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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers. AVA is open to both salaried and nonsalaried professionals.

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Finally, AVA produces publications, including several informational newsletters and booklets, and THE JOURNAL OF VOLUNTEER ADMINISTRATION.

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact AVA, P.O. Box 4584, Boulder, CO 80306.

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Volunteers in Resource Management: A Forest Service Perspective

Jerry D. Greer

One area in which volunteers are contributing significantly to our society is in the protection and management of natural resources. The use of volunteer services in the U.S. Department of Agriculture, Forest Service, has increased dramatically over the past several years. Volunteers are turning out in large numbers to protect forests, to repair facilities, and to help other people.

The Forest Service is the agency in the USDA charged with the management of National Forests. The organization is directed by the Chief in Washington, D.C. The Service is divided into nine regions each headed by a Regional Forester. Each region contains a number of individual National Forests managed by Forest Supervisors. Each National Forest is divided into a number of Ranger Districts which are managed by District Rangers and staffs of technicians, volunteers and professionals. Most volunteers are found at the Ranger District level but every other level has accepted the services of volunteers.

BACKGROUND

The Forest Service has always had volunteers. When the Service was formed in 1905, people would organize to assist in the suppression of forest and range fires. They would work without pay and without any promise of financial aid if an accident occurred. But no records were kept about these volunteers.

We know that people over the years have repaired trails and fences or have helped visitors to the forests. We really never acknowledged these acts as voluntary services, perhaps because we did not think in those terms. Boy Scouts and Girl Scouts have for years and years done volunteer work for us. But it was often seen as something the groups were doing for their own benefit, not necessarily for the benefit of the public.

This attitude slowly changed. In 1969, Congress passed "The Volunteers in the Parks" Act. It permitted the National Park Service to accept the services of volunteers. Their volunteers were deemed to be federal employees in relation to tort claims and compensation for work injuries. In 1972, Congress passed the "Volunteers in the National Forests" Act. This act was nearly identical to the Park Service legislation but permitted the Forest Service to utilize volunteer services in many more areas. Park Service volunteers were restricted to working only in interpretative and visitor services. The

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Forest Service Act is more liberal and permits volunteers in practically any area of maintenance, public service, management or planning.

The U.S. Department of Interior, Bureau of Land Management also became a participant in the volunteer program in 1972. The Bureau begain to organize volunteer efforts for the protection and management of its lands.

FROM LEGISLATION TO ACTION

Despite the passage of legislation in 1972, the Forest Service as an organization did not jump suddenly to the forefront as a leader in the natural resource volunteer movement. In some cases, it took from three to five years for the knowledge that the Act existed to filter down to the lowest levels -- the levels where the program would be implemented. It was a full ten years later (1982) that the Forest Service appeared as a fully equipped, ready-to-go organization which recognized dependency upon volunteers. During March, 1982 the first National Workshop on Volunteers in the National Forest was held at Colorado State University. This meeting was attended by many managers who by now were heavily involved in the field of volunteer administration.

Much of the delay in implementation can be simply attributed to the fact that most people are reluctant to try new things. The Forest Service is a conservative agency composed of conservative, generally non-people oriented employees, so the slow start in involving volunteers was probably to be expected.

Even today, we find the best programs on those units where some high level manager or staff assistant believes in the program. Although all managers have been asked to develop volunteer resources, many have not done so. Despite performance appraisals and merit pay, there is no way to hold a manager personally responsible for either having or not having a program. In general, too, most managers have seen neither reward nor recognition for developing good programs. As a result, managers who are hard pressed may opt for other ways to get the job done.

THE WORK OF VOLUNTEERS IN THE FOREST SERVICE

Although willing volunteers can help accomplish almost any job in the Forest Service, volunteers are not permitted to collect or handle funds which belong to the government. Also, they are not permitted to participate in law enforcement actions. These are administrative determinations based upon an interpretation of legal restrictions.

Table 1 is a list of projects which are generally known to exist. It is admittedly incomplete. There are undoubtedly many other projects which have received little exposure across the administrative levels of the Forest Service. Some of these projects have had very significant impact upon the service given to the public by the Forest Service. The monetary value can be well calculated. The improvement in cooperation between the public and the Forest Service defies easy analysis and evaluation, but in some locations valuable lines of communications have opened and people are working with the agency instead of against it to solve problems.

EXAMPLES OF FORESTRY VOLUNTEERING

Trail Maintenance

One of the most visible activities of volunteers is the trail construction and maintenance program. Across the nation, clubs and organizations have "adopted" trails or trail segments. Through formal agreements with the local forest officials (that is, the District Rangers) the groups agree to clean and repair trails to standards set by the Forest Service. Vegetation is trimmed back, the path is leveled, erosion-preventing structures called "water-bars" are re-

paired or installed. Trail signs are installed or repaired. Fence crossing or gates are maintained. Casual users of the National Forest trail system are generally unaware that the work is performed by volunteers unless a special effort is made by the District Rangers to give recognition.

The Sandia Ranger District on the Cibola National Forest, Albuquerque, New Mexico was one of the first to have a very large volunteer trail maintenance program in the Forest Service. It is a small but heavily used District with a designated wilderness area abutting the city limits. Under the guidance of the Recreation Staff Officer, John Hayden, all 70 miles of trail on their system were "adopted" by groups in the 1981 to 1982 period. The District's "Adopt-A-Trail" Program has received national recognition. Their solution to showing appreciation to the groups is to install a sign on the trail clearly marking "this trail is maintained by the _____ Club," so that the users will know who, at least in thought, to thank for having nice hiking trails. The value of volunteer services on this single District exceeded $70,000 in 1983 for the trails program.

Volunteers work not only on hiking trails but also on special trails for the handicapped and on special trail routes for cross-country skiers. Routes are cleared, bridges are repaired, and signs are maintained.

Another outstanding trails maintenance program was started by Steve Sams, Recreation Staff Officer on the Payson Ranger District of the Tonto National Forest in Arizona. In contrast to the program at Albuquerque where volunteers were often within fifteen minutes of their trail project, volunteers at Payson would often drive up to three hours from Phoenix to reach their projects.

Age and gender present no barriers to the trail maintenance groups. Children from church and youth groups maintain trails just like the adult groups. Retired citizens at Sedona, Arizona spend strenuous hours repairing trails on the rugged walls of Oak Creek Canyon. College students devote summers to trail maintenance on the Wallowa-Whitman National Forests in the scenic Eagle Cap Wilderness Area.

Publications

The trails program has had some unique spinoffs. For example, volunteers in the Albuquerque area did most of the design work on a map for cross-country skiers. The map was subsequently published by the Forest Service and it received instantaneous acceptance. Volunteers also contributed editorial time, photography, and hours in field checks when the District published a new map for visitors and recreationists.

New Mexico also provided the pool of volunteer talent that wrote and published a small, excellent book about trail maintenance. The Forest Service through Floyd Thompson provided the technical guidance and the volunteers gave everything else. Incidentally, the parent group, Volunteers for the Outdoors, grew out of a formal cooperative effort between the Forest Service and the Appalachian Mountain Club.

Service to People

Some of the earliest people in the formal Forest Service Volunteer Program were recruited to be "Campground Hosts." The years of 1974 and 1975 saw an increasing participation in this program. Campground Hosts may be provided with a space to park their mobile home or camp trailer. They normally work during the summer recreation season to offer help to other recreationists who visit the area. The Hosts pick up litter, make sure signs are posted and maintained, hand out literature and brochures, and answer questions about the area and the Forest Service. Problems in the campground may be quickly reported to the District Ranger via telephone or radio.

Hosts are often called upon to identify poison ivy, show new

TABLE 1

A LIST OF SOME VOLUNTEER PROJECTS IN THE FOREST SERVICE

Trail Construction

Trail Maintenance

Sign Construction and Installation

Install Off Road Vehicle Barriers

Maintain Buildings

Host Campgrounds

Host Picnic Areas

Wilderness Rangers, Wilderness Information Specialists

Litter Cleanup

Nature Talks and Guided Nature Hikes

Fire Control Support Activities (provide special communications)

Search and Rescue

Cross-country Ski Patrols

Cross-country Ski Trail Building and Maintenance

Build and Patrol Snowmobile Routes

Repair Fences

Observe Areas for Illegal Activity

Librarians

Photographers

Archaeological Site Assessment and Mapping

Program Planning and Budgeting

Map Design and Production

Trail Maintenance Handbook Publications

Writing Recreation Opportunity Guides

Stream Cleaning and Bank Stabilization

Maintain Trails for the Blind

Survey and Document Damage to Trails

Mapping Facilities on Heavy Use Areas

Mapping and Management of an ORV Area

Reception and Office Based Visitor Services

Operating Fire Lookouts

Environmental Education

Educating Groups in Wilderness Ethics

Organizing and Implementing Special Litter Cleanup Sessions for Very Large Areas

Roadside Cleanup

Gathering Data about Wildlife Species

Presenting Programs to Clubs and Organizations

Planting Trees in Forests

Planting and Maintaining Landscape Shrubs

Repair and Restore Features Damaged by Vandals

Gully Stabilization and Soil Erosion Prevention

Wildlife Habitat Improvement (food plots, provide shelter, etc.)

Mapping Locations of Abandoned Mines

Assistance in the Preparation of Special Use Permits

Designing Trails and Structures (engineering)

Design and Prepare Visual Aids for Interpretative Areas (posters, signs, displays)

Building Herbarium Collections of Plants

Building Geology Exhibits

campers how to build a safe campfire, or help people erect a tent. The Hosts may also be chased by dogs, verbally abused by visitors, or stung by hornets! Despite the hardship, they come back year after year to help care for a campground that becomes special to them. Retired husband and wife teams are common in this area of volunteer services.

There is another program that provides a similar service for visitors to the backcountry of National Forest areas. Jim Bradley, now on the Toiyabe National Forest in Reno, Nevada, created the Wilderness Information Specialist (WIS) Program in 1974 while he was assigned to the Nezperce National Forest. The first volunteer in this activity worked in the Selway-Bitterroot Wilderness Area. Bradley started a greatly expanded program in the Eagle Cap Wilderness Area in 1978. Volunteers in the "WIS" Program hike the trails of undeveloped areas helping visitors with their needs. They repair trails, pick up litter and trash, fix fences, repair damage to campsites and fix signs. They extinguish abandoned campfires and destroy campfire remains to improve the scenic beauty of an area.

The WIS Program was transplanted from Oregon to New Mexico where Karen Voight, working for John Hayden, developed the program which over a couple of years would grow into a very successful effort. The Chief Wilderness Ranger on the Sandia Ranger District at Albuquerque is retired Army Captain Alan Korpinen. He has the full time volunteer job of supervising the efforts of nearly twenty other volunteers. In heavy use areas such as the Sandia Mountain Wilderness, the volunteers do more with people and less with maintenance. They answer questions and give directions to the hundreds of "day hikers" who use the mountain much as a city park. This group of volunteers finds lost people, reports forest fires, and gives talks to local clubs and organizations about wilderness ethics. A similar group of volunteers in the Phoenix, Arizona area provides an identical service in the Superstition Wilderness Area.

Management

It is important to note that volunteers for the Forest Service provide not only labor; they also help with management. Some have been (and continue to be) deeply involved in program management and development. John Southwick is known by reputation throughout the Forest Service as a leading volunteer in the management area. He was recognized by the Chief of the Forest Service for his significant contributions in developing and administrating the Sandia Ranger District volunteer project. John Southwick also gave the time needed to speak with volunteers and forest managers as far away as Idaho and Colorado, to teach them about program systems and techniques.

The Forest Service has also received the very long-term services of several people. Joan Wilkes is one of the Albuquerque volunteers who helps the Sandia Ranger District. She volunteers about 24 hours per week to provide her services as a profesional archaeologist.

All the Others

It is always difficult to list only a few people who are doing notable work. Many others get left out. There are literally hundreds of people in the Forest Service whose volunteer work deserve mention. Perhaps this brief acknowledgement will signify that, in spirit, they are not overlooked. The largest projects are the more spectacular and receive the most notice. The innumerable small projects have the most impact because they are the most common.

LEARNING TO MANAGE A VOLUNTEER PROGRAM

Learning how to manage a volunteer program in the Forest Service was somewhat like simultaneous dis-

coveries in scientific research. Several people independently arrived at the same finding and made the same conclusions. Forest Service managers were generally unaware that a body of knowledge about volunteer management existed or knew nothing about organizations such as AVA. As a result, many programs of the Forest Service more or less grew up on their own, isolated from other volunteer programs. All of the individual managers first involved found problems and faced them. It is notable that not only were the problems similar, the solutions were similar. Most of the management techniques used by the Forest Service are the same ones used by volunteer managers in the more traditional volunteer fields.

Forest Rangers recruit and supervise, plan and administer, reward and recognize, and if necessary, terminate volunteers in much the same way as other volunteerism professionals do. Many Forest Service people now belong to volunteer administration groups and organizations. They serve on the boards and committees of local and statewide organizations. They use their influence to improve their programs.

INTEGRATING VOLUNTEERS INTO THE FOREST SERVICE TEAM

The experience gained during the formative years of the Volunteer Program on the Sandia Ranger District led to one major conclusion: volunteers could not be treated as a separate group. Every single volunteer had to be made to feel an integral part of the organization.

While there are some managers today who oppose this concept, most understand the need to treat employees and volunteers alike. This philosophy did not develop without pain. Some employees, for example, saw the encroaching tide of free help as a threat to their own jobs and security. They actively opposed the expansion of the volunteer program until they became convinced that their jobs were not in jeopardy. These employees were reacting to the supposed threat in a normal manner. The problem was solved by simply communicating with the employees on a unit. When the paid staff on a unit understood that there were no hidden objectives, they either stood in support of the program or, at least, did not oppose it. It is essential for managers to reassure paid staff that there is no plan to replace them with volunteers.

There continues to be some opposition to permitting volunteers to serve as spokespersons for the Forest Service Agency, though the National Park Service has encouraged volunteer representation through their Volunteers in the Parks Program. These volunteers are referred to as "VIP's." Opponents do have fair ground upon which to base their opposition. Only certain people in an organization can speak about certain things, especially the sometimes complicated programs of the Forest Service. For example, accountable line officers can make commitments. They can discuss and, within authority, change a policy. Volunteers and many employees cannot do these things.

The "spokesperson" problem in the Forest Service has essentially been solved. Managers who are extremely uncomfortable with volunteer speakers or representatives simply do not have volunteers in these areas. Managers who are comfortable in these situations have resolved their dilemma by: 1) carefully recruiting well-spoken volunteers who will be asked to represent the Forest Service; and 2) by communicating with the volunteer. This communication step insures that the volunteer knows what to talk about and what not to try and explain. The result is a scattering of exceptional volunteers throughout the Forest Service who give dinner talks to service clubs and other organizations. They may also represent the Forest Service at meetings of groups such as the Sierra

Club, Wilderness Society, or garden clubs, at which they present informative talks.

A PERSONAL OPINION

It is impossible for a rational person to look upon the work done by volunteers in the Forest Service and not agree that the benefits far outweigh the costs of the program. The costs are minimal and the benefits are great. The benefits are of two kinds.

The easiest benefits to quantify are those which can be reduced to dollar or money values. The work performed by volunteers in the Forest Service can conservatively be estimated in the higher hundreds of thousands of dollar range. While this is especially appealing during times of tight budgets, the true value of the Forest Service Volunteer Program may very well lie outside the realm of accountants.

Sociologists can better explain the second group of benefits. In many areas where volunteers are extensively used, we have noticed an improved tie to the community. Where openly hostile arguments over resource management policies once echoed, there now exists a strong line of communication. While the adversaries may indeed have their same ideas and hold to their former positions, they now are able to communicate.

It is to the credit of everyone that this occurs. It was observed to have happened in Albuquerque after the Sandia District got their very successful program going. People still disagreed but somehow the acceptance of volunteers by the Forest Service made the Agency seem more a member of the community and less an enemy of the citizens. This kind of benefit is non-quantifiable.

Benefits do not accrue solely to the Service. Each volunteer gains something from the relationship. This is no different from the situation in more traditional volunteer programs. However, Forest Service volunteers probably satisfy more personal needs associated with a desire to protect natural resources or to correct environmental problems. Many have less need to give direct help to people as is done in the social services.

A COMING TOGETHER

Slowly, managers in traditional volunteer areas are being joined by managers of volunteers in the less traditional resource management areas. Volunteers in both of these areas are also joining together for their common support.

A good example can be seen in the Greater Albuquerque Volunteer Association. This dynamic group of volunteers and managers is composed of members of each realm. Together they work on statewide recognition ceremonies, training sessions, and conventions. It is notable that in 1981, Mr. John Southwick was one of the recipients of the Governor's Award to outstanding volunteers in the state. He was recognized for his part in the Sandia District Volunteer Program. He may be the first volunteer to be recognized by a state governor for outstanding contributions in the field of resource management and conservation.

Managers of volunteer programs in the Forest Service may be willing and able to participate in the general volunteer program movement. Find out if National Forest units near you have a volunteer program. Determine who the leaders and managers are. Invite them to join your associations, to help organize events, to assist with training sessions. Many will be willing to serve as officers in your organizations. Others may be available to serve on Boards of Directors or as members of statewide or regional groups working to recognize the work that volunteers are doing.

Everything that we can do today to bring these two very different


FOREST SERVICE
VOLUNTEER

SPECIAL FEATURE SERIES

Alternative sentencing is a rapidly-developing area of volunteerism. The Journal has been seeking articles addressing the many issues related to this special type of volunteer service. We are therefore pleased to begin a series of articles that will run in three succeeding issues.

First, we offer the following overview of the many aspects of alternative sentencing, based on a study in Dane County, Wisconsin.

In the Fall 1985 issue, we will publish an article by Kay Taylor describing the experiences of the Durham County Library in Durham, North Carolina, with community service work performed by offenders.

In the Winter 1985-86 issue, Katherine Noyes will share the results of an extensive study on this subject she has been conducting for the Virginia Division of Volunteerism. Her article will include excerpts of program materials and guidelines for a wide variety of agencies utilizing volunteers referred by the justice system.

Readers with experiences to share about alternative sentencing are encouraged to send their comments to us for possible inclusion in this series.

Community Service Links Corrections to Volunteering

JoAnn M. Hanson and James R. Stone III, PhD

A 21 year old college student is required to provide fifty hours of community service in lieu of prosecution as the result of a retail theft/shoplifting charge. She works in an American Red Cross donor room to fulfill her obligation.

A young man convicted of driving while intoxicated (DWI) is directed by the courts to spend sixty hours of community service working with residents in a state institution for the developmentally disabled.

A fifty-five year old man convicted of forgery and placed on probation is ordered to serve one hundred hours of community service renovating and repairing low-income housing for the elderly through a local community-based program.

These people are part of the increasing trend towards the use of community service volunteering as an alternative to traditional court/jail procedures for minor, or non-violent crimes. A typical community service program places accused or convicted offenders in unpaid positions with non-profit or tax-supported agencies to perform a specified number of hours in a given period of time, and provides the necessary monitoring and evaluation to make the volunteer effort a success (Jones, 1981). The following study was conducted to assess the impact of the referral and supervision of offenders performing community service.

BACKGROUND

Restitution is often ordered by agents of the criminal justice system, whereby the offender is asked to take responsibility for his or her actions and, in doing so, to make amends to those injured by the offense. For the purposes of this study, restitution refers to community service in which the offender provides volunteer services to the community and for the "general community good" (Gandy, in Galaway & Hudson, 1977:199). Community service is a form of symbolic or service restitution, as opposed to monetary restitution where the victim is reimbursed directly for damages or losses inflicted by the offender.

Offenders can be assigned community service in at least three stages of criminal justice processing: (1) pre-trial diversion or deferred prosecution; (2) court-ordered in lieu of

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paying a fine or jail time; and (3) court-ordered as a condition of probation. In Dane County, Wisconsin, for example, community service is often included in a deferred prosecution contract when a first-time offender is under a period of supervision. If the defendant successfully completes community service, he or she avoids the court system and a subsequent conviction record. Deferred prosecution has been referring defendants in Dane County into community service positions since August, 1980.

A second major source of community service referrals is through the Dane County Traffic/Criminal Courts. Within the last eight years, a number of states including Wisconsin have developed legislation, authorizing judges to invoke volunteer-community service hours in lieu of fines or jail terms. Community service as a sentencing alternative has most often been applied to those offenders found guilty of traffic violations. The recent crack down on drunk driving has led to a large number of community service referrals and placement of volunteers in local public and private community programs.

Finally, the courts have the option of imposing a community service order as a condition of probation. The disposition handed down places the defendant on probation, and orders the offender to perform a set number of community service hours while under supervision by a probation and parole officer.

Different agencies or individuals in a given community may be responsible for the administration of community service programs. Administrators may be community service coordinators working in alternative programs such as deferred prosecution. Other administrators include defense attorneys, probation and parole agents, social workers from the county jail or in halfway houses, and local voluntary action centers.

Some of the programs administering community service are more organized than others. The Deferred Prosecution Program in Dane County has been actively referring community service volunteers to local agencies since 1980. Program staff have implemented a systematic intake, screening, referral and monitoring process where defendants are supervised by deferred prosecution staff.

FOCUS OF THE STUDY

Community service can be a positive alternative for individuals who have been accused or convicted of a criminal offense. This alternative has many potential benefits to the defendant, the community, and the justice system.

> *The process of matching a person to a program, or connecting people with people, through community service provides the offender with many and varied learning opportunities throughout the greater community. The community service experience can potentially enhance the person's sense of self-esteem, give the individual an opportunity to amend "a wrong" in a visible manner, and give the person the sense of being a productive member of society providing a needed service.* (Hanson & Henderson, 1983-4:16)

In addition, work experience in the form of volunteer service is also cited as a means to overcome lack of experience in the job market. Occasionally, a community service placement leads to permanent employment.

Community service benefits the victim as well as the community at large. Victims of crime are repaid indirectly through symbolic restitution in the form of volunteer service with little cost to the taxpayer. Volunteer agencies are better able to serve their clientele with assistance of community service volunteers.

Both offenders and the agencies in which they are placed can benefit from the positive psychological effects of working together in a constructive effort to provide service to the community.

Often through community service, a defendant is able to learn more about him or herself as a person and comes to know his or her own potential as a human being. Such discovery of new potential or capability may very well emerge through a change or readjustment in personality which often accompanies a positive experience with community service work. Learning experiences such as community service can provide help adult offenders feel more competent, autonomous, and unafraid as they face the remainder of their lives.

This study was conducted to assess the impact of community service in Dane County, Wisconsin. Specifically, the study focussed on identifying the nature of the problems and concerns community programs and public agencies were experiencing with the present system of community service referral and placement, and their recommendations to improve the situation. The study also focussed on determining if community service volunteers make a contribution in their program goals and if the volunteer program staff perceive community service as a positive alternative over the traditional system of sentencing in the criminal justice system.

The following questions were addressed through the study:

(1) What are the attitudes of volunteer agency staff towards the various referral mechanisms used by each of the seven community service referral sources in Dane County?

(2) What are the attitudes of volunteer agency staff towards monitoring and supervision procedures used by each of the seven community service referral sources in Dane County?

(3) Do volunteer agency staff in Dane County think adult offenders performing community service contribute to meeting their program goals?

(4) Do volunteer agency staff in Dane County think the community service alternative has a positive effect on the adult offender as a result of his or her community service experience?

METHODOLOGY

The population for the study consisted of seventy-one agencies in Dane County that had experience working with community service volunteers. In November, 1983, the Volunteer Service Bureau (VSB) mailed a short questionnaire to volunteer agencies from their volunteer referral bank. One of the items on the questionnaire asked if the program accepted court-ordered community service volunteers. From those who responded that they had accepted community service volunteers, a list was compiled and combined with those programs used for placements through the Dane County Deferred Prosecution Program/First Offender Unit.

The survey was mailed to 71 volunteer programs in Dane County. Seventeen of the volunteer programs indicated no experience working with community service volunteers. Of the remaining fifty-four agencies, 44 returned a completed survey yielding a response rate of 81%. The remaining ten respondents indicated they were too busy or simply did not want to fill out the survey form.

The high return rate was encouraging. However, there are volunteer programs working with community service referrals that did not take part in this study. As indicated earlier, the sample list of agencies developed originated with returns from the November, 1983 VSB survey. VSB staff expressed concern over the low response rate they had received, indicating some programs in-

volving community service volunteers in Dane County did not respond to the survey and, therefore, were not included in our sample and are a possible source of bias.

A second methodological problem with the survey sample deals with the high number of programs (17) indicating they had no experience with community service. It raises the question of the accuracy of the VSB furnished list. However, because of the size of the sample, the authors believe the sample is a representative sample of volunteer agencies.

RESULTS

Question 1

The returned survey data were tabulated and showed a mixed review of community service programming by the Dane County volunteer community. It apears that private and public supported agencies have had experience with community service for quite some time. Most of the programs (34%) responding to the survey had worked with community service volunteers for one year or less. Thirty-two percent reported having worked with such volunteers three years or more. Twenty-seven percent of the respondents have worked with community service volunteers for one to three years. In addition, several programs (9%) reported they had dealt with community service volunteers sometime in the past but were not presently working with such referrals.

Given the long history of community service involvement with some of the volunteer programs, the authors sought to determine which court-related program enjoyed the most use by the volunteer community. Sixty-five percent of the respondents indicated working experience with the Deferred Prosecution Program/First Offender Unit's community service project. Of these volunteer progams, the majority had worked with first offenders and also with court-ordered community service in lieu of fine or jail (65%). A smaller proportion (25%), had worked with court ordered community service only. And six percent had worked with community service as a condition of probation only.

Over half (55%) of the referrals for volunteer placement originated with a criminal justice agent. The rest of the referrals originated with the Volunteer Service Bureau, an attorney, walk-ins, or a combination of the above. There was evidence of concern over the amount of information received and who was responsible for the offenders' accountability. Respondents indicated that better compliance was achieved with formal referral and pre-placement counseling.

Question 2

A related monitoring issue is the handling of offender problems during their volunteer service. The results suggest that two-thirds of the volunteer agency staff will either call the referring agency or handle the problems themselves. Often a telephone call or the generation of a warning letter by the community service administrator will stimulate the offender to continue his or her community service involvement.

If the problems continue, the offender is told that the program no longer needs his or her services and is terminated as a volunteer. Program staff seem to make every attempt to restructure the situation within their program limitations. They talked about alternatives. If the situation was not resolved and no contact person was available from the criminal justice system, the program staff person said the offender was simply released from the community service position and the action reported to no one.

The last monitoring issue addressed in the study was the presence of and type of report-back procedure used when the offender completes his or her hours. The majority of volun-

teer agency staff indicated that they filled out an evaluation form or wrote a verification letter which included the number of hours completed and comments regarding the defendant's ability, dependability and responsibility towards the volunteer position. In cases where no report-back procedures were used, volunteer agency staff commented:

The court assumes compliance unless I tell them otherwise.

We can only assume that the volunteer him/herself is reporting back to the court but could say nothing. No one ever verified with us.

Probation doesn't send any form for me to fill out. It would be nice to have one uniform form.

The survey concluded by asking several questions regarding the volunteer agency staff's thoughts and opinions regarding the present state of community service as it is currently administered in Dane County and what effect community service with offenders had on meeting volunteer program goals and individual goals of the community service volunteers. The data show that 61 percent of volunteer agency staff have a positive or qualified positive response to community service.

A number of the respondents commented on the program:

Very good. We have had several excellent volunteers placed with our program and many have continued on after completion of their hours.

I'm happy with it. I need volunteers constantly and this provides me with volunteers and the individual with options.

I would like to see the program grow. I think it's a great idea. Volunteering is a rapidly changing field and we can no longer rely on traditional (i.e., women not in the work force) volunteers to fulfill our needs, we must look to new alternatives.

A valuable resource of male volunteers.

Those respondents (20%) giving a qualified, positive response gave the following comments to back up their answers:

We sure have two good people, but there sure is no supervision or follow-up.

We appreciate the volunteer service, however, would like more communication.

Generally favorable, more supervision as to daily commitment is necessary.

Those respondents (23%) who were not pleased with the program commented:

I see no communication from Dane County to agency.

It has little effect on our program. This is probably due to the loose nature of our operation.

Our program depends greatly upon consistency and reliability. It seems community service volunteers do not have these qualities.

Our experience with it has not been good generally.

I get too many requests and have to turn a lot of people away. Drunk drivers don't seem to be monitored or assisted very well with their placement.

We tried it and didn't like it. Don't really know about other programs.

While overall response to the situation or existence of community service in Dane County is generally positive, several respondents raised the issues of the lack of supervision and monitoring of community service volunteers.

Question 3

There are a variety of sources of community service referral and different systems of monitoring and supervision of offenders by these programs. In spite of this, 71% of the respondents think adult offenders performing community service contribute to meeting their program goals:

> *Referrals are a great recruitment source of volunteers.*
>
> *The market value of the labor provided, hundreds of volunteer person-power hours is great.*
>
> *Provides an opportunity for paid staff to do more direct service because of the volunteer involvement.*
>
> *Volunteers can meet the needs of clients that paid staff often cannot.*
>
> *It provides an opportunity for the offender to give of themselves, some have volunteered beyond initial commitment.*

Of those respondents (18%) who did not think community service volunteers contributed to meeting their program goals, several indicated limitations that any person attempting to provide volunteer services may potentially face. For example:

> *They do not have the skills and/or transportation.*
>
> *Limits on areas where we can place such volunteers, especially if we have little information about them.*
>
> *They are usually short term, more concerned about their time requirements than the client needs.*
>
> *They are a very small part of our program.*

Question 4

The survey-questionnaire concluded by asking respondents about community service alternative's effect on the adult offender. The majority of respondents believed that community service has a positive effect on the offender. The reasons or evidence they gave to support this claim centered around the issues of increased self-esteem and meeting the offenders' needs; educational and learning aspects of skill and personal development through the community service experience; the fostering of positive social contacts; the offender being responsible for his or her own actions; and, community service allowing them a chance to contribute to others.

BENEFITS OF COMMUNITY SERVICE

Most of the respondents in this study reported that community service volunteers made significant contributions to their programs. One main contribution was the volunteer recruitment potential that community service can provide local programs. Community service has:

> *...become an important volunteer recruitment tool for local programs who rely on diverse methods of attracting volunteers. In this sense, community service referral is a valid and legitimate method of volunteer recruitment...This is especially true for those programs which have had difficulty recruiting male volunteers, as the majority of...offenders...are men.* (Hanson & Henderson, 1983-84:17)

A second major contribution cited was the number of volunteer person hours provided a program. The Wisconsin State Historical Society reported that in 1983, community service volunteers working with the Society contributed labor equivalent to a market value of $14,790 based on the limited $3.34 minimum wage figure and seven percent for social security and worker's compensation. This figure is increased when consideration is given for those who continue to volunteer beyond their community service obligation. Community service volunteers provide many additional hours to the volunteer programs that

may not have been available or provided to them otherwise.

A third contribution is that community service volunteers enable paid staff to provide more services to their clientele. Paid staff are freed up to develop and explore new or additional areas of direct client service. Similarly, the community service volunteer provided service in meeting client needs that a paid staff person cannot. Often a volunteer will gain the trust and cooperation of a client more readily than a paid staff person who is not in quite the same position or relationship with the client. They may be more open with a volunteer and more willing to cooperate with staff directions.

It should be noted that these benefits were not universal to all programs. The reasons given why community service volunteers may not significantly contribute to meeting program needs were few in number but important. The lack of skills, problems with transportation, and the fact that the volunteer program receives too little information on the offender to make an adequate volunteer placement were given as reasons why community service volunteers do not contribute to meeting program goals. All of these reasons could be resolved through the implementation of a more systematic and formalized referral process where a prescreening and orientation to community service is conducted with the offender prior to actual referral to an agency.

The fourth contribution is the effect of community service work on the offender. The majority of volunteer program respondents felt that the community service alternative has a positive effect on the offender as the result of his or her volunteer involvement. This is encouraging. It appears that volunteer program staff have seen educational and, in some cases, therapeutic potential of community service experience with offenders.

Respondents mentioned increased self-esteem, constructive involvement, payback to the community, learning and personal growth, skill development and increased awareness of other people's problems and needs. One respondent stated: "Maybe they realize, after seeing so many incapacitated people, the potential that they themselves have and put it to good use." Another person responded with: "Volunteers have commented that their volunteer work has benefitted them. Volunteers' self-esteem tends to increase, as they learn to meet others' needs and gain appreciation."

Community service has the potential to facilitate personal growth and development of the offender. This seems to be particularly true when the community service experience is handled from a volunteer development perspective. In other words, the same principles of volunteer program management apply to a community service program in terms of interviewing, screening and matching of offenders to volunteer jobs in the community.

The principal exception is volunteer recruitment. Certainly no one is actively recruiting people to become offenders in the criminal justice system. However, as was noted earlier, once the offender is in the community service process, referrals can be considered a very important volunteer recruitment tool for public and private non-profit agencies in the community. The objective of the referral process should be

> *...to facilitate the highest possible chance of successful completion of community service hours. A good program-volunteer match produces mutual benefits for the defendant-volunteer, the placement agency, its clientele...and ultimately the community at large.* (Hanson & Henderson, 1983:18)

PROBLEM AREAS

This study found several areas of concern in Dane County's community service programming efforts. Most volunteer programs in the sample received formal referral information about the community service volunteer. However, because of a lack of adequate supervision and monitoring, volunteer program staff had to contact attorneys or probation officers to verify information that the offender gave them. This suggests volunteer coordinators had to spend valuable time making phone calls after the fact, rather than having the information available to them prior to interview and placement in the community service volunteer position. Even if community service referral information is received and a contact persons exists, it does not guarantee that someone will be monitoring the offender while performing community service work.

The majority of volunteer programs do not have volunteer positions available to accommodate a small number of hours or that can be worked eight hours in a given day. There are a few exceptions, but most volunteer positions are from two to six hours a week and ask for a commitment over time. For example, a Big Brothers/Big Sisters program asks for a year commitment on the part of the volunteer and the volunteer should be prepared to meet with the child three or four hours each week. One respondent summarized the concern about a more uniform system of community service hour assignment by agents of the criminal justice system:

> *I strongly support this program but feel it needs better structure to be effective. Also, some of our potential placements require extensive pre-service training and we are reluctant to invest that much time in training a volunteer who is not dependable or who has a limited time of service required if that is very brief. We have other placements which do not require such training, but these are in areas such as grounds-keeping or food preparation and not of as much interest to the volunteer, and absenteeism is a problem.*

RECOMMENDATIONS

Most recommendations given by the volunteer agency staff centered around the referral, screening, and monitoring of community service volunteers. The responses indicated volunteer coordinators wanted:

> *(1) better and more referral information prior to the placement agency interview, and that there be a more uniform referral process in place;*
>
> *(2) better and more frequent communication from the criminal justice referral programs;*
>
> *(3) the presence of a contact person who is knowledgeable about each volunteer and who could be contacted when questions or concerns arise in the placement;*
>
> *(4) screening of offenders to take place prior to referral to the volunteer program.*

Two volunteer program respondents gave their comments in ways that express the main concerns and recommendations of many of the survey respondents. Both sets of recommendations and comments are presented.

> *By far the most successful referrals are those that are monitored by the referral agency. The First Offender's Program has been a model in this area...The staff of that office provides excellent referral, monitoring, problem-solving and follow-up on their people -- which we know to be an essential component of a successful program. VSB (because it is not their role) does not provide this follow-up and support, and thus is a far less effective option for the mandated volunteer.*

We really feel the need to stress the importance of this component, and add that we as an agency would be far less likely to be willing to participate in a court-ordered program that is not structured with a resource staff for participants. We had the opportunity to receive many, many referrals from a wide variety of agencies and have learned that a good coordination and follow-up is necessary.

The second respondent expressed it this way:

A volunteer community service coordinator could alleviate the present problems, serve the volunteer better and coordinate the entire program to be more effective. A central office and staff is needed to screen community service volunteers prior to placement interview. A VCS coordinator is needed to report failure of volunteers' commitment to complete service. At present, if a volunteer does not show up, the time agency staff spend in trying to locate the individual to determine the reason for absence can be extensive.

A coordinator is needed to develop with the court system criteria for the number of hours equitable to each offense. A centralized office could keep in file a copy of the contract written between the agency and the volunteer. The office of the coordinator could have a file from each agency, their criteria for accepting community service volunteers and a listing of the criminal types of offenses they could not accept for volunteer placement. This in turn would save the volunteer time and alleviate the feeling of rejection in an agency interview.

CONCLUSIONS

Survey results show that the administration of community service with offenders is an important issue for volunteer agency staff working with such volunteers. Specifically:

(1) Administration of a community service program utilizing a formalized system of screening, referral and monitoring should be implemented for all community service programs.

(2) A community service coordinator should provide offenders with an orientation to community service and conduct a pre-placement interview where offenders are screened and referred to the appropriate volunteer agency.

(3) A community service coordinator should monitor the offender on a monthly basis during the community service placement to assist the volunteer program staff with supervision responsibilities.

(4) A coordinator should be responsible for obtaining documentation from the volunteer placement agency as to completion or non-completion of community service hours.

The information provided by the volunteer programs working with community service volunteers in this study and the suggestions given provide criminal justice administrators and practitioners, judges, prosecutors, county officials, and state legislators with valuable insight into the current problems of community service programming.

This study also found that community service is accepted by the volunteer community as a positive alternative to traditional means of dealing with offenders in the criminal justice system; and that community service experience can be rewarding and beneficial to the offender, as well as the program clientele served, and the community in general.

It is hoped that these findings and recommendations provided will stimulate and encourage improvements in

community service processing and, in doing so, provide maximum restitution benefits to the offender-volunteer, the victim as represented by the non-profit agency in the general community, and the criminal justice system.

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Pricing Volunteer Consultants: A Skillsbank Experience

Wm. Lynn McKinney

In early 1983 the Board of Directors of Volunteers in Action (VIA), the voluntary action center in Providence, Rhode Island, charged its Research and Evaluation Committee with responsibility for evaluating the work of VIA's Community Skillsbank. The Skillsbank is a special program that recruits volunteers to serve in consulting capacities to area nonprofit agencies at their request. Board members had considerable data to show that the Skillsbank was working effectively; what we wanted to learn was the perceived dollar value of services contributed to the community by Skillsbank volunteers.

With the advent of President Reagan's exhortations of the voluntary sector to support human services and of his and David Stockman's successful efforts to reduce federal spending for these services has come a widespread surge of interest in measuring the quantity and quality of volunteer contributions. Trying to do this raises a host of problems, and there are few sources which are helpful. How do we measure the impact of volunteers on an agency, on agency consumers, or on the larger community?

Neil Karn has provided us guidance for valuing volunteer time using replacement costs of equivalent paid work as a basis.[1] Further, he has urged us to aggregate volunteer hours into full-time employee (FTE) equivalents and to calculate real fringe benefit costs. He has made an important contribution, but VIA faced problems which were different in two significant ways.

First, we were not concerned in this study with the value of volunteers at VIA. Rather, we were interested in determining the value of the efforts of volunteers VIA placed with its constituent agencies. So this was not an in-house job. Our second problem was even more difficult. Skillsbank volunteers serve in a consulting capacity in what Karn would call an "as needed" basis.[2] So their efforts cannot be treated as ordinary employee work. To do so would have undervalued their contributions. Before explaining what we did, a bit of background on the Skillsbank would be useful.

THE COMMUNITY SKILLSBANK

The VIA Skillsbank began operation as a program of Volunteers in

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Action in 1979. With a grant to VIA from the Rhode Island Foundation (our major local community foundation) in 1980, a Skillsbank Director was hired. Both "experts" and agencies-in-need were recruited. For better matching of expertise and need, work categories were created, for example, Personnel, Fund-raising, Statistical Analysis, Management Consulting, and Public Relations.

The process of making a match is a painstaking one. While copious marketing materials describing the Skillsbank are available throughout the community, agencies must contact the Skillsbank in order to receive an application. Once a completed application is received, a staff member arranges an interview with an agency representative to clarify the nature of the task requiring consultation. The bank of volunteers is then scoured for a suitable person. If such a person is found, s/he is phoned about the possible match. If interested s/he is instructed to contact the agency to arrange an interview. If both parties are satisfied, the match begins with a mutual signing of an agreement which describes the task to be done. The entire match is then documented by a checklist completed by the volunteer. Skillsbank staff members monitor the progress of each assignment and are available to both agency and volunteer throughout the implementation. The match ends with each party completing a confidential evaluation of the match.

METHODS

From its creation until March, 1984 when the study began, the Skillsbank had recorded a total of 449 requests from agencies, 127 of which had come during the previous ten months, the time of our study. Of these 127, some had been withdrawn, postponed, referred elsewhere or were inappropriate for Skillsbank volunteers. Still, a total of 55 matches of consultant and agency had been made and completed. We ignored matches completed before May, 1983 because they were considered to be too old to recover; we were concerned that memories of the experience had faded. For purposes of this study, then, we found 41 matches which had been initiated and completed between May, 1983 and March, 1984 and for which all paperwork had been completed and was available.

Some of the matches involved more than one volunteer. The 41 matches provided us with 52 completed placements involving 54 volunteers. The quality of the data for the 52 matches varied. Results were complete for 22 matches and incomplete but useable for 18. In five matches, data were available only from the agency, and in four only from the volunteer. Two agencies and one volunteer either could not or would not provide requested data. Since we were concerned primarily with the agency's assessment of the value of the service, those matches for which agency-only data were available were included in the analysis but volunteer-only data were excluded. This left us 46 matches for which we had data.

The study began with our sending a letter to each Skillsbank volunteer and to that individual's agency contact for each Skillsbank match completed between May, 1983 and March, 1984. The letter briefly explained the study, informed the recipient that a phone call would be forthcoming and announced the question that the caller would ask. The volunteers were asked to estimate what they would charge the agency based on their actual time spent on the assigned task and the nature of the task. The agency was asked to estimate the cost, had it been necessary to budget for the help. Each was informed that the other was being called.

Next, the Skillsbank Director recruited seven volunteer telephoners. These people were required to attend a one and one-half hour training session. At this session the study was

explained and discussed; protocols for speaking with volunteers and agency representatives were distributed, and calls were rehearsed. Possible "difficult" responses were discussed and agreement was reached on how to respond to, and record, difficult responses. Through role playing, several phone calls were simulated. For example, the completed evaluation forms for each assignment in most cases stated the time that each party estimated the project had taken. The telephoners were told to confirm these estimates in the phone call and then use these to help respondents arrive at a value estimate. Each caller received a list of names and phone numbers of completed matches and was given two weeks in which to complete the calls. The data were tabulated manually. Summary statistics were prepared, and the Research and Evaluation Committee then attempted to explain the findings and discern meaning.

FINDINGS

The skills most frequently sought by agencies were public relations (16) followed by organizational planning (9) and personnel management (6). Each of the other skills had been requested only one or two times. Although time estimates were not essential for our analysis, we did compile them. The range of time reported for the consulting ranged from 15 minutes to 60 days, with roughly one-fourth under five hours, another fourth from six to ten hours, and another fourth from ten to thirty hours.

We had assumed that volunteer declarations of time on task would be most accurate since the volunteer was asked to keep track of time spent. Further, since much of the work was done away from the agency, agency representatives would not necessarily know how much time was used. We predicted that in cases where there was a difference, the report of hours from the volunteer would be higher than that of the agency. In 23 cases, there were incomplete data, and in ten cases the agency and volunteer agreed on time spent. Volunteer estimates were higher in nine of the remaining 12 cases. The greater the number of hours reported, the greater the difference. The most dramatic disagreement involved an agency which estimated 36 days, but the volunteer reported 60 days.

Of the completed matches, agencies assigned a dollar value to 44 of them and volunteers to 39. The volunteer estimates ranged from $15 to $9,000 and the agency estimates from $15 to $10,800. Of the 39 matches for which we had both agency and volunteer values, there was exact agreement on only one. In 21 cases the agency made a higher estimate and in the others the volunteer estimate was higher.

What were the results? What did VIA learn from this? Briefly, the total estimated value of the matches as reported by the agencies was $41,475, or about $943 per match. To our surprise, the volunteer estimates averaged considerably lower at $829 for a total of $32,340. But what do we see in the data? There seem to be four kinds of responses.

1. "What We Hoped to Find." First, for a few matches, the volunteers were utilizing professional consulting skills and thus knew the market value of their time and the agency also used professional association guidelines for determining the rate. In these cases both the agency and the volunteer had taken the time to prepare a considered response to the phone call promised in our introductory letter. We believe that these estimates are good and useful, but only four of our matches are in this group.

2. "Not Since Shirt Pockets." Second, in a few cases the agency so loved the volunteer that its estimate of value either by the hour or in total was extraordinarily high. In one case, for example, the volunteer es-

timated the task as being worth $300 while the agency estimated $5,000. In another, the agency estimated an hourly rate of $60 while the volunteer estimated $6 or $7. The opposite also occurred: maybe we should call these "Don't Call Us." In one case an agency was thoroughly dissatisfied because they felt the task had not been completed even though the agency and the volunteer agreed that 60 or more hours had been volunteered.

3. "I Don't Know Nuthin' 'Bout..." Both volunteers and agencies were guilty of this. Because many nonprofit agencies have little or no experience in dealing with "experts," and because many salaries in nonprofits are lower than in the private for-profit sector, agencies do not have the knowledge or experience on which to base an estimate. Whether or not volunteers could accurately give a rate depended on how close to their professional fields the consulting was done. If a volunteer did the task regularly, s/he was more likely to be accurate.

4. "I'm Just A Volunteer." This is a problem which is of the most concern. Some agencies put a low value on the service and then explained by saying, "if s/he had been a 'real' expert...," as if to suggest that "real" experts did not volunteer their time. Volunteers devalued their contributions, too, especially if the consulting task was outside the field of their work efforts. Our unspoken response to this, of course, is that people ought not volunteer their consulting skills if they do not consider themselves to be expert.

CONCLUSION: A NEW VALUATION TOOL

The study was valuable to VIA in a number of ways, and it produced immediate practical results in changing our communication with volunteers and agencies. We perceived the need to devise more imaginative strategies for impressing volunteers and agencies with the worth of volunteer time and the importance of consistent, conscientious recordkeeping in this respect. Second, we learned that it was not possible to arrive at a meaningful estimate of the dollar value of Skillsbank volunteer time through a study such as this one.

Therefore, the Research and Evaluation Committee determined to create a schedule of realistic consultant fees for each area of expertise in the Skillsbank, by getting the advice of local consultants. This was accomplished, and the Service Value Reference Sheet in Appendix A was the result. It contains such notations as: Public relations, $30-$50 per hour; group work consultation, $25-$40 per hour. At the time of the volunteer's final evaluation of the Skillsbank experience, a letter from VIA will request: "...estimate the dollar value of your contribution using the enclosed Service Value Reference Sheet, trying to keep your estimate within the range provided."

When the volunteer's estimate has been received, the customary wrap-up letter to the agency will now include a statement such as: "$550.00 is the estimated value of the recent Skillsbank volunteer service to your agency. You may wish to use this figure when reporting in-kind donations to your program." When this system has been in effect for a year, the Committee will review the results and evaluate the process.

As a result of the study, we believe that the benefits from the Community Skillsbank work far exceed the costs of VIA. We want to strengthen our conviction. We encourage further research. Do volunteers undervalue as much as we believe? Do agencies overvalue volunteer consultant time? With time and experience will the range of these estimates narrow? What are the most effective methods for measuring the value of volunteers who work in consulting capacities?

For further specific information and samples of any of the instruments described in this article,

please contact Volunteers in Action, 229 Waterman Street, Providence, RI 02906.

FOOTNOTES

[1]*Neil Karn, "Money Talks: A Guide to Establishing the True Value of Volunteer Time," The Journal of Volunteer Adminstration, (Winter 1982-3 and Spring 1983).*

[2]*Neil Karn, "Addendum to 'Money Talks,'" The Journal of Volunteer Administration, (Fall 1984).*

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Appendix A

VIA, Inc.
The Community Skillsbank
Service Value Reference Sheet

Please review the fees suggested for the services you provided in this particular assignment and, in the appropriate space on the evaluation form, give us your estimate of the value of your contribution. If possible, stay within the ranges provided. Thank you!

Service	Service Value Range
Research	$35-$40/hr.
Organizational Planning	$30-$40 except where noted
office management	
organizational planning	
program development	
board/organization development	
board/staff partnership	
record/information systems	
library development	$35-$50
grant writing/fund development	
insurance	$75-$100
other	---------

Service	Service Value Range
Fiscal Management	$35-$75
budgeting	
bookkeeping	
auditing	
accounting	
fiscal controls	
fiscal management	
purchasing	
other	

Program Evaluation	$35-$70
Legal	$60-$75
legal issues	
agency coalitions/agreements	
advocacy/legislation	
other	

Site Planning & Maintenance	$35-$60
building repairs/renovations	
energy conservation	
land/building use	
other	

Special Skills	
computer skills	$30-$75
translation/interpretation	$15-$25
inter-cultural sensitivity	$25-$30
planning education skills	$25-$40
casework management/interviewing	
other	

Personnel	$50-$75
personnel management	
recruiting	
supervision & evaluation of performance	
training/development/education program	
benefit plans	
grievance procedures	
affirmative action	
other	

Group Facilitation	$25-$35
conflict resolution	
conference planning	
effective meetings	
other	

Volunteer Program Development recruitment/retention interviewing/placement supervision and evaluation job description training/development vol. reimbursement/benefits other	$25-$35
Public Information--PR flyers/newsletters campaign development/advertising radio/TV/press relations audiovisual materials report preparation awards/recognition speakers' bureau other	$35-$75
Arts (Music, Fine Art, Drama)	$50-$75
Recreation	$30-$40
Health administration planning direct services other	$35-$50

Job Skills Developed in Volunteer Work: Transferability to Salaried Employment

Vicki R. Schram, PhD

Volunteer administrators, vocational advisers, and others have long maintained that volunteers develop valuable job skills which are transferable to paid employment. The Association for Volunteer Administration and VOLUNTEER: The National Center have been particularly active in seeking recognition of volunteer work experience by employers. Many corporations, state and local governments, and the Federal government now provide a place on job applications for relevant volunteer work experience.

Volunteers individually are encouraged to develop their skills and demonstrate these to potential employers. The I Can series, for example, consists of a checklist of competencies to help volunteers recognize and establish areas of expertise (Council of National Organizations for Adult Education, 1981).

Some people participate in volunteer work as a way of getting job experience. Surveys over the past few years indicate that students at Michigan State University have increased their interest in using volunteer work to explore career alternatives and to get work experience (Service-Learning Center, 1983).

Research on job skills and volunteer work has been minimal. Mueller (1975) found that volunteer work participation was higher for women who expected to work in the immediate future. She concluded that women volunteer, in part, to gain on-the-job skills and work experience. In an effort to help "displaced homemakers" to obtain jobs, Hybels (1978) studied the transition from volunteer work to paid work for women. She found that skills gained in volunteer jobs were seen as transferable by the volunteers. Also, volunteer job contacts frequently were useful in getting a paid job.

PURPOSE AND OBJECTIVES

Recently, Ellis (1984) cited the documentation of job-related skill development as an important area for research in volunteer work. Such research could help to convince employers that volunteer work does produce transferable skills. It could also help to identify the range of skills acquired and the type of volunteer jobs in which they are developed.[1] Thus, the purpose of this research was to investigate job skill development in volunteer work. Specific objectives were: (1) to determine whether job skills acquired in volunteer work are used in paid employment; and (2) to identify types of volunteer jobs which produce specific, transferable skills.

METHODOLOGY

Data used in this project are from a larger study of spring 1980 baccalaureate graduates of Michigan State University. The larger study included both volunteers and non-

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volunteers. To ensure that both groups were in the final sample, one-half of those surveyed were identified as volunteers. Records available from the Service-Learning Center[2] were used to facilitate this. All the volunteers were surveyed since their number was relatively small compared to the total student population in the graduating class. A random sample of the non-volunteers were surveyed. The resulting sample size was 906; 472 completed questionnaires were returned. There were 59 questionnaires returned as undeliverable.

The researcher developed a mail questionnaire. One part of the questionnaire was an inventory of 45 skills which could be obtained in volunteer work. This list was designed after reviewing the relevant literature and lists of skills developed by others (e.g., Ekstrom, 1980; Association of Junior Leagues, 1981). Other parts of the questionnaire dealt with volunteer experiences while respondents were students, volunteer work following graduation, subsequent employment, and demographics.

Data were collected on both volunteer work and internship experiences that graduates had while students at the University. Since unpaid internships are similar in nature to volunteer work, they were defined as volunteer work in this study. Paid internships were excluded from analysis. Although this is a limitation, measuring the two separately on various aspects was judged too involved to provide reliable data from respondents. There were 351 respondents characterized as volunteers; this group comprises the sample for this study.

FINDINGS

The average volunteer in the study was a white female, aged 25 years, with a personal income in the $10,000-$14,999 range. She was more likely to have majored in social sciences, business, language/communication/fine arts, or education than in any other major. Of all the volunteers, 335 reported they had obtained skills in their volunteer work; 281 indicated they used these skills on the job.

Table 1 lists the skill inventory and the percent of volunteers indicating they had obtained a skill in their volunteer work. All 45 skills were obtained by some portion of the respondents. This documents the variety of skills that one can get as a volunteer, at least when one is a college student or graduate. This table also shows the percent of those who obtained a skill and subsequently used it on a salaried job. Of particular interest is that so many skills were used on the job by more than half of those who obtained the skill. For example, more than three-fourths of the volunteers who got some type of managerial skill used this on the job. Thus, volunteers seemed to be very likely to use the skills they developed in volunteer work when they enter the labor force. Although these data measure the respondents' perceptions of skills and their transferability, not quality of skill, they are important in establishing the role of volunteer work in job skill development (again, at least for college graduates).

Respondents also were asked to indicate the type of volunteer assignment in which they developed the skills used on the salaried job.[3] The volunteer jobs, "group leader" and "giver of direct services," provided the greatest variety of skills; respondents indicated they had obtained 40 of the skills used on the job from these types of volunteer assignments. Other volunteer jobs which resulted in 35 to 40 different skills used in employment were: (1) teacher, tutor, or teacher's aide; (2) internship (not specified); and (3) organizer, planner. Given these results, it seems reasonable to assume that any volunteer job has the potential to allow a volunteer to develop several salaried job skills. What seems to be important is for

Table 1

Percent Distribution of Volunteers Obtaining Skills and Using Them on the Job

	Obtained Skill* #	Skill Used on the Job #	Skill Used on the Job %
Arts and Crafts Skills			
Crafts, ceramics	28	13	46.4
Needlework, knitting, sewing	8	2	25.0
Painting, sculpture, pottery	14	8	57.1
Photography	24	14	58.3
Woodworking	7	3	42.9
Child Care Skills			
Custodial care: feeding, etc.	43	26	60.5
Supervise activities	127	87	68.5
Plan learning activities	114	77	67.5
Clerical/Secretarial Skills			
Computer/calculator operation	29	21	72.4
Filing, general office work	71	54	76.1
Typing, dictation	40	32	80.0
Education Skills			
Demonstrating	135	106	78.5
Teaching, tutoring, training	173	130	75.1
Financial Skills			
Accounting, bookkeeping	27	19	70.4
Budgeting	27	17	63.0
Comparison shopping	22	10	45.5
Fundraising/solicitation	50	24	48.0
Grantsmanship	13	8	61.5
Health Care Skills			
CPR, first aid	43	22	51.2
Testing: blood pressure, etc.	32	18	56.3
Lab work	41	29	70.7
Household Skills			
Cooking, cleaning, laundry	25	11	44.0
Gardening, lawn care	14	5	35.7
Home maintenance: painting, wallpapering	11	2	18.2
Managerial Skills			
Delegating tasks	125	97	77.6
Leadership	163	127	77.9
Organizational	183	148	80.9
Program development	157	118	75.2
Supervising	147	119	80.9

Table 1 (continued)

	Obtained Skill* #	Skill Used on the Job #	Skill Used on the Job %
Mechanical Skills			
Auto repair; small engine repair	8	4	50.0
Household repairs: plumbing, electrical, etc.	12	5	41.7
Public Policy Skills			
Lobbying	26	9	34.6
Public policy formation	44	20	45.5
Public Relations Skills			
Advertising	40	28	70.0
Oral communication	171	145	84.8
Sales	23	20	87.0
Writing, editing	104	81	77.9
Research Skills			
Analysis	115	87	75.7
Evaluation	118	88	74.6
Writing reports	116	86	74.0
Technical/Professional Skills			
Computer programming	12	9	75.0
Counseling, advising, listening	113	88	77.9
Drafting, engineering	14	13	92.9
Mathematics	14	12	85.7
Translating languages	20	13	65.0

*N = 335

the volunteer to be aware of skills desirable to develop and for the volunteer administrator to help in that job skill development. These results also can be used to help educate employers about the diversity of employment skills that can be developed in any one volunteer job rather than assuming that only a select few skills are developed in a particular volunteer job.

To understand further the role of volunteer work in salaried job skill development, respondents were asked about the importance of volunteer work in obtaining their first job, related to their education, following graduation. Slightly more than one-half of the volunteers indicated that volunteer work was somewhat important or very important. By far the reason given most frequently for the importance of volunteer work was that it gave the respondent practical experience between the classroom and the work world. Thus, these data indicate the important role volunteer work has in undergraduate education and can have in any program which prepares people for paid employment.

IMPLICATIONS

Volunteer work does produce transferable job skills as measured in this study. Results of this study are useful in educating employers, volunteers, and others. The data also suggest that people needing job training, and not eligible for government-funded job training programs, could find training in volunteer work.

The results of this study are important, but the sample limits generalizability of the results beyond a university population. Future research could diminish this limitation by sampling a broader spectrum of the population. Or, a different type of selected sample could be used, and results compared with those of this study. Another research possibility would be an in-depth study of job skill development in one type of volunteer job or within one type of volunteer agency. It would also be of interest to investigate the opinions of employers. Any of these approaches would build on the results reported from this study and enhance knowledge of job skill development in volunteer work.

FOOTNOTES

[1]This study was funded by a Human Ecology Research Initiation Grant and an All-University Research Initiation Grant, Michigan State University. Data were collected by the author while a faculty member at Michigan State University.

[2]The Service-Learning Center at Michigan State University coordinates student volunteer placements in the Lansing-East Lansing, Michigan area. It is one of the country's largest student volunteer programs.

[3]A table with all the cross-tabulations is available from the author.

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Youth Views on Volunteering and Service Learning from the Chicago Area Youth Poll

Karen J. Popowski

Ed. Note: This article is an excerpt reprinted with permission from a booklet entitled, "Chicago Area Youth Poll: Youth Views on Volunteering and Service-Learning," by Karen J. Popowski, Cook County (Illinois) Sheriff's Youth Services Department, 1985. The Cook County Sheriff's Office has pioneered a unique program of delinquency prevention through the encouragement of youth volunteering.

INTRODUCTION

Several hundred teenagers participated in this first Chicago Area Youth Poll to discuss their opinions and experiences with volunteerism and service-learning. Our goal is to provide a comprehensive and insightful look, from the adolescent's point of view, at the conditions and factors that are important to giving time and talents to others -- both in the community and at school.

To explore this concept, high school students were asked about their image as teenagers in general, and more specifically about their image as providers of service. Specific issues about motivation, recruitment, management, external influences (family and friends), and receptivity by others are considered as well as specific types of volunteer activities provided by teenagers in the community.

The Cook County Sheriff's Youth Services Department was prompted to conduct this study for several reasons. First, to provide a process wherein Chicago area teenagers have a forum to express their views and opinions to adults who make decisions and provide services that affect their lives. Based on the very successful Minnesota Youth Poll, which was first conducted in 1979 and has explored numerous topic areas since that time, the Chicago Area Youth Poll strives similarly to "expand factual and theoretical understanding of youth by learning how they perceive and understand issues significant to them."[1]

Second, there is an increasing demand for volunteers to assist in the continuance of human services within our communities. Youth have often been described as an untapped resource; yet, most community organizations and services do not utilize youth as volunteers in their program. Before encouraging program chairpersons and administrators to consider greater youth participation, asking youth themselves to provide insights to the feasibility of youth volunteerism seems an essential first step in program planning.

Third, some local school districts, individual classroom teachers, as well as recent reports such as the 1983 study on the American high school prepared by the Carnegie Foundation for the Advancement of Teaching, have included "community-service components" in the high school curriculum. Such service-learning plans are based on meeting both the educational needs and civic obligations of the student as well as meeting the service needs of individuals and organizations within the community. Learning by doing or learning better by teaching others is the basis for experiential education. Learning good citizenship through personal investment and involvement of time and talents creates, not only a more responsive citizen and a more respon-

sible young adult member of the community, but also a student who feels better about himself or herself. These assumptions will be checked out with the students whose learning depends on them.

Fourth, low self-concept, a feeling of alienation or a sense of not belonging and boredom are frequently described as significant factors contributing to juvenile delinquency. The Cook County Sheriff's Youth Services Department is committed to reducing delinquency through creating conditions that promote the healthy development of youth. Volunteering in community service activities may be regarded as a strategy for delinquency prevention through positive youth development.

We anticipate that through the exploration of the issues involved in youth volunteerism, we will be provided with valuable insights into understanding those conditions that promote psychologically healthy, contributing young members of the community.

This report is divided into four parts. Part One describes the responses to group discussions on the image of teenagers and the pros and cons of various factors of volunteer involvement in the community. Part Two focuses on service-learning as a component of the high school curriculum. Part Three is a statistical summary of the results of an individual survey completed by each student. Part Four is a summary of the findings with some recommendations and implications for school and community program planners.

YOUTH PARTICIPATION

To assure greater youth involvement in designing this youth poll, a small group of students from three Chicago area high schools were selected to attend the Great Lakes National Leadership Conference (NLC). This unique ten-day experiential-leadership program offers its participants the preparation needed for developing service projects in their home communities. NLC is based on the philosophy of Servant Leadership which recognizes effective leaders as people who are granted genuine authority and allegiance because of their ability to serve others.

Designing a youth poll on volunteerism and service-learning became the designated back home service project for this Chicago group. The students met regularly to design the poll, having lengthy discussions on the definition of volunteerism and whether to include such school activities as sports and entertainment which "helped create a better community spirit." After a spirited debate, the final decision was made not to include these school activities into our definition but to acknowledge the contribution of the time and talents freely given by those participating in these extra-curricular school activities. The students were invaluable in refining questions and selecting words to more clearly express the Youth Poll questions. Of critical importance was their caution against our use of the word "community service" in the poll, fearing it might be negatively associated with military or mandatory service.

In addition to their own discussion of the design, they conducted an informal pre-test among their friends, made the proper revisions, and then arranged with their school administrators to conduct a formal pre-test with another student group. After the Chicago Area Youth Poll was conducted in each of their respective schools, the students assisted in entering the data from the individual survey into the computer and coding the responses from the Youth Poll discussions.

Because of the many hours of time and energy invested in this project, the students were very interested in seeing the tabulated results of the survey which they played such a key role in designing. With their school administrators, they attended a luncheon to discuss the ini-

tial findings of the poll and to receive well-deserved certificates of appreciation in recognition of their significant contributions to this study.

METHOD

Approximately 440 students in 90 discussion groups from 3 Chicago Area high schools participated in the study. The three schools represent a diversity of student bodies in the Chicago metropolitan area -- an inner city, all black public school; a suburban, integrated public school; and a private Catholic, all girls school, drawing students from the city and surrounding suburban communities.

Each school administered the questionnaire among classes which would provide the broadest range of opinions through a diversity of experiences, age and abilities of the students. The students were asked to form self-selected groups of four to seven persons. One member of the group assumed the role of discussion leader and recorder and was instructed to write down as much of the discussion as possible, even including comic remarks.

As each group completed their discussion of the final question, the recorder read the instructions and distributed the individual survey for each group member to fill out anonymously and in silence.

The group questionnaires were analyzed using qualitative methods and also treating each school separately. Answers to each question were then analyzed for recurring themes and patterns of responses. They are reported in order of the frequency of students' responses. Several questions required the recorder to poll the members and report the actual number of "yes" or "no" responses to that item. Exact percentages are therefore reported for this data as well as for all the information obtained on the individual surveys. Students' opinions and perceptions gathered from the group discussion on several questions are compared to the actual quantitative data obtained from the individual survey responses and charted on graphs or tables whenever possible.

Listening to the opinions of youth, however, is most effectively done by carefully reading the actual quotes from the Chicago Area Youth Poll participants. The reader will be treated to a smorgasbord of honest, thoughtful humorous, and at times, poetic and sad, words of teenagers.

A discussion of each section of the survey is presented in the complete booklet. Only the summary follows. For more information, contact the Cook County Sheriff's Office, Youth Services Department, 1401 South Maybrook Drive, Maywood, IL 60153.

SUMMARY AND IMPLICATIONS

ON VOLUNTEERING

1. Even though many of the Youth Poll respondents were above average students and involved in many positive activities at school and in the community, more than 97% of their comments indicated that these students felt people held a very negative image of teenagers. They felt teens were viewed as lacking in maturity, responsibility and respect for others as well as lacking in caring and concern for others. Others felt perceived as being excessively involved in partying, drinking, using drugs and having sex. Some felt labeled as troublemakers, delinquents or simply BAD.

Hopefully, these young people have a better and more positive perception of themselves than the negative stereotype they think others have of them. Hopefully their responses would have been more positive if they were asked how others perceived them as individuals, rather than as part of a group called "teen-

agers." Fortunately for society, all teenagers don't live up to the negative image they think others have of them.

2. Every student polled expressed some plea to shake this negative stereotype and be seen in a positive light. While the normal developmental process through adolescence includes a strong association with peers and a persistent questioning of societal values and ideas, teenagers nevertheless clearly asked to be considered, first of all, in a positive regard and secondly, as individuals and as persons who are emerging beyond childhood and growing into adulthood.

Through discussion groups and brainstorming sessions with young people, the challenge of finding ways to promote a more positive image of teenagers can be pursued.

3. Forty-five percent of the students said they thought that most teenagers would want to be involved in helping others in their community. There were significant variances among the participating schools: 72% of city school students, 56% of private school students and 29% of suburban school students perceived their peers to be willing to help. However their perceptions clearly underestimated the actual willingness of teenagers which is almost 75% , as reported in the individual survey.

Students and adults alike need to be made aware and assured that the great majority of teenagers are willing to volunteer and therefore put to rest the negative stereotype of teens being labelled as lazy and unconcerned about their community.

4. Self-esteem, caring about others and community pride were the major themes expressed as motivators for why teens would get involved in service. Feeling self-confident and responsible, feeling proud and needed, recognized and trusted or simply feeling better about yourself accounted for nearly one-half of the responses. Enhancing self-esteem and promoting personal growth are extremely important to these young people. Other personal benefits included new learning, new experiences, and new friends, as well as preparation or exploration for future careers and a better image or positive perception by others.

Since the perceived benefits of volunteering are often similar to the ideal image hoped for by teens, a discussion relating these two issues may be a useful strategy for program planners, teachers, youth workers and counsellors who are concerned with improving the general image of teenagers in the community or the self-esteem of an individual adolescent.

It is interesting to note that although the majority of students had not been involved in volunteer activities, they have very definite, clear expectations of the intrinsic benefits that are gained from serving others.

5. Eighty percent of the comments from students who had previously performed some volunteer work clearly affirmed positive feelings about their involvement. They felt their work was meaningful, important, and needed as reflected in the appreciation shown by those whom they directly helped. Other volunteers were more aware of how their services assisted the community or organizations with which they were involved.

Once again, the students used their own personal feelings of recognition as a barometer of the meaningfulness and importance of their work.

6. Reasons given for why teenagers might avoid volunteering were either external or personal factors. Limitations of time was an especially frequent reason given by private school students. Negative peer pressure and the need for money, especially among juniors and seniors, were equally problematic. Simply being "not interested," self-centered, or the lack

of prestige, recognition or parental support, as well as a list of fears such as failing, feeling humiliated, feeling stupid, or afraid of not knowing what to expect or of not being able to handle the pressure, were also seen as obstacles by the students.

Some of these factors can be handled quite easily in creative problem-solving sessions dealing with managing time and responsibilities. Special attention, however, needs to be given to issues of peer pressure and the real fears of failing or getting involved. It is important that prospective youth volunteers be made to feel a part of a group, preferably of other peers and supported by a host organization. A genuine promise of clear expectations, adequate preservice and on-the-job training, and supportive supervision will help allay some of the fears of failing.

7. Almost one-fourth of the students polled indicated that they had been involved in a volunteer project but subsequently quit. Time conflicts were reasons given by 50% of the private school students but only 10% of the suburban school students. Boredom, unrewarding or uninteresting work or not enough responsibility topped the list of juniors and seniors. Lack of respect, impatience, adults being too bossy and overworking the volunteers were used to describe the negative treatment leading to their termination as volunteers.

Aside from problems of time, most reasons for leaving were internal to the organization: i.e., management, the attitudes of the adults, the nature or pressures of the tasks, or the lack of responsibilities. Program administrators need to apply the same standards of quality management to their youthful volunteers as they do for adults. Also, adults may need special preparation in dealing with adolescent development needs and schedules as well as a sensitivity to avoid becoming too personal with them.

8. Respect, Recognition and Reward were offered as primary motivators for making volunteering more popular among teenagers. Greater diversity and interesting jobs as well as greater peer involvement - the chance to make new friends and have fun - were other suggestions. The principles of sound management again are seen as absolutely essential among teens.

Unique, however, to recruitment among young people may be the attention that needs to be given to "popularizing" the concept. Marketing strategies that use popular people, adults and teens, as positive role models or welcome groups of friends to become involved may well increase the ranks of volunteers. Some schools require that a service component be included in each and every school sponsored club or organization. Therefore, athletic, musical, drama, and other students' groups, certainly can help promote the notion of service.

9. Sixty-eight percent of the comments reflected a positive or neutral reaction from their friends regarding the students' potential volunteer involvement.

While the majority of students do not expect negative peer pressure, the fear of being teased, ridiculed or ignored by friends cannot be treated lightly since some teens seem far more affected by peer reaction than others. Group discussions on the benefits of volunteering as well as promoting facts and statistics on student involvement and reactions may serve to reduce these fears.

10. More than ninety percent of the students' commments reflected a positive or neutral response when

asked about parental influence on decisions to volunteer. Less than 10% predicted a negative reaction from parents.

Since, for most students, parents are seen as setting the example or at least providing the encouragement to volunteer, time and attention might well be given to soliciting the help of parents in reinforcing the values of such activities. As one student commented, "if parents don't volunteer or at least talk about it, the kids won't care." This message can be rather easily promoted through school notices and newsletters, PTA meetings, and parent and community education programs as well as public service announcements. To avoid a rebellious response, especially among teenagers, care must be taken to support and encourage rather than absolutely insisting on such activities.

11. Students were split on the issue of whether they felt informed and welcome to volunteer in their community. Although nearly 70% of private school students reflected an attitude of acceptance, only 25% of their suburban counterparts felt so. About 50% of both city and private school responses indicated a lack of information about volunteer opportunities.

As especially evidenced among suburban school students, there appears to be a strong correlation between students' perception of peer involvement in helping others and their perception of the community's receptivity to them. This should signal a warning to planners to look at both sides of the supply and demand of volunteerism. Are students reluctant to become involved because they don't feel welcome? Are organizations reluctant to create roles for youth because they feel the students won't respond? And, where would students go to find out about volunteer activities?

A notice in the school bulletin or high school newspaper may indeed provide a communication link to the students. If students are to be genuinely invited to volunteer, a central resource or clearinghouse would be most helpful. At least, students need to be certain of where to go to obtain this information. Making it hard to find out certainly makes it hard to volunteer.

ON SERVICE-LEARNING

1. By a margin of 2 to 1, students reflected on the positive advantages to the recommendation of the Carnegie Foundation Report, to set up service learning programs in high schools. Students clearly saw the educational value of this experiential learning. They also considered job readiness, civic contributions, increased self esteem and social opportunities as advantages of the plan. Disadvantages listed included time conflicts, too much work, or fears that the experience might not be helpful to the student or the recipient.

2. Three-fourths of the responses indicated that receiving credit would certainly boost participation among students. The secondary personal benefits that come from the recognition given by the school and the long-term lesson in learning to serve others were articulated. Some students, however, felt the program may be viewed as an "easy" class or for slower students.

3. Forty-seven percent of the students indicated that they had performed some type of service as part of a class assignment. However, there is a significant difference among the students: 72% of city school students, 56% of private school students and 30% of suburban school students reported these class projects. This difference is similar

to the students' perception of their peers' willingness to get involved in helping others.

Perhaps class projects which include service to others may either help to create an image of volunteerism among students or, conversely, it may reflect the teachers' assessment of the attitudes of their students to be either positively or negatively disposed to these activities.

In light of the previous discussion regarding the benefits of service-learning and credits, teachers can feel encouraged to incorporate the concept of service-learning within the curriculum.

4. As a graduation requirement, 58% of the students reacted negatively to a mandatory service-learning component. However there was again much diversity among the participating schools: 40% of city school, 53% of private school and 63% of suburban school responses were negative.

The diversity of reactions and the intensity of feelings would suggest the need for a clearly defined educational program with many options and objectives to suit the diverse needs and interests of the students if such a plan were mandated. On the other hand, a strong reaction to any additional mandatory requirement might well be expected.

In either case, care must be taken to assure that both educational and service objectives are met and that both student and client, organization or community, benefit from and are better because of this plan of learning to serve while serving to learn. Some schools have introduced the service learning program as an elective course before mandating its enrollment. Other schools have required that each school-sponsored club, organization or sports team must include a service component among their approved activities. Tapping into the untapped resource -- i.e., the community as an extension of the classroom, or youth as fully participating and concerned citizens of the community - can provide an exciting challenge for the educational system today.

INDIVIDUAL SURVEY

1. Nearly 75% of all high school students either are or would consider volunteer involvement. 26% of the students are currently performing volunteer work.

2. City school students report a higher level (40%) of current volunteer service than their suburban (24%) or private (22%) student counterparts.

3. Teens significantly underestimate, by 29%, the willingness of their peers to get involved in helping others.

4. No clear patterns of volunteerism emerge among the four classes at the survey schools. However for seniors at least 75% at each school can be seen as current or potential volunteers.

5. Male students at the city school are just as likely as their female counterparts to volunteer. While there was no difference among the schools in the females' responses, the males at the suburban school were considerably less likely to volunteer. Still, the majority of young men (57%) were willing to consider volunteer involvement.

6. The better the student performs academically, the more likely that he or she will be involved in a volunteer service. However, the correlation does not exist for potential volunteers. Students at all performance levels indicate a willingness to be involved.

7. Students who perform well academically are also more likely to be involved in extra-curricular activities as well as volunteer involvements.

8. While every student group had a level of current volunteer involvement that was well below that of their family members and friends, their potential interest would be greater than the current level of family and friends.

9. When considering specific skills, females were nearly three times as likely to be a pre-school aide or day-care aide as their male counterparts. Almost twice as many females than males also felt they could provide patient care, companionship or chore service to seniors, assist in church or religious education, and be a hotline listener.

Males, however were 1-1/2 times more likely to want to coach and more willing to donate blood. While females were 1-1/2 times more willing to be a tutor or teacher's aide or provide clerical or telephone services.

10. On specific areas of service there was somewhat less divergence between the genders, although the results again supported current sex role distributions. Males were extremely reluctant to become involved in areas dealing with the handicapped or senior citizens as compared to the willingness of their female counterparts. Assisting in emergency service, i.e., food, transportation and housing, and in the areas of cultural programs and correction services saw a significant gender gap where female involvement was far more likely. Recreation, arts, crime prevention, music, alcohol and drug programs, theater, school, church, ecology, legal aid, and consumer affairs are areas where there seems very little gender preference among teenagers.

11. More than 90% of the students felt that volunteering should begin by age 16 and more than 60% suggested that by age 14, children should begin getting involved in helping others.

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[1] *Details on the philosophy and methodology of the Minnesota Youth Poll are available in* The Center Quarterly Focus, *"The Minnesota Youth Poll" by Diane Hedin and Howard Wolfe, Spring 1979. Copies may be obtained by contacting the Center for Youth Development and Research, 386 McNeal Hall, 1985 Buford Avenue, St. Paul, MN 55108. (612) 376-7624.*

Letters

Dear Editor:

This is to express my appreciation for your publication of my article about Larimer County's Senior Tax Workoff Program in the last issue of The Journal of Volunteer Administration. As a direct result, my department has had inquiries from the City of Milwaukee about starting a Tax Workoff there. The ABC news contacted us after seeing an article about our program in The Denver Post, and we will be featured in late April on the ABC Nightly News. The JOVA article provided them with the background material they needed, and brought their attention to the implications for volunteerism as well as tax relief for older homeowners.

My thanks for your encouragement and your timely help in publicizing the Tax Workoff program. It's great to know that JOVA is not only being read, but is resulting in the spread of valuable programs nationwide.

Sincerely,

Lorrie Wolfe
Assistant Director
Larimer County
Senior Tax Workoff Program
Fort Collins, CO

To Remember . . .

HARRIET NAYLOR

When Hat Naylor died in May, she left a legacy of words and actions that continue to grow in meaning. Though we honored her in recent years for her past achievements in building the field of volunteerism, Hat was very much a part of present day activities, continuing to write and lecture up to the day of her death.

The Journal would like to document and share -- and thereby preserve -- the current thinking of Hat Naylor. Anne Honer and Ivan Scheier were two people who had been in recent correspondence with Hat and have volunteered to develop an article (possible more than one) based on her newest concepts. The Journal expects to publish this important tribute to Hat in the Winter 1985-86 issue.

If any of our readers have recent letters or other materials on volunteer issues from Hat that would be of value to others, please help us to develop this special section. We also welcome workshop notes.

Contact:

Anne Honer, Director
Volunteer Skillsbank
Volunteers in Action
229 Waterman Street
Providence, RI 02906

Please let Anne know of your interest in contributing no later than September 15. Thank you.

Becoming a Consultant

Marcia Hellman

PURPOSE:

To teach consultant skills and give participants a chance to practice them.

USES:

Serving as a consultant is a useful training activity for Board members who visit individual chapters or units to serve as consultants. It also can be used by salaried staff as they work with their volunteer members.

TIME: 90 minutes.

MATERIALS:

Newsprint and markers
"Roles" for Role Play.

PROCESS:

A. Introduction

HOW WOULD YOU DEFINE THE CONSULTANT ROLE?

Discuss at tables. Ask group for a few definitions.

CONSULTATION -- GIVING HELP. The relationship is:

- voluntary - client comes to you for help. You may choose to answer the call for help.
- temporary - relationship will focus on a particular plan or need. When you fulfill the need the relationship will end.
- supportive - consultant focuses her help to support the client's need.
- disciplined - both the client and consultant recognize the need for a clear working contract so that the need will be met.

WHAT ARE THE SKILLS NEEDED TO PERFORM THE ROLE?

Ask the group, then clarify with this mini-lecture:

Communication Skills -- Both Verbal and Non-Verbal

1. Attentive Listening

2. Clarifying, Facilitating, Replying; Reflecting and Understanding Feelings

Marcia Hellman is Training Coordinator for the Association of Junior Leagues. She Designs and delivers training for individual Leagues and Association programs.

This response conveys that you not only hear the words being spoken (content), but also sense the feelings behind the words. You are picking up the components of the message that are hidden to the average listener, for you deeply desire to see the other person's world as clearly as you possibly can. For example: "When you describe that situation, you sound very upset."

By showing the person that you have heard their pleasure or their pain, you have opened up an emotional bank account with them. Each time you listen attentively, ask open-ended questions, clarify or summarize their message, or reflect their hidden feelings, you make another deposit in this account. Thus, one goal you will find beneficial is to "increase the frequency of the high facilitative responses" in your verbal interactions. With practice, you will be able to integrate them comfortably into your communication style.

3. Confirming

4. Clarifying Questions - Effective Interviewing

   Questions that start with what, when, how and who encourage the answerer to open up and share personal perceptions.

5. Summarizing

B. Activity:

With your partner, please interview each other and practice clarifying and confirming responses.

Questions for interviewing:

1. How do you feel about your new position on the Council?
   How do you feel about your new position on the Board?
2. How was your trip to this meeting?

Process Questions:

Did the listener respond and reflect feelings?
What type of body language did the client use?

C. Lecture on Process Consulting

Next give a mini-lecture stressing these points:

Two types of consultation:

1. Purchase of Consultation - Client desires information and asks expert for it.

   a. Success of this type depends upon whether client has correctly diagnosed own needs, and

   b. Whether client has correctly communicated those needs to the consultant, and

c. Whether client has accurately assessed the capability of the consultant to provide the right information.

This process often does not meet with success because of these variables.

2. Process Consultation - involves the Consultant and Client in a joint diagnosis.

The importance of a joint diagnosis derives from the fact that the consultant can seldom learn enough about the organization or that particular group to know the best course of action for them. The Consultant helps the Client to become a good diagnostician personally so that s/he and her or his group can then solve the problem.

STAGES IN PROCESS CONSULTING:

1. Establish Relations
   a. Determine more precisely what the problem is.
   b. Determine next steps.
   c. Establish contract--can be spoken agreement of what problem is and what you plan to do.

2. Select Method of Work

   a. Establish who and when to observe, e.g, you might interview the Board, observe a meeting, sit in on an important committee meeting. (This reinforces the idea that the consultant does not already have pat answers and standard expert solutions.)

3. Gathering Data
   a. Ask group how.
   b. Direct information.
   c. Individual or group interviews.
   d. Review questionnaires (can be too impersonal).

   "The way you ask questions gives you an opportunity to intervene constructively."

4. Intervention
   a. Agenda setting interventions
      1. Questions which direct attention to interpersonal issues.
      2. A Board meeting devoted to interpersonal process: "How is our group functioning?" "How do we make decisions?"

   b. Feedback of Observations - To group; To individual.

   "Your decision making process seems to be mainly a minority one. How does this affect your group function?"

   c. Coaching or counseling of individual or group.

   d. Structural suggestions pertaining to Group Membership. Structural Suggestions pertaining to Communication or Interaction.

"Your meetings are way too long - members get bored and leave."

e. Suggestions pertaining to allocation of work or assignment of responsibility: e.g., Nominating Committee meeting one full day a week. This committee needs to look at its method and functioning.

5. Evaluation -- Disengagement -- Both agree that client will work on solutions and use questioning techniques suggested by consultant.
Termination

D. ACTIVITY

Role Play - this role play can be done at tables or in front of the group. The role play takes place at a Board meeting of a volunteer women's organization. The parts may be changed to include men. Give each person a role assignment, as follows:

Role Play - CONSULTANT

The President of the local chapter of a volunteer women's organization in Berwick, PA has invited you to visit her chapter. She wants you to be a speaker at a membership meeting and then meet with the Board to discuss some problems the chapter is facing.

You attend the membership meeting. The business section of the meeting takes two hours and then you speak for one-half hour. Many members leave after the business meeting.

The next morning you meet the Board at a breakfast meeting. One of the main topics they wish to discuss with the consultant is how to keep their members motivated and the antagonism that exists between the paid and non-paid working women in their organization.

Role Play - DONNA,
TREASURER

You are the manager of the First National Bank of Berwick and a competent working woman.

You are disgusted with the inept way the chapter is being run and attempt to takeover the leadership because you have lost your patience with the situation.

You speak up so something gets accomplished as Mary lets the conversation go on and on and never calls for consensus. You hope the consultant has some brains and can teach Mary some leadership skills.

Role Play - JOAN, VICE PRESIDENT OF LOCAL CHAPTER

You are a competent, well-organized, take-charge type of person and are at your wit's end because of Mary's inept leadership of the chapter.

Both the Board and membership meetings go on interminably and many members are as disgusted as you are. This year is definitely an off year and you can't wait until you are in charge.

Role Play - MARY, PRESIDENT OF THE LOCAL CHAPTER OF A VOLUNTARY WOMEN'S ORGANIZATION

You are not very well organized in your life and have tried to run the chapter by the book. So, you have all your groups report to the membership at every meeting. You get bored with these long meetings at times, but believe in participatory democracy and are determined to keep this format.

You have sensed an uneasiness and some hostile feelings in your Board toward you and your leadership style and hope the consultant can iron out these difficulties.

Role Play - VALERIE, CHAIRMAN, EDUCATION AND TRAINING

You are a good friend of Mary, the President, and feel the team is not operating synergistically. You realize that Mary is trying, but the group is not responding to her leadership style. You feel that Donna is a big hindrance as she always dominates the conversation, and si very destructive of all the Board attempts at change.

You hope the consultant will put Donna in her place.

Allow discussion for 5 to 10 minutes. Then raise the following "process questions" with the entire group.

PROCESS QUESTIONS

1. What was happening in the role play?

2. What part should the consultant play?

3. How should the consultant help the group to solve their problems?

4. How did the consultant gather data?

5. What type of feedback did she give?

6. What suggestions would you make to the consultant for actions she should take before attending the meeting?

7. Have you been in similar situations? How would you have handled them?

The original source of this material is unavailable. The training session has been modified and the author has modified and added her personal method and design, but does not claim to have originated the concepts.

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