition
1911 marriage counseling
1912 peer counseling
1913 rehabilitation
1914 religious counseling
1915 sexual assault counseling
1916 sexual counseling & education
1917 senior programs
1918 single parent counseling
1919 social services (general)
1920 substance abuse counseling
1921 suicide
1922 teen counseling
1923 veterans services
1924 vocational counseling
1925 women's programs
1926 youth programs
1927 other _____

**20 VOLUNTEER ADMINISTRATION
AND MANAGEMENT**

2001 budget preparation
2002 interviewing/screening
2003 job descriptions
2004 needs assessment
2005 staff involvement
2006 volunteer evaluation
2007 volunteer orientation
2008 volunteer placement
2009 volunteer recognition
2010 volunteer recruitment
2011 volunteer skill assessment
2012 volunteer training
2013 other _____

INVOLVEMENT PREFERENCE INDEX CARDS

VAC OF FLINT, MICHIGAN



0101 - Criminal Justice

Thomas, George
Walton, Burl
Post, Denise
Kincaid, Laura

0102 - Consumer Ad.

Smith, Jeanne
Phillips, Norman
Cooper, Delores
Logan, Aileen
Campbell, Pat
Bagwell, Roy

0103 - Elderly

Wood, Rebecca
Leonard, Robert
Schwartz, Norma
Williams, Jane
Miller, Richard
Jones, Marianne
Temple, Marilyn
Preston, Mark

Example Two—"Keysort" Card System

Volunteer Knoxville first opened its doors as a Voluntary Action Center in the late summer of 1979. At the very beginning, they designed a skillsbank system for their entire volunteer referral operation. Volunteer Knoxville soon had over 300 registrants on file. The system which enabled them to get such a fast start is the "keysort" card system.

Keysort cards are familiar to most people. These are cards up to 8 x 10½ inches with one, two, or three rows of holes punched all around them. Knoxville's card design is illustrated at the end of this subsection. The Toledo (Ohio) VAC also uses a keysort card system, and their application form/card appears as Appendix B.

Each registrant has a card. Each hole on that card represents a data field—a certain skill, involvement preference, area of the city, age of the registrant, or some other descriptor for the registrant record. If a registrant possesses a certain skill, then the top of the hole for that skill is cut out of that registrant's card (using a special tool for that purpose). This cutting-out is done for all of the holes that correspond to the registrant's attributes. When the cards have been prepared in this way for each registrant, they are gathered into a "deck." A search of this deck to find a graphic artist, for example, is simply made by passing a knitting needle-like instrument through the appropriate hole space. Those cards having the hole cut off at the top for that skill category will fall out of the deck when the needle is lifted up and the deck is shaken lightly.

A search involving more than one criteria, such as looking for a prospective boardmember familiar with solar energy and living in the western section of the city is accomplished by making three passes of the needle through the cards. The first pass will sort out those with "boardmember" involvement preferences. Then, for the cards that have fallen out, a pass through the hole for "solar energy" will reduce the remaining cards further, with a third pass through the "western area" hole space eliminating all but a handful of the cards. A final determination of which registrants to contact for the match is made by reviewing the written information on the card (some of which does not have hole spaces designated). Also, the cards will indicate whether resumes or other background information are contained in separate file folders.

Knoxville uses a skillsbank application form somewhat similar to Flint's for the recruitment of registrants. Illustrated at the end of this subsection, this form can be mailed or passed out to prospective applicants. When returned, the information is recopied onto the keysort card and the appropriate holes cut out by the VAC staff.

Activity logs and summary sheets are still required for a keysort system if follow-up dates are to be properly kept and statistical reports compiled. These logs and sheets are notated, as with Flint's, as the transactions occur.

The great advantage of the keysort system is that virtually all of each registrant's information is contained on one card. This eliminates the need for the creation of separate index files and the cross-

checking and updating complications that go along with that. Even the tracking record of referral and placement activity for each registrant is recorded on the reverse side of the one keysort card.

The disadvantages of this system are these: There is a limited number of holes that can be placed along the outside of a card (300-400). This means that some holes will likely have to represent more than one skills category, as is the case with Knoxville's cards. Another concern is that the cards, as mentioned, are completed by the VAC staff and not directly by the registrant because of the knowledge required to do it properly. This recopying is time-consuming when compared to Flint's xerox approach. Even so, a keysort card can still be completed, including the hole cut-outs, in about ten minutes.

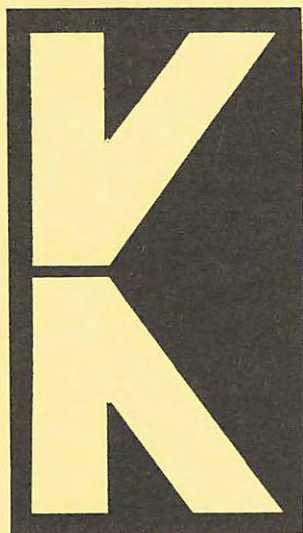
The keysort cards require professional typesetting, printing, and notching if they are to work most efficiently. This typically costs about \$2,000 for 5,000 cards (including the card stock). The needle instrument, a block for lining up the cards, the hole cutter, and related equipment cost around \$60.

Volunteer Knoxville has just recently begun introducing the cooperative skillsbank concept in its community. They are doing this by training other organizations in the use of the keysort card system and have sold to three groups the cards they need for their operations. Paying for cards from the VAC is much less expensive for these groups than designing and then printing their own because Volunteer Knoxville has already had the typesetting work done and bought their cards at the more economical bulk rates.

Volunteer Knoxville also skillsbanks nearly all of its volunteers, with the staffing requirement for the intake, referral, and placement work totaling about one full-time position. This breaks-out to a half-time salaried person to coordinate the project, the quarter-time assistance of the VAC director for presentations and general assistance, and the remaining time from volunteers to help out with the contacts to volunteers and agencies.



Date _____



**VOLUNTEER
KNOXVILLE**

35 Market Square Mall
525-9964

Monday-Thursday 9-5
Friday 9-2

**INSTRUCTIONS FOR
SKILLSBANK USE:**

1. From the list of skills inside, select as few or as many (up to 20) as you would like to have entered on your skillsbank card.
2. For each selection, write the code number of the skill and the skill title with any necessary clarifications on the enclosed form.
3. Check the proficiency level (interested in, skilled in, able to teach/instruct) for each skill.

SKILLSBANK

HEALTH/MEDICAL

008 case histories
 008 dental assistant
 001 dentist/orthodontist
 006 detoxification
 006 epidemiology
 005 eye testing
 004 genetics
 011 geriatrics
 009 health insurance
 005 hearing tests
 011 home care
 009 hospital administration
 009 hospital services
 004 lab technology services
 003 LPN
 010 medical equipment servicing
 005 medical screening
 007 mental health clinic/services
 007 mental retardation services
 008 nurse's aide
 011 nursing/convalescent home
 012 paramedic services/first aide
 010 pharmacology
 013 physical therapy services
 001 physician/surgeon, type _____
 005 prenatal care/pregnancy screening
 006 preventative medicine
 002 psychiatrist
 002 psychologist
 006 public health care
 003 RN
 013 speech therapist
 004 x-ray technician
 014 other

HOUSING/CONSTRUCTION/MAINTENANCE

P07 appliance repair
 P01 architecture
 P12 auto repair
 P05 building codes/safety
 P09 carpentry
 P03 civil engineering
 P02 construction
 P02 construction equipment operation
 P01 drafting
 P04 electrical wiring
 P10 handyman
 P04 heating/air conditioning
 P06 housing development
 P11 insulation
 P07 kitchen facilities
 P05 low-income housing
 P09 masonry
 P10 moving
 P08 painting
 P09 plumbing repair
 P11 roofing
 P06 site planning/preparation
 P03 structural engineering
 P01 surveying
 P06 temporary structures
 P07 TV-radio repair
 P10 yardwork
 P12 other

HUMAN RELATIONS/PERSONAL SERVICES

Q02 babysitter
 Q03 barber/beautician
 Q02 Big Brother/Sister
 Q05 driver, bus/van
 Q05 driver, car
 Q05 escort
 Q03 grooming/hygiene aide
 Q03 housekeeper
 Q01 reader
 Q04 telephone visitor
 Q04 traveler's aide
 Q01 visitor
 Q06 other

INDUSTRIAL PROCESSES/SKILLED TRADES

R03 appliance manufacture
 R07 auto-mechanics
 R04 blacksmithing
 R04 boilermaker
 R10 carpenter
 R01 chemical processing
 R06 clothing/fiber manufacture
 R05 concrete/asphalt
 R02 container/packaging
 R08 electrical engineer
 R08 electrician
 R12 embalming/related skills
 R03 engine/motor/auto equipment manufacture
 R01 fertilizer production
 R11 fire/rescue
 R09 foundry/foundry practices
 R02 furniture manufacture
 R05 glass/ceramic/pottery processing
 R03 heavy equipment manufacture
 R07 machine operator
 R07 mechanical engineer
 R03 medical equipment manufacture
 R04 metal processing
 R09 metallurgical engineer
 R01 paints/sealers manufacture
 R02 paper/wood products
 R01 pharmaceutical/health/beauty aids
 R05 pipes/plastics manufacture
 R05 plastics/rubber processing
 R10 plumber
 R07 production engineering
 R06 tailor/garment worker
 R04 tool/die working
 R04 welding/metal cutting
 R12 other

INTERNATIONAL RELATIONS

S02 international adoptions
 S02 international relief
 S04 international student programs
 S03 international trade
 S04 international visitor services
 S03 international volunteerism
 S01 interpreter
 S03 missionary work
 S02 refugee relocation
 S03 tourism
 S05 other

LAW ENFORCEMENT

T01 correctional institutions
 T03 court systems
 T03 criminology
 T02 detention aide
 T02 juvenile delinquency
 T05 legal/paralegal
 T04 police/security/guards
 T01 probation aide (adult)
 T01 probation aide (child)
 T01 probation officer
 T06 other

LIBRARY AND RESEARCH

U01 cataloging
 U05 information/referral
 U03 interviewing techniques
 U04 legislation
 U01 librarian
 U01 library research
 U04 lobbying techniques
 U02 planning/evaluation
 U02 skillsbanks
 U02 statistical analysis
 U03 surveys/polls
 U06 other

MUSIC

V01 choral direction/conductor
 V02 dance, type _____
 V03 instrument repair
 V03 play instrument, type _____
 V01 singing, type _____
 V03 write/arrange music
 V04 other

RECREATION/SPORTS

W01 athletic training/coaching, type _____
 W03 camp counselor/director
 W04 collector
 W06 facilities planning
 W04 game/card organizer
 W04 game/card player
 W02 hiking/camping/outdoor
 W02 individual sports
 W03 lifeguard
 W05 officiating/scorekeeping
 W01 team sports
 W03 water recreation, type _____
 W02 yoga, martial arts
 W06 other

SCIENCES

X02 archeology
 X01 astronomy
 X03 biology
 X03 botany
 X04 chemistry
 X01 climatology
 X02 demography
 X02 geography
 X02 geology
 X05 mathematics
 X06 metallurgy
 X05 physics
 X03 zoology
 X06 other

TRANSPORTATION

Y03 air
 Y02 airport admin/design
 Y05 booking services
 Y02 bridge design/maintenance
 Y04 buses
 Y04 carpool system
 Y01 mass transit
 Y04 rail
 Y01 traffic engineering
 Y02 trucking
 Y06 other

WRITING

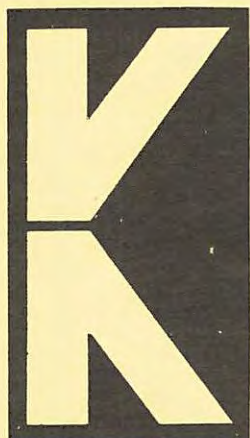
Z03 children's stories
 Z01 copy for brochures
 Z05 edit/proofread
 Z01 journalism
 Z04 newsletter articles
 Z03 plays
 Z03 poetry
 Z01 press releases
 Z04 prose/short stories/essays
 Z05 publishing
 Z02 resumes
 Z02 technical writing
 Z06 other

VOLUNTEER RIGHTS:

- be assigned a job that is worthwhile and challenging, with freedom to use existing skills or develop new ones.
- be trusted with confidential information that will help him/her carry out assignment.
- be provided orientation, training and supervision; know why he/she is being asked to do a particular job.
- know whether his work is effective; be given appropriate recognition by staff.
- expect valid recommendation from supervisors so he/she can move to another job (paid or unpaid).
- ask for a new assignment within organization or from the volunteer center when ready for reassignment.

VOLUNTEER RESPONSIBILITIES:

- fulfill his/her commitment or give notice early enough that a substitute can be found.
- respect confidences of the organization and clients.
- use time wisely and not interfere with performance of others.
- provide suggestions and recommendations that might increase effectiveness of program.
- follow guidelines established by organization, codes of dress, decorum, etc.
- refuse gifts or tips from clients, except "thank you" gifts of nominal value.



**VOLUNTEER
KNOXVILLE**

VOLUNTEER KNOXVILLE

35 Market Square Mall
525-9964

M-Th. 9-5
Friday 9-2



THE CITIZEN VOLUNTEER SKILLSBANK: AN OPPORTUNITY
TO HELP YOUR COMMUNITY AT YOUR CONVENIENCE USING
YOUR JOB-RELATED OR LEISURE-TIME SKILLS

Some Questions and Answers:

Why should I participate? I want to be of service to others, to improve the quality of living in my community, but my lifestyle makes it difficult to commit myself to a regular, long-term commitment as a volunteer worker.

How does the skillsbank work? When my job-related or leisure-time skills are needed on a short-term basis by a public service agency or institution, I will be contacted and given the opportunity to help. I will not be obligated to accept a volunteer assignment and information about me will not be given directly to the representing agency without my permission.

Can you give me an example? Yes. An electrical engineer at TVA is already a skillsbank participant. He registered five months ago and has provided service and advice on an electrical problem at a branch of the YWCA. In just a few minutes on a Saturday morning, he corrected a potentially dangerous situation which would have gone uncorrected for lack of funds.

How can I participate? I can register in the skillsbank by filling out both sides of this form and returning it to the secretary of my Co-op. Volunteer Knoxville, our local skillsbank coordinator, will contact me when an opportunity arises or further information is needed.

Name _____ Position Title _____

Mailing Address _____

Day Phone _____ Night Phone _____ Best Time to Call _____

Consider me for Board membership in a non-profit agency _____ yes _____ no

***** Skillsbank instruction on other side *****

Date _____ Signature _____

Example Three—Computer Batch Processing System

The Volunteer Bureau of Greater Portland (Oregon) handles its skillsbank information through the use of a United Way computer located in its building. On a monthly schedule, the computer updates listings of the VAC's skillsbank registrants, indexed by skill, involvement preference, and most any other criteria that the VAC might request. Similarly, it produces an indexed listing of all the pending requests from agencies for volunteers. The computer also provides summaries, and it details all the referral and placement activity for each agency.

This approach to information handling is called "batch processing" because the listings are printed out periodically—in batches. "On-line" processing is when a computer terminal (usually a typewriter or a TV screen with a keyboard) is directly connected to the computer so that information can be entered into or obtained from the computer immediately. An on-line skillsbank system is described in Example Four.

The story of the day-to-day operations of Portland's batch processing system is really very similar to that of Flint, Knoxville, and the other VACs with skillsbanks. As with them, most of the time is spent interviewing volunteers and dealing with the subsequent referrals, placement calls, and follow-ups. We will describe here the *differences* in the Portland VAC's operations that are brought about because their information processing is computerized.

- **Intake.** The Portland VAC staff or the volunteers, directly, complete the skillsbank application form (a sample of one appears at the end of this subsection). Before submitting this information to a computer keypunch operator each month, the skillsbank coordinator reviews it to be sure the information is as complete and accurate as possible. The computer then prints out the new information for insertion into the existing skillsbank listings. Updates are handled in this way for a couple months, and then the computer reprints the entire registry of skillsbank information.

Appendix C presents another sample application form from a skillsbank using the batch processing system: the Independent Foundation in Washington, D.C.

- **Referral and placement.** Thus, the Portland VAC starts each month with currently updated listings of its volunteers, indexed alphabetically and by skills category. The sample computerized skills category listing illustrates that enough information is contained on each registrant so that the VAC staff person need only scan down the page to identify the most promising candidates for the request at hand. The file folders for these candidates are then pulled to see if the additional information there (tracking record, resumes, staff and agency comments) helps narrow the field further prior to the actual call to the volunteer for the referral.

The computer listing of agency requests for volunteers is also always at hand during the intake process or whenever else the VAC staff is working on giving a referral to a skillsbank registrant. For example, a registrant may decline the initial referral identified as part of a skillsbank search, but be responsive to some other need listed on the computer printout of agency requests.

Each VAC referral is then noted in two places: in the referral log that is part of each registrant's file folder, and on the computer. A brief keypunch entry (see the computer transmittal sheet at the end of this subsection) enables the computer to produce monthly summaries of the overall VAC referral activity that are used by the coordinator to identify trends and instances where confirmation of referrals from the agencies are overdue.

- **Follow-up.** Twice a year, the computer prepares a special report for each agency which has received placements from the VAC. In this report the names of the volunteers placed and their respective placement dates are listed, with space provided after each volunteer's name for the agency to indicate whether the volunteer is still active and the total hours contributed by the volunteer. The agency completes and returns this report (see sample) to the VAC where this information is entered into the computer.

Prior to the use of this computer generated report, only about a 15% return from agencies for a similar status report was received by the Portland VAC. Using the computer generated report, the return rate has regularly exceeded 80%. Clearly, the appearance of the computer report has made an impression on the agencies and has greatly reduced the VAC staff time needed to track down what has happened to its referrals. In addition, the VAC has a summary attesting to its accomplishments, which is included in its annual refunding application to United Way.

What else does the Portland computer system make possible? The answer is that the computer enables the Portland VAC staff to quickly and easily move and assemble the skillsbank information in a variety of ways to fits its needs. For example, Portland can:

- Generate mailing labels for all those volunteers and agencies registered with the VAC. Further, these label runs can be specified to include only those registrants having a particular skill or interest, thus enabling target mailings to fit a special purpose.
- Produce a thorough year-end summary of its referral activity, giving statistical breakouts by age, sex, education, area of residence, agencies served, types of functions performed by the volunteers, the hours of volunteer time contributed, or any combination of this data.

- Handle the volunteer information for other area skillsbanks by computer recording their information and producing indexed listings by skill category, involvement preference, and so forth. Each of these other skillsbank listings can be kept totally separate from each other, or brought together into an area-wide skillsbank if so desired by all parties.
- Print several copies of the skills index listings and other sortings of the file in order to eliminate the congestion which can occur when several staff people want access to the index at the same time.
- Quickly modify its skillsbank system to accommodate a whole new service area, such as bartering, without having to also recopy the old information onto the new format (the computer can print out its information according to any format desired).

Portland's use of computer batch processing also has the advantage of relatively low operating costs. The computer expense for its skillsbank of 200 registrants was about \$200 for all of last year, and that included all the agency referral status reports and summaries. The Portland VAC is willing to sell their computer program to other nonprofits for only \$750.

The Elmira (New York) Volunteer Resource and Development Center used their local college computer for virtually no cost, because batch processing is the kind of computer job that can be run in the middle of the night or other times when the computer is free. Corporations, government agencies, and a host of other local institutions all have computers capable of batch processing skillsbank information under similar circumstances. Further, many of these existing computer systems come with "Data Base Management" software that can handle the requirements for a skillsbank.

The disadvantage of batch processing is that the skillsbank information becomes increasingly out of date as the duration between printouts increases. The day after a printout is produced, a new registrant may be identified or an existing one may change his or her address. Portland's monthly schedule of updated insertions means that its skillsbank information is at least 90% correct at any given time. To further insure the quality of its service, Portland also makes it a practice to: a) refer to the registrants' manual file information, where all updates are immediately recorded, prior to calling a registrant; and b) giving each new registrant at least one referral during intake so that the registrant is involved in some activity during that period in the month prior to being listed on the next skillsbank printout.

Skillsbanks of a lesser size, or where there are seldom changes in the registrants' information, can get by with reprinting of the listings on a semi-annual or even less frequent basis.

The staffing for Portland's skillsbank system is the equivalent of one and one-half salaried positions, and one day per week in volunteer time.



Volunteer Bureau of Greater Portland
718 West Burnside Portland, OR 97209
222-1355

skills bank attachment

GENERAL INSTRUCTIONS

You can register up to eight skills/interests and/or languages into the skillsbank. For each of your skills, interests or languages, describe the type of involvement preferred (how you would like to apply your skill) and your level of proficiency using the coding provided below. Write these codes onto the questionnaire.

Type of Involvement	Level of Proficiency (Skill only)	Level of Proficiency (Language only)
1= Board/Committee member	1= Interest only, no special training or experience	1= Can understand/respond to questions on own background, ask directions
2= Consultant, provide technical assistance	2= Accomplished amateur/hobbyist	2= Can communicate on non-technical subjects and understand 50% of what native speakers say
3= Demonstrator	3= Completed special training OR one year experience in the area	3= Can carry on a conversation on most subjects
4= Interpreter	4= College or technical school degree OR two years experience	4= Can speak/respond as well as in your native language
5= Participate directly by providing a service	5= Graduate or professional degree OR five years experience in the area	
6= Speaker		
7= Teacher, trainer		

Bookkeeping
Type 7; Level 3 [K14]-[7]-[3]

Spanish
Type 4; Level 4 [Z17]-[4]-[4]

skills/interests ▾

AGRICULTURE - ENVIRONMENT

A10 agriculture (general)
A11 agriculture extension
A12 farming
A13 forestry
A14 gardening
A15 horticulture
A16 houseplant care
A17 landscaping
A18 naturalist
A19 soil mgmt/erosion
A20 yard maintenance/pruning
A40 animal care
A41 pet handler
A42 veterinarian
A43 zoology
A60 environment/energy
A61 ecology
A62 energy conservation
A63 environmental impact studies
A64 recycling techniques

ART-GRAPHIC ARTS

B10 art (general)
B11 art appraising
B12 art exhibits/fairs
B13 interior design
B14 painting
B15 sculpting
B16 sketching
B40 graphic art (general)
B41 calligraphy
B42 cartooning
B43 commercial art/designing
B44 graphic design/layout
B45 illustrating
B46 lettering

BUSINESS-PUBLIC ADMIN

C10 business admin (general)
C11 computer systems
C12 insurance planning
C13 labor relations
C14 licensing/franchising
C15 management training
C16 marketing/advertising
C17 office systems
C18 personnel management
C19 property management
C20 public relations
C21 real estate
C22 time/motion studies
C40 public admin (general)
C41 community organizing
C42 conference/workshop planning
C43 housing development
C44 program development
C45 project coordinating
C46 small business administration
C47 urban planning
C48 volunteer program management

CLERICAL-OFFICE WORK

D10 clerical (general)
D11 bulk mailings
D12 file clerk
D13 keypunch operating
D14 office machine operating
D15 reception
D16 records clerk
D17 registrar
D18 secretary/stenographer
D19 telephoning
D20 typing

COMMUNICATIONS-INFO SYSTEMS

E10 audio-visual (general)
E11 film production
E12 photography
E13 projectionist
E14 radio broadcasting
E15 recording
E16 sound technician
E17 taping
E18 t.v. broadcasting
E19 video tape production
E40 writing (general)
E41 brochure/newsletter
E42 copy writing
E43 editing
E44 journalism/tech writing
E45 printing/typesetting
E46 publishing
E47 script/news writing
E60 public speaking
E61 speakers bureau
E70 communication systems
E71 c.b. operating
E72 ham radio operating
E80 information systems
E81 info and referral systems
E82 language bank systems
E83 skills bank systems

CRAFTS

F10 crafts (general)
F11 craft fairs/exhibits
F12 knitting/crochet
F13 lapidary/glasswork
F14 leather work
F15 macrame
F16 metal work
F17 needlework
F18 pottery
F19 silk screening/batik
F20 weaving
F21 woodworking/carving

EDUCATION

G10 education (general)
G11 career education
G12 continuing education
G13 curriculum design/develop
G14 primary school education
G15 secondary school education
G16 teaching/teacher training
G17 vocational/technical ed
G40 special education (general)
G41 alternative education
G42 day care/natch key programs
G43 gifted children programs
G44 handicapped programs
G45 preschool/head start prog
G60 tutoring programs (general)
G61 literacy/g.e.d. programs
G62 tutoring e.s.l./e.f.l.

EMERGENCY-DISASTER RELIEF

H10 disaster relief (general)
H11 emergency food/shelter
H12 emergency relief counseling
H13 refugee relocation/relief

ENTERTAINMENT

J10 entertain/theater (general)
J11 acting
J12 choreography
J13 clown/mime
J14 costume designing
J15 magician
J16 poet
J17 puppeteering
J18 stage/set design
J19 theater production

(Over for more skills listings)



skills/interests (cont.)

ENTERTAINMENT

J40 dance (general)
J41 ballet
J42 ballroom
J43 disco
J44 far east/belly dance
J45 folk/ethnic dance
J46 modern dance
J47 square dance

J60 music (general)
J61 band instruments
J62 choir directing
J63 conducting
J64 guitar
J65 organ
J66 piano
J67 quartet
J68 singing
J69 song leading
J70 symphony/orchestra

FINANCIAL MANAGEMENT

K10 financial mgmt (general)
K11 accounting
K12 auditing
K13 banking/loan systems
K14 bookkeeping
K15 budget plans/preparing
K16 c.p.a.
K17 cost analysis/accounting
K18 economist
K19 financial plans/forecasts
K20 fund raising
K21 grant/proposal writing
K22 investment planning
K23 program budgeting
K24 stocks and bonds
K25 tax consulting

FOOD SERVICE-NUTRITION

L10 food service (general)
L11 bartending
L12 food preparing/cooking
L13 food serving
L14 food storing/preserving
L15 kitchen helper
L16 nutrition/malnutrition
L17 restaurant management

HEALTH-MEDICAL SERVICES

M10 health services (general)
M11 bloodmobile services
M12 clinic/outpatient serv
M13 family planning service
M14 health care planning
M15 mental health services
M16 mental retardation serv
M17 nursing home services
M18 physically handicapped services
M19 psychiatric services
M20 vocational rehabilitation services

M40 medical services (general)
M41 acupuncture
M42 c.p.r. techniques
M43 dentist
M44 dietician
M45 first aid techniques
M46 occupational therapy
M47 optometry
M48 paramedic

M49 pediatrics
M50 pharmacist
M51 physical therapy
M52 psychiatrist
M53 psychologist
M54 physician/surgeon
M55 r.n./l.p.n.
M56 recreational therapy
M57 speech therapy

M80 laboratory services (gen)
M81 dental technician
M82 laboratory technician
M83 medical technician
M84 x-ray technician

LAW-LAW ENFORCEMENT

N10 law/lawyer (general)
N11 government/regulatory law
N12 legal aid services
N13 labor/e.e.o. law
N14 paralegal services
N15 patent/copyright law

N40 law enforcement (general)
N41 correctional institutions
N42 court systems
N43 juvenile delinquency
N44 security systems

N60 civil rights (general)
N61 consumer rights
N62 handicapped rights
N63 minority rights
N64 senior citizen rights
N65 welfare rights
N66 women's rights

MERCHANDISING

O10 merchandising (general)
O11 cashier
O12 inventory control
O13 product display
O14 purchasing
O15 sales clerk
O16 sales management
O17 thrift shop work

PERSONAL-HOMEMAKING SERVICES

P10 homemaking (general)
P11 babysitting
P12 hair styling
P13 housekeeping
P14 massage
P15 personal grooming/hygiene
P16 reading
P17 sewing/dressmaking
P18 shopping
P19 telephone reassurance
P20 visiting

RECREATION-SPORTS

R10 recreation (general)
R11 camp counselor
R12 camping
R13 lifeguard
R14 life saving techniques
R15 park/playground design
R16 park/playground maintenance

R40 sports (general)

R41 baseball
R42 basketball
R43 bowling
R44 boxing
R45 coaching
R46 football
R47 gymnastics
R48 ice hockey
R49 judo/karate
R50 referee/umpire
R51 scorekeeper
R52 scuba diving
R53 soccer
R54 swimming
R55 tennis
R56 track and field
R57 tumbling
R58 volleyball
R59 weight lifting
R60 wrestling

R80 game/card playing (gen)
R81 backgammon
R82 bingo
R83 bridge
R84 chess

RELIGION

S10 minister/priest/rabbi
S11 philosophy
S12 religious education

RESEARCH-EVALUATION

T10 research (general)
T11 cataloging
T12 demographics
T13 interviewing techniques
T14 legislative research
T15 librarian
T16 library services
T17 market research/analysis
T18 opinion surveying/polling
T19 program evaluation
T20 resource developing
T21 statistical analysis

SCIENCE

U10 science (general)
U11 anthropology
U12 archaeology
U13 astronomy
U14 biology
U15 botany
U16 chemistry
U17 geology
U18 mathematics
U19 meteorology

SKILLED TRADES-CONSTRUCTION

V10 skilled trades (gen)
V11 appliance repairing
V12 auto mechanic
V13 auto painting/body work
V14 engineer
V15 handyman
V16 machinist
V17 maintenance/janitorial
V18 office machine repairing

V40 construction (general)

V41 architect
V42 carpentry
V43 electrical wiring
V44 house painting
V45 masonry/cement work
V46 plumbing
V47 roofing

SOCIAL WORK-COUNSELING

W10 social work (general)
W11 case work
W12 foster care
W13 senior citizens/aging programs
W14 sociologist
W15 youth programs

W40 counseling (general)
W41 alcohol/drug counseling
W42 career counseling
W43 child abuse counseling
W44 credit counseling
W45 death counseling
W46 employment counseling
W47 family/marriage counseling
W48 hotline/crisis counseling
W49 human potential counseling
W50 pregnancy counseling
W51 rape/sexual abuse counseling
W52 spouse abuse counseling
W53 suicide counseling
W54 youth counseling

TRANSPORTATION

X10 transportation (general)
X11 bus driving
X12 dispatching
X13 driving
X14 mass transit systems
X15 taxi driver
X16 tour/travel guiding
X17 tour/travel planning
X18 truck driving

CLIENT POPULATION

Y10 children, age 0-2
Y11 children, age 3-6
Y12 children, age 7-12
Y13 youth, age 13-18
Y14 adults
Y15 aged

Y16 blind/deaf
Y17 mentally ill
Y18 mentally retarded
Y19 physically handicapped

LANGUAGES

Z10 chinese
Z11 french
Z12 german
Z13 hebrew
Z14 italian
Z15 japanese
Z16 russian
Z17 spanish
Z18 vietnamese
Z20 braille
Z21 sign language



Volunteer Bureau of Greater Portland
718 West Burnside Portland, OR 97209
222-1355

skills bank registration

Please print and answer all questions

Date: 12/10/80

Last Name Pyle First Name John Initial Y.

Address 8974 East State St.

City Portland State Oregon Zip Code 97263

Home Telephone: 938-0775 Business Telephone: 106-3826

Occupation: Newspaper video display terminal operator

Employer: The Portland Globe

Age Range (circle): 15-20 21-39 40-59 60 and Over

Education: High School Some College College Degree in Political Science

Time Available: Weekdays ~~Evenings~~/Weekends Evenings Only Weekend Only

Please list any community or service organization memberships City Club, Rotary

How did you hear about the skills bank? From employee via office memo

Are you interested in being a candidate for a community Board of Directors? Yes No

SKILLS/INTEREST PROFILE

Identify your skills and interests from the categories given in the attachment. Eight "skill code boxes" are provided below to register the code for each selected skill or interest. In the "involvement and proficiency level boxes", identify the type of involvement desired and your current level of proficiency for each skill using the scales described in the attachment. See the attachment for examples of how to enter the codes on the form.

Skill/Interest Code	Involvement Level	Proficiency Level	Skill/Interest Code	Involvement Level	Proficiency Level	Skill/Interest Code	Involvement Level	Proficiency Level	Skill/Interest Code	Involvement Level	Proficiency Level
<u>A60</u>	<u>6</u>	<u>3</u>	<u>A62</u>	<u>6</u>	<u>3</u>	<u>A61</u>	<u>5</u>	<u>1</u>	<u>E60</u>	<u>6</u>	<u>4</u>
<u>E40</u>	<u>5</u>	<u>4</u>	<u>E41</u>	<u>5</u>	<u>3</u>	<u>E44</u>	<u>5</u>	<u>4</u>			

COMMENTS

Use the space below to elaborate on any of your skills, interests or preferences. Print clearly - one letter or punctuation mark per space. Abbreviations may be used.

VOLUNTEER EXPERIENCE INCLUDES VISTA (VARIETY OF DUTIES), PENITENTIARY SOCIAL THE RAPY PROGRAM, COLLEGE STUDENTS' RECYCLING PROGRAM, COLLEGE NEWSPAPER WORK, RESEARCH FOR 1000 FRIENDS OF OREGON

I understand that by registering with the Skills Bank I may choose among the volunteer jobs referred to me and I am under no obligation to accept any placement unless I choose to do so.

Signed: John Y Pyle

My resume is attached: Yes No



A61 ECOLOGY

SKILLSBANK LISTING - BY SPECIFIC SKILL

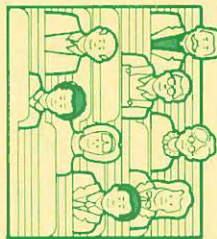
1826	♣ PYLE, JOHN	938-0775 HOME PHONE	REGISTERED 12/12/80	11/80
	8974 E STATE ST PORTLAND	OR 97263 106-3826 BUSINESS	STATUS SF 12/12/80	

AGE-21 TO 40	EDUCATION-COLLEGE DEGREE	TIME AVAIL-WEEKDAYS	REFERRED BY-BUSINESS/EMPLOYER	BOARD CANDIDATE-YES
--------------	--------------------------	---------------------	-------------------------------	---------------------

EMPLOYED AT PORTLAND GLOBE. COLLEGE DEGREE IN POLITICAL SCIENCE. WROTE FOR COLLEGE NEWSPAPER. PREVIOUS VOLUNTEER EXPERIENCE WITH VISTA AND 1000 FRIENDS OF OREGON. INTERESTED IN ENVIRONMENTAL-ECOLOGICAL ISSUES, PUBLIC SPEAKING AND RESEARCH AND WRITING RELATED TO THOSE ISSUES.

6-3 ENVIRONMENT/ENERGY	6-3 ENERGY CONSERVATION	5-1 ECOLOGY	6-4 PUBLIC SPEAKING
5-4 WRITING - GENERAL	5-3 BROCHURE/NEWSLETR DESIGN	5-4 JOURNALISM/TECH WRITING	

LEAD REGISTER COMPANY, U.S.A.



Card Type 1 V 3 3 Add, Change

Current Job 3

Last Years Totals

Agency-Program # 10 _____ 16

of Referrals 46 _____ 47

Date Placed 17 _____ 22
Mo Da Yr

R= Rereferred 48 _____

of Jobs 49 _____ 50

Hours 23 _____ 26

Total Hours Worked 51 _____ 54

Hours, Prev Yrs 27 _____ 33

Total Months Wkd 55 _____ 57

Current Year Totals

Previous Year Totals

of Referrals 34 _____ 35

of Referrals 58 _____ 59

R= Rereferred 36 _____

R= Rereferred 60 _____

of Jobs 37 _____ 38

of Jobs 61 _____ 62

Total Hours Worked 39 _____ 42

Total Hours Worked 63 _____ 66

Total Months Wkd 43 _____ 45

Total Months Wkd 67 _____ 69

Card Type 1 V 4 A 3 Add, Change

Skillsbank Skill Codes 10 A6063 14 15 A6263 19 20 A6151 24

25 e6064 29 30 e4054 34 35 e4153 39

40 e4454 44 45 _____ 49

Remove Codes 50 _____ 54 55 _____ 59 60 _____ 64

65 _____ 69 70 _____ 74 75 _____ 79

80 _____ 84 85 _____ 89

VOLUNTEER BUREAU OF GREATER PORTLAND - VAC
718 W. BURNSIDE
PORTLAND, OR 97209

6/18/81

PAGE 1

AGENCY REQUEST FOR HOURS

JAN - JUN, 1981

VOLUNTEER BRAILLE SERVICE, INC.
1931 N.W. FLANDERS
PORTLAND, OR 97209 222-1472

OUR RECORDS INDICATE THAT THE FOLLOWING PEOPLE WERE VOLUNTEERING IN YOUR AGENCY IN 1981. PLEASE RETURN THE INFORMATION REQUESTED BELOW TO THE VOLUNTEER BUREAU NO LATER THAN JULY 1.

DIRECT ANY QUESTIONS TO VIRGINIA YEATON, PROGRAM COORDINATOR, AT 222-1355.

VOL.#	NAME	PLACED	DATE LEFT	HOURS*	COMMENTS
7915	ARMSTRONG, FRANCES	9/27/80		140	
7139	BATIE, JUNE	9/28/80		100	
8790	BONAR, PATSY	10/1/80	5/5/81	120	returned to work
8775	CARSNER, JAMES	4/21/81		10	
7250	DEVITT, MARYANNE	3/13/80		147	
7691	FRANKLIN, GEORGE	5/12/81		80	
7710	HARRISON, PAT	2/2/81		125	
8765	ISAACSON, RITA	5/14/80	6/20/81	50	moored
9380	JONES, SAMUEL	12/12/80		180	
9203	LUSK, WENDY	1/22/80		93	
7812	MARTIN, MELANIE	12/30/80		110	
9272	PETERSEN, JEFF	6/2/81		126	

*PLEASE ENTER THE TOTAL HOURS WORKED BY THE VOLUNTEER ONLY FOR THE MONTHS INDICATED ON THE REPORT.

Example Four—On-Line Computer System

The Pensacola (Florida) VAC, which operated a manual skillsbank system throughout 1980, has now converted to an on-line system. As mentioned in the previous example, this means that Pensacola has the capability of direct communication with the computer so that registrant information can be added, updated, and accessed at any time.

For the sum of about \$6,000, the Pensacola VAC has purchased its own computer system: a terminal (TV screen with keyboard), the computer processor and storage device, a small printer, and a number of stock computer programs to handle the skillsbank requirements. Section C of this chapter, "A Few Words About Computers," provides helpful suggestions on how you might obtain a similar computer capability for yourself.

What the on-line system does for Pensacola's skillsbank can be answered in a sentence: It reduces the paperwork involved in a skillsbank and it increases the currency of the information available to the VAC staff so that there is more time to give personal attention to the registrants and those requesting the skillsbank's resources. The day-to-day differences in the operation of Pensacola's skillsbank, as compared to Portland's, follow.

- **Intake.** Entry of new skillsbank registrants, up-dates of existing records and notations of referral call-back dates, and other follow-ups are made directly by the VAC staff into the computer. No middle step of copying the information onto transmittal forms and their submission to a keypuncher is done.

If you can type, you can enter this information yourself. The data entry computer program is designed to lead you through the various fields in your data base. The terminal screen asks, "Name?" and then gives you the spaces available for typing in the registrant's name. It then asks, "Street?," then "City?," then "State?," then "Zip?," then "Day Phone?," and so on for each data field you want in the computer. Moreover, if you type too many letters for the space available, the computer "beeps" and asks that the information be re-entered in an abbreviated manner. Correcting typing mistakes is done through backspacing, and the computer displays on the screen all the information you just put in so that you can verify it and make any last corrections if needed. It repeats this process for every new entry.

Once entered, all the skillsbank index files are immediately updated with the new information. There is no monthly insertion of new listings or preparation of new 3 x 5 cards or punching of key-sort card holes. The skillsbank coordinator can monitor each day's transactions by reviewing the day's entries on the screen, and make whatever corrections or additions appropriate. Summaries of the information by any field on the data base can also be made for a deeper analysis of what is happening with the skillsbank.

- **Referral & Replacement.** The computer program has a search command that enables you to list your request criteria and all the “Spanish speaking accountants living in the Southeast section of town” will come up on the screen or be listed on your printer, if that is what you are looking for. Again, the program leads you through the use of this command so that anyone on your staff could quickly become proficient in using it.

However, the Pensacola VAC chooses not to enter all the information on a registrant into the computer—such as a resume, comments from past referrals, and samples of work done; some information is just too bulky to efficiently enter and store on the computer. Other information is especially sensitive and is kept only in the registrant’s file folder. Therefore, as with Flint, Knoxville, and Portland, a registrant’s file folder is almost always referenced before the person is contacted for a referral.

On the other hand, the on-line system is particularly ideal for handling a “tickler file,” which identifies when call-back dates for referrals and placements are due. As these referrals and placements are made, the VAC staff type in the designated call-back dates. At the start of each day, the skillsbank coordinator has a printout made of all the people whose call-back date is for that day. This printed list can then be referenced again at the end of the day to see what happened.

The small printer used by Pensacola can also produce mailing labels, individualized reports to agencies on the referrals sent to them, contact letters to all the VAC’s Christmas volunteers notifying them of their involvement dates, and a host of other specialized communications, listings, and reports.

- **Cooperative uses.** Pensacola is using its computer capability to help tie together a statewide skillsbank cooperative among a half-dozen Florida VACs. In a refugee assistance program funded by ACTION, Pensacola is entering onto its computer about 1,200 volunteers recruited by all the participating Florida VACs. Skillsbank listings (similar to Portland’s listings) are being printed out each month for each VAC’s registry of volunteers.

These Florida VACs mail their information to Pensacola, sending copies of the registrants’ application forms. The program’s funding compensates Pensacola for the use of its staff and the computer time for the entry and the monthly reporting of this data back to each participating VAC.

An aggregated statewide listing of all the registrants is also prepared quarterly by this program. Administered in cooperation with the Florida Health and Rehabilitative Services Department, these listings help the program make linkages for refugees who are moving to other parts of the state, identify scarce skills not available in one area but locatable elsewhere, and help make other connections of a more regional or statewide nature. A protocol has been established among the VACs

and the Florida HRS office so that no locally recruited volunteer can be contacted without first obtaining the permission of the VAC of origin. Also, each registrant must first explicitly approve of the listing of his or her information on the statewide skillsbank or it will not be done.

- **Other uses.** The computer system operated by the Pensacola VAC is also capable of word processing and accounting functions. It, therefore, provides general administrative support to the office. For example, it can print copy in justified columns for the VAC's newsletter. It can produce "perfect" copies of status reports, generate mailing labels for non-skillsbank purposes (and do this as a service for other area nonprofits and even as a revenue producer), and reconcile the VAC's checking account. It's a powerful little box.

B. How do You Implement Your Own Information Processing System?

You have a starting point with the information provided in this manual. The designs for the four example systems are in the "public domain." You could copy the one you want note for note if you wish, or piece together a system of your own design from among the examples.

You may wish to get help from others in implementing your system, perhaps through a cooperative or contractual arrangement with one of the participating VACs listed in the Preface of this manual or by contracting for on-site consulting services with VOLUNTEER: The National Center for Citizen Involvement.

Your own judgment, however, is what counts most. You will be selecting a system that most closely fits the purposes of your skillsbank and uses the resources you have at your disposal. No doubt, you will also think ahead and design your system so that it can be up-graded as demands on your skillsbank increase and you have access to (or can then justify the application of) additional resources.

Remember the previous discussion in Chapter Seven concerning "innovation"? Well, the implementation of the skillsbank information processing system involves the same principles. You initiate your system at whatever level you can successfully do it, you convincingly demonstrate its capabilities and potentials to those users and benefactors who could help you improve the system to its next level of performance, and then you plan with them the actual proposal request that will launch that next stage of development.

In practical terms, most new skillsbanks will start with one of the manual designs: Examples One and Two. That will be your system for at least one year. It will take that long to gain the day-to-day experience you need to know what you want a more sophisticated system to do and to marshal the resources to make it happen. For one thing, you may find that the demands on your skillsbank can be fully met by a manual system, and only minor refinements are necessary.

Conversion of your skillsbank from one system to another will disrupt the registrants if they must respond to a whole new set of forms and interviews. Avoid this by designing your initial data base so that it incorporates the information you expect to gather when your system grows. Another approach is to time the introduction of the new system with the annual re-registration of the skillsbank registrants.

Thus, implementation of the skillsbank information processing system must be thought of as an on-going activity. You will always follow a cycle of initiating, testing, refining, and again initiating.

C. A Few Words About Computers

The application of computer technology by small community organizations is a subject worthy of its own manual. A few words of advice here, however, will help you consider computers as an information processing alternative to your skillsbank.

First, you must really want to make the jump to computers. As with any innovative step, you must be prepared to enter a period of adjustment, where your daily way of doing things will undergo change, perhaps of a dramatic nature. Your reasons for the move must also be sound and agreed upon by those affected. For example, you may want to use the computer to reestablish your organization on to a more productive foundation, and/or you may wish to better educate and train yourself and your staff to deal with the new communication technologies that are impacting all of society.

Second, you must be able to afford the financial investment. A computer is a financially worthwhile alternative only if at least *one* of the following apply:

- You can use or obtain a computer for free or at a cost that you can manage without going after additional funding.
- Someone is willing to provide the needed funds or your skillsbank users are ready to pay the necessary fees to support the computer (for example, a corporation which will pay to have its employees skillsbanked by you).
- You have a variety of other uses lined up for the computer (for example, word processing, financial accounting, mailing label generation, statistical analyses) that together justify the computer's cost or will provide sufficient outside revenue from others.
- You and a number of other organizations can join together to commonly support and use the computer.
- You want the experience of working with a computer and are willing to take the risk that financial paybacks will come soon enough to justify the investment.

Third, you need an entrepreneurial attitude. This involves achieving a balance between the computer options available to you and the amount and kinds of jobs you will be using a computer for. For example, buying your own computer may initially appear more costly, but if that ownership means you can now provide computing services to others and receive a fee in return, then you may actually be in the position to generate revenue from your computer investment. On the other hand, if you perceive the uses of the computer to be limited for the time being and some computer source (a university or

corporation, for example) is offering you a reasonable financial arrangement, you may wish to get your feet wet using someone else's computer for awhile.

These are some points to consider when deciding to buy your own or use someone else's computer:

Part of the reason for "going computer" is to learn how that technology really works. If you will be using someone else's equipment, try to arrange to have "hands-on" involvement with at least some of the tasks. For example, you could handle the data entry (using a terminal to type in the registrant information for the skillsbank). If the computer is a small one (it may even be an advanced word processing system), ask to be trained to operate the sorting and other information processing routines that organize your registrant data into alphabetical order, skill indexes, and so forth. You will be saving that computer owner staff time in the process; the trick is to satisfy their concern about safeguarding their equipment and the information on their other files. These are concerns that can readily be dealt with if you have good rapport with that owner.

When putting your information on someone else's computer, be sure that you are not left vulnerable to their problems or limitations. You will need assurances that your skillsbank reports (if you go for a "batch process" approach) will be produced on time according to agreed upon specifications. If you want an "on-line" hook up, you should be aware of their frequency of "down-time" when the computer is temporarily not working or is being totally used by others. Also, there is often a great deal of difference in the speed at which some of these on-line hook-ups perform. Watch them in action as they are being used by others and see if it takes a couple seconds or several minutes to respond to questions being asked of it by an outside terminal. These speeds are affected by the number of users on the computer at any one time of day you will mostly likely be on the computer.

There should be no reason to develop from scratch the computer software needed to run your skillsbank reports or on-line inquiries. Software packages that come with almost all computers can already handle a good deal of the requirements for a skillsbank. A skillsbank, after all, is very much like an inventory job, the software for which exists everywhere. What's needed, then, is the *customization* of some existing software. The Pensacola VAC's customizing of an existing \$300 software package, for example, cost \$1,200—the total cost, then, being \$1,500. These are costs, too, that can be reduced or otherwise covered by a bit of entrepreneurship. The fees earned by Pensacola's computer (for a statewide refugee assistance project) paid for its software customization. Customization of software can also be arranged with a programmer in exchange for computer time, as a class assignment for a college intern, or by friends, spouses, your own skillsbank registrants, and others who can and would volunteer their time.

Buying a computer is not as financially scary for a small nonprofit as you might initially think. First, the purchase price for a good system and a basic software package can be under \$5,000. This, of course, is a large figure, but as with any equipment purchase, it can be made in installments for usually up to five years. This manual will not attempt to detail the financial arrangements which can be made for a computer purchase—your local computer store can do that—but if you expect to spend anything

over \$1,500 over the next year for your skillsbank information processing requirements (card box, keysort, or fees paid to someone else's computer) it is probably cheaper to buy your own computer. If you plan to use that computer for your organization's other needs (mailing labels, word processing, financial recordkeeping, statistical analyses), then the computer becomes even more financially attractive. And, if you perform fees-for-service work for others (such as doing their mailing labels) then the computer may actually generate a return in excess of your monthly installments.

Which computer to buy, of course, is a difficult choice. With the proliferation of computer stores throughout the country, almost every community has easy access to a range of computers and computer services that fit your needs and finances. When you shop, compare the following points.

Cost comparisons are important, of course. But be sure you are comparing all the costs—for the equipment, installation, training, software, servicing charges, and financing.

System capabilities: again, this is not the place to provide a "Consumer Reports" piece on buying computer equipment, but with a friend in tow who knows computers, compare:

- **The memory size of the system.** Memory is the space the computer uses to handle the software programs that run a skillsbank's reports, mailing labels, and other jobs. It can be thought of as the computer's "scratch pad." Memory size is expressed as "16K," "32K," "48K," and so forth. (The "K" refers to thousands of "bytes," a byte being equivalent to a typed character.) The Pensacola VAC's computer uses a 48K processor. Smaller memory sizes begin to limit the range of sorting, reporting, and other organizing of your skillsbank information that you will normally want. What you should do, then, is identify the software that you need now; its memory requirements will define the size of the processor.
- **The "storage" capability of the system.** Computer storage refers to the manner which your skillsbank's registrant information is recorded and held for use by the computer. This can be done on magnetic tape (cassettes for small computers), floppy disks (5.25 or 8 inch), and hard disks (fixed disks not removable from the computer and drum-like disks which are removable). Using cassettes is not recommended for a skillsbank because this medium is extremely slow. They work like a music tape, where, if you want to find your favorite selection, you have to play the whole tape, going through one song after another, until you get to the one you want.

Floppy disks (which look like a 45 record enclosed in a paper sleeve and are inserted into slots called disk drives) enable you to go directly to the part of the disk where the information you want is located. This is called "random access" and is very much faster than the sequential access of the tape cassette. A floppy disk typically holds from 80K to 600K (80,000 to 600,000 characters). This means that about 300 to 1,000 registrants could be held on one disk (depending on the amount of information you wanted on each person). When your skillsbank is of a larger size,

additional disks can hold the information. There is no upper limit; but the time required to search through more than one disk for a skillsbank match will slow you down. Other jobs, such as alphabetizing the names contained on several disks will be a real headache. Pensacola has an 8-inch floppy disk system, but it is converting this year to a hard disk system.

Hard disks provide the same random access to data as do the floppies, but they can hold anywhere from 10 times to 1000 times and more of the data than floppies. This means that your searches and other jobs can be done in one operation. Hard disks also have a more sophisticated way of locating data, and are thus 10 to 30 times faster than floppies. Fixed hard disks (of a type referred to as "Winchester" disks) are much less expensive than comparable removable ones; they are also less likely to be damaged from use because they are sealed from dust, and they have a sophisticated internal error checking capability. The only real advantage of removable disks is that when they do fill with data, another can be inserted. Fixed disks, however, typically have much more storage space to begin with, so they do not fill up nearly as fast. Also, the information on them can be copied and stored onto floppy disks to free-up more space on the hard disk and to provide a back-up copy to protect against any accidental loss of information.

- **The speed and versatility of the computer's processing system.** The processor is the part of the computer that does the "thinking"—it handles the instructions written in the software that then run the reports, labels, etc. Speed is expressed in many ways, but probably the best measure is the term Million Instructions Per Second (M.I.P.S). If the computer literature uses some other measure, such as "clock speed" (which is defined in terms of Mega Hertz), ask for a conversion of this into M.I.P.S. and then compare. Versatility is affected by a computer's operating system (the way it interprets the computer language used in a software program) and by the brand of micro-processing "chips" used (for example, "Z-80," "6502C," etc.). Some operating systems will not "understand" software programs written in certain languages; the same applies to the kind of "chip" used. There are computers, however, which build in two or three of the most widely used processing chip brands and are, therefore, configured to work with the widest range of available software.
- **The upward expandability and compatibility of the system.** Many small computers are not capable of converting to hard disks or of adding on additional terminals (multi-user systems). If you believe your use of the computer will increase in time, you will want a system that can grow with you. This also applies to your software. For example, some software packages that come with a computer may have an excellent way of recording and then reporting your skillsbank information by skills category, but the package does not easily permit you to also produce mailing labels from that file. Check to see, therefore, if the several functions of a software package can be interrelated so that you do not have to reenter your basic file information for each type of job.

- **The rapport you can establish with the computer vendor.** Let's face it, you need someone you can trust, because half of the time (at least for the first year) you will not really know how to best operate your system. You need a vendor who will listen to your problems on the phone and help guide you through places where you are stuck. You want someone who will give you the best advice about what is best for you now and for later. You really need that vendor as a friend. If it means paying some extra dollars at the start, it is probably going to be worth it if you get the relationship you need for the long run.

For further guidance on computers, it is strongly recommended that you identify a local person who has experience with more than one kind of *small* computer. (Those experienced only with the large systems may well have a set of prejudices and working habits that are not useful in evaluating microcomputers.) Familiarize this person with the reasons why you want a computer (put him or her on your board, for example) and have him or her help you with the shopping and systems evaluation. Be sure to visit small businesses and nonprofits who already have some experience with their own computer, especially those using the brand of computer in which you are interested. Further information on computers can be provided by Pat Saccomandi for a slight duplicating and handling charge (see Chapter Ten for his address and telephone).

There is much to learn, but this is needed knowledge if community organizations are going to survive. Your agency could provide the leadership for your area.

CHAPTER NINE

Person-to-Person Exchange Networks: Where Does Skillsbanking End and Bartering Begin?

About the time that citizen volunteer skillsbanks were becoming recognized as an innovative and needed way to enhance the capabilities of volunteer agencies to recruit and place volunteers, individual citizens and community organizations were becoming attracted to neighborhood-based, small-scale barter networks as a way to increase resident self-help, and help alleviate the pressures of high unemployment and a dwindling economy.

The staff of VOLUNTEER's Barter Project and Citizen Volunteer Skillsbanks Project have worked closely together during the past few years to play a pioneering role in keeping abreast of exciting developments in both areas. The similarities and dissimilarities of the two approaches to meeting community needs have become ever more visible, and on many occasions have confused those unfamiliar with the two. The purpose of this chapter is to introduce the reader to neighborhood barter networks, and attempt to clarify the differences between them and the volunteer skillsbank approach. Most important perhaps, is the hope that this introduction to barter networks, combined with the detailed information on skillsbanks found in this manual, will excite readers with the possibility of integrating the two approaches into one community program, a program which can provide the sponsoring organization with an opportunity to tap an often ignored pool of short-term, highly skilled volunteers, and provide a needed service to all types of individual residents at the same time.

What follows is a brief introduction to neighborhood barter networks, followed by a discussion of the differences and similarities between them and citizen volunteer skillsbanks, and finally, some tips on integrating the two.

A. Introduction to Barter Networks

Small-scale and community-oriented barter systems, sometimes known as "skills exchanges," "barter co-ops," "barter clubs," and "resource exchange networks," have begun to demonstrate their ability to provide for increased individual and institutional mutual assistance in the areas of housing rehabilitation, transportation, minor home and appliance repair, tutoring, and other self-help activities. Unlike commercial bartering and the exchange of services among professionals only, neighborhood bartering taps the often wasted talents and resources of all members of the community. They are a growing part of the vast number of resource networks utilized by many segments of the nation's population, such as large corporations; small businesses; federal, state and local governments; groups of individuals (for example, the handicapped, the elderly, "singles," and "special interest" groups); professional associations; educators; and others. Many of these groups identify with the self-help movement, and provide mutual assistance by sharing information, material resources, and moral/emotional support. Neighborhood barter networks focus on the process of neighborly helping and sharing which is often associated with these "natural helping" networks. These networks, however, rarely incorporate the resources and expertise of the total community, something barter networks can do quite effectively.

According to *The Barter Research Project*, a six-month study commissioned by the University of Wisconsin-Extension in 1978, neighborhood barter systems address "... a continuing economic crisis marked by high rates of un- and under-employment, a societal failure to utilize the skills and work capacities of large numbers of people... the inability of private enterprise to generate jobs in either the quantity or quality to satisfy the needs of those seeking work; and the need to explore other alternatives as a means to people's self-support..." The grassroots activity which began before this study was commissioned, and flourished soon after its release, provides evidence of the potential of neighborhood barter systems as innovative, practical, and viable mechanisms for identifying and utilizing the often wasted talents of individual citizens, especially older adults and youth, and such neighborhood institutions as churches, co-ops, schools, and public and private human services organizations.

While barter systems have received increased media attention during the past few years, it is difficult even to approximate the number of operating networks in the U.S. Conservative estimates range from 100 to 200. A more optimistic assessment would be several times that amount, with the growth of a dozen or so per month. Because of their small scale and informality, they do not lend themselves to an accurate count. Nonetheless, they appear to be increasing rapidly in number, sophistication, and credibility.

Neighborhood barter systems represent the modifying of informal bartering, once typical of rural communities, for application in the less personal, more complex environment of the small town and big-city neighborhood.

Typically, a barter network will be *neighborhood-bound*; that is, it will focus on a specific, manageable target area that is defined by geographic or artificial (for example, cultural) boundaries.

It will include a *diverse constituency* representing a variety of age, ethnic, and income groups possessing a variety of needs and skills.

It may include *organizations*, such as social service agencies, community organizations, churches, co-ops, and occasionally small businesses *as well as individuals*.

It will be open to *anyone in the community*. Though membership dues, often solicited as supporting donations, may be required, amounts are nominal and rarely restrictive; a sliding scale for membership dues may be used, or volunteer labor may be accepted in lieu of payment.

It may be *incorporated as a nonprofit organization* or, as is more often the case, sponsored by an incorporated tax-exempt entity.

And in most cases, the neighborhood barter network will *utilize a non-monetary exchange system* making possible the indirect exchange of services.

Users list the services they are willing to offer and this information is maintained in a central location, on anything from a 3 × 5 card file to a home computer. Users with a certain need are referred to others offering the service, and the individual swappers either exchange services (direct exchange) or agree upon a "credit value" and use credit accounts to reflect the exchange (indirect exchange). For example, user A and user B agree that a service to B is worth four credits (a credit is loosely equated to one hour of work). Upon completion of the work, user A's credit account receives an additional four credits, while B's account is debited the same amount.

Services most commonly exchanged include *home maintenance and repair*, such as painting, roofing, minor electrical and plumbing services which are either unavailable or unaffordable to the consumer; *personal services*, such as haircuts, home visits, and clothing repair; *child care* (babysitting); *small appliance and auto repair*, such as fixing a loose wire or performing a minor tune-up; *tutoring* in a wide variety of subjects, which may include resume writing, job-seeking, writing and verbal skills, or job training; *administrative services*, such as typing, graphic design, composition, printing, editing, loaning of meeting space, office equipment, or management assistance; and *volunteer services* by those persons for whom a long-term placement is inconvenient but who are anxious to lend their services for short-term projects.

One population group which has shown a strong interest in bartering is the elderly. More than a few barter networks have grown out of, or have been developed by, organizations working with or for seniors. There are a number of obvious reasons for this: 1) The elderly are an all too often neglected, but growing, segment of our society—an invaluable resource we cannot afford to neglect. 2) Seniors have in their possession years of experience in a wide variety of skills and subjects, making them a potential resource in these times of seemingly diminishing resources and increasing social needs. 3) They have

a variety of specific needs which are rarely met by existing social service programs or commercial enterprises. 4) There is an unsurprising desire, on the part of many seniors, to seek out alternatives to institutionalization to remain independent and in the home. Barter networks have demonstrated a capacity to contribute greatly to tapping this resource and meeting the special needs of many older Americans.

One exceptionally successful barter program which serves the elderly but also involves people of all ages is the Work Exchange (WE) in Milwaukee, Wisconsin. Over 800 people benefit from each others' skills through WE, which has as its motto, "Everyone has a talent someone else needs." WE began in 1975 as a pilot program (The Elder Care Work Exchange) of Elder Line, Inc., an organization concerned with transportation for seniors.

To promote the barter concept, in March 1976 WE obtained tax-exempt nonprofit corporation status to serve as an independent organization focusing on a barter program. It is headed by Executive Director Marian Wasierski, who is immediately responsible to the WE Board of Directors.

The Work Exchange selects its members through interviews. The interviewer obtains a description of each member's needs and the services each member can provide. WE operates on an hours-of-service basis. Telephone calls establish contact between the WE office and members. Calls are made to "matchmake" workers and jobs. When members discover who to call, they communicate directly with the member whose service they need. After the completion of a job, the worker calls the WE office and WE records the hours worked for credit. WE participants can also exchange services directly.

The Work Exchange states its purpose as follows:

- 1) To improve the quality of life for non-institutionalized Milwaukee older adults.
- 2) To promote and support the independence of Milwaukee County older adults.
- 3) To provide safe, reliable minor home and personal maintenance assistance for Milwaukee County older adults.
- 4) To provide for useful, needed activity for Milwaukee County older adults.

Services provided through WE include home care, social activities, minor home maintenance, personal services, transportation, and organizational maintenance. *Swap Talk*, the organization's newsletter, is a combination of general information, statements of specific needs and offers of services, health services information, printed "thank-you's" to those who have provided services, and poems and messages submitted by WE members.

Recently, WE, which previously had only involved persons 18 years of age or older, expanded its membership under a Youth Program to bring in people in the 14 to 17 age bracket. Through this program, young people offer to run errands, visiting, yard work, prepare or deliver meals, do laundry,

and housecleaning. Older people respond by returning visits, cooking, mending, babysitting, and teaching a wide range of skills and interests. This intergenerational exchange is uniquely effective in promoting the self-worth and self-respect of participants, and for building mutual respect and appreciation between young and older members.

The evolution of Work Exchange, from a program working exclusively with older adults to an independent barter program involving people of all ages, is unique when compared to many barter systems—but only in its evolution, not in its focus on the needs of the elderly. According to WE Director Marian Wasierski, “The trend towards barter represents a positive shift in social service programming, to where people’s needs are really served. Offering bartered services puts the sponsoring organization in touch with what the needs are, and enables it to respond with local resources.” Dyanne A. Simon, author of *The Barter Book*, adds, “Barter is not a panacea for all social ills, but the use of direct, concrete exchange gives people a sense of control over their economic destiny. This is significant for those groups divested of that control—the unemployed, those on welfare, teenagers, and the elderly.”

There are many variations and spin-off activities related to neighborhood barter systems. A growing number of barter networks are experimenting with *skills directories*, which provide neighborhood residents with a listing of their neighbor’s skills, services, and materials (for example, tools) to share. More tangible than an organization, and more convenient than a phone-in swap service, skills directories provide residents with a convenient alternative to the Yellow Pages, and show signs of yielding increased exchanges, providing greater network visibility, and increasing membership growth.

The *1980-81 Skills Directory* of the Community Energy Bank (CEB), a neighborhood barter network in Eugene, Oregon (founded in 1977), is an easy to use, illustrated listing of over 300 services, including members names, phone numbers, qualifications, a brief biographical sketch of each member, and an extensive tools listing. The directory was produced almost completely by bartered services, and according to Publication Coordinator Vicki Stea, has “responded to the imaginations of people, in respect to those needs which can be met through barter and those services they can provide.”

The directory was produced because CEB was having problems staffing the office and members were frustrated because they didn’t know exactly what skills and services were in the office files. The directory relieves the organization of the job of responding to most individual requests, enabling them to focus on special problems and projects, such as sponsoring “barter workshops” in outlying areas.

The 56-page directory includes 22 major service headings, such as Business/Finance/Law, Children/Teens, Clothing, Construction/Home Repair, Counseling, Food, Health, Labor/Odd Jobs, Repair and Servicing, and Transportation. Subheadings include such services as animal sitting, legal services, pottery, accounting, child care, carpentry, cooking and baking, preventative health care, hauling/moving, music lessons, appliance and shoe repair, and food preservation. Under each subheading appears the names and phone numbers of members offering the service, along with detailed information specific to each member, such as qualifications, involvement preferences (i.e., weekdays only or evenings only), and background. In a section titled, “Tools, Resources, and

Materials," appears a list of approximately 150 items such as "Truck (pickup, ¾ ton)," "garden space," "micro-computer," "carpentry tools," "sewing machine," "camping gear," "loom," and "electrical tools."

Institutionalized, well-staffed organizations like Work Exchange, and simpler projects like the Community Energy Bank directory, represent two of the most popular approaches to stimulating neighbor-to-neighbor service exchange. Some organizations combine the two, providing members with an opportunity to exchange services directly (through a directory) or indirectly through a credit system. Potlucks, barter fairs, barter skills workshops, and other spinoff activities enhance the work of many barter skills workshops, along with barter-based neighborhood improvement campaigns and apprenticeship/tutoring programs.

B. Similarities and Differences

Citizen volunteer skillsbanks and neighborhood barter (resource exchange) networks, do share certain strategies and goals, as the preceding introduction suggests. Both utilize a system for interviewing individuals and cataloging their skills, qualifications, availability, and related data. Both provide individuals with an opportunity to provide their services to others on a short-term basis. And both provide participants with a rewarding experience. With skillsbanks, the short-term volunteer placement provides the individual with an opportunity to serve a needy community organization and derive the satisfaction, sense of accomplishment, and, in many cases, the learning experience related to their volunteer placement. With the resource exchange or barter network, the participants provide their services to organizations *and* other individuals, and obtain the same benefits as those cited above, with the added benefits gained from receiving services in return.

The distinction between the two approaches is often muddled by semantic, or descriptive complications. For example, the Volunteer Exchange Cooperative (VEC) in Oakland, California, is a person-to-person barter network, but refers to its users as "volunteers," many of whom are disabled persons. SkillsBank in Ashland, Oregon, another person-to-person exchange network, does not refer to its members' activity as "barter." However, if semantics are put aside, the differences between the two approaches become clearer.

Citizen volunteer skillsbanks tap the skills and energies of targeted, technically skilled individuals (for the most part), and provide them with an opportunity to volunteer, on a short-term basis, with organizations. Barter network participants are not necessarily "volunteers" in the traditional sense, in that they are obtaining a service in return—something with translatable monetary value. Citizen volunteer skillsbanks are typically sponsored by Voluntary Action Centers or similar volunteer recruitment and referral agencies.

Barter networks are either independently incorporated organizations (or unincorporated, autonomous informal groups), or are sponsored by an incorporated organization. Churches, senior citizen centers, civic associations, and government agencies such as Community Action Programs are

examples of the types of groups that see stimulating neighborhood bartering as compatible with their goals.

Skillsbanks and barter networks vary in their community impact as well. Skillsbanks make their greatest impact on the individual volunteers on the one hand, and user agencies on the other. The impact of a barter network is more difficult to identify, because it is directed at separate, individual community residents.

C. Skillsbanks and Barter Networks: Bringing the Two Together

Despite some of their differences, skillsbanks and barter networks are quite compatible. The “technology,” or the system of identifying and cataloging for easy access the skills and personal data of individuals, is essentially the same. If a non-monetary credit system is introduced, however, a new administrative and maintenance dimension is added. The recruitment “pitch” of offering individuals an opportunity to share their talents with others, is also similar, though barter networks may make a greater appeal to “saving money,” “meeting your neighbor,” or “increasing your self-sufficiency.”

Kokua Service, a demonstration site of VOLUNTEER’s Citizen Volunteer Skillsbank Project, offers its volunteers the opportunity to participate in their “service exchange” as well as their volunteer skillsbank. Recruitment and registration for both programs occur only once, reducing considerably the paperwork and staff time required (see brochure on following page).

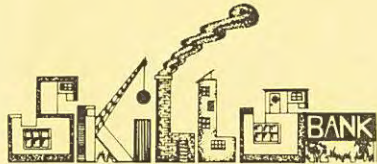
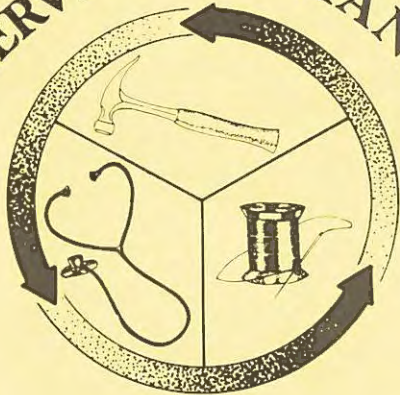
The experiences of Kokua Service, other efforts to integrate skillsbanks and service exchange, and the work of barter networks across the country, suggest that the following considerations be taken into account when planning the establishment of a barter program as a spin off of volunteer recruitment or referral activities:

1. How would a barter program enhance your existing activities? Would it detract or enhance your image in the community? Would you consider it an appropriate way to attract new volunteers?
2. Do you have the paid or volunteer staff to provide sufficient time to planning and design of the program?
3. Does a barter program (either commercial or nonprofit) already exist in your service area? If so, how successful are they? If not, has one ever been attempted and failed? Why has it failed?

Depending on your responses to these questions, a barter program may or may not be an appropriate complement to the work you are currently doing. Of primary importance is that you conduct extensive research by contacting existing resource exchange networks, and design a service exchange program suitable to your needs and goals.

VOLUNTEER will have available, by mid-1982, *The Barter Handbook*, a comprehensive manual on neighborhood service exchange networks based on several years of working with these programs. An information packet on barter exchange programs is presently available for \$2.50 from: David Tobin, VOLUNTEER: The National Center for Citizen Involvement, P.O. Box 4179, Boulder, CO 80306.

SERVICE EXCHANGE



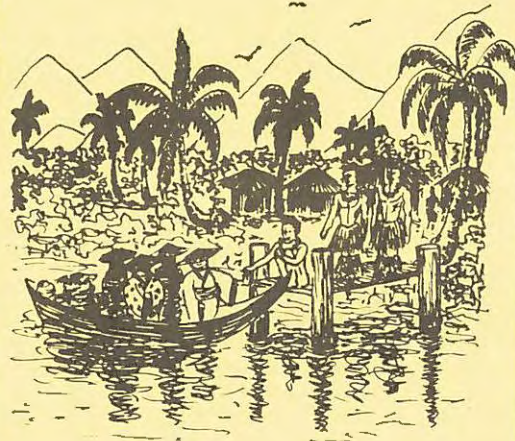
People Helping People

KOKUA SERVICE
95 mahalani street
wailuku, hawaii
96793

MAUI
244-7405

MOLOKAI
553-5103

"another way to grow"



BARTER is an ancient method of trading or exchanging goods, services and knowledge. Throughout the centuries people have bartered or exchanged essential commodities such as food, tools and textiles. Often, money or gold was not needed to secure these exchanges.

Hawaiians have traditionally carried on a system of barter, which has been handed down to the present life style on Maui. The SERVICE EXCHANGE can extend the system and provide needed resources beyond family and neighborhood.

In times when the economy slows down and cash grows short, it makes sense to learn the advantages of exchanging skills and services as well as materials.

SHARE - BARTER - SAVE

Through the Service Exchange you can barter skills, produce or tools according to your needs and desires.

The SERVICE EXCHANGE is based on the premise that everyone has something to offer that someone else needs.

EXAMPLES:

- a farmer needs repairs in his shed. a carpenter offers to do the job in exchange for some produce. Both men receive what they need without cash.
- an electrician wires an attorney's office in exchange for legal counsel.
- a housewife needs some free time. She asks an elderly neighbor to babysit in exchange for grocery shopping. Both neighbors save a few dollars and receive what they need.

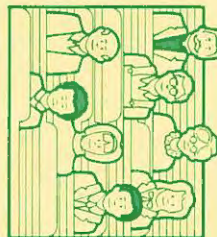


The SERVICE EXCHANGE is a non-profit organization which enables people to find others & exchange their skills & talents. The individuals trading their skills are responsible for making their own exchange agreements.

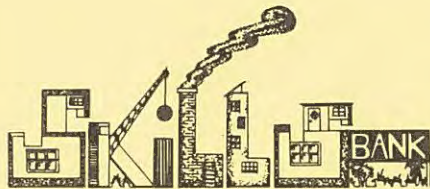
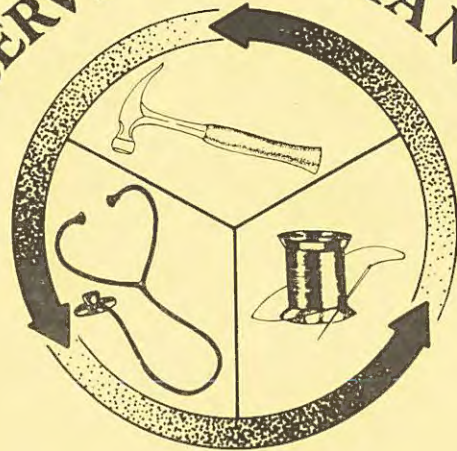


KOKUA SERVICE

WE ARE A DIVISION OF THE
J. WALTER CAMERON CENTER
AND A UNITED WAY AGENCY.



SERVICE EXCHANGE



People Helping People

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95 mahalani street
wailuku, hawaii
96793

MAUI
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SKILLSBANK - SERVICE EXCHANGE
KOKUA SERVICE
VOLUNTEER REGISTRATION



The following questions will help identify your needs, skills, and preferences. The information will help place you with an agency or organization seeking volunteer help. If you choose to join the Service Exchange, it will also help identify your skills and talents available to others in exchange for an equivalent amount of time and effort in your behalf. All questions are optional, but the more information you can supply, the better we can utilize services as a Skillsbank resource.

NAME _____ DATE _____
Last First Initial

ADDRESS _____ HOME PHONE _____
WORK PHONE _____

SEX: Male Female ETHNIC BACKGROUND _____ SOCIAL SECURITY # _____

AGE RANGE: () Under 18 EDUCATION COMPLETED: () Elementary
() 18 - 30 () High School
() 31 - 50 () College
() Over 50 () Post Graduate

I WOULD LIKE TO REGISTER FOR THE: I WOULD LIKE TO WORK IN THE FOLLOWING AREA:
() Skillsbank only () Molokai () Up-country
() Service Exchange only () West Maui () Kihei - Wailea
() Skillsbank & Service Exchange () Central Maui () Hana

I CAN WORK THE FOLLOWING TIMES: (Please check and specify hours)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
() Daytime							
() Evening							

() By appointment only

Do you have transportation? () Yes () No

() Resumé attached

Signature

For office use only.

Interviewer

Orientation/Workshop Dates

Source of Registration

Referred to

PERSONAL PREFERENCES (I LIKE TO)

- () I like to use my hands *(work with tools, art work, sew, type)*
- () I like to use my body *(recreational activities, dance, mime)*
- () I like to use words *(write letters, take/transpose minutes, copying, speaking, tutoring)*
- () I like to use my senses *(observe, survey, examine, inspect, show attention to detail)*
- () I like to use numbers *(take inventory, count, calculate, compute, keep books, budget)*
- () I like to use my intuition *(plan, evaluate people/situations, visualize as in drawings/blueprints, conceptualize)*
- () I like to use logic and analytical thinking *(research, review, test, gather information, analyze, dissect, organize, classify, systemize, put things in order - as filing)*
- () I like to use originality and creativity *(find new ways to do things, invent, create, design, improve, experiment, adapt)*
- () I like to be helpful *(serve others, show sensitivity to others, counsel, listen, draw people out, offer support)*
- () I like to use my artistic abilities *(play music, sing, convey thoughts, act, public speaking, dance, draw, paint, write poems, plays)*
- () I like to use my leadership abilities *(organize, initiate, direct others, perform, promote, sell, demonstrate, teach)*
- () I like to use follow-through abilities *(use what others have developed, work with kits, follow schedules, attend to details, classify records, file, retrieve)*
- () I like to work with people (underline preferences) *(individuals, groups, large crowds, children, youth, adults, elderly, handicapped)*
- () I like to work alone

I would like to work with the following types of organizations or agencies:

Chapter Ten

Where To Go For More Help

At this stage, you may feel that you would like to directly observe an operating skillsbank before embarking on your own. Or perhaps you need some assistance on deciding which type of skillsbank model is most appropriate for your organization in your particular community. Or you may wish to “walk through” your proposed system with someone who has a working knowledge of skillsbanks.

If you do need advice or technical assistance, the people who participated in this demonstration project can help you. However, a very important step should precede your contact with them: you should read this manual carefully. Many of your questions may already be answered in the extensive system descriptions and sample materials presented in the manual.

If you do decide to seek outside assistance, a variety of options are open to you. You may:

- Visit one of the operating skillsbanks listed in this chapter.
- Request on-site technical assistance from an individual appropriate for your group’s needs and setting.
- Request assistance through telephone consultation.
- Sponsor a community workshop on skillsbank development, using one of more of the individuals listed here as trainers.

If you would like help in deciding which individual or approach would be most effective for your organization or community, or if you would just like to discuss your overall potential for a skillsbank, you may contact:

Bobette Reigel Host
C.S. Mott Skillsbank Project Director
VOLUNTEER: The National Center for Citizen Involvement
P.O. Box 4179
Boulder, CO 80306
(303) 447-0492

The type of system (for example, manual, keysort, computer) employed by each participating skillsbank is listed with each reference here. However, all of these individuals are generally familiar with other types of systems, and can help you in a variety of approaches, or act as liaisons with people working with other skillsbank systems. The following individuals are prepared to assist you in developing your own skillsbank.

Ileen Saporta
Barbara Rosales
Volunteers in Action
P.O. Box 904
Monterey, CA 93940
(408) 373-6177
(Manual System)

Bonnie Templeton
Shirley Osipov
Voluntary Action Center
100 Livingston Ave.
New Brunswick, NJ 08901
(201) 249-8910
(Manual System)

Felix J. Rimberg
Voluntary Action Council
7 Benjamin Franklin Parkway
Philadelphia, PA 19103
(215) 568-6360
(Manual System)

Judith W. Merritt
Volunteer Pensacola
1301 W. Government Street
Pensacola, FL 32501
(904) 438-5649
(On-Line Computer System)

Gini Smith
Voluntary Action Center
690 Coliseum Drive
Winston-Salem, NC 27106
(919) 724-7474
(Manual System)

Donna W. Moyer
Volunteer Knoxville
35 Market Square Mall
Knoxville, TN 37902
(615) 525-9964
(“Keysort” Card System)

George McGuire
Kokua Service
95 Mahalani Street
Wailuku, Maui, HI 96793
(808) 244-7405
(Manual—Includes Barter Exchange)

Eleanor Ketchum
Chris Kolasinski
Voluntary Action Center
One Stranahan Square
Toledo, OH 43604
(419) 244-3063
(“Keysort” Card System)

Betty Stallings
Margaret McClelland
Voluntary Action Center
519 Kottinger Drive
Pleasanton, CA 94566
(415) 462-3570
(Manual System)

Karen Reid
Voluntary Action Center
202 E. Boulevard Drive, Room 330
Flint, MI 48503
(313) 767-0500
(Manual—Developing Computer System)

Phyllis Proppe
Virginia Yeaton
Volunteer Bureau
718 West Burnside
Portland, OR 97209
(503) 222-1355
(Batch Processing Computer System)

These eleven participating skillsbanks utilize the following fee schedule for intensive or ongoing skillsbank technical assistance:

- On-site technical assistance to agencies with budgets under \$50,000 \$25/hour plus travel expenses
- On-site technical assistance to agencies with budgets over \$50,000 \$35/hour plus travel expenses
- On-site technical assistance to Voluntary Action Centers and Volunteer Bureaus \$25/hour plus travel expenses
- Consulting and training to corporations \$50/hour plus travel expenses
- Training sessions and community workshops \$50/hour plus travel expenses

The author of this manual and the consultant who directly assisted in the development of the skillsbanks participating in this project, is also available for on-site services at a fee which can be negotiated with him. Pat Saccomandi has helped develop over 25 skillsbank systems of all kinds throughout the U.S., and is currently specializing in the application of computer technology for the skillsbank, management/financial systems, and other information processing needs of nonprofit organizations and small businesses. You may reach him at:

Pat Saccomandi
4310 18th St. N.W.
Washington, D.C. 20011
(202) 223-6040

Chapter Eleven

Conclusion

First and foremost, it is important to think of a skillsbank as an innovation. This means that it will be a source of changes in the way you and the people you work with go about the business of connecting resources and needs in your community. As an innovation, the skillsbank also represents a technology that we all still have much to learn about. The experiences of the Voluntary Action Centers participating in this demonstration project are certainly useful, but the actual style and substance of the skillsbank you help create for your community will be a unique form that is appropriate to your particular setting.

Designing and implementing your skillsbank, therefore, is a dynamic affair, not a static thing that you can visualize totally at the start and then just put the pieces in place along some predetermined schedule. No, the skillsbank's creation is more like that which occurs with the woodcarver who knows how to follow the grain in the wood and how to incorporate its flaws and other accidents of composition and texture as they are revealed with each new cut of the blade.

Hopefully, this manual has been successful in its attempt to give you the tools you need to carve out your own skillsbank. With the Reservoir, Cooperative, and Integrated Model concepts, you have a good sense of the functions that can be performed by a skillsbank. The descriptions of the Flint, Knoxville, Portland, and Pensacola VACs' systems illustrate how many of those functions take shape in the real world. The outlining of the nuts and bolts aspects of recruitment, intake, referral, and follow-up give you a handle on how the day-to-day operations of your own system would be structured. And finally, the discussion on the process of innovation itself will hopefully lead you to the development of strategies for your skillsbank to grow naturally and attain the support and participation of all those for whom it is intended to benefit.



Appendix A

Comprehensive Listing of Skill Categories

The following listing presents a comprehensive assortment of skill categories and skills. The purpose of this listing is to provide you with a wide range of skills, from which you can choose to develop your own system. No one skillsbank system would ever include all of the skills listed here. Because this listing *is* comprehensive, it is important to note that a few skills appear in more than one major category. It is also important to remember that most skillsbank systems also incorporate a proficiency rating scale (on the application form or through the intake interview) which enables the applicant to convey level of accomplishment for each skill (see Chapter Six).

ADMINISTRATIVE/BUSINESS

- Affirmative action programs
- Auctioneer
- Business administration (general)
- Business insurance planning
- Business systems & procedures
- Community organizing
- Computer systems
- Conference/workshop planning
- Economics
- EEOC
- Housing development
- Importing/exporting
- Incorporation
- Interviewer
- Labor relations
- Licensing/franchising
- Management training
- Marketing/advertising
- Merchandising
- Minority business development
- Office facilities planning
- Personnel management (salary adm. Planning)
- Program development
- Project coordination
- Property management
- Public administration (general)
- Public relations
- Purchasing/buying/inventory control
- Real estate
- Sales—wholesale & retail mgt.
- Small business administration
- Stocks & bonds
- Systems engineering
- Time/motion studies
- Trade information & statistics
- Urban planning

ADVOCACY/CIVIL RIGHTS

- Battered women advocate
- Child abuse advocate
- Civil rights (general)
- Consumer
- Criminal justice
- Elderly
- Emotionally handicapped
- Families in crisis
- Gay rights
- Housing
- Human rights
- Legal
- Mentally handicapped
- Minority rights
- Physically disabled
- Rape victim advocate
- Tenant/landlord rights
- Victim's advocate
- Welfare rights

AGRICULTURE/ANIMAL SCIENCES

- Ag. economics/credit
- Ag. machinery/implements
- Agrarian reform
- Agricultural marketing
- Agronomy
- Animal feed/silage
- Animal husbandry
- Disease/pest/weed control
- Farm buildings/animal shelters
- Farm labor
- Farm management (general)
- Fencing
- Fish
- Fishing cooperatives

- Food & grain storage
- Forestry
- Horticulture
- House plant care
- International ag. development
- Irrigation/drought control
- Land development
- Land development/reclamation
- Landscaping/flowers
- Migrant labor
- Naturalist
- Pets
- Soil management/erosion control
- Vegetable gardening
- Veterinary medicine
- Vocational ag./ag. extension
- Yard maintenance/tree pruning
- Zoology
- 4-H Club advisory

ARTS/GRAPHIC ARTS

- Art (general)
- Art agency/booking
- Art appraising
- Art exhibits/fairs
- Art instruction
- Arts funding
- Calligraphy
- Cartooning
- Commercial art/design
- Cultural arts (international)
- Graphic art (general)
- Graphic design/layout
- Illustrating
- Interior design/decorating
- Lettering
- Museum curating

- Painting
- Photography
- Sculpting
- Sketching
- Stage/set design

AUDIO/VISUAL

- Audio-engineering
- Cable TV telecasting
- Film production/video tape
- Graphic design
- Illustration
- Layout
- Microwave technology
- Photography
- Poster/lettering
- Printing
- Radio broadcasting
- Radio programming
- Script and news writing
- Slide production
- Telephone systems
- TV broadcasting
- TV programming

CLERICAL/OFFICE WORK

- Bulk mailings
- Clerical (general)
- File clerk
- Keypunch operating
- Mailroom work
- Office machine operating
- Reception
- Records clerk
- Registrar

Secretary/stenographer
Telephoning
Typing

COMMUNICATION/INFORMATION SYSTEMS

Audio engineering
Audio visual techniques (general)
Brochure/newsletter design
C.B. operating
Cable TV telecasting
Communications systems (general)
Conference/workshop planning
Copy writing
Data processing consultant
Data processing operator
Data processing programmer
Digital communication networks
Direct mailings
Editing
Film production
Ham radio operating
Information & referral systems
Information systems (general)
Journalism/technical writing
Language bank systems
Learning exchanges
News releases
Photography
Printing/typesetting
Projectionists
Public speaking
Publishing
Radio broadcasting/programming
Recording
Resumes
Satellite communications
Skillsbank systems
Sound technician
Speakers bureau organizing
System analyst
Taping
Telephone systems
TV broadcasting/programming
Video tape production

COMMUNITY DEVELOPMENT & INTERGROUP RELATIONS

Age group interrelations
Anti-poverty programs
Block and neighborhood groups
Business/union social projects
Community development (general)
Community organization training
Effect of technology on culture
Food & buyer cooperatives
Fraternal & civic organizations
Fundraising & grantsmanship
Interdenominational relations
Intergroup relations (general)
Interpreter/translator
Interracial relations
New business recruitment
Ombudsman services
Political science
Public administration
Regional planning

Rural development
Sociology/anthropology
Tax policy
Union organizing
Urban planning
Volunteerism/citizen participation
Afro-American culture/issues
American Indian culture/issues
Asian-American culture/issues
Chicano culture issues
Eskimo culture/issues
Latino-American culture/issues
White-ethnic culture/issues

COUNSELING & SOCIAL SERVICES

Adoption/foster care
Adult protective services
Advocacy: child
Advocacy: consumer
Advocacy: education
Advocacy: minority
Advocacy: women
Alcohol/drug counseling
Arbitration services
Big brothers/big sisters
Career/job counseling
Child/spouse abuse
Counseling (general)
Crisis intervention/hot lines
Death & dying counseling
Emergency food/shelter/clothing
Fair housing assistance
Family counseling
Family planning/abortion
Financial counseling
Group counseling
Group homes
Immigration/naturalization
Individual counseling
Legal aid
Life transition
Marriage counseling
Peer counseling
Rehabilitation
Religious counseling
Senior programs
Sexual assault counseling
Sexual counseling & education
Single parent counseling
Small business counseling
Social services (general)
Suicide
Teen counseling
Veterans services
Welfare/financial counseling
Women's programs
Youth programs

CRAFTS

Batik
Bead craft
Block print
Candlemaking
Carving
Ceramics
Costume making
Craft cooperatives

Craft fairs/exhibitions
Craft importing/exporting
Crafts (general)
Crocheting
Decoupage
Doll/puppet making
Embroidery/crewel
Flower arranging
Glasswork
Hat making
Indoor gardening
Jewelry/metalcraft
Kite making
Knitting
Lapidary
Leathercraft
Macrame
Metal crafts
Model building
Needlepoint
Net making
Papercraft
Pottery
Quilting
Rugmaking
Sewing
Silkscreen
Stuffed toys/dolls
Tent making
Textile
Toy making
Weaving
Woodworking

DOMESTIC/GARDENING/ANIMAL SKILLS

Animal sitting
Baby sitting
Beekeeper
Blacksmith
Carpet laying
Catering
Chimney cleaning
Cooking
Fencing
Firewood
Fishing
Flower growing
Handy person
Horseback riding
Horseshoeing
House cleaning
Interior decorating
Ironing
Landscaping
Lawn mowing
Pest control
Pruning
Rototilling
Sewing
Upholstery
Vegetable growing
Veterinary
Wallpapering
Yardwork
4-H Club advisor

EDUCATION

Adult education
Alternative education
Bi-lingual educational programs
Braille skills
Continuing education
Curriculum design/development
Day care/after-school care
Education (general)
Education administration
Education counseling
Education research & testing
Education system reform
Educational facilities planning
Elementary school education
Field trip aid
Gifted children education
Guide, school tours
Handicapped programs/mainstreaming
Higher education
Junior high school education
Literacy/GED programs
Math & science teaching
Parent/community partic. in ed.
Parochial/private school issues
Physical education
Physically disabled education
Pre-school/head start education
Reading tutor for adult
Reading tutor for children
School listener program
Senior high school education
Social studies tutoring
Special education
Storyteller in schools
Student financial aids
Taping for blind
Teacher training
TEFL/TESL teaching English
Tutorial programs (general)
Vocational/technical school ed.
Work-study programs/internships

EMERGENCY/DISASTER RELIEF

Disaster relief (general)
Drought & famine relief
Emergency food/shelter counseling
Immigration counseling
International disaster relief
International relief (general)
Medical relief services
Missionary work
Refugee relief & relocation

ENERGY

Coal mining
Electrical engineering
Electrical power transmission
Electrification planning
Energy (general)
Fuel conservation
Fuel technology & research
Generators/furnaces
Geothermal power
Human & animal power
Hydroelectric/tidal power

Methane gas utilization
Nuclear energy
Nuclear engineering
Oil & mineral development
Power utilities management
Solar energy
Utility rate structures
Water power
Wind power

ENTERTAINMENT/FINE ARTS

Acting
Ballet
Band instrument
Choir directing
Choreography
Cinematography
Conducting
Dance
Dance (general)
Dance instruction
Disco
Ensemble
Far East/belly dance
Fashion & costume design
Folk lore/myths
Folk/ethnic dance
Guitar
Juggling
Magician
Mime/clown
Modern dance
Music (general)
Music instruction
Narrator/storytelling
Organ
Piano
Poet
Puppetry
Quartet
Religious music
Singing
Square dance
Stage & set design
Street theatre
Symphony/orchestra
Instrument repair
Theatre (general)
Write/arrange music

ENVIRONMENT

Air pollution/treatment
Conservation
Ecology
Flood control/drainage
Insecticide/pesticide pollution
Land reclamation
Noise pollution
Oceanography/shore protection
Planning/impact studies
Preservation of endangered species
Radiation control
Recycling techniques
Sanitary engineering
Water management
Water pollution/treatment
Water purification/treatment

Wells, water towers & pumps
Wildlife management/conservation

FINANCIAL MANAGEMENT

Accounting
Auditing
Banking/loan systems
Bookkeeping
Budget planning/preparation
C.P.A.
Cost analysis/accounting
Credit unions
Economist
Employee benefits
Financial management (general)
Financial planning/forecasting
Fundraising
Government subsidy programs
Grant/proposal writing
International finance
Investment/estate planning
Merger/acquisitions
Program budgeting
Stocks and bonds
Tax consulting

FOOD/NUTRITION/DIETETICS/ PRESERVATION

Alcoholic beverages/wine making
Baking products
Bartending
Beverage technology
Canning & bottling
Citrus fruit processing
Dairy & cheese products
Dehydrated food/food concentrates
Delivery of food
Dietetics
Food additives & coloring
Food drying/dehydration
Food inspection & labeling
Food packaging
Food preparation
Food preservation/storage systems
Food processing—home/small scale
Food processing—indust./restaurant
Food processing/preservation (gen.)
Food products (general)
Food service
Fresh produce handling
Frozen food handling
Grain processing
Kitchen helper
Meat & meat products processing
Nutrition/malnutrition
Nuts & edible oils processing
Preparation (general)
Preservation/shipping (general)
Restaurant management
Seafood processing
Shopping
Vegetable processing
Vitamin processing

HEALTH/MEDICAL SERVICES

Acupuncture
Advanced first aid
Bloodmobile services
C.P.R. techniques
Dentistry
Detoxification
Emergency Medical Technician
Epidemiology
Exercise/physical fitness
Family planning services
Genetics
Geriatrics
Health and mental health educ.
Health care insurance plans
Health care planning
Health professions reform
Health services (general)
Health therapies (all kinds)
Hearing testing
Home care
Hospital administration
Laboratory/technology services
Malnutrition/nutrition
Medical equipment servicing
Medical physician/surgeon care
Medical services (general)
Mental health clinics/services
Mental retardation services
Nurses aide
Nursing
Nursing & convalescent homes
Obstetrics/gynecology/midwifery
Occupational therapy
Optometry/ophthamology
Outplacement/community placement
Paramedic services
Parasitology
Pediatrics
Pharmacology
Physically handicapped services
Population planning/services
Prenatal care/pregnancy
Preventative medicine
Psychiatry
Public health care systems
Recreational therapy
Rural health care systems
Speech therapy
Stress management
Tropical medicine
Vision testing
Vocational rehabilitation services
X-ray technician

HOUSING/CONSTRUCTION/ MAINTENANCE

Appliance repair
Architecture
Auto repair
Building codes/safety
Carpentry
Civil engineering
Construction
Construction equipment operation
Construction management/finance
Construction machinery/tools
Drafting

Electrical wiring
Energy efficient housing
Fire & accident safety
Handyman
Heating/air conditioning
Housing development
Insulation
Kitchen facilities
Low-income housing
Maintenance/janitorial
Masonry/cement finishing
Moving
Painting
Plumbing repair
Roofing
Site planning/preparation
Structural engineering
Surveying
Temporary structures
TV-radio repair
Yardwork

INDUSTRIAL PROCESSES/SKILLED TRADES

Appliance manufacture
Auto mechanics
Blacksmithing
Boilermaker
Carpenter
Chemical processing
Clothing/fiber manufacture
Concrete/asphalt
Container/packaging
Electrical engineer
Electrician
Embalming/related skills
Engine/motor/auto equip. manufac.
Fertilizer production
Fire/rescue
Foundry/foundry practices
Furniture manufacture
Glass/ceramic/pottery processing
Heavy equipment manufacture
Machine operator
Mechanical engineer
Medical equipment manufacture
Metal processing
Metallurgical engineer
Paints/sealers manufacture
Paper/wood products
Pharmaceutical/health/beauty aids
Pipes/plastics manufacture
Plastics/rubber processing
Plumber
Production engineering
Tailor/garment worker
Tool/die working
Welding/metal cutting

INTERNATIONAL RELATIONS

Foreign aid administration
Foreign policy making/analysis
Foreign trade economics
Human rights issues
Immigration/emigration policies
Intercultural exchanges
International adoptions

International development economics
International relations (general)
International student programs
International visitors services
International volunteerism
Interpreter
Missionary work
Multi-national agency adm.
Multi-national corporations
Refugee relocation
Tourism
Women in developing countries

LANGUAGES

Braille transcribing/reading
Deaf signing
Arabic
Cambodian
Chinese
French
German
Greek
Hebrew
Italian
Japanese
Korean
Laotian
Polish
Portuguese
Russian
Spanish
Tagalog
Ukrainian
Vietnamese
Other _____

LAW/LAW ENFORCEMENT/ CRIMINAL JUSTICE

Civil rights (general)
Correctional institutions
Court systems
Court watch program
Detention aide
Government adm./regulatory law
Juvenile delinquency
Labor law
Law enforcement (general)
Law enforcement officer
Lawyer
Legal aid services
Paralegal services
Patent/copyright law
Predelinquent juvenile prog.
Prevention/diversion program
Probation aide, adult
Probation aide, juvenile
Probation officer
Security systems

LEADERSHIP SKILLS/PERSONAL ADJUSTMENT

Adult group leader
AMP
Assertiveness training
Board member

Career development training
Children's group leader
Committee member
Committee chairperson
Conflict management
Goals & objectives assessment
Group dynamics
Interpersonal dynamics
P.E.T.
Policy making
Problem-solving training
Public speaking
Self-defense training
Supervisor
Trainer
Volunteer coordinator

LIBRARY SERVICES

Cataloging
Develop catalog system
Librarian
Library services (general)
Reading/recording for blind
Story telling

PERSONAL SERVICES/HELPING SKILLS

Audio taping for blind
Babysitting
Barber
Big brother/big sister
Chaperone
Companion
Cooking instructor
Driver (elderly, handicapped)
Foster grandparent
Friendly visitor
Hair styling
Homemaking (general)
Housekeeping
Ironing
Massage
Moving household
Patient visitor
Personal grooming/hygiene
Reading
Sewing/dressmaking
Shopping
Telephone reassurance

RECREATION/SPORTS/GAMES/ SOCIAL

Backgammon
Bingo
Bridge
Camp counselor
Camping
Cheerleading
Chess
Coaching
Dances
Entertainment (general)
Football playing
Game/card playing (general)
Group outings

Gymnastics
Ice hockey
International competition
Judo/karate
Life saving techniques
Lifeguard
Museum guide
Officiating/Scorekeeping
Park/playground design
Park/playground maintenance
Picnics
Plan activities
Recreation (general)
Referee/umpire
Scuba diving
Soccer playing
Special Olympics
Sports (general)
Surfing instructor
Swimming
Tennis
Tour guide
Track and field
Tumbling
Volleyball
Water safety instructor
Weight lifting
Wrestling
Yoga

RELIGION & PHILOSOPHY

Minister
Philosophy
Priest
Rabbi
Religious education
Volunteerism & religion

RESEARCH & EVALUATION

Archives/library research
Cataloging
Demographics
Evaluation (general)
Feedback systems design
Interviewing techniques
Legislative research
Lobbying techniques
Market research
Opinion surveying/polling
Product testing
Program evaluation
Quality control techniques
Research (general)
Research writing
Resource development
Statistical analysis

SCIENCES

Anthropology
Archeology
Astronomy
Atmospheric sciences
Biology
Botany
Chemistry

Climatology
Demography
Geology
Mathematics
Metallurgy
Meteorology
Physics
Sciences (general)
Zoology

TRANSPORTATION

Aerospace engineering
Air transport systems
Airport administration/design
Bridge design/maintenance
Bus driving
Car pool systems
Chauffeur
Dispatching
Driving
Energy efficient transport
Escorting
Harbor facilities/piers
Highway engineering/repair
Mass transit planning
Moving & storage services
Navigation systems
Pilot—fixed wing
Pilot—helicopter
Rail
Taxi driver
Traffic engineering
Transportation (general)
Travel booking services
Travel tour guiding
Travel tour planning
Truck driving

VOLUNTEER ADMINISTRATION & MANAGEMENT

Interviewing/screening
Job descriptions
Needs assessment
Program budget preparation
Staff involvement
Volunteer evaluation
Volunteer orientation
Volunteer placement
Volunteer recognition
Volunteer recruitment
Volunteer skill assessment
Volunteer training

WRITING/EDITING

Edit
Journalism
Proofread
Public speaking
Publishing
Resumes
Script writing
Technical writing
Write children's stories
Write copy for brochures
Write newsletter articles
Write plays
Write poetry
Write press releases
Write prose/essay/short stories



Appendix B

Sample Form for “Keysort” Card System

ADVOCACY

- 7 Environmental/Conversation
- 5 Criminal Justice
- 6 Mentally Handicapped
- 9 Emotionally Handicapped
- 10 Physically Handicapped

ART-GRAPHIC ART

- R3 Painting/Sculpting
- R27 Graphic Design/Layout
- B32 Calligraphy
- B37 Cartooning
- B18 Photography
- B8 Lettering/Poster
- B29 Public Relations
- B17 Public Speaker
- B19 Electronic Media
- B20 Copy Writer/Newsletter

BUSINESS ADMINISTRATION

- 24 Personnel Management
- L27 Labor Relations
- 45 Administrative/Management
- 4 Volunteer Manager

COMMUNITY LEADERSHIP DEVELOPMENT

- 2 Board Member/Committee Members
- 29 Community Organizing
- 31 Civic Fraternal Organization
- B26 Ethnic Culture Issues
- B28 Race Relations
- B25 Religion/Clergy
- 3 Inter Group Relations

COMMUNICATION SYSTEMS

- 25 Librarian/Cataloguing
- L7 Shelving/Check-out

COMMUNICATION SYSTEMS - continued

- L8 Story-Telling
- 26 Information referral systems
- L9 Research
- B30 Surveying/Polling
- 28 Computer Programming/Key Punch

CRAFTS

- 17 Ceramics/Pottery/Glass
- L24 Quilting
- L24 Knitting
- L24 Crocheting
- L24 Needlepoint
- L24 Crewel Embroidery
- L24 Macrame
- 18 Woodworking/Carving
- 20 Leather Work
- L28 Weaving
- L29 Candlemaking
- L14 Rug Making
- L18 Plaster Paris

EDUCATION

- 33 Teacher/Instructor
- 34 Tutors
- 32 Career Education
- 35 Vocational
- 36 English as a second language
- B35 Trainers - Adult Education

ENVIRONMENT/AGRICULTURE/HORTICULTURE

- 11 Landscaping/Flowers
- 11 Gardening/Vegetables
- 13 Animal Care (Domestic)
- 14 Zoo Attendant/Guide
- 15 Park Ranger/Nature Guide
- 13 Bee Keeping
- 41 Veterinarian

ENVIRONMENT/AGRICULTURE/HORTICULTURE

41 Ecology
41 Recycling
43 Pest Control
22 Energy Conservation
11 House Plants
27 Fish/Aquariums
30 4-H Club Advising

ENTERTAINMENT

37 Theater/Drama/Production
19 Stage/Set Design
40 Clown/Mime
44 Puppeteer
1 Magician
16 Juggler
R2 Dance
r2 Ballet
r2 Ballroom, Touch Disco
R2 Belly
R2 Folk
R2 Square
R2 Modern
R2 Aerobic
23 Music
R1 Instrumental/Guitar
L13 Piano/organ
38 Vocalist/song leader

FINANCIAL

36 Accounting/Auditing
L25 Bookkeeping
47 Grantsmanship
L26 Fund Raising

FOOD SERVICES

R5 Cook/Chef
R4 Grocery Shopping
R10 Nutrition
R20 Snack Bar
R8 Hot Meal Delivery/Serving
R7 Food Preservation
R26 Emergency food services (Feed Your Neighbor, CCB)

HEALTH SERVICES

L12 Blood Services
R12 CPR/First Aide/Paramedic
R9 Dentist/Dental Technician
L15 RN-LPN/Nurse's Aide
L16 Testing, Hearing/Vision
L17 Pharmacist

HEALTH SERVICES-continued

R11 Patient Transportation
L19 Medicaide/Insurance Forms
L20 Doctor

HOME MAINTENANCE

R16 Appliance Repair
L21 Architecture
B33 Plumbing
B34 Electrician/Wiring
B36 Carpentry/Cabinet Maker
L22 Heating/Cooling
L23 Masonry/Cement Work
R15 Painting Interior/Exterior
R14 Yardwork
R13 Home Maintenance/General Repair

R25 LANGUAGES

R25 Spanish
R25 French
R25 Korean
R25 Sign
R25 Lip Reading
R25 Chinese
R25 Greek
R25 Braille Transcribing/Reading

LEGAL SERVICES

B1 Attorney
B2 Paralegal
B4 Court Aide
B3 Probation Counselor
B6 Security Systems

OFFICE

B9 Office Management
B10 Secretarial
L11 Typist
B12 Bulk Mailing
B11 Receptionist/Switchboard

PERSONAL SERVICES

R18 Sewing/Tailor
R19 Child Care
B13 Transportation/Driver
B15 Personal Visitation/Friendly Visiting
R6 Grooming

RECREATION

- B16 Baseball/Softball
- B22 Basketball
- N23 Swimming
- L3 Roller Skating
- B21 Volleyball
- B24 Camp Counselor/Special Olympics
- B23 Life Guard
- L4 Yoga
- L5 Hunting Safety
- L6 Referee/Umpire

SOCIAL SERVICE

- B39 Individual Counselor
- 48 Financial Counselor
- B41 Employment Counseling
- B40 Hotline/Crisis, Counseling/Suicide,
Rape/Sexual Abuse Counseling
- B42 Alcohol/Drug Abuse
- B14 Foster Care
- B43 Group Counseling
- B44 Death & Dying
- 42 Peer Counseling
- B31 Interviewing/Placement



Appendix C

Sample Form Which Can Be Submitted Directly to Key punch for Batch Processing Skillsbank Systems

skills bank attachment

DIRECTORY INFORMATION

Complete this section as instructed on the questionnaire form. When describing your occupation, be as detailed as possible. For example, print "Secondary school math teacher" instead of, simply, "Teacher". Abbreviations are OK. Examples for completing the Tour Assignment part for your Peace Corps/VISTA experience are given below.

Tour Assignment #1: "Nutrition/midwifery training"

Tour Assignment #2: "Campus recruitment officer"

state codes

		country							
		Code							
AL Alabama	CO Colorado	306	Afghanistan	451	Cook Islands	504	Guyana	401	Micronesia
AK Alaska	CT Connecticut	638	Algeria	515	Costa Rica	521	Haiti	438	Mongolia
AZ Arizona	DE Delaware	654	Angola	516	Cuba	522	Honduras	608	Morocco
AR Arkansas	FL Florida	541	Antigua	233	Cyprus	478	Hong Kong	656	Mozambique
CA California	GA Georgia	510	Argentina	136	Denmark	143	Iceland	367	Nepal
		880	Australia	542	Dominica	386	India	147	Netherlands
HI Hawaii	KS Kansas	131	Austria	517	Dominican Republic	497	Indonesia	507	Netherlands Antilles
ID Idaho	KY Kentucky	501	Bahamas		E. Caribbean	265	Iran		
IL Illinois	LA Louisiana	231	Bahrain	538	E. Europe	266	Iraq	891	New Hebrides
IN Indiana	ME Maine	388	Bangladesh	180	Ecuador	144	Ireland	890	New Zealand
IA Iowa	MD Maryland	534	Barbados	518	Egypt	271	Israel	524	Nicaragua
		132	Belgium	263	El Salvador	145	Italy	683	Niger
MA Mass.	MT Montana	535	Belize	519	Ethiopia	681	Ivory Coast	620	Nigeria
MI Michigan	NE Nebraska	680	Benin	663	Falkland Is.	532	Jamaica	432	N. Korea
MN Minnesota	NV Nevada	502	Bermuda	503	Fed. Rep. of Germany	488	Japan	148	Norway
MS Mississippi	NH New Hamp.	511	Bolivia	109	Fiji	278	Jordan	272	Oman
MO Missouri	NJ New Jersey	633	Botswana		Finland	615	Kenya	391	Pakistan
		512	Brazil	882	France	267	Kuwait	525	Panama
NM New Mexico	OK Oklahoma	881	Br. Oceania	137	Fr. Africa	439	Laos	526	Paraguay
NY New York	OR Oregon	431	Br. Solomons	138	Fr. Caribb.	268	Lebanon	275	Ppls Dem Rep of Yemen
NC N. Carolina	PA Penn.	485	Brunei	692	Fr. Oceania	632	Lesotho		
ND N. Dakota	RI R. Island	482	Burma	597	Gabon	669	Liberia	435	Peoples Rep. of China
OH Ohio	SC S. Carolina	695	Burundi	885	Ghana	670	Libya		
		442	Cambodia	678	Gilbert & Tuvalu Is.	473	Macao	527	Peru
SD S. Dakota	VA Virginia	631	Cameroon	641	Greece	687	Malagasy Republic	492	Phillippines
TN Tennessee	WA Washington	703	Canada	441	Greenland		Republic	181	Poland
TX Texas	WV W. Virginia	655	Cape Verde Islands	240	Grenada	614	Malawi	150	Portugal
UT Utah	WI Wisconsin	676	Cent. African Empire	141	Guatemala	483	Malaysia	472	Port. Timor
VT Vermont	WY Wyoming	677	Chad	543	Guinea	320	Maldives Is.	274	Qatar
		513	Chile	520	Guinea-Bissau	688	Mali	653	Rep of Equ. Guinea
AS American Samoa		514	Colombia	675		134	Malta	674	Rep. of South Africa
CZ Canal Zone		679	Congo	657		682	Mauritania		
DC District of Columbia						642	Mauritius		
PR Puerto Rico						523	Mexico	484	Rep of China

continued on last page

levels of proficiency»

AGRICULTURE

A101 Agriculture (general)
 A102 Ag cooperatives
 A103 Ag economics/credit
 A104 Ag labor/migrant labor
 A105 Ag machinery/implements
 A106 Ag marketing
 A107 Agrarian reform
 A108 Agronomy
 A109 International Ag development
 A110 Vocational Ag/Ag extension

A201 Farm management (general)
 A202 Disease/pest/weed control
 A203 Dry farming
 A205 Irrigation/drought control
 A206 Land development/reclamation
 A207 Landscaping/flowers/gardening
 A208 Nurseries/hydroponics
 A209 Seeds
 A210 Soil management/erosion control
 A211 Tropical agriculture

A301 Coffees & cacao trees
 A302 Fiber plants
 A303 Field crops
 A304 Forage & pasture crops
 A305 Forestry
 A306 Fruits/berries/mellons/nuts
 A307 Herbs/teas/spices
 A308 Legumes
 A309 Oil producing plants & trees
 A310 Resin & rubber trees/plants
 A311 Root crops & tubers
 A312 Vegetables

A401 Farms buildings/animal shelters
 A402 Food & grain storage
 A403 Fencing

ANIMAL HUSBANDRY/FISH & MARINE CULTURE

B101 Animal Husbandry (general)
 B102 Animal feed/silage
 B103 Animal science
 B104 Trapping/traps
 B105 Veterinary medicine

B201 Beekeeping
 B202 Cattle & oxen
 B203 Frogs/turtles/earth worms
 B204 Fur bearing animals
 B205 Goats/sheep
 B206 Horses/donkeys/mules
 B207 Pets
 B208 Poisonous animals/snakes
 B209 Poultry/game birds
 B210 Rabbits & guinea pigs
 B211 Swine

B301 Aqua culture (general)
 B302 Fisheries/fish farming
 B303 Fishing cooperatives
 B304 Fishing equipment & vessels
 B305 Snellfish/shrimp/mollusks
 B306 Water plants/algae

BUSINESS & FINANCIAL MANAGEMENT

C101 Business management (general)
 C102 Accounting/auditing
 C103 Advertising/marketing
 C104 Importing & exporting
 C105 Organized labor relations
 C106 Personnel management/salary adm
 C107 Property management/insurance
 C108 Public relations
 C109 Purchasing/inventory control
 C110 Sales/wholesale & retail mgt

C201 Affirmative action programs
 C202 Business insurance
 C203 Business systems & procedures
 C204 Conference & workshop planning
 C205 Cost accounting/analysis
 C206 Management training
 C207 New product development
 C208 Office facilities planning
 C209 Systems engineering
 C210 Trade information & statistics

C301 Banking & loan systems
 C302 Credit unions
 C303 Financial forecasting
 C304 Government subsidy programs
 C305 International finance
 C306 Investment/estate planning
 C307 Licensing/franchising
 C308 Minority business development
 C309 Small business development
 C310 Stocks & bonds

COMMUNICATIONS & INFORMATION SYSTEMS

C101 Communications (general)
 C102 Communications systems mgt
 C201 Audio-visual techniques
 C202 Computer operations/design
 C203 Computer programming/keypunch
 C204 Editing & publishing
 C205 Graphic design/layout
 C206 Journalism/technical writing
 C207 Printing

D301 Audio engineering
 D302 Brochure/newsletter design
 D303 Cable-TV telecasting
 D304 Digital communication networks
 D305 Direc. mailings
 D306 Exhibitions/fairs
 D307 Film production/distribution
 D308 Microwave technology
 D309 Photography
 D310 Public speaking/modeling
 D311 Radio broadcasting/programming
 D312 Satellite communications
 D313 Script & news writing
 D314 Telephone systems
 D315 TV broadcasting/programming
 D316 Video tape production

D401 Information/referral systems
 D402 Learning exchanges/skills banks
 D403 Libraries

COMMUNITY DEVELOPMENT & INTERGROUP RELATIONS

E101 Community development (general)
 E102 Effect of technology on culture
 E103 Ombudsmen services
 E104 Political science
 E105 Public administration
 E106 Regional planning
 E107 Rural development
 E108 Sociology/anthropology
 E109 Tax policy
 E110 Urban planning
 E111 Voluntarism/citizen partic.

E201 Anti-poverty programs
 E202 Block and neighborhood groups
 E203 Business/union social projects
 E204 Community organization training
 E205 Food & buyer cooperatives
 E206 Fraternal & civic organizations
 E207 Fundraising & grantsmanship
 E208 New business recruitment
 E209 Union organizing

E301 Afro-american culture/issues
 E302 American indian " "
 E303 Asian-american " "
 E304 Chicano " "
 E305 Eskimo " "
 E306 Latino-american " "
 E307 White-ethnic " "

E401 Intergroup relations (general)
 E402 Age group interrelations
 E403 Interdenominational relations
 E404 Interpreters/translators
 E405 Interracial relations

CRAFTS/COTTAGE INDUSTRY

F101 Crafts (general)
 F102 Craft cooperatives
 F103 Craft fairs/exhibitions
 F104 Craft importing & exporting

F201 Ceramic crafts/pottery
 F202 Lapidary/glasswork/jewelry
 F203 Leather work/taxidermy
 F204 Metal crafts
 F205 Silk screen/batik/block print
 F206 Textile crafts
 F207 Toy making
 F208 Weaving/macrame

FINE ARTS

G101 Fine arts (general)
 G102 Art appraising/restoration
 G103 Art exhibitions/fairs
 G104 Artist agency/booking
 G105 Arts funding
 G106 Cultural arts (international)
 G107 Museum curating
 G108 Musical instrument repair

G201 Cinematography
 G202 Dance
 G203 Dramatic acting/directing
 G204 Fashion & costume design
 G205 Folk lore/myths
 G206 Musical arts/singing
 G207 Puppetry/mime/clown
 G208 Stage & set design
 G209 Street theatre
 G210 Visual arts-painting/sculpture

EDUCATION

H101 Education (general)
 H102 Education administration
 H103 Education counseling
 H104 Education curriculum development
 H105 Education research & testing
 H106 Educational system reform
 H107 Parent/community partic. in Ed.
 H108 Parochial/private school issues
 H109 Teacher training

H201 Adult education
 H202 Continuing education
 H203 Higher education
 H204 Pre-school/head start education
 H205 Primary school education
 H206 Secondary school education
 H207 Tutoring & tutorial programs
 H208 Vocational/technical school Ed.

H301 Alternative education
 H302 Bi-lingual educational programs
 H303 Day care/after-school care
 H304 Exceptional children education
 H305 Gifted children education
 H306 Literacy/GED programs
 H307 Math & science teaching
 H308 Physically handicapped Ed.
 H309 Student financial aids
 H310 Teaching English (TEFL/TESL)
 H311 Work-study programs/internships

ENERGY

I101 Energy (general)
 I102 Electrification planning
 I103 Fuel conservation
 I104 Fuel technology & research
 I105 Power utilities management
 I106 Utility rate structures

I201 Coal mining (all kinds)
 I202 Electrical engineering
 I203 Electrical power transmission
 I204 Generators/furnaces
 I205 Nuclear engineering
 I206 Oil & mineral refining
 I207 Oil & natural gas exploration
 I208 Oil & natural gas transport

I301 Charcoal production
 I302 Fuel cells/battery power
 I303 Geothermal power
 I304 Human & animal power
 I305 Hydroelectric/tidal power
 I306 Methane gas utilization
 I307 Nuclear energy
 I308 Solar energy
 I309 Water power (small scale)
 I310 Wind power

ENVIRONMENT/WATER SYSTEMS & SANITATION

J101 Environment (general)
 J102 Air pollution/biosphere quality
 J103 Natural resource conservation
 J104 Ecology
 J105 Insecticide/pesticide pollution
 J106 Land reclamation
 J107 Noise control
 J108 Oceanography/shore protection
 J109 Preservation-endangered species
 J110 Radiation contamination
 J111 Recycling techniques
 J112 Water conservation
 J113 Wildlife management/conservation

J201 Environmental engineering
 J202 Environmental planning & impact studies

J301 Hydrology (general)
 J302 Dams/reservoirs/cisterns
 J303 Desalination
 J304 Flood control/drainage
 J305 Sanitary engineering
 J306 Sewage treatment/disposal
 J307 Small scale water waste systems
 J308 Solid waste treatment/disposal
 J309 Water purification/treatment
 J310 Watershed management
 J311 Wells, water towers & pumps

FOOD PROCESSING & PRESERVATION

K101 Food processing/preservation (gen)
 K102 Canning & bottling
 K103 Food additives & coloring
 K104 Food drying/dehydration
 K105 Food inspection & labeling
 K106 Food packaging
 K107 Food preparation
 K108 Food preservation/storage systems
 K109 Food processing-home/small scale
 K110 Food processing-Indus/restaurant

K201 Food products (general)
 K202 Alcoholic beverages/wine making
 K203 Baking products
 K204 Beverage technology
 K205 Citrus fruit processing
 K206 Dairy & cheese products
 K207 Dehydrated food/food concentrates
 K208 Fresh produce handling
 K209 Frozen food handling
 K210 Grain processing
 K211 Meat & meat products processing
 K212 Nuts & edible oils processing
 K213 Seafood processing
 K214 Vegetable processing
 K215 Vitamin processing

HEALTH SERVICES

L101 Health services (general)
 L102 Health and mental health Ed.
 L103 Health care insurance plans
 L104 Health care planning
 L105 Health professions reform
 L106 Hospital administration
 L106 Public health care systems
 L107 Rural health care systems

L201 Medical services (general)
 L202 Dentistry
 L203 Detoxification
 L204 Epidemiology
 L205 Genetics
 L206 Geriatrics
 L207 Health therapies (all kinds)
 L208 Laboratory/technology services
 L209 Malnutrition/nutrition
 L210 Medical physician/surgeon care
 L211 Medical equipment servicing
 L212 Mental health clinics/services
 L213 Mental retardation services
 L214 Nursing
 L215 Nursing & convalescent homes
 L216 Obstetrics/gynecology/midwifery
 L217 Optometry/optamology
 L218 Outplacement/community placement
 L219 Paramedic services/first aid
 L220 Parasitology
 L221 Pediatrics

YOU CAN REGISTER UP TO TWENTY SKILLS & INTERESTS ONTO THE SKILLS BANK. THE SKILLS AND INTEREST CODES ARE LISTED ON THESE TWO PAGES. DESCRIBE YOUR LEVEL OF PROFICIENCY FOR EACH SKILL OR INTEREST BY USING THE 1 - 5 CODING PROVIDED BELOW. WRITE THESE CODES ONTO THE QUESTIONNAIRE FORM AS ILLUSTRATED HERE.

- 1= INTEREST ONLY - NO SPECIAL TRAINING OR EXPERIENCE YET
- 2= SERIOUS STUDENT IN THE AREA OR ACCOMPLISHED AMATEUR OR HOBBIEIST
- 3= COLLEGE OR TECHNICAL SCHOOL DEGREE IN THE AREA, PLUS ONE YEAR OF ON THE JOB EXPERIENCE; OR AT LEAST THREE YEARS OF ON THE JOB EXPERIENCE IN THE AREA
- 4= GRADUATE OR PROFESSIONAL DEGREE IN THE AREA, PLUS ONE YEAR OF ON THE JOB EXPERIENCE; OR AT LEAST FIVE YEARS OF ON THE JOB EXPERIENCE IN THE AREA
- 5= GRADUATE OR PROFESSIONAL DEGREE IN THE AREA, PLUS AT LEAST FIVE YEARS OF ON THE JOB EXPERIENCE; OR TEN YEARS OR MORE OF ON THE JOB EXPERIENCE IN THE AREA

Agronomy Level 3 Field crops Level 4 Geothermal power Level 1

L222 Pharmacology
L223 Physically handicapped services
L224 Population planning/services
L225 Preventive medicine
L226 Psychiatry
L227 Tropical medicine

HOUSING & CONSTRUCTION

M101 Housing (general)
M102 Home financing/real estate
M103 Home improvements/preservation
M104 Housing cooperatives
M105 Interior design
M106 Low-income housing
M107 Prefabricated/mobile housing
M108 Rural housing development
M109 Suburban housing development
M110 Temporary structures
M111 Tropical/arctic housing
M112 Urban housing development

M201 Energy efficient housing
M202 Fire & accident safety
M203 Housing elec/plumbing systems
M204 Housing heating/cooling systems
M205 Insulation
M206 Kitchen facilities

M301 Construction (general)
M302 Acoustical engineering
M303 Architecture
M304 Building codes/inspection
M305 Civil engineering
M306 Construction equip. operation
M307 Construction machinery/tools
M308 Construction management/finance
M309 Demolition/explosives
M310 Drafting
M311 Industrial plant design
M312 Landscape architecture
M313 Site planning/preparation
M314 Structural engineering

INDUSTRIAL PROCESSES & SKILLED TRADES

N101 Industrial process (general)
N102 Chemical processing
N103 Clothing & fiber manufacture
N104 Concrete processing
N105 Container/packaging operations
N106 Dyes/dyeing
N107 Engine & motor manufacture
N108 Fertilizer production
N109 Foundries/foundry practices
N110 Glass/asbestos processing
N111 Heavy equipment manufacture
N112 Household appliance manufacture
N113 Household furniture manufacture
N114 Metal processing
N115 Motor vehicle production
N116 Optical products manufacture
N117 Paints & sealers manufacture
N118 Paper/wood products processing
N119 Pipes/piping manufacture
N120 Plastics/rubber processing
N121 Pottery products processing
N122 Production line engineering
N123 Soaps/cosmetic products manuf.
N124 Steel & iron processing
N125 Tanning

N201 Skilled trades (general)
N202 Automotive mechanics
N203 Blacksmithing/boilmaking
N204 Carpentry
N205 Ceramic engineering
N206 Cosmetic services
N207 Embalming & related skills
N208 Elec. wiring/appliance repair
N209 Garment working/tailoring
N210 Heavy equipment operation
N211 Machining/power equip. operat.
N212 Masonry/cement finishing
N213 Mechanical repair/installation
N214 Metallurgical engineering
N215 Plumbing
N216 Police & fire protection
N217 Secretarial and clerical
N218 Tool & dye working
N219 Welding & metal cutting

INTERNATIONAL RELATIONS /DEVELOPMENT/RELIEF

0101 International relations (general)
0102 Foreign policy making/analysis
0103 Foreign trade economics
0104 Human rights issues
0105 Immigration/emigration policies
0106 Intercultural exchanges
0107 International adoptions
0108 International student programs
0109 International visitors services
0110 Multi-national corporations
0111 Tourism
0201 International development (gen)
0202 Development economics
0203 Foreign aid administration
0204 International Voluntarism
0205 Multi-national agency adm.
0206 Private sector fundraising
0207 Women in development
0301 International relief (general)
0302 Drought & famine relief
0303 International disaster relief
0304 Medical relief services
0305 Missionary work
0306 Refugee relief & relocation

LAW & LAW ENFORCEMENT

P101 Law (general)
P102 Corporate law
P103 Criminal law
P104 General law practice
P105 Government adm/regulatory law
P106 International law
P107 Labor/equal employment opp. law
P108 Maritime law
P109 Patent/copyright/trademark law
P110 Securities law
P111 Tax law
P201 Civil rights
P202 Consumer rights
P203 Gay rights
P204 Handicapped rights
P205 Legal aid services
P206 Legal profession reform
P207 Paralegal services
P208 Poverty law/welfare rights
P209 Senior citizen rights
P210 Women's rights
P301 Law enforcement (general)
P302 Child & spouse abuse
P303 Correctional institutions
P304 Court systems
P305 Criminal justice system reform
P306 Criminology
P307 Gov. regulatory agency adm.
P308 Juvenile delinquency
P309 Police science/practices
P310 Security systems

RECREATION & SPORTS

Q101 Recreation & sports (general)
Q102 Athletics training/coaching
Q103 International competition
Q104 Martial arts
Q105 Professional sports
Q106 Recreational equip. servicing
Q107 Rec. Parks & playground design
Q108 Sports officiating
Q109 Sports promotion
Q110 Yoga

RESEARCH & EVALUATION

R101 Research (general)
R102 Archives/library research
R103 Investigative reporting
R104 Legislative research/analysis
R105 Opinion surveying/polling
R106 Public interest research
R107 Research writing
R108 Statistical analysis

R201 Evaluation (general)
R202 Feedback systems design
R203 Interviewing techniques
R204 Product testing
R205 Standardization/quality control techniques

SCIENCES

S101 Sciences (general)
S102 Alternative technologies
S103 Archaeology
S104 Astronomy
S105 Atmospheric sciences
S106 Biology
S107 Botany
S108 Chemistry
S109 Climatology
S110 Demography
S111 Geology
S112 Mathematics
S113 Metallurgy
S114 Physics
S115 Zoology

SOCIAL SERVICES & COUNSELING

T101 Social Services (general)
T102 Adult protective services
T103 Adoption/child placement
T104 Arbitration services
T105 Child advocacy services
T106 Emergency food/shelter/clothing
T107 Financial aid/welfare
T108 Half-way houses
T109 Hot lines
T110 Job placement services
T111 Senior programs
T112 Veterans services
T113 Women's programs
T114 Youth programs
T201 Counseling (general)
T202 Abortion counseling
T203 Big brothers/sisters
T204 Career Counseling/development
T205 Death & bereavement counseling
T206 Drug/alcohol abuse counseling
T207 Fair housing assistance
T208 Family & marriage counseling
T209 Human potential counseling
T210 Immigration/naturalization aid
T211 Personal budget counseling
T212 Rape & sexual abuse counseling
T213 Religious counseling
T214 Sexual counseling & education
T215 Single parent counseling

TRANSPORTATION

U101 Transportation (general)
U102 Aerospace engineering
U103 Airport administration/design
U104 Air transport systems/piloting
U105 Bridge design & maintenance
U106 Car pool systems
U107 Energy efficient transport
U108 Harbor facilities/piers
U109 Highway engineering/repair
U110 Inland waterways
U111 Marine engineering
U112 Mass transit planning
U113 Moving & storage services
U114 Navigation systems
U115 Rail transport systems
U116 Shipping transport systems
U117 Traffic engineering
U118 Transportation insurance
U119 Travel booking services
U120 Trucking systems/truck driving

Skills & Interests

language

INSTRUCTIONS

Up to five languages can be registered onto the skills bank. Identify the code letters for each from the adjacent listing. A 1 - 5 coding for describing your proficiency in each language is given below. Write these codes onto the questionnaire as illustrated here.

- 1= Can understand and respond to questions about personal background, can ask directions and bargain for a purchase.
- 2= Can hire an employee, describe the purposes and functions of an organization, and understand 80% of what native speakers are trying to tell you.
- 3= Can listen, take notes and summarize accurately a discussion in your area of expertise, and can sensitively handle a situation where diplomacy and proper grammar are required.
- 4= Possess an extensive and precise enough vocabulary to convey exact meaning in discussions on all topics.
- 5= Can speak and respond as well as in your native language.

Spanish Level 3 **093 H 3** French Level 2 **040 H 2**

Code		Code		Code	
001	Aku	034	Esperanto	069	Marshalese
002	American Indian-var	035	Farsi-Afghan	070	Masai
003	Amharic	036	Farsi-Iran	071	Mende
004	Arabic	037	Fijian	072	Mocolese
005	Arabic-Moroccan	038	Finnish	073	Moro
006	Arabic-Tunisian	039	Flemish	074	Nepalese
007	Aramaic	040	French	075	Norwegian
008	Armenian	041	Gaelic	076	Papuan
009	Baluchi	042	German	077	Pidgin English
010	Bambara	043	German-Swiss	078	Polish
011	Bantu	044	Greek	079	Ponapean
012	Bashkir	045	Hawaiian	080	Portuguese
013	Basque	046	Hebrew	081	Portuguese-Brazilian
014	Bengali	047	Hindi	082	Punjabi
015	Berber	048	Hindustani	083	Pushtu-Afghan
016	Bihari	049	Hausa	084	Pushtu-Peshawart
017	Bulgarian	050	Hungarian	085	Quechua
018	Burmese	051	Iban	086	Romanian
019	Cakchique1	052	Ibo-Igbo	087	Russian
020	Cambodian/Khmer	053	Icelandic	088	Samoan
021	Cameroon	054	Ilongo	089	Serbo-Croatian
022	Cantonese	055	Indonesian	090	Siswati
023	Cebuano	056	Italian	091	Slavic
024	Chinese	057	Japanese	092	Somali
025	Coptic	058	Javanese	093	Spanish
026	Creole	059	Karaese	094	Spanish-Castilian
027	Czech	060	Kashmiri	095	Spanish-Creole
028	Danish	061	Korean	096	Subsaharan African
029	Dinka	062	Krio	097	Swahili
030	Dioula	063	Kurdish		
031	Djerma	064	Laotian		
032	Dutch	065	Malay		
033	Eskimo	066	Malay-Pizar		
		067	Mandingo		
		068	Marathi		
				098	Swedish
				099	Tagalog
				100	Tahitian
				101	Tamil
				102	Telugu
				103	Thai
				104	Tharu
				105	Tonga
				106	Tonga-Zambian
				107	Trukese
				108	Turkish
				109	Twí
				110	Turkmen-Turkoman
				111	Ukranian
				112	Urdu
				113	Vietnamese
				114	Wolof
				115	Yappese
				116	Yiddish
				117	Braille
				118	Sign language

country

INSTRUCTIONS

You can identify up to ten nations where you have in-country experience. The country codes begin on the first page and are continued to the right. Describe your level of experience for each country by using the 1 - 5 coding provided below. Write these codes onto the questionnaire as illustrated here.

- 1= Through personal visits, know the geography and present political and social structure of the country.
- 2= Within the past five years, have at least three months of residency in the country, which included personal contacts with native people from several sections of the country.
- 3= Within the past five years, have lived in the country for at least one year; or have lived there at least one year in some prior time and have since maintained good familiarity through return visits.
- 4= Have lived in the country at least three of the last ten years and presently have maintained personal ties through return visits.
- 5= Your knowledge of and personal relations in the country are as extensive as that for your home country.

Mexico Level 3 **523 H 3** Tunisia Level 1 **664 H 1**

continued from first page

Code		Code	
489	Rep of Korea	493	Thailand
696	Rwanda	635	The Gambia
273	Saudi Arabia	693	Togo
685	Senegal	887	Tonga
662	Seychelles	533	Trinidad & Tobago
636	Sierra Leone	664	Tunisia
480	Singapore	277	Turkey
481	Somali Rep.	156	U.S.S.R.
613	S. Rhodesia	617	Uganda
152	Spain	281	United Arab Emirates
651	Sp. Africa	157	U.K.
383	Sri Lanka	686	Upper Volta
546	St. Lucia	528	Uruguay
547	St. Vincent	529	Venezuela
545	St. Christopher/Nevis	730	Vietnam
802	St. Pierre & Miquelon	491	W. Samoa
650	Sudan	379	Yemen
508	Surinam	279	Yemen Arab Republic
645	Swaziland	158	Yugoslavia
153	Sweden	660	Zaire
154	Switzerland	611	Zambia
276	Syria	619	Zanzibar
886	Tahiti		
616	Tanzania		

text »

There are 200 spaces in the COMMENTS section of the questionnaire for you to expand on your skills, interests and preferences. Here is an example:

"Recently analyzed citizen partic. in comm dev corporations for HUD. Expert on Sec. 8 housing. Past dir. of Atlanta tenant union assoc. Will receive MPA from Howard 6/79. Prefer New Eng. area."



Directory Information

Please print. Where marked, print one letter to a space.

Last Name _____ First _____ Initial _____ Date _____

Current Street Address _____ Permanent Street Address (if different) _____

City _____ State _____ Zip _____ City _____ State _____ Zip _____

Day Telephone: (____) _____ - _____ Evening Telephone: (____) _____ - _____

Occupation: _____ Year of Birth: 19 _____

Peace Corps/VISTA Experience – List each tour of service separately, checking the appropriate box to indicate if it was as a Volunteer or as staff. List the Volunteer tour(s) first. State/Country codes are on attachment.

- as Vol. Staff
- 1) Country/State code [] Start month ____ year ____ End month ____ year ____
Tour assignment: _____
- 2) Country/State code [] Start month ____ year ____ End month ____ year ____
Tour assignment: _____
- 3) Country/State code [] Start month ____ year ____ End month ____ year ____
Tour assignment: _____
- 4) Country/State code [] Start month ____ year ____ End month ____ year ____
Tour assignment: _____

Skills/Interests Profile

Identify your skills and interests from the categories given in the attachment. 20 "skill code boxes" are provided below to register the code for each selected skill or interest. Also, in the "skill level boxes", identify your current level of proficiency for each skill by using the 1-5 scale described in the attachment.

Skill Interest Code	Proficiency Level				

LANGUAGE SKILLS

Language Code	Language Level				

Language codes and proficiency levels are given on the attachment.

COUNTRY EXPERIENCE

Country Code	Experience Level				

Country codes and experience levels are given on the attachment.

Involvement Preferences Check any of the activities listed below where you wish to apply your skills or interests.

- 1) Technical assistance to local community service agencies
- 2) Technical assistance on international projects
- 3) Disaster relief assistance, domestic or foreign
- 4) Participation in former Volunteer activities
(e.g., organizing a reunion or assisting a local organization of former Volunteers)
- 5) Career assistance, reentry or other counseling for former Volunteers
- 6) Participation in a speakers bureau for campus/community addresses and media appearances
- 7) Assistance in recruitment campaigns for new Peace Corps or VISTA candidates
- 8) Participation on ACTION policy and evaluation panels
- 9) Other _____

Involvement Conditions

- 1) Manner of contact (check all boxes that apply)
 - I would like to receive mailed notices and materials that pertain to my skills and interests
 - I may be contacted directly by the employer or community group interested in my skills
 - I may be contacted **only** through the intermediary of the Independent Foundation
- 2) Ability to relocate for **Volunteer** opportunities (check one only)
 - cannot leave home area for a few days only for a few weeks
- 3) Ability to relocate for **salaried** jobs (check one only)
 - for a few days only for a few weeks for a few months
 - for about a year willing to relocate to new area for indefinite period
- 4) Financial requirements (check one only)
 - must receive salary want to volunteer only interested in both salaried and volunteer opportunities

College/Technical Education Print one letter to a space

- 1) Most recent degree/credential _____ Major Field _____
Year received: 19 ____ Name of School _____
- 2) Other degree/credential _____ Major Field _____
Year received: 19 ____ Name of School _____
- 3) Other degree/credential _____ Major Field _____
Year received: 19 ____ Name of School _____

Comments Use the space below to elaborate on any of your skills, interests or preferences (e.g. past job positions and responsibilities). Print clearly – one letter or punctuation mark per space. Abbreviations may be used.

My resume is attached

Signature _____ Date _____