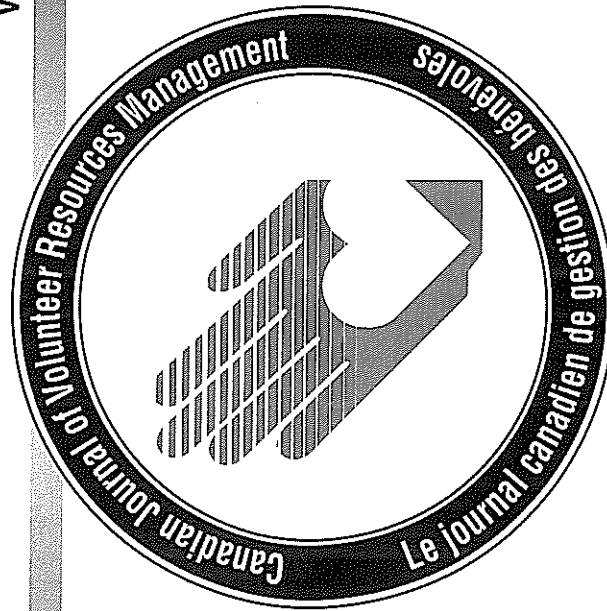

Canadian Journal of Volunteer Resources Management

Le journal canadien de gestion des bénévoles

1999

Volume 8.1



**EDUCATION
AND TRAINING
FORMATION**

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Canadian Association of Volunteer Resources Management
Association canadienne de gestion des bénévoles



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Published Quarterly Since 1992

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Sponsored By

Canadian Administrators of Volunteer Resources

ISSN 1192-1676

We invite submissions.

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Typeset and Printed in Ottawa at
Aarkade Design & Offset Printing Inc.

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EDITORIAL

What can we say about the benefits of training? We can say that it ensures that volunteers and staff perform effectively.

We can say that it avoids costly mistakes.

We can say that it avoids misunderstanding and conflict.

We can say that it helps volunteers integrate into the organization.

We can say it saves time and money.

We can say it is one of the highest forms of recognition for volunteers and staff.

All of these things and more are evident as we read through this issue. Starting with Catherine Latham's "Directing Volunteers Towards Healthy Boundaries" through to Mae Radford's "Training Friendly Visitors", we can see the critical role that training plays in creative an active, integrated volunteer service. Carol Anne Clarke and Debbie Smith provide us with excellent examples of co-operative training for volunteers - a great way to extend resources and provide volunteers with new perspectives. Lynn Ziraldo tells us about some interesting initiatives in Ontario.

So read on.... a wealth of information follows.

Ginette Johnstone is a member of the editorial team.

DIRECTING VOLUNTEERS TOWARDS HEALTHY BOUNDARIES

by Catherine Latham

The maintenance of healthy boundaries between volunteers and vulnerable clients in a social services setting is of paramount importance. Agencies providing services to these populations must be accountable for standards of behaviour which include creating and maintaining healthy boundaries.

The Straight Talk On Boundaries

Defining and explaining boundaries —how, when and where.

Many potential volunteers you will encounter will not be familiar with the term "boundary", especially if their previous volunteer experience has not been with a social service agency.

There are several occasions when boundaries can be relevantly discussed with a potential volunteer. Reference to boundaries can be made even at the interview/screening stage and the Coordinator of Volunteer Services may be able to determine a potential volunteer's concept of boundaries, and thus, suitability to work in direct service with clients. If inappropriate responses are returned, the potential volunteer may be steered to another non-client service within your organization or, quite possibly, not accepted at all.

Not all volunteers that you do accept will have full experience with setting and maintaining healthy boundaries. Group orientation sessions and in service training sessions provide a user-friendly forum to define and discuss issues around boundaries. Comfort level may be higher in group settings; many people do not like to discuss physical boundaries one on one.

Bring a solid definition of boundaries to the table. Read it at the beginning and at the end of the session for re-enforcement. One particularly fine definition is offered by the Interfaith Care Teams Training at the Rural AIDS Action Network which states:

A boundary is what separates one thing from another; it is a barrier, but also a frontier. When we talk about relationships between people, we talk about inter personal boundaries. These

boundaries are places where we distinguish ourselves from one another but also where we connect and touch. Boundaries vary in distance they set up between any two people, and in the things they tell us to do and not to do with one another.¹

Many organizations do not have written policies on boundaries, however, they are included in their code of ethics.

The Salvation Army Ottawa Booth Centre includes these criteria in their code of ethics – "Staff and volunteers shall refrain from developing personal relationships with clients, and, "Staff and volunteers shall respect the tenets of a client's culture and religion, while continuing to work within the mandate of the Booth Centre".²

As equally important as the definition, a volunteer must have a clear understanding of the need to establish and maintain healthy boundaries. Referring to the above definition, explain that boundaries can be frontiers – new frontiers of service, communication and life experience for both the client and the volunteer.

Boundaries can also be barriers. When healthy boundaries are in place, the volunteers and clients are shielded against inappropriate behaviours such as intimidation or abuse. There is apt to be less fear, discomfort and more positive encounters. Healthy boundaries provide everyone of us with protection: our autonomy, self-respect, safety and confidentiality.

The main thrust of boundary discussion with your team of volunteers could take the form of a round table discussion on healthy boundaries and of course, the consequence of boundaries being crossed.

Boundary violations are serious issues and should be discussed accordingly and regularly with your volunteers. Share your organization's policy on abuse.

Some organizations, including your own, may consider violating boundaries as a form of abuse. In the preamble of The Canadian Mental Health Association's Policy Statement on Sexual Exploitation and Abuse by Mental Health Service Providers, they clearly state that the following are examples of sexual exploitation and abuse: dating, suggestions of sexual involvement, sexualized conversation, unnecessary probing for sexual information, failure to be concerned about personal

boundaries and need for privacy and sexual contact ranging from inappropriate touching to intercourse and rape.³

In order to facilitate the do's and don'ts, develop scenarios that can be directly related to the service you provide to vulnerable clients. You may find role playing or skits useful when presenting this information to your volunteers.

Try to cover these basic areas and tailor them to your organization:

- Do not lend or borrow money, property or personal belongings;
- Do not accept gifts from clients;
- Do not engage in a relationship outside of the volunteer duties as outlined in the volunteer position description;
- Do not accept services/gifts as a secondary gain to your volunteer work.

Boundary violations are breaches of trust and in some cases, a breakdown in confidentiality.

Sample Scenarios

Scenario One

Volunteer Mary teaches lifeskills in a group setting for homeless men.

May twisted her ankle during a very snowy day and was ordered by her doctor to stay at home and to rest her ankle. A group of her clients that she meets with every week phoned her after looking up her number in the phone book and offered to come over to shovel her driveway on a snowy day. Mary thought it was a nice gesture and invited the clients over to her home. After two hours of heavy shovelling, Volunteer Mary invited the clients in for cocoa. The clients returned to the shelter and boasted about their hard work to the Coordinator of Volunteer Services.

What boundaries were crossed? Look for these responses from your group of volunteers:

- Mary accepted service in return for her volunteer work as a secondary gain.

- Mary disclosed confidential information about herself – where she lived.
- Mary opened herself up to potential abuse.
- The clients' good nature was abused by Mary.

Scenario Two

Volunteer Joe volunteers as a host at a weekly coffee house at an addiction treatment centre. On his way home one night he ran into a client who had relapsed. The client was intoxicated and a danger to himself and others. Volunteer Joe took the client for a coffee in hopes of sobering him up. Joe discussed the client's relapse and the reasons for it. The client became aggressive and Volunteer Joe left the restaurant alone.

Assist your volunteer group to identify these violations:

- Joe took on counselling role that was not in his job position description.
- Joe did not respect the client's need for space, privacy.
- Joe broke all confidentiality rules.
- The client was at a low point and may not trust Joe not to tell others of his demise.
- Joe dissolved trust between himself and the client.

Scenario Three

Volunteer Eileen is a volunteer housekeeper at a group home for behaviourally challenged teens. A client approached Eileen and asked her if she would mind mending his favourite pair of jeans. Volunteer Eileen took them home, repaired them and returned them to the client. Client showed off his repaired jeans to other clients and staff.

The boundary violations are very subtle in this scenario, but nevertheless they are violations. Have your volunteers identify the following:

- Eileen overstepped her role as a housekeeper, and made an attempt to "mother" a client.
- Eileen placed the needs of one client over the needs of another.

Remember to keep your training session on healthy boundaries lively, but informative. Be prepared for the volunteer that 'just doesn't get it'

and make note to speak privately to him/her later for follow-up. You may have to steer the volunteer to another position in your organization until a clearer picture has developed.

Encourage your volunteers to ask questions and develop their own scenarios of boundary violations and how they can be avoided.

Be On The Look-Out *Flags and Warning Signs – Blatant and Subtle*

The Coordinator of Volunteer Services has a responsibility to the organization, staff, volunteers and clients to be on the look-out for volunteer-client boundary encroachments and violations.

Violations can present themselves in various ways. Often they are subtle and can go on, if not detected for any given length of time. Some breaches are blatant and can be dealt with auspiciously. You as the Coordinator of Volunteer Services must be prepared to observe and react to any infringements in a tactful, knowledgeable manner.

Nevertheless, flags go up as warnings when boundary issues are a concern – hopefully before long-term damage is done.

Let's work with the flags that go up with the blatant violations:

- Your observation of physical transactions between a volunteer and a client – gift giving, money transactions, obvious touching.
- Second or third party disclosure – often disclosed to you directly from another volunteer, staff member or client. Details of violation may be sensitive and the party may feel uncomfortable about sharing information.
- Volunteer self disclosure – again a sensitive situation – put on a tactful stance.
- Observation of a secondary gain such as the shoveled driveway in Scenario One.

Some violations are not so conspicuous. These types of boundary concerns may not be all volunteer driven, and may be handled quite easily.

However some may be indications that there are serious matters to be dealt with, especially when a volunteer has a personal agenda to complete.

Unfortunately, in spite of all screening, interviewing and reference checks, risk is a reality. Not all volunteers volunteer simply out of a desire to help.

Look for these signs:

- Volunteer burnout – a volunteer is doing more than his or her Job Position Description calls for. Maybe he or she is working too closely or getting overly involved with a client.
- The volunteer is exhibiting too much familiarity between himself and the client, or vice versa.
- Watch for power shifts between volunteers. A domineering volunteer may be drawing power from clients – a sign of abuse. A submissive volunteer may have disclosed too much information about herself to a client and the trust boundary has been broken.

The Rural AIDS Action Network's Interfaith Care Teams Training cautions volunteers that these key feelings and behaviours may signal boundary problems. Coordinators of Volunteer Services should be aware and watch for these triggers, especially when a volunteer is new at the task they are performing:

- avoidance
- discomfort
 - shame and guilt (especially secret)
 - overprotectiveness
 - feeling incompetent
 - meeting your own needs
 - and not following the rules.

Be On Top Of It Today! *Maintaining Healthy Boundaries – Saying No, Saying Yes.*

Be firm on the onset about maintaining boundaries between volunteers and clients. Revisit boundary issues at every opportunity either formally or informally. Do regular check-ins with volunteers who work directly with clients, and especially those who work with clients away from the facility.

Train your volunteers to say “no” to advances or suggestive comments that could come from your vulnerable population. Have your volunteers make up their own scenarios and play them out using assertive, but polite “no’s”. In reverse, have each of your volunteers say “yes” to healthy boundary situations.

Handle boundary infractions seriously – send a message that violations will not be tolerated.

Remind yourself to review and flag the subtle signs of boundary infractions – volunteer burnout and familiarity. Do a reality check on your own burnout level – are you too busy or tired to observe the behaviours of others? Are you letting things get by you?

Communication, training and firm guidelines are all essential keys to maintaining healthy boundaries. Finally, empower your volunteers to make healthy choices concerning their own boundaries. In many cases, the setting and maintaining of boundaries will indeed be a new frontier for the volunteer and that’s perhaps what they are looking for in a volunteer role in your organization.

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ORIENTER LES BÉNÉVOLES VERS L'ÉTABLISSEMENT DE BALISES CLAIRES DANS LES ORGANISMES DE SERVICES SOCIAUX

par Catherine Latham

Le maintien de balises claires entre les bénévoles et les clients vulnérables dans le cadre de la prestation de services sociaux est d'une importance capitale. Les organismes qui offrent des services à ces populations doivent être tenus responsables des normes de comportement qui s'y appliquent, y compris celles qui concernent l'établissement et le maintien de balises.

Établir des balises, cela veut dire quoi au juste?

Définir et expliquer ce en quoi consistent les balises : pourquoi, à quel moment, où et comment le faire?

Parmi les candidats bénévoles que vous rencontrerez, nombreux sont ceux pour qui le terme « balise » n'est pas familier, particulièrement si l'expérience bénévole qu'ils ont acquise jusqu'ici ne les a pas amenés à œuvrer dans le domaine des services sociaux.

Plusieurs occasions se prêtent à l'explication de ce que constitue une balise. Il peut même en être question dès l'entrevue ou lors du filtrage d'un candidat. Ainsi le coordonnateur des services bénévoles sera en mesure d'évaluer comment le candidat perçoit la notion de balise et s'il est pertinent de lui confier un poste où il devra offrir des services aux clients directement. Lorsqu'un bénévole ne réagit pas de façon appropriée, il conviendrait de le diriger vers d'autres types de services sans contact direct avec la clientèle ou, plus probablement, de rejeter sa candidature purement et simplement.

Parmi les candidats que vous accepterez, il est bien entendu que tous ne sauront pas exactement comment établir et maintenir des balises. Les séances d'orientation en groupe et la formation en cours d'emploi fournissent d'excellentes occasions de présenter ces notions et d'en discuter. Le contexte de groupe se prête particulièrement bien à cet exercice car discuter seul à seul de balises physiques suscite parfois l'embarras.

Proposez une définition rigoureuse de la notion de balise. Faites-en la lecture au début puis à la fin de la séance afin de vous assurer qu'elle est bien ancrée dans l'esprit de chacun. Une très bonne définition du concept

de balise est celle qu'a élaboré le réseau Interfaith Care Teams Training Rural AIDS Action Network :

Une balise est ce qui sépare une chose d'une autre; c'est une barrière, mais aussi une frontière. Lorsque l'on parle des relations entre les gens, on parle de balises interpersonnelles. Ces balises sont ce qui nous permet de nous distinguer les uns des autres, mais aussi de communiquer et de nous rapprocher. Les balises varient dans la distance qu'elles imposent entre deux personnes et dans les choses qu'elles nous dictent de faire ou de ne pas faire avec d'autres personnes.¹

Beaucoup d'organisations n'ont pas de politique écrite en matière de balises, ce qui ne les empêche pas d'aborder cette question dans leur code d'éthique.

Le Centre Booth de l'Armée du Salut à Ottawa inclut les critères suivants dans son code d'éthique : « *Les employés et les bénévoles doivent s'abstenir d'entretenir des rapports personnels avec les clients, et « Les employés et les bénévoles sont tenus de respecter les principes dictés par l'allégeance religieuse ou culturelle des clients, durant toute la durée de leur mandat au service du Centre Booth ».*²

Outre la définition, il importe que les bénévoles comprennent clairement pourquoi il est nécessaire d'établir et de maintenir des balises claires. En vous reportant à la définition précédente, expliquez que les balises peuvent être des frontières, de nouvelles zones de délimitation à explorer en matière de services, de communication et d'expérience de vie et ce, tant pour les clients que pour les bénévoles.

Les balises peuvent également faire office de barrières. Lorsque des balises claires sont en place, les bénévoles et les clients sont en effet protégés des comportements inopportuns tels que l'intimidation ou l'abus, ce qui permet d'éliminer la peur et le malaise pour faire place à plus de rencontres positives. Ainsi les balises fournissent à chacun de nous une protection : autonomie, respect de soi, sécurité et confidentialité.

Le débat entourant la notion de balise et bien sûr les conséquences qu'entraîne la violation de ces limites a plus de chances de toucher au but s'il prend la forme d'une table ronde où chacun prend la parole.

La violation des balises est un problème sérieux qu'il convient d'aborder de façon régulière et avec le plus grand soin. Faites part à vos bénévoles de la politique de votre organisation en matière d'abus.

Certaines organisations, dont la vôtre, peuvent établir que la violation des balises constitue une forme d'abus. Dans le préambule de son énoncé de politique sur l'exploitation et les abus sexuels perpétrés par les dispensateurs de services en santé mentale, l'Association canadienne pour la santé mentale indique clairement que les comportements énumérés ci-après sont admis comme des exemples d'exploitation et d'abus sexuels : fréquentations, suggestion de rapports sexuels, conversation à caractère sexuel, question inopportune destinée à obtenir des renseignements à caractère sexuel, indifférence marquée à propos des *balises personnelles* et du besoin d'intimité et contacts de nature sexuelle y compris les attachements inopportuns, les rapports sexuels et le viol.³

Pour faciliter l'assimilation de ce qu'il convient de faire ou de ne pas faire, préparez des scénarios qui peuvent être reliés directement aux services que vous offrez à la clientèle vulnérable de votre organisation. Les jeux de rôles et les mises en situation sont d'utiles moyens de présenter cette information à vos bénévoles.

Efforcez-vous de couvrir les domaines suivants et d'adapter ces situations en fonction de votre contexte organisationnel :

- ne pas prêter ou emprunter de l'argent, des biens ou des objets personnels;
- ne pas accepter de cadeau de la part d'un client;
- ne pas entretenir de relation personnelle outre celle qu'implique l'exécution des tâches énumérées dans la description d'emploi;
- ne pas accepter de service ou de cadeau à titre de compensation secondaire pour le travail accompli bénévolement.

La violation de ces balises équivaut à un abus de confiance ou, dans certains cas, à une perte de jouissance du droit à la vie privée.

Exemples de scénarios

Scénario un

Marie enseigne bénévolement à un groupe d'hommes itinérants dans le cadre d'un programme d'entraînement à la vie quotidienne.

Une journée où il neigeait abondamment, Marie s'est tordu la cheville et son médecin lui a recommandé de rester à la maison et de mettre sa cheville au repos. Après avoir cherché le numéro de téléphone de Marie dans l'annuaire, des clients qu'elle rencontre chaque semaine lui ont téléphoné et offert de déneiger l'entrée de sa maison, encombrée par la neige. Marie y a vu une marque de gentillesse et a accepté. Les hommes ont pelleté la neige durant deux heures et Marie, pour les remercier, les a invités à entrer et leur a offert un chocolat chaud. Les clients sont retournés au centre et ont raconté leurs prouesses au coordonnateur des services bénévoles.

Quelles balises ont été franchies? Efforcez-vous de faire ressortir les éléments de réponses suivants :

- Marie a accepté un service en retour du travail qu'elle accomplit bénévolement, à titre de compensation secondaire.
- Marie a révélé des renseignements personnels la concernant, en l'occurrence le lieu où elle vit.
- Marie s'est placée en situation de risque d'abus.
- Marie a abusé de la nature débonnaire de ses clients.

Scénario deux

Chaque semaine, Joseph anime bénévolement un café-rencontre dans un centre de traitement pour toxicomanes. Un soir qu'il s'en retournait chez lui, Joseph a rencontré par hasard un client qui a fait une rechute. Le client était intoxiqué et représentait une menace pour lui-même et pour les autres. Joseph a décidé d'emmener le client prendre un café dans l'espoir de le calmer. Joseph lui a parlé de sa rechute et l'a interrogé sur les motifs qui l'ont poussé à agir de la sorte. Le client est devenu agressif et Joseph est reparti seul du restaurant.

Amenez le groupe à identifier les violations suivantes :

- Joseph s'est attribué le rôle de conseiller auprès du client et cela ne fait pas partie de sa description de tâches.
- Joseph n'a pas respecté le besoin d'intimité et la vie privée du client.
- Joseph a brisé toutes les règles de la confidentialité.
- L'état dépressif du client peut le porter à se méfier de Joseph et à croire qu'il fera part de son état aux autres.
- Joseph a brisé la confiance établie entre lui et le client.

Scénario trois

Hélène fait le ménage bénévolement dans un foyer d'accueil pour adolescents qui souffrent de problèmes de comportement. Un jour, un client a demandé à Hélène si elle accepterait de réparer ses jeans préférés. Hélène a pris le vêtement chez elle, l'a réparé et l'a rendu au client. Le client a montré son pantalon réparé aux autres clients et au responsable du foyer d'accueil.

Dans ce scénario, les balises qui ont été transgressées sont très subtiles, mais il y a bel et bien eu transgression. Amenez vos bénévoles à faire les constatations suivantes :

- Hélène a outrepassé son rôle qui se limite à faire le ménage et elle a tenté de « materner » un client.
- Hélène a placé les besoins d'un client devant ceux d'un autre.

Prenez soin de rendre vos séances de formation aussi informatives qu'agréables. Soyez prêt à ce qu'il se présente un bénévole qui ne voit vraiment pas de quoi vous voulez parler lorsque vous aborderez la question des balises. Prenez note de le rencontrer individuellement à un autre moment et de suivre de près son cheminement. Vous devrez peut-être l'orienter vers un autre poste jusqu'à ce qu'il comprenne plus clairement ce dont il s'agit.

Encouragez vos bénévoles à poser des questions et à élaborer leurs propres scénarios pour illustrer la violation des balises et la façon d'éviter ces situations.

Soyez vigilant

Signes avertisseurs, flagrants ou plus subtils

Que ce soit envers l'organisation, le personnel, les bénévoles ou les clients, le coordonnateur de services bénévoles a l'obligation d'exercer toute la vigilance voulue afin de détecter toute violation des balises établies entre les bénévoles et les clients.

La transgression d'une balise peut se présenter différemment selon le contexte. Souvent, les manifestations sont subtiles et peuvent, lorsqu'elles ne sont pas détectées, se poursuivre très longtemps. Par contre, il arrive

que la violation soit plus flagrante et fasse l'objet d'une intervention propice en temps voulu. Votre rôle en tant que coordonnateur de services bénévoles est de vous préparer à déceler toute violation des balises établies et à y réagir avec tact et en toute connaissance de cause.

Lorsque des balises sont menacées, certains signes avertisseurs se manifestent et, avec de la chance, on peut intervenir avant qu'un tort ne soit causé à trop long terme.

Considérons les signes qui devraient sonner l'alarme dans les cas de violation flagrante :

- Vos propres observations à l'égard des transactions physiques qui interviennent entre un bénévole et un client : échange de cadeaux, transactions d'argent, atouchements évidents.
- La divulgation de renseignements par une seconde ou tierce personne — souvent par l'entremise d'un autre bénévole, d'un employé ou d'un client. Parfois, la situation est délicate et les détails placent la personne qui vous les communique dans l'embarras.
- Le bénévole révèle lui-même avoir violé des balises — autre situation délicate, à laquelle il convient de réagir avec tact.
- Observation d'un cas de compensation secondaire comme celui du déneigement de l'entrée de la bénévoles dans le premier scénario.

Certains cas de violation sont moins évidents. Les problèmes qui en découlent ne concernent pas toujours directement les bénévoles et peuvent être assez facilement réglés.

Dans d'autres cas cependant, la situation peut indiquer clairement qu'il y a des problèmes sérieux auxquels il faut s'attaquer sans tarder, particulièrement lorsqu'un bénévole agit à l'insu des autres.

Malheureusement, les mesures de filtrage, les entrevues et la vérification des références ne suffisent pas toujours à éliminer tous les risques. Les bénévoles ne sont pas tous en poste pour le simple plaisir de rendre service.

Soyez à l'affût des signaux d'alarme suivants :

- Bénévoles surmenés — un bénévole fait davantage que ce qui

est établi dans sa description de tâches. Peut-être travaille-t-il trop étroitement ou s'engage-t-il outre mesure avec ses clients.

- Un bénévole montre une trop grande familiarité envers un client ou vice-versa.

- Sachez déceler les transferts de pouvoir entre bénévoles et clients. Par exemple, un bénévole au tempérament dominateur peut s'approprier le pouvoir de ses clients, un signe d'abus; un autre de nature plus soumise peut divulguer trop de renseignements de nature personnelle à ses clients et ainsi briser le lien de confiance établi entre eux.

La formation offerte dans le cadre des activités du Interfaith Care Teams Rural AIDS Action Network met les bénévoles en garde contre de tels sentiments et comportements qui signalent parfois l'incapacité d'établir des balises claires. Il importe que les coordonnateurs de services bénévoles soient en mesure de reconnaître ces mécanismes et de les repérer, surtout lorsqu'un bénévole est appelé à exécuter une tâche pour la première fois :

manquement au devoir
malaise

honte et culpabilité (particulièrement en secret)
tendance à surprotéger

sentiment d'incompétence

besoins personnels à combler

refus de se plier aux règles

Prenez le dessus dès maintenant!

Maintenir les balises établies — en disant non, en disant oui

Insistez au départ sur l'importance d'établir et de maintenir des balises claires entre les bénévoles et les clients. Reparez de ces questions avec votre équipe aussi souvent que possible, formellement ou non. Sondez régulièrement vos bénévoles qui sont en lien direct avec des clients et, en particulier, ceux dont le poste les amène à intervenir auprès des clients hors des points de services.

Apprenez aux bénévoles à dire « non » à toute avance ou à tout commentaire suggestif qui pourraient provenir de votre clientèle vulnérable. Encouragez-les à élaborer des scénarios et à les jouer en

disant « non » fermement mais poliment. À l'inverse, incitez vos bénévoles à dire « oui » lorsqu'il y a respect des balises établies.

Réagissez aux infractions avec sérieux. Laissez savoir clairement que vous ne tolérez aucune forme de violation des balises.

Prenez note de repenser de temps à autre aux signaux parfois subtils qui annoncent la transgression d'une balise, par exemple le surmenage et la familiarité. Commencez par évaluer votre propre niveau de fatigue : êtes-vous trop occupé ou fatigué pour surveiller le comportement des autres? Laissez-vous les situations vous échapper?

La communication, la formation et l'adoption d'une ligne de conduite claire et ferme sont essentielles au maintien des balises établies. Enfin, donnez à vos bénévoles le moyen de faire des choix éclairés en ce qui a trait à leurs propres balises. Pour beaucoup de bénévoles, l'établissement et le maintien de balises constituent des zones de délimitation qu'ils n'ont jamais explorées, et c'est peut-être cela qu'ils recherchent à travers la fonction qu'ils exercent au sein de votre organisation.

- 1 Rural Aids Action Network, Interfaith Care Teams Training, Minneapolis, Minn., feuillet d'information « Balises » (traduction libre).
- 2 Le Centre Booth de l'Armée du Salut, Ottawa, Ont., « Code d'éthique » (traduction libre).
- 3 Association canadienne pour la santé mentale, CMHA Policies, Sexual Exploitation and Abuse by Mental Health Service Providers via le site Internet : icomm.ca/cmhacan/english/policy/po104 (traduction officielle non disponible).

*Traduction : Marie-Josée Rosset
Fédération des centres d'action bénévole du Québec*

Tell us what themes you would like us to feature in an upcoming issue of the journal.

COMMUNITY INVOLVEMENT AT THE SECONDARY SCHOOL LEVEL IN ONTARIO

by Lynn Ziraido

Here are some details of the Ontario Government initiatives for community involvement for high school students.

COMMUNITY INVOLVEMENT AS PART OF DIPLOMA REQUIREMENTS

- A mandatory requirement for completion of the Ontario Secondary School Diploma.
- In addition to 30 course credits, each student must also complete 40 hours of community service.
- Hours may be completed at any time before May of the graduating year.
- Community participation must occur outside of regular class time (i.e. lunch hour, summer, evenings, weekends, holidays).
- Community involvement for co-operative education programs, court-ordered community service and alternative measures programs cannot be counted for the fulfillment of the community involvement requirement.
- Activities in which students do not receive remuneration.
- Activities in which students do not replace a paid worker.
- Effective for students entering grade 9 in 1999.

COMMUNITY INVOLVEMENT AS A CIVIC AND EDUCATIONAL EXPERIENCE

- Will provide students with an opportunity to learn more about

the community in which they live and their role as members of society.

- Students will have the opportunity to acquire new skills ranging from interpersonal and public relations skills to computer or technology-specific knowledge.
- The opportunity to explore possible career options and to establish workplace contacts and references.
- Students will learn about themselves in the process, gaining confidence and self-esteem through their contributions to society.

ACTIVITIES WHICH QUALIFY AS COMMUNITY INVOLVEMENT

- **Activities in the community** such as assisting charities, service clubs and other not-for-profit organizations (i.e. coaching, committee work, fundraising).
- **Activities within the school** such as participating in student governance or other non-credit extracurricular programs.
- **Activities with individuals** such as helping the elderly or those with special needs.

HOW COMMUNITY INVOLVEMENT WILL BE MONITORED

- Students will learn how to make independent and responsible decisions by self-directing and self-monitoring their community service to a considerable extent.
- Teachers will not be responsible for overseeing this program.
- Students will keep a record of hours of involvement signed by an official at the place of service.

- Parent(s)/guardian(s) will be required to oversee the students' placement decision.
- A yearly summary of hours will be provided on report cards.

AS PROFESSIONAL ADMINISTRATORS OF VOLUNTEER RESOURCES, WE NEED TO:

- Continue to recognize the value of community service by our youth.
- Create partnerships between schools and not-for-profit organizations.
- Design positions that are positive and appropriate to the skills and interests of youth.
- Match existing volunteers with students in this project so there is no additional time required to train new volunteers.
- Ensure policies are in place to include youth, wherever possible.
- Develop a database of opportunities within organization for placement of students.

“The message to young adults should be to get involved in their community wherever assistance is needed and for schools, not-for-profit organizations, etc. to accept students' creativity in building a stronger community.”

Lynn Ziraldo is the Past President of the Ontario Association Volunteer Administrators and Executive Director of Learning Disabilities Association of York Region.



THE ANNUAL CONFERENCE FOR VOLUNTEERS IN OUR COMMUNITY

by Carol Anne Clarke

In 1990 the Royal Ottawa Hospital Volunteer Services (ROHVS) had the foresight to develop an educational pilot project that would fill a need for volunteers within our hospital and participating agencies.

As a leading mental health care provider, the ROHVS took a pro active position. Three organizations met to discuss the concept of collectively developing and facilitating some training particularly relevant to their volunteers involved with psychiatric clients. The purpose of such training provided an opportunity for 60 volunteers to increase volunteer's knowledge and understanding of mental illness. Two one and a half hour workshops were based on encounters volunteers had experienced with psychiatric clients. Participants learned how to focus conversations, how to respond to "difficult" questions and how to redirect inappropriate topics.

The next year a full day conference was planned. Ninety volunteers from 15 different organizations serving consumers of mental health services participated. Registrants selected two workshops from a choice of four options. Small discussion groups on topics such as: communication, how to identify when someone is not feeling well and how to support that person, how to motivate a person to participate in activities, psychiatric illnesses, symptoms, behaviours exhibited, medication and side effects, to name a few.

Eight years later this training program is still thriving in spite of cutbacks and reconfiguration. The conference mandate has been expanded to include volunteers from health care, recreation, arts and culture and not-for-profit organizations. Prior to planning for this year's conference, managers of volunteers were invited to attend a full day session and they provided valuable input into the

issues their volunteers were dealing with. This way we were able to customize the workshops to make this training more meaningful. The 250 registrants had the opportunity to participate in a valuable series of professional development workshops customized to meet the varied needs. Fourteen workshops (two french sessions) were offered.

Registrants were asked to complete evaluation forms. The results indicated that 94% would attend next year. The feedback received provides valuable information on the conference and assists the committee in developing next year's program.

It is important to mention that a conference of this caliber is made possible only by the dedication and commitment of the planning committee, which is comprised of representatives from community organizations. Presenters volunteer their time to ensure the professional calibre is maintained.

This conference provides an opportunity for volunteers from across our region to learn new skills which will enable them to interact more effectively, to meet other volunteers and to learn more about available services in the community.

From my perspective, as a manager of volunteers, this format provides an opportunity for our volunteers to have access to highly qualified speakers that I would not have the funds to provide. Though the concept started with educating volunteers from similar agencies about mental health issues, it has evolved to a conference for volunteers throughout our community.

Carol Anne Clarke is the Director of Volunteer Services at the Royal Ottawa Hospital and is the Chair of the Planning Committee for "A Conference for Volunteers in our Community".



VOLUNTEERING TRAINING CO-OPS: THE ANSWER TO LOW WORKSHOP ATTENDANCE

Debbie Smith interviewed by Ginah Park

One hears of babysitting co-ops, of co-operative kitchens, so why not volunteer training co-ops? It's an idea that works well both for the volunteer agencies and the volunteers. Each month, one social agency serving youth hosts a workshop to which volunteers from nine other agencies are invited to attend. One agency arranges for a speaker to give a presentation on a topic of relevance to all the volunteers. The host agency looks after the cost of the speaker, refreshments and arranges for the location of the workshop.

Debbie Smith, the Volunteer Program Manager with Winnipeg Child and Family Services - East Area, was instrumental in setting up an inter-agency volunteer in-service initiative in Winnipeg. In the early 1990s, Smith was the coordinator of volunteers with the YMCA in Edmonton. She says that when she hosted a workshop for Volunteers, only a handful showed up out of 100. Knowing volunteers are busy people already volunteering on a weekly basis, they often are not able to commit to non-mandatory training. That's when she got the idea to pool resources and share workshops. The response from other agencies was positive and the workshops were a success.

In 1996, Debbie came to Winnipeg to be the coordinator of volunteers for an adolescent treatment centre known as the Knowles Centre. Shortly after, she initiated a similar program. Debbie approached other agencies serving youth and formed an Inter-Agency In-service Committee. The committee brain-stormed possible topics and narrowed it down to nine. Some of the topics included: Volunteering with Sexually Abused Children, Cultural Awareness, Youth and Addictions, Dealing with Parental Mental Health, Volunteering with Challenging and Aggressive Youth, and Discipline with Dignity.

The Inter-Agency In-services run from September to May, excluding December. Debbie says that on the average, thirty volunteers attend each training event. What Debbie says she likes about Inter-Agency Volunteer In-services is that "this type of project runs itself". She explains: "it frees you up from having to do nine workshops for the year. You only have to concentrate on hosting one, but your volunteers can attend nine training sessions each year."

As for the volunteers, Debbie says one of the benefits is in gaining new skills and insights. She says in past surveys, volunteers have consistently rated education as one of the main reasons for volunteering and this is a great way to develop new skills.

If you would like more information on how to get a volunteer training co-op initiative started in your community, please call Debbie Smith at 204-944-2051.

Debbie Smith is a Volunteer Program Manager with Winnipeg Child and Family Services. Since 1991, Debbie has been active in the field of volunteer management in a social service setting. Her greatest joys and challenges are parenting her two "Energizer Bunny", boys, especially with her husband's busy out-of-town travelling schedule.



A CREATIVE VOLUNTEER EDUCATION INITIATIVE

by Mae Radford and Carol Stonehouse

The Victorian Order of Nurses (VON) 1,650 volunteers are prized highly. Not only do they provide services of excellence; they also serve as our community ambassadors. A profile of today's volunteers shows that they have diverse backgrounds and interests plus a variety of learning needs. Like other service providers, volunteers want to realize their own goals while striving to meet those of the organization they have chosen. Volunteers want to be current and skilled.

Educational opportunities are essential for recruiting and retaining a dedicated volunteer team. Wilson points out that volunteer education should be seen as essential rather than a luxury (Wilson, 1976).

This article will describe one VON volunteer education initiative — workshops for volunteers and staff on cultural awareness.

The idea for cultural awareness workshops arose out of a large study conducted by McMaster University from 1995 - 1998 on healthy work environments (Denton & Zoytenoglu, 1998). The study, plus an analysis of evaluations of VON volunteer education, revealed two major things. One, that topics must be relevant to the work of the volunteers and two, that education opportunities should be offered at different times and locations.

In the Spring of 1996 the Board of Directors of VON Hamilton-Wentworth approved a plan to meet their goal of educating staff and volunteers about cultural sensitivity. A "Train the Trainer" model was adopted. Staff members designed two education sessions, each two hours in length. Because of the huge amount of information on the topic, this was a challenge.

"*Just Think About It*" was session one. A kit covered baseline information—definitions, prejudices, culture and ethnicity. This provided a common baseline for staff and the sixty-three volunteer learners. One of the most captivating aspects of this session was the use of puppets as special aids to learning. Puppetry, as a form of communication, can enhance learning. Actual case scenarios, presented in a non-threatening manner, encouraged participation and discussion about sensitive and emotional issues.

The second workshop "*Adventures in Cultural Sensitivity*" included specific tools to explore or resolve 'cultural bumps'. 'Cultural bumps' occur when there is a misunderstanding or misinterpretation of culture. The learners were given a variety of situations to illustrate 'cultural bumps' plus examples of how the tools could be utilized. In small groups, they discussed case studies and applied the tools. Finally all the information was shared with the groups so that everyone could learn about all the situations.

During 1996 and 1997 the workshops were offered to all VON staff. Concurrently the VON Volunteers Services Coordinator began working with a committee consisting entirely of volunteers to develop workshops for the 1,650 volunteers of the branch. A review of the surveys and research results proved this would be challenging. It was decided that the workshops would be offered in three locations of Hamilton-Wentworth, both in the afternoon and evening. A strict budget determined the locations. Criteria for selecting locations were free space, wheelchair accessibility and permission for VON to bring special refreshments and various ethnic snack items. Promoting the sessions was an important factor. Each volunteer received a VON newsletter. Flyers were mailed to volunteers near selected locations. A creative co-op student designed a telephone tree. This enabled selected volunteers to invite other volunteers.

The evaluations completed by participants were very positive with comments such as, "Humour and fun were brought to a challenging discussion" and "the discussion on prejudice and stereotyping was stimulating". Volunteers appreciated the interaction of the group, the

casual atmosphere and the way the puppets demonstrated ways of doing things in various cultures.

Also on the evaluation form, the participants were asked to complete the statement: "I will be able to follow up this session with...". The response list was lengthy. Comments included: bibliography list, do's and don'ts; handout; knowing a little more about the cultures around me, not to be afraid to ask questions about a culture different than mine and respecting the fact everyone has certain traditions they live by.

Our experience with this creative volunteer education initiation was a thrilling experience for all. We will use the volunteers' comments to plan future education forums that are designed to aid volunteers in realizing their own goals, while we strive to meet those of VON. We would be glad to share more details.

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Mae Radford is the Manager, Volunteer Services for VON Hamilton-Wentworth which provides a variety of community support services including visiting, palliative visiting and Meals On Wheels.

Carol Stonehouse is the Coordinator of Volunteers, Volunteer Services for VON Hamilton-Wentworth.



PEER EXPERTS COLUMN

Scenario:

I am the Activation Coordinator for a seniors chronic care facility of about 300 beds. Along with all my other duties, I am also responsible for coordinating about 75 volunteers who come in to assist in various ways. My problem is with volunteers who, despite the great skills they have to offer, only volunteer for a few months and then decide to leave. I feel like

I have just completed one orientation session when I have to start over again and that is a huge drain on my time. There must be some way I can manage this issue better.

Response from Diana Boudreault:

The scenario that you describe is not uncommon. There are two ways to handle this: make the best of the current situation, or try to improve the situation.

You must realize that short-term volunteers are a fact of life, and sometimes, no matter how much we would like to avoid it, our turnover rate is going to seem monumental. I know what you mean about the frequency of Orientation sessions. Perhaps a solution for you is to train a long term, trusted volunteer to present the Orientation sessions in your place - even a team of volunteers, to break the presentation up a bit. Training the trainers would require a chunk of your time, but if you select the right people, volunteers who want to train others, who have the skills and know your organization, they will stay with that assignment for a long time, and call it their own.

If your goal is to improve the turnover rate altogether, it would be wise to examine your whole management system. Are your recruitment strategies worded to indicate that you are seeking serious volunteers, willing to make a commitment to your organization? Do your screening procedures reflect that you are serious about who you select and in return expect serious candidates? Are the people who supervise the volunteers trained? Are you keeping statistics of your volunteers' time commitment, of their work and their successes so that they feel that they are very important? And how are you training, supervising and thanking your volunteers?

In organizations such as yours, there is frequently an epidemic of "volunteer ignoring". Please, offer some training in the management of volunteers to the members of staff who supervise volunteers. You can get much of the information that could help you at your local Volunteer Centre.

Diana Boudreault is the Coordinator of Volunteer Resources for the Ottawa-Carleton Regional Police Service. She was previously the Assistant Director at the Volunteer Centre of Ottawa-Carleton.

Response from Alan Currie and Val Green:

Shorter term volunteers certainly appear to be the reality today. You may wish to be clear about your needs in the initial interview. If you know they cannot commit for at least six months, avoid the temptation of simply filling the spot.

For the longer term, review your current volunteers and determine if two or three might be capable and willing to help you as Lead Volunteers. They could be trained to deliver your orientation sessions. This would avoid a major drain on your time. It also gives the volunteers involved extra status and the opportunity to expand their skills. As with your other volunteer positions, you will need to ensure your site's union agrees.

Another option would be to do group orientations with volunteers assisting you in the process. You may also find it valuable to review your recent exit interviews to determine if there are any specific issues you could address as to why volunteers are leaving after a short period of time.

Alan Currie and Val Green are with Volunteer Victoria.

Response from Carolyn Smith:

High volunteer turnover can be a symptom of many things: inappropriate placement; insufficient training, support or supervision; changing trends in your community and in voluntarism; lack of recognition; lack of noticeable "impact"; little or no sense of direction, and/or a whole host of other reasons. In this case, four particular issues are likely affecting volunteers retention:

- Compartmentalizing the duties of staff to include management of volunteers responsibilities;
- Mistaking orientation for training -orientation is information, not preparation;
- Inappropriate placements often result in skillful people being unfulfilled;
- Lack of support, communication or debriefing.

Some time must be invested in generating a new, positive and sustainable process for engaging volunteers. As a first step, consider doing exit interviews with volunteers who are leaving to find out how they feel about your facility. Then develop a plan to address trends and issues that surface.

There is no quick fix to this problem. Aside from exit interviews, it is wise to assess the volunteer service from all perspectives. Carefully reviewing each and every step of your process and its effectiveness from staff, volunteer and resident points of view should give you a clear sense of what needs to change.

Seventy-five volunteers form a significant constituency of power. Without their involvement at all levels within your facility, resident care would suffer. Your time is certainly a valuable commodity, as is theirs.

Carolyn Smith is with the United Way, York Region and is a member of the board of PAVR-O, Professional Administrators of Volunteer Resources - Ontario.

Response from Roberta Verch:

Unfortunately short term placements and higher turnover of volunteers is a reality that most volunteer administrators have to deal with today. So much of our time tends to be spent on recruiting volunteers to meet existing and on-going needs within our organizations, not enough time can be spent improving the overall quality of our programs. You may want to choose several areas within the management process and concentrate your efforts on improving those aspects of your service.

The matching interview is probably the most crucial of all volunteer management tasks. Having well-designed volunteer jobs that include the qualifications, skills and commitment requirements will help both the potential volunteer and the interviewer determine whether they are suitable for a position and the organization. Taking sufficient time to learn about the person - what motivates them, what they have to offer, what they hope to get out of the placement, etc., and to explain the organization's needs, will improve the likelihood of a successful placement and the probability of the volunteer staying over a longer period of time.

By involving staff as much as possible they will assume more responsibility, ownership and support for the volunteer service; staff and volunteers will become more of a team and gain a better appreciation of one another. Consider involving staff in the orientation and training process. Let staff know what is expected of them as a supervisor and what authority they have with the volunteers. Are staff aware of how they can recognize volunteers on a day-to-day basis? Are staff recognized for their participation

and involvement in the volunteer department? Involve staff in making any decisions that affect how they are to work with volunteers.

Lastly, when volunteers leave find out why they are leaving. This may help you determine what areas can be improved to decrease the high turnover. Regardless of how long individuals volunteered, let them know if they did a good job and how much they were appreciated. They leave feeling good about themselves and the organization and may decide to return as a volunteer at some time in the future. Even better - they may tell someone else who in turn may want to volunteer with your organization.

Roberta Verch is the Manager, Volunteer Services at the Lions Club of Winnipeg, Housing Centres.



BOOK REVIEW

by Rob Schnell

"The Art of Training Adults"
by Peter Renner

"We cannot teach anyone directly; we can only facilitate a person's learning."

Carl Rogers

If we understand and accept Carl Rogers' above hypothesis, then the book *The Art of Teaching Adults* by Peter Renner might be more aptly named *The Art of Facilitating Learning*. This book is a tremendous resource that can be used by both new and seasoned trainers, teachers and facilitators. Renner's book is chock-full of checklists, suggestions and innovative ideas that can be used to turn anyone into a facilitator of learning.

As a resource it provides 'user friendly' advice in a clear and concise manner on virtually everything from learning theory to the how and when to use films, and all that lies in between. It provides guidance and direction on how to stimulate participation while still keeping the responsibility for learning with the learner where it belongs.

If you are looking for a resource that will provide you the need-to-know information in an easy to use format, then the book *The Art of Teaching Adults* by Peter Renner is definitely the book for you.

Rob Schnell is senior partner with The Performance Group, a human resource consulting firm and has over 20 years experience in the development and delivery of training programs.



NEWS BITS

- Marilyn Mushinski is now the Ontario Premier's Parliamentary Assistant with responsibility for volunteerism....
- *Caring Canadians, Involved Canadians* is a national study from Volunteer Canada, The Canadian Centre for Philanthropy, Canadian Heritage, Health Canada, Human Resources Development Canada and Statistics that provides results of the most recent study on philanthropy and volunteerism in Canada. Search the Statistics Canada Website for more...
- The United Nations has officially proclaimed 1999 as the International Year of Older Persons...
- The Voluntary Sector Round Table has just released its report "*Building on Strengths: Improving Governance and Accountability in Canada's Voluntary Sector*". Call Volunteer Canada for more information at (613) 241-4371
- VolNet created by Industry Canada. Will assist in helping match up organizations who have computers to donate and agencies who need them plus assist with communication technology requirements. See Industry Canada's web site <http://www.ic.gc.ca>

ITEMS OF INTEREST

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VOLUNTEER COMMITMENT SURVEY

In our ongoing efforts to respond to you our readership, we are pleased to present the results of the survey that you requested which we conducted on your behalf.

We included a survey on volunteer retention rates in the Spring issue on Evaluation. Here are the results.

We received 31 responses to the survey; this represents a response rate of 70%.

- 71% of organizations have a minimum commitment which they expect volunteers to keep. That commitment ranges from 50 hours to 2 years. The most common expectations are for 3 months, 6 months and 1 year.
- 55% of respondents said that over 80% of their volunteers meet their commitment.
- There is no consensus around the acceptable turn-over rate, respondents citing from 10% to 70% as acceptable.
- Turn-over rates for 1995 and 1996 are largely unknown. For 1997, they range from 8% to 47%.
- 87% of respondents conduct exit interviews.
- The most common reasons for leaving are: 74% job commitments, 52% educational commitments and 52% relocation.

Thank you for participating and allowing us to create a vehicle that is here to assist you in your day to day management of volunteer resources.

The Editorial Team

DEADLINES FOR SUBMISSION AND THEMES

<u>Issue</u>	<u>Deadline</u>	<u>Theme</u>
Spring '99	articles due on the 24th of February	Stress and Time Management
Summer '99	articles due on the 24th of May	International Volunteering
Fall '99	articles due on the 24th of August	Motivation and Recognition
Winter 2000	articles due on the 24th of October	Mandated Volunteering



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JOURNAL OF VOLUNTEER RESOURCES MANAGEMENT

Editorial Process and Guidelines for Authors

Objective

The Journal of Volunteer Resources Management is intended:

1. to serve as a credible source of information on the management of volunteers in Canada;
2. to provide a forum for the exchange of ideas and to encourage networking among managers of volunteers;
3. to provide a professional development tool for managers of volunteers;
4. to recognize and encourage Canadian talent in the field of management of volunteers;
5. to include in each issue at least two articles that will consider different views of a specific and predetermined theme.

Target Audience

The Journal's intended audience includes managers of volunteers, educators, media and funders of not-for-profit organizations across the country.

Submissions

All manuscripts will be accepted either on diskette or on typed, double spaced pages. Submissions should be written according to "The Canadian Style - A Guide to Writing and Editing" - Secretary of State, Dundurn Press.

External reviewers may be engaged to review content if deemed advisable by the committee. The revised draft is edited for clarity and consistency by the Editorial Team.

The edited version is returned to the author for acceptance along with an approval form for signature.

The signed form is to be returned to the Editorial Team within a week along with any suggestions for final revisions.

Format and Style

Authors are asked to respect the following word counts:

	<u>Words</u>	<u>Pages</u>
Lead Article	2000	5-6
Secondary Article	700-800	2-3
Book Review	150	1

The lead article will look at the topic in some depth and will normally require the author to conduct research into current trends and perspectives on the subject.

The secondary article will adopt a more practical approach, including personal experiences and opinions.

Advertising

Limited advertising will be allowed in the Journal, for materials of direct relevance to managers of volunteer service, and as long as it conforms to the guidelines set out by the Editorial Team. All ads are subject to the approval of the Editorial Team.

Suggested Guidelines:

1. Only 1/4 page and 1/2 page ads will be accepted.
2. Ads must be camera-ready.
3. A maximum of one page of ads will be permitted per issue.
4. Job ads are not recommended.
5. Cost is to be determined by the Editorial Team.

LOOKING AHEAD

April 18 - 25, 1999
National Volunteer Week

May 25-28, 1999
Charting a Capital Course
the 1999 Conference of the Professional
Administrators of Volunteer Resources - Ontario
PAVR-O
Ottawa, Ontario
Contact: Joan Wyatt Phone: 613-738-4300 E-mail:
wyatt@cheo.on.ca

October 28-31, 1999
Many Visions, One Future
1999 Canadian Forum on Volunteerism
Renaissance, Hotel du Parc, Montreal, Quebec
Contact: 514-843-6312