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COUNCIL OF VOLUNTEER COORDINATORS
SAN DIEGO COUNTY

SPONSORED BY

VOLUNTEER BUREAU OF SAN DIEGO, INC.,
HOSPITAL VOLUNTEER COORDINATORS. . .

PRESENTS

SEMINAR ON Volun-t-eers & Staff

WORKING TOGETHER!!

OCTOBER 16, 1973, 9:00 A.M. - 12:00 NOON
UNITED WAY BUILDING, 1196 BROADWAY, RM. 203
PRICE: $2.00/PERSON* OR $10.00 MAXIMUM PER AGENCY

VOLUNTEER BUREAU OF SAN DIEGO, INC.
1194 BROADWAY 238-1377
SAN DIEGO, CA 92101, 8:30-4:30

Martha Vickers

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STAFF REACTIONS TO VOLUNTEERS

1. What potentials do volunteer programs have for staff and agencies?

Positives	Negatives
a. more work accomplished	a. confusion
b. additional ideas for effective activity	b. duplication
c. staff freed from routine	c. too many "chiefs"
d. volunteers feel satisfaction in contributing	d. difficulty of fitting person with task
e. wider spread of drs in which work can be done	e. turn-over
f. volunteer can reach some who will not open up to staff	f. public scrutiny (neg. or pos.?)
g. different backgrounds can be utilized (more skills)	g. people come untrained must be helped to know rules + why
h. high morale - less tension on part of volunteer	h. fear on part of recipients that there will not be confidentiality (ie. welfare)
i. time to get close to people	i.
j. more specialization position ie. one task with one person	j. Recognition should be but often is not covered adequately
publicity by word of mouth	

identification with people.

2. What are some of the responsibilities of staff and administration in working with volunteers?

a. placement (analysing what can be done by volunteers, real + well defined)

b. be available for conferencing (staff total assistance)

c. be flexible in handling - freedom works well with some structure needed by others

d. referring volunteer which you can't use to another agency or volunteer bureau

e. ? helpful to have periodic meetings of all volunteers in given program

may be problem

f. sometimes sub-groups better or necessary

listen to volunteers, then use ideas or work with ideas of defined time period (not i.e. one yr.; 3 mo. etc.)

Staff Reactions to Volunteers.

3. What are some of the adjustments (personal and procedurally) that may be required of staff?

a. staff can be threatened by volunteers taking over routine tasks

b. staff may ~~be~~ incur more work because of volunteer action but goal better served

c. delegation of duties

d. motivation of volunteer — communication between

e. recognition of volunteers

f. willing to train

*evaluation of total program (continuing)

4. What are some solutions to problems which arise from utilizing volunteers in an agency?

Problem	Solution
a. attendance	a. foster sense of responsibility for particular job confront the actual prob. frankly
b. different directions from various staff people to ~~one~~ same person	b. clearly defined roles for volunteers + procedure for staff to utilize
c. Best use of persons	c. thorough interview to determine skills + interests

Take personal interest in people who volunteer

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APPROPRIATE STAFF ACTIONS
IN RELATING VOLUNTEERS AND JOBS

1. Analyzing work areas and identifying placement opportunities for volunteers.
2. Giving assistance to volunteer recruitment efforts by:
   a. Being alert at all times for volunteer recruitment resources for referral to the appropriate volunteers, not only for known immediate positions, but for the organization as a whole.
   b. Developing a working knowledge of various segments of the community and assessing them as resources for volunteer recruitment or referral.
   c. Converting recruitment leads into helpful guides for volunteer recruiters.
   d. Counselling and supporting volunteers in their recruitment planning and activities.
   e. Interpreting what the volunteer jobs are to the public, to potential recruits.
3. Recognizing and performing the appropriate staff function in relation to such steps in volunteer placement as:
   a. Developing job descriptions, and modifying or redesigning them in relation to volunteer's time, skills, etc.
   b. Gathering information useful in assessing a volunteer's interests, abilities, time, etc. (through interviews, references, etc.).
   c. Making referrals to volunteers or paid staff responsible for specific volunteer placements.

d. Interpreting jobs to volunteers. (Explain requirements and limitations.)

e. Assessing a volunteer's potential for a particular assignment and making decisions regarding this.

f. Arriving with a volunteer at a plan of work that considers both the volunteer's interests, available time, etc., and the needs of the agency.

4. Being alert for and utilizing opportunities to reinforce volunteer to volunteer relationships in recruitment and placement activities.

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FROM A THREE DAY WORKSHOP OF THE UNIVERSITY OF DENVER TITLED, "VOLUNTEER MANAGEMENT". THE FOLLOWING ARE SOME POINTS TO BE CONSIDERED IN PLANNING:

1. Ready need translated into clearly defined jobs.

2. Clearly understand own professional role.

3. Budget staff time to effectively use volunteers.

4. Involve paid staff at all levels in planning.

5. Define expectations at volunteer level - problems arise if not defined.

6. Assign responsibility of volunteer to one central staff person.

7. Be willing to make available supervision and training of recruits.

8. Accept volunteers as colleagues and recognize them for their service.

9. Readiness to use volunteers at all levels - including policy making.

10. Welcome volunteers from the total community.

11. Prepare to modify program in light of volunteer contributions.

12. Help volunteer to see implications of total community in which he is working so that volunteer is comfortable with the situation.

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SOME BASIC CRITERIA FOR DEVELOPING VOLUNTEER POSITIONS

1. Is this a real job? Can its usefulness be made clear and concrete to the volunteer?

2. Can this job be done satisfactorily on a part-time basis?

3. Will time required for training and for support be in proportion to the volunteer time needed in actual service?

4. Can essential supportive staff work be provided?

5. Can staff work adjustments be made or "back-stops" be built in if the volunteer's other priorities make this necessary?

6. Does the job consider the varied interests and skills volunteers may bring and the value of his community relationships?

7. Are there possibilities for volunteer satisfaction in doing the job?

8. Is it probable that the kind and/or number of volunteers required for this job can be recruited?

9. Can you imagine a person's really wanting to do this job?

10. Does the agency offer variety in its assignments and a career ladder for the volunteer to advance up if the volunteer does choose to?

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SOME MAJOR STAFF RESPONSIBILITIES IN ENABLING VOLUNTEERS TO DEVELOP ON THE JOB

Be sensitive to what the volunteer brings, his potential, and his needs for support, watching for clues as to his interests, hopes, expectations.

Seek and utilize opportunities to involve appropriate volunteers in providing support, stimulation, recognition to other volunteers.

Plan with the volunteer in terms of how his needs for training and support can best be supplied: his available time, willingness or ability to do "homework," reading, etc.

Develop sensitivity to what kind of experience or training the individual volunteer will best respond to.

Be selective and well-focused on providing any training, reading matter, etc., to insure good use of volunteer's time.

Be alert for opportunities within the volunteer's assignment for offering experiences that will provide stimulation.

Be continuously alert to opportunities for genuine and purposeful recognition, related to individual's needs and aspirations.

Adapt your own share of a team job to use volunteer's strengths and enable him to grow.

In planning with the volunteer, allow for the loss of learning and mementum in part time work.

Insure that the volunteer understands essential technical terminology, professional "mores", etc.

Encourage volunteer initiative and experimentation.

Look at the volunteer's performance in terms of his "contract" and determine with the volunteer what the reasons are for any failures to fulfill commitments, and replan accordingly.

Volunteers like to grow, as does staff

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DO's and DON'TS for VOLUNTEER SERVICES

A Volunteer Coordinator Guide prepared by the University of Oregon Center of Leisure Study and Community Service in collaboration with the Lane County, Oregon, Volunteer Services Council includes the following do's and don'ts in working with volunteers:

DO's

1. Give volunteers tasks which compliment the service of paid professional employees.
2. Clearly define for employees and volunteers the differences in their tasks and roles.
3. Screen volunteers and accept only the ones who can contribute. Check references and interview each candidate just as you would an employee.
4. Encourage your staff in examining your program to decide which tasks volunteers could perform.
5. Demand a specific commitment of time and resources from volunteers. If possible, invite a well-functioning service group to come in to initiate the volunteer program under your supervision.
6. Provide an orientation program to acquaint volunteers with the functions and methods of doing their jobs well as the nature of their tasks.
7. Provide an ongoing, regularly scheduled training program.
8. Provide supervision. This may mean close supervision initially with more independence allowed as confidence is gained.
9. Make volunteer assignments based upon diagnosed skills, knowledge interests, capacity to learn, time available and resources.
10. Give recognition. Volunteers appreciate realistic recognition as much as paid staff do.
11. Assign one employee responsibility for administering the volunteer program. This responsibility can be shared with volunteers as they become available.

DON'Ts

1. Regard volunteers as an appendage to your program, perhaps only to be tolerated.
2. Use volunteers as a substitute for paid employees. The job which can be done well by volunteers should have been done by them in the first place.
3. Leave role definition vague so that staff and volunteers are anxious and uneasy about who has the responsibility in which area.
4. Leave to chance whether a volunteer can be helpful.
5. Put volunteers to work without knowing expectations, how to do the job, or how they fit into the total program.
6. Allow volunteers to learn by trial and error only, or to function in isolation from other volunteers and staff.
7. Allow volunteers to function entirely on their own. It is discouraging and they often know they are not helping.
8. Over-use, under-use or mis-use volunteers.
9. Ignore the need for encouragement and expressions of appreciation.
10. Distribute responsibility for administration of volunteer services among several employees, especially at the outset.

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TOWARD GREATER UNDERSTANDING OF HUMAN BEHAVIOR

To be helpful in working with people, I must remember that I should have:

1. An awareness of my own attitudes, feelings, and prejudices so that they do not interfere as I begin to offer help to others.

2. An understanding that people may react to situations with feeling rather than intellect.

3. An appreciation that people are different in physical and emotional makeup, family background, education, and life's experiences. They are alike in their basic needs to be loved, to have security, to be adequate, to achieve, and to be recognized.

4. An insight that people form attitudes based on how they see a situation. They may read meanings into situations that are not there. They may hear only what they want to hear.

5. A realization that people want to control their own lives and make their own decisions. Help is seldom acceptable unless it is sought, and the individual has the right to reject it.

6. A recognition that behavior may have meaning only to the individual and may not appear to be sensible or logical.

7. An appreciation that each person has personal needs and may react in a manner that attempts to meet them.

8. An understanding that a person's response may have little to do with me as a person. He may be reflecting worries and concerns that have no bearing on the current problem presented.

9. An acceptance of people as they are and where they are with their problems.

10. An understanding and ability to reassure the person that I recognize his problem and wish to work with him on it.

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A BILL OF RIGHTS FOR VOLUNTEERS ...AND A CODE OF RESPONSIBILITY

Every volunteer has:

I. THE RIGHT TO BE TREATED AS A CO-WORKER

...not just free help
...not as a prima donna

II. THE RIGHT TO A SUITABLE ASSIGNMENT

...with consideration for personal preference, temperament, life experience, education, and employment background.

III. THE RIGHT TO KNOW AS MUCH ABOUT THE AGENCY AS POSSIBLE.

...its policies
...its people
...its programs

IV. THE RIGHT TO TRAINING FOR THE JOB.

...thoughfully planned and effectively presented training.

V. THE RIGHT TO CONTINUING EDUCATION ON THE JOB

...as a follow-up to initial training
...information about new developments
...training for greater responsibility

VI. THE RIGHT TO SOUND GUIDANCE AND DIRECTION

...by someone who is experienced, well-informed, patient, and thoughtful
...and who has the time to invest in giving guidance

VII. THE RIGHT TO A PLACE TO WORK

...an orderly, designated place
...conducive to work
...and worthy of the job to be done

VIII. THE RIGHT TO PROMOTION AND A VARIETY OF EXPERIENCES

...through advancement to assigments of more responsibility
...through transfer from one activity to another
...through special assignments

IX. THE RIGHT TO BE HEARD

...to have a part in planning
...to feel free to make suggestions
...to have respect shown for an honest opinion

X. THE RIGHT TO RECOGNITION

...in the form of promotion
...and awards
...through day-by-day expressions of appreciation
...and by being treated as a bona fide co-worker

Correspondingly, each of us who are volunteers accept obligations to

BE SURE.	Look into your heart and know that you really want to help other people.
BE CONVINCED.	Don't offer your services unless you believe in the value of what you are doing.
BE LOYAL.	Offer suggestions, but don't "knock".
ACCEPT THE RULES.	Don't criticize what you don't understand. There may be a good reason.
SPEAK UP.	Ask about things you don't understand. Don't coddle your doubts and frustrations until they drive you away, or turn you into a problem worker.
BE WILLING TO LEARN.	Training is essential to any job well done.
KEEP ON LEARNING.	Know all you can about your agency and your job.
WELCOME SUPERVISION.	You will do a better job and enjoy it more if you are doing what is expected of you.
BE DEPENDABLE.	Your word is your bond. Do what you have agreed to do. Don't make promises you can't keep.
BE A TEAM PLAYER.	Find a place for yourself on the team. The lone operator is pretty much out of place in today's complex community.

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CHARACTERISTICS OF VOLUNTEERING

What significance does each of the following characteristics have for your work with volunteers?

Characteristics

1. Volunteers work without pay:

a. have expenses (parking, trans, lunch)
b. don't want to be overloaded or have to come
c. may be looking for paid job
d. have other demands on their time
e. have motivation to serve
f. may be students who volunteer to get experience
g. less control over individual
h.

2. Volunteers work on a part-time basis usually:

a. more scheduling
b. more training but may be able to more
c. not evenly distributed within agency
d. may be able to attract people who can enrich
e. offerings — different skills than staff.
f. need broader perspective as well as special task

Less continuity (gaps in days or hrs. worked)
More community contacts

3. Volunteers have other priorities that supersede their commitments to the agency:

a. may be feeling they have to test before commit more time
b. Interview should bring these out so it can figure in placement
c. realistic goals for agency
d. substitute plan (trade days, etc.)
e.
f.
g.
h.

4. Volunteers are needed for a great variety of reasons and bring a great diversity of skills, experience and interests:

   a. Placement primary
   b. Flexibility important
   c. Communication "
   d. Work out compromise between past skills & new interests or hobbies
   e. Bureau trying to ~~dlevp~~ develop Skills Bank for people who will do short term but don't want regular schedule
   f.

5. Volunteers are persons who have decided to give some of their time to service to others:

   a.
   b.
   c.
   d.
   e.
   f.

6. Volunteering may require adaptations in established work practices within the agency:

   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.

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Materials on
HUMAN NEEDS MET THROUGH VOLUNTEERING

Need	Strength	Ways of Meeting Needs
1) to belong	everyone wants to belong and to relate to others	volunteering in a warm receiptive setting - belonging to a group of volunteers
2) to give	ability to help others	opportunity to help others
3) to be recognized	ability to do something worthwhile that merits recognition	informal and formal avenues of recognition
4) to learn	everyone can learn	provide opportunities to grow and learn
5) to be creative	everyone has creative potential	incentive given to new creative, innovative ideas
6) to be powerful	ability to exert power in socially acceptable ways	give opportunities for leadership
7) to be hopeful	everyone wants to be	volunteering can offer the opportunity to be hopeful through offering rewarding, exciting jobs to be done
8) to succeed	everyone can experience some success	offer opportunities for success

Human Needs Met Through Volunteering

Need	Strength	Ways of Meeting Needs
9) to have fun	almost everyone can have fun	volunteer jobs can be fun--if atmosphere is right
10) to have a part in problem solving	everyone has ideas to offer	problems of the job should be solved by the people affected by them
11) to make decisions	everyone affected by a decision can make some relevant contribution	decisions to be made are more effectively followed if all who are to follow them are involved with decision-making process
12) to be considered a dignified individual human being	each person offers his unique self	individual recognition and attention

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SOME PRINCIPLES OF VOLUNTEERING

Volunteer work is done within an organization of people, organized with a plan and a purpose.

It enables you, as a volunteer, to give service to others in an organized way, but it also demands of you acceptance of teammates and adjustment to an organizational framework.

It allows you the privilege of representing the agency or the institution in which you serve, but it also demands of you loyalty to that organization and a clear understanding of its purpose.

It offers you training, supervision, and recognition, but it also demands of you commitment to your work and an inner discipline that holds you faithful to that commitment.

It gives to you an opportunity for growth, but it also demands the best you have to give at all times.

It endows you with responsibility for others, but it also demands of you that you hold yourself responsible to others.

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WAYS TO ORGANIZE AND MANAGE YOUR WORK WITH VOLUNTEERS

In the management of any paid job involving work with volunteers it is axiomatic that long-term gains must be evaluated against short-term investment of paid-staff time and energy. Conviction and effort are as basic to success in working with volunteers as distrust and manipulation of them are fatal.

The following are examples of some "helpful hints" which can be used in working with volunteers. They reflect some ideas expressed by persons experienced in working with volunteers and are presented against the frames of reference of (1) planning, (2) coordinating, (3) communicating, and (4) understanding the structure within which the volunteer-paid staff team is functioning. Within these frames of reference it is easier to think freely and to analyze for one's self ways for the paid staff to work with volunteers effectively in getting the job done.

Planning

Within the basic responsibility outlined in volunteer's job description or within volunteer's basic job, identify the aspects of it best suited to his skills and time for a beginning and expand as he develops.

Plan to have each volunteer adhere to a predictable schedule and to inform you when deviation from this schedule is necessary so that you can plan differently.

Adjust your plans for the volunteer if he can recommend a better way to get his particular job done in his own way. Point out any procedures he may not yet know that he will need to know.

You will save your own time, and make the whole operation more "shipshape" and efficient if you see to it that the volunteer's mailbox or in-basket does not become overloaded with irrelevant or unimportant material. Save your time and his by labeling communications or marking folders (as in an office), "Priorities". Do likewise for "Normal Attention"; then "Of interest - but not essential". You will receive fewer questions back this way and together you'll understand the relative importance of various materials.

If you set a time for a group meeting or a training course, do so only after testing to see that it is convenient for the majority of volunteers, then notify them as far in advance as possible--or if there is any change in the time.

Have volunteer's work ready for him to do when he appears; don't make him wait to work. If you can't see him, send or leave written instructions, a proposed agenda or alternative suggestions for action to be taken.

Prepare your staff work for him as indicated and have it ready when he appears (you should both know when that is). Send him prepared material ahead of time so you will both be familiar with content when you meet to discuss it; this will save your time and his.

Accompany the volunteer to meetings only when (1) he needs your kind of help, (2) volunteer-paid relationships should be demonstrated; (3) two points of view are indicated, i.e., volunteer and paid; (4) you are teaching the volunteer by interpreting the meeting to him so that another time he can attend alone.

Before his attending a conference or meeting, take time to brief the volunteer; otherwise, it will be a waste of his time and he may miss the main points.

Do not be off at lunch, or at coffee hour just when the volunteer is scheduled to arrive.

Select correct workload for the volunteer according to what needs to be done, his time, skill, and interest. Break the whole job into pieces each volunteer can handle as his time and skill indicate; add responsibilities as he develops and gives more time.

Be willing--and show your willingness--to modify and change program activities in the light of sound volunteer thinking and suggestion.

Coordinating

Be alert to the implications in the work of one volunteer that would have bearing on the work of another. Coordinate these or see that the two or more volunteers coordinate with each other.

In scheduling work assignments involving several volunteers or groups of volunteers, it is important for you to see to it that balance is maintained to insure that the service is constant and continuing. Workload must be broken down so that there are equal opportunities for involvement in the tasks to be done and a sense of achievement for all participating.

Time for individual conferences with volunteers is very important. These conferences should be planned and scheduled at times convenient to both parties. If an emergency prevents you from keeping this appointment, the volunteer should be notified and the conference re-scheduled at that time. Do not postpone conference time indefinitely. You should be equally flexible if the volunteer requests a change of appointment.

You can coordinate the whole more easily and in less time, if you take a little time, initially, to explain to the volunteer the relevance of his work to the whole; how his piece fits, and with what results.

When possible, periodic group meetings with the volunteers working on pieces of a large project should be scheduled so that the individual volunteer can hear and see how his job relates to the total and the progress and/or problems are shared and mutually handled.

When volunteers are involved in certain kinds of problem-solving situations, it is again important to see to it that there is good use of a variety of viewpoints and resources which individual volunteers bring. When there is a conflict of opinion between two volunteers, it is often helpful to propose group or committee work in order to come up with sound solutions to which several volunteers are therefore committed.

Communicating

A. When you are the initiator -- or sender --

As the paid staff is "communicating" to the volunteer, don't "talk down" just because he's unpaid; on the other hand, it is wise to remember professional jargon, initials, and gobbledegook are only enchanting to those of us caught in the web of agency vernacular.

Plan for specific times, with short intervals of time in between, when all volunteers that are working in the same unit or on the same task can be together with the paid staff member.

By this means you can --

get joint thinking and group decision

give group guidance

receive feedback on progress in work and feelings, morale and "climate"

observe inter-volunteer or volunteer-paid relationships

have basis for making individual assignments

get clues for supervision and approaches for improved support

To save time use written notes (memos, reports, minutes) to all volunteers (have duplicated or carbon copies made), make announcements at meetings rather than tell each volunteer separately, or indicate on master bulletin board.

Learn informally through experience the most convenient time each volunteer can be reached by phone--i.e., early morning, noon or dinner time, evenings, weekends--or never!

Keep list of pertinent things (not all things) that have happened during volunteer's absence that will have bearing on his work to bring him up to date.

Give clear and specific directions (about the total action to be taken, or about one step at a time depending on the volunteer's experience and capacity) so you are not asked multiple questions regarding each detail involved. Test for comprehension of the directions you give.

Present enough details on a meeting agenda to provoke thorough discussion. This will prevent "Yes" and "No" decisions which do not lend themselves to group commitment and involvement in next steps.

Take advantage of informal contacts with volunteers (i.e., lunch together, drive to and from meeting in same car, make joint field trips, etc.). This will provide you with an easy way to know the volunteer better, his pace, interests, and to obtain his thinking re problems or action in an informal way.

B. Helping the volunteer be the initiator--or sender

Help volunteer learn to avoid telling you every detail, or giving verbatim resumé when reporting something to you. This saves his time and yours. You can assist him to select significant items to report by the questions you ask, by praising him for succinct reporting, and by tactfully indicating that you have enough information and that his reporting need not be prolonged.

If the volunteer knows he will be absent (field trip, vacation, a meeting outside the office), ask him to brief you on what's pending, what may come up, and how he suggests handling it.

Teach volunteers to make, keep, or send you copies of action they are taking or have taken. It sometimes helps to provide a form which will facilitate this process. Stopping you in the hall, or a vague handwritten note or message delivered by a middle man won't do. This leads to confusion and often misunderstanding.

When volunteers have ideas they want to put into action, suggest they write a draft of their idea or plan, so that you can understand the purpose and expected results, rather than accept a volunteer's vague suggestion which will be difficult, if not impossible, for him or for you to implement.

Handle unnecessary volunteer interruptions by saying "May I call you back?" or "Could you come back in an hour?", "Will you send me a brief note about that?", or "We'll need to talk further about that."

Do not ask the volunteer to call or come when you know you'll be in transit or attending a meeting. Think through your probable availability and if

possible give him alternative times when he can see you or reach you by telephone. Lack of staff time and attention are very frustrating to the part-time volunteer.

Understanding the Structure Within Which the Volunteer-Paid Staff Team is Functioning

See to it that the volunteer knows what he needs to know and understand about how the organization works. In other words, the facts of life that those involved must learn to live with - structure, channels, procedure, authority, etc.

In planning for clerical workloads, keep in mind when reports, vouchers, mimeographing, etc., are due and see to it secretarial time is available as needed. Acquaint volunteers with the necessities of clerical-secretarial workload--vouchers, etc.

Be willing to share information about your own workload priorities, such as that you must confer with clients or your supervisor; take disaster and fund raising assignments; write reports; attend meetings of paid or professional staff; take or conduct training courses, so that volunteers will understand you are not neglecting them at these times, but rather doing other parts of your job. These activities are not more important than working with volunteers, but they have set times and deadlines around which working with volunteers must be planned and carried out.

Encourage volunteers to leave all files in the office. When they take written or resource material home, it wastes paid staff time searching.

Encourage volunteers to let clerical staff, volunteer or paid, do the filing; it is their job and they know best and this saves everybody's time.

Encourage the volunteer to use his relationships with other volunteers to the fullest. It will save your time for him and for you to capitalize on its values and strengths.

Help the volunteer sense the point at which he needs assistance and from resource he can get it, i.e., from another volunteer re where to wear volunteer patch; from secretary re filing or how to set up memo. Urge him to make as many decisions as he can alone (depending on their nature and his ability and experience).

In conclusion, a useable, practical "rule of thumb" for effective work with volunteers is:

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Prepare yourself in advance

Elicit enthusiasm by being enthusiastic

Realistically explain volunteer responsibilities

See that volunteering is promoted

Understand the volunteer's interests and needs

Answer questions kindly and precisely

Seek ways that insure job satisfaction for the volunteer

Involve the volunteer in plans and decisions

Offer him continued assistance to prevent insecurity and to help him grow

Neither flatter, nor belittle

You will note that the first letter of each line of the above, when ready vertically, spell PERSUASION. Webster's Dictionary states that one meaing of PERSUASION is "A strong belief, a conviction". Paid staff, if they are to be successful, happy workers, must be "of the persuasion" that volunteer leaders and workers are essential to the agency, that the calibre of their performance depends to a great degree on the attitude and ability of the paid staff; and that members of the paid staff can improve their skills and find additional ways to organize and manage their work with volunteers--which will, in turn, result in more, and better service to people.