Step By Step By Step By Step

Management of the Volunteer Program in Agencies

by Marie MacBride

for
The Research and Training Project
Volunteer Bureau of Bergen County, Inc.
A Voluntary Action Center

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Volunteer Bureau of Bergen County
Bergen County, New Jersey

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A Tribute

to the author

a truly outstanding volunteer

formerly a professional worker with volunteers,

who has committed her talents, time,

and special expertise to creating this manual

The board of Directors and the staff

of the Volunteer Bureau of Bergen County

are proud of and deeply indebted to her.

We fervently hope agencies across the nation,

which include volunteers in their delivery of human services

will be led "Step by Step"

to strengthen their volunteer programs in directions

that will develop volunteers in challenging ways

comparable to the unique contribution of

Marie MacBride

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About Volunteer Bureau/ Voluntary Action Centers

Either under the name of "volunteer bureau" or "voluntary action center (VAC)" these organizations have two basic roles: (1) assisting in the improvement and increased effectiveness of volunteer programs in agencies through consultation and training services and (2) recruiting and referring volunteers to volunteer programs. The following are national organizations dedicated to strengthening voluntarism:

The Association of Volunteer Bureaus (AVB), established in 1951, is a constituency-based organization responding to growing needs for exchange of information and experience in administering volunteer coordinating agencies. An accredition process for AVB member bureaus and VACs insures that standards for effective operations are maintained. Through its annual conferences and periodic regional workshops, AVB provides continuing learning opportunities for VB/VAC directors and staff. AVB provides volunteer administrative and programmatic skills; *Notebook,* a monthly newsletter; Model Volunteer Programs; and publication of periodic surveys and selected conference reprints. For information: Association of Volunteer Bureaus, 801 North Fairfax St., Alexandria, VA 22314, or 6th Floor, Colorado Bldg., Boulder, CO 80302.

The National Center for Voluntary Action (NCVA) was created in 1970 as a private, nonprofit organization to stimulate and strengthen the involvement of individual volunteers and volunteer agencies in problem solving. NCVA provides information, publications, technical assistance, training, and national recognition to volunteer-involving organizations. To its network of affiliated Voluntary Action Centers, NCVA provides the services of its Volunteer Consultant Network, education and training workshops, and institutes; representation on its board of directors; *VAC VIEWS,* (a monthly newsletter) for the exchange of program information and techniques; and a reduced-rate subscription to *Voluntary Action Leadership.* NCVA also provides "start-up" materials and consultations to organizations that are developing a Voluntary Action Center. For information: National Center for Voluntary Action, 1214 - 16th St., N.W., Washington, DC 20036.

Appendix I has specific information about the Volunteer Bureau of Bergen County, Inc., A Voluntary Action Center. Please call for more information.

Foreword

In 1977, The Volunteer Bureau of Bergen County submitted a proposal to LEAP (Local Employment Action Project) to learn about the impact of volunteer programs on social service agencies in the county. Included in the proposal was the provision to develop a comprehensive manual based both on the findings of the survey and on the knowledge gained from researching authoritative sources on volunteerism. That manual was to provide a step by step guide to agencies interested in setting up or strengthening their volunteer programs.

The Volunteer Bureau of Bergen County shares the conviction that volunteers should be included as partners with paid staff in setting and revising goals, recommending policy, planning, evaluating, and, in many instances, delivering services. It prefers the involvement of volunteers with as vast an array of expertise and potential as possible not only on its policy-making and advisory boards but also in its direct services.

Successful managment in other areas has demonstrated how productive it is to have participation from everyone involved. This conviction is shared by the author of the manual who has reaped the benefits of years of experience testing methods of directing volunteer programs. So it is this philosophy and theory that permeates every chapter of her book. We believe the methods spelled out in "Step by Step" are essential to the most effective use of financial as well as human resources in voluntarism.

As a third part of the LEAP project, the Volunteer Bureau has scheduled workshops to help agency directors of volunteers make good use of the manual. The design and content of those workshops will be packaged before the LEAP project ends. It will be available without charge to volunteer programs in social service agencies throughout Bergen County and elsewhere at cost.

The bureau thanks the other LEAP staff members: First, Florence Leon, the project's capable and inspired coordinator. Her years as coordinator of volunteers for the Eastern Region of the American Field Service has given her special evidence of the rightness of the manual's approach; her brilliant assistant, Barbara Ritomsky; her research and statistical worker, Mollie Freidman; Brendon Haugh, manual production and public relations coordinator; John Calabrese, workshop assistant; and Cornelia Hough and Helen Mayer, clerk-typists.

We would also like to mention other Volunteer Bureau board and staff members: Peter Meek, Ida Mae Stein, and Marion Purbeck whose experience in volunteerism made them exceptional board advisors to the project; Elizabeth C. Baxter, president, and Joan Borders, executive director, at the time the project was conceived, written, and approved; Elizabeth Haines who contributed her invaluable knowledge of the agencies from six year's experience as director of referrals; and Ruth Owens, office manager, who helped in ways too many to enumerate. Last, but not least, we want to express our gratitude to John Lyle, a Volunteer Bureau board member and executive director of the Bergen County

(cont.)

Community Action Program, which administers LEAP and to his dedicated secretary, Barbra Coss. We are also grateful to all the readers who studied the first draft and made valuable suggestions.

Margaret Davis,
President
Mildred B. Sareyan,
Executive Director

December, 1978

Preface

As the times change, so do volunteerism and the people who volunteer. This book is based on a recognition of the enormous contribution of volunteerism to our nation. Its aim is to present steps toward the development of a true partnership between volunteers and paid staff members to accomplish the work of the third sector — that part of community action that is neither business nor government related. The first part of the book is addressed to the agency management and the second part is a manual for the administrator of the agency's volunteer program.

Because this book is addressed to agencies vastly different in size, in organization, in potential for volunteer participation, in funding, and in purpose, each agency will find some details that are helpful and some of no application to its situation. This book cannot cover all aspects of volunteerism in agencies; therefore, *fundamentals* are listed at the close of each chapter so that an agency can apply them in developing a volunteer program uniquely suited to its needs.

The term *agency* is used in this book to mean any organization using the help of volunteers, regardless of its proper designation as "association," "club," "council," "center," "unit," or "society."

To answer the question about which term to use — "voluntarism" or "volunteerism" — I quote from the Winter, 1978, issue of *Voluntary Action Leadership:* "Basically, *volunteerism* is used when talking about the involvement of individuals as volunteers — tutors, advocates, driver, etc. *Voluntarism* generally refers to the more institutional voluntary sector as a whole — national voluntary organizations, philanthropy, etc. So, we could say that *voluntarism* is essential to the solution of problems in our society and that *volunteerism* must be a significant part of that effort."

For gracious sharing of their resources and for sound advise, my thanks go to Joan Borders, executive director of the Girl Scout Council of Bergen County (NJ); to Jane Kruzan, executive director of the Voluntary Action Center of Morris County (NJ); and to the Volunteer Bureau's staff members who worked untiringly with me on this project.

Part I
Executive Decisions

1 Volunteerism

Volunteerism is alive and well! In Old Town Alexandria, Virginia, volunteers, young and old, man an archeological dig to save two-hundred-year-old relics from the bulldozer. In Cleveland, Ohio, sign painters volunteer to paint a colorful mural on a huge, drab wall so that Rapid Transit riders have a better view. New Yorkers share their home life with battle-weary children from Northern Ireland. Suburbanites of Cook County, Illinois, provide temporary, emergency shelter for homeless children. Attorneys volunteer their time to counsel ex-offenders. Retirees tutor children in New York City schools. Volunteerism is alive – but new and different.

In our early history, mutual aid was necessary for survival. Later, volunteering was performed by the *have's* for the *have-not's.* During the last decade or so, through volunteer-agency programs, emphasis has been on sharing skills, experience, and attitudes, with the understanding that neither the giving nor the getting is one-sided. More recently, advocacy has been at the center of many volunteer efforts such as child-abuse shelters and rape-prevention clinics.

These advocacy roles show that people are willing to become involved through group effort while at the same time individuals are saying, "I don't want to be involved." The difference seems to be the willingness to become involved *with other people* in order to effect a change perceived as needed.

In the trend to limit governmental services through a demand for reduced taxes, is the citizen saying, "I'd rather do it myself?" Only time will tell if he is willing to follow through by taking over tasks left undone by the reduction in bureaucracy. But the present atmosphere seems to indicate stronger and more extensive volunteerism for the immediate future. The U.S. Department of Labor in its Manpower/Automation Research Monograph, *Americans Volunteer,* estimates that by the year 1980, the volunteer work force will contribute $30,000,000,000 annually to the U.S. economy.

About the Volunteer

The volunteer! Who is he/she? Why does he volunteer? Where can he be found? What can the agency offer him? What can he offer the agency?

First, the volunteer is "a people" – not something flown in from outer space, but a person like you and me, with needs and dreams and abilities. He is not a skill and he is not a body to fill a slot. The volunteer is alive and has much to offer. Given the opportunity, the volunteer will serve the agency well.

Who is the volunteer? A newcomer to town, a retiree, a blue-collar worker, a senior citizen, a high-school boy, a Girl Scout, an executive, a plumber, a homemaker, a truck driver, a teacher, a handicapped person, a bookkeeper, a pilot, a college professor, an internist, an interpreter, a welfare mother. He comes from every town. He might even be a group – of professionals, of church women, of service club members, of ecology-minded college students. The volunteer is like you and me.

Why does a person volunteer? There are almost as many reasons for volunteering as there are volunteers. A person might volunteer to be part of his child's organization, to better the community, to gain recognition, to be needed, to be successful, to express emotion, to exert power, to solve problems, to work in his own area of expertise – or to try something new, to test career options, to be a part of a team, to work with a group, to sharpen unused skills, to work with friends, to combat the monotony of a routine job, to test interests

without pressure to succeed, to ease loneliness, to fill a void caused by retirement, to do hands-on work when his vocation requires think-tank work, or vice versa. An individual might volunteer for a combination of reasons.

The expression, "If you want a job done, give it to a busy person," suggests that achievers are well-organized people. It is not uncommon for a person to have two jobs – and very often the second is a volunteer job to which he/she devotes as much time and energy as to a paying job. Employed people *do* volunteer.

In his book, *The Year 2000,* Herbert Kahn says:

> Increasingly we are not only developing primary occupations and secondary occupations, but also tertiary occupations. Women's prime role is becoming less central to her life and less capable of satisfying her full range of interests. Most of us are going to have to find volunteer activities in order to fulfill all the capacities and needs we have. It's going to become increasingly important, not only in terms of what the city needs, but in terms of what the individual needs.
>
> People are getting less personal satisfaction than they used to because they're mechanized or automated; the human element is taken out of them. You have that kind of job; so you earn your living that way. But you really satisfy yourself on what you plan to do on a voluntary basis, because you've got some command of what is going to take place there.

Whether or not it is his/her top priority, a person volunteers because he/she cares enough to give of himself to help another. Whatever the given reason for volunteering, underneath there is acceptance that he/she is part of the human race and is ready to share what he/she has with other members of the human race.

What can the agency offer the volunteer? Opportunities to fulfill the volunteer's needs and to learn and practice skills. Getting to know and understand the volunteer is of primary importance. That he/she volunteers for self-satisfaction does not diminish his/her contribution. Matching the volunteer to the right job is the only route to satisfaction on both sides. Interviewing and placement must be done with the greatest care.

What can the volunteer offer the agency? Since funding usually makes it impossible to continually expand paid staff, improving, extending, and adding to the agency's programs can take place only through the services of volunteer staff. Volunteers also bring growth, vitality, and new horizons to the agency.

Volunteers in Agencies

For many reasons, agencies vary widely in the number of volunteers helping with their programs. Some agencies are completely dependent upon volunteer help, while others are entirely paid-staff operated. Most agencies fall somewhere in between, having volunteers as members of their boards of directors and volunteers who do necessary but unchallenging work. In most cases, the significant parts of the agency's programs are implemented by paid staff. It is time to open more challenging operational work to volunteers.

Today's volunteers are more skilled and experienced than ever before. Many are qualified to work in tandem with today's paid staff. Some are professionals in their own fields. Most are aware of societal needs, especially in their own locales. In a recent Gallup poll, 89 percent of urban residents said they would volunteer their help for their own neighborhoods. Today's volunteer is capable of identifying needs and finding solutions.

In the summer, 1978, issue of *Voluntary Action Leadership,* a magazine published by the National Center for Voluntary Action, an article titled "Is Volunteerism in Trouble?" makes this statement:

> If volunteerism has a problem today it is that we neglect to recognize the maturity of the institution and subsequently are not able to see that it is more a part of the fabric of our society than ever before. And that's the key. Today's society is a different society, and so is the volunteer. Volunteers in 1978 respond to 1978 recruitment techniques; they demand placement in positions worthy of their much sought after time, their improved skills, their broader experiences. They work superbly with 1978 staff which is neither threatened by their presence or suspicious of individuals who choose to do something for rewards other than the dollar.

Benefits for the Agency

With the right kind of volunteer help, the agency can strengthen its existing programs and extend them to more clients and can add new programs that cannot be imposed on overburdened paid staff. Almost every agency has, at sometime, reluctantly dropped a good program idea because the paid staff could not take on more work. Volunteers can supplement and complement paid staff work. On the one hand, they can perform tasks traditionally done by paid staff, thus freeing them to do what they are hired to do. On the other hand, volunteers possessing skills not to be found among paid staff members can add new vistas to an agency's programs.

But none of this happens through haphazard recruiting carried out because "we need more volunteers." A planned volunteer program, tailored to the individual agency, is the answer.

The U.S. Department of Health, Education and Welfare encourages planned volunteerism and has this to say in its pamphlet on the development of a volunteer system:

> A volunteer development system produces enriched and more effective services and an informed dedicated citizenry ready to participate in collaborative efforts outside the agency in meeting human needs, and attacking problems. . . .
>
> A volunteer system must be well conceived and create a climate in which people can risk giving their best. . . . Provision of opportunities to participate in policy development, program innovation, and advocacy roles attracts and motivates the best volunteers.

Benefits for the Volunteer

Volunteerism is a two-way street, and the agency needs to be concerned with what it offers the volunteer. In *Volunteer Training and Development - A Manual* by Anne K. Stenzel and Helen M. Feeney, the authors stress the agency's obligation to the volunteer to ask itself these questions:

> What guarantee does the volunteer have that his or her service or participation will be effective? What assurance does the volunteer have that time, talent, and skills will be utilized in a meaningful way? Will the volunteer see a long-range potential for self-development in whatever task is undertaken or service performed? Will the volunteer's good intent be exploited by an uninformed or overly aggressive administration? What positive learning experience will be acquired by virtue of meaningful jobs, by the assignment of real responsibility? Will the volunteer actually become a *participant* in the agency or institution and have an influence on policy and possible social change?

A volunteer program is founded on mutual trust, respect, benefits *for the agency* from its volunteers, and benefits *for the volunteers* from the agency.

The best volunteers are attracted by opportunities to participate in policy development, program innovation, and advocacy roles. They can find this kind of opportunity in a volunteer program that is an intrinsic part of the agency's planning cycle and total system.

Fundamentals

Volunteerism can be expected to grow.

Because volunteers are increasingly better skilled and more experienced, an agency will profit by finding ways to use volunteer services in more areas of its operations.

An agency can more readily attract quality volunteer service when it has an *organized* volunteer program.

Qualified volunteers can help the agency improve and extend existing programs and add new programs, which would be impossible with available paid staff time.

2 Developing an Agency's Volunteer Program

When the board of directors, the officers, or the executive director of an agency recognizes the value of a planned volunteer development system, a realistic assessment of what the agency faces in setting up a volunteer program is in order. Questions such as these might be considered:

- Does the agency have a legitimate need for volunteer staff?
- Can the work be divided into jobs, some of which can be done by part-time volunteer staff?
- Can these volunteer jobs be integrated with paid staff assignments and the plan of work?
- Is it possible to find volunteers to do the work?
- Can volunteers be trained to do these tasks?
- Can the staff be motivated, helped, or taught to work with volunteers?
- Will the agency commit paid staff time to the volunteer program for job definition, training, and supervision of volunteers?
- Does the agency have (or will it have) a stated volunteer policy?

Defining *Your* Volunteer Program

In her book, *The Effective Management of Volunteer Programs,* Marlene Wilson says, **"There is no one right plot or design for an organization or a volunteer program.** Each must be flexible enough to respond to their own realities of persons, funding, community needs and vision. What we are talking about is 'synergy' – the ability of a group to out-perform even its own best individual resource. **The one absolutely essential element would seem to be trust!"**

Whatever form your volunteer program takes, your decisions and goals should be formally expressed so that board members, paid staff members, and volunteer staff members are working from the same base. This volunteer policy should be passed by the board of directors.

The volunteer program for each agency will be unique, developed through careful consideration of concepts such as these:

- that the agency will have a volunteer program as an integral part of its operation
- that the agency recognizes volunteerism as a two-way street: the volunteer gives his time and skills and, in turn, he can expect opportunities for self-development; the agency can expect professional-quality work from the volunteer
- that volunteer jobs will be defined and volunteers will be placed in appropriate jobs.
- that the volunteer will keep to himself any confidential information he learns about the agency's clients and the agency, and the agency will keep confidential any personal information it possesses about the volunteer
- that the volunteer program will be administered by a director of volunteers (the statement should clarify that the director of volunteers is to be a full- or part-time paid staff member of a full- or part-time volunteer.)
- that the agency will provide funding for

the volunteer program (office space, furniture, materials, secretarial help, salary – if paid staff)

Some of the following are applicable to certain agencies, but not all. There might be other items necessary to a volunteer statement. Is a uniform required? Who supplies it? What insurance coverage is provided for volunteers? Are they required to have automobile liability insurance? Will the agency provide child care for volunteering mothers? Does the agency require any health examinations? Who pays for them?

Whatever is included, a clear volunteer program statement will facilitate planning, budgeting, obtaining funds, and evaluating the program.

Implementing the Volunteer Program

After the volunteer program is formulated, the next step is planning the implementation. This can be done by the chief administrator or by an implementation task force. A good combination for the task force would be: board members (the policy-making volunteers), paid staff members, and volunteers who work directly with clients. If the director of volunteers has already been appointed, that person might be assigned to develop the plans for implementation or might head the task force. On the other hand, finding a director of volunteers might be part of the work of the implementation task force.

Finding a director of volunteers. The director of volunteers heads the volunteer program. He/she might be called "manager of volunteers," "director of volunteer services," or "volunteer coordinator." We have chosen *director of volunteers* (because this is the term used for this position most often across the nation. Many voluntary action centers hold DOVIA (Directors of Volunteers in Agencies) meetings where ideas are exchanged and resources reviewed. So, we will use *director of volunteers.*

Ideally the director of volunteers will be a full-time, paid staff member – if not now, as part of the agency's planning for the future.

If the director of volunteers is a present staff member, who is assigned to the job on a part-time basis and who has been carrying a full load, adjustments must be made in his/her first assignment to accommodate the new work of the volunteer program. If the director is to be a volunteer, either full- or part-time, he/she must be considered a part of the agency staff in every way.

The director of volunteers is responsible for developing and implementing the volunteer program within the agency. This position is a management position with departmental status and the director should be responsible to the chief administrator or his/her appointee. The director of volunteers works with paid staff and the membership in planning, developing, and supervising a meaningful volunteer program. While recruiting volunteers, he/she is active in interpreting the agency and all its programs to the community.

The director of volunteers tasks will be **administrative** (planning, organizing and carrying on the work, coordinating with other programs of the agency, and evaluating progress) and **operational** (recruiting, interviewing, selecting, orienting, placing, training, supervising, recognizing, and evaluating volunteers, and keeping records of their activities).

Qualifications to look for in someone to fill this position might be: college degree or equivalent experience, some knowledge of office procedure, experience as a volunteer, administrative ability, understanding of human behavior and of the social services, and training skills or experience with personnel procedure. The individual agency's volunteer program design might indicate other qualities to look for in a director of volunteers.

The director of volunteers must be sensitive to the entire atmosphere around him/her. He/she should see himself as a helper to agency programs, to paid staff, to volunteers, to clients, and to the community. The director of volunteers will be the one who handles tensions and misunderstandings between volunteers and paid staff members and between volunteers and volunteers.

To a large degree a volunteer program will only be as effective as the director of volunteer's ability to blend the people working for the agency's programs into a partnership or team. Mildred Sareyan, executive director of the Volunteer Bureau of Bergen County, suggests that the director of volunteers "stop and consider how each volunteer might influence or change a plan and how each volunteer has the potential for teaching the director of volunteers so that the never-to-be-finished program is a volunteer program that belongs to everyone in it."

An extensive orientation to the agency (and to the community, if the director of volunteers comes from a different geographical area) are in order. He/she will be working closely with all facets of the agency's operations, with all paid staff members, with all volunteers, with all clients (if indirectly), and with the community. He/she cannot know too much about all these groups. In addition, he/she needs to know the present status of the agency's volunteer system and the attitudes held toward it by the groups mentioned above. Time spent in a well-planned orientation for the director of volunteers will be well spent.

Setting up office space for the volunteer program. The agency is obligated to provide adequate office space, furniture, equipment, clerical help, and supplies for the director of volunteers. These will be reflected in the budgeting and funding of the volunteer program.

Integrating the volunteer program into the agency's operations. In order to make the volunteer program part of the operations of the agency in every way, adjustments will need to be made in staff structure, showing supervision of the director of volunteers and his relation to other staff members; in the part of the plan of work that will be affected by the program; and in the budget.

The "people" aspect is the crux of the integrating process. The agency has clients, paid staff, direct-service volunteers, and members of the board of directors. All of them are people who, together, must become a working team intent upon achieving the goals of the agency. The key to a harmonious blend is trust. Mildred Sareyan said, "What really makes an impact is the opportunity to contribute their efforts and skills in a way that will make the whole thing better than the sum of the skills of the individuals."

Preparing with paid staff members. "The success of volunteer participation within the agency depends upon the degree of positive readiness of staff to work with volunteers," states Hope M. Martin in *Building Volunteer Staff Into An Agency's Organizational Structure.* "Many staff members have never thought much about volunteer service and the advantages which can be realized through effective volunteer participation. Some staff members may be reluctant to relinquish any aspect of their duty assignments. Often they are uncertain about how to act toward volunteers — either ignoring them or constantly hovering over them."

Paid staff are a very important segment of the partnership. Their trust in their agency's volunteer program will grow as their concerns are met. It probably will be useful to have special staff meetings or training sessions on the subject of working with volunteers.

Ivan H. Scheier, president of the National Information Center on Volunteerism, feels that staff nonsupport of volunteers has been overemphasized. In his *Winning With Staff* he says, "Personnel people will tell you that, while paid employees **need** the money, the better ones do not work for money. They work out of intrinsic interest in their work, or possibly for status and affiliative motives. In this, they are strikingly similar to volunteers. We would do well to stress that similarity, instead of polarizing the two types of people, the implicit emphasis today. In fact, good volunteers and good staff have more in common with each other than either group has with ineffective volunteers or staff. Effective volunteers and staff are intrinsically motivated primarily by the work itself."

Essential to the success of the volunteer program is the commitment of the chief administrator to provide paid staff the necessary time to learn to work with volunteers as partners and to involve paid staff members in the planning of the volunteer program.

Helping the paid staff to identify possible

volunteer jobs. The question is: What part of the agency's plan of work can be done by volunteers? What part by paid staff? The key is the best use of available abilities. A volunteer board of directors hires an administrator to carry on the work of the agency. In a volunteer organization, there should be both paid workers and volunteer workers involved in the agency's operations. The volunteer board does its work of planning, policy making, funding, and review. It delegates the implementation of the plan of work to paid staff. The paid staff, in turn, recruit volunteers because they cannot do all the work of the agency. Ideally, each one is placed in a position where he/she can do what he/she does best.

If the volunteer program is to give the agency the capability of extending and improving its existing programs and adding new programs, the operational jobs for the volunteers must be substantial and well planned, and should be written up as volunteer job descriptions (see Appendix IIA). Paid staff jobs should be jobs only full-time staff can do. Volunteer jobs should relieve paid staff members so that they can have more time to do what they are professionally trained to do. In some cases, specific jobs can be done by volunteers who have more capabilities in a given area than have paid staff members.

"Staff members should never forget that ideally agency work is a partnership between staff and volunteers – that the volunteers are experts in some areas and the staff experts in others," is one member's conviction as reported from a DOVIA (Directors of Volunteers in Agencies) meeting by Rhoda M. Andersen, executive director of Los Angeles Volunteer Bureau.

Volunteer jobs, no matter how involved and important to the agency, augment staff jobs; volunteers complement, not substitute for, paid staff members. But for volunteer staff and paid staff to work together as a team, they must have clearly defined rules.

Review paid staff job descriptions. The paid staff job descriptions will need to be reviewed in the light of the newly defined volunteer staff jobs. For example, a staff member might become the supervisor instead of the doer. He/she might supervise the volunteer who manages camping reservations, instead of managing the reservations himself, as he had been doing. The chief administrator of the agency has final approval of staff job descriptions and should take part in defining jobs for volunteers – at least the overall areas of work to be delegated to volunteers.

Set up measurable goals and a timetable for the volunteer program. At some time, an evaluation of the volunteer program will be required by the board or by the chief administrator to determine its effectiveness and the implications for future planning of the volunteer program. Evaluation will be easier if what it is expected to accomplish is stated at the beginning of the program in the form of measurable goals and if a timetable is drafted.

So, these are the suggested steps to be taken by a volunteer program implementation task force. Once the volunteer program is established, the task force, as such, has completed its work. The individual members of the task force would be knowledgeable, experienced people to serve on a volunteer program standing committee.

A volunteer program standing committee, in agencies that work through standing committees, would have a different role. The director of volunteers would give staff service to such a committee. The work of the committee would cover the following: giving guidance to the development of the volunteer program; facilitating cooperation with other committees and task forces of the agency; helping to identify volunteer jobs; planning for recruitment; reviewing and evaluating the volunteer program; and setting goals for its plan of work.

In agencies without a standing committee, the director of volunteers would be responsible for this work.

In either case, once the implementation task force has completed its tasks, the director of volunteers would take over the continuing work of integrating the volunteer program into the agency's operations, helping to write volunteer job descriptions, helping paid staff to work as a team with volunteer staff, and carrying on all phases of the volunteer program work.

Fundamentals

Define the agency's own volunteer program — what will work for this agency?

Decide:

- Who will direct the work of the volunteer program and where will its office space be?
- What jobs can volunteers do?

Adjust staff job descriptions accordingly.

Create a partnership atmosphere.

Develop measurable goals and a timetable.

Part II

Manual for Directors of Volunteers

3 Directing the Volunteer Program

The job of director of volunteers is a challenging one — in a relatively new field, with great potential.

Marlene Wilson says in *The Effective Management of Volunteer Programs:*

> It would seem that more people than ever are volunteering and they represent all segments of the community. . . . The skills required to direct the activities of such a large and diverse group are much more exacting than those needed a few years ago, when volunteering was still the uncomplicated process of helping out. The volunteers of today are struggling to become involved in the deeper issues of society as well.

The director of volunteer's starting place is the agency's volunteer program and its stated goals. What is its current involvement with volunteers? It might be: with a large group of volunteers doing various work loosely integrated with other programs; with volunteers working as helpers to individual staff members or projects; with an organized volunteer program serving only one area of the agency's operations; with board members as the only volunteers; or with no volunteers and the agency only recently committed to include whatever people the director of volunteers will recruit.

Perhaps next the director of volunteers needs to make an assessment of the attitudes of people in the agency toward volunteers. Their attitudes will affect the work and the way the director of volunteers begins. In *How To Administer a Volunteer Program* by Stanley Levin, there is this statement:

> It is essential to understand that attitudes are of major consequence to the ability of any Director of Volunteer Services to perform effectively and to accomplish program objectives. While the attitudes of the Director of Volunteer Services are of utmost importance, considerable attention also needs to be given the disposition of facility personnel and the general population. First, the Director of Volunteer Services must personally, and deeply, believe in the values of volunteer participation. Second, there must be strong positive convictions about the benefits of volunteer service within the facility's governing body and paid staff. Third, it is necessary that the community harbor a spirit of citizen participation and willingness to become involved in meeting human needs.

Acceptance of volunteerism by these groups is important to the volunteer program. And the director of volunteer's acceptance of the agency's volunteers, paid staff, and board members as people who are dedicated to the agency's goals will go a long way toward blending them into a working partnership with shared responsibilities.

The director of volunteers should keep an open-door policy, always being available to paid staff — especially those directly supervising volunteers — and to the volunteers. Also, he/she should develop and maintain cordial relations with all facets of the community served by the agency.

The purpose of the volunteer program — and therefore the job of the director of volunteers — is to increase volunteer participation in the operations of the agency. In addition, as a manager, the director of volunteers will have administrative duties such as the following:

Planning. Preparing written plans and proposals, establishing objectives, and formulating operational standards.

Organizing the work. Developing forms and other printed materials, setting up office procedures, establishing a communications system with paid staff, with volunteers, and with the public.

Carrying on the process. Maintaining records,

preparing budgets, making reports of volunteer and financial statistics, finding new sources of recruits, reading and attending conferences to keep abreast of new trends and developments in the field.

Coordinating. Meeting volunteer needs of the agency's committees and projects; meeting with staff members to continue the process of identifying volunteer jobs and writing job descriptions; meeting regularly with community leaders and officials; disseminating volunteer program news throughout the agency; working with the public relations director to produce needed brochures, newsletters, posters, and releases for recruitment.

Delegating and supervising. Working with staff members who supervise volunteers and being available to volunteers for consultation; supervising directly any volunteers to whom the director of volunteers has delegated part of the work, such as record keeping, interviewing, or training.

Evaluating progress. Evaluating volunteer performance and the total volunteer program.

Working With Out-based Units

If the agency is very large, with many out-based units, very possibly completely administered by volunteers, the director of volunteers cannot work directly with all volunteers. A dividing line must be determined: What volunteers will be recruited, placed, and supervised directly by the director of volunteers? What volunteers will be managed by the unit administrators? The director of volunteers should determine the dividing line and establish a system for the volunteer unit administrator to use rather than personally doing all the recruiting, placing, and supervising in the out-based units as well as the central operations.

In setting up such a system, it might be helpful to consider these questions:

- What does the director of volunteers need to know about volunteer jobs, recruitment, and placement in the out-based units? Probably only what is necessary for reporting and for identifying volunteers capable of moving up to central operations.
- What do the unit administrators need to know about their volunteers? Only what will help them place their volunteers and possibly recommend some to move up.
- How much record keeping can be expected of the volunteer administrator? Probably only what he/she sees as necessary plus what the director of volunteers can convince him/her is necessary for central operations.
- What help will the director of volunteers give the out-based units in recruiting techniques and materials? in referrals to them? in record-keeping forms: with tie-ins to the central recruitment campaigns?

Any system for out-based units must fit into the ways of work of the agency, should be as simple as possible, and should be planned with the help of the unit administrators.

Fundamentals

Know the volunteer program goals

Assess:

- present volunteer activity in the agency
- the level of acceptance of volunteerism in the agency and in the community

Plan the work according to the tasks assigned and according to established priorities

In a large agency, set up a system for volunteer program in out-based units

4 Bringing the Volunteer Into the Agency

However marvelous the agency's programs, unfortunately, the director of volunteers will not find volunteers flocking to its side; he/she has to go out after them and convince them to join the agency.

This chapter will cover recruitment, interviewing, selecting, and placing volunteers – a four-step process for bringing the volunteer into the agency.

Recruitment

A volunteer program needs year-round recruitment to fill volunteer jobs as they are identified and as job descriptions for them are developed. The director of volunteers might provide a "Request for Volunteers" form on which paid staff and project chairmen can request volunteers. (See Appendex IIB.) A well-thought-out plan will bring more success than relying upon traditional sources of volunteers. A recruitment plan should include determining the best **sources** for needed volunteers and how to gain access to them, **when** to approach them, the **message** that will motivate them to join you, and the easiest way for them to **sign up.**

Sources. The volunteer jobs that the agency has to fill can be in several categories: direct service to (or with) its clients, administrative functions, policy-making responsibilities, research, and funding. Each category of volunteer might come from a different source. Recruitment needs creative thinking. For example, board members are charged with policy making, planning, and review. Finding individuals with these skills – business executives, women experienced in the administration of community organizations – may not be difficult. But if the agency is about to build its own headquarters, it needs a qualified board member *who also knows the construction industry,* someone who knows how to read contracts, someone who knows labor relations, or people who have contacts in these areas.

Whatever the category of volunteer job, the director of volunteers should seek out untapped groups – such as a carpenters' union, a sewing group, an art school, a group of folk musicians, an association of airline stewardesses, service groups, bar associations, or wherever he/she is likely fo find the skills required by the jobs. A director of volunteers who maintains continual contact with the various segments of his/her community will never lack sources of volunteers.

The director of volunteers should develop a file of information about the community including annual reports of professional and community organizations and lists of directors of community organizations, of cultural groups, of local government officials, of local resource groups. He/she should collect newspaper and magazine clippings that list officers and goals of clubs and associations. If the agency has a public relations department, it will probably have this kind of information about the community. Public libraries are another place to look. City hall probably will have information about the organizations in that town. At any rate, through these sources of information, the director of volunteers will find the person to write to or call to gain access to a specific group. The agency's present volunteers are a possible means of access to groups in which they have memberships.

A letter with a follow-up call is a good way to approach an officer of such a group. A letter with information about the agency can spark the interest of the officer, and then, the director of volunteers can use a personal call to establish the link with the officer's professional group or club. The result might

be that the director of volunteers convinces the officer to submit names of several people from his/her group who have the qualifications the director of volunteers is seeking. Or the director of volunteers might be invited to present the agency's story and need for volunteers at the group's meeting. Once the contact is made, the director of volunteers needs to plan the message to be presented.

Shopping malls have opportunities for agencies to recruit volunteers. Often they have weekly themes such as "Summer Fun" or "Your Schools and You" or "Employing the Handicapped." At one of these, the agency might be planning to have an exhibit about its work and program. The director of volunteers should seize this kind of opportunity to have a recruitment table or booth and actively recruit among the people who show interest.

Housewives are not the only volunteers. Think women, but *all* women – employed and not employed – and all ages. Think men! More and more of them are volunteering. Think couples – busy people who are willing to give their leisure time, but would like to do it together. And there is a new kind of volunteer – the family. Some families like to do everything together, even their volunteering. Is there a place for a family to volunteer in your agency? to do household tasks for shut-ins? to entertain in a nursing home? to help maintain the agency's facilities? to read to the blind or teach reading to slow learners?

Looking for volunteers? remember the local Volunteer Bureau or Voluntary Action Center. It is growing and becoming a better source of volunteers each year.

Service clubs of all kinds – civic, church-related, high-school – are good sources for individual recruits or for group projects to benefit the agency. Sometimes by volunteering for an agency, the group can fulfill one of its goals. For example, a city-based men's service club did not know how it could meet an ecological goal set by its national board until it was asked to prepare a campsite for the handicapped. Both the service club and the agency for the handicapped benefited from that project. Another kind of satisfaction for volunteers!

The National Center for Voluntary Action made a study of *Volunteers in the Workplace* to determine the extent and scope of volunteering by corporate employees and trade union members and also the extent of corporate social responsibility. They found that some volunteering is done on released time. In other cases, where it is not done on company time, the corporate attitude sparks interest in volunteering among the employees. Some companies set up grants to which employees can apply for funds for their favorite nonprofit groups. Released time was used for tutoring in schools, helping the non-English-speaking with legal forms, typing large-print books for the legally blind, helping with fund-raising telethons, helping with tax forms, etc. *The Volunteers in the Workplace* is a growing concept and might provide another source of volunteers.

When? Timing the approach to a volunteer can be crucial. Professional people and people who plan their volunteering in a professional way should be approached well in advance. May is the right time for recruiting students and other people who have free time during the summer.

Teachers and teenagers should be called after 3:00 p.m. And housewives appreciate calls before 3:00 p.m. when their families begin to return home. Some women who are active in the community like to be called between five and six in the evening. Employed people rarely want to be called at work and prefer evening calls.

Many organizations elect officers and make plans for the coming year in May and June. If the director of volunteers wants to speak at one of their meetings, he/she should request a place on their program calendar for the coming year when they are making their plans in the spring.

Since many clubs' activities come to a halt for the summer and their members are recruited during May and June to fill slates, it might be better for the director of volunteers to recruit club members before they are locked into their club activities.

The director of volunteers who knows his/her community will have a good sense of the right time to recruit from each segment of the population.

Message. Even though the director of volunteers will be doing the recruitment, he/she and the public relations director together should work out the presentation to be made and the literature to be distributed. The message should be developed with the audience in mind. What will motivate this particular group to work without pay? Each audience will be different and will respond favorably to a different message.

The director of volunteers might be recruiting for the same project — a day-care center — but what he/she says to a group of retired teachers will be vastly different from what he/she will say to a builders' union. The lonely senior citizen is more apt to volunteer when told, "We need *you.*" A timid woman who has never held a paying job, but who wants to enter the work force, will be more likely to volunteer when shown ways to develop her skills through volunteering for the agency. Whatever form the message takes — poster, brochure, letter, slide show — the more closely it is tailored to the people it is directed to, the more successful the sales pitch will be. Each presentation should explain the agency's work and appeal to the potential volunteer by demonstrating how his/her volunteering will help to meet his/her own needs as well as the agency's.

Sign up. Every successful sales pitch has its closing. A wonderful presentation will be useless unless the audience is given a means of signing up to volunteer. Sometimes there will be ample opportunity for recruits to fill out "Application for a Volunteer Position" forms (see Appendix IIC). At other times, all the director of volunteers can hope for at a group presentation is the potential recruit's name, address, and telephone number. The director of volunteers should be prepared for either way, with applications or a place to record names and addresses.

Interviewing

"A personal interview is the only effective means of getting acquainted with a volunteer, to find out both what interests him and what he is fitted for, and to plan with him for a particular job," says Kathleen Ormsby Larkin in *For Volunteers Who Interview.*

The interviewer should prepare for the interview by establishing a place where the interview can proceed in comfort and without interruption, by having full knowledge of the requirements of the job, and by knowing as much as possible about the prospective volunteer before he arrives. If he has filled out an application form, the director of volunteers should be sure to be familiar with it. He/she should have on hand whatever printed materials he/she plans to share with the recruit and the "Interview Summary" form (see Appendix IID).

When the recruit arrives, the director of volunteers represents the agency to him/her. The recruit should be made to feel comfortable and to understand that volunteerism is of great significance to the director of volunteers and to the agency. An atmosphere that says, "Let's explore together your needs and our needs to see how well they mesh" will be most productive. The interview should be made a positive experience for the volunteer.

If the director of volunteers knows only the recruit's name, address, and telephone number plus whatever he/she might have said when called to set up the interview, he/she should ask the volunteer to fill out the application form first. The director of volunteers should give the recruit some literature about the agency to read while he/she is becoming familiar with the information on the application. This should be done before beginning the interview.

The application will give facts about the recruit, but the intangibles that will determine his/her fitness for the job come out through the interviewer's observation. A good interviewer is a good observer and a good listener. He/she learns the uniqueness of the person — his/her wit, warmth, humility, zeal, quickness of mind, conservatism, ease or difficulty in expressing himself, shyness,

overconfidence, abruptness, selfishness — while listening to the the answers that come in response to the questions asked.

Questions that require more than a yes or no answer will bring out most about the recruit. "How did you spend your summer?" "What part of your work do you enjoy best?" are questions to start him/her talking.

Marlene Wilson advocates getting to know the recruit as a person through nondirective questioning to learn about his/her attitudes, interpersonal relations, motivations and values, work habits, decision-making ability, and emotional stability.

Sometimes the interviewee starts right off by outlining what he/she will do. Others expect the interviewer to begin. There really is no set pattern for an interview. The important thing is for the director of volunteers (the interviewer) to learn enough about the interviewee to be able to decide that he/she will — or will not — match the qualifications for the job. The interviewer should have a second job in mind in case the recruit proves unqualified for the first one.

The director of volunteers should give the recruit an overview of the agency's work and where the job fits in. He/she should show the recruit the job description and explain the agency's volunteer policy. The recruit should have an opportunity to ask questions. The job should be discussed. Perhaps the recruit can suggest a different approach to it which will be more to his/her liking and will result in a stronger total program. The director of volunteers should be ready to change and to accept the recruit's creativity.

In closing, the interviewer should review what the recruit has told him/her and ask if he/she agrees with the summary. If the director of volunteers feels the recruit is qualified, it is time to ask the recruit if he/she would like the job. The director of volunteers should suggest that he/she think it over and that he/she will be called in a few days for his/her answer.

When it is necessary to discuss the recruit's qualifications with the one who will be the job supervisor, the interviewer can thank the recruit for coming, let him/her know that the application must be cleared with others, and promise to call him in a day or two. If he/she is qualified, what the interviewer says should not sound like a brush-off.

The interviewer's work continues after the volunteer has left. "The Interview Summary" form should be completed while the information gained during the interview is fresh in mind — especially the less-factual observations made about attitudes, personality, strengths, and weaknesses.

Strongly recommended for their discussions of the value of personnel interviews and the presentations of interviewing skills are the following:

The Effective Management of Volunteer Programs by Marlene Wilson

Your Volunteer Program by Mary T. Swanson

Guidelines for Improving Skills in Interviewing by The American National Red Cross

For Volunteers Who Interview by Kathleen Ormsby Larkin

Selection

"Even when volunteers are recruited for a specific task or position, or when the need for volunteers is great and few volunteers are available, selection and placement must be given careful consideration. If the organization is to benefit from the volunteer's service and the volunteer is to achieve satisfaction, the volunteer and his job must be well matched." (from *Volunteer Coordinator's Guide,* prepared by the University of Oregon).

After the interview, while the volunteer is thinking it over, the agency can be thinking it over also. The interview form provides facts and intangible judgments about the volunteer. The job description provides the requirements to be expected of the volunteer. How well do they match?

The director of volunteers and the job supervisor can decide. They can expect that the volunteer will probably work part-time; that this will be a second job for him/her; and that absenteeism will run no higher than with a paid worker. Questions to consider: Does the volunteer want this job? Has he/she adequate time, at the right time? Does he/she represent a small segment of the community instead of the general community, and will this affect job performance? Does he/she accept the agency itself? Will he/she work well with the supervisor and the volunteers in this area of work? Should placement be for a trial period, or without restriction?

If the volunteer cannot be placed, information about him/her should be sent to the volunteer bureau and he/she should be advised to call the bureau. The volunteer who is not a match for one agency might be just the one a neighboring agency is searching for.

The next step is letting the volunteer know of the decision to place him/her and securing his/her agreement.

Placement

A letter of selection and placement, signed by the president of the agency's board and by the director of volunteers, gives weight to the appointment. It should also give the time and place for induction and orientation, the first phases of training. If the appointment is for a trial period, it should be stated that at the end of the period — two months, three months — the director of volunteers will review the appointment with the volunteer to determine future assignments.

The appointment letter should include the name of the supervisor and something about the director of volunteers' continuing relations with the volunteer — a statement something like, "You will be responsible to (name of supervisor) for the following tasks. . . ."

The time between placement and the start of the job should be short. If for some reason it is to be a long period of time, contact should be maintained through written word or by scheduled training sessions. If a volunteer is placed in June, but will not begin work until the fall, he/she should hear from the director of volunteers during the summer, even when it is known that the volunteer will be out of the area for the entire summer. Maintaining communications shows the volunteer that he/she is important to the director of volunteers and to the agency.

The next responsibility to the volunteer is training, or the beginning of his/her development through the agency's volunteer program.

Fundamentals

Plan recruitment: where and when to find volunteers and how to motivate them to join the agency

Interview for factual information and to get to know the recruit's characteristics and attitudes

Select and place with care for a good match between volunteer and job

5 Developing the Volunteer

Helping the volunteer to do a good job for the agency and to enjoy the experience is the reason the agency provides training for the volunteer. Induction into the job, orientation to the agency, skills training, on-the-job help, and supervision are parts of this training — or development — of the volunteer.

Anne Stenzel and Helen Feeney have this to say about what volunteers need to know about the agency and the job:

> While few agencies or groups recognize this phase of "Need to Know" as an aspect of volunteer training, it is actually the first step in any individualized plan. This is the phase where the individual concerned is anticipating information and direction on what he or she is going to do and where he or she is going to get help to do it. The learning motivation is high and most people are willing to give more time to training than perhaps at any other period of service. This phase bridges the gap between recruitment and assignment of responsibility. Both induction (to the job or specific task) and orientation (to the agency, movement, or project) are encompassed in the training given at this time."

Induction to the Job

The volunteer's first questions are about the job. Induction to the job should include (1) an explanation of the job according to the agency's total work; (2) review of the volunteer policy, especially regarding possible insurance, allowance for mileage or meals, and health examinations, when these items are part of your volunteer program; (3) a discussion between the volunteer and the director of volunteers to determine what areas of training the volunteer needs to begin work, such as when to start; an introduction to the job supervisor and the people the volunteer will work with; a look at the work place — the coat closet, where to find coffee, restrooms, supplies; whom to call if the volunteer must be absent; signing-in and signing-out procedures; if a uniform is required and who supplies it; or whatever else is applicable to the job. The volunteer's recourse to the director of volunteers, and his/her relationship with the job supervisor should be explained clearly.

At induction, the volunteer and the agency should arrive at a contract similar to the hiring of paid staff. A contract does not necessarily have to be a document in legalese. A contract is "the meeting of minds." It includes what the volunteer agrees to do, based on his job description, and what the agency agrees to do, based on the agency's volunteer policy.

In *Women, Work, and Volunteering,* Herta Loeser gives steps to arriving at a contract, or **model agreement** as she calls it. She says, "While the guidelines and model agreements are not yet in common use, they represent an effort to help professionalize 'volunteer' status. In an attempt to foster greater awareness of the role of the volunteer professional, they also signal to all concerned that the role of the volunteer is a serious one and should carry with it the same kind of commitment as that expected of a regular paid employee."

No one should be frightened by the words "contract" or "model agreement." The important point is that what the agency will do and what the volunteer will do in their shared responsibility or partnership is made crystal clear. (See Appendix IIH.)

It has been suggested that some volunteers, who are "motivated," "trained," "oriented," and "placed" in their regular jobs, might resist this kind of structure as volunteers. If your director of volunteers senses this in the initial contact, ways should be found to create the partnership with that volunteer without irritating him/her with terminology.

Orientation to the Agency

Orientation can follow induction immediately and be part of the same session if that makes sense for the agency. The main purpose of the orientation is to acquaint the volunteer with the agency's programs, its goals, its structure, and its ways of work. If the agency is part of an organization with national, state, and county levels, the relationship of the agency to these levels should be explained. If volunteering in the agency means becoming a member, this is the time to have the volunteer fill out a membership form and pay membership fees.

The volunteer should not leave the induction/orientation without commitment to attend the needed training sessions. Orientation and induction (to the same job) can be group sessions when there are a number of people beginning the same work.

Initial Training Sessions

Organized training sessions provide whatever the volunteer needs in order to do the job, in addition to the skills and knowledge he/she brings to the agency. Goals for the training are formulated by matching his/her skills to the requirements of the job. What is lacking become the goals for the volunteer's training – his/her development. For example, the volunteer might need to learn about nursing-home techniques, child behavior, or how to interview. These gaps in his/her knowledge define the learning goals. The trainer's goals for the sessions are related to linking the volunteer's goals and skills to the agency's work. For a volunteer with a teaching background, the trainer's goal might be to help him/her apply his/her teaching skills to working with the blind.

Training for board members, committee chairmen, and project heads will emphasize decision making and other administrative skills.

In an agency that has a training department, the director of volunteers and the training director should design and schedule training sessions together. However, when there is no training director, the training is up to the director of volunteers. If he/she has little training experience, a specialist in adult education might be recruited to help design and conduct the training.

The director of volunteers with the job supervisor will determine the appropriate time for the initial training. Must it precede the first day on the job? Would it be better after some experience on the job? Should observation of other volunteers doing the same work precede initial training?

Sometimes as early as the interview, it becomes obvious what special skill the volunteer lacks. But usually all the skills required for a job are reviewed at the beginning of the training session; then each volunteer concentrates on learning, either at that session or at subsequent workshops, the skills or knowledge he/she lacks. In either situation, the director of volunteers should assist the volunteer in determining what training he/she needs.

A highly-skilled professional who has been recruited to do a volunteer job in the area of his/her competence will not need training, only an explanation of how his/her skills are to be applied. For example, a physician recruited to examine welfare families' children before they attend camp needs to know the health information he/she is to provide on the camp's health form. He/she does not need training in how to examine the children.

Training Session Design

The design for a training session has four major parts: content or **learning objective, format, learning activities,** and **evaluation.**

What is the **learning objective?** What does the trainer want to accomplish with the session? Perhaps it is to have the volunteer learn how to teach a song to a group. If at the end of the session he/she is able to teach a song to the group, the trainer has reached the learning objective. An objective should be stated so that it can be measured.

The **format** is the composition of the learning group – the group as a whole, small group, twosome, or threesome or as individuals. How to teach a song might be taught to a small group or to the entire group.

Learning activities are the techniques or methods of presenting the subject matter – such as lecturette, slide show, movie, demonstration, reading, research, discussion in small groups with report back to the total group,

problem solving, or role play. There are a great many learning activities and more are being developed all the time. It is important to fit the learning activity to the learning objective and the format. A learning activity should not be used just because it is new. How to teach a song might be presented by demonstration followed by practice, or by a movie on the subject followed by practice.

Evaluation of the training should measure progress toward the goals set for the session. Evaluating several times during the training session will determine if the training is on track. Evaluation also will point out improvements or changes to make in future training.

This overview of training design is oversimplifed and scarcely scratches the surface of all that goes into a training design. Highly recommended for study are:

Volunteer Training and Development:
A Manual by Anne K. Stenzel and Helen M. Feeney
A Blueprint for Trainers by Mary Bakeman
Planning, Conducting, and Evaluating Workshops
by Larry Nolan Davis and Earl McCallon

On-the-Job Training

The volunteer looks to the job supervisor for on-the-job help, no small part of which will be encouragement. The volunteer will learn such things as how to operate a machine from the job supervisor, who will also guide the volunteer's learning of skills that can be learned only through practice. The job supervisor will explain about a specific task that could be done several ways with "this is how we do it here." If there is a manual for the job, the volunteer will work with it under the job supervisor's direction.

Advanced Workshops

Advanced workshops are part of the structured learning, but chronologically happen after a period of experience on the job. They are designed to help the volunteer improve performance, learn additional skills, or prepare for the next step up. Many times there are training sessions given by specialists in the community on subjects that will help an agency's volunteers. Seminars for people doing the same job for different agencies are helpful for sharing experiences, acquiring additional information, and possibly planning for collaborative effort. The director of volunteers should budget for and encourage the agency's volunteers to attend outside-the-agency training for their own development as well as for the good of the agency.

Supervision

Mary Swanson has this to say about supervision of volunteers;

> Because an agency has less control over volunteers than over paid staff, it must find ways to make supervision palatable. The volunteer may not see the need for supervision. He has been running his own life at home and on the job in a self-satisfactory manner, and he will be willing to take over and run your place too, without any help, thank you! Or on the other hand, he may have received so much supervision on his job or at home that he will rebel to an authoritarian situation on his job that he is performing free. You must make the job interesting enough that he will like it, derive satisfaction and not realize that you are skillfully supervising his performance. The satisfaction the volunteer receives is his "pay check" and it is your duty to provide that satisfaction.

In effect, the volunteer has two supervisors: the job supervisor who is responsible for the area of work within which the volunteer's tasks lie and the director of volunteers. The volunteer looks to the job supervisor for direct supervision and on-the-job-help. In turn, the job supervisor has the right to expect commitment from the volunteer and having the volunteer accept his supervision.

The volunteer has recourse to the director of volunteers, if there is a problem with the

job or the job supervisor. The director of volunteers supervises the volunteer's relationship with the agency and his/her overall development and progression. The director of volunteers should maintain a personal relationship with the volunteer, find time for on-the-job observation, and communicate regularly with the job supervisor about the volunteer's progress. The director of volunteers keeps the volunteer's records – statistics and narrative reports – and takes part in scheduled evaluation of the volunteer's performance, together with the volunteer and the job supervisor. (See "Evaluation of Volunteer," Appendix IIE.)

Fundamentals

The volunteer needs to know about the agency, about the job, about the supervisor, and about his/her relationship with the director of volunteers.

Training supplements the skills he/she brings to the agency.

The volunteer's satisfaction in the job and the quality of service he/she gives to the agency depends to a large extent upon the care the director of volunteers gives to the volunteer's development.

Perhaps it all comes down to this: The agency takes the volunteer in as a team member and is obligated to help him/her become an *equal part* of the team.

6 Retaining Volunteers

Retention of volunteers saves the agency time, effort, and money and usually improves its performance.

A youth-serving agency made a study of how long its volunteers stayed with it and found the average to be 2½ years. Included in the study were a good number of volunteers who had received 50–, 45–, 30–, 20–, and 10–year pins. Further examination revealed that most of its 2,000-plus volunteers worked for a year or less – a real loss in terms of the recruitment and training efforts of the agency.

This manual advocates volunteer/agency contracts or agreements for a stated period, but with built-in option for renewal. A volunteer needs a period of time to become proficient, and therefore productive, in almost every job. When an agency is forced to begin with new volunteers once every year, its total productive time is markedly reduced.

In the *Foreword* to Marlene Wilson's book, Harriet N. Naylor wrote, "Good management of volunteers is important for the generally underpaid, overworked staff, from the executive down to the newest employee. To have and to hold appropriate, dependable helpers takes planning, preparation, organizing and overseeing, with constant concern for individuality."

The acid test for the director of volunteers to consider: *Would you be a volunteer for your agency?* To answer that question, the director of volunteers might be thinking about: what are the standards of the agency? how well-organized is it? is there advance planning? are the physical surroundings pleasant? is the work planned as well for the volunteer as it is for the paid staff? are volunteer efforts recognized and appreciated? are volunteers sometimes not able to work because the equipment is not ready? are the volunteer jobs interesting? is there volunteer input into planning? is the volunteer considered as vital as the paid staff? is there delegation of authority along with responsibility? does the volunteer have status in the agency? is there opportunity for self-development?

What is the director of volunteers' answer to "Would you be a volunteer in your agency?"

Following are a few special considerations, sometimes overlooked, that make for happy volunteers.

What happens on a dull day? are the volunteers excused? – after they have made the effort to come? Or, is there a backlog of important – not busy – work they can do? Or is there supplemental reading or programmed learning they can work on?

Does the director of volunteers give a little extra care in working with the handicapped volunteers? It is necessary to begin by understanding their capabilities and limitations. They should be treated as any other volunteer, with careful placement, training for the job, and, at first, close on-the-job help – with progressively more responsibility given as appropriate.

Is the director of volunteers consciously helping the volunteers develop new skills and confidence? Is he/she interested in their side of the contract?

Do the volunteers have a home base in the agency's office – even if it's just a table where they sign in and sign out, or a shelf for literature for their learning and information?

These are little things, but they do make a difference in retention of volunteers.

Recognition

Recognition is important to the retention of volunteers. Volunteers are caring and sharing with the agency's clients. It behooves the agency to be caring and sharing with its volunteers on a continuing basis, not just once a year. A volunteer's pay, to a large extent, is recognition and assurance that he is an equal partner of the team, that his input is valuable and accepted.

A name tag, uniform, or pin for the volunteer to wear while on duty, in some cases, might give him status and make him feel a vital part of the agency, a true member of the staff.

Little attentions to support the volunteer can be given without much effort, but with a great amount of meaning to the individual. Here are some to try: a note of thanks after a difficult day; a birthday card; constant, sincere appreciation expressed; public recognition in newsletters and bulletins; news releases featuring volunteer operations with pictures of volunteers at work; pictures of these activities on the agency's bulletin boards for all to see; a surprise ice-cream treat; positive feedback from the clients – "Tom says you helped him understand the math problem"; increased responsibility – "because you do so well"; coffee breaks in the staff lounge; credit given at staff or committee meetings for the success of a project; or inclusion at staff meetings.

Formal recognition at the end of a year of work can be made at the annual meeting or in the annual report, at a champagne luncheon, a tea, a reception, a picnic, or at a school's graduation ceremony. For high-school students, a written report may be sent to the board of education or a letter sent to the principal for the student's college-entrance file. Meaningful, appropriate awards of any kind are welcomed because they show the agency values the volunteer's work.

Recognition of the volunteer's work, whatever its form, should maintain the partnership concept, not degenerate into a we/they situation. If paid staff and volunteer staff are a team, then the recognition might be of the team. If not, the paid staff member responsible for the project should be involved in the recognition of the volunteer.

Evaluation of the Volunteer's Work

Evaluation of the volunteer's work is of real value to the agency and to the volunteer. It should happen at least once a year and more often, if feasible. Periodic review by the director of volunteers, the job supervisor, and the volunteer together permits the volunteer to know the quality of his/her performance and uncovers areas where clearer direction is needed. If the volunteer is unhappy in that particular job, the director of volunteers can make a change before the volunteer resigns because of his/her dissatisfaction.

Reviews, annual or more frequent, measure the work accomplished against the job description; check attendance; determine the need for additional training; uncover problems to be solved; show appreciation for the volunteer's service; measure the volunteer's personal growth; and indicate future placement possibilities. Evaluation should be in writing on the "Permanent Volunteer Registration and Service Record" (see Appendix IIF).

Progression

At the end of the review period, the director of volunteers must decide if it is time for the volunteer to progress to a job with more responsibility. Does the volunteer want to make a change? Is his/her volunteer time compatible with the requirements of the new assignment? What additional training does he/she need? Many of the judgments made before placement in the first assignment need to be reviewed in relation to the new assignment.

A different assignment, which does not entail any more responsibility, might be indicated if the volunteer has become stale in the job, has a different time when he/she can work, or just needs a change because he/she feels his/her skills and knowledge can be better used in another area of work.

It all comes down to keeping the volunteer by keeping him/her happy.

Releasing Volunteers

When the review shows that the volunteer cannot meet the standards of the agency, or has not lived up to his/her part of the volunteer/agency agreement, it is time to release the volunteer, just as a paid staff member would be fired. This should be done in a tactful way, but with an honest explanation that his/her background and experience do not quite fit the job. The director of volunteers might suggest other community needs or refer the volunteer to the volunteer bureau for placement with another agency better able to use his/her skills. Perhaps another volunteer is the proper person to release the volunteer who does not fit the job. Sometimes a volunteer of many years in a job, when he/she can no longer handle the job, can be released by discontinuing the job he/she is doing.
In the case of an older volunteer who physically cannot keep pace, perhaps the agency can create a less-demanding job or provide work to be done at home. Gently reduce the older volunteer's involvement with thoughtful and loving care.

Fundamentals

Retaining volunteers is economical in terms of saving recruitment and training time and effort.

Important to remember – volunteers are people. They should be treated as partners all the way.

7 Keeping Records

Record keeping is important to the volunteer and to the agency. The volunteer needs a permanent record of his/her service time, the skills learned, and the kinds of work accomplished. It is important to him/her for reference, either to agencies in places where he/she might relocate or – this may be most important – to possible future employers. The agency needs a record of the volunteer's skills and available time for the best use of his/her time, of paid-staff time, and of agency facilities; for its legal responsibility; for ability to locate the volunteer if there is a family emergency; and when seeking funds, for documentation of volunteer involvement.

Forms for records should be kept to a minimum and they should be as simple as possible, including only necessary information. Included in Appendix II are *suggested* forms. Forms specifically designed to serve each director of volunteers' record-keeping process will be of most value.

Form Design

When designing a form, the first thing to consider is how it will be filed – by last name of volunteer, by department in which the job falls, by year or some other time period, by source from which the volunteer was recruited, or by some other way that makes the file work for the system being used. Whatever way is chosen, the key information should be at the top of the form for easy filing.

Using the same **terminology** in a series of forms simplifies recording and reading out. For example, if "education" is used on the application form, the interview summary and work record card should have "education," not "preparation"; if "skills" is used, it should not become "talents" on another form; if it is "work record" on one form, it should not change to "performance" on another. For clarity, it is better to select terminology and stick with it.

Block-style forms are easier to use than open style because the eye seeks the defined space. For example, if a form has a block for the volunteer's skills, the eye can find that outlined space faster than an undefined section in the same location on the page. All the forms in Appendix II are in block style except the "Application for a Volunteer Position."

When forms are to be filled in by typewriter, the spacing should be such that normal spacing-down (single- or double-spaced) will align with the blocks of the form without adjustment of the platen.

It is suggested that forms be numbered and dated at the bottom. The "Volunteer Job Description" form in the Appendix is marked "VP 1: 9/78: 500," which reads, "Volunteer program form number one, 500 copies printed September, 1978." When the first printing runs out, this information will help to determine how many to reorder. With printing costs as they are, it is recommended that experimental forms be used for several months before a large supply is printed.

Fundamentals

Record keeping is necessary:
The volunteer has a right to expect it.
The agency needs it.

Keep it simple and make it work for the volunteer and the agency.

8 Budgeting and Funding

The volunteer program will not only improve and expand the capabilities of the agency, but can enhance its public image and open new contacts for possible funding. The benefits of a volunteer program far outweigh the cost to the agency; however, a realistic look at the cost is in order.

Budgeting

These items should be included in the agency's budget for the volunteer program:

- Salary and fringe benefits of the director of volunteers if he/she is to be a paid staff member
- Office space on a par with other departments and necessary furniture, such as a desk, chair, file cabinet
- Office equipment and supplies, such as telephone, pencils, pens, paper, paperclips, use of copying machine, use of typewriter, stationery, postage
- Materials: supplies for record keeping, resource books and materials
- Secretarial service

These items are ongoing expenses of the volunteer program. In addition, there will be special costs for specific projects included in the annual plan of work.

The director of volunteers, either paid or volunteer staff, is expected to develop a plan of work for the agency's budgeting period, which usually is a year. The plan should be sufficiently detailed so that the cost for the year and the cash flow (the months during which the money will be needed) can be determined.

These are the kinds of things that might be needed to carry out the volunteer program plan of work and would be included in the *annual* budget: printing of volunteer program forms, such as interview summary, service record, job description; postage for large mailings; costs associated with a recruitment campaign, such as rental fee, speaker's transportation, name tags, food, printed materials; recognition ribbons, pins, dinner, books; the director of volunteers' lunches and mileage required for business; conference fees, mileage, travel expense, and meals for training sessions or conferences that the director of volunteers attends; possible rental and materials for giving training sessions, unless this is included in the agency's training director's budget.

Once the plan of work and budget are approved, it is the responsibility of the director of volunteers to operate within the budget. The plan of work will probably include brochures, posters, releases, and other public relations tools. The production and budgeting of these important parts of the volunteer program are discussed under "Relating to the Public" in chapter nine.

Funding

The board of directors of the agency has the responsibility for funding all programs of the agency, including the volunteer program. Only rarely will the director of volunteers be expected to find funds for this program. A complete discussion of funding is outside the scope of this manual; however, the following possibilities might be explored.

1. **Direct gifts** of money from private individuals.
2. **Gifts in kind:** office furniture, printing services, design and production of a newsletter, office equipment, a van or bus.
3. **Fund-raising projects:** perhaps a group will hold a benefit for you — a bake sale or a year of money-raising for you.
4. **Philanthropic organizations:** National Committee for Responsive Philanthropy (NCRP), 1028 Connecticut

Avenue, N.W. #822, Washington, D.C. 20036, has a complete listing of published material. NCRP's goal is to make philanthropy more accessible, accountable, and representative of society.

5. **Federal Agencies:** *Catalog of Federal Domestic Assistance (1977)* lists all agencies in the U.S. Government, with their main concerns and goals (in most libraries).
6. **Foundations:** The Foundation Center, 888 Seventh Avenue, New York, New York 10019 and at 1000 Connecticut Avenue, Washington, D.C. 20036, publishes *The Foundation Directory,* available in most libraries.

When the actual fund raising is not the director of volunteer's direct responsibility, he/she still might be called upon to help with attracting funds to the agency by identifying volunteer program goals that can be linked with the goals of the potential funding group.

Fundamentals

Budgeting for the volunteer program includes overhead items as well as specific cost items of the plan of work.

Funding the volunteer program is the responsibility of the board of directors.

9 Relating to the Public

The director of volunteers plays a very important public relations role. He/she has daily opportunities to improve the agency's public relations. The director of volunteers' greetings for the new recruit; his/her attitude with the groups approached for new recruits; and his/her general acceptance of volunteers as assets of great value to the agency – all affect the agency's relations with the public. The director of volunteers' impact on the community will be most effective through a public relations plan of support for the volunteer program.

With the Public Relations Director

In most agencies, someone (paid or volunteer) is assigned the public relations function, including preparation of public relations tools. He/she is probably called the *public relations director*. The public relations director is responsible for creating the public image of the agency and for influencing people to help carry on its work. For this reason, the public relations tools needed for the volunteer program will probably be produced and budgeted for by the public relations director.

The director of volunteers' responsibility is to establish the volunteer program needs and convey these ideas to the public relations director so that he/she can include these needs in the interpretation of the agency to the community and can budget for the printed materials and visual aids the volunteer program requires. Working out the public relations plan of work probably should be a joint project for the two to work out together.

First to be considered is what is known about the groups the director of volunteers wants to reach. What do these groups know about the agency? What is important to them? How can their interests be linked to the agency's goals? What is the best way to reach them?

Next, the director of volunteers and the public relations director should determine what the messages to these groups should be and what public-relations tools will best present these messages to them.

Implementation, as well as the planning, might be done jointly by the director of volunteers and the public relations director – or the director of volunteers might have to do it alone! Should that be the case, he/she will need to know something about public relations tools.

Public Relations Tools

Printed materials have the advantage of leaving the agency's message in the hands of the people to be influenced. Here are some to consider.

A **general fact sheet** should include the agency's programs and accomplishments, an overview of its contribution to the community, the officers and chief administrator, the clientele or membership, and the agency's relationship to a national organization, if any. It will be of service for a longer time if it does not include dated information.

An **annual report** includes current information about the agency's accomplishments, the annual financial statement, the names of the members of the board of directors, plans for the coming year, and perhaps recognition of volunteers.

Brochures can be designed to promote any phase of the volunteer program. If the budget permits, one might be developed specifically

addressed to each group to be approached for volunteers, linking their goals with the agency's goals, if possible. Brochures should be attractive, not too wordy, colorful, and attention-getting – either through artwork or with a clever title or slogan.

Bookmarks with a short message about the agency's need for volunteers can be left on the counters of libraries for use by its patrons.

All printed literature should carry the full name of the agency, its address and telephone number and, in the case of recruitment literature, the director of volunteers' name. When the printed piece contains a sign-up coupon to clip and return, no significant information should be on the back of the coupon. The director of volunteers' name and telephone number should be on the part of the printed piece that the recruit retains, not on the coupon he clips and returns.

Exhibits at fairs, industrial parks, conventions, or any public place need special preparation. One can count on only a minute or two of a person's attention. An exhibit must attract attention in a room full of competing displays. The message should be in large, colorful letters and to the point. There should be something there to hold the person's interest once he/she is attracted to a booth or display, such as a perpetual slide slow or a live demonstration. There should be a way for the potential volunteer to sign up and something for him/her to take home to read at leisure.

Slide shows and movies, with sound, can be taken to any group by the director of volunteers (or by volunteers) to promote recruitment. The development of a visual aid should begin with a definition of purpose for the presentation. Second, a list of points to be made should be written down. At the end, close the sale! The close should be a pitch for volunteers. The presentation should rely on pictures to illustrate the points to be made. The fewer words, the better – the pictures can tell a better story. Successful presentations are well planned. It does not work to select some "good" slides and plan to talk off-the-cuff about them. The show needs to be orchestrated to be effective and not to drag on. Usually a presentation should be limited to ten minutes.

A speakers bureau can reach many groups during a recruitment drive. Needed are a planned program, a corps of people trained to present the program, a letter or brochure announcing the availability of the program, a projector and screen, and a reservation system. Once a speakers bureau is set up, the entire operations can be in the hands of volunteer staff.

An **information kit** to give either to organizations or to individuals might include the fact sheet and/or the annual report, a copy of the agency's in-house newsletter, publicity reprints, a list of the agency's accomplishments and the kudos received, and volunteer application forms.

Releases to company newsletters, church bulletins, and newspapers of all kinds should be sent whenever there is a story to tell. Releases to newspapers are most effective when they present a need for a specific volunteer, such as a pianist for a senior-citizen chorus or a leader for a group of handicapped girls who want to be Girl Scouts. Releases about launching a major recruitment drive are also appropriate. It is advantageous to include something that indicates that volunteerism is growing – that volunteering is good for the volunteers. This kind of education of the public will pave the way for future recruitment success.

Occasionally, when there is a special recruitment drive, a regular newspaper advertiser such as a bank or department store might be convinced to include a short message about the drive in the company's ad. Possibly a board member with the right contact or the public relations director can initiate this request to piggyback on the ad.

Is there a volunteering family, or a need for a family to do a specific volunteer job? If so, this is a new idea and a good subject for a release – either about the family who volunteers or about the need for such a family.

These are some of the public relations tools and a little about how to use them. But before getting carried away with a "great" slogan, it is wise to stop and do a businesslike job of planning. The slogan, no matter how clever, is window-dressing. Needed is a solid

plan for its use — the how, what, when, where, who, and why of the communications.

Do It Yourself

Beautifully printed, multicolored, unusually-shaped brochures and posters probably are beyond the agency's budget. The production of promotional material in most nonprofit agencies is done on a shoestring, and very often without professional know-how.

Today there are some good aids to help the director of volunteers out of this dilemma. With a little practice the person can turn out some effective pieces. Typewriters with several kinds of type produce clean-cut printed words and can save the cost of having material set in type. There is no need to worry about keeping the right-hand margin straight. Even in set type, some of today's books and magazines use unjustified lines.

Line drawings are an inexpensive way to illustrate the text. They do not require the special treatment that photographs do.

The director of volunteers should know the capabilities of the agency's mimeograph or offset-printing machine or the quick-printing service it uses. Using them to the utmost will attain greater variety in what is produced. It is best to limit the kinds of type faces used for a printed piece. Italics should be used sparingly; it is a difficult typeface to read in large doses.

Press-on letters, stencils, and dry transfer letters available in most art or stationery stores can save the day for a director of volunteers who cannot find a willing volunteer with hand-lettering skills.

Art stores and libraries have simplified how-to booklets for making posters, brochures, and other promotional materials.

At times printers have odds and ends of paper left over, which they will contribute if picked up by the agency.

Photography stores have good books on techniques for creating an effective slide show or movie.

With all these helps and a little practice, an untrained and inexperienced person can produce very acceptable promotional materials.

Fundamentals

The director of volunteers has profound effect on the agency's public image.

Planning the use of promotional materials comes before creating — for a more effective impact on the community.

Available graphic aids make "do it yourself" public relations tools possible.

10 Measuring Success

Just as the volunteer wants to know how he/she is doing and the agency depends upon review of the volunteer's work for planning its future operations, so there is need for an evaluation of the volunteer program itself.

Annual evaluation of the agency's volunteer program, should be planned and conducted in order to measure progress and to suggest what is to be accomplished in the coming year.

Mary Swanson's evaluation checklist is recommended. She has this to say in summary:

> Your statistics should be analyzed for the performance results in relation to the agreed-upon goals of the program and all of its components. A good appraisal will present a total picture of the performance of staff, board, committees, volunteers and the benefits to those being served. A summary statement of all surveys and questionnaires should result in a guide to action. Results will develop good guidelines if the evaluation was done thoroughly, and the results were compared to the job requirements and not to another person or another program.

In addition, a newly established volunteer program should be rated by paid staff, volunteer staff, and clients several times during the first year to see how its design holds up in practice, to see if it is moving along as it should, and to bring to light major shortcomings that can be corrected immediately.

Any evaluation is useless unless carried out in a spirit of honesty and cooperation.

In the case of a new volunteer program, the first points to evaluate are the steps for establishing a volunteer program as given in chapter two. Have they been done?

Next in order is a look at the goals. Questions should be developed for each goal to show to what extent that goal has been met.

For example, if one goal is "to have each paid staff member freed from one task so that he/she can improve an existing project," the questions might be:

1. How many staff tasks have been identified as volunteer jobs?
2. How many of these have written job descriptions?
3. How many volunteers have been placed in these jobs?
4. How many of these placements are satisfactory?
5. How much paid staff time has been freed for other endeavors?

By checking out each goal in this manner, an overview of the progress made will become clear.

The director of volunteers' records about volunteer activities will provide **statistics** about the volunteer program operations. Statistics and facts to be tabulated fall under each major section of the director of volunteers' activity.

For example, under recruitment, these questions might be asked:

1. What means were used to recruit?
2. How many new recruits?
3. How many volunteers — listed by age groups, by vocations, by the agency's projects — whatever type of listing has meaning to the agency and to the community for interpretation of the agency's work.
4. How many service groups volunteered to help the agency?

Service hours might be tabulated in various categories: direct service to clients, in social action programs, clerical work, public relations, funding, group projects, board and committee work. Funding sources might be

interested in the dollar value of the agency's volunteerism in the community. At the very least, a volunteer hour is worth the minimum wage. To find the agency's volunteer dollar contribution to the community work force, multiply the number of service hours by the minimum wage. Or figure the total according to the hourly rate of the paid staff members who would have had to do the work if volunteers had not. If your volunteers had not done this work, it would have had to be paid for in some manner by the community.

Interviewing, orientation, training, supervision, evaluation of volunteer performance, reassignment, and recognition should be appraised in a similar manner.

Evaluation by clients should be of value. Usually it is informal and unplanned. Nevertheless, records should be kept of chance remarks like "I could not get through the day without the volunteers," and more elaborate expressions of satisfaction, like a letter from the client's relatives. In the long run, the effect on the client is the real measure of any agency program.

Evaluation by paid staff members will give the clearest direction for the future of the volunteer program. They have helped define volunteer jobs. They know the quality and extent of the operational tasks performed by the volunteers. They have worked with them on a day-to-day basis. Each one should measure the effect of the volunteer contribution in his/her total area of work. To reiterate, the real reasons for having volunteer staff are: to improve and extend to more clients existing programs and to make possible new programs which paid staff do not have time to do. These questions will evoke paid staff evaluation of the volunteer program: What evidence is there that existing programs have been improved? How many more clients have been reached in existing programs? What new programs have been carried out this year?

Evaluation by volunteers will reveal how the volunteer program appears to the agency's volunteers. An evaluation by them can uncover possible improvements for the director of volunteers to make in the volunteer-program process. Also, they bring a view of the agency from the outside that can result in positive changes through ideas and suggestions for new programs they have — also, suggestions of new ways of work for the director of volunteers.

The Institute of Community Service's *Manual* suggests evaluations volunteers can make. Some items covered are: the value of the training course to the volunteer; the encouragement and support given by the job supervisor; the agency's use of the volunteer's time and ability; the appropriateness of the volunteer's assignment as it related to his/her training and ability; and the volunteer's willingness to recommend this type of training and work experience to others.

The agency benefits from a well-planned and conducted evaluation, not only as a means to measure progress and to identify areas for future work, but also because it provides facts and statistics that can be used in public relations. They prove the agency's worth and point out needs it can meet, providing it has enough volunteers and adequate funding. The statistics from the evaluation of the volunteer program can be of great value in seeking help from some funding groups.

Expectations

How does the volunteer program meet expectations? This is another way to measure success. *The Volunteer Handbook* of the State of Washington's Department of Social and Health services defines expectations of a volunteer program in the following manner:

The VOLUNTEER has the right to expect to:
- . . . be treated as a coworker.
- . . . be given sufficient information, orientation and training for the assignment.
- . . . be involved in a meaningful assignment which utilizes and develops his skills.
- . . . have supervision, a written activity description of services to be performed, and a place to work.
- . . . be free to discuss problems, suggestions or changes with staff.
- . . . receive recognition for a job well done.

The COORDINATOR (director of volunteers) has the right to expect the volunteer to:
- . . . abide by his commitment.
- . . . discuss any problem pertaining to his being a volunteer.
- . . . cooperate with the staff person who requested his help.

. . . request clarification of an assignment.
. . . keep a record of hours and activities and submit the monthly report.
. . . expect staff to request volunteer services which are a part of the overall social service plan of the client.
. . . expect staff to evaluate the assigned volunteer experience.

The STAFF PERSON has the right to expect the volunteer to:

. . . be amenable to the assignment.
. . . request clarification of an assignment.
. . . abide by his commitment.
. . . be punctual.
. . . maintain standard of work performance.
. . . be available for consultation.

The CLIENT has the right to expect the volunteer to:

. . . follow through with the plan to help.
. . . notify him if unavoidably detained.
. . . respect confidential matters.

* * *

Marlene Wilson says it all in the conclusion to her book:

> To keep an institution alive and well takes love and caring — not just for people, but the institution itself . . . .
>
> So we begin as individuals caring about people — not just the clients we serve, but the staff and volunteers who serve with us. That caring must extend to the institutions and organizations that enable our caring and reach out into society itself. To change a society takes this kind of outward vision. But caring must strengthen into commitment and commitment into action if we are to preserve and nurture one of the greatest forces for rebirth and renewal this nation has — voluntarism.

Appendix I

The Volunteer Bureau/ Voluntary Action Center of Bergen County

Volunteer Bureau of Bergen County, Inc.
A Voluntary Action Center

389 Main Street, Hackensack, New Jersey 07601
201 - 489-9454

In 1965, the Junior League of Bergen County, Inc., an organization which serves as a community catalyst by initiating worthwhile projects to meet community needs, appointed a committee to investigate the volunteer potential in Bergen County and the possible need for some form of volunteer clearing-house.

As a result, in December, 1966, the Volunteer Bureau of Bergen County, Inc. was established as a three-year demonstration project with financial aid and administrative support of the Junior League.

By September, 1969, the bureau amended its Certificate of Incorporation, enlarged and strengthened its objectives, and became a community-based operation.

Originally a one-program agency, dedicated to recruiting and referring volunteers, the bureau expanded its service to the community by adding programs as follows: Retired Senior Volunteer Program (RSVP) from 1972; The Holiday Shop, a fund-raising program, from 1975; Volunteers in Nursing Homes from 1977; CHORE (repairs for older citizens' homes) from 1977; Research and Training Project, 1978; and Volunteers in Protective Services (formerly FIND), 1978. In 1976, it conducted a program of recruitment and placement of high-school-student volunteers. In addition, the bureau supplied the volunteers needed for the following major programs: Meals-on-Wheels in 1974; Operation Heart Van-Guard in 1975; Second Start, a program in Bergen County jails, 1976; and Swine Flu Vaccine in 1976.

Purposes and Goals

The Volunteer Bureau of Bergen County, a Voluntary Action Center, is a not-for-profit agency established to encourage and promote volunteer participation in social service, health, welfare, educational, cultural, and civic programs and to coordinate and help organize and improve volunteer services throughout the county. In order to accomplish this, the bureau assumes the following responsibilities:

1. To help recruit and refer volunteers
2. To maintain a comprehensive file on specific requests
3. To conduct training or cooperate with organizations giving training for volunteers and for staff working with volunteers
4. To encourage community recognition of volunteers
5. To offer research, training, public relations, and other forms of consultation to agencies initiating, developing, or strengthening volunteer programs
6. To initiate new volunteer services to meet changing community needs and encourage creative utilization of volunteers
7. To keep abreast of changing attitudes involving voluntarism in order to be prepared to respond effectively
8. To educate and advocate for the ongoing appropriate utilization of volunteers

Appendix II
Sample Forms

IIA

VOLUNTEER JOB DESCRIPTION

Job Title	Department	Project

Job Description

(clearly defined purpose)

Responsibilities and Tasks

(specific – will serve as criteria in evaluation)

Authority

(plus any limitations to authority)

Qualifications

(spell out: education, experience, age limit, if any, willing to supply uniform, car, pay membership dues, etc.)

Requirements of the job

(one year appointment; location – facility, floor, etc.; time required – hours of the day, days of the week; confidentiality; training (specific course) required, if any.)

Comments

(other pertinent information such as need for volunteer to be emotionally able to work with multiple-handicapped clients.)

Supervision

(relationship with director of volunteers and relationship with job supervisor and his/her name.)

Agency's name, address, telephone

VP–1:9/78:500

IIB

REQUEST FOR VOLUNTEERS

Job Title	Department	Location

Number of Volunteers Needed	Supervisor

Job Description Attached (check)	Requirements of the Job (any not on Job Description)

Training provided (scheduled date)	Benefits (travel expense, lunch, etc.)

Time Required (one-year assignment, days, hours, etc.)	Proposed starting date

Director of Volunteer's record

Date of request

Date request was filled

Volunteer (s) placed

Unable to fill Reason

Agency name

VP–229/78:500

IIC

APPLICATION FOR A VOLUNTEER POSITION

Name _____ Telephone _____

Address _____ Zip _____

Spouse's name _____ Number of children _____

Education

1 2 3 4 5 6 7 8 9 10 11 12 (please circle) grades 1 2 3 4 college Degrees _____

_____

Occupation _____

Interest, skills, hobbies _____

_____

Do you have your own transportation? _____

Have you ever done volunteer work? _____ Where _____

What kind? _____

Organizations of which you are now a member _____

_____

What type of volunteer work would you like to do? (please check below)

With adults _____ Special projects _____ Outdoor activities _____

With children _____ Office services _____ Teaching _____

Administrative _____ Transportation _____ Counseling _____

Public Speaking _____ General _____ Fund raising _____

Other _____

How much time can you give? Weekly _____ Monthly _____ Available time _____

Why do you wish to work for (agency's name)? _____

Where did you hear about us? _____

Name and address of three personal references

_____

_____

_____

Agency's name, address, telephone

VP–3:9/78:2M

IID

INTERVIEW SUMMARY

Applicant's Name	Telephone
Address	Zip
Interviewer	Date

Family and work restrictions on time available:

(Must be home by 3:00, or cannot work weekends, or vacation is in July)

Attitudes

(toward agency's clients; will work directly with clients – or in noncontact assignment; self-concept; will or can take directions; self-propelled, etc.)

Education, Aptitude, Skills

Motivation

(Why he wants to volunteer, other volunteer experience, why interested in this job? leading to a career? trying a new type of work?)

Health

(any physical limitations?)

Transportation

(is this a problem?)

Interviewer's Comments

(limited viewpoint? hangups? growth potential? good ideas? controlled? etc.)

Action		
Accepted	Withdrew voluntarily	Recomended for another job

Agency name

IIE

EVALUATION OF VOLUNTEER

Volunteer's Name	Date (today)	Job

Attendance

% # hours given Called in when could not come?

Attitude toward Job

Relations:

with paid staff:

with other volunteers:

with clients:

Other Demonstrated Qualities

Benefits to staff from working with this volunteer

Development of Volunteer

Recommendations for Future Assignments

Signatures

Evaluating Supervisor Date

Volunteer Date

Agency's Name VP–9:7/78:600

IIF

PERMANENT VOLUNTEER REGISTRATION AND SERVICE RECORD

Name	Telephone

Address	Zip

Social Security number	In Case of emergency, notify

Education

Employment	Age: 13–20 _____ over 21 _____

Experience, Skills, Hobbies

Languages:
Speak Read Write

Car available: Liability Insurance	Time not available	Driver's License?

Volunteer Experience

Health
(Any physical limitations?)

Family:
Spouse's name Children with ages

Organization Memberships

(see reverse side for service record)

Agency's name

VP–7:9/78:600

IIG

SERVICE RECORD
(Reverse side of Permanent Volunteer Registration)

Training Course Completed	Date

Assignments	Dates	Supervisors	Comments

Recognitions

IIH

VOLUNTEER – AGENCY AGREEMENT
(Agency Name, Address, Telephone)

I, _____ Volunteer to serve

as _____ for _____
(job assignment) (agency)

from _____ to _____
(dates)

As a volunteer, I agree to do the following:

1. _____
2. _____
3. _____
4. _____
5. _____

Signed _____
(Volunteer)

Date _____

The _____ agrees
(agency)
to provide the following

1. _____
2. _____
3. _____
4. _____
5. _____

Signed _____
(Director of Volunteers)

Date _____

VP–7:9/78:500

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The Volunteer Bureau of Bergen County, Inc. is grateful to Hoffmann-La Roche Inc. for the recognition of the need for this manual and to its Department of Public Affairs for its technical assistance.

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ERRATA

Page vii, Foreword, line 3: For in the country read in the county

line 20: For is voluntarism read in voluntarism

Page ix, Preface, line 26: For advise read advice

Page 4, column 1, line 15: For Herbert Kahn says read Herman Kahn (as quoted by Mary T. Swanson in Your Volunteer Program) says:

Page 6, column 2, line 37: For member of a full- read member or a full-

Page 9, column 1, line 46: For rules read roles

Page 29, column 2, line 1: For 1000 Connecticut Avenue read 1001 Connecticut Avenue