

expertise required for a given task can be aided by discussions with students or with experts in the area of difficulty.

Application of the formula outlined above makes it possible to specify tasks and their characteristics as they relate to five examples of volunteer roles (Figure 5-2). It should be noted that judgments made as to frequency of performance, importance, and required expertise should be regarded as guidelines (and not precise conclusions) because these judgments will vary from person to person and program to program.

The job analyses found in Figure 5-2 are based on case studies of volunteer-based adult education programs served by the Illinois Region I Adult Education Service Center in the greater Chicago area. These volunteer jobs exist in a county jail, a senior citizens program, a community college, a museum, and a literacy project, respectively.

Detailing Tasks

The next step in Mager and Beach's analysis involves sequencing the parts, or steps, required in each task (Figure 5-3).³ To do so calls for analyzing tasks according to optimum performance criteria. For example, the task of preparing a brochure may require several steps, such as writing copy, getting it approved, and working with the printer. These steps would be recorded in the second column of Figure 5-3.

Type of Performance Mager and Beach present five kinds of performance, adapted from Robert Gagné's eight categories of learning:⁴

1 *Discrimination*, or knowing the difference between two or more things, conditions, or events (such as student skill level).

2 *Problem solving*, or perceiving the solution to a problem (such as lesson design).

3 *Recall*, or knowing what to do based on experience or knowledge (such as knowing how to conduct a lesson).

4 *Manipulation*, or having the ability to perform a task (such as actually conducting a lesson).

5 *Communication*, knowing how to speak and write (such as communicating to a group).

What type of skills will a volunteer require to fulfill the assigned tasks? Distinguishing the type of performance is useful for selecting instructional strategies in preservice and in-service training.

Required Expertise This is similar to the last column in Figure 5-2 in requiring judgments to be made about whether the steps are of high, mod-

³Ibid., pp. 18-24.

⁴Ibid., pp. 45-51. See also R. M. Gagné, *The Conditions of Learning*, rev. ed., Holt, Rinehart and Winston, New York, 1970, pp. 63-64.

sometimes offer students inducements in the form of credit or pertinent experience, although student availability will vary with examinations and vacations. It is important to arrange realistic commitments with students, perhaps through a campus internship adviser.

Another group, business and industry, has become increasingly involved in community affairs. Hence, personnel directors are often good sources for contacting volunteers, especially if they maintain lists of employees willing to volunteer, act as brokers for placement, and/or issue in-house newsletters that give notice of voluntary opportunities for employees. As automation pervades the production and manufacturing industries, and as employment patterns shift, increased amounts of leisure time might compel workers to seek volunteer work as an activity which offers genuine fulfillment.

METHODS OF RECRUITMENT

As a general rule, specific methods are preferred to the haphazard recruitment of volunteers. Whenever possible, it is wise to choose recruitment methods that are based on a knowledge of the group to be selected. Often, successful recruiting techniques require person-to-person contact. In order to deal with specific questions from potential volunteers, it is important for a recruiter to have a firm understanding of a program—its goals, strengths, and weaknesses. He or she should also be prepared to deal honestly with the advantages and disadvantages of being associated with it. The logistics, such as the amount of time involved, availability of transportation, and proximity of places to eat, are also important.

What characteristics distinguish an excellent recruiter from an adequate one? The following list suggests some answers; an excellent recruiter:

- 1 Identifies with the target group, that is, has knowledge of the folkways, mores, and history of the group or groups being recruited.
- 2 Knows the objectives, procedures, and parameters of a program.
- 3 Understands the community, institutions, and resources.
- 4 Can communicate, on the basis of empathy, with a wide range of people.
- 5 Is committed to the goals of a volunteer-based program.
- 6 Believes in lifelong learning for self and for others.

When a recruiter is not available, who should recruit? Given the characteristics stated above, it is obvious that not everyone can qualify as a recruiter. Some people regard recruitment as an unpleasant task and, in that case, the responsibility should be reserved for those who enjoy meeting new people and helping the program grow.

Organizational cooperation

1. Access to facilities
2. Access to organizational leaders
3. Safe working conditions
4. Interaction with others
5. Opportunities for advancement
6. Opportunities for leadership or decision making
7. Access to information about an organization
8. Chance to be involved in worthwhile tasks
9. Chance to be challenged with meaningful assignments
10. Chance to learn the job when the time is right
11. Awareness of organizational constraints

Ancillary benefits

1. Reimbursement for travel
2. Reimbursement for courses or workshops
3. Child care support
4. Insurance options
5. Participation in organizational activities, such as sports or cultural events
6. Visitation rights in a hospital or jail

Humanistic considerations

1. To be treated with respect, as a dedicated employee
2. To be offered an open social climate
3. To be recognized for efficient performance
4. To be evaluated and supervised fairly
5. To be assured that a volunteer's opinion is important

Opportunities for learning

1. Being placed in a learning environment
 2. Preservice training
 3. In-service training
 4. Access to courses of formal instruction
 5. Access to instructional materials
 6. Special seminars or conferences
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Figure 6-5 Elements of the agreement of employment conditions: What a volunteer can expect.

experiences that will promote their personal and professional growth. Ancillary benefits can assume importance for volunteers by easing their worries about transportation, child care, or the cost of taking courses and by assuring them of their status in an organization. Many items are specific to certain organizations, such as uniforms for Red Cross volunteers, special exhibit tickets for museum volunteers, or tuition waivers for community college volunteers.

Humanistic considerations denote the respect given volunteers as employees and individuals, and the guidance and moral support which accompanies such respect. Included in this category are ethical considerations relating to status, responsibility, and recognition.