

THE POLICYMAKER'S ROLE IN VOLUNTEER PROGRAMS  
--WHY YOU NEED TO GET INVOLVED

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION

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SOCIAL SERVICES DIVISION



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## PREFACE

This document has been prepared by the Minnesota Office On Volunteer Services, (M.O.V.S.), Department of Administration, as part of an effort to impact upon the quantity and quality of volunteerism throughout Minnesota. Volunteers, as well as other community leaders, have recognized for a long time that policymakers have a significant role to play in assuring the success of volunteer programs within their organizations and in their communities.

Our goal is to provide policymakers with a new or renewed enthusiasm for volunteer participation, recognition of the potentiality of volunteers and the development of specific skills and knowledge pertinent to the policymaker's role in successful volunteer programs.

There are two versions of this document. One is a generic version which will be utilized or adapted by M.O.V.S. with policymakers from a variety of disciplines and all sectors (government, non-profit and business.) The other version has been prepared under a special contract with the Minnesota Department of Human Services (DHS). This version will be utilized in training specifically designed for DHS policymakers. Mike Newman, Chief of Volunteer Services, Department of Human Services, spearheaded the DHS effort to contract for the DHS version of the training plan.

Joan E. Anonsen, Minnesota Office on Volunteer Services, Department of Administration, Secretary/Office Manager typed this document and assisted with other technical aspects of its production.

The following individuals deserve special recognition for the consultations which they have provided during the developmental stages of this training plan. Their unique perspectives and participation in this project have greatly enhanced our final product. Appreciation is also extended to administrators from Fairbault and Fergus Falls Regional Treatment Centers and Carver County for their advice on this project.

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## INSTRUCTIONS TO TRAINERS

### THE POLICYMAKER'S ROLE IN VOLUNTEER PROGRAMS

Thank you for your willingness to be a trainer for the Minnesota Office on Volunteer Services workshop, entitled, "The Policymaker's Role in Volunteer Programs -- Why You Need to Get Involved."

This training is designed to introduce participants to what policymakers need to know about: issues and trends in volunteerism, what volunteers can do for organizations and programs, what volunteers cannot do for organizations and programs, the policymaker's role in assuring success for volunteer programs, how to start or revitalize a volunteer program, and resources on volunteerism. Anticipated learner outcomes include: new or renewed enthusiasm for volunteer participation within the policymaker's organization and within the community; recognition of the potentiality of volunteers; and the development of specific skills and knowledge pertinent to the policymaker's role in volunteer programs.

The following are primary content areas which may be covered during training:

INTRODUCTION AND OVERVIEW .....	25 Minutes
WHY POLICYMAKERS NEED TO BE INVOLVED .....	15 Minutes
HISTORICAL AND NATIONAL PERSPECTIVE .....	15 Minutes
WHAT VOLUNTEERS CAN DO FOR YOUR ORGANIZATION .....	15 Minutes
WHAT VOLUNTEERS <u>CANNOT</u> DO FOR YOUR ORGANIZATION .....	15 Minutes
BARRIERS AND BENEFITS TO VOLUNTEERING .....	15 - 30 Minutes
THE "WORTH" OF VOLUNTEER PROGRAMS .....	15 Minutes
YOUR ROLE AS A POLICYMAKER .....	20 Minutes
THE ROLE OF THE ADMINISTRATOR/LEADER OF VOLUNTEERS .....	20 Minutes
ISSUES IN VOLUNTEER PROGRAMS .....	45 Minutes
HOW TO GET STARTED--OR, REVITALIZE YOUR EFFORTS .....	30 - 75 Minutes
WHERE TO GO FOR HELP .....	15 Minutes
WRAP UP AND EVALUATION .....	15 Minutes

## MANUAL FORMAT

Each section of this trainer's manual is written in a timed, outline form with methods of presentation. **Information found in broken-line boxes is to be prepared on flip charts ahead of time. The solid-line boxes include information that has been prepared on an overhead transparency.** Most sections include activities for individual or group participation. These activities are designated in each section and include:

- the anticipated time frame
- the materials needed
- the method for executing the activity
- the objective of the activity
- the procedure for conducting
- a summary (where appropriate)

## YOUR ROLE AND RESPONSIBILITIES AS A TRAINER

The design of this course assumes that trainers have had previous experience as a trainer and group facilitator, as well as experience in working with policy-makers and their relationships to volunteer programs. Your role, as a trainer, is crucial. You are providing the tools to help participants expand the effectiveness of the policymaker's role in promoting volunteerism within organizations and throughout communities.

You are expected to use discretion in selecting which sections of this training plan will be utilized for any given group of participants. There is sufficient material provided to offer a six hour training program with a half hour lunch period and two 15 minute breaks.

Because policymakers have busy schedules and unique needs, it is likely that time allocated for training will be for shorter periods of time. Your job will be to identify the training sections which will best meet the needs of each

group you train. You also will be responsible for determining whether or not it is advisable to provide lecture or an optional exercise when this option is provided for you.

To prepare yourself as a trainer, we expect you to do the following:

1. Read this entire manual and familiarize yourself with its contents.
2. Become thoroughly knowledgeable about all handout and sample materials to be used in the workshop.
3. Attend the trainers' workshop offered by the Minnesota Office on Volunteer Services, Department of Administration.
4. Review other background materials pertinent to the policy-maker's role in volunteer programs. (See the Bibliography on the Policymaker's Role In Volunteer Programs prepared by the Minnesota Office on Volunteer Services, Department of Administration.)

Your training responsibilities are varied and include the following:

1. Creating an atmosphere in which participants can work together comfortably. Keep in mind that they are in an unfamiliar environment.
2. Setting a positive tone. Be sensitive to the needs and background of participants.
3. Summarizing key points of each section of the training at the end of each section.
4. Giving clear step by step directions for each exercise.
5. Managing the total learning experience. Keep the training running smoothly, watch the time and steer the course of discussions.



6. Acting as a guide and facilitator, not "teacher" per se.
7. Accomplishing the training objectives. Follow the training design and time frame. Gear examples so they are relevant to the needs of the groups.
8. Displaying an enthusiasm for the policymaker's role in volunteer programs and promoting volunteerism.
9. Making sure all equipment is in working order before the training.
10. Arranging the room so that it is conducive to established training methods and objectives.

The manual is set up in a logical sequence. The participants will be involved in activities which will provide them with several opportunities to practice skills throughout the workshop. Briefly summarize each section and "bridge" to the next section.

Provide opportunities for all workshop members to participate. When members have the chance to contribute ideas, they are more likely to feel a sense of commitment to training objectives, as well as comfort with the material which is presented. Remember, the question is the single most effective tool for the trainer. When skillfully used, it enables you to guide the training, develop information, and draw out answers. Through questions, the participants learn by their own "doing". Think through questions you may want to ask prior to conducting any training session.



TYPES OF QUESTIONS  
(For Trainer Reference)

TYPE	PURPOSE IS	EXAMPLES ARE
1. FACTUAL	1. To get information 2. To open discussion	1. The 5 "W" questions who, what, where, when, why. 2. The "H" question how?
2. EXPLANATORY	1. To get reasons and explanations 2. To broaden discussion 3. To develop additional information	1. "In what way would this help solve the problem?" 2. "What other aspects of this should be considered?" 3. "Just how would this be done?" "What do others think about this?"
3. VALIDATING	1. To challenge old ideas 2. To test new ideas 3. To get reasoning 4. To get evidence or proof	1. "Why do you think so?" 2. "How do you know?" 3. What kind of thinking went into this proposal? Whose? 4. "What evidence do you have?"
4. INITIATING	1. To introduce a new idea 2. To advance a suggestion of your own	1. "Might we consider (this) as a possible solution?" 2. "Would one feasible alternative be this...?"
5. HYPOTHETICAL	1. To test new ideas 2. To suggest another, perhaps unpopular	1. "Suppose we did it this way, what would happen?" 2. "Another company does this; how might this work here?"
6. ALTERNATIVE	1. To make decisions between alternatives 2. To get agreement	1. "Which of these solutions is better-A or B and why?" 2. "Is A our choice in preference to B? Are there any aspects of A that are still of concern?"
7. COORDINATING	1. To test for agreement 2. To pave the way for action	1. "We have given much support to idea A. Does this indicate readiness to decide on it?" 2. "Since there is general agreement on this plan, what action steps can we foresee?"

## INTRODUCTION

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

- I. TO CREATE AN ENVIRONMENT WHICH WILL BUILD PARTICIPANT COMFORT LEVEL AND WHICH WILL BE CONDUCIVE TO LEARNING.

A. ACTIVITY: GET-TO-KNOW-EACH-OTHER EXERCISE  
TIME: 15 MINUTES (OR, ONE MINUTE PER PERSON MAXIMUM)  
MATERIALS: GET-TO-KNOW EACH OTHER FORM-HANDOUT #1  
EASEL, FLIP CHART AND MARKERS  
METHOD: FULL GROUP SHARING.

B. OBJECTIVE:

TO HELP MEMBERS GET TO KNOW EACH OTHER AND FEEL A PART OF THE GROUP, WHILE PROVIDING THE TRAINER WITH INFORMATION ON PARTICIPANT BACKGROUND, INTERESTS, AND AREAS OF CONCERN.

C. PROCEDURE:

1. EACH PERSON IS GIVEN ONE GET-TO-KNOW EACH OTHER FORM.
2. EACH PARTICIPANT WILL INTRODUCE HIM/HERSELF TO THE GROUP. HE/SHE WILL THEN SHARE TWO OR THREE SENTENCES ABOUT HIM/HERSELF WITH THE WHOLE GROUP BASED UPON WHAT WAS WRITTEN ON THE FORM. (THE TIME LIMIT FOR SHARING WILL BE ONE MINUTE PER PERSON BEING INTRODUCED.)
3. THE TRAINER WILL LIST PARTICIPANT INTERESTS AND CONCERNS AS THEY ARE EXPRESSED DURING INTRODUCTIONS. (ON THE FLIP CHART).

USE WRITTEN FORM  
FOR THIS EXERCISE  
ONLY WHEN THERE  
IS TIME AND A  
REASONABLE GROUP  
SIZE.

II. TO PROVIDE PARTICIPANTS WITH AN OVERVIEW OF THE TRAINING CONTENT AND TIME FRAME. ALSO, TO SUMMARIZE PARTICIPANT INTERESTS AND CONCERNS AS THEY RELATE TO THE TRAINING PLAN.

A. ACTIVITY: OVERVIEW SUMMARY  
TIME: 10 MINUTES  
MATERIALS: FLIP CHART AND MAGIC MARKER  
METHOD: FULL GROUP PRESENTATION

B. OBJECTIVE:

TO ASSIST PARTICIPANTS IN DEVELOPING REALISTIC EXPECTATIONS REGARDING THE SCOPE AND DEPTH OF THIS TRAINING.

C. PROCEDURE:

1. LIST ON THE FLIP CHART THE TRAINING OVERVIEW INCLUDING TIME FRAMES.

OVERVIEW

INTRODUCTION

WHY POLICYMAKERS NEED TO BE INVOLVED

HISTORICAL AND NATIONAL PERSPECTIVE

WHAT VOLUNTEERS CAN DO FOR YOUR ORGANIZATION

WHAT VOLUNTEERS CANNOT DO FOR YOUR ORGANIZATION

BARRIERS AND BENEFITS TO VOLUNTEERING

THE "WORTH" OF VOLUNTEER PROGRAMS

YOUR ROLE AS A POLICYMAKER

THE ROLE OF THE ADMINISTRATOR/LEADER OF VOLUNTEERS

ISSUES IN VOLUNTEER PROGRAMS

HOW TO GET STARTED--OR, REVITALIZE YOUR EFFORTS

WHERE TO GO FOR HELP

WRAP UP AND EVALUATION

YOUR NOTES

LIST TRAINING

OVERVIEW ON THE FLIP CHART PRIOR TO THE START OF THE SESSION

2. POINT OUT PATTERNS PERTAINING TO PARTICIPANT INTEREST AND CONCERNS ALREADY LISTED FROM THE PREVIOUS ACTIVITIES.
3. CLARIFY WITH THE GROUP WHICH INTERESTS AND CONCERNS WILL OR WILL NOT BE INCLUDED IN TRAINING.
4. OFFER TO MAKE AVAILABLE INFORMATION WHICH IS DESIRED, BUT WHICH WILL NOT BE INCLUDED IN TRAINING. DO THIS ONLY IF IT IS REALISTIC TO DO SO AT ANOTHER TIME. (I.E., FOLLOW UP PHONE CONVERSATION, MAILING, OR CONSULTATION).

YOUR NOTES



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
GET-TO-KNOW-EACH-OTHER FORM

NAME: \_\_\_\_\_

WHERE FROM: \_\_\_\_\_

PREVIOUS OR CURRENT  
EXPERIENCE WITH  
VOLUNTEER PROGRAMS/VOLUNTEERISM \_\_\_\_\_

\_\_\_\_\_

INTERESTS AND/OR CONCERNS ABOUT  
VOLUNTEERS/VOLUNTEERISM \_\_\_\_\_

\_\_\_\_\_

## WHY POLICYMAKERS NEED TO BE INVOLVED IN VOLUNTEER PROGRAMS

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

### I. TO EMPHASIZE WHY POLICYMAKERS NEED TO BE INVOLVED IN VOLUNTEER PROGRAMS.

#### A. ACTIVITY: WHY GET INVOLVED

TIME: 15 MINUTES

MATERIALS: OVERHEAD PROJECTOR, SCREEN, TRANSPARENCY #1, VOLUNTEERING: THE POLICYMAKERS' S ROLE - (OPTIONAL) HANDOUT #2

METHOD: PRESENTATION

#### B. OBJECTIVE:

TO RECOGNIZE THAT POLICYMAKER INVOLVEMENT IS NECESSARY TO THE VOLUNTEER PROGRAM AND OVERALL ORGANIZATION.

#### C. PROCEDURE:

##### 1. STATE: "CREATING A CLIMATE FOR VOLUNTEERS IS A TREMENDOUS CHALLENGE FOR ANY ORGANIZATION."

A. A KEY TO SUCCESSFUL VOLUNTEER PROGRAMS IS A SUPPORTIVE ENVIRONMENT WITH EFFECTIVE AND APPROPRIATE PLANNING.

B. **YOU ARE THE KEY TO MEANINGFUL VOLUNTEER PARTICIPATION.**

C. AS A POLICYMAKER, THE MESSAGE YOU CONVEY ABOUT THE ROLE OF VOLUNTEERS IN YOUR ORGANIZATION WILL INFLUENCE THE SUCCESS OF THE VOLUNTEER PROGRAM.

D. CAREFULLY TIMING THE INITIATION OF A NEW VOLUNTEER PROGRAM WILL INFLUENCE THE ACCEPTANCE OF VOLUNTEERS. (VOLUNTEERS WILL NOT BE READILY ACCEPTED, FOR EXAMPLE, WHEN THEY ARE BROUGHT IN IMMEDIATELY AFTER OR DURING A MAJOR BUDGET CUT OR STRIKE.)



- E. VOLUNTEERS CAN ONLY BE SUCCESSFUL WITH THE HELP AND SUPPORT OF OTHERS -- ESPECIALLY POLICYMAKERS.
  - 1) THERE MUST BE ENTHUSIASM OR AT LEAST ACCEPTANCE OF VOLUNTEERS THROUGH ALL LEVELS OF THE ORGANIZATION.
  - 2) VOLUNTEERS MUST HAVE SUPERVISION AND THEIR SERVICE MUST BE INTEGRATED INTO THE OVERALL DELIVERY SYSTEM.
- 2. THERE ARE MANY REASONS FOR INSTITUTING A VOLUNTEER PROGRAM IN GOVERNMENT AND NONPROFIT ORGANIZATIONS.
  - A. THE MORE PEOPLE WHO KNOW ABOUT AND UNDERSTAND YOUR ORGANIZATION THE STRONGER WILL BE YOUR COMMUNITY SUPPORT.
  - B. VOLUNTEERS AFFORD AN OPPORTUNITY TO EXTEND A SERVICE AND THE REACH OF YOUR ORGANIZATION TO MORE INDIVIDUALS.
    - 1) MORE PEOPLE CAN BE SERVED.
    - 2) MORE VARIETY OF SERVICE CAN BE PROVIDED.
    - 3) THE DIVERSITY OF EXPERTISE BROUGHT TO YOUR ORGANIZATION CAN BE EXPANDED BY VOLUNTEERS.
  - C. THE INTENSITY OF SERVICE TO YOUR CLIENTELE CAN BE INCREASED.
    - 1) FOR EXAMPLE, IN COUNTY CHILD PROTECTION PROGRAMS WE ARE SEEING INTENSIVE SERVICE OPTIONS AVAILABLE SUCH AS PARENT AIDE PROGRAMS. THERE IS A WILLINGNESS TO DELEGATE NEW ROLES AND LEVELS OF RESPONSIBILITY TO VOLUNTEERS. (PARENT AIDES PROVIDE FRIENDSHIP AND ENCOURAGEMENT TO FAMILIES AT RISK FOR CHILD ABUSE OR NEGLECT.)

- 2) HEIGHTENED INVOLVEMENT LEADS TO A SENSE OF OWNERSHIP AND COMMITMENT ON THE PART OF VOLUNTEERS FOR THE GOALS AND ACTIVITIES OF THE ORGANIZATION.

D. THERE IS A RELATIONSHIP BETWEEN VOLUNTEERING AND OTHER FORMS OF ORGANIZATIONAL SUPPORT AND EFFECTIVENESS.

- 1) PEOPLE WHO VOLUNTEER THEIR SERVICES OFTEN CONTRIBUTE MONETARY AND MATERIAL DONATIONS AS THE NEED ARISES.
- 2) BY RELIEVING STAFF OF DETAIL WORK, VOLUNTEERS ASSIST IN INCREASING STAFF PRODUCTIVITY AS STAFF MEMBERS BEGIN TO UTILIZE THEIR OWN TIME MORE EFFICIENTLY AND LEARN TO DELEGATE APPROPRIATE RESPONSIBILITIES.
- 3) VOLUNTEERS SHOULD IMPROVE THE QUALITY OF SERVICE PROVIDED BY YOUR ORGANIZATION.
- 4) VOLUNTEERS CAN TEST NEW IDEAS AND HELP DETERMINE THEIR VIABILITY.
- 5) VOLUNTEERS LEND SPECIALIZED EXPERTISE NOT AVAILABLE THROUGH OTHER MEANS.
- 6) VOLUNTEERS CAN PERFORM SPECIAL FUNCTIONS. FOR EXAMPLE, A PERSON WHO HAS EXPERIENCED GRIEF AND COME THROUGH IT, CAN PROVIDE AN IMPORTANT ROLE MODEL TO A PERSON IN A LIKE SITUATION. THIS MAY NOT BE POSSIBLE THROUGH THE ASSISTANCE OF PAID STAFF.
- 7) THE PRESENCE OF VOLUNTEERS INSTILLS A SPECIAL FEELING OF ACCOUNTABILITY THROUGHOUT THE ORGANIZATION.
  - A) PAID STAFF ARE EAGER TO PRESENT A POSITIVE IMAGE TO THE PUBLIC.

- b) VOLUNTEERS FREQUENTLY ASK QUESTIONS AND STIMULATE CREATIVE THINKING OR REAFFIRMATION OF CURRENT PRACTICES WITHIN AN ORGANIZATION.
- c) THE PRESENCE OF COMMUNITY PEOPLE RAISES STAFF CONSCIOUSNESS ABOUT COST EFFECTIVE APPROACHES IN DELIVERING SERVICES.

3. AS A POLICYMAKER, YOU ARE RESPONSIBLE FOR INITIATING AND MAINTAINING VOLUNTEER EFFORTS. YOU NEED TO BE INVOLVED FOR THE FOLLOWING REASONS:

POLICY MAKERS'S ROLE	
A.	TO <u>INFLUENCE POLICIES</u> WHICH AFFECT THE VOLUNTEER PROGRAM.
B.	TO <u>ASSIST WITH THE PROCESS</u> OF VOLUNTEER INVOLVEMENT AND SUPPORT.
C.	TO <u>MEASURE THE EFFECTIVENESS AND WORTH</u> OF THE VOLUNTEER PROGRAM.

4. FOR THE NEXT FEW MINUTES, I WILL ADDRESS HOW YOUR INVOLVEMENT IN VOLUNTEERISM FITS INTO THE HISTORICAL PERSPECTIVE AND NATIONAL SCENE."

YOUR NOTES

YOU MAY WANT TO REVIEW (OPTIONAL) HANDOUT #2 AT THIS TIME. THIS IS ESPECIALLY APPROPRIATE WITH GROUPS OF GOVERNMENT SECTOR POLICYMAKERS.



# VOLUNTEERING: THE POLICY MAKER'S ROLE

**V**olunteering in the United States is alive, healthy, and growing. Like the democracy it helped to give us, though, volunteering must be actively preserved and protected. It doesn't just happen.

Volunteering grows out of the leadership of creative, committed people who believe that it is possible to solve problems in ways that help people in need become independent and self-sufficient.

Much of this leadership comes from individual volunteer leaders and from those organizations at the local, state, and national levels which seek to promote more effective volunteer involvement.

But there is also an important role to be played by elected officials and those in key decision-making and resource-allocation roles in both the private and the public sectors.

## **Elected officials can help increase public awareness of the importance of volunteering.**

- President Ronald Reagan has chosen to do so through sponsorship of The President's Volunteer Action Awards Program.

- Governor James Hunt of North Carolina spends an hour a week tutoring at a Raleigh high school.
- In 12 states, governors give awards to outstanding volunteers, as do innumerable mayors.
- Many members of Congress help call attention to volunteers through their newsletters, speeches, and insertions in the Congressional Record.
- Most importantly, public officials can help give legitimacy to the idea that it is the right and responsibility of citizens to participate fully in the lives of their communities.

## **Public officials can recognize that volunteering is a legitimate area of public policy discussion.**

- Government can both remove impediments and create incentives for people to get involved.
- Congress is currently considering legislation to increase the tax deduction for mileage expenses incurred by volunteers to a level equal to that given paid workers.
- Bills have been introduced to remove the blanket restriction on volunteer involvement in federal agencies.
- Issues for further consideration include state regulations that re-

strict the volunteer involvement of those drawing unemployment benefits, and the need to alleviate possible liability problems for volunteers.

## **Public officials can understand the role government has played in supporting volunteering and the structures through which people volunteer.**

- The allocation of public resources in support of programs that maximize volunteer involvement—for example, hospices or neighborhood associations—can stimulate people to volunteer.
- Government has funded demonstration and pilot programs, assisted in the replication of successful programs, and supported technical assistance and training programs.
- Government has also been a heavy user of volunteers—through the stipended full-time and part-time programs at ACTION and the Peace Corps, in the National Park Service, in veterans' programs, in counseling small businesses, and in the Department of Agriculture.
- Many states, counties, and cities have established publicly supported offices of volunteer services.

*"The volunteer spirit is still alive and well in America."*

PRESIDENT RONALD REAGAN

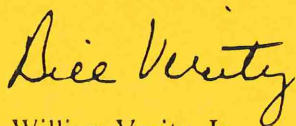


**Public officials can accept responsibility for helping to maintain and protect the independence of voluntary organizations.**

- Through legislation and regulation, public officials set the pattern for the behavior of government agencies.
- Volunteering could not survive in a hostile public environment in which the desire for dominance by government overwhelmed the urges of people to help themselves and others in the ways they choose.
- If the involvement of Americans as volunteers insures the survival of our democratic institutions, then those institutions must act to preserve the opportunity and ability of citizens to volunteer.

**T**he following is intended as a supplement to your knowledge of the world of volunteering. Included are questions and answers, a fact sheet, quotations about volunteering from American leaders, suggested remarks, and acknowledgments.

The publication was produced by the Committee on Marshalling Human Resources of The President's Task Force on Private Sector Initiatives, assisted by an advisory group comprised of representatives from volunteer organizations, business, and organized labor.



C. William Verity, Jr.  
Chairman  
The President's Task Force on  
Private Sector Initiatives



Frank Pace, Jr.  
Chairman  
The Committee on Marshalling  
Human Resources

## HISTORICAL AND NATIONAL PERSPECTIVE

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

- I. TO EMPHASIZE THE ROLE OF VOLUNTEERS IN THE HISTORY OF AMERICA AND THE BUILDING OF OUR NATION.

- A. ACTIVITY: HISTORICAL PERSPECTIVE (EARLY AMERICA THROUGH TODAY.)

TIME: 15 MINUTES

MATERIALS: OVERHEAD PROJECTOR, SCREEN, TRANSPARENCIES #2 AND 3, AND "FIGURES, FIGURES, FIGURES", HANDOUT #3

METHOD: PRESENTATION AND FULL GROUP DISCUSSION

- B. OBJECTIVE: TO PRESENT SPECIFIC EXAMPLES OF VOLUNTEERING AS AN AMERICAN TRADITION.

- C. PROCEDURE:

1. STATE: "MOST OF THE AFFAIRS OF AMERICAN LIFE HAVE BEEN INFLUENCED BY VOLUNTEERS IN SIGNIFICANT WAYS."
  - A. BUSINESSES.
  - B. EDUCATIONAL INSTITUTIONS.
  - C. RELIGIOUS INSTITUTIONS.
  - D. UNIONS.
  - E. PROFESSIONAL ASSOCIATIONS.
  - F. NON-PROFIT AND PUBLIC ORGANIZATIONS.
2. VOLUNTEERS WERE CRUCIAL TO OUR COUNTRY DURING THE PIONEER DAYS OF OUR HISTORY.
  - A. THE FIRST PEOPLE TO COME TO AMERICA WERE VOLUNTEERS.
  - B. THE NEW ENGLAND TOWN MEETING IS AN EXAMPLE OF DEMOCRACY AND VOLUNTEERISM. THE FULL COMMUNITY PARTICIPATES IN DEBATE ON EVERY TOPIC BEING CONSIDERED.<sup>1</sup>

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<sup>1</sup>CYRIL O. HOULE, THE EFFECTIVE BOARD,  
NEW YORK: ASSOCIATION PRESS, 1960, P. 1.



- c. AS OUR NATION WAS DEVELOPING VOLUNTEERS PLAYED A CRUCIAL ROLE. THEY PARTICIPATED IN:
- 1) THE BUILDING OF OUR SCHOOLS.
  - 2) THE CREATION OF OUR HEALTH CARE SYSTEM.
  - 3) THE DEVELOPMENT OF PUBLIC SAFETY AND FIRE DEPARTMENTS.
  - 4) THE INITIATION OF CARE FOR THE MENTALLY AND PHYSICALLY DISABLED .
  - 5) THE ESTABLISHMENT OF ARTS, CULTURAL AND ENVIRONMENTAL INSTITUTIONS.
  - 6) AND MANY OTHER AREAS.
3. GROWTH OF AMERICA LED TO THE NEED FOR MORE PEOPLE TO GET INVOLVED IN THEIR COMMUNITY AND ACTIVELY PARTICIPATE IN COMMUNITY SERVICES.
4. IN A SPEECH HE DELIVERED ON NOVEMBER 17, 1983, BRIAN O'CONNELL, PRESIDENT OF INDEPENDENT SECTOR STATED:
- "THINK BACK WHERE THE IDEAS, MONEY AND ENERGY CAME FROM TO PRODUCE OUR VAST PUBLIC EDUCATION SYSTEM, THE PUBLIC LIBRARIES, ABOLITION OF SLAVERY, WOMEN'S SUFFRAGE, CLEAN WATER, ASSIMILATION OF REFUGEES, HUMANE CARE OF THE MENTALLY ILL, PREVENTION OF CONTAGIOUS DISEASE, SOCIAL SECURITY, CHILD LABOR LAWS, EMPLOYMENT OF THE HANDICAPPED, FIRE AND OTHER EMERGENCY SERVICES AND ON AND ON AND ON.
- ONE DOESN'T EVEN HAVE TO GO BACK INTO OUR HISTORY TO COME UP WITH AN AMAZING ARRAY OF EXAMPLES OF CITIZEN SERVICE AND INFLUENCE. IN JUST THE PAST TEN TO FIFTEEN YEARS, AMERICANS HAVE ORGANIZED TO INFLUENCE EVERY CONCEIVABLE ASPECT OF THE HUMAN CONDITION. INCREASINGLY, WE ARE WILLING TO STAND UP AND BE COUNTED ON ALMOST ANY ISSUE AND HAVE PROVEN AGAIN THAT PEOPLE CAN HAVE ENORMOUS INFLUENCE ON THEIR LIVES, THEIR COMMUNITIES, THE NATION AND THE WORLD. IN VERY RECENT TIMES, WE HAVE SUCESSFULLY ORGANIZED TO DEAL WITH RIGHTS OF WOMEN, CONSERVATION AND PRESERVATION, LEARNING DISABILITIES, CONFLICT RESOLUTION, HISPANIC CULTURE AND RIGHTS, THE AGED, VOTER REGISTRATION, NATIVE AMERICANS, THE DYING, EXPERIMENTAL THEATRE, INTERNATIONAL UNDERSTANDING, POPULATION

CONTROL, NEIGHBORHOOD EMPOWERMENT, NEW RELIGIONS,  
CONTROL OF NUCLEAR POWER, CONSUMERISM, AND ON AND  
ON..."<sup>2</sup>

YOUR NOTES

5. WE HAVE COME A LONG WAY IN THIS COUNTRY SINCE OUR PIONEER DAYS. VOLUNTEERS HAVE CONTINUED TO SUPPORT AMERICAN LIFE IN THE FOLLOWING WAYS:
- A. BY PROVIDING DIRECT SERVICE TO OUR YOUTH, OUR ADULTS, AND OUR OLDER CITIZENS.
  - B. BY ADVOCATING FOR IMPORTANT CAUSES SUCH AS THE CIVIL RIGHTS MOVEMENT; THE WOMEN'S MOVEMENT; FOR THE NEEDS OF THE ELDERLY, POOR, DISABLED, AND OTHER SPECIAL POPULATIONS.
  - C. BY ADVISING AND CONSULTING WITH GOVERNMENT, VOLUNTEER, NEIGHBORHOOD AND NONPROFIT ORGANIZATIONS.
  - D. BY HELPING WITH COMMUNITY IMPROVEMENT PROJECTS.
  - E. BY OFFERING LEADERSHIP ON BOARDS OF NONPROFIT ORGANIZATIONS, COMMISSIONS FOR GOVERNMENTS OR SPECIAL TASK FORCES FOR COMMUNITY CAMPAIGNS.
  - F. BY BUILDING PARTNERSHIPS BETWEEN THE VOLUNTARY, BUSINESS AND GOVERNMENT SECTORS. FOR EXAMPLE: "ADOPT-A-SCHOOL" PROGRAMS, HOUSING REDEVELOPMENT PROJECTS, ECONOMIC DEVELOPMENT EFFORTS, AND JOB TRAINING PROGRAMS.
  - G. BY PARTICIPATING IN SKILLS BANKS (WHERE PEOPLE VOLUNTEER INFORMATION ABOUT THEIR SCHEDULES, INTERESTS AND SKILLS SO THEY CAN BE CALLED UPON BY COMMUNITY ORGANIZATIONS AS SPECIAL NEEDS, OPPORTUNITIES, OR EMERGENCY SITUATIONS ARISE.)

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<sup>2</sup>AFL-CIO VOLUNTEER ORGANIZATIONS FORUM, NOVEMBER 17, 1983, WASHINGTON D.C., KEYNOTE ADDRESS BY BRIAN O'CONNELL, PRESIDENT, INDEPENDENT SECTOR.

6. THE VOLUNTEER COMMUNITY IS VAST. A 1985 GALLUP POLL INDICATED:

WHO VOLUNTEERS - 1985 GALLUP POLL

2

1. 89 MILLION AMERICANS VOLUNTEER. (USING BROAD DEFINITION OF THE TERM.)
2. 48% OF AMERICANS
3. 45% OF MALES.
4. 51% OF FEMALES.
5. 52% OF TEENAGERS BETWEEN 14-17 YEARS.
6. 38% OF PEOPLE OVER 65.
7. 40% OF ADULTS WITH ANNUAL INCOMES UNDER \$10,000.
8. 49% OF PERSONS EMPLOYED FULL TIME.
9. 62% OF PERSONS EMPLOYED PART-TIME

7. THE MONETARY VALUE OF VOLUNTEER SERVICES IN AMERICA IS ESTIMATED TO BE OVER 110 BILLION DOLLARS ANNUALLY, BASED ON DATA FROM THE 1985 GALLUP SURVEY.
8. THE MINNESOTA DEPARTMENT OF HUMAN SERVICES HAS MORE THAN 20,000 VOLUNTEERS WHO CONTRIBUTED OVER ONE MILLION VOLUNTEER HOURS TO THE DEPARTMENT OF HUMAN SERVICES AGENCIES AND FACILITIES IN 1985.
9. THE STEREOTYPED VIEW OF THE AMERICAN VOLUNTEER DEFINITELY IS NOT ACCURATE. PEOPLE FROM A WIDE RANGE OF AGES, SKILLS, EDUCATIONAL BACKGROUNDS, INCOME LEVELS AND GEOGRAPHIC AREAS VOLUNTEER. SOME OF THE POPULATIONS WHO WE MIGHT THINK OF AS POTENTIAL VOLUNTEERS IN OUR ORGANIZATIONS AND COMMUNITIES INCLUDE:
  - A. INDIVIDUALS FROM DIVERSE ETHNIC AND MINORITY GROUPS.
  - B. UNEMPLOYED PERSONS.
  - C. STUDENTS SUCH AS HIGH SCHOOL AND COLLEGE STUDENTS OR INTERNS.
  - D. TRANSITIONAL VOLUNTEERS (PEOPLE RECOVERING FROM MENTAL ILLNESS OR EMOTIONAL DIFFICULTIES.)
  - E. REHABILITATION VOLUNTEERS.

YOUR NOTES

MORE  
INFORMA-  
TION  
ABOUT  
THE 1985  
GALLUP  
POLL IS  
AVAILABLE  
FROM THE  
MN OFFICE  
ON VOL-  
UNTEER SER-  
VICES, DE-  
PARTMENT OF  
ADMINISTRATION



- F. VOLUNTEERS WHO ARE RECOVERING FROM A PHYSICAL ILLNESS OR INJURY.
- G. HOMEBOUND AND RESIDENTIAL FACILITY VOLUNTEERS (PEOPLE WITH MOBILITY PROBLEMS SUCH AS INDIVIDUALS WITH FAMILY RESPONSIBILITIES, HEALTH NEEDS OR OTHER SPECIAL CIRCUMSTANCES WHO CONTRIBUTE FROM THEIR HOME BASE.)
- H. COMMUNITY SERVICE OR ALTERNATIVE SENTENCING VOLUNTEERS (PEOPLE WHO HAVE BEEN GIVEN A CHOICE BY THE COURT TO DONATE SERVICES TO THE COMMUNITY IN LIEU OF A JAIL SENTENCE OR COURT FINE.)
- I. DISABLED VOLUNTEERS (PERSONS WITH PHYSICAL OR MENTAL DISABILITIES WHO ARE ABLE TO HELP THEIR COMMUNITIES WITH SPECIAL ACCOMODATIONS AND ADAPTATIONS BY RECEIVING ORGANIZATIONS.)
- J. HOMEMAKER VOLUNTEERS.
- K. RELIGIOUS SERVICE AND SOCIAL ACTION GROUP VOLUNTEERS.
- L. YOUTH GROUPS.
- M. SELF HELP GROUPS (BASED ON THE PREMISE THAT PEOPLE WANT TO TAKE CONTROL OF THEIR OWN DESTINY AND HELP OTHERS IN LIKE SITUATIONS. MEMBERS OF SELF HELP GROUPS SHARE A COMMON NEED OR CONCERN AND PROVIDE MUTUAL ASSISTANCE TO ONE ANOTHER. FOR EXAMPLE, CHEMICAL DEPENDENCY SELF HELP PROGRAMS.)
- N. CORPORATE VOLUNTEERS (PEOPLE WHO VOLUNTEER ON BEHALF OF THEIR CORPORATIONS AND SHARE THEIR INTERESTS OR SPECIALTIES FOR LONG OR SHORT TERM TIME PERIODS.)

10. GENERALLY, WE CAN SAY THAT VOLUNTARY ACTION FALLS INTO THREE MAIN CATAGORIES.

YOUR NOTES

**VOLUNTARY ACTION**

**3**

- A. DIRECT VOLUNTEER SERVICES--PEOPLE DOING THINGS.**
- B. MATERIAL DONATIONS--PEOPLE GIVING THINGS.**
- C. MONETARY CONTRIBUTIONS--PEOPLE GIVING MONEY.**

11. INVOLVEMENT OF PEOPLE IN ONE OF THESE AREAS INCREASES THE LIKELIHOOD THAT THEY WILL CONTRIBUTE IN OTHER AREAS. FOR EXAMPLE, A VOLUNTEER WHO HELPS AT A COMMUNITY THEATER IS MORE LIKELY TO CONTRIBUTE FINANCIALLY AND TO DONATE MATERIAL GOODS TO THIS ORGANIZATION WHEN THE NEED ARISES.



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

## The 1984 Volunteer Recognition Handbook

### Figures, Figures, Figures

In the fall of 1983, the Gallup Organization conducted a national survey on the nature and scope of volunteering in the United States as part of the regular bi-weekly Gallup Poll. Performed as a public service for VOLUNTEER, the poll provides the most up-to-date figures on volunteering and the first national data since the Gallup Survey for the Independent Sector in 1981.

Like the 1981 study, the 1983 Gallup Survey used a broad definition of volunteering: "working in some way to help others for no monetary pay." This would include the person who regularly helps an elderly neighbor as well as the person who volunteers at a nursing home. Broadly defined, volunteering includes working to get a traffic light put in at a dangerous intersection, serving as a room mother at a school, providing free professional advice (lawyers, accountants) to neighbors, canvassing for a political candidate, collecting money for a charity, etc.

When volunteering is defined in this way, the most recent survey found that 55% of American adults (52% in 1981) volunteered during the previous year. The 1981 survey found that an almost equal proportion of teenagers (53%) also had volunteered. The surveys also provide a wide range of demographic information on the American volunteer.

The following breakdown compares the 1981 and 1983 figures where the same questions were asked or indicates the year from which the information was taken if the question was asked only once. Where the breakdowns are not exactly the same for the two surveys (for example, by age), the figures have been grouped as closely as possible.

1. Total number of volunteers (1981): 92 million

Total monetary value of American volunteer service (1981): \$64.5 billion

Percentage of total adult population engaged in volunteer activity

<u>1981</u>		
52% adults	47% in structured	31% volunteer at least
53% teens	organizations	2 hours per week
<u>1983</u>		
55% adults		



**VOLUNTEER**

The National Center for Citizen Involvement



2. Percentage of total adult population volunteering by activity area (1981)

Religious	37%
Health	23
Education	23
Recreation	13
Political	11
Citizenship	11
Community action	11
Social welfare	10
Arts & culture	5
Justice	2
Informal, alone	44
Work-related	11
Fundraising	11

Why do people volunteer? (1981)

Thought would enjoy work, feel needed	29%
Wanted to be useful, help others, do good deeds	45
Wanted to learn and get experience, help get a job	11
Child, relative or friends in program	23
Religious concerns	21
Had a lot of free time	6
Had an interest in activity or work	35
Thought would help keep taxes down	5

Why do people stop volunteering? (1981)

Project or task completed, organization no longer exists	11%
Too busy to continue	33
Went to paid job or school	10
Moved	12
Problem with organization or staff, bad experience	4
Child, relative or friend no longer involved	8
Lost interest, no longer enjoyed it, became tired	9
Too expensive	2
Nothing useful to do	1
Private, personal, family reasons	18
Went into other volunteer work that was more important	4

3. Percentage of active adult volunteers involved in various activities

	<u>1981</u>	<u>1983</u>
Health	12%	13%
Education	12	16
Justice	1	3
Citizenship	6	7
Recreation	7	10
Social welfare	5	6
Community action	6	11
Religious	19	19
Political	6	6
Arts & culture	3	4
Informal, alone	23	23
Work-related	6	7
Fundraising	6	10

4. Percentage of non-volunteers who acknowledged doing one of the following: (1983)

Helping sick friend or neighbor	25%
Outdoor help for non-relative elderly	22
Babysitting for friend/neighbor	25
Help neighbors clear area	9
March or demonstrate	3

5. Percentage of adults involved in volunteer activity by region of country

	<u>East</u>	<u>Midwest</u>	<u>South</u>	<u>West</u>
<u>1981</u>	51%	54%	48%	57%
<u>1983</u>	55%	51%	54%	62%

6. Percentage of adults involved in volunteer activity by age

	<u>14-17</u>	<u>18-24</u>	<u>25-44</u>	<u>45-54</u>	<u>55-64</u>	<u>65 &amp; older</u>
<u>1981</u>	53%	54%	59%	55%	45%	37%
	<u>18-24</u>	<u>25-29</u>	<u>30-49</u>	<u>50-54</u>	<u>65 &amp; older</u>	
<u>1983</u>	53%	67%	63%	54%	32%	

7. Percentage of adults involved in volunteer activity by gender

	<u>Male</u>	<u>Female</u>
<u>1981</u>	47%	56%
<u>1983</u>	53%	56%

8. Percentage of adults in various occupations involved in volunteer activity (1983)

Professional/business	76%
Clerical/sales	51
Manual labor	54
Skilled workers	61
Unskilled workers	48
Farmer	63
Non-labor force	36

9. Percentage of adults involved as volunteers by marital status

	<u>1981</u>	<u>1983</u>
Married	53%	58%
Single	58	56
Widowed	} 42	31
Now divorced		48
Ever divorced		47

10. Percentage of adults involved as volunteers by city size

	<u>1981</u>		<u>1983</u>
Metropolitan	46%	1,000,000 +	48%
Suburban	55	500,000 - 1,000,000	61
Non SMSA (Non	55	50,000 - 500,000	53
Standard Metro-		25,000 - 50,000	61
politan Statis-		Fewer than 25,000	56
tical Area)			

11. Number of hours spent in average week as volunteer (1983)

	<u>Male</u>	<u>Female</u>	<u>18-24</u>	<u>25-29</u>	<u>30-49</u>	<u>50-64</u>	<u>65+</u>
None	39%	31%	31%	31%	32%	35%	54%
Less than 1 hour	18	12	19	16	15	15	12
1 to 3 hours	20	22	20	28	23	22	11
3 to 5 hours	8	11	11	12	9	11	6
More than 5 hours	15	24	19	21	21	17	17

12. Asked to volunteer more or less in last year (1983)

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>18-24</u>	<u>25-29</u>	<u>30-49</u>	<u>50-64</u>	<u>65+</u>
More	29%	34%	26%	57%	42%	28%	18%	15%
Less	17	12	20	16	9	14	20	28
Same	53	54	53	27	49	58	59	56
No opinion	1	0	1	0	0	0	3	1



13. Percentage of adults involved as volunteers by educational level

	<u>1981</u>	<u>1983</u>
College degree	75%	77%
Some college	65	67
High school graduate	54	51
Some high school	31	32
Grade school	26	26

14. Percentage of adults involved as volunteers by employment status (1981)

Total employed	57%
Employed full-time	55
Employed part-time	65
Not employed	45

15. Percentage of adults involved as volunteers by household income

	<u>1981</u>	<u>1983</u>
Under \$4,000	40%	
\$4,000 - \$6,999	36	
\$7,000 - \$9,999	35	Under \$10,000 37%
\$10,000 - \$14,999	46	
\$15,000 - \$19,999	53	\$10,000 - \$20,000 52
\$20,000 and over	63	\$20,000 - \$30,000 56
		\$30,000 - \$40,000 74
\$40,000 and over	62	\$40,000 and over 78

16. Percentage of adults involved as volunteers by household size (1981)

One	41%
Two	47
Three	55
Four or more	59

17. Percentage of adults from homes including children under 18 involved as volunteers (1981) - 57%

## WHAT VOLUNTEERS CAN DO FOR YOUR ORGANIZATION

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

### I. TO SHOW THE ADVANTAGES OF VOLUNTEER INVOLVEMENT IN ORGANIZATIONS AND COMMUNITIES.

- A. ACTIVITY: WHAT VOLUNTEERS CAN DO  
TIME: 15 MINUTES  
MATERIALS: "SOME EXAMPLES OF VOLUNTEER UTILIZATION" (DHS) - (OPTIONAL) HANDOUT 4 AND "VOLUNTEER TEAMING" - (OPTIONAL) HANDOUT #5  
METHOD: PRESENTATION AND FULL GROUP DISCUSSION

### B. OBJECTIVE:

TO IDENTIFY WHAT VOLUNTEERS CAN CONTRIBUTE WHICH POLICYMAKERS AND STAFF CANNOT DO AS WELL ALONE.

### C. PROCEDURE:

1. STATE: "WE HAVE BRIEFLY TOUCHED UPON THE HISTORY AND NATIONAL SCOPE OF VOLUNTEER INVOLVEMENT IN OUR COUNTRY. NOW WE WANT TO LOOK AT HOW ALL OF THIS FITS INTO YOUR OWN SITUATION."
2. ASK: "ASIDE FROM THE WORK THEY PERFORM, WHAT ARE THE OTHER CONTRIBUTIONS VOLUNTEERS CAN MAKE TO YOUR ORGANIZATION?"
  - A. VOLUNTEERS BUILD AN IMAGE FOR YOUR ORGANIZATION OR CAUSE. (THE TYPE OF PEOPLE WHO GET INVOLVED AND THE LEVEL OF THEIR COMMITMENT BUILD AN IMAGE OF YOUR ORGANIZATION'S QUALITY OF SERVICE AND STATURE.)

INSTEAD, YOU MAY WANT TO USE OPTIONAL EXERCISE A - "PROS AND CONS OF VOLUNTEER PROGRAMS" (THIS IS A 30 MINUTES EXERCISE)

B. VOLUNTEERS CAN ADVOCATE FOR YOUR ORGANIZATION AND THE PEOPLE YOU SERVE IN WAYS THAT MAY BE INAPPROPRIATE FOR PAID STAFF.

- 1) VOLUNTEERS CAN ASK QUESTIONS ABOUT THE ASSUMPTIONS AND METHOD OF OPERATION OF YOUR ORGANIZATION OR PROGRAM.
- 2) VOLUNTEERS CAN PURSUE LEGISLATION OF RELEVANCE TO THE NEEDS OF YOUR CLIENTELE.
- 3) VOLUNTEERS CAN HELP TO ORGANIZE THE COMMUNITY AROUND CAUSES AND ON BEHALF OF GOALS OF SIGNIFICANCE TO YOUR ORGANIZATION.
- 4) VOLUNTEERS CAN HELP TO DISSEMINATE INFORMATION WHICH YOU WOULD WANT THE COMMUNITY TO UNDERSTAND.
- 5) VOLUNTEERS CAN HELP TO NETWORK WITH OTHERS ABOUT IMPORTANT ISSUES AFFECTING YOUR WORK.
- 6) THROUGH VOLUNTEER PARTICIPATION, INDIVIDUALS CAN FEEL A SENSE OF OWNERSHIP IN THE WORK THAT YOU ARE ATTEMPTING TO ACCOMPLISH.
- 7) VOLUNTEERS OFFER REPRESENTATION FROM A CROSS-SECTION OF THE COMMUNITY AND A VARIETY OF PERSPECTIVES. THIS PROVIDES DATA NECESSARY FOR EFFECTIVE DECISION-MAKING.
- 8) VOLUNTEERS CAN OFFER ROLE MODELS TO OTHERS WHO ASPIRE TO ACHIEVE OR OVERCOME A SPECIAL OBSTACLE.
- 9) VOLUNTEERS CAN ASSIST WITH RESOURCE DEVELOPMENT FOR YOUR ORGANIZATION.
  - A) THEY CAN HELP IN BROADENING SUPPORT FROM OTHER PEOPLE AND ADD TO THE HUMAN RESOURCES WHICH YOUR ORGANIZATION REQUIRES.
  - B) THEY CAN HELP SECURE MATERIAL DONATIONS SUCH AS EQUIPMENT AND SUPPLIES.



- c) THEY WILL OFTEN DONATE THEIR OWN MONEY AND ENCOURAGE OTHERS TO DO LIKEWISE. (VOLUNTEERS CAN BE VALUABLE FUNDRAISING AGENTS WHO DO NOT HAVE PURELY SELF-INTEREST AT HEART.)
- 10) VOLUNTEERS CAN HELP YOUR ORGANIZATION TO STRETCH BEYOND THE ORDINARY BY:
  - a) BRINGING NEW CREATIVITY AND IDEAS.
  - b) BRINGING SPECIFIC TALENTS AND SKILLS WHICH MAY NOT BE AVAILABLE OTHERWISE
  - c) CONTRIBUTING TO THE CLIMATE OF YOUR ORGANIZATION THROUGH THEIR ENTHUSIASM AND COMMITMENT.
  - d) BEING A CATALYST FOR PARTNERSHIPS BETWEEN THE PUBLIC, PRIVATE AND VOLUNTARY SECTORS THROUGH THEIR ABILITY TO DEVOTE CONCENTRATED TIME AND THEIR NETWORK OF CONTACTS.
  - e) TESTING NEW APPROACHES AND METHODS BEFORE THE INVESTMENT OF LARGER AMOUNTS OF RESOURCES WHICH MAY COME LATER."

YOUR NOTES

REFER TO  
AND REVIEW  
"SOME EX-  
AMPLES OF  
VOLUNTEER  
UTILIZATION  
(DHS) -  
OPTIONAL  
HANDOUT #4  
AND/OR  
OPTIONAL  
HANDOUT #5.

SOME EXAMPLES OF VOLUNTEER UTILIZATION  
(FAMILY BASED OR CHILD SERVICE EXAMPLES)

MINNESOTA DEPARTMENT  
OF HUMAN SERVICES  
612/297-4275  
8/85

PARENT AIDE - PARENTS TO REINFORCE AND MODEL APPROPRIATE PARENTING AND HOMEMAKING SKILLS FOR PARENTS

BIG BROTHER - PROVIDE MALE OR FEMALE ROLE MODEL IN FAMILY WHERE NONE EXISTS

VOLUNTEER DRIVERS - TRANSPORTATION SPECIFICALLY FOR FAMILIES AND CHILDREN FOR APPOINTMENTS OF CONSEQUENCE

GUARDIAN AD LITEM - INDIVIDUALS TO REPRESENT CHILD'S INTERESTS IN COURT AS REQUIRED BY LAW

PARENT/CHILD VISITATION AIDES - TO MONITOR VISITS WHILE CHILD IS IN PLACEMENT, PROVIDES TRANSPORTATION, OVERSEES VISIT, WRITES UP REPORT TO RELIEVE SOCIAL WORKER OF DOING SO

RESPIRE CARE - PROVIDE TEMPORARY CHLD CARE WHILE PARENT IS AT SCHOOLING, PARENTING CLASSES, OR JUST TO PROVIDE A RESPIRE

ADOLESCENT INDEPENDENT LIVING SPECIALISTS - ASSIST YOUTH IN LEARNING LIFE SKILLS TO ENABLE LIFE ON OWN AFTER FOSTER CARE

CITIZEN REVIEW PANELISTS - SIT ON PANELS WHICH REVIEW SUBSTITUTE CARE PLACEMENTS AND SUGGEST ALTERNATIVES

COMMUNICATIONS SPECIALISTS - DO PUBLIC SPEAKING, DESIGN BROCHURES, AND AID AGENCY PUBLIC INFORMATION IN RELATION TO CHILD ABUSE, MENTAL ILLNESS, OTHER OF ITS SERVICES, OR THE AGENCY IN GENERAL

BUDGET CONSULTANT VOLUNTEERS - TRAINED VOLUNTEERS WHO ASSIST INDIVIDUAL FAMILIES IN MANAGING MONEY BY MEETING WITH CLIENTS AND GUIDING THEM IN HOW TO BUDGET, MAINTAIN RECORDS, ETC.

ADOPTION VOLUNTEERS - ASSIST IN GENETIC SEARCHES OR DEVELOPING RECRUITMENT CAMPAIGNS FOR ADOPTIVE HOMES

PERINATAL COACHING PROGRAM - ASSIST TEENAGE PARENTS THROUGH BIRTH PROCESS INTO CHILD INFANCY BY ROLE MODELING THEREBY ASSISTING MOTHER/CHILD BONDING AND APPROPRIATE CHILD CARE

GROUP AIDE VOLUNTEER - CO-FACILITATE CHILD OR ADULT GROUPS TO ASSIST CLIENTS TOWARD SELF-SUFFICIENCY

SOCIAL WORKER ASSISTANT - DO VARIOUS CHORES SUCH AS TRANSPORTING, MONITORING PARENT/CHILD VISITS, ASSISTING IN FILLING OUT FORMS, CARRYING OUT FOSTER HOME VISITS AT THE REQUEST OF THE SOCIAL WORKER

VOLUNTEERS DO NOT REPLACE PAID STAFF JOBS, VOLUNTEERS TAKE ON FUNCTIONS WHICH FREE STAFF TO DO OTHER NECESSARY FUNCTIONS.



## SOME EXAMPLES OF VOLUNTEER UTILIZATION

(HOME BASED OR ADULT SERVICE EXAMPLES)

MENTAL HEALTH AFTERCARE ONE-TO-ONES - TO ASSIST IN  
COMMUNITY READJUSTMENT, PROVIDE SOCIAL OUTLET  
TO AVOID PLACEMENT

RESPIRE CARE - AID CAREGIVER OF HOMEBOUND BY TEMPORARILY  
SITTING WITH THE INCAPACITATED TO ENABLE WELL-  
BEING OF CAREGIVER AND PATIENT

GUARDIAN/CONSERVATOR- HANDLE FINANCES OR AFFAIRS BY COURT  
APPOINTMENT FOR CLIENTS UNABLE TO

FRIENDLY VISITOR - PROVIDE SOCIAL COMPANIONSHIP AND CHECK  
ON WELL-BEING OF HOME-BOUND OR MENTALLY RETARDED

TELEPHONE FRIEND - PROVIDE PHONE CONTACT WITH OUTSIDE WORLD  
AND CHECK ON WELL-BEING OF HOME-BOUND

BUDGET COUNSELOR - PROVIDE ONGOING ASSISTANCE TO FAMILY IN  
BUDGETING AS DIRECTED BY PAID STAFF (FOR BOTH ADULT  
AND CHILD PROTECTION FAMILIES)

GRIEF SUPPORT VOLUNTEERS - PROVIDE TEMPORARY EMOTIONAL SUPPORT  
TO THOSE WHO HAVE LOST A LOVED ONE

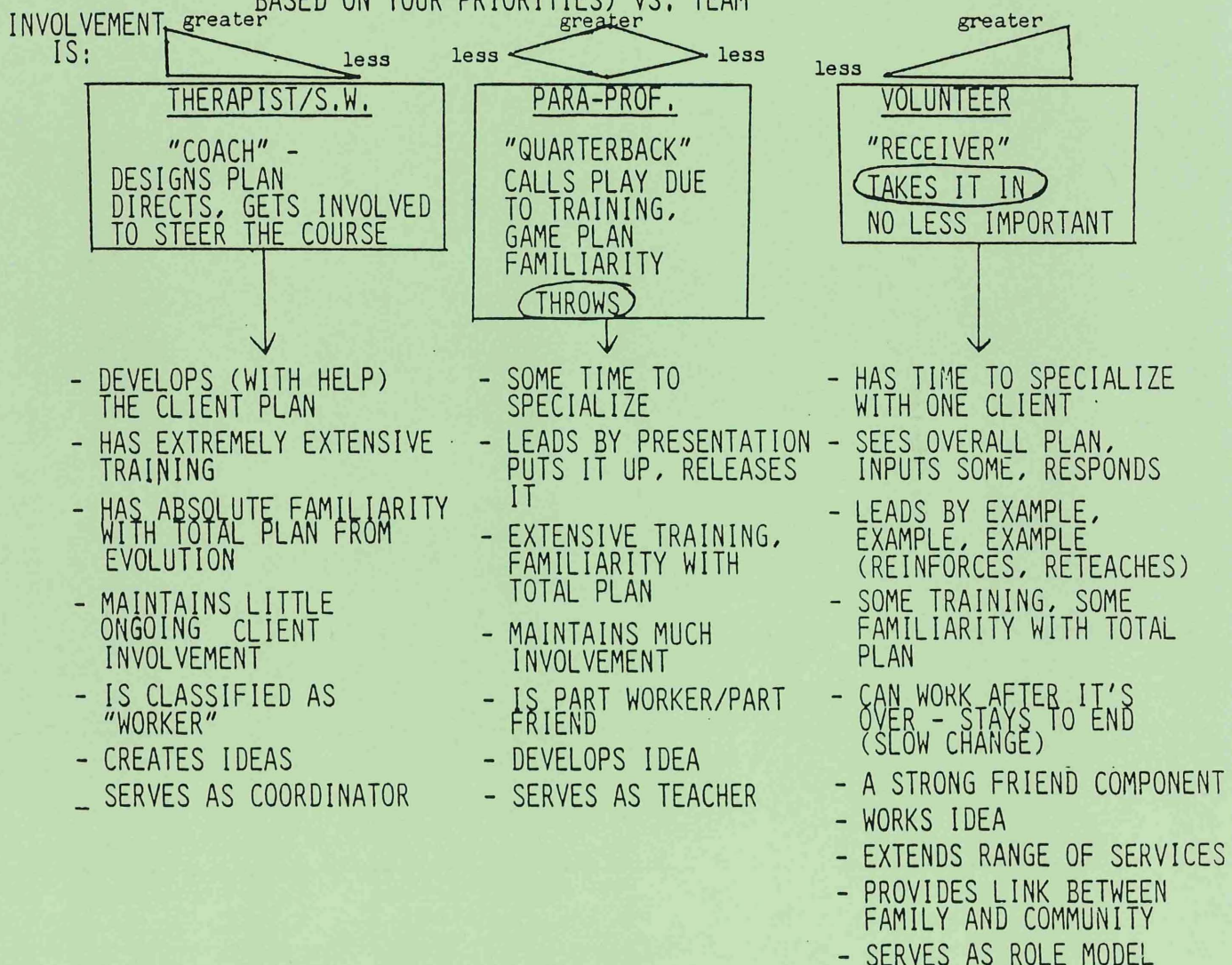
VOLUNTEERS DO NOT REPLACE PAID STAFF JOBS. VOLUNTEERS TAKE ON  
FUNCTIONS WHICH FREE STAFF TO DO OTHER NECESSARY FUNCTIONS.



# AN EXAMPLE OF PROFESSIONAL/PARA-PROFESSIONAL/VOLUNTEER TEAMING

IN ANY "PARENT AIDE" - TYPE PROGRAM:

- \* - FUNCTIONS/TASKS PERFORMED ARE UNIQUE IN TREATMENT, PREVENTION, AND FOLLOW UP
- \* - INTENSITY OF SERVICE WILL VARY
- \* - SET CRITERIA FOR STAFF, PROFESSIONAL, VOLUNTEER INVOLVEMENT
- \* - COMPREHENSIVE ASSESSMENT WITH STAFF OF THEIR NEEDS ARE VERY IMPORTANT
- \* - A SOLID SCREENING PROCESS AND WELL-THOUGHT ORIENTATION AND ONGOING TRAINING ARE KEY
- \* - WHAT VOLUNTEERS DO IS CASE INTEGRATED
- \* - VOLUNTEERS ARE PART OF "SERVICE CONTINUUM" (LARGER/SMALLER BASED ON YOUR PRIORITIES) VS. TEAM



(ROLES BETWEEN PP'S AND VOLS. MAY BE MODIFIED  
BASED ON CASE DIFFICULTY, TIME COMMITMENT,  
CLIENT NEEDS, ETC.)

## WHAT VOLUNTEERS CANNOT DO FOR YOUR ORGANIZATION

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

### I. TO DISPEL SOME COMMON MYTHS ABOUT VOLUNTEER PROGRAMS.

- A. ACTIVITY: REALISTIC EXPECTATIONS OF VOLUNTEERS  
TIME: 15 MINUTES  
MATERIALS: NONE  
METHOD: PRESENTATION AND FULL GROUP DISCUSSION

INSTEAD, YOU  
MAY WANT TO  
USE OPTIONAL  
EXERCISE A -  
"PROS AND CONS  
OF VOLUNTEER  
PROGRAMS"

### B. OBJECTIVE:

TO SET REALISTIC EXPECTATIONS ABOUT THE CAPABILITY OF  
VOLUNTEERS AND NECESSARY RESOURCES FOR EFFECTIVE  
VOLUNTEER PROGRAMS.

### C. PROCEDURE:

1. STATE: "WE HAVE JUST HIGHLIGHTED WHAT VOLUNTEERS  
CAN DO FOR YOUR ORGANIZATION OR COMMUNITY. NOW WE  
WILL BE LOOKING AT THE LIMITATIONS AND CONSTRAINTS  
WHICH AFFECT VOLUNTEER PROGRAMS.
2. WE WANT TO CLARIFY SOME POINTS AT THIS TIME.
  - A. VOLUNTEERS ARE NOT "FREE" LABOR.
    - 1) VOLUNTEER PROGRAMS REQUIRE A BUDGET AND  
SUPPORT SERVICES IN ORDER TO REACH MAXIMUM  
POTENTIAL. (WE WILL BE DISCUSSING THE TOPIC  
OF VOLUNTEER PROGRAM BUDGETS LATER IN THIS  
TRAINING).
    - 2) VOLUNTEERS CANNOT BE A PANACEA FOR ALL ILLS.
      - A) VOLUNTEER ROLES MUST BE APPROPRIATE  
WITHIN THE CONTEXT OF THE SPECIFIC ORGAN-  
IZATION OR SITUATION.



- B) VOLUNTEER PROGRAMS MUST BE CAREFULLY PLANNED AND ORGANIZED.
- C) A CLIMATE OF ACCEPTANCE FOR VOLUNTEERS MUST EXIST IN ORDER FOR VOLUNTEERS TO BE EFFECTIVE.
- D) VOLUNTEERS DO NOT TAKE THE PLACE OF PAID STAFF. HOWEVER, THEY CAN SUPPLEMENT SERVICES PROVIDED BY PAID STAFF. FOR EXAMPLE, THEY MIGHT PROVIDE ADDITIONAL INDIVIDUAL ASSISTANCE, ENRICHMENT OPPORTUNITIES, OR RELIEF OF DETAILS SO PROFESSIONALS CAN UTILIZE THEIR SKILLS MORE FULLY.
- E) STAFF MEMBERS PLAY A MAJOR ROLE IN FACILITATING THE WORK OF VOLUNTEERS.
  - 1) FOR THIS REASON, IN STAFFED ORGANIZATIONS, STAFF MEMBERS MUST BE INVOLVED IN PLANNING FOR THE VOLUNTEER FROM THE OUTSET.
  - 2) STAY AWAY FROM IMPOSING VOLUNTEERS ON STAFF MEMBERS WHO ARE NOT RECEPTIVE TO WORKING WITH THEM.
  - 3) ENCOURAGE STAFF MEMBERS TO IDENTIFY NEEDS FOR VOLUNTEERS AND ASSIST WITH THE DEVELOPMENT OF VOLUNTEER JOB DESCRIPTIONS PRIOR TO VOLUNTEER RECRUITMENT.
  - 4) RECOGNIZE THE CONTRIBUTIONS THAT STAFF MEMBERS MAKE TO THE SUCCESS OF A VOLUNTEER PROGRAM.
- 3) CONCERNS OFTEN ARISE AMONG STAFF AND COMMUNITY MEMBERS ABOUT THE ROLES OF VOLUNTEERS. FOR EXAMPLE:
  - A) ARE VOLUNTEERS THE BEST PEOPLE TO PROVIDE A PARTICULAR SERVICE?



- B) WILL VOLUNTEERS BE QUALIFIED FOR THEIR POSITIONS?
- C) WILL VOLUNTEERS BE BROUGHT IN TO INTENTIONALLY TAKE THE PLACE OF PAID POSITIONS?
- 4) VOLUNTEERS ARE NOT INSTANTLY AVAILABLE.
  - A) ORGANIZATIONS MUST HAVE CAREFULLY THOUGHT OUT RECRUITMENT STRATEGIES.
    - 1) VOLUNTEERS HAVE EXPECTATIONS FROM THE ORGANIZATIONS WITH WHICH THEY VOLUNTEER.
    - 2) INCREASING COMPETITION FOR VOLUNTEERS PLACES HIGHER EXPECTATIONS ON ORGANIZATIONS WHICH UTILIZE VOLUNTEER ASSISTANCE.
  - B) THERE ARE MANY BENEFITS AND BARRIERS TO VOLUNTEERING.
  - C) ORGANIZATIONS MUST WORK VERY HARD TO MAXIMIZE BENEFITS AND MINIMIZE BARRIERS IN ORDER TO SUCCESSFULLY RECRUIT AND RETAIN VOLUNTEERS.
  - D) HAVE A PLAN FOR VOLUNTEERS BEFORE YOU RECRUIT VOLUNTEERS TO COME IN AND HELP.
- 5) TO SUMMARIZE:
  - A) START VOLUNTEER PROGRAMS WHEN YOU ARE NOT IN A CRISIS SITUATION.
  - B) ALLOW STAFF TO HELP DEFINE THE ROLES AND RESPONSIBILITIES OF VOLUNTEERS.
  - C) RECOGNIZE THE IMPORTANCE OF DEVOTING ADEQUATE RESOURCES TO THE VOLUNTEER PROGRAM.
  - D) MANY FACTORS GO INTO CREATING AND MAINTAINING QUALITY VOLUNTEER PROGRAMS.
    - 1) PRE-PLANNING IS AN ESSENTIAL INVESTMENT FOR A SUCCESSFUL VOLUNTEER PROGRAM.

- 2) THERE NEEDS TO BE A CLEAR CONSENSUS  
ON THE NEED FOR VOLUNTEERS AND HOW  
THEY WILL SERVE.
- 3) WE WILL FURTHER EXPLORE THESE ISSUES  
THROUGHOUT THE REMAINDER OF TRAIN-  
ING."

YOUR NOTES

## BARRIERS AND BENEFITS TO VOLUNTEERING

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

- I. TO BROADEN UNDERSTANDING ABOUT THE  
BARRIERS AND BENEFITS TO VOLUNTEERING.

- A. ACTIVITY: BARRIERS/BENEFITS TO VOLUNTEERING  
TIME: 15 MINUTES  
MATERIALS: OVERHEAD PROJECTOR, SCREEN, TRANSPARENCY #4  
AND SAMPLE #1 - "EQUAL ACCESS TO VOLUNTEER  
PARTICIPATION" AND SAMPLE #2 "RECRUITING  
ALTERNATIVE SOURCES OF VOLUNTEERS"  
METHOD: FULL GROUP PRESENTATION AND DISCUSSION

B. OBJECTIVE:

TO BECOME FAMILIAR WITH BARRIERS AND BENEFITS FOR  
VOLUNTEERING.

C. PROCEDURE:

1. STATE: "VOLUNTEERING IS AN AMERICAN TRADITION AND  
AN HISTORICAL RIGHT OF ALL CITIZENS.
2. IT HAS LONG BEEN RECOGNIZED THAT INDIVIDUALS DERIVE  
PERSONAL BENEFITS FROM THEIR VOLUNTEER EXPERIENCES  
WHILE AT THE SAME TIME SERVING THEIR COMMUNITIES.
3. MANY ORGANIZATIONS ARE FORBIDDEN BY LAW TO DIS-  
CRIMINATE ON THE BASIS OF RACE, COLOR, CREED,  
RELIGION, NATIONAL ORIGIN, SEX, MARITAL STATUS,  
STATUS WITH REGARD TO PUBLIC ASSISTANCE, DISABILITY,  
OR AGE. THIS PHILOSOPHY SHOULD ALSO BE APPLIED WHEN  
CONSIDERING ACCESS TO VOLUNTEER ACTIVITIES.

INSTEAD, YOU  
MAY WANT TO  
USE OPTIONAL  
EXERCISE B -  
"BRAINSTORM  
ON BARRIERS/  
BENEFITS  
TO VOLUNTEER-  
ING."

THIS IS A  
30 MINUTE  
EXERCISE.



4. VOLUNTEER WORK CONTRIBUTES SIGNIFICANTLY TO ONE'S SKILLS AND SELF ESTEEM.
  - A. DAY-TO-DAY LEARNING OCCURS ON THE VOLUNTEER JOB AND ADVANCES THE VOLUNTEER'S PERSONAL DEVELOPMENT.
  - B. VOLUNTEERING EXPANDS THE VOLUNTEER'S NETWORK OF CONTACTS AND MAKES POSSIBLE EXPERIENCES WHICH CAN BE DOCUMENTED FOR FUTURE PAID EMPLOYMENT AND/OR ACADEMIC CREDIT.
  - C. PARTICIPATION IN VOLUNTEER ACTIVITIES IS A SIGNIFICANT WAY TO EXERCISE ONE'S CONSTITUTIONAL RIGHTS.
  - D. VOLUNTEER OPPORTUNITIES ENHANCE A PERSON'S CAPABILITY FOR SELF HELP AND CAN GREATLY STRENGTHEN ONE'S ABILITY TO BE SELF SUFFICIENT AND INDEPENDENT.
5. WITHOUT EQUAL ACCESS TO VOLUNTEERING THE POSSIBILITY EXISTS THAT GAPS WILL WIDEN BETWEEN THOSE WHO ARE CURRENTLY ABLE TO VOLUNTEER AND THOSE WHO ARE NOT.
6. BARRIERS TO VOLUNTEERING MIGHT INCLUDE:
  - A. VOLUNTEER-RELATED EXPENSES SUCH AS COSTS FOR TRANSPORTATION, CHILD CARE, MEALS, PARKING, TRAINING, MATERIALS, AND SO FORTH.
  - B. INADEQUATE OR INACCESSIBLE ACCOMODATIONS WHICH MAKE IT IMPOSSIBLE TO VOLUNTEER.
  - C. INABILITY TO COORDINATE ONE'S VOLUNTEER AND WORK SCHEDULES.
  - D. LACK OF AWARENESS OF OPPORTUNITIES TO VOLUNTEER AND THE BENEFITS OF VOLUNTEERING. (FOR EXAMPLE, AN ORGANIZATION'S PROMOTIONAL PIECES AND RECRUITMENT METHODS MIGHT NOT BE GEARED TO VARIOUS SEGMENTS OF THE COMMUNITY.)

7. BENEFITS TO VOLUNTEERING MIGHT INCLUDE:

YOUR NOTES

**VOLUNTEER BENEFITS**

**4**

- A. REIMBURSEMENT FOR EXPENSES.**
- B. CHILD CARE.**
- C. APPROPRIATE PLACEMENT.**
- D. ORIENTATION AND ONGOING TRAINING (WITH COLLEGE OR CONTINUING EDUCATION CREDIT WHERE POSSIBLE).**
- E. SUPERVISION AND EVALUATION.**
- F. DOCUMENTATION OF VOLUNTEER EXPERIENCE.**
- G. REFERENCES FOR EMPLOYMENT OR ACADEMIC CREDIT.**
- H. RECOGNITION FOR ACHIEVEMENTS.**
- I. OPPORTUNITIES FOR ADVANCEMENT WITHIN THE ORGANIZATION (PAID OR UNPAID).**

8. TO EFFECTIVELY REACH OUT TO ALL SEGMENTS OF THE POTENTIAL VOLUNTEER COMMUNITY, ORGANIZATIONS WILL:
- A. INVEST TIME, ENERGY AND OFTEN MONEY.**
  - B. IMPLEMENT POLICIES AND PROCEDURES TO STIMULATE ACTIVE RECRUITMENT AND SUCCESSFUL RETENTION OF A RANGE OF VOLUNTEERS.**
  - C. ACTIVELY WORK TOWARD VOLUNTEER PARTICIPATION WHICH IS REFLECTIVE OF THE COMPOSITION OF THE COMMUNITY.**
  - D. STRIVE TO BECOME BETTER EDUCATED ABOUT CULTURAL DIFFERENCES AND NEEDS OF SPECIAL POPULATIONS.**
  - E. MAKE SERIOUS EFFORTS TO BUILD POSITIVE ATTITUDES AND INSURE SENSITIVE BEHAVIOR REGARDING VOLUNTEERING THROUGH ALL LEVELS OF THE ORGANIZATION."**
9. ASK: "WHAT BARRIERS TO VOLUNTEERING EXIST WITHIN YOUR ORGANIZATION? WHAT CAN YOU DO AS A POLICYMAKER TO HELP OVERCOME THESE BARRIERS?"

10. STATE: "FOR MORE INFORMATION ON ACCESS TO VOLUNTEERING, REFER TO THE MINNESOTA OFFICE ON VOLUNTEER SERVICES, DEPARTMENT OF ADMINISTRATION, MONOGRAPHS ENTITLED, "EQUAL ACCESS TO VOLUNTEER PARTICIPATION" AND "RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS."

YOUR NOTES

SEE SAMPLES  
#1 AND #2



## THE "WORTH" OF VOLUNTEER PROGRAMS

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

### I. TO BUILD A CASE FOR VOLUNTEER PROGRAMS IN GOVERNMENT AND NONPROFIT ORGANIZATIONS.

A. ACTIVITY: CASE STATEMENT FOR VOLUNTEER PROGRAMS  
TIME: 15 MINUTES  
MATERIALS: CITY OF VIRGINIA BEACH THIRD  
QUARTER REPORT-HANDOUT #6, DHS  
JANUARY-JUNE VOLUNTEER SERVICES  
REPORT - (OPTIONAL) HANDOUT #7,  
METHOD: PRESENTATION AND FULL GROUP DISCUSSION

### B. OBJECTIVE:

TO KNOW THE REASONS FOR INCORPORATING VOLUNTEER  
PROGRAMS INTO GOVERNMENT AND NONPROFIT ORGANIZATIONS.

### C. PROCEDURE:

D. STATE: "VOLUNTEER PROGRAMS ARE WORTH MORE THAN IS  
APPARENT ON THE SURFACE. WHEN DETERMINING THE WORTH  
OF VOLUNTEER PROGRAMS YOU MAY WANT TO CONSIDER THE  
FOLLOWING:

1. THE NUMBER OF HOURS DONATED TO YOUR ORGANIZATION  
BY VOLUNTEERS ON AN ANNUAL BASIS.
2. THE NUMBER OF PEOPLE WITHIN YOUR ORGANIZATION  
AND OUTSIDE YOUR ORGANIZATION WHO ARE TOUCHED BY  
VOLUNTEERS ON AN ANNUAL BASIS.
3. THE VALUE OF MONETARY AND MATERIAL DONATIONS  
OFFERED TO YOUR ORGANIZATION BY VOLUNTEERS.
4. THE VALUE OF UNREIMBURSED EXPENSES INCURRED BY  
VOLUNTEERS ON BEHALF OF YOUR ORGANIZATION.

5. THE VALUE OF COMMUNITY LINKAGES THROUGH VOLUNTEERS WITH OTHER ORGANIZATIONS, BUSINESSES AND INDIVIDUALS TO MEETING THE GOALS OF YOUR ORGANIZATION.
  6. THE VALUE OF SOCIAL CHANGE FACILITATED BY VOLUNTEERS ON BEHALF OF YOUR CAUSE.
    - A. LEGISLATIVE IMPROVEMENTS.
    - B. SUCCESSFUL COMMUNITY FUNDRAISING CAMPAIGNS.
    - C. SUCCESSFUL COMMUNITY PUBLIC EDUCATION CAMPAIGNS, (IE. FOR REFERENDUMS OR BOND ISSUES OR ABOUT MENTAL HEALTH ISSUES.)"
    - D. THE ACTUAL PRODUCT OF THE WORK OF THE VOLUNTEER.
- E. ASK: "WHAT ARE MORE SPECIFIC CONTRIBUTIONS WHICH VOLUNTEERS OFTEN MAKE?"
1. SUPPLIES.
  2. FACILITIES.
  3. EQUIPMENT.
  4. RESOURCE MATERIALS WHICH THEY USE ON THE VOLUNTEER JOB.
  5. FOOD DONATIONS FOR THE CLIENTELE THEY SERVE OR FOR OTHER VOLUNTEERS OR STAFF (REFRESHMENTS, FOOD SHELF ITEMS)
  6. CHILD CARE FOR THEIR OWN CHILDREN SO THEY MIGHT VOLUNTEER.
  7. MILEAGE EXPENSES FOR THEIR OWN CAR.
  8. TIME AWAY FROM THEIR OWN JOBS, OFTEN WITHOUT PAY.
- F. "HERE IS AN EXAMPLE OF SOME SPECIAL COSTS WHICH YOU COULD INCUR AS AN ORGANIZATION WITHOUT VOLUNTEER ASSISTANCE. IMAGINE THAT YOU NEED A NEW DESIGN FOR A PROMOTIONAL BROCHURE AND YOU DO NOT HAVE A PUBLIC RELATIONS DEPARTMENT FOR YOUR ORGANIZATION. YOU RECRUIT A PROFESSIONAL TO ASSIST YOU WITH THIS TASK. THIS VOLUNTEER CONTRIBUTES TO YOUR ORGANIZATION IN

THE FOLLOWING WAYS:

YOUR NOTES

1. CONSULTS WITH YOUR ORGANIZATION REGARDING YOUR NEEDS.
2. DESIGNS A BROCHURE INCLUDING COPY AND GRAPHICS.
3. KEYLINES THE BROCHURE.
4. REPRODUCES AND HELPS WITH THE MAILING OF THE BROCHURE.
  - A. IN THIS CASE YOU HAVE RECEIVED PROFESSIONAL CONSULTING TIME FREE OF CHARGE, KEYLINING TIME FREE OF CHARGE, REPRODUCTION AND USE OF PUBLICATION MACHINERY FREE OF CHARGE, MAILING OF MATERIALS FREE OF POSTAGE CHARGE.
  - B. IN ADDITION, YOU HAVE NOT HAD TO:
    - 1) PULL EXISTING STAFF OFF OF OTHER NECESSARY PROJECTS.
    - 2) PAY FOR FRINGE BENEFITS SUCH AS INSURANCE OR MEDICAL CARE FOR THE VOLUNTEER CARRYING OUT THIS RESPONSIBILITY."

G. DISTRIBUTE: CITY OF VIRGINIA BEACH-THIRD QUARTER REPORT - HANDOUT #6

H. STATE: "TO ILLUSTRATE THE CONCEPT OF WORTH OF VOLUNTEER PROGRAMS I AM DISTRIBUTING A COPY OF THE CITY OF VIRGINIA BEACH-THIRD QUARTER REPORT ON VOLUNTEER CONTRIBUTIONS.

1. AS YOU WILL NOTE, FROM JULY THROUGH SEPTEMBER, 1983 VOLUNTEERS CONTRIBUTED 317,068 HOURS WITH A MONETARY VALUE OF \$2,470,049.59 TO THE CITY OF VIRGINIA BEACH.
2. THERE ARE A VARIETY OF WAYS TO DETERMINE WORTH OR COST BENEFITS OF VOLUNTEER PROGRAMS. HERE ARE SOME SAMPLES OF RESOURCE MATERIALS ON THIS TOPIC."
3. ASK: "WHAT ARE THE PROS AND CONS OF PLACING A MONETARY VALUE ON THE WORK OF VOLUNTEERS."

YOU MAY ALSO WANT TO REFER TO DHS JANUARY - JUNE VOLUNTEER SERVICES REPORT - OPTIONAL HANDOUT #7



4. STATE: "WHEN DECIDING WHETHER OR NOT TO PLACE A MONETARY VALUE ON VOLUNTEER SERVICES, FIRST FAMILIARIZE YOURSELF WITH STAFF-VOLUNTEER RELATIONSHIP ISSUES."
- YOUR NOTES

CREDIT: MUCH OF THE MATERIAL DISCUSSED ON THE "WORTH OF VOLUNTEER PROGRAMS" IS BASED ON A PRESENTATION BY STEVE MCCURLEY, VOLUNTEER: THE NATIONAL CENTER, AT A BOARD MEETING OF THE NATIONAL SCHOOL VOLUNTEER PROGRAM - MINNESOTA CHAPTER ON NOVEMBER 22, 1985.

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

JULY, AUGUST, SEPTEMBER, 1983

THIRD QUARTER

Page 1

CITY OF VIRGINIA BEACH  
DEPARTMENT-VOLUNTEER COUNCIL

## Volunteer Hours Given/Value and Contributions Received

Department	Number of Volunteers			Hours		Contributions Cash Value	Year-to-Date	
	Male	Female	Total	Number	Value		Hours	Value
Agriculture	105	134	239	1,433	\$ 9,315.00	\$4,440 (see attached)	11,316	\$73,555.00
City Clerk		1	1	18	96.30		197	1,200.11
Circuit Court	---	---	---	---	---		149	499.15
Clean Community System (General Services)	3	4	7	117.5	525.27			
Commission Members	3	2	5	82	637.14			
Total			(12)	(199.5)	(1,162.41)		2,930.5	14,817.41
Commonwealth Attorney	1	3	4	321	1,566.48	\$14.91	874	4,345.12
Community Diversion	2	2	4	162	245.70			
Commission Members	6	1	7	42	56.70			
Total			(11)	(224)	(302.40)		643	2,913.07
Community Development	11	7	18	117	468.00		243	972.00
Court Services Unit	17	43	60	8,826	80,140.00		16,775.5	152,321.48
Data Processing	2	5	7	1,680	6,669.60			
Emergency Medical Services	278	179	457	41,130	349,605.00		138,330	1,175,805.00
Fire	200	50	250	6,500	55,250.00		18,212.5	154,806.25
Libraries								
Administration	8	11	19	201	1,862.08	\$2,459.13		
Bayside	1	16	17	373	1,754.81			
Children's Division		1	1	4	24.28			
Reference		1	1	6	38.22			
Extension Services	1	5	6	234.5	1,128.31			
Great Neck		13	13	146.5	543.60			
Kempsville		9	9	210.5	831.97			
Oceanfront	3	10	13	450.5	2,004.48	\$300.00		
Technical Services	1	4	5	108.5	607.60			
Special Services	4	20	24	504.5	3,361.39	\$1,075.00		
Windsor Woods		10	10	308.5	1,251.43			
Board Members	2	9	11	14	246.12			
Total			(129)	(2,561.5)	(13,654.29)	(\$3,834.13) see attached	7,315.5	\$37,479.35



JULY, AUGUST, SEPTEMBER, 1983

Third Quarter

Page 2

CITY OF VIRGINIA BEACH  
DEPARTMENT-VOLUNTEER COUNCIL

Volunteer Hours Given/Value and Contributions Received

Department	Number of Volunteers			Hours		Contributions	Year-to-Date	
	Male	Female	Total	Number	Value	Cash Value	Hours	Value
Lighthouse Runaway Hotline	2	15	17	498.5	3,175.95		1,126.5	\$ 7,175.66
Mental Health/Mental Retard.								
Substance Abuse	---	---	---					
Mental Health	15	100	115	4,662	33,112.45			
Mental Retardation	15	58	73	1,870	20,251.45			
Total			(188)	(6,532)	(53,363.90)		22,848.5	203,793.58
Parks and Recreation								
Kempsville	6	3	9	149	515.62			
Bow Creek	3	11	14	143	514.80			
Adult Activities	4	8	12	310	1,790.40	\$40.00		
Athletics	274	87	361	4,764	18,913.08			
Youth Activities	6	29	35	746.5	2,492.71	\$100.00		
Therapeutics	13	42	55	2,075	7,843.50			
Commission Members			7	14	168.00	\$10.00		
Total			(493)	(8,201.5)	(32,238.11)	(\$150.00) see attached	34,312.5	135,772.08
Pendleton Child Serv. Ctr.		5	5	429	1,471.47	\$400.00		
Commission Members	6	3	9	21	357.00			
Total			(14)	(450)	(1,828.47)	(\$400.00)	549.5	2,192.61
Permits and Inspections	0	0	0				95	652.65
Personnel	0	0	0				353.5	1,461.77
Planning	0	0	0					
Commission Members	11	1	12	425	9,328.75		1,324	28,819.20
Police								
Auxiliary	63	7	70	11,531.5	78,990.78			
Crime Analysis, Det.	6	8	14	402.5	3,489.68			
Crime Analysis, Prec.	12	6	18	992	8,600.64			
Crime Solvers	2	3	5	228	1,976.76			
Precious Metals	1	5	6	258	2,236.86			
Juvenile Bureau	2	1	3	199	1,725.33			
Vehicle Transportation	8	1	9	510	4,421.70			



JULY, AUGUST, SEPTEMBER, 1983

Third Quarter

Page 3

CITY OF VIRGINIA BEACH  
DEPARTMENT-VOLUNTEER COUNCIL

Volunteer Hours Given/Value and Contributions Received

Department	Number of Volunteers			Hours		Contributions	Year-to-Date	
	Male	Female	Total	Number	Value	Cash Value	Hours	Value
Spot Boats	15	0	15	760	6,589.20			
Juvenile Trauma		1	1	69.5	602.57			
Total			(141)	(14,950.5)	(108,633.52)		41,513	361,849.56
Public Health	3	9	12	543	2,139.42		1,535	6,047.90
Public Works	9	3	12	138.5	975.04		263	1,851.52
Public Utilities/Engineer.	3	7	10	612.5	2,785.50		625.5	2,896.91
Social Services	11	75	86	3,041	19,766.50			
Commission Members	1	3	4	6	251.75			
Total			(90)	(3,047)	(20,018.25)	\$3,500.00	11,020	70,975.15
Sheriff's Office								
Administrative	5	5	10	780	3,985.80			
Auxiliary Corrections	3	0	3	465	3,609.40			
Total			(13)	(1,245)	(7,595.20)		4,516	27,847.06
TOTAL			<u>2,190</u>	<u>99,653.5</u>	<u>760,311.59</u>			

TOTAL YEAR-TO-DATE  
Departments Using Volunteers  
25

Hours	Value
317,068	\$2,470,049.59

DEPARTMENT Human Services

## Office Memorandum

TO:

DATE: 1/2 /86

FROM: John Clawson

PHONE: 612/297-3374

SUBJECT: January-June Volunteer Services Report

Attached you will find the July-December, 1985 Report Form on Volunteer Services Activity which is due February 14.

I am pleased to send you the compilation of data for this report from January-June 1985. It provides me with the opportunity to share the results with you and thank you and your staff for your help in compiling them. They are most impressive and provide the Department with an improved realistic base of data from which to judge Volunteer Services statewide.

In observing the report, some trends do become obvious:

- Hospital residents received an average of approximately 17 hours of volunteer service. While this is impressive, I would like to see this increased to approximately 25 hours with a special focus upon "client contact" positions.
- About 50% of volunteer hours were accomplished in one-to-one placements. This is very impressive as are the number of hours in recreation. The percentage of hours in teaching/rehabilitation and professional areas could utilize some attention.
- Contributions received are very impressive.
- The value of volunteer time seems to have been favorably accepted. The research done by the personnel specialist volunteer has, I believe, given us all a fair, reasonable estimation of the fiscal value of volunteers.

While some minor modifications have been made in the report form with the input of volunteer services coordinators and other staff, I anticipate our seeing continued positive results in the next report. Changes you should be aware of are:

1. Clinical pastoral trainees are not considered volunteers for the purposes of this report.
2. The value of volunteer services - related media mention such as free public service announcements and free newspaper space where able to be approximated at a reasonable rate may be included in the report.
3. Camp Confidence scholarships are valid contributions.



As you begin this process, I ask that you keep in mind my original instructions when we began utilizing this report last year:

1. Remember that the report reflects the entire volunteer services picture for the facility. It is not intended to, should not, and does not reflect the success or failure of its volunteer services staff. It does reflect the total facility's approach to citizen involvement. Therefore, all such involvement should be indicated in the report. My expectation is that CEOs will do all possible with all staff in an effort to standardize their report's data base with the following definition of volunteerism: Any contribution of time, services, materials, or dollars by an individual or group which is facility-directed and not fully compensated by the facility which supports, strengthens, and promotes the facility.
2. Each facility has a slightly different twist to its volunteer services programming which reflects its client population, its staffing, and the types of volunteer services and contributions it accepts. These factors will drastically affect its numbers. Thus, comparisons of total numbers between facilities are difficult and should be perceived as such.
3. Hours of contributors of dollars or goods may be claimed provided they are put in a designed project for your facility's good. Use your judgment on this.
4. Hours put in by outpatient chemically dependent residents may be claimed at the discretion of the facility CEO.
5. My hope is that the report will, over time, indicate a greater movement by facilities toward more intensive one-to-one services as many of you have indicated you desire to both Mike Newman and other staff. This pattern will bode well for client service at a time when county social services agencies and state hospitals are called upon to work even closer together.
6. The new report reflects not only the types of functions performed by volunteers but also a reasonable if conservative per hour fiscal valuation of a volunteer to the facility, \$9.09. This average value has been arrived at based upon a comprehensive assessment of the functions volunteers now perform, the percent of total volunteers within the system in those categories, the value the state system places upon similar paid functions at this time, and the value of other benefits to a paid employee doing similar work. This means of valuation for volunteer services is presently receiving a great deal of attention nationally. It is our belief it more accurately reflects true value to the facility than previous measures. This one value shall apply to all volunteers as a mean value though some volunteers may be higher and some lower in real value. A note: The evaluation was done by a volunteer personnel specialist with extensive background in the area of compensation and will be adjusted each year when a market review is done.
7. For the purposes of this report, a modification which the Department has made in the last draft is to separate out the number of Foster Grandparents and the hours they volunteer. This assists the Department in meeting



its obligation in compiling a federal fiscal report in the area of volunteer services. Furthermore, it incorporates these volunteers as part of the report in a consistent manner. The attachment to the form defines the types of persons, services, and goods which can be included in the report. Should individual questions arise, I ask that you contact Mike Newman, 612/297-4275, with your concerns.

8. CEOs are encouraged to calculate program cost benefits to the facility on an individual basis by the following means:

<u>Divide this</u>	<u>by this</u>	<u>to get this</u>
Total dollar value of Sections I & II	Total costs of funding volunteer program (including staffing)	Cost/Benefit ratio
Total dollar value of Sections I & II	Number of volunteers	Average value of program per volunteer
Total dollar value of Sections I & II	Hours of volunteer services	Average value per hour of program service
Total costs of funding program (including staff)	Hours of volunteer services	Cost per hour of volunteer services
Total costs of funding program (include staff)	Number of volunteers	Average cost of program per volunteer

CEOs are further encouraged to share this data with Mike Newman. It should be emphasized that higher values, ratios, etc. do not, in these cases, reflect better programs. They do reflect the value derived based upon the individual facility philosophies of use of volunteers. Thus, these figures should only be utilized as one piece of evaluation of the facility's volunteer programming.

JC:br

Year: 19\_\_

Reporting Period

☐ Jan 1 - Jun 30

☐ Jul 1 - Dec 31

VOLUNTEER SERVICES ACTIVITY

Date \_\_\_\_\_

Facility \_\_\_\_\_

Name of person reporting data: \_\_\_\_\_ Phone: \_\_\_\_/\_\_\_\_

SECTION I

Total number of unpaid staff \_\_\_\_\_

Number of these which are  
Foster Grandparents \_\_\_\_\_

Number of hours of volunteer service by primary types of service:

	Hours	Total hours which are Foster Grandparents	Total hours which are Sr. Companions	Total hours which are Green Thumb
Teaching/Rehabilitation				
One-to-One				
Supportive Services				
Recreation				
Administrative				
Professional				
TOTAL HOURS OF VOLUNTEER SERVICE				

X \$9.09 Hourly Value

Total population served by unpaid staff \_\_\_\_\_

\$ \_\_\_\_\_ Dollar value - Section I

SECTION II

Cash recorded all sources 1. \_\_\_\_\_  
Goods (including 2A, 2B, 2C, and all others) 2. \_\_\_\_\_

Holiday Season only 1A. \_\_\_\_\_  
(should also be in #1)  
Holiday Season only 2A. \_\_\_\_\_  
(should also be in #2)  
New goods only 2B. \_\_\_\_\_  
(should also be in #2)  
Used goods only 2C. \_\_\_\_\_  
(should also be in #2)

In kind 3. \_\_\_\_\_  
(e.g., discounts, free tickets, media mention, camp scholarships-- labor not included)

Value of Section II 4. \$ \_\_\_\_\_  
(add lines 1, 2, 3)

TOTAL \$ VALUE OF SECTIONS I & II

\$ \_\_\_\_\_

Signature of Volunteer Services Coordinator  
verifying report's authenticity

Date \_\_\_\_\_

cc: Chief Executive Officer



Please share anecdotes of interest about staff activities, patient benefits, staff relationships, volunteer accomplishments, program awards, or other narrative information (e.g., number of news releases).

Please share unique circumstances which enabled the volunteer program to provide superior service or adversely impacted its statistics (e.g., extensive public relations work).

Please use opposite side or other sheets of paper if necessary.



## REPORTING GUIDELINES

### VOLUNTEER SERVICES ACTIVITY

1. This report is due, without exception, February 15 for the six-month period ending December 31 and August 15 for the six-month period ending June 30. The report will be due on this date after notice of its upcoming due date by the Chief of Volunteer Services for DHS. Completed reports not received by these dates will be listed as so in tabulations prepared and distributed by the Department of Human Services.
2. The report, when completed, shall be circulated throughout facility administrative channels and sent to the DHS Chief of Volunteer Services by the facility Volunteer Services Coordinator. At an appropriate time, it is recommended that the report should be reviewed with the facility CEO and any other management so designated by the CEO.
3. This report is intended to reflect the total volunteer services picture for the facility. It is not meant to reflect the performance of individual staff or the use of volunteers in other community placements.
4. All reports will be initially accepted at face value. However, supportive evidence should be retained for three years in the files of the reporting person for examination by DHS authorized personnel.
5. Categories of volunteers shall be defined in the following manner:

Teaching/Rehabilitation - Any aid provided on one-to-one or small group basis which is primarily aimed at teaching or refining skill or knowledge (e.g., craft assistant, therapy assistants).

One-to-One - An ongoing relationship of a volunteer to a particular client (e.g., special friends, one-to-one).

Supportive Services - Any general service with or without direct client contact which enhances patient and facility functioning (e.g., clerical, sewing, clothing room, library aide, museum developer, transportation assistance, tour guide, sign speakers).

Direct Care/Recreation - Any patient assistance provided which is primarily toward assisting residents to engage in daily activities (e.g., recreation, feeding, religion, adopt a unit, special occasion).

Administrative - Advisory or technical services which aid the facility in fulfilling its obligations (e.g., advisory councils, coordinators).

Professional - Functions carried out by an individual which are the same as performed in their paid occupation (e.g., barbers, dentists, entertainers, nurses, ministers).

For the purposes of Section I, the population served shall include the patient count at the beginning of the six-month period plus admissions during the six-month period.



6. Dollars and hours are to be rounded off to the nearest full number.
7. A volunteer shall be defined as one who enters himself/herself into free services of his/her own free will. Out-of-pocket reimbursement or situations of choice where no funded reward is given do not constitute payment. Hours for all unpaid staff under the supervision of the facility shall be included in the report. This will be with the exclusion of interns (including clinical pastoral trainees) on a program of educational study for which credit is claimed. Hours of service by these interns beyond their internship requirements and for which payment or inkind services are not received shall be allowable as volunteer services time. The report shall also not include family members involved in service directly only for the benefit of a resident who is a family member. The report shall include Foster Grandparents, Senior Companions, RSVP, Restitution volunteers, and all others defined as volunteers under the federal Charitable Contributions Act.
8. Dollar value of unpaid staff time will be based upon prevailing wages and benefits for state civil service paid positions with comparable duties. The Department of Human Services will perform such evaluations every two years and arrive at an appropriate figure based upon these valuations.
9. Contributions shall be defined in the following manner:
  - Cash is money received from voluntary sources, public or private, which is not a calculated part of the facility's budget.
  - Goods are tangible items received by the facility either for its own or its clients' use, and may be in either new or used condition. Such contributions are to be appraised at fair market value.
  - Inkind is the price value of such things as admission tickets, volunteer services media mention, camp fees, scholarships, discounts, and membership dues received gratis by clients of the agency through the agency.
10. Used goods shall be reflected in the report only when clearly identified as such. As well, the only defensible values for used items shall be those values assigned in accordance with the Charitable Contributions Act as outlined in IRS Publication 526. A standard rule shall be that contributions shall be assigned a reasonable defensible value based upon worth at the time donated.



VOLUNTEER SERVICES STATISTICAL REPORT  
Minnesota State Hospitals and Nursing Homes

January 1 - June 30, 1985

FACILITY	VOLUNTEERS			VOLUNTEER HOURS							CONTRIBUTIONS				VALUE TOTALS		
	Total Population Served	# Of Foster Gr Grandparents	Total # of Volunteers	Teaching/Rehabilitation	One-to-One	Supportive Services	Recreation	Administrative	Professional	Total Hours	Cash	New	Used	In Kind	Volunteers	Contributions	Grand Total
Ah Gwah Ching	352	0	246	15	4,801	722	1,352	75	84	7,049	169	734	205	205	64,075	2,853	66,928
Anoka	347	0	142	34.75	130.25	1,142	916.5	178.5	0	2,402	2,978	2,971	8,542	305	21,834	14,796	36,630
Brainerd	948	20	898	1,530	12,179	10,199	2,223	2,133	2,064	30,328	3,563	29,696	4,092	25,268	275,682	62,619	338,301
Cambridge	463	31	547	2,118	1,070	1,500	6,529	260	21	11,498	8,544	27,857	0	1,191	104,517	37,592	142,109
Faribault	677	50	4,782	617	27,072	5,323	12,096	102	141	45,351	20,360	10,282	7,100	825	412,241	38,567	450,808
Fergus Falls	1,449	24	704	210	10,596	1,996	1,410	79	0	14,291	5,866	3,300	0	1,077	129,905	10,243	140,148
Moose Lake	1,245	17	797	802	7,733	685	1,562	61	539	11,382	550	33,536	3,299	1,000	103,462	38,385	141,847
Oak Terrace	330	0	759	117	1,050	371	2,424	44	79	4,85	4,722	7,521	32	430	37,133	12,705	49,838
St. Peter	1,110	3	275	394	1,314	1,394	1,339	564	268	5,273	8,019	11,582	48,812	795	47,932	69,208	117,140
Willmar	1,217	12	382	180	10,400	1,285	822	211	121	13,019	14,704	5,638	844	2,647	118,343	23,833	142,176
TOTALS		157	9,532	6,017.75	76,345.25	24,617	38,922	3,707.5	3,317	144,678	69,475	133,117	74,466	33,743	1,315,124	310,801	1,625,925

Computed @ \$9.09 per hour



## YOUR ROLE AS A POLICYMAKER

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

### I. TO PRESENT THE ROLE OF THE POLICYMAKER IN BUILDING EFFECTIVE VOLUNTEER PROGRAMS.

A. ACTIVITY: POLICYMAKER'S ROLE

TIME: 20 MINUTES

MATERIALS: OVERHEAD PROJECTOR, SCREEN, TRANSPARENCIES #5, 6, 7 AND 8; "SOME OF THE WORLDS MOST TALENTED PEOPLE" - HANDOUT #8 (OPTIONAL), SAMPLE #3 "DOCUMENTING VOLUNTEER EXPERIENCE," AND "MODELS FOR FUNDING" - HANDOUTS #17 & 18

METHOD: FULL GROUP PRESENTATION AND DISCUSSION

### B. OBJECTIVE:

TO KNOW THE POLICYMAKER'S RESPONSIBILITIES IN ASSURING QUALITY VOLUNTEER SERVICES.

### C. PROCEDURE:

1. STATE: "WE HAVE JUST TAKEN A LOOK AT SOME OF THE THINGS VOLUNTEERS CAN AND CANNOT DO FOR ORGANIZATIONS, BARRIERS AND BENEFITS TO VOLUNTEERING AND THE WORTH OF VOLUNTEER PROGRAMS. NOW WE WILL BE EXAMINING YOUR ROLE AS A POLICYMAKER.

A. YOU WILL BE SETTING THE POLICY REGARDING VOLUNTEER PROGRAMS IN YOUR ORGANIZATION.

1) TO DO SO EFFECTIVELY YOU NEED TO UNDERSTAND SOME OF THE MAJOR POLICY ISSUES WHICH SURROUND VOLUNTEER PROGRAMS.

2) WE WILL BE ADDRESSING THESE ISSUES DURING THE REMAINDER OF THIS TRAINING SESSION.

- B. AS A POLICYMAKER YOU BECOME AN ADVOCATE FOR THE NEEDS OF THE ORGANIZATION, THE STAFF, THE VOLUNTEERS AND MOST IMPORTANTLY THE CONSUMERS OF YOUR ORGANIZATION'S SERVICES.
- C. ONE OF YOUR FIRST JOBS IS TO EDUCATE YOURSELF ABOUT THE ROLE OF THE POLICYMAKER IN RELATIONSHIP TO VOLUNTEER PROGRAMS. YOU ARE BEGINNING THAT STEP TODAY AS YOU PARTICIPATE IN THIS TRAINING SESSION.
- D. EARLIER WE TALKED ABOUT THE IMPORTANCE OF BEGINNING A VOLUNTEER PROGRAM AT AN APPROPRIATE TIME FOR YOUR ORGANIZATION. IDEALLY, YOU HAVE BEEN INVOLVED IN ADVOCATING FOR STARTING THE PROGRAM AT AN APPROPRIATE TIME.
- E. YOU WILL NOW BEGIN TO BE INVOLVED IN THE AREAS OF RECRUITMENT, RETENTION AND RECOGNITION OF VOLUNTEERS. (YOUR COMMENTS AT MEETINGS, ATTENDANCE AT EVENTS AND RECOGNITION OF OPPORTUNITIES FOR VOLUNTEER ADVANCEMENT ARE ALL INFLUENTIAL FACTORS.)
- F. PART OF YOUR RESPONSIBILITY WILL ALSO INCLUDE SUPPORTING THE STAFF IN THEIR EFFORTS TO WORK EFFECTIVELY WITH VOLUNTEERS. (FOR EXAMPLE, BY PROVIDING STAFF DEVELOPMENT OPPORTUNITIES IN THE AREA OF WORKING WITH VOLUNTEERS AND RECOGNIZING STAFF FOR THE EXTRA TIME THEY TAKE TO WORK WITH VOLUNTEERS.)
- G. ONE OF YOUR MOST IMPORTANT RESPONSIBILITIES WILL BE TO EVALUATE THE OVERALL EFFECTIVENESS OF THE VOLUNTEER PROGRAM INCLUDING:
  - 1) RESOURCES PROVIDED FOR THE PROGRAM.
  - 2) POLICIES THAT AFFECT ISSUES SURROUNDING VOLUNTEER PROGRAMS.
  - 3) THE IMPACT OF VOLUNTEERS ON YOUR TOTAL ORGANIZATION AND CLIENTELE.

2. IN ORDER TO SEE HOW YOU FIT INTO THE PICTURE, IT IS IMPORTANT FOR YOU TO HAVE AN UNDERSTANDING OF THE BASIC COMPONENTS OF EFFECTIVE VOLUNTEER PROGRAMS.
- A. HERE ARE SOME OF THE BASIC COMPONENTS OF EFFECTIVE VOLUNTEER PROGRAMS.

YOUR NOTES

## COMPONENTS OF EFFECTIVE VOLUNTEER PROGRAMS 5

GETTING ORGANIZED/OBTAINING SUPPORT

JOB DESCRIPTION/RECORD KEEPING

RECRUITMENT

PLACEMENT

ORIENTATION AND TRAINING

SUPERVISION

RECOGNITION AND RETENTION

PROGRAM EVALUATION

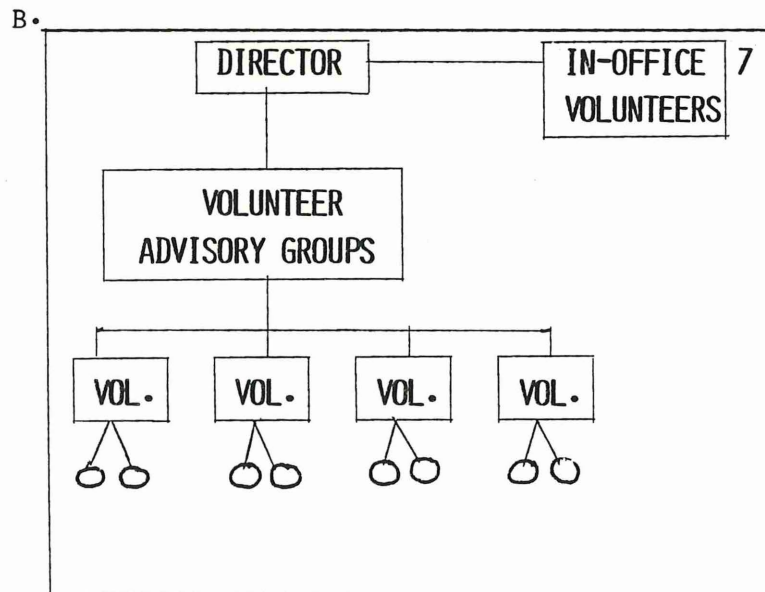
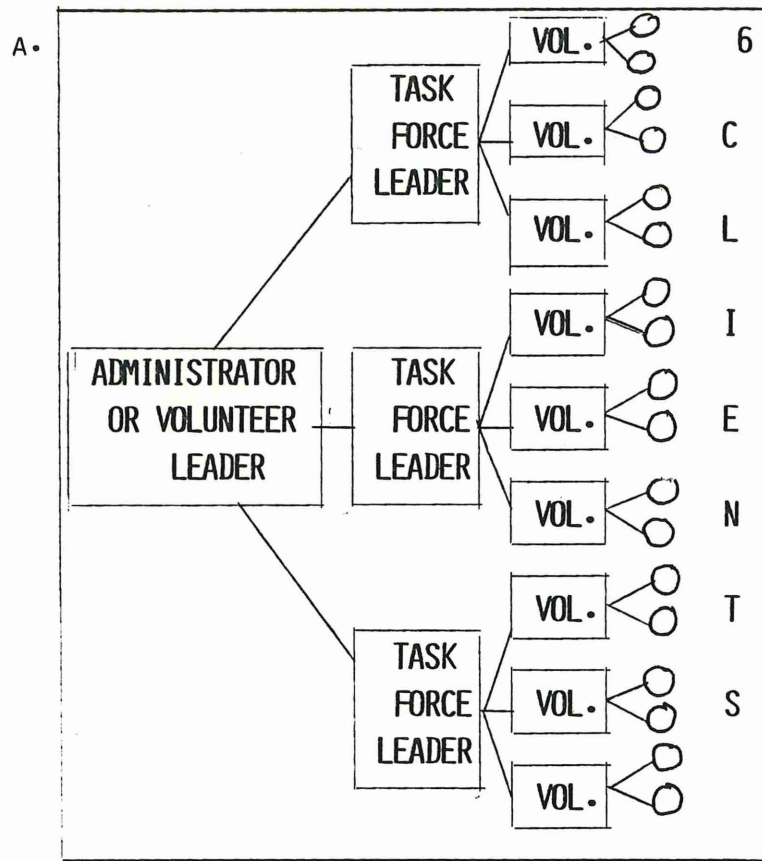
3. THE ROLE OF POLICYMAKERS INCLUDES:
- A. PLACING A HIGH VALUE ON THE CONTRIBUTIONS OF VOLUNTEERS ON A DAILY BASIS.
- 1) AS WE STATED EARLIER, THIS MIGHT BE ACCOMPLISHED BY COMMENTS DURING MEETINGS, AT SPEAKING ENGAGEMENTS, AND/OR THROUGH THE MEDIA; AND BY CONSIDERING THE NEEDS OF VOLUNTEERS IN YOUR DAILY DECISION-MAKING.

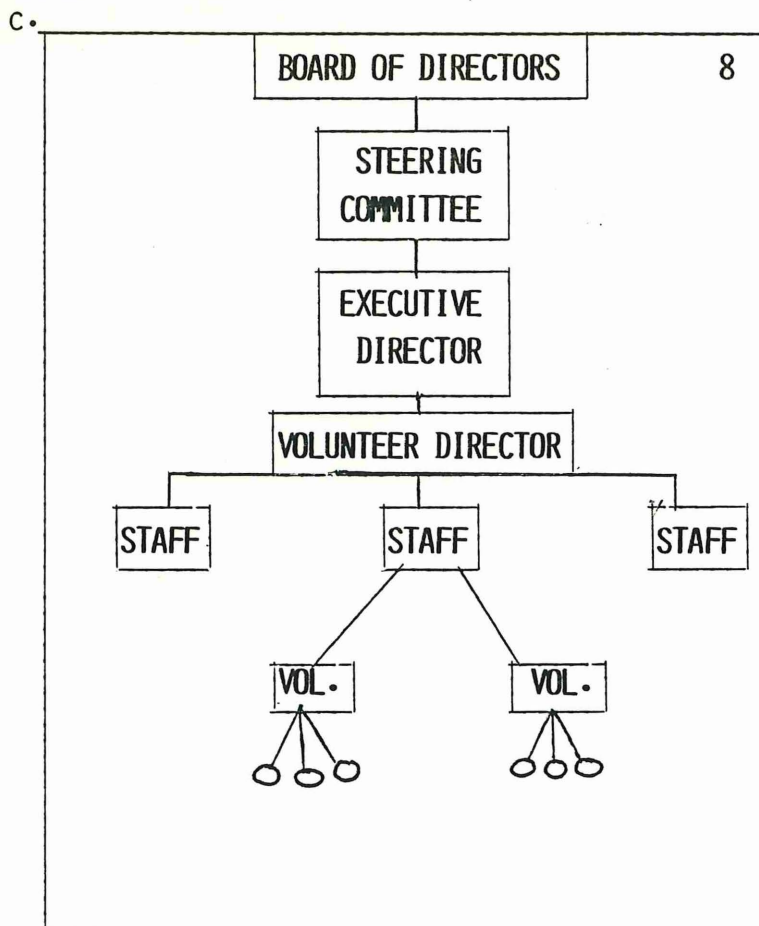


- 2) ENVISION NEW ROLES FOR VOLUNTEERS AND SECURE INTERNAL AND EXTERNAL SUPPORT FOR THIS PARTICIPATION.
  - 3) ALLOCATE ADEQUATE RESOURCES IN ORDER TO ACCOMPLISH THE GOALS OF THE VOLUNTEER PROGRAM.
  - 4) SET POLICIES RELATED TO VOLUNTEERS.
4. EVERYONE INVOLVED IN WORKING WITH VOLUNTEERS WILL WANT TO BE SENSITIVE TO THE LEVELS OF VOLUNTEER INVOLVEMENT AND THE STAGES IN THE LIFE CYCLE OF A VOLUNTEER. THIS MIGHT INCLUDE:
    - A. TAKING ACTION WHICH WILL HELP TO MOTIVATE VOLUNTEERS TO CONTINUE THEIR PARTICIPATION.
    - B. ENCOURAGING VOLUNTEERS AS THEY DEVELOP THEIR SKILLS AND LOOK FOR NEW OPPORTUNITIES.
    - C. PROVIDING OPPORTUNITIES FOR VOLUNTEER ADVANCEMENT TO NEW LEVELS OF RESPONSIBILITY AS VOLUNTEERS ARE READY TO TAKE ON BIGGER OR DIFFERENT TASKS.
    - D. CREATING OPPORTUNITIES FOR LEADERSHIP DEVELOPMENT FOR VOLUNTEERS. (OFTEN THE PEOPLE WHO HAVE A HISTORY OF VOLUNTEERING ARE THE FUTURE POLICYMAKERS OF THEIR COMMUNITIES.)
  5. THE ORGANIZATIONAL CHART BECOMES VERY IMPORTANT WHEN CONSIDERING THE ROLES AND RELATIONSHIPS BETWEEN THE VARIOUS BODIES OF THE ORGANIZATION, MANY OF WHICH MIGHT INCLUDE VOLUNTEERS. (CLEARLY COMMUNICATE HOW, FOR EXAMPLE, TASK FORCES OR ADVISORY COMMITTEE MEMBERS, COMPOSED OF VOLUNTEERS, FIT INTO THE DECISION-MAKING PROCESS OF THE GOVERNING BOARD. THIS WILL ELIMINATE MANY POTENTIAL PROBLEMS FOR THE FUTURE.)

6. As examples, here are three models for ORGANIZATIONAL CHARTS:

YOUR NOTES





7. EARLIER WE DISCUSSED THE SIMILARITY BETWEEN THE VOLUNTEER PROGRAM AND THE PERSONNEL DEPARTMENT OF AN ORGANIZATION, BOTH OF THESE DEPARTMENTS DEAL WITH HUMAN RESOURCES. POLICIES IN THE FOLLOWING AREAS WILL HELP YOU TO HAVE EFFECTIVE PERSONNEL PRACTICES FOR VOLUNTEERS:
- A. HAVING A VOLUNTEER "HIRING AND FIRING" PROCESS WHICH IS SIMILAR TO THE PROCESS USED WITH PAID STAFF.
    - 1) UTILIZING AN APPLICATION FORM WHICH IS SIMILAR TO THE APPLICATION FORM UTILIZED FOR PAID STAFF.
    - 2) SCREENING VOLUNTEERS IN A MANNER SIMILAR TO THE METHOD USED FOR SCREENING PAID STAFF.



- 3) EVALUATING VOLUNTEERS IN A METHOD SIMILAR TO THAT USED FOR EVALUATING PAID STAFF IN SIMILARLY INTENSIVE POSITIONS.
  - 4) RECOGNIZING VOLUNTEERS IN A MANNER SIMILAR TO PAID STAFF. (SINCE VOLUNTEERS DO NOT RECEIVE MONETARY COMPENSATION, OTHER FORMS OF RECOGNITION ARE PARTICULARLY ESSENTIAL.)
- B. DOCUMENTING VOLUNTEER EXPERIENCE FOR THE PURPOSE OF:
- 1) VERIFYING EXPERIENCE FOR FUTURE ACADEMIC OR EMPLOYMENT CREDIT FOR VOLUNTEERS.
  - 2) VERIFYING THE QUALITY OF SERVICE DELIVERY AND METHODOLOGY UTILIZED BY VOLUNTEERS IN RELATIONSHIP TO CLIENTELE.
  - 3) DETERMINING FINANCIAL CONSIDERATIONS OF VOLUNTEER INVOLVEMENT FOR THE ORGANIZATION.
  - 4) IMPLEMENTING AN EQUAL OPPORTUNITY-AFFIRMATIVE ACTION PLAN WITH REGARD TO VOLUNTEERS. (INDIVIDUALS WHO CAN ACCESS VOLUNTEER PARTICIPATION HAVE POSITIVE BENEFITS THAT ARE NOT ACCESSIBLE TO THOSE WHO ARE NOT ABLE TO VOLUNTEER.)
  - 5) MEASURING THE FULL IMPACT OF SERVICES OF YOUR ORGANIZATION.
  - 6) MAINTAINING ADEQUATE RECORDS FOR INSURANCE/LIABILITY PURPOSES.
8. POLICYMAKERS ARE RESPONSIBLE FOR ASSURING CAREFUL MEASUREMENTS OF THE EFFECTIVENESS OF VOLUNTEER PROGRAMS INCLUDING COST BENEFITS. FOR EXAMPLE, THROUGH SOME OF THE METHODS SUGGESTED EARLIER IN TRAINING ON DETERMINING THE WORTH OF VOLUNTEER PROGRAMS.

YOUR NOTES

REFER TO  
"SOME OF THE  
WORLD'S MOST  
TALENTED  
PEOPLE" -  
HANDOUT #8

REFER TO  
SAMPLE #3 -  
MN OFFICE  
ON VOLUN-  
TEER SER-  
VICES,  
DEPT. OF  
ADMINIS-  
TRATION,  
MONOGRAPH  
"DOCUMENTING  
VOLUNTEER  
EXPERIENCE"

9. POLICYMAKERS ARE RESPONSIBLE FOR DETERMINING THE ORGANIZATIONAL STRUCTURE OF THE VOLUNTEER PROGRAM.
  - A. WHERE IS THE ADMINISTRATOR OF VOLUNTEERS LOCATED ON THE ORGANIZATIONAL CHART?
  - B. WHAT PAY RANGE HAS BEEN ESTABLISHED FOR THE POSITION OF ADMINISTRATOR OF VOLUNTEERS?
10. THE ORGANIZATIONAL CLIMATE FOR EACH ORGANIZATION IS INFLUENCED GREATLY BY POLICYMAKERS.
  - A. POLICYMAKERS NEED TO BE CONCERNED ABOUT THE CLIMATE WHICH HAS BEEN ESTABLISHED FOR VOLUNTEERS.
  - B. POLICYMAKERS NEED TO BE CONCERNED ABOUT THE IMPACT THE VOLUNTEER PROGRAM HAS ON THE CLIMATE OF THE OVERALL ORGANIZATION.
11. POLICYMAKERS NEED TO BE INVOLVED IN ESTABLISHING THE MISSION FOR THE VOLUNTEER PROGRAM AND FURTHER DELINIATING THE SPECIFIC PHILOSOPHY OF VOLUNTEER INVOLVEMENT. THIS INCLUDES CRITERIA FOR THE UTILIZATION OF VOLUNTEERS.
12. POLICYMAKERS NEED TO ESTABLISH AN ADEQUATE BUDGET FOR THE VOLUNTEER PROGRAM. SOME OF THE AREAS THE BUDGET MIGHT ENCOMPASS INCLUDE:
  - A. RESOURCES TO ASSURE ADEQUATE SPACE FOR THE VOLUNTEER OFFICE STAFF AND VOLUNTEERS THEMSELVES.
  - B. RESOURCES TO ASSURE ADEQUATE MATERIALS FOR VOLUNTEERS TO EFFECTIVELY CARRY OUT THEIR RESPONSIBILITIES.
  - C. SALARIES REFLECTIVE OF THE LEVEL OF RESPONSIBILITY OF THE POSITION OF ADMINISTRATOR OF VOLUNTEERS AND OTHER VOLUNTEER PROGRAM STAFF.
  - D. RESOURCES RELATED TO PUBLIC RELATIONS AND PRINTING. (KEEP IN MIND THE HEAVY EMPHASIS ON COMMUNICATION THAT IS NECESSARY IN ORDER TO

	YOUR NOTES
LOCATE INDIVIDUALS TO VOLUNTEER AND MAINTAIN THEIR EFFECTIVENESS DURING THE COURSE OF THEIR INVOLVEMENT).	
E. DOLLARS WHICH ARE DEVOTED TO REIMBURSING EXPENSES OF VOLUNTEERS AS WE DESCRIBED EARLIER. (REMEMBER, AS THE VOLUNTEER PROGRAM GROWS -- THERE WILL NEED TO BE A PLAN TO ASSURE FUNDS FOR REIMBURSEMENT WILL ALSO GROW PROPORTIONATELY.)	FOR INFORMATION ON ALTERNATIVE FUNDING MODELS SEE
F. RESOURCES FOR RECOGNITION OF VOLUNTEERS. (REMEMBER, SINCE VOLUNTEERS DO NOT RECEIVE MONETARY COMPENSATION, IT CAN BE JUSTIFIED TO SPEND MONEY FOR OTHER WAYS OF REINFORCING VOLUNTEER CONTRIBUTIONS.)	OPTIONAL HANDOUTS #17 AND 18 "SOME MODELS FOR FUNDING OF
G. RESOURCES DEVOTED TO ASSURING QUALITY CONTROL. (FOR EXAMPLE, DOLLARS DEVOTED FOR AN EVALUATION AND MONITORING PROCESS FOR THE PROGRAM.)	VOLUNTEER SERVICES PROGRAMS"



**Look who already recognizes  
the value of volunteers.**

Wells Fargo Bank  
United Airlines  
Atlantic-Richfield Company  
Security Pacific National Bank  
American Telephone  
and Telegraph Company  
Coca-Cola U.S.A.  
Levi Strauss & Company  
Sears Roebuck & Company  
Pepsico  
Xerox Corporation  
Carter Hawley Hale Stores, Inc.  
Dart Industries  
TRW, Inc.  
Kaiser Industries  
Wyle Laboratories  
Pacific Gas and Electric  
Automobile Club of Southern California  
Los Angeles Area Chamber of Commerce

And that's only the tip of the iceberg. Many federal, state, county and city applications as well as those of many service organizations—like the Red Cross and the American Cancer Society—have already been changed.

So what are you waiting for? A simple, inexpensive typesetting job might just bring you and your company some of the most talented people in the world.

**Volunteers—don't overlook  
their experience.**

**FOR MORE INFORMATION CONTACT:**

Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street  
St. Paul, MN 55155  
612/296-4731

Reprinted courtesy of R. March

Handout #8

**Some of the  
world's most  
talented  
people have  
never been  
paid a cent...**



# ...and now they might like to work for you.

For years, they've been called volunteers. Everyday they go to work just like you do. All of them putting in many hours of challenging, dedicated work...without pay.

However, not all of them can work for free forever. Some would like to seek jobs they know they're eminently qualified to do.

And seek those jobs they would...if it weren't for one major problem: most job applications completely overlook volunteer work.

So let's take a minute and consider just what kind of people these overlooked volunteers really are.

To begin with, people who have been volunteers are people who have *wanted* to work. And when they come to you, they'll be bringing along job experience ranging anywhere from having worked as aides in hospitals to having been program coordinators of organizations as big as some of this country's

largest corporations.

Many have had literally thousands of people *working for them* at one time.

Many have displayed a remarkably creative talent when it comes to raising money for charity, the arts, scholarship funds and even for political campaigns.

And many have simply shown a willingness to roll up their sleeves and get the job done.

## Pull out your job application sheet.

Over the years, it's possible you've passed up some very talented people, because you simply didn't know what they can do. And the reason you didn't is you forgot to ask.

Now, consider this application:

PREVIOUS EMPLOYMENT — Begin With Most Recent Position. Include Volunteer Experience which relates to the job for which you are applying.

DATES EMPL. MO. YR.	NAME AND ADDRESS OF PREVIOUS EMPLOYER (INCL. U.S. MILITARY SERVICE)	JOB TITLE AND DUTIES PERFORMED	SALARY	REASON FOR LEAVING	✓
F R	NAME				
	NO. AND STREET				
T O	CITY, STATE				

By adding one simple line, you're encouraging people to tell you a little bit more about themselves. Perhaps the most important part.

Does your application ask for volunteer experience?





## THE ROLE OF THE ADMINISTRATOR/LEADER OF VOLUNTEERS

YOUR NOTES

### II. TO CLARIFY THE ROLE OF THE POLICYMAKER IN RELATIONSHIP TO THE ADMINISTRATOR/LEADER OF VOLUNTEERS.

A. ACTIVITY: ADMINISTRATOR OF VOLUNTEERS

TIME: 20 MINUTES

MATERIALS: OVERHEAD PROJECTOR, SCREEN, TRANSPARENCY #6 AND "DESIGNING TRAINING FOR PAID STAFF WHO WORK WITH VOLUNTEERS" - HANDOUT #9

METHOD: PRESENTATION TO FULL GROUP

#### B. OBJECTIVE:

TO KNOW ABOUT THE ROLE AND RESPONSIBILITIES OF THE ADMINISTRATOR/LEADER OF VOLUNTEERS.

#### C. PROCEDURE:

1. STATE: "A CAPABLE ADMINISTRATOR/LEADER OF VOLUNTEERS IS CENTRAL TO AN EFFECTIVELY OPERATED VOLUNTEER PROGRAM. (THIS PERSON MAY BE PAID OR UNPAID. IN LARGE, STAFFED ORGANIZATIONS A PAID ADMINISTRATOR OF VOLUNTEERS IS HIGHLY RECOMMENDED)."

A. THIS IS THE INDIVIDUAL WHO INTERFACES WITH THE VOLUNTEERS, THE STAFF, THE ADMINISTRATION AND THE COMMUNITY AT LARGE.

B. THIS PERSON IS THE MANAGER OF THE VOLUNTEER PROGRAM.

C. THE PROFESSION OF VOLUNTEER ADMINISTRATION HAS BEEN EMERGING OVER THE PAST YEARS AND THE FIELD IS INCREASINGLY PROFESSIONALIZED.

1) THERE IS A GROWING BODY OF KNOWLEDGE ABOUT THE METHODOLOGY OF INVOLVING AND SUPPORTING VOLUNTEERS - JUST AS THERE IS FOR OTHER FIELDS SUCH AS EDUCATION, HUMAN SERVICES OR THE ARTS.



2) THE ROLE OF VOLUNTEER PROGRAMS IS ENLARGING AND BECOMING MORE INTENSE IN OUR SOCIETY TODAY.

YOUR NOTES

- D. JUST AS VOLUNTEERS ARE AN EXTENSION OF THE PAID STAFF, THE ADMINISTRATOR OF VOLUNTEERS MAY BE VIEWED AS AN EXTENSION OF THE PERSONNEL DEPARTMENT OF A STAFFED ORGANIZATION. (MANY OF THE PRACTICES AND SKILLS WHICH APPLY TO ADMINISTRATORS OF VOLUNTEERS ARE SIMILAR TO THE SKILLS REQUIRED OF PERSONNEL ADMINISTRATORS.)
- E. SOME STAFFED ORGANIZATIONS MAY WANT TO GRADUALLY BUILD THEIR VOLUNTEER PROGRAM BY INITIALLY INVOLVING AN UNPAID ADMINISTRATOR OF VOLUNTEERS.
  - 1) THIS PERSON SHOULD BE VIEWED AS A MEMBER OF THE ADMINISTRATIVE TEAM.
    - A) INCLUDED IN PLANNING SESSIONS.
    - B) RECEIVE NECESSARY SUPPORT SUCH AS MATERIALS, SPACE AND AN ADEQUATE BUDGET.
- F. MANY UNSTAFFED ORGANIZATIONS OPERATE WITH AN UNPAID ADMINISTRATOR OR LEADER OF VOLUNTEERS. (FOR EXAMPLE, CIVIC OR FRATERNAL GROUPS.)
- G. THE JOB OF ADMINISTRATOR OF VOLUNTEERS IS MORE COMPLEX THAN IT MAY APPEAR TO BE ON THE SURFACE.
- H. THE FOLLOWING CHECKLIST FOR EFFECTIVE SUPERVISION OF VOLUNTEERS HIGHLIGHTS SOME OF THE AREAS FOR WHICH THE ADMINISTRATOR VOLUNTEERS IS RESPONSIBLE:

## CHECK LIST FOR EFFECTIVE SUPERVISION OF VOLUNTEERS 9

THE FOLLOWING ARE IMPORTANT STEPS TO SUCCESSFUL  
VOLUNTEER SUPERVISION.

- \_\_\_\_\_ IDENTIFY NEED.
  - \_\_\_\_\_ WRITE JOB DESCRIPTION.
  - \_\_\_\_\_ SECURE ADMINISTRATIVE, RECIPIENT, FAMILY  
SUPPORT.
  - \_\_\_\_\_ RECRUIT VOLUNTEERS.
  - \_\_\_\_\_ PLAN PRESERVICE CONFERENCE.
  - \_\_\_\_\_ SCHEDULE AND HOLD PRESERVICE CONFERENCE.
  - \_\_\_\_\_ ORIENT AND TRAIN VOLUNTEER.
  - \_\_\_\_\_ PROVIDE SYSTEMS FOR DOCUMENTATION OF  
VOLUNTEER SERVICE/EXPERIENCE.
  - \_\_\_\_\_ ASSESS PROGRESS TOWARD GOALS THROUGH  
ONGOING COMMUNICATION AND EVALUATION.
  - \_\_\_\_\_ PROVIDE ONGOING RECOGNITION AND SUPPORT.
  - \_\_\_\_\_ PREPARE FOR TRANSITION.
  - \_\_\_\_\_ ASSESS NEED FOR CONTINUATION OF VOLUNTEER  
SERVICES.
  - \_\_\_\_\_ PROVIDE VOLUNTEER WITH EXIT INTERVIEW.
- c INDEPENDENT SCHOOL DISTRICT 281, ROBBINSDALE  
AREA SCHOOLS, MN, BEUGEN, ROBINSON, WANOUS<sup>3</sup>

- f. IN ADDITION TO THESE RESPONSIBILITIES THE  
ADMINISTRATOR OF VOLUNTEERS IS RESPONSIBLE  
FOR
- 1) A PUBLIC RELATIONS CAMPAIGN WITH THE  
COMMUNITY AT LARGE REGARDING THE  
VOLUNTEER PROGRAM.

-----  
<sup>3</sup>BEUGEN, ROBINSON, WANOUS, THE NEXT TO PERFECT FORMULA FOR SUCCESSFUL  
VOLUNTEERING: A HANDBOOK FOR SUPERVISORS OF VOLUNTEERS, INDEPENDENT  
SCHOOL DISTRICT 281, ROBBINSDALE AREA SCHOOLS, PAGE 11.

- 2) TRAINING AND SUPPORTING THE PAID STAFF ABOUT THE PROCESS OF PLANNING FOR VOLUNTEER SERVICES AND WORKING WITH VOLUNTEERS EFFECTIVELY.
  - 3) INTERACTING WITH PEOPLE FROM ALL LEVELS OF RESPONSIBILITY WITHIN THE ORGANIZATION AND THE MANY CONSTITUENCIES OR STAKEHOLDERS IN THE ORGANIZATION.
  - 4) IDENTIFYING NEW AREAS IN WHICH VOLUNTEERS MIGHT BECOME INVOLVED FOR THE ORGANIZATION.
  - 5) SERVING AS A LINK IN ASSISTING WITH SECURING FUNDING AND OTHER RESOURCES FOR THE ORGANIZATION BECAUSE OF HIS/HER NETWORK OF CONTACTS AND KNOWLEDGE OF THE COMMUNITY.
- G. SOME OF THE QUALIFICATIONS YOU MIGHT WANT TO LOOK FOR IN SELECTING AN ADMINISTRATOR OF VOLUNTEERS INCLUDE:
- 1) PREVIOUS EXPERIENCE IN A VOLUNTEER LEADERSHIP ROLE (EXPERIENCES IN A VARIETY OF VOLUNTEER ROLES DESIRABLE).
  - 2) KNOWLEDGE OF VOLUNTEERISM AND VOLUNTEER PROGRAM MANAGEMENT.
  - 3) KNOWLEDGE OF SOUND MANAGEMENT PRACTICES AND PROCEDURES.
  - 4) ADMINISTRATIVE SKILLS.
  - 5) ABILITY TO CONDUCT INTERVIEWS.
  - 6) ABILITY TO COMMUNICATE EFFECTIVELY, VERBALLY AND IN WRITTEN FORM.
  - 7) ABILITY TO DEVELOP AND MAINTAIN EFFECTIVE WORKING RELATIONSHIPS.
  - 8) ABILITY TO WORK IN AN INDEPENDENT, SELF-DIRECTED ROLE.



YOUR NOTES

- 9) WILLINGNESS TO PURSUE PERSONAL AND PROFESSIONAL GROWTH IN THE FIELD OF VOLUNTEER ADMINISTRATION.
  - 10) MANY ORGANIZATIONS PREFER A COLLEGE DEGREE OR PREVIOUS FORMAL TRAINING IN THE FIELD OF VOLUNTEER ADMINISTRATION.
  - H. THE PLACEMENT OF THE ADMINISTRATOR OF VOLUNTEERS ON THE ORGANIZATIONAL CHART WILL AFFECT HOW THAT INDIVIDUAL IS VIEWED BY PEOPLE WITHIN AND OUTSIDE OF THE ORGANIZATION. (CONSIDERING THE ROLE, RESPONSIBILITIES, AND ORGANIZATIONAL IMPACT OF THIS POSITION, POLICYMAKERS WILL WANT TO PLACE THE ADMINISTRATOR OF VOLUNTEERS AT A HIGH LEVEL ON THE ORGANIZATIONAL CHART.)
2. PAID STAFF WITHIN YOUR ORGANIZATION WILL REQUIRE TRAINING IN ORDER TO DEVELOP THEIR SKILLS AND BE CAPABLE IN THE FOLLOWING AREAS:
- A. UNDERSTANDING AND APPLYING YOUR ORGANIZATION'S PHILOSOPHY OF VOLUNTEER INVOLVEMENT.
  - B. KNOWING GUIDELINES FOR WORKING WITH VOLUNTEERS IN YOUR ORGANIZATION.
  - C. BECOMING CONSCIOUS OF COMMON PAID STAFF FEELINGS ABOUT WORKING WITH VOLUNTEERS.
  - D. BEING SENSITIVE TO THE FEELINGS AND NEEDS OF VOLUNTEERS WITH WHOM PAID STAFF WORK.
  - E. KNOWING OF AVAILABLE SUPPORT SYSTEMS FOR PAID STAFF IN RELATION TO THEIR WORK WITH VOLUNTEERS.
  - F. BEING ABLE TO RECOGNIZE OPPORTUNITIES FOR VOLUNTEER INVOLVEMENT IN SERVICE DELIVERY.
  - G. KNOWING HOW TO DESIGN AN EFFECTIVE JOB DESCRIPTION FOR VOLUNTEERS.
  - H. KNOWING BASIC PRINCIPLES OF VOLUNTEER PROGRAM MANAGEMENT.

REFER TO  
"DESIGNING  
TRAINING  
FOR PAID -  
STAFF WHO  
WHO WORK  
WITH  
VOLUNTEERS" -  
HANDOUT #9

- I. BEING MOTIVATED TO WORK WITH AND THROUGH VOLUNTEERS.
- J. UNDERSTANDING THE ROLE OF PAID STAFF IN VOLUNTEER RECRUITMENT.
- K. BEING ABLE TO ASSESS INDIVIDUAL VOLUNTEER STRENGTHS AND WEAKNESSES AND ASSIGN TASKS APPROPRIATELY.
- L. KNOWING HOW TO MONITOR VOLUNTEER PERFORMANCE AND INTEGRATE VOLUNTEER ACTIVITIES INTO THE OVERALL SERVICE DELIVERY PLAN.
- M. BECOMING MORE SKILLFUL IN DEALING WITH DIFFICULT SITUATIONS WHICH MIGHT ARISE FROM WORKING WITH VOLUNTEERS.
- N. BEING ABLE TO MOTIVATE VOLUNTEERS AND RECOGNIZE THEIR CONTRIBUTIONS.
- O. RECOGNIZING AREAS OF PAID STAFF STRENGTH IN WORKING WITH VOLUNTEERS AND WHERE IMPROVEMENT IS NECESSARY.
3. AS AN EXPERT IN VOLUNTEERISM THE ADMINISTRATOR/LEADER OF VOLUNTEERS PLAYS A KEY ROLE IN FACILITATING THE DEVELOPMENT OF PAID STAFF IN THESE AREAS."
- YOUR NOTES



# Designing Training For Paid Staff Who Work With Volunteers

By Paula J. Beugen

*Paula J. Beugen is the consultant on volunteerism for the Minnesota Office on Volunteer Services, Department of Administration. She is an active member of the Minnesota Association of Volunteer Directors. Ms. Beugen was the program supervisor for a clearinghouse for volunteers for eight years, where she developed many volunteerism-related resource materials. She has worked and consulted with a range of voluntary organizations for the past ten years.*

If you coordinate volunteers in an agency with paid staff — you are a vital link in maximizing the contributions of both the volunteer and paid staff work force.

Most volunteer leaders feel responsible for facilitating volunteer involvement. Too often, we fail to recognize our real role in relationship to paid staff. How many training sessions do we offer for paid staff in relationship to the number of training sessions which we offer for volunteer staff? I suspect many of us provide more training for volunteers because we feel most skilled in training volunteers. Yet, it is very difficult for volunteers to carry out their responsibilities without appropriate supervision and support from paid staff.

To illustrate what might be done, I will devote the remainder of this article to the topic "training paid staff to work with volunteers." This is one area of the volunteer leader's responsibility for meeting paid staff needs.

Designing training sessions for paid staff is a creative, exciting process. Involve others in the training design and implementation steps to build ownership and commitment to the training content. People to include in planning might be administrators, paid staff members, volunteer staff members, recipients of services and other volunteer leaders. Since the training will be geared toward paid staff, make sure paid staff is adequately represented in the planning group.

After the planning group is formed, agree upon the target audience and specific objectives for training. To decide upon the target audience, brainstorm paid staff training needs related to volunteers and clarify whether you feel a mixed or homogeneous group would be most beneficial to fulfilling these needs. For example, if you work with a youth health clinic, would it be best to train doctors, nurses and counselors together or in separate groups? Knowing your target audience will help you select appropriate training objectives, presenters and methods.

Next select your training objectives. Ask yourselves what information, attitudes and skills you feel are central to providing effective services and building a positive organizational climate. Here are some ideas of possible training objectives. (You also will want to add the planning group's ideas for consideration.)

## POSSIBLE TRAINING OBJECTIVES . . .

### With Suggested Planning Steps

To effectively deliver services with and through volunteer staff, paid staff will need to:

- **Understand and apply your organization's philosophy of volunteer involvement.**

Check your organization's mission statement and organizational chart for any references to volunteers. Investigate any volunteer-related policies which have been approved by your governing body. Create a "philosophy of

volunteerism," if you do not already have one, and request formal adoption by your governing body. Now you can share this philosophy with confidence and conviction at your paid staff training session. Or, perhaps you can invite your chief administrator or board of directors' chairperson to reinforce this philosophy.

- **Know guidelines for working with volunteers in your organization.**

Identify any procedures or regulations which relate to your volunteer program. For example, how to request volunteers, or expectations of paid staff and volunteers. (Every volunteer will have a job description, paid staff will evaluate volunteer performance, confidentiality will be respected and so forth.) Prepare a handbook and review it during training.

- **Become conscious of common paid staff feelings about working with volunteers.**

Develop a list of common fears and concerns that you have heard from paid staff about working with volunteers. Think about ways to remove objections and be prepared to give specific suggestions to increase volunteer effectiveness. During training, paid staff will want an opportunity to express feelings about working with volunteers. Design a learning experience to give paid staff information and skills which permit attitudes to change once feelings have been expressed and recognized.

- **Be sensitive to the feelings and needs of volunteers with whom paid staff work.**

Observe volunteers in their work environment. Analyze situations and circumstances which make them feel uncomfortable. Write up hypothetical situations and build role play experiences into paid staff training. Encourage paid staff to identify feelings and needs of volunteers which are likely to arise at your organization. Ask paid staff to figure out ways to address volunteer needs.

- **Know of available support systems for paid staff in relation to their work with volunteers.**

Determine a process for paid staff to use when things are not going well with their interaction with volunteers. Where can they go for help? What recourse do they have? What can they do to improve the situation? Explain these options during paid staff training.

- **Be able to recognize opportunities for volunteer involvement in service delivery.**

Produce a slide show or photo display of volunteers in action. Maintain and share records of success stories. Bring these to training. Invite volunteers, paid staff, recipients of services and others to exchange rewarding experiences and achievements during training.

- **Know how to design an effective job description for volunteers.**

Establish a standard format for creating volunteer job descriptions. Many groups follow a format similar to that which is used for paid staff within their organization. Offer a practice session where paid staff can develop volunteer job descriptions and share these ideas with colleagues during training. The result of this interaction will be increased





enthusiasm and creativity about the involvement of volunteers.

- **Know basic principles of volunteer program management.**

Make sure you understand the fundamentals of volunteer program management. Many resources are available on this topic. Then, highlight the management system under which your volunteer program operates so paid staff knows not only what your own job entails, but how paid staff fits into the picture.

- **Be "motivated" to work with and through volunteers.**

Prepare yourself to point out how working with volunteers is in the interests of paid staff. For example, paid staff will acquire valuable management and supervisory skills. Paid staff members may have more mechanisms for introducing and implementing their own ideas and so forth. Also, a panel of volunteers with different skills and backgrounds could share what they have done and what they have to offer as volunteers. Having volunteers present at a portion of the training helps paid staff to sense their true potential.

- **Understand the role of paid staff in volunteer recruitment.**

Think about the role you hope paid staff will play in recruiting volunteers for your organization. During training, paid staff members can brainstorm what paid staff actions "hinder" volunteer recruitment and what actions "help" with volunteer recruitment. Clarify how these suggestions fit into the recruitment process at your organization. Remember, paid staff members come in contact with people who are candidates to become volunteers on a daily basis through their work and personal activities.

- **Be able to assess individual volunteer strengths and weaknesses and assign tasks appropriately.**

Clarify your procedure for delegating tasks to volunteers. What is the role of paid staff in this process? Invite people who have been successful in supervising volunteers to share their tips on delegating. Tie in information and activities which illustrate different motivational styles.

- **Know how to monitor volunteer performance and integrate volunteer activities into the overall service delivery plan.**

Determine how you will coordinate services which paid staff and volunteer staff provide to the same clientele. Where might there be overlap? When will paid staff need to oversee volunteer efforts to assure compatibility of ef-

forts? In training, paid staff members can outline philosophies, goals, and standards of performance for the job descriptions which they previously designed. Training participants can share in small groups how they plan to monitor progress and coordination of volunteer activities.

- **Become more skillful in dealing with difficult situations which might arise when working with volunteers**

Investigate difficult situations which have come up between staff and volunteers in your organization. (Make sure not to inadvertently reveal confidential information.) Variations of these situations can be utilized as illustrations of what could arise. Demonstrate positive methods of communicating about these difficulties. For example, how to communicate with "I" messages (Thomas Gordon, *Parent Effectiveness Training*.) Offer opportunities to practice suggested skills based on real situations which training participants are experiencing.

- **Be able to motivate volunteers and recognize their contributions.**

Learn about all kinds of volunteer recognition. Particularly study recognition which is given on a daily basis. Then, do a round robin with paid staff members on methods of volunteer recognition which volunteers have especially appreciated.

- **Recognize areas of paid staff strength in working with volunteers and where improvement is necessary.**

Anticipate needs for future training and be prepared to tease paid staff with exciting future topics. At the end of paid staff training, ask participants to indicate what future training they would like to take. Ask them to share something they can do well when working with volunteers.

You have identified training objectives. Now you are ready to select the method of training which will be used to achieve each objective you have established. Will you have lectures, panels, small group work, slide-shows or full group discussions? Keep participants involved. **Practical, active training sessions are usually more successful than theoretical presentations.**

Paid staff members are busy people. Often they are "squeezing in" training or giving free time to participate. Make sure training is relevant to their situations and varied in activities and presenters. Show your appreciation for their commitment to attend.

Before the training session, think about what you will do to create a warm, friendly environment. How will you arrange the room? Will you serve refreshments? Are name tags necessary? How will you "warm up" the group? Plan ahead so you have time to make necessary arrangements.

Once training starts, you may experience resistance from some training participants about the need for training to work with volunteers; or, resistance to working with volunteers at all. Your job at this time is to be sensitive to their frustration. Let paid staff members know you hear their needs and want to support them by providing tools and approaches to help resolve many of their concerns. When paid staff members realize you care about them too and recognize them as equal partners on the team — you will feel a change in attitude.

*Author's Note: For more information refer to the Minnesota Office on Volunteer Services, Department of Administration, resource library on volunteerism. Copies of the resource library bibliography and described resource materials may be borrowed on a first come, first served basis for three weeks.*

**CREDIT:** Some of the ideas described in this article are based upon material from *Volunteerism: The Next To Perfect Formula For Successful Volunteering*, Beugen, Robinson and Wanous, Independent School District 281, Robbinsdale Area Schools, 1984.

## CHECK LIST FOR PLANNING PAID STAFF TRAINING

DATE DONE	TASK	DATE DUE
_____	Planning Group Formed	_____
_____	Training Objectives Identified	_____
_____	Preferred Training Methods Determined	_____
_____	Facilities Reserved (Conducive to training objectives and methods)	_____
_____	Facilitators, Panel Members And Experts Identified And Invited To Participate	_____
_____	Training Notice Distributed	_____
_____	Equipment Reserved (AV equipment, easels, newsprint, markers, etc.)	_____
_____	Refreshments and/or Meals Arranged	_____
_____	Training Session Held	_____
_____	Training Evaluation Conducted	_____
_____	Participant Recognition Completed (Verification of attendance to personnel files)	_____
_____	Training Revisions Incorporated (For next time)	_____
_____	Needs For Additional Training Identified (For next time)	_____



## ISSUES IN VOLUNTEER PROGRAMS

YOUR NOTES

### III. TO CLARIFY THE ROLE OF THE POLICYMAKER IN RELATIONSHIP TO ISSUES RELATED TO VOLUNTEERISM.

A. ACTIVITY: ISSUES

TIME: 45 MINUTES

MATERIALS: SAMPLE #4 - "BUILDING VOLUNTEER-LABOR RELATIONSHIPS," SAMPLE #5 "THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE," SAMPLE 6 - "INSURANCE COVERAGE FOR VOLUNTEERS" AND "VOLUNTEERS IN EDUCATION POSITION STATEMENT" - HANDOUT #10, "SUMMARY OF MINNESOTA GOVERNMENT DATA PRACTICES ACT" - HANDOUT #11, AND "LEGAL DEFINITION OF VOLUNTEER" - (OPTIONAL) HANDOUT #12.

METHOD: PRESENTATION AND FULL GROUP DISCUSSION

#### B. OBJECTIVE:

TO BE FAMILIAR WITH AND BEGIN TO EXAMINE ISSUES AFFECTING VOLUNTEERISM AND VOLUNTEER PROGRAMS.

#### C. PROCEDURE:

1. STATE: "THERE ARE SEVERAL ISSUES WHICH POLICYMAKERS FACE WHEN MAKING DECISIONS ABOUT VOLUNTEER PROGRAMS.

2. WORKING TOWARD POSITIVE VOLUNTEER-LABOR (UNION) RELATIONSHIPS IS AN IMPORTANT ROLE FOR THE POLICY MAKING TEAM. THIS IS THE FIRST ISSUE WHICH WE WILL EXAMINE TODAY.

A. HERE ARE SOME QUESTIONS YOU MIGHT WANT TO CONSIDER:

- 1) HOW CAN CONFLICTS BETWEEN LABOR ORGANIZATIONS AND VOLUNTEER PROGRAMS BE MINIMIZED?
- 2) HOW CAN ORGANIZATIONS THAT USE VOLUNTEERS DRAW UPON THE VOLUNTEER RESOURCES OF UNIONS?
- 3) WHAT CAN YOU DO TO INVOLVE UNIONS IN PLANNING WITH VOLUNTEER ORGANIZATIONS?

REFER TO  
SAMPLE #4  
MONOGRAPH  
"BUILDING  
VOLUNTEER-  
LABOR  
RELATION-  
SHIPS"

- 4) WHAT STEPS CAN BE TAKEN TO BUILD TEAM FEELING BETWEEN PAID AND VOLUNTEER STAFF?
- 5) SHOULD VOLUNTEERS BE USED IN A STRIKE SITUATION?

B. IT IS IMPORTANT TO REMEMBER THAT ORGANIZED LABOR HAS A LONG AND STRONG HISTORY OF PROVIDING AND SUPPORTING VOLUNTARY EFFORTS.

- 1) FOR INSTANCE, THE AFL-CIO'S CONSTITUTION CLEARLY REQUIRES THE FEDERATION TO ACTIVELY STIMULATE ITS MEMBERS INTO FULLY PARTICIPATING IN THE AFFAIRS OF THE COMMUNITIES AND THE DEVELOPMENT OF SOUND RELATIONSHIPS WITH SOCIAL AGENCIES IN SUCH COMMUNITIES.
- 2) SOME LABOR SPONSORED PROGRAMS ARE DESIGNED TO SERVE UNION MEMBERS. (I.E. INFORMATION AND ASSISTANCE FOR UNEMPLOYED MEMBERS, JOB RETRAINING PROGRAMS, EMERGENCY FOOD SHELVES AND FOOD-BUYING CLUBS FOR UNEMPLOYED MEMBERS, FINANCIAL COUNSELING SERVICES OR LEGAL ADVICE FOR MEMBERS, RESUME PREPARATION SERVICES)
- 3) MANY OTHER LABOR-SPONSORED PROGRAMS SERVE THE ENTIRE COMMUNITY. (I.E. FREE MEDICAL AND HOSPITAL SERVICES FOR PERSONS DENIED TREATMENT, SPONSORSHIP OF SPECIAL NEED CHILDREN FOR CAMPS AND OTHER OUTINGS, DISTRIBUTION OF HOLIDAY FOOD BASKETS AND TOYS TO THE NEEDY, RESTORATION OF OLD BUILDINGS FOR COMMUNITY CENTERS, DEVELOPMENT OF PARKS, RENOVATION OF BUILDINGS FOR EMERGENCY SHELTERS.)
- 4) NOT ONLY DO UNIONS SPONSOR THEIR OWN PROGRAMS, THEY OFTEN DEVELOP PARTNERSHIPS WITH OTHER ORGANIZATIONS TO PROVIDE NEEDED COMMUNITY SERVICES. (I.E. POLICE APPRECIATION EFFORTS, ASSISTANCE WITH FLOOD CONTROL,



EMERGENCY FOOD AND SHELTER PROGRAMS, BLOOD DONOR DRIVES, SCOUTING ACTIVITIES, DISASTER PREPAREDNESS, FIRST AID AND CPR TRAINING, CRIME PREVENTION PROGRAMS).

- 5) TOO OFTEN THE RELATIONSHIP BETWEEN LABOR AND VOLUNTARY ORGANIZATIONS HAS BEEN SEEN IN ADVERSARIAL TERMS, WITHOUT THE RECOGNITION THAT THESE TWO GROUPS HAVE WORKED TOGETHER SUCCESSFULLY FOR MANY YEARS.
- C. ORGANIZED LABOR HAS AT TIMES EXPRESSED CONCERN OVER SUCH ISSUES AS:
  - 1) THE PROBLEM OF REPLACING PAID STAFF WITH VOLUNTEERS.
  - 2) THE ROLE OF VOLUNTEERS IN STRIKE SITUATIONS.
  - 3) THE RELATIONSHIP BETWEEN VOLUNTEERING AND JOB RETRAINING AND RE-EMPLOYMENT OPPORTUNITIES.
  - 4) HOW TO WORK EFFECTIVELY WITH VOLUNTEERS WHO ALSO HOLD FULLTIME JOBS.
- D. THESE ISSUES SHOULD BE OF CONCERN TO ANY VOLUNTEER-INVOLVING AGENCY AND NOT JUST IN SITUATIONS WHERE UNION EMPLOYEES ARE INVOLVED.
- E. CONSISTENT WITH THE PHILOSOPHY THAT VOLUNTEERS ARE NOT TO REPLACE PAID EMPLOYEES, VOLUNTEERS SHOULD NOT BE ORGANIZED, BY THE AGENCY, TO REPLACE STRIKING WORKERS.
  - 1) THE ISSUE OF INVOLVING VOLUNTEERS SHOULD BE ADDRESSED IN A STRIKE PLAN PREPARED AHEAD OF TIME SO IT DOES NOT BECOME CONFRONTIVE DURING A STRIKE.
  - 2) THE FOLLOWING ACTIONS COULD BE HELPFUL IN EASING TENSIONS DURING A STRIKE:
    - A) INFORM VOLUNTEERS OF THE IMPENDING STRIKE.
    - B) EXPLAIN TO VOLUNTEERS THE PROVISIONS IN THE STRIKE PLAN RELATING TO VOLUNTEER INVOLVEMENT.

c) DO NOT COERCE VOLUNTEERS INTO VOLUNTEERING DURING THE STRIKE.	YOUR NOTES
d) REALIZE THAT, ORGANIZING VOLUNTEERS TO WORK DURING A STRIKE WILL MOST OFTEN RESULT IN STAFF RESISTANCE TO WORKING WITH VOLUNTEERS AFTER THE STRIKE.	OPTIONAL: POINT OUT THAT THE FAIR LABOR STANDARDS ACT HAS IMPLICATIONS FOR GOVERNMENT EMPLOYEES WHO ALSO VOLUNTEER THEIR SERVICES IN A GOVERNMENT SETTING.
e) IN DEVELOPING A STRIKE PLAN GIVE CONSIDERATION TO WHETHER OR NOT INDIVIDUALS, WHO HAVE A VESTED INTEREST IN PRESERVING SOME LEVEL OF SERVICES TO CLIENTS OR PATIENTS, CAN LEGALLY OR MORALLY BE KEPT OUT OF AN AGENCY DURING A STRIKE. (PARTICULARLY IN PUBLIC AGENCIES)	REFER TO THE FEDERAL DEPARTMENT OF LABOR OR THE NATIONAL PUBLIC EMPLOYER LABOR RELATIONS ASSOCIATION AT 202/296-2230 FOR DETAILS.
1) FOR EXAMPLE, FAMILY MEMBERS OR FRIENDS OF CLIENTELE/PATIENTS MAY CHOOSE TO HELP DURING THE STRIKE---	
2) THIS IS A QUESTION OF WHETHER OR NOT MEMBERS OF THE PUBLIC, OR SELECTED GROUPS HAVE A "RIGHT" TO PARTICIPATE IN A PUBLIC AGENCY OR ORGANIZATION.	
3) ALLOWING INTERESTED PEOPLE TO COME IN IS A DIFFERENT SITUATION THAN ACTUALLY ORGANIZING EXISTING, OR RECRUITING NEW, VOLUNTEERS TO FILL A VOID CREATED BY STRIKING WORKERS.	
f) TO SUMMARIZE:	
1) POSITIVE RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS WILL DEVELOP THROUGH CONSCIOUS TEAM BUILDING EFFORTS.	
2) INVOLVING UNIONS IN THE INITIAL PHASE OF VOLUNTEER PROGRAM PLANNING PREPARATION OF A STRIKE PLAN WILL MINIMIZE CHANCES THAT CONFLICT WILL ARISE.	

3) UNIONS PROVIDE A LARGELY UNTAPPED RESOURCE OF VOLUNTEERS AND THEY DESERVE TO BE CALLED UPON AND RECOGNIZED FOR THEIR VOLUNTARY CONTRIBUTIONS TO SOCIETY.

g) ORGANIZATIONS MAY WANT TO EXAMINE WHETHER OR NOT A POSITION STATEMENT ON THE INVOLVEMENT OF VOLUNTEERS IS ON RECORD FOR THEIR ORGANIZATION OR DISCIPLINE. (FOR EXAMPLE, THERE IS A 1977 POSITION STATEMENT ON VOLUNTEERS IN THE SCHOOLS WHICH WAS DISTRIBUTED BY THE MINNESOTA DEPARTMENT OF EDUCATION.)

YOUR NOTES

REFER TO  
VOLUNTEERS  
IN EDUCATION  
POSITION  
STATEMENT  
- HANDOUT  
#10

3. POLICYMAKERS WILL WANT TO CONSIDER POLICIES REGARDING THE PERSON WHO IS INVOLUNTARILY UNEMPLOYED WHO WANTS TO VOLUNTEER SERVICES TO THE COMMUNITY. THIS IS THE SECOND ISSUE WHICH WE WILL EXAMINE TODAY.
- A. IT IS APPARENT THAT INCREASING NUMBERS OF PERSONS WHO VOLUNTEER ARE UNEMPLOYED.
  - B. MANY UNEMPLOYED VOLUNTEERS LOOK TO VOLUNTEERISM AS A WAY TO BUILD SKILLS AND CONFIDENCE DURING AN OFTEN TRANSITIONAL PHASE IN THEIR LIVES.
  - C. FREQUENTLY, INDIVIDUALS ARE INVOLVED IN VOLUNTEER COMMITMENTS WHICH WERE MADE PRIOR TO BECOMING UNEMPLOYED. IN OTHER INSTANCES THEY BEGAN VOLUNTEER EFFORTS AFTER BECOMING UNEMPLOYED.
  - D. THERE IS GROWING CONCERN ABOUT HOW TO ASSIST UNEMPLOYED PERSONS TO HAVE MEANINGFUL VOLUNTEER CONTRIBUTIONS AS THEY SEEK EMPLOYMENT.
  - E. IT IS IMPORTANT TO INCLUDE UNEMPLOYED PERSONS IN PLANNING FOR THEMSELVES.
  - F. MAKING AN ATTEMPT TO DEFRAY VOLUNTEER EXPENSES AND ESTABLISH OTHER SUPPORT MECHANISMS IS NECESSARY.



- G. SINCE SOME OF THE SPECIAL NEEDS OF THE UNEMPLOYED CAN BEST BE MET BY SUPPORT GROUPS OF THOSE IN A SIMILAR SITUATION, SELF HELP GROUPS MIGHT BE ENCOURAGED.
- H. THERE ARE MANY BENEFITS THAT ORGANIZATIONS CAN OFFER TO VOLUNTEERS THAT WILL HAVE SPECIAL IMPORTANCE TO THOSE SEEKING EMPLOYMENT:
  - 1) CLEAR AND SPECIFIC JOB DESCRIPTIONS FOR VOLUNTEER POSITIONS.
  - 2) TIME SHEETS SPECIFYING THE DATES AND HOURS INDIVIDUALS VOLUNTEER AND TYPES OF WORK THEY PERFORM.
  - 3) LETTERS OF REFERENCE FOR VOLUNTEERS WHICH ARE WRITTEN ACCORDING TO THE SAME STANDARDS AS APPLIED TO REFERENCES FOR PAID STAFF.
  - 4) OPPORTUNITIES FOR VOLUNTEERS TO ASSUME MORE COMPLEX RESPONSIBILITIES AS NEW SKILLS DEVELOP.
  - 5) EVALUATION OF VOLUNTEER PERFORMANCE WHEN NEW SKILLS ARE DEVELOPED AND CONTRIBUTIONS OF VOLUNTEERS WILL BE VERIFIED IN WRITING.
  - 6) ADVOCACY TO ENCOURAGE BUSINESS TO INCLUDE VOLUNTEER EXPERIENCE ON EMPLOYMENT APPLICATION FORMS AND CONSIDER THAT EXPERIENCE IN THE HIRING PROCESS. (THIS IS AN IDEA THAT YOUR OWN PERSONNEL DEPARTMENT IS ENCOURAGED TO IMPLEMENT.)
- I. THERE HAVE BEEN A FEW INSTANCES WHERE UNEMPLOYMENT BENEFITS HAVE BEEN DENIED DUE TO RECIPIENT VOLUNTEERING.
  - 1) REGULATION 20 (c)(1), REQUIRES THAT BENEFITS BE DENIED TO ANYONE PERFORMING FULL-TIME WORK.
    - A) THIS IS GENERALLY CONSIDERED TO BE FORTY HOURS A WEEK OR THE CUSTOMARY WORK WEEK FOR THE OCCUPATION.

- B) WHEN A PERSON IS VOLUNTEERING FOR LESS THAN FULLTIME, DECISIONS ABOUT UNEMPLOYMENT COMPENSATION BECOME AN INDIVIDUAL SITUATION.
  - C) THE RESPONSIBILITY OF THE MINNESOTA DEPARTMENT OF ECONOMIC SECURITY, EMPLOYMENT SERVICES DIVISION, IS TO ASSURE THAT ANYONE COLLECTING UNEMPLOYMENT BENEFITS IS ABLE TO, AVAILABLE FOR, AND ACTIVELY SEEKING WORK.
    - 1) TO BE AVAILABLE FOR WORK A PERSON MUST BE ABLE TO REPORT TO A JOB INTERVIEW EITHER AT THE REQUEST OF THE EMPLOYMENT SERVICE OFFICER OR BY AN EMPLOYER DIRECTLY.
    - 2) UNEMPLOYED PERSONS DOING VOLUNTEER WORK MUST HAVE THE FLEXIBILITY TO REPORT TO ANY INTERVIEW UPON REQUEST AND AN ORGANIZATIONAL REPRESENTATIVE SHOULD BE AWARE OF THE NEEDED FLEXIBILITY.
  - D) FOR SPECIFIC DETAILS ON THE RESPONSIBILITIES OF VOLUNTEER PROGRAMS TO UNEMPLOYED VOLUNTEERS AS THIS RELATES TO THEIR UNEMPLOYMENT BENEFITS SEE THE MINNESOTA OFFICE ON VOLUNTEER SERVICES, DEPARTMENT OF ADMINISTRATION, MONOGRAPH "THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE".
4. INSURANCE FOR VOLUNTEERS IS AN ISSUE WHICH POLICYMAKERS MUST CAREFULLY CONSIDER. THIS IS THE THIRD ISSUE WHICH WE WILL DISCUSS TODAY.

SAMPLE #5

A. THE ISSUE OF WHETHER OR NOT TO PROVIDE INSURANCE COVERAGE FOR VOLUNTEERS, AS WELL AS WHAT TYPES OF INSURANCE MAY BE NEEDED, IS VERY COMPLEX.

1) VOLUNTEERS DELIVERING SERVICES FOR PUBLIC AND NONPROFIT AGENCIES ARE SUBJECT TO THE SAME EVENTS THAT COULD AFFECT PAID STAFF. (THIS CREATES A CONDITION OFTEN PROTECTED AGAINST THROUGH INSURANCE COVERAGE.)

EXAMPLES OF THESE EVENTS INCLUDE:

- A) ACCIDENTAL INJURIES TO THE VOLUNTEER.
- B) HEALTH DIFFICULTIES OF THE VOLUNTEER.
- C) INCIDENTS IN WHICH THE VOLUNTEER NEGLIGENTLY INJURES CLIENTS OF THIRD PARTIES.
- D) LIABLE OR SLANDER CLAIMS.
- E) BOARD LIABILITY CLAIMS.
- F) WORKERS' COMPENSATION.
- G) AND SO FORTH.

2) WHEN DECIDING UPON THE NEED FOR INSURANCE, IT IS IMPORTANT TO PUT THE QUESTION INTO PERSPECTIVE BY CONSIDERING:

- A) THE SIZE OF THE ORGANIZATION.
- B) THE RESOURCES AVAILABLE TO THE ORGANIZATION.
- C) THE LIKELIHOOD THAT THERE WILL BE AN INCIDENT OR CLAIM.
- D) WHETHER OR NOT THE ORGANIZATION PROVIDES SIMILAR COVERAGE FOR PAID STAFF.

3) THE FOLLOWING ADDITIONAL AREAS ARE AMONG THOSE WHICH SHOULD BE INVESTIGATED:

- A) IS THERE A CLEAR RISK PRESENT?
- B) COULD THE RISK BE BETTER HANDLED BY OTHER METHODS?

YOUR NOTES

SEE MINNESOTA STATUTE, 1971, SECTION 176.011, SUBD. 9  
LAW AND SUBSEQUENT REVISIONS  
VOLUNTEERS UNDER THE COMMISSIONER OF WELFARE OR COUNTY WELFARE BODS. AND CERTAIN OTHERS



- |  |  |
|--|--|
| <p>c) IS THE VOLUNTEER ALREADY ADEQUATELY PROTECTED BY PERSONAL INSURANCE COVERAGE AND IS IT REALISTIC TO EXPECT THE VOLUNTEER TO TAKE THIS RESPONSIBILITY? (IT IS ESSENTIAL TO DETERMINE <u>IN ADVANCE OF ANY CLAIM OR INCIDENT</u> THAT THE PERSONAL INSURANCE DOES IN FACT COVER THE VOLUNTEER WHILE ENGAGED IN THE VOLUNTEER SERVICE?)</p> <p>d) IS THERE AN EXISTING STAFF INSURANCE POLICY THAT WOULD ALLEVIATE THE NEED FOR NEW INSURANCE?</p> <p>e) IF THE VOLUNTEER WORKS FOR A PUBLIC AGENCY, CAN THE VOLUNTEER BE COVERED BY PROTECTION SUCH AS THE TORT CLAIMS ACT?</p> <p>4) <u>WHEN INCLUDING VOLUNTEERS IN THE AGENCY'S EXISTING BASIC POLICY, OBTAIN A CLEAR AGREEMENT WITH THE INSURANCE CARRIER IN REGARDING THE COVERAGE OF VOLUNTEER PERSONNEL.</u></p> <p>5) FOR ADDITIONAL INFORMATION ABOUT INSURANCE COVERAGE FOR VOLUNTEERS SEE THE MINNESOTA OFFICE ON VOLUNTEER SERVICES, DEPARTMENT OF ADMINISTRATION, MONOGRAPH "INSURANCE COVERAGE FOR VOLUNTEERS" AND FILE ON INSURANCE.</p> <p>5. POLICYMAKERS MUST BE ACCOUNTABLE IN THE FOLLOWING OVERALL AREAS:</p> <p>A. THERE ARE MANY <u>LEGAL</u> LIABILITIES THAT POLICYMAKERS INCUR:</p> <p>1) INSURANCE (AS JUST DESCRIBED) IS ONE AREA TO INVESTIGATE.</p> <p>2) RESPECT FOR DATA PRIVACY LAWS IN EFFECT IS NECESSARY. (DATA PRIVACY LAWS SHOULD BE APPLIED TO VOLUNTEERS IN A SIMILAR WAY AS THEY ARE APPLIED TO PAID STAFF WITHIN YOUR ORGANIZATION.)</p> | <p>RECEIVE THE SAME BENEFITS (WORKERS' COMPENSATION) AS PAID EMPLOYEES. SEE STATUTES AND OBTAIN LEGAL ADVICE FOR SPECIFIC APPLICATIONS OR INTERPRETATIONS.</p> <p>SAMPLE #6</p> <p>OPTIONAL: REFERENCE TO TO MN INSURANCE INFORMATION CENTER 926-0699 AND/OR VOLUNTEER INSURANCE SERVICE ASSOCIATION 202/244-5678. REFER TO "SUMMARY OF MINNESOTA GOVERNMENT DATA PRACTICES ACT" - HANDOUT #11</p> |
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B. THERE ARE ETHICAL QUESTIONS TO BE CONSIDERED:

- 1) EQUITABLE ACCESS TO SERVICES PROVIDED BY VOLUNTEERS.
  - A) WILL SOME CLIENTELE OR STAFF HAVE ACCESS TO VOLUNTEER SERVICES AND NOT OTHERS?
  - B) HOW WILL THIS DECISION BE MADE?
- 2) WHAT WILL BE THE LEVEL OF CITIZEN PARTICIPATION WITHIN YOUR ORGANIZATION?
  - A) ARE VOLUNTEERS BEING BROUGHT IN TO FULLY UTILIZE THEIR SKILLS AND INFORMATION? OR, ARE VOLUNTEERS BEING ASKED TO PARTICIPATE IN SOME INSIGNIFICANT WAYS TO DISTRACT THEM FROM THEIR OWN MAIN GOALS?
  - B) CITIZEN PARTICIPATION HELPS PEOPLE TO FEEL OWNERSHIP IN THEIR OWN LIVES, AND ASSISTS POLICYMAKERS TO MAKE RESPONSIBLE, INFORMED DECISIONS.
- 3) WILL VOLUNTEERS REPLACE PAID STAFF?
- 4) WILL VOLUNTEERS BE MISUSED?
  - A) FOR EXAMPLE, TO GET AROUND RULES AND REGULATIONS SUCH AS THE REQUIREMENT FOR A STUDENT-STAFF RATIO FOR THE SCHOOLS.
  - B) WILL VOLUNTEERS BE ASKED TO TAKE ON JOBS THAT PAID STAFF WOULD NOT EVEN WANT TO DO?

6. THE ISSUES WHICH HAVE BEEN PRESENTED ARE VERY COMPLEX. AS A POLICYMAKER IT IS YOUR RESPONSIBILITY TO DETERMINE THE APPROACH WHICH YOUR ORGANIZATION WILL TAKE REGARDING THESE ISSUES. "SINCE ACTION IS NOT MANDATED -- THE INITIATIVES ARE UP TO YOU."

## YOUR NOTES

REFER TO  
"THE LEGAL  
DEFINITION  
OF VOLUNTEER"  
- OPTIONAL  
HANDOUT #12



# State of Minnesota

Department of Education  
Capitol Square, 550 Cedar Street  
St. Paul, Minnesota 55101

## M E M O R A N D U M

TO : Superintendents of Local Districts  
Chairpersons of Local Boards of Education

DATE: August 11, 1977

FROM : Von Valletta *Von Valletta*  
Deputy Commissioner-Operations

SUBJECT: Volunteers in Education

1. We frequently receive questions about use of volunteers in educational programs. Many of the questions are common across local districts. The enclosed position statement has been adopted by the State Board of Education in an attempt to foster mutual understanding about volunteers. It is not a rule and we do not presently intend to promulgate a rule. We hope it will be helpful to you in local decision making.

2. The statement was developed and refined by representatives from the following organizations:

Minnesota Congress of Parents, Teachers, and Students, Inc.  
Minnesota School Boards Association  
Governor's Office  
Minneapolis Schools  
St. Paul Schools  
Minnesota Federation of Teachers  
Minnesota Literacy Council  
Minnesota Elementary School Principal's Association  
Minnesota Association of Secondary School Principals  
Minnesota Association of School Administrators  
Minnesota Education Association  
Minnetonka Schools  
Robbinsdale Schools  
Junior League of Minneapolis  
Bucket Brigade  
Department of Education

The vast majority of the organizations concurred in the statement prior to its adoption.

VV:lv

Enclosure



## VOLUNTEERS IN EDUCATION

### A Position Statement

A critical issue in today's schools is the proper utilization of services of volunteers. If the service of volunteers\* is to be effectively and efficiently utilized, the relevant decisions must be made by the professional who is being assisted. Volunteers always serve in a supportive role to extend educational opportunities so more can be done within time and budget without displacing paid personnel.

\*The term volunteer refers to those persons who are not paid for services they provide in whatever capacity they serve but who play a supporting role in the educational program. The term does not include secondary students who serve as tutors or aides in supervised programs approved by the Department of Education.

Within the school organization each person has a role to play.

A. The responsibility of the volunteer is to assist the teacher or other professional staff by performing tasks which are assigned and/or directed by that staff person. These tasks cannot infringe upon the professional responsibilities reserved for teachers and other professionals, but volunteers may assist the staff in meeting these responsibilities. Volunteers should be regarded as a flexible resource, specifically requested by, directed by and evaluated by the professional staff and building administrator.

B. The volunteer should understand that the teacher is responsible for all professional functions such as:

1. The organization and management of the classroom.
2. The planning of teaching strategies.
3. The direction of learning experiences of all assigned pupils.
4. Requesting volunteer services to meet the needs of his/her class and/or individual students within the classroom.
5. Providing adequate supervision of volunteers and assigning duties within the limits of the volunteer's competence.
6. Safeguarding privacy rights of pupils.

C. Other professional staff members such as counselors, social workers and school nurses, may also work with volunteers. While the exact responsibilities of persons in such fields will differ somewhat from those of the teaching staff, the relationship between the professional and the volunteer should be governed by the same guidelines as those cited for teachers and volunteers.



D. The principal is responsible for the volunteers working with his/her staff and delegation of appropriate supervisory functions. The principal retains overall supervisory responsibilities for the school and the entire staff including volunteers.

E. The responsibility for the decision to develop a volunteer program rests with each individual school board. The plans for the responsibility of the organization and/or individual serving as a liaison between the schools and the volunteers might include:

1. Comprehensive recruiting of volunteers.
2. Orientation, training, evaluation and support of volunteers.
3. Identification of volunteers' talents to enhance the volunteer as well as the school program.
4. Developing mutually beneficial relationships between staff and volunteers.
5. Assistance in training school personnel working with volunteers.
6. Recognition of volunteers.

In no case should the use of volunteers in the classroom result in a higher ratio of pupils to certified teachers than reflected in rules promulgated by the State Board of Education.



**A SUMMARY OF THE "MINNESOTA GOVERNMENT DATA PRACTICES ACT"**

prepared by the Data Privacy Division  
Department of Administration  
State of Minnesota  
(612) 296-6733  
September, 1985

As in previous years, revisions have been made to the "Minnesota Government Data Practices Act." At its inception in 1974, this law was popularly called the "Data Privacy Act." Since 1979, the Act has been officially entitled the "Minnesota Government Data Practices Act." It was most recently amended by Chapters 293 and 298, Minnesota Session Laws, 1985, and by Chapters 13 and 14, First Special Session, 1985.

Among the changes made in 1985, were the following:  
clarification of the treatment of private and confidential data on decedents, establishment of a procedure for the legal discovery of not public data, and clarification of issues relating to access to public data.

This summary is intended to acquaint the reader with the major provisions of the Act, including both new and old language. This summary is not intended to be and should not be read as a definitive legal interpretation. For further information, contact the Data Privacy Division, Department of Administration, 296-6733.

The "Minnesota Government Data Practices Act," hereinafter the Act, is coded as Minnesota Statutes, Chapter 13, Sections 13.01 through 13.89. The Act is intended to regulate the data handling practices of the state and all of its subdivisions. Except in very limited instances, it does not govern the data handling practices of the private sector.

The provisions of the Act apply to all "government data," which is defined as "all data collected, created, received, maintained, or disseminated by any state agency, political subdivision, or statewide system regardless of its physical form, storage media, or conditions of use." (See Minnesota Statutes, Section 13.02, Subdivision 7.) Generally, the Act regulates the following areas:

1. General Classification of Government Data
2. Access to Government Data
3. Access to Data on Decedents
4. Duties of Responsible Authorities
5. Rights of Subjects of Data
6. Legal Remedies
7. Specific Classifications of Data



1. GENERAL CLASSIFICATION OF GOVERNMENT DATA

As a cornerstone for the method the Act adopts to regulate government data, the Act establishes what is called the data classification system. This system, which must be extracted from the definitional section of the Act, is a logical way of classifying and labeling government data in terms of who is authorized to gain access to government data.

The classification system operates as follows: All government data is subdivided into data on individuals; data not on individuals; and data on decedents. (Statutory treatment of data on decedents, which was a 1985 legislative change, is discussed below.) Data on individuals is subdivided into public, private, and confidential data. Data not on individuals is subdivided into public, nonpublic, and protected nonpublic data. Only a statute, federal law, or temporary classification can classify data as private, confidential, nonpublic, or protected nonpublic. Rules of state agencies or administrative decisions cannot classify data. Agencies must look to statutes or federal law for authority to classify data as not available to the public. If there is no statute or federal law which classifies the data, the logic of the Act dictates the data must be public.

There is the capability within the Act for agencies to apply for temporary classifications of data as private, confidential, nonpublic, or protected nonpublic. (See Minnesota Statutes, Section 13.06.) Applications for temporary classification of data must be prepared according to statutory and rule requirements and submitted to the Commissioner of Administration. The Commissioner of Administration is given the authority to grant the classification requested, refuse to grant it, or to suggest another classification. Temporary classifications expire ten days after the end of the second complete legislative session that follows the granting of the classification. Application forms are available from the Data Privacy Division.

2. ACCESS TO GOVERNMENT DATA

The general rule for all government data, either data on individuals or data not on individuals, is that it is public; i.e., it is accessible to any member of the public for any reason. (Minnesota Statutes, Section 13.03.)



Data on individuals:

Where a statute, federal law, or temporary classification makes certain data on individuals "PRIVATE," the data is not accessible to the public but is accessible to the individual subject of the data and to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 12.)

Where a statute, federal law, or temporary classification makes certain data on individuals "CONFIDENTIAL," the data is not accessible to the public or to the subject of the data, but is accessible to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 3.)

Data not on individuals:

Where a statute, federal law, or temporary classification makes certain data not on individuals "NONPUBLIC," the data is not accessible to the public but is accessible to the subject of the data and to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 9.)

For example, nonpublic data on a corporation would be accessible to the corporation. By law, corporations are not individuals, but a corporation could be a data subject.

Where a statute, federal law, or temporary classification makes certain data not on individuals "PROTECTED NONPUBLIC," the data is not accessible to the public or to the subject of the data, but is accessible to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 13.)

3. ACCESS TO DATA ON DECEDENTS

In 1985, the Legislature established the new classifications of private and confidential data on decedents to prescribe the treatment of private or confidential data in those instances where the subject of either type of data has died. Upon the death of a subject of private data, that data about him or her becomes "private data on decedents." Upon the death of a subject of confidential data, that data about him or her becomes "confidential data on decedents."

In the case of private or confidential data on decedents, all rights conferred by the Act on the subject of the data, including the right to access data, are conferred on and may be exercised by the representative of the decedent.

Representative of the decedent includes the personal representative of the decedent's estate, or if no personal representative is functioning, the decedent's spouse, children, or other relatives as specified by statute.



The 1985 amendment specifies a limited period of time during which private and confidential data on decedents will continue to be treated as private or confidential. After that period of time has run, private and confidential data on decedents become public data. Two dates must be considered in making the determination as to whether or not private or confidential data on decedents become public. Those two dates are the date of death of the data subject and the date the actual data about that subject was created. If the data subject has been deceased for ten years AND thirty years have elapsed since the creation of the data in question, then the data is public.

An example is illustrative. A member of the public seeks access to private personnel data about an employee who died in January, 1975. The private data appears on a job application which the employee submitted in January, 1955. The job application data would be public. If this example were changed so that the job application data had been submitted in January, 1965, then the data would not become public until January, 1995.

A number of important details about this new statutory treatment of data on decedents are not described here. Minnesota Statutes, Section 13.10, the new section dealing with this topic, should be reviewed for those details.

#### 4. DUTIES OF RESPONSIBLE AUTHORITIES

Generally, the Act views the Responsible Authority as the individual in each governmental agency who is required to perform the duties necessary to implement and administer the Act. Most, but not all, of these duties are detailed in Minnesota Statutes, Section 13.05. Some duties do appear in other statutory sections, including implied duties in Minnesota Statutes, Section 13.04. Among other things, the Responsible Authority is:

- a. Able to appoint "designees" to assist in implementing and administering the Act.
- b. Responsible for preparing procedures to assure that access to government data is given to the public.
- c. Responsible for preparing an annual report to the public on what data within the agency is private or confidential data on individuals.



- d. Responsible for limiting the collection of data by the agency to that data which is necessary to the administration and management of programs authorized by the Legislature, local governing body, or mandated by the federal government.
- e. Responsible for limiting the collection, storage, use, and dissemination of private and confidential data to purposes communicated to the individual at the time the data was collected.
- f. Responsible for preparing a public document setting forth the procedures in effect in the agency for providing data subjects with access to private or public data concerning themselves, and with other rights as afforded to individuals by Minnesota Statutes, Section 13.04.

5. RIGHTS OF SUBJECTS OF DATA

The statutory section primarily concerned with these rights is Minnesota Statutes, Section 13.04. The general purpose of this section is to assure that individuals on whom the government maintains data are afforded certain rights. Those rights include, but are not limited to, the following:

- a. At the time private or confidential data is collected from an individual concerning himself, that individual must be told:
  - 1) Why the data is being collected.
  - 2) How the data will be used within the collecting agency.
  - 3) Whether the individual can refuse or is legally required to provide the data being requested from him or her.
  - 4) What the consequences are to the individual of supplying or refusing to supply the requested data.
  - 5) The identity of other persons or entities authorized by law to receive the data.
- b. Upon request to a Responsible Authority, an individual must be told whether the government agency maintains any data on him or her and what the classification of that data is. This includes confidential data.



- c. Any individual has the right to see and to review all private or public data without any charge to him or her.
- d. An individual has the right to receive copies of private or public data. The agency may charge a fee for providing copies.
- e. An individual has the right to contest the accuracy or completeness of public or private data maintained about him or her. The Responsible Authority is required to make the changes requested by the individual or to allow the individual to file a statement of disagreement concerning the data. This statement must accompany all disseminations of the disputed data. The individual may use the contested case procedure in Chapter 14 of Minnesota Statutes to appeal an adverse determination of the Responsible Authority to the Commissioner of Administration.

#### 6. LEGAL REMEDIES

The Act affords a number of potential remedies to individuals who maintain that a government agency is violating or not properly administering the provisions of the Act. (See Minnesota Statutes, Section 13.08.) These remedies include:

- a. Agencies or Responsible Authorities who violate the Act, and by so doing cause damage to an individual, can be sued by the individual. The individual may recover actual damages, costs, and attorney fees. In cases of willful violations, the individual may recover up to \$10,000 in exemplary damages.
- b. Agencies which violate or propose to violate the Act may be enjoined from such actions by a district court.
- c. Any aggrieved person may bring an action to compel any government agency to comply with the Act. In such actions, the court may award costs and reasonable attorney fees.

Minnesota Statutes, Section 13.09, the penalties section of the Act, provides misdemeanor penalties for any person who willfully violates the Act. This section also provides that a willful violation may be grounds for suspension or dismissal of a public employee.



7. SPECIFIC CLASSIFICATIONS OF DATA

The Act itself does classify certain specific types of data as private, confidential, nonpublic, and protected nonpublic. There are a significant number of sections of Minnesota Statutes, other than those contained in Chapter 13, which classify specific types of data.

The Act itself classifies the following:

DATA MAINTAINED BY STATE AGENCIES AND POLITICAL SUBDIVISIONS

1. Attorneys data.
2. Benefit data.
3. Educational data.
4. Elected officials; correspondence; private data.
5. Examination data.
6. Federal contracts data.
7. Firearms data.
8. General nonpublic data.
9. Health data.
10. Investigative data.
11. Library data.
12. Licensing data.
13. Medical data.
14. Personnel data.
15. Property complaint data.
16. Salary benefit survey data.
17. Welfare data.

DATA MAINTAINED ONLY BY POLITICAL SUBDIVISIONS

1. Appraisal data.
2. Assessor's data.
3. Deferred assessment data.
4. Foster care data.
5. Housing agency data.
6. St. Paul Civic Center Authority data.
7. Sexual assault data.
8. Social recreational data.
9. Homestead application data.
10. Redevelopment data.
11. Elected or appointed officials financial disclosure statements.
12. Insurance trust data.
13. Economic assistance data.
14. Community dispute resolution center data.



DATA MAINTAINED ONLY BY STATE AGENCIES

1. Attorney General data.
2. Corrections Ombudsman data.
3. Employee relations data.
4. Energy and financial data and statistics.
5. Department of Public Safety data.
6. Department of Revenue data.
7. Department of Commerce data.
8. Department of Transportation data.
9. Indian Affairs Council data.
10. Department of Administration data.
11. Environmental quality data.
12. Bureau of Mediation Services data.
13. Department of Energy and Economic Development data.
14. Agricultural Resource Loan Board data.
15. Minnesota Export Authority data.
16. Department of Labor and Industry data.

DATA MAINTAINED BY CRIMINAL JUSTICE AGENCIES

1. Domestic abuse data.
2. Comprehensive law enforcement data.
3. Medical examiner data.
4. Court services data.
5. Corrections and detention data.
6. Investigative detention data.
7. Criminal history data.

The appropriate sections of the Act should be reviewed for the definitions of these types of data and for the details of their classifications.

Questions or problems which arise under these laws may be directed to:

Data Privacy Division  
State Department of Administration  
5th Floor, Centennial Building  
658 Cedar Street  
St. Paul, MN 55155  
(612) 296-6733



## What You Should Know About

# THE LEGAL DEFINITION OF 'VOLUNTEER'

By Robert A. Christenson

**W**E KNOW THAT A VOLUNTEER is someone who possesses certain skills and talents and freely shares them with other people and organizations. We know that volunteers have a deep sense of social responsibility and moral obligation. We know that volunteers really do get paid, but payment comes in non-monetary forms. We know that volunteers are vital to the American way of life.

Yes, we know what a volunteer is in the social service context. But did you know that the *legal definition* of "volunteer" is strikingly different than the commonly used social service definition? This is best understood by grasping the legal concepts of "pure volunteer" and "gratuitous employee."

Let's begin with the pure volunteer. *Black's Law Dictionary* states in part that a [pure] volunteer is "one who intrudes himself into a matter which does not concern him..." *Corpus Juris 2d*, a legal encyclopedia, further defines the [pure] volunteer as

one who merely offers his service on his own free will, as opposed to one who is conscripted.

Legally, the pure volunteer lives under a very narrow definition, and can best be clarified by an example common to us all: While driving down the highway you notice a car parked beside the road with a lone occupant staring at a flat tire. You stop, and without concerning yourself about whether you should become involved or not, you begin to assist in

vividly points this out. Here, a boiler operator, completely at his own behest, helped several equipment installers move a heavy metal tube and was killed in the process. No recovery was allowed Richardson's family against the installers for negligently causing Richardson to be crushed because he was legally a pure volunteer. The court stated, "The facts plainly show... that he [Richardson] took hold to help as men oftentimes give a lift at the wheel when they find a neighbor stuck in the mud; and under such circumstances there is no liability on the part of the neighbor for an injury received, unless the injured party established gross negligence, wilfulness or wantonness in respect to his safety."

Now that you have no recourse for your injury because of your pure volunteer status, you will again be surprised to know that you may be liable to the driver for the injury he received while you were helping him change the flat tire! The courts have said that once someone undertakes a rescue or some other purely voluntary act, that person not only runs the risk of injury but also may be liable to the person he or she is attempting to help.

For example, in *Zelenko v. Gimbel Bros. Co.*, 287 N.Y.S. 134 (1935), store owners were held responsible for aggravation of an illness of a customer taken sick in the store when they placed her in a room (acting as pure volunteers) and neglected to summon medical help for six hours. The court stated, "If a [person] undertakes a task, even if under no duty to undertake it, the [person] must not omit to do what an ordinary man would do in performing the task." So if you are placed in a position to assist someone on the spur of the moment, be sensible in your actions!

In response to the vast liability of the pure volunteer, especially in the

**Yes, we know what a volunteer is in the social service context. But did you know that the legal definition of "volunteer" is strikingly different than the commonly used social service definition?**

... one who does or undertakes to do that which he is not legally or morally bound to do, and which is not in pursuance or protection of any interest; one who intrudes himself into matters which do not concern him. The word is more particularly defined as meaning one who enters into service of his own free will; one who gives his service without any express or implied promise of remuneration; one who has no interest in the work, but nevertheless undertakes to assist therein;

changing the flat tire. While you are jacking up the car, the jack flies out and the car falls on your leg as well as causing injury to the driver of the car.

According to the standard legal definition, you almost certainly will be considered a pure volunteer because you assisted the driver at your own free will, had no legal duty to become involved, received no payment for your involvement, and no one was controlling your actions. Consequently, as a pure volunteer, you are responsible for your own injuries and you cannot recover from the driver you assisted. As a pure volunteer you assumed the risk of any injury you might receive.

The famous case of *Richardson v. Babcock*, 175 F. 897 (1st. Cir. 1910),

*Robert Christenson is the director of the Aging Services Center in South-eastern South Dakota and a former executive director of the Voluntary Action Center in Sioux Falls, S.D. The idea for his article came to him while a second-year law student at the University of South Dakota.*



emergency medical situation, more than thirty states have passed "good samaritan statutes." These statutes absolve the provider of emergency care from liability for any harm his or her actions might cause, provided the actions are not grossly negligent. It is important to read the appropriate good samaritan statute in your state to see what type of pure volunteer it protects. Some statutes apply only to physicians and nurses (ostensibly to avoid spurious medical malpractice claims), while others apply to any person offering emergency aid. Likewise, the statutes differ in definitions of emergency situation and when the statutes apply.

Remember, the good samaritan statute is not a panacea absolving the pure volunteer from liability in all cases. Great liability still exists except in those narrow emergency situations in which the good samaritan statutes apply.

Strangely enough, the pure volunteer is a rare person indeed. Because of the narrow definition, a pure volunteer usually surfaces in the rescue or good-neighbor situation and is seldom found working for a social service organization.

In the social service setting, we usually do not view volunteers as employees. Many times, however, volunteers fall into the legal category of "gratuitous employee." In determining whether or not a volunteer is a gratuitous employee, a two-part test is used. First, whether or not the volunteer is subject to the control of the person or organization being served, and second, whether or not the volunteer has an interest in the task being performed.

For example, in *Bond v. Cartwright Little League, Inc.*, 536 P.2d 697 (1975), the Cartwright Little League purchased several large lights from a municipal baseball field and solicited "volunteer" help in removing the lights from atop the 100-foot-tall poles. As fate would have it, a volunteer started up a pole and fell forty feet to the ground, injuring himself.

The Arizona Supreme Court reasoned that the volunteer was not a pure volunteer, which would have meant no recovery for the injured volunteer. Instead, the court stated that representatives of the Cartwright Little League set the time and place as well as the manner in which the lights were to be removed and had control over "... the helper's actions while he was working for Cartwright Little League." Therefore, because Cartwright Little League directed and con-

trolled the actions of the volunteer, he was legally considered a gratuitous employee of Cartwright Little League who was liable for the volunteer's injuries.

In another gratuitous employee case, the Washington Court of Appeals in *Baxter v. Morningside, Inc.*, 521 P.2d 948 (1974), was faced with a volunteer driver for a charitable organization negligently causing injury to several people. The injured persons sued both the volunteer driver and the charitable organization on the theory that the volunteer driver was a gratuitous employee of the charitable organization and the standard legal doctrine of "respondeat superior," which holds an employer liable for the negligent acts of his or her employees, applied. The Washington court agreed and stated that the charitable organization controlled or could have controlled the physical conduct and performance of the volunteer driver and therefore was vicariously liable for the volunteer driver's actions.

In a slightly different context, the Arizona Court of Appeals in *Scottsdale Jaycees, Inc. v. Superior Court of Maricopa County, Weaver*, 499 P.2d 185 (1972), found that volunteer delegates to a state Jaycee meeting were not gratuitous employees of the charitable civic organization until they arrived at the meeting and proceeded to exercise their duties as delegated. This case emphasizes the importance of the volunteer job description because it legally establishes the gratuitous employment boundaries for both the volunteer and the organization being served.

When it is clear that the volunteer is indeed a gratuitous employee and is working within the limits of a volunteer job description, there is an affirmative duty for the charitable organization being served to provide a reasonably safe working environment for the gratuitous employee.

The Arizona Supreme Court found in *Vickers v. Gercke*, 340 P.2d 987 (1959), that a church operating a school cafeteria violated its duty of care to a gratuitous employee when a kitchen was inadequately lighted and unclean, causing the gratuitous employee to fall and sustain serious injury. A church must provide its gratuitous employees with a safe place to work and to exercise reasonable care in maintenance of this work area. This rule would apply to the

work settings in other organizations as well.

Even though the courts have developed the status of the gratuitous employee to avoid the pit-falls of the pure volunteer situation, a gratuitous employee may be barred from recovery from a charitable organization in some cases.

For example, in *Olson v. Kem Temple, Ancient Arabic Order of the Mystic Shrine*, 43 N.W.2d 385 (1950), the North Dakota Supreme Court held that although the gratuitous employee was working within the limits of his volunteer job description, recovery was denied when the gratuitous employee fell off a small step-ladder and sustained injury. Under North Dakota law, a step-ladder is considered a "simple tool" and a charitable organization cannot be held liable for the gratuitous employee's safe operation thereof. The court reasoned, "Where the tool or appliance is simple in construction and a defect therein is discernible without special skill or knowledge, and the employee is as well qualified as the employer to detect the defect and appraise the danger resulting therefrom, the employee may not recover damages from his employer for an injury due such defect that is unknown to the employer." Volunteers should inspect carefully any simple tools such as step-ladders, hammers, screw drivers and so on, before they use them. If they don't, they may find they will have no recovery for injuries they receive from their use.

So there you have it. Socially speaking, a person may be a volunteer, but legally, he or she is more than likely a gratuitous employee. The significance of the gratuitous employee standing is that, as such, he/she has certain rights and duties under law—to work in a reasonably safe environment and to work within the limits of a volunteer job description. In addition, a gratuitous employee must perceive danger in certain obvious working situations, as well as notice any obvious defects in any simple tools being used.

*Note: To look up the complete text of the legal cases mentioned in this article, take the title of the case and the citation that follows it to a law library and ask the librarian for assistance. Law libraries can be found in law schools, some local bar associations and many large law firms.—Ed.*



## HOW TO GET STARTED--OR REVITALIZE YOUR EFFORTS

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

### I. TO ENCOURAGE FOLLOW UP ACTION BY POLICYMAKERS TO TODAY'S TRAINING PROGRAM.

A. ACTIVITY: FOLLOW UP PLANS

TIME: 30 MINUTES

MATERIALS: OVERHEAD PROJECTOR, SCREEN, TRANSPARENCY #10, "STAFF INVOLVEMENT IN DETERMINING VOLUNTEER NEEDS" - HANDOUT #13, "NOAH" - (OPTIONAL) HANDOUT #14 "ACTION CHECK LIST" - (OPTIONAL) HANDOUT #15 AND "POLICYMAKERS ACTION PLAN" - HANDOUT #16, AND "FUNDING MODELS" - (OPTIONAL) HANDOUT #17 AND #18

METHOD: LECTURE, GROUP PARTICIPATION, AND INDIVIDUAL EXERCISES

### B. OBJECTIVE:

TO START INDIVIDUAL ACTION PLANS FOR PARTICIPATING POLICYMAKERS.

### C. PROCEDURE:

1. STATE: "IN EVERY VOLUNTEER SETTING (STAFFED AGENCY OR ENTIRELY VOLUNTEER ORGANIZATION) PREPLANNING IS VITAL TO THE EFFECTIVE PARTICIPATION OF VOLUNTEERS."

A. PREPLANNING IS IMPORTANT:

- 1) TO PREPARE FOR VOLUNTEERS.
- 2) TO ANTICIPATE AND SOLVE POTENTIAL PROBLEMS BEFORE THEY OCCUR.
- 3) TO INVOLVE OTHER PEOPLE (I.E. STAFF, BOARDS, ADMINISTRATION AND CLIENTELE)



IN MEANINGFUL ROLES RELATIVE TO THE  
VOLUNTEER PROGRAM.

- 4) TO CLARIFY WHY AND HOW VOLUNTEERS WILL  
BE INVOLVED BEFORE BRINGING THEM ON  
BOARD.

B. THERE ARE SOME ESSENTIAL ELEMENTS TO BE  
CONSIDERED BEFORE YOU RECRUIT THE FIRST  
VOLUNTEERS FOR YOUR PROGRAM.

- 1) THE FOLLOWING ARE SOME OF THE KEY  
ELEMENTS TO BE CONSIDERED:

KEY ELEMENTS	10
GETTING ORGANIZED AND OBTAINING SUPPORT	
GOALS AND OBJECTIVES	
ADMINISTRATIVE SUPPORT	
STAFF SUPPORT AND INVOLVEMENT	
NEEDS ASSESSMENT	

- C. AS A POLICYMAKER YOU HELP TO GET ORGANIZED  
AND OBTAIN SUPPORT BY PRESENTING THE PROGRAM  
IN A POSITIVE LIGHT:
  - 1) CAREFULLY TIMING THE INITIATION OF THE  
VOLUNTEER PROGRAM.
  - 2) INVOLVING OTHERS IN THE PLANNING  
PROCESS.
  - 3) DEVELOPING CLEAR GOALS AND OBJECTIVES  
FOR THE PROGRAM.

- 4) TAKING TIME TO BUILD SUPPORT AMONG IMPORTANT CONSTITUENCIES WHICH MAY INFLUENCE THE ULTIMATE ACCEPTANCE OF THE PROGRAM. (PARTNERSHIP RELATIONSHIPS BETWEEN PAID STAFF AND VOLUNTEERS ARE VITAL TO THE SUCCESS OF THE PROGRAM AND QUALITY OF SERVICE DELIVERY.)
2. PAID STAFF CAN INHIBIT THE DEVELOPMENT OF THE VOLUNTEER PROGRAM BY NON-COOPERATION, BASED ON FEAR OF LOSING THEIR JOBS, BEING FORCED TO USE VOLUNTEERS, ETC.
3. INVOLVE STAFF MEMBERS IN THE EARLY DEVELOPMENT OF THE VOLUNTEER PROGRAM TO INSURE OWNERSHIP OF THE PROGRAM.
4. STAFF MEMBERS NEED TO BE INVOLVED IN THE FOLLOWING WAYS:
  - A) IDENTIFYING APPROPRIATE TASKS FOR VOLUNTEERS.
  - B) ASSISTING IN PREPARING VOLUNTEER JOB DESCRIPTIONS.
  - C) PARTICIPATING IN DEVELOPING ORIENTATION.
  - D) PARTICIPATING IN PLANNING AND/OR CONDUCTING VOLUNTEER TRAINING.
  - E) PLANNING FOR RECORD KEEPING, SUPERVISION AND RECOGNITION.
  - F) SUPERVISING VOLUNTEERS.
  - G) EVALUATING VOLUNTEER PERFORMANCE.
  - H) HELPING TO DESIGN AND PARTICIPATE IN EVALUATING THE VOLUNTEER PROGRAM.
5. WHEN STAFF MEMBERS PARTICIPATE IN THESE AREAS THEY ARE USUALLY SATISFIED THAT VOLUNTEERS ARE THOROUGHLY PLANNED FOR AND TRAINED IN IMPORTANT AREAS SUCH AS RELIABILITY, RESPECTING CONFIDENTIALITY, AND THE PHILOSOPHY AND MISSION OF THE ORGANIZATION.



6. STAFF WILL BE SUPERVISING VOLUNTEERS ; THEREFORE, THEIR INVOLVEMENT IN DEVELOPING THE VOLUNTEER PROGRAM IS VERY IMPORTANT.
- A) ALL STAFF SHOULD BE PROVIDED WITH AN ORIENTATION TO THE VOLUNTEER PROGRAM PRIOR TO SUPERVISING ANY VOLUNTEERS.
  - B) CLARIFY WITH STAFF THEIR ROLE IN SUPERVISING VOLUNTEERS AND COORDINATING SERVICES OF VOLUNTEERS AND STAFF TO CLIENTELE.
7. A PROCESS FOR DETERMINING WHY AND HOW VOLUNTEERS ARE ENLISTED MUST BE DEVELOPED. THE FOLLOWING ARE SOME QUESTIONS TO ASK WHEN CONDUCTING A NEEDS ASSESSMENT:
- A) WHERE ARE THERE GAPS IN SERVICES?
  - B) HOW CAN VOLUNTEERS ASSIST TO EXPAND SERVICES?
  - C) HOW CAN VOLUNTEERS ASSIST STAFF?
  - D) WHAT ARE VOLUNTEERS WILLING AND ABLE TO DO (LIMITATIONS)?
  - E) WHAT ARE YOUR ORGANIZATIONAL NEEDS TODAY AND IN THE FUTURE (LONG-TERM)?
8. THERE ARE VARIOUS METHODS FOR CONDUCTING A NEEDS ASSESSMENT. THESE METHODS INCLUDE BUT ARE NOT LIMITED TO:
- A) IDENTIFYING GENERAL ROLES FOR VOLUNTEERS AND EVALUATING THE APPROPRIATENESS OF THESE ROLES FOR YOUR ORGANIZATION;
  - B) GATHERING IDEAS FROM THE BOARD, TOP ADMINISTRATION, AND STAFF (IF ANY) AND CURRENT VOLUNTEERS ABOUT WHAT NEEDS VOLUNTEERS MIGHT FULFILL;
  - C) DOCUMENTING NEEDS FROM STATISTICS OF THE AGENCY AND FROM INTERVIEWING INDIVIDUALS WHO ARE IN A POSITION TO PROVIDE SPECIALIZED INFORMATION;
  - D) INCLUDING OPINIONS OF CITIZENS OF THE COMMUNITY ABOUT HOW VOLUNTEERS MIGHT HELP,

YOUR NOTES

REFER TO  
"STAFF INVOLVEMENT IN DETERMINING VOLUNTEER NEEDS" -  
HANDOUT #13

- BY DOING A PUBLIC OPINION SURVEY;
- E) HAVING PAID OR UNPAID STAFF IDENTIFY COMPONENTS OF THEIR JOBS WITH WHICH VOLUNTEERS COULD ASSIST SO THAT THEY ARE FREE TO USE THEIR OWN SKILLS MORE EFFECTIVELY.
  - F) THE "NEED OVERLAP ANALYSIS PROCESS" (NOAH) IS A FREQUENTLY UTILIZED METHOD FOR CONDUCTING NEEDS ASSESSMENTS.
    - 1) IT WAS DESIGNED BY DR. IVAN SCHEIER, A NATIONAL EXPERT ON VOLUNTEERISM.
    - 2) IT EMPHASIZES LOOKING FOR THE OVERLAP IN NEEDS BETWEEN VOLUNTEERS, STAFF AND CLIENTELE.
    - 3) FOR MORE INFORMATION SEE PAGES 19-35 IN THE BOOK PEOPLE APPROACH BY IVAN SCHEIR.<sup>4</sup>
9. MORE INFORMATION ON METHODS OF NEEDS ASSESSMENT FOR VOLUNTEER POSITIONS IS AVAILABLE FROM THE MINNESOTA OFFICE ON VOLUNTEER SERVICES, DEPARTMENT OF ADMINISTRATION.
  10. OFTEN EXISTING STAFF WILL BE YOUR MOST VALUABLE RESOURCE IN DETERMINING APPROPRIATE ROLES FOR VOLUNTEERS SINCE THEY KNOW BEST WHAT THEIR NEEDS ARE. ALLOW STAFF TO CHOOSE WHETHER OR NOT THEY WORK WITH VOLUNTEERS AND PLACE VOLUNTEERS ONLY WITH RECEPTIVE STAFF."
  11. DISTRIBUTE: POLICYMAKER'S ACTION PLAN WORKSHEET - HANDOUT #16.
  12. STATE: "I AM DISTRIBUTING AN ACTION PLAN FORM WHICH WILL BE HELPFUL TO YOU IN DETERMINING YOUR COURSE OF ACTION AS YOU PURSUE OR REVITALIZE A VOLUNTEER PROGRAM FOR YOUR ORGANIZATION.
    - A) REMEMBER TO DEVELOP THE FIRST ACTION PLAN

YOUR NOTES

SEE  
OPTIONAL  
HANDOUT  
#14  
"NOAH"  
AND/OR  
#15 -  
"ACTION  
CHECKLIST"

IF THERE IS  
SUFFICIENT  
TIME YOU  
MAY WANT TO  
CONDUCT  
OPTIONAL  
EXERCISE C  
"DEVELOPING  
A PHILOSOPHY  
STATEMENT"  
THIS EXERCISE  
WILL TAKE  
45 MINUTES.

-----  
<sup>4</sup>IVAN SCHEIER, PEOPLE APPROACH: NEW STRATEGIES FOR CITIZEN INVOLVEMENT, NATIONAL INFORMATION CENTER ON VOLUNTEERISM, 1977.



IN A ROUGH FORM SO THAT IT CAN BE DISTRIBUTED AND YOU CAN BE RESPONSIVE TO REACTIONS THAT YOU RECEIVE FROM THROUGHOUT YOUR ORGANIZATION. WE WILL NOW TAKE 15 MINUTES FOR YOU TO INDIVIDUALLY DETERMINE YOUR NEXT ACTION STEPS.

B) THIS PROCESS WILL HELP TO BUILD THE NECESSARY CONFIDENCE AND SUPPORT FOR A SUCCESSFUL VOLUNTEER PROGRAM."

13. ASK PARTICIPANTS TO SUMMARIZE IN A FEW SENTENCES HOW THEY PLAN TO PROCEED, NOW THAT THEY HAVE COMPLETED THIS EXERCISE.

SEE  
OPTIONAL  
HANDOUT  
#17 AND  
#18 -  
"FUNDING  
MODELS" IF  
THERE IS  
SUFFICIENT  
TIME FOR  
EXPANSION,  
INCLUDE ITEM  
13 ON THIS  
PAGE.

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration  
STAFF INVOLVEMENT IN DETERMINING VOLUNTEER NEEDS

HANDOUT #13

WORKSHEET

MAJOR RESPONSIBILITIES IN JOB DESCRIPTION	OTHER TASKS DONE, BUT NOT IN DESCRIPTION	TASKS FOR VOLUNTEERS	WHAT ARE VOLUNTEERS WILLING TO DO.



NOAH AND YOU - Sink or Swim

10 min. I. INTRODUCTION: No mention of volunteers at this point. Can include an outline of concerns of professional staff in getting their work done, including:

- Frustrations about not being able to do the work they entered social work to do.
- Professional burnout, lack of support, feeling of aloneness on cases.
- Seeing needs of clients and feeling helpless to deal with them.
- Anger at having to do work that does not either require or utilize their skills as a social worker.
- An so on.

Description of the workshop process and instructions about first step - task is an analysis of their own jobs. No one needs to see their work. They may share it as they wish in a dyad and small group process.

10 min. II. FIRST TASK

Take a pencil and paper, please. Now make a list of all the things you've done during your last three days at work (not after work hours). List activities as specifically as possible.

10 min. III. SECOND TASK

Now, on another piece of paper, list your dreams - all the things you'd like to do for and with clients or in your work that you never have time to do and are never likely to have time to do. Dream away; give your positive imagination free rein.

5 min. IV. THIRD TASK

Now go back to your first list, your activity list, and put a star by each item that meets the following definition:

"You only do it because there's no one else to do it; you feel your experience and training fits you better to do other things, and you'd rather be doing them."

10 min. V. SHARE IN DYADS and modify as you wish, your starred items.

(OVER)



- 10 min. VI. DIDACTIC PRESENTATION ON VOLUNTEERISM. Utilize the following from NOAH materials:

"Please note that any starred item on the activity list is a possible job for a volunteer if we can find and properly support one to do it."

"To the extent you can get volunteers to do these jobs, you are freed to do more of the things you want to do and are trained to do. You will have more time for your dreams. To the extent that you aren't thus freed more to deal with your 'dream list' (list 2), every item on that dream list is also a potential volunteer job if we can find a volunteer willing and able to do it."

Then a prepared presentation including things from stats & etc. and from experience of the speaker (ideas attached). Include the variety of roles volunteers are currently fulfilling such as: sexual assault, woman to woman (or CPS program), family volunteers, one-to-ones, drivers, telecare.

- 15 - 20 min. VII. SMALL GROUP SHARING SESSION: Groups of 6-8 people, use newsprint to list 5 (five) novel, popular exciting, or ? possible jobs for volunteers.

(The groups may be as heterogeneous as possible without arranging people. I believe that the variety of people will offer a greater chance of coming up with innovative possibilities.)

- 10 min. VIII. REPORTING IN-SHARING SESSION

A recorder from each group will share with the total group the ideas that were presented in their group - someone list on the blackboard. People could sign up for copies of the list for presentation to their own board, supervisors or for their own jobs.

- 10 min. IX. WRAP-UP

Should summarize what happened, what they saw generated by the group, and proposals on how the material might be used. Allow for questions, comments, and provide for an evaluation. (They might just take their lists and ideas back to their co-workers and/or supervisors for discussion on how their handling of the job might be modified to allow for more "dream" items in their work day.)



MINNESOTA DEPARTMENT  
OF HUMAN SERVICES  
612/297-4275

THE SUPERVISORY STAFF'S ROLE IN A VOLUNTEER PROGRAM

AN ACTION CHECKLIST

The supervisory staff's role in a volunteer program is the key to a successful program. This ACTION CHECKLIST includes some of the questions which staff should ask and seek answers for to achieve success. Seeking the answers can be done with the help of other staff, volunteers, and policy makers. The team approach is a winning approach.

Some of the components of a volunteer program that require a supervisor's attention are:

ORGANIZING FOR VOLUNTEERS

RECRUITMENT

PLACEMENT AND SUPERVISION

ORIENTATION AND JOB TRAINING

VOLUNTEER REWARD SYSTEMS

Many printed volunteer resources list the steps to follow in each of these activities.

This ACTION CHECKLIST is intended for use whenever one of the above activities is being planned. Involving others in seeking answers and solutions plus staff's commitment to and enthusiasm for the program pay rich dividends in program success.

ACTION CHECKLIST →

## ACTION CHECKLIST

### ORGANIZING THE VOLUNTEERS

What is the need for volunteers and how were the needs identified?

Do the needs identified address concerns I perceive as valid for our agency?

Who will supervise the volunteers?

Are written job descriptions clear and specific? Does the description really reflect the nature of the job?

### RECRUITMENT

Supervisors can play an important role in recruiting volunteers . . . as can other staff and volunteers.

What sources of volunteers exist that have not been tapped?

What present sources exist which might be tapped in another way?

In the present recruitment efforts, what methods are not working?

Are these methods being used again?

What are the needs and interests of the persons to be recruited?

What do the volunteer jobs have to offer the volunteers?

New skills?      Job training?      Excitement?      Contact with interesting  
people?      Transportation?      A feeling of fulfillment?      School credit?  
Information?      Responsibility?      Other?

### PLACEMENT AND SUPERVISION

In addition to an interview, what methods can be used to determine the volunteer's needs, interests, and skills?

Is the prospective volunteer's screening carried out with continuity and thoroughness?

Has the volunteer received a complete job description, either written or oral?

Is there a trial period for the job?

Do social work staff accept and work cooperatively with volunteers?

To whom does the volunteer report?

Is the volunteer satisfied with the scheduling?

Do the placements made quantitatively and qualitatively affect service provision in a significant way?



Is there individualized follow-up to check the fit between the volunteer and the job?

Is there a plan to periodically review a volunteer's progress? Does the volunteer know that progress reviews will be held from time to time?

#### ORIENTATION AND JOB TRAINING

What must the volunteer know before he/she goes to the job for the first time?

What does the volunteer have to know to do the job efficiently and effectively?

Will on-the-job training include current information about the agency/institution as well as job-related information?

Do instances indicating lack of or ineffective training crop up with volunteers?

#### VOLUNTEER REWARD SYSTEMS

What kind of records are kept of volunteers' involvement?

What awards/recognition are meaningful to volunteers?

Are all volunteers recognized in some way?

Are staff members who work with volunteers recognized?

Are volunteers and staff who work together recognized together as a team?

# # # #

Suggested reading:

A new Handbook for Supervisors of Volunteers

#### VOLUNTEERISM

#### THE NEXT TO PERFECT FORMULA FOR SUCCESSFUL VOLUNTEERING

Published by Independent School District 281

4148 Winnetka Avenue North

New Hope, MN 55427

\$6.00 - includes postage and handling

# # # #

1985 Statewide Workshops on Volunteer Services  
Department of Human Services, State of Minnesota

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
POLICYMAKER'S ACTION PLAN

ACTION STEPS:

WHO	WILL DO WHAT	WHO CAN HELP ME/US	RESOURCES	WHAT STANDS IN THE WAY	COMPLETION DATE

(OVER)



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
PROGRAM/PROJECT CONCEPT DEVELOPMENT WORKSHEET

PROJECT CONCEPT STATEMENT:

\*LONG RANGE GOALS:

\*SHORT RANGE GOALS:

ADVANTAGES:

DISADVANTAGES:

BUDGET LINE ITEMS:

APPROXIMATE COST:

APPROXIMATE TOTAL COST:

\*NOTE: THIS WORKSHEET IS FOR INITIAL DEVELOPMENT OF A PROGRAM/PROJECT CONCEPT. A MORE DETAILED APPROACH, WHICH INVOLVES OTHERS, IS NECESSARY TO DETERMINE ACTUAL GOALS, OBJECTIVES AND OTHER SPECIFICATIONS.



SOME "MODELS" FOR FUNDING OF VOLUNTEER SERVICES PROGRAMS  
WITHIN COUNTY SOCIAL SERVICE SYSTEMS

<u>COUNTY</u> <u>EXAMPLE</u>	<u>TYPE OF OPERATION</u>
BROWN	WITHIN THE AGENCY, STARTS PROGRAMS AND WORKS WITH COMMUNITY (E.G. UNITED WAY) FOR MAINTAINING THEM
CARVER, ST. LOUIS, SHERBURNE	TRADITIONAL, PROGRAM IS WITHIN AGENCY AND IS MAIN SOURCE OF VOLUNTEER PROGRAMMING, WORKS MUCH WITH/THRU OTHER AGENCIES
DAKOTA/RAMSEY	WORK EXTENSIVELY WITH/THRU OTHER AGENCIES
BLUE EARTH	FUNDED BY CORRECTIONS (60%) AND WELFARE (40%)
OLMSTED	INTEGRATED WITH OTHER HUMAN SERVICES VOLUNTEER PROGRAMS (CORRECTIONS)
WRIGHT	PROVIDING MIX OF AGENCY AND COMMUNITY "HOME-BASED" VOLUNTEER SERVICES, USES ADVISORY COMMITTEES HEAVILY
STEELE/WASECA/DODGE AND TODD/WADENA/DOUGLAS	MULTI-COUNTY, SPECIFIC PURPOSE (E.G. PARENT AIDE, GUARDIAN AD LITEM - SEPARATE NON-PROFIT AGENCY)
NOBLES STEARNS	COUNTY AGENCY WORKS CLOSELY WITH LOCAL VOLUNTEER BUREAU WHICH HAS BROAD CONSTITUENCY (E.G. ARTS, HUMAN SERVICES, ETC.)
WINONA, WADENA	SEPARATE NON-PROFIT AGENCY FUNDED FOR BROAD PURPOSE AS A VOLUNTEER BUREAU (NOW HAVE SEPARATE VOLUNTEER COMPONENT SERVING DIFFERENT CLIENT POPULATION)
MARIN COUNTY, CALIF. SALT LAKE CITY, UTAH	COUNTY GOVERNMENT VOLUNTEER PROGRAM SERVING ALL BRANCHES OF GOVERNMENT OUT OF COUNTY ADMINISTRATOR'S OFFICE OR COUNTY PERSONNEL
ANOKA	M.E.E.D. PROGRAM FUNDED FULL-TIME TEMPORARY CASE AIDE AS ASSISTANT VOLUNTEER COORDINATOR
LE SEUER, RICE	SINGLE COUNTY PROGRAM, USE OF VOLUNTEERS FOR SPECIFIC PURPOSE

THIS LIST IS NOT AN EXHAUSTIVE ONE. IT IS PROVIDED TO INDICATE STRUCTURES WHICH OTHER COUNTY AGENCIES HAVE CHOSEN TO FUND.



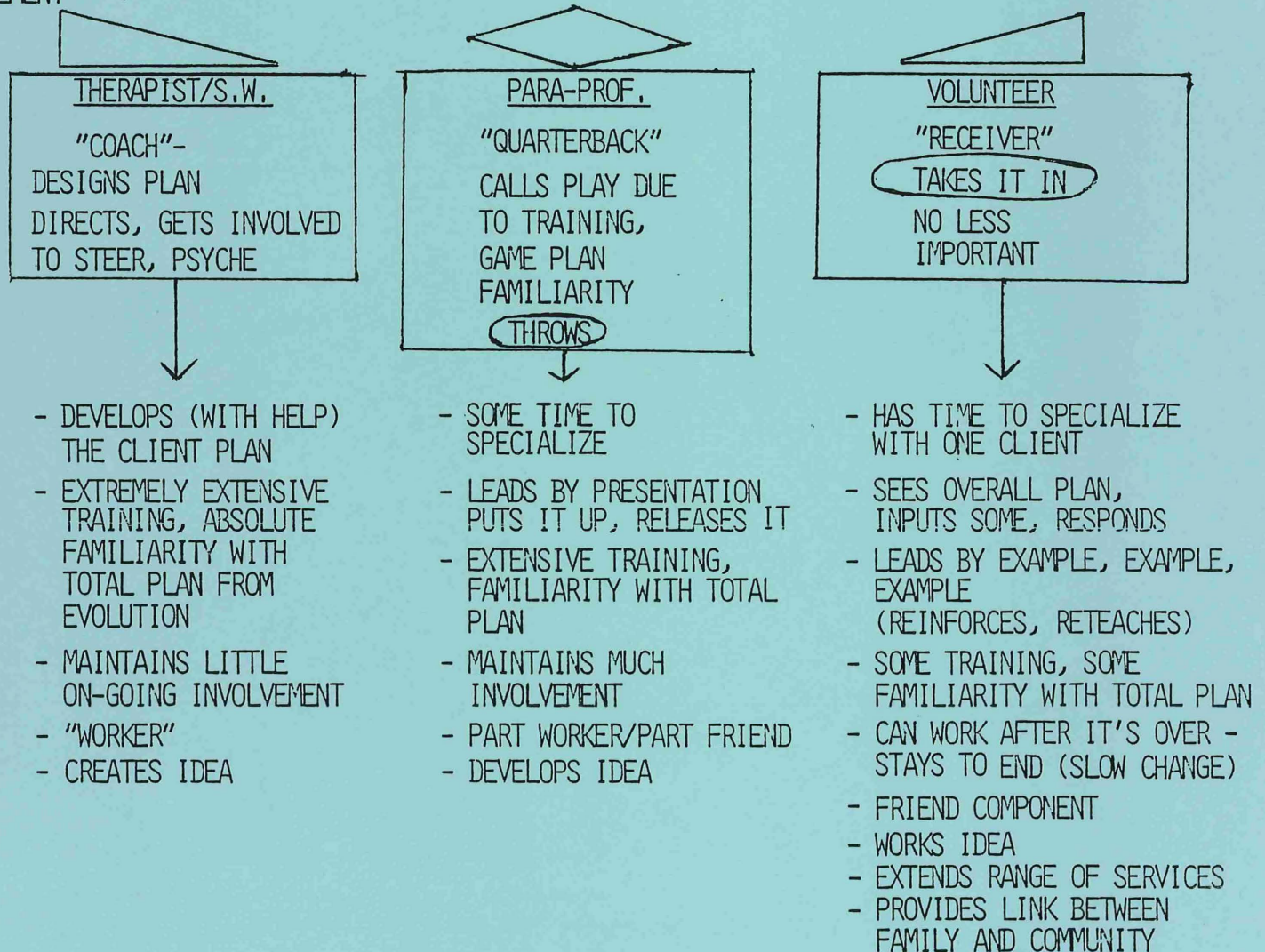
- AN EXAMPLE -

HANDOUT #18  
MINNESOTA DEPARTMENT  
OF HUMAN SERVICES  
612/297-4275

IN ANY "PARENT AIDE" - TYPE PROGRAM:

- FUNCTIONS/TASKS PERFORMED ARE UNIQUE IN TREATMENT, PREVENTION, AND FOLLOWUP
- INTENSITY OF SERVICE WILL VARY
- HELPS CAP # OF CASES - SET CRITERIA FOR STAFF, PROFESSIONAL, VOLUNTEER INVOLVEMENT
- TEACHING ROLE (PRO) VS. MODELING ROLE
- FRIEND VS. WORKER ROLES
- WHAT THEY DO - CASE INTEGRATED
- VOLUNTEERS - PART OF "SERVICE CONTINUUM" (LARGER/SMALLER BASED ON YOUR PRIORITIES) VS. TEAM

INVOLVEMENT  
... IS:



## WHERE TO GO FOR HELP

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY: \_\_\_\_\_

- I. TO BE FAMILIAR WITH RESOURCES ON VOLUNTEERISM WHICH ARE AVAILABLE TO POLICYMAKERS.

A. ACTIVITY: WHERE TO GO FOR HELP  
TIME: 15 MINUTES  
MATERIALS: BIBLIOGRAPHY ON A POLICYMAKER'S ROLE, -  
HANDOUT #19 M.O.V.S. BROCHURE - HANDOUT #20,  
M.O.V.S. BROCHURE (VFM) - HANDOUT #21,  
VOLUNTEERISM TODAY - HANDOUT #22, M.A.V.D.  
BROCHURE - HANDOUT #23, TWO LISTS OF ORGAN-  
IZATIONS - HANDOUTS #24 AND #25.  
METHOD: PRESENTATION FOLLOWED BY QUESTION AND ANSWER

B. OBJECTIVE:

TO KNOW ABOUT KEY RESOURCE ORGANIZATIONS ON VOLUNTEERISM,  
WHERE TO OBTAIN VOLUNTEERISM-RELATED MATERIALS AND HOW TO  
FIND OUT MORE ABOUT NATIONAL, STATE AND LOCAL VOLUNTEER-  
RELATED EFFORTS.

C. PROCEDURE:

1. STATE: "AS YOU AND REPRESENTATIVES FROM YOUR ORGAN-  
IZATIONS CONTINUE TO PURSUE A QUALITY VOLUNTEER  
PROGRAM, YOU WILL NEED TO KNOW WHERE YOU CAN GO FOR  
ADDITIONAL HELP.
2. THE MINNESOTA OFFICE ON VOLUNTEER SERVICES (M.O.V.S.),  
DEPARTMENT OF ADMINISTRATION, IS THE STATEWIDE LEADER  
AND PRIMARY SERVICE PROVIDER TO THE VOLUNTEER  
COMMUNITY. IT WORKS WITH ORGANIZATIONS FROM THE  
PUBLIC AND PRIVATE SECTORS. YOU CAN GO TO M.O.V.S.  
WHEN YOU NEED HELP IN:



A. FINDING RESOURCE MATERIALS ON VOLUNTEERISM.

- 1) M.O.V.S. HAS A COMPUTERIZED RESOURCE COLLECTION ON VOLUNTEERISM UTILIZING OVER 2,000 KEYWORDS.
  - A) SPECIALIZED COMPUTER SEARCHES ARE AVAILABLE WITHIN THE LIMITATIONS OF M.O.V.S. STAFF TIME.
  - B) THE RESOURCE COLLECTION HAS MATERIALS, SUCH AS BOOKS, PERIODICALS AND HANDOUT ITEMS ON ALL ASPECTS OF VOLUNTEERISM.
  - C) MOST ITEMS MAY BE BORROWED FOR A PERIOD OF THREE WEEKS.
  - D) A COMPUTERIZED BIBLIOGRAPHY RELATED TO THE POLICYMAKER'S ROLE IN VOLUNTEER PROGRAMS IS AVAILABLE.
- 2) M.O.V.S. HAS A NEWSLETTER WITH A CIRCULATION OF OVER 4,300 INDIVIDUALS FROM THROUGHOUT MINNESOTA. TO HAVE YOUR NAME PLACED ON THE M.O.V.S. MAIL LIST FILL OUT THE FORM IN THE BLUE M.O.V.S. BROCHURE.
- 3) YOU WILL FIND DESCRIBED IN THE M.O.V.S. GREEN BROCHURE, "GETTING YOUR COMMUNITY INVOLVED" HOW TO PURCHASE SOME IMPORTANT M.O.V.S. MATERIALS ON PARTNERSHIPS.
- 4) ALL OF THE MONOGRAPHS WHICH WE REFERRED TO TODAY, ARE DESCRIBED IN THE MAROON AND WHITE BROCHURE. THIS BROCHURE INCLUDES INSTRUCTIONS FOR ORDERING FREE COPIES OF THESE MONOGRAPHS.
- 5) IN ADDITION TO THESE SERVICES M.O.V.S. IS INVOLVED IN THE FOLLOWING ACTIVITIES:
  - A) SERVING AS AN ADVOCATE ON VOLUNTEER ISSUES AND CONDUCTING RESEARCH ON VARIOUS ASPECTS OF VOLUNTEERISM.

YOUR NOTES

DISTRIBUTE  
BIBLIOGRAPHY ON  
THE POLICY-  
MAKER'S ROLE.  
- HANDOUT #19  
REFER TO MN  
OFFICE ON  
VOLUNTEER  
SERVICES,  
DEPARTMENT OF  
ADMINISTRAT-  
TION, BLUE  
BROCHURE  
- HANDOUT #20  
AND POINT OUT  
ITEMS AVAIL-  
ABLE FOR SALE  
IN GREEN  
BROCHURE  
- HANDOUT #21  
ALSO REFER TO  
VOLUNTEERISM  
TODAY  
- HANDOUT #22.

- B) PROVIDING TECHNICAL ASSISTANCE AND CONSULTATION TO VOLUNTEER PROGRAMS AND TO AGENCIES UTILIZING THE SERVICES OF VOLUNTEERS.
  - C) COLLECTING AND DISSEMINATING INFORMATION ON VOLUNTEER PROGRAMS AND RESOURCES.
  - D) PROMOTING OR PROVIDING TRAINING OPPORTUNITIES FOR VOLUNTEER LEADERS, VOLUNTEER DIRECTORS, AND STAFF WHO WORK WITH VOLUNTEERS.
  - E) PROMOTING OR PROVIDING TRAINING OPPORTUNITIES FOR VOLUNTEER LEADERS, VOLUNTEER DIRECTORS, AND STAFF WHO WORK WITH VOLUNTEERS.
  - F) MAINTAINING A LIAISON WITH NATIONAL, STATE AND LOCAL GROUPS ACTIVE IN THE FIELD OF VOLUNTEERISM, AND
  - G) INITIATING SPECIAL PROJECTS TO STRENGTHEN VOLUNTEERISM OR TO BENEFIT THE VOLUNTEER COMMUNITY OF MINNESOTA. VOLUNTEER FOR MINNESOTA, WHICH HAS RECEIVED NATIONAL ACCLAIM, IS ONE SUCH PROJECT FOR DEVELOPING PUBLIC/PRIVATE PARTNERSHIPS IN COMMUNITIES.
- 6) TO USE THE SERVICES OF M.O.V.S., OR TO GET ADDITIONAL INFORMATION, WRITE:

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
500 RICE STREET  
ST. PAUL, MN 55155

OR CALL

612/296-4731 METRO OR 800-652-9747 NON-METRO



3. THE MINNESOTA DEPARTMENT OF HUMAN SERVICES PROVIDES OVERALL DIRECTION TO AND SUPERVISION OF MINNESOTA PUBLIC HUMAN SERVICES DELIVERY SYSTEM. IN COOPERATION WITH PRIVATE PROVIDERS, THIS SYSTEM SUPERVISES THE FINANCIAL AND SOCIAL SERVICE NEEDS OF MINNESOTA INDIVIDUALS AND FAMILIES.

A. THE DEPARTMENT OF HUMAN SERVICES (DHS) EMPLOYS A CHIEF OF VOLUNTEER SERVICES.

- 1) THIS INDIVIDUAL IS RESPONSIBLE FOR SUPPORTING VOLUNTEER SERVICES WHICH ARE RELATED TO THE WORK OF THE DEPARTMENT OF HUMAN SERVICES, AND CAN BE REACHED BY CALLING 612/297-4275.
- 2) DHS PUBLISHES A NEWSLETTER ON VOLUNTEERISM, ENTITLED, "THE COMMUNICATOR." TO RECEIVE THIS NEWSLETTER WRITE TO:

CHIEF OF VOLUNTEER SERVICES  
DEPARTMENT OF HUMAN SERVICES  
CENTENNIAL OFFICE BUILDING, #400  
ST. PAUL, MN 55155

- 3) THIS OFFICE PROVIDES DIRECTION ON POLICY ISSUES, TECHNICAL ASSISTANCE AND CONSULTATION TO PUBLIC AND RELATED PRIVATE HUMAN SERVICES AGENCIES AND FACILITIES.

4. THE MINNESOTA ASSOCIATION OF VOLUNTEER DIRECTORS (M.A.V.D.) IS A MEMBERSHIP ORGANIZATION OF INDIVIDUALS FROM VARIOUS PROFESSIONAL AND ACADEMIC BACKGROUNDS INVOLVED IN THE ADMINISTRATION OF VOLUNTEER PROGRAMS AND/OR THE COORDINATION OF VOLUNTEER ACTIVITIES AS PAID OR UNPAID STAFF.

- A. IT WILL BE VERY BENEFICIAL FOR AT LEAST ONE REPRESENTATIVE OF YOUR ORGANIZATION TO JOIN M.A.V.D.
- B. THE PAID OR UNPAID DIRECTOR/LEADER OF VOLUNTEERS WILL ESPECIALLY WANT TO BE INVOLVED IN M.A.V.D. ACTIVITIES SUCH AS:
  - 1) WORKSHOP/CONFERENCES

ESPECIALLY  
EMPHASIZE  
THIS SECTION  
WHEN TRAIN-  
ING FOR  
DEPARTMENT  
OF HUMAN  
SERVICES  
- RELATED AND  
ORGANIZATIONAL  
REPRESENTA-  
TIVES

REFER TO MN  
ASSOCIATION  
VOLUNTEER  
DIRECTOR'S  
BROCHURE -  
HANDOUT #23.

- 2) ISSUES FORUMS
- 3) JOB BANKS
- 4) SPECIAL PROJECTS

- C. M.A.V.D. MEMBERSHIP DUES CURRENTLY ARE \$15 PER YEAR.
- D. YOU ARE ENCOURAGED TO JOIN M.A.V.D. YOURSELF AND/OR PASS THIS BROCHURE ON TO THE APPROPRIATE REPRESENTATIVE FROM YOUR ORGANIZATION.

- 5. THERE ARE SEVERAL VOLUNTARY ACTION CENTERS THROUGHOUT MINNESOTA. THE PRIMARY FUNCTION OF VOLUNTARY ACTION CENTERS IS TO PROVIDE A CENTRALIZED SYSTEM FOR THE RECRUITMENT AND REFERRAL OF VOLUNTEERS TO COMMUNITY AGENCIES. THE VOLUNTARY ACTION CENTER CAN HELP YOU TO:

- A. RECRUIT VOLUNTEERS.
- B. LEARN OF OTHER LOCAL PEOPLE WITH PROGRAMS SIMILAR TO YOURS.
- C. ACCESS LOCAL TRAINING OPPORTUNITIES ON VOLUNTEERISM.
- D. NOTE THE LISTING OF VOLUNTARY ACTION CENTERS/CLEARINGHOUSES AND STATEWIDE ORGANIZATIONS OF VOLUNTEER DIRECTORS. THIS IS AN IMPORTANT LIST OF KEY CONTACT PEOPLE ON VOLUNTEERISM. (UPDATED LISTS ARE AVAILABLE FROM THE MINNESOTA OFFICE ON VOLUNTEER SERVICES, DEPARTMENT OF ADMINISTRATION.)

- 6. IN ADDITION TO THE ORGANIZATIONS WHICH HAVE JUST BEEN DESCRIBED, NOTE THE "LIST OF NATIONAL AND STATE-LEVEL VOLUNTEER RESOURCE ORGANIZATIONS." THE MINNESOTA OFFICE ON VOLUNTEER SERVICES, DEPARTMENT OF ADMINISTRATION ALSO KEEPS AN UPDATED VERSION OF THIS DOCUMENT WHICH IS AVAILABLE UPON REQUEST."

YOUR NOTES

REFER TO TWO  
LISTS OF  
ORGANIZATIONS  
- HANDOUTS  
#24 AND #25.



6/86

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration  
POLICYMAKER'S BIBLIOGRAPHY

AFL-CIO VOLUNTEER ORGANIZATIONS FORUM SPEECH

O'Connell, Brian, President

Independent Sector, Washington, DC, November 17, 1983

AMERICA'S VOLUNTARY SPIRIT. A BOOK OF READINGS

O'Connell, Brian

The Foundation Center, New York, 1983, 461p.

1010.02

O'Co

The voluntary sector has an enormous impact on every aspect of American life. Every American interacts with this sector regularly, yet often is unaware of its strength, diversity, and the role it plays in our national life. In this book Brian O'Connell has compiled 45 selections which analyze and celebrate this sector variety. Contributors range from de Toqueville to Erma Bombeck, spanning over 300 years of writing.

AMERICANS VOLUNTEER 1985

Independent Sector, Washington, D.C. 19p.

Independent Sector commissioned the Gallup Organization to conduct a national survey of volunteers, their activities, and the reasons why they volunteer. In October 1985, personal in-home interviews were conducted with a nationally representative sample of 1,638 persons 14 years of age and older. The purpose of this report is to provide a summary of the findings from that survey and to provide estimates for the dollar value of volunteer time.

BY THE PEOPLE: A HISTORY OF AMERICANS AS VOLUNTEERS

Michael C. Prestogord and Co., Pennsylvania, 1978, 308p.

1010.02

E11

Illustrates and emphasizes the diverse roles of volunteers in American history and presents a thought-provoking perspective on current issues on volunteerism.

Monograph on: BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR  
ORGANIZATIONS

Minnesota Office on Volunteer Services, 5p.

COMMUNITY IMPACT LIST

J-S-Winter81p27

Synergist, Volume 9, Number 3, Winter 1981, p. 27-28.



COST-BENEFIT ANALYSIS TO VOLUNTEER PROGRAMS  
Moore, Nancy A.  
Volunteer Office, Missouri, 1977, 18p.

1120.01  
Moo

This paper puts cost-benefit analysis for volunteer programs into perspective, examines what cost-benefit analysis is and what it involves and explores ways in which it might be applied evaluation of volunteer programs.

Folder on: EFFECTIVENESS FOR VOLUNTEER PROGRAMS  
Moore, Nancy  
Missouri Volunteer Office, handout, 1 item

RF-034

DOCUMENTING PROGRAM COSTS AND ACHIEVEMENTS  
Drotning-Miller, Helen, and Mary M. Hill  
Synergist, Volume 4, Number 3, Winter 1976, p. 7-9, 47.

J-S-Winter76p7

Monograph on: DOCUMENTING VOLUNTEER EXPERIENCE  
Minnesota Office on Volunteer Services, 5p.

DPW VOLUNTEERISM  
Lake, Vern  
MOVS Newsletter, Volume 5, Number 5, September/October 1980, p.2.

J-MOVS-Sep/Oct80p2

Monograph on: EQUAL ACCESS TO VOLUNTEER PARTICIPATION  
Minnesota Office on Volunteer Services, 4p.

FROM THE TOP DOWN. THE EXECUTIVE ROLE IN VOLUNTEER PROGRAM SUCCESS  
Ellis, Susan J.  
Energize, Pennsylvania, 1986, 185p.

Addresses the often invisible management issues related to volunteers, including how to establish policy for and about volunteers, budget funds and other resources, select volunteer program staff, understand the volunteer/salaried staff relationship, assure teamwork between volunteers and employees, identify and handle legal concerns, determine the value of volunteer time and account for such contributions in financial records and demonstrate executive commitment to volunteers through daily actions.

HOW MUCH ARE VOLUNTEERS WORTH?  
McCurley, Steve  
Voluntary Action Leadership, Spring 1984, p.12-13.

J-VAL-Spring84p12

Monograph on: INSURANCE COVERAGE FOR VOLUNTEERS  
Minnesota Office on Volunteer Services, 7p.



IT CAN HAPPEN! IT HAS HAPPENED! BUILDING COMMUNITY  
PARTNERSHIPS THROUGH COMMUNITY EDUCATION  
Kerns, Marilyn, and Martha Stanley  
Minnesota Dept. of Education, St. Paul, MN, 1982, 63p.

1110.01  
Ker

Community partnerships are developing as a response to the current problems of society. This book stresses the need for community partnerships, specifies the types, gives the ingredients of successful partnerships, and spells out the barriers to success. It reports the results of Project: Community Partnerships in five Minnesota communities, and provides the blueprints for other cities.

MONEY TALKS: A GUIDE TO ESTABLISHING THE TRUE  
DOLLAR VALUE OF VOLUNTEER TIME (PART I).  
Karn, Neil G.  
The Journal of Volunteer Administration, No. 1:2,  
Winter 1982-1983, p.1-7.

J-JVA-Winter82-83p1

PARTNERSHIPS: PRIVATE INITIATIVES FOR PUBLIC RESPONSE.  
1982 PARTNERSHIPS CONFERENCE REPORT ON PROCEEDINGS.  
United States Conference of Mayors  
Atlantic Richfield Company, 1982, 32p.

3000.12  
ARC

PEOPLE APPROACH, NINE NEW STRATEGIES FOR CITIZEN  
VOLUNTEER INVOLVEMENT.  
Scheier, Dr. Ivan H.  
National Information Center on Volunteerism, Colorado,  
1977, 116p.

1040.00  
Sch C-1

Discussed are implications for basic directions and values in the volunteer field and strategies for increasing the quality and quantity of volunteer helping.

PUBLIC-PRIVATE PARTNERSHIP IN AMERICAN CITIES.  
SEVEN CASE STUDIES.  
Fosler, R. Scott, and Renee A. Berger  
D.C. Heath and Company, Lexington, MA. 1982, 363p.

1110.01  
Fos

This book contains a series of case studies undertaken by the Committee for Economic Development (CED) to examine the changing relationships between the public and private sectors in seven cities. These studies show the long-term view and attempt to establish a historical base for understanding the growing interdependence of public and private sectors in urban areas.

Monograph on: RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS  
Minnesota Office on Volunteer Services, 8p.

Monograph on: THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE  
Minnesota Office on Volunteer Services, 6p.



VOLUNTEER FOR MINNESOTA COMMUNITY HANDBOOK, PART I. Minnesota Office on Volunteer Services, Department of Administration St. Paul, MN. 1983, 55p.	1020.02 MOV
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This handbook contains chapters on coalition building, needs assessment, optional resources, role of the volunteer, and planning for community change. It was developed as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.

VOLUNTEER FOR MINNESOTA COMMUNITY HANDBOOK, PART II. Minnesota Office on Volunteer Services, Department of Administration St. Paul, MN. 1983, 70p.	1020.02 MOV
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This handbook contains chapters on recruitment, placement, orientation and training, supervision, recognition and retention, and planning the volunteer program. It was developed as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.

VOLUNTEERISM CORPORATE STYLE Corporate Volunteerism Council of Minnesota Minneapolis, MN. 1983, 47p.	1020.00 CVCM
--	-----------------

This manual is a collection of sections on corporate volunteerism designed to help volunteer program design. Included are areas on initiating, communications, evaluation and recognition.

VOLUNTEERISM: THE "NEXT TO PERFECT" FORMULA FOR SUCCESSFUL VOLUNTEERING Beugen, Paula; Robinson, Mary, and Dawn Wanous Independent School District 281, New Hope, Minnesota, 1984, 52p.	1010.07 Beu
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A handbook for supervisors of volunteers for individuals who are responsible for the supervision, direction, and support of volunteers. Reasons to involve volunteers. Identifying your needs. Developing and reviewing the job description. Attracting and recruiting volunteers. Evaluation.

VOLUNTEERS: A VALUABLE RESOURCE. President's Task Force on Private Sector Initiatives This report was prepared for policymakers. 1982, 20p.	3000.12 PTF 19 copies
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NOTE: For additional resources on the policymaker's role or other topics on volunteerism, see the comprehensive M.O.V.S. Resource Collection Bibliography or M.O.V.S. computer searches on specialized topics.



Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street  
St. Paul, MN 55155

# Minnesota Office on Volunteer Services

## Volunteers Are Great!

Handout #20

PLACE  
STAMP  
HERE

Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street  
St. Paul, MN 55155

## M.O.V.S. History and General Information

The Minnesota Office on Volunteer Services (M.O.V.S.) was established in June of 1975. Initial funding was provided by a three year grant from ACTION, the federal volunteer agency, and matched with funds from the State of Minnesota.

During the 1977 legislative session, the continuation of the Office was ensured with the passage of funding and enabling legislation. The Office is a division of the Department of Administration and receives funding as a part of the Department's budget. Current funding is 100% state appropriation.

Nationally, the Office is one of several statewide offices that exist to promote volunteerism. A non-partisan office, it encourages the effective coordination and channeling of voluntary action in order to improve the quality of life for Minnesota citizens.

The Office provides statewide leadership and supportive services to volunteer leaders to initiate, expand, and improve the contributions of volunteers. It works with organizations from the public and private sectors.

M.O.V.S. operates with an Advisory Committee, which makes recommendations on policies and programs, and participates in the planning and implementation of activities.

## M.O.V.S. Services

The Minnesota Office on Volunteer Services is involved in the following activities:

- Serving as an advocate on volunteer issues and conducting research on various aspects of volunteerism;
- Publishing a bi-monthly newsletter;
- Collecting and disseminating information on volunteer programs and resources;
- Providing technical assistance and consultation to volunteer programs and to agencies utilizing the services of volunteers;

- Maintaining a library of resource material related to the field of volunteerism;
- Promoting or providing training opportunities for volunteer leaders, volunteer directors, and staff who work with volunteers;
- Encouraging a greater recognition of volunteers and their efforts;
- Maintaining a liaison with national, state and local groups active in the field of volunteerism; and
- Initiating special projects to strengthen volunteerism or to benefit the volunteer community of Minnesota. VOLUNTEER FOR MINNESOTA, which has received national acclaim, is one such project for developing public/private partnerships in communities.

## Who Can Use M.O.V.S. Services

The services of the Minnesota Office on Volunteer Services are open to anyone with an interest in volunteerism. In the past, the Office has worked with public and private agencies, profit and non-profit, large and small, and with individuals. It has provided assistance to all areas of human services; to cultural and civic organizations; to local units of government, to youth and senior citizen programs; to statewide associations; and to state departments and agencies.

## How to Use M.O.V.S. Services

To use the services of M.O.V.S., or to get additional information, write:

Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street  
St. Paul, MN 55155

or call

612/296-4731 (metro and non-Minnesota residents)  
800/652-9747 (non-metro Minnesota residents)

## M.O.V.S. Mail List

If you wish to be placed on the M.O.V.S. mail list to receive the M.O.V.S. Newsletter and announcements of volunteer workshops and other related events, please complete the information requested below, detach the card, and stamp and mail.

PLEASE PRINT OR TYPE

Name	_____	Title	_____
Organization	_____		
Address	_____	State	_____
City	_____		
Zip Code	_____		



## VOLUNTEER FOR MINNESOTA\*

Minnesota Communities can do more with less  
— **VOLUNTEER FOR MINNESOTA** can help!

**VFM** provides community leaders with an introduction to the tools and skills to build coalitions, identify needs, and plan for organized community change.

By bringing public and private sectors together, and increasing citizen involvement, the growing demand for services can be met with dwindling resources.

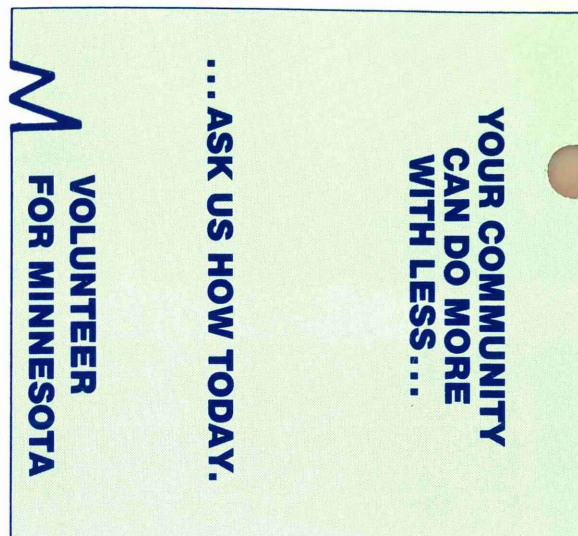
## GETTING YOUR COMMUNITY INVOLVED

Dozens of Minnesota communities, representing hundreds of thousands of our friends and neighbors, are already using **VFM** programs and materials. They received help from the Minnesota Office on Volunteer Services, **and so can you!**

M.O.V.S. can provide technical assistance, training manuals, recognition resources, the latest research findings, audio-visual presentations and a great deal more. To get your community started, call or write:

Minnesota Office on Volunteer  
Services  
Department of Administration  
500 Rice Street  
Saint Paul, Minnesota 55155  
Metro phone: 296-4731  
Non-metro MN: 800-652-9747

**\*VOLUNTEER FOR MINNESOTA** is a winner of  
The 1984 President's Volunteer Action Awards.



Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street  
Saint Paul, Minnesota 55155



Handout #21

# M

## MINNESOTA OFFICE ON VOLUNTEER SERVICES

Department of  
Administration  
500 Rice Street  
St. Paul, MN 55155  
Telephone: 296-4731  
• 1 (800) 652-9747

# GETTING YOUR COMMUNITY INVOLVED



# VOLUNTEER FOR MINNESOTA RESOURCE MATERIALS

Now you can benefit from the experience of dozens of Minnesota communities which have participated in the **VOLUNTEER FOR MINNESOTA** project. The materials developed with and for them are now available to help your community begin to **do more with less** through creative programs to involve volunteers in community services.

## VFM COMMUNITY HANDBOOKS

**Part I** deals with identifying leadership, researching needs, finding new resources, developing volunteer programs and moving to action toward well-defined goals.

**Part II** discusses recruitment, placement, training, supervision, recognition, and retention of volunteers.

These two valuable resources are **must reading** for all who deal with community organization and voluntary action.

## VFM TRAINING MANUALS

**Parts I and II** are for use by trainers with Parts I & II of the VFM Community Handbooks above.

These books provide step-by-step outlines of effective training methods including activities for individual and group participation. They discuss time, planning, materials required, objectives, procedures and evaluation. Everything you need to plan and conduct thorough and effective training sessions for community and volunteer leaders.

## VFM HANDBOOK FOR VOLUNTEER RECOGNITION

Keeping volunteers motivated in their work, holding their interest, recognizing their efforts, and keeping the job retention rate high—all this and more is covered in this basic work on volunteer recognition.

A simple, easy-to-use guide that will help you keep your volunteers happily at work for your community.

## INCENTIVES AND IMPEDIMENTS TO VOLUNTARY ACTION

This brochure and set of monographs deal with the extensive research on voluntary action that was done as a part of the **VOLUNTEER FOR MINNESOTA** project. They offer great insight into the motivation of volunteers and the factors which influence their effective use in community programs.

## FINAL REPORT ON VFM

This report documents the activities involved in planning and implementing **VFM** at both the state and local levels. It discusses how the project actually affected several Minnesota communities and is an aid to replicating the project elsewhere in the country.

## SLIDE/TAPE PRESENTATION ON THE VFM PROJECT

This ten-minute beautifully prepared audio-visual presentation is a great aid for preparing your community leaders for voluntary action programs. This presentation is available on loan from the Minnesota Office on Volunteer Services.

## VFM TRAINING WORKSHOPS

Minnesota Office on Volunteer Services staff and **VFM** volunteers conduct workshops throughout the state on **VFM** and all other aspects of voluntary action. These sessions are important for leaders of voluntary organizations, public and private sector policy makers, volunteer coordinators and volunteer leaders.

For information about these workshops or to order monographs or the Slide/Tape presentation above, call the Minnesota Office on Volunteer Services:

Metro area: 296-4731  
Non-metro MN: 800-652-9747

☒ **YES** ■ Our community would like to learn to do more with less.  
Please send us the following materials:

Number	Item	Price	Total
	VFM Community Handbook — Part I	\$5.00	\$
	VFM Community Handbook — Part II	\$5.00	\$
	VFM Training Manual — Part I	\$30.00	\$
	VFM Training Manual — Part II	\$30.00	\$
	VFM Handbook for Volunteer Recognition	\$3.00	\$
	VFM Final Report	\$10.00	\$

ALL ORDERS FOR ABOVE ITEMS SHOULD BE SENT  
WITH CHECK OR MONEY ORDER TO:

Minnesota State Documents Center  
117 University Avenue  
St. Paul, MN 55155

Sub Total  
Plus 6% Sales Tax  
Postage & Handling  
TOTAL ENCLOSED

\$  
\$  
\$ 1.50  
\$



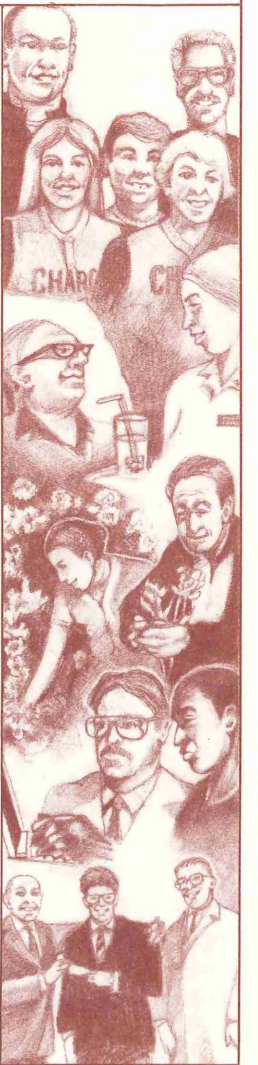
# VOLUNTEERISM TODAY

## WHAT WE ALL NEED TO KNOW

A GUIDE TO SELECTED RESOURCES ON VOLUNTEERISM FOR DIRECTORS  
OF VOLUNTEERS, COMMUNITY LEADERS, POLICYMAKERS, ELECTED OFFICIALS,  
BOARD MEMBERS AND DIRECTORS OF NON-PROFIT ORGANIZATIONS.



- ☐ *How can you open up the benefits of volunteerism to everybody?*
- ☐ *How to get volunteers to volunteer.*
- ☐ *What about the unemployed in the volunteer work force?*
- ☐ *Should volunteers be insured?*
- ☐ *How to build relationships between voluntary and labor organizations.*
- ☐ *Should volunteer activities be documented?*



**VOLUNTEER FOR MINNESOTA:**  
A Project for Developing Public and Private  
Partnerships in Communities

Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street

St. Paul, Minnesota 55155  
(612) 296-4731 (metro)

(800) 652-9747 (non-metro Minnesota)

**M**  
MINNESOTA  
OFFICE ON  
VOLUNTEER  
SERVICES  
Department  
of  
Administration





**An estimated 91 million Americans are volunteers. They spearhead and sustain important educational, cultural, recreational, political, religious, health-related and environmental activities. Their service contributions amount to more than \$64 billion annually.**

**Because of the growing reliance on volunteers, people who work with them need to discuss and address the issues that affect such an important part of society.**

**The following timely questions on volunteerism are covered in detail in special monographs for which you can send. The Minnesota Office on Volunteer Services, Department of Administration, wrote and published them as an outgrowth of \*VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.**

**Monograph titles appear on the attached order form. The topics cover some of the following questions and concerns.**

#### **□ How can you open up the benefits of volunteerism to everybody?**

Volunteering is an American tradition. Everyone deserves an opportunity to contribute voluntarily to the community. The benefits derived from volunteering lead to increased skills, confidence and documented experience that might be transferable to future paid employment or academic credit.

To assure greater access to volunteer participation, you might want to examine these questions:

- *Why is it important to provide access to volunteer participation for all people?*
- *Do the principles of affirmative action and equal opportunity apply to volunteer positions?*
- *What are some of the barriers that limit volunteer participation? What steps can you take to minimize these barriers?*

#### **□ Should volunteer activities be documented?**

Documented volunteer experience can be a valuable tool for the volunteer as well as the organization for which he or she works. When recruiting volunteers, organizations known for documenting volunteer contributions and accomplishments might have a competitive edge over those that do not.

Expectations for organizations to assist in documenting volunteer experience are growing. You will find the following questions come to mind when making decisions about documenting volunteer experience:

- *Why is it worthwhile for organizations to document volunteer experience?*
- *What impact can volunteer records have on the individual volunteer?*
- *How does an organization go about establishing or encouraging systems for keeping and verifying volunteer records?*
- *What resources are available to help organizations with this process?*

#### **□ How to get volunteers to volunteer**

Thousands of volunteer resources exist and are waiting to be tapped. Many people willingly donate their services once someone has noticed and expressed confidence in their skills and capabilities.

Incentives and impediments often influence a person's desire or ability to volunteer. Addressing these areas from the outset will influence both initial and continued volunteer response.

The following questions help stimulate thinking about ways to mobilize volunteers and develop a range of volunteer sources:

- *Who makes up the volunteer community today?*
- *How can you enlist specific groups of volunteers to help meet the needs of the community?*
- *What segments of the community can be encouraged to volunteer? What are their special needs?*
- *What can be done to support and retain volunteers from diverse backgrounds and situations once they have been recruited?*
- *What responsibilities do organizations have toward the individual needs of volunteers?*

#### **□ How to build relationships between voluntary and labor organizations**

Voluntary and labor organizations both maintain high work standards and desire the best possible service for clients. However, conflicts between the two groups occasionally arise. This might happen with agencies in which volunteers work with union employees, and their roles and responsibilities have not been clearly defined.

The following questions about the relationship between voluntary and labor organizations are frequently asked:

- *How can conflicts between labor organizations and volunteer programs be minimized?*
- *What steps can be taken to build team feeling between paid and volunteer staff?*
- *How can organizations that use volunteers draw upon the volunteer resources of unions?*
- *What can you do to involve unions in planning with volunteer organizations?*
- *Should volunteers be used in a strike situation?*

#### **□ What about the unemployed in the volunteer work force?**

An increasing number of people who volunteer are unemployed. Many unemployed volunteers look to volunteerism as a way to build skills and confidence during a transitional phase in their lives. Frequently, the unemployed are involved in volunteer commitments they made before becoming unemployed.

Directors and leaders of volunteers can be instrumental in creating a supportive environment for unemployed volunteers. The support can help this special kind of volunteer prepare for paid employment and secure it.

If you work with volunteers, you frequently might hear the following questions about unemployed people who volunteer:

- *Why is it important to be concerned specifically with volunteers who are unemployed?*
- *Is it appropriate and realistic to encourage unemployed people to volunteer?*
- *Do individuals seeking unemployment compensation jeopardize their benefits by volunteering?*
- *How can volunteer agencies be supportive of volunteers working toward entry or re-entry into the paid work force?*

#### **□ Should volunteers be insured?**

Whether an organization ought to provide insurance coverage for volunteers is a complex issue. In addition, different kinds of insurance and the amount of coverage add to the confusion.

You might well face some of the following questions:

- *Should, for example, liability or accident insurance coverage be provided for volunteers?*
- *What options for securing insurance coverage are available to organizations and individuals?*
- *What are some of the factors to evaluate when deciding on insurance?*
- *What kinds of coverage should be considered?*

\* VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities is a recipient of the 1984 President's Volunteer Action Award.



I am interested in the following areas of participation during the coming year. (Key your response to indicate your level of interest as **Regional**, **State** or **Either**.) Your name will be given to the appropriate chairperson for further contact.

**Administrative**

\_\_\_\_\_ Committee Chairperson

**Committees**

- \_\_\_\_\_ Public Relations (newsletter, brochures)
- \_\_\_\_\_ Membership (recruit, typing, phone contacts)
- \_\_\_\_\_ Issues (research, correspondence, lobbying)
- \_\_\_\_\_ Training (planning, arrangements, speaker/facilitator, etc.)
- \_\_\_\_\_ Program (regional planning, state planning, registration, etc.)
- \_\_\_\_\_ By-Laws
- \_\_\_\_\_ Ethics
- \_\_\_\_\_ Job Bank

I am joining MAVD for the following reasons and hope to receive help with:

I would like you to send a brochure to: (names and addresses of other potentially interested people).

Resources and/or expertise I can share with the organization:

Officers and Regional Directors are elected to the Executive Board from the membership to represent the regional composition of MAVD. Standing Committee Chairpersons are appointed by the President to serve on the Board. The Board is responsible for the administration of MAVD.

**OFFICERS**

- President President-Elect Secretary Treasurer

**STANDING COMMITTEES**

- By-Laws**  
Collects and recommends by-law changes which would be voted on at the Annual Meeting.
- Ethics**  
Reviews, recommends changes, and upholds the Code of Ethics of the organization.
- Issues**  
Researches and disseminates information to members, and educates public officials on volunteerism.
- Membership**  
Recruits new members and provides an orientation to the organization.
- Program**  
Plans the statewide Annual Conference and assists in the planning of regional conference workshops.
- PR**  
Publishes a newsletter, develops the brochure, and promotes the organization.
- Training Resource**  
Informs members of training opportunities and maintains a resource file on skills for members to share.
- Job Bank**  
Collects data on available positions, and acts as professional clearing house.

Minnesota Association  
of Volunteer Directors



**Minnesota  
Association of  
Volunteer  
Directors**



# What Is MAVD?

The Minnesota Association of Volunteer Directors (MAVD) is a membership organization of INDIVIDUALS from various professional and academic backgrounds involved in the administration of volunteer programs and/or the coordination of volunteer activities as paid or unpaid staff.

MAVD was created in 1969 by a steering committee in the belief that there are many areas of mutual concern, shared bodies of knowledge, and similar skills required of all volunteer directors, even though they function in varied settings.

MAVD brings volunteer directors throughout the state of Minnesota together to share learned experiences, to learn from professionals outside the organization and to work as a body toward common goals and legislation within the field of volunteerism.

# Who May Participate

Membership is open to any individual involved in or retired from the administration of volunteer programs or related activities.

Non-members who wish to participate may attend workshops, receive mailings, or utilize other services at a prescribed charge.

# MAVD Membership Benefits Include:

- Participation in a professional organization working to upgrade the professional standing of volunteer administration.
- Workshops and Conferences, both regional and state level, to promote professional growth and advancement.
- Membership Directory. Facilitates networking and opportunities for members to draw upon and share expertise.
- Newsletters. Highlight developments within MAVD and coverage of state and national issues in volunteerism.
- Collaboration with other voluntary organizations, including the following, in an effort to effectively address needs in the field of volunteerism:

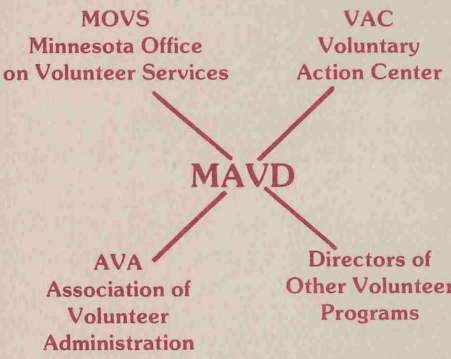
**Association of Volunteer Administration** —an international multidiscipline membership organization of professionals involved in volunteerism.  
**Minnesota Office on Volunteer Services**, Department of Administration — MOVs provides statewide leadership and resources to volunteer leaders from all sectors to initiate, expand and improve the contributions of volunteers.  
**Voluntary Action Center** — VAC offices throughout the state promote and advocate for volunteerism and serve as clearinghouses for the recruitment and referral of volunteers.

- Current Issues Forum. Provides an opportunity to influence and take potential action. Addresses concerns relating to volunteerism. Gathers information on issues and legislation affecting volunteers and volunteerism.
- Develop skills in various aspects of this interdisciplinary field through participation in the programs and committees of MAVD.
- Job Bank. Notifies registered job bank members about prospective job opportunities within the field of volunteer administration.
- Association of Volunteer Administration (AVA) affiliation. Reduced A.V.A. Conference fees, the National Issues Update publication, reduced subscription rates for Volunteer Administration.

# Regional Structure of MAVD

MAVD is divided into regions to offer an opportunity on a local level to address concerns of the membership and to minimize travel expense. Each region has a Regional Director responsible to act as liaison to the state Executive Board and to facilitate annual regional training.

# The MAVD Network



# Member Participation

At both the regional and state level, MAVD depends on the involvement of each member as the means to fulfill goals and provide member services. We ask that you look seriously at a commitment to the development of our profession through MAVD.

# Make Check Payable to MAVD

NEW

RENEWAL

Name

Job Title

Type of Agency

Agency Address (City) (Zip Code) (County)

Home Address (City) (Zip Code) (County)

Agency Phone (Area) Home Phone (Area) Home

Preferred Mailing Address (Check one): Work

(COMPLETE REVERSE SIDE ALSO)

To become a member of MAVD, complete this tear-off sheet and send with dues payment to:

**BOB MUNSON - MAVD**  
Lutheran Social Service  
2414 Park Avenue South  
Minneapolis, MN 55404

I enclose membership dues of \$15 for 19 (A) membership period is from January 1 to December 31 of each year.)



Up-dated  
July 2, 1986

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

Directory of Minnesota Voluntary Action Centers,  
Statewide and Local Organizations of Volunteer Directors

VOLUNTARY ACTION CENTERS/CLEARINGHOUSES

Helpline-United Community Services  
Astrid Mathiason, Helpline Coordinator  
Albert Lea Trades and Labor  
401 Medical Arts Building  
Albert Lea, MN 56007  
507/373-1507

Volunteers in Motion/KAVT  
Sunnee Flink, Director  
1900 8th Ave. NW  
Austin, MN 55912  
507/433-8575

Voluntary Action Center  
Mary Evans, Director  
402 Ordean Building  
Duluth, MN 55802  
218/726-4776

Hibbing Volunteer Council  
Kathryn McCann, Director  
Memorial Bldg.  
Hibbing, MN 55746  
218/262-1358

United Way's Voluntary Action Center  
Lorna Michelson, Director  
404 South 8th Street  
Minneapolis, MN 55404  
612/340-7532

Management Assistance Program  
Sandra Larson, Director  
123 East Grant Street  
Minneapolis, MN 55403  
612/874-1941

Volunteers in Action  
Barbara Winikoff, Coordinator  
Independent School District 281  
Robbinsdale Area Community  
Education Center  
4139 Regent Avenue North  
Robbinsdale, MN 55422  
612/535-1790

Information and Volunteer Service  
Mary Edel, Coordinator  
515 SW 2nd St.  
Rochester, MN 55902  
507/285-8939

The Volunteer Connection, Inc.  
Dottie Hecht, Staff Coordinator  
20 First Ave. NE  
Rochester, MN 55904  
507/288-1891

Voluntary Action Center  
Betty Schnettler, Director  
P.O. Box 698  
St. Cloud, MN 56302  
612/251-5150

Voluntary Action Center of the  
St. Paul Area  
Therese Crisman, Director  
251 Starkey Street, Suite 127  
St. Paul, MN 55107  
612/227-3938

Community Volunteer Services  
Vi Russell, Director  
115 South Union  
Stillwater, MN 55082  
612/439-7434

Northland Volunteer Council  
Erville Hayes  
Box 570  
Virginia, MN 55792  
218/741-9516

Volunteers Working Together, Inc.  
John F. Tulk, Director  
418 N. Jefferson Street  
Wadena, MN 56482  
218/631-2219



Winona Volunteer Services, Inc.  
John Brauch, Director  
109 W. Broadway  
Winona, MN 55987  
507/452-5591

Southwestern MN Opportunity  
Council Inc.  
Betty Biren, Director of  
Volunteer Services  
701 11th Street, Box 787  
Worthington, MN 56187  
507/376-4195

United Way's Voluntary Action Center  
c/o Melinda Haun, Program Services  
Director  
United Way of Cass-Clay  
P.O. Box 1609  
315 North 8th Street  
Fargo, ND 58107-1609  
701/237-5050

Volunteer Services, Inc.  
Nancy Toren, Exec. Director  
309 De Mers  
Grand Forks, ND 58201  
701/775-0671

#### STATEWIDE ORGAN. OF VOL. DIRECTORS

Minnesota Association of Volunteer  
Directors (MAVD)  
Mike Newman, President  
c/o Chief of Volunteer Services  
Department of Human Services  
Centennial Office Building, #400  
St. Paul, MN 55155  
612/297-4275  
June 1987

Minnesota Council of Directors of  
Health Care Volunteers (MCDHCV)  
Constance O'Hara, President  
c/o Volunteer Services Manager  
University of Minnesota Hospital  
Box 48 Mayo  
420 Delaware Street S.E.  
Minneapolis, MN 55455  
612/629-5411  
Term: May 1987

Minnesota Retired Senior Volunteer  
Program Association, Inc.  
Arlene Cepull, President  
c/o RSVP of St. Paul  
St. Paul-Ramsey Medical Center  
640 Jackson Street  
St. Paul, MN 55101  
612/221-2820  
Term: December 1987

National School Volunteer Program/  
Minnesota Affiliate  
Edwina Helling, President  
c/o Osseo Public Schools  
11200 93rd Avenue North  
Maple Grove, MN 55369  
612/425-4131, ext. 513  
612/545-8021  
Term: June 1987

State ACTION Office  
Peter Marks, Director  
Old Federal Bldg., Rm. 126  
212 Third Ave. S.  
Mpls., MN 55401  
612/349-3630

County Volunteer Coordinator's  
Association  
Bob Apitz, President  
114 North State Street  
New Ulm, MN 56073  
507/354-8246  
Term: December 1987

Minnesota Office on Volunteer Services  
Laura Lee Geraghty, Director  
500 Rice Street  
St. Paul, MN 55155  
612/296-4731 or 800/652-9747

#### LOCAL ORGAN. OF VOL. DIRECTORS

Anoka County Volunteer Alliance  
Sandy Bergeron, President  
c/o Anoka Metro Regional  
Treatment Center  
3300 4th Avenue North  
Anoka, MN 55303-1119  
612/422-4369  
Term: December 1986

Bemidji Area Volunteer Coordinators  
c/o Karin Hanson  
P.O. Box 430  
Bemidji, MN 56601  
218/751-4310  
Term: Indefinite



Corporate Volunteerism Council  
Barbara Schmidt, Chairman  
c/o United Way's Voluntary  
Action Center  
Citizen's Aid Building  
404 South 8th Street  
Minneapolis, MN 55404  
612/291-2245  
Term: December 1986

Corporate Volunteerism Council for  
the Greater Mankato Area  
Bruce Cobb, Chair  
Midwest Electric  
P.O. Box 910  
Mankato, MN 56001  
507/625-4414  
Term: Fall 1986

Corporate Volunteerism Round Table  
c/o Barbara Wilk  
VIE  
905 4th Avenue South  
Minneapolis, MN 55404  
612/341-2689  
Term: Indefinite

Council of Local Organizations for  
Volunteer Enhancement (CLOVE)  
Pam Sawyer, Chair  
c/o KEYC-TV  
P. O. Box 128  
Mankato, MN 56001  
507/625-7905  
Term: October 1986

Crow Wing County Vol. Coordinators  
c/o Joey Halvorson, Community Action  
Director  
Brainerd Area Community Action  
City Hall  
Brainerd, MN 56407  
218/829-5278  
Term: Indefinite

Dakota County Volunteer Coordinators  
c/o Jean Roessler  
Fairview Ridges Hospital  
201 East Nicollet Boulevard  
Burnsville, MN 55337  
612/892-2035

Duluth Corporate Volunteerism Council  
Robert Sloneker, President  
Northwestern Bell Telephone  
322 West First Street  
Duluth, MN 55802  
218/723-4242  
Term: June 1987

Red Wing Volunteer Directors Assoc.  
c/o Sharon Marty  
Red Wing Hospice  
906 College  
Red Wing, MN 55066  
612/388-1591  
Term: Indefinite

Rochester Volunteer Coordinators  
Roundtable  
Cleo Vakos, Facilitator  
923 NE Northern Heights Drive  
Rochester, MN 55904  
507/288-9387  
Term: Indefinite

St. Cloud Area Volunteer Coordinators  
Sandy Manderfeld, Chair  
c/o United Ways Voluntary Action Center  
P. O. Box 698  
St. Cloud, MN 56302  
612/251-5150  
Term: June 1987

St. Croix Area DOVIA  
c/o Vi Russell, Director  
Community Volunteer Services  
115 South Union  
Stillwater, MN 55082  
612/439-7434  
Term: Indefinite

St. Paul DOVIA  
c/o Elizabeth Ekholm  
Lyngblomsten Care Center  
1415 Almond Avenue  
St. Paul, MN 55108  
612/646-2941  
Term: January 1988

Duluth Area DOVIA  
c/o Mary Evans  
Voluntary Action Center  
402 Ordean Bldg.  
Duluth, MN 55802  
218/726-4776  
Term: Indefinite



Willmar Volunteer Coordinators  
c/o Jo Thompson  
Willmar State Hospital  
Box 1128  
Willmar, MN 56201  
612/231-5100  
Term: Indefinite

Wright County Volunteer Network  
c/o Karla Heeter  
Activities/Volunteer Coordinator  
Retirement Center of Wright County  
200 Park Lane  
Buffalo, MN 55313-1193  
612/682-1131  
Term: March 1987

Fargo-Moorhead Area, Directors of  
Vol. Services (DOVS)  
P.O. Box 5333  
University Station  
Fargo, ND 58105  
701/237-5050  
Term: Indefinite

#### OTHER

Metropolitan State University  
Pat Spaulding  
Volunteer Services Program  
121 Metro Square Building  
7th Place and Robert Street  
St. Paul, MN 55101  
612/296-4455

Association for Volunteer Administration  
Pat Argyros, Regional Chair  
c/o Dakota Incorporated  
680 O'Neill Drive  
Eagan, MN 55120  
612/454-2732  
Term: October 1986

Minnesota Department of Public Welfare  
Mike Newman, Chief of Volunteer Services  
Centennial Office Building, #400  
St. Paul, MN 55155  
612/297-4275

Department of Natural Resources  
Barbara Gustafson, Volunteer Coordinator  
P.O. Box 36  
500 Lafayette Road  
St. Paul, MN 55155  
612/297-1449

Department of Revenue  
Dorothy Hanson, Coordinator  
VITA Program  
Centennial Building, Second Floor  
658 Cedar Street  
St. Paul, MN 55145  
612/296-0557

VIE  
Kristi Gray, Secy/Coordinator  
905 Fourth Avenue South  
Minneapolis, MN 55404  
612/341-2689



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

LIST OF NATIONAL AND STATE-LEVEL VOLUNTEER RESOURCE ORGANIZATIONS  
(or Making Sense of the Volunteer Alphabet Soup)

AARP - AMERICAN ASSOCIATION OF RETIRED PERSONS

1909 K Street, NW  
Washington, DC 20049  
202/872-4700

Non-profit, non-partisan organization whose members are all 50 years of age and over. AARP offers a wide range of membership benefits and services, and education and advocacy materials. The AARP Volunteer Talent Bank matches volunteers age 50 or older with suitable volunteer positions nationwide, in both AARP programs and other organizations.

Periodicals: Prime Time, Modern Maturity, AARP News Bulletin (monthly) and Legislative Report.

ACTION

806 Connecticut Ave. NW  
Washington, DC 20525  
800/424-8867

ACTION is the federal agency for volunteer service. Its purpose is to stimulate volunteerism in general and, in particular, to demonstrate the effectiveness of volunteers in problem solving. Its major programs include Foster Grandparents (FGP), Retired Senior Volunteers (RSVP) Senior Companions (SCP) for elders, Volunteers in Service to America (VISTA) and a variety of programs for youth.

Periodicals: Prime Times - for FGP, RSVP and SCP

ACTION - MINNESOTA STATE OFFICE

Old Federal Office Building, Room 126  
212 Third Ave S.  
Minneapolis, MN 55401  
612/349-3630

This is the ACTION program office for the state of Minnesota.

ASDVS - AMERICAN SOCIETY OF DIRECTORS OF VOLUNTEER SERVICES

American Hospital Association  
840 N. Lake Shore Drive, 8 West  
Chicago, IL 60611  
312/ 280-6110

A membership organization for administrators of volunteer services in health care institutions. Services provided are intended to facilitate communication and education among the membership and include an annual conference.

Periodical: Volunteer Leader

AVA - ASSOCIATION FOR VOLUNTEER ADMINISTRATION

Post Office Box 4584  
Boulder, CO 80306  
303/ 497-0238

AVA is the professional association for those working in the field of volunteer management who want to develop their professional skills and shape the future of volunteerism. Services include certification, a quarterly journal, and regional and national conferences.

Periodicals: The Journal of Volunteer Administration, AVA Update, AVA Issues Update

AVAS - ASSOCIATION OF VOLUNTARY ACTION SCHOLARS

Henderson Human Development  
Building S-126  
Pennsylvania State University  
University Park, PA 16802  
814/ 863-2944

AVAS is an association of scholars and professionals interested in research in the field of voluntary activity. AVAS seeks to stimulate and distribute such research and inquiry.

Periodicals: Journal of Voluntary Action Research  
AVAS Newsletter



BARC - BUSINESS ACTION RESOURCE COUNCIL OF THE GREATER MINNEAPOLIS  
CHAMBER OF COMMERCE

15 South Fifth Street  
Minneapolis, MN 55402  
612/ 370-9132

As the corporate social responsibility arm of the greater Minneapolis Chamber of Commerce, BARC encourages the effective use of business resources to meet community and societal needs, acts as an information-sharing and educational resource to area businesses in developing effective corporate responsibility programming, and provides a forum for the exchange of information among corporate responsibility professionals.

Periodicals: Corporate Social Responsibility  
Minnesota Strategies

CAR - COMMUNITY AFFAIRS ROUNDTABLE OF THE ST. PAUL AREA CHAMBER  
OF COMMERCE

445 Minnesota Street  
St. Paul, MN 55101  
612/222-5561  
Amy Crawford, Director of Community Affairs

CAR is the corporate responsibility arm of the St. Paul Area Chamber of Commerce. Goals are to promote among businesses a thoughtful consideration of and response to social change through activities that involve the use of private resources to meet social needs, and to provide a forum for exchanging information among corporate responsibility professionals. Membership is open to companies and foundations that have a community affairs program and that make contributions.

CCC - CENTER FOR COMMUNITY CHANGE

1000 Wisconsin Ave., NW  
Washington, DC 20007  
202/342-0594

CCC is a non-profit, tax-exempt organization which assists local community development organizations in low income urban and rural areas of the United States.

Periodicals: Federal Programs Monitor

CIVITEX - CIVIC INFORMATION AND TECHNIQUES EXCHANGE

c/o Citizens Forum on Self-Government/  
National Municipal League  
55 West 44th St.  
New York, NY 10036  
800/223-6004

Database of information of community initiated projects throughout the country. Connects groups interested in establishing community projects with organizations who have undertaken similar projects.

CL - CITIZENS LEAGUE

84 South Sixth Street  
Minneapolis, MN 55402  
612/388-0791

The Citizens League is an independent, non-partisan public affairs education and research organization in the Twin Cities metropolitan area. As an open membership organization, it is distinguished by the involvement of volunteer members in the development of policy recommendations. It seeks to assist the community in identifying and defining its problems and its opportunities, to challenge the community with new ideas to develop recommendations for change in policy and action and to provide community education.

Periodicals: CL News

CVC - CORPORATE VOLUNTEERISM COUNCIL

c/o Citizen's Aid Building  
404 South 8th Street  
Minneapolis, MN 55404  
612/291-2245

The purpose of CVC is to promote corporate volunteerism, emphasizing its value to corporations and the community; serve as a communications vehicle between corporations and the non-profit sector; identify developments and opportunities in the field of employee involvement and serve as a resource for companies developing and expanding programs; develop cooperation and communication among member companies to realize common objectives and find solutions to common problems; and assist in the professional development of volunteer coordinators. Membership categories are either Corporate or Associate.

Periodicals: CVC Response newsletter  
Volunteerism Corporate Style annual report



#### COUNCIL ON FOUNDATIONS

Suite 1200  
1828 L Street, NW  
Washington, DC 20036  
(202) 466-6512

A national membership organization of close to 1,000 grantmakers aimed at promoting broader public understanding of the role of philanthropy. Membership fees vary.

Periodical: Council on Foundations Newsletter

#### IAVE - INTERNATIONAL ASSOCIATION FOR VOLUNTEER EFFORT

PO Box 27712  
Los Angeles, CA 90027

Membership in IAVE is open to volunteers everywhere who share a desire to encourage and promote worldwide volunteer action dedicated to improving the quality of life. Membership fee \$30 for individuals and \$60 for organizations.

Periodical: LIVE Newsletter

#### IESC - INTERNATIONAL EXECUTIVE SERVICE CORPS

8 Stamford Forum  
PO Box 10005  
Stamford, CT 06094  
1-800-243-4372

Established by U. S. business leaders to assist private enterprise in developing countries. Volunteers, who are retired American executives, provide management and technical assistance to third world small and medium size enterprises.

#### IS - INDEPENDENT SECTOR

1828 L Street, NW  
Washington, DC 20036  
(202) 223-8100

IS is a national membership organization formed through the merger of the Coalition of National Voluntary Organizations (CONVO) and the National Council of Philanthropy (NCOP). It works to preserve and enhance the national traditions of giving, volunteering and not-for-profit initiative.

Periodical: Update

MAP - MANAGEMENT ASSISTANCE PROJECT  
123 East Grant Street, Room 1010  
Minneapolis, MN 55403  
612/874-1941

MAP serves as a link between corporate volunteers and non-profit agencies and provides volunteers for management consultations or to serve on boards of directors.

#### MACAE - MINNESOTA ASSOCIATION OF CONTINUING ADULT EDUCATION

Literacy 85  
Bloomington Education Center  
8900 Portland Ave. S.  
Bloomington, MN 55420  
(612) 887-9163

An organization which brings together volunteers and staff people representing all disciplines of adult education in a professional relationship.

Periodical: The Update

#### MAVD - MINNESOTA ASSOCIATION OF VOLUNTEER DIRECTORS

Mike Newman  
Chief of Volunteer Services  
Department of Human Services  
Centennial Office Building, #400  
St. Paul, MN 55155  
612/297-4275

MAVD is a membership organization of individuals from various backgrounds involved in the administration of volunteer programs and/or the coordination of volunteer activities as a paid or unpaid staff.

Periodical: MAVD Newsletter

#### MCDHCV - MINNESOTA COUNCIL OF DIRECTORS OF HEALTH CARE VOLUNTEERS

900 South 8th Street  
Minneapolis, MN 55404  
612/347-4230

A membership organization for administrators of volunteers in health care institutions in Minnesota. MCDHCV is a state affiliate of ASDVS. Membership is \$10 a year.



MCEA - MINNESOTA COMMUNITY EDUCATION ASSOCIATION

Executive Office  
Eliot Center  
6800 Cedar Lake Road  
St. Louis Park, MN 55426  
612/ 545-1132

An organization aimed at promoting and improving the community education concept in Minnesota. Volunteers are an integral of many community education programs and information on their involvement is available from this resource.

Periodical: Scene

MCF - MINNESOTA COUNCIL ON FOUNDATIONS

1216 Foshay Tower  
Minneapolis, MN 55402  
612/ 338-1989

The Minnesota Council on Foundations is an association of grantmakers committed to responsible and informed giving for community concerns. The Council's members include private, corporate and community foundations and companies with contributions programs other than foundations. Formed in 19 the Council is a nonprofit, tax-exempt organization supports its members.

Periodical: Giving Forum

MOVS - MINNESOTA OFFICE ON VOLUNTEER SERVICES

500 Rice Street  
St. Paul, MN 55155  
612/ 296-4731

The Minnesota Office on Volunteer Services, Department of Administration, strives to improve the quality of life in Minnesota through voluntary action. It works with both public and private organizations. M.O.V.S. is involved in the following activities: advocacy for volunteers and volunteer service; publishing a bi-monthly newsletter; operation of a resource library; technical assistance and information; research on special volunteer issues and projects; convening meetings of volunteer groups and leaders and providing training opportunities. Membership is not required for M.O.V.S. service.

Periodical: M.O.V.S. Newsletter

MPCR - MINNESOTA PROJECT ON CORPORATE RESPONSIBILITY

706 First Bank Place West  
Minneapolis, MN 55402  
612/ 338-1913

The purpose of the Minnesota Project on Corporate Responsibility is to provide continuing education for executives on the changing relationship between business and society.

MINNESOTA - RETIRED SENIOR VOLUNTEERS PROGRAM ASSOCIATION, INC.

c/o RSVP of St. Paul  
St. Paul-Ramsey Medical Center  
640 Jackson Street  
St. Paul, MN 55101  
612/ 221-2820

A membership organization of staff of Retired Senior Volunteer Programs (RSVP) in Minnesota to support, promote, coordinate and advocate for RSVPs in the state. Associate membership is available to anyone who is interested.

NATIONAL ASSEMBLY OF NATIONAL VOLUNTARY HEALTH AND SOCIAL WELFARE ORGANIZATIONS

1319 F Street NW  
Suite 601  
Washington, DC 20004  
202/ 347-2080

The National Assembly is an organizational membership association formed to facilitate cooperation and communication among voluntary organizations and to pursue mutual goals and convictions. It also acts as a clearinghouse and resource center.

NCRPCV - NATIONAL COUNCIL OF RETURNED PEACE CORPS VOLUNTEERS

Star Route, Box 38  
Brimson, MN 55602  
218/ 848-2302

The National Council is a membership organization comprised of former Peace Corps and VISTA volunteers who wish to continue community service. The Independent Foundation, a similar Washington, DC-based organization, has merged with the National Council.

Periodical: The Voice



NAV - NATIONAL ACADEMY OF VOLUNTARISM

United Way of America  
701 N. Fairfax St.  
Alexandria, VA 22314

Training arm of the United Way of America. Trains United Way professionals and volunteers. Some disciplines are management, fundraising, community resources, community problem solving distribution.

Periodical: The National Academy of Voluntarism Catalog

NAVCI - NATIONAL ASSOCIATION OF VOLUNTEERS IN CRIMINAL JUSTICE

c/o Willmington College  
PO Box 581  
Willmington, OH 45177  
513/ 382-6661

NAVCI serves to promote voluntary activity in criminal justice programs. It provides a variety of services and publishes magazine for volunteers in criminal justice programs.

Periodical: NAVCI Examiner

NCASAA - NATIONAL COURT APPOINTED SPECIAL ADVOCATES ASSOCIATION

900 NE 43rd Street, Suite 204  
Seattle, WA 98105  
206/ 547-1059

Membership organization formed in 1982 to provide coordinated technical training and assistance to CASA/guardian and list programs nationwide.

Periodical: The CASA Connection

NCCV - NATIONAL COUNCIL ON CORPORATE VOLUNTEERISM

c/o VOLUNTEER: The National Center  
1111 North 19th Street, Suite 500  
Arlington, VA 22209  
703/ 276-0542

NCCV, a corporate membership organization promotes volunteerism by serving as a national resource for the development and expansion of corporate employee volunteer programs. The council also serves as a clearinghouse for the exchange of information on corporate volunteerism and produces a quarterly newsletter as part of VOLUNTEER's "Volunteers from the Workplace" service. NCCV President is Jill Ragatz who is manager of corporate volunteer programs, Honeywell, Inc., Minneapolis, MN.

Periodical: Corporate Newsletter

NCRP - NATIONAL COMMITTEE FOR RESPONSIVE PHILANTHROPY

810 18th Street, NW, Suite 408  
Washington, DC 20009  
202/ 347-5340

NCRP is a national organization engaged in examining the patterns of philanthropic giving in America and working for more open, responsive and accountable philanthropic activity.

NESC - NATIONAL EXECUTIVE SERVICE CORPS

622 Third Avenue  
New York, NY 10017  
212/ 867-5010

NESC uses senior, unpaid business executive retirees to counsel national nonprofits in the fields of education, health, religion, social services and the arts for periods of three to six months. They also coordinate the efforts of a network of local Executive Service Corps which work with local nonprofit organizations.



NMA - NONPROFIT MANAGEMENT ASSOCIATION

c/o United Way of Minneapolis  
404 South 8th Street  
Minneapolis, MN 55404  
612/ 340-7591

An organization whose purpose is to stimulate ideas and develop professional skills among those who provide management and technical assistance to nonprofit organizations. NMA holds an annual conference, publishes a quarterly newsletter and develops and/or distributes resource materials on technical assistance.

Periodical: NMA Bibliography

NSIEE - NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIENTIAL EDUCATION

122 St. Mary's St.  
Raleigh, NC 27605  
919/ 834-7536

NSIEE is a membership organization of colleges and universities which helps schools with their internship programs. It sponsors regional and national conferences throughout the year and publishes a directory of internship opportunities.

Periodical: Experiential Education

NSVP - NATIONAL SCHOOL VOLUNTEER PROGRAM

701 N. Fairfax  
Alexandria, VA 22314  
703/ 836-4880

NSVP is a membership organization comprised of those involved or interested in school volunteer programs. It functions as a resource for its members and as an advocate for volunteer activity within the educational field.

Periodical: The Volunteer in Education

NSVP/MN - NATIONAL SCHOOL VOLUNTEER PROGRAM/MINNESOTA

c/o Osseo Public Schools  
11200 93rd Ave North  
Maple Grove, MN 55369  
612/ 425-4131

A Minnesota affiliate of NSVP, this is a membership organization of paid and unpaid personnel involved in school volunteer programs. Membership is open to anyone involved in, or retired from, school volunteer programs in the state. Membership fee is \$40, which includes both national and state organizations.

PAC - PUBLIC AFFAIRS COUNCIL

1220 16th Street NW  
Washington, DC 20036

The Public Affairs Council is the nonprofit, nonpartisan professional organization of corporate public affairs executives. It provides specialized services to over 420 member companies in the United States and abroad. The Council seeks to advance the effectiveness and stature of corporate public affairs.

SCORE - SERVICE CORPS OF RETIRED EXECUTIVES

St. Paul Chamber of Commerce Building  
701 North Central Tower  
445 Minnesota Street  
St. Paul, MN 55101  
612/223-5010

SCORE is an organization of executives who have been in business for many years and are now helping those who are trying to get into the business world by offering workshops and other assistance.

THE SOCIETY OF NONPROFIT ORGANIZATIONS

6314 Odana Road, Suite 1  
Madison, WI 53719  
608/274-9777

Its main purpose is to bring together non-profit organizations and to provide information for them.

Periodical: Nonprofit World



UWA - UNITED WAY OF AMERICA

701 N. Fairfax  
Alexandria, VA 22314  
703/ 836-7100

UWA provides leadership and service to over 2,200 local Unit Ways in fundraising, fiscal and program management. It is engaged in research and liaison activities with other national organizations and the government.

Periodical: Community

VAC - VOLUNTARY ACTION CENTER

There are 15 Voluntary Action Centers serving Minnesota communities. They are located in: Albert Lea, Austin, Duluth, Hibbing, Minneapolis, Rochester, St. Cloud, St. Paul, Stillwater, Virginia, Wadena, Winona, and Worthington in Minnesota; and in Fargo and Grand Forks, North Dakota. VAC's are resource agencies and coordinating bodies for volunteer programs in their communities.

VIE

905 Fourth Avenue South  
Minneapolis, MN 55404  
612/ 341-2689

VIE is a project for persons 55 years and older who want to utilize their skills in a volunteer setting in the community. VIE offers training, support and opportunity for continued growth. The project works with retirees, corporate retirees and the community.

VIP - VOLUNTEERS IN PREVENTION, PROSECUTION, PROBATION, PAROLE

200 Washington Square Plaza  
Royal Oak, MI 48067  
313/ 398-8550

An organization to support and promote citizen involvement in court and correction programs.

VITA - VOLUNTEERS IN TECHNICAL ASSISTANCE

1815 North Lynn Street  
Suite 200  
Arlington, VA 22209  
703/ 276-1800

VITA is an international development organization working to support and promote economic development activities in foreign countries. It places volunteer consultants in foreign countries to support existing programs and activities and to help develop new technology.

VOLUNTEER - THE NATIONAL CENTER

1111 North 19th Street, Suite 500  
Arlington, Virginia 22209  
703/ 276-0542

VOLUNTEER was created in 1979 through the merger of the National Center for Voluntary Action and the National Information Center on Volunteerism. It serves as the only national voluntary organization whose sole purpose is to encourage the more effective use of volunteers in community problem solving. VOLUNTEER helps to improve the effectiveness of volunteer management skills by providing information sharing, training and technical assistance services; operates special projects to demonstrate new, unique and innovative ways to get people involved; and serves as a national advocate for volunteering and citizen involvement.

Periodicals: Voluntary Action Leadership, Volunteering,  
Volunteer Readership Catalog

## WRAP UP AND EVALUATION

YOUR NOTES

TIME: \_\_\_\_\_ PRESENTED BY \_\_\_\_\_

### I. TO BRING THE DAY TO CLOSURE AND COMPLETE EVALUATION FORMS.

A. ACTIVITY: WRAP UP - EVALUATION  
TIME: 15 MINUTES  
METHOD : DISCUSSION AND INDIVIDUAL WRITTEN EVALUATION  
MATERIAL: POLICYMAKER'S WORKSHOP EVALUATION - HANDOUT  
#26

### B. OBJECTIVE:

TO SUMMARIZE THE TRAINING, RESPOND TO QUESTIONS AND  
EVALUATE THE TRAINING SESSION.

### C. PROCEDURE:

1. STATE: "DURING THE COURSE OF THE DAY WE HAVE  
ADDRESSED THE FOLLOWING TOPICS: (REFER TO FLIP CHART  
SHEET FROM THE BEGINNING OF THE DAY.)
2. YOU HAVE BEEN INTRODUCED TO SOME OF THE BASIC CONCEPTS  
WHICH WILL ASSIST YOU AS A POLICYMAKER IN WORKING TO  
INITIATE AND MAINTAIN EFFECTIVE VOLUNTEER PROGRAMS.
3. ASK ABOUT SPECIFIC ADDITIONAL INFORMATION OR TRAINING  
WHICH MIGHT BE AVAILABLE TO YOU AS YOUR NEEDS BECOME  
MORE CLEAR TO YOU IN THE DAYS AHEAD.
4. ASK: "WHAT ARE SOME OF YOUR OBSERVATIONS ABOUT YOUR  
ROLE AS A POLICYMAKER -- KEEPING IN MIND YOUR EXPER-  
IENCE TODAY?"



5. STATE: "I AM DISTRIBUTING EVALUATION FORMS FOR THIS TRAINING SESSION. YOUR CANDID REMARKS WILL BE VALUABLE AS WE ASSESS OUR TRAINING PROGRAM. THANK YOU FOR YOUR PARTICIPATION TODAY. I HAVE ENJOYED WORKING WITH YOU."

YOUR NOTES

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
 Department of Administration  
 POLICYMAKER'S WORKSHOP EVALUATION

Thank you for your participation in today's workshop session. Please circle the appropriate number for the following.

(Please circle appropriate number)

	<u>High</u> 4			<u>Low</u> 1
1. Quality of subject content.	4	3	2	1
2. Adequate subject matter covered in time allowed.	4	3	2	1
3. Level of involvement of the participants.	4	3	2	1
4. Usefulness of resource materials.	4	3	2	1
5. Trainer's ability to relate to participants.	4	3	2	1
6. Trainer's ability to deliver knowledge.	4	3	2	1
7. Trainer's ability to make effective use of time.	4	3	2	1
8. Overall rating of the workshop.	4	3	2	1

9. What were the most valuable aspects of the workshop? \_\_\_\_\_

10. What were the least valuable aspects of the workshop? \_\_\_\_\_

11. What changes would you recommend for future sessions? \_\_\_\_\_

12. Additional Comments: \_\_\_\_\_

Optional:

Name \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_ Organization \_\_\_\_\_

Address \_\_\_\_\_

Trainer \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
POLICYMAKER'S TRAINING PLAN  
OPTIONAL EXERCISE A  
"PROS AND CONS OF VOLUNTEER PROGRAMS"

YOUR NOTES

I. TO SHOW THE ADVANTAGES OF VOLUNTEER PROGRAMS AND POINT OUT CONSTRAINTS ON VOLUNTEER PROGRAMS.

A. ACTIVITY WHAT VOLUNTEERS CAN DO

TIME: 30 MINUTES

MATERIALS: NEWSPRINT, MARKERS, MASKING TAPE AND  
BRAINSTORM RULES - HANDOUT #27

METHOD: SMALL GROUP

B. OBJECTIVE:

TO IDENTIFY WHAT VOLUNTEERS CAN AND CANNOT DO FOR ORGANIZATIONS.

C. PROCEDURE:

1. STATE: "YOU WILL BEGIN TO WORK IN SMALL GROUPS IN ORDER TO IDENTIFY PROS AND CONS OF VOLUNTEER PROGRAMS."
2. INSTRUCT PARTICIPANTS TO DIVIDE INTO SMALL GROUPS. (6-8 PEOPLE)
3. STATE: "EACH GROUP SHOULD IDENTIFY A REPORTER AND A RECORDER BEFORE STARTING THIS EXERCISE."
4. THE RECORDER WILL WRITE IDEAS ON THE NEWSPRINT, AND THE REPORTER WILL REPORT ON THE IDEAS OF THE SMALL GROUP AT THE END OF THE EXERCISE.
5. PEOPLE IN GROUPS ON THIS SIDE OF THE ROOM WILL IDENTIFY THE PROS OF VOLUNTEER PROGRAMS. PEOPLE IN GROUPS ON THE OTHER SIDE OF THE ROOM WILL IDENTIFY CONS OF VOLUNTEER PROGRAMS.
6. DISTRIBUTE BRAINSTORM RULES TO EACH GROUP.
7. REVIEW THE BRAINSTORM RULES WITH THE GROUP.

8. REPEAT INSTRUCTIONS:  
"THE TASK IS TO IDENTIFY PROS AND CONS OF VOLUNTEER PROGRAMS. THIS SIDE OF THE ROOM WILL IDENTIFY PROS AND THAT SIDE OF THE ROOM WILL IDENTIFY CONS. YOU WILL HAVE SEVEN MINUTES TO COMPLETE THIS TASK."
9. STATE: "Now THAT YOU HAVE IDENTIFIED PROS AND CONS OF VOLUNTEER PROGRAMS LET'S DISCUSS WHAT YOU HAVE FOUND OUT."
10. ASK REPORTERS TO REPORT THE IDEAS FROM THEIR SMALL GROUP BEFORE THE FULL GROUP.
11. SUPPLEMENT IDEAS OF PARTICIPANTS WITH THE MATERIAL IN THIS TRAINING PLAN IN THE SECTIONS, "WHAT VOLUNTEERS CAN DO FOR YOU ORGANIZATION" AND "WHAT VOLUNTEERS CANNOT DO FOR YOUR ORGANIZATION."



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

BRAINSTORM RULES

ALL IDEAS ARE ACCEPTABLE.

NO DISCUSSION OF IDEAS.

NO JUDGEMENT OF IDEAS (COMMENTS ARE NOT PERMITTED).

PRODUCE IDEAS AT A "RAPID-FIRE" PACE.

REPETITION IS OK.

SET A TIME LIMIT.

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
POLICYMAKER'S TRAINING PLAN  
OPTIONAL EXERCISE B  
BARRIERS TO VOLUNTEERING

YOUR NOTES

I. TO EMPHASIZE THE BARRIERS TO VOLUNTEERING.

A. ACTIVITY: BARRIERS TO VOLUNTEERING

TIME: 30 MINUTES

MATERIALS: NEWSPRINT, MARKERS, MASKING TAPE, AND  
BRAINSTORM RULES - HANDOUT #27

METHOD: SMALL GROUPS

B. OBJECTIVE:

TO HELP PARTICIPANTS DISCOVER THE RANGE OF BARRIERS  
WHICH INHIBIT OR ELIMINATE ACCESS TO VOLUNTEERING AND  
BEGIN TO ADDRESS HOW THESE BARRIERS MIGHT BE OVERCOME.

C. PROCEDURE:

1. STATE: "NOW YOU WILL BEGIN TO WORK IN SMALL GROUPS  
IN ORDER TO IDENTIFY BARRIERS TO VOLUNTEERING AND  
DISCUSS WAYS BY WHICH THESE BARRIERS CAN BE  
DECREASED OR ELIMINATED.
2. INSTRUCT PARTICIPANTS TO DIVIDE INTO SMALL GROUPS.  
(6-8 PEOPLE)
3. STATE: "EACH GROUP SHOULD IDENTIFY A REPORTER AND A  
RECORDER BEFORE STARTING THIS EXERCISE.
4. THE RECORDER WILL WRITE IDEAS ON THE NEWSPRINT, AND  
THE REPORTER WILL REPORT ON THE IDEAS OF THE SMALL  
GROUP AT THE END OF THE EXERCISE.
5. "THE TASK IS TO IDENTIFY BARRIERS TO VOLUNTEERING.  
YOU WILL HAVE SEVEN MINUTES TO COMPLETE THIS TASK."
6. DISTRIBUTE BRAINSTORM RULES TO EACH GROUP.
7. REVIEW THE BRAINSTORM RULES WITH THE GROUP.
8. REPEAT INSTRUCTIONS: "THE TASK IS TO IDENTIFY  
BARRIERS TO VOLUNTEERING. YOU WILL HAVE SEVEN  
MINUTES TO COMPLETE THIS TASK."



9. STATE: "NOW THAT YOU HAVE IDENTIFIED BARRIERS TO VOLUNTEERING, SPEND THE NEXT SEVEN MINUTES DISCUSSING POSSIBLE WAYS TO DECREASE OR ELIMINATE SOME OF THESE BARRIERS."
10. ASK REPORTERS TO REPORT THE IDEAS FROM THEIR SMALL GROUP BEFORE THE FULL GROUP.
11. SUPPLEMENT THE GROUPS' IDEAS WITH ANY OF THE FOLLOWING IDEAS WHICH DID NOT COME UP IN SMALL GROUP DISCUSSIONS:
- A. BARRIERS TO VOLUNTEERING:
- 1) VOLUNTEER-RELATED EXPENSES.
    - TRANSPORTATION
    - CHILD CARE
    - MEALS
    - PARKING
    - TRAINING
    - MATERIALS
    - OTHER
  - 2) INADEQUATE ACCOMODATIONS (ACCESSIBILITY OF BUILDING TO THE HANDICAPPED)
  - 3) LACK OF AWARENESS OF VOLUNTEER OPPORTUNITIES OR BENEFITS OF VOLUNTEER PARTICIPATION.
  - 4) DISINTEREST OR LACK OF KNOW-HOW OF SOME ORGANIZATIONS IN DOING OUTREACH TO POTENTIAL VOLUNTEER POPULATIONS.
  - 5) FEELING BY POTENTIAL VOLUNTEERS THAT THEY ARE NOT COMPETENT OR QUALIFIED TO DO A JOB.
  - 6) FEAR OF BEING REJECTED FROM A VOLUNTEER POSITION.
- B. SOME WAYS TO OVERCOME BARRIERS:
- 1) DEFRAY PROHIBITIVE EXPENSES (FOR ORGANIZATIONS WITH LIMITED FUNDS IT MAY BE NECESSARY TO RAISE OR SEEK FUNDS FOR THIS SPECIFIC PURPOSE.)
  - 2) RESERVE PARKING FOR THE HANDICAPPED.

## YOUR NOTES

### NOTE:

MILEAGE REIMBURSEMENT PAID TO PERSONS PERFORMING VOLUNTEER SERVICE FOR NON PROFIT OR GOVERNMENT ORGANIZATIONS IS TAXABLE TO THE EXTENT THAT IT EXCEEDS ACTUAL EXPENSES. CONSULT CURRENT IRS RULINGS FOR CLARIFICATION.

- 3) MOVE WORK SITES FROM UPPER FLOORS TO THE MAIN FLOOR OF A BUILDING.
- 4) STRUCTURE VOLUNTEER POSITIONS SO THAT WORK MAY BE CARRIED OUT AT THE VOLUNTEER'S HOME OR RESIDENTIAL FACILITY.
- 5) SUPERVISE VOLUNTEERS ACCORDING TO THEIR UNIQUE NEEDS.
- 6) BE FLEXIBLE AND CREATIVE IN SCHEDULING VOLUNTEER WORK HOURS AND SITES.
- 7) EXAMINE PROMOTIONAL PIECES AND RECRUITMENT METHODS--GEARING APPEALS TO SPECIFIC AUDIENCES.

12. CONCLUDE WITH THESE IDEAS:

- A. WHILE IT IS ESSENTIAL TO TAKE STEPS TO ATTRACT THE FULL RANGE OF POPULATIONS TO VOLUNTEERING, IT IS EQUALLY IMPORTANT TO RETAIN VOLUNTEERS ONCE THEY ARE RECRUITED.
- B. THE FOLLOWING SUPPORT SERVICES FOR VOLUNTEERS SHOULD BE CONSIDERED:"

VOLUNTEER BENEFITS

4

REIMBURSEMENT FOR EXPENSES.  
CHILD CARE.  
APPROPRIATE PLACEMENT.  
ORIENTATION AND ON-GOING TRAINING  
(WITH COLLEGE OR CONTINUING EDUCATION CREDIT  
WHERE POSSIBLE).  
SUPERVISION AND EVALUATION.  
DOCUMENTATION OF VOLUNTEER EXPERIENCE.  
REFERENCES FOR EMPLOYMENT OR ACADEMIC CREDIT.  
RECOGNITION FOR ACHIEVEMENTS.  
OPPORTUNITIES FOR ADVANCEMENT.



C. ALSO, BE AWARE AND INFORM VOLUNTEERS OF CURRENT TAX DEDUCTIONS WHICH ARE RELATED TO VOLUNTEERISM. TAX DEDUCTIONS MAY VARY FROM YEAR-TO-YEAR ACCORDING TO CHANGES IN IRS REGULATIONS.

YOUR NOTES

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

BRAINSTORM RULES

ALL IDEAS ARE ACCEPTABLE.

NO DISCUSSION OF IDEAS.

NO JUDGEMENT OF IDEAS (COMMENTS ARE NOT PERMITTED).

PRODUCE IDEAS AT A "RAPID-FIRE" PACE.

REPETITION IS OK.

SET A TIME LIMIT.



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
POLICYMAKER'S TRAINING PLAN  
OPTIONAL EXERCISE C  
"DEVELOPING A PHILOSOPHY STATEMENT"

YOUR NOTES

I. TO THINK ABOUT THE PHILOSOPHY OF VOLUNTEERISM THAT WOULD BE APPROPRIATE FOR THE ORGANIZATION OF INDIVIDUAL PARTICIPANTS.

A. ACTIVITY: PHILOSOPHY STATEMENT EXERCISE

TIME: 45 MINUTES

MATERIALS: "PHILOSOPHY STATEMENT WORKSHEET" - HANDOUT #28

METHOD: INDIVIDUAL EXERCISE, SMALL GROUP SHARING, FULL GROUP DISCUSSION

B. OBJECTIVE:

TO IDENTIFY POTENTIAL CONTENT AREAS FOR A PHILOSOPHY OF VOLUNTEERISM FOR ORGANIZATIONS OF INDIVIDUAL PARTICIPANTS.

C. PROCEDURE:

1. STATE: "NOW WE WILL COMPLETE INDIVIDUALLY A WORKSHEET WHICH WILL HELP US TO IDENTIFY POTENTIAL CONTENT AREAS FOR A PHILOSOPHY OF VOLUNTEERISM FOR OUR INDIVIDUAL ORGANIZATIONS.
2. THE WORK YOU COMPLETE HERE WILL BE THE BEGINNING OF THIS PROCESS.
3. YOUR DRAFT OF THIS EXERCISE CAN BE CIRCULATED TO OTHERS FROM YOUR ORGANIZATION FOR REACTION AND POSSIBLE MODIFICATION.
4. THEN, IT CAN BECOME THE BASIS FOR A PHILOSOPHY OR POLICY STATEMENT ON VOLUNTEERS FOR YOUR ORGANIZATION.
5. IT IS ESSENTIAL TO HAVE INVOLVEMENT FROM ALL LEVELS OF YOUR ORGANIZATION IN THE DEVELOPMENT OF ANY PHILOSOPHY/POLICY STATEMENT ON VOLUNTEERS."
6. INSTRUCT: "TAKE 15 MINUTES TO COMPLETE THIS EXERCISE."
7. STATE: "WE WILL NOW TAKE 15 MINUTES TO SHARE OUR RESPONSES TO THE WORKSHEET QUESTIONS IN SMALL GROUPS. (BREAK INTO GROUPS OF ABOUT 6 PEOPLE)

8. NOW WE WILL DISCUSS AS A FULL GROUP SOME OF THE INSIGHTS YOU HAVE GAINED AND DIRECTION WHICH YOU PLAN TO TAKE WITH YOUR OWN ORGANIZATION TO IMPLEMENT A PHILOSOPHY OR POLICY STATEMENT ON VOLUNTEERISM."

YOUR NOTES



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
 DEPARTMENT OF ADMINISTRATION  
 POLICYMAKER'S TRAINING PLAN  
 EXERCISE C  
 "PHILOSOPHY STATEMENT WORKSHEET"

1. HOW DO YOU HOPE YOUR ORGANIZATION WILL FEEL ABOUT VOLUNTEER INVOLVEMENT IN YOUR ORGANIZATION?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. WHICH OF THESE ROLES FOR VOLUNTEERS DO YOU FAVOR FOR YOUR ORGANIZATION?

DIRECT VOLUNTEERING _____	LEADING _____
ADVISING _____	PARTNERSHIP BUILDING _____
ADVOCATING _____	HELPING WITH SPECIAL PROJECTS
CONSULTING _____	SHORT TERM _____
	LONG TERM _____
ADMINISTRATIVE _____	
OTHER: _____	

\_\_\_\_\_

3. WHAT KIND OF SUPPORT DO YOU WANT TO ASSURE FOR VOLUNTEERS IN YOUR ORGANIZATION?

REIMBURSEMENT FOR EXPENSES	_____
CHILD CARE	_____
APPROPRIATE PLACEMENT	_____
ORIENTATION	_____
ON-GOING TRAINING	_____
SUPERVISION	_____
EVALUATION	_____
DOCUMENTATION OF EXPERIENCE	_____
REFERENCES	_____
RECOGNITION	_____
OPPORTUNITIES FOR ADVANCEMENT	_____
OTHER: _____	_____
_____	_____
_____	_____
_____	_____

- \*4. WHAT DO YOU VIEW TO BE THE ROLES AND RELATIONSHIPS BETWEEN PAID AND UNPAID STAFF IN YOUR ORGANIZATION?

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5. WHAT KIND OF SUPPORT DO YOU HOPE TO PROVIDE FOR PAID OR UNPAID VOLUNTEER COORDINATORS OR STAFF SUPERVISORS WHO WORK WITH VOLUNTEERS? (I.E. TRAINING, VERIFICATION OF SUPERVISORY EXPERIENCE TO PERSONNEL FILES, ETC.)

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6. WHAT DO YOU HOPE WILL BE THE RESULT OF VOLUNTEER INVOLVEMENT FOR YOUR ORGANIZATION AND THE CLIENTELE WHICH YOUR ORGANIZATION SERVES?

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7. WHAT POLICIES DO YOU NEED TO HAVE IN PLACE REGARDING VOLUNTEERS TO HELP ASSURE LEGAL AND ETHICAL OBLIGATIONS? (FOR EXAMPLE, UNDER WHAT CIRCUMSTANCES DO YOU NOT WANT TO INVOLVE VOLUNTEERS IN THE WORK OF YOUR ORGANIZATION?)

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\* OMIT IF NOT A STAFFED AGENCY.

NOTE: BY CIRCULATING THIS WORKSHEET TO OTHERS FOR REACTION AND MODIFICATION, IT CAN BECOME THE BASIS FOR A PHILOSOPHY OR POLICY STATEMENT ON VOLUNTEERS FOR YOUR ORGANIZATION. FOR THIS STATEMENT TO BE EFFECTIVE, PEOPLE FROM ALL LEVELS OF THE ORGANIZATION SHOULD BE INVOLVED AND THE FINAL DOCUMENT SHOULD BE OFFICIALLY APPROVED BY TOP-LEVEL POLICYMAKERS.



## POLICY MAKERS'S ROLE

1

- A. TO INFLUENCE POLICIES WHICH AFFECT THE  
VOLUNTEER PROGRAM.
  
- B. TO ASSIST WITH THE PROCESS OF VOLUNTEER  
INVOLVEMENT AND SUPPORT.
  
- C. TO MEASURE THE EFFECTIVENESS AND WORTH  
OF THE VOLUNTEER PROGRAM.

## WHO VOLUNTEERS - 1985 GALLUP POLL

2

1. 89 MILLION AMERICANS VOLUNTEER. (USING BROAD DEFINITION OF THE TERM.)
2. 48% OF AMERICANS.
3. 45% OF MALES.
4. 51% OF FEMALES.
5. 52% OF TEENAGERS BETWEEN 14-17 YEARS.
6. 38% OF PEOPLE OVER 65.
7. 40% OF ADULTS WITH ANNUAL INCOMES UNDER \$10,000.
8. 49% OF PERSONS EMPLOYED FULL TIME.
9. 62% OF PERSONS EMPLOYED PART-TIME.



## VOLUNTARY ACTION

3

- A. DIRECT VOLUNTEER SERVICES--PEOPLE DOING THINGS.
- B. MATERIAL DONATIONS--PEOPLE GIVING THINGS.
- C. MONETARY CONTRIBUTIONS--PEOPLE GIVING MONEY.

## VOLUNTEER BENEFITS

4

- A. REIMBURSEMENT FOR EXPENSES.
- B. CHILD CARE.
- C. APPROPRIATE PLACEMENT.
- D. ORIENTATION AND ONGOING TRAINING (WITH COLLEGE OR CONTINUING EDUCATION CREDIT WHERE POSSIBLE).
- E. SUPERVISION AND EVALUATION.
- F. DOCUMENTATION OF VOLUNTEER EXPERIENCE.
- G. REFERENCES FOR EMPLOYMENT OR ACADEMIC CREDIT.
- H. RECOGNITION FOR ACHIEVEMENTS.
- I. OPPORTUNITIES FOR ADVANCEMENT WITHIN THE ORGANIZATION (PAID OR UNPAID).



# COMPONENTS OF EFFECTIVE VOLUNTEER PROGRAMS 5

GETTING ORGANIZED/OBTAINING SUPPORT

JOB DESCRIPTION/RECORD KEEPING

RECRUITMENT

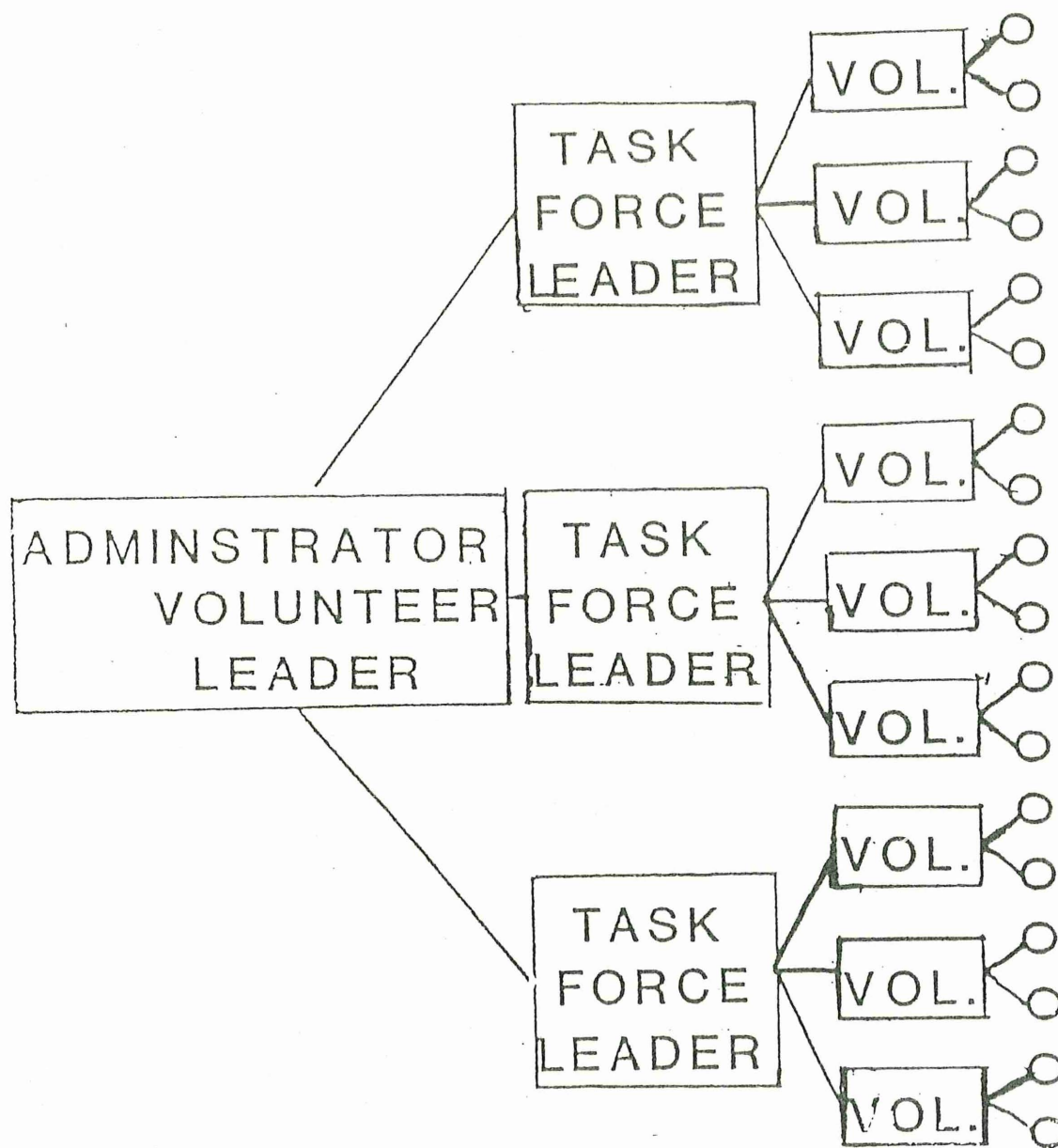
PLACEMENT

ORIENTATION AND TRAINING

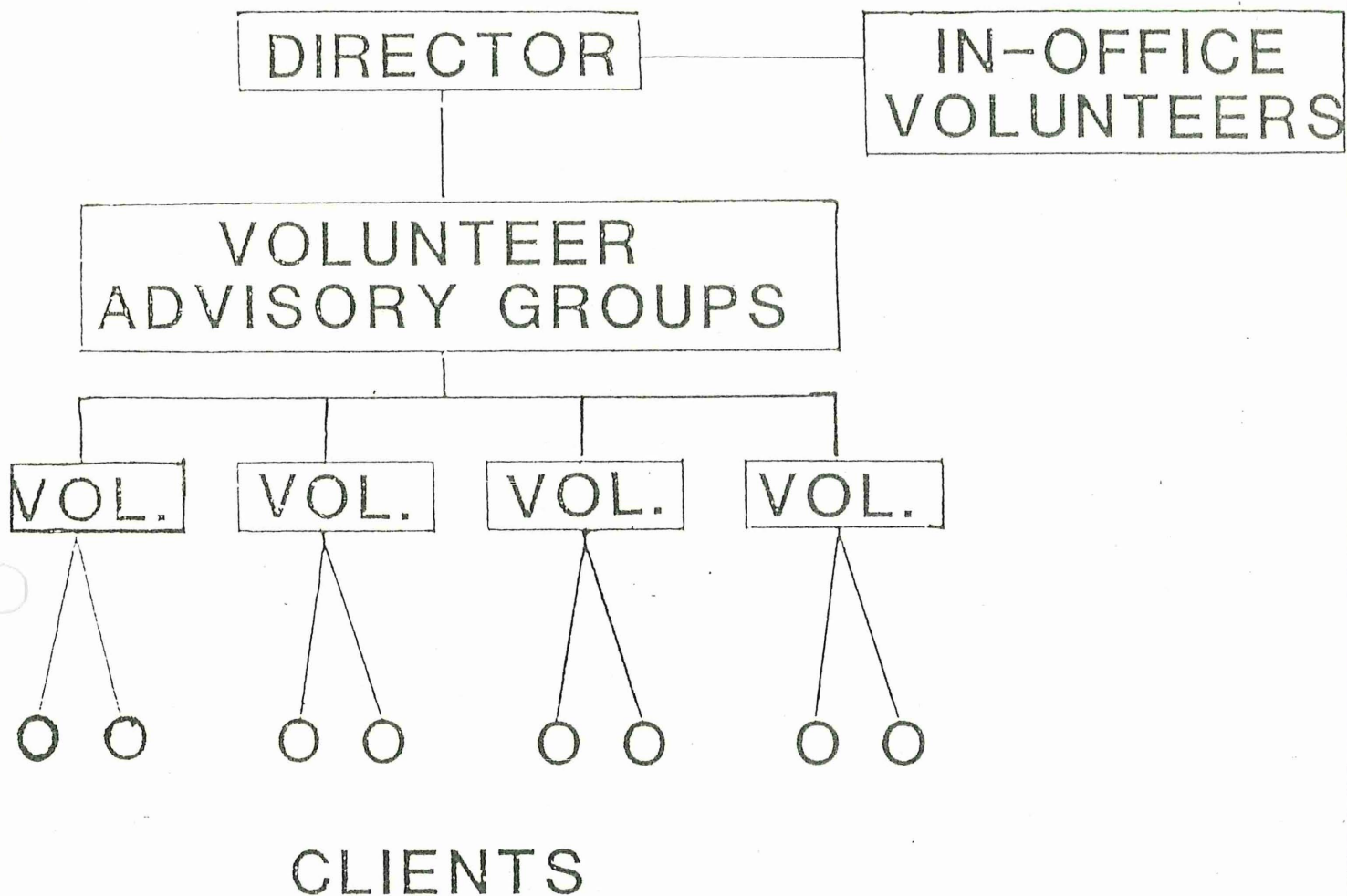
SUPERVISION

RECOGNITION AND RETENTION

PROGRAM EVALUATION







BOARD of DIRECTORS

8

STEERING  
COMMITTEE

EXECUTIVE  
DIRECTOR

VOLUNTEER DIRECTOR

STAFF

STAFF

STAFF

VOL.

VOL.

O O O

O O O

CLIENTS



## CHECK LIST FOR EFFECTIVE SUPERVISION OF VOLUNTEERS 9

THE FOLLOWING ARE IMPORTANT STEPS TO SUCCESSFUL  
VOLUNTEER SUPERVISION.

- \_\_\_\_\_ IDENTIFY NEED.
- \_\_\_\_\_ WRITE JOB DESCRIPTION.
- \_\_\_\_\_ SECURE ADMINISTRATIVE, RECIPIENT, FAMILY  
SUPPORT.
- \_\_\_\_\_ RECRUIT VOLUNTEERS.
- \_\_\_\_\_ PLAN PRESERVICE CONFERENCE.
- \_\_\_\_\_ SCHEDULE AND HOLD PRESERVICE CONFERENCE.
- \_\_\_\_\_ ORIENT AND TRAIN VOLUNTEER.
- \_\_\_\_\_ PROVIDE SYSTEMS FOR DOCUMENTATION OF  
VOLUNTEER SERVICE/EXPERIENCE.
- \_\_\_\_\_ ASSESS PROGRESS TOWARD GOALS THROUGH  
ONGOING COMMUNICATION AND EVALUATION.
- \_\_\_\_\_ PROVIDE ONGOING RECOGNITION AND SUPPORT.
- \_\_\_\_\_ PREPARE FOR TRANSITION.
- \_\_\_\_\_ ASSESS NEED FOR CONTINUATION OF VOLUNTEER  
SERVICES.
- \_\_\_\_\_ PROVIDE VOLUNTEER WITH EXIT INTERVIEW.

C INDEPENDENT SCHOOL DISTRICT 281, ROBBINSDALE  
AREA SCHOOLS, MN, BEUGEN, ROBINSON, WANOUS<sup>3</sup>

## KEY ELEMENTS

10

GETTING ORGANIZED AND OBTAINING SUPPORT

GOALS AND OBJECTIVES

ADMINISTRATIVE SUPPORT

STAFF SUPPORT AND INVOLVEMENT

NEEDS ASSESSMENT



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION

RULES FOR BRAINSTORMING 11

- A. ALL IDEAS ARE ACCEPTABLE.
- B. NO DISCUSSION OF IDEAS.
- C. NO JUDGMENT OF IDEAS. (COMMENTS  
ARE NOT PERMITTED.)
- D. PRODUCE IDEAS AT A "RAPID-FIRE" PACE.
- E. REPETITION IS OK.
- F. SET A TIME LIMIT.

MINNESOTA OFFICE ON VOLUNTEER SERVICES

DEPARTMENT OF ADMINISTRATION

GET-TO-KNOW-EACH-OTHER FORM

NAME: \_\_\_\_\_

WHERE FROM: \_\_\_\_\_

PREVIOUS OR CURRENT  
EXPERIENCE WITH  
VOLUNTEER PROGRAMS/VOLUNTEERISM \_\_\_\_\_

\_\_\_\_\_

INTERESTS AND/OR CONCERNS ABOUT  
VOLUNTEERS/VOLUNTEERISM \_\_\_\_\_

\_\_\_\_\_



# VOLUNTEERING: THE POLICY MAKER'S ROLE

**V**olunteering in the United States is alive, healthy, and growing. Like the democracy it helped to give us, though, volunteering must be actively preserved and protected. It doesn't just happen.

Volunteering grows out of the leadership of creative, committed people who believe that it is possible to solve problems in ways that help people in need become independent and self-sufficient.

Much of this leadership comes from individual volunteer leaders and from those organizations at the local, state, and national levels which seek to promote more effective volunteer involvement.

But there is also an important role to be played by elected officials and those in key decision-making and resource-allocation roles in both the private and the public sectors.

## **Elected officials can help increase public awareness of the importance of volunteering.**

- President Ronald Reagan has chosen to do so through sponsorship of The President's Volunteer Action Awards Program.

- Governor James Hunt of North Carolina spends an hour a week tutoring at a Raleigh high school.
- In 12 states, governors give awards to outstanding volunteers, as do innumerable mayors.
- Many members of Congress help call attention to volunteers through their newsletters, speeches, and insertions in the Congressional Record.
- Most importantly, public officials can help give legitimacy to the idea that it is the right and responsibility of citizens to participate fully in the lives of their communities.

## **Public officials can recognize that volunteering is a legitimate area of public policy discussion.**

- Government can both remove impediments and create incentives for people to get involved.
- Congress is currently considering legislation to increase the tax deduction for mileage expenses incurred by volunteers to a level equal to that given paid workers.
- Bills have been introduced to remove the blanket restriction on volunteer involvement in federal agencies.
- Issues for further consideration include state regulations that re-

strict the volunteer involvement of those drawing unemployment benefits, and the need to alleviate possible liability problems for volunteers.

## **Public officials can understand the role government has played in supporting volunteering and the structures through which people volunteer.**

- The allocation of public resources in support of programs that maximize volunteer involvement—for example, hospices or neighborhood associations—can stimulate people to volunteer.
- Government has funded demonstration and pilot programs, assisted in the replication of successful programs, and supported technical assistance and training programs.
- Government has also been a heavy user of volunteers—through the stipended full-time and part-time programs at ACTION and the Peace Corps, in the National Park Service, in veterans' programs, in counseling small businesses, and in the Department of Agriculture.
- Many states, counties, and cities have established publicly supported offices of volunteer services.

*"The volunteer spirit is still alive and well in America."*

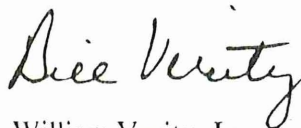
PRESIDENT RONALD REAGAN

**Public officials can accept responsibility for helping to maintain and protect the independence of voluntary organizations.**

- Through legislation and regulation, public officials set the pattern for the behavior of government agencies.
- Volunteering could not survive in a hostile public environment in which the desire for dominance by government overwhelmed the urges of people to help themselves and others in the ways they choose.
- If the involvement of Americans as volunteers insures the survival of our democratic institutions, then those institutions must act to preserve the opportunity and ability of citizens to volunteer.

**T**he following is intended as a supplement to your knowledge of the world of volunteering. Included are questions and answers, a fact sheet, quotations about volunteering from American leaders, suggested remarks, and acknowledgments.

The publication was produced by the Committee on Marshalling Human Resources of The President's Task Force on Private Sector Initiatives, assisted by an advisory group comprised of representatives from volunteer organizations, business, and organized labor.



C. William Verity, Jr.  
Chairman  
The President's Task Force on  
Private Sector Initiatives



Frank Pace, Jr.  
Chairman  
The Committee on Marshalling  
Human Resources





## The 1984 Volunteer Recognition Handbook

### Figures, Figures, Figures

In the fall of 1983, the Gallup Organization conducted a national survey on the nature and scope of volunteering in the United States as part of the regular bi-weekly Gallup Poll. Performed as a public service for VOLUNTEER, the poll provides the most up-to-date figures on volunteering and the first national data since the Gallup Survey for the Independent Sector in 1981.

Like the 1981 study, the 1983 Gallup Survey used a broad definition of volunteering: "working in some way to help others for no monetary pay." This would include the person who regularly helps an elderly neighbor as well as the person who volunteers at a nursing home. Broadly defined, volunteering includes working to get a traffic light put in at a dangerous intersection, serving as a room mother at a school, providing free professional advice (lawyers, accountants) to neighbors, canvassing for a political candidate, collecting money for a charity, etc.

When volunteering is defined in this way, the most recent survey found that 55% of American adults (52% in 1981) volunteered during the previous year. The 1981 survey found that an almost equal proportion of teenagers (53%) also had volunteered. The surveys also provide a wide range of demographic information on the American volunteer.

The following breakdown compares the 1981 and 1983 figures where the same questions were asked or indicates the year from which the information was taken if the question was asked only once. Where the breakdowns are not exactly the same for the two surveys (for example, by age), the figures have been grouped as closely as possible.

1. Total number of volunteers (1981): 92 million

Total monetary value of American volunteer service (1981): \$64.5 billion

Percentage of total adult population engaged in volunteer activity

<u>1981</u>		
52% adults	47% in structured	31% volunteer at least
53% teens	organizations	2 hours per week
<u>1983</u>		
55% adults		



**VOLUNTEER**

The National Center for Citizen Involvement

2. Percentage of total adult population volunteering by activity area (1981)

Religious	37%
Health	23
Education	23
Recreation	13
Political	11
Citizenship	11
Community action	11
Social welfare	10
Arts & culture	5
Justice	2
Informal, alone	44
Work-related	11
Fundraising	11

Why do people volunteer? (1981)

Thought would enjoy work, feel needed	29%
Wanted to be useful, help others, do good deeds	45
Wanted to learn and get experience, help get a job	11
Child, relative or friends in program	23
Religious concerns	21
Had a lot of free time	6
Had an interest in activity or work	35
Thought would help keep taxes down	5

Why do people stop volunteering? (1981)

Project or task completed, organization no longer exists	11%
Too busy to continue	33
Went to paid job or school	10
Moved	12
Problem with organization or staff, bad experience	4
Child, relative or friend no longer involved	8
Lost interest, no longer enjoyed it, became tired	9
Too expensive	2
Nothing useful to do	1
Private, personal, family reasons	18
Went into other volunteer work that was more important	4



3. Percentage of active adult volunteers involved in various activities

	<u>1981</u>	<u>1983</u>
Health	12%	13%
Education	12	16
Justice	1	3
Citizenship	6	7
Recreation	7	10
Social welfare	5	6
Community action	6	11
Religious	19	19
Political	6	6
Arts & culture	3	4
Informal, alone	23	23
Work-related	6	7
Fundraising	6	10

4. Percentage of non-volunteers who acknowledged doing one of the following:  
(1983)

Helping sick friend or neighbor	25%
Outdoor help for non-relative elderly	22
Babysitting for friend/neighbor	25
Help neighbors clear area	9
March or demonstrate	3

5. Percentage of adults involved in volunteer activity by region of country

	<u>East</u>	<u>Midwest</u>	<u>South</u>	<u>West</u>
<u>1981</u>	51%	54%	48%	57%
<u>1983</u>	55%	51%	54%	62%

6. Percentage of adults involved in volunteer activity by age

	<u>14-17</u>	<u>18-24</u>	<u>25-44</u>	<u>45-54</u>	<u>55-64</u>	<u>65 &amp; older</u>
<u>1981</u>	53%	54%	59%	55%	45%	37%
		<u>18-24</u>	<u>25-29</u>	<u>30-49</u>	<u>50-64</u>	<u>65 &amp; older</u>
<u>1983</u>		53%	67%	63%	54%	32%

7. Percentage of adults involved in volunteer activity by gender

	<u>Male</u>	<u>Female</u>
<u>1981</u>	47%	56%
<u>1983</u>	53%	56%

8. Percentage of adults in various occupations involved in volunteer activity (1983)

Professional/business	76%
Clerical/sales	51
Manual labor	54
Skilled workers	61
Unskilled workers	48
Farmer	63
Non-labor force	36

9. Percentage of adults involved as volunteers by marital status

	<u>1981</u>	<u>1983</u>
Married	53%	58%
Single	58	56
Widowed	} 42	31
Now divorced		48
Ever divorced		47

10. Percentage of adults involved as volunteers by city size

	<u>1981</u>		<u>1983</u>
Metropolitan	46%	1,000,000 +	48%
Suburban	55	500,000 - 1,000,000	61
Non SMSA (Non	55	50,000 - 500,000	53
Standard Metro-		25,000 - 50,000	61
politan Statis-		Fewer than 25,000	56
tical Area)			

11. Number of hours spent in average week as volunteer (1983)

	<u>Male</u>	<u>Female</u>	<u>18-24</u>	<u>25-29</u>	<u>30-49</u>	<u>50-64</u>	<u>65+</u>
None	39%	31%	31%	31%	32%	35%	54%
Less than 1 hour	18	12	19	16	15	15	12
1 to 3 hours	20	22	20	28	23	22	11
3 to 5 hours	8	11	11	12	9	11	6
More than 5 hours	15	24	19	21	21	17	17

12. Asked to volunteer more or less in last year (1983)

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>18-24</u>	<u>25-29</u>	<u>30-49</u>	<u>50-64</u>	<u>65+</u>
More	29%	34%	26%	57%	42%	28%	18%	15%
Less	17	12	20	16	9	14	20	28
Same	53	54	53	27	49	58	59	56
No opinion	1	0	1	0	0	0	3	1



13. Percentage of adults involved as volunteers by educational level

	<u>1981</u>	<u>1983</u>
College degree	75%	77%
Some college	65	67
High school graduate	54	51
Some high school	31	32
Grade school	26	26

14. Percentage of adults involved as volunteers by employment status (1981)

Total employed	57%
Employed full-time	55
Employed part-time	65
Not employed	45

15. Percentage of adults involved as volunteers by household income

	<u>1981</u>	<u>1983</u>
Under \$4,000	40%	
\$4,000 - \$6,999	36	
\$7,000 - \$9,999	35	Under \$10,000 37%
\$10,000 - \$14,999	46	
\$15,000 - \$19,999	53	\$10,000 - \$20,000 52
\$20,000 and over	63	\$20,000 - \$30,000 56
		\$30,000 - \$40,000 74
\$40,000 and over	62	\$40,000 and over 78

16. Percentage of adults involved as volunteers by household size (1981)

One	41%
Two	47
Three	55
Four or more	59

17. Percentage of adults from homes including children under 18 involved as volunteers (1981) - 57%

SOME EXAMPLES OF VOLUNTEER UTILIZATION  
(FAMILY BASED OR CHILD SERVICE EXAMPLES)

MINNESOTA DEPARTMENT  
OF HUMAN SERVICES  
612/297-4275  
8/85

- PARENT AIDE - PARENTS TO REINFORCE AND MODEL APPROPRIATE PARENTING AND HOMEMAKING SKILLS FOR PARENTS
- BIG BROTHER - PROVIDE MALE OR FEMALE ROLE MODEL IN FAMILY WHERE NONE EXISTS
- VOLUNTEER DRIVERS - TRANSPORTATION SPECIFICALLY FOR FAMILIES AND CHILDREN FOR APPOINTMENTS OF CONSEQUENCE
- GUARDIAN AD LITEM - INDIVIDUALS TO REPRESENT CHILD'S INTERESTS IN COURT AS REQUIRED BY LAW
- PARENT/CHILD VISITATION AIDES - TO MONITOR VISITS WHILE CHILD IS IN PLACEMENT, PROVIDES TRANSPORTATION, OVERSEES VISIT, WRITES UP REPORT TO RELIEVE SOCIAL WORKER OF DOING SO
- RESPIRE CARE - PROVIDE TEMPORARY CHLD CARE WHILE PARENT IS AT SCHOOLING, PARENTING CLASSES, OR JUST TO PROVIDE A RESPIRE
- ADOLESCENT INDEPENDENT LIVING SPECIALISTS - ASSIST YOUTH IN LEARNING LIFE SKILLS TO ENABLE LIFE ON OWN AFTER FOSTER CARE
- CITIZEN REVIEW PANELISTS - SIT ON PANELS WHICH REVIEW SUBSTITUTE CARE PLACEMENTS AND SUGGEST ALTERNATIVES
- COMMUNICATIONS SPECIALISTS - DO PUBLIC SPEAKING, DESIGN BROCHURES, AND AID AGENCY PUBLIC INFORMATION IN RELATION TO CHILD ABUSE, MENTAL ILLNESS, OTHER OF ITS SERVICES, OR THE AGENCY IN GENERAL
- BUDGET CONSULTANT VOLUNTEERS - TRAINED VOLUNTEERS WHO ASSIST INDIVIDUAL FAMILIES IN MANAGING MONEY BY MEETING WITH CLIENTS AND GUIDING THEM IN HOW TO BUDGET, MAINTAIN RECORDS, ETC.
- ADOPTION VOLUNTEERS - ASSIST IN GENETIC SEARCHES OR DEVELOPING RECRUITMENT CAMPAIGNS FOR ADOPTIVE HOMES
- PERINATAL COACHING PROGRAM - ASSIST TEENAGE PARENTS THROUGH BIRTH PROCESS INTO CHILD INFANCY BY ROLE MODELING THEREBY ASSISTING MOTHER/CHILD BONDING AND APPROPRIATE CHILD CARE
- GROUP AIDE VOLUNTEER - CO-FACILITATE CHILD OR ADULT GROUPS TO ASSIST CLIENTS TOWARD SELF-SUFFICIENCY
- SOCIAL WORKER ASSISTANT - DO VARIOUS CHORES SUCH AS TRANSPORTING, MONITORING PARENT/CHILD VISITS, ASSISTING IN FILLING OUT FORMS, CARRYING OUT FOSTER HOME VISITS AT THE REQUEST OF THE SOCIAL WORKER
- VOLUNTEERS DO NOT REPLACE PAID STAFF JOBS, VOLUNTEERS TAKE ON FUNCTIONS WHICH FREE STAFF TO DO OTHER NECESSARY FUNCTIONS.



## SOME EXAMPLES OF VOLUNTEER UTILIZATION

(HOME BASED OR ADULT SERVICE EXAMPLES)

MENTAL HEALTH AFTERCARE ONE-TO-ONES - TO ASSIST IN  
COMMUNITY READJUSTMENT, PROVIDE SOCIAL OUTLET  
TO AVOID PLACEMENT

RESPITE CARE - AID CAREGIVER OF HOMEBOUND BY TEMPORARILY  
SITTING WITH THE INCAPACITATED TO ENABLE WELL-  
BEING OF CAREGIVER AND PATIENT

GUARDIAN/CONSERVATOR- HANDLE FINANCES OR AFFAIRS BY COURT  
APPOINTMENT FOR CLIENTS UNABLE TO

FRIENDLY VISITOR - PROVIDE SOCIAL COMPANIONSHIP AND CHECK  
ON WELL-BEING OF HOME-BOUND OR MENTALLY RETARDED

TELEPHONE FRIEND - PROVIDE PHONE CONTACT WITH OUTSIDE WORLD  
AND CHECK ON WELL-BEING OF HOME-BOUND

BUDGET COUNSELOR - PROVIDE ONGOING ASSISTANCE TO FAMILY IN  
BUDGETING AS DIRECTED BY PAID STAFF (FOR BOTH ADULT  
AND CHILD PROTECTION FAMILIES)

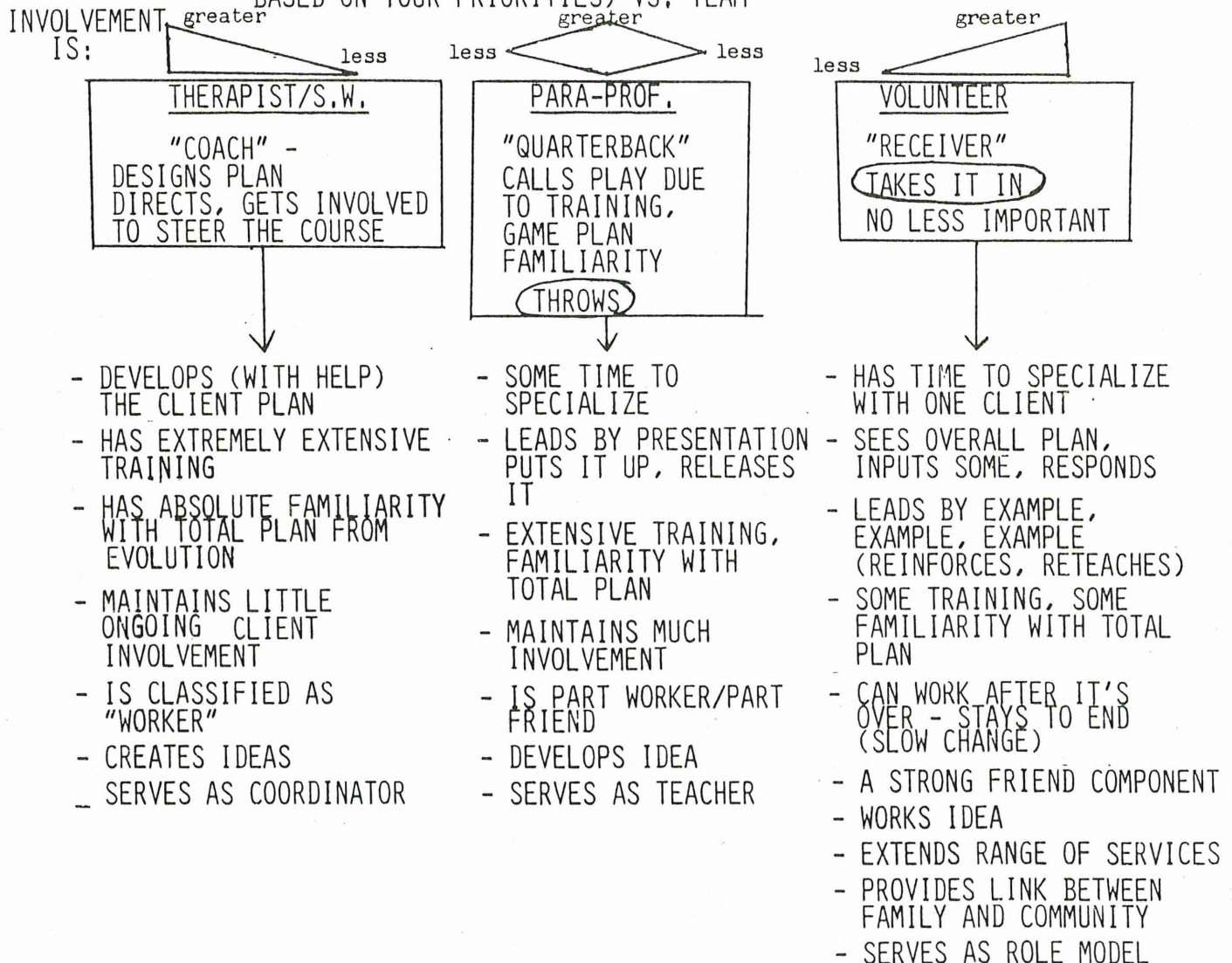
GRIEF SUPPORT VOLUNTEERS - PROVIDE TEMPORARY EMOTIONAL SUPPORT  
TO THOSE WHO HAVE LOST A LOVED ONE

VOLUNTEERS DO NOT REPLACE PAID STAFF JOBS. VOLUNTEERS TAKE ON  
FUNCTIONS WHICH FREE STAFF TO DO OTHER NECESSARY FUNCTIONS.

AN EXAMPLE OF  
PROFESSIONAL/PARA-PROFESSIONAL/VOLUNTEER TEAMING

IN ANY "PARENT AIDE" - TYPE PROGRAM:

- \* - FUNCTIONS/TASKS PERFORMED ARE UNIQUE IN TREATMENT, PREVENTION, AND FOLLOW UP
- \* - INTENSITY OF SERVICE WILL VARY
- \* - SET CRITERIA FOR STAFF, PROFESSIONAL, VOLUNTEER INVOLVEMENT
- \* - COMPREHENSIVE ASSESSMENT WITH STAFF OF THEIR NEEDS ARE VERY IMPORTANT
- \* - A SOLID SCREENING PROCESS AND WELL-THOUGHT ORIENTATION AND ONGOING TRAINING ARE KEY
- \* - WHAT VOLUNTEERS DO IS CASE INTEGRATED
- \* - VOLUNTEERS ARE PART OF "SERVICE CONTINUUM" (LARGER/SMALLER BASED ON YOUR PRIORITIES) VS. TEAM



(ROLES BETWEEN PP'S AND VOLS. MAY BE MODIFIED  
BASED ON CASE DIFFICULTY, TIME COMMITMENT,  
CLIENT NEEDS, ETC.)



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

JULY, AUGUST, SEPTEMBER, 1983

THIRD QUARTER

Page 1

CITY OF VIRGINIA BEACH

DEPARTMENT-VOLUNTEER COUNCIL

Volunteer Hours Given/Value and Contributions Received

Department	Number of Volunteers			Hours		Contributions Cash Value	Year-to-Date	
	Male	Female	Total	Number	Value		Hours	Value
Agriculture	105	134	239	1,433	\$ 9,315.00	\$4,440 (see attached)	11,316	\$73,555.00
City Clerk		1	1	18	96.30		197	1,200.11
Circuit Court	---	---	---	---	---		149	499.15
Clean Community System (General Services)	3	4	7	117.5	525.27			
Commission Members	3	2	5	82	637.14			
Total			(12)	(199.5)	(1,162.41)		2,930.5	14,817.41
Commonwealth Attorney	1	3	4	321	1,566.48	\$14.91	874	4,345.12
Community Diversion	2	2	4	182	245.70			
Commission Members	6	1	7	42	56.70			
Total			(11)	(224)	(302.40)		643	2,913.07
Community Development	11	7	18	117	468.00		243	972.00
Court Services Unit	17	43	60	8,826	80,140.00		16,775.5	152,321.48
Data Processing	2	5	7	1,680	6,669.60			
Emergency Medical Services	278	179	457	41,130	349,605.00		138,330	1,175,805.00
Fire	200	50	250	6,500	55,250.00		18,212.5	154,806.25
Libraries								
Administration	8	11	19	201	1,862.08	\$2,459.13		
Bayside	1	16	17	373	1,754.81			
Children's Division		1	1	4	24.28			
Reference		1	1	6	38.22			
Extension Services	1	5	6	234.5	1,128.31			
Great Neck		13	13	146.5	543.60			
Kemosville		9	9	210.5	831.97			
Oceanfront	3	10	13	450.5	2,004.43	\$300.00		
Technical Services	1	4	5	108.5	607.60			
Special Services	4	20	24	504.5	3,361.39	\$1,075.00		
Windsor Woods		10	10	308.5	1,251.43			
Board Members	2	9	11	14	246.12			
Total			(129)	(2,561.5)	(13,654.29)	(\$3,834.13) see attached	7,315.5	\$37,479.35

JULY, AUGUST, SEPTEMBER, 1983

Third Quarter

Page 2

CITY OF VIRGINIA BEACH  
DEPARTMENT-VOLUNTEER COUNCIL

Volunteer Hours Given/Value and Contributions Received

Department	Number of Volunteers			Hours		Contributions	Year-to-Date	
	Male	Female	Total	Number	Value	Cash Value	Hours	Value
Lighthouse Runaway Hotline	2	15	17	498.5	3,175.95		1,126.5	\$ 7,175.66
Mental Health/Mental Retard.								
Substance Abuse	---	---	---					
Mental Health	15	100	115	4,662	33,112.45			
Mental Retardation	15	58	73	1,870	20,251.45			
Total			(188)	(6,532)	(53,363.90)		22,848.5	203,793.58
Parks and Recreation								
Kempsville	6	3	9	149	515.62			
Bow Creek	3	11	14	143	514.80			
Adult Activities	4	8	12	310	1,790.40	\$40.00		
Athletics	274	87	361	4,764	18,913.08			
Youth Activities	6	29	35	746.5	2,492.71	\$100.00		
Therapeutics	13	42	55	2,075	7,843.50			
Commission Members			7	14	168.00	\$10.00		
Total			(493)	(8,201.5)	(32,238.11)	(\$150.00) see attached	34,312.5	135,772.08
Pendleton Child Serv. Ctr.		5	5	429	1,471.47	\$400.00		
Commission Members	6	3	9	21	357.00			
Total			(14)	(450)	(1,828.47)	(\$400.00)	549.5	2,192.61
Permits and Inspections	0	0	0				95	652.65
Personnel	0	0	0				353.5	1,461.77
Planning	0	0	0					
Commission Members	11	1	12	425	9,328.75		1,324	28,819.20
Police								
Auxiliary	63	7	70	11,531.5	78,990.78			
Crime Analysis, Det.	6	8	14	402.5	3,489.68			
Crime Analysis, Prec.	12	6	18	992	8,600.64			
Crime Solvers	2	3	5	228	1,976.76			
Precious Metals	1	5	6	258	2,236.86			
Juvenile Bureau	2	1	3	199	1,725.33			
Vehicle Transportation	8	1	9	510	4,421.70			



JULY, AUGUST, SEPTEMBER, 1983

Third Quarter

Page 3

CITY OF VIRGINIA BEACH  
DEPARTMENT-VOLUNTEER COUNCIL

Volunteer Hours Given/Value and Contributions Received

Department	Number of Volunteers			Hours		Contributions Cash Value	Year-to-Date	
	Male	Female	Total	Number	Value		Hours	Value
Spot Boats	15	0	15	760	6,589.20			
Juvenile Trauma		1	1	69.5	602.57			
Total			(141)	(14,950.5)	(108,633.52)		41,513	361,849.56
Public Health	3	9	12	543	2,139.42		1,535	6,047.90
Public Works	9	3	12	138.5	975.04		263	1,851.52
Public Utilities/Engineer.	3	7	10	612.5	2,785.50		625.5	2,896.91
Social Services	11	75	86	3,041	19,766.50			
Commission Members	1	3	4	6	251.75			
Total			(90)	(3,047)	(20,018.25)	\$3,500.00	11,020	70,975.15
Sheriff's Office								
Administrative	5	5	10	780	3,985.80			
Auxiliary Corrections	3	0	3	465	3,609.40			
Total			(13)	(1,245)	(7,595.20)		4,516	27,847.06
TOTAL			<u>2,190</u>	<u>99,653.5</u>	<u>760,311.59</u>			

TOTAL YEAR-TO-DATE  
Departments Using Volunteers  
25

Hours	Value
317,068	\$2,470,049.59

## Office Memorandum

TO:

DATE: 1/2 /86

FROM: John Clawson

PHONE: 612/297-3374

SUBJECT: January-June Volunteer Services Report

Attached you will find the July-December, 1985 Report Form on Volunteer Services Activity which is due February 14.

I am pleased to send you the compilation of data for this report from January-June 1985. It provides me with the opportunity to share the results with you and thank you and your staff for your help in compiling them. They are most impressive and provide the Department with an improved realistic base of data from which to judge Volunteer Services statewide.

In observing the report, some trends do become obvious:

- Hospital residents received an average of approximately 17 hours of volunteer service. While this is impressive, I would like to see this increased to approximately 25 hours with a special focus upon "client contact" positions.
- About 50% of volunteer hours were accomplished in one-to-one placements. This is very impressive as are the number of hours in recreation. The percentage of hours in teaching/rehabilitation and professional areas could utilize some attention.
- Contributions received are very impressive.
- The value of volunteer time seems to have been favorably accepted. The research done by the personnel specialist volunteer has, I believe, given us all a fair, reasonable estimation of the fiscal value of volunteers.

While some minor modifications have been made in the report form with the input of volunteer services coordinators and other staff, I anticipate our seeing continued positive results in the next report. Changes you should be aware of are:

1. Clinical pastoral trainees are not considered volunteers for the purposes of this report.
2. The value of volunteer services - related media mention such as free public service announcements and free newspaper space where able to be approximated at a reasonable rate may be included in the report.
3. Camp Confidence scholarships are valid contributions.



As you begin this process, I ask that you keep in mind my original instructions when we began utilizing this report last year:

1. Remember that the report reflects the entire volunteer services picture for the facility. It is not intended to, should not, and does not reflect the success or failure of its volunteer services staff. It does reflect the total facility's approach to citizen involvement. Therefore, all such involvement should be indicated in the report. My expectation is that CEOs will do all possible with all staff in an effort to standardize their report's data base with the following definition of volunteerism: Any contribution of time, services, materials, or dollars by an individual or group which is facility-directed and not fully compensated by the facility which supports, strengthens, and promotes the facility.
2. Each facility has a slightly different twist to its volunteer services programming which reflects its client population, its staffing, and the types of volunteer services and contributions it accepts. These factors will drastically affect its numbers. Thus, comparisons of total numbers between facilities are difficult and should be perceived as such.
3. Hours of contributors of dollars or goods may be claimed provided they are put in a designed project for your facility's good. Use your judgment on this.
4. Hours put in by outpatient chemically dependent residents may be claimed at the discretion of the facility CEO.
5. My hope is that the report will, over time, indicate a greater movement by facilities toward more intensive one-to-one services as many of you have indicated you desire to both Mike Newman and other staff. This pattern will bode well for client service at a time when county social services agencies and state hospitals are called upon to work even closer together.
6. The new report reflects not only the types of functions performed by volunteers but also a reasonable if conservative per hour fiscal valuation of a volunteer to the facility, \$9.09. This average value has been arrived at based upon a comprehensive assessment of the functions volunteers now perform, the percent of total volunteers within the system in those categories, the value the state system places upon similar paid functions at this time, and the value of other benefits to a paid employee doing similar work. This means of valuation for volunteer services is presently receiving a great deal of attention nationally. It is our belief it more accurately reflects true value to the facility than previous measures. This one value shall apply to all volunteers as a mean value though some volunteers may be higher and some lower in real value. A note: The evaluation was done by a volunteer personnel specialist with extensive background in the area of compensation and will be adjusted each year when a market review is done.
7. For the purposes of this report, a modification which the Department has made in the last draft is to separate out the number of Foster Grandparents and the hours they volunteer. This assists the Department in meeting

its obligation in compiling a federal fiscal report in the area of volunteer services. Furthermore, it incorporates these volunteers as part of the report in a consistent manner. The attachment to the form defines the types of persons, services, and goods which can be included in the report. Should individual questions arise, I ask that you contact Mike Newman, 612/297-4275, with your concerns.

8. CEOs are encouraged to calculate program cost benefits to the facility on an individual basis by the following means:

<u>Divide this</u>	<u>by this</u>	<u>to get this</u>
Total dollar value of Sections I & II	Total costs of funding volunteer program (including staffing)	Cost/Benefit ratio
Total dollar value of Sections I & II	Number of volunteers	Average value of program per volunteer
Total dollar value of Sections I & II	Hours of volunteer services	Average value per hour of program service
Total costs of funding program (including staff)	Hours of volunteer services	Cost per hour of volunteer services
Total costs of funding program (include staff)	Number of volunteers	Average cost of program per volunteer

CEOs are further encouraged to share this data with Mike Newman. It should be emphasized that higher values, ratios, etc. do not, in these cases, reflect better programs. They do reflect the value derived based upon the individual facility philosophies of use of volunteers. Thus, these figures should only be utilized as one piece of evaluation of the facility's volunteer programming.

JC:br



Year: 19\_\_

Reporting Period

☐ Jan 1 - Jun 30

☐ Jul 1 - Dec 31

VOLUNTEER SERVICES ACTIVITY

Date \_\_\_\_\_

Facility \_\_\_\_\_

Name of person reporting data: \_\_\_\_\_ Phone: \_\_\_\_/\_\_\_\_

**SECTION I**

Total number of unpaid staff \_\_\_\_\_

Number of these which are  
Foster Grandparents \_\_\_\_\_

Number of hours of volunteer service by primary types of service:

Teaching/Rehabilitation

One-to-One

Supportive Services

Recreation

Administrative

Professional

TOTAL HOURS OF VOLUNTEER SERVICE

Hours	Total hours which are Foster Grandparents	Total hours which are Sr. Companions	Total hours which are Green Thumb

X \$9.09 Hourly Value

Total population served by unpaid staff \_\_\_\_\_

\$ \_\_\_\_\_ Dollar value - Section I

**SECTION II**

Cash recorded all sources 1. \_\_\_\_\_

Goods (including 2A, 2B, 2C, and all others) 2. \_\_\_\_\_

In kind 3. \_\_\_\_\_  
(e.g., discounts, free tickets, media mention, camp scholarships-- labor not included)

Holiday Season only 1A. \_\_\_\_\_  
(should also be in #1)

Holiday Season only 2A. \_\_\_\_\_  
(should also be in #2)

New goods only 2B. \_\_\_\_\_  
(should also be in #2)

Used goods only 2C. \_\_\_\_\_  
(should also be in #2)

Value of Section II 4. \$ \_\_\_\_\_  
(add lines 1, 2, 3)

TOTAL \$ VALUE OF SECTIONS I & II

\$ \_\_\_\_\_

Signature of Volunteer Services Coordinator  
verifying report's authenticity

Date \_\_\_\_\_

cc: Chief Executive Officer

Please share anecdotes of interest about staff activities, patient benefits, staff relationships, volunteer accomplishments, program awards, or other narrative information (e.g., number of news releases).

Please share unique circumstances which enabled the volunteer program to provide superior service or adversely impacted its statistics (e.g., extensive public relations work).

Please use opposite side or other sheets of paper if necessary.



## REPORTING GUIDELINES

### VOLUNTEER SERVICES ACTIVITY

1. This report is due, without exception, February 15 for the six-month period ending December 31 and August 15 for the six-month period ending June 30. The report will be due on this date after notice of its upcoming due date by the Chief of Volunteer Services for DHS. Completed reports not received by these dates will be listed as so in tabulations prepared and distributed by the Department of Human Services.
2. The report, when completed, shall be circulated throughout facility administrative channels and sent to the DHS Chief of Volunteer Services by the facility Volunteer Services Coordinator. At an appropriate time, it is recommended that the report should be reviewed with the facility CEO and any other management so designated by the CEO.
3. This report is intended to reflect the total volunteer services picture for the facility. It is not meant to reflect the performance of individual staff or the use of volunteers in other community placements.
4. All reports will be initially accepted at face value. However, supportive evidence should be retained for three years in the files of the reporting person for examination by DHS authorized personnel.
5. Categories of volunteers shall be defined in the following manner:

Teaching/Rehabilitation - Any aid provided on one-to-one or small group basis which is primarily aimed at teaching or refining skill or knowledge (e.g., craft assistant, therapy assistants).

One-to-One - An ongoing relationship of a volunteer to a particular client (e.g., special friends, one-to-one).

Supportive Services - Any general service with or without direct client contact which enhances patient and facility functioning (e.g., clerical, sewing, clothing room, library aide, museum developer, transportation assistance, tour guide, sign speakers).

Direct Care/Recreation - Any patient assistance provided which is primarily toward assisting residents to engage in daily activities (e.g., recreation, feeding, religion, adopt a unit, special occasion).

Administrative - Advisory or technical services which aid the facility in fulfilling its obligations (e.g., advisory councils, coordinators).

Professional - Functions carried out by an individual which are the same as performed in their paid occupation (e.g., barbers, dentists, entertainers, nurses, ministers).

For the purposes of Section I, the population served shall include the patient count at the beginning of the six-month period plus admissions during the six-month period.

6. Dollars and hours are to be rounded off to the nearest full number.
7. A volunteer shall be defined as one who enters himself/herself into free services of his/her own free will. Out-of-pocket reimbursement or situations of choice where no funded reward is given do not constitute payment. Hours for all unpaid staff under the supervision of the facility shall be included in the report. This will be with the exclusion of interns (including clinical pastoral trainees) on a program of educational study for which credit is claimed. Hours of service by these interns beyond their internship requirements and for which payment or inkind services are not received shall be allowable as volunteer services time. The report shall also not include family members involved in service directly only for the benefit of a resident who is a family member. The report shall include Foster Grandparents, Senior Companions, RSVP, Restitution volunteers, and all others defined as volunteers under the federal Charitable Contributions Act.
8. Dollar value of unpaid staff time will be based upon prevailing wages and benefits for state civil service paid positions with comparable duties. The Department of Human Services will perform such evaluations every two years and arrive at an appropriate figure based upon these valuations.
9. Contributions shall be defined in the following manner:
  - Cash is money received from voluntary sources, public or private, which is not a calculated part of the facility's budget.
  - Goods are tangible items received by the facility either for its own or its clients' use, and may be in either new or used condition. Such contributions are to be appraised at fair market value.
  - Inkind is the price value of such things as admission tickets, volunteer services media mention, camp fees, scholarships, discounts, and membership dues received gratis by clients of the agency through the agency.
10. Used goods shall be reflected in the report only when clearly identified as such. As well, the only defensible values for used items shall be those values assigned in accordance with the Charitable Contributions Act as outlined in IRS Publication 526. A standard rule shall be that contributions shall be assigned a reasonable defensible value based upon worth at the time donated.



VOLUNTEER SERVICES STATISTICAL REPORT  
Minnesota State Hospitals and Nursing Homes

January 1 - June 30, 1985

FACILITY	VOLUNTEERS			VOLUNTEER HOURS							CONTRIBUTIONS				VALUE TOTALS		
	Total Population Served	# of Foster Gr Grandparents	Total # of Volunteers	Teaching/Rehabilitation	One-to-One	Supportive Services	Recreation	Administrative	Professional	Total Hours	Cash	New	Used	In Kind	Volunteer's	Contributions	Grand Total
Ah Gwah Ching	352	0	246	15	4,801	722	1,352	75	84	7,049	169	734	205	205	64,075	2,853	66,928
Anoka	347	0	142	34.75	130.25	1,142	916.5	178.5	0	2,402	2,978	2,971	8,542	305	21,834	14,796	36,630
Brainerd	948	20	898	1,530	12,179	10,199	2,223	2,133	2,064	30,328	3,563	29,696	4,092	25,268	275,682	62,619	338,301
Cambridge	463	31	547	2,118	1,070	1,500	6,529	260	21	11,498	8,544	27,857	0	1,191	104,517	37,592	142,109
Faribault	677	50	4,782	617	27,072	5,323	12,096	102	141	45,351	20,360	10,282	7,100	825	412,241	38,567	450,808
Fergus Falls	1,449	24	704	210	10,596	1,996	1,410	79	0	14,291	5,866	3,300	0	1,077	129,905	10,243	140,148
Moose Lake	1,245	17	797	802	7,733	685	1,562	61	539	11,382	550	33,536	3,299	1,000	103,462	38,385	141,847
Oak Terrace	330	0	759	117	1,050	371	2,424	44	79	4,85	4,722	7,521	32	430	37,133	12,705	49,838
St. Peter	1,110	3	275	394	1,314	1,394	1,339	564	268	5,273	8,019	11,582	48,812	795	47,932	69,208	117,140
Willmar	1,217	12	382	180	10,400	1,285	822	211	121	13,019	14,704	5,638	844	2,647	118,343	23,833	142,176
TOTALS		157	9,532	6,017.75	76,345.25	24,617	38,922	3,707.5	3,317	144,678	69,475	133,117	74,466	33,743	1,315,124	310,801	1,625,925

Computed @ \$9.09 per hour

**Look w already recognizes  
the value of volunteers.**

Wells Fargo Bank  
United Airlines  
Atlantic-Richfield Company  
Security Pacific National Bank  
American Telephone  
and Telegraph Company  
Coca-Cola U.S.A.  
Levi Strauss & Company  
Sears Roebuck & Company  
Pepsico  
Xerox Corporation  
Carter Hawley Hale Stores, Inc.  
Dart Industries  
TRW, Inc.  
Kaiser Industries  
Wyle Laboratories  
Pacific Gas and Electric  
Automobile Club of Southern California  
Los Angeles Area Chamber of Commerce

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their experience.**

**FOR MORE INFORMATION CONTACT:**

Minnesota Office on Volunteer Services  
Department of Administration  
500 Rice Street  
St. Paul, MN 55155  
612/296-4731

Reprinted courtesy of R. March

**Some of the  
world's most  
talented  
people have  
never been  
paid a cent...**



# ...and now they might like to work for you.

For years, they've been called volunteers. Everyday they go to work just like you do. All of them putting in many hours of challenging, dedicated work...without pay.

However, not all of them can work for free forever. Some would like to seek jobs they know they're eminently qualified to do.

And seek those jobs they would...if it weren't for one major problem: most job applications completely overlook volunteer work.

So let's take a minute and consider just what kind of people these overlooked volunteers really are.

To begin with, people who have been volunteers are people who have *wanted* to work. And when they come to you, they'll be bringing along job experience ranging anywhere from having worked as aides in hospitals to having *been* program coordinators of organizations as big as some of this country's

largest corporations.

Many have had literally thousands of people working for *on* at one time.

Many have displayed a remarkably creative talent when it comes to raising money for charity, the arts, scholarship funds and even for political campaigns.

And many have simply shown a willingness to roll up their sleeves and get the job done.

## Pull out your job application sheet.

Over the years, it's possible you've passed up some very talented people, because you simply didn't know what they can do. And the reason you didn't is you forgot to ask.

Now, consider this application:

PREVIOUS EMPLOYMENT — Begin With Most Recent Position. Include Volunteer Experience which relates to the job for which you are applying.

DATES EMPL. MO. YR.	NAME AND ADDRESS OF PREVIOUS EMPLOYER (INCL. U.S. MILITARY SERVICE)	JOB TITLE AND DUTIES PERFORMED	SALARY	REASON FOR LEAVING	✓
F R	NAME				
	NO. AND STREET				
T O	CITY STATE				

By adding one simple line, you're encouraging people to tell you a little bit more about themselves. Perhaps the most important part.

Does your application ask for volunteer experience?





# Designing Training For Paid Staff Who Work With Volunteers

By Paula J. Beugen

*Paula J. Beugen is the consultant on volunteerism for the Minnesota Office on Volunteer Services, Department of Administration. She is an active member of the Minnesota Association of Volunteer Directors. Ms. Beugen was the program supervisor for a clearinghouse for volunteers for eight years, where she developed many volunteerism-related resource materials. She has worked and consulted with a range of voluntary organizations for the past ten years.*

If you coordinate volunteers in an agency with paid staff — you are a vital link in maximizing the contributions of both the volunteer and paid staff work force.

Most volunteer leaders feel responsible for facilitating volunteer involvement. Too often, we fail to recognize our real role in relationship to paid staff. How many training sessions do we offer for paid staff in relationship to the number of training sessions which we offer for volunteer staff? I suspect many of us provide more training for volunteers because we feel most skilled in training volunteers. Yet, it is very difficult for volunteers to carry out their responsibilities without appropriate supervision and support from paid staff.

To illustrate what might be done, I will devote the remainder of this article to the topic "training paid staff to work with volunteers." This is one area of the volunteer leader's responsibility for meeting paid staff needs.

Designing training sessions for paid staff is a creative, exciting process. Involve others in the training design and implementation steps to build ownership and commitment to the training content. People to include in planning might be administrators, paid staff members, volunteer staff members, recipients of services and other volunteer leaders. Since the training will be geared toward paid staff, make sure paid staff is adequately represented in the planning group.

After the planning group is formed, agree upon the target audience and specific objectives for training. To decide upon the target audience, brainstorm paid staff training needs related to volunteers and clarify whether you feel a mixed or homogeneous group would be most beneficial to fulfilling these needs. For example, if you work with a youth health clinic, would it be best to train doctors, nurses and counselors together or in separate groups? Knowing your target audience will help you select appropriate training objectives, presenters and methods.

Next select your training objectives. Ask yourselves what information, attitudes and skills you feel are central to providing effective services and building a positive organizational climate. Here are some ideas of possible training objectives. (You also will want to add the planning group's ideas for consideration.)

## POSSIBLE TRAINING OBJECTIVES . . .

### With Suggested Planning Steps

To effectively deliver services with and through volunteer staff, paid staff will need to:

- Understand and apply your organization's philosophy of volunteer involvement.

Check your organization's mission statement and organizational chart for any references to volunteers. Investigate any volunteer-related policies which have been approved by your governing body. Create a "philosophy of

volunteerism," if you do not already have one, and request formal adoption by your governing body. Now you can share this philosophy with confidence and conviction at your paid staff training session. Or, perhaps you can invite your chief administrator or board of directors' chairperson to reinforce this philosophy.

- Know guidelines for working with volunteers in your organization.

Identify any procedures or regulations which relate to your volunteer program. For example, how to request volunteers, or expectations of paid staff and volunteers. (Every volunteer will have a job description, paid staff will evaluate volunteer performance, confidentiality will be respected and so forth.) Prepare a handbook and review it during training.

- Become conscious of common paid staff feelings about working with volunteers.

Develop a list of common fears and concerns that you have heard from paid staff about working with volunteers. Think about ways to remove objections and be prepared to give specific suggestions to increase volunteer effectiveness. During training, paid staff will want an opportunity to express feelings about working with volunteers. Design a learning experience to give paid staff information and skills which permit attitudes to change once feelings have been expressed and recognized.

- Be sensitive to the feelings and needs of volunteers with whom paid staff work.

Observe volunteers in their work environment. Analyze situations and circumstances which make them feel uncomfortable. Write up hypothetical situations and build role play experiences into paid staff training. Encourage paid staff to identify feelings and needs of volunteers which are likely to arise at your organization. Ask paid staff to figure out ways to address volunteer needs.

- Know of available support systems for paid staff in relation to their work with volunteers.

Determine a process for paid staff to use when things are not going well with their interaction with volunteers. Where can they go for help? What recourse do they have? What can they do to improve the situation? Explain these options during paid staff training.

- Be able to recognize opportunities for volunteer involvement in service delivery.

Produce a slide show or photo display of volunteers in action. Maintain and share records of success stories. Bring these to training. Invite volunteers, paid staff, recipients of services and others to exchange rewarding experiences and achievements during training.

- Know how to design an effective job description for volunteers.

Establish a standard format for creating volunteer job descriptions. Many groups follow a format similar to that which is used for paid staff within their organization. Offer a practice session where paid staff can develop volunteer job descriptions and share these ideas with colleagues during training. The result of this interaction will be increased



enthusiasm and creativity about the involvement of volunteers.

- **Know basic principles of volunteer program management.**

Make sure you understand the fundamentals of volunteer program management. Many resources are available on this topic. Then, highlight the management system under which your volunteer program operates so paid staff knows not only what your own job entails, but how paid staff fits into the picture.

- **Be "motivated" to work with and through volunteers.**

Prepare yourself to point out how working with volunteers is in the interests of paid staff. For example, paid staff will acquire valuable management and supervisory skills. Paid staff members may have more mechanisms for introducing and implementing their own ideas and so forth. Also, a panel of volunteers with different skills and backgrounds could share what they have done and what they have to offer as volunteers. Having volunteers present at a portion of the training helps paid staff to sense their true potential.

- **Understand the role of paid staff in volunteer recruitment.**

Think about the role you hope paid staff will play in recruiting volunteers for your organization. During training, paid staff members can brainstorm what paid staff actions "hinder" volunteer recruitment and what actions "help" with volunteer recruitment. Clarify how these suggestions fit into the recruitment process at your organization. Remember, paid staff members come in contact with people who are candidates to become volunteers on a daily basis through their work and personal activities.

- **Be able to assess individual volunteer strengths and weaknesses and assign tasks appropriately.**

Clarify your procedure for delegating tasks to volunteers. What is the role of paid staff in this process? Invite people who have been successful in supervising volunteers to share their tips on delegating. Tie in information and activities which illustrate different motivational styles.

- **Know how to monitor volunteer performance and integrate volunteer activities into the overall service delivery plan.**

Determine how you will coordinate services which paid staff and volunteer staff provide to the same clientele. Where might there be overlap? When will paid staff need to oversee volunteer efforts to assure compatibility of ef-

forts? In training, paid staff members can outline philosophies, goals, and standards of performance for the job descriptions which they previously designed. Training participants can share in small groups how they plan to monitor progress and coordination of volunteer activities.

- **Become more skillful in dealing with difficult situations which might arise when working with volunteers**

Investigate difficult situations which have come up between staff and volunteers in your organization. (Make sure not to inadvertently reveal confidential information.) Variations of these situations can be utilized as illustrations of what could arise. Demonstrate positive methods of communicating about these difficulties. For example, how to communicate with "I" messages (Thomas Gordon, *Parent Effectiveness Training*.) Offer opportunities to practice suggested skills based on real situations which training participants are experiencing.

- **Be able to motivate volunteers and recognize their contributions.**

Learn about all kinds of volunteer recognition. Particularly study recognition which is given on a daily basis. Then, do a round robin with paid staff members on methods of volunteer recognition which volunteers have especially appreciated.

- **Recognize areas of paid staff strength in working with volunteers and where improvement is necessary.**

Anticipate needs for future training and be prepared to tease paid staff with exciting future topics. At the end of paid staff training, ask participants to indicate what future training they would like to take. Ask them to share something they can do well when working with volunteers.

You have identified training objectives. Now you are ready to select the method of training which will be used to achieve each objective you have established. Will you have lectures, panels, small group work, slide-shows or full group discussions? Keep participants involved. Practical, active training sessions are usually more successful than theoretical presentations.

Paid staff members are busy people. Often they are "squeezing in" training or giving free time to participate. Make sure training is relevant to their situations and varied in activities and presenters. Show your appreciation for their commitment to attend.

Before the training session, think about what you will do to create a warm, friendly environment. How will you arrange the room? Will you serve refreshments? Are name tags necessary? How will you "warm up" the group? Plan ahead so you have time to make necessary arrangements.

Once training starts, you may experience resistance from some training participants about the need for training to work with volunteers; or, resistance to working with volunteers at all. Your job at this time is to be sensitive to their frustration. Let paid staff members know you hear their needs and want to support them by providing tools and approaches to help resolve many of their concerns. When paid staff members realize you care about them too and recognize them as equal partners on the team - you will feel a change in attitude.

*Author's Note: For more information refer to the Minnesota Office on Volunteer Services, Department of Administration, resource library on volunteerism. Copies of the resource library bibliography and described resource materials may be borrowed on a first come, first served basis for three weeks.*

**CREDIT:** Some of the ideas described in this article are based upon material from *Volunteerism: The Next To Perfect Formula For Successful Volunteering*, Beugen, Robinson and Wanous, Independent School District 281, Robbinsdale Area Schools, 1984.

## CHECK LIST FOR PLANNING PAID STAFF TRAINING

DATE DONE	TASK	DATE DUE
_____	Planning Group Formed	_____
_____	Training Objectives Identified	_____
_____	Preferred Training Methods Determined	_____
_____	Facilities Reserved (Conducive to training objectives and methods)	_____
_____	Facilitators, Panel Members And Experts Identified And Invited To Participate	_____
_____	Training Notice Distributed	_____
_____	Equipment Reserved (AV equipment, easels, newsprint, markers, etc.)	_____
_____	Refreshments and/or Meals Arranged	_____
_____	Training Session Held	_____
_____	Training Evaluation Conducted	_____
_____	Participant Recognition Completed (Verification of attendance to personnel files)	_____
_____	Training Revisions Incorporated (For next time)	_____
_____	Needs For Additional Training Identified (For next time)	_____

# State of Minnesota

Department of Education  
Capitol Square, 550 Cedar Street  
St. Paul, Minnesota 55101

## M E M O R A N D U M

TO : Superintendents of Local Districts  
Chairpersons of Local Boards of Education

DATE: August 11, 1977

FROM : Von Valletta *Von Valletta*  
Deputy Commissioner-Operations

SUBJECT: Volunteers in Education

1. We frequently receive questions about use of volunteers in educational programs. Many of the questions are common across local districts. The enclosed position statement has been adopted by the State Board of Education in an attempt to foster mutual understanding about volunteers. It is not a rule and we do not presently intend to promulgate a rule. We hope it will be helpful to you in local decision making.

2. The statement was developed and refined by representatives from the following organizations:

Minnesota Congress of Parents, Teachers, and Students, Inc.  
Minnesota School Boards Association  
Governor's Office  
Minneapolis Schools  
St. Paul Schools  
Minnesota Federation of Teachers  
Minnesota Literacy Council  
Minnesota Elementary School Principal's Association  
Minnesota Association of Secondary School Principals  
Minnesota Association of School Administrators  
Minnesota Education Association  
Minnetonka Schools  
Robbinsdale Schools  
Junior League of Minneapolis  
Bucket Brigade  
Department of Education

The vast majority of the organizations concurred in the statement prior to its adoption.

VV:lv

Enclosure



## VOLUNTEERS IN EDUCATION

### A Position Statement

A critical issue in today's schools is the proper utilization of services of volunteers. If the service of volunteers\* is to be effectively and efficiently utilized, the relevant decisions must be made by the professional who is being assisted. Volunteers always serve in a supportive role to extend educational opportunities so more can be done within time and budget without displacing paid personnel.

\*The term volunteer refers to those persons who are not paid for services they provide in whatever capacity they serve but who play a supporting role in the educational program. The term does not include secondary students who serve as tutors or aides in supervised programs approved by the Department of Education.

Within the school organization each person has a role to play.

A. The responsibility of the volunteer is to assist the teacher or other professional staff by performing tasks which are assigned and/or directed by that staff person. These tasks cannot infringe upon the professional responsibilities reserved for teachers and other professionals, but volunteers may assist the staff in meeting these responsibilities. Volunteers should be regarded as a flexible resource, specifically requested by, directed by and evaluated by the professional staff and building administrator.

B. The volunteer should understand that the teacher is responsible for all professional functions such as:

1. The organization and management of the classroom.
2. The planning of teaching strategies.
3. The direction of learning experiences of all assigned pupils.
4. Requesting volunteer services to meet the needs of his/her class and/or individual students within the classroom.
5. Providing adequate supervision of volunteers and assigning duties within the limits of the volunteer's competence.
6. Safeguarding privacy rights of pupils.

C. Other professional staff members such as counselors, social workers and school nurses, may also work with volunteers. While the exact responsibilities of persons in such fields will differ somewhat from those of the teaching staff, the relationship between the professional and the volunteer should be governed by the same guidelines as those cited for teachers and volunteers.

D. The principal is responsible for the volunteers working with his/her staff and delegation of appropriate supervisory functions. The principal retains overall supervisory responsibilities for the school and the entire staff including volunteers.

E. The responsibility for the decision to develop a volunteer program rests with each individual school board. The plans for the responsibility of the organization and/or individual serving as a liaison between the schools and the volunteers might include:

1. Comprehensive recruiting of volunteers.
2. Orientation, training, evaluation and support of volunteers.
3. Identification of volunteers' talents to enhance the volunteer as well as the school program.
4. Developing mutually beneficial relationships between staff and volunteers.
5. Assistance in training school personnel working with volunteers.
6. Recognition of volunteers.

In no case should the use of volunteers in the classroom result in a higher ratio of pupils to certified teachers than reflected in rules promulgated by the State Board of Education.



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

A SUMMARY OF THE "MINNESOTA GOVERNMENT DATA PRACTICES ACT"

prepared by the Data Privacy Division  
Department of Administration  
State of Minnesota  
(612) 296-6733  
September, 1985

As in previous years, revisions have been made to the "Minnesota Government Data Practices Act." At its inception in 1974, this law was popularly called the "Data Privacy Act." Since 1979, the Act has been officially entitled the "Minnesota Government Data Practices Act." It was most recently amended by Chapters 293 and 298, Minnesota Session Laws, 1985, and by Chapters 13 and 14, First Special Session, 1985.

Among the changes made in 1985, were the following:  
clarification of the treatment of private and confidential data on decedents, establishment of a procedure for the legal discovery of not public data, and clarification of issues relating to access to public data.

This summary is intended to acquaint the reader with the major provisions of the Act, including both new and old language. This summary is not intended to be and should not be read as a definitive legal interpretation. For further information, contact the Data Privacy Division, Department of Administration, 296-6733.

The "Minnesota Government Data Practices Act," hereinafter the Act, is coded as Minnesota Statutes, Chapter 13, Sections 13.01 through 13.89. The Act is intended to regulate the data handling practices of the state and all of its subdivisions. Except in very limited instances, it does not govern the data handling practices of the private sector.

The provisions of the Act apply to all "government data," which is defined as "all data collected, created, received, maintained, or disseminated by any state agency, political subdivision, or statewide system regardless of its physical form, storage media, or conditions of use." (See Minnesota Statutes, Section 13.02, Subdivision 7.) Generally, the Act regulates the following areas:

1. General Classification of Government Data
2. Access to Government Data
3. Access to Data on Decedents
4. Duties of Responsible Authorities
5. Rights of Subjects of Data
6. Legal Remedies
7. Specific Classifications of Data

1. GENERAL CLASSIFICATION OF GOVERNMENT DATA

As a cornerstone for the method the Act adopts to regulate government data, the Act establishes what is called the data classification system. This system, which must be extracted from the definitional section of the Act, is a logical way of classifying and labeling government data in terms of who is authorized to gain access to government data.

The classification system operates as follows: All government data is subdivided into data on individuals; data not on individuals; and data on decedents. (Statutory treatment of data on decedents, which was a 1985 legislative change, is discussed below.) Data on individuals is subdivided into public, private, and confidential data. Data not on individuals is subdivided into public, nonpublic, and protected nonpublic data. Only a statute, federal law, or temporary classification can classify data as private, confidential, nonpublic, or protected nonpublic. Rules of state agencies or administrative decisions cannot classify data. Agencies must look to statutes or federal law for authority to classify data as not available to the public. If there is no statute or federal law which classifies the data, the logic of the Act dictates the data must be public.

There is the capability within the Act for agencies to apply for temporary classifications of data as private, confidential, nonpublic, or protected nonpublic. (See Minnesota Statutes, Section 13.06.) Applications for temporary classification of data must be prepared according to statutory and rule requirements and submitted to the Commissioner of Administration. The Commissioner of Administration is given the authority to grant the classification requested, refuse to grant it, or to suggest another classification. Temporary classifications expire ten days after the end of the second complete legislative session that follows the granting of the classification. Application forms are available from the Data Privacy Division.

2. ACCESS TO GOVERNMENT DATA

The general rule for all government data, either data on individuals or data not on individuals, is that it is public; i.e., it is accessible to any member of the public for any reason. (Minnesota Statutes, Section 13.03.)



Data on individuals:

Where a statute, federal law, or temporary classification makes certain data on individuals "PRIVATE," the data is not accessible to the public but is accessible to the individual subject of the data and to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 12.)

Where a statute, federal law, or temporary classification makes certain data on individuals "CONFIDENTIAL," the data is not accessible to the public or to the subject of the data, but is accessible to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 3.)

Data not on individuals:

Where a statute, federal law, or temporary classification makes certain data not on individuals "NONPUBLIC," the data is not accessible to the public but is accessible to the subject of the data and to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 9.)

For example, nonpublic data on a corporation would be accessible to the corporation. By law, corporations are not individuals, but a corporation could be a data subject.

Where a statute, federal law, or temporary classification makes certain data not on individuals "PROTECTED NONPUBLIC," the data is not accessible to the public or to the subject of the data, but is accessible to agencies authorized by law to gain access. (Minnesota Statutes, Section 13.02, Subdivision 13.)

3. ACCESS TO DATA ON DECEDENTS

In 1985, the Legislature established the new classifications of private and confidential data on decedents to prescribe the treatment of private or confidential data in those instances where the subject of either type of data has died. Upon the death of a subject of private data, that data about him or her becomes "private data on decedents." Upon the death of a subject of confidential data, that data about him or her becomes "confidential data on decedents."

In the case of private or confidential data on decedents, all rights conferred by the Act on the subject of the data, including the right to access data, are conferred on and may be exercised by the representative of the decedent.

Representative of the decedent includes the personal representative of the decedent's estate, or if no personal representative is functioning, the decedent's spouse, children, or other relatives as specified by statute.

The 1985 amendment specifies a limited period of time during which private and confidential data on decedents will continue to be treated as private or confidential. After that period of time has run, private and confidential data on decedents become public data. Two dates must be considered in making the determination as to whether or not private or confidential data on decedents become public. Those two dates are the date of death of the data subject and the date the actual data about that subject was created. If the data subject has been deceased for ten years AND thirty years have elapsed since the creation of the data in question, then the data is public.

An example is illustrative. A member of the public seeks access to private personnel data about an employee who died in January, 1975. The private data appears on a job application which the employee submitted in January, 1955. The job application data would be public. If this example were changed so that the job application data had been submitted in January, 1965, then the data would not become public until January, 1995.

A number of important details about this new statutory treatment of data on decedents are not described here. Minnesota Statutes, Section 13.10, the new section dealing with this topic, should be reviewed for those details.

#### 4. DUTIES OF RESPONSIBLE AUTHORITIES

Generally, the Act views the Responsible Authority as the individual in each governmental agency who is required to perform the duties necessary to implement and administer the Act. Most, but not all, of these duties are detailed in Minnesota Statutes, Section 13.05. Some duties do appear in other statutory sections, including implied duties in Minnesota Statutes, Section 13.04. Among other things, the Responsible Authority is:

- a. Able to appoint "designees" to assist in implementing and administering the Act.
- b. Responsible for preparing procedures to assure that access to government data is given to the public.
- c. Responsible for preparing an annual report to the public on what data within the agency is private or confidential data on individuals.



- d. Responsible for limiting the collection of data by the agency to that data which is necessary to the administration and management of programs authorized by the Legislature, local governing body, or mandated by the federal government.
- e. Responsible for limiting the collection, storage, use, and dissemination of private and confidential data to purposes communicated to the individual at the time the data was collected.
- f. Responsible for preparing a public document setting forth the procedures in effect in the agency for providing data subjects with access to private or public data concerning themselves, and with other rights as afforded to individuals by Minnesota Statutes, Section 13.04.

5. RIGHTS OF SUBJECTS OF DATA

The statutory section primarily concerned with these rights is Minnesota Statutes, Section 13.04. The general purpose of this section is to assure that individuals on whom the government maintains data are afforded certain rights. Those rights include, but are not limited to, the following:

- a. At the time private or confidential data is collected from an individual concerning himself, that individual must be told:
  - 1) Why the data is being collected.
  - 2) How the data will be used within the collecting agency.
  - 3) Whether the individual can refuse or is legally required to provide the data being requested from him or her.
  - 4) What the consequences are to the individual of supplying or refusing to supply the requested data.
  - 5) The identity of other persons or entities authorized by law to receive the data.
- b. Upon request to a Responsible Authority, an individual must be told whether the government agency maintains any data on him or her and what the classification of that data is. This includes confidential data.

- c. Any individual has the right to see and to review all private or public data without any charge to him or her.
- d. An individual has the right to receive copies of private or public data. The agency may charge a fee for providing copies.
- e. An individual has the right to contest the accuracy or completeness of public or private data maintained about him or her. The Responsible Authority is required to make the changes requested by the individual or to allow the individual to file a statement of disagreement concerning the data. This statement must accompany all disseminations of the disputed data. The individual may use the contested case procedure in Chapter 14 of Minnesota Statutes to appeal an adverse determination of the Responsible Authority to the Commissioner of Administration.

#### 6. LEGAL REMEDIES

The Act affords a number of potential remedies to individuals who maintain that a government agency is violating or not properly administering the provisions of the Act. (See Minnesota Statutes, Section 13.08.) These remedies include:

- a. Agencies or Responsible Authorities who violate the Act, and by so doing cause damage to an individual, can be sued by the individual. The individual may recover actual damages, costs, and attorney fees. In cases of willful violations, the individual may recover up to \$10,000 in exemplary damages.
- b. Agencies which violate or propose to violate the Act may be enjoined from such actions by a district court.
- c. Any aggrieved person may bring an action to compel any government agency to comply with the Act. In such actions, the court may award costs and reasonable attorney fees.

Minnesota Statutes, Section 13.09, the penalties section of the Act, provides misdemeanor penalties for any person who willfully violates the Act. This section also provides that a willful violation may be grounds for suspension or dismissal of a public employee.



7. SPECIFIC CLASSIFICATIONS OF DATA

The Act itself does classify certain specific types of data as private, confidential, nonpublic, and protected nonpublic. There are a significant number of sections of Minnesota Statutes, other than those contained in Chapter 13, which classify specific types of data.

The Act itself classifies the following:

DATA MAINTAINED BY STATE AGENCIES AND POLITICAL SUBDIVISIONS

1. Attorneys data.
2. Benefit data.
3. Educational data.
4. Elected officials; correspondence; private data.
5. Examination data.
6. Federal contracts data.
7. Firearms data.
8. General nonpublic data.
9. Health data.
10. Investigative data.
11. Library data.
12. Licensing data.
13. Medical data.
14. Personnel data.
15. Property complaint data.
16. Salary benefit survey data.
17. Welfare data.

DATA MAINTAINED ONLY BY POLITICAL SUBDIVISIONS

1. Appraisal data.
2. Assessor's data.
3. Deferred assessment data.
4. Foster care data.
5. Housing agency data.
6. St. Paul Civic Center Authority data.
7. Sexual assault data.
8. Social recreational data.
9. Homestead application data.
10. Redevelopment data.
11. Elected or appointed officials financial disclosure statements.
12. Insurance trust data.
13. Economic assistance data.
14. Community dispute resolution center data.

DATA MAINTAINED ONLY BY STATE AGENCIES

1. Attorney General data.
2. Corrections Ombudsman data.
3. Employee relations data.
4. Energy and financial data and statistics.
5. Department of Public Safety data.
6. Department of Revenue data.
7. Department of Commerce data.
8. Department of Transportation data.
9. Indian Affairs Council data.
10. Department of Administration data.
11. Environmental quality data.
12. Bureau of Mediation Services data.
13. Department of Energy and Economic Development data.
14. Agricultural Resource Loan Board data.
15. Minnesota Export Authority data.
16. Department of Labor and Industry data.

DATA MAINTAINED BY CRIMINAL JUSTICE AGENCIES

1. Domestic abuse data.
2. Comprehensive law enforcement data.
3. Medical examiner data.
4. Court services data.
5. Corrections and detention data.
6. Investigative detention data.
7. Criminal history data.

The appropriate sections of the Act should be reviewed for the definitions of these types of data and for the details of their classifications.

Questions or problems which arise under these laws may be directed to:

Data Privacy Division  
State Department of Administration  
5th Floor, Centennial Building  
658 Cedar Street  
St. Paul, MN 55155  
(612) 296-6733



# What You Should Know About THE LEGAL DEFINITION OF 'VOLUNTEER'

By Robert A. Christenson

**W**E KNOW THAT A VOLUNTEER is someone who possesses certain skills and talents and freely shares them with other people and organizations. We know that volunteers have a deep sense of social responsibility and moral obligation. We know that volunteers really do get paid, but payment comes in non-monetary forms. We know that volunteers are vital to the American way of life.

Yes, we know what a volunteer is in the social service context. But did you know that the *legal definition* of "volunteer" is strikingly different than the commonly used social service definition? This is best understood by grasping the legal concepts of "pure volunteer" and "gratuitous employee."

Let's begin with the pure volunteer. *Black's Law Dictionary* states in part that a [pure] volunteer is "one who intrudes himself into a matter which does not concern him ...." *Corpus Juris 2d*, a legal encyclopedia, further defines the [pure] volunteer as

... one who does or undertakes to do that which he is not legally or morally bound to do, and which is not in pursuance or protection of any interest; one who intrudes himself into matters which do not concern him. The word is more particularly defined as meaning one who enters into service of his own free will; one who gives his service without any express or implied promise of remuneration; one who has no interest in the work, but nevertheless undertakes to assist therein;

*Robert Christenson is the director of the Aging Services Center in South-eastern South Dakota and a former executive director of the Voluntary Action Center in Sioux Falls, S.D. The idea for his article came to him while a second-year law student at the University of South Dakota.*

one who merely offers his service on his own free will, as opposed to one who is conscripted.

Legally, the pure volunteer lives under a very narrow definition, and can best be clarified by an example common to us all: While driving down the highway you notice a car parked beside the road with a lone occupant staring at a flat tire. You stop, and without concerning yourself about whether you should become involved or not, you begin to assist in

**Yes, we know what a volunteer is in the social service context. But did you know that the legal definition of "volunteer" is strikingly different than the commonly used social service definition?**

changing the flat tire. While you are jacking up the car, the jack flies out and the car falls on your leg as well as causing injury to the driver of the car.

According to the standard legal definition, you almost certainly will be considered a pure volunteer because you assisted the driver at your own free will, had no legal duty to become involved, received no payment for your involvement, and no one was controlling your actions. Consequently, as a pure volunteer, you are responsible for your own injuries and you cannot recover from the driver you assisted. As a pure volunteer you assumed the risk of any injury you might receive.

The famous case of *Richardson v. Babcock*, 175 F. 897 (1st. Cir. 1910),

vividly points this out. Here, a boiler operator, completely at his own behest, helped several equipment installers move a heavy metal tube and was killed in the process. No recovery was allowed Richardson's family against the installers for negligently causing Richardson to be crushed because he was legally a pure volunteer. The court stated, "The facts plainly show ... that he [Richardson] took hold to help as men oftentimes give a lift at the wheel when they find a neighbor stuck in the mud; and under such circumstances there is no liability on the part of the neighbor for an injury received, unless the injured party established gross negligence, wilfulness or wantonness in respect to his safety."

Now that you have no recourse for your injury because of your pure volunteer status, you will again be surprised to know that you may be liable to the driver for the injury he received while you were helping him change the flat tire! The courts have said that once someone undertakes a rescue or some other purely voluntary act, that person not only runs the risk of injury but also may be liable to the person he or she is attempting to help.

For example, in *Zelenc v. Gimbel Bros. Co.*, 287 N.Y.S. 134 (1935), store owners were held responsible for aggravation of an illness of a customer taken sick in the store when they placed her in a room (acting as pure volunteers) and neglected to summon medical help for six hours. The court stated, "If a [person] undertakes a task, even if under no duty to undertake it, the [person] must not omit to do what an ordinary man would do in performing the task." So if you are placed in a position to assist someone on the spur of the moment, be sensible in your actions!

In response to the vast liability of the pure volunteer, especially in the



emergency medical situation, more than thirty states have passed "good samaritan statutes." These statutes absolve the provider of emergency care from liability for any harm his or her actions might cause, provided the actions are not grossly negligent. It is important to read the appropriate good samaritan statute in your state to see what type of pure volunteer it protects. Some statutes apply only to physicians and nurses (ostensibly to avoid spurious medical malpractice claims), while others apply to any person offering emergency aid. Likewise, the statutes differ in definitions of emergency situation and when the statutes apply.

Remember, the good samaritan statute is not a panacea absolving the pure volunteer from liability in all cases. Great liability still exists except in those narrow emergency situations in which the good samaritan statutes apply.

Strangely enough, the pure volunteer is a rare person indeed. Because of the narrow definition, a pure volunteer usually surfaces in the rescue or good-neighbor situation and is seldom found working for a social service organization.

In the social service setting, we usually do not view volunteers as employees. Many times, however, volunteers fall into the legal category of "gratuitous employee." In determining whether or not a volunteer is a gratuitous employee, a two-part test is used. First, whether or not the volunteer is subject to the control of the person or organization being served, and second, whether or not the volunteer has an interest in the task being performed.

For example, in *Bond v. Cartwright Little League, Inc.*, 536 P.2d 697 (1975), the Cartwright Little League purchased several large lights from a municipal baseball field and solicited "volunteer" help in removing the lights from atop the 100-foot-tall poles. As fate would have it, a volunteer started up a pole and fell forty feet to the ground, injuring himself.

The Arizona Supreme Court reasoned that the volunteer was not a pure volunteer, which would have meant no recovery for the injured volunteer. Instead, the court stated that representatives of the Cartwright Little League set the time and place as well as the manner in which the lights were to be removed and had control over "... the helper's actions while he was working for Cartwright Little League." Therefore, because Cartwright Little League directed and con-

trolled the actions of the volunteer, he was legally considered a gratuitous employee of Cartwright Little League who was liable for the volunteer's injuries.

In another gratuitous employee case, the Washington Court of Appeals in *Baxter v. Morningside, Inc.*, 521 P.2d 948 (1974), was faced with a volunteer driver for a charitable organization negligently causing injury to several people. The injured persons sued both the volunteer driver and the charitable organization on the theory that the volunteer driver was a gratuitous employee of the charitable organization and the standard legal doctrine of "respondeat superior," which holds an employer liable for the negligent acts of his or her employees, applied. The Washington court agreed and stated that the charitable organization controlled or could have controlled the physical conduct and performance of the volunteer driver and therefore was vicariously liable for the volunteer driver's actions.

In a slightly different context, the Arizona Court of Appeals in *Scottsdale Jaycees, Inc. v. Superior Court of Maricopa County, Weaver*, 499 P.2d 185 (1972), found that volunteer delegates to a state Jaycee meeting were not gratuitous employees of the charitable civic organization until they arrived at the meeting and proceeded to exercise their duties as delegated. This case emphasizes the importance of the volunteer job description because it legally establishes the gratuitous employment boundaries for both the volunteer and the organization being served.

When it is clear that the volunteer is indeed a gratuitous employee and is working within the limits of a volunteer job description, there is an affirmative duty for the charitable organization being served to provide a reasonably safe working environment for the gratuitous employee.

The Arizona Supreme Court found in *Vickers v. Gercke*, 340 P.2d 987 (1959), that a church operating a school cafeteria violated its duty of care to a gratuitous employee when a kitchen was inadequately lighted and unclean, causing the gratuitous employee to fall and sustain serious injury. A church must provide its gratuitous employees with a safe place to work and to exercise reasonable care in maintenance of this work area. This rule would apply to the

work settings in other organizations as well.

Even though the courts have developed the status of the gratuitous employee to avoid the pit-falls of the pure volunteer situation, a gratuitous employee may be barred from recovery from a charitable organization in some cases.

For example, in *Olson v. Kem Temple, Ancient Arabic Order of the Mystic Shrine*, 43 N.W.2d 385 (1950), the North Dakota Supreme Court held that although the gratuitous employee was working within the limits of his volunteer job description, recovery was denied when the gratuitous employee fell off a small step-ladder and sustained injury. Under North Dakota law, a step-ladder is considered a "simple tool" and a charitable organization cannot be held liable for the gratuitous employee's safe operation thereof. The court reasoned, "Where the tool or appliance is simple in construction and a defect therein is discernible without special skill or knowledge, and the employee is as well qualified as the employer to detect the defect and appraise the danger resulting therefrom, the employee may not recover damages from his employer for an injury due such defect that is unknown to the employer." Volunteers should inspect carefully any simple tools such as step-ladders, hammers, screw drivers and so on, before they use them. If they don't, they may find they will have no recovery for injuries they receive from their use.

So there you have it. Socially speaking, a person may be a volunteer, but legally, he or she is more than likely a gratuitous employee. The significance of the gratuitous employee standing is that, as such, he/she has certain rights and duties under law—to work in a reasonably safe environment and to work within the limits of a volunteer job description. In addition, a gratuitous employee must perceive danger in certain obvious working situations, as well as notice any obvious defects in any simple tools being used.

*Note: To look up the complete text of the legal cases mentioned in this article, take the title of the case and the citation that follows it to a law library and ask the librarian for assistance. Law libraries can be found in law schools, some local bar associations and many large law firms.—Ed.*



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration  
STAFF INVOLVEMENT IN DETERMINING VOLUNTEER NEEDS

WORKSHEET

MAJOR RESPONSIBILITIES IN JOB DESCRIPTION	OTHER TASKS DONE, BUT NOT IN DESCRIPTION	TASKS FOR VOLUNTEERS	WHAT ARE VOLUNTEERS WILLING TO DO.

NOAH AND YOU - Sink or Swim

10 min. I. INTRODUCTION: No mention of volunteers at this point. Can include an outline of concerns of professional staff in getting their work done, including:

- Frustrations about not being able to do the work they entered social work to do.
- Professional burnout, lack of support, feeling of aloneness on cases.
- Seeing needs of clients and feeling helpless to deal with them.
- Anger at having to do work that does not either require or utilize their skills as a social worker.
- An so on.

Description of the workshop process and instructions about first step - task is an analysis of their own jobs. No one needs to see their work. They may share it as they wish in a dyad and small group process.

10 min. II. FIRST TASK

Take a pencil and paper, please. Now make a list of all the things you've done during your last three days at work (not after work hours). List activities as specifically as possible.

10 min. III. SECOND TASK

Now, on another piece of paper, list your dreams - all the things you'd like to do for and with clients or in your work that you never have time to do and are never likely to have time to do. Dream away; give your positive imagination free rein.

5 min. IV. THIRD TASK

Now go back to your first list, your activity list, and put a star by each item that meets the following definition:

"You only do it because there's no one else to do it; you feel your experience and training fits you better to do other things, and you'd rather be doing them."

10 min. V. SHARE IN DYADS and modify as you wish, your starred items.

(OVER)



10 min. VI. DIDACTIC PRESENTATION ON VOLUNTEERISM. Utilize the following from NOAH materials:

"Please note that any starred item on the activity list is a possible job for a volunteer if we can find and properly support one to do it."

"To the extent you can get volunteers to do these jobs, you are freed to do more of the things you want to do and are trained to do. You will have more time for your dreams. To the extent that you aren't thus freed more to deal with your 'dream list' (list 2), every item on that dream list is also a potential volunteer job if we can find a volunteer willing and able to do it."

Then a prepared presentation including things from stats & etc. and from experience of the speaker (ideas attached). Include the variety of roles volunteers are currently fulfilling such as: sexual assault, woman to woman (or CPS program), family volunteers, one-to-ones, drivers, telecare.

15 - 20 min. VII. SMALL GROUP SHARING SESSION: Groups of 6-8 people, use newsprint to list 5 (five) novel, popular exciting, or ? possible jobs for volunteers.

(The groups may be as heterogeneous as possible without arranging people. I believe that the variety of people will offer a greater chance of coming up with innovative possibilities.)

10 min. VIII. REPORTING IN-SHARING SESSION

A recorder from each group will share with the total group the ideas that were presented in their group - someone list on the blackboard. People could sign up for copies of the list for presentation to their own board, supervisors or for their own jobs.

10 min. IX. WRAP-UP

Should summarize what happened, what they saw generated by the group, and proposals on how the material might be used. Allow for questions, comments, and provide for an evaluation. (They might just take their lists and ideas back to their co-workers and/or supervisors for discussion on how their handling of the job might be modified to allow for more "dream" items in their work day.)

THE SUPERVISORY STAFF'S ROLE IN A VOLUNTEER PROGRAM

AN ACTION CHECKLIST

The supervisory staff's role in a volunteer program is the key to a successful program. This ACTION CHECKLIST includes some of the questions which staff should ask and seek answers for to achieve success. Seeking the answers can be done with the help of other staff, volunteers, and policy makers. The team approach is a winning approach.

Some of the components of a volunteer program that require a supervisor's attention are:

ORGANIZING FOR VOLUNTEERS

RECRUITMENT

PLACEMENT AND SUPERVISION

ORIENTATION AND JOB TRAINING

VOLUNTEER REWARD SYSTEMS

Many printed volunteer resources list the steps to follow in each of these activities.

This ACTION CHECKLIST is intended for use whenever one of the above activities is being planned. Involving others in seeking answers and solutions plus staff's commitment to and enthusiasm for the program pay rich dividends in program success.

ACTION CHECKLIST →



## ACTION CHECKLIST

### ORGANIZING THE VOLUNTEERS

What is the need for volunteers and how were the needs identified?

Do the needs identified address concerns I perceive as valid for our agency?

Who will supervise the volunteers?

Are written job descriptions clear and specific? Does the description really reflect the nature of the job?

### RECRUITMENT

Supervisors can play an important role in recruiting volunteers . . . as can other staff and volunteers.

What sources of volunteers exist that have not been tapped?

What present sources exist which might be tapped in another way?

In the present recruitment efforts, what methods are not working?

Are these methods being used again?

What are the needs and interests of the persons to be recruited?

What do the volunteer jobs have to offer the volunteers?

New skills?      Job training?      Excitement?      Contact with interesting  
people?      Transportation?      A feeling of fulfillment?      School credit?  
Information?      Responsibility?      Other?

### PLACEMENT AND SUPERVISION

In addition to an interview, what methods can be used to determine the volunteer's needs, interests, and skills?

Is the prospective volunteer's screening carried out with continuity and thoroughness?

Has the volunteer received a complete job description, either written or oral?

Is there a trial period for the job?

Do social work staff accept and work cooperatively with volunteers?

To whom does the volunteer report?

Is the volunteer satisfied with the scheduling?

Do the placements made quantitatively and qualitatively affect service provision in a significant way?

Is there individualized follow-up to check the fit between the volunteer and the job?

Is there a plan to periodically review a volunteer's progress? Does the volunteer know that progress reviews will be held from time to time?

#### ORIENTATION AND JOB TRAINING

What must the volunteer know before he/she goes to the job for the first time?

What does the volunteer have to know to do the job efficiently and effectively?

Will on-the-job training include current information about the agency/institution as well as job-related information?

Do instances indicating lack of or ineffective training crop up with volunteers?

#### VOLUNTEER REWARD SYSTEMS

What kind of records are kept of volunteers' involvement?

What awards/recognition are meaningful to volunteers?

Are all volunteers recognized in some way?

Are staff members who work with volunteers recognized?

Are volunteers and staff who work together recognized together as a team?

# # # #

Suggested reading:

A new Handbook for Supervisors of Volunteers

VOLUNTEERISM

THE NEXT TO PERFECT FORMULA FOR SUCCESSFUL VOLUNTEERING

Published by Independent School District 281

4148 Winnetka Avenue North

New Hope, MN 55427

\$6.00 - includes postage and handling.

# # # #

1985 Statewide Workshops on Volunteer Services  
Department of Human Services, State of Minnesota



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
 DEPARTMENT OF ADMINISTRATION  
 POLICYMAKER'S ACTION PLAN

ACTION STEPS:

WHO	WILL DO WHAT	WHO CAN HELP ME/US	RESOURCES	WHAT STANDS IN THE WAY	COMPLETION DATE

(OVER)

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
DEPARTMENT OF ADMINISTRATION  
PROGRAM/PROJECT CONCEPT DEVELOPMENT WORKSHEET

PROJECT CONCEPT STATEMENT:

\*LONG RANGE GOALS:

\*SHORT RANGE GOALS:

ADVANTAGES:

DISADVANTAGES:

BUDGET LINE ITEMS:

APPROXIMATE COST:

APPROXIMATE TOTAL COST:

\*NOTE: THIS WORKSHEET IS FOR INITIAL DEVELOPMENT OF A PROGRAM/PROJECT CONCEPT. A MORE DETAILED APPROACH, WHICH INVOLVES OTHERS, IS NECESSARY TO DETERMINE ACTUAL GOALS, OBJECTIVES AND OTHER SPECIFICATIONS.



8/85

SOME "MODELS" FOR FUNDING OF VOLUNTEER SERVICES PROGRAMS  
WITHIN COUNTY SOCIAL SERVICE SYSTEMS

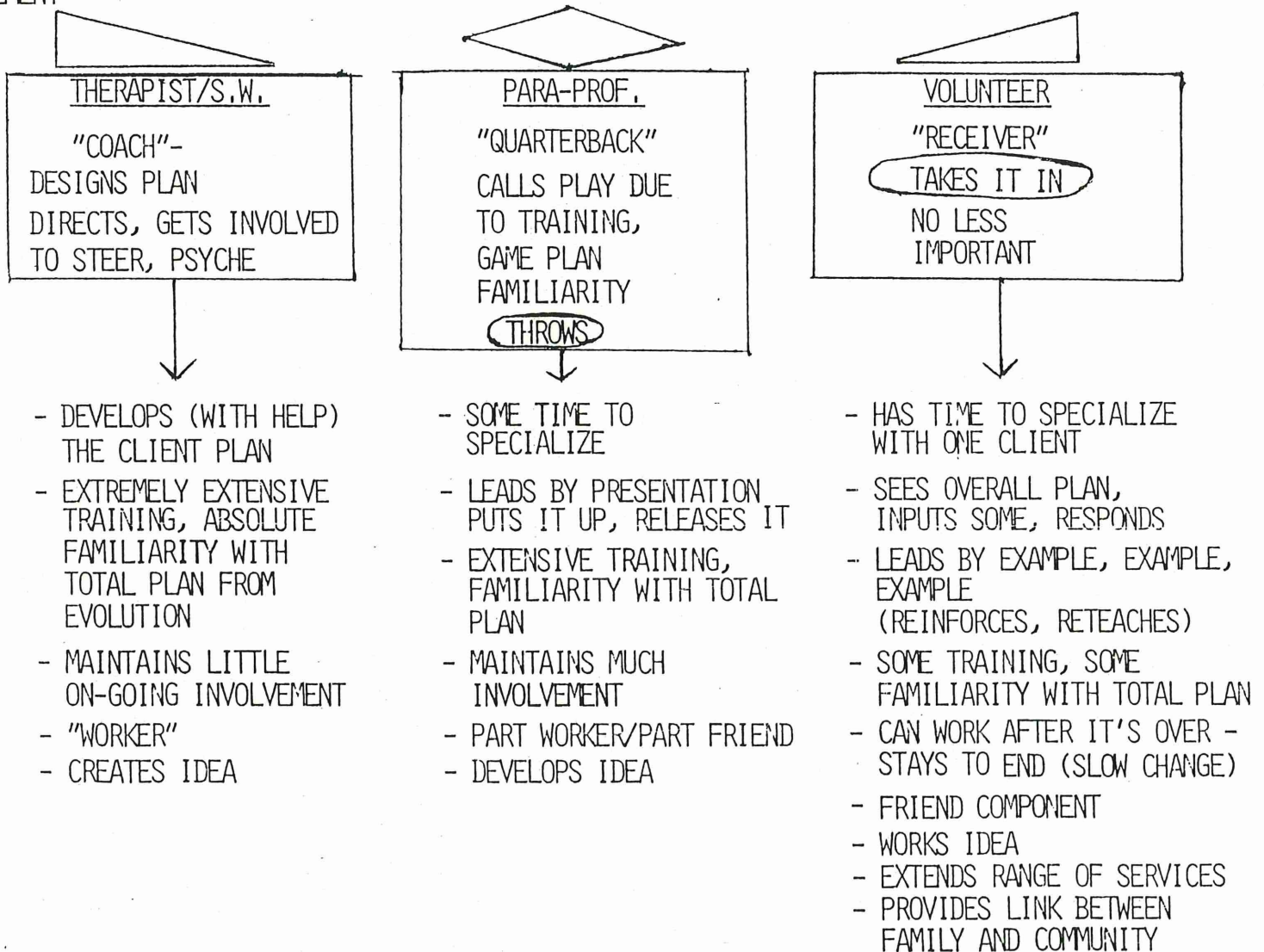
<u>COUNTY</u> <u>EXAMPLE</u>	<u>TYPE OF OPERATION</u>
BROWN	WITHIN THE AGENCY, STARTS PROGRAMS AND WORKS WITH COMMUNITY (E.G. UNITED WAY) FOR MAINTAINING THEM
CARVER, ST. LOUIS, SHERBURNE	TRADITIONAL, PROGRAM IS WITHIN AGENCY AND IS MAIN SOURCE OF VOLUNTEER PROGRAMMING, WORKS MUCH WITH/THRU OTHER AGENCIES
DAKOTA/RAMSEY	WORK EXTENSIVELY WITH/THRU OTHER AGENCIES
BLUE EARTH	FUNDED BY CORRECTIONS (60%) AND WELFARE (40%)
OLMSTED	INTEGRATED WITH OTHER HUMAN SERVICES VOLUNTEER PROGRAMS (CORRECTIONS)
WRIGHT	PROVIDING MIX OF AGENCY AND COMMUNITY "HOME-BASED" VOLUNTEER SERVICES, USES ADVISORY COMMITTEES HEAVILY
STEELE/WASECA/DODGE AND TODD/WADENA/DOUGLAS	MULTI-COUNTY, SPECIFIC PURPOSE (E.G. PARENT AIDE, GUARDIAN AD LITEM - SEPARATE NON-PROFIT AGENCY)
NOBLES STEARNS	COUNTY AGENCY WORKS CLOSELY WITH LOCAL VOLUNTEER BUREAU WHICH HAS BROAD CONSTITUENCY (E.G. ARTS, HUMAN SERVICES, ETC.)
WINONA, WADENA	SEPARATE NON-PROFIT AGENCY FUNDED FOR BROAD PURPOSE AS A VOLUNTEER BUREAU (NOW HAVE SEPARATE VOLUNTEER COMPONENT SERVING DIFFERENT CLIENT POPULATION)
MARIN COUNTY, CALIF. SALT LAKE CITY, UTAH	COUNTY GOVERNMENT VOLUNTEER PROGRAM SERVING ALL BRANCHES OF GOVERNMENT OUT OF COUNTY ADMINISTRATOR'S OFFICE OR COUNTY PERSONNEL
ANOKA	M.E.E.D. PROGRAM FUNDED FULL-TIME TEMPORARY CASE AIDE AS ASSISTANT VOLUNTEER COORDINATOR
LE SEUER, RICE	SINGLE COUNTY PROGRAM, USE OF VOLUNTEERS FOR SPECIFIC PURPOSE

THIS LIST IS NOT AN EXHAUSTIVE ONE. IT IS PROVIDED TO INDICATE STRUCTURES WHICH OTHER COUNTY AGENCIES HAVE CHOSEN TO FUND.

IN ANY "PARENT AIDE" - TYPE PROGRAM:

- FUNCTIONS/TASKS PERFORMED ARE UNIQUE IN TREATMENT, PREVENTION, AND FOLLOWUP
- INTENSITY OF SERVICE WILL VARY
- HELPS CAP # OF CASES - SET CRITERIA FOR STAFF, PROFESSIONAL, VOLUNTEER INVOLVEMENT
- TEACHING ROLE (PRO) VS. MODELING ROLE
- FRIEND VS. WORKER ROLES
- WHAT THEY DO - CASE INTEGRATED
- VOLUNTEERS - PART OF "SERVICE CONTINUUM" (LARGER/SMALLER BASED ON YOUR PRIORITIES) VS. TEAM

INVOLVEMENT  
... IS:





MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration  
POLICYMAKER'S BIBLIOGRAPHY

AFL-CIO VOLUNTEER ORGANIZATIONS FORUM SPEECH  
O'Connell, Brian, President  
Independent Sector, Washington, DC, November 17, 1983

AMERICA'S VOLUNTARY SPIRIT. A BOOK OF READINGS  
O'Connell, Brian  
The Foundation Center, New York, 1983, 461p.

1010.02  
O'Co

The voluntary sector has an enormous impact on every aspect of American life. Every American interacts with this sector regularly, yet often is unaware of its strength, diversity, and the role it plays in our national life. In this book Brian O'Connell has compiled 45 selections which analyze and celebrate this sector variety. Contributors range from de Toqueville to Erma Bombeck, spanning over 300 years of writing.

AMERICANS VOLUNTEER 1985  
Independent Sector, Washington, D.C. 19p.

Independent Sector commissioned the Gallup Organization to conduct a national survey of volunteers, their activities, and the reasons why they volunteer. In October 1985, personal in-home interviews were conducted with a nationally representative sample of 1,638 persons 14 years of age and older. The purpose of this report is to provide a summary of the findings from that survey and to provide estimates for the dollar value of volunteer time.

BY THE PEOPLE: A HISTORY OF AMERICANS AS VOLUNTEERS  
Michael C. Prestogord and Co., Pennsylvania, 1978, 308p.

1010.02  
E11

Illustrates and emphasizes the diverse roles of volunteers in American history and presents a thought-provoking perspective on current issues on volunteerism.

Monograph on: BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS  
Minnesota Office on Volunteer Services, 5p.

COMMUNITY IMPACT LIST

J-S-Winter81p27

Synergist, Volume 9, Number 3, Winter 1981, p. 27-28.

COST-BENEFIT ANALYSIS TO VOLUNTEER PROGRAMS

1120.01

Moore, Nancy A.

Moo

Volunteer Office, Missouri, 1977, 18p.

This paper puts cost-benefit analysis for volunteer programs into perspective, examines what cost-benefit analysis is and what it involves and explores ways in which it might be applied evaluation of volunteer programs.

Folder on: EFFECTIVENESS FOR VOLUNTEER PROGRAMS

RF-034

Moore, Nancy

Missouri Volunteer Office, handout, 1 item

DOCUMENTING PROGRAM COSTS AND ACHIEVEMENTS

J-S-Winter76p7

Drotning-Miller, Helen, and Mary M. Hill

Synergist, Volume 4, Number 3, Winter 1976, p. 7-9, 47.

Monograph on: DOCUMENTING VOLUNTEER EXPERIENCE

Minnesota Office on Volunteer Services, 5p.

DPW VOLUNTEERISM

J-MOVS-Sep/Oct80p2

Lake, Vern

MOVS Newsletter, Volume 5, Number 5, September/October 1980, p.2.

Monograph on: EQUAL ACCESS TO VOLUNTEER PARTICIPATION

Minnesota Office on Volunteer Services, 4p.

FROM THE TOP DOWN. THE EXECUTIVE ROLE IN VOLUNTEER PROGRAM SUCCESS

Ellis, Susan J.

Energize, Pennsylvania, 1986, 185p.

Addresses the often invisible management issues related to volunteers, including how to establish policy for and about volunteers, budget funds and other resources, select volunteer program staff, understand the volunteer/salaried staff relationship, assure teamwork between volunteers and employees, identify and handle legal concerns, determine the value of volunteer time and account for such contributions in financial records and demonstrate executive commitment to volunteers through daily actions.

HOW MUCH ARE VOLUNTEERS WORTH?

J-VAL-Spring84p12

McCurley, Steve

Voluntary Action Leadership, Spring 1984, p.12-13.

Monograph on: INSURANCE COVERAGE FOR VOLUNTEERS

Minnesota Office on Volunteer Services, 7p.



IT CAN HAPPEN! IT HAS HAPPENED! BUILDING COMMUNITY  
PARTNERSHIPS THROUGH COMMUNITY EDUCATION  
Kerns, Marilyn, and Martha Stanley  
Minnesota Dept. of Education, St. Paul, MN, 1982, 63p.

1110.01  
Ker

Community partnerships are developing as a response to the current problems of society. This book stresses the need for community partnerships, specifies the types, gives the ingredients of successful partnerships, and spells out the barriers to success. It reports the results of Project: Community Partnerships in five Minnesota communities, and provides the blueprints for other cities.

MONEY TALKS: A GUIDE TO ESTABLISHING THE TRUE  
DOLLAR VALUE OF VOLUNTEER TIME (PART I).  
Karn, Neil G.  
The Journal of Volunteer Administration, No. 1:2,  
Winter 1982-1983, p.1-7.

J-JVA-Winter82-83p1

PARTNERSHIPS: PRIVATE INITIATIVES FOR PUBLIC RESPONSE.  
1982 PARTNERSHIPS CONFERENCE REPORT ON PROCEEDINGS.  
United States Conference of Mayors  
Atlantic Richfield Company, 1982, 32p.

3000.12  
ARC

PEOPLE APPROACH, NINE NEW STRATEGIES FOR CITIZEN  
VOLUNTEER INVOLVEMENT.  
Scheier, Dr. Ivan H.  
National Information Center on Volunteerism, Colorado,  
1977, 116p.

1040.00  
Sch C-1

Discussed are implications for basic directions and values in the volunteer field and strategies for increasing the quality and quantity of volunteer helping.

PUBLIC-PRIVATE PARTNERSHIP IN AMERICAN CITIES.  
SEVEN CASE STUDIES.  
Fosler, R. Scott, and Renee A. Berger  
D.C. Heath and Company, Lexington, MA. 1982, 363p.

1110.01  
Fos

This book contains a series of case studies undertaken by the Committee for Economic Development (CED) to examine the changing relationships between the public and private sectors in seven cities. These studies show the long-term view and attempt to establish a historical base for understanding the growing interdependence of public and private sectors in urban areas.

Monograph on: RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS  
Minnesota Office on Volunteer Services, 8p.

Monograph on: THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE  
Minnesota Office on Volunteer Services, 6p.

VOLUNTEER FOR MINNESOTA COMMUNITY HANDBOOK, PART I. 1020.02  
 Minnesota Office on Volunteer Services, MOV  
 Department of Administration  
 St. Paul, MN. 1983, 55p.

This handbook contains chapters on coalition building, needs assessment, optional resources, role of the volunteer, and planning for community change. It was developed as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.

VOLUNTEER FOR MINNESOTA COMMUNITY HANDBOOK, PART II. 1020.02  
 Minnesota Office on Volunteer Services, MOV  
 Department of Administration  
 St. Paul, MN. 1983, 70p.

This handbook contains chapters on recruitment, placement, orientation and training, supervision, recognition and retention, and planning the volunteer program. It was developed as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.

VOLUNTEERISM CORPORATE STYLE 1020.00  
 Corporate Volunteerism Council of Minnesota CVCM  
 Minneapolis, MN. 1983, 47p.

This manual is a collection of sections on corporate volunteerism designed to help volunteer program design. Included are areas on initiating, communications, evaluation and recognition.

VOLUNTEERISM: THE "NEXT TO PERFECT" FORMULA FOR 1010.07  
 SUCCESSFUL VOLUNTEERING Beu  
 Beugen, Paula; Robinson, Mary, and Dawn Wanous  
 Independent School District 281, New Hope, Minnesota,  
 1984, 52p.

A handbook for supervisors of volunteers for individuals who are responsible for the supervision, direction, and support of volunteers. Reasons to involve volunteers. Identifying your needs. Developing and reviewing the job description. Attracting and recruiting volunteers. Evaluation.

VOLUNTEERS: A VALUABLE RESOURCE. 3000.12  
 President's Task Force on Private Sector Initiatives PTF  
 This report was prepared for policymakers. 1982, 20p. 19 copies

NOTE: For additional resources on the policymaker's role or other topics on volunteerism, see the comprehensive M.O.V.S. Resource Collection Bibliography or M.O.V.S. computer searches on specialized topics.



Up-dated  
July 2, 1986

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

Directory of Minnesota Voluntary Action Centers,  
Statewide and Local Organizations of Volunteer Directors

VOLUNTARY ACTION CENTERS/CLEARINGHOUSES

Helpline-United Community Services  
Astrid Mathiason, Helpline Coordinator  
Albert Lea Trades and Labor  
401 Medical Arts Building  
Albert Lea, MN 56007  
507/373-1507

Volunteers in Motion/KAVT  
Sunnee Flink, Director  
1900 8th Ave. NW  
Austin, MN 55912  
507/433-8575

Voluntary Action Center  
Mary Evans, Director  
402 Ordean Building  
Duluth, MN 55802  
218/726-4776

Hibbing Volunteer Council  
Kathryn McCann, Director  
Memorial Bldg.  
Hibbing, MN 55746  
218/262-1358

United Way's Voluntary Action Center  
Lorna Michelson, Director  
404 South 8th Street  
Minneapolis, MN 55404  
612/340-7532

Management Assistance Program  
Sandra Larson, Director  
123 East Grant Street  
Minneapolis, MN 55403  
612/874-1941

Volunteers in Action  
Barbara Winikoff, Coordinator  
Independent School District 281  
Robbinsdale Area Community  
Education Center  
4139 Regent Avenue North  
Robbinsdale, MN 55422  
612/535-1790

Information and Volunteer Service  
Mary Edel, Coordinator  
515 SW 2nd St.  
Rochester, MN 55902  
507/285-8939

The Volunteer Connection, Inc.  
Dottie Hecht, Staff Coordinator  
20 First Ave. NE  
Rochester, MN 55904  
507/288-1891

Voluntary Action Center  
Betty Schnettler, Director  
P.O. Box 698  
St. Cloud, MN 56302  
612/251-5150

Voluntary Action Center of the  
St. Paul Area  
Therese Crisman, Director  
251 Starkey Street, Suite 127  
St. Paul, MN 55107  
612/227-3938

Community Volunteer Services  
Vi Russell, Director  
115 South Union  
Stillwater, MN 55082  
612/439-7434

Northland Volunteer Council  
Ermille Hayes  
Box 570  
Virginia, MN 55792  
218/741-9516

Volunteers Working Together, Inc.  
John F. Tulk, Director  
418 N. Jefferson Street  
Wadena, MN 56482  
218/631-2219

Winona Volunteer Services, Inc.  
John Brauch, Director  
109 W. Broadway  
Winona, MN 55987  
507/452-5591

Southwestern MN Opportunity  
Council Inc.  
Betty Biren, Director of  
Volunteer Services  
701 11th Street, Box 787  
Worthington, MN 56187  
507/376-4195

United Way's Voluntary Action Center  
c/o Melinda Haun, Program Services  
Director  
United Way of Cass-Clay  
P.O. Box 1609  
315 North 8th Street  
Fargo, ND 58107-1609  
701/237-5050

Volunteer Services, Inc.  
Nancy Toren, Exec. Director  
309 De Mers  
Grand Forks, ND 58201  
701/775-0671

#### STATEWIDE ORGAN. OF VOL. DIRECTORS

Minnesota Association of Volunteer  
Directors (MAVD)  
Mike Newman, President  
c/o Chief of Volunteer Services  
Department of Human Services  
Centennial Office Building, #400  
St. Paul, MN 55155  
612/297-4275  
June 1987

Minnesota Council of Directors of  
Health Care Volunteers (MCDHCV)  
Constance O'Hara, President  
c/o Volunteer Services Manager  
University of Minnesota Hospital  
Box 48 Mayo  
420 Delaware Street S.E.  
Minneapolis, MN 55455  
612/629-5411  
Term: May 1987

Minnesota Retired Senior Volunteer  
Program Association, Inc.  
Arlene Cepull, President  
c/o RSVP of St. Paul  
St. Paul-Ramsey Medical Center  
640 Jackson Street  
St. Paul, MN 55101  
612/221-2820  
Term: December 1987

National School Volunteer Program/  
Minnesota Affiliate  
Edwina Helling, President  
c/o Osseo Public Schools  
11200 93rd Avenue North  
Maple Grove, MN 55369  
612/425-4131, ext. 513  
612/545-8021  
Term: June 1987

State ACTION Office  
Peter Marks, Director  
Old Federal Bldg., Rm. 126  
212 Third Ave. S.  
Mpls., MN 55401  
612/349-3630

County Volunteer Coordinator's  
Association  
Bob Apitz, President  
114 North State Street  
New Ulm, MN 56073  
507/354-8246  
Term: December 1987

Minnesota Office on Volunteer Services  
Laura Lee Geraghty, Director  
500 Rice Street  
St. Paul, MN 55155  
612/296-4731 or 800/652-9747

#### LOCAL ORGAN. OF VOL. DIRECTORS

Anoka County Volunteer Alliance  
Sandy Bergeron, President  
c/o Anoka Metro Regional  
Treatment Center  
3300 4th Avenue North  
Anoka, MN 55303-1119  
612/422-4369  
Term: December 1986

Bemidji Area Volunteer Coordinators  
c/o Karin Hanson  
P.O. Box 430  
Bemidji, MN 56601  
218/751-4310  
Term: Indefinite



Corporate Volunteerism Council  
Barbara Schmidt, Chairman  
c/o United Way's Voluntary  
Action Center  
Citizen's Aid Building  
404 South 8th Street  
Minneapolis, MN 55404  
612/291-2245  
Term: December 1986

Corporate Volunteerism Council for  
the Greater Mankato Area  
Bruce Cobb, Chair  
Midwest Electric  
P.O. Box 910  
Mankato, MN 56001  
507/625-4414  
Term: Fall 1986

Corporate Volunteerism Round Table  
c/o Barbara Wilk  
VIE  
905 4th Avenue South  
Minneapolis, MN 55404  
612/341-2689  
Term: Indefinite

Council of Local Organizations for  
Volunteer Enhancement (CLOVE)  
Pam Sawyer, Chair  
c/o KEYC-TV  
P. O. Box 128  
Mankato, MN 56001  
507/625-7905  
Term: October 1986

Crow Wing County Vol. Coordinators  
c/o Joey Halvorson, Community Action  
Director  
Brainerd Area Community Action  
City Hall  
Brainerd, MN 56407  
218/829-5278  
Term: Indefinite

Dakota County Volunteer Coordinators  
c/o Jean Roessler  
Fairview Ridges Hospital  
201 East Nicollet Boulevard  
Burnsville, MN 55337  
612/892-2035

Duluth Corporate Volunteerism Council  
Robert Sloneker, President  
Northwestern Bell Telephone  
322 West First Street  
Duluth, MN 55802  
218/723-4242  
Term: June 1987

Red Wing Volunteer Directors Assoc.  
c/o Sharon Marty  
Red Wing Hospice  
906 College  
Red Wing, MN 55066  
612/388-1591  
Term: Indefinite

Rochester Volunteer Coordinators  
Roundtable  
Cleo Vakos, Facilitator  
923 NE Northern Heights Drive  
Rochester, MN 55904  
507/288-9387  
Term: Indefinite

St. Cloud Area Volunteer Coordinators  
Sandy Manderfeld, Chair  
c/o United Ways Voluntary Action Center  
P. O. Box 698  
St. Cloud, MN 56302  
612/251-5150  
Term: June 1987

St. Croix Area DOVIA  
c/o Vi Russell, Director  
Community Volunteer Services  
115 South Union  
Stillwater, MN 55082  
612/439-7434  
Term: Indefinite

St. Paul DOVIA  
c/o Elizabeth Ekholm  
Lyngblomsten Care Center  
1415 Almond Avenue  
St. Paul, MN 55108  
612/646-2941  
Term: January 1988

Duluth Area DOVIA  
c/o Mary Evans  
Voluntary Action Center  
402 Ordean Bldg.  
Duluth, MN 55802  
218/726-4776  
Term: Indefinite

Willmar Volunteer Coordinators  
c/o Jo Thompson  
Willmar State Hospital  
Box 1128  
Willmar, MN 56201  
612/231-5100  
Term: Indefinite

Wright County Volunteer Network  
c/o Karla Heeter  
Activities/Volunteer Coordinator  
Retirement Center of Wright County  
200 Park Lane  
Buffalo, MN 55313-1193  
612/682-1131  
Term: March 1987

Fargo-Moorhead Area, Directors of  
Vol. Services (DOVS)  
P.O. Box 5333  
University Station  
Fargo, ND 58105  
701/237-5050  
Term: Indefinite

#### OTHER

Metropolitan State University  
Pat Spaulding  
Volunteer Services Program  
121 Metro Square Building  
7th Place and Robert Street  
St. Paul, MN 55101  
612/296-4455

Association for Volunteer Administration  
Pat Argyros, Regional Chair  
c/o Dakota Incorporated  
680 O'Neill Drive  
Eagan, MN 55120  
612/454-2732  
Term: October 1986

Minnesota Department of Public Welfare  
Mike Newman, Chief of Volunteer Services  
Centennial Office Building, #400  
St. Paul, MN 55155  
612/297-4275

Department of Natural Resources  
Barbara Gustafson, Volunteer Coordinator  
P.O. Box 36  
500 Lafayette Road  
St. Paul, MN 55155  
612/297-1449

Department of Revenue  
Dorothy Hanson, Coordinator  
VITA Program  
Centennial Building, Second Floor  
658 Cedar Street  
St. Paul, MN 55145  
612/296-0557

VIE  
Kristi Gray, Secy/Coordinator  
905 Fourth Avenue South  
Minneapolis, MN 55404  
612/341-2689



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

LIST OF NATIONAL AND STATE-LEVEL VOLUNTEER RESOURCE ORGANIZATIONS  
(or Making Sense of the Volunteer Alphabet Soup)

AARP - AMERICAN ASSOCIATION OF RETIRED PERSONS

1909 K Street, NW  
Washington, DC 20049  
202/872-4700

Non-profit, non-partisan organization whose members are all 50 years of age and over. AARP offers a wide range of membership benefits and services, and education and advocacy materials. The AARP Volunteer Talent Bank matches volunteers age 50 or older with suitable volunteer positions nationwide, in both AARP programs and other organizations.

Periodicals: Prime Time, Modern Maturity, AARP News Bulletin (monthly) and Legislative Report.

ACTION

806 Connecticut Ave. NW  
Washington, DC 20525  
800/424-8867

ACTION is the federal agency for volunteer service. Its purpose is to stimulate voluntarism in general and, in particular, to demonstrate the effectiveness of volunteers in problem solving. Its major programs include Foster Grandparents (FGP), Retired Senior Volunteers (RSVP) Senior Companions (SCP) for elders, Volunteers in Service to America (VISTA) and a variety of programs for youth.

Periodicals: Prime Times - for FGP, RSVP and SCP

ACTION - MINNESOTA STATE OFFICE

Old Federal Office Building, Room 126  
212 Third Ave S.  
Minneapolis, MN 55401  
612/349-3630

This is the ACTION program office for the state of Minnesota.

ASDVS - AMERICAN SOCIETY OF DIRECTORS OF VOLUNTEER SERVICES

American Hospital Association  
840 N. Lake Shore Drive, 8 West  
Chicago, IL 60611  
312/ 280-6110

A membership organization for administrators of volunteer services in health care institutions. Services provided are intended to facilitate communication and education among the membership and include an annual conference.

Periodical: Volunteer Leader

AVA - ASSOCIATION FOR VOLUNTEER ADMINISTRATION

Post Office Box 4584  
Boulder, CO 80306  
303/ 497-0238

AVA is the professional association for those working in the field of volunteer management who want to develop their professional skills and shape the future of volunteerism. Services include certification, a quarterly journal, and regional and national conferences.

Periodicals: The Journal of Volunteer Administration, AVA Update, AVA Issues Update

AVAS - ASSOCIATION OF VOLUNTARY ACTION SCHOLARS

Henderson Human Development  
Building S-126  
Pennsylvania State University  
University Park, PA 16802  
814/ 863-2944

AVAS is an association of scholars and professionals interested in research in the field of voluntary activity. AVAS seeks to stimulate and distribute such research and inquiry.

Periodicals: Journal of Voluntary Action Research  
AVAS Newsletter

BARC - BUSINESS ACTION RESOURCE COUNCIL OF THE GREATER MINNEAPOLIS  
CHAMBER OF COMMERCE

15 South Fifth Street  
Minneapolis, MN 55402  
612/ 370-9132

As the corporate social responsibility arm of the greater Minneapolis Chamber of Commerce, BARC encourages the effective use of business resources to meet community and societal needs, acts as an information-sharing and educational resource to area businesses in developing effective corporate responsibility programming, and provides a forum for the exchange of information among corporate responsibility professionals.

Periodicals: Corporate Social Responsibility  
Minnesota Strategies

CAR - COMMUNITY AFFAIRS ROUNDTABLE OF THE ST. PAUL AREA CHAMBER  
OF COMMERCE

445 Minnesota Street  
St. Paul, MN 55101  
612/222-5561

Amy Crawford, Director of Community Affairs

CAR is the corporate responsibility arm of the St. Paul Area Chamber of Commerce. Goals are to promote among businesses a thoughtful consideration of and response to social change through activities that involve the use of private resources to meet social needs, and to provide a forum for exchanging information among corporate responsibility professionals. Membership is open to companies and foundations that have a community affairs program and that make contributions.

CCC - CENTER FOR COMMUNITY CHANGE

1000 Wisconsin Ave., NW  
Washington, DC 20007  
202/342-0594

CCC is a non-profit, tax-exempt organization which assists local community development organizations in low income urban and rural areas of the United States.

Periodicals: Federal Programs Monitor

CIVITEX - CIVIC INFORMATION AND TECHNIQUES EXCHANGE

c/o Citizens Forum on Self-Government/  
National Municipal League  
55 West 44th St.  
New York, NY 10036  
800/223-6004

Database of information of community initiated projects throughout the country. Connects groups interested in establishing community projects with organizations who have undertaken similar projects.

CL - CITIZENS LEAGUE

84 South Sixth Street  
Minneapolis, MN 55402  
612/388-0791

The Citizens League is an independent, non-partisan public affairs education and research organization in the Twin Cities metropolitan area. As an open membership organization, it is distinguished by the involvement of volunteer members in the development of policy recommendations. It seeks to assist the community in identifying and defining its problems and its opportunities, to challenge the community with new ideas to develop recommendations for change in policy and action and to provide community education.

Periodicals: CL News

CVC - CORPORATE VOLUNTEERISM COUNCIL

c/o Citizen's Aid Building  
404 South 8th Street  
Minneapolis, MN 55404  
612/291-2245

The purpose of CVC is to promote corporate volunteerism, emphasizing its value to corporations and the community; serve as a communications vehicle between corporations and the non-profit sector; identify developments and opportunities in the field of employee involvement and serve as a resource for companies developing and expanding programs; develop cooperation and communication among member companies to realize common objectives and find solutions to common problems; and assist in the professional development of volunteer coordinators. Membership categories are either Corporate or Associate.

Periodicals: CVC Response newsletter  
Volunteerism Corporate Style annual report



#### COUNCIL ON FOUNDATIONS

Suite 1200  
1828 L Street, NW  
Washington, DC 20036  
(202) 466-6512

A national membership organization of close to 1,000 grantmakers aimed at promoting broader public understanding of the role of philanthropy. Membership fees vary.

Periodical: Council on Foundations Newsletter

#### IAVE - INTERNATIONAL ASSOCIATION FOR VOLUNTEER EFFORT

PO Box 27712  
Los Angeles, CA 90027

Membership in IAVE is open to volunteers everywhere who share a desire to encourage and promote worldwide volunteer action dedicated to improving the quality of life. Membership fee \$30 for individuals and \$60 for organizations.

Periodical: LIVE Newsletter

#### IESC - INTERNATIONAL EXECUTIVE SERVICE CORPS

8 Stamford Forum  
PO Box 10005  
Stamford, CT 06094  
1-800-243-4372

Established by U. S. business leaders to assist private enterprise in developing countries. Volunteers, who are retired American executives, provide management and technical assistance to third world small and medium size enterprises.

#### IS - INDEPENDENT SECTOR

1828 L Street, NW  
Washington, DC 20036  
(202) 223-8100

IS is a national membership organization formed through the merger of the Coalition of National Voluntary Organizations (CONVO) and the National Council of Philanthropy (NCOP). It works to preserve and enhance the national traditions of giving, volunteering and not-for-profit initiative.

Periodical: Update

MAP - MANAGEMENT ASSISTANCE PROJECT  
123 East Grant Street, Room 1010  
Minneapolis, MN 55403  
612/874-1941

MAP serves as a link between corporate volunteers and non-profit agencies and provides volunteers for management consultations or to serve on boards of directors.

#### MACAE - MINNESOTA ASSOCIATION OF CONTINUING ADULT EDUCATION

Literacy 85  
Bloomington Education Center  
8900 Portland Ave. S.  
Bloomington, MN 55420  
(612) 887-9163

An organization which brings together volunteers and staff people representing all disciplines of adult education in a professional relationship.

Periodical: The Update

#### MAVD - MINNESOTA ASSOCIATION OF VOLUNTEER DIRECTORS

Mike Newman  
Chief of Volunteer Services  
Department of Human Services  
Centennial Office Building, #400  
St. Paul, MN 55155  
612/297-4275

MAVD is a membership organization of individuals from various backgrounds involved in the administration of volunteer programs and/or the coordination of volunteer activities as a paid or unpaid staff.

Periodical: MAVD Newsletter

#### MCDHCV - MINNESOTA COUNCIL OF DIRECTORS OF HEALTH CARE VOLUNTEERS

900 South 8th Street  
Minneapolis, MN 55404  
612/347-4230

A membership organization for administrators of volunteers in health care institutions in Minnesota. MCDHCV is a state affiliate of ASDVS. Membership is \$10 a year.

MCEA - MINNESOTA COMMUNITY EDUCATION ASSOCIATION

Executive Office  
Eliot Center  
6800 Cedar Lake Road  
St. Louis Park, MN 55426  
612/ 545-1132

An organization aimed at promoting and improving the community education concept in Minnesota. Volunteers are an integral of many community education programs and information on their involvement is available from this resource.

Periodical: Scene

MCF - MINNESOTA COUNCIL ON FOUNDATIONS

1216 Foshay Tower  
Minneapolis, MN 55402  
612/ 338-1989

The Minnesota Council on Foundations is an association of grantmakers committed to responsible and informed giving for community concerns. The Council's members include private, corporate and community foundations and companies with contributions programs other than foundations. Formed in 19 the Council is a nonprofit, tax-exempt organization supports its members.

Periodical: Giving Forum

MOVS - MINNESOTA OFFICE ON VOLUNTEER SERVICES

500 Rice Street  
St. Paul, MN 55155  
612/ 296-4731

The Minnesota Office on Volunteer Services, Department of Administration, strives to improve the quality of life in Minnesota through voluntary action. It works with both public and private organizations. M.O.V.S. is involved in the following activities: advocacy for volunteers and volunteer service; publishing a bi-monthly newsletter; operation of a resource library; technical assistance and information; research on special volunteer issues and projects; convening meetings of volunteer groups and leaders and providing training opportunities. Membership is not required for M.O.V.S. services.

Periodical: M.O.V.S. Newsletter

MPCR - MINNESOTA PROJECT ON CORPORATE RESPONSIBILITY

706 First Bank Place West  
Minneapolis, MN 55402  
612/ 338-1913

The purpose of the Minnesota Project on Corporate Responsibility is to provide continuing education for executives on the changing relationship between business and society.

MINNESOTA - RETIRED SENIOR VOLUNTEERS PROGRAM ASSOCIATION, INC.

c/o RSVP of St. Paul  
St. Paul-Ramsey Medical Center  
640 Jackson Street  
St. Paul, MN 55101  
612/ 221-2820

A membership organization of staff of Retired Senior Volunteer Programs (RSVP) in Minnesota to support, promote, coordinate and advocate for RSVPs in the state. Associate membership is available to anyone who is interested.

NATIONAL ASSEMBLY OF NATIONAL VOLUNTARY HEALTH AND SOCIAL WELFARE ORGANIZATIONS

1319 F Street NW  
Suite 601  
Washington, DC 20004  
202/ 347-2080

The National Assembly is an organizational membership association formed to facilitate cooperation and communication among voluntary organizations and to pursue mutual goals and convictions. It also acts as a clearinghouse and resource center.

NCRPCV - NATIONAL COUNCIL OF RETURNED PEACE CORPS VOLUNTEERS

Star Route, Box 38  
Brimson, MN 55602  
218/ 848-2302

The National Council is a membership organization comprised of former Peace Corps and VISTA volunteers who wish to continue community service. The Independent Foundation, a similar Washington, DC-based organization, has merged with the National Council.

Periodical: The Voice



NAV - NATIONAL ACADEMY OF VOLUNTARISM

United Way of America  
701 N. Fairfax St.  
Alexandria, VA 22314

Training arm of the United Way of America. Trains United Way professionals and volunteers. Some disciplines are management, fundraising, community resources, community problem solving distribution.

Periodical: The National Academy of Voluntarism Catalog

NAVCJ - NATIONAL ASSOCIATION OF VOLUNTEERS IN CRIMINAL JUSTICE

c/o Willmington College  
PO Box 581  
Willmington, OH 45177  
513/ 382-6661

NAVCJ serves to promote voluntary activity in criminal justice programs. It provides a variety of services and publishes magazine for volunteers in criminal justice programs.

Periodical: NAVCJ Examiner

NCASAA - NATIONAL COURT APPOINTED SPECIAL ADVOCATES ASSOCIATION

900 NE 43rd Street, Suite 204  
Seattle, WA 98105  
206/ 547-1059

Membership organization formed in 1982 to provide coordinated technical training and assistance to CASA/guardian and list programs nationwide.

Periodical: The CASA Connection

NCCV - NATIONAL COUNCIL ON CORPORATE VOLUNTEERISM

c/o VOLUNTEER: The National Center  
1111 North 19th Street, Suite 500  
Arlington, VA 22209  
703/ 276-0542

NCCV, a corporate membership organization promotes volunteerism by serving as a national resource for the development and expansion of corporate employee volunteer programs. The council also serves as a clearinghouse for the exchange of information on corporate volunteerism and produces a quarterly newsletter as part of VOLUNTEER's "Volunteers from the Workplace" service. NCCV President is Jill Ragatz who is manager of corporate volunteer programs, Honeywell, Inc., Minneapolis, MN.

Periodical: Corporate Newsletter

NCRP - NATIONAL COMMITTEE FOR RESPONSIVE PHILANTHROPY

810 18th Street, NW, Suite 408  
Washington, DC 20009  
202/ 347-5340

NCRP is a national organization engaged in examining the patterns of philanthropic giving in America and working for more open, responsive and accountable philanthropic activity.

NESC - NATIONAL EXECUTIVE SERVICE CORPS

622 Third Avenue  
New York, NY 10017  
212/ 867-5010

NESC uses senior, unpaid business executive retirees to counsel national nonprofits in the fields of education, health, religion, social services and the arts for periods of three to six months. They also coordinate the efforts of a network of local Executive Service Corps which work with local nonprofit organizations.

NMA - NONPROFIT MANAGEMENT ASSOCIATION

c/o United Way of Minneapolis  
404 South 8th Street  
Minneapolis, MN 55404  
612/ 340-7591

An organization whose purpose is to stimulate ideas and develop professional skills among those who provide management and technical assistance to nonprofit organizations. NMA holds annual conference, publishes a quarterly newsletter and develops and/or distributes resource materials on technical assistance.

Periodical: NMA Bibliography

NSIEE - NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIENTIAL  
EDUCATION

122 St. Mary's St.  
Raleigh, NC 27605  
919/ 834-7536

NSIEE is a membership organization of colleges and universities which helps schools with their internship programs. It sponsors regional and national conferences throughout the year and publishes a directory of internship opportunities.

Periodical: Experiential Education

NSVP - NATIONAL SCHOOL VOLUNTEER PROGRAM

701 N. Fairfax  
Alexandria, VA 22314  
703/ 836-4880

NSVP is a membership organization comprised of those involved or interested in school volunteer programs. It functions as a resource for its members and as an advocate for volunteer activity within the educational field.

Periodical: The Volunteer in Education

NSVP/MN - NATIONAL SCHOOL VOLUNTEER PROGRAM/MINNESOTA

c/o Osseo Public Schools  
11200 93rd Ave North  
Maple Grove, MN 55369  
612/ 425-4131

A Minnesota affiliate of NSVP, this is a membership organization of paid and unpaid personnel involved in school volunteer programs. Membership is open to anyone involved in, or retired from, school volunteer programs in the state. Membership fee is \$40, which includes both national and state organizations.

PAC - PUBLIC AFFAIRS COUNCIL

1220 16th Street NW  
Washington, DC 20036

The Public Affairs Council is the nonprofit, nonpartisan professional organization of corporate public affairs executives. It provides specialized services to over 420 member companies in the United States and abroad. The Council seeks to advance the effectiveness and stature of corporate public affairs.

SCORE - SERVICE CORPS OF RETIRED EXECUTIVES

St. Paul Chamber of Commerce Building  
701 North Central Tower  
445 Minnesota Street  
St. Paul, MN 55101  
612/223-5010

SCORE is an organization of executives who have been in business for many years and are now helping those who are trying to get into the business world by offering workshops and other assistance.

THE SOCIETY OF NONPROFIT ORGANIZATIONS

6314 Odana Road, Suite 1  
Madison, WI 53719  
608/274-9777

Its main purpose is to bring together non-profit organizations and to provide information for them.

Periodical: Nonprofit World



UWA - UNITED WAY OF AMERICA

701 N. Fairfax  
Alexandria, VA 22314  
703/ 836-7100

UWA provides leadership and service to over 2,200 local Unit Ways in fundraising, fiscal and program management. It is engaged in research and liaison activities with other national organizations and the government.

Periodical: Community

VAC - VOLUNTARY ACTION CENTER

There are 15 Voluntary Action Centers serving Minnesota communities. They are located in: Albert Lea, Austin, Duluth, Hibbing, Minneapolis, Rochester, St. Cloud, St. Paul, Stillwater, Virginia, Wadena, Winona, and Worthington in Minnesota; and in Fargo and Grand Forks, North Dakota. VAC's are resource agencies and coordinating bodies for volunteer programs in their communities.

VIE

905 Fourth Avenue South  
Minneapolis, MN 55404  
612/ 341-2689

VIE is a project for persons 55 years and older who want to utilize their skills in a volunteer setting in the community. VIE offers training, support and opportunity for continued growth. The project works with retirees, corporate retirees and the community.

VIP - VOLUNTEERS IN PREVENTION, PROSECUTION, PROBATION, PRISON, PAROLE

200 Washington Square Plaza  
Royal Oak, MI 48067  
313/ 398-8550

An organization to support and promote citizen involvement in court and correction programs.

VITA - VOLUNTEERS IN TECHNICAL ASSISTANCE

1815 North Lynn Street  
Suite 200  
Arlington, VA 22209  
703/ 276-1800

VITA is an international development organization working to support and promote economic development activities in foreign countries. It places volunteer consultants in foreign countries to support existing programs and activities and to help develop new technology.

VOLUNTEER - THE NATIONAL CENTER

1111 North 19th Street, Suite 500  
Arlington, Virginia 22209  
703/ 276-0542

VOLUNTEER was created in 1979 through the merger of the National Center for Voluntary Action and the National Information Center on Volunteerism. It serves as the only national voluntary organization whose sole purpose is to encourage the more effective use of volunteers in community problem solving. VOLUNTEER helps to improve the effectiveness of volunteer management skills by providing information sharing, training and technical assistance services; operates special projects to demonstrate new, unique and innovative ways to get people involved; and serves as a national advocate for volunteering and citizen involvement.

Periodicals: Voluntary Action Leadership, Volunteering,  
Volunteer Readership Catalog

MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration  
POLICYMAKER'S WORKSHOP EVALUATION

Thank you for your participation in today's workshop session. Please circle the appropriate number for the following.

(Please circle appropriate number)

- |   | <u>High</u> |   |   | <u>Low</u> |
|---|-------------|---|---|------------|
|   | 4           | 3 | 2 | 1          |
| 1. Quality of subject content.                            |             |   |   |            |
| 2. Adequate subject matter covered in time allowed.       | 4           | 3 | 2 | 1          |
| 3. Level of involvement of the participants.              | 4           | 3 | 2 | 1          |
| 4. Usefulness of resource materials.                      | 4           | 3 | 2 | 1          |
| 5. Trainer's ability to relate to participants.           | 4           | 3 | 2 | 1          |
| 6. Trainer's ability to deliver knowledge.                | 4           | 3 | 2 | 1          |
| 7. Trainer's ability to make effective use of time.       | 4           | 3 | 2 | 1          |
| 8. Overall rating of the workshop.                        | 4           | 3 | 2 | 1          |
| 9. What were the most valuable aspects of the workshop?   | _____       |   |   |            |
|   | _____       |   |   |            |
| 10. What were the least valuable aspects of the workshop? | _____       |   |   |            |
|   | _____       |   |   |            |
| 11. What changes would you recommend for future sessions? | _____       |   |   |            |
|   | _____       |   |   |            |
| 12. Additional Comments:                                  | _____       |   |   |            |
|   | _____       |   |   |            |

Optional:

Name \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_ Organization \_\_\_\_\_

Address \_\_\_\_\_

Trainer \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

**BRAINSTORM RULES**

ALL IDEAS ARE ACCEPTABLE.

NO DISCUSSION OF IDEAS.

NO JUDGEMENT OF IDEAS (COMMENTS ARE NOT PERMITTED).

PRODUCE IDEAS AT A "RAPID-FIRE" PACE.

REPETITION IS OK.

SET A TIME LIMIT.

## EXERCISE C

### "PHILOSOPHY STATEMENT WORKSHEET"

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- DIRECT VOLUNTEERING \_\_\_\_\_
- ADVISING \_\_\_\_\_
- ADVOCATING \_\_\_\_\_
- CONSULTING \_\_\_\_\_
- ADMINISTRATIVE \_\_\_\_\_
- OTHER: \_\_\_\_\_
- LEADING \_\_\_\_\_
- PARTNERSHIP BUILDING \_\_\_\_\_
- HELPING WITH SPECIAL PROJECTS
- SHORT TERM \_\_\_\_\_
- LONG TERM \_\_\_\_\_

- REIMBURSEMENT FOR EXPENSES  
CHILD CARE  
APPROPRIATE PLACEMENT  
ORIENTATION  
ON-GOING TRAINING  
SUPERVISION  
EVALUATION  
DOCUMENTATION OF EXPERIENCE  
REFERENCES  
RECOGNITION  
OPPORTUNITIES FOR ADVANCEMENT  
OTHER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- \*4. WHAT DO YOU VIEW TO BE THE ROLES AND RELATIONSHIPS BETWEEN PAID AND UNPAID STAFF IN YOUR ORGANIZATION?

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5. WHAT KIND OF SUPPORT DO YOU HOPE TO PROVIDE FOR PAID OR UNPAID VOLUNTEER COORDINATORS OR STAFF SUPERVISORS WHO WORK WITH VOLUNTEERS? (I.E. TRAINING, VERIFICATION OF SUPERVISORY EXPERIENCE TO PERSONNEL FILES, ETC.)

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6. WHAT DO YOU HOPE WILL BE THE RESULT OF VOLUNTEER INVOLVEMENT FOR YOUR ORGANIZATION AND THE CLIENTELE WHICH YOUR ORGANIZATION SERVES?

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7. WHAT POLICIES DO YOU NEED TO HAVE IN PLACE REGARDING VOLUNTEERS TO HELP ASSURE LEGAL AND ETHICAL OBLIGATIONS? (FOR EXAMPLE, UNDER WHAT CIRCUMSTANCES DO YOU NOT WANT TO INVOLVE VOLUNTEERS IN THE WORK OF YOUR ORGANIZATION?)

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\* OMIT IF NOT A STAFFED AGENCY.

NOTE: BY CIRCULATING THIS WORKSHEET TO OTHERS FOR REACTION AND MODIFICATION, IT CAN BECOME THE BASIS FOR A PHILOSOPHY OR POLICY STATEMENT ON VOLUNTEERS FOR YOUR ORGANIZATION. FOR THIS STATEMENT TO BE EFFECTIVE, PEOPLE FROM ALL LEVELS OF THE ORGANIZATION SHOULD BE INVOLVED AND THE FINAL DOCUMENT SHOULD BE OFFICIALLY APPROVED BY TOP-LEVEL POLICYMAKERS.



**MINNESOTA  
OFFICE ON  
VOLUNTEER  
SERVICES**

Department of  
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500 Rice Street  
St. Paul, MN 55155  
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**VOLUNTEER  
FOR MINNESOTA**

**EQUAL ACCESS TO VOLUNTEER PARTICIPATION**

**VOLUNTEER FOR MINNESOTA:  
A Project for Developing  
Public Private Partnerships  
in Communities**



May, 1984

THIS MONOGRAPH IS ONE OF A SERIES DEVELOPED BY THE MINNESOTA OFFICE ON VOLUNTEER SERVICES AS PART OF VOLUNTEER FOR MINNESOTA: A PROJECT FOR DEVELOPING PUBLIC/PRIVATE PARTNERSHIPS IN COMMUNITIES. THE PURPOSE OF THESE MONOGRAPHS IS TO SURFACE ISSUES WHICH IMPACT THE VOLUNTEER COMMUNITY, IN HOPE OF INITIATING DIALOGUE WHICH WILL RESULT IN SOLUTIONS.

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- \* **BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS**
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- \* **RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS**

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## **EQUAL ACCESS TO VOLUNTEER PARTICIPATION**

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**Equal Access To Volunteer Participation**  
MONOGRAPH

Volunteering is an American tradition and an historical right of all citizens. Everyone deserves an opportunity to contribute voluntarily to the community. It has long been recognized that individuals derive personal benefits from their volunteer experiences, while at the same time serving their communities. Ethnic, racial, religious, and other factors ideally should not affect access to volunteerism.

To assure greater access to volunteer participation it is necessary to examine these questions:

- \* Why is it important to provide access to volunteer participation for all people? What are the benefits to individuals and organizations?
- \* Do the principles of affirmative action and equal opportunity apply to volunteer positions?
- \* What are some of the barriers that limit volunteer participation? What steps can be taken to minimize these barriers?

Equal opportunity and affirmative action are intended to assure that everyone has a fair chance to compete for and participate in paid and unpaid activities. Equal opportunity means that an organization makes known its intent to provide open access to participation and follows through on this intent. Affirmative Action is a carefully thought through remedial obligation to implement a specific plan for improving opportunities for groups which have been deprived of opportunities in the past. An affirmative action plan includes policies, procedures and action steps which will result in participation by members of a range of minorities and special groups.

Many organizations are forbidden by law to discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, or age. Persons wanting information or clarification about the Human Rights Act or Civil Rights Laws should contact the Minnesota Department of Human Rights at (612) 296-5663 or (toll free) 1-800/652-9747.



When considering access to participation in the voluntary sector, it is worthwhile to examine implications of volunteering for individuals. Many people believe that volunteer work contributes significantly to one's skills and self-esteem. Day-to-day learning which occurs "on the volunteer job" advances the volunteer's personal development, expands his/her network of contacts and makes possible experiences which can be documented for future paid employment and academic credit. In addition, participation in volunteer activities is a significant way to exercise one's constitutional rights through participation in actions and decision-making which affect one's own life. These opportunities enhance a person's capability for self-help and can greatly strengthen one's ability to be self-sufficient and independent.

Since access to volunteer participation leads to positive benefits, individuals who are unable to access volunteer positions will be deprived of these potential benefits. Without equal access to volunteering, the possibility exists that the gaps will widen between those who are currently able to volunteer and those who are not.

The impact of accessibility to volunteering is profound, not only for the volunteer, but also for organizations which depend upon volunteers for the delivery of services. By tapping into the full range of human resources from all segments of society, an organization will secure more volunteers. Open participation will develop a cadre of volunteers with diverse skills, backgrounds, and perspectives. These volunteers will fulfill unique needs that could not be addressed as effectively through other means. For example, a volunteer who has recovered from a serious accident and has learned to adapt to resulting disabilities, could offer a positive role model for a person in a like situation. In addition, the resources of a mix of volunteers will provide valuable insights into the needs, feelings, and desires of the organization's clientele.

Many impediments exist which make it difficult for certain people to volunteer. Examples of these impediments include volunteer-related expenses such as costs for transportation, child care, meals, parking, training, materials, and so forth. People with physical disabilities, may find that there are inadequate accommodations, which make it hard or impossible to volunteer. Also, inability to coordinate one's volunteer and work schedules may limit access to volunteering.

Beyond these more obvious roadblocks, there is a range of subtle barriers to volunteering. People may not be aware of opportunities to volunteer; or, the benefits of volunteering. They might not know that the organization sincerely welcomes and needs their participation. Some individuals may feel that they are not qualified or competent to do a job for which they could be trained. Others may fear being rejected from a volunteer position.

There are a number of steps which can be taken to help minimize barriers to volunteering. One of these steps is to defray prohibitive expenses of volunteers. (For organizations with limited budgets, it may be necessary to raise or seek funds for this specific purpose.) Physical barriers might be overcome, for example, by reserving parking for the handicapped, moving volunteer work sites from upper floors to the main floor of a building, and/or structuring volunteer positions so that work may be carried out at the volunteer's home or residential facility. Mentally handicapped volunteers may require more extensive training and closer supervision. Creative scheduling of volunteer work hours, or flexibility in the time and place for volunteering may encourage potential volunteers to make a commitment.

An examination of an organization's promotional pieces and recruitment methods could reveal the need to redesign appeals geared toward various segments of the community. Is the literature of the organization worded in a way that is clear and understandable for the specific audience? Does the feeling of the literature take into consideration cultural differences? Do photographs illustrate people from a variety of racial, age, and other special groups, as well as both sexes? Does the potential volunteer want to "volunteer"; or, would he/she prefer to "lend a hand" or "help out"? In cases of in-person (rather than written) appeals, is the recruiter of a similar background or circumstance as that of the potential volunteer? Is the recruiter someone who can reassure the volunteer of his/her capabilities, acceptance by the organization, and self-interest in volunteering? Also, are all of the "requirements" for the position absolutely essential, or do they create artificial barriers for some potential volunteers? Remember, not everyone reads the newspaper, therefore, serious outreach requires a variety of approaches.



To be sure that the volunteer experience is mutually beneficial and that there are incentives for people to volunteer, an organization should explore the possibility of providing the following support services for its volunteers:

- \* Reimbursement for expenses.
- \* Child care
- \* Appropriate placement
- \* Orientation and on-going training (with college or continuing education credit where possible)
- \* Supervision and evaluation
- \* Documentation of volunteer experience
- \* References for employment or academic credit
- \* Recognition for achievements
- \* Opportunities for advancement

To effectively reach out to all segments of the potential volunteer community, organizations will invest time, energy and often money. Policies and procedures will be implemented to stimulate active recruitment and successful retention of a range of volunteers. Organizations will actively work toward volunteer participation which is reflective of the composition of the community. Leaders and members of organizations will strive to become better educated about cultural differences and the needs of special populations. A serious effort will be made to build positive attitudes and ensure sensitive behavior throughout all levels of the organization.



Minnesota Office on Volunteer Services  
Department of Administration  
Equal Access To Volunteer Participation  
Bibliography

5/8/84

BY GIVING A LITTLE YOU GET A LOT. Transitional Volunteer Program, Minneapolis, 1981, 4 p.  
Describes how mental health clients, workers, and community agencies can help to meet each other's goals through a systematic use of referral, appropriate volunteer assignment, job description, orientation, training and evaluation.

COUNCIL ON BLACK MINNESOTANS: LOBBY, TESTIMONY AND RESEARCH. Council on Black Minnesotans (CBM). St. Paul, MN 6 p.  
Data on blacks in the state of Minnesota including poverty rate, unemployment rate and average income are featured in this brochure. It also describes CBM's strategy to ensure participation of black Minnesotans in government.

DEAR EMPLOYER. President's Committee on Employment of the Handicapped, Washington, D.C., 1979, 9 p.  
Written from a handicapped employer's point of view, this pamphlet describes some of the simple accommodations and adaptations sometimes necessary and advantageous when handicapped workers are hired.

GUIDELINES FOR RECRUITING AMERICAN INDIAN, BLACK, AND CHICANO-LATINO VOLUNTEERS IN THE MINNEAPOLIS AREA. Minneapolis Voluntary Action Center, Minneapolis, MN, 14 p.  
Practical guidelines for deciding ability and qualifications needed when accepting a minority volunteer are listed. Topic areas include positive approaches to minority recruitment, cultural background characteristics, and media and recruitment resources.

HOW TO ACCOMMODATE WORKERS IN WHEELCHAIRS. Asher, Janet; Asher, Jules. President's Committee on Employment of the Handicapped, Washington, D.C., 1976, 8 p.  
The removal of architectural barriers, as well as parking and entrance/exit accommodations are addressed in this publication. The economic advantages of accommodations (including lower insurance rates, fewer accidents, and employee productivity) are discussed.

HOW TO COMMUNICATE TO AND ABOUT PEOPLE WHO HAPPEN TO BE HANDICAPPED. President's Committee on Employment of the Handicapped, Washington, D.C., 9 p.  
These are the highlights of a one-day seminar on how one can best communicate with handicapped people in order to recruit them. Seminar participants included representatives from industry, government, universities and mental health professionals.

IF YOU WENT BLIND TODAY COULD YOU DO THE SAME JOB TOMORROW? Blinded Veterans Association, Washington, D.C., 6 p.  
The answer to the question contained in the title is "yes"! This brochure describes how proper rehabilitation training can develop or improve existing skills after visual impairment.

INCLUDING EVERYONE: A CONFERENCE PLANNER'S GUIDE TO INCLUDING PEOPLE WITH HANDICAPS. Hines, Gary A. Multi Resource Centers, Inc., Minneapolis, MN 1979, 25 p.  
Advertising, marketing, audience identification, site selection, accessibility, and travel considerations are all taken into account in this pamphlet on planning for full conference participation by all those attending.

LEGAL ISSUES: A NCSL RESOURCE PACKAGE. National Center for Service-Learning.  
This resource package is one of a series developed by the National Center for Service-Learning (NCSL) to provide up to date information on topics of particular interest to student volunteers, coordinators, school administrators, and staff who work with student volunteers.

LOOK WHO'S MINDING THE STORE: Supervising Disabled Employees. President's Committee on Employment of the Handicapped, 1978, 14 p.  
This pamphlet explains how a handicapped individual's own experiences and familiarity with his/her personal needs and capabilities can help a supervisor adapt a work environment with a minimum of effort.

MINNESOTA COALITION FOR DISPLACED HOMEMAKERS (MCDH). Minnesota Coalition for Displaced Homemakers. St. Paul, brochure 8 p.  
This brochure describes MCDH's role in finding employment and training opportunities for women who have lost financial security because of a spouse's death, divorce or disability. It also explains the Coalition's efforts in education, advocacy, and networking.

MINNESOTA DEPARTMENT OF HUMAN RIGHTS. Minnesota Department of Human Rights (DHR). St. Paul, MN 6 p.  
This brochure offers examples of illegal discrimination in the areas of employment, housing, public accommodations and services, education, and credit. It includes information on how to file a charge of discrimination or find answers to other questions about your rights.

MINNESOTA HUMAN RIGHTS ACT AS IT APPLIES TO PHYSICALLY AND MENTALLY DISABLED PERSONS. Department of Human Rights (DHR), St. Paul, MN 8 p.  
A basic guide to how the Minnesota Human Rights Act prohibits discrimination against disabled persons. Lists definitions, examples of unfair practices, exceptions to the law and what can be done when discrimination is encountered.

OLDER VOLUNTEERS: A VALUABLE RESOURCE. Warrick, Pamela. American Association of Retired Persons, 1983, 32 p.  
This booklet describes the skills, motivation, and dependability which older people bring when they volunteer. It also goes into recruitment, job suitability, training and insurance considerations and includes a list of printed resources for organizers of older volunteer programs.

RESPOND TO: MENTALLY RESTORED WORKERS. Mental Health Association, Arlington, VA, and President's Committee on Employment of the Handicapped, Washington, D.C., 1982, 6 p.  
This brochure attempts to define and make distinctions between those who have had mental illnesses, been treated, and are ready to work and those who are not ready. It also includes discussion on insurance, productivity, morale and an individual's decision on whether to disclose his/her background of mental illness or not.

RESPOND TO: WORKERS WITH BLINDNESS. American Council of the Blind and President's Committee on Employment of the Handicapped, Washington, D.C., 6 p.  
This brochure looks at the number of blind Americans, what they are like, what they can do and fears generally expressed by prospective employers. It also explains how new technology can, in some cases, dramatically increase the productivity of blind workers and other advantages to employers who hire the visually impaired.

RESPONDING TO DISABILITY: A QUESTION OF ATTITUDE. Hague, Patricia. Minnesota State Council for the Handicapped, 1982, 38 p., \$1.50 for 2 or more.  
This publication is designed around a questionnaire which examines encounters in everyday situations with people who are disabled. It provides an opportunity to think about or reconsider responses in such situations.

SO YOU'VE HIRED SOMEONE WITH A HEARING IMPAIRMENT. The President's Committee on Employment of the Handicapped, Washington, D.C., 8 p.  
This pamphlet covers the basics of how to improve communication with a deaf employee, including initial interviewing and introductions to others on the job.

TO SERVE, NOT TO BE SERVED: A GUIDE FOR OLDER VOLUNTEERS. Warrick, Pamela. American Association of Retired Persons, 1983, 24 p.  
This publication is aimed directly at the older person considering the merits of volunteering. It covers the advantages, expectations, rights, and responsibilities of older volunteers.

TRANSITIONAL VOLUNTEER SERVICE. Voluntary Action Center, St. Paul, MN 6 p.  
The Transitional Volunteer Service's referral, interview, placement and follow-up process provided for individuals recovering from emotional problems is described in this publication.

VOLUNTEER GUIDE. President's Committee on Employment of the Handicapped, Washington, D.C., 1983, 16 p.  
This publication gives tips on how to work with disabled volunteers; how volunteers can use their experience in jobseeking; suggestions on recruitment through media; and a list of resource material.

WHEN YOU MEET A PERSON IN A WHEELCHAIR. Sister Kenny Institute, Minneapolis, MN 1981, 8 p.  
This brochure contains a list of suggestions on the most appropriate behavior and etiquette for making an encounter with a wheelchair user as comfortable as possible.

YOUR CIVIL RIGHTS IN ST. PAUL. St. Paul Department of Human Rights, St. Paul, MN 6 p.  
This brochure describes St. Paul's Human Rights Ordinance, which prohibits discriminatory treatment in employment, housing, education, public accommodations, and services. Also included is access information for speakers, consultants, and advice.

NOTE: This is a partial listing of M.O.V.S. Resource Library materials pertaining to equal access to volunteer work. Additional materials will be added to the library on an on-going or other basis. To borrow these materials for a three week time period, write to Minnesota Office on Volunteer Services  
500 Rice Street  
St. Paul, Minnesota 55155; or,  
call (612) 296-4731 (metro)  
(800) 652-9747 (non-metro Minnesota)





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# **VOLUNTEER FOR MINNESOTA**

RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS

**VOLUNTEER FOR MINNESOTA:  
A Project for Developing  
Public Private Partnerships  
in Communities**

REPRINTED JUNE 1986

THIS MONOGRAPH IS ONE OF A SERIES DEVELOPED BY THE MINNESOTA OFFICE ON VOLUNTEER SERVICES AS PART OF VOLUNTEER FOR MINNESOTA: A PROJECT FOR DEVELOPING PUBLIC/PRIVATE PARTNERSHIPS IN COMMUNITIES. THE PURPOSE OF THESE MONOGRAPHS IS TO SURFACE ISSUES WHICH IMPACT THE VOLUNTEER COMMUNITY, IN HOPE OF INITIATING DIALOGUE WHICH WILL RESULT IN SOLUTIONS.

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**Recruiting Alternative Sources of Volunteers**

## MONOGRAPH

The volunteer community is vast - an estimated 91 million Americans volunteer. A 1983 Gallup Poll indicates that 55% of American adults; 53% of adult males, and 56% of adult females volunteer. In addition, 32% of adults over 65, 37% of adults with annual incomes under \$10,000 and 55% of adults employed full time volunteer.

It is difficult to know how many additional people would volunteer if stumbling blocks to volunteering were removed or if special appeals and accommodations were made. Greater public awareness of the benefits of volunteer experience could also increase the numbers of volunteers.

Just who actually does volunteer is still primarily dependent on a potential volunteer's perception of the advantages and disadvantages of accepting a particular volunteer position. In marketing a position - no matter what group or source is being approached - the duties and reasons for volunteering must be clearly spelled out from the start.

People come in all shapes, hues, and sizes and they also come with differing backgrounds, motivations and needs. In order for a voluntary organization to effectively recruit individuals from as wide and divergent a source of backgrounds as possible, it will be essential to understand the many incentives and impediments which influence a person's decision to volunteer or not to volunteer.

Voluntary organizations have a responsibility to respond to the individual needs of volunteers. To support and retain volunteers, it is necessary to treat each person as an individual and learn about his/her unique interests, skills, goals and needs. Interestingly, it is just this ability to flex and change to meet individual needs that will allow a volunteer organization to develop the adaptability to appeal to a wider section of alternative sources of volunteers. In other words, you will have learned to treat triangles as triangles and octagons as octagons, and to adjust to their needs.

The following questions help stimulate thinking about ways to mobilize new volunteers from different segments of society and develop a wider, more varied range of volunteer sources:

- \* Who makes up the volunteer community today?
- \* How can you enlist specific groups of volunteers to help meet the needs of the community?
- \* What segments of the community can be encouraged to volunteer? What are their special needs?
- \* What can be done to support and retain volunteers from diverse backgrounds and situations once they have been recruited?
- \* What responsibilities do organizations have toward the individual needs of volunteers?

In answering these questions it is advantageous to take a look at a variety of alternative sources of volunteers. Each group has unique needs and circumstances which must be addressed in order to derive maximum assistance.

#### RETIRED VOLUNTEERS:

Older volunteers bring with them a lifetime of experience and skills which can be invaluable to voluntary organizations. In recruiting older volunteers, it is helpful to emphasize opportunities they will have to socialize and utilize their knowledge. Since many older people are on fixed-incomes any effort to defray expenses will often make it easier for them to volunteer. Placements that are close to home, require little winter driving, and few evening hours, are often most desirable. In addition, consideration might be given to seasonal scheduling, that meets the preferences of individual volunteers.

#### EMPLOYED VOLUNTEERS:

Many people who are employed also volunteer. Organizations wanting to involve employed persons will need to be creative about scheduling. Is it possible that some volunteer opportunities which customarily take place during daytime hours could be scheduled in the evening? Are short-term positions possible for those who cannot volunteer on an on-going basis? Draw upon the specialized skills and expertise of employed persons, but also keep in mind that for many individuals volunteer work is a release from the routine of their daily work. Also, realize that volunteer experience may be



a route toward career advancement for employed people; therefore, volunteer records, verification of training and experience, and recognition are important to these volunteers.

#### INDIVIDUALS FROM DIVERSE ETHNIC AND MINORITY GROUPS:

To attract people from a variety of ethnic groups it is necessary to become familiar with their backgrounds, values and cultures. Be sure that literature will be understandable and contain language which is meaningful to the particular group. Advertise through newspapers, TV and radio shows with large minority or ethnic audiences. Include equal opportunity statements on all literature. Photographs and art work should include people from a mix of racial and ethnic groups. Seek representatives from minority populations to serve in leadership roles and assist in networking with others.

#### UNEMPLOYED VOLUNTEERS:

Individuals who are unemployed, but seeking employment, can provide essential services to organizations while strengthening their own skills and developing valuable work histories. When involving unemployed persons as volunteers, it is necessary to make sure that they will have flexibility in work hours in order to assure that they can continue to "actively seek work." In addition, thoughtful placements will assist in obtaining practical experience and networking contacts for the unemployed. Reimbursement for expenses such as transportation, parking, child care, training, and materials is especially important. Inform unemployed volunteers about relevant community and self-help services for the unemployed.

#### STUDENTS VOLUNTEERS AND INTERNS:

The primary motivation for students and interns to volunteer is to augment their education through "real life" experiences which provide an opportunity to apply acquired knowledge. Students will benefit from volunteer positions which directly relate to their studies. Careful supervision and communication about philosophies and methods implemented within the volunteer setting, as well as opportunities to discuss and analyze their volunteer experience, is particularly helpful to attaining educational goals.

Emphasis placed on learning experiences, assessment of skills and verification of competencies will be motivating factors for students. In addition, accommodations such as flexible scheduling and defrayed expenses will make volunteering more feasible for students.

#### TRANSITIONAL VOLUNTEERS:

Transitional volunteers are individuals who are recovering from mental illness or emotional difficulties. These individuals have been encouraged to do volunteer work by mental health or other social service professionals.

The goal is to increase the transitional volunteer's knowledge about the community, help him/her to develop work and leisure skills, and assist him/her with establishing new relationships and experiences.

When doing outreach to transitional volunteers, (or professionals who might refer them), it is important to note opportunities to meet people, learn about work environments and try new tasks. Expectations and support services available to transitional volunteers should be clearly explained to help in determining whether a particular placement is appropriate. In order to retain transitional volunteers, thoughtful supervision and on-going support is required.

#### REHABILITATION VOLUNTEERS:

Rehabilitation volunteers are people who are recovering from a physical illness or injury. In some cases, these volunteers are seeking to maintain or build new skills prior to reentering the world of paid work. In other cases, people who will not be working for pay, would like to continue to make meaningful contributions to their community. Others may want to maintain (or to reestablish) their ability to live independently. Recovering from illness or injury can be extremely stressful, especially when adjustments in life style will be necessary. Reinforcing statements about each person's value and contribution will be a source of reassurance for volunteers going through rehabilitation. Keep in mind the unique factors surrounding each person's situation. Gradually adapt responsibilities to meet the new capabilities of individuals as they recover. Written permission, from the volunteer, to communicate with his/her medical professionals may be necessary to the success of the volunteer experience.



#### COMMUNITY SERVICE OR ALTERNATIVE SENTENCING VOLUNTEERS:

Community service volunteers are people who have been given a choice by the court to donate services to the community in lieu of a fine or court sentence. The number of hours a community service volunteer will donate is determined by the court and varies from situation to situation. When working with community service or alternative sentencing volunteers - communicate with the referring officer or organization regarding any special considerations in determining a volunteer assignment. It is worthwhile for an organization to maintain a record of short term projects or needs which could be fulfilled by those community service volunteers who are required to make short term, intensive commitments. Since many community service volunteers also have paid positions, it is necessary to identify tasks which can be adapted to the work schedule of the volunteer. Preplanning by the organization, along with a receptivity to tailoring the volunteer position to the individual circumstances, will facilitate effective and productive placement of community service volunteers.

#### DISABLED VOLUNTEERS:

Persons with physical or mental disabilities can be successful volunteers. In most cases people know their own capabilities and limitations. Ask each volunteer about his/her interests and goals, as well as tasks he/she can perform. Also ask about accommodations and adaptations which reasonably can be made by the organization to enable participation by the particular volunteer.

Check to be sure that consideration is given to the following:

- Reserved parking for the handicapped.
- Wheelchair accessibility.
- Restroom accessibility.
- Access to public transit or other assistance with transporting the volunteer.
- Adaptation of tasks, or division of responsibilities, according to the needs and capabilities of specific volunteers.
- Development of an individual plan for volunteer involvement and supervision.

When recruiting volunteers clearly indicate that the organization will make every effort to accommodate disabled volunteers.

#### HOMEBOUND AND RESIDENTIAL FACILITY VOLUNTEERS:

Some people find that due to mobility problems, family responsibilities or other reasons, it is difficult or impossible to leave their homes to volunteer. Frequently, these individuals would happily volunteer on the condition that tasks could be performed from their residence. Residential facilities for the elderly or disabled often provide organized, supervised activities for residents. Preparing large mailings, collating materials, knitting or sewing clothes and repairing or making equipment, are examples of the many and varied tasks which can be successfully carried out by homebound persons. Organizations might seek homebound individuals as appropriate needs arise, offering to deliver and pick up materials necessary to perform a specific task. Detailed instructions need to be given for each project. It is advisable to check on progress periodically during the course of the volunteer project.

#### HOMEMAKER VOLUNTEERS:

Homemakers often find additional fulfillment through volunteer activities. In many instances, homemakers prefer to volunteer during school day hours so they may spend after school hours with their families. Other homemakers, who have very young children, may be willing to volunteer if child care is available; however, keep in mind the nap schedules of young children. Organizations can help parents volunteer by providing child care or reimbursing child care costs.

In feasible situations, parent volunteers may want to bring their children with them to the volunteer site. This is particularly rewarding when children can significantly contribute to the volunteer experience. A good example would be when families visit the elderly at health care facilities.

Many homemakers view volunteerism as an avenue for maintaining, cultivating, and documenting skills during child rearing years. They may look upon volunteer work as a transitional experience while preparing for paid work which they will seek in future years. Training opportunities are particularly meaningful for people who desire personal growth experiences which will help them to be effective volunteers and also assist in their personal lives.



#### RELIGIOUS/SERVICE AND SOCIAL ACTION GROUPS:

Members of religious, service and social action groups usually have a common belief system or set of values which members hope to act upon in their daily living. Volunteerism is one way to express ideas and practice beliefs. To draw upon the services of these groups, organizations will appeal to the interests and priorities of each group. Individual volunteers or groups of volunteers can be recruited to help with on-going or short-term projects.

Recognizing and crediting the contributions of these groups will strengthen the likelihood of their on-going or future commitments. Since groups often have an annual plan, it is necessary to anticipate needs and make requests far in advance. On the other hand, the cause orientation of religious, service and social action groups may stimulate their members to come forward on shorter notice during times of crisis.

#### YOUTH GROUPS:

Youth organizations frequently encourage their participants to provide community service. These groups intend to build the philosophy of volunteerism, introduce youth to new experiences and teach skills. When working with youth volunteers it is necessary to consider their busy schedules. Short-term or time limited positions work out best.

Usually young people like to volunteer in pairs or groups, as this is a time in life when friendships are particularly important. Also, because younger volunteers do not have cars, transportation arrangements such as car pools need to be set up in advance. Close supervision and continuous communication will help young people to be successful in their first volunteer activities.

#### SELF-HELP GROUPS:

Self-help groups are based on the premise that people want to take control of their own destiny and help others in like situations. Members of self-help groups share a common need or concern and provide mutual assistance. Members who have overcome difficulties or achieved success, often provide role models or serve as mentors for others who aspire to do the same. While the primary focus of self-help groups is to support and assist one-another, representatives of these organizations will respond to the needs of other programs concerned with the same issues. For example, mem-

bers of chemical dependency self-help groups might be interested in community drug prevention projects or willing to work as counselors for youth who are having family difficulties.

Again, the primary concern of the voluntary organization is to treat each volunteer as an individual. Caution should be taken not to stereotype volunteers by the group from which they are recruited. Do not invade someone's privacy by probing too far into his/her personal life. Rather, be alert to needs of volunteers on-the-job and communicate frequently on an individual basis. Take advantage of opportunities to participate in training sessions about cultural differences and the needs of specific populations.

Effective volunteer programs and organizations will establish an array of support services which will accommodate volunteers from diverse situations, thereby making it possible for more people to volunteer. It is everyone's responsibility to work toward equal access to volunteer opportunities for all Americans and help to build a strong and viable volunteer community.

Many people will volunteer simply because someone has invited them and expressed confidence in their ability to make a worthwhile contribution. Others need to be drawn out, slightly coaxed and slowly guided along, while others need a challenge and a sense of competing (at least against themselves or a task). Understanding that there are many types of people and types of motivations is the key to recruiting alternative sources of volunteers.



# Traditional and Nontraditional Volunteers

## How To Tap All Of Your Resources

Paula J. Beugen  
Consultant on Volunteerism  
Minnesota Office on Volunteer Services

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There is no magic. Anyone who has tried to recruit volunteers for any period of time realizes the complexity of the task. More often than not one's commitment, persistence and creativity are key indicators as to who will be successful as a recruiter of volunteers. Those who have experienced success understand that the end result is well worth the effort.

Of course there are always those very fortunate organizations which seem to have "instant success" and consistently attract many more volunteers than can possibly be placed. These organizations are exceptions to the rule. Most organizations with strong volunteer recruitment programs have accomplished their goals through a carefully thought-out, step-by-step, recruitment strategy. Usually their representatives have worked long and hard to develop one or more loyal constituency (continuing source of volunteers and support).

Strategic planning for recruitment means:

- Acquiring an understanding of the basic principles of volunteer recruitment.
- Creating a detailed task, cost, and time-oriented recruitment action plan.
- Involving significant "others" in working toward recruitment objectives.
- Targeting and responding to the unique needs of recruitment sources.
- Developing constituencies by nurturing and supporting volunteers from their first contact with the organization through their final day of volunteer services.

When preparing for a recruitment campaign keep these facts in mind. It will be necessary to saturate the community with a variety of recruitment appeals. Do not rely on only one or two recruitment methods. People will become educated about needs and opportunities with repeated exposure over a period of time. They are most likely to respond to a personal, one-to-one, approach which follows a highly visible general promotional campaign. Many individuals willingly donate their services once someone has noticed and expressed confidence in their skills and capabilities. There may be both incentives and impediments which influence a person's desire or ability to volunteer. Addressing these areas from the outset will influence initial and continued response.

It is wise to start with a general promotional campaign which is then narrowed down to specific audiences. The

general promotional campaign consists of marketing the overall organization, as well as presenting specific volunteer needs to the general public. While general promotions may be intensified during certain months of the year, according to each organization's program cycles, these efforts also must be on-going.

First the public needs to know that an organization exists, its purpose, and that it is reputable. The image of an organization will affect whether or not an individual will want to be identified with it as a volunteer. Public knowledge and perceptions can be built through news releases, feature stories, flyers, presentations, reports and so forth, which describe the organization's activities and achievements. To have a greater impact, this information might be broken down into digestible segments and disseminated at regular and timely intervals through a variety of approaches and media. Beyond this, word-of-mouth testimonials about the needs and professionalism within an organization, along with comments about satisfactions and rewards experienced by its volunteers, members and/or clientele, will enhance public sentiment toward the organization and ultimately receptivity to volunteering.

Part of the general promotional campaign is to emphasize the idea that not only does the organization have a volunteer program, but its needs are pressing and its volunteers are really wanted. Appeals which are specific, and are designed so that potential volunteers can assess whether or not they would be interested, strong candidates, tend to be most successful and efficient for the organization and the individual.

While there is a rationale for establishing volunteer recruitment around a "skills bank" model, a convincing case can be made for the "recruit upon request" model. A skills bank is a way of organizing a volunteer program so that the

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*"There is no magic. Anyone who has tried to recruit volunteers. . . realizes the complexity of the task."*

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skills and interests of potential volunteers are on record. Individuals are then recruited from the skills bank at a later time, as needs arise within an organization. "Recruit upon request" implies that someone has identified a specific need and initial recruitment appeals are tailored to the exact specifications of the particular position. The latter requires consistent pre-planning and commitment on the part of the organization for each volunteer position, facilitates appropriate matching of volunteers to requests and reduces instances where volunteers are enlisted but not called upon for services.

Consider these six questions prior to establishing a recruitment strategy and action-plan.

- What types of volunteers does the organization need in



terms of skills, background, expertise and networking potential?

- From where are current volunteers coming? Consider demographics including age, sex, income, and ethnic background. Also, examine factors such as proximity to the organization, motivations, values and philosophies.
- From where aren't volunteers coming and why? Weigh costs to the volunteer, travel distance, time limitations as well as personal and volunteer position-related support services which are or are not available through the organization.
- What's "in it" for the volunteer and the community? Examine whether or not the organization's message is really getting across. Competition for volunteer time is keen. Ask why someone would come to this organization rather than volunteer someplace else, or elect to use free time in other ways.
- How creative and flexible is the organization willing to be in order to fulfill its mission, and what investments is it willing to make? Examine financial, time, staff and volunteer commitments.
- From where could volunteers be recruited? Evaluate answers to previous questions, assessing new resources which could be tapped or existing resources which could be expanded under the proper conditions.

Go for it! Create a detailed recruitment action-plan. Decide who will do what, where, by what means, for what reasons. Determine who could be most effective in presenting the recruitment appeal in a meaningful way for each recruitment audience. In each instance, would this person be an official, top administrator, particular staff member, a peer of the potential new volunteer, community leader, or someone who has received and benefited from similar volunteer services?

Explore possible sources of volunteers, both traditional and non-traditional, such as: retired persons, employed persons, students, interns, career motivated persons, individuals from diverse ethnic groups, homemakers, unemployed persons seeking job re-entry, self-help groups, peers of the organization's clientele, transitional volunteers (individuals who are recovering from mental illness), rehabilitation volunteers (individuals who are recovering from a physical illness), community service volunteers (individuals who have been asked by the court and have agreed to donate services to the community in lieu of a fine or court sentence), residential facility volunteers (individuals who reside in a long term care facility and might be willing to help by working individually or as a group at the long term care facility site), homebound persons who prefer or need to work from home, religious or social action groups, disabled persons, youth groups, special interest groups, and service clubs. Examine the volunteer needs of the organization, selecting target recruitment audiences which are appropriate for specific volunteer positions.

List all of the possible means of recruitment and choose the methods which will be carried out immediately, as well as those which will be pursued on a long-range basis. Pace activities in order to continuously maintain a high profile in the community. Include a time-line for each activity. Implement a variety of the following simultaneously: radio and TV public service announcements, newspaper articles, organizational newsletter articles, church/synagogue bulletins, speaking engagements, personal letters to specific individuals, billboards (perhaps collectively with similar organizations), personal phone calls, promotion of volunteers who are already in the ranks, displays, community special events, networking by current volunteers and staff

members, posters, brochures, coffee parties, cable TV, door knocking and so forth. Consider the cost in relationship to the organization's budget when deciding which methods of recruitment will be utilized. Also, evaluate whether or not costs can be brought down by securing donations and direct volunteer assistance in implementing the recruitment plan. Try to identify what methods of recruitment would have the greatest appeal and impact for each target recruitment audience.

Now that the audiences have been narrowed down, ask what can be done to emphasize the incentives and eliminate or minimize the barriers to volunteering for each population of volunteers. For example, is it possible to arrange for college or continuing education credit for volunteer training or experience, offer child care, document experience and provide employment references, defray expenses, arrange for car pools, provide for advancement in volunteer opportunities, be more flexible about the time of day during which people volunteer, and so forth. If the answer to these possibilities are yes, or if other possibilities have been agreed upon, make sure people know about available support services during the recruitment campaign. Then, once people have been recruited, all promises must be kept.

Examine each recruitment appeal. Check to see that it is clear and understandable. Make sure that it takes into consideration the background, culture, and educational experiences of particular audiences. To be sure of clarity and appeal, ask a few people to review and comment honestly about each appeal.

Recruitment is a continuous process. An essential part of recruitment is retention of volunteers once they have expressed interest or have made a volunteer commitment. To increase retention, it is necessary to respond immediately

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***"Go for it! Create a detailed recruitment action plan. Decide who will do what, where, by what means and for what reason."***

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to expressions of interest in volunteering and to ensure that volunteers receive appropriate training, encouragement and supervision throughout the course of their volunteer experience. Of course, every volunteer will want to know he/she has truly made a difference to someone as result of his/her volunteer contribution.

In order to tap into the full range of available resources, an organization will carefully follow a detailed plan. Every volunteer recruitment appeal will be designed and redesigned to match the specific audience. Individuals with diverse backgrounds and from all levels of the organization will support and actively participate in the volunteer recruitment process. Members of the recruitment team will understand that with patience, practice and persistence volunteers will come forward; and depending upon an organization's creativity, commitment and concern, volunteers will become dedicated assistants and loyal advocates.



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Voluntary Action Center VAC Bas  
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**BUILDING A CORPORATE VOLUNTEER PROGRAM.** 1020.01  
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Gay, Kathryn Gay  
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National Student Volunteer Program NSVP  
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A handbook for making voluntary associations effective instruments for citizen service and influence, whether the cause requires a temporary ad hoc committee or an ongoing organization with a professional staff.

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Boyle, Virginia; McCoy, D. Boy  
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This brief report gives a project outline of the internship program for students with disabilities at the University of California, Riverside. This description of how U of C, Riverside planned and implemented an internship program is intended to serve as a model for other schools organizing similar programs.

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A report on the high school volunteer project of the York, Pennsylvania Voluntary Action Center.

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Washington, D.C., 1976, 27p.

This booklet recounts the efforts of Voluntary Action Centers in Kalamazoo, Michigan, and Newport Beach, California, to recruit previously uninvolved people as volunteers, with emphasis on involving minority and/or low income people.

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Williams, Richard  
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This publication provides an in-depth look at major research projects that have identified and studies the effects of volunteering on students.

VOL. III VAC NETWORK DEVELOPMENT PROGRAM: A GUIDE TO THE EFFECTIVE INVOLVEMENT OF TRANSITIONAL VOLUNTEERS.  
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Association of Junior Leagues  
New York, 1980, 56p.

This book was developed as a resource for groups that wish to develop projects that would utilize older volunteers to intervene in the social system on behalf of needy individuals.

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NRTA-AARP-AIM  
Washington D.C., 40p.

The purpose of this organization manual is to provide a guide to those who would, on an organized basis, marshal the interests, resources and leadership within a community to offer service to the newly widowed--and to recruit, train and organize the widowed volunteers who will work on a one-to-one basis to identify and approach the newly widowed within the community.

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Loeser, Herta  
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Chapin, Isolda Weinberg  
National Center for Voluntary Action, Washington, D.C., 1977, 49p.

A collection of sample programs and resources relating to youth as volunteers.

NOTE: This is a partial listing of M.O.V.S. Resource Library materials pertaining to alternative Sources of Volunteers. Additional materials will be added to the library on an on-going or other basis. To borrow these materials for a three week time period, write to Minnesota Office on Volunteer Services  
500 Rice Street  
St. Paul, Minnesota 55155; or.  
call (612) 296-4731 (metro)  
(800) 652-9747 (non-metro Minnesota)

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**VOLUNTEER  
FOR MINNESOTA**

**DOCUMENTING VOLUNTEER EXPERIENCE**

**VOLUNTEER FOR MINNESOTA:  
A Project for Developing  
Public Private Partnerships  
in Communities**

THIS MONOGRAPH IS ONE OF A SERIES DEVELOPED BY THE MINNESOTA OFFICE ON VOLUNTEER SERVICES AS PART OF VOLUNTEER FOR MINNESOTA: A PROJECT FOR DEVELOPING PUBLIC/PRIVATE PARTNERSHIPS IN COMMUNITIES. THE PURPOSE OF THESE MONOGRAPHS IS TO SURFACE ISSUES WHICH IMPACT THE VOLUNTEER COMMUNITY, IN HOPE OF INITIATING DIALOGUE WHICH WILL RESULT IN SOLUTIONS.

ADDITIONAL MONOGRAPHS ARE AVAILABLE FROM THE MINNESOTA OFFICE ON VOLUNTEER SERVICES ON THE FOLLOWING TOPICS:

- \* **INSURANCE COVERAGE FOR VOLUNTEERS**
- \* **THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE**
- \* **BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS**
- \* **EQUAL ACCESS TO VOLUNTEER PARTICIPATION**
- \* **RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS**

THE MINNESOTA OFFICE ON VOLUNTEER SERVICES (M.O.V.S.), DEPARTMENT OF ADMINISTRATION, PROVIDES STATEWIDE LEADERSHIP AND SUPPORTIVE SERVICES TO VOLUNTEER LEADERS TO INITIATE, EXPAND, AND IMPROVE THE CONTRIBUTIONS OF VOLUNTEERS. IT WORKS WITH PUBLIC AND PRIVATE ORGANIZATIONS, WHICH EITHER PROVIDE OR UTILIZE VOLUNTEERS IN AREAS SUCH AS HUMAN SERVICES, ENVIRONMENTAL AND CULTURAL AFFAIRS AND CIVIC GOVERNMENT.

## **DOCUMENTING VOLUNTEER EXPERIENCE**

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**DOCUMENTING VOLUNTEER EXPERIENCE**

## MONOGRAPH

Documented volunteer experience can be a valuable tool for the individual who volunteers, as well as the organization for which he/she volunteers. When recruiting volunteers, organizations known for taking initiative in offering the opportunity for volunteers to document their contributions and accomplishments, may find that they have a competitive edge over those organizations which do not. Expectations for organizations to assist in documenting volunteer experience are growing.

The following questions come to mind when making decisions about documenting volunteer experience:

- \* Why is it worthwhile for organizations to document volunteer experience?
- \* What impact can volunteer records have on the individual volunteer?
- \* What is the value of volunteer records for the organization and its clientele?
- \* How does an organization go about establishing or encouraging systems for keeping and verifying volunteer records?
- \* Whose responsibility is it to keep records -- the individual's or the organization's?
- \* What resources are available to help organizations with this process?

Current trends point toward the heightened need for validating volunteer experience. The motivations for people to volunteer are expanding. Traditionally people have volunteered in order to provide a needed and valued community service. Today more individuals are also aware of their personal needs or interests which might be nurtured or satisfied through volunteer experience.

The emphasis on documenting volunteer experience partially has been an outgrowth of the women's movement. More women are seeking paid employment and see volunteerism as an avenue toward future employment. Women who choose not to seek paid employment often view volunteerism as a way to pro-

vide a meaningful contribution to society while continuing to strengthen their own skills and accomplish personal growth. In addition, economic conditions have led to higher unemployment for persons of all backgrounds. Therefore, greater numbers of unemployed persons participate in the volunteer work force who are likely to be concerned with career development and re-entry into the paid labor force. Some employed persons realize that volunteer activities may be a way to improve job performance or build qualifications for career advancement by expanding skills, developing new competencies, or functioning in new roles. Also, students may use volunteer experience to gain entry into the job market.

Recordkeeping systems can help to facilitate effective placement of all volunteers according to their interests, skills, and available time. People usually expect to volunteer in relevant and worthwhile jobs, appreciate appropriate opportunities for advancement in volunteer positions and want to be involved in planning and decision-making which is related to their volunteer activities. Documenting volunteer experience can be invaluable in attaining these objectives.

The specific impact of documenting volunteer experience varies significantly from volunteer to volunteer. A number of possible outcomes can result from having accurate records of volunteer work. Some of these outcomes include verification of volunteer-related training and experience which might be evaluated by educational institutions for entrance consideration or academic credit, or by employers as they select or promote employees. The process of documentation often develops greater consciousness on the part of the volunteer about his/her marketable skills and areas of personal growth, such as, increased risk-taking. A more confident willingness to take on added responsibilities or meet new challenges may surface as the volunteer experiences objective evidence of his/her competence. In addition, volunteer training records can be a vehicle for the development and monitoring of individual career or training plans and can be a source of information when writing resume's or responding to requests for references.

In many cases, insurance companies will examine volunteer records when determining the merits of an insurance claim. While documenting volunteer experience affords personal benefits to the volunteer, keeping detailed volunteer records will assist an organization to conduct its business more efficiently. The ability to quickly retrieve statistical data, such as



volunteer service and training hours, number of people affected by volunteer services, and volunteer expenses, will facilitate better program management and evaluation. Credible volunteer program data will assist in accounting for expenditures and with program and funding justification. Just as important is the capability to monitor individual volunteer performance, know who has a history of successful fulfillment of volunteer job requirements and recognize which volunteers are qualified to respond to new needs as they are identified. Detailed records make possible better volunteer-clientele "matches".

Volunteer leaders have a responsibility to create more diverse, challenging volunteer opportunities and to advocate for the needs and rights of volunteers. This means helping volunteers to recognize their own skills and growth potential through career planning, training experiences and involvement in decision-making. It may also mean teaching volunteers how to transfer their experience and knowledge into the language of the business or educational communities. The volunteer leader's advocacy role extends beyond the volunteer program itself, to interaction with potential employers of volunteers and representatives of academic institutions evaluating competencies of volunteers.

Now the pressure is on employers and higher education institutions to give credit for volunteer experience. Volunteer leaders must be prepared to advocate assertively for credit for volunteer experience as it relates to qualifications. Point out to employers and representatives of academic institutions that they can support citizen participation and thereby improve the quality of life by recognizing skills and knowledge acquired through volunteer work. Encourage them to look for significant learning and competence which comes from carefully designed volunteer experience. Ask them to distinguish the volunteers who have focused their time and effort in a few significant areas in order to achieve results, from those whose services are shallow and fragmented. Motivate them to think functionally, instead of by title or position. For example, they might consider "how" a person did a job as well as "what" he/she did.

Similar questions can be used to evaluate volunteer experience as well as a paid work history. Some of these questions are:

- \* How many hours per week did the volunteer work?
- \* What were his/her responsibilities?

- \* What skills and knowledge were utilized?
- \* What was the method of volunteer supervision and evaluation?
- \* In what training did the volunteer participate?
- \* What did the volunteer accomplish?

Emphasize that volunteers are generally self-starters, highly motivated, dependable and people oriented. It is usually more cost-effective to train a generalist in technical areas than it is to teach a technical expert how to relate well with people. Volunteers know the community well, have many contacts and have a well developed sense of public relations. Reenforce the idea that well-chosen volunteer placements can help a current employee expand skills, develop new competencies, or provide opportunities to function in new roles which lead to improved job performance or the chance for advancement.

Volunteer leaders and agency representatives will be called upon by employers and academic institutions to provide verification of volunteer experience and volunteer performance evaluations. It is incumbent upon individuals who are providing references for volunteers, to offer accurate and reliable information. This will enhance respect for the volunteer community and strengthen reliance upon references from volunteer leaders and supervisors. Be aware of data privacy and internal personnel policies which relate to releasing information from employee/volunteer files. Obtain permission in writing from the volunteer prior to releasing evaluative or other data which is not considered to be public information.

In order to provide the best possible support to volunteers, it is necessary to carry out the following tasks:

- \* Maintain time records for volunteers which specify the date and hours volunteered and types of work performed.
- \* Develop volunteer job descriptions with well defined responsibilities and tasks, as well as performance standards.
- \* Establish a supervisory plan for each volunteer, including clear lines of communication and supervision.
- \* Determine methods for creating individual training plans and keep records of sessions in which volunteers participate along with learning outcomes of those sessions.
- \* Identify and implement a schedule for volunteer performance evaluation and provide written job appraisals.



- \* Offer an exit interview when volunteers discontinue service, in order to communicate about job performance, skills and achievements.
- \* Provide letters of reference for volunteers, which are factual and written according to the same standards as applied to references for paid staff.

Sample volunteer recordkeeping forms are available through a number of resource organizations serving the volunteer community including the Minnesota Office on Volunteer Services and Voluntary Action Centers.

There has been discussion in the volunteer community about whose responsibility it is to maintain volunteer records. For the previously described reasons, it is strongly recommended that organizations maintain volunteer records in their own files. In situations where this is not possible, volunteers will want to keep their own records with verifying signatures from organizational representatives. Whether or not the organization has a master file, it makes sense for volunteers to keep track of their own histories and retain copies of materials from the organization's files. This is particularly important since many volunteers donate services for more than one organization, or move on to responsibilities at other settings over a period of time.

To summarize, there are many reasons for documenting volunteer experience which directly benefit both volunteers and organizations. Increasing competition for volunteers places more pressure on organizations to develop detailed recordkeeping systems and be sensitive to the support needs of volunteers. These recordkeeping systems enhance organizational efficiency in the delivery of volunteer services. It is the responsibility of leaders and supervisors of volunteers to be advocates, both within and beyond their own organization, to educate others about the benefits of volunteer experience.



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**VOLUNTEER  
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**VOLUNTEER FOR MINNESOTA:  
A Project for Developing  
Public Private Partnerships  
in Communities**

May, 1984

This monograph is one of a series developed by the Minnesota Office on Volunteer Services as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities. The purpose of these monographs is to surface issues which impact the volunteer community, in hope of initiating dialogue which will result in solutions.

Additional monographs are available from the Minnesota Office on Volunteer Services on the following topics:

- **Insurance Coverage for Volunteers**
- **The Unemployed Person in the Volunteer Workforce**
- **Documenting Volunteer Experience**
- **Recruiting Alternative Sources of Volunteers**
- **Equal Access to Volunteer Participation**

The Minnesota Office on Volunteer Services (M.O.V.S), Department of Administration, provides statewide leadership and supportive services to volunteer leaders to initiate, expand, and improve the contributions of volunteers. It works with public and private organizations, which either provide or utilize volunteers in areas such as human services, environmental and cultural affairs and civic government.

## **BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS**

Materials listed on the bibliography may be borrowed from the Minnesota Office on Volunteer Services lending library. For additional information write to:

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**MINNESOTA OFFICE ON VOLUNTEER SERVICE**  
**Department of Administration**

**Building Relationships Between Voluntary And Labor Organizations**

**MONOGRAPH**

Voluntary and labor organizations both maintain high work standards and desire the best possible service for clientele. However, conflicts between the two groups occasionally arise. This often happens when there is a lack of understanding between the two types of organizations or in agencies where volunteers work with union employees, and the respective roles and responsibilities have not been clearly defined.

Efforts have been initiated at the national level to improve the communication between labor and volunteer-involving organizations and to address concerns that have been raised. However, more dialogue is needed, particularly at the local level where conflicts are more likely to occur. The following are some frequently asked questions about relationships between voluntary and labor organizations.

- How can conflicts between labor organizations and volunteer programs be minimized?
- How can organizations that use volunteers draw upon the volunteer resources of unions?
- What can you do to involve unions in planning with volunteer organizations?
- What steps can be taken to build team feeling between paid and volunteer staff?
- Should volunteers be used in a strike situation?

In addressing the question of minimizing conflicts between labor and voluntary organizations, it is important to remember that organized labor has a long and strong history of providing and supporting voluntary efforts. The trade union movement, because it is organized from "bottom to top," is founded on the principle of volunteers who serve their members in a sense of common purpose in building better lives for themselves and their children and their fellow citizens. Union concerns for the overall well-being of members, their families, and the community lead naturally into participation in voluntary organizations.

For instance, the AFL-CIO's constitution, clearly requires the federation to actively stimulate its members into fully participating in the affairs of their communities and the development of sound relationships with social agencies in such communities.

In addition to their efforts to help voluntary agencies carry out their programs, union officers, staff, and members are deeply involved in helping the organizations financially, both through contributions and fundraising.

Organized labor participates in voluntary efforts in many diverse ways—through their local Community Services Committees, by members serving on boards of directors of non-profit organizations, through involvement in fundraising campaigns, etc.

Some labor-sponsored programs are designed to serve union members (i.e. information and assistance centers for unemployed members, job retraining programs, emergency food shelves and food-buying clubs for unemployed members, financial counseling services or legal advice for members, resume preparation services). Many other labor-sponsored programs serve the entire community (i.e. free medical and hospital services for persons denied treatment, sponsorship of special-need children for camps and other outings, distribution of holiday food baskets and toys to the needy, restoration of old buildings for community centers, development of parks, renovation of buildings for emergency shelters).

Not only do unions sponsor their own programs, they often develop partnerships with other organizations to provide needed community services (i.e. police appreciation efforts, assistance with flood control, emergency food and shelter programs, blood donor drives, scouting activities disaster preparedness, first aid and CPR training, crime prevention programs).

While organized labor activity in voluntary services differ from community to community, some form is evident in almost every community where unions are found.

Too often the relationship between labor and voluntary organizations has been seen in adversative terms, without the recognition that these two groups have worked together successfully for many years.

Large and small volunteer-involving organizations can tap the volunteer resources of unions by developing collaborative projects with local unions or by recruiting volunteers through their unions. It is worthwhile to build formal relationships between voluntary organizations and organized labor. This can be accomplished by involving labor from the earliest planning phase of a volunteer program, encouraging labor participation and input throughout the volunteer program, and publicly recognizing labor's investment and involvement in volunteerism. Labor representation on volunteer-related boards, advisory committees and planning groups should be actively sought. These individuals will bring valuable skills, expertise and perspectives to the volunteer program.

Organized labor has at times expressed concern over such issues as: the problem of replacing paid staff with volunteers, the role of volunteers in strike situations, the relationship between volunteering and job retraining and re-employment opportunities, and how to work effectively with volunteers who also hold full-time jobs. These issues should be of concern to any volunteer-involving agency and not just in situations where union employees are involved.



Many interrelated steps can be undertaken in order to strengthen understanding and trust between voluntary and labor organizations. Encouraging teamwork between voluntary and labor organizations might be accomplished by including both as partners in the initial and ongoing planning phases of the volunteer program. Adopted philosophies about roles, relationships, and rights of each group need to be promoted and reinforced. Some ways to work toward strengthened relationship include: implementing the policy that volunteers augment and do not replace or displace paid staff; delineating division of responsibilities between paid staff and volunteers; encouraging teamwork between paid staff and volunteers; expecting paid staff involvement in planning for and training of volunteers with whom they will work; and providing paid staff with both an orientation to the organization's volunteer program and training in the area of volunteer supervision prior to assigning them to supervise volunteers.

It is the primary responsibility of paid staff, in almost all situations, to integrate the assistance of volunteers into the overall service delivery plan. For example, in situations where there are certification or licensing requirements for paid staff, it is the formal charge of staff to assure professionalism, appropriate staffing, legality and ethical behavior with regard to all services which they provide or supervise.

For these reasons, it is essential for paid staff to participate in planning for, training and supervising volunteers in areas such as: the mission, philosophy and standards of the organization; the purpose, methods and specific parameters of each specific volunteer position and the necessity for reliability and confidentiality. In addition, in order to monitor service quality, it is essential to have ongoing communication between paid staff and volunteers regarding progress toward the goals of each volunteer position.

People have many motivations for volunteering. In addition to such reasons as the desire for personal growth, academic or employment credit, social opportunities or the chance to utilize their skills and interests, volunteers donate their services because they are committed to an organization and its goals. They, too, desire excellence in their performance and are concerned about ways in which they can be most helpful to staff and clientele. Once thoroughly familiar with the mission of the organization, their designated role and parameters for their positions, volunteers are almost always supportive of the "system". Through their volunteer experience, volunteers acquire firsthand knowledge about the requirements of and demands upon paid staff, and as a result, often become strong advocates for the needs of both the organization and its paid staff.

Whether or not volunteers should be called upon in a strike situation can be a complicated question. Under most circumstances, it is not advisable to involve volunteers in a strike. In order to avoid hasty decisions during a time of stress, it is important to develop a strike plan prior to a potential strike. The plan should specify whether or not volunteers are to be involved in a strike, and under what circumstances.

To be consistent with the philosophy that volunteers are not to replace paid employees, volunteers should not be organized, by the agency, to replace striking workers. The following actions could be helpful in easing tensions during a strike: inform volunteers of the impending strike; explain to volunteers the provisions in the strike plan relating to volunteer involvement; do not coerce volunteers into volunteering during a strike. Realize that, organizing volunteers to work during a strike, will most often result in staff resistance to working with volunteers after the strike.

However, consideration should be given to whether or not individuals, who have a vested interest in preserving some level of services to clients or patients, can be kept out of an agency during a strike. For example, family members or friends may choose to help during a strike- particularly in public agencies. This is a different situation than organizing existing, or recruiting new, volunteers to fill a void created by striking workers.

To summarize, positive relationships between voluntary and labor organizations will develop through conscious team building efforts. Involving unions in the initial phase of volunteer program planning and preparation of a strike plan will minimize chances that conflict will arise. Unions provide a largely untapped resource of volunteers and deserves to be called upon and recognized for their voluntary contributions to society.



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND  
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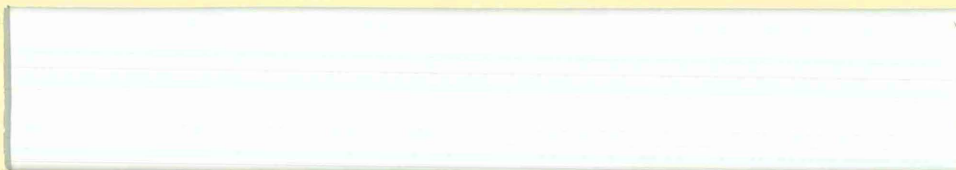
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**VOLUNTEER  
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**VOLUNTEER FOR MINNESOTA:  
A Project for Developing  
Public Private Partnerships  
in Communities**



MAY, 1984

THIS MONOGRAPH IS ONE OF A SERIES DEVELOPED BY THE MINNESOTA OFFICE ON VOLUNTEER SERVICES AS PART OF VOLUNTEER FOR MINNESOTA: A PROJECT FOR DEVELOPING PUBLIC/PRIVATE PARTNERSHIPS IN COMMUNITIES. THE PURPOSE OF THESE MONOGRAPHS IS TO SURFACE ISSUES WHICH IMPACT THE VOLUNTEER COMMUNITY, IN HOPE OF INITIATING DIALOGUE WHICH WILL RESULT IN SOLUTIONS.

ADDITIONAL MONOGRAPHS ARE AVAILABLE FROM THE MINNESOTA OFFICE ON VOLUNTEER SERVICES ON THE FOLLOWING TOPICS:

- \* **INSURANCE COVERAGE FOR VOLUNTEERS**
- \* **DOCUMENTING VOLUNTEER EXPERIENCE**
- \* **RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS**
- \* **EQUAL ACCESS TO VOLUNTEER PARTICIPATION**
- \* **BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS**

THE MINNESOTA OFFICE ON VOLUNTEER SERVICES (M.O.V.S.), DEPARTMENT OF ADMINISTRATION, PROVIDES STATEWIDE LEADERSHIP AND SUPPORTIVE SERVICES TO VOLUNTEER LEADERS TO INITIATE, EXPAND, AND IMPROVE THE CONTRIBUTIONS OF VOLUNTEERS. IT WORKS WITH PUBLIC AND PRIVATE ORGANIZATIONS, WHICH EITHER PROVIDE OR UTILIZE VOLUNTEERS IN AREAS SUCH AS HUMAN SERVICES, ENVIRONMENTAL AND CULTURAL AFFAIRS AND CIVIC GOVERNMENT.

## **THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE**

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**THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE**  
MONOGRAPH

Throughout our country communities are feeling the affects of high unemployment. More people are looking for work. Unemployment is touching upon more segments of our population, including those with previously secure jobs and careers. While all segments are affected, the highest rates of unemployment are experienced by minorities, youth, and the poorly educated.

While high unemployment adversely affects our communities, it has an even greater impact on the individuals who are caught in this situation. Unemployed individuals are at high risk. They are often powerless to provide for themselves and their families, to remain self-sufficient and to function in healthy and fulfilling ways. They are removed from the employment network, and thus have reduced access to job opportunities. Those who are underemployed may be hindered in the acquisition of full-time employment in their own field. The emotional consequences can be profoundly damaging.

It is apparent that increasing numbers of persons who volunteer are unemployed. Many unemployed volunteers look to volunteerism as a way to build skills and confidence during an often transitional phase in their lives. Frequently, individuals are involved in volunteer commitments which they made prior to becoming unemployed, in other instances they begin volunteer efforts after becoming unemployed.

There is a growing concern on the part of volunteer-involving organizations on how to assist unemployed persons through meaningful volunteer contributions as they continue to seek employment. Directors and leaders of volunteers can be instrumental in creating a supportive environment which is conducive to retaining volunteers through periods of unemployment, while helping them to prepare for, and be more likely to secure, paid employment.

The following questions are frequently asked about the relationship between voluntary organizations and unemployed persons who volunteer:

- \* Are the needs of individuals who are unemployed by choice different from the needs of persons who are not unemployed by choice?



- \* Why is it important to be concerned specifically with volunteers who are unemployed?
- \* Is it appropriate and realistic to encourage unemployed persons to volunteer?
- \* Do individuals who are seeking unemployment compensation jeopardize their benefits by volunteering?
- \* How can voluntary agencies be supportive of volunteers working toward entry or re-entry into the paid work force?

When developing support systems for volunteers, realize that a significant number of persons who volunteer are unemployed by choice. These individuals may prefer to concentrate their energies on voluntary, home-making, and/or parenting activities. Other persons might have reached the time in their lives when they are ready for retirement from paid employment. Keep in mind that almost every volunteer appreciates when his/her personal choices regarding employment are respected by others. For this reason, it is necessary for supervisors and colleagues of volunteers to consider the specific situation of each volunteer -- and to respond accordingly when establishing and implementing support services.

It is worthwhile to examine the issue of volunteerism and unemployment in the context of our American tradition, as well as current trends. Both citizen involvement and the opportunity to seek paid employment are historical rights of all United States citizens. This implies that equal access to volunteer opportunities and paid employment should be assured to everyone.

Historically, when citizens are not granted an equal opportunity for employing their abilities in either a paid or voluntary position, they will certainly show a greater tendency toward decreasing self-esteem and increasing dissatisfaction.

Volunteering in carefully selected positions can be an asset to the unemployed, as well as the community. Volunteer participation helps people to remain active and involved; fosters opportunities to both develop and demonstrate marketable skills; provides a situation which is likely to have a communications network regarding job opportunities; and establishes an environment where an unemployed person can receive positive information about him/herself. These benefits assist in countering the negative feelings associated with unemployment.

Volunteer administrators should be mindful of the special needs and concerns of the unemployed volunteer. Representatives and perspectives from all sectors involved with the unemployed need to be included when planning programs and services relating to unemployed volunteers. To ensure maximum benefit of volunteer participation by the unemployed, it is important to include unemployed persons in planning for themselves. Making an attempt to defray volunteer expenses and establish other support mechanisms for unemployed volunteers requires evaluation and action wherever possible. Since some of the special needs of the unemployed can best be met by support groups of those in a similar situation, volunteer leaders might lend expertise and other services to assist in initiating, developing and/or expanding such self-help groups of the unemployed.

Even though volunteer work provides opportunities for unemployed persons to be productive, develop practical skills and establish work records -- there are no guarantees that a paid job will be the end result of volunteer experience. However, careful volunteer placements which take into consideration the needs, skills, abilities, and goals of each unemployed individual will enhance this probability. Leaders of volunteers can give support by encouraging unemployed volunteers and pointing out their skills, without raising unrealistic expectations about what the future will bring.

There are, however, many benefits that volunteer-involving organizations can offer to all volunteers, but which may have special importance to those seeking employment. These include the following:

- \* Clear and specific job descriptions for volunteer positions, which are critical to providing volunteers with useful volunteer work experience as they search for employment.
- \* Time sheets specifying the dates and hours volunteered and types of work performed, which are essential to verifying volunteer experience.
- \* Letters of reference for volunteers, which are factual and written according to the same standards as applied to references for paid staff.
- \* Opportunities for volunteers to assume more complex responsibilities as new skills develop.



- \* Workshops focusing on aspects of job-seeking such as resume writing or interviewing skills; and/or other training designed to develop marketable volunteer skills. (Include qualified volunteers as presentors for these sessions.)
- \* Evaluations of volunteer performance when new skills and contributions of volunteers will be highlighted and verified in writing.
- \* Advocacy to encourage business to include volunteer experience on employment application forms and consider that experience in the hiring process.

Questions occasionally arise about whether or not individuals receiving unemployment compensation will jeopardize their benefits by volunteering. There have been a few instances where unemployment benefits have been denied due to recipient volunteering. According to the Minnesota Department of Economic Security, Employment Services Division, Regulation 20(c)(1), requires that benefits be denied to anyone performing full-time work. This is generally considered to be 40 hours a week or the customary work week for the occupation.

When a person is volunteering for less than full-time, decisions about unemployment compensation become an individual situation. The responsibility of the Minnesota Department of Economic Security, Employment Services Division, is to assure that anyone collecting unemployment benefits is able to, available for, and actively seeking work. To be available for work a person must be able to report to a job interview either at the request of the Employment Service Officer or by an employer directly. Thus, unemployed persons doing volunteer work must have the flexibility to report to any interview upon request, and volunteer administrators should be aware of the needed flexibility.

To be actively seeking work, a person cannot just register with the employment service and wait for a referral. Under the unemployment laws, he/she must pursue other avenues as well. The work search requirements depend on the type of work for which the person is looking. Claimants must be able to demonstrate that they have actively searched for work each week. It is suggested that unemployment claimants check with their area office on the effects of volunteer work before committing themselves to any extensive

volunteer work. In situations where previously employed persons continue with volunteer activities outside of their previous normal work hours, this should not jeopardize their benefits.

To help ensure that volunteers are not denied unemployment benefits due to volunteering:

- Inform unemployed potential volunteers that there have been (rare) instances of denial of benefits.
- Ensure that the volunteer is not expected to do volunteer work full-time.
- Provide a flexible schedule that will allow the volunteer to report to employment interviews and accept employment-related telephone calls at the volunteer site.
- Provide encouragement and support as the volunteer seeks employment.
- Document the experiences of the volunteer, so that the volunteer experience can be applied to paid employment.

Leaders of volunteers who believe that a volunteer has been unjustly denied unemployment benefits, should encourage him/her to appeal the decision. An individual applicant who has a dispute with an Unemployment Insurance (U.I.) staff person over volunteer work versus eligibility for benefits should pursue the matter with the manager of the U.I. office. If that discussion doesn't resolve the matter, the applicant should contact Walter Lundeen, Director of Central Benefits (Policy) in the U.I. Division, Department of Economic Security, 390 No. Robert St., St. Paul, MN 55101, 612/296-3644.

Voluntary agencies can provide additional support for volunteers who are working toward entry or reentry into the paid work force by being knowledgeable about and actively promoting or implementing the ideas, prepared by Job Service, which are listed on the attached documents.

To summarize, leaders of volunteers must be sensitive to and respectful of the unique needs and circumstances of each unemployed person who volunteers, and take responsibility for being informed about and sharing information which is pertinent to the needs of unemployed volunteers. When



appropriate volunteer placements are made, unemployed persons can be of great value to the volunteer organization and the community, while continuing to prepare themselves for and seek paid employment. Practical experiences, combined with realistic expectations about the probability of future employment as a direct result of a volunteer placement, will be most helpful to the unemployed. While there are not always clear cut answers to many of the questions surrounding this issue, it is encouraging to know that people in the field are concerned and are seeking answers.

# Job Service Volunteer



## RECOMMENDATIONS TO VOLUNTEERS WHO ARE LOOKING FOR WORK

- \* Attend a job search assistance or career planning workshop or obtain some career counseling to help you set realistic occupational and career goals.
- \* Register your skills and interests with the local volunteer bureau. They can help match you to an appropriate volunteer service.
- \* Choose your volunteer work carefully. Make sure it fits your needs . Select a volunteer program which will document your service hours, skills and experience for potential employers.
- \* Develop your own portfolio of records on the training you receive in your volunteer role, along with the hours of service, skills and accomplishments you gain through your volunteer experience. Be sure to include a written job description.
- \* Utilize the volunteer experience to create a network of potential employment contacts. Those who develop a trust and appreciation for your skills and abilities will be the best advocates for your future employment.
- \* Accept increased responsibilities as the trust builds in your volunteer work. Look for and ask for opportunities to learn and practice new skills.
- \* Ask your supervisor for written evaluations of your volunteer service. Work together to develop new skills or to improve your current work habits or skills.
- \* Prepare a resume that features the skills and experiences along with training received through your volunteer work.
- \* At a job interview be sure to present your volunteer work skills and experience enthusiastically and professionally. Employers are impressed with the confidence you can share about the value of the volunteer service you have given.
- \* Share a letter of reference from your volunteer service supervisor or director. The letter will validate the skills, experience and essential work habits you have demonstrated through your volunteer service.
- \* When you are hired in your new job, please find time to volunteer in your spare time. Remember your community still needs you!



# Job Service Volunteer



## RECOMMENDATIONS TO VOLUNTEER AGENCIES WITH VOLUNTEERS WHO ARE JOB SEEKERS

- \* Develop a written job description for each volunteer job in your agency. Specify the tasks and skills required to do the job and identify those skills that can be learned through the volunteer job. Be flexible in combining or negotiating those job descriptions to suit a volunteer's needs for developing a particular skill.
- \* During the interview help the volunteer to understand the specific skills that can be learned or documented through the volunteer role. Set goals and objectives.
- \* Develop a formalized orientation and training program for your volunteers. This can be carried out in a large group process or in a one-to-one setting. Formalized training assists the volunteer to learn those specific skills and policies which can both assist the volunteer in doing the best job for you, but also will be easily documentable for a potential employer.
- \* Keep records of the dates and hours of service on each volunteer. Include the training received and new tasks which have been performed. These records can be produced to document the work experience for a potential employer.
- \* Give each volunteer an individual performance review. Go over the goals and objectives that you set together and offer the kind of feedback that the volunteer can both affirm their accomplishments and take corrective action on ineffective or inappropriate behaviors.
- \* Encourage volunteers to take on new or more difficult tasks and greater responsibility. New challenges keep volunteers growing and enhance their employability.
- \* Assist the volunteer in making contact with potential employers. Make personal referrals and recommendations to appropriate employment opportunities. You are an essential part of the support system that can assist a volunteer in obtaining regular employment.
- \* Prepare letters of recommendation for those employers the volunteer is interviewing with. Be sure to include the skills and qualities that the volunteer demonstrated in their volunteer work.
- \* Thank the volunteers for their service. Wish them good luck and pat yourself on the back for helping another unemployed person find a job!

# Job Service Volunteer



## RECOMMENDATIONS TO EMPLOYERS WHO NEED GOOD WORKERS

- \* Provide a place on your employment application form for the recording of the applicant's volunteer experience. Job satisfaction makes a good worker. Most volunteers choose volunteer work that is satisfying. Volunteers often choose their volunteer work because they are confident in the skills and abilities that are needed in their volunteer service.
- \* During employment interviews, ask questions related to the applicant's community service and volunteer work. This information may prove to be vital in making a good match between your job opening and the person you are interviewing.
- \* Check with the volunteer's supervisors just as you would check with any applicant's previous employer. Volunteer supervisors can tell you a great deal about the applicant's basic work habits and job skills.
- \* Encourage your employees to volunteer in the community. Volunteering helps your employee to know the community and for the community to get to know your company. Consider starting an employee volunteer organization. Your local volunteer bureau can assist you with the development of such a program.
- \* Recognize the volunteer efforts of your workers. Many are performing valuable services throughout the community. Consider having a recognition and awards event highlighting the volunteer efforts of your workers.
- \* If you are a volunteer, pat yourself on the back for it, if not, talk with your local volunteer bureau about how you can get involved!



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
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THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE  
BIBLIOGRAPHY

A VOLUNTEER'S EXPERIENCE IS MORE THAN JUST WORTHWHILE...IT'S WORTH MONEY...  
VOLUNTEER: The National Center for Citizen Involvement, Boulder, Colorado,  
2 p.

Provided as a public service by California Office for Citizen Initiative and  
Voluntary Action, Occidental Life of California, The American Heart Associ-  
ation, Greater Los Angeles Affiliate and Bank of America NTSA. This pam-  
phlet is an educational tool regarding the importance of documenting  
volunteer experience and the transferability of skills acquired through  
volunteer experience.

ASPECTS OF UNEMPLOYMENT: AN OVERVIEW. VOLUNTEER: The National Center for  
Citizen Involvement, Boulder, Colorado, 42 p.

This report was prepared for the Volunteering and Unemployment Conference,  
held in Flint, Michigan, November 14-16, 1983. In it are descriptions of  
problems of unemployment, statistical data, causes of unemployment, efforts  
to reduce unemployment, and needs of the unemployed.

SOME OF THE WORLD'S MOST TALENTED PEOPLE HAVE NEVER BEEN PAID A CENT...AND  
NOW THEY WOULD LIKE TO WORK FOR YOU. Minnesota Office on Volunteer  
Services, St. Paul, Minnesota, 2 p.

A pamphlet designed to encourage employers to request information about  
applicants' volunteer experience on employment application forms.

STRATEGIES FOR MUTUAL SUPPORT AMONG UNEMPLOYED PEOPLE. Mark Rankin, The  
Volunteer Centre, England, July, 1983, 14 p.

A paper which explains strategies for facilitating mutual support structures  
for the unemployed.

UNEMPLOYMENT: TOWARD A SOCIAL WORK AGENDA. Katharine Hooper Briar,  
National Association of Social Workers, SOCIAL WORK, Volume 28, Number 3,  
May-June 1983, 6 p.

This article describes the dimensions of the problem of unemployment,  
examines the need to develop more social policies related to unemployment,  
and explains the need to improve social work services to the unemployed.

VOLUNTARY WORK AND UNEMPLOYMENT. Pat Gay and Stephen Hatch, Policy Studies  
Institute, Manpower Services Commission, Research and Development Services:  
No. 15, Moorfoot, Sheffield S14PQ, England, 62 p.

A study about the extent of volunteering among the unemployed, problems  
among the unemployed and the scope for more volunteering by the unemployed  
in England.

VOLUNTEERING AND UNEMPLOYMENT: AN OVERVIEW. VOLUNTEER: The National  
Center for Citizen Involvement, Boulder, Colorado, 6 p.

This report was prepared for the Volunteering and Unemployment Conference,  
held in Flint, Michigan, November 14-16, 1983.

It is a "question-provoker" regarding the idea of unemployed people becoming  
actively involved as volunteers.

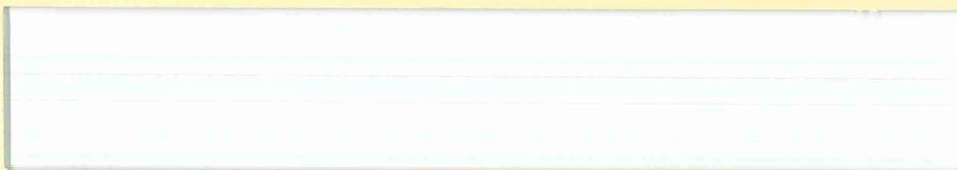
NOTE: This is a partial listing of M.O.V.S. Resource Library materials on the subject of  
unemployed persons as volunteers. Additional materials will be added to the library on  
an on-going or other basis. To borrow these materials for a three week time period, write  
to Minnesota Office on Volunteer Services, 500 Rice Street, St. Paul, Minnesota, 55155;  
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**VOLUNTEER  
FOR MINNESOTA**



**VOLUNTEER FOR MINNESOTA:  
A Project for Developing  
Public Private Partnerships  
in Communities**



MAY, 1984

THIS MONOGRAPH IS ONE OF A SERIES DEVELOPED BY THE MINNESOTA OFFICE ON VOLUNTEER SERVICES AS PART OF VOLUNTEER FOR MINNESOTA: A PROJECT FOR DEVELOPING PUBLIC/PRIVATE PARTNERSHIPS IN COMMUNITIES. THE PURPOSE OF THESE MONOGRAPHS IS TO SURFACE ISSUES WHICH IMPACT THE VOLUNTEER COMMUNITY, IN HOPE OF INITIATING DIALOGUE WHICH WILL RESULT IN SOLUTIONS.

ADDITIONAL MONOGRAPHS ARE AVAILABLE FROM THE MINNESOTA OFFICE ON VOLUNTEER SERVICES ON THE FOLLOWING TOPICS:

- \* THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE
- \* DOCUMENTING VOLUNTEER EXPERIENCE
- \* RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS
- \* EQUAL ACCESS TO VOLUNTEER PARTICIPATION
- \* BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS

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## **INSURANCE COVERAGE FOR VOLUNTEERS**

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MINNESOTA OFFICE ON VOLUNTEER SERVICES  
Department of Administration

**INSURANCE COVERAGE FOR VOLUNTEERS**

MONOGRAPH

Policy-makers, administrators, executive directors, leaders of volunteers and other individuals who are responsible for volunteers are often concerned about insurance coverage for volunteers. The issue of whether or not to provide insurance coverage for volunteers, as well as what types of insurance may be needed, is very complex. Several specific questions arise, including the following:

- \* Should insurance coverage be provided for volunteers?
- \* What are some of the factors to be evaluated when deciding about insurance?
- \* What specific types of coverage need to be considered?
- \* What options for securing insurance coverage are available to organizations and individuals?

Volunteers delivering services for public and non-profit agencies are subject to the same events that could affect paid staff. This creates a condition often protected against through insurance coverage. Examples of these events include accidental injuries to the volunteer, health difficulties of the volunteer, incidents in which the volunteer negligently injures clients of third parties, libel or slander claims, board liability claims, and so forth. Insurance may be needed to protect both the organization and the individual.

When deciding upon the need for insurance, it is important to put the question into perspective by considering the size of the organization, the resources available to the organization and the likelihood that there will be an incident or claim. Whether or not the organization provides similar coverage for paid staff is a factor to be weighed when determining insurance coverage for volunteers.

The following additional areas are among those which should be investigated.

- 1) Is there a clear risk present, either to the volunteer or to other individuals, which would justify the expenditure for insurance?



- 2) Could the risk be better handled by other methods, such as careful selection of volunteers, improved training and more effective supervision, that would reduce the risk to a level where insurance would not be necessary?
- 3) Is the volunteer already adequately protected by personal insurance coverage, and is it realistic to expect the volunteer to take this responsibility? (It is essential to determine in advance of any claim or incident that the personal insurance does in fact cover the volunteer while engaged in volunteer service.)
- 4) Is there an existing staff insurance policy, that would alleviate the need for new insurance?
- 5) If the volunteer works for a public agency, can the volunteer be covered by protections such as a Tort Claims Act?

Assistance in determining the need for insurance can be obtained through reference to the personnel, business affairs, or other insurance office of an agency; or it can be obtained through consultation with private insurance agents or legal counsel. Not all types of insurance will be appropriate for every volunteer position, and some volunteer jobs may require specialized coverage. When in doubt, consider whether paid staff is covered in similar circumstances. It is highly desirable to seek bids from a number of insurance companies, since this is an area in which widely varying premiums may be quoted.

There are several types of insurance coverage with which decision-makers should be familiar. Some types of insurance include: accident, health, worker's compensation, personal liability, professional liability, vehicular, directors and officers, specific event, bonding and excess liability.

In situations where the decision has been made to pursue a particular type of insurance, there are options which can be explored. Some organizations provide coverage through a special policy and others through specific inclusion of volunteers in the agency's existing basic policy. When including volunteers in the agency's existing basic policy, obtain a clear agreement with the insurance carrier regarding the coverage of volunteer personnel. Consider which of the above options provide the best protection for the agency and the volunteer. Volunteers sometimes obtain protection through their own personal insurance, such as by coverage which has been

added onto their basic homeowner's policy. Another alternative for insurance is the joining together with other agencies in the purchase of insurance, thereby making insurance more affordable. For example, there may be advantages for coming under an "umbrella" insurance policy carried by a national organization for its affiliate chapters. Some local United Ways also offer some types of insurance coverage through an umbrella policy for local agencies.

To review, the decision to provide insurance for volunteers must be made based on the circumstances and judgment of each organization and its representatives. The many factors which go into this determination have been outlined and must be thoughtfully evaluated. Internal and/or outside experts might be invited to provide information and recommendations necessary to effective decision-making. Attention needs to be focused on which method for providing insurance coverage will be most appropriate and workable in each instance.

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INSURANCE COVERAGE FOR VOLUNTEERS

DEFINITIONS AND NOTATIONS

**ACCIDENT:** An unforeseen, unintended event, something unexpected, something which could not be considered as a foreseeable occurrence.

**ACCIDENT INSURANCE:** Insurance providing stated benefits payable in case of accidental injury, or accidental death. Benefits may relate to income, if disabled; payment of medical expenses; and indemnity for death or loss of limbs or sight resulting from an accident.

**AUTOMOBILE ASSIGNED RISK PLAN:** A program, operative in each state, under which automobile liability insurance is made available to persons who are unable to obtain such insurance in the voluntary market.

**BODILY INJURY:** Injury to body of a person. The term is usually specifically defined in the policy and these individual definitions have variations.

**BODILY INJURY LIABILITY:** The responsibility which may arise from injury to life, or health of another individual or individuals.

**BODILY INJURY LIABILITY INSURANCE:** Protection against loss arising out of the liability imposed upon the insured by law for damages because of bodily injury, sickness, or disease sustained by any persons other than employees.

**BONDING:** Coverage for instances in which individuals handle significant sums of money. This insurance guarantees payment of a specific sum of money in the event of a financial loss, due to the act of a specified person or some contingency over which the organization has no control.

**COMPREHENSIVE PERSONAL LIABILITY INSURANCE:** A type of insurance that reimburses the policy holder if he becomes liable to pay money for damage or injury he has caused to others. This does not include automobile liability, but does include almost every activity of the policyholder except his business operations.

**DIRECTORS AND OFFICERS COVERAGE:** Coverage for nonprofit board members to protect them from accidental or negligent personal injury and property damage, or financial obligation claims, which could be filed as a result of policies or responsibilities carried out under the auspices of an organization for which he/she is a director or officer.

**EXCESS LIABILITY:** Insurance which supplements primary insurance coverage.

**HEALTH:** Hospital-medical insurance. Most insurance is provided on a group basis and provided in part by the employer. Options include insurance, Health Maintenance Organizations, or self insuring by the employer.

**INDEMNIFY:** (1) To restore the victim of a loss, in whole or in part, by payment, repair, or replacement. (2) to afford indemnity.

**INDEMNITY:** Restoration to the victim of a loss, in whole or in part, by payment, repair, or replacement.

**Comment:** To the extent that the obligation of the insurer is to do other than make good losses, the insurance contract is not one of indemnity. The term indemnity or indemnify should not be used to apply to an obligation other than to make good a loss.

**INSURANCE:** The contractual relationships which exists when one (1) party, for a consideration, agrees to reimburse another for loss caused by designated contingencies. The first party is called the insurer; the second, the insured; the contract, the insurance policy; the consideration, the premium; the property in question, the risk; the contingency in question, the hazard or peril. The term assurance, common in England, is ordinarily considered identical to and synonymous with insurance.

**LIABILITY INSURANCE:** Any form of coverage whereby the insured is protected against claims of other parties.



**LIABILITY LIMITS:** The sum or sums beyond which a liability insurance company does not protect the insured on a particular policy. The majority of policies covering liability for bodily injury have two (2) limits, a limit of liability to any one person, and, subject to this personal limit, another and usually higher limit for any single accident, where more than one person is involved. Coverage for property damage is written with a limit per accident, but in certain forms, such as malpractice, product and manufacturer's and contractors's liability, there is also an aggregate limit of liability, for the total amount of all claims during the policy period.

**MALPRACTICE:** Alleged professional misconduct or lack of ordinary skill in the performance of a professional act. A practitioner is liable for injuries caused by malpractice. Such liability, for some professions, can be covered by insurance.

**MEDICAL PAYMENTS INSURANCE:** An agreement by an insurer to pay, subject to a limit, medical, surgical, hospital and funeral expenses, regardless of liability of the insured.

**PERSONAL LIABILITY:** Coverage which protects individuals from personal liability for accidental or negligent personal injury and/or property damage claims which could be filed as a result of their actions or performance of responsibilities. Standards of behavior may be established by legal and statutory guidelines.

**PERSONAL PROPERTY:** This is defined to mean the right or interest which a person may have in things personal, movable, or separable from the reality.

**PROFESSIONAL LIABILITY:** Coverage which protects a professional from liability for accidental or negligent personal injury or property damage claims, which could be filed as a result of the manner in which he/she carries out professional responsibilities.

SPECIAL EVENT COVERAGE: Coverage which protects an organization and its staff and/or volunteers from liability for personal injury or property damage claims resulting from incidents at special events. This is often incorporated into a "special policy" for one time, short term or periodic coverage. Sometimes it is excess liability coverage which goes into effect only after all coverage for other organizational policies have been expended.

VEHICULAR INSURANCE: Coverage for property damage and/or personal injury resulting from the operation of a motor vehicle during the course of volunteer work. This vehicle might be owned by the volunteer or by the agency. Protection of an individual's interest and property can be provided by coverage for collision and comprehensive. Injury costs, regardless of who is at fault, are handled under the no-fault law. No-fault provides \$20,000 of hospital-medical coverage for every person in the household where there is a registered motor vehicle. The right to sue for damages is limited in Minnesota to several thresholds, for example, hospital-medical bills exceeding \$4,000. According to Robert Provost, Minnesota Insurance Information Center, "A no-fault automobile insurance system is made to order for Minnesota volunteer practices."

WORKERS COMPENSATION LAWS: Statutes imposing liability on employers to pay benefits and furnish care to injured employees, and to pay benefits to dependents of employees killed in the course of and because of their employment.

VOLUNTARY WORKER'S COMPENSATION ENDORSEMENT: Under a voluntary compensation endorsement, an employee (volunteer) receives the same benefits as are provided by Worker's Compensation law, for on the job injuries.



INSURANCE COVERAGE FOR VOLUNTEERS  
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Discusses medical protection for volunteers available under Washington State Law, personal liability and automobile insurance. Also includes a sample Worker's Compensation Application Form. HAN

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LEGAL ISSUES: A NCSL RESOURCE PACKAGE. This resource package is one of a series developed by the National Center for Service-Learning (NCSL) to provide up to date information on topics of particular interest to student volunteers, coordinators, school administrators and staff who work with student volunteers. 2060.01  
NCSL

MINNESOTA OFFICE ON VOLUNTEER SERVICES REPORT, SPECIAL PROJECT INSURANCE FOR VOLUNTEERS. Minnesota Office on Volunteer Service, Minnesota, April, 1977, 9p.  
Summarizes a 1977 study about insurance for volunteers. Discusses questions surrounding coverage for volunteers within state agencies, and private nonprofit agencies. Discusses national volunteer insurance programs. HAN

1979 SOCIAL REPORT OF THE LIFE AND HEALTH INSURANCE BUSINESS. Washington, D.C.: Clearinghouse on Corporate Social Responsibility, 1979, 44 p.  
This is the 1979 report which contains data on community involvement of 200 life and health insurance companies. It has chapters on community projects, company distributions, equal employment opportunity, environmental concerns and energy conservation, voluntarism and social investments. 1120.05  
Soc

SUGGESTED GUIDELINES FOR ESTABLISHING VOLUNTEER TRANSPORTATION PROGRAMS. Minnesota, 1980, 20p.  
These guidelines cover planning, application process for volunteers, driver training, record keeping, volunteer recognition, insurance and program evaluation, and should be used together with the agency's or organization's definition of the kind of service it will provide and who is eligible to receive the service. 2010.40

THE LEGAL ANGLE: COMMERCIAL INSURANCE IS THE LOGICAL WAY TO COVER MAJOR RISKS OF MANY STUDENT VOLUNTEER PROJECTS, "Synergist", 4 p.  
Provides a hypothetical example of the type of evaluation and analysis which an organization should undertake in order to identify insurance risks and needs. HAN

VOLUNTEERS AND THE LAW: LEGAL RIGHTS AND OBLIGATIONS OF THE VOLUNTEERS AND VOLUNTEER AGENCIES. Georgia: Office on Volunteer Services.  
Report from the Young Lawyers Section of the Georgia State Bar, which researched and investigated questions of law as they pertain to the rights and responsibilities of volunteers and volunteer agencies. 23 p. 1120.07

WHAT A VOLUNTEER NEEDS TO KNOW ABOUT INSURANCE. Safeco Insurance Companies, Washington, 1983, 5 p.  
Addresses the question of insurance for volunteers and what volunteers need to know about insurance. HAN

NOTE: This is a partial listing of M.O.V.S. Resource Library materials on the subject of Insurance coverage for volunteers. Additional materials will be added to the library on an on-going or other basis. To borrow these materials for a three week time period, write to Minnesota Office on Volunteer Services, 500 Rice Street, St. Paul, Minnesota, 55155; or call (612) 296-4731 (metro) or (800) 652-9747 (non-metro Minnesota).



MINNESOTA OFFICE ON VOLUNTEER SERVICES  
 Department of Administration  
 POLICYMAKER'S BIBLIOGRAPHY

AFL-CIO VOLUNTEER ORGANIZATIONS FORUM SPEECH  
 O'Connell, Brian, President  
 Independent Sector, Washington, DC, November 17, 1983

AMERICA'S VOLUNTARY SPIRIT. A BOOK OF READINGS  
 O'Connell, Brian  
 The Foundation Center, New York, 1983, 461p.

1010.02  
 O'Co

The voluntary sector has an enormous impact on every aspect of American life. Every American interacts with this sector regularly, yet often is unaware of its strength, diversity, and the role it plays in our national life. In this book Brian O'Connell has compiled 45 selections which analyze and celebrate this sector variety. Contributors range from de Toqueville to Erma Bombeck, spanning over 300 years of writing.

AMERICANS VOLUNTEER 1985  
 Independent Sector, Washington, D.C. 19p.

Independent Sector commissioned the Gallup Organization to conduct a national survey of volunteers, their activities, and the reasons why they volunteer. In October 1985, personal in-home interviews were conducted with a nationally representative sample of 1,638 persons 14 years of age and older. The purpose of this report is to provide a summary of the findings from that survey and to provide estimates for the dollar value of volunteer time.

BY THE PEOPLE: A HISTORY OF AMERICANS AS VOLUNTEERS  
 Michael C. Prestogord and Co., Pennsylvania, 1978, 308p.

1010.02  
 Ell

Illustrates and emphasizes the diverse roles of volunteers in American history and presents a thought-provoking perspective on current issues on volunteerism.

Monograph on: BUILDING RELATIONSHIPS BETWEEN VOLUNTARY AND LABOR ORGANIZATIONS  
 Minnesota Office on Volunteer Services, 5p.

COMMUNITY IMPACT LIST

J-S-Winter81p27

Synergist, Volume 9, Number 3, Winter 1981, p. 27-28.



COST-BENEFIT ANALYSIS TO VOLUNTEER PROGRAMS  
Moore, Nancy A.  
Volunteer Office, Missouri, 1977, 18p.

1120.01  
Moo

This paper puts cost-benefit analysis for volunteer programs into perspective, examines what cost-benefit analysis is and what it involves and explores ways in which it might be applied evaluation of volunteer programs.

Folder on: EFFECTIVENESS FOR VOLUNTEER PROGRAMS  
Moore, Nancy  
Missouri Volunteer Office, handout, 1 item

RF-034

DOCUMENTING PROGRAM COSTS AND ACHIEVEMENTS  
Drotning-Miller, Helen, and Mary M. Hill  
Synergist, Volume 4, Number 3, Winter 1976, p. 7-9, 47.

J-S-Winter76p7

Monograph on: DOCUMENTING VOLUNTEER EXPERIENCE  
Minnesota Office on Volunteer Services, 5p.

DPW VOLUNTEERISM  
Lake, Vern  
MOVS Newsletter, Volume 5, Number 5, September/October 1980, p.2.

J-MOVS-Sep/Oct80p2

Monograph on: EQUAL ACCESS TO VOLUNTEER PARTICIPATION  
Minnesota Office on Volunteer Services, 4p.

FROM THE TOP DOWN. THE EXECUTIVE ROLE IN VOLUNTEER PROGRAM SUCCESS  
Ellis, Susan J.  
Energize, Pennsylvania, 1986, 185p.

Addresses the often invisible management issues related to volunteers, including how to establish policy for and about volunteers, budget funds and other resources, select volunteer program staff, understand the volunteer/salaried staff relationship, assure teamwork between volunteers and employees, identify and handle legal concerns, determine the value of volunteer time and account for such contributions in financial records and demonstrate executive commitment to volunteers through daily actions.

HOW MUCH ARE VOLUNTEERS WORTH?  
McCurley, Steve  
Voluntary Action Leadership, Spring 1984, p.12-13.

J-VAL-Spring84p12

Monograph on: INSURANCE COVERAGE FOR VOLUNTEERS  
Minnesota Office on Volunteer Services, 7p.



IT CAN HAPPEN! IT HAS HAPPENED! BUILDING COMMUNITY  
PARTNERSHIPS THROUGH COMMUNITY EDUCATION  
Kerns, Marilyn, and Martha Stanley  
Minnesota Dept. of Education, St. Paul, MN, 1982, 63p.

1110.01  
Ker

Community partnerships are developing as a response to the current problems of society. This book stresses the need for community partnerships, specifies the types, gives the ingredients of successful partnerships, and spells out the barriers to success. It reports the results of Project: Community Partnerships in five Minnesota communities, and provides the blueprints for other cities.

MONEY TALKS: A GUIDE TO ESTABLISHING THE TRUE  
DOLLAR VALUE OF VOLUNTEER TIME (PART I).  
Karn, Neil G.  
The Journal of Volunteer Administration, No. 1:2,  
Winter 1982-1983, p.1-7.

J-JVA-Winter82-83p1

PARTNERSHIPS: PRIVATE INITIATIVES FOR PUBLIC RESPONSE.  
1982 PARTNERSHIPS CONFERENCE REPORT ON PROCEEDINGS.  
United States Conference of Mayors  
Atlantic Richfield Company, 1982, 32p.

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PEOPLE APPROACH, NINE NEW STRATEGIES FOR CITIZEN  
VOLUNTEER INVOLVEMENT.  
Scheier, Dr. Ivan H.  
National Information Center on Volunteerism, Colorado,  
1977, 116p.

1040.00  
Sch C-1

Discussed are implications for basic directions and values in the volunteer field and strategies for increasing the quality and quantity of volunteer helping.

PUBLIC-PRIVATE PARTNERSHIP IN AMERICAN CITIES.  
SEVEN CASE STUDIES.  
Fosler, R. Scott, and Renee A. Berger  
D.C. Heath and Company, Lexington, MA. 1982, 363p.

1110.01  
Fos

This book contains a series of case studies undertaken by the Committee for Economic Development (CED) to examine the changing relationships between the public and private sectors in seven cities. These studies show the long-term view and attempt to establish a historical base for understanding the growing interdependence of public and private sectors in urban areas.

Monograph on: RECRUITING ALTERNATIVE SOURCES OF VOLUNTEERS  
Minnesota Office on Volunteer Services, 8p.

Monograph on: THE UNEMPLOYED PERSON IN THE VOLUNTEER WORKFORCE  
Minnesota Office on Volunteer Services, 6p.



VOLUNTEER FOR MINNESOTA COMMUNITY HANDBOOK, PART I.  
Minnesota Office on Volunteer Services,  
Department of Administration  
St. Paul, MN. 1983, 55p.

1020.02  
MOV

This handbook contains chapters on coalition building, needs assessment, optional resources, role of the volunteer, and planning for community change. It was developed as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.

VOLUNTEER FOR MINNESOTA COMMUNITY HANDBOOK, PART II.  
Minnesota Office on Volunteer Services,  
Department of Administration  
St. Paul, MN. 1983, 70p.

1020.02  
MOV

This handbook contains chapters on recruitment, placement, orientation and training, supervision, recognition and retention, and planning the volunteer program. It was developed as part of VOLUNTEER FOR MINNESOTA: A Project for Developing Public/Private Partnerships in Communities.

VOLUNTEERISM CORPORATE STYLE  
Corporate Volunteerism Council of Minnesota  
Minneapolis, MN. 1983, 47p.

1020.00  
CVCM

This manual is a collection of sections on corporate volunteerism designed to help volunteer program design. Included are areas on initiating, communications, evaluation and recognition.

VOLUNTEERISM: THE "NEXT TO PERFECT" FORMULA FOR  
SUCCESSFUL VOLUNTEERING  
Beugen, Paula; Robinson, Mary, and Dawn Wanous  
Independent School District 281, New Hope, Minnesota,  
1984, 52p.

1010.07  
Beu

A handbook for supervisors of volunteers for individuals who are responsible for the supervision, direction, and support of volunteers. Reasons to involve volunteers. Identifying your needs. Developing and reviewing the job description. Attracting and recruiting volunteers. Evaluation.

VOLUNTEERS: A VALUABLE RESOURCE.  
President's Task Force on Private Sector Initiatives  
This report was prepared for policymakers. 1982, 20p.

3000.12  
PTF  
19 copies

NOTE: For additional resources on the policymaker's role or other topics on volunteerism, see the comprehensive M.O.V.S. Resource Collection Bibliography or M.O.V.S. computer searches on specialized topics.