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# Volunteers in corrections : reality or rhetoric ?

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THE UNIVERSITY OF WINDSOR

The School of Social Work

VOLUNTEERS IN CORRECTIONS:

REALITY OR RHETORIC?

(An exploratory-descriptive study  
of Staff, Volunteer and Probationers'  
Perceptions of the Use of Volunteers  
in the Windsor-Essex and  
Chatham-Kent Probation  
and Parole Offices)

by

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Terrence Edward Wood

A research project submitted to the Faculty  
of Graduate Studies of The University of  
Windsor in partial fulfillment of  
the requirements for the degree  
of Master of Social Work

August 1977

Windsor, Ontario, Canada

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John MacKinnon  
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1977

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## ABSTRACT

This research project is an exploratory descriptive study of the Ministry of Correctional Services Volunteer Programs presently operating in the Windsor and Chatham offices of the Probation and Parole Services.

Our foci were threefold:

- (1) perception of regular probation officers toward the volunteers;
- (2) perception of volunteers toward their role(s) within the agency volunteer programs;
- (3) perception of probationers toward the volunteer's intervention.

A review of the literature pertinent to the topic of volunteers in corrections was completed with the assistance of a computer search.

The methodological instrument chosen for data collection was a questionnaire administered to 120 respondents (nine regular probation officers, 31 volunteers and 32 probationers in Windsor; four regular probation officers, 16 volunteers and 28 probationers in Chatham). A pre-test of the questionnaire was conducted in Sarnia, Ontario.

Data was analyzed by means of cross-tabulations

with numerical and percentage frequency response tables according to the Social Sciences Statistical Package.

The subpopulations sampled were found to possess divergent attitudes toward the use of volunteers in probation. Staff and probationers were generally more critical of volunteers, while volunteers perceived the volunteer program in a more positive light. The Chatham subpopulations perceived the volunteer program more positively overall than did the Windsor subpopulation.

A common theme of both volunteers and staff was a request to make use of them, not use them. Staff and volunteer frustrations in this regard were deemed by the researchers to be related to organizational inadequacies of the volunteer program, particularly in Windsor. Staff in both locations were not resistant toward the use of volunteers, but were critical of administrative deficiencies of the respective volunteer programs.

A majority of respondents in both locations believed that they did not have a meaningful opportunity to affect the volunteer program or policy. A majority of the staff in both locations felt indifferent or negative toward volunteers. A significant majority of the volunteers in both locations felt inadequately trained and requested further training. A significant majority of the probationers in both locations reported that the volunteer's involvement in their lives was not effective in

terms of preventing further anti-social conduct.

As a result of the research findings and the literature review, the researchers make fifteen recommendations for enhancing the effectiveness of volunteer programs. These recommendations are not restricted to correctional agencies only, but would be applicable to any agency utilizing volunteers. In addition to the recommendations, eight (8) hypotheses and four (4) research questions are postulated for further research.

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## CHAPTER 1

### INTRODUCTION

This study will examine Ontario's Ministry of Correctional Services volunteer programs currently operating in the Windsor and Chatham offices of the Probation and Parole Services. It is anticipated that the examination of Ministry policy pertaining to the use of volunteers and its concomitant translation into action at the local level will serve to meet both theoretical and pragmatic needs by means of conceptual clarification and the formulation of new hypotheses, while providing both agencies with empirical data regarding the efficacious use of volunteers.

The United States and Europe have been utilizing volunteers in adult and juvenile correctional agencies for several years. However, the concept of volunteerism in corrections is still in the "infancy" stage of development in Ontario. It has only been within the present decade that Ontario began to establish and maintain volunteer programs in the Probation and Parole Services. Consequently, there has not been as much research completed on the topic of volunteers in Ontario corrections.

Given corrections particular penchant for attracting public outrage, media sensationalism and professional ambivalence toward the topic of crime, it is indeed ironic that the concept of volunteerism has received such little attention. Divergences in theoretical orientation notwithstanding, there appears to be a widespread acceptance of the philosophy of volunteerism in corrections. Frequently cited values of volunteers include increased quantitative and qualitative services to clients, community participation and enhanced public relations between the agency and the greater community. J. J. Kiessling states that:

One of the greatest admitted needs in present day corrections is to have a knowledgeable and informed public. . . . The growing use of volunteers in courts in the United States and Canada is one of the most effective ways of accomplishing this aim. (70:1)

Kiessling further advances his thesis by noting that:

Volunteers might have originally been used because of lack of funds for professionals, but their use has theoretical implications far beyond this. The growth of modern professionalism has resulted in the production of an overspecialized group of people who no longer are able to communicate effectively to each other, even within the same discipline. But even more important, professional groups have become alienated from the local communities in which they exist and for whom they provide their services. (70:21)

The general acceptance of voluntary action within corrections is a truly remarkable phenomenon in a field so ripe with conflict, confusion and tenuous public support. Hitherto, the primary dissenting voice heard to oppose the use of volunteers in corrections has emanated

from the sociological school of radical scholarship, who argue that volunteers, as agents of the state, serve to oppress and invade the privacy of a specific populous, under the guise of benevolent helpers.

The authors thus concluded that this innovation in services to correctional clientele was worthy of deeper investigation. We were primarily concerned with the personal experiences and feelings of professional staff, probationers and volunteers. What were the "far reaching implications" for the agency? Did professional staff and probationers appreciate or resent the volunteers' efforts? What tasks did they perform and how did they feel about their role(s) as a volunteer probation officer? Who were these citizens who volunteered their time? These and other related questions led us to a consensus on the exploratory-descriptive nature of this study.

It was thus determined that we would concern ourselves with a study of the Adult Probation and Parole Volunteer Programs in Essex and Kent Counties, with particular emphasis on the following foci:

- (1) perception of staff toward volunteers
- (2) perception of volunteers toward their role(s)
- (3) perception of probationers toward the volunteer's intervention.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter will utilize a brief historical review to acknowledge the growth and development of probation and the volunteer movement in Ontario. We will further examine Ministerial policy, philosophy, previous research and the managerial components related to the use of volunteers in probation in light of available literature on this topic.

#### The Historical Development of Community-Based Treatment of Offenders

The early roots of what is presently known as probation<sup>1</sup> can be traced as far back as the early 17th century, in the English common law concept of "binding over". The State of Massachusetts appears to have been the first area in North America to seek an alternative to incarceration. In 1630 the Massachusetts Bay Court was individualizing dispositions with sentences such as:

Mr. Ambrose Martin was fined ten pounds and ordered to go to Mr. Mather for instruction, for the offence of trying to found a new church. (56:1)

Likewise, a Massachusetts resident is reported to be

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<sup>1</sup>We consider probation as the prototype of community-based treatment. Community-based treatment, used herein, is defined as the non-institutional treatment of offenders.

the first probation officer, A Boston cobbler, John Augustus, stood surety for local drunkards appearing in court in 1841 by taking them into his home and providing them with food, shelter, and supervision. (56:1)

Although the first probation law was enacted by the Massachusetts legislature in 1878, the American Federal Government did not respond with similar legislation until 1925. This legislation was met with extreme resistance on the part of the general public, judiciary and attorneys, who referred to the legal sanctioning of community treatment of offenders as ". . . a wave of Maudlin rot of misplaced sympathy for criminals." (59:3)

In Canada, the impetus for community treatment of offenders began with the work of J.J. Kelso and his concern for children generally, and delinquents specifically. (21:6) The Juvenile Delinquents Act of Canada, 1908, was the first legislation to establish probation as an alternative disposition for offenders under the age of sixteen.

In 1921, the Criminal Code of Canada was amended by "Bill Number 74" to provide for the supervision of adult first offenders by probation officers:<sup>a</sup>

The Court in suspending sentence may direct that the offender shall be placed on probation . . . and the offender shall report . . . to any officer that the Court may designate and be under supervision of such officer.<sup>1</sup> (21:26)

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<sup>1</sup>Due to the division of primary responsibilities as elaborated in the British North America Act, certain references to Federal legislature is necessary, albeit, our main concern for the purposes of this study is with the development of community-based treatment of offenders in Ontario.



The Ontario Probation Act of 1922 provided for the appointment of probation officers as well as described their duties and responsibilities. In November, 1922, two probation officers were appointed to serve the Metropolitan Toronto area. By 1952, there were only four areas in Ontario with probation officers: Toronto, Hamilton, London and Ottawa. From 1952 to 1956, a mere four years, the total number of probation officers grew from 15 to 94 (21:26). MacFarlane noted the significant support of the probation services and its rapid growth from 94 officers to 192 officers by 1965 (21:67), largely due to the pioneering efforts of D. Coughlan, Ontario's first Director of Probation and Parole Services. An additional factor which doubtless enhanced the growth of probation was the fact that several authors estimate that the average cost of supervising a probationer to be from one-eighth to one-twelfth the cost of incarcerating an individual (51:473).

#### Recent Trends and Present Pains

For the purposes of this study, the definition of probation is borrowed from the Ouimet Report:

. . . probation is defined as a disposition of the court whereby an offender is released to the community on a tentative basis, subject to specified conditions, under the supervision of a probation officer (or someone serving as a probation officer) and liable to recall by the court for alternative disposition if he does not abide by the conditions of his probation. (94:293)

The legislative base for probation is found in

Sections 662 to 666 of the Criminal Code of Canada; however, there are several enabling statutes provincially, which are directly related to the community-based treatment of offenders. The mandate contained in the Criminal Code stipulates that a probation officer is an "Officer of the Court", which requires the officer to perform related duties in addition to the supervisory-counselling function. One such duty is the preparation of Pre-sentence Reports. These reports are a type of social history which describe the offender's family background, academic and employment history, and personality formation. Their primary purpose is to aid in the individualization of sentencing and, as such, require considerable time in preparation.

The increased use of probation as a disposition is readily observable from the following table:

TABLE 1  
 NUMBER OF ADULTS PLACED ON PROBATION  
 IN CANADA BY ANNUAL TOTALS  
 1962 - 66

Year	Number Placed on Probation
1962	10,829
1963	12,426
1964	12,891
1965	13,728
1966	13,965

SOURCE: Report of the Canadian Committee on Corrections Toward Unity: Criminal Justice and Corrections, Roger Ouimet, Ottawa, 1969.

An interesting statistic which is not reflected in Table 1 is the fact that the province of Ontario has more than 50 percent of the total number of adult probationers in Canada in any given year (21:68).

One of the more salient factors which gave rise to the increased use of community supervision of offenders as an alternative disposition was the purported effectiveness of this strategy. Studies indicated that between 85 to 90 percent of all adult offenders successfully completed probation without further convictions. A three-year follow-up study in Ontario indicated that 68.3 percent of those offenders studied had not been involved in further conflict with the law (95:298). Thus, the 1960's saw rapid growth in the development of community treatment of offenders. By 1967, every province including the Yukon and the North West Territories, had established a formal system of probation. Although corrections generally were not held in high political esteem, the Ontario government substantially increased fiscal support of the probation services annually. Albeit, the "Golden Era" of community-based treatment, which saw rapid and significant growth in both budget and staff complement, was soon to come to a sudden halt.

By the early 1970's, community "treatment" of offenders came under serious question. Essays questioning the efficacy of treatment of offenders both inside and outside of institutions increased. A resounding blow was

delivered to most correctional workers when the results of rigorous research by the California Youth Authority were made evident. Numerous studies indicated that the "treatment" approach toward offenders was no more effective in controlling or inhibiting criminal behaviour than the traditionally "less humane" approach. Outerbridge noted that:

. . . The significance of this finding is, of course, enormous. What are the implications for corrections, if indeed, individuals who are required to submit only when they ask for it, or a crisis exists, apparently do as well under supervision as those who receive intensive . . . supervision.  
(77:190)

Further research reported that a drastic reduction in probation officers' caseloads made no significant difference in terms of "success" when compared to normal size caseloads. A resultant despair of "nothing works", rationalized by the theory of Radical Non-Intervention,<sup>1</sup> could be heard being whispered through correctional institutions and field offices.

With the aid of rampant inflation and high unemployment, fiscal support of community-based treatment lessened. By 1975, the provincial government enforced a plan of

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<sup>1</sup>Sociological theory developed by Edwin M. Schur (1973) which states that delinquents will rehabilitate themselves if left alone wherever possible.

economic restraint and a moratorium on hiring new staff within the entire public service was announced. As fiscal cutbacks, staff attrition, and non-complement policy were being initiated throughout the Civil Service, the Ministry's caseloads increased. Local jails and correctional centres were filled beyond capacity and probation and parole caseloads were increasing at a rapid rate. Simultaneously, the number of administrative tasks such as pre-sentence and parole reports were increasing significantly.

During the past year the probation and parole caseload increased more than 8.6% over 1974 for a total caseload of 19,282 as of March 31, 1976, and, in addition, there was an 8.7% increase in the number of pre-sentence reports prepared by the service over the previous year. There were 31,502 males and 4,920 females under supervision during the year, and of these, 16,517 men and 2,806 women were new probation cases. (121:16)

It is thus a truism that probation caseloads were increasingly becoming unmanageable in the face of staff attrition and fiscal restraint. In 1965, there were 195 probation officers with an average caseload of 33 clients per officer. Ten years later, there were 240 officers with an average caseload of approximately 100 cases per officer (121:8).

As caseloads and court related duties rise, more time is spent on administrative duties and less time is spent in direct service with offenders. Thus, for many corrections personnel, the principle of "do nothing with offenders" and the theory of Radical Non-Intervention has

become a working reality due to sheer lack of time and physical energy.

A notable Canadian criminologist, W. T. McGrath, reinforces this attitude of despair and cynicism in the following quote:

Three children grow up under seemingly similar conditions of emotional deprivation. One breaks under his troubles . . . and ends up in a mental hospital. The second fights the situation . . . and becomes delinquent. The third becomes President. What factors make the difference? Unfortunately, no one knows. (23:II)

Corrections generally has thus come to what may be referred to as the "Era of Enlightened Cynicism". The argument goes something like this: We do not know how to stop or prevent crime. Therefore, we cannot "treat" criminals when we do not know what causes their criminality.

Although McGrath asks us to avoid moral definitions and issues for "scientific" facts, he permits himself the luxury of a value judgement by asserting that criminality is no less normal than eating or sleeping. The different factors he alludes to are none other than human factors which makes the predictability of human behaviour, a tenuous effort at best. (23:III) This "fact" of human existence is no less a problem to other social institutions than it is to corrections. To take McGrath's argument to its logical extreme would mean that we cease to "treat" or attend to alcoholics, schizophrenics, drug addicts, etc. because we do not know what causes these maladies. Such

reasoning serves to underline a much maligned and often ignored principle of social work; namely, the principle of individualization. It is an ingredient that is sorely missing in our eager pursuit of absolute causes. It is similarly absent in our assembly-line process of criminal justice and under-staffed correctional agencies. Just as the "causes" of criminality are manifold, similarly, the needs of individual offenders are multi-dimensional. Their needs are more likely to be met by agencies utilizing all possible community resources, including volunteers, in the provision of services to offenders. A fundamental tenet of matching volunteers with probationers is the rehabilitative value and therapeutic potential of the added attention offered the offender by a volunteer (70:1).

#### The Historical Development of Volunteers in Corrections

Voluntary action within the field of corrections is not an entirely novel development. The early contributions of individuals such as J.J. Kelso, John Howard, Elizabeth Fry and John Augustus helped to develop a strong foundation of citizen involvement, which hastened a more humane treatment of juvenile and adult offenders in the 19th century.

John Augustus . . . during a period of 18 years worked with approximately 2000 misdemeanants such as alcoholics, petty thieves and prostitutes. The work begun by Augustus was the work of volunteers. . . . During the middle decades of the 19th century, volunteerism permeated all areas of society including public welfare, mental health, and corrections. (70:1)

However, the age of industrialization, urbanization and specialization gradually demanded the use of professional personnel. The use of volunteers in North America became practically non-existent through the first half of the 20th century.

In 1965 . . . there were virtually no volunteers involved in courts, jails, prisons and juvenile correctional institutions . . . In 1977 . . . approximately 1/3 to 1/2 million volunteers were involved in about (sic) 2500 courts, jails, prisons and juvenile institutions. (128)

The rebirth of volunteerism occurred in the late 1950's when Judge Keith J. Leenhouts began recruiting volunteers in his court due to the fact that he "could not afford to hire a probation officer" for the community of Royal Oak, Michigan (70:1). A similar, but larger program for volunteers was initiated shortly afterward in Denver and Boulder, Colorado. The mercurial growth of volunteer programs was articulated by Dr. Ivan H. Scheier, Director of both the National Information Centre and the Volunteer Training Centre at Boulder, when he testified before the U.S. House of Representatives in 1965 that:

. . . even today, in the infancy of this movement, volunteers outnumber paid workers in probation in the United States. . . . 25,000 strong today, their number grows by 500 volunteers a month. Every new recruit is desperately needed, for make no mistake about it, it takes an army to stop an army. The growing army of crime can be counteracted only by an equally powerful army of concerned citizens working directly with and through their court probation departments. . . . The payoff areas of probation are: (1) rehabilitation of offenders; (2) community support of the court; and (3) general economic value. Within two years, up to 50% of the American judges and probation officers will find themselves expected to organize and manage a volunteer program. (91:1)



Following the example of the United States and the recommendations of the Ouimet Report, Ontario began to experiment with the use of volunteers in Toronto and Ottawa. Both programs were modelled after the Boulder, Colorado program. Spurred on by the success of the American volunteer programs, rapidly rising caseloads, staff shortages and fiscal restraints, the Ontario Ministry of Correctional Services embarked on a major campaign to recruit volunteers to work with offenders under the Ministry's care and custody:

. . . It is a Ministry policy to develop well-planned programs effectively harnessing the unlimited resource of community volunteers in that part of the statement of purpose which related to rehabilitation of the offender. Volunteer Programs Branch was formed in September, 1972 to assist staff at the local level to implement this policy by providing to them consultation and assistance, ensuring the development of overall common policies, setting standards and guidelines, and assisting in the evaluation of existing programs. . . . It is important that the Ministry involved the community since the ultimate objective of all programs is aimed at the integration into society of the offender. Public understanding of the Ministry and the offender can be facilitated by involvement. (121)

Today, in less than five years, the Ministry has established, or is in the process of building, volunteer programs in several correctional institutions and probation and parole offices. Thus the pattern of thesis, antithesis and synthesis has come full circle in Ontario's correctional philosophy. We have moved from early humanitarian, voluntary activity to near exclusive professional involvement to a partnership between paid staff members and volunteers. The foundation of professional intervention

was laid by a myriad of volunteers in the late 19th century. The revival of volunteerism is now operant within the context of the volunteer as a supplement to paid staff. Thus, the current trend places emphasis on the combined efforts of the professional and the volunteer working in a partnership aimed at facilitation of the rehabilitative process.

Administrative Considerations Regarding  
the Implementation of a  
Volunteer Program

The Ouimet Report of 1969 remarked on the importance of the volunteer concept in probation with the following statement:

The use of volunteers, not to replace, but to supplement the work of the probation officer, should be considered. This device would probably apply best with younger probationers. It must be kept in mind that the final step in rehabilitation is acceptance of the offender into his own community. The volunteer represents that community in a way the professional probation officer never can. The corner grocer or the mechanic at the local service station might offer a kind of help that supplements what the probation officer can do. (94:304)

Novia Carter's study of volunteers clearly identified the salient contributions of volunteers.

The contributions of the voluntary sector identified most frequently by respondents are: innovation, experimentation, flexibility, the monitoring role, less expense due to the significant volunteer input, community involvement, increased personalization, and preventive services. (7:128)

Notwithstanding the potential benefits to be gained from the judicious use of volunteers, the implementation and maintenance of a volunteer program is fraught with a

myriad of "stumbling blocks". It would thus be fruitful to consider the results of certain studies which have addressed themselves to certain criticisms of the volunteer movement.

The use of volunteers has been, and will continue to be, a highly charged emotional issue. Consequently, staff resistance to the use of volunteers must be given serious consideration prior to any attempt at implementing a volunteer program. Frequently heard criticisms of volunteers are that they cause more work, disrupt daily routines, interfere with treatment programs, and are very unreliable. It has been further noted that many insecure professionals, including social workers, are very much threatened by volunteers. It has been reported that where staff resistance is greatest, the chances of implementing an effective and successful volunteer program are minimal (76:50). The primary stumbling block appears to be related to a lack of consensus on the appropriate function of a probation volunteer. For example, some officers' anxiety and resentment level reaches its peak when volunteers are engaged in Pre-sentence report preparation and supervising a small caseload. The unspoken fear that unpaid volunteers may take over a paid professional's position becomes overwhelming! Some officers inevitably resent the implication that a "volunteer" can come off the street and be as effective, if not more effective, as a counsellor and report-writer.

It is the authors' contention that staff resistance is most unlikely when line staff are included in the planning,

developing and implementing a volunteer program. This problem is further alleviated when adequate differentiation in the functions of volunteers is enumerated. Thus, some volunteers may be utilized as tutors, report-writers, or recreational supervisors, according to the needs and expectations of the client, volunteer and officer. Seen from this perspective, staff consider volunteers as being necessary to enhance services:

Innumerable people have unmet needs which cannot be met by existing agencies because these agencies are unable to hire the staff necessary to conduct vastly extended outreach programs. . . . The answer seems to lie in the more intelligent use of carefully selected and well-trained volunteers. (33:3)

Administratively, the implementation of a volunteer program encompasses a number of anxieties, the most salient of which include: recruitment, training and supervision; cost-benefit factors; reliability and the potential for "politically embarrassing events".

Recruitment, training and supervision of volunteers is simultaneously one of the most critical, yet frequently overlooked aspects of a volunteer program. Neglect in this area can be disastrous for obvious reasons. Problems such as unreliability of volunteers, agency "embarrassment" and wasted manpower hours stem primarily from inadequate attention to this vital component. It is indeed possible that poor selection, screening, and supervisory techniques may only perpetuate problems whereby the needs of clients are over ruled by the needs of volunteers. The experiences of

our American neighbours and existing studies indicate, however, that these issues are seldom, if ever, an acceptable rationale for avoiding the use of volunteers (16:11). Evidence indicates that a two-tier method for selection of volunteers, involving a personal interview and an obligatory training session, is more than reliable in protecting against high turnover rates or unreliability of volunteers. Gardner notes that:

. . . (research) evidence appears to optimistically support the notion that volunteers are reliable. In the Royal Oak, Michigan project, except for volunteers who moved away from the area, the turnover rate for volunteers was encouragingly low. Similarly, in a study of a volunteer probation service in Boulder, Colorado, there was a definite tendency for volunteers to be reliable and committed with eight percent of the volunteers returning the next year. (114:2)

There can be no doubt that the implementation of a volunteer program requires a great deal of time and money in terms of manpower. When under-staffing and budget cut-backs are a working reality, the probation officer can ill afford to lose a single minute of any given day. Selection, training and supervision of volunteers is valuable time lost in terms of administrative and direct service duties. Once again, however, a cost-benefit analysis indicates that the potential benefits of a responsible volunteer program far outweigh any costs incurred in the implementation and maintenance of such a program. If one compares the cost of a volunteer program; i.e., manpower hours lost to selection, training and supervision, and in relation to the increased

delivery of service; to the cost of hiring additional staff, if that were possible, the former option would be taken as the most advantageous on a strictly financial basis alone. One of the very few empirical studies regarding probation volunteers in Canada unambiguously indicated that volunteers helped to curb expenditures:

. . . it has been shown by experience in the United States that for every hour of paid professional time involved in a volunteer program, volunteers provide between 20 and 25 hours of service. In economic terms it was estimated that in 1969, the volunteers in the United States contributed \$10 million worth of services to the courts. . . . (91:16)

Thus the Ottawa study, in addition to several research reports in the United States, refutes the implication that too much time is lost by professional staff supervision of volunteers to the detriment of direct service and administrative duties. Kiessling and Meyer noted that the Ottawa volunteers returned an average of nine hours direct service for every one hour spent in staff supervision of volunteers. (91:16)

Over and above the agency implications rests the very heart of this issue; namely, the volunteer and client interaction. Not unlike the general field of corrections, there is an alarming absence of research in this crucial area. How volunteers react to probationers and how clients perceive volunteers is, for the most part, a largely unexamined field. From what little empirical evidence is available, it is again reasonable to assume that, generally

speaking, both client and volunteer response has been favourable. Kiessling and Meyer's study ascertained that volunteers spent over eight times as much time with their clients as did the professional probation officers (91:16). They further observed that volunteers "saw their clients approximately three to four times as often as probation officers." (91:16). The greater frequency of contact generally enhances the relationship and may allow for more spontaneous interaction, as well as a more accurate perception of the clients' strengths, weaknesses and needs. It is hard to imagine a probationer who would continue to spend several hours per week with a volunteer if the client was in any way hostile or resentful toward the volunteer's intervention. Accessibility to a concerned and consistent adult model, who receives no financial remuneration for the service, is at once a potent source of support, understanding and, at the same time, potentially threatening to many young offenders and their parents. However, appropriate selection, matching and supervision procedures should serve to alleviate significant stress in these areas. The rapid growth of volunteer programs in Europe and the United States certainly attest to the fact that volunteers have been found to be warmly received by both professional staff and clients (85:40). Suffice to say that inadequate attention to the administrative issues involved in the implementation of a volunteer program can seriously cripple an agency's efforts to recruit and maintain a viable volunteer force.

### Philosophy of volunteerism

The philosophy of volunteerism is deeply entrenched in Judeo-Christian teaching. The most prevalent "Love thy neighbor as Thyself" instructs that no one should experience injustice or poverty, for everyone has an individual responsibility to help his fellow-members of society. Traditionally, there developed a sense that by giving of oneself in the form of charity, one may not be rewarded here on earth; however, surely after death, a heavenly reward would be given.

The Talmudic sages in 500 B.C. included in the Jewish civil and religious laws ten major statements about how man could earn his reward for good living. The following are a few of those deeds, traces of which can be seen in today's voluntary associations:

The practice of charity, hospitality to wayfarers, visiting the sick, providing dowries for poor brides, attending to the grave, and acting as peacemakers. (8:22)

The literature frequently refers to the statement that North America, particularly the United States, has had the greatest number of volunteers and voluntary associations. Love for fellow humans partially explains this phenomenon. There has existed what has been called the "ideal of service" (8:21). At times of disasters, Americans have always assisted at home and abroad. This readiness to respond has continued from the frontier days, when a great interdependency existed between neighbors. The problems and dangers



experienced by these early settlers created a sense of responsibility which is still alive in today's interest in volunteerism.

Another explanation has to do with political freedom and the use of voluntary associations as a means to control the threat of a totalitarian government. Nathan E. Cohen writes that democracy reflects a nation's faith in the average man's ability to govern himself and to take on the responsibilities society assigns to him. No one source of authority would control freedom. A decision would be based on how it favoured ". . . the common good rather than that of any special segment of the society." (8:22).

Peter M. Glick writes that volunteerism through citizen participation enables people to be involved in government even though many levels of government are becoming more and more distant from the people. He points out that "volunteerism maintains citizen participation in direct and meaningful ways" destroying the potential for alienation and powerlessness (62:631).

The literature reveals that volunteerism and its presence in today's society cannot be explained simply. It reflects for some the need for a democratic type of political system, for others an impulse to help the less fortunate members of society, and for others, it is primarily a means of having social contact with others. Pre-

sently, there is a high standard of living and a short work week, which provides workers with many hours of leisure.

Volunteerism is a way for many to use their talents and to feel valued as a human being. Manser and Cass wrote the following about the philosophy of volunteerism:

The idea of one common humanity, of the basic dignity and worth of all persons without exception, has been the inspiration for countless legions to give of themselves in service to others. (22:35)

Another authority on volunteerism in corrections, Keith J. Leenhouts, argues that the underlying philosophy of volunteerism is the heart and soul of a healthy volunteer program. Concerning this topic he wrote:

In conclusion, we feel that probation is a spiritual process. We believe that the volunteer sponsors are examples of the Judeo-Christian concept of going the second mile. They are fulfilling the principles of the Parable of the Last Judgement in that they are visiting him; that is in prison, taking in him that is a stranger and ministering unto those that have need. They are also fulfilling the Commandment that he who would receive shall give and that he that would be great among you shall be the servant. They are fulfilling the obligations of the Great Commandment in a loving concern for their fellow-man. . . . The City of Royal Oak is wrapping up its message of concern and love for its "prodigal sons" in the inspirational personalities of its volunteer sponsors. . . . Does not the use of inspirational personality follow our religious and spiritual tradition? (71:14)

Whether expressed in terms of psychological, political, and/or religious ideology, the cornerstone of the philosophy of volunteerism rests on a recognition of our interdependence and a firm belief in the basic dignity and worth of each individual.

### Motivation of Volunteers

The literature puts forth several rationalizations to explain the motivating forces that move an individual to volunteer. The most widely expressed one is the altruistic need that exists within people enabling them to give freely of themselves to help others. Novia Carter reports that her national survey found 87.4 percent of the respondents chose the altruistic category as their reasons for volunteering (7:27).

A second reason, closely associated with altruism, is the area of self-interest. Ivan H. Scheier reports that 44 percent of a sample of Boulder Court Volunteers chose the desire for knowledge and experience as their main reason for volunteering (216:101). This is supported by Novia Carter who reports that 78.4 percent of the respondents chose the category of self-interest which consisted of five responses: to further my self-development; to help me in my business career; because I enjoy it; because I find it personally rewarding; to satisfy my conscience." (7:27)

Eva Schindler-Rainman would describe this latter group as self-actualizers and the former as servers. The self-actualizers are drawn by the opportunities "for learning, for excitement, for personal growth, while the servers . . . for significant contributions, for the meeting of needs, and for action relevance in the society." (42:52)

Schindler-Rainman presents another source of moti-

vation, that of obtaining power and influence. The opportunity to make decisions about changes in agency regulations and policies excite this group and does not necessarily require of them to share of themselves in direct interaction with the client. She maintains that some volunteers are motivated

. . . by the norms of their group, by the potential visibility and status of the volunteer activity, by its potential consequences for their job and social relationships, and by situational factors of risk and support. (42:52)

The reasons for volunteering are varied and usually are complex and can perhaps never be clearly understood. A short article by an unknown author, identifies reasons why people volunteer.

At times it has been based on a strong religious motif; at times on the fear that "there for the grace of God go I"; at times on a seeking for recognition and status; at times on a searching for greater meaning in life; and at times on a rational quality of its importance to our democratic society. At most times, no doubt, it represents a combination of these factors. (8:59)

In conclusion, research has pointed out a combination of altruism and self-interest as the major motivational forces for drawing people to volunteer work. Much depends on the needs of the individual and what he is willing to do to satisfy them.

### The Managerial Components

#### A. Recruitment and screening

An early process in the development of a volunteer

program is the enlisting of members of the community to be volunteers. At first, recruitment can be difficult, but once established, volunteers usually spread the news to friends and other members of their community. The methods used depends heavily on the quality of people required and where they are located.

R. E. Fox writes that recruitment methods can include "media, publicity, newspaper articles, posters, handout literature, a direct approach to organizations such as volunteer bureaux, service clubs, fraternal organizations." (113:14).

Schindler-Rainman describes recruitment as a linkage process which involves

. . . linking a person who wants to give of himself with an organization that needs volunteers in order to operate; linking a need for self-actualization with an opportunity for experience; linking a need to learn with opportunities for learning; linking a need to be creative with an opportunity to give the most creative service possible. Through this linkage (recruitment) the potential volunteer becomes an actual service agent. (42:65)

Individual qualities such as empathy and warmth have been noted as contributing to greater effectiveness in work with juvenile probationers (6:VIII-4). In recruitment, knowledge of the type of person is important; however, these traits are not exclusive to any particular social class. Hugh Barr states that "the capacity to care, to understand and to respond constructively to the needs of others is not destroyed by barriers of social class." (5:97).

He points out that a different kind of volunteer does not need to be recruited, instead the broadening of the scope of recruitment is necessary.

Ira M. Schwartz notes the myth that volunteers having a high level of education improves the quality of the services. In some programs the best volunteers do not have high school education. Their life experiences provided them with a bank of knowledge which could not be provided by a formal education. What education can do, however, is to enrich existing qualities of the individual (82:44).

In terms of the recruitment of ex-offenders, the literature indicates positive experiences in using them as volunteers. Unkovic and Davis, in writing about the Community Service Volunteer Program in Florida, advanced the use of the ex-offender for he understands the expectations and the adjustment problems experienced by the offender and can sympathize and support him with less probability of being deceived (86:43).

Ivan Scheier maintains that recruitment must be done with a sharp focus which can also be a means of early screening. What a clear understanding and knowledge of the desired type of volunteer does is lessen the risk of enlisting individuals and not having a job for them and, secondly, creating unreal expectations of the volunteer (36:62). Schindler-Rainman notes such incidents as a real source of disappointment and discontent for the new volunteer. She writes the following:

Discrepancies between expectations and reality may be discovered in the amount of time required for the activity, the type of work, the amount of support from the professionals, the type of clients, the available facilities and many other areas. (42:53)

Crucial to recruitment is the need to have a sharp focus; to start small, and to have a job for the new recruits. To the volunteer, nothing can be as disheartening as to discover he is not doing "significant work, or, worse yet, that somehow the people assigning work simply don't know what he should be assigned to do." (80:16)

#### B. Training

A controversial issue in volunteerism is the question of volunteer training. The literature does not report any study proving volunteers who are trained perform better than those who have not been trained (19:11). However, Dr. Ivan Scheier reports that 97 percent of all correctional volunteer programs in the United States have implemented some form of volunteer training (36:76). In Canada, Novia Carter notes that her national survey found 35 percent of active volunteers would accept suitable training and felt that with more training, a better job could be done (7:96).

Several arguments exist which substantiate the position that volunteers should not be trained. Hugh Barr writes that some argue that training tends "to damage the spontaneity as an ordinary citizen and to encourage him to copy the probation officer's way of working." (5:52) Also, a second position maintains that semantically, "preparation"

or "orientation" would be better than "training", which indicates "a length and intensity" that is not suitable for volunteers and should apply for professionals (5:52). Jorgensen and Scheier write that training:

... implies, for many, conditioning to work on an assembly line; to others, possibly it means taking unique individuals and transforming them into anonymous people who perform routine, dull tasks. (19:11)

Although opposition has been expressed, many supporters of volunteers see a need for training. Jorgensen and Scheier maintain that the process of training can only be advocated when a rationale exists with goals being established prior to training. Their major rationale is based on the maxim that "people who are prepared for future experiences perform better." (19:12)

Part of this preparation is the provision of information about the courts as an organization, its goals, its clientele, and its problems. Through understanding the probationers behaviour and the court system, the volunteer may be able to perform his tasks better. Also, with trained volunteers in a community, a step is made toward educating the public about the problems of crime and delinquency (19:12).

Jorgensen and Scheier write that the range of experiences and skills that each volunteer brings to a program is so broad and varied that training must be designed to suit each individual's needs. What is to be included in content is crucial. They maintain that crime and delinquency



are the central parts of it. Within that, they would focus on the criminal justice system and then on the probationer who is characterized by behaviours that first must be understood in order that a plan for change can be developed. They note that this is the essence of training and in the order given (19:12).

Jerry J. Kiessling, in writing about training, states that to be effective, the volunteer must be able to make the greatest possible use of his own talents. The goal, then, of training is "to develop their own talents and style of working." (118:4). Training should not give them a so-called proper way of doing things but should motivate them to use their imagination, relying on their own life experiences as a basis to understand the probationer's behaviour and lifestyle.

S. C. Mounsey notes that training can be a means of screening and gaining additional information about the new volunteer. He writes that a common assumption is that volunteers do possess certain skills and need not be trained for a particular job. As a result, training sessions present an opportunity to identify the skills, test the motivation, and examine the biases and prejudices" of the new volunteer. (76:54).

Ann MacAndrew, in discussing the training of volunteers, cites the Aves Committee's report, The Voluntary Worker in the Social Services as a good reference in this area (74). They suggest a framework comprised of informa-

tion, skills and understanding. The information aspect focused on helping the volunteer to understand the agency, its services and its clients. Importance would be placed on the work of the staff and the proper lines of communication. Other areas would include agency philosophy, community attitudes toward the agency and its clients, and orientation toward other services in the community.

Under skill, the areas covered focused on the groups of people to receive services from the agency. Emphasis would be on making contact with the client. Discussion sessions could look at group meetings as opposed to individual contacts and the expertise required to handle such a meeting.

Understanding provided an opportunity to look at factors influencing a healthy emotional development and what things could hamper it. Also, there would be an examination of community attitudes toward deprivation and of what elements exist in a relationship between volunteer and client.

Ann MacAndrew points out that training is a means of developing the potential of the volunteer. Also, it acts as a safeguard for the clients and staff so that the best possible service is provided. She writes that a need exists for the establishment of a common language between the volunteer and the professional. Furthermore, a common language would help "achieve mutual understanding" making the sharing process between the two more enjoyable and beneficial (74:2). Also, the total process tells the volunteer that his job is

worthwhile and the agency cares about him.

Schindler-Rainman, in her book, The Volunteer Community, described what variables must be considered in order to develop a training program that meets the organization's needs and the volunteer's needs when she wrote:

Important variables to be taken into consideration in developing training plans include the amount of time the volunteer will devote to the activity, his values and lifestyle, the job to be done, the volunteer's expressed needs, the amount of experience he has had in other relevant situations, the agency philosophy about training, the organizational goals, the consultant's or supervisor's or trainer's suggestions, the ongoing feedback, and past experience. (42:81)

The actual method of training depends on the job to be performed, agency goals, the needs of individual volunteers and other factors previously stated. The techniques used include guest speakers with special skills or experiences, videotapes, role-playing literature, tours of institutions and workshops. The variety and depth of content depends on the resources that exist within the community, for example, universities, community colleges and social service agencies. The actual training of volunteers begins with their "first contact with the agency or organization and continues throughout their service." (12:44)

### C. Volunteer roles

Traditionally, volunteers have been classified into either of two categories: administrative volunteers or as service volunteers (8:39). The former volunteer has a greater interest in providing his service as a member of

boards and committees where he could involve himself in policy-making and general support of the organization. The service volunteer had the responsibility for the operation of the program with or without a direct relationship with the clients.

In corrections, volunteers are more and more assuming service roles and are performing the tasks that once were the sole responsibility of the professional staff person.

Ira M. Schwartz, in writing about the role of the volunteer, makes reference to the difficulty of defining the volunteer's role and simultaneously maintaining the role and significance of the paid professional. He writes that, for various reasons, corrections have narrowly defined the volunteer's role as not providing professional services and have restricted it to that of "complementing or supplementing the work of the professional staff." (82:46) Furthermore, by permitting the professional staff to be free to focus on areas where they are needed most, implies that the volunteer services and skills are of an inferior quality to those of the professional staff.

He points out that volunteers have demonstrated, in one-to-one relationships, their potential to perform similar tasks to those of staff. Many volunteers can be trained to perform more functions, which forces the staff to make more efficient use of this potential.

Ivan H. Scheier, discussing the relationship between

the volunteer and professional in modern volunteerism, also notes the main problem centres around the defining of "optimum roles for each in a productive probation partnership." He points out that a need exists for the volunteer to be doing meaningful and responsible work. The court volunteer is quite able to "adapt individually to the service needs of individual courts and clients." (80:32).

The literature reports many services that are provided to the probationers by volunteers. The major roles focus on the volunteer's work as a friend to the probationer; however, others described include:

. . . juvenile marriage counsellors, adult marriage counsellors, tutors, therapy group leaders, activity group leaders, face sheet interviewers, supervisors of parent-child visitations in custody cases, and as assistant volunteer coordinators who are responsible for the recruitment, screening, and training of other volunteers. (82:48).

The literature points out that the volunteer can make his greatest contribution as a friend to the probationer. In this way, he can prove to the probationer that someone cares for him as a person and, after a relationship develops, can assist him in his planning for the future. As a friend, the volunteer is not to be an authority figure, which is the responsibility of the professional staff person. Keith J. Leenhouts writes that "revocation of probation and extension of probation are for the probation officer, not the volunteer." (71:50)

Leonard Flynn, Director of Community Services,

Florida Probation and Parole Commission, described the role of the volunteer in their program as follows:

. . . utilizes citizen volunteers . . . toward a one-to-one basis with a parolee or probationer and in a "team effort" with parole and probation officers. The professional as the authoritarian, is responsible for successful supervision, analyzes the case, and sets forth the treatment plan. The role of the volunteer is non-authoritarian and he serves as a friend, inspirational personality, and motivator. His activities are confined within the framework of the supervision plan as set forth by the professional. (90:28)

In the Ministry of Correctional Services Volunteer Program in Ontario, the volunteer probation officer's primary role is that of a friend and helper with emphasis on the development of a positive relationship with the probationer. Secondly, the volunteer probation officer is responsible for the supervision of the probationer's activities in the community and the enforcement of the terms of probation.

Another role assigned to volunteers is the education of the community about corrections. Many of those who support the use of volunteers cite the great need to prepare the community for the probationer by destroying some of the misconceptions that exist about crime and delinquency. Research has shown that many volunteers feel that society must assume much of the responsibility for the presence of criminal behaviour which makes the volunteer well suited to act as "a bridge between corrections and the total community".

(64:25)

In conclusion, the volunteer has the potential to perform many tasks and deliver various services to the pro-

bationer, the court and community; however, much depends on his own unique talents and personal training outside of the volunteer program. Ivan Scheier notes the astonishing variety of volunteer roles in the following manner:

Over 150 distinct probation volunteer positions are described in "The National Register of Volunteer Jobs in Court Settings - 1967". These 150 jobs can be formed into twenty major categories . . . (126:1)

#### D. Matching

After the recruiting, screening and training functions of a volunteer program have been completed, comes a crucial yet often underestimated process of matching. In Guidelines and Standards for the Use of Volunteers in Correctional Programs, the area of matching was determined to be one of the areas requiring more attention. They suggest that

. . . we believe the matching component is at least as important as the training component in producing high quality volunteer service. It could be twice as important, though . . . it has received scarcely half the attention volunteer training has received. (36:85)

This report goes on to point out the logic for effective matching.

While volunteers should be trained and given some skills, their primary contribution to correction lies with the natural qualities and pre-existing skills they previously possess. We must, therefore, try to place the volunteer in a job situation which is maximally compatible with his natural qualities and pre-existing skills. Poor matching will make the volunteer unhappy as well as ineffective, and may well account for much of the problem of high turnover rates. (36:85)

This section will discuss the process of matching looking at how matching takes place at two levels in a volunteer program. The first level discusses the importance

of matching the volunteer to a job in which he will be happy and effective. The Second level looks at the importance of matching the volunteer to the offender in cases where an effective one-to-one relationship is the basis of the volunteer program. At both levels, specific approaches that have been used will be outlined and when possible, specific research done on each level will be mentioned.

#### Matching of Volunteer to Job

As volunteer programs mature, there is a natural tendency to increase the number of volunteers and thus diversify and expand the services the volunteer programs perform. As this happens, it becomes more important to move from matching the person to a specific job to fitting the job to natural abilities and pre-existing skills of the volunteer. Ivan Scheier supports this concept and illustrates this point by making a distinction between paid and unpaid work systems.

In paid work systems, one can rarely create a new job for a person who comes in with unique and useful qualifications. It is far easier to do this in an unpaid work system where jobs can be built around an individual's qualifications. Traditional paid work usually can only fit the person to the job and throws the person away if he doesn't happen to fit the job. Creative matching for the volunteer can fit the job to the person. (36:87)

Dr. Scheier has termed the fitting of the job to the person process as the People Approach System of Volunteer Involvement. He states that the principle of this approach is:



We begin where the person is at, not where the job is at. We fit the job to the person rather than the person to the job. In other words, people first - jobs second. (36:1)

In this sense, Scheier is talking about matching the person to the job and supports this approach with a rationale which includes the following:

(a) Scheier feels retention of volunteers occurs because people are doing what they want to do. This occurs when someone takes the time to ask what they want to do (a people approach). Scheier suggests that dropout occurs when people aren't doing what they want to do. He believes the people approach for matching the person to a job is necessary "medicine" for what he calls "the mortal disease of volunteer programs - tumbling turnover."

(b) Scheier contends that the pool of volunteers that now exists represents about 10% of the total population.

Elitist volunteerism will be satisfied with the 10%. Modern volunteerism should aspire to engage the other 90% by basing their capabilities, their desires, their time, resources, and their style of helping. MINIMAX [discussed later] is an attempt to copy the other 90% helping style instead of always asking them to copy ours. (36:1)

Scheier suggests that this 90% includes the range of people who rarely volunteer: minorities, the poor and others who do not see themselves as "designated helpers" either as agency professionals or formal program volunteers. Scheier reports "The People Approach position is to stop talking about involving 'them' with 'us' and start talking about how we can involve ourselves with them."

(c) A number of other benefits of the People Approach System for matching volunteers to jobs are discussed by Scheier. For example, a potentially good volunteer will not have to be rejected because he does not qualify for an available job. Another advantage is that because people are "doing what comes naturally", they will require less staff supervision time and this will help with what Scheier describes as "the number one problem of volunteer programs in agencies today - staff resistance." Another advantage of the people approach outlined by Scheier is that a volunteer who is "enjoying himself doing what he can do best" gives more real help. In this way, services to the consumer are enhanced through this approach.

Scheier presents two people approach strategies based on the idea of person-job matching. These are "NOAH" and "MINIMAX" which will be outlined here.

The first people approach method Scheier describes is NOAH - Need Overlap Analysis in the Helping Process. This method approaches the three groups of people who must be pleased with an agency related volunteer program: volunteers, staff and clients. This approach recognizes that not only do volunteers require what is termed "a motivational paycheck" but also staff must see a need for the volunteer program (and thus head off resistance). Also, the consumer should be consulted to ensure his needs are being fulfilled by the volunteer program.

In this approach, the three members of the volunteer program are approached to see what staff wants volunteers to do and where it overlaps with what volunteers want to do, and where this overlaps with what clients need. The three sets are not identical but seek to find the areas where all three overlap as a motivational tripod on which to base a solid program.

Scheier feels that the NOAH process is a healthy process at any stage of a volunteer program and recommends its application not only in the program planning stages but periodically thereafter for development of new volunteer jobs, for rescanning of old jobs for "people approach relevance" and for freshening communication between volunteer, staff and clients." (36:6)

Another People Approach Strategy for matching jobs to volunteers is "MINIMAX", which is defined by Scheier as "making the minimum change in what people like to do, and can do, which will have the maximum positive impact on other people." (36:8) Among the People Approach Methods, Scheier feels MINIMAX is more radical than NOAH. NOAH is described as an extension of our present style of formal volunteer helping, whereas MINIMAX poses a new strategy which attempts to approach the other 90% who don't ordinarily join formal volunteer programs. (36:9)

Scheier feels that formal agencies and formal volunteer programs are only the visible part of what he describes

as "the helping iceberg". They are visible because they depend on "designated helpers" (either paid professionals or volunteers) and "designated helpees" or the consumers of formal services. Nevertheless, Scheier says most of the helping in the world goes on in informal ways without designated helpers and helpees. What Scheier says is:

Per given investment of our time and effort, the total sum of helping in the world can be more significantly increased by catalyzing the informal helping processes than by controlling formal ones as we can do now. (98:8)

The catalyzing function described by Scheier is what MINIMAX does. It attempts to discover the natural connection between two people and bring them together without creating a new program. The traditional "designated helper" way of dealing with problems would be to create programs, either paid or volunteer, to meet needs. By contrast, MINIMAX would facilitate getting the people connected (a catalyst) without creating any programs (control).

MINIMAX believes then that everyone is a "natural helper" at some time in some situation, and at other times in another situation, is a "natural helpee". MINIMAX concentrates on ordinary needs but as Scheier points out, "ordinary needs can be important and have extraordinary consequences if characteristically frustrated." (36:9) MINIMAX is, in the deepest sense, prevention, for needs taken care of in a neighborhood do not ordinarily get to agencies or formal volunteer programs.

Examples of how MINIMAX has been used in specific programs are given by Scheier. There are many variations on MINIMAX as a strategy but share in that they begin where people are in the helping process, rather than ask them to come across and adopt a more formal style of helping - either volunteer or professional.

Some pros and cons

Scheier points out the advantages of MINIMAX include those mentioned previously for people approach systems; first, involving a greater number and range of people; and, secondly, in reducing staff resistance. Another advantage of MINIMAX is that it is easier to catalyze more helping than one can control in formal programs. As Scheier suggests:

It is better to involve all people in terms of what they have to give than an elitist minority of designated helper, stretched thin in numbers and eventually in motivation. (98:11)

Other advantages to MINIMAX, Scheier suggests, are those programs based on this approach seem to attract highly motivated, self directed volunteers, turned on by their assignment and not the opportunity to work with the agency. There is little program formality, few written absolutes, and elimination of stratification problems evident in some programs. Also encouraging clients to volunteer recognizes the potentially therapeutic value doing so may have on an individual.

There are obvious disadvantages of MINIMAX. The

approach is a threat to control and possession in that it is difficult to observe volunteers from clients. This creates problems with sponsor and budget boards, statistics, and program evaluations.

#### Matching the volunteer to the offender

This second type of matching process refers to those situations where a one-to-one relationship is desired. The Guidelines and Standards for the Use of Volunteers in Correctional Programs breaks this process into two stages: first, is the offender compatible with any volunteer; and, secondly, if the offender is receptive to volunteers, to which volunteer is he most receptive. (36:54)

#### Receptivity of Offenders to volunteers

In the U.S. since the modern resurgence of volunteerism in 1955, it is estimated that well over a quarter of a million volunteers have been assigned to offenders, most frequently on a one-to-one basis (36:88). We still do not have adequate knowledge of what makes an offender receptive or unreceptive to what a volunteer can do for him. Estimates are that anywhere from 30-70% of offenders may be receptive to volunteers but these are only estimates and as yet, little attention has been paid in identifying the unresponsive versus responsive offender. The Guidelines and Standards for the Use of Volunteers in Correctional Programs state:

To assign a volunteer to an offender who will not respond to him or who could be better worked with in some other way is surely as wasteful as failing to assign a volunteer to an offender who does need a volunteer. (36:85)

Matching the receptive offender to the volunteer

When an offender is receptive to what a volunteer can do, the crucial question then becomes with what volunteer will the probationer be most compatible. During an Institute on Research with Volunteers in Juvenile Delinquency, Paul F. Zelhart and Jack M. Plummer said about this form of matching that:

The matching problem requires us to switch from the vague, well, something happens between the volunteer and the probationer attitude, to a fine grained focus on exactly what sorts of things actually do happen between the volunteer and the probationer. We need to understand far better what sorts of relationships do occur between volunteers and offenders. When we understand the relationship better, we can surely use our volunteers not only more effectively but more humanly. (106:3)

The rationale for this matching approach has been termed the "individuality theory" of volunteerism as described in a Volunteer Courts Newsletter. The individuality theory of delinquency treatment was made possible by the use of volunteers. It is the first theory of delinquency treatment which specifically depends on the use of volunteers.

Its principal prescriptions are:

- (1) Each offender is uniquely an individual, like no one else except himself. . . . He is as much an individual as a nonoffender. . . . Individuality theory thus reserves a basic dignity to the offender - it says he is a unique human being.

(2) Above all, if each offender is an individual and his offense individual caused, it makes sense to assign one treatment agent to each offender, so the treatment agent has time and opportunity to appreciate and work with the individuality of the offender.

(3) Only with volunteers can you do this, and then only with good volunteer-probationer compatibility matching can you find just the right individual volunteer needed by each offender. (87:13)

Some researchers have examined this process of matching offender to volunteer more closely. Tom James, Coordinator of the Compass Program in Winnipeg, Manitoba, has begun using the Interpersonal Maturity Level (I-Level) in regard to volunteer receptivity. Volunteers are assigned to two classifications of youngsters: Level 3 (immature conformist - CFM) and Level 4 (anxious neurotic - NX).

Although the immature conformist category has undergone some major re-evaluation and refinement into various subtypes, we work in terms of the crude classification of the typical 'follow the leader' youngster. We find that he is as equally willing to accept the leadership of the volunteer as he is of his delinquent peer group leader. The major drawback is that he tends to follow the leader that is at hand at the moment and this creates considerable frustration for the volunteer. . . . Volunteers working with this kind of youngster have to be prepared to provide rather strong positive direction to the youngster, since according to the classification analysis, the Level 3 is unable to differentiate and make strong decisions about himself. . . . Their conversation tends to be very superficial and they are incapable of analyzing what is going on in their own lives, or the world around them. They do respond, however, to the straight activity kind of relationship and readily enjoy the kind of social opportunities that our volunteers provide them. Our probation officer seems to see indications in certain cases that the C.F.M. children are maturing in the process of consistent relationship with volunteers.

The Level 4-NX youngsters characteristically feel they are bad and no one understands them. They are, however, often able to talk about their feelings and



the world that impinges on them. . . . With this level, youngster's activity is not so crucial except as a means of building his self image. He is often content merely to be with the volunteer and to have the opportunity to talk when he is ready or in a crisis situation when he needs someone to listen. (106:8)

Another personality matching method is the Quay-Ingram Behaviour Category, or BC system, developed and used at the Kennedy Youth Centre, Morgantown, West Virginia. It is relatively straightforward to use and preliminary evidence appears to indicate that its use strengthens the volunteer's chance for success with the offender (106:9):

The BC system places offenders into four major behaviour categories as follows: BC-1 (lazy-inattentive); BC-2 (anxious-guilty); BC-3 (hostile-aggressive); and BC-4 (peer loyalty). (87)

Volunteers are tested in terms of their natural attitudinal preferences for working with one or the other of these behaviour types of offenders.

The Guidelines and Standards for the Use of Volunteers in Correctional Programs point out that "matching should be given highest priority in terms of these areas needing improvement." (36:85) Since these Guidelines were written in 1972, a number of studies have been done on this topic.

Mehaffey (79) looked at age and marital status with regards to matching and found the differences in ages over ten years and differences in marital status were detrimental to the relationship. The Fundamental Interpersonal

Orientation Behaviour Test was found to be a useful tool to aid in matching.

Similarly, Dewey (79) found that matches were more successful when the pair were of the same sex and the volunteer was two to four years older than the probationer.

The Manitoba Compass Volunteer Program emphasizes a common interest in activities, and to ensure they are systematic and comprehensive about this, asks their volunteers and offenders to fill out a "Shared Activity Inventory" which is a list of approximately 50 types of common activity interests, lack of which the volunteer can mark at one of three levels of interest for himself. Volunteer and offender forms are compared with each other and match made on the number of overlapping checks and opposite interests.

Professor James Jorgensen of Denver University Graduate School of Social Work, is developing procedures for the Jefferson County Colorado Court Volunteer Program in which both volunteers and offenders will be asked to fill out a brief questionnaire describing the kind of person they are, and their expectations of the person they would be with in the match (19:97).

The only conclusion that can be drawn about matching is that certain characteristics, tendencies, traits, etc. can be measured and that it may be possible to devise more scientific techniques to match volunteer-offender pairs with maximum benefit, on such characteristics.

The Probation Service Institute, Boulder, Colorado, offers a service for a small fee whereby a simple attitude and personality test is filled out by offenders and volunteers and returned to the Centre for computer processing, which indicates the juveniles' relative receptivity to 17 different kinds of characteristics a volunteer might possess. For example, "good listener", "decisive leader", etc.

#### Concluding remarks

At present, volunteer-offender matching systems are mainly programmatic, experimental and somewhat fragmented. Thus, some systems seem quite promising for assessing the volunteer for his compatibility with a potential kind of offender; others seem promising for determining the offender's receptivity to a particular kind of volunteer.

#### E. Supervision of volunteers

A good, effective use of manpower resources brought to the volunteer program requires an effective system for the supervision of such volunteers. As one is concerned about recruiting, training and matching volunteers, one should also be concerned with the maintenance of the volunteer. This is generally equated with the managerial component of supervision.

The rationale for supervision is grounded in the experience of many volunteer programs. Experts like Ivan

Scheier (36:87-91) and Judge Keith Leenhouts (71:105-109), suggest that supervision and support by staff or volunteer coordinators is essential to insure high morale, job satisfaction and a high degree of quality performance by the volunteer. John Cull and Richard Hardy feel that supervision produces a commitment if it is good and add that "when people who share goals and objectives can enjoy their work together, each improves job performance because they have mutual respect and trust." (12:68) In this way, Cull and Hardy feel that good supervision has a positive effect on staff in lowering resistance to the use of volunteers. Also, these writers feel that "good supervision can help the volunteer accept the fact that his presence means different things to different people and to understand these perspectives." This will serve to reduce volunteer frustration and will ultimately reduce mortality rates. Arthur Pell says:

A good supervisor builds confidence in volunteers by sincere appreciation of the unique strengths each worker brings to the assignment as well as realistic assessment of his weaknesses, offering advice and resources when possible. Essential is the shared confidence that the person can do the job, and wants to do it well. No matter how impressive his credentials, anyone beginning an assignment needs such reassurance while he learns the policy framework as ground rules for the new work. Then the volunteer begins to see himself as part of staff with the accountability and responsibility which the fact implies. (26:24)

Good supervision, then, is seen by these authors as an important component in affecting positive changes on many of the ills that hamper the success of a volunteer program. Conversely, in a program where good supervision is lacking,

one can expect to experience some or all of these ills which ultimately detract from the overall effectiveness of the volunteer program.

Supervision of volunteers poses many complex problems because of the unique nature of volunteerism. Scheier discusses this unique nature and how it relates to supervision:

Volunteers are unpaid in money. This means two major things. First, supervisors of the volunteer must be motivational experts, skilled in pulling people along by incentives rather than pushing them by orders. Secondly, their supervisory style must be relatively informal, flexible, and pitched to persuasion rather than overt direction. In all, supervision of volunteers is closer to the concept of teamwork than is classical supervision of paid staff. This stems from fine special qualities of the volunteer as a worker. He or she:

1. A part time employee
2. Unpaid.
3. Numerous in well developed programs, often outnumbering staff as such, 10-15 to 1
4. Ordinarily works primarily through natural qualities and experience rather than special professional skills
5. The volunteer has relatively stronger roots in the community than in the agency. (35:109)

It is evident to Scheier that because of the unique nature of volunteers, a volunteer program cannot expect to subject volunteers to the same degree and intensity of supervision as paid staff. Without a salary reward system, good supervision requires great skill and genuine compassion to help volunteers remain motivated, and encourage effort and progress toward greater responsibility. Therefore, the type of supervision, in terms of the frequency and formality of contact and evaluation, in a volunteer program will be

dependent upon a number of variables. These variables include objectives of the program, the model of program leadership, the number of volunteers in relation to the number of staff designated to supervise the volunteers, and the complexity of the roles volunteers are expected to perform as well as pre-existing abilities and qualifications of volunteers to perform the roles also must be considered in supervision.

(a) The objectives of the program in which the volunteers are operating will be a factor in what is required in the way of supervision. Obviously, supervision in a program which has as its objective the helping of elderly people and uses volunteers to make home visits is going to differ from a program that has as its objective "the prevention of further anti-social behaviour." Scheier suggests "a clearly stated program philosophy may be the best guide to the type of supervision which must be offered in any program." (35:86)

(b) The model of program leadership is another factor which will affect the degree of supervision and how that supervision will be carried out. This concept is based on the idea of who accepts supervisory responsibility for volunteers as they operate within the agency. This decision will be affected by the philosophy and objectives of the volunteer program, the number of volunteers and those available to do the supervision. In an

unpublished thesis, Robert Gardner identified four ways that volunteers are supervised by agencies using volunteers in the City of Windsor, Ontario. These represent the more commonly used methods for supervising volunteers and include: (a) staff members within the agency who assume some responsibility for supervision of volunteers (76.9%); (b) the director or administrator of the agency assumed supervisory responsibility in 46.1% of the population; (c) a paid volunteer coordinator carried this responsibility in 38.4%; (d) a volunteer coordinator carried supervisory responsibility over other volunteers in 15.3% of the agencies polled. (114:86).

Little has been written on the comparative effectiveness of these models for supervising volunteers. The area where most of the attention has been given in this issue has centred around the use of staff to supervise volunteers. The literature in this area does reflect the idea that "volunteers are a productive reinvestment of staff time, not a substitute for it." (35:9), and "volunteers are not cheap labour. . . . They are an investment not a gift." (12:49), and that in situations where staff or administration see volunteers in ways opposite to these ideas, problems are encountered.

In using staff to supervise volunteers, the principle change in the role of staff with the advent of volunteers is the step from worker to supervisor. Staff

who may have formerly supervised no one but themselves now become supervisors of unpaid part time staff - the volunteers. A study by Ira Schwartz in 1973, carried out in Hennepin County, Minnesota Court, surveyed volunteers with the question, "Do you think you are being given good supervision by staff?" Only 34% of volunteers said yes. The same kind of question was asked of staff, "Do you feel you have been given adequate training with which to supervise volunteers? Only 30% of staff said yes.

The Hennepin County study, after computing information from volunteers and Probation Officers, drew the following conclusions: (a) a relatively large percentage of the probation staff involved in the study feel they are inadequately prepared to supervise volunteers; (b) a relatively large percentage of the probation staff involved in the study are not adequately carrying out their role working with volunteers; (c) a relatively large percentage of the volunteers in the study were dissatisfied with their relationship with probation staff. (82)

This report recommends that any serious volunteer program should have a staff training commitment equal to its volunteer training commitment if problems in this area are to be avoided.

In conclusion, maintenance of volunteers after they have been recruited, trained and matched is essential if the volunteer program is to meet its objectives. This



process is generally equated with supervision. There is no consensus on the type of supervision in terms of the frequency and formality of contact required. This decision is generally based on a number of variables which include the objectives of the program, the model of program leadership, the number of volunteers and the complexity of the roles volunteers are expected to perform.

#### Offenders Reaction to the Use of Volunteers

The available literature identifies a significant lack of research in the area of offender's assessment of the use of volunteers as probation officers. Several writers have noted this weakness and have called for more research to solicit the probationer's feelings about the services he receives, his needs and how these needs could be satisfied.

Hugh Barr, in his report on a voluntary associate program in Great Britain, writes that

. . . much more attention . . . be given in the future to the opinion of clients in the form of 'market research' to assess the wants and needs of the consumer. (5:21)

Here, in Canada, Ruth Pitman et al. cite the inestimable value of probationers' suggestions as a worthwhile focus for further research which would be beneficial in the development of services to the probationer. (124:69)

Robert J. Berger et al. comment on the feelings

of the probationer to his participation with a volunteer, raises the important issue of coercion and its apparent effect on the probationer. They state that the probationer and his parents do not have any other choice but to accept a volunteer for the probationer experiences

. . . the moral pressure - someone is willing to help you out of the goodness of his heart. . . . and the situational pressure . . . the possibility of a less benign disposition. (6:VIII-6)

The effect this quality has on the rehabilitation of the probationer is quite negative, destroying the necessary "motivational prerequisites". (6:VIII-6)

A survey done on the Volunteer Supportive Services Project in Minneapolis, Minnesota involved sixty probationers to acquire their assessment of the services given by the volunteer. A very positive evaluation was obtained in which the majority of the probationers believed the volunteers did a good job and would accept another volunteer should another court hearing be necessary. They reported the following data:

The clients evaluated the volunteers as being well informed about court services (93%), as having gathered adequate information for presentation to the Court (90%), as providing helpful services (88%), and as making things better for them (82%). In addition, they thought the volunteers were honest (92%) and interested (78%) and had stuck to the real issues (83%) in dealing with their problems. (100:234)

Although the literature is limited in this area, and each program is different, the above report indicates a positive probationer reaction to the use of volunteers.

### Research Related to the Use of Volunteers

Although the literature supports the use of volunteers, an apparent need does exist for further research in the area of volunteer effectiveness. The results of existing studies tend to uphold the assumptions that volunteers are as effective as professional probation officers; however, they do not surpass the professional. Two common weaknesses of existing research has been firstly the problem of defining and measuring success and, secondly, the lack of control groups in some studies.

R. E. Fox writes that research on volunteers in corrections tends to be conflicting and lacking in depth. He makes reference to the following:

On the one hand, a recent study in Michigan suggests that volunteers who are organized are less effective. One Ontario study already quoted indicates that volunteers who are unsupervised and unmanaged are less effective, while another study seems to show that in probation programs, volunteers become less successful after they have been in the program a number of years, since they begin to behave like staff. (113:30)

Ivan Scheier, in writing about the effectiveness of volunteer programs, cites two variables that can influence the findings. Firstly, the better-run the program, the more effective will the results be of any research and, secondly, the services to the probationer is only one aspect to be considered. The volunteer also has influences on the court, the community and the volunteers themselves (80:14).

He reports the research findings of three separate courts which independently discovered that probationers who were assigned to a one-to-one relationship with volunteers showed "lessening of anti-social attitudes when tested before and after probation." (80:14) They found that a contrast group comprised of probationers not assigned to volunteers had shown an increase in anti-social attitudes. Although this study does not completely prove the effectiveness of volunteers, Scheier noted that it was "perhaps the most impressive research finding." (80:14)

An evaluative study of a volunteer program in a juvenile court (6) found that the volunteer probation officer had a negligible effect on the delinquent behaviour of the probationers, compared to their control group. They also report that those probationers who had received services from a volunteer had more contact with the police than did the control groups and the non-participants. Part of the reason for this increase in police contacts was traced to the fact that

. . . group counselling and volunteer probation officers seemed to increase the rate with which probationers ran away from home, an offense that leads to police contacts more frequently than others do.

(6)

In discussing the amount of time a volunteer probation officer spends with his probationer and its effects on the probationer's delinquency, they recommend

that the volunteer invest three or more hours per week with the probationer. They felt this might improve the effectiveness of the program. However, they are uncertain as to what variable caused the decrease in delinquency and the increase in contact with the volunteer.

It is possible that a probationer who was becoming even more delinquent caused less contact with his volunteer probation officer by avoiding him; it is also possible that a volunteer probation officer avoided contact with a probationer whose increasing delinquent behaviour indicated that the volunteer probation officer was having little positive influence. At the same time, it seems plausible to argue that the investment of time by a volunteer probation officer affected a decline in delinquency. (6:V-15)

This study and Pirs' (28) both report that volunteer characteristics such as sex, age, birthplace, and others had no significant effect on success. Berger noted that volunteers who were nonstudents were more effective. Also, those volunteers who defined their relationship in terms of Big Brothers or Big Sisters tended to be more effective than those who defined it as friends. They interpreted this finding as indicating that "more effective volunteers do not hesitate to claim some authority on the basis of their greater maturity." (6:VIII-4)

Berger attempted to determine what kind of probationer would be most successful in this particular volunteer program. They concluded, after considering such characteristics as age, sex, the social status of their families, the intactness of their families, previous history of neglect or abuse, and the frequency

and seriousness of self-reported delinquency, that there was no particular kind of probationer with whom the volunteer program was especially effective (6:VII-4).

The researchers write that they know of no good assessments of any volunteer programs outside the courts and are not ready "to assert that volunteers have no potential effectiveness." (6:VIII-5) To be of any value, volunteer programs should be evaluated and should be used as a means of filling gaps in the range of community services. They further state that volunteers cannot be successful until the juvenile justice system removes the coercive aspects from the program. Probationers are given no real choice and the findings indicate that probationers with more positive attitudes toward the courts are more successful.

S. Pirs reports no significant difference noted in comparing those probationers supervised by volunteers and those supervised by probation officers; however, volunteers were more successful with all age groups of probationers. In cases where the volunteer had more than one or two previous volunteer experiences, success was negatively affected. It was thought that many volunteers lose interest as they gain experience, which implies that new volunteers would have to be constantly recruited. When compared to all other occupational categories, housewives were found to be the most successful group; however, they supervised the smallest average

number of probationers per volunteer (28:11).

Pirs writes that volunteers' major benefit may be the

. . . amplification of time - more time spent with probationers, and in so doing allowing probation officers more time to supervise probationers as well. (28:3)

Kaufman states that volunteers do not free time; instead they require additional time (69:41). George C. Howell reports that probationers perceive counsellors as liking them less when interaction becomes more frequent. He points out that initially volunteer probation officers had a better relationship with their probationers than the probation officers; however, after six or nine months, these differences lessened (67:1857a).

Another study, Pitman et al, examined parents' perception of volunteers working with juvenile probationers. They found that 31 percent of the parents perceived little or no improvement in their children as a result of their child's involvement with the volunteer program. Parents with Grade 9 or above education found the volunteers more helpful than did those parents with eight years or less of formal education. It was thought that parents with higher education may have found it easier to relate to volunteers whose education may be very similar to their own level.

The researchers saw that the greatest amount of volunteer related improvement was perceived in the following areas of the probationer's attitudes and

behaviour - "his authority relations; his relationship with his parents; his self image and his participation in school." (124:55) They concluded that parents saw the volunteers as authority figures and expected them to use it to keep the probationer from committing further offences.

The California Youth Authority's evaluative study of thirteen volunteer programs in 1973 revealed that volunteers felt they were a benefit to the probationer and assisted in reducing recidivism. The majority of professional staff saw the volunteer program as successful. Eighty-four percent of the staff noted the one-to-one volunteer-probationer relationship as being a positive influence on the probationer. After the probationer was matched with a volunteer, he had fewer arrests and committed less severe offences. In terms of a volunteer's effectiveness, the length of his relationship with a probationer had no bearing on the success of that relationship. Like Berger, they report that no particular type of client was better matched with a volunteer than any other type. Also, no particular type of volunteer was any more successful in helping a probationer. (109)

Juozapaiucius and Wegessy, in studying probation officer's perception of the use of volunteer probation officers, write that the greatest volunteer asset is the individual attention they are able to provide the



probationer, indicating a real concern for him. They found that the probation officers perceived the volunteer as becoming too involved and possessive of a case and tended to do things without considering the legal implications. The volunteer probation officer was perceived as not being sufficiently rigid and could be easily manipulated by the probationer. The probation officers viewed the volunteer program as requiring too much time in terms of red tape and training.

Kari and Marcotte, in studying the effectiveness of volunteer probation officers in Windsor, Ontario, report that the volunteers were not as effective with the probationers as those supervised by professional staff. They found that no significant relationship existed between whether the offender was a multiple or first offender and the successful completion of probation; however, they do note a slightly higher success rate for the first offender. They report the highest success rate for volunteer-supervised probationers was for those volunteers who supervised probationers "between seventy-five and ninety-nine percent of the total length of the Probation Order." (117:17) They point out that the length of time spent with the probationer correlates positively with the successful completion of probation.

Another extensive evaluative study started in 1965 when the Royal Oak Volunteer Program undertook to

determine the effectiveness of its volunteers. A control court group which was very similar to Royal Oak was used.

The first test of effectiveness was to calculate the recidivism rate for a nine-year period. They found a rate of seven percent for Royal Oak while the national average was 25 percent (23:123).

The second test compared Royal Oak with the control court group and included all those "misdemeanants who were sentenced to a fine, extended probation or prison for a second offence in any court." (23:123) Prior to the study, Royal Oak had a 44.5 percent record of reconvictions compared to the control court group record of 39.1 percent. For the eighteen month probation period, Royal Oak had 22.8 percent of its group convicted of a second offence while the control court group had a 46.2 percent reconviction rate.

The third test studied all offenders placed on probation from January 1, 1965 to September 30, 1969. Only crimes committed in Royal Oak and the location of the control court were considered. The probation period usually was eighteen months which meant much of the time studied would be after the discharge from probation. The researchers found that for the control court, 49.8 percent of the group had committed one or more further offences compared to 14.9 percent for Royal Oak (24:128).

From this data the researchers concluded that the Royal Oak program had been very successful in their use of volunteers. The basis for their decision was the recidivism rate, which has been questioned by many as an unreliable measure of effectiveness; however, accepting this limitation, they still felt that probationers were receiving good help from the volunteers.

Another piece of research with a different focus was the study of four adult correctional institutions and their related volunteer programs (131). They discovered volunteers perceived their services as helpful to the inmates. The purpose of the program, as viewed by 64 percent of the volunteers, was the provision of a different kind of service, which was the main reason for the program's implementation (131). The attitude of volunteers toward correctional officers was thought to be positive by 57 percent of the volunteers and 53 percent thought the correctional officers thought positively of them.

Smith and Reddy advance the theory that as time spent as a volunteer increases, there is a more positive attitude toward corrections.

The Joint Commission on Correctional Manpower and Training's "Volunteers Look at Corrections" (1967) reported that about two-thirds of the 54 volunteers questioned felt that their attitudes toward corrections had become more positive since they had become involved in corrections work, 70 percent also noting that they had interested some of their friends in corrections since themselves becoming volunteers. (46:188)

Zaphiris and fellow workers found that volunteer training aided approximately 50 percent of the volunteers to become more tolerant and understanding of probationers. In his overview of research, Shelley notes that

. . . we have apparently passed through the period where the primary concern and interest is who is doing what, and how they are doing it, to the question of what kinds of impact is our practice having on the participants, volunteers, staff, clients and community?

It is hoped that this study will shed some light on the preceding questions by exploring and describing the volunteer, probationer and staff reactions to the respective programs in Windsor and Chatham.

#### Conclusion

We have endeavoured to provide the reader with a brief history of the Ontario Probation and Parole Services in an effort to underline the significantly rapid growth and equally sudden arrest in development. Socio-political factors contributing to this rapid cessation in development and the concomitant consequences for the probation services are highlighted.

The resulting "atmosphere" of pessimism and the impasse of rising probation caseloads and inadequate staffing were examined. The current corrections "Zeitgeist" in Ontario places considerable emphasis on community participation by means of the implementa-

tion and maintenance of volunteer programs. Related literature has been surveyed, albeit, many of the results are inconclusive or contradictory. Although this review is by no means exhaustive, our efforts to collect relevant studies were systematically foiled by sheer "unavailability" of much of the literature. This problem has been noted by Dr. Ivan Scheier who wrote:

Though specialists in information, we researchers also seem to be specialists in noninformation, when it comes to getting this information known. It is a feat of no mean proportions to get a copy of completed research reports, and an even rarer stroke of luck to discover anything about research planned or in progress. Researchers need better communication to and from courts . . . and with each other. . . we were astonished to discover some twenty-five relevant researches were completed or projected, and we were appalled to discover, further, that rarely did one of the researchers know of more than one or two of the other twenty-five studies. (97)

Despite the assistance of a lengthy computer print out and an "attack" on twelve different libraries from Halifax, Nova Scotia to Lansing, Michigan, we were becoming somewhat paranoid that there was a conspiracy extant which caused most literature pertinent to this study to self-destruct. The veracity of the preceding quote by Dr. Scheier was rather convincingly confirmed when we found ourselves in possession of several documents published by his agency - National Information Centre of Volunteers in Courts, Boulder, Colorado, entitled "An Overview of Evaluation, Research and Surveys". Although these were some-

what dated, our requests for more recent copies were met, on three different occasions, with a denial of the existence of the documents we possessed!

However, the literature perused for this study generally indicated that volunteers in probation were making a significantly positive contribution. While volunteers are in no way to be seen as a panacea, they do appear to provide a unique opportunity for tremendously increasing services to clients. While the challenge to administration and line staff is significant, the potential rewards of an effective volunteer program are no less significant. The overall tenor of the literature reviewed indicates that the success of any volunteer program is contingent upon a strong commitment on the part of the paid staff, probationers and volunteers. A recurrent theme throughout the literature serves to underline the need for citizen involvement or accept responsibility for our failure to live up to our commitment to real community-based treatment of offenders.

The subsequent chapter will detail the research design and methodology involved in our study of the volunteer, staff and offenders perceptions of the volunteer programs presently operant in the Essex and Kent County probation offices.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Classification

By means of systematic procedures, the researchers intend to obtain information relating to the use of volunteers by community-based Ministry of Correctional Services so that relevant hypotheses pertaining to this particular phenomenon can be developed.<sup>1</sup> Despite considerable speculative writing on the topic, empirical research in this area has been limited. Lacking knowledge of the scope of the concern, specifically how volunteers in the Ministry of Correctional Services are being perceived by professional staff, probationers and the volunteers themselves, the formulation of hypotheses would seem trivial.

This particular research project was classified as exploratory. Tony Tripodi and co-authors define exploratory studies as

. . . empirical research investigations which have as their primary purpose the formulation of a problem or question, developing hypotheses or increasing an investigation familiarity of a phenomenon or setting for more precise future research.  
(53:19)

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<sup>1</sup>For the purposes of this study, "community-based" services is used to refer to non-custodial institutions. Thus, certain correctional facilities such as detention centres and reformatories are excluded from this category.

Kahn has elaborated on the nature of exploratory studies:

The objective of exploratory studies is the identification of sound questions, promising concepts and preliminary hypothesis in a field which as yet has had limited development and, therefore, is not prepared for elaborate experimental designs to test complex, abstract hypothesis.

Exploratory studies therefore have the primary goal of developing, clarifying, and modifying concepts and ideas in order to provide researchable hypotheses for further studies. This was to be the primary focus of this research study. It was intended, however, to use both quantitative and qualitative descriptions to illustrate how volunteers are perceived by staff, probationers and volunteers themselves. Tripodi specifies that exploratory studies in which

. . . . quantitative descriptions combine with qualitative descriptions in seeking to describe a particular phenomenon, the research be further classified to a subtype of exploratory study; namely, combined exploratory-descriptive studies. (53:48)

Combined exploratory-descriptive studies are described as:

. . . . those exploratory studies which seek to thoroughly describe a particular phenomenon. . . . The purpose of these studies is to develop ideas and theoretical generalizations. Descriptions are in both quantitative and qualitative form. . . . Sampling procedures are flexible and little concern is usually given to systematic representations. (53:49)

Studies may have many objectives and may include a variety of methods to accomplish those objectives. In these cases, it is suggested that "a study may not be



categorized easily by our classification scheme because it may be classified into more than one type of research." (53:55) Such is the case in this study. Two major purposes were identified; namely, exploration and description of the use of volunteers by community-based Ministry of Correctional Services. Tripodi has created the subcategory of exploratory-descriptive studies to accommodate such studies. However, because of the qualitative nature of the questions asked about the volunteer programs in this study, a subtype of quantitative-descriptive study called a program evaluation could have achieved part of the objectives of this study. However, the absence of operational objectives explicit in each program, precluded a program evaluation being undertaken. Albeit, our research instrument has been designed in such a way that a portion of the data collected will provide certain information pertinent to the overall program, as viewed by paid staff, volunteers and probationers.

#### Assumptions

Tripodi defines assumptions as "propositions which have not been verified, but which are taken as given for the purposes of investigation." (53:74) Of importance to this study is the assumption that community-based treatment is more beneficial to some clients than institutional care in the form of detention centres, jails or penitentiaries, in that the client will maintain a

direct link to the community, his family, occupational and educational services.

Another assumption of this study is that volunteers can be a valuable resource in providing correctional services. Among the authors supporting these assumptions are S. C. Mounsey, who states that "volunteers can improve the quality of the total service where they are properly used", and Ivan H. Scheier, who suggests:

Courts using volunteers consistently report reductions in institutionalization rates, as more and more they are able to work with the offender in his home community. At some time striking reductions in repeat offence percentages are also claimed. . . . Three researchers agreed in findings that a group of probationers assigned volunteers one-to-one showed lessening of antisocial attitudes when tested before and after probation. (91:74)

#### Definitions

In doing research, the researcher should describe events in such a way as to enable the reader to make more sense out of his data, so that others will be able to replicate the study. Defining concepts used in the study is a means of achieving this goal. Russel Ackoff says

. . . it is not enough to decide that a concept is pertinent. We must make explicit the conditions under which the definition can be investigated. . . The research objective should play an important role in determining the content of the definition. (1:43)

In this study, a number of terms are used which are defined and clarified here.

"Staff" are defined as any full time, salaried

probation officer with the Ministry of Correctional Services in the Windsor and Chatham offices who has at least one year of experience in providing direct supervision to probationers.

"Probationers" are defined as any adult who has been convicted of some municipal, provincial and/or federal law and who has been sentenced by the court to a period of probation. In addition, the probationers must have been referred to the volunteer program, for supervision by a volunteer.

"Volunteer" was operationally defined in this study as one who has offered his services to the Ministry of Correctional Services agency without payment, has gone through the required training period and has supervised a Probationer for a minimum period of three months.

The definition of "volunteer" warrants close consideration since it is one of the objectives of the study to better understand the role of the volunteer in corrections. The concept of volunteer is often taken for granted until one examines it in the context of a study of this nature. The general definition of volunteer as "one who enters into or offers himself for service of his own will" (135:2564) is seen to lack clarity of meaning when examined in the light of research. A more functional definition of the volunteer is:

. . . an individual who freely contributes his services without remuneration commensurate with the value of the services rendered, to public or voluntary organizations engaged in preventing, controlling or ameliorating the effects of social problems experienced by individuals, groups or committees.  
(133:1525)

This definition covers, in a general way, many of the functions performed by volunteers. These functions include not only direct service to clients but also administrative volunteer roles such as sitting on advisory boards or finance committees. This definition is, therefore, too broad for research purposes.

The Ministry of Correctional Services defines a volunteer in terms of the goal toward which the Ministry is working by using volunteers.

A "volunteer" by the Ministry's definition is an individual who, for personal satisfaction, works on terms of equal partnership with professional staff members of an organization in order to provide a service in his competence and interest area which will further the aims and the objectives of that agency by enriching programs, adding new dimensions to a program and bringing services which may not otherwise be available to that agency (120:2). This definition expresses the ideal in using volunteers--volunteers working on "equal partnership" with paid staff, in doing something that "interests" them and is within their "level of competence" to perform so as "to further the aims of the Ministry". The focus of this study was

to examine if this ideal definition of volunteers was merely rhetoric or if it was approximating reality.

"Perception", used throughout this study, is operationally defined as the experiential components of past interactions leading to a subjective evaluation; in this case, the use of volunteers in the Ministry of Correctional Services Probation and Parole program.

### The Setting

The setting for this research project was Essex and Kent Counties situated in Southwestern Ontario. Within these counties, the Ministry of Correctional Services operates Adult Probation and Parole offices in the City of Windsor and the City of Chatham. The Ministry of Correctional Services has also operated a volunteer program in Probation and Parole Services in Windsor and Chatham offices since 1973 and 1975 respectively.<sup>1</sup> The volunteer program in each of these locations, although operating independently, is supervised by the same area coordinator. The two programs are similar in their objectives and in methods of operation, but differ in the size of program and population in each area. Using both areas increased the sample size which gave a more complete

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<sup>1</sup>In this study, "Windsor" will identify the volunteer program in Essex County and "Chatham" will identify the volunteer program in Kent County.

picture of how volunteers were perceived and also allowed the researchers to note similarities and differences in responses within the sampled population. The researchers were also able to speculate as to what factors contributed to the similarities and differences.

Thus the volunteer program operated by the Ministry of Correctional Services, with the Probation and Parole agencies in the counties of Essex and Kent, provided the population for the study.

#### Population

In this study, the total population was designated to be:

(a) all full time salaried adult probation officers of the Ministry of Correctional Services in the Windsor and Chatham offices, who had at least one year of experience in providing direct supervision to probationers;

(b) all volunteers in the Probation and Parole program who had at least three months experience in providing direct supervision to probationers.<sup>1</sup> Included in the volunteer population were those who were active in the volunteer program for at least three months since March 1975;

(c) probationers included those adults convicted

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<sup>1</sup> either one-to-one or minimum supervision

of some municipal, provincial and/or federal law and sentenced by the court to a period of probation, and subsequently referred to the volunteer program for supervision by a volunteer. Both cases that were active and cases that had been inactive from March 1975 were included in the population. Thus, within the total population, three subpopulations were noted.

Tripodi (53:49) suggests that in exploratory research "the population selected should be pertinent to the purpose of the study." In this study, the purpose was analogous to exploratory research design; namely, through exploring and describing how the volunteer program was perceived by staff, volunteers and probationers to lead to "the formulation of a problem or question, developing hypotheses or increasing the familiarity of a phenomenon for more precise future research." (53:49) Involving those who had direct experience with the volunteer program; i.e., staff, volunteers and probationers, in the population gave a more complete picture of how volunteers were being perceived. Also, using these three subpopulations together in the same study allowed the researchers to note any similarities and/or discrepancies among the respondents on particular issues.

Other studies support the use of staff, volunteers and probationers in research. For example, "An Overview of Evaluation, Research and Surveys", compiled by Ernest

L. V. Shelley, gives a description of many studies on the use of volunteers in the correctional spectrum. This author states as limitations to many of the studies that either staff, volunteers or probationers were not included and suggests that these studies could have been strengthened by including these three subpopulations (127).

"Perceptions of the Effect of Volunteers in Juvenile Probationers: A Replication", said the following about staff:

It would be useful to consider the volunteer program from the point of view of the regular probation officer. The bulk of the volunteer cases are now being channelled through the regular probation officer and thus their input and perception on the use of volunteers would be a valuable contribution to the whole." (124:68)

These authors go on to comment about using probationers in a study:

An important person in the study population was the client or the probationer. It could be invaluable to seek the perceptions of the probationer, as he has the potential of offering suggestions as to what his needs are and how these might best be met. (124:69)

Other studies including, "Volunteer Manpower in Juvenile Institutions" by Judith Alden and John Balsar and "The Volunteer in Court" by Gary Auslander, call for direct input from volunteers themselves on issues of staff relations, probationer relations and for volunteer statements on how the volunteer program is operated (127).

Therefore, in the present study, the inclusion of the subpopulations of staff, volunteer and probationer



in one study eliminated this limitation expressed in these studies. The method of selection of staff, volunteers and probationers is outlined herein.

Because of the relatively small number of staff, it was considered to be more valuable to sample all staff to get a more complete picture of how they perceived the use of volunteers. Using the total number of staff eliminated any need for sampling in this subpopulation. Therefore, all staff fulfilling the operational definition were administered a questionnaire. This consisted of nine staff in Windsor and four staff in Chatham.

In the cases of volunteers and probationers, the Volunteer Coordinator, Mr. Dan Czuchnowsky, provided the researchers with lists containing the names and addresses of both active and inactive cases.<sup>1</sup> Our intent was to administer a questionnaire to all active cases and randomly sample inactive cases in both Windsor and Chatham. Although the Windsor program was reported to have more than 100 volunteers in 1975, our list included only 58 volunteers - 15 of which were listed as active according to Mr. Czuchnowsky. Until recently, there had been no records kept on volunteers in Chatham. Consequently, there were no inactive cases which could be randomly

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<sup>1</sup>The authors took the Oath of Confidentiality prior to receiving these lists.

sampled in the Chatham area. Initially, a current list of volunteers in Windsor (active and inactive) was not available and a search for probationer and volunteer files was necessary. However, many of the files were either out of date, missing, or incorrect, and numerous potential respondents could not be contacted because of incorrect or discontinued phone numbers, and geographical moves. Similarly with our list of probationers in the Windsor area who had been supervised by volunteers, many had been incarcerated, moved with no forwarding address, or refused to complete the questionnaire.

Similar frustration had been encountered by Kari and Marcotte in their study of the Windsor volunteer program:

This revised system allowed the number of volunteers to increase and within a year the number of volunteers was pushing toward one hundred. With this increase in the number of volunteers, administrative responsibilities, such as record keeping, collecting monthly reports from volunteers, matching volunteers with probationers, and updating records became neglected. As a result, the compilation of case records and the establishment of an adequate record management system did not occur . . . with the effect that the available data was inconsistently kept and case records were misplaced in various areas of the agency. (117:4-5)

These difficulties encountered by the researchers in the data collection phase resulted in the administration of the questionnaire to only those volunteers and probationers (active and inactive) who were available and willing to complete the questionnaire. Thus, out of a

possible 58 volunteers and 77 probationers in Windsor, 31 volunteers (28 active) and 32 probationers (31 active) completed the questionnaire. In Chatham, out of a possible twenty volunteers and 52 probationers, 16 volunteers and 28 probationers completed the questionnaire. The consequences of these sampling frustrations will be elaborated upon further in the section regarding study limitations.

#### Data Collection Method

For the purposes of this study, the researchers chose to administer a questionnaire to staff, probationers and volunteers. The questionnaire was chosen in preference to the interview method based on the advantages of using these methods enumerated by Selltiz: (44)

(a) the questionnaire was considered more economical in time, effort and money than the interview and was more easily administered to the large number of respondents sampled in this study;

(b) the use of the questionnaire enabled the researchers to limit the responses which made codification, tabulation and analysis easier than using an interview schedule. This was particularly important because in studying such a diverse population, responses could be expected to vary considerably;

(c) standardization of instructions, or wording, and or order of questions ensured more uniformity in

using a questionnaire than was possible when using an interview schedule;

(d) another advantage in using a questionnaire is that respondents may have greater confidence in their anonymity and thus feel freer to express their views. This was considered important in the population sampled in this study.

Some disadvantages in the use of questionnaires are noted (44:77). These disadvantages along with the researchers' attempts to minimize them are outlined below:

(a) one disadvantage of questionnaires is that respondents may make different interpretations of questions which may go undetected in the research. In this study, an attempt to eliminate these questions was made by pre-testing the questionnaire before it was administered to the sample used in the study. A pretest was done using the Ministry of Correctional Services staff, volunteers and probationers located in Sarnia, Ontario.

(b) questionnaires are less flexible than interviews and thus valuable information may be missed. In this study, open-ended questions were included and respondents were encouraged in the instructions to express any personal opinions on the particular use of volunteers that were not covered by direct questions. Where possible, this information was used in the analysis of data.

The researchers used a variety of close-ended

and open-ended questions in the questionnaire because "a combination of open and closed questions is most efficient; a questionnaire need not consist entirely of one type."

(44:263) In this study, closed questions were used when possible responses were known, limited in number and clear cut. They helped to ensure that the answers were given in a frame of reference which was relevant to the purpose of the inquiry, and in a form useable in the analysis. Also, closed questions left it to the respondent to make a judgement about his attitude toward the use of volunteers, rather than leaving it to an interviewer. Closed questions were used particularly in factual information and for eliciting expressions of opinions about which respondents held opinions. In close-ended questions, which were not exhaustive of possible answers, a category of "other, please specify" was included and the results were used when possible. Open-ended questions were used for those questions that were too complex to be answered by fixed alternative responses and when all aspects of the questions were not known.

Another type of data collection procedure was used by the researchers in this study. In this procedure, a six-point rating scale was used to determine agreement, disagreement responses of the three subpopulations regarding a number of issues pertinent to the use of volunteers in corrections, as indicated in the review of

the literature. These issues dealt with assumptions, myths, and as yet, untested ideas about the volunteer-professional relationship, the volunteer-probationer relationship, the roles of volunteers, the volunteer program, etc. In this, the researchers intended to look for areas of agreement and disagreement among the three subpopulations and to offer some speculation for differences and similarities, and to recommend areas of further research.

Each questionnaire administered to staff, volunteers and probationers was divided into specific sections. The first section in each questionnaire attempted to illicit information of a demographic and descriptive nature, unique to each subpopulation of staff, volunteer and probationer. Subsequent sections in the questionnaire were ordered and worded to allow for a comparison of responses between volunteers and offenders as well as volunteers and staff regarding specific issues. The final section of the questionnaire contained questions which were asked of all three subpopulations which allowed for a further comparison of responses.

Thus in this study, we utilized an administered questionnaire which included both open and closed alternative questions and a six-point rating scale to examine the three subpopulation's perception of the use of volunteers.

### Data Analysis

The responses to questions were coded for computer analysis. Information from questionnaires was keypunched on computer cards. The Statistical Package for Social Sciences was used for the computer run (25).

The data analysis consisted of two levels of operations. The first was the tabulation of frequency distribution of responses with respect to a number of items on the questionnaire. This level examined questions descriptive of the subpopulations of staff, volunteer and probationer. The second level of analysis was concerned with seeking variable relationships. In this level, the attitude toward the use of volunteers was cross tabulated with different variables to determine the nature of their relationship. Another procedure in this level was to cross tabulate responses to specific questions for the different subpopulations. Sections were coded in the questionnaire that included questions answered by two or more subpopulations.

All variables involved in the questionnaire were delineated on nominal, ordinal and interval scales. The appropriate statistical tests were completed. A complete analysis of data is contained in the following chapter.

### Limitations

Limitations are important in providing the reader with a perspective in which to better understand and eval-

uate the research. The limitations to this study are outlined herein.

Exploratory research, as this study is classified, is designed to examine an occurrence and formulate hypotheses or ideas from the information gathered. A limit to this type of research is that it does not provide sufficient depth and detail to examine all the variables and suggest causal relationships. This type of research is designed to raise more questions than it answers, and many of the points raised required detailed studies to examine them more closely.

Another limitation of an exploratory design is that of possible "information overload". It is necessary therefore to limit the areas one wishes to study. In this case, how staff, volunteers and probationers perceived the use of volunteers in probation services was the focus of this study. A number of variables were not included as the amount of information obtained would have made the study an impossible task, considering the limits of time and money.

This research study looks at the use of volunteers in community-based adult Probation and Parole Services. Other Ministry of Correctional Service Agencies in Essex and Kent Counties use volunteers in their respective programs which are not examined in this study. These include the Essex County Jail, Mill House, the Partner Program



(juvenile section) and Optimist House.<sup>1</sup>

Another limitation of the study concerns the number of unavailable volunteers and probationers who were not included in the study. A part of each subpopulation could not be contacted because of incorrect addresses and phone numbers or were otherwise not included in the study because of work, illness, or in the case of some probationers, incarceration. In evaluating the results of this study, one must consider that including these "unavailables" may have produced different results from what were obtained by using the present sample. Russel Ackoff says of such instances:

A large number of unavailables can prevent a planned probability sample from actually being a probability sample. This is due to the fact that the class of "unavailables" is likely to differ from the "availables" and the omission of unavailables may introduce a bias away from representativeness. (1:292)

#### Summary

This chapter examines the components of the research design and methodology. This research project was carried out according to the design described. The following chapter presents data obtained from the methods outlined here.

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<sup>1</sup>Optimist House has used volunteers in the past but according to one counsellor at that institution, they do not have a formal volunteer program at present.

## CHAPTER IV

### DATA ANALYSIS

#### Introduction

The following section reports the findings of this study pertinent to the Windsor-Essex and Chatham-Kent Volunteer Programs. Although the programs in Windsor and Chatham are similarly operated under the auspices of the Ministry of Correctional Services, the respective findings were dissimilar in a number of areas. Thus, we have reported the findings by location. Specific data collated on the Windsor-Essex Volunteer Program will be given first, followed by the Chatham-Kent findings.

#### Research Findings Regarding the Windsor Volunteer Program

##### A. Demographic Data on the Windsor Volunteer Subpopulation

###### 1. Age

The Windsor volunteer subpopulation consisted of thirty-one persons (19 females and 12 males), ranging in age from nineteen years to fifty-seven years, as shown in Table 2.

The largest category consisted of the 19-23 year-olds which represented 13 (41.99%) of the subpopulation.

The next largest group was the 24-28 year-olds which represented 9 (29.0%) of the subpopulation.

The mean age of this subpopulation was 28.2 years. The median age was 24.6 years; while the mode was 22.0 years.

TABLE 2

CROSS-TABULATION OF AGE AND SEX OF  
WINDSOR VOLUNTEER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Age in Years	Male	Female	Row Totals
19-23	5 (16.1)	8 (25.8)	13 (41.9)
24-28	4 (12.9)	5 (16.1)	9 (29.1)
29-33	1 ( 3.2)	1 ( 3.2)	2 ( 6.4)
34-38	-	1 ( 3.2)	1 ( 3.2)
39-43	1 ( 3.2)	2 ( 6.4)	3 ( 9.6)
44-48	1 ( 3.2)	1 ( 3.2)	2 ( 6.4)
49-53	-	-	-
54-58	-	1 ( 3.2)	1 ( 3.2)
Total	12 (38.7)	19 (61.3)	31 (100.0)

## 2. Occupation

In terms of occupation, the largest category was the professional, 12 (38.7%). Similarly, 12 (38.7%) of the Windsor volunteers were undergraduate students at the University of Windsor. A further breakdown of the occu-

pation and sex of the respondents is illustrated in Table 3.

TABLE 3

CROSS-TABULATION OF OCCUPATION BY SEX OF  
WINDSOR VOLUNTEER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Occupation	Male	Female	Row Totals
Professional	4 (12.9)	8 (25.8)	12 (38.7)
Skilled Tradesperson	4 (12.9)	2 ( 6.5)	6 (19.4)
Housewife	-	1 ( 3.2)	1 ( 3.2)
Student	4 (12.9)	8 (25.8)	12 (38.7)
Total	12 (38.7)	19 (61.3)	31 (100.0)

Thirteen (41.9%) of the volunteers were married. Twelve (38.7%) of the volunteers were single, while six (19.4%) were divorced or separated.

### 3. Education

In examining the education level of the Windsor volunteers, the largest category consisted of undergraduate students with less than three years university education [16 (51.6%)]. The lowest educational level attained was Grade 10, with a frequency of 1 (3.2%). Seven volunteers, (20.7%), had completed their undergraduate education [4 (12.9%) B.S.W., and 3 (9.7%) B.A.]. Two volunteers (6.5%) had at least one year graduate training. Four volunteers

(12.9%) had completed Grade 13, while one volunteer (3.2%) had completed a vocational training program.

#### 4. Length of time as a Volunteer

The length of involvement with the volunteer program varied from a low of four months (1) to a high of forty-nine months (1). The mean length was 19.5 months. The median time was 15.25 months and the mode was 12.0.

It is noteworthy that 16 (51.6%) of the volunteers had previous experience in volunteer work other than corrections. The duration of previous volunteer work ranged from a low of five months (2) to a high of ninety-nine months (3). The mean length of time in previous volunteer work was 37 months. The median was 24.1 months and the mode was 24.0.

#### 5. Volunteer roles

A majority of the volunteers had supervised a probationer on a one-to-one basis [23 (76.7%)]. However, only fifteen of these volunteers were presently supervising a probationer. Three of the thirty-one volunteers had been out of the program a minimum of six months. Eight of the volunteers (23, 3%) had been involved in the preparation of Pre-sentence Reports, while 6 (19.4%) had experience in supervising a number of minimum supervision cases.

#### 6. Volunteers' perception of the Managerial Components of the Windsor Program

A significant number of the volunteers [14(45.2%)] had first heard of the volunteer program from a Ministry of Correctional Services employee. The next largest category [5(16.1%)] heard of the program from another volunteer. Only one volunteer (3.2%) heard of the program from a relative, while only three volunteers (9.7%) had seen some type of advertisement.

All of the respondents [31(100%)] indicated that they would have liked further training, while 24 (79.9%) indicated a willingness to take part in an ongoing training program.

Thirty percent of the volunteers felt that paid staff members did not respect them as colleagues and 19 (61.2%) had considered resigning. However, none of the respondents listed staff resistance or resistance from clients as a primary reason for resignation. The most frequent reason given for considering resignation was related to increased occupational demands [8(25.8%)]. The second most frequent reason given for considering resignation was that the "program was not properly run" [6(19.4%)]. Only one respondent (3.2%) felt that lack of recognition for efforts was a key factor in considering resignation.

Only five volunteers (16.1%) stated that their work was regularly evaluated, and that they were informed of the results of the evaluation. Twenty respondents did

not know if their work was evaluated. Six respondents indicated that their work was not evaluated, while 26 (83.9%) volunteers stated that they had not been advised of the result of any evaluations performed.

Twenty-six volunteers (83.9%) indicated a willingness to recommend the program to a friend or relative. Eighteen (58.1%) were satisfied with the supervision afforded them while 13 (41.9%) were not satisfied with the present method of supervision.

It is interesting to note that 12 (40%) of the volunteers felt they had no opportunity for providing meaningful input regarding program and policy. Also noteworthy is the fact that 16 (61.7%) of the volunteers felt that the Windsor Probation and Parole office did not meet the needs of the clients it serves.

B. Demographic Data of the Windsor Staff Sub-Population

1. Age

The Windsor Staff subpopulation was comprised of eight field officers and one Acting Senior Probation Officer who was also the Coordinator of Volunteer Programs for Essex, Kent and Lambton Counties.<sup>1</sup> There were four

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<sup>1</sup>Total staff complement for Windsor line staff is ten. One officer was on leave at the time of administering the questionnaire and was thus not included in the sample.

female staff and five male staff persons whose ages ranged from twenty-four to fifty-eight, as shown in the following cross-tabulation table.

TABLE 4

CROSS-TABULATION OF AGE BY SEX OF  
WINDSOR STAFF SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Age in Years	Male	Female	Row Totals
24-30	1(11.0) /	1(11.0)	2( 22.0)
31-37	-	2(22.5)	2( 22.5)
38-44	3(33.5)	-	3( 33.5)
45-51	-	-	-
52-58	1(11.0)	1(11.0)	2( 22.0)
Total	5(55.5)	4(44.5)	9(100.0)

The largest category consisted of the thirty-eight to forty-four year-olds which represented three (33.5%) of the subpopulation. The mean age of the staff subpopulation was 38.6 years.

## 2. Length of service

The length of full time service as a probation and parole officer ranged from 1.5 years to 23.5 years. Four staff members had less than four years of service



and five staff had ten or more years of service. The mean period of service was 10.5 years. All staff held a B.A. degree, with one staff having an M.A. degree.

C. Demographic Data on the Windsor Probationer Subpopulation

1. Age

The Windsor probationer subpopulation consisted of thirty-two offenders ranging in age from sixteen years to sixty-two years. Twenty-six probationers (81.3%) were males and six (18.7%) were females. The following table compares age by sex of the probationer subpopulation.

TABLE 5

CROSS-TABULATION OF AGE BY SEX OF  
WINDSOR PROBATIONER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Age in Years	Male	Female	Row Totals
16-20	19 (59.4)	4 (12.4)	23 (71.8)
21-25	4 (12.5)	2 (6.3)	6 (18.8)
26-30	1 (3.1)	-	1 (3.1)
31-60	-	-	-
60-64	2 (6.2)	-	-
Total	26 (81.3)	6 (18.7)	32 (100.0)

The largest category consisted of the sixteen to twenty year-olds which represented 23 (71.8%) of the probationer subpopulation. The second largest group was the twenty-one to twenty-five year-olds which represented six (18.8%) of the subpopulation.

## 2. Education

The educational level of the probationers ranged from a low of Grade 5 to a high of first year university. Table 6 compared education and sex of the respondents.

TABLE 6

CROSS-TABULATION OF EDUCATION BY SEX OF  
WINDSOR PROBATIONER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL AND  
PERCENTAGE FREQUENCY

Education Level	Male	Female	Row Totals
Grades 5- 6	1 ( 3.1)	-	1 ( 3.1)
Grades 7- 8	2 ( 6.3)	1 ( 3.1)	3 ( 9.4)
Grades 9-10	10 (31.3)	4 (12.5)	14 ( 43.8)
Grades 11-12	7 (21.9)	5 (16.0)	12 ( 37.9)
Grade 13	1 ( 3.1)	-	1 ( 3.1)
University Year 1-2	1 ( 3.1)	-	1 ( 3.1)
Total	22 (68.8)	10 (31.6)	32 (100.0)

The largest category consisted of Grades nine to

ten [14(43.8%)]. The second largest group was Grades eleven to twelve which represented 12 (37.9%) of the sub-population.

The mean level of education was grade 9.2. The median was grade 9.1 and the mode was grade 9.0.

Only six (18.7%) of the probationers were presently in school, while 17 (65.4%) of the respondents were neither in school nor working.

### 3. Length of Time on probation

Twenty-four of the probationers (75%) were first offenders. The length of time that the respondents had been on probation ranged from three months to thirty-six months. The mean time period was 10.8 months. The median was 10.125 and the mode was 12.0 months.

The length of time that probationers had been seeing a volunteer ranged from a low of three months [7(16.1%)], to a high of twenty-four months [1(3.1%)]. The mean time period of volunteer supervision was 7.8 months. The median was 6.3 and the mode was three months.

### 4. Probationers' perception of Windsor volunteers

One interesting finding revealed that 16 (50%) of the probationers did not know if volunteers were paid a salary by the court to see probationers, as shown in Table 7.

Only 11 (34.4%) of the respondents were aware of

the fact that volunteers were not paid by the court.

TABLE 7

PROBATIONERS' RESPONSE TO THE STATEMENT:  
'VOLUNTEERS ARE PAID BY THE COURT'  
ILLUSTRATED BY PERCENTAGE  
AND NUMERICAL FREQUENCY

Response	Percentage	Frequency
Yes	15.6	5
No	34.4	11
Don't know	50.5	16
Total	100.0	32

Thirteen (40.6%) of the respondents indicated a preference for volunteer supervision. Nine respondents (28.1%) preferred supervision from a regular probation officer, while eight (25%) would have preferred seeing both a volunteer and a paid staff member.

Thirteen (38.7%) of the probationers agreed that they did not want to have a volunteer but felt that they had no other choice but to comply.

Eighteen (58.1%) of the respondents felt that their volunteer had no understanding of what it was like to be on probation.

Eight probationers (25%) felt that they saw their volunteer "too much", while seven (22.6%) said that they wanted to see their volunteer more often.

Twelve respondents (40.4%) stated that their volunteer was "too bossy", while 12 (40.4%) stated that their volunteer was not a good listener.

Twenty-one respondents (67.6%) stated that they only saw their volunteer when the volunteer probation officer wanted to see them. However, 19 (59.4%) felt that they could call their volunteer anytime they chose.

Thirteen probationers (43.0%) felt that their volunteer asked too many personal questions. Almost half (46.9%) of the probationers stated that their volunteer would be one of the first people they would go to see regarding personal problems, while 25 (80.6%) stated that they "would rather talk to friends about things that bothered them than talk to their volunteer about them." Also noteworthy was the finding that 24 (80.0%) indicated that "there are a lot of things that my volunteer doesn't know about me and I plan to keep it that way."

Seventeen (53.1%) of the probationers felt that their volunteer respected them. Fifteen probationers (46.9%) felt that their volunteer did not respect them as persons.

Only one-half of the respondents [16 (50.1%)] believed that they could change their volunteer if they were dissatisfied with him.

Nineteen (59.4%) indicated that they were not sure what the volunteer expected of them. Twelve (38.7%)

stated that they didn't know why volunteers were being used. Twelve probationers (44.4%) said that their volunteer was critical concerning certain things about the probation services in Windsor.

D. Staff perception of the Windsor Volunteer Program

The following results were derived from a series of seven questions asked of the paid staff subpopulation only.

Of the nine respondents, only two (22.2%) staff members had received formal training in dealing with volunteers.

Eight of the probation officers (88.9%) have had to take back cases which they had referred to a volunteer. The total number of cases taken back totalled forty-four.<sup>1</sup> One probation officer had not taken any cases back from a volunteer.<sup>2</sup> The mean number of cases taken back by each officer was 5.5.

Six (66.7%) probation officers felt that they did not have a meaningful opportunity for input regarding the volunteer program. As a result of their experiences with

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<sup>1</sup>We do not know the total number of cases referred by probation officers, thus no percentage could be given of the total cases taken back over the past two-year period.

<sup>2</sup>The officer, although meeting this survey's operational definition of a paid staff member, had recently been transferred to this particular office and had not made any direct referrals to the volunteer program as yet.

volunteers, seven (75%) of the staff were hesitant to refer a probationer to the program. A similar number (75%) stated that they were pressured to refer clients to the volunteer program by the administration. Eight of the officers (88.9%) indicated that they were not consulted regarding the evaluation of individual volunteers.

E. Volunteer and Paid Staff Members Perception of the Windsor Volunteer Program

The following findings were collated from a series of eighteen questions asked of both volunteer and staff subpopulations.

1. Recruitment

Staff and volunteers had significantly different perceptions of the volunteer program's recruitment method. While five (55.6%) of the probation officers did not know how volunteers were recruited, only 10 (32.3%) of the volunteers answered similarly. A total of three (33.3%) of the officers felt that recruiting was done very poorly; six (19.4%) volunteers felt likewise. Two officers (22.2%) felt that recruiting methods were "good", compared with 16 (51.6%) of the volunteers sampled.

2. Matching

A similar trend was found with regards to matching, as shown in Table 8.

A majority of staff [6(66.6%)] saw matching as a

TABLE 8  
 WINDSOR STAFF AND VOLUNTEER SUBPOPULATIONS  
 PERCEPTION OF MATCHING ILLUSTRATED BY  
 NUMERICAL AND PERCENTAGE FREQUENCY

Sub- populations	Very Thoughtfully	Thoughtfully	Don't know	Hap- hazardly	Very hap- hazardly
Staff	1 (11.2)	-	2 (22.2)	4 (44.4)	2 (22.2)
Volunteers	4 (12.9)	6 (19.4)	17 (54.8)	3 (9.7)	1 (3.1)



haphazard or very haphazard process, while only four (12.9%) volunteers were of the same opinion. A majority of the volunteers [17(54.8%)] did not know how matching was accomplished.

### 3. Rationale for using Volunteers

While 12(38.7%) of the volunteers stated that the most important reason for using volunteers was to reduce the probation officer's workload, none of the staff answered similarly. The most frequent reason given by staff [3(33.3%)] was to "avoid hiring more staff", whereas only six (19.4%) of the volunteers shared the same view. The least frequent reason given by volunteers [4(12.9%)] was that volunteers created positive community involvement.

Whereas eight(88.9%) of the staff felt that the volunteer program was poor or very poor in organization, 12(48.7%) of the volunteers felt likewise.

### 4. Staff attitudes toward Volunteers

Table 9 illustrates the respondents' experience regarding the general staff attitude toward volunteers.

Thus, five(55.5%) officers indicated they were either negative or very negative toward the volunteers. Yet, 24(77.4%) of the volunteers perceived staff as being positive or very positive toward the volunteer.

TABLE 9  
 WINDSOR STAFF ATTITUDES TOWARD VOLUNTEERS  
 ILLUSTRATED BY NUMERICAL AND  
 PERCENTAGE FREQUENCY

Sub- populations	Very Positive	Positive	Indifferent	Negative	Very Negative
Staff	-	-	4 (44.4)	1 (11.1)	4 (44.4)
Volunteers	10 (32.0)	14 (45.2)	3 (9.7)	3 (9.7)	1 (3.1)

#### 5. Volunteer and Staff frustration.

In regard to what was the primary frustration for a volunteer, the most frequent category listed by volunteers [10(32.2%)] was resistance from clients, whereas none of the staff shared the same position. The second most frequent frustration listed by volunteers was inadequate recognition for efforts [5(16.1%)]. Three staff members (33.3%) indicated that lack of administrative support was the primary frustration, while staff resistance and volunteer roles too narrowly defined [2(22.2%)] respectively, were the second most frequent frustrations listed by staff.

#### 6. Staff-Volunteer relations

Again, staff and volunteer perceptions differed significantly regarding the value of volunteers. Twenty-five (81.5%) volunteers felt that volunteers were a valuable resource in providing services to clients. However, only three (33.3%) officers shared a similar opinion.

Twenty-six volunteers (83.8%) stated that they consulted staff regarding important decisions about the cases they supervised, while only four (44.4%) of the probation officers shared the same opinion.

A point where both staff and volunteers shared a similar opinion concerned the issue of supervision.

Seven (77.8%) of staff preferred that supervision of volunteers be provided by individual officers. Twenty-

one volunteers (73%) indicated a preference for supervision by individual officers.

#### 7. Financial Remuneration for Volunteers

Concerning the issue of financial reimbursement to volunteers, eight (88.9%) staff were opposed to this idea, while 16 (51.7%) volunteers felt that financial reimbursement was needed.

#### 8. Volunteer training

Seven (77.8%) staff and 26 (84.0%) volunteers agreed with the statement that volunteers required further training.

Seven (77.8%) officers indicated that they were too busy to be directly involved with the volunteer program. However, only twelve (38.7%) of the volunteers held a similar opinion.

#### F. Volunteer and Probationer Perception of the Windsor Volunteer Program

The following findings were collated from six questions asked of both volunteer and probationer sub-populations.

Not unlike the volunteer and staff dissimilarities in perception, the volunteers and probationers also held divergent opinions on several issues. For example, twenty-seven of thirty-two probationers (84.4%) stated that they had not spent any time outside of regular

supervisory interviews with their volunteer probation officers. However, 17 (54.8%) of the volunteers stated that they had taken a probationer to a restaurant, a concert or the university.

#### 1. Meeting place

Twenty (62.6%) of the probationers indicated that they had meetings with the volunteer at the probation office. The next most frequent meeting place was in the volunteer's car [5(15.6%)]. The most frequent meeting place indicated by volunteers [12(38.7%)] was at the probationer's home. The next most frequent meeting place for the volunteers [6(19.4%)] was the probation office.

#### 2. Frequency and duration of visits between Volunteer and Probationer

Table 10 illustrates the frequency and duration of contacts between the probationer and volunteer as seen by the probationers.

A significant number of the probationers sampled [15(48.4%)] were seen by their volunteer on a monthly basis. Thirteen probationers (41.9%) stated that they spent from 15 to 30 minutes with their volunteer per visit. The next most frequent category, in terms of duration was "15 minutes or less", with nine (29.0%) of the probationers indicating this category. None of the probationers sampled were being seen on a weekly or twice per week basis. It should be noted here that the volunteer and probationer samples were

TABLE 10  
 WINDSOR PROBATIONERS' ESTIMATE OF DURATION AND  
 FREQUENCY OF CONTACTS WITH VOLUNTEERS  
 ILLUSTRATED BY PERCENTAGE AND  
 NUMERICAL FREQUENCY

Duration	Twice Per Week	Once Per Week	Bi- Weekly	Once Per Month	Once every Six weeks	Once every Eight weeks
Less than 15 minutes	-	-	16.1 ( 5)	12.9 ( 4)	-	-
15 to 30 minutes	-	-	9.7 ( 3)	19.4 ( 6)	12.9 ( 4)	-
30 to 60 minutes	-	-	6.5 ( 2)	12.9 ( 4)	-	-
60 to 90 minutes	-	-	3.2 ( 1)	3.2 ( 1)	-	-
More than 90 minutes	-	-	3.2 ( 1)	-	-	-
Total	-	-	38.7 (12)	48.4 (15)	12.9 ( 4)	-

not matched and this fact could account for some of the discrepancy with regard to frequency and duration of contacts.

Table 11 shows the volunteer responses to the questions concerning the frequency and duration of visits with probationers.

Whereas approximately 22 (70.0%) of the probationers stated that they spent less than thirty minutes with their volunteer per visit, only six (22.2%) of the volunteers checked this category. Eleven volunteers (40.7%) stated that they spent 30 to 60 minutes per visit with their probationer. The largest category in terms of frequency was biweekly [10 (37.0%)].

Twenty-three probationers (76.7%) indicated that there had been times when they had not seen their volunteer in over a month, while only eleven (39.3%) volunteers responded affirmatively to this statement.

### 3. Windsor Volunteer and Probationer perceptions of assistance given by Volunteers to Probationers

Twenty-two (70.9%) volunteers believed that they had helped their probationer to a greater understanding of self. However, only ten (31.3%) of the probationers agreed that their volunteer had helped them achieve a greater level of self-understanding.

Sixteen probationers (66.2%) felt that their volunteer had not been of assistance in preventing further

TABLE 11  
 WINDSOR VOLUNTEER ESTIMATE OF DURATION AND  
 FREQUENCY OF CONTACTS WITH PROBATIONERS  
 ILLUSTRATED BY PERCENTAGE AND  
 NUMERICAL FREQUENCY

Duration	Twice Per Week	Once Per Week	Bi- weekly	Once Per Month	Once every Six Weeks	Once every Eight Weeks
Less than 15 minutes	-	-	3.7 ( 1)	3.7 ( 1)	-	-
15 to 30 minutes	-	3.7 ( 1)	3.7 ( 1)	7.4 ( 2)	-	-
30 to 60 minutes	3.7 ( 1)	11.1 ( 3)	18.5 ( 5)	-	7.4 ( 2)	-
60 to 90 minutes	3.7 ( 1)	3.7 ( 1)	3.7 ( 1)	-	-	-
More than 90 minutes	11.1 ( 3)	3.7 ( 1)	7.4 ( 2)	3.7 ( 1)	-	-
Total	18.5 ( 5)	22.2 ( 6)	37.0 (10)	14.8 ( 4)	7.4 ( 2)	-



conflict with the police. Twenty-one volunteers (67.8%) felt that they had helped their probationer avoid further conflict with the police.

It is also noteworthy that 20 (66.7%) of the probationers felt that they would not have been in further conflict with the police even if they had not been placed on probation.

G. Data analysis of responses to questions common to all three subpopulations

The following data was collated from thirteen questions asked of Windsor staff, volunteers and probationers.

To the question of whether the Windsor office could use more volunteers, four (44.4%) of the staff, twenty-six (84.0%) of the volunteers and seventeen (53.1%) of the probationers answered affirmatively.

Concerning the issue of the volunteers' ability to deal with crises the probationer experienced, only three (33.3%) staff felt that volunteers were effective in this capacity. Twenty-four (77.9%) volunteers agreed, while only fourteen (43.9%) probationers agreed that volunteers were effective in dealing with crises situations.

All three subpopulations were asked if volunteers were critical of agency operations. Only three (33.3%) staff, six (19.5%) volunteers and ten (38.5%) probationers answered affirmatively to this question.

A majority in each subpopulation, eight (88.9%) staff, sixteen (51.6%) volunteers, and seventeen (56.7%) probationers, agreed that volunteers were easily conned by probationers.

Significant consensus was found between all three subpopulations concerning their chances of "having a say in how the volunteer program was operated". Only two (22.2%) staff, 14 (43.2%) volunteers and 10 (31.3%) probationers felt they had a say in how the program was being operated.

Seven (77.8%) of the probation officers, seven (25.0%) volunteers and 16 (50.5%) probationers stated that, in their experience, volunteers quickly lost interest in their job.

A majority of respondents, eight (88.9%) staff, 18 (58.1%) volunteers and 22 (73.7%) probationers agreed that clients waited several weeks or months without seeing a volunteer after a referral had been made.

Table 12 illustrates the levels of satisfaction for all three subpopulations regarding the volunteer program.

Seven staff (77.8%) were not satisfied with the volunteer program, while seven (22.6%) volunteers and 15 (46.9%) probationers sampled were not satisfied with the volunteer program.

A majority in each subpopulation felt that some changes were needed in the Windsor Volunteer Program, as shown in Table 13.




TABLE 12

WINDSOR SUBPOPULATIONS' ESTIMATE OF THE LEVEL OF  
SATISFACTION WITH THE VOLUNTEER PROGRAM  
ILLUSTRATED BY NUMERICAL AND  
PERCENTAGE FREQUENCY

Sub- populations	Very Satisfied	Satisfied	Dis- Satisfied	Very Dis- Satisfied
Staff	-	2 (22.2)	4 (44.5)	3 (33.3)
Volunteers	3 (16.1)	19 (61.3)	4 (12.9)	3 ( 9.7)
Probationers	2 ( 6.3)	15 (46.8)	9 (28.1)	6 (18.8)

TABLE 13

WINDSOR SUBPOPULATIONS' ESTIMATE OF CHANGES  
NEEDED IN VOLUNTEER PROGRAM  
ILLUSTRATED BY NUMERICAL,  
AND PERCENTAGE FREQUENCY

Sub- populations	Program be Discontinued	Changed Significantly	Changed Slightly	Remain the Same
Staff	1 (11.1)	7 (77.8)	1 (11.1)	-
Volunteers	-	9 (29.0)	18 (58.1)	4 (12.9)
Probationers	4 (12.5)	6 (18.8)	11 (34.4)	11 (34.4)

Eight staff (88.9%) felt that changes were needed in the volunteer program, while 27 (87.1%) volunteers and 17 (53.2%) probationers recommended that changes be made.

Summary of incidental findings for open-ended questions

The subsequent findings were collated from a series of open-ended questions asked of all three subpopulations.

In response to the question: "What do you like about the volunteer program?", five (55.5%) staff responded with "nothing". The general experiences of staff concerning volunteers were primarily negative; eight (88.9%) of the nine staff sampled. General criticisms were of the organization, administration and poor screening methods. Again, eight staff felt that lack of volunteer accountability and poor communication between professional staff and the volunteers were significant problem areas. The following quote from one officer typified the staff's feelings toward volunteers:

The numbers look great, but the actual volunteers are few. A major portion of them are non-existent or inactive; they are poorly selected - many being disturbed themselves; they are inadequately trained. Many do not see the probationer - fail to keep appointments with no notification (sic) - quit the program - possibly with notification but if so, this information is not conveyed to the probation officer or the probationer. They (volunteers) could be a great asset if the program was properly carried out.

The volunteers' responses to open-ended questions were too varied for a detailed analysis; however, certain

key issues were identified. Not unlike the professional staff, a significant majority of the volunteer respondents [19(61.2%)] felt that the program organization, supervision and overall administration was very poor. Numerous subjects complained about the lack of recognition and inadequate contact with staff. Several volunteers also felt that the program was not maximizing the "untapped potential" of active volunteers. The following quote was indicative of this attitude:

I came to Windsor with my friend faithfully, one night a week for this training, (sic) then we had the Grad. party, (sic) I received my card, that was it. Nobody contacted me or my friend, so I phoned into the office and this person informed me that if I could come into Windsor, I could work at Millhouse, but we were told before that we could work around home, Belle River and Tilbury area, as it would be too much travelling to Windsor that many times. I would have gone into Windsor anytime that my probationer would have a court date, or reports to make on a person from this area. I called back a few more times but I didn't get any answers, so I gave up. My card expired May 1977 and no renewal card was sent to me. So?

The probationers' responses to the open-ended questions were too varied for any definite analysis of the data. Eleven of the probationers (34.3%) did not answer the open-ended questions. Some typical responses were that the volunteer was easy to talk to and that the probationers did not like their volunteer asking too many personal questions. Four probationers (12.4%) felt that their volunteer was too nosey and seven (16.1%) felt that their volunteer was not reliable. Several proba-

tioners were happy that they did not have to see their volunteer very often and did not like reporting at the probation office.

Research Findings Regarding the  
Chatham Volunteer Program

A. Demographic Data on the Chatham Volunteer Sub-  
population

1. Age

The Chatham subpopulation of volunteers was comprised of 16 persons, seven (43.8%) males and nine (56.3%) females, ranging in age from 21 years to 52 years as shown in Table 14.

The largest category consisted of the 34-38 year-olds which comprised four (25.1%) of the volunteer subpopulation. The categories of 19-23 year-olds and 44-48 year-olds were next largest groups, each having three (18.8%) of the volunteer subpopulation.

The mean age was 34.6 years and the median was 34.5 years, while the mode was 37.0 years.

2. Occupation

The researchers found that the professional group was the largest occupational category comprising six (37.5%) of the volunteer subpopulation. Skilled tradesmen accounted for five (31.3%) of the volunteers and housewives for five (31.3%) as illustrated in Table 15.

TABLE 14

CROSS-TABULATION OF AGE AND SEX OF  
CHATHAM VOLUNTEER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Age in Years	Male	Female	Total
19-23	2 (12.5)	1 ( 6.3)	3 (18.8)
24-28	-	2 (12.5)	2 (12.5)
29-33	1 ( 6.3)	1 ( 6.3)	2 (12.5)
34-38	1 ( 6.3)	3 (18.8)	4 (25.2)
39-43	1 ( 6.3)	-	1 ( 6.3)
44-48	2 (12.8)	1 ( 6.3)	3 (18.8)
49-53	-	1 ( 6.3)	1 ( 6.3)
54-58	-	-	-
Total	7 (43.8)	9 (56.5)	16 (100.0)

Ten (62.5%) of the volunteers were single with four (25.0%) married and two (12.5%) separated.

### 3. Education

The range of educational achievement of the volunteer subpopulation was from Grades 6 to 8 to completion of a Bachelor's degree. The researchers found that nine (56.3%) of the volunteers had at least one year of university with four (31.3%) having obtained an undergraduate degree. The second largest category was Grades 9 to 11



with four (25.0%) of the volunteers achieving this level. Only one volunteer had not gone beyond the Grades of six to eight.

TABLE 15

CROSS-TABULATIONS OF OCCUPATION BY SEX OF  
CHATHAM VOLUNTEER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Occupation	Male	Female	Total
Professional	4 (25.0)	2 (12.5)	6 (37.5)
Skilled Tradesperson	3 (18.8)	2 (12.5)	5 (31.3)
Housewife	-	5 (31.3)	5 (31.3)
Student	-	-	-
Total	7 (43.8)	9 (56.3)	16 (100.0)

#### 4. Length of time as a Volunteer

A total of six (37.5%) of the volunteers had been with the volunteer program for eight or nine months. The amount of experience with this program ranged from three months to thirty months. The mean and median amount of time was 9.3 months and 8.2 months. The mode was 8.0 months.

The researchers found that six (37.5%) of the volunteers had past volunteer experience other than correctional programs ranging in amounts from twelve months to sixty months. The mean and median amount of experience was 31.7 months and 19.0 months. The mode was 60.0 months.

##### 5. Volunteer roles

Regarding the tasks performed by the volunteers, fourteen (87.5%) had maintained a one-to-one relationship with a probationer. The second most frequently performed task, writing Pre-sentence Reports, had been done by four (25.0%) of the volunteers and, thirdly, three (18.8%) had experienced several minimum supervision cases simultaneously.

##### 6. Volunteers perception of the managerial components of the Chatham Program

In this program, six (37.5%) of the volunteers first heard of it through advertisements while four (25.0%) heard through a Correctional Services employee and three (18.8%) through another volunteer. All of the volunteers [16(100%)] would recommend this volunteer program to a relative or friend.

When the volunteer entered the program, nine (60.0%) received written job descriptions. The program and policies of the agency were later explained to 13 (86.7%) of the volunteers. In terms of input regarding volunteer policy and program changes, twelve (85.7%) of the volunteers felt they had adequate opportunity to present alternatives.

Presently fourteen (87.5%) of the volunteers are supervising a probationer. Regarding the supervision of their work by the agency, ten (71.4%) were satisfied with

it. When asked if their work was regularly/evaluated, seven (50.0%) did not know and five (35.7%) indicated that their work was; however, only two (13.3%) knew the results of the evaluation.

The researchers found that two (13.2%) of the volunteers had thought of resigning from this volunteer program. All of the volunteers [14(100%)] felt that paid staff respected them.

In regards to the effectiveness of the agency, ten (76.9%) of the volunteers felt that this agency effectively met the needs of the clients it serves.

In response to whether or not they would like further training, eleven (68.8%) indicated that they would and fourteen (87.0%) felt they would like to have ongoing training.

## B. Demographic Data of the Chatham Staff Subpopulation

### 1. Age and length of service

The Chatham staff subpopulation was comprised of four probation and parole officers, one female and three males, ranging in age from 25 to 48 years. All of the staff had undergraduate degrees. The length of full time experience ranged from one year to seven years. The mean period of service was 7.0 years.

C. Demographic data on the Chatham Probationer Subpopulation

1. Age

The Chatham probationer subpopulation was comprised of 28 probationers, of whom sixteen (57.1%) were males and eleven (39.3%) were females. One respondent failed to indicate his or her sex. The probationers' ages ranged from sixteen years to forty-three years, as illustrated in Table 16.

TABLE 16

CROSS-TABULATION OF AGE BY SEX OF  
CHATHAM PROBATIONER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Age in Years	Male	Female	Row Totals
16-20	11 (40.8)	9 (33.3)	20 (74.1)
21-25	5 (18.5)	1 (3.7)	6 (22.2)
26-30	-	-	-
31-60	-	1 (3.7)	1 (3.7)
60-64	-	-	-
Total	16 (59.3)	11 (40.7)	27 (100.0)

The largest category consisted of the 16 to 20 year-olds which represented 20 (74.0%) of the probationer subpopulation. The second largest group was the 21 to

.25 year-olds which consisted of six (22.2%) of the sub-population.

## 2. Education

The educational level of the probationers ranged from Grades seven to twelve. Table 17 compared education by the sex of the respondents.

TABLE 17

CROSS-TABULATION OF EDUCATION BY SEX OF  
CHATHAM PROBATIONER SUBPOPULATION  
ILLUSTRATED BY NUMERICAL AND  
PERCENTAGE FREQUENCY

Education Level	Male	Female	Row Totals
Grades 5-6	-	-	-
Grades 7-8	3 (11.5)	2 (7.8)	5 (19.3)
Grades 9-10	3 (11.5)	9 (34.6)	12 (46.1)
Grades 11-12	9 (34.6)	-	9 (34.6)
Grade 13	-	-	-
University Year 1-2	-	-	-
Total	15 (57.6)	11 (42.3)	26 (100.0)

The largest category was Grades 9 to 10 with 17 (60.7%) of the probationers having attained this level of education. The second largest group was Grades 11 to 12 with nine (34.6%) of the probationers. Presently,

four (14.3%) of the probationers were still in school and 15 (53.6%) were working.

### 3. Length of time on probation

In total, 23 (82.1%) of the probationers indicated that they were on probation for the first time. For 25 (89.3%) of the probationer subpopulation, offences against property were the main reasons for their being placed on probation. They had been on probation between three and 21 months. The mean and median length of time was 7.7 months and 6.3 months respectively. The mode was 6.0 months.

The mean and median length of time for probationers seeing a volunteer probation officer was 5.9 months and 5.8 months respectively. The mode was 6.0 months.

### 4. Probationers' perception of Chatham Volunteers

Only 10 (35.7%) of the probationers were aware of the fact that volunteers were not paid by the court. However, as illustrated by Table 18, sixteen (57.1%) probationers did not know if the volunteer was paid or not for his services.

To be assigned to a volunteer probation officer was preferred by 18 (64.3%) of the probationers and 21 (75.0%) did not feel pressured into accepting a volunteer.

In terms of knowing what it is like to be on probation, 15 (53.6%) of the probationers felt that their volunteer knew what it was like. Twenty-four (85.7%)

probationers felt their volunteer to be a good listener and 23 (82.1%) indicated their volunteer did not ask too many personal questions.

TABLE 18

PROBATIONERS' RESPONSE TO THE STATEMENT:  
'VOLUNTEERS ARE PAID BY THE COURT'  
ILLUSTRATED BY PERCENTAGE  
AND NUMERICAL FREQUENCY

Response	Percentage	Frequency
Yes	7.1%	2
No	35.7%	10
Don't know	57.2%	16
Total	100.0%	28

If they wanted to call their volunteer, twenty-two (78.6%) felt they could do so anytime. The first person to be contacted when a probationer had any sort of problem would be the volunteer by fifteen (53.6%) of the probationers. However, twenty-two (81.5%) felt they would rather talk to a friend than a volunteer about things that bothered them.

Although 21 (87.5%) of the probationers felt their volunteer respected them, 17 (63.0%) indicated that their volunteer probation officer did not know a lot of things about them and they intended to keep it that way. Also,

fourteen (52.9%) were not sure what their volunteer expected of them.

The frequency of seeing a volunteer was not too great for 24 (85.7%) of the probationers and 23 (82.1%) would not want to see their volunteer more often. In addition, 15 (53.6%) of the probationers felt their volunteer only saw them when he wanted to and 19 (76.0%) felt their volunteer was not too bossy. If they wanted to change volunteers, twelve (50.0%) of the probationers felt they could go to the probation office and change any time they wished.

The volunteer probation officer was thought not to be critical of Probation Services by 20 (80.0%) of the probationers. According to 25 (92.6%) of the probationers, they knew why the courts bothered to use volunteers.

#### D. Staff perception of the Chatham Volunteer Program

In Chatham, the researchers administered a questionnaire to each of the four staff members. The following is an analysis of several questions which were asked only of the staff subpopulation.

Regarding the referral of cases to a volunteer probation officer, four (100%) of the staff indicated that they were sometimes pressured into referring probationers. Some cases had to be taken back from the volunteer by three (75%) of the staff. The major reasons



for this, cited by two (50%) of the staff, were the refusal of the probationer to report to the volunteer probation officer and the laying of new charges against the probationer. The remaining staff members reported his major reasons were the volunteer leaving the program, an unsatisfactory volunteer or a request from the probationer.

In terms of formal training, two (50%) of the staff had some training in dealing with volunteers.

As a result of their experiences with the volunteer program, three (75%) of the staff were hesitant to refer a client to a volunteer probation officer.

#### E. Volunteer and paid staff member perception

The following is a comparative analysis of staff and volunteer responses to questions asked of both populations.

##### 1. Recruitment

The recruitment methods of this volunteer program were considered to be good by three (75%) of the staff and five (33.3%) volunteers. A total of seven (43.8%) of the volunteers did not know and three (18.8%) described the method of recruitment as poor.

##### 2. Matching

Volunteers and probationers were considered to be matched thoughtfully by two (50%) of the staff and by five

(35.7%) of the volunteers. Furthermore, four (28.6%) of the volunteers felt matching was done very thoughtfully. A group of four (28.6%) of the volunteers did not know how well matching was done. The responses of the volunteers and staff are given in Table 19.

### 3. Rationale for using Volunteers

The main reason for using volunteers for two (50%) of the staff and four (26.7%) of the volunteers was to enrich the services that are provided to the probationers. For one staff member (25%) and six (40%) of the volunteer subpopulation, the main reason was to reduce the probation officer's workload. Of the remaining volunteer population, four (26.7%) felt volunteers were used to create positive community involvement and one (6.7%) volunteer felt the main reason was to avoid hiring staff, as did one (25%) staff person.

The overall organization of the volunteer program was thought to be good by two (66.7%) of the staff and by 13 (86.7%) of the volunteers. There was only one staff and two (13.3%) volunteers who felt the organization of the program was poor.

### 4. Staff attitudes toward Volunteers

The attitudes of the staff toward the volunteers were said to be indifferent by two (50.0%) of the staff while fourteen (93.4%) of the volunteers felt that staff

TABLE 19  
 CHATHAM STAFF AND VOLUNTEER SUBPOPULATIONS  
 PERCEPTION OF MATCHING ILLUSTRATED BY  
 NUMERICAL AND PERCENTAGE FREQUENCY

Sub- populations	Very Thoughtfully	Thoughtfully	Don't Know	Hap- hazardly	Very hap- hazardly
Staff	-	2 (50.5)	1 (25.0)	1 (25.0)	-
Volunteers	4 (28.6)	5 (35.7)	4 (28.6)	1 ( 7.1)	-

attitudes toward them were positive. One staff member felt that staff attitudes were positive and another described them as poor. Table 20 illustrates these findings.

One-half of the staff (50%) felt that the primary frustration for a volunteer was inadequate recognition for his efforts. One staff person thought inadequate training was a volunteer frustration.

#### 5. Volunteer frustrations

Resistance from the client was noted as the primary frustration for six (50%) of the volunteers. Four (33.3%) maintained their main frustration was the fact that their roles were too narrowly defined. One volunteer picked the lack of administrative support and another volunteer indicated that something else was his frustration; however, failed to list it.

#### 6. Staff-Volunteer relations

In terms of experiencing volunteers as a valuable resource, three (75%) of the staff and 16 (100%) of the volunteers agreed that volunteers were valuable.

According to three (75%) staff and ten (76.9%) volunteers, the probation officers have enough control over the matching process. Three staff (75%) and seven (53.8%) of the volunteers agreed that probation officers were too busy to be directly involved in the volunteer program. The total staff population and five (55.8%)

TABLE 20

CHATHAM STAFF ATTITUDES TOWARD VOLUNTEERS  
ILLUSTRATED BY NUMERICAL AND  
PERCENTAGE FREQUENCY

Sub- populations	Very Positive	Positive	Indifferent	Negative	Very Negative
Staff	-	1 (25.0)	2 (50.0)	1 (25.0)	-
Volunteers	4 (26.7)	10 (66.7)	1 (6.7)	-	-

volunteers agreed that probation officers are not regularly consulted about the evaluation of individual volunteers.

Three (75%) staff and ten (83.3%) volunteers felt that the volunteer probation officers were eager to consult the regular probation officer about important decisions regarding their probationers. In terms of keeping the probation officer informed of the probationer's progress, three (75%) staff and seven (53.9%) volunteers felt that the probation officers were adequately informed.

It is interesting to note that three (75%) staff felt that the probation officers should not supervise the volunteer probation officer while only six (42.8%) volunteers felt that the probation officer should not supervise them.

#### 7. Financial remuneration for Volunteers

In total, seven (53.8%) volunteers felt they should not be financially reimbursed for their services whereas only one (25%) staff felt this way.

#### 8. Volunteer training

Regarding the need for further training, three (75%) of the staff and 12 (85.7%) volunteers saw a need existing for further volunteer training.

#### F. Volunteer and Probationer perception of the Chatham Volunteer Program

The following is a comparative analysis of the

volunteer and probationer responses to questions asked of both subpopulations.

In response to volunteer and probationer activities, eight (50%) volunteers indicated that they had taken their probationer to outside activities such as a sports event or a musical concert. Of the probationers, three (12.5%) indicated that they had been to such activities with their volunteer.

#### 1. Meeting place

The most common place to meet their volunteer was the probation office for 18 (66.7%) probationers. For three (11.3%) probationers, their home was the next most frequent meeting place with an equal number indicating their volunteer's car as their usual meeting place. The probationer's home was the usual place to meet according to nine (56.3%) of the volunteers. The volunteer's home and the probation office were indicated by two (12.5%) of the probationers respectively as the next most frequent meeting place.

#### 2. Frequency and duration of visits between Volunteer and Probationers

Table 21 illustrates the frequency and duration of contacts between the probationer and volunteer as seen by the probationers.

A large number of the probationers [15(57.7%)] were seen by their volunteers on a monthly basis. The

TABLE 21

CHATHAM PROBATIONERS' ESTIMATE OF DURATION AND  
 FREQUENCY OF CONTACTS WITH VOLUNTEERS  
 ILLUSTRATED BY PERCENTAGE AND  
 NUMERICAL FREQUENCY

Duration	Twice Per Week	Once Per Week	Bi- weekly	Once Per Month	Once every Six Weeks	Once every Eight Weeks
Less than 15 minutes	-	-	-	26.9 ( 7 )	-	7.7 ( 2 )
15 to 30 minutes	-	3.8 ( 1 )	-	23.1 ( 6 )	7.7 ( 2 )	-
30 to 60 minutes	-	-	11.5 ( 3 )	-	3.8 ( 1 )	-
60 to 90 minutes	-	-	3.8 ( 1 )	7.7 ( 2 )	-	-
More than 90 minutes	-	3.8 ( 1 )	-	-	-	-
Total	-	7.6 ( 2 )	15.3 ( 4 )	57.7 ( 15 )	11.5 ( 3 )	7.7 ( 2 )



researchers found that nine (34.6%) of the probationers were seen for 15 minutes or less. The next largest category was 15-30 minutes with six (23.1%) of the probationers spending that amount of time with their volunteer. It was found that one probationer spent 15 to 30 minutes with his volunteer once per week. No probationers were seen twice weekly.

Table 22 shows the volunteers' responses to the questions concerning the frequency and duration of visits with probationers.

In comparing probationer responses to those of the volunteer, the researchers found that 18 (69.2%) of the probationers and nine (56.4%) of the volunteers met for thirty minutes or less. Of the volunteers, four (25.1%) spent 30 to 60 minutes with their probationer and two (12.5%) spent 90 minutes or less. It is interesting to note that equal numbers of volunteers [5(31.3%)] indicated that they met with their probationers once per week, once every two weeks and once per month. It should be noted here that the volunteer and probationer samples were not matched and this fact could account for some of the discrepancy with regard to frequency and duration of contacts.

### 3. Volunteer and Probationer perceptions of assistance given by Volunteers to Probationers

In helping the probationer to understand himself, 14 (93.3%) of the volunteers felt they had been helpful

TABLE 22  
 CHATHAM VOLUNTEER ESTIMATE OF DURATION AND  
 FREQUENCY OF CONTACTS WITH PROBATIONERS  
 ILLUSTRATED BY PERCENTAGE AND  
 NUMERICAL FREQUENCY

Duration	Twice Per Week	Once Per Week	Bi- weekly	Once Per Month	Once every Six Weeks	Once every Eight Weeks
Less than 15 minutes	6.3 ( 1)	-	-	12.5 ( 2)	-	-
15 to 30 minutes	-	18.8 ( 3)	12.5 (2)	6.3 ( 1)	-	-
30 to 60 minutes	-	-	18.8 (3)	6.3 ( 1)	-	-
60 to 90 minutes	-	-	-	6.3 ( 1)	-	-
More than 90 minutes	-	12.5 ( 2)	-	-	-	-
Total	6.3 ( 1)	31.3 ( 5)	31.3 (5)	31.3 ( 5)	-	-

and 15 (57.7%) of the probationers felt their volunteers had helped them to understand themselves.

The researchers found that 15 (55.6%) probationers felt they would not have been in any further trouble with the law, while five (45.5%) volunteers agreed to this statement. In terms of the volunteer helping the probationer to avoid conflict with the law, it was found that 19 (70.4%) of the probationers agreed and 12 (92.3%) of the volunteers agreed.

G. Data analysis of responses to questions common to all three subpopulations

The following is a comparative analysis of staff, volunteer and probationer responses to questions asked of all three subpopulations in the Chatham Volunteer Program.

In examining the primary reasons for an individual volunteer, the researchers found that three (75%) of the staff and 12 (75%) of the volunteers and 19 (70.4%) of the probationers picked a desire to help others as the primary motivation behind an individual becoming a volunteer probation officer.

For two of the staff, the main cause of crime was felt to be poor parent-child relationships, as it was for four (25%) of the volunteers and nine (36%) of the probationers. Personal inadequacy was chosen by five (33.3%) of the volunteers and nine (36%) of the probationers and one (25%) staff member. Of the volunteers, five

(33.3%) felt that broken homes were the primary cause of crime. For the remaining, six (21.4%) probationers felt that poverty was the primary cause.

The major goal, as stated by Ministry policy of the Volunteer Program, is the protection of society which was thought to be the goal by three (75%) of the staff. However, rehabilitation was considered to be the major goal by 13 (81.3%) of the volunteers and 13 (50%) of the probationers. There were seven (26.9%) of the probationers who did not know what the goal of the volunteer program was.

Volunteers were thought to be reliable persons by three (75%) of the staff; 15 (100%) of the volunteers; and 22 (84.6%) of the probationers. All of the staff felt that volunteers were not critical of the agency's operations; 12 (85.7%) volunteers and 14 (58.3%) probationers also agreed with the staff.

Two of the staff felt volunteers were more likely to be conned by the probationers. In this case, 13 (81.3%) volunteers and 14 (53.8%) probationers disagreed that volunteers were more likely to be conned. Also, two (66.7%) staff felt that volunteers quickly lose interest in their job after they have been working with the probationer for some time, whereas nine (69.2%) volunteers and 16 (66.7%) probationers disagreed that they lose interest.

When a probationer is referred to the volunteer

program, he may go for several weeks or months without seeing a volunteer, according to six (50.0%) volunteers, and 15 (62.5%) probationers. The total staff subpopulation disagreed that this occurred.

If a probationer experiences a crisis, four staff (100.0%), 14 (93.3%) volunteers and 15 (57.5%) probationers agreed that the volunteer probation officer can effectively deal with the crisis.

Two (50.0%) staff, eleven (73.3%) volunteers and 13 (54.2%) probationers agreed that they had a say in how the volunteer program was run. The probationer subpopulation did not indicate as definitely their agreement of having some say in the program administration.

According to four of the staff (100.0%), 15 (100.0%) volunteers and 21 (84.0%) probationers, a need does exist for more volunteers in this program.

The three subpopulations clearly described their total experience with the volunteer program as satisfactory. Table 23 shows the frequency and percentages of the three subpopulations' experiences with this program.

As a result of their experiences with the volunteer program, four (100.0%) staff, eleven (73.3%) volunteers and five (20.0%) probationers would recommend that the program be changed slightly. Table 24 shows the recommendations of the three subpopulations.

5

TABLE 23

CHATHAM SUBPOPULATIONS' ESTIMATE OF THE LEVEL OF  
 SATISFACTION WITH THE VOLUNTEER PROGRAM  
 ILLUSTRATED BY NUMERICAL AND  
 PERCENTAGE FREQUENCY

Sub- populations	Very Satisfied	Satisfied	Dis- Satisfied	Very Dis- Satisfied
Staff	-	3 (100.0)	-	-
Volunteers	1 (6.3)	12 (75.0)	3 (18.8)	-
Probationers	7 (25.9)	14 (51.9)	5 (18.5)	1 (3.7)

TABLE 24

CHATHAM SUBPOPULATIONS' ESTIMATE OF CHANGES  
NEEDED IN VOLUNTEER PROGRAM  
ILLUSTRATED BY NUMERICAL  
AND PERCENTAGE FREQUENCY

Sub- populations	Program be Discontinued	Changed Significantly	Changed Slightly	Remain the Same
Staff	-	-	4 (100.0)	-
Volunteers	-	1 (6.7)	11 ( 73.3)	3 (20.0)
Probationers	1 (4.0)	1 (4.0)	5 ( 20.0)	18 (72.0)

H. Summary of Incidental Findings from open-ended questions

The volunteers and this program seem to be accepted by the three research groups. A common thought is that the volunteer relieves the probation officer of some of his duties, permitting him more time to handle the more difficult cases. Some staff would like to see the volunteer writing more reports, especially Pre-sentence Reports. However, the amount of time freed by the usage of volunteer is not all that great, for one staff person wrote that the volunteer program requires "a great deal of staff time to coordinate, which should be recognized in organizing staff duties."

Staff indicated that volunteers should be more responsible in writing monthly reports; however, the volunteers would like more "feedback" after the reports are submitted. They would like more contact with the staff and with fellow volunteers so that they could discuss "each other's cases and problems that arise."

The probationers described the volunteer as a person who is "friendly", "easy to talk to", "a good listener", "understanding", and "kind". They also wrote that the volunteer is "dumb in some things", "stupid", "pries into family life", "tries to be a psychiatrist", and "tries to run your life". However, the majority of comments were of the former type. One probationer best described the probationer's remarks when he wrote the following:



I like the way that you feel free. You know you are on probation but yet you can still live freely. You don't feel like you've been a criminal.

I think volunteers are good people to talk to. Sometimes you can't get through to your parents on things but the volunteers listen to you.

To conclude, the volunteer likes his work with the probationers; however, a common theme supported by many volunteers is that they receive more ongoing training. Also, some volunteers would like to see the program more organized and possessing a better method of screening new volunteers.

## CHAPTER V

### SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSIONS

The purpose of this study was to examine the volunteer programs presently operating in the Windsor and Chatham offices of the Probation and Parole Services.

Our foci were threefold:

- (1) perception of staff toward volunteers;
- (2) perception of volunteers toward their role(s);

and

- (3) perception of probationers toward the volunteer's intervention.

The methodological instrument chosen for data collection was a questionnaire administered to 120 respondents (nine regular probation officers, 31 volunteers and 32 probationers in Windsor; four regular probation officers, 16 volunteers and 28 probationers in Chatham).

Data was analyzed by means of cross-tabulation and frequency response tables according to the Statistical Package for the Social Sciences.

The subsequent portion of this chapter will summarize the major findings, explore the implications of these findings in relation to existing literature on the topic

as well as propose certain recommendations and formulate hypotheses for future research.

Summary of Major Findings Regarding the  
Windsor Volunteer Program

A. Managerial components of the Windsor Volunteer Program

(1) A significant majority of the staff and volunteer subpopulations agreed that volunteers required further training (7; 77.8% of the staff and 26; 84.0% of the volunteers).

(2) A majority of all three subpopulations believed that volunteers were easily "conned" by probationers (8; 88.9% of the staff and 16; 51.6% of the volunteers and 17; 56.7% of the probationers).

(3) A majority of the staff and probationer subpopulations agreed that volunteers were not effective in dealing with crises, whereas only a small number of the volunteers held a similar opinion (6; 66.6% of the staff, 7; 22.6% of the volunteers and 17; 56.7% of the probationers).

(4) A majority of the staff and volunteer subpopulations indicated a preference that supervision of volunteers be performed by individual staff members (7; 77.8% of the staff and 21; 73.0% of the volunteers).

(5) Staff and volunteer responses regarding the effectiveness of the matching process were quite divergent.

A majority of the staff felt that matching was done haphazardly while a majority of the volunteers did not know how the matching process was accomplished (6; 66.6% of the staff and 17; 54.8% of the volunteers).

(6) All of the volunteers felt that training was inadequate (31; 100.0%) and a significant majority of the volunteers indicated a willingness to take part in ongoing training (24; 79.9%).

(7) A majority of the volunteers stated that they did not know if their work was evaluated (26; 83.9%).

(8) A majority of the probationers were first offenders (24; 75.0%), convicted of property offences (29; 90.0%).

#### B. Windsor Volunteer-Staff relations

(9) A majority of the volunteers felt that the Windsor Probation and Parole Office was not meeting the needs of the clients it served (16; 61.7%).

(10) A majority of the staff (8; 88.9%) had taken back a total of forty-four probationers originally referred to a volunteer since March, 1975.<sup>1</sup> The reasons given by staff for this action were that either the volunteer had quit suddenly (4; 50.0%), or the probationer had requested it (4; 50.0%).

<sup>1</sup>What percentage this figure actually represented out of all the cases referred to the volunteer program was not available.

(11) A majority of the staff were hesitant to refer a client to the volunteer program (7; 75.0%), while a similar number of staff (7; 75.0%) felt pressured by the administration to refer clients to volunteers.

(12) A majority of the staff reported that they were not consulted regarding the evaluation of the volunteer's performance (8; 88.9%).

C. Windsor Volunteer-Probationer relationship

(13) Windsor volunteers and probationers estimates of the frequency and duration of their contacts together were quite dissimilar. A majority of the probationers stated that they spent less than thirty minutes per visit with their volunteer (22; 70.0%), while the most frequent time period listed by volunteers was thirty to sixty minutes per visit (11; 40.0%). A significant majority of the probationers stated that they saw their volunteer on a monthly basis or biweekly basis (15; 48.4% and 12; 38.7% respectively). However, a majority of the volunteers indicated that they saw their probationer on a weekly basis or biweekly basis (6; 22.6% and 10; 37.0% respectively).

(14) A majority of the volunteers (22; 70.9%) believed they had helped their probationer to a greater understanding of self, while a minority of the probationers (10; 31.3%) answered affirmatively to the same question.

(15) A significant number of the volunteers (21; 67.8%) believed they had helped their probationer avoid further conflict with the law, while a minority of the probationers (11; 33.8%) believed this to be true.

(16) A majority of the probationers felt respected by their volunteer (17; 53.1%).

(17) Less than one-half of the probationers sampled indicated a preference for supervision by a volunteer (13; 40.6%).

(18) A significant majority of the probationers agreed with the statement: "There are a lot of things that my volunteer doesn't know about me and I plan to keep it that way." (24; 80.0%).

(19) A majority of the probationers reported that "they would not have been in further trouble with the law even if they had not been placed on probation." (20; 66.7%).

(20) A majority of the probationers reported that they met their volunteer at the probation office and had never accompanied their volunteer to any sort of recreational or cultural activity (20; 66.7% and 27; 84.4%).

(21) A majority of the probationers felt they could call their volunteer at any time; however, an even greater number of probationers indicated that they "preferred talking to friends about things that were bothering them, than talking to their volunteer about them." (19; 59.4% and 25; 80.6%).

D. Windsor subpopulations perception of the Windsor Volunteer Program

(22) A majority of all respondents felt that they did not have a meaningful opportunity to affect the volunteer program and policy (7; 77.8% of the staff; 17; 56.8% of the volunteers; and 20; 68.7% of the probationers).

(23) A majority of all respondents stated that probationers waited several weeks or months, after the initial referral, before they met their volunteer (8; 88.9% of the staff, 18; 58.1% of the volunteers and 22; 73.7% of the probationers).

(24) Staff and probationers were more apt to believe that volunteers quickly lost interest in their job than were the volunteers themselves (7; 77.8% of the staff, 7; 25.0% of the volunteers, and 16; 50.0% of the probationers).

(25) Staff and probationers were less satisfied with the volunteer program than the volunteers themselves (7; 77.8% of the staff, 7; 22.6% of the volunteers and 15; 46.9% of the probationers).

(26) A majority of the Windsor respondents felt that changes were needed in the volunteer program (9; 100.0% of the staff, 27; 87.1% of the volunteers and 19; 65.6% of the probationers).

(27) More staff than volunteers believed that the volunteer program was poorly organized (6; 66.7% of the staff, 12; 48.7% of the volunteers).

(28) A minority of the probationers knew that

volunteers were not paid by the court (11; 34.4%).

(29) A minority of the probationers stated that they did not want to be supervised by a volunteer, but felt that they had no other choice but to comply (13; 38.7%).

(30) A number of the probationers had heard their volunteer criticize the Probation and Parole Service (12; 44.4%).

Summary of Major Findings Regarding the  
Chatham Volunteer Program

A. Managerial components of the Chatham Volunteer Program

(31) A significant number of staff and volunteer subpopulations agreed that volunteers required further training (3; 75.0% of the staff and 12; 85.7% of the volunteers).

(32) All three subpopulations disagreed with the statement that volunteers were easily "conned" by probationers (2; 50.0% of the staff, 13; 81.3% of the volunteers and 14; 53.8% of the probationers).

(33) A majority of the three subpopulations agreed that volunteers dealt effectively with crises experienced by probationers (4; 100.0% of the staff, 14; 93.3% of the volunteers and 15; 57.7% of the probationers).

(34) Staff and volunteer subpopulations agreed



that the matching process was done thoughtfully (2; 50.0% of the staff and 19; 64.3% of the volunteers). However, a small number of the volunteers did not know how matching was accomplished (4; 28.6% of the volunteers).

(35) A majority of volunteers indicated a preference that supervision of volunteers be performed by individual staff members (10; 57.2% of the volunteers). However, only one of four staff agreed (1; 25.0% of the staff).

(36) A significant number of the probationers were first offenders (23; 82.1%) and had been placed on probation for property offences (25; 89.3%).

(37) A minority of volunteers indicated that their work had been evaluated (5; 35.7%) and the results of the evaluation were known by two volunteers (2; 13.3%). One-half of the volunteers did not know if their work was evaluated (7; 50.0%).

#### B. Chatham Volunteer-Staff relations

(38) All staff and a majority of the volunteers agreed that staff were not consulted regarding evaluations of the volunteer (4; 100.0% of the staff and 5; 55.8% of the volunteers).

(39) A significant number of staff felt either indifferent or negative toward the volunteer (3; 75.0% of the staff), while a large majority of the volunteers perceived staff attitude toward them as positive (14;

93.4% of the volunteers).

(40) A majority of the staff had taken back an unknown number of cases from a volunteer for the following reasons: probationer's request, unsatisfactory volunteer and commission of further offences (3; 75.0% of the staff).

(41) A majority of the staff argued that pressure had been exerted on staff to refer cases to the volunteer program (3; 75.0%).

#### C. Chatham Volunteer-Probationer relationship

(42) Both volunteer and probationer subpopulations agreed that the probationers "would not have been in further trouble with the police even if they had not been placed on probation." (9; 55.6% of the volunteers and 15; 55.6% of the probationers).

(43) Both volunteer and probationer subpopulations agreed that the volunteer had helped the probationer to a better understanding of himself (14; 93.3% of the volunteers and 15; 57.7% of the probationers).

(44) a majority of the probationers reported that they met their volunteer at the probation office and had never accompanied their volunteer to any sort of recreational or cultural activity (18; 66.7% and 21; 87.5% of the probationers).

(45) A majority of probationers said that they spent less than thirty minutes per visit with their vol-

unteer and were seen on a monthly basis (18; 66.7% and 15; 57.7% of the probationers).

(46) A majority of volunteers indicated that they saw their probationer for less than thirty minutes per visit and made contact with him either biweekly or monthly (9; 56.3% and 10; 62.6% of the volunteers).

(47) A significant number of probationers preferred to be supervised by a volunteer (18; 64.3%).

(48) A large number of probationers agreed that their volunteer respected them; however, a majority indicated that "there are a lot of things that my volunteer doesn't know about me and I plan to keep it that way." (21; 87.5% and 17; 63.0%).

(49) A large majority of probationers agreed that they could call their volunteer at any time (22; 78.6%). However, a large number stated that they "preferred talking to friends about personal problems, rather than talk to their volunteer about them." (22; 81.5%).

D. Chatham subpopulations perception of the Chatham Volunteer Program

(50) The three subpopulations' responses to the statement that "probationers wait several weeks or months before seeing a volunteer after the initial referral has been made" were quite varied. A majority of the probationers agreed (15; 62.5%), while the volunteer subpopulation was divided evenly, (6; 50.0%). None of the staff

agreed with the statement.

(51) A small number of probationers knew that volunteers were not paid employees of the court (10; 35.7%).

(52) A majority of staff and a smaller number of volunteers and probationers agreed that volunteers quickly lost interest in their job (2; 66.7% of the staff, 6; 31.8% of the volunteers and 9; 33.3% of the probationers).

(53) A significant number of the three sub-populations were satisfied with the volunteer program (4; 100.0% of the staff, 13; 81.2% of the volunteers and 21; 77.8% of the probationers).

(54) All of the staff and volunteer respondents and a large majority of the probationers agreed that slight changes needed to be made to the volunteer program (4; 100.0% of the staff, 16; 100.0% of the volunteers and 21; 84.0% of the probationers).

(55) A minority of probationers agreed that they did not want a volunteer but felt that they had no other choice but to comply (7; 25.0%).

(56) A significant number of the probationers had not heard their volunteer criticize the Probation and Parole Service (28; 80.0%).

(57) A majority of volunteers agreed that they had some say in how the volunteer program was run (11; 73.3%), while a smaller number of staff and especially, probationers agreed (2; 50.0% of the staff and 13; 44.2% of the probationers).

### Implications of Findings

The preceding section outlines the major findings of this study on the perception of staff, volunteers and probationers toward the use of volunteers in Essex and Kent Counties Probation and Parole Services. This section looks at the implications of these findings for the use of volunteers in corrections generally. Specifically, the implications of the following issues are examined in relation to the study foci:

- A. Managerial components
- B. Volunteer-probationer relationship
- C. Volunteer-staff relationship
- D. Perception of the volunteer programs in Windsor and Chatham as reported by the three study subpopulations.

A. The managerial components of the Windsor and Chatham Volunteer Programs

The managerial components of a volunteer program include the processes of recruitment, training, matching and supervision. These processes form the backbone of a volunteer program since it is by these administrative components that the volunteer gets into the program, is trained to complete certain tasks, supervised to ensure the task is carried out in a way that is acceptable to the agency and

rewarding to the volunteer. The importance of the managerial components cannot be underestimated since in many ways, how effectively the administrative processes are carried out will, to a large extent, determine the effectiveness of the volunteer program.

John G. Cull and Richard E. Hardy make this point:

Volunteers are not a free source of help, either professional or paraprofessional. The cost in terms of recruiting, training and supervising is substantial. The volunteers are in many respects equivalent to employees of the organizations using volunteers in that they require job descriptions, in-service training programs, supervision and well planned rewards for meritorious services.

The volunteer and the client are misused and done an injustice when he is selected indiscriminantly and immediately assigned a task. He should be provided the same personnel management services as other paid employees; if his services are to be maximum benefit to himself and the Organization.  
(12:6)

The findings from this study indicate that there is a significant amount of dissatisfaction with the administrative components of the volunteer programs in both locations. However, the Chatham subpopulations were more positive toward this issue than the Windsor subpopulations indicated.

A majority of the total subpopulations sampled felt that they did not have a say in how the volunteer program was operated (see numbers 22 and 57 in Summary of Major Findings). A majority of the volunteers in both locations

reported that they were in favour of ongoing training seminars and supervision by individual probation officers (see numbers 1, 4, 6, 31 and 35 in Summary of Major Findings). A majority of the staff in both locations reported that they felt pressured by the administration to refer clients to volunteers and that they were not consulted regarding the evaluation of volunteers (see numbers 11, 12, 37, 38 and 41 in Summary of Major Findings). A number of volunteers in both locations had no idea how matching was accomplished (see numbers 5 and 34 in Summary of Major Findings).

The findings indicate that there is some concensus between the two program populations. Generally the various subpopulations sampled felt isolated from one another with little or no feedback or opportunity to affect change in the managerial components of the respective volunteer programs. A majority of the respondents in both locations were in favour of certain changes being made to the present system of training, matching, screening and supervision of volunteers.

#### B. Volunteer-Probationer relationship

A majority of the probationers in both Windsor and Chatham reported that they preferred talking to friends about personal problems they were experiencing rather than talking to their volunteer about them (25; 80.6% in Windsor and 22; 81.8% in Chatham).

A significant number of the probationers in both locations reported that they saw their volunteer at the probation office and had not accompanied their volunteer to any type of recreational or cultural activities (see number 20, 21 and 44 in Summary of Major Findings). Notwithstanding the discrepancies previously mentioned between the volunteers and probationers' estimates of duration and frequency of contacts, a large number of the probationers in both locations reported that they saw their volunteer on a monthly basis for less than thirty (30) minutes per visit (see numbers 13 and 45 in Summary of Major Findings). A majority of the probationers in both locations reported that they would not share a lot of personal information with their volunteers (see numbers 18 and 48 in Summary of Major Findings).

Although probationers in Chatham were generally more positive in their feelings toward the volunteers, there are a number of similarities between the Chatham and Windsor probationers' perception of volunteers.

The common thread which runs through the probationers' perception of volunteers in both locations is that the volunteers are not regarded as trusted friends, but viewed rather cautiously as auxiliary probation officers.

Also related to the depth of the volunteer-probationer relationship was the estimated frequency and dura-



tion of contacts between the volunteers and probationers in both locations.

S. C. Mounsey suggests that "volunteers in probation offer a unique and innovative contribution to corrections as a result of their intensity and level of interaction." (76:53) This argument suggests that volunteers are able to have a greater impact on the probationer's life because they are able to spend more time with probationers than staff.

The Ottawa Juvenile Court Program observed in this regard that volunteers "saw their clients approximately three to four times more often than paid staff." (91:16)

Robert Gardner supported this idea:

... whereas the professional probation officer may have been limited to one hour a month with a probationer, the volunteer would be able to spend several hours with the probationer during the same period. (114:13)

Another finding of the Ottawa Juvenile Court Program with regards to duration of contact found:

Not only are volunteers able to have more frequent contacts with their clients, but also volunteers are able to spend more time with their clients. . . . (The Ottawa Study) ascertained that volunteers are able to spend over eight times as much time with their clients as were professional probation officers. (91:16)

Our findings do not support the assumption that volunteers spend more time with probationers. This, we feel, could be a contributing factor in the probationers'

non-acceptance of the volunteer as a friend.

C. Staff-Volunteer relationships

Ivan Scheier suggests that a good volunteer program requires a successful partnership between regular staff and volunteers, with understanding and acceptance on both sides. (37:1) He recommends:

We must stop the pendulum which historically in corrections has swung first from all volunteer personnel, then to all paid personnel, but never yet as a team. (37:1)

Ira Schwartz wrote on this issue: "The most effective relationship between volunteers and staff is one that emphasizes the team approach." (87:9)

The findings of this study do not support the existence of a partnership between regular staff and volunteers. Five (55.5%) staff in Windsor indicated that their feelings toward volunteers were either negative or very negative. The remaining staff in Windsor reported that they felt indifferent toward volunteers (4; 44.4%). In Chatham, three (75.0%) of staff reported that they felt indifferent toward volunteers and one (25.0%) staff person reported they felt negative toward volunteers.

Volunteer perception of the staff attitude toward volunteers was viewed more positively in each setting than was actually reported by staff. Twenty-four (77.4%) of the volunteers in Windsor and all volunteers surveyed in Chatham perceived staff attitudes toward them

as being positive.

Part of this discrepancy is explained by the fact that in the Windsor and Chatham volunteer programs, the volunteer coordinator essentially supervises the entire work sector in which volunteers operate. It is the volunteer coordinator who takes responsibility for operating the volunteer program. Staff are not involved directly in any of the administrative components and volunteers do not have regular consultation with staff. Due to the fact that staff have little formal contact with volunteers, the resistance may not be communicated to volunteers directly. A team approach between staff and volunteers in the settings surveyed are therefore non-existent.

A number of findings in this study suggest that both staff and volunteers are not satisfied with this situation. Volunteers in both settings indicated they would prefer to be supervised by individual probation officers (22; 77.8% in Windsor and 16; 57.2% in Chatham).

Seven staff (77.8%) in Windsor agreed that volunteers should be supervised by staff members. However, only one staff in Chatham agreed that volunteers should be supervised by staff members. Staff in both Windsor and Chatham reported they were not consulted regarding the evaluation of volunteers (see number 12 and 38 of Summary of Major Findings). Staff thus appear to prefer

more control in the existing program and volunteers appear to want more contact with staff.

D. The subpopulations' perception of the Volunteer Program in Windsor and Chatham.

The researchers found that there was a divergence of opinion in the level of satisfaction reported by the three subpopulations surveyed in this study, with volunteers generally being more satisfied with the program than staff or probationers. There was also a difference noted in the overall satisfaction between the Windsor and Chatham volunteer program with the subpopulations generally expressing more satisfaction in the Chatham program. There was a consensus in that a majority of the three subpopulations in both settings felt improvements could be made even though a corresponding majority of the three subpopulations in both settings reported that they had little say in how the program was run (see number 22 and 57 in Summary of Major Findings).

A majority of staff in the Windsor program expressed dissatisfaction with the volunteer program as it now exists (6; 61.7%) and eight of the nine staff members (88.9%) rated the organization as poor or very poor. Seven (77.8%) recommended that the program be changed significantly and one officer (11.1%) recommended that the program be changed slightly.

Staff indicated a number of specific frustrations

in Windsor. A majority felt they had been pressured into referring cases to the volunteer program (see number 11 in Summary of Major Findings) and all staff reported that they had to take cases back (see number 10 in Summary of Major Findings). Staff expressed a loss of control in evaluating and supervising volunteers and felt that they should supervise volunteers (see number 4 in Summary of Major Findings). Eight (88.9%) of staff reported that they knew of cases where a probationer had gone for over a month without seeing a volunteer after a referral had been made to the volunteer program.<sup>1</sup>

Staff acceptance in the Chatham program was generally more favourable. All staff (4; 100.0%) reported they were satisfied with the volunteer program but felt slight changes could be made to improve it. Two (66.6%)<sup>2</sup> reported the organization of the program as good and 2 (50%) felt they had a say in how the program was run.

In general, the dissatisfaction expressed by Windsor staff appeared to be directed more at the organization of the volunteer program and not the use of volunteers generally. Only one staff member in both settings recommended that the volunteer program be discontinued.

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<sup>1</sup> A majority of volunteers and probationers surveyed in this study affirmed this point (see number 23 in Summary of Major Findings).

<sup>2</sup> One staff did not answer. The other reported the organization was poor.

Volunteers in both programs generally agreed that they were satisfied with the volunteer program, but a significant number indicated improvements could be made. Volunteer responses in Chatham were in close agreement with what staff in Chatham reported. In Windsor, volunteers and staff differed in their perception of the program with 22 (77.4%) of volunteers reporting they were satisfied with the program as compared to 2 (22.2%) of staff in Windsor who expressed satisfaction.

The probationer subpopulation in both settings were generally satisfied with the way the volunteer programs were being operated. Although a majority of probationers in both Windsor and Chatham felt that improvements could be made in the program, a significant number felt they did not have a say in how the volunteer program was operated.

#### Recommendations

The following recommendations are offered as a result of our review of the literature and data findings from this study. These recommendations are primarily directed towards both the Chatham and Windsor volunteer programs, albeit, we are of the opinion that they could be adapted as general guidelines for volunteer programs in most public agencies.

A common theme found in both Windsor and Chatham programs was a marked divergence in priorities and opinions

amongst the subpopulations of volunteers, staff and probationers. A significant portion of all respondents, 69 (57%) felt that they did not have any say in terms of the volunteer policy and program. A majority of the respondents, thus, felt powerless to influence or alter the program in any way. This, we believe, was a key factor in contributing to the extremely high turnover of volunteers from the Windsor program - from 120 in 1974-75 to 35 in 1976-77. The authors are in agreement with Dr. Ivan Scheier when he advances the concept of a "people approach" as: "... necessary medicine for the mortal disease of volunteer programs - tumbling turnover". (36:3)

Thus, the authors recommend:

- 1) that the Windsor and Chatham volunteer programs institute a formal method of information sharing amongst the regular staff, volunteers and probationers.

Our findings indicated that a majority of respondents sampled felt that they had no say in how the respective volunteer programs were being operated. A number of major findings point to a lack of communication between paid staff and volunteers and between volunteers and probationers.

We feel that this difficulty in communication could best be remedied by implementing a type of process designed by Ivan Scheier and referred to previously in Chapter II as the "Need Overlap Analysis in the Helping Process", (herein after referred to as NOAH). The NOAH process is a facet of

what Scheier denotes as the "people approach" to volunteerism.<sup>1</sup> This method advocates that in order to make maximum use of volunteers, we must adapt jobs to people, vis a vis, adapting people to pre-existing jobs as the Windsor and Chatham programs are doing. A NOAH type of process would invite representatives of all three groups - paid staff, volunteers and probationers, to meet and express their respective needs and expectations in order to determine an overlap and a consensus on issues considered to be important to all.

As Scheier notes, this could be an on going process, used periodically to identify further needs and to develop new volunteer jobs. Towards this end, a Volunteer Committee made up of staff, volunteer and probationer representatives could be established to further the dialogue between the three groups and act as a mini NOAH team.

2) We recommend that the Ministry of Correctional Services develop a method of organization which would give direct recognition, status and authority to the important position of volunteer coordinator.

Our review of the literature, observations and findings have confirmed the crucial need for competent leadership and managerial skills in the daily operation of a

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<sup>1</sup> See Chapter II, pages 37 to 40 for further discussion of the "people approach" to volunteerism.



volunteer program. The volunteer coordinator must not only be knowledgeable in all facets of the Probation and Parole Services, but must also be capable of relating to and motivating members of the general public, volunteers, clients and fellow staff members.

G The volunteer coordinator role is a pivotal management position with a significant amount of responsibility. Through the process of researching this topic, we feel that the coordinator's primary tasks should be limited to the areas of public relations, recruitment, screening, training and coordination. Part of the Windsor and Chatham respondents dissatisfaction with the managerial components of the respective programs could be related to the fact that the coordinator's position is actually a part-time job being filled by a full-time paid staff person who is also expected to continue meeting his responsibilities as a probation officer. This is an onerous task which inevitably adversely affects the volunteer programs operations.

In order to afford the volunteer coordinator, and the program, the deference and authority deserved, we have suggested the structural reorganization as illustrated in Figure 1. This model would place the coordinator at the same management level as the Senior Probation and Parole Officers, while continuing to ensure accountability to the local Area Supervisor.

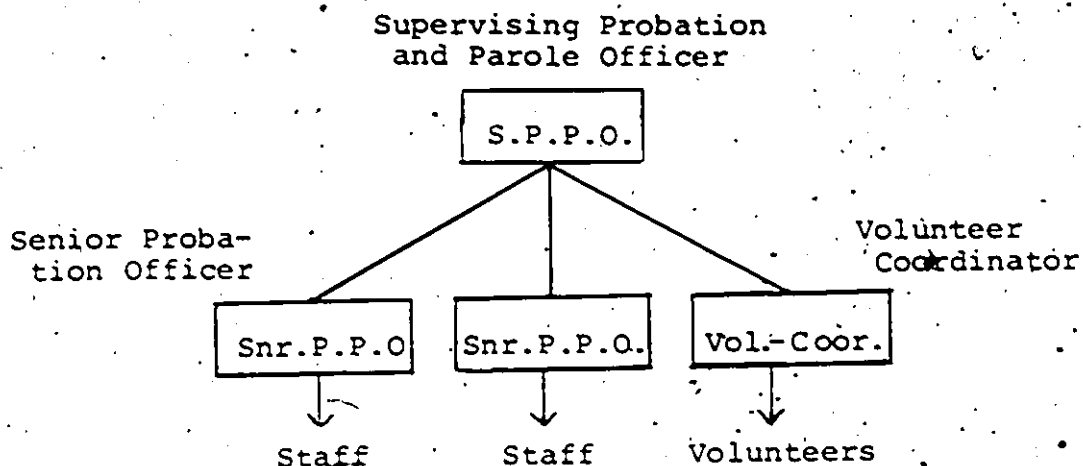


Fig. 1. Organizational Structure at the Local Level.

3) We further recommend that the Ministry of Correctional Services develop an organizational structure which would afford field offices with a greater degree of direct support, guidance and additional resources available to local volunteer programs.

This recommendation also addresses the need for visible and reliable support of volunteer programs from the Ministry of Correctional Services. A common criticism of staff towards the volunteer programs was related to a lack of accountability and communication between volunteers and paid staff. An implication of the paid staff member's attitude of indifference and negativity towards volunteers underlines a certain incredulousness on the part of staff that the use of volunteers is an important facet of the Ministry's overall

operations. To overstate the point, one might surmise that staff were of the opinion that if ignored long enough, perhaps the volunteer programs would disappear. The lack of communication previously noted does not stop with the volunteer-staff impasse, but reaches into the area of communications between paid staff and the Ministry's Volunteer Programs Branch. It is of little use to discuss communication problems at the local level when paid staff are not fully informed of the Ministry's commitment and investment in effective utilization of volunteers. As illustrated in Figure 2, a decentralization scheme would be one method of further providing field offices with greater accessibility to support, resources, guidance and accountability than the present system allows.

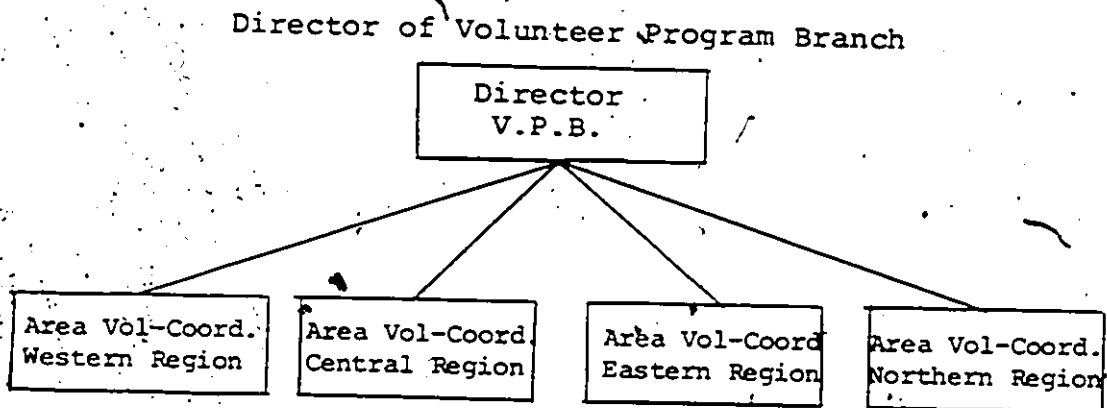


Fig. 2. De-centralization proposal.

4) The researchers recommend that the Volunteer Programs Branch institute a training program which would be mandatory orientation for local volunteer coordinators.

A majority of the respondents expressed dissatisfaction with the managerial components of the volunteer programs. Lack of communication, accountability, evaluations, as well as inadequate training and supervision were some of the major criticisms reported. These factors serve to underline the need for knowledgeable and effective management and leadership, which are the primary responsibilities of the volunteer coordinator.

Given the crucial significance of the administrative and managerial components of any volunteer program, it is important that volunteer coordinators operate from a firm knowledge base commensurate with the specialized skills required to competently perform their job.

5) We recommend that ongoing training seminars be established for volunteers on a voluntary basis.

A majority of the respondents sampled in both locations indicated that volunteers required further training. Twenty-four (80.0%) of the Windsor volunteers and fourteen (87.0%) of the Chatham volunteers stated that they were prepared to attend regularly scheduled training seminars on a voluntary basis.

The present system of having one staff person conduct all training was perceived as being unsatisfactory to a

significant number of staff and volunteer respondents. It would appear to be more fruitful if the programs underlined the philosophy of community involvement and participation in corrections by utilizing various resource persons from within the community.

6) We recommend that volunteer orientation sessions be held on a voluntary basis.

We are of the opinion that orientation should be on a voluntary basis. Under the present system, too much emphasis is placed on obligatory orientation as a means of screening volunteers. We feel that efficient screening of volunteer candidates should be accomplished primarily through personal interviews conducted by the volunteer coordinator. It is possible that not all volunteers who attend orientation sessions will prove to be effective volunteers. Yet, this is the implicit assumption in Windsor and Chatham. This, we suggest, is a dangerous assumption. Many people might enjoy the social and intellectual stimulation of an orientation program, but falter under the stress of an emotionally charged relationship with a probationer. Conversely, there may be many talented citizens with unique skills to offer who would not appreciate attending weekly orientation sessions. The volunteer programs must allow for adapting the program to people vis-a-vis adapting people to the job. Without this type of flexibility provided by the "people approach" to volunteerism, volunteer programs will be

severely lacking in terms of their ability to provide a truly rich array of services to clients.

7) We recommend that the Volunteer Program Branch develop a training seminar for field staff to sensitize staff regarding the needs, uses and unique capabilities of volunteers.

Only three of thirteen staff sampled had some form of training in dealing with volunteers. This, in our opinion, would not facilitate understanding or involvement of staff in the agency's volunteer program:

You cannot organize and operate a sound statewide volunteer program in a central office alone. The success or failure of a volunteer program also rests on the shoulders of the field staff. . . . Trained field staff in the use of volunteers is as important as trained volunteers in parole. (37:3)

Such a training seminar could be conducted at the local level by means of the regularly scheduled area seminars thus minimizing expenses.

8) We recommend that Ministry representatives make a concerted effort to broaden the population from which potential volunteers are recruited.

Including the respondents used for the pre-test of the questionnaire, out of a total of sixty volunteers sampled, there were no ex-offenders, no native persons, no senior citizens and only two members of an ethnic minority evident. As Scheier notes, this is "elitist volunteer action". Given Canada's "mosaic" pattern, the present volunteers are certainly not representative of

Ontario's population. Effective community participation in corrections is not enhanced when a significant portion of a community is unable or unwilling to become involved in voluntary activity.

Research has been conducted in the United States, which points to the positive contributions of ex-offenders and ethnic minority groups in their work as volunteer probation officers. (86:43) Effective community participation in corrections is not enhanced when a significant portion of a community is unable or unwilling to become involved in voluntary activity. (5:97)

9) The researchers recommend that a formal statement of objectives and written job descriptions for the various volunteer roles be written in explicit operational terms for each program.

Neither Windsor nor Chatham had a statement of objectives or written job descriptions available to all volunteers. The level of expectations and accountability demanded of the volunteer need to be made clear to all potential candidates and staff.

It might be beneficial to articulate the minimum amount of hours required of the volunteer on a weekly basis, for each respective job category. Potential volunteers have a right to know the minimum levels of responsibility which the agency expects of its volunteers. Volunteer accountability will be facilitated when agency

objectives and expectations of volunteers are clearly articulated to volunteer candidates.

10) It is recommended that the Windsor and Chatham volunteer programs implement a method of matching which would join the volunteer and probationer according to geographical proximity in those cases where it would appear to be most appropriate.

Our findings indicate that the volunteer-probationer contacts are initiated by the volunteer and conducted at the probation office in a majority of the cases. The findings revealed that probationers did not consider volunteers as friends and they were reluctant to share personal information with the volunteer. Numerous volunteers in Chatham, Sarnia and Windsor complained of the amount of money expended just in gasoline, due to the lengthy distances between the volunteer and probationer's residences.

One method of alleviating some of this stress would be to utilize an "ecological model" wherever possible (70:28). There is reason to believe that the closer the proximity between the probationer and the volunteer's residences, the greater the chance of the probationer initiating visits with his volunteer. This approach could allow for a gradual build up of a natural support system for the probationer and have a positive impact upon the volunteer-probationer relationship. This model



would appear to be used to a great advantage with the neurotic-anxious type of offender.

(11) We recommend that volunteers be assigned to individual probation officers for the purpose of supervision, consultation, or both.

A recurrent complaint of both volunteers and staff was that there was not enough contact between these two groups. A significant majority of both volunteer and staff respondents preferred that supervision of volunteers be performed by individual officers. A common theme of volunteers in both Chatham and Windsor was a plea to "make use of volunteers, don't use us." Similarly, many paid staff felt they were simply being used to provide the volunteer program with cases. There was no evidence in Windsor, especially, of an "equal partnership" between volunteers and staff, yet both groups were eager for such a relationship to exist. (7;77.8% of the staff and 21;73.0% of the volunteers sampled). Thus, a majority from both groups were dissatisfied with the supplementary use of volunteers and indicated a preference for a complementary relationship. This method would allow for a more flexible matching process, which would directly involve the regular probation officer, the volunteer and the probationer, to the mutual satisfaction of all participants.

(12) The authors recommend that evaluations by all three groups - staff, volunteers and probationers -

be initiated as soon as possible in both Chatham and Windsor offices.

Our findings indicate that a majority of the volunteer respondents in both locations did not know if they were evaluated. Eight of the nine staff sampled in Windsor and all of the staff sampled in Chatham (4) reported that they were not consulted regarding the evaluation of the volunteer's performance.

Neither Windsor nor Chatham programs have a method of evaluating volunteers. The literature suggests that volunteers have a right to know how their work is being perceived by agency representatives. A method such as Scheier's "feedback system" could easily be adapted to the Windsor and Chatham programs. As one volunteer in Windsor succinctly stated: "We need to know what they (staff) think. We need strokes too!"

A proper evaluation should be an ongoing process, hopefully permeated with plenty of positive strokes in verbal and written form between formal evaluation periods. This evaluatory method would allow the volunteer to evaluate his staff supervisor, the officer's evaluation of the volunteer, and most important, would allow the consumer of the services - the probationers - to assess his volunteer.

### Areas for Further Research

As explained earlier, one of the purposes of exploratory research is the formulation of hypotheses for further research. As a result of this study, the researchers have postulated the following hypotheses for further testing:

1) Volunteer effectiveness decreases as the volunteer role approximates the professional's role.

2) Volunteer turnover will be greater in those programs which do not have a fulltime paid volunteer coordinator.

3) Professional staff prefer a complementary vis-a-vis supplementary relationship with agency volunteers.

4) Staff resistance to the use of volunteers will be highest in agencies failing to utilize "Need Overlap Analysis in the Helping Process".

5) Staff resistance will be significant in agencies where professional staff feel that their individual efforts are not recognized by the administration.

6) Staff resistance to the use of volunteers will be significantly greater in those agencies where volunteers are used to supplement professional staff tasks.

7) Rural areas utilizing volunteers provide far more frequent contact between staff and volunteers and

volunteers and offenders, thus serving to negatively affect volunteer morale and maximize staff resistance.

8) Conversely, urban areas of high population density have minimal contact between staff and volunteers and volunteers and offenders, thus serving to negatively affect volunteer morale and maximize staff resistance.

Further consumer-type research is needed in corrections generally and probation specifically. Approximately 90 percent of the probationers sampled were first offenders convicted of property offences. The question arises if this particular class of probationers is most amenable to volunteer supervision. This coincidental finding begs the question as to what types of offenders are most amenable to volunteer intervention.

The research findings also raise the issue of how to ensure the most efficacious use of volunteers. In the Windsor and Chatham programs, one dimensional use of volunteers as auxiliary probation officers did not allow for a variety of volunteer roles or innovativeness and did not appear to enhance the volunteer-probationer relationship. Further research contrasting the one dimensional model versus a multi-dimensional or people approach model of volunteer utilization might provide valuable information on the nature of the volunteer-probationer and volunteer-staff relationship in these respective programs.

CONCLUSIONS

The rationale generally accepted for using volunteers in corrections suggests that the use of volunteers can provide:

- (a) diversification of services for the agency using volunteers;
- (b) more time and individual treatment for clients;
- (c) involvement and education of the public in the agency's objectives; and
- (d) innovation, enthusiasm and flexibility

There has been evidence to suggest that, at least in the volunteer programs surveyed, some or all of these goals are not being realized. However, the authors would caution against an overly negative conclusion being prematurely made concerning the use of volunteers. Despite difficulties enumerated earlier in this section, we have found a significant number of dedicated citizens to be actively involved in the volunteer program. The frustrations enumerated by the subpopulations surveyed were directed more at administrative (and organizational inadequacies than against the concept of volunteerism. The authors conclude that it is more accurate to realize that volunteers have the potential for providing services to probationers and that to tap this potential will re-

quire a commitment and input from those involved in the volunteer program (staff, volunteers and probationers) and an investment of time and money from administrative personnel to train, match and supervise volunteers. The recommendations contained herein are offered to expedite the healthy growth of the volunteer movement which could serve to enrich client services, and ultimately enhance the public image and understanding of the Probation and Parole Services.

The growth of the volunteer movement in Ontario Ministry of Correctional Services is clearly still in the early developmental stages. It is evident from this study's findings that "growing pains" are being experienced, specifically in the Windsor and Chatham programs. If the Ministry policy of "equal partnership" between the volunteer and paid staff is to become a reality, vis-a-vis rhetoric, then the volunteer programs desperately need to become "people oriented" if they are to come close to unleashing the "untapped potential" which lies dormant in our communities. In this regard, the authors are in complete agreement with the authors of the Aves Report when they wrote:

As our work has proceeded we have become increasingly convinced of the special quality and value of the volunteer's contribution. We see him as essential to any significant extension in the range and impact of the social services. As a pioneer he will continue as in the past to make his special impact. His place in established social services needs to be made more explicit and ways must be found of ensuring that he is used more effectively.

We have been struck by the need for both statutory and voluntary bodies to formulate more clearly their aims and policies regarding the use of volunteers. This would be to the advantage of both the agencies and the volunteers themselves. Vagueness about why volunteers are needed and how they fit into a total structure is at the root of many current problems of recruitment and deployment. (103:182)

## APPENDIX A

### STAFF QUESTIONNAIRE

This questionnaire is part of an exploratory research study being undertaken as partial fulfillment towards the M.S.W. degree at the University of Windsor. Your cooperation is requested in completing this questionnaire.

We are not interested in the theory of volunteerism but are seeking your personal perception on the use of volunteers from your experiences with the volunteer program as it now exists in your agency.

This is an anonymous questionnaire. Please answer all questions as accurately as possible on the answer sheets provided.

Thank you.



Please check one category which most accurately describes your experiences in relation to the following questions:

1. Have you had any formal training in dealing with volunteers?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Have you actively assisted in training volunteers in your agency?  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Have you referred a client to a volunteer while maintaining a regular contact with the client?  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Have you ever had to take back cases which you referred to a volunteer?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. If yes, what were your major reason(s) for doing so, and approximately how many times has this happened?  
\_\_\_\_\_
6. How familiar are you with your agency's training program for volunteers?  
(a) extremely familiar \_\_\_\_\_  
(b) familiar \_\_\_\_\_  
(c) not interested \_\_\_\_\_  
(d) somewhat unfamiliar \_\_\_\_\_  
(e) very unfamiliar \_\_\_\_\_
7. Which of the following best describes your experiences with the volunteer probation officer's performance?  
(a) very satisfied \_\_\_\_\_  
(b) satisfied \_\_\_\_\_  
(c) dissatisfied \_\_\_\_\_  
(d) very dissatisfied \_\_\_\_\_

Please read the following sentences and check one box on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree  
B. Agree  
C. Slightly agree  
D. Slightly disagree  
E. Disagree  
F. Strongly disagree

8. Staff have adequate opportunity for meaningful input regarding volunteer policy and program.

9. As a result of my experiences with the volunteer program, I am hesitant to refer a client to a volunteer.
10. Staff are regularly consulted regarding the evaluation of individual volunteers.
11. Staff are sometimes pressured into referring probationers to the volunteer program.

Section BA

1. I feel the method of recruitment in this volunteer program is:
  - (a) Excellent \_\_\_\_\_
  - (b) Good \_\_\_\_\_
  - (c) Don't know \_\_\_\_\_
  - (d) Poor \_\_\_\_\_
  - (e) Very poor \_\_\_\_\_
2. Volunteers and offenders are matched:
  - (a) Very thoughtfully \_\_\_\_\_
  - (b) Thoughtfully \_\_\_\_\_
  - (c) Don't know \_\_\_\_\_
  - (d) Haphazardly \_\_\_\_\_
  - (e) Very haphazardly \_\_\_\_\_
3. What do you feel is the most important reason for using volunteers in corrections? Please check one.
  - (a) volunteers are used to create positive community involvement \_\_\_\_\_
  - (b) volunteers are used to avoid hiring more staff \_\_\_\_\_
  - (c) volunteers are used to reduce probation officer's workload \_\_\_\_\_
  - (d) volunteers are used to provide services which the Probation Officer is unable to provide \_\_\_\_\_
  - (e) volunteers are used to enrich services provided to the client \_\_\_\_\_
  - (f) other, please specify \_\_\_\_\_
4. In response to the above question, do you feel this objective is being realized through the volunteer program as it now exists?
 

Yes \_\_\_\_\_ No \_\_\_\_\_

5. The overall organization of the volunteer program appears to be:
- (a) excellent \_\_\_\_\_  
 (b) good \_\_\_\_\_  
 (c) poor \_\_\_\_\_  
 (d) very poor \_\_\_\_\_
6. From your experience, would you describe the general attitude of staff towards volunteers as being:
- (a) very positive \_\_\_\_\_  
 (b) positive \_\_\_\_\_  
 (c) indifferent \_\_\_\_\_  
 (d) negative \_\_\_\_\_  
 (e) very negative \_\_\_\_\_
7. Please check one of the following statements which you feel to be a primary frustration for a volunteer:
- (a) resistance from staff \_\_\_\_\_  
 (b) resistance from client \_\_\_\_\_  
 (c) inadequate recognition for his efforts \_\_\_\_\_  
 (d) lack of administrative support \_\_\_\_\_  
 (e) inadequate training \_\_\_\_\_  
 (f) volunteer roles too narrowly defined \_\_\_\_\_  
 (g) other, please specify \_\_\_\_\_
8. Has this volunteer program ever been evaluated?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
9. Do you know the results of any studies which have examined this program?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
10. If this program was evaluated, I believe one would find:
- (a) the program is not working successfully and should be discontinued \_\_\_\_\_  
 (b) the program is not successful and should be changed \_\_\_\_\_  
 (c) the program is working, but changes should be made \_\_\_\_\_  
 (d) the program is working and does not need to be changed \_\_\_\_\_

Please read the following sentences and check the response on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree.
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

11. Volunteers working with this agency are reliable persons.
12. Volunteers are adequately trained for the duties they perform.
13. Volunteers have been a valuable resource in providing effective service to offenders.
14. The probation officer usually knows how a volunteer is performing.
15. Volunteers are eager to consult staff regarding important decisions about the cases they are supervising.
16. Volunteers should be supervised by individual probation officers.
17. Offenders referred to volunteers do not really require supervisory counselling.
18. Volunteers do not keep the probation officer adequately informed of the probationer's progress.
19. Probation officers do not have enough control over what volunteer is matched with any given probationer.
20. Volunteers should receive some sort of financial reimbursement for their services.
21. I would actively encourage a friend or relative to become involved in the present volunteer program.
22. The volunteer program makes excellent use of the volunteer's individual skills and talents.
23. Staff are uncertain of the role(s) performed by volunteers.
24. Volunteers require further training.
25. Volunteers require constant supervising.

26. Staff are regularly consulted regarding the evaluation of individual volunteers.
27. Staff are too busy to be directly involved with the volunteer program.
28. I would like to see some changes made in the method of matching volunteers with probationers.
29. Volunteers are provided with sufficient information regarding the client prior to meeting him/her.
30. Staff members are eager to provide support and assistance to the volunteer.
31. Paid staff members appear to be uncertain as to the varied tasks performed by volunteers.
32. Volunteers effectively deal with crisis situations which the probationer has experienced.
33. Staff members have been sufficiently informed of the progress the volunteer was making with the probationer.
34. Volunteers lessen the workloads for staff.
35. Volunteers could perform more varied roles than they now perform.

#### Section ABC

1. The present volunteer program could use more volunteers.
2. Volunteers effectively deal with crises that probationers experience.
3. Volunteers working with this agency are reliable persons.
4. Probationers referred to volunteers do not really require supervision.
5. Volunteers are usually critical of agency operations.
6. Volunteers are more likely to be conned by probationers.
7. I feel I have a say in how the volunteer program is run.

8. Volunteers quickly lose interest in their job after they have been working with probationers for some time.
9. Some probationers may go for several weeks or months without seeing a volunteer after a referral is made to the volunteer program.
10. In your opinion, which of the following statements is the primary reason why an individual becomes a volunteer probation officer? Please check one.
- (a) for potential-employment opportunities \_\_\_\_\_
- (b) to receive university or college course credits \_\_\_\_\_
- (c) desire to help others \_\_\_\_\_
- (d) to satisfy authoritarian needs \_\_\_\_\_
- (e) for personal religious reasons \_\_\_\_\_
- (f) to learn more about crime and corrections \_\_\_\_\_
- (g) as an individual's contribution towards curbing crime \_\_\_\_\_
- (h) other, please specify \_\_\_\_\_
11. In your opinion, which of the following is the primary cause of crime: (Please check one)
- (a) broken homes \_\_\_\_\_
- (b) poverty \_\_\_\_\_
- (c) personal inadequacy \_\_\_\_\_
- (d) poor parent-child relationship \_\_\_\_\_
- (e) other, please specify \_\_\_\_\_
12. Which of the following statements is a more accurate reflection of your total experience with the volunteer program? (Please check one)
- (a) very satisfied \_\_\_\_\_
- (b) satisfied \_\_\_\_\_
- (c) dissatisfied \_\_\_\_\_
- (d) very dissatisfied \_\_\_\_\_
13. Ministry policy states that the Probation and Parole Service's major goal is: (Please check one)
- (a) punishment \_\_\_\_\_
- (b) rehabilitation \_\_\_\_\_
- (c) protection of society \_\_\_\_\_
- (d) changing community attitudes which contribute to crime and delinquency \_\_\_\_\_
- (e) don't know \_\_\_\_\_

14. As a result of your experiences, would you recommend that this volunteer program: (Please check one)

- (a) be discontinued
- (b) be changed significantly
- (c) be changed slightly
- (d) remain the same

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 5

15. What do you like about the present volunteer program?

\_\_\_\_\_

16. What do you dislike about the present volunteer program?

\_\_\_\_\_

17. Would you please make additional comments regarding the use of volunteers which you feel is worthy of mention?

\_\_\_\_\_  
\_\_\_\_\_

Thank you for your cooperation and assistance in completing this questionnaire. The full results of this research will be made available to you by August, 1977.

Thank you once again.

APPENDIX B  
VOLUNTEER QUESTIONNAIRE

This questionnaire is part of an exploratory research study being undertaken as partial fulfillment towards the M.S.W. degree at the University of Windsor. Your cooperation is requested in completing this questionnaire.

We are not interested in the theory of volunteerism but are seeking your personal perception on the use of volunteers from your experiences with the volunteer program as it now exists in your agency.

This is an anonymous questionnaire. Please answer all questions as accurately as possible on the answer sheet provided.

Thank you.



1. What is your age? \_\_\_\_\_ 2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
3. Primary occupation at present \_\_\_\_\_
4. Educational level \_\_\_\_\_
5. Marital Status: Married \_\_\_\_\_ Separated \_\_\_\_\_  
Single \_\_\_\_\_ Divorced \_\_\_\_\_
6. How long have you been a volunteer probation officer?  
\_\_\_\_\_ months
7. Have you had any previous volunteer experience?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. If you answered "yes" to the previous question, please  
tell us how much experience you have had:  
\_\_\_\_\_ months
9. Please look at the following list and check which tasks  
you have performed:
  - (a) P.S.R. Preparation \_\_\_\_\_
  - (b) Social History Report \_\_\_\_\_
  - (c) Maintained a one-to-one relationship  
with a probationer \_\_\_\_\_
  - (d) Worked at Millhouse \_\_\_\_\_
  - (e) Lead group discussions with pro-  
bationers \_\_\_\_\_
  - (f) Supervised several minimum supervision  
cases simultaneously \_\_\_\_\_
  - (g) Other, please specify \_\_\_\_\_
10. What particular skills and talents do you possess as  
an individual?  
\_\_\_\_\_
11. Does the volunteer program allow you to make good use  
of your skills and talents?  
\_\_\_\_\_

Please check one category which most accurately describes your experiences in relation to the following questions:

12. I first heard of the volunteer program from:
- (a) another volunteer \_\_\_\_\_
  - (b) a relative \_\_\_\_\_
  - (c) a Correctional Services employee \_\_\_\_\_
  - (d) a friend \_\_\_\_\_
  - (e) advertisements \_\_\_\_\_
  - (f) other, please specify \_\_\_\_\_
13. In my dealings with probationers, I found training sessions to be:
- (a) very helpful
  - (b) somewhat helpful
  - (c) not very helpful
  - (d) not helpful at all
14. I would have liked further training.
- Yes \_\_\_\_\_ No \_\_\_\_\_
15. I received a written job description when I entered the volunteer program.
- Yes \_\_\_\_\_ No \_\_\_\_\_
16. I clearly understood what was expected of me when I became a volunteer probation officer.
- Yes \_\_\_\_\_ No \_\_\_\_\_
17. I would like to take part in an ongoing training program for volunteers.
- Yes \_\_\_\_\_ No \_\_\_\_\_
18. I have been informed about the program and policies of this agency.
- Yes \_\_\_\_\_ No \_\_\_\_\_
19. Paid staff members respect me as a colleague.
- Yes \_\_\_\_\_ No \_\_\_\_\_
20. I have thought of resigning from the volunteer program.
- Yes \_\_\_\_\_ No \_\_\_\_\_

21. If "yes", for what reason: (Please check one)
- (a) lack of recognition of efforts \_\_\_\_\_
- (b) cannot afford to spend time away from home \_\_\_\_\_
- (c) job requires more attention \_\_\_\_\_
- (d) resistance from staff \_\_\_\_\_
- (e) resistance from offender \_\_\_\_\_
- (f) program not properly run \_\_\_\_\_
- (g) volunteer's job not what I expected it to be \_\_\_\_\_
- (h) other, please specify \_\_\_\_\_
22. My work as a volunteer is evaluated regularly.
- Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
23. I have been informed of the evaluation results.
- Yes \_\_\_\_\_ No \_\_\_\_\_
24. I most often worry about: (Please check one)
- (a) my personal safety \_\_\_\_\_
- (b) whether I am helping my probationer \_\_\_\_\_
- (c) testifying in court \_\_\_\_\_
- (d) doing the wrong thing with my probationer \_\_\_\_\_
- (e) other, please specify \_\_\_\_\_
25. Would you recommend this volunteer program to a friend or relative?
- Yes \_\_\_\_\_ No \_\_\_\_\_
26. Are you presently supervising a probationer?
- Yes \_\_\_\_\_ No \_\_\_\_\_
27. I am satisfied with the supervision that I am receiving.
- Yes \_\_\_\_\_ No \_\_\_\_\_

Please read the following sentences and circle one answer on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

28. Volunteers have adequate opportunity for providing meaningful input, regarding volunteer policy and program changes.
29. The role of the volunteer probation officer is a challenging and occasionally frustrating one.
30. I feel that this agency effectively meets the needs of the clients it serves.

Section BA

1. I feel the method of recruitment in this volunteer program is:

- (a) excellent  
 (b) good  
 (c) don't know  
 (d) poor  
 (e) very poor

2. Volunteers and offenders are matched:

- (a) very thoughtfully  
 (b) thoughtfully  
 (c) don't know  
 (d) haphazardly  
 (e) very haphazardly

3. What do you feel is the most important reason for using volunteers in corrections?

- (a) volunteers are used to create positive community involvement \_\_\_\_\_
- (b) volunteers are used to avoid hiring more staff \_\_\_\_\_
- (c) volunteers are used to reduce probation officer's workload \_\_\_\_\_
- (d) volunteers are used to provide services which the probation officer is unable to provide \_\_\_\_\_
- (e) volunteers are used to enrich services provided to the client \_\_\_\_\_
- (f) other, please specify \_\_\_\_\_

4. In response to the above question, do you feel this objective is being realized through the volunteer program as it now exists?

Yes \_\_\_\_\_

No \_\_\_\_\_

5. The overall organization of the volunteer program is
- (a) excellent \_\_\_\_\_
  - (b) good \_\_\_\_\_
  - (c) poor \_\_\_\_\_
  - (d) very poor \_\_\_\_\_
6. From your experience, would you describe the general attitude of staff towards volunteers as being:
- (a) very positive \_\_\_\_\_
  - (b) positive \_\_\_\_\_
  - (c) indifferent \_\_\_\_\_
  - (d) negative \_\_\_\_\_
  - (e) very negative \_\_\_\_\_
7. Please check one of the following statements which you feel to be a primary frustration for a volunteer:
- (a) resistance from staff \_\_\_\_\_
  - (b) resistance from client \_\_\_\_\_
  - (c) inadequate recognition for his efforts \_\_\_\_\_
  - (d) lack of administrative support \_\_\_\_\_
  - (e) inadequate training \_\_\_\_\_
  - (f) volunteer roles too narrowly defined \_\_\_\_\_
  - (g) other, please specify \_\_\_\_\_
8. Has this volunteer program ever been evaluated?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
9. Do you know the results of any studies which have examined this program?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
10. If this program was evaluated, I believe one would find:
- (a) the program is not working successfully and should be discontinued \_\_\_\_\_
  - (b) the program is not successful and should be changed \_\_\_\_\_
  - (c) the program is working, but changes should be made \_\_\_\_\_
  - (d) the program is working and does not need to be changed \_\_\_\_\_

Please read the following sentences and circle one answer on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree.
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

11. Volunteers working with this agency are reliable persons.
12. Volunteers are adequately trained for the duties they perform.
13. Volunteers have been a valuable resource in providing effective service to offenders.
14. The probation officer usually knows how a volunteer is performing.
15. Volunteers are eager to consult staff regarding important decisions about the cases they are supervising.
16. Volunteers should be supervised by individual probation officers.
17. Offenders referred to volunteers do not really require supervisory counselling.
18. Volunteers do not keep the probation officer adequately informed of the probationer's progress.
19. Probation officers do not have enough control over what volunteer is matched with any given probationer.
20. Volunteers should receive some sort of financial reimbursement.
21. I would actively encourage a friend or relative to become involved in the present volunteer program.
22. The volunteer program makes excellent use of the volunteer's individual skills and talents.
23. Staff are uncertain of the role(s) performed by volunteers.
24. Volunteers require further training.
25. Volunteers require constant supervision.

- 26. Staff are regularly consulted regarding the evaluation of individual volunteers.
- 27. Staff are too busy to be directly involved with the volunteer program.
- 28. I would like to see some changes made in the method of matching volunteers with probationers.
- 29. Volunteers are provided with sufficient information regarding the client prior to meeting him/her.
- 30. Staff members are eager to provide support and assistance to the volunteer.
- 31. Paid staff members appear to be uncertain as to the varied tasks performed by volunteers.
- 32. Volunteers effectively deal with crisis situations which the probationer has experienced.
- 33. Staff members have been sufficiently informed of the progress the volunteer was making with the probationer.
- 34. Volunteers lessen the workloads for staff.
- 35. Volunteers could perform more varied roles than they now perform.

Section BC

1. I have taken my probationer to:
- |                           | <u>Yes</u> | <u>No</u> |
|---------------------------|------------|-----------|
| (a) a movie               | _____      | _____     |
| (b) a play                | _____      | _____     |
| (c) a musical concert     | _____      | _____     |
| (d) a sports activity     | _____      | _____     |
| (e) the university        | _____      | _____     |
| (f) a restaurant          | _____      | _____     |
| (g) none of the above     | _____      | _____     |
| (h) other, please specify | _____      | _____     |
2. I usually see my probationer at: (Please check one)
- (a) his/her home \_\_\_\_\_
  - (b) my home \_\_\_\_\_
  - (c) his/her car \_\_\_\_\_
  - (d) a restaurant \_\_\_\_\_
  - (e) the probation office \_\_\_\_\_
  - (f) other, please specify \_\_\_\_\_

3. I see my probationer at least: (Please check one)

- (a) twice every week \_\_\_\_\_
- (b) once every week \_\_\_\_\_
- (c) once every two weeks \_\_\_\_\_
- (d) once every four weeks \_\_\_\_\_
- (e) once every six weeks \_\_\_\_\_
- (f) once every eight weeks \_\_\_\_\_

4. My meetings with my probationer usually last:

- (a) 15 minutes or less \_\_\_\_\_
- (b) 15 to 30 minutes \_\_\_\_\_
- (c) 30 to 60 minutes \_\_\_\_\_
- (d) 60 to 90 minutes \_\_\_\_\_
- (e) longer than 90 minutes \_\_\_\_\_

Please read the following sentences and circle one answer on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

- 5. I am very happy with the client with whom I was matched.
- 6. Sometimes I don't know what to do when I am with my probationer.
- 7. Probation officers are mainly policemen without guns.
- 8. There have been times when I haven't seen my probationer for over a month.
- 9. I really understand my probationer.
- 10. I help my probationer to understand her/himself.
- 11. I have found it difficult to talk with my probationer.
- 12. Volunteer probationer officers are mainly policemen without guns.
- 13. My probationer and I don't agree on a lot of things.
- 14. My probationer would not have been in any further trouble with the police if he had not been placed on probation.



- 15. I feel that my work with my probationer has helped him to avoid further conflict with the police.

Section BAC

- 1. The present volunteer program could use more volunteers.
- 2. Volunteers effectively deal with crises that probationers experience.
- 3. Volunteers working with this agency are reliable persons.
- 4. Probationers referred to volunteers do not really require supervision.
- 5. Volunteers are usually critical of agency operations.
- 6. Volunteers are more likely to be conned by probationers.
- 7. I feel I have a say in how the volunteer program is run.
- 8. Volunteers quickly lose interest in their job after they have been working with probationers for some time.
- 9. Some probationers may go for several weeks or months without seeing a volunteer after a referral is made to the volunteer program.
- 10. In your opinion, which of the following statements is the primary reason why an individual becomes a volunteer probation officer? Please check one.
  - (a) for potential employment opportunities \_\_\_\_\_
  - (b) to receive university or college course credits \_\_\_\_\_
  - (c) desire to help others \_\_\_\_\_
  - (d) to satisfy authoritarian needs \_\_\_\_\_
  - (e) for personal religious reasons \_\_\_\_\_
  - (f) to learn more about crime and corrections \_\_\_\_\_
  - (g) as an individual's contribution towards curbing crime \_\_\_\_\_
  - (h) other, please specify \_\_\_\_\_

11. In your opinion, which of the following is the primary cause of crime: (Please check one)
- (a) broken homes \_\_\_\_\_  
 (b) poverty \_\_\_\_\_  
 (c) personal inadequacy \_\_\_\_\_  
 (d) poor parent-child relationship \_\_\_\_\_  
 (e) other, please specify \_\_\_\_\_
12. Which of the following statements is a more accurate reflection of your total experience with the volunteer program? (Please check one)
- (a) very satisfied \_\_\_\_\_  
 (b) satisfied \_\_\_\_\_  
 (c) dissatisfied \_\_\_\_\_  
 (d) very dissatisfied \_\_\_\_\_
13. Ministry policy states that the Probation and Parole Service's major goal is: (Please check one)
- (a) punishment \_\_\_\_\_  
 (b) rehabilitation \_\_\_\_\_  
 (c) protection of society \_\_\_\_\_  
 (d) changing community attitudes which contribute to crime and delinquency \_\_\_\_\_  
 (e) don't know \_\_\_\_\_
14. As a result of your experiences, would you recommend that this volunteer program: (Please check one)
- (a) be discontinued \_\_\_\_\_  
 (b) be changed significantly \_\_\_\_\_  
 (c) be changed slightly \_\_\_\_\_  
 (d) remain the same \_\_\_\_\_
15. What do you like about the present volunteer program?  
 \_\_\_\_\_
16. What do you dislike about the present volunteer program?  
 \_\_\_\_\_
17. Would you please make additional comments regarding the use of volunteers which you feel is worthy of mention?  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for your cooperation and assistance in completing this questionnaire. The full results of this research will be made available to you by August, 1977.

Thank you once again.

APPENDIX C

PROBATIONER QUESTIONNAIRE

This questionnaire is part of an exploratory study being undertaken as partial fulfillment towards the M.S.W. degree at the University of Windsor. As students, we ask for your cooperation in completing this questionnaire.

We are interested in your personal feelings about being supervised by a volunteer probation officer. Your identity will remain a secret, and there is no way for someone to know whether or not you have answered these questions. It is important that you answer each question as accurately as possible so that we may be able to make sure that your needs and rights as an individual are being respected.

Thank you.

Please turn to the next page. Please give all answers on the answer sheet provided with this questionnaire.

1. Age \_\_\_\_\_ 2. Sex: Male Female
3. Highest level of education obtained: Grade \_\_\_\_\_
4. Are you now in school? No \_\_\_\_\_ Yes \_\_\_\_\_
5. Are you now working? No \_\_\_\_\_ Yes \_\_\_\_\_
6. If Yes: Full time \_\_\_\_\_ Part time \_\_\_\_\_
7. How long have you been on probation? \_\_\_\_\_ months
8. Is this the first time you have ever been placed on probation?  
No \_\_\_\_\_ Yes \_\_\_\_\_
9. What did you do to get placed on probation?  
\_\_\_\_\_  
\_\_\_\_\_
10. How long have you been seeing a volunteer probation officer?  
\_\_\_\_\_ months
11. Volunteer probation officers are paid by the court to see probationers.  
No \_\_\_\_\_ Yes \_\_\_\_\_ I don't know \_\_\_\_\_
12. Were you seeing a regular probation officer before you were given a volunteer?  
No \_\_\_\_\_ Yes \_\_\_\_\_
13. If I had my way, I'd rather see:  
\_\_\_\_\_ A volunteer probation officer  
\_\_\_\_\_ A regular probation officer  
\_\_\_\_\_ Both
14. What did you like about your volunteer probation officer?  
\_\_\_\_\_  
\_\_\_\_\_
15. What did you dislike about your volunteer probation officer?  
\_\_\_\_\_  
\_\_\_\_\_

Please read the following sentences and check one box on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

16. Volunteers try to tell you how to run your life.
17. I really didn't want to have a volunteer, but I felt I had to go along with it.
18. My volunteer probation officer doesn't really know what it's like to be on probation.
19. I see my volunteer too much.
20. I would like to see my volunteer more often.
21. My volunteer probation officer is a really good listener.
22. I saw my volunteer probation officer only when he wanted to see me.
23. I can call my volunteer probation officer anytime I want to.
24. My volunteer asks too many personal questions.
25. I found it easy to trust my volunteer with personal problems I have experienced:
26. If I had any sort of problem, my volunteer would be one of the first persons I'd go to see.
27. I would like to be like my volunteer probation officer.
28. My volunteer called me on the phone more than actually visiting with me.
29. My volunteer probably talks to someone at the probation office about me.
30. My family didn't like my volunteer probation officer.
31. My volunteer probation officer really respects me.

32. There is a lot of things that my volunteer probation officer doesn't know about me and I plan to keep it that way.
33. It really doesn't make much difference to me whether I see a volunteer probation officer or a regular probation officer.
34. If I didn't like my volunteer probation officer, I could go to the probation office and change volunteers anytime I wanted to.
35. I'm not sure what my volunteer probation officer expects of me.
36. I would rather talk to my friends about things that bother me than talk about them to my volunteer probation officer.
38. My volunteer is too busy.
39. I don't know why the courts bother to use volunteer probation officers.
40. My volunteer probation officer doesn't like some things about the Probation Service.

Section CB

1. My volunteer has taken me to:

	Yes	No
(a) a movie	_____	_____
(b) a play	_____	_____
(c) a musical concert	_____	_____
(d) a sport's activity	_____	_____
(e) the university	_____	_____
(f) a restaurant	_____	_____
(g) other, please specify	_____	_____

2. I usually see my volunteer at: (Please check one)

(a) his/her home	_____
(b) my home	_____
(c) his/her car	_____
(d) a restaurant	_____
(e) the probation office	_____
(f) other, please specify	_____

3. I see my volunteer probation officer at least:  
(Please check one)
- (a) twice every week \_\_\_\_\_  
 (b) once every week \_\_\_\_\_  
 (c) once every two weeks \_\_\_\_\_  
 (d) once every four weeks \_\_\_\_\_  
 (e) once every six weeks \_\_\_\_\_  
 (f) once every eight weeks \_\_\_\_\_
4. My meetings with my volunteer probation officer usually last: (Please check one)
- (a) 15 minutes or less \_\_\_\_\_  
 (b) 15 to 90 minutes \_\_\_\_\_  
 (c) 30 to 60 minutes \_\_\_\_\_  
 (d) 60 to 90 minutes \_\_\_\_\_  
 (e) longer than 90 minutes \_\_\_\_\_

Please read the following sentences and check one box on the answer sheet which best describes your experiences and feelings. Please rate according to:

- A. Strongly agree  
 B. Agree  
 C. Slightly agree  
 D. Slightly disagree  
 E. Disagree  
 F. Strongly disagree

5. I am very happy with the volunteer probation officer assigned to me.
6. Sometimes I get the feeling that my volunteer doesn't know what to do when he is with me.
7. Probation Officers are mainly policemen without a gun.
8. There have been times when I haven't see my volunteer for over a month.
9. My volunteer probation officer really understands me.
10. My volunteer probation officer really helped me to understand myself.
11. I have found it difficult to talk to my volunteer probation officer.
12. Volunteer Probation Officers are mainly policemen without a gun.

- 13. My volunteer and I don't agree on a lot of things.
- 14. I would not have been in any further trouble with the police even if I had not been placed on probation.
- 15. Thanks to my volunteer probation officer's help, I don't think that I will ever be tempted to break the law again.

Section CAB

- 1. The present volunteer program could use more volunteers.
- 2. Volunteers effectively deal with crises that probationers experience.
- 3. Volunteers working with this agency are reliable persons.
- 4. Probationers referred to volunteers do not really require supervision.
- 5. Volunteers are usually critical of agency operations.
- 6. Volunteers are more likely to be conned by probationers.
- 7. I feel I have a say in how the volunteer program is run.
- 8. Volunteers quickly lose interest in their job after they have been working with probationers for some time.
- 9. Some probationers may go for several weeks or months without seeing a volunteer after a referral is made to the volunteer program.
- 10. In your opinion, which of the following statements is the primary reason why an individual becomes a volunteer probation officer? Please check one.
  - (a) for potential employment opportunities \_\_\_\_\_
  - (b) to receive university or college course credits \_\_\_\_\_
  - (c) desire to help others \_\_\_\_\_
  - (d) to satisfy authoritarian needs \_\_\_\_\_
  - (e) for personal religious reasons \_\_\_\_\_
  - (f) to learn more about crime and corrections \_\_\_\_\_
  - (g) as an individual's contribution towards curbing crime \_\_\_\_\_
  - (h) other, please specify \_\_\_\_\_



11. In your opinion, which of the following is the primary cause of crime: (Please check one)
- (a) broken homes \_\_\_\_\_
  - (b) poverty \_\_\_\_\_
  - (c) personal inadequacy \_\_\_\_\_
  - (d) poor parent-child relationship \_\_\_\_\_
  - (e) other, please specify \_\_\_\_\_
12. Which of the following statements is a more accurate reflection of your total experience with the volunteer program? (Please check one)
- (a) very satisfied \_\_\_\_\_
  - (b) satisfied \_\_\_\_\_
  - (c) dissatisfied \_\_\_\_\_
  - (d) very dissatisfied \_\_\_\_\_
13. Ministry policy states that the Probation and Parole Service's major goal is: (Please check one)
- (a) punishment \_\_\_\_\_
  - (b) rehabilitation \_\_\_\_\_
  - (c) protection of society \_\_\_\_\_
  - (d) changing community attitudes  
which contribute to crime and  
delinquency \_\_\_\_\_
  - (e) don't know \_\_\_\_\_
14. As a result of your experiences, would you recommend that this volunteer program: (Please check one)
- (a) be discontinued \_\_\_\_\_
  - (b) be changed significantly \_\_\_\_\_
  - (c) be changed slightly \_\_\_\_\_
  - (d) remain the same \_\_\_\_\_
15. What do you like about the present volunteer program?  
\_\_\_\_\_
16. What do you dislike about the present volunteer program?  
\_\_\_\_\_
17. Would you please make additional comments regarding the use of volunteers which you feel is worthy of mention?  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your cooperation and assistance in completing this questionnaire. The full results of this research will be made available to you by August, 1977.

Thank you once again.



APPENDIX D

TELEPHONE NUMBER 241-9291

DATE November 30, 1976

MEMORANDUM TO MR. Terry Wood, Probation/Parole Officer, 1340 Tecumseh Rd. W., WINDSOR MICHIGAN

FROM V.M. Marks, Supervising Probation/Parole Officer, 245 Windsor St., WINDSOR

SUBJECT \_\_\_\_\_

Thank you for your memorandum describing your M.S.W. thesis.

You have my complete approval and authority to proceed. I am wondering if it would be a good idea if your two colleagues took the Oath of Confidentiality as given to Volunteers.

*Handwritten signature of V.M. Marks*

V.M. Marks,  
Supervising Probation/Parole Officer.

cc: D.S. Czernowsky.

*Pool Copy*

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## VITA

John Angus Buchanan was born on August 6, 1949 in O'Leary, Prince Edward Island. After completing his elementary and secondary education in the same town, he pursued a Bachelor of Arts degree in sociology at the University of Prince Edward Island. Upon graduation in 1973, he worked with the Department of Social Services as a Rehabilitation Counsellor until he obtained educational leave for two years to return to university for professional social work training.

In 1976, he graduated from the University of Windsor with a B.S.W. degree and returned the following year to the same university to pursue an M.S.W. degree. Mr. Buchanan expects to graduate in October, 1977.

He plans to return to Prince Edward Island to assume a social work position with the Department of Social Services.

## VITA

John Thomas MacKinnon was born on January 11, 1948, in Springhill, Nova Scotia. He completed his elementary and secondary education in the same town. He attended Saint Francis Xavier University where he graduated with a Bachelor of Arts degree in Psychology in 1970.

From 1970 to 1975, Mr. MacKinnon was employed as a probation officer with the Family Court in Sydney, Nova Scotia. He was granted an educational leave to pursue a degree in social work in 1975. He graduated from the University of Windsor with a B.S.W. degree in 1976. He entered the M.S.W. program at the same university and plans to graduate in October, 1977.

During his Master's candidate year, Mr. MacKinnon served on the School of Social Work's Admission Committee.

VITA

Terrence Edward Wood was born on January 12, 1948, in Windsor, Ontario. He received his elementary and secondary education in the same city. From 1964 to 1969, Mr. Wood served as a medical specialist in air evacuation and first-aid instruction with the Canadian Armed Forces. He enrolled at the University of Windsor to pursue an undergraduate degree in Social Work in September 1970. He graduated with his B.S.W. in May, 1974 and was awarded the Board of Governor's Medal for scholastic achievement. He later entered the Master of Social Work programme at the same university where he expects to graduate in October 1977.

From May 1973 to June 1974, Mr. Wood was employed as a counsellor with Ambassador Youth Services, Windsor. In June 1974, he gained employment with the Ministry of Correctional Services as a Probation and Parole Officer in London, Ontario. He was given a leave of absence from the Ministry in 1976 to complete the M.S.W. degree.

Mr. Wood worked as a teaching assistant for a third year Social Work class during his Master's candidate year.