

an evaluation:

BELL LABORATORIES' VOLUNTEERS IN ACTION

Coordinated By Denny Dudley

Volunteers in Action (VIA), a Bell Laboratories program for employees, retirees and their families, serves as a clearinghouse for matching community agencies' requests to volunteer offers of service. The program began at the New Jersey locations in 1969 and has spread to the Columbus, Ohio and Indian Hill, Illinois laboratories. In 1975 there were some 600 volunteers at all locations, with the New Jersey program accounting for 470 of these. A full-time coordinator and an assistant manage the New Jersey program. One person is assigned to VIA part-time at Columbus and two persons are assigned part-time at Indian Hill. Local committees and a Central Committee help to guide and support the program. VIA strives to work closely with local chapters of the Telephone Pioneers of America, an organization of retirees.

The volunteers' activities vary. Their assignments are generally in or near their homes, scheduled on evenings or weekends, but beyond this there is no specific pattern to placement. For example, during the past year in New Jersey, volunteers were active in 128 different agencies in 49 communities of a seven county area. The majority of activities are educational in nature and include in-school courses as well as evening tutoring programs and adult education classes held in neighborhood centers. Of particular interest are:

Project SEED (Special Elementary Education for the Disadvantaged):

This national mathematics program provides a learning situation in which inner-city children can improve their self-images and function more effectively in regular classrooms. Math specialists from Bell Telephone Laboratories, trained in the SEED method, have taught classes in Plainfield, East Orange and Red Bank, New Jersey and in Columbus, Ohio.

Science Mini-Courses: *The Summer Science School is a two week summer program for eighth grade minority students, now held at seven Bell Labs locations, with a home live-in component at Murray Hill.... The East Orange Special Science Program is an 11-session, in-school program for seventh graders, concluding with a field trip to Bell Labs.... The mini-courses are taught by Bell Labs technical people and are intended to provide to minority students an increased awareness of science and engineering as possible future careers.*

DELTA (Dynamic English Language Teaching Associates): *DELTA is an evening program for non-English speaking people, founded in Dover in 1967 and taught by Bell Labs*

volunteers until Fall 1974, when the program officially became part of the local adult school. Volunteers present a similar course in Plainfield. DELTA has served over 800 people.

PROJECT GIVE (Government and Industry Volunteers in Education): A weekly in-house tutoring project at the Holmdel location. G.I.V.E. seeks to provide enrichment and motivation for neighborhood children, ages 8 - 12 on a one-to-one basis. The program was developed in cooperation with two local elementary schools and two county social service agencies.

Tutor Support Program: This ten hour workshop for reading tutors, developed by AT & T has been presented three times by Bell Labs in Plainfield and Vailsburg to over 60 volunteers from both of the local communities and Bell Labs.

In addition, many VIA participants have been involved in penal reform programs - at Rahway State Prison, the Morris County Jail and the Monmouth County Correctional Institution - teaching basic electronics and computer programming and counseling prisoners.

Some volunteers prefer short-term assignments. For example, in 1973, 45 Bell Labs volunteers helped to renovate an alternative school in Newark run by Dominican nuns for potential drop-outs referred by the public schools and, in two Saturdays, made an estimated \$7,000 worth of improvements. Earlier this year, some 75 volunteers served as discussion leaders in the Regional Plan Association's Choices for '76, a series of television town meetings. In 1974, and again in 1975, 50 VIA participants were "one-to-one companions for a day" with retarded persons at a large outdoor festival sponsored by the New Jersey Association for Retarded Children. Still other volunteers give clerical and maintenance services to local groups, provide transportation and help as Big Brothers, Explorer Scout leaders, YMCA and YWCA instructors.

VIA EVALUATION

The evaluation of the New Jersey VIA program was begun in mid 1973 at the request of the VIA organization in

order to increase the effectiveness of Volunteers In Action in its primary role as a clearinghouse for the volunteer activities of Bell Laboratories employees, retirees and their families. The project was designed as a self-evaluation and included active participation on the part of management and policy personnel, volunteers and agency representatives. Over 60 VIA participants were trained and involved in gathering data through both group and individual interviews. A variety of volunteers assisted in other ways and 27 VIA representatives participated in deriving action applications from the evaluation findings. Sources of possible bias in this process were carefully considered and mitigated through the design of the study.

An outside consultant, Dr. John M. Hardy, who heads the National Board of YMCA's Organizational Development Group, was utilized. He has extensive experience in planning evaluations and research for non-profit organizations, and, as author of numerous articles on these subjects, proved valuable to a Steering Committee of Bell Labs employees who guided the study.

The VIA Evaluation consisted of three major data gathering components, based both on groups of persons considered important to interview and on critical points of inquiry identified by the Steering Committee. In the first component, 161 VIA participants met in small-group noontime discussions held in late 1973. There were 15 groups in all at the New Jersey locations, with each group led by co-leaders trained by Dr. Hardy. All groups used the same carefully structured group interview schedule and volunteer questionnaire. Each of these instruments was pre-tested and redesigned prior to being used with the 161 volunteers. The resulting data were coded, machine tabulated and analyzed by the Libraries and Information Systems Center.

In the second component of the evaluation, one-to-one interviews were conducted with directors or other representatives of a stratified sample of 31 agencies where VIA volunteers have been assigned. Again, Bell Labs volunteers were trained by Dr. Hardy to conduct the interviews, using a pre-tested instrument designed just for agencies.

The Mathematics and Statistics Research Center drew the agency sample considered to be representative of the

total population of agencies helped by VIA. In no case did a volunteer interview an agency with which he or she had worked. The data generated by the 31 individual interviews were coded, tabulated and analyzed by Dr. Hardy.

Dr. Hardy conducted the third phase of the evaluation, interviewing eleven representatives of Bell Laboratories management. The interviewees were selected by the Steering Committee for their understanding of Bell Labs and its goals and operation, rather than for specific first-hand involvement with VIA. Several of those interviewed had no previous experience with VIA. The consultant coded, tabulated and analyzed the data resulting from those eleven interviews.

Following the collection and analyses of the data, the Steering Committee met in an extended session to derive and validate major findings from the data summaries and analyses. Three detailed Working Papers, one from each major data component, were developed for use by the Steering Committee in fulfilling this task. Based on the validated findings, the Steering Committee identified some preliminary recommendations for improvement of VIA and formulated its overall conclusions resulting from the evaluation.

Finally, a Derivation Session was conducted involving 27 volunteers, management personnel, members of the VIA Central and local committees and the VIA Evaluation Steering Committee. The purpose of this session was to involve a larger group in considering the findings and suggesting action implications for improving the future effectiveness of VIA. These implications were subsequently validated and reviewed by the Steering Committee

The major findings, action implications and conclusions are included in the following sections of this report.

MAJOR FINDINGS

A. VOLUNTEER QUESTIONNAIRES: The following major findings were derived from questionnaires and group interviews involving 161 VIA volunteers.

1. VIA volunteers obtain a high degree of personal satisfaction from their volunteer service. Satisfaction comes

mainly from giving service to others, from having an interesting and stimulating experience and from becoming better informed about current social problems. Some volunteers attribute to their volunteer experience the development of new job-related skills.

2. Three-fourths of the respondents first heard of VIA at Bell Labs through: Bell Labs News Help Wanted Columns (32%); original desk-to-desk announcement (24%); other Bell Labs employees (18%).
3. VIA does not appear to be used as a significant inducement for recruiting new employees.
4. The vast majority of volunteers (80%) rate VIA as either "effective" or "very effective" in matching the capabilities and interests of people with service opportunities.
5. VIA's effectiveness in providing assistance to volunteers in getting started in their volunteer jobs is rated slightly below the rating for matching. Approximately one-fourth of the volunteers placed by VIA would like additional "start-up" help such as orientation to the situation and the problems to be encountered, contact with other volunteers and a clearer explanation to agencies of the referral from VIA.
6. A vast majority of respondents (84%) reported that VIA did follow-up with them after placement. Follow-up consisted of progress check calls, meetings, observation or feedback and other kinds of facilitative actions. On the average, these follow-ups were rated as being between "moderately" and "considerably" helpful.
7. Respondents had the following initial concerns about volunteering: too demanding (74%); not genuinely helpful

to someone else (46%); services might be inappropriately used for public relations (23%); detrimental to BTL career (21%); supervision might not approve (21%). While all initial concerns decline with experience in volunteering, those having to do with the relationships of volunteering to the company (i.e., supervision might not approve; detrimental to BTL career, etc.) are less modified by experience in volunteering.

8. For approximately one-half of the respondents, volunteering has a predominantly positive side effect on their family life. Among the most frequently noted side effects were: provides an occasion for sharing in the family; provides a developmental experience for children; provides a family satisfaction and pride in doing something useful for others. Negative side effects noted by a small number of respondents were: disruption of family schedules and respondents being missed by family while volunteering.
9. The vast majority of VIA volunteers (82%) felt welcomed by the agencies they served and generally felt that the agencies made effective and efficient use of their services.
10. Over two-thirds of the volunteers report that agencies provide job descriptions, necessary support, adequate supplies and recognition of their services. However, less than one-third of the volunteers report that agencies provide training and formal evaluation for them.
11. The majority of volunteers (63%) feel that the company should attempt to increase its expressions of social responsibility.
12. The majority of respondents (62%) felt that not enough publicity has been given to the activities of VIA participants.
13. Generally, volunteers want a VIA program that has even more opportunities and participants.

There is considerable interest among volunteers that their opportunities for service be broadened in a way that will utilize such additional skills and interests as they may have.

B. AGENCY INTERVIEWS: The following major findings were derived from interviews with a representative sample of knowledgeable persons from 31 community agencies that utilize VIA volunteers.

1. Agency representatives perceive VIA volunteers to be definitely superior to other volunteers that they have used. These representatives perceive the attitudes and behavior of VIA volunteers as being very supportive of agency goals. VIA volunteers are making identifiable and specific contributions to the achievement of agency goals.
2. Compared to other referral agencies that have been used, VIA is rated superior by agency representatives.
3. VIA volunteers evidence to a significant degree the characteristics that are deemed most desirable by agency representatives. The three most desirable characteristics of volunteers as perceived by agency respondents are: dependable, caring and patient. However the negative characteristic of rigidity, as opposite of flexibility, was identified by 16% of agency respondents as being characteristic of VIA volunteers.
4. The majority of agency representatives are of the opinion that the relationship between VIA and Bell Labs has a positive bearing on volunteers' effectiveness although for many the nature of the relationship is not clear.
5. The majority of agencies are providing recognition for volunteers, some in very creative ways. The type of recognition varies from

simple thank-you letters to special events such as award nights and board luncheons.

6. Approximately one-fourth of agencies are not providing any orientation for volunteers and, in some cases, the orientation that is provided appears to be rather casual and sporadic.
7. The majority of agencies are not providing on-going, supportive training that will assist volunteers in increasing their effectiveness and in achieving the goals of the agency.
8. In general, agencies are not systematically evaluating the the effectiveness of volunteers. Consequently, volunteers are getting little, if any, feedback on their performances.
9. Based on their experience, agency representatives generated 16 suggestions for improving the effectiveness of VIA and making VIA even more helpful to their agencies. The most frequently noted suggestions were: provide more volunteers; conduct training sessions for volunteers designed to increase their skills in working with people; give VIA more publicity at Bell Labs.

C. MANAGEMENT INTERVIEWS: The following major findings were derived from 11 interviews with a cross-section of Bell Labs management.

1. Management respondents perceive VIA as making significant contributions to BTL and to the betterment of communities in which the company operates. The most frequently identified contributions were: improves BTL image as a concerned corporate citizen; meets needs of employees to give social service and provides supplementary satisfactions; makes significant contributions to society and helps improve the environment in which BTL functions. In general, the respondents are very supportive of VIA and the contributions made by VIA.
2. The majority of management respondents feel that VIA should direct at least some efforts to

all of the ten possible contributions to the company tested in the interviews. In the opinions of the respondents, VIA's greatest efforts should be directed toward: helping channel and organize community requests; creating a sense of community among employees; making a positive contribution to the company's reputation in nearby communities; cooperating with and assisting the Pioneers in their community service.

3. The respondents identified a number of suggestions to be considered for improving the effectiveness of VIA. The majority suggested that VIA should increase its internal and external publicity interpretation.
4. The kinds of criteria suggested by the management respondents for assessing the value of VIA to the company correspond closely to the criteria that were either considered by the Evaluation Steering Committee or were actually used in the evaluation.
5. There is virtually no concern on the part of management respondents about the relationship between VIA and the Pioneers. Although there may be some overlap of people and/or activities between the organizations, this is not perceived as counterproductive in any way. It is felt that the relationship is a positive one.
6. Even though the management respondents have had little, if any, direct personal contact with VIA and are relatively unfamiliar with detailed activities of the program, the majority are able to accurately describe the major functions of VIA.

ACTION IMPLICATIONS

The following action implications were derived from the major findings of the VIA Evaluation by a representative group of people including volunteers, management personnel, members of the VIA Central and local

committees and the VIA Evaluation Steering Committee:

A. PRIORITY CONSIDERATIONS

- . Continue the Bell Labs News Help Wanted ads, varying the ad copy.
- . Hold lunch time programs at Bell Labs with agency speakers, BTL volunteers or appropriate films to describe specific volunteer needs; provide suitable internal publicity to attract intended audience.
- . Arrange for potential volunteers to visit agencies before committing themselves to projects so as to diminish possible concerns about assignments.
- . Use VIA to create and strengthen the sense of community among Bell Labs employees through short term "one shot" activities involving large numbers working together.
- . Through VIA staff or experienced volunteers, provide orientation and follow-up to help new volunteers handle assignments with sensitivity and openness to situations they may encounter: workshops could be held; written materials, including guidelines, might be provided; "lead" volunteers could be assigned as advisors or classroom observers.
- . Make management's supportive attitudes toward VIA better known internally.
- . Publish an annual VIA insert in the Bell Labs News.

B. OTHER SUGGESTIONS

- . Publish quotations (in the Bell Labs News) from volunteers about the satisfactions they have derived through their VIA activities.
- . Put out a VIA newsletter at each location as desired for all volunteers, including retirees, to strengthen local programs.
- . Make available a list of volunteer jobs and associated skills so that potential volunteers can choose for themselves a desired assignment.

- . Provide volunteers with a list of available Bell Labs surplus equipment so that they will be aware of possible resources to support their volunteer tasks.
- . Solicit Bell Labs employees for volunteer needs they are aware of in their own communities.
- . Provide specific programs to inform all levels of Bell Labs management, including supervisors, about VIA: the VIA slide presentation could be made to small groups of supervisors or others; a noon-time auditorium program about VIA might be scheduled for management and announced in the Memo for Supervision.
- . Solicit a statement from the President of Bell Labs stressing the importance of voluntary activity, to be published in the Bell Labs News during National Volunteer Week held annually in April; with discretion, find other ways to increase perceived support of VIA by management.
- . Publicize names of VIA participants and their activities to management.
- . Stay abreast of Affirmative Action Department programs to see how VIA can assist through volunteer activities.
- . Make information on VIA available to recruiters (page for recruiters' handbook) so that VIA can be discussed with interested prospective employees.
- . Stimulate publicity in local papers about completed or on-going VIA activities in order to make agencies aware of VIA services and to enhance Bell Labs image.
- . Assist agencies with training programs for volunteers.
- . Urge agencies to provide evaluation of volunteer activities, offering assistance if desired; encourage agencies to teach volunteers ways to

evaluate in a continuing way their own performances with a particular client or group.

CONCLUSIONS

In the course of the evaluation, the Steering Committee spent many hours reviewing the detailed data summaries and validating the findings. Based on that examination the Steering Committee is convinced that the findings of the evaluation clearly indicate that the present VIA staff is efficiently and fully occupied. This is evidenced by the volume of active volunteers and their satisfactions; the clearly superior coordination of volunteers by VIA; the objective and impartial matching of volunteers to jobs, which requires great effort and is very much appreciated by agencies; the appreciation of the present full-time staff and the importance of their visibility to the public image of BTL that is projected by VIA.

The Steering Committee also is greatly impressed with the fact that both VIA volunteers and BTL managers feel the need for BTL to demonstrate its concerned corporate citizenship. It seems apparent that VIA represents a low-cost and effective mechanism for fulfilling these desires.

While the evaluation is strongly supportive of VIA and its functioning, the findings do indicate several areas for possible improvement. The action implications specified in the previous section are designed to effect these improvements. The Steering Committee has reviewed and validated all of these action suggestions and commends them to the VIA Central Committee and VIA Management for consideration and for implementation to the extent possible within the resource constraints of VIA.

Evaluation Steering Committee:

T. H. Crowley
A. T. Felsberg
Ram Gnanadesikan
R. A. Kelly
F. E. McKnight
H. O. Pollak
L. W. Roberts
I. C. Ross
T. L. Triolo
J. M. Hardy, Consultant
D. Dudley, Ex-Officio

of communication practices of the director. In Part II of the questionnaire, volunteers and directors rated the importance of each of ten factors which might influence the effectiveness of communication practices in an agency. In Part III, volunteers responded to four open-ended questions concerning their likes and dislikes of their agencies' prevailing communication practices. Because the questionnaires were administered at the agency, one hundred per cent of those included in the sample of volunteers returned useable data. Multiple classification, T-Test and analysis of variance were the main statistical techniques employed to examine the questionnaire data.

The most reassuring finding of the study - at least for the director - was that the majority of volunteers (65%) responded affirmatively to the question of whether the Director of Volunteers was a successful communicator. Thirty-five percent responded negatively. Reasons given by the volunteers who were dissatisfied with the communication practices of the director were that:

- (1) communications were not effective;
- (2) important information was first learned outside the agency or from clients;
- (3) personal communication was lacking;
- (4) instructions from the director were not always clear; and
- (5) it was difficult to obtain a clear-cut "yes" or "no" answer from the director.

Those volunteers who were pleased with the communication practices of their director state the following reasons, in order of their importance:

- (1) information from the director was clear and concise;
- (2) the director kept volunteers well-informed;
- (3) the director was tactful, understanding, and cooperative in his communication with volunteers;

- (4) the director was willing to listen and discuss problems, and;
- (5) the director showed a personal interest in volunteers.

The Director of Volunteers should not be tempted to complacency as a result of the finding that volunteers saw them as successful communicators. It should be noted that the study data suggested that volunteers perceive directors to be less effective communicators than directors believe themselves to be. In fact, in examining the data from the thirty agencies, it was found in response to all twenty questions, volunteers rated directors lower in communication effectiveness than directors rated themselves.

The largest discrepancy between volunteers and directors perception of the effectiveness of the director's communication practices was concerned with the extent to which he/she (1) discussed with volunteers the overall view of the agency; (2) failed to attempt to find out the 'real' reasons for volunteer resignations; (3) did not offer explanations when volunteer suggestions were not used; and (4) failed to solicit volunteers' advice or suggestions on their role in the agency.

The perceptions of the volunteers and directors on the effectiveness of director's communication were mostly nearly alike in the areas of (1) the degree to which volunteers felt free to ask their director for help; (2) whether her communication made volunteers think that she was interested in them, and, (3) whether she gave clear and adequate instructions.

While there was variance in the perceived effectiveness of the director's communication, depending on agency size, these factors were generally not found to be significant. However, regardless of the size of the agency or type, volunteers saw directors as less effective in communicating than did the directors themselves.

With respect to the volunteer's suggestions for improving director-volunteer communication, they recommended:

- (1) increased volunteer participation in planning activities;
- (2) scheduled volunteer-director personal conferences;
- (3) more frequent and better planned volunteer meetings; and,
- (4) utilization of more frequent printed bulletins (newsletters).

In order of preference they favored volunteer meetings, bulletins, and personal conferences as methods of director-volunteer communication.

Whether or not the exact findings from this study can be generalized to the reader's agency, the data serve to underscore the importance of every director learning more about the perceptions and expectations of volunteers with reference to his own and the agency's communication practices.

To summarize, briefly, to this point then, the climate of a human service agency is gauged in terms of its *influence, attraction, norms and communication*. So the climate of a humanized agency has the following attributes:

(1) Influence that is:

- (a) clearly defined so that there is general understanding of who makes what decisions;
- (b) shared so that all persons affected by a decision are involved in making it;
- (c) dispersed so that all persons perceive that they can have some impact upon the direction of the agency;
- (d) negotiable so that procedures are available to appeal what appears to be the unjust use of power.

(2) Norms that show members valuing:

- (a) collaboration between administration and staff, between staff and volunteers;

- (b) the rights and integrity of all participants.
- (c) the personal growth of clients, volunteers and staff;
- (d) the freedom of volunteers to pursue personal goals.

(3) Norms that encourage the behavior of:

- (a) direct, open and authentic communication;
- (b) creative risk-taking to find new ways to solve problems;
- (c) public discussion of the dynamics of the human service agency itself;
- (d) critical assessment of operations by staff and volunteers.

(4) Organizational roles that are:

- (a) publicly defined so that participants know what others expect of them;
- (b) flexible so that volunteers' functions are consonant with their interests and capabilities;¹⁵
- (c) changeable from time to time, so that clients may teach or serve and staff/volunteers may learn, and all are seen as potentially helpful to one another.

(5) Communication that is:

- (a) free-flowing between all participants in the agency; moving across status positions as well as up and down;
- (b) encouraged so that there are both formal procedures, like meetings and informal gatherings for discussion and perception-owning;
- (c) personal and direct;
- (d) skillful, utilizing procedures of listening, paraphrasing and impression-checking, among others.

THE IDEOLOGY OF AN ORGANIZATION

If these are the attributes of a humanized agency climate then we should turn our attention to understanding those values or ideology which underlie the character of our agencies. Our failure to recognize ideological issues that underlie organizational structure, decision-making, and goal setting is common among volunteer managers. Usually issues are recognized only when the lines become drawn. There is one basic tension that runs throughout the ideologies of all human service organization types. *It is the conflict between (a) values and structural qualities which advance the interests of people, and (b) the values and structural qualities which advance the interests of organizations.*

As volunteer administrators work more and more for developing climates that produce humanized agencies, this tension will become more and more pronounced. The pressure for greater person orientation will increase. At the same time as our environments become more technical, the attractions of task orientation will make themselves felt. There are - or will be - six areas of interest to an administrator which are the subject of ideological tension in an agency. Three could be classified as the 'interests of people' and three classified as 'the interests of the organization.'¹⁶

The interests of the people are:

- (1) security against deprivation (economic, political)
- (2) opportunities to voluntarily commit one's efforts to goals that are personally meaningful.
- (3) the pursuit of one's own growth and development even where this may conflict with the immediate needs of the organization

The interests of the organization are:

- (1) effective response to threatening environments.
- (2) dealing rapidly and effectively with change.

- (3) internal integration and coordination of effort toward organizational needs and goals, including subordination of individual needs to the needs of the organization.

Whether volunteer administrators confront or avoid them, ideological issues will continue to sharpen, inside and outside the organization. Every change toward a more 'humanizing climate' will mean some degree of power redistribution and with it some shifts in rewards. Such shifts will always be resisted by those with the most to lose - usually the older members of the agency (volunteer and program staff) who have a higher status.

Harrison postulates that there are four separate ideology paradigms¹⁷ that determine the compatibility of an organization's interests with those of its members: (1) power orientation, (2) role orientation, (3) task orientation, and (4) person orientation.

An organization that is *power-oriented* attempts to dominate its environment and vanquish all opposition. Within the organization those who are powerful strive to maintain absolute control over subordinates. It is jealous of its 'turf' and competitive. It seeks to make expansions at the expense of others, often exploiting weaker organizations. Within the organization, administrators struggle for personal advantage against their peers.

An organization that is *role-oriented* aspires to be as rational and orderly as possible. There is a preoccupation with legality, legitimacy and responsibility. Competition and conflict are regulated or replaced by agreements, rules and procedures. Rights and privileges are carefully defined and adhered to. Predictability of behavior is high in the role-oriented agency, and stability and respectability are often valued as much as competence. The correct response is valued almost as highly as the effective one. Procedures for change tend to be cumbersome; therefore the system is slow to adapt to change.

In the organization that is *task-oriented*, achievement of a superordinate goal is the highest value. The goal need not be economic; it could be reforming a system, helping the poor, or converting the heathen, etc. The important thing is that the organization's structure, functions and activities are all evaluated in terms of their contribution to the superordinate goal. Nothing is permitted to get in the way of accomplishing the task. If personal needs and social considerations threaten to upset effective problem solving, they are suppressed in the interests of 'getting on with the job'. Emphasis is placed on rapid, flexible organization response to changed conditions. Collaboration is sought if it will advance the goal.

Unlike the other three types, the *person-oriented* organization exists primarily to serve the needs of its members. The organization itself is a device through which the members can meet needs that they could not otherwise satisfy by themselves. When it is necessary, authority may be assigned on the basis of task competence. Instead, individuals are expected to influence each other through example, helpfulness, caring. Consensus methods of decision making are preferred. People are not generally expected to do things that are incongruent with their own goals and values. Rules are assigned on the basis of personal preference and the need for learning and growth. It is typical of such organizations that expansion or maximizing income are not primary considerations.

Volunteer administrators need to be assisted and assist others in their agencies to compare their organization's values and their own personal values with these four ideological frameworks: power, role, task, and person.

In the task of humanizing an organization it is important to gather data on the ideology of the organization and that of those who are its staff, volunteers and others. The match between a person's own values and those he ascribes to the organization indicates the ease with which he can enter into a contract/agreement, physically and psychologically, with the organization. Persons deal with incongruence between the two expres-

sions in various ways. Some may try to change the organization. Some will limit their involvement. Others will attack it in covert and overt ways. If participants have a sufficiently high trust in one another, they may wish to share their experiences in dealing with incongruous values between themselves and the organization. In a humanized and humanizing agency that will happen. Volunteer managers and volunteers will try to discover ways of dealing with the conflict in ideologies that are more promising than those they have attempted.

In a humanized agency, value polarities within a group of participants would be explored in a meaningful way. To highlight these, it may be useful to ask participants to group themselves according to their shared organization ideology. Each group may prepare a position statement to present to the others, supporting the values that the members share. Since it may be easier for the individual to "own" and to verbalize her values when she has the support of a group of similarly inclined members. This process would be especially helpful in groups where members avoid open discussion of differences.

Some questions stimulate people to own and support their own organization ideology such as:

- (1) How does this set of values equip our organization to deal with the environment? What strengths does it give our organization to meet outside stresses?
- (2) How does this ideology help in processing information, making decisions, and directing effective action?
- (3) How does this ideology assist in resolving conflict within the organization?
- (4) With what kinds of people is this ideology effective in motivating effort and satisfying needs?
- (5) For what kinds of tasks and in what sorts of business of our organization is this ideology particularly useful?

By dealing with such differences openly, the agency is creating a humanizing climate where persons may find ways to manage conflict, value differences, and other 'distance' producing functions. This management will provide a humanized service to both the organization and its members.

SUMMARY

In summarizing, my own point of view is that a humanistic agency is one that:

- (1) systematically tries to interest each person in learning more that he thinks he wants to learn;
- (2) makes sure that each person is known as a total human being;
- (3) creates an environment in which each person may make maximum utilization of her talents and interests;
- (4) devises a program for persons in which they can move forward with success in terms of their own talents and interests, no matter how diverse they may be;
- (5) focuses on options rather than on uniformity;
- (6) practices accountability for clients, staff, and volunteers, realizing that such procedures show that the agency cares for persons as opposed to permissiveness or vagueness that indicates that it does not worry about what happens to individuals;
- (7) has continuous progress arrangements so that a person may proceed to develop skills under supervision;
- (8) evaluates volunteer's progress and performance on the basis of a job description, agency/volunteer agreement, or some such written understanding with the same degree of importance as staff evaluation.

Such humanizing standards as these should result in the volunteer feeling and experiencing that he/she:

- (1) is being taken seriously;
- (2) is unique as an individual;
- (3) has a diversity of opportunity for service;
- (4) can share in decision making;
- (5) has knowledge of the goal, purpose, mission;
- (6) shares ownership of the ideological expression of the agency;
- (7) is doing something worthwhile;
- (8) can be open and express new skills, behaviors, values;
- (9) is expected to contribute toward the *humanizing climate*;
- (10) has feelings that are important to others.

In the future, administrators of volunteer programs will have to develop skills which not only "get things done," but which help volunteers-and clients and the institutions which allegedly serve them. This type of administration will require the administrator to be skeptical of agencies and institutions which are too highly structured, excessively bureaucratic, and hierarchically inflexible. Rather than complaining about such institutions or leaving such agencies, the volunteer administrator in collaboration with staff, clients, and volunteers will work from within to humanize such organizations. Sometimes it may mean just the disregard of meaningless rules. At other times, she might work toward building like-minded, small, formal advocacy groups in order to advance a point of view or get a policy change accepted. At still other times, she might form close, supportive associations with other professionals and clients in informal groupings bound by a sense of community with no divisions of authority.

Volunteer administrators will have to develop strengths and skills which may have been conspicuously absent from educational formats thus far. Such strengths would include:

- (1) the ability to work effectively with people in groups, helping them to establish clear goals and achieve rewarding results;
- (2) the ability to function as a counselor, helping volunteers in a manner which promotes their growth and independence;
- (3) the ability to function collaboratively with other agencies and other sectors of the community to identify community needs and deliver services that meet those needs;
- (4) the ability to identify the dimensions of influence, roles and norms and to know when human or organizational transactions are dehumanizing or dysfunctional;
- (5) the ability to evaluate their administration and communication techniques in terms of how congruent and supportive they are of helping persons to establish more humanized processes, procedures and programs.

In conclusion, humanizing the human service agency will require that we establish programs that will assist the volunteer administrator to develop skills and knowledge that he or she will need for such a task. For the humanizing task calls for an effective facilitator, a counselor, a human rights activist, and ombuds-person, a stimulator of human potential, a groups organizer, and educator to assist persons in discovering more effective and satisfying means to improve themselves and their agencies.

REFERENCES:

- 1 Bell, Daniel. The Coming of the Post-Industrial Society. New York: Basic Books, 1973
- 2 Gartner, Alan and Frank Riessman. The Service Society and the Consumer Vanguard. New York: Harper and Row, 1974
- 3 Durcharme, Edward R and Robert J. Nash. "Humanizing Education for the Last Quarter of the Twentieth Century." Journal of Teacher Education. Volume XXVI, Number 3, Fall, 1975 pp. 222-224
- 4 Johnson, David W. and Roger T. Johnson. Learning Together and Alone. Englewood Cliffs, N.J.; Prentice-Hall, 1975, p. 185 f.
- 5 March, James and Herbert Simon. Organizations. New York, Wiley, 1958
- 6 Bachman, J.: Smith, C and Slesinger, J. Control performance and satisfaction: an analysis of structural and individual effects. Journal of Personality and Social Psychology. 4(2): 127-136
- 7 Likert, Renesis. New Patterns of Management. New York: McGraw Hill, 1961
- 8 Among those who have performed research in this area are: Blanchard, Adelman and Cook, 1974; Wheeler, 1972; Uejio and Wrightsman, 1967.
- 9 Adapted from: Lawrence, P. R. and J. W. Lorsch. Developing Organizations: Diagnosis and Action. Reading, Mass: Addison-Wesley; 1969.
- 10 Argyris, Christ. Intervention Theory and Method: A Behavioral Science View. Reading, Mass: Addison-Wesley, 1970, p.289-290.
- 11 Leavitt, Harold J. Some effects of certain communication patterns on group performance. Journal of Abnormal and Social Psychology, 1951, 46:38-50
- 12 Davis, J. H. Group Performance. Reading, Mass: Addison-Wesley, 1967
Gibson, J.L., et al. Organizations: Structure, and Process, Behavior. Dallas: Business Publications, 1973
Hall, R.H. Organizations: Structure and Process. Englewood Cliffs: Prentice-Hall, 1972
- 13 Leavitt, H.J. Managerial Psychology (3rd ed.) Chicago: University of Chicago Press, 1972, pp. 192-193
- 14 Unpublished study. Hadfield, Donald. Perceived Effectiveness of Volunteer Administrator-Volunteer Communication Practices. 1972
- 15 See the conceptual model and process developed by Dr. Ivan Scheier, Frontier Paper #13, National Information Center on Volunteerism: Boulder, Colorado

- 16 Harrison, Roger. Understanding Your Organization's Character. Harvard Business Review, May-June, 1972, p. 119-128 .
- 17 Ibid.

VOLUNTEER COMMUNICATION PROFILE QUESTIONNAIRE
(Circle Answers Appropriate)

Name of Agency _____

Sex: Male Female

Ages: 20-29 30-39 40-49 50-over

Years of Volunteer Experience: 0-4 5-9 10-19 20-over

Years at this Agency: 0-4 5-9 10-19 20-over

Communication

Communication refers to the passing of information from one person to another. Its chief goal is to create understanding. Information includes facts, commands, news, or desires which may be passed by written or oral language or by non-verbal signals.

Part I Please circle the response which best identifies your Volunteer Director's communication practices:

- 1 -- Never
- 2 -- Rarely
- 3 -- Sometimes
- 4 -- Frequently
- 5 -- Always

1. Does your volunteer director's communication make you think that he/she is interested in you? 1 2 3 4 5
2. Does your volunteer director know what you think about the agency, your work and her/him? 1 2 3 4 5
3. Does he/she give clear and adequate instructions? 1 2 3 4 5
4. Are you given opportunity to talk to him/her about your problems? 1 2 3 4 5
5. Do you feel free to discuss personal problems with her/him? 1 2 3 4 5
6. Do you feel free to make complaints to your volunteer director? 1 2 3 4 5
7. Are you informed of action that is taken on your complaints? 1 2 3 4 5

Perceived Effectiveness of Volunteer
Administrator-Volunteer Communication
Practices

APPENDIX B

Part I (cont'd)

- | | | | | | |
|---|---|---|---|---|---|
| 8. Are you asked to give advice or suggestions about the work of the volunteer director: | 1 | 2 | 3 | 4 | 5 |
| 9. When your suggestions are not used, are explanations given to you? | 1 | 2 | 3 | 4 | 5 |
| 10. Does your volunteer director ever re-evaluate his/her communication methods? | 1 | 2 | 3 | 4 | 5 |
| 11. Does your volunteer director find out the 'real' reasons why his/her volunteers resign? | 1 | 2 | 3 | 4 | 5 |
| 12. Are you encouraged to express your thoughts to him/her? | 1 | 2 | 3 | 4 | 5 |
| 13. Do you feel free to ask your volunteer director for help? | 1 | 2 | 3 | 4 | 5 |
| 14. Are you given any reasons for changes in work assignments? | 1 | 2 | 3 | 4 | 5 |
| 15. Does your volunteer director criticize volunteers in the presence of others? | 1 | 2 | 3 | 4 | 5 |
| 16. Does your volunteer director talk with you about system-wide planning? | 1 | 2 | 3 | 4 | 5 |
| 17. Does your volunteer director talk with you about the overall view of the organization? | 1 | 2 | 3 | 4 | 5 |
| 18. Does your volunteer director tell you what is expected of you? | 1 | 2 | 3 | 4 | 5 |
| 19. Does your volunteer director keep you informed about new agency policy and practices? | 1 | 2 | 3 | 4 | 5 |
| 20. Does your volunteer director talk with you to dispel rumors? | 1 | 2 | 3 | 4 | 5 |

Part II Please rank the following items in order of importance to you. Rank each column - 1, 2, 3, 4, 5, - high importance to little importance

(Rank 1, 2, 3, 4, 5,)

(Rank 1, 2, 3, 4, 5,)

- | | |
|-----------------------------------|--|
| _____ Good Working Conditions | _____ prepared for work |
| _____ Feeling 'in' on things | _____ belief in importance of work |
| _____ Help on personal problems | _____ appreciation of work done |
| _____ Tactful disciplining | _____ administration support of volunteers |
| _____ good personal relationships | _____ personal recognition |

Part III Briefly respond to the following questions in space provided:

1. Do you feel that your volunteer director is a successful communicator? Why or why not?

2. What kind of information would you like to receive that is not given to you?

3. What suggestion would you make for improving two-way communication channels in this organization?

4. Which media used by your volunteer director for passing information impresses you the most favorably? (handbooks, manuals, circulars, newsletters, daily bulletins, bulletin board notices, individual notes, conferences, committee meetings, volunteer meetings, others, etc.)

Perceived Effectiveness of Volunteer
Administrator-Volunteer Communication
Practices

APPENDIX D

VOLUNTEER DIRECTOR COMMUNICATION PROFILE

QUESTIONNAIRE

Name of Agency _____

Sex: Male Female

Age: 20-29 30-39 40-49 50-over

Years of Volunteer Director Experience: 0-4 5-9 10-19 20-over

Years at this Agency: 0-4 5-9 10-19 20-over

Communication

Communication refers to the passing of information from one person to another. Its chief goal is to create understanding. Information includes facts, commands, news, or desires which may be passed by written or oral language or by non-verbal signals.

Part I Please circle the response which best identifies your communication practices with volunteers:

- 1 -- Never
- 2 -- Rarely
- 3 -- Sometimes
- 4 -- Frequently
- 5 -- Always

1. Is your communication personalized so each volunteer feels you have an interest in him/her? 1 2 3 4 5
2. Do you have an idea of what each volunteer thinks about the system, his/her work, and you? 1 2 3 4 5
3. Are your instructions clear and adequate? 1 2 3 4 5
4. Do you give each volunteer the opportunity to talk about her/his problems? 1 2 3 4 5
5. Does she/he feel free to discuss personal problems with you? 1 2 3 4 5
6. Do volunteers feel free to make complaints? 1 2 3 4 5
7. Do you keep the volunteers informed on action taken on a complaint? 1 2 3 4 5

Perceived Effectiveness of Volunteer
Administrator-Volunteer Communication
Practices

APPENDIX E

PART I (cont'd)

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 8. | Do you ask for advice or suggestions about your work? | 1 | 2 | 3 | 4 | 5 |
| 9. | Do you explain fully to the volunteer when his/her suggestions cannot be used? | 1 | 2 | 3 | 4 | 5 |
| 10. | Do you make an effort to evaluate your program of communication? | 1 | 2 | 3 | 4 | 5 |
| 11. | Do you take time to find the 'real' reasons why a volunteer quits? | 1 | 2 | 3 | 4 | 5 |
| 12. | Is each volunteer encouraged to express his/her thoughts to you? | 1 | 2 | 3 | 4 | 5 |
| 13. | Are your volunteers at ease when they approach you for help? | 1 | 2 | 3 | 4 | 5 |
| 14. | Do you give reasons for changes in assignments? | 1 | 2 | 3 | 4 | 5 |
| 15. | Do you criticize your volunteers in the presence of others? | 1 | 2 | 3 | 4 | 5 |
| 16. | Do you talk to volunteers about system-wide planning? | 1 | 2 | 3 | 4 | 5 |
| 17. | Do you talk to volunteers about the overall objectives of the organization? | 1 | 2 | 3 | 4 | 5 |
| 18. | Do you talk with volunteers about what is expected of them? | 1 | 2 | 3 | 4 | 5 |
| 19. | Do you talk with volunteers about new agency policy and practice? | 1 | 2 | 3 | 4 | 5 |
| 20. | Do you talk with volunteers about rumors that can be 'laid to rest'? | 1 | 2 | 3 | 4 | 5 |

Perceived Effectiveness of Volunteer
Administrator-Volunteer Communication
Practices

APPENDIX F

PART II Rank the following items in the order of importance to your volunteers. Consider how your volunteers would probably rank these items. Rank each column - 1, 2, 3, 4, 5 - high importance to little importance.

_____	Good working conditions	_____	prepared for work
_____	feeling 'in' on things	_____	belief in importance of work
_____	Help on personal problems	_____	appreciation of work done
_____	Tactful disciplining	_____	administration support of volunteer
_____	Good personal relationships	_____	personal recognition

PART III Briefly respond to the following questions in space provided:

1. Are your volunteers pleased with your attempts to communicate? Why or why not?
2. If time would permit, what kind of additional information would you like to communicate to your volunteers?
3. What suggestion can you make for improving two-way communication channels with your volunteers?
4. Which media do you use most for passing information? (Handbooks, manuals, circulars, newsletters, daily bulletins, bulletin board notices, individual notes, conferences, committee meetings, volunteer meetings, others, etc.)