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THE HONORARY PROBATION OFFICERS' SERVICE
A PROGRAM EVALUATION - 1979

Prepared on behalf of:
CRIMINOLOGY RESEARCH COUNCIL

TABLE OF CONTENTS

	PAGE
Contents	
Acknowledgements	
INTRODUCTION	1
DISCUSSION OF FINDINGS	4
AN EVALUATION OF METHODS OF OPERATION	16
CONCLUSION	25
<u>APPENDICES:</u>	
A. The Effective Management of an Honorary Probation Officers Program - A Manual for Program Coordinators.	
B. Questionnaire - Regional Superintendents	
C. Questionnaire - Stipendiary Probation Officers	
D. Questionnaire - Honorary Probation Officers	

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A PROGRAM EVALUATION OF THE HONORARY PROBATION OFFICERS SERVICE

VICTORIA, 1979

Introduction.

This report arises from research undertaken by the Volunteer Resource Centre with assistance from the Criminology Research Council and the then Department of Community Welfare Services in Victoria. The Volunteer Resource Centre went out of existence in June 1979 and the study findings were left collated, but without a final report having been completed.

The study arose from discussion between the Probation Officers Association of Victoria and the Volunteer Resource Centre and was based on the type of approach taken by the Centre in undertaking a similar evaluation of the future of the Victorian Association of Citizens Advice Bureaux in the preceding year.

The timing of the study was significant as the Department of Community Welfare Services (formerly the Social Welfare Department) had recently reorganised its internal structures. These changes had led to the abolition of the Probation and Parole Division and the introduction of eighteen regional centres across the State.

For the most part, it had been a period of challenge and change. The Probation Officers Association of Victoria (POAV) had maintained a constant pressure on the Department, many of the newer regions had begun to develop their volunteer programs in new directions and the study came at a time when new directions, policies and administrative structures were being developed and evaluated.

The approach of the study was to develop an 'organisational development' model of evaluation which presupposed a form of program intervention and measurement. In many ways the original design was over ambitious, but in some ways the approach adopted was to prove effective.

To provide an auspice for the study and to assist in the overall design and its implementation, a design committee was established to oversee the project. Representatives from the Probation Officers Association of Victoria, the Department of Criminology, Melbourne University, the Institute of Welfare Training, the Department of Community Welfare Services (then Social Welfare) the Volunteer Resource Centre and a stipendiary magistrate formed the committee. The group met six times overall to design the questionnaires which were administered to Superintendents of Regional centres, their staff and all Honorary Probation Officers listed on both the POAV and Departmental files.

Material was elicited by means of these questionnaires, as well as through workshops, individual interviews and a review of relevant overseas literature dealing with the effective use of volunteers in a criminal justice setting.

Specific questionnaires were delivered to each of the 18 Regional superintendents, over 222 Stipendiary Probation officers (54 responses) more than 1680 Honorary Probation officers (470 responses). The design of these questionnaires was based on a series of initial interviews with a cross section of staff, supervisors and Honorary Probation Officers which were undertaken by the Senior Women's Probation Officer who had been seconded to the project team.

The aim was to test the perceptions of Superintendents, Staff and volunteers about the future of the volunteer probation service and to identify issues which would need to be resolved.

As part of the project, two separate three-day residential workshops for Officers within the Department were held with a view to developing a program manual for staff working with honorary probation officers. In each instance representatives from each Regional Centre and Head office were present and a state-wide cross section of opinion was obtained.

Five further meetings were arranged between staff and honorary probation officers to explore in more depth issues which had been raised by the questionnaires, particularly to do with mutual expectations between both groups, better communication and appropriate approaches to training. These meetings took place in the form of structured workshops at the Westernport region, Western suburbs, Goulburn, Central Gippsland and Inner Eastern regions.

The results of these activities was distilled into the attached manual which addresses, in detail, the issues raised and attempts to outline both an implementation plan and a set of procedures to be followed in tackling the major need identified in the study, namely, the more effective management of the volunteer probation program.

A number of other factors were identified during the course of the study which may now have only passing historical significance in view of the many changes that have taken place in the past six to eight years.

- A good deal of confusion over the role and function of probation services was evident in the late 70's due to the change of emphasis from a 'court-based' service to that of a more 'family welfare focus'.
- The organisation of probation services suffered from a lack of clear job definition within the Regional office as to which officer had carriage and responsibility for the program. While it was clearly designated as a Deputy Superintendent's responsibility, it was not clear, in many places, as to how this function was to be discharged.
- As with many volunteer-based programs in the seventies, very little attention had been given to the 'people management'

skills inherent in the task of the supervisor of honorary probation officers positions.

- Attitudes to the role of the Honorary Probation officers ranged from 'being a friend' to 'facilitating' personal problem-solving activities' and the setting of personal goals'.
- Volunteers who had been recruited under the Court Services approach of the former 'Probation and Parole' service found themselves at odds with the newly structured regional offices which were more intent on a family therapy approach.
- The positions of 'Program coordinators' within the Department were only new and were trying to settle into position without unduly upsetting the line management functions of the management staff through whom they had to deal at regional level.
- Probation Services were under constant and critical scrutiny not least from the Courts and the Probation Officers Association of Victoria.

There has, of course, been a great deal of change over the intervening period. A new Office of Correctional Services has emerged and many of the tensions alluded to above between family and court oriented services have been obviated. A new community-based correctional service has been introduced with a larger range of sentencing alternatives.

In reflecting on the material gained in late 1978, it would now appear completely inappropriate to publish those findings in the light of current developments and the changes which would render those findings irrelevant. The same would not be said of the Manual which still has relevance, provided present structures and organisational arrangements were allowed for.

Many of the issues addressed in the questionnaires are still of relevance as they are based on the concerns facing any program based on the proper management of personnel, be they paid or unpaid. Perhaps the most surprising finding at that time was the distinct lack of understanding of what 'probation' entailed. At one of the workshops it took a number of hours discussion to pin down the various ways in which 'probation' was viewed within the staff, let alone the volunteers. Presumably, this issue will have been clarified with the establishment of the new Office of Corrections and the ensuing emphasis on community-based programs. With probation services around since 1906, it came as some surprise in 1978 to find such lack of clarity across such a large section of the department. Without this understanding it was virtually impossible to gain some acceptance of appropriate program objectives, let alone program development. This, at least, was one issue taken up in the context of the Manual and the common approach it was able to promote.

1. Discussion of findings:

a) Superintendents.

In general terms most of the Regional Superintendents (76%) were committed to the further use of volunteers. A clear majority (88%) saw volunteers as part of their Centre's functioning. The same proportion (88%) had worked directly with volunteers and 75% had worked as volunteers in some capacity or other, themselves.

A strong percentage (65%) felt that Honorary Probation officers should merge into a generalist volunteer system, although a surprising number (59%) said they would like to see current clients as future possible Honorary Probation officers.

Other general comments indicated an awareness that the Probation system had been run down and need for a extra resources and a reappraisal was required. The attitude towards the Probation Officers Association of Victoria was ambivalent. There was a strong statement of the need for the POAV to begin to move structurally along the same regional lines as had been developed within the Department. On the other hand, there was some expression of conflict between the role and functions that were developing within the regional centres between staff and volunteers which did not readily admit of a third party arrangement with a body such as the POAV. For example, the training, recruitment promotional aspects of the voluntary probation service were seen as possible battle grounds between the staff and the POAV, with the volunteers torn in the middle.

Some of the advantages of the state-wide POAV were elicited in the following terms:

- maintains an independent, representative group, qutonomous of the Department which is important to a democratic process,
- provides a bridge between H.P.O.s and staff
- provides a state-wide basis for uniformity of practice and an inter-regional link,
- the central committee provides H.P.O opinion at Departmental policy-making levels,
- has the potential to assume an 'industrial relations' function by representing the case for better conditions for H.P.O.s
- the potential to provide advocacy within the criminal justice system on behalf of probationers.

When asked whether these sorts of objectives were being fulfilled, only one superintendent said yes and 12 felt this was partly the case. When asked to project further possible functions the following additional issues were raised:

- participation in program development and feedback,
- assist liaison between the regional office and the community

- assist in peer review towards accreditation and standard-setting procedures,
- participate in community development programs in conjunction with the Department.

The disadvantages of the POAV were also identified in relation to its role as a state-wide body:

- only 1/3 of honoraries and far less stipendiaries belong,
- On a functional level, H.P.O.s were receiving better and more relevant support from staff at regional centres,
- The POAV was not seen, by some, to be presently doing any of the things it either could or should. The question of adequate resources was raised and some feeling that another, more general body might be formed to represent the interests of the generalist welfare volunteer.
- It was felt that little group identity or commitment existed at the regional level,
- It was seen as resistant to understanding and responding to change.

Overall, there was a strong endorsement of the place of volunteers within the Criminal Justice system. It was seen as important from a community development and from a community accountability point of view to enable community representation in this system of social control. It was felt that this form of participation allowed the community to assist in the administration of welfare services as well as providing a monitor to the performance of government agencies.

On a more pragmatic note, volunteers were seen as an essential part of the welfare system because of the manpower needs of the department and the differential needs of their clients. In some instances, there was acknowledged that clear advantages pertained from the credibility, rapport and rich variety of talents and experience that volunteers brought to the task.

An invitation was given to superintendents to comment on the local attitude of magistrates to the use of probation and the role of honorary probation officers. In summary, there appeared to have been a strong negative attitude to the perceived break-down in probation as a sentencing alternative, although the brunt of this concern was aimed more at the stipendiary officers than the H.P.O.s. In some instances this expressed itself in the desire on the part of certain magistrates to deal directly with H.P.O.s rather than through the Department.

The Superintendents were detailed in their expression of the necessary organisational requirements and supports involved in a successful voluntary probation program. Most, if not all of their observations are reflected in the attached manual.

b) Stipendiary Probation Officers

Only 54 responses were received to the 222 which were circulated

under the Department's auspice and that was a comment in itself about the degree of professionalism, if not interest, that may have been brought to bear on a system which was conveyed in Departmental literature, not to mention the daily Press, as at a point of collapse.

Over half (52%) were under 30 years of age and 68% had been in their present position for less than two years and of this number, 44% had held only the one position. Only two belonged to the POAV.

The view expressed by their Superintendents that H.P.O.s should merge with general welfare volunteers was confirmed by these staff (61%).

They also agreed in the need for more resources: New staff (41%), staff development programs (35%), extra administrative support (31%), the appointment of a volunteer coordinator in each regional office (28%)

Stipendiary staff identified a number of qualities and skills required on their own part in working with volunteers:

- Respect for the H.P.O as an individual and an equal (37%)
- Interpersonal/communication skills (33%)
- Supervisory skills (30%)
- Teaching/training skills (26%)
- Accessibility to them in supervisory roles (19%)
- Ability to give recognition (13%)

With the exception of personal respect, each of these issues are of a management nature and could be transferred or adopted in suitable training procedures or personal supervision.

When asked to identify criteria for successful probation work, 44% stressed personal growth on the part of the probationer, 37% suggested a good Probationer/ Probation officer relationship and only 19% gave non-recidivism.

When asked to identify suggestions for improving staff and H.P.O relationships, the majority of responses called for more H.P.O and staff contact. Other inducements, such as greater recognition for staff working with volunteers, more resources and a greater priority for improved relationships were also mentioned less frequently.

Considerations arising from input from stipendiary officers.

The restructuring of the Department at the that time and the development of a generalist approach to probation services at a regional level had lead to a number of changes:

- the demise of the former 'Probation and Parole Division', with its specialised emphasis on criminal justice systems and its more direct relationship with the executive of the Probation Officers Association of Victoria.
- the extension of the role of stipendiary probation officer to a number of generalist, family welfare workers,
- the consequent need for staff development programs both in probation as a service, and in working with honorary

probation officers,

- a more systematic introduction of H.P.O.s into the Children's Court and magistrates sittings both as court attendance officers and as a court welfare advisory service,
- the potential for more intensive supervision, given the increase from 50 to 220 officers who were to formally gazetted as stipendiary probation officers.

One of the key concerns expressed by members of the Probation Officers Association of Victoria executive officers was the lack of a central link with the Department that had hitherto been enjoyed throughout their relationship with the former Director of Probation and Parole. However, of more significant concern was the confusion which was being experienced because of the family welfare orientation of most of the officers at regional level with which their members now came into contact.

In the former structures within the Department, Probation was placed clearly within the correctional field. The emphasis at regional officer level was less specific and the probationer was seen more within the context of his/her family setting.

Changes were also taking place in relation to probation as a Court disposition. The advent of the Police warning system had apparently contributed towards a situation whereby a child, who may have previously received probation, now receiving a Warning and, in the case of one who would have been formerly sent to Youth Training Centre, the Court would now lean towards probation.

In some regions this change had meant, effectively, that probationers were being seen by the Department, together with their families, for a range of reasons. It was obvious that since the complexity of the cases being placed on probation was increasing that the role of the Honorary Probation Officer needed clearer definition and appropriate supports.

At the time of the study, the Department had convened a Task Force to consider the extended and enhanced role of volunteers working with its statutory clients. Two major areas had been identified for such expansion: into Parole and other associated community-based correctional services and, into more general welfare areas such as ward supervision, emergency foster care, family support and the like.

One of the basic concerns on the part of Honorary officers picked up in this study was the need to maintain the move into a wider role as an option and a choice that the volunteer might be given to exercise. There were still many H.P.O.s who were strongly oriented towards the criminal justice system and who had been selected on that basis. At the same time, there were an increasing number of volunteers being recruited to the regional offices on a more generalised basis. The report of the Task Force had recommended two forms of volunteers who could be formally appointed to work with Departmental clients, namely, Honorary Probation and Parole officers and Honorary Welfare Officers.

It was clear from discussions with the staff at that time that there was a major need for a Probation and Parole Manual which would

reflect the overall departmental philosophy and provide a uniform set of procedures. It was seen as the first staff development tool into which resources should be devoted. In the survey of staff, 35% of the respondents suggested that staff development programs be initiated, and of the priorities developed, it ranked third after the issue of new staff resources and extra administrative support

For some staff, working with volunteers called for a different range of skills and attributes. In beginning to take up more of a supervisory role by means of the regular group supervision sessions, staff were being called upon to apply group processes and adult learning principles which many had yet to address in themselves. It was seen that working with and through volunteers was not merely a simple extension of doing the job oneself.

The changes within the Department's structures had lead to the necessity to create new structural arrangements at a regional level for establishing and maintaining contact with H.P.O.s. This need was reflected on two levels. With the final development of regionalisation, it would appear consistent to have the Probation Officers Association move towards similar boundaries. This decision had been some time coming, but was beginning to take affect at the time of this study.

Within regions, departmental officers were beginning to develop sub-regional and locality based operations. Stipendiary staff were, wherever possible, beginning to be assigned to particular municipal and sub-regional areas. The natural extension was to move supervision onto that level as well. It remained to be seen whether some form of regional umbrella group was to emerge to represent honorary probation officers viewpoints and whether this development would take place under the auspice of the POAV or some alternative arrangement.

Under the previous Division of Probation and Parole, 50 staff and around 1500 volunteers were carrying the probation service for the State. For the most part Honorary Probation Officers were fairly autonomous with very little direct supervision. One result has been a reticence on the part of more experienced H.P.O.s under the previous regime to take part in ongoing training, to submit their reports to the Court through departmental staff and, to enter willingly into the new regional structures. This view was put bluntly by one such volunteer in the following terms: " What I would like to see, are regular sessions at a local pub where you can talk shop with maximum participation and a minimum of structure!"

The situation was made no easier for the fact that many staff had found themselves cast in this new role, with little preparation , and inheriting a retinue of formidable and experienced volunteers, who not only had age and experience ahead of them, but often personal and political clout in the community as well.

It was, however, clear from those areas in which this impasse had begun to be overcome that as the Department defines more clearly its program expectations and more newly trained volunteers come into the field that most of these concerns will begin to resolve themselves. Certainly, the group supervisory session showed a great deal of promise in terms of the most acceptable form of supervision and peer-standard setting available.

c) Honorary Probation Officers.

Questionnaires were mailed to 1685 Honorary Probation officers in all of the 18 regions and responses were received from 470 (28%) The vast majority of these responses were from active HPOs of whom 60% were male and 40% female. Only 16% were under 30 years of age with 38% between the ages of 30 and 45, 38% between 45 and 60 and a small number over 60(8%).

The majority (52%) described their occupation as 'Executive-Professionals' with 17% identified as 'home duties' and 13% as 'Sales-clerical'. The overwhelming majority (92%) of those who responded indicated their wish to remain on the active list of volunteers. Only 10% described themselves as either skilled or semi-skilled tradesmen and it might be fairly assumed that the respondents reflected both a capacity to deal with the questionnaire and its format and a commitment to the future of the service.

59% of the respondents had 5 years or less in the service, a further 26% had between 5 years and 10 and 15% had served between 10 and 15 years. Of interest was the fact that 15 of the respondents had actually served 20 years or more, two of which had more than 30 years.

Despite the indication of interest in continued active service, 36% had no cases at the time of the survey and 30% had only one case. 34% had 2 cases or more of which 2% had 5 or more cases. It is impossible to project from this group (28% of the total) how many interested HPOs were without cases, but it was clear at the time of the study from representations from the POAV and individual interviews that some concern was abroad as to the underutilisation of the system, not least from the Courts, themselves, who were expressing their disillusionment in the media at the time.

By far, the greater number of respondents were receiving cases from the Children's Court (84%), although 65% indicated that they were involved in cases from the Adult courts. Departmental policy was beginning to favour more of a move towards the use of volunteers with adult cases.

When asked to indicate to whom they saw their contribution being directed, 90% identified the probationer, 87% also referred to the Community, 53% mentioned the Court and 50%, the Department.

The number of respondents who were financial members of the Probation Officers Association of Victoria was evenly balanced at 50%, although only 30% indicated that they had never been members. Of the reasons given for no longer holding membership, the responses were fairly evenly divided between time commitments, lack of knowledge of the organisation, dissatisfaction and simple oversight.

Only three quarters of the respondents indicated that they had received training from the Department. Other forms of relevant training which were identified included college or university, teacher, Citizens Advice Bureaux, theological or POAV seminars. However, 84% believed that some training should be undertaken prior to receiving cases.

On the issue of merging with other general welfare volunteer activity within the region, 30% were in favour and 36% against. In terms of other voluntary activity undertaken, 28% identified other charitable work, 11% had been involved in school related activities, 6% with sporting bodies, 16% with community centres, 14% with other counselling agencies (presumably Citizens Advice Bureaux) 10% with service clubs and 4% with self-help agencies. Only 1% indicated any voluntary service with a political party.

On the issue of 'out-of-pocket' expenses, 44% had availed themselves of the existing departmental reimbursements, 18% did not wish to and 11% were unaware of their existence.

Respondents were asked for their views on the need for periodic reassessment of their suitability for receiving cases and 70% indicated that they agreed with the need. 43% agreed with the need for a limited gazettal period and 60% expressed their desire to see themselves as 'part of a team', with a further 30% agreeing to this notion 'in some things.'

When asked to specify other activities undertaken on a voluntary basis, 59% gave 'attendance at court' as a first preference, 35% indicated 'attendance at Police interviews' as a second preference and a reasonable number listed marriage guidance, finding employment, assisting with accommodation and family counselling as activities in which they engaged.

In identifying basic skills which required training, general individual counselling and family counselling were high on the list, while communication skills, legal counselling and report writing and the evaluation of case progress were mentioned.

A majority of respondents felt that probation was becoming more complex (56%). Some identified the unemployment situation, a change in community attitudes and the growing need to involve the whole family in the process.

The issue of the POAV and its possible advantages was covered in some detail. The main reasons for joining were given as 'representing the HPOs interests (17%) providing contact with other HPOs (18%) having access to POAV resources (10%) keeping up with probation issues (18%) and mutual support from other HPOs (11%).

Asked another way, HPOs identified the role of the POAV in the following terms, being an advocate for HPOs (25%) providing mutual support (26%) educating HPOs (17%), providing a pressure group for probation reform (8%) and facilitating contact between HPOs (11%). Of those who identified themselves as members of the POAV 54% attended branch meetings occasionally (17%) mostly (20%) and every meeting (17%). Of those who did not, only 4% indicated that they did not feel it was worth it, 17% did not have the time and 5% had problems with distances.

When asked to identify the main POAV advantages, respondents again identified information, support and representation. Of those who did answer the question as to possible disadvantages (17%) inappropriate organisation, lack of resources, lack of Stipendiary Probation Officer involvement, insufficient membership, lack of recognition by the Department and the political aspects of the organisation were indicated, albeit without significant numbers. There was virtually no support for the notion that the POAV should be done away with.

Respondents were asked to focus on their own individual role within the service and to identify what they had gained, themselves, from their involvement. 35% indicated that they had grown in awareness of an individual's needs, 18% indicated a growing awareness of community needs, 20% had grown in self-knowledge, 12% identified the satisfaction of being needed, 11% had become more aware of the defects in the respective welfare, police and court systems, 11% had increased their knowledge of community resources, 5% enjoyed the comradeship of other volunteers and 6% had felt the satisfaction of success.

On the invitation to posit new ideas, respondents were asked to respond to list which had been generated from small groups of HPOs during a number of regional visits. The highest support came for the notion of developing closer links between the regional offices of the Department and local POAV branches and the need for more training for HPOs. Other issues rating a mention included a more active role for the POAV council, a wider role for HPOs, a closer relationship with the Courts and Police, greater teamwork amongst HPOs and Stipendiary Probation officers and a resource centre for Probation officers.

As part of the questionnaire, respondents were asked to complete a survey form based on their scale of appreciation of each of the issues canvassed. They were requested to indicate their appreciation of the situation on each item as it existed and to further indicate the situation as they would prefer to see it.

The aim of the exercise, based loosely on the "Profile of Organisational Characteristics" developed by Rensis Likert to measure changes within an organisation or system over a period of time, was to identify perceptions of those involved and to measure any discernible changes over time. The development of the Manual (Appendix A) was designed as an interventive tool and the second stage of the study was to revisit the volunteer population to identify the results.

There was a clear divergence on every item and a clear indication of the need to improve. Furthermore, as can be seen from the two sets of findings from the Stipendiary Probation officers and the HPOs that the positions for both groups follow a similar pattern.

It was the intention of the study to administer the same set of questions following a period of introducing the Manual to each region and to determine the effects. If successful, the discrepancy between the appreciation of the issue as it was perceived and as it would have been desired would have been shown to have diminished. On those items where a positive result was not forthcoming, more specific attention could be given to the problem and a resolution sought.

In summary, it was clear that in the area of training, both initial and ongoing, both Stipendiary probation officers and HPOs identified a need to improve. On each of the other issues there would appear to be substantial need for improvement to some degree.

Rensis Likert, *The Human Organization: Its Management and Value* (New York: McGraw-Hill Book Company, 1967)

STIPENDIARY OFFICERS RESPONSES

1. STIPENDIARY STAFF/HPO RELATIONSHIPS

How much confidence and acceptance do staff have in HPOs?

How much recognition is given by staff to HPOs?

How much time is involved in giving adequate support to HPOs?

Both probationers and HPOs are assessed and matched as much as possible.

Efforts are made to involve new types of people as HPOs (e.g., young, indigenous, ethnic, ex-offenders).

Staff are asked regularly what they think of the use of HPOs.

Staff are trained in the use of HPOs.

We have regular in-service training programs in the use of HPOs.

Staff have regular contact with HPOs.

There are specific incentives for staff to work with HPOs and are recognised for their leadership in HPO programs.

2. TRAINING

Present initial training is appropriate to the needs of HPOs and is effective

Present ongoing training is appropriate.

Films, videos and role plays are used in training.

There is an opportunity for staff, experienced HPOs and new HPOs to share experiences.

	NONE	SOME	SUBSTANTIAL AMOUNT	GREAT DEAL
How much confidence and acceptance do staff have in HPOs?				
How much recognition is given by staff to HPOs?				
How much time is involved in giving adequate support to HPOs?				
Both probationers and HPOs are assessed and matched as much as possible.	NEVER	SOMETIMES	OFTEN	ALWAYS
Efforts are made to involve new types of people as HPOs (e.g., young, indigenous, ethnic, ex-offenders).	NEVER	SOMETIMES	OFTEN	ALWAYS
Staff are asked regularly what they think of the use of HPOs.	NEVER	SOMETIMES	OFTEN	ALWAYS
Staff are trained in the use of HPOs.	NEVER	SOMETIMES	OFTEN	ALWAYS
We have regular in-service training programs in the use of HPOs.	NEVER	SOMETIMES	OFTEN	ALWAYS
Staff have regular contact with HPOs.	NEVER	SOMETIMES	OFTEN	ALWAYS
There are specific incentives for staff to work with HPOs and are recognised for their leadership in HPO programs.	NEVER	SOMETIMES	OFTEN	ALWAYS
Present initial training is appropriate to the needs of HPOs and is effective	NEVER	SOMETIMES	OFTEN	ALWAYS
Present ongoing training is appropriate.	NEVER	SOMETIMES	OFTEN	ALWAYS
Films, videos and role plays are used in training.	NEVER	SOMETIMES	OFTEN	ALWAYS
There is an opportunity for staff, experienced HPOs and new HPOs to share experiences.	NEVER	SOMETIMES	OFTEN	ALWAYS

- Median score of respondents as to where they perceive situation at present
- - - - Median score of respondents as to where they would prefer to see the situation in the future.

1. STIPENDIARY STAFF/HPO
RELATIONSHIPS

How much confidence do stipendiary staff display in HPOs?

How much confidence do you have in the stipendiary staff with whom you have contact?

How free do you feel to talk to staff about your work?

How much cooperation exists between staff and HPOs?

How much acceptance of HPOs exists amongst staff?

How much recognition is given to HPOs by staff?

2. TRAINING

The present initial training program is ...

How important is 'ongoing' training?

How effective is existing ongoing training or other training?

Is there enough opportunity for new and experienced HPOs to share experiences?

Films, videos and role plays are used for training ...

3. POAV/HPO RELATIONSHIPS

How much do you know about the POAV?

How would you rate the communication between POAV and HPOs?

None	some	substantial	great deal
None	some	substantial	great deal
not very	somewhat	quite free	very
very little	relatively little	moderate amount	great deal
very little	relatively little	moderate amount	great deal
very little	relatively little	moderate amount	great deal
Non existent	not appropriate	appropriate	relevant
Not	little	important	essential
very little	relatively little	moderately well	very effective
virtually none	little	some	great deal
Never	rarely	sometimes	a lot
very little	relatively little	moderate amount	great deal
poor	mediocre	adequate	very good

— Median score of respondents as to where they perceive situation at present

--- Median score of respondents as to where they would prefer to see the situation in the future.

3. POAV/HPO RELATIONSHIPS
(continued)

How do you value the support given through-

- a) the Bulletin
- b) branch meetings
- c) Seminars/conferences

Extent of my personal knowledge and understanding of -

- a) Activities arranged for members.
- b) Aims and principles of POAV
- c) Policies of POAV

Do you feel the State executive represents the needs and opinions of the majority of HPOs?

4. MOTIVATION

How much satisfaction do you get from your work as an HPO?

How many frustrations do you suffer from your work as an HPO?

What response do you get from the community regarding the image of an HPO?

	Not at all	Little	considerably	very much
	Not at all	Little	considerably	very much
	Not at all	Little	considerably	very much
	virtually none	some	good deal	high degree
	virtually none	some	good deal	high degree
	virtually none	some	good deal	high degree
	hardly	sometimes	mostly	always
	little	some	regular	great deal
	little	some	regular	great deal
	negative	disinterest	vague	positive

— Median score of respondents as to where they perceive situation at present

--- Median score of respondents as to where they would prefer to see the situation in the future.

2. An Evaluation of Methods of Operation.

Always bearing in mind that these observations relate to a period from 1978-79, the following points arose from the results of the questionnaire and subsequent discussion with both Stipendiary Officers and HPOs.

The move to establish 18 regional centres on the part of the then Department of Community Welfare Services had led to a major reorganisation and redevelopment of administrative systems. It had meant a major readjustment for both staff and volunteers alike. In the first instance, the move from 50 specialised staff in 'Probation and Parole Division' to 225 generalist staff in the regional centres had meant, of necessity, a wide variety of experience amongst staff in their work in this area.

A key issue in the reorganisation was the development of a common definition of probation in programmatic terms. Although the service had been in existence in Victoria since 1906, the major available resource in this area had been the Handbook for Probation Officers. In many respects, this document outlined procedures alone and did not attempt to address, in any serious detail, the philosophical assumptions underlying the service or the program objectives which might have followed from such assumptions. It took up at the point where the Court left off, namely the disposition made to place an offender under the supervision of a Probation Officer, while at the same time enjoying their continued freedom within the community. In workshops held with staff and volunteers, the major concern which emerged was the need to determine a key definition of what the program was about.

With the restructuring of the Department and the move to regionalisation, it was timely to review the role and function of volunteers within probation services and to establish the impact that these changes may have been having.

Some of the issues raised were as follows:

- the lack of a staff person within regional centres with the clear responsibility of developing the volunteer program. At that time the job description of the Deputy Superintendent included aspects of that role but the establishment of a specific position to take on the task of organising the volunteer system had yet to be established.

A recommendation of the Task Force established to report on an enhanced role for volunteers had suggested that such position be created and approaches were included within the 1979/80 budget towards that end.

- the perception of volunteers as to their primary role within the probation field had yet to clearly established. In the survey, as outlined above, HPOs were asked to indicate their perception as to where their duty lay and the vast majority indicated the Probationer and the community, whereas they were fairly evenly divided between the Coury and the Department in their allegiances.
- the Act made no clear distinction between Stipendiary officers and Honorary Probation officers and the question of standards had become an issue of concern to both groups respectively.
- the extent to which new administrative systems needed to be developed to keep track of both HPOs and probationers and to develop regional sets of procedures was an issue to be addressed.
- the development of program manuals which sought to cover areas such as the role of staff in working with volunteers, probation as a program in itself and, the extended roles of probation and parole.

In any attempt to come to grips with the program implications of the service, it was clear that the following aspects needed to be taken into account:

the definition of the task involved and the consequent job descriptions arising from such tasks,

recruitment and selection procedures

training and ongoing support structures, and the degree to which this matter should be addressed by the Department, the POAV or a combination of both, and finally,

suitable recognition of the volunteers for their task.

At the time of the study, there were a plethora of program manuals being developed within the Department. During 1979/80 a specific Task Force was given the job of addressing the philosophy and aims of probation in terms of developing a program statement.

Two separate committees had recently met to discuss the extended and enhanced role of volunteers within the Department and had opted for the development of two new category of volunteer, namely, a generalist welfare volunteer position and the extension of the Honorary Probation Officer position into a broader criminal justice role addressing both probation and parole at both child and adult leve

The program document for staff working with volunteers was developed by the writer in his capacity as Coordinator of Volunteer Services and is attached in Appendix A.

The original Handbook, together with Honorary Probation Officer kits which included training and induction notes had been prepared and was due to be edited into a new program document on Probation and Parole. The reality, of course, is that such efforts need to be continual and adaptive, taking into account changing circumstance and attitudes as the system develops and adapts.

The prior question remains "What is Probation?". For the purposes of this study the method employed was to interview competent practitioners, both staff and volunteer, and to tease out the practice wisdom which was either implicit or explicit in the approaches adopted to the task. Part of this process involved a three-day workshop with regional office staff which determined the following statement:

"To administer a probation order issued by the Court which sets community defined limits on behaviour for some individuals who have offended against the law and in a way which is humane and helpful to the probationer in solving problems associated with his/her everyday living in the community and planning for the future."

The interesting underlying assumptions to this definition is the way in which it attempts to wed the processes of the criminal justice system to the generalist and individual problem-solving and personal goal-setting approaches inherent in task oriented casework.

It was clear from those discussions that the main objective for a 'probation officer', whether they be staff or volunteer, was to administer a 'probation order' issued by a court which had the following implications:

- it defined the legal status under which the probationer's freedom within the community could be sustained,
- it established a 'helping relationship' which provided assistance to the probationer in solving problems with his/her everyday living with that community and, presumably avoiding the circumstance which led him/her to this set of situations in the first place.

Obviously, probation connotes a number of issues:

- it is one of a range of dispositions available to the Court,
- it is a form of punishment, in so far as it defines legally, the freedom of the offender by placing restrictions on him/her by, for instance, prohibiting the use of firearms,
- it is meant to signal a means of rehabilitation,
- it is a program administered by a department,
- it is a process which involves pre-sentence activity and supervision within the community.

What then are the realistic expectations of the Probation officer, given this set of elements? In making this disposition, the Court is classifying in terms of the offence and not necessarily in terms of the offender. Some difficulties arise in developing appropriate treatment programs under the probation order, since the large number and degree of individual needs which offenders present may differ from individual to individual despite the similar type of offence under sentence.

In general terms, the staff working within the Department identified the following roles and functions which they considered would relate directly to the work of an HPO:

- to contact and maintain regular contact with the probationer and his/her family,
- to attempt to establish a friendly relationship with him/her,
- to continually assess the needs and problems facing the probationer,
- to provide a source of knowledge about local resources, e.g., unemployment provisions, accommodation options, contacts with local sports clubs, sympathetic tradespeople etc.,
- to act as an advocate, where appropriate, on behalf of the probationer in his/her relations with various social systems, e.g., school, employer etc., (without, at the same time creating undue dependency)
- to prepare reports for the Court when, and as if, required
- to maintain regular contact with stipendiary staff and the regional office,
- to be accessible to the probationer as may needs be.

From this impressive list, it can be seen that most of the items identified by HPOs, themselves, are consonant with the expectations of staff. In this context, the following tasks recommend themselves for consideration:

tutoring	being a confidante
cooking lessons	'taking the place of a 'father'/mother'
use of make-up	being 'best man' at a wedding
fishing	developing hobbies and interests
etc.,	

Some specific tasks were self evident and these included the need to prepare reports, both at pre-court and supervisory stages. The range of reports might include: pre-court, pre-sentence, quarterly breach and final report. As these are basic to the job, any form of basic training should include an introduction to the requirements

envisaged and any handbook prepared for use by probation officers should address the issue.

In undertaking their task, probation officers are faced with the question of whose expectations, the Court, the probationer, the Department or the community's, are they meant to deal with.

One of the difficulties lies in the definition of the program and the number of systems on which it impinges from Police, Courts, community, probationers families and, of course, the Department. In order to develop a successful program, it would be important to review the expectations for these various groups and to examine the cross-impact of the various systems within the criminal justice field which deal with probation, parole and other community-based programs arising from the criminal justice system. It is a task beyond the charter of this study, but one which needs to be addressed if not already undertaken.

From a Court point of view, presumably Magistrates use 'probation' as one of the non-institutional avenues open to them. Their reasonable expectation might well be that the Court order will be supervised satisfactorily. The key word, however, is 'satisfactorily'. It would be difficult to assess this where little opportunity has been given to Magistrates and departmental staff, as well as both staff and honorary probation officers, to sit down and establish a set of objectives which could determine the degree of 'satisfactory' in terms of output.

From the probationers' viewpoint, not a lot of research appeared to have been done to determine the realistic expectations of the probationer or, for that matter, their family. It would not appear difficult, however, to pool the practice wisdom which had been built up over the past by both staff and HPOs with the expressed needs of a sample group of probationers and families to determine this issue, particularly at each regional level.

From the Community's view, probation must best appear as a humane form of sentencing. There would be general acceptance that, while the seriousness of the offence is receiving a form of sanction, every effort is being employed to rehabilitate and, therefore, deter further offence.

Realistically, these various expectations need to be kept in balance. There may be a number of cases in which the use of probation by a Magistrate is inappropriate, simply because of an unrealistic assessment of the extent of resources available to carry out the supervision. For their part, probationers and their families, cannot allow the probation order, as such, to restrict their normal personal growth and development and, the Community can only expect realistic results from probation to the extent that adequate resources have been made available.

From the work undertaken as part of this study, it would appear that the use of volunteers within the Probation and Parole service might aim to achieve the following objectives:

matching an offender with members of the community who may bring maturity, empathy and understanding to bear,

involving local citizens in the criminal justice system with the joint affect of using local knowledge and resources and of giving community legitimacy to the administration of justice through this form of community consent,

extending the quality of supervision available to the offender in the community by using the range and diversity of skills brought to the program by volunteers,

providing an opportunity for the local community to exercise a degree of responsibility in the social control systems of the State,

providing opportunities to volunteers for self development and personal growth, through work of their own choosing to which they bring themselves and their commitment,

involving an autonomous group of people who can monitor and act as advocates without fear of their means of livelihood,

providing probationers with supervision which may be more accessible, both in terms of time available and location,

establishing a 'helping relationship' which has its base in friendship and social concern,

providing a corps of volunteers to assist staff in maintaining an adequate supervision of all orders handed down by the Court,

providing a service to the probationer which is planned and organised so as to be relevant, efficient and effective.

In order to achieve these ends, a suitable form of management needs to evolved to suit the circumstance and tenor of the work. It will be necessary to clearly define the functions implicit in the job, outline lines of responsibility and accountability and designate the qualifications and abilities required within the volunteer. ~~A further requirement will need to be a planned and phased implementation~~ strategy for effecting a successful program. The attached manual attempts to address these various tasks in some detail.

During the study, one of the workshops attempted to determine a set of minimum conditions which might apply in a effective program. To some extent these reflect the same findings as the questionnaire and certainly reflect the policies being evolved within the POAV at the time.

They were as follows:

- to undergo an approved training program, including induction, pre-case allocation, ongoing and in some cases, refresher.
- to agree to periodic assessment,
- to commit oneself to a limited gazettal period (the Department was considering a 3 year appointment schedule at the time which was endorsed both by the HPOs who responded and the POAV policy)
- confidentiality, both to the client and in the keeping of records
- agreement to supervision and support by departmental staff,
- regular and prompt return of reports and responsible recording within the probationer's file,
- agreement to a minimum caseload,
- a broad commitment to a range of cases, e.g., child and adult, male and female etc.,

Conditions such as these really belong within job descriptions in an explicit way, so that mutual expectations can be developed and that HPOs are not placed within the invidious situation of being required to come up to standards which have not been clearly stated in some objective form or another.

One of the areas of concern within the study was the issue of recruitment policy. With the new organisation and regionalisation of officers, some concern was expressed that staff, in some instances, were neglecting the more experienced HPOs which might correctly have been considered to have been inherited, in favour of new recruits brought into service on criteria with which regional staff were more familiar and committed. It would appear now, if not then, that recruitment strategies should be made clear and that HPOs might, preferably, share some part in their development.

It was unfortunate at the time of the study that no accurate figures were available as to the actual turnover rate of HPOs. What had been clear was that a number of new centres had recently reworked their files to establish those HPOs who were willing to continue in the role and those who would have preferred to retire, gracefully, either to a reserve list or altogether.

One of the problems encountered in recruiting for probation work is the anonymity which surrounds the service. This was particularly noticeable within country centres where a 'small town' syndrome prevails. Our survey response indicates that HPOs consider that the prevailing attitude of their peers to probation work is one of indifference, whereas their preference would have been far more positive.

To balance this need for anonymity of the task with a general acceptance for the value of the role, some of the centres had embarked on a generalised publicity campaign based on the role itself, and underplaying the names of individual volunteers. It was clear that the need for recognition by HPOs was not based on the need for individual acclaim, but rather, the greater appreciation within the community as a whole of the kind of work undertaken and its value. This latter approach was one ideally suited to the type of campaign on which the POAV might have been reasonably expected to embark.

3. The Role of the Probation Officers Association of Victoria

The Probation Officers Association of Victoria was formed as an independent body in order to unite probation officers, both stipendiary and honorary and to represent their individual and collective interests. A major part of their role, as expressed at the time of the study was to encourage the growth and development of skills through training, assistance and encouragement to probation officers in all aspects of their work.

The POAV engaged in the encouragement of new branches through practical and financial assistance, disseminated information through its quarterly journal, "The Probation Officer", conducted conferences and assisted, as required, the Department in the conduct of training courses for HPOs.

As regards the relationship with the Department, the POAV saw an important part of its function to maintain close liaison with the Minister of the day and to ensure continued recognition of the volunteers' role in the probation services. Every attempt was made to work towards improvements in the Probation and Parole system, particularly as affected juveniles.

Although hampered by a lack of resources, the POAV also concerned itself with the promotion of standards by ensuring, wherever possible, that HPOs received induction training prior to being asked to undertake the supervision of probationers.

At the local level, branches were engaged in conducting group discussions relating to areas of concern to Probation officers, conducting seminars, organising meetings with stipendiary probation officers and providing moral and practical support to new HPOs in their dealings with local Police and court officials.

Many branches had arranged a roster system of HPOs to attend each sitting of their local Children's Court with a view to providing assistance to Magistrates and support to both parents and children.

There was no doubt that all participants, including Superintendents, staff and volunteers were prepared to make a strong case for the continued role of the POAV. All parties agreed on the potential role of the organisation. At the time, there were a number of conclusions which might have been drawn:

- a decision needed to be taken as to whether to either restructure the POAV as a genuine organisation for both Stipendiary and Honorary probation officers or, alternatively, accept the role of meeting the very real need for an association of volunteers,
- there were a number of challenges implicit in the need to maintain both a regional and a state-wide presence. The development of regional and sub-regional supervisory groups and ongoing training programs run by the Department had the potential to remove much of the role for the POAV at the local level. The State-wide role of identifying issues and forming task forces to tackle them constructively, of convening conferences, whether in the metropolitan area or at regional centres, the monitoring of the probation service as a whole and, new developments into camping programs and correspondence training courses, all remained significant contributions to be made.
- the development of an honorary welfare officers system was due to raise questions as to the need for one volunteers association or two. Furthermore, as the Regional Consultative Committees under the Family and Community Services program began to set up task forces on volunteer services within their respective regions, many of the issues arising from the purely volunteer nature the HPOs contribution would be likely to find another forum for resolution.

Despite all that has been said, however, it remained clear that some specialist focal point for issues relating to community-based programs in criminal justice would need to exist. Given this to be the case, one could envisage a further role for a revamped POAV in working alongside both Departmental and other voluntary agency staff in providing staff development assistance. Much of the realisation of such promise would depend on a realistic and relevant degree of support and acceptance.

4. CONCLUSION

This project was undertaken at the end of the Seventies at a time when volunteerism was undergoing change and developing new directions. It also took place when there were rapid developments in welfare and correctional services with a move away from remedial programs towards an emphasis on community based services. The study reflects these changes and highlights a form of volunteer activity which had a clear community service while at the same time provided for the personal growth and development of the individuals involved.

The aim of the project was to determine the relative health of the Honorary Probation Officer system, to diagnose concerns and, where appropriate, prescribe appropriate action. In hindsight, perhaps one of the greatest shortfalls in evaluating the effectiveness of the HPO program was the lack of any follow-up with probationers themselves. The study concentrated on the providers of the service and their understanding of their objectives, it failed to ascertain whether those objectives were, in fact, relevant or, for that matter, were actually realised.

The study was undertaken more in the spirit of an organisational development program than pure research. The questionnaires and instruments employed were not randomly sampled, instead the whole population was canvassed in each instance. The result of the survey results, the structured workshops and the individual interviews took the form of a Program Manual which endeavoured to overcome the shortfalls which had been uncovered and to provide a blue-print for the program's development.

Among the major findings was a lack of clarity on the part of those involved in Probation services as to what the job was meant to achieve, a confusion about who was meant to do what for whom and a lack of documentation on the effectiveness of it all anyway.

Added to this major dilemma was the confusion and conflict which surrounded the restructuring of the Department and the merging of a pre-established volunteer force with a reasonably stable set of expectations and purpose with the full complement of the Department's full-time professional staff.

In these times, not only were there adjustments required of staff and volunteers, but no less between the organisation representing their interests, namely the POAV, and the Department responsible for the husbanding and management of that interest.

What did emerge throughout the course of the study was the willingness to expose these issues to full scrutiny and a sense of enthusiasm and goodwill, together with a willingness to get on with the job. Change is not always necessarily a time of growth, but in this case, the Probation Officers Association, the Department and, not least, the volunteers, themselves, displayed a willingness to direct that change constructively and not merely to suffer it thrust upon them.

Since the late seventies, there have been a number of changes. Perhaps the most significant has been the establishment of a separate Office of Corrections which was born, in part, from the move towards a community-based emphasis within the criminal justice field. It would be a challenge to revisit the work of this particular study in the 1980's to determine whether those structural issues have, indeed, been resolved and whether the importance of the volunteer role would, yet again, be confirmed.

THE EFFECTIVE MANAGEMENT OF AN HONORARY
PROBATION OFFICERS PROGRAM

A Manual for Program Coordinators.

Prepared by: Max Dumais
Coordinator, Volunteer Service
August, 1979.

CONTENTS.

	Page.
Introduction	(i)
How to use the Manual	(ii)
SECTION ONE	
Standards	1
SECTION TWO	
A Volunteer Program Development Cycle	7
Phase I - Preparation	7
" II - Implementation	9
" III - Evaluation	11
"Who does what in an Honorary Probation Program"	13
SECTION THREE	
Establishing the Program - "What is Probation"	15
A. Orientation of Staff to Volunteers	21
B. Job Descriptions	25
C. Recruitment	30
D. Selection	34
E. Plan And Develop Volunteer Training	40
F. Matching	46
SECTION FOUR	
Ongoing Support	51
SECTION FIVE	
Record Keeping and Evaluation	56
SECTION SIX	
Volunteers Rights and Responsibilities	60
APPENDICES	
A. List of available texts and references	
B. List of 'Adult Learning Principles'.	
C. Induction Course Outline - Southern Region 1979.	
D. Activity/Interest Inventory	

INTRODUCTION.

This Manual attempts to draw together a number of existing, emerging and recommended practices that need to be built upon in order to develop a more effective volunteer program in Probation services.

Honorary Probation officers have been used within the State of Victoria since 1906, but this Manual should still be seen very much as a starting point for further development, adaptation and improvement in the light of continuing experience and further research.

The preparation of Program document which was aimed specifically at the use of volunteers within Probation was recommended by a Task Force set up by the Department, and which reported on the extended and enhanced use of volunteers in March 1979.

The document represents an attempt to bring together the current experience of regional staff and honoraries as well as a number of borrowed models that have been developed overseas. The material reflects the insights gained in a number of workshops and individual interviews with staff and volunteers. It incorporates material which had been developed in written form within the Department's Correctional Services Division up to date.

A major consideration in preparing the document in this concise form was the working belief that much of the practice and approaches necessary for an effective volunteer program is already being exercised in various regions across the State. It has been a coordinative function to draw the various ideas and methods together in a central format for use and further development. There is no doubt that the 'conventional practice wisdom' within the Department and the general body of volunteers is extensive, this Manual merely attempts to draw it together in a transferrable form.

The Manual contains general guidelines, strategies and suggestions. The development of a volunteer program will depend very much on local conditions and expertise in its application. In each region staff resources, volunteers, probationers and community resources will differ. The material can only suggest some general approaches, the application will depend very much on the creativity and imagination that the staff/volunteer team can bring to bear in each given situation.

HOW TO USE THIS MANUAL

The Manual is prepared for staff working with Honorary Probation officers in regional centres, but many of the general principles are directly applicable to a number of volunteer programs.

It is written particularly with the person within each region who may assume responsibility for the development of the Volunteer program in mind, although it has direct applicability to all staff involved within the program. It may be that in some regions the overall organisation of the program may be placed in the hands of experienced volunteers, although this likelihood is yet to be achieved.

It is divided into four main sections which are, to some extent, discrete. However, each section inter-relates with the others and has direct bearing on each other.

The material is meant to provide a starting point only and the format has been produced in such a way as to make it possible for each region to make its own additions and examples. Any relevant material of this nature may be circulated at a later date through the State coordinator of volunteer services from time to time.

Section 1. Standards.

These 'Standards' are reproduced and adapted from a model which has been developed, nationally, for use by volunteer programs within the United States. They provide a general context within which volunteer programs may be approached and set a benchmark for reference across the State. They have direct reference to questions of resources, program development and implementation.

Section 2. A Volunteer Program Development Cycle.

This model attempts to provide both a direction and a break-down of respective responsibilities in developing or redeveloping the volunteer program within each region. It is obvious that some regions have developed further than others and in some cases along different lines.

Section 3. Establishing the Program.

A basic question in any volunteer program, prior to recruitment, selection or any other program issues is 'What is it all about'? Perhaps the most straightforward response relates to the principal aims of 'Probation' which is laid down in the Court order, itself. However, defining the actual tasks involved for staff and volunteers is a more tenuous proposition as each approach can vary with the range of individual situations encountered.

Having addressed the overall program and its aims, the rest of this section deals with the various elements of the program itself, namely, orienting staff, preparing job descriptions, recruitment, selection, training and matching.

Section 4. Ongoing Support

Whilst this issue is an integral part of the program, it warrants a separate section. The ongoing support mechanisms are a critical factor in the success of the volunteer components of the Probation program.

Section 5. Record Keeping and Evaluation

The development of relevant and accurate records are a basic part of organisation and evaluation within the program.

Section 6. Volunteers' Rights and Responsibilities.

This section provides the basis for an overview for the volunteer program. To some extent, it can be interpreted as a 'Standards' document for the relationship that volunteers should be able to expect to enjoy within the program overall.

Appendices.

A number of pro-formas, models and references are included for use in implementing the program. To some extent they may duplicate the material which is likely to be incorporated within the general Program Document on Probation itself, or included within the Honorary Probation Officers' handbook. Their inclusion here simply serves as illustration to the type of forms that need to be developed as part of a working program with volunteers.

This manual is aimed specifically at the issue of working with volunteers. To that end it is meant to supply some guidelines, ideas and patterns of acting.

SECTION ONE

STANDARDS

A. Introduction.

A set of 'standards' should reflect the minimum acceptable guidelines that apply in developing the volunteer program. The following list of 'standards' with accompanying 'guidelines' for their implementation are adapted from a national set of standards that have been adopted in the United States.

This particular list was circulated to Stipendiary staff and were endorsed in the following order of priority (23% response

PRIORITY

STANDARD:

1. Regional Centres should have a person designated to co-ordinate and be responsible for the Centre's Volunteer Program.

Guidelines for Achieving Standard:

- a) State Coordinator for Volunteer Services should recommend the creation of such positions (W2 level) as a policy item.
- b) Regional Superintendents should designate the position of 'Volunteer Supervisor' and delegate the responsibility of developing the volunteer program to an appropriate office

2. STANDARD:

The Department should approve the plan for a Volunteer Program and provide adequate support for its continuing development.

Guidelines for Achieving Standard:

- a) The State Co-ordinator should develop a 'program document' based upon the development of a Volunteer Program.
- b) The Task Force Report on the extended and enhanced use of volunteers should be endorsed by the Executive and appropriate resources recommended to implement the Report.

3. STANDARD:

All paid staff should be informed about the philosophy and scope of the Volunteer Program and about individual staff responsibility

Guidelines for Achieving Standard:

- a) The designated staff position of 'Volunteer Supervisor' should liaise with the State Coordinator of Volunteer Services
- b) The State Coordinator should instigate appropriate staff

development programs for 'Volunteer Supervisors'.

- c) Multiple copies of the Task Force report on the extended and enhanced use of volunteers within the Department should be circulated throughout regional centres.
- d) Regional superintendents should require the 'Volunteer Supervisors' position to organise staff development meetings on the effective use of volunteers and invite representatives from local agencies who are using volunteers successfully.

4. STANDARD:

Interviewing procedures should exist to match volunteers with jobs appropriate to their needs and skills.

Guidelines for Achieving Standard:

- a) A 'skill bank', outlining volunteer skills and aptitudes together with a 'record bank' of available volunteer tasks within the program should be established.
- b) Each probationer should be assessed in terms of personal requirements and needs, as well as their receptivity to volunteer supervision, before being allocated to an Honorary.
- c) Staff should meet regularly with volunteers so as to build up a working knowledge of the volunteers' strengths and weaknesses.
- d) An appropriate 'Activity/Interest Inventory' should be applied to both probationers and honoraries.

5. STANDARD:

Initial and refresher training courses should be provided as appropriate. Provisions should be made for upgrading volunteer responsibilities as desired by the Honorary Officer and as appropriate to the program.

Guidelines for Achieving Standard:

- a) A system of training, incorporating the following elements should be developed and scheduled over a twelve month period within each region:
 - Induction and Orientation
 - Basic Training courses
 - Ongoing Training and Supervision
 - Refresher Training
 - Advanced Training
- b) Volunteer positions within the Centre should be structured to provide a 'career path' for interested volunteers based

on increasing levels of responsibility within the Program e.g., experienced volunteers could be involved in the following areas:

- Recruitment procedures
- Case allocation
- Organisation and rostering of supervisory sessions
- Participating in training and coordinating training programs,
- Maintaining evaluation programs and keeping statistics,
- Community education and public speaking
- Editing and preparing a local Newsheet, etc.

- c) Experienced volunteers should be considered for non-qualified positions as they may become available and, where appropriate, sponsorship to departmental 'in-service' training and conferences.

6. STANDARD:

Orientation to the Department and its Volunteer Programs and Policies should be given to the volunteer prior to receiving cases.

Guidelines for Achieving Standard:

- a) All Honorary officers should be undertake an orientation course before receiving cases.
- b) An appropriate Orientation Handbook should be developed which can be used as a reference and a Manual by the Honorary. Some introduction to the Centre's structure and personnel should be included.

7. STANDARD:

Clearly defined lines of supervision should be communicated so that volunteers will know to whom they are accountable.

Guidelines for Achieving Standard:

- a) Each Honorary should be assigned to particular stipendiary.
- b) Any change in staffing positions should be communicated to volunteers and steps taken to lessen any disruption which might arise.

8. STANDARD:

There should be written 'job descriptions' for all volunteer positions.

Guidelines for Achieving Standard:

- a) A 'job description' should be formalised for each position

b) A 'job description' should list:

- tasks involved
- staff person to whom volunteer is responsible
- purpose of tasks
- major responsibilities
- time commitment
- qualifications or skills involved
- training requirements

9. STANDARD:

Volunteers should not displace a paid worker or be placed in a job for which funding is available and appropriate.

Guidelines for Achieving Standard:

- a) Staff should distinguish between tasks for which staff funds are available and appropriate and those tasks which are not funded and may be appropriate for volunteer assignment.
- b) Staff should not place volunteers in the position of jeopardising paid staff positions.
- c) A written policy should be developed which clearly differentiates between the functions and activities performed by volunteers and paid staff.

10. STANDARD:

Volunteers should have recognition and working conditions commensurate with their jobs and consideration should be given to providing reimbursement for 'out-of-pocket' expenses and appropriate insurance cover.

Guidelines for Achieving Standard:

- a) Where authorised by the Regional Superintendent or his Deputy, appointed volunteers should have access to departmental resources and facilities including office space, telephone, government vehicles etc., under prevailing staff conditions.
- b) Volunteers should be given clear instructions about the procedure for applying for 'out-of-pocket' expenses e.g., a single payment in October, rates for payment etc.
- c) In addition to existing payments in relation to supervision and preparation of pre-court reports, any other 'out-of-pocket' expenses incurred by volunteers undertaking departmental work outside the bounds of normal 'case-supervision' should be met at existing rates and conditions.
- d) Reimbursement should remain the optional prerogative of volunteers.
- e) Appropriate steps should be taken to maintain a register of current volunteers for the purposes of setting a premium

rate for personal accident and public risk liability insurance cover.

11. STANDARD:

Records of individual volunteer service should be maintained with safeguards for confidentiality. Records should contain at least the following information: type of assignment, work performed, hours served, training, joint-evaluation of performance and basic identifying information (name, address, phone, date of gazettal etc.)

Guidelines for Achieving Standard:

- a) Uniform recording procedures should be maintained across the State to allow for transfer and central registration.
- b) Volunteers' personal records should be kept confidential but accessible to the individual volunteer.
- c) A central card index of active, emergency and retired volunteers should be maintained at each Centre and at Head office.

12. STANDARD:

There should be a periodic written evaluation of the volunteers' performance in respect to attainment fo the program's goals and objectives and adherence to guidelines.

Guidelines for Achieving Standard:

- a) Volunteers should be encouraged to provide a self-assessment including recommendations for improvement of the service and interest in areas of advanced training.
- b) Any evaluation by volunteers of their performance should incorporate an evaluation of their relationship to supervising staff and the procedures of the regional Centre and its operations.
- c) Any evaluation should be seen as a means of improvement on the part of the individual, the supervisory relationship and the overall program.

13. STANDARD:

A suitable form of ongoing placement recognition of volunteers should be established.

Guidelines for Achieving Standard:

- a) The most appropriate form of ongoing recognition is the satisfaction of working within a well planned and well administered program.

- b) A regular form of recognition can be built into a monthly Newsheet which incorporates some form of appreciation for veteran volunteers and, at the same time, introduces new volunteers.
- c) Social events such as staff/volunteer Bar-B-Q's, an annual dinner etc., can form the basis of creating a climate of appreciation for both staff and volunteers involved in the program.
- d) For some volunteers a tangible form of recognition can be the promotion into an area of work which entails more responsibility.

SECTION TWO

A VOLUNTEER PROGRAM DEVELOPMENT CYCLE

A) Introduction.

Across the regions, different areas are at different stages of development in upgrading and redeveloping their volunteer programs, particularly in the area of probation. The following model is presented with a view to identifying the particular 'bench-marks' or 'steps' involved, as a Regional Centre begins to plan a redevelopment of their volunteer program.

A Policy item has been included in the 1979 estimates for the position of 'Volunteer Supervisor' (W2) within each Centre. If this approach proves unsuccessful, the following model can still remain applicable if a person in each Centre can be designated to take on the role as outlined. If the positions become available in the immediate future, then the model is available for immediate application.

The 'Development Cycle' is presented in three stages: Preparation, Implementation and Evaluation/Future Planning. In each stage the role of the Superintendent, Volunteer Supervisor (or designated officer) and Field staff is spelt out.

In the case of each region, an appropriate time scale should be developed in the light of existing resources and priorities. The 'Time Scale' that is suggested below is purely for reference.

B) Phase OnePreparationRegional Superintendents.

It is assumed that the Regional Superintendents will play a leadership role in developing the volunteer component of the Centre's program. The actual responsibility for achieving the task, however, should be delegated to an interested and competent officer. In some cases this may occur at the sub-regional office level, as well.

Regional Superintendents can demonstrate their support in the following ways:

- a) Promote the goal of upgrading the volunteer program within the Centre over a specified time scale.

- b) Take part in setting the long-term goals and objectives through involvement of staff, volunteers and clients.
- c) Appoint one person, either staff or experienced volunteer with organising skills, to take overall responsibility within the Centre for the development of the volunteer program. While it is possible to delegate this role to a group of staff and/or volunteers in the form of a working group, it is essential to make the program some one persons responsibility or it faces the danger of remaining no-one's responsibility.
- d) Make staff time available in order to define the various roles and tasks that volunteers might be expected to undertake within the overall operation of the Centre.
- e) Show active support through:
 - tackling volunteer issues at staff meetings,
 - preparing internal memos outlining the various aspects of the volunteer program as the need arises, by committing policy to paper,
 - making suitable public statements through internal departmental media and the public media about the importance of the volunteer program within the Centre's operation.

Volunteer Supervisor.

The person in this position may be either appointed to the position once it has been created within the Department, or, failing this likelihood, appointed to the task as part of their overall duties. In the latter case, adequate time should be allowed from normal duties and provision made for such officers to participate in any special training programs or workshops organised by the State Coordinator of Volunteer Services from time to time.

The major preparatory role for this position is to define the goals and objectives for the volunteer program within the Centre:

- a) By working with staff, volunteers and clients to determine needs for which volunteers might be engaged,
- b) By assessing volunteer resources within the community:
 - Potential sources for recruiting volunteers, e.g., Services clubs, Mothers' clubs, playgroups etc.
 - Organisations or agencies interested in assisting, e.g., local Colleges of Advanced Education etc.
- c) Introducing staff to the program and setting up various procedures for referring, reporting and recording volunteer movement,

- d) Planning and setting a budget together with the Regional Secretary for:
- administrative support needs,
 - recruitment expenses within the region
 - publicity needs, including a 'Newsheet'
 - reimbursement expenses
 - appropriate social events as recognition for staff and volunteer contribution.
 - training costs.
- e) Developing orientation and training programs for staff, volunteers and self.

Centre Field Staff.

Centre staff are working with volunteers as supervisors, case consultants and often in a training capacity. If the overall organisation of the program is left to a Volunteer Supervisor, the personal role of staff with individual volunteers still remains the key means of support and personal recognition.

Centre staff have a role to play in the following areas:

- a) Defining specific program needs for volunteer services, unmet needs within the Centre's projected activities, together with volunteer opportunities and requirements.
- b) Contributing ideas for volunteer assignments and group projects,
- c) Suggesting appropriate target groups for recruitment purposes, e.g., ex-offenders, minority groups etc.
- d) Making time available for:
- own training and orientation
 - supervising, placing and working with and through volunteers,
 - participating in training and supervision sessions,
 - taking part in staff meetings, group projects etc.
 - recording and reporting the quantity, quality and impact of the volunteer program/

C) Phase Two

Implementation

Regional Superintendent:

- a) Supporting Recruitment Drives through public statements, press releases, community activities,
- b) Offering explicit encouragement e.g formally welcoming new volunteers,

- c) Monitoring the progress of the program
- d) Informal oversight and observation of the program in action,
- e) Encouraging staff cooperation and commitment,
- f) allocating support and necessary resources,
- g) Providing incentives to staff for work with volunteers, e.g., endorsing staff application for specialist training and attendance at relevant conferences, workshops etc.

Volunteer Supervisor:

- a) Putting into action an ongoing and focussed recruitment program,
- b) Developing a 'Skill Bank' of volunteers and a 'Clearing House' of opportunities for volunteer assignment,
- c) Interviewing new volunteers or, alternatively, organising staff/volunteer interviewing sessions for prospective applicants,
- d) Placing volunteers with appropriate staff,
- e) Coordinating the orientation and training programs,
- f) Setting up procedures for recording volunteer/clients movements,
- g) Co-operating with other agencies and training resources, both within the region and at the Institute, to develop learning opportunities and jointly sponsored training programs.
- h) Liaising constantly with local Court staff on issues relating to the volunteer program,
- i) Developing constructive feed-back systems through meetings task forces and program evaluation sessions,
- j) Developing the case for volunteerism - to staff, volunteer clients and their families as well as the public in general
- k) Arranging for the mobility of volunteers across regions and establishing 'career paths' within regions,
- l) Organising appropriate forms of recognition for both staff and volunteers, e.g., 'Newsheets' Bar-B-Q's, Friday lunches etc.
- m) Maintaining contact with community groups using volunteers and with the State Coordinator of Volunteer Services.

Centre Staff :

- a) Interviewing new volunteers and allocating cases and tasks,
- b) Keeping an 'eye out' for suitable and prospective volunteer
- c) Recruiting volunteers from own professional group, friends, local organisations etc.
- d) Providing in-service supervision and ongoing training both individually and with locality-based groups (e.g by municipality)
- e) Reviewing the impact and extent of volunteer participation in the Centre's activities,
- f) Providing regular reports on service changes, new needs, training needs and program recommendations,
- g) Participating in the 'Recognition Process' - staff/volunteer social events etc.
- h) Providing feed back for future planning and community education purposes.

D)

Phase Three

Evaluation/Future Planning

Regional Superintendent:

- a) Lead evaluation of the actual performance within the volunteer program against the stated aims and objectives,
- b) Assess the overall contribution of volunteers as part of the Centre's overall capacity to respond to local needs
- c) Assess overall cost/benefits of the volunteer program
- d) Assess the long-range effects of volunteer involvement on clients, community, etc.,
- e) Enable a volunteer input to forward planning in the Centre
- f) Make recommendations for future priorities in developing the volunteer program
- g) Give recognition to the position of 'Volunteer Supervisor' by including it among the senior administrative positions within the regional office in terms of forward planning and executive priority-setting.

Volunteer Supervisor:

- a) Collate and record volunteer service and training,
- b) Assess referrals, drop-outs, special achievements together with client, volunteer and community responses to the program e.g., by keeping a 'Press-clipping' file,
- c) Assess the capacity of individual volunteers to provide service and accept responsibility by monitoring staff, client and community reactions; offices held within the community by volunteers etc.,
- d) Assess the effects of the volunteer program on the community's awareness of the Centre's operations,
- e) Measure the impact of the volunteer effort on program operations/enhanced delivery of services etc.,
- f) Summarise and make recommendations from data gathered, for future priorities in developing the program,
- g) Adjust recruitment, allocation and training plans in line with new priorities,
- h) Insure that volunteers make a contribution in future program planning and development efforts.

Centre Staff:

- a) Evaluate the impact of volunteer contributions on:
 - staff,
 - clients,
 - other volunteers
- b) Assess the performance of the Regional Superintendent and Volunteer Supervisor in the program
- c) Summarise and make recommendations on program effectiveness from staff reports, client responses and volunteer assessments,
- d) Submit ideas for effective ongoing supervision and training programs,
- e) Submit future requests for volunteers and where they might be found.

WHO DOES WHAT IN AN HONORARY PROBATION PROGRAM

	STATE COORDINATOR	VOLUNTEER SUPERVISOR	FIELD STAFF STIPENDIARIES	VOLUNTEERS
WORK ANALYSIS	Produce Program document. Outline general program tasks, feed into Dept. policy, negotiate State resources.	Interpret and adapt program to local needs and priorities	Interpret and adapt to indiv. volunteers	Contribute to job outline, recommend extra task areas
PROGRAM DEFINITION - Promotion & Standards	Provide some Standard guidelines, Define program across State, provide materials, manuals etc.	Define regional policy Adapt and set out regional standards, Determine local needs, plan, implement vol. program.	work with vols. to define program needs.	promote program to general public. adopt and ensure overall standards.
RECRUITMENT & SELECTION	Develop general publicity pamphlet. Identify appropriate selection procedures	Coordinate recruitment efforts, organise select. interviews.	Form recruit. committee with experienced H.P.O's. Identify Target groups for focussed recruitment	Identify prospective volunteers Take part in select. interviews.
MATCHING & ONGOING SUPPORT	Provide Standard guideline	Define regional policy, monitor implemenation support and stimulate field staff	run ongoing supervisory sessions with vols. at local level.	provide mutual support to fellow volunteers.
TRAINING & Ongoing Supervision	Develop Training resource package, kit. Provide staff Development programs	organise staff development programs in working with volunteers	take part in own and vol. training programs.	Participate in training program, assist in running programs.

	STATE COORDINATOR	VOLUNTEER SUPERVISOR	FIELD STAFF STIPENDIARIES	VOLUNTEERS
RECOGNITION	Move for staff incentives, e.g study leave, conferences etc.	Organise staff/ volunteer social events. organise New-Sheet and local publicity	encourage vols. in work. give credit where due on a personal basis	Take any opportun. to recognise staff input, e.g., birthday celebration
RECORDS, STATISTICS & REPORTS	Develop State-wide formats, Collate and identify trends Prepare annual report on vol. program	Collate, accept responsibility for maintaining statistics prepare regional report	work with vols to maintain appropriate statistics	maintain time/ travel log
PERIODIC EVALUATION	Assess program on State basis	Assess program at Regional level	lead vols. in periodic evaluation of services	contribute ideas insights for periodic evaluation
LIAISON WITH OTHER SYSTEMS, Police Magistrates P.O.A.V Law Dept.	Liaison with organisations at State Level	Liaison with organisations regionally	Establish rapport with Police, Court P.O.A.V etc	Establish links with schools, family employers, etc.

SECTION THREE

WHAT IS PROBATION..

ESTABLISHING THE PROGRAM

A) Introduction.

The need for a 'Program document' which would outline the various aspects involved in working with volunteers in the field of 'Probation' was raised by a Departmental Task Force (1979) which was established to investigate the extended and enhanced use of volunteers within the Department.

A further document on 'Probation and Parole' is currently being prepared to outline the philosophy, goals and procedures involved in these areas. This document restricts itself to the place of volunteers within the program. However, to achieve this realistically, it is important to spend some time on what it is we are expecting volunteers to achieve.

With the restructuring of the Department and the move to regionalisation it is timely to review the role and function of volunteers within Probation and the impact these changes may have had. As yet no central document has been prepared which has taken into account the need for a clearly established program format with which staff and volunteers can begin to relate to each other. The following material is an attempt to do just that.

B) Defining the Need.

There are a number of questions which come to mind in moving towards planning a volunteer program based on Probation:

- What is Probation ?
- What are Honoraries expected to do ?
- What are stipendiaries expected to do ?
- What are the expectations of the Court, the Probationer or the Community ?

What is Probation ?

Probation may be defined in a number of ways:

- It is one of the range of 'Dispositions' open to the Court,
- It is a form of punishment, in so far as it defines legally, the freedom an offender may enjoy within

the 'Community' by placing restrictions upon him/her by, for instance, prohibiting the use of firearms.

- It is meant to provide a means of rehabilitation. The fact that Adult offenders are given a choice of Probation would indicate that Probation is viewed within the 'rehabilitative' stream of Criminal justice theories,
- It is a Program administered by a Department
- It is a process which involves the provision of Pre-sentence reports and supervision within the Community.

The main objective for a 'Probation Officer' is to administer a 'Probation Order' issued by the Court which has the following implications:

- It defines the legal status under which the Probationers freedom in the Community is to be continued,
- It establishes a 'helping relationship' which provides assistance to the Probationer in solving problems with his/her everyday living in the Community and in his/her planning for the future.

What are Honoraries expected to do ?

The following people have Probation Orders in common:

- A 20 year-old mother convicted in a drug case,
- Two students convicted of throwing paint on a visiting 'Head of State',
- A young girl brought before the Court as exposed to moral danger,
- A man convicted of manslaughter after fighting with his 'best mate'.
- A company executive charged with driving with a disqualified licence,
- A 'homeless man' convicted of 'exposing himself in a public place'.

Given this array of situations, it is probably more appropriate to consider determining an effective classification of 'offenders' than simply referring to their form of offence in determining what an Honorary might be called upon to do.

As it is, the Law is set up to determine classes of offences rather than to distinguish differences of need amongst offenders. Eitherway, it is obvious from the cases outlined above that demands upon the Honorary will vary from individual to individual.

In general terms, staff within the Department have identified the following roles and function which affect an Honorary:

1. To contact and maintain regular contact with the Probationer and his family,
2. To attempt to set up a friendly relationship with the Probationer,
3. To continually assess the needs and problems facing the probationer,
4. To provide a source of knowledge about local resources, e.g., Unemployment provisions, Accomodation, contacts with local sport clubs etc.,
5. To act as advocate, where appropriate, on behalf of the Probationer in his/her relations with various social systems. E.g., School, employer etc., (without, at the same time, creating undue dependency)
6. To write Reports for the Court as and when required,
7. To maintain regular contact with Stipendiary staff and the Regional office,
8. To be around when the Probationer needs them.

For volunteers to fulfill this range of functions, a number of personal skills and attributes are desirable:

- an ability to communicate sensitively,
- the capacity to be non-judgemental,
- the understanding to accept the Probationer as an individual,
- a good knowledge of the local Community and its resources,
- an ability to put one-self in the Probationer's place, i.e., to empathise,
- an ability to 'listen',
- to be a warm, sensitive and caring person,
- an ability to confront where necessary and to handle conflict,
- a knowledge of one's own limitations,
- to be a reliable, stable and honest person,
- to be responsible in positions of Authority,
- to be mature.

It is obvious that, when we come to recruiting and developing skills within the body of volunteers, these aspects must be taken into account.

There a number of features which are generally considered to apply to volunteers, whatever program is addressed:

- TIME - which professionals often do not have enough of,
- INVOLVEMENT - which professionals are trained not to have
- LIFE EXPERIENCE - which professionals may or may not have.

Within the context of the role and functions which have been outlined above, however, the following tasks might have some relevance in an Honorary/Probationer relationship depending on the given circumstances:

- tutoring
- cooking lessons
- use of make-up
- fishing
- going to the 'footie'
- etc.
- being a 'confidante'
- taking the place of 'father'
- taking the place of 'mother'
- being 'Best man'
- developing interests

Some specific tasks do apply and a major task is the preparation of Reports, both at the Pre-court and Supervisory stage. The range of reports which an Honorary may be called upon to prepare are as follows:

- Pre-Court
- Pre-Sentence
- Quarterly
- Breach
- Final Report

As these reports are basic requirements of the task, any form of basic training should aim to cover, in part, an introduction to the requirements of each form. A Handbook for use by Honoraries is being prepared and includes this material in detail, together with fictitious case examples.

What are Stipendiaries expected to do ?

A manual on Probation and Parole is being up-dated to provide staff with a detailed introduction to this field. The aim of this present manual is to introduce some of the issues which relate the program responsibilities upon staff which are inherent in their role in working with volunteers.

There is a major shift in perspective for staff between doing the job themselves and 'getting the job done through others' In the latter case, there are management principles involved with appropriate skills and procedures which apply. Much of the remainder of the Manual attempts to deal with these.

What are the Expectations of the Court, the Probationer and the Community ?

In order to develop a successful program, it is important to review the expectations of the various groups which may have an interest in its outcomes.

THE COURT: Magistrates use Probation as one of the dispositions which are available to them. Their expectation, presumably, is that their Order will be supervised satisfactorily.

THE PROBATIONER: Not a lot of research has been done on the expectations of Probationers - or their families. It is more likely that every case is different. It should not be difficult, however, to pool both the practice wisdom of experienced staff and volunteers together with the expressed needs of a group of probationers within the region. The short-fall of knowledge in the area is a challenge to the program to devise ways of obtaining relevant feed-back in order to up-grade services as appropriate.

THE COMMUNITY: For the most part, Probation can be viewed as a humane form of sentencing. There would be a general acceptance that, while the seriousness of the offence is being sanctioned, every effort is being employed to rehabilitate offenders as a means of deterring further offence.

Realistically, these various expectations should be kept in balance. There are a number of cases in which the use of Probation by the Magistrate is inappropriate because of an unrealistic expectation of the services available. Probationers, and their families, cannot allow the Probation Order to restrict their personal growth and development and the Community can only realistically expect results from Probation to the extent that resources are made available.

If the Probation system comes under pressure, staff should assess their responses in the light of the various interests involved. The development of any viable program should build upon and weave these expectations throughout.

C) Defining the Program Objectives.

The use of volunteers within the Probation and Parole service aims at achieving the following objectives:

- matching an offender with members of the Community who bring maturity, empathy and understanding,
- involving local citizens in the Criminal Justice System, so as to bring local knowledge and resources to bear,
- extending the quality of supervision available to the offender in the Community by using the range and diversity of skills brought to the program by volunteers,
- providing an opportunity for the local Community to exercise some responsibility in Social Control systems,
- providing opportunities to volunteers for self development and personal growth, through work of their own choosing to which they are committed,
- involving an autonomous group of people who can monitor and act as advocates, without fear of their means of livelihood;

- providing Probationers with supervision which may be more accessible, both in terms of time and geography,
- establishing a 'helping relationship' which has its base in friendship and social concern,
- providing a corps of volunteers to assist staff in maintaining an adequate supervision of all Orders handed down by the Court,
- providing a service to the Probationer which is planned and organised so as to be relevant, efficient and effective.

In conclusion, while this manual purports to look at the use of volunteers within the domain of Probation, it is based on general principles which relate to all forms of volunteer program. This section has dealt with the content of a possible Probation program. The following sections have more general application and the process as outlined should bear translation to other forms of volunteer involvement within the Centres.

A. Orientation of Stipendiary Staff to Volunteers.

The development of an effective volunteer program will depend largely on the good will, commitment and expertise of staff working with the program. The orientation of staff to the Volunteer program is imperative and should be ongoing.

There are two major aims to staff orientation:

- to develop and maintain an early and continual staff commitment to the use of honoraries, and;
- to develop the special skills which staff need in order to supervise and work with volunteers effectively.

Some suggestions:

- set up opportunities for staff to ventilate their anxieties or concern openly;
- have staff from the agencies or Regional Centres who run a successful volunteer program, talk to staff;
- have experienced and successful honoraries talk with staff, and;
- involve staff at all levels of developing the program.

The most effective relationship between volunteers and staff is one that emphasises a TEAM APPROACH, in which the needs of staff are taken into account, as well as volunteers and probationers. Problems of staff resistance, high volunteer turnover rates and volunteer dissatisfaction are directly related to the type and quality of supervision which the program affords. This is true regardless of staff size or volunteer/staff ratio.

In developing a capacity for volunteer supervision, staff have the following requirements:

- to learn how to assume the role of supervisor and act in a consultancy capacity with regard to individual case;
- to learn how to transfer knowledge and skills to Honoraries, and;
- to learn how to clarify the role of the Honorary and to evaluate his/her individual performance.

Some of the resources which may be available for staff orientation programs would include:

- State Coordinator of Volunteer Services,
- the local staff person who has been given the job of developing the volunteer program, such as the Deputy Superintendent or other designated officer.
- the Regional Training officer, should the position exist
- Staff experienced in working with volunteers in the Centre, or from another agency within the region, e.g., Southern Volunteer Resource Bureau.
- experienced Honorary Probation Officers. A number of Honoraries, including teachers and clergy, bring a number of skills in such areas as Adult learning, group dynamics and group process etc.
- Reference should be made to the texts and articles cited in appendix (A).

DEVELOPING A COURSE OUTLINE FOR A STAFF DEVELOPMENT PROGRAM.

The following Course Outline was developed by staff at Training officers development workshop. It attempts to identify the building blocks around which a program may be developed.

1. Setting of Learning Objectives: One of the ways of setting learning objectives is to involve staff in the process of identifying the various competencies which are involved in working with Honorary Probation officers, for example:
 - i) KNOWLEDGE
 - a clarification of Probation
 - How to relate to volunteers
 - understanding values involved in a volunteer system
 - knowledge of the principles involved in working with adults (adult learning principles)
 - clarification of staff and superintendent's expectations
 - understanding of the regional centre's expectations
 - working with volunteers
 - an introduction to group process
 - knowledge of the program objectives of probation
 - knowledge of how to tap community resources.
 - ii) SKILLS
 - how to relate to volunteers
 - capacity to transfer skills, adult learning principle
 - skills in delegating the tasks of probation

how to assess and match volunteers
 case-planning skills
 skills in planning and setting priorities
 skills in running group discussions - meetings
 skills in negotiation, handling conflict
 how to recognise limitations in volunteers and staff
 how to give recognition
 how to develop the Honorary Probation officers' potential
 how to discover and recognise the H.P.O's skills
 how to build support networks
 how to attract and keep volunteers.

iii) ATTITUDES

How to get on with volunteers
 clarification of attitudes to volunteers
 how to adjust to the possible growth of the volunteers' role
 how to accept limitations
 how to give positive feedback and recognition
 how to create an accepting, but task-oriented environment

This list of 'competencies' were developed in a 'brainstorming session with staff using small-group processes. It is possible for regional staff to set aside some time together to identify the competencies involved in the various aspects of the programs they are called upon to handle during the course of the year.

A 'rule of thumb' approach to the development of such 'competency lists' is to ask staff to list the 'How to's' under various program headings.

2. Feasibility Study. Having developed a list of such competencies which would form the content of a Course, it is important to gain staff commitment to the particular training proposal. This could involve an exercise of setting priorities or clustering competencies into a course outline. The optional proportional representative system (OPRS) has been used to arrive at these priorities.
3. Define The Learning Objectives. Having culled out a list of competencies which staff have agreed to undertake as part of the staff development program, it is important for the person organising the program to translate the list into operational objectives, changes which can be measured in people's behaviour relating to each item.
4. Set the Sequence. Order the list of competencies that staff wish to tackle into a logical sequence for presentation. The Training officer, or even a Training specialist from within the region, should be involved in setting the format and training processes through which the 'content' may be introduced.

5. Outline The Methods of Presentation. The Training officer, or a local consultant to the Centre (possibly a Training officer from another region) should be asked to react to the material as presented and to suggest appropriate methods of presenting it within an educational framework. In order to further commitment on the part of staff it would be appropriate to circulate outlines of the proposed course for its final endorsement.

6. Research For Available Resources. An outline of the proposed course should not only be circulated to staff, but also to other regions, preferably through the State Coordinator, and comments or suggestions invited.

Staff should be encouraged to locate community training resources such as the local Council of Adult Education or Centre for Continuing Education, libraries, Universities and media centres, as well as Honoraries who have experience and skill in the training area.

7. Session Planning. Each competency or skill should be built into a session. Some themes can be made to weave themselves throughout the whole course e.g., values and attitudes can be clarified within a range of different skill sessions, group process can be imparted continually as each session is 'de-briefed' or assessed by the participants.

The overall course should consist of series of sessions which build upon each other in logical progression.

8. Evaluation. Individual participants should be encourage to keep a personal learning diary which should be written up for private consideration at the end of each session. An integral part of each session should be to involve participants in assessing performance towards the learning objectives for the session, the format, what worked, what could be improved etc.

There are a number of educational resources available within each region which can be brought to bear in developing staff. Moreover, the existing Training officers have developed a number of individual courses which could be made available.

One of the key elements of successful staff development programs is a working knowledge of adult learning principles (See appendix). Staff undertaking training of this nature are not seeking a new form of accreditation, but tackling daily issues of an in-service nature which they will, more than likely, have to face the next day. It is necessary to present material which is relevant, based on the experience of participants and which enables staff to leave the course with a sense of renewed confidence and insight.

B. Job Descriptions.

In developing or re-establishing the volunteer program within each Centre, it is important to spend some time outlining the various tasks and responsibilities involved in the respective staff/volunteer positions.

a) Volunteer Supervisor.

A key position is that of Volunteer Supervisor within the region. It is very important that a suitable staff person is appointed or designated to this role.

Factors which should be taken into consideration include:

- a) Human qualities (warmth, diplomacy, versatility etc)
- b) Experience (as a volunteer, in the system, in community activities or in previous volunteer leadership positions or staff management positions.
- c) Appropriate training, whether of an in-service nature or otherwise.

The following Job Description for the position might be adapted for local use:

Functions: To plan, initiate, promote, facilitate, direct and evaluate the volunteer program within the region so as to use citizen involvement to a maximum on consultative bodies, in case-supervision, court attendance, police interviews and the full range of volunteer tasks within the operation of the Centre.

To participate in program planning, policy development, the preparation of pamphlets, guides and orientation manuals.

To maintain liaison with local organisations using volunteers as well as the State Coordinator.

To act as a consultant to field staff on the more effective organisation and use of volunteers under their supervision.

Responsible to: Deputy Superintendent

Responsible for:

- a) Gathering materials, with staff aid for the orientation and training of volunteers and local organisers of volunteer services; participating in the orientation and training of staff regarding the purposes, methods, and values of volunteer services.
- b) Formulating the objectives of citizen participation and recommending patterns of organisations, standards, and policies for the effective use of volunteers at the regional level.

- c) Providing consultancy to local agencies concerning the initiation, development, evaluation and expansion of the volunteer program.
- d) Participating with field staff in developing policy for the planning, administration and implementation of probation, parole, and general welfare services within the Centre.
- e) Delineating methods for recruiting, selecting, training and using volunteers.
- f) Maintaining liaison with state-level agencies and organisations concerned with citizen participation.
- g) Keeping abreast of program developments affecting citizen participation and informing staff and local agencies of innovative and creative use of volunteers.

Qualifications and Abilities:

- a) A sound knowledge of the work of the Centre in which volunteers are likely to be involved together with an ability to relate well to staff and volunteers,
- b) To have the organising skills to set up procedures and systems which will enhance the volunteer program, without overstructuring it.
- c) To possess the maturity and insight to work well with a wide range of people.
- d) To have had some basic training in administrative and management skills within a social agency setting.
- e) To have had extensive training in program development maintenance and evaluation.

Time Involvement:

- a) Either appointed full-time to the position or, be designated to act with these functions as part of other duties.
- b) To be available for consultancy to staff on an ongoing basis and to volunteers as the need arises.

Training requirements:

- a) All such officers should undergo staff development program of an inservice nature in the organisation and development of volunteer programs.

- b) It would be desirable that the officer have some qualification which includes a social science major, however, it may be possible to appoint an experienced volunteer who has grown through the program.

b) The Volunteer.

Realistic job descriptions, with realisable and relevant objectives are essential for giving the volunteer the impression that the staff is committed to effective leadership and moral support. Job descriptions can provide a sense of program solidarity and continuity.

There are a number of volunteer tasks for which job descriptions may be appropriate, including case-supervision, group case-supervision, court attendance, witnessing police interviews, work with prisons etc. The following example provides the general framework within which these descriptions might be developed.

Functions: To work on a one-to-one basis with youth or adult who are under court supervision through the Department by virtue of a Probation Order and to establish a warm, stable, support-friendship based relationship with the probationer.

and/or To work with a group of probationers in ongoing learning groups as a basis for supervision and support

and/or To attend the Childrens and Magistrates court with a view to offering assistance to the court and young people coming before them.

Responsible To: Chief Probationer officer through the Regional Superintendent.

Responsible for:

- a) Contacting and maintaining regular contact with assigned probationer and stipendiary officer,
- b) Trying to establish a positive relationship with the probationer.
- c) Acting in a conscientious and concerned manner to continually assess probationer needs and problems
- d) Acquainting the probationer with his/her rights and responsibilities under the Probation Order and imparting relevant knowledge of the local resources available.
- e) Being an advocate for this probationer in his/her

dealings with his/her social environment. While, at the same time, providing personal growth and independence.

- f) Providing such reports that may be required by the Court or the Department.
- g) Participating in appropriate training and supervisory sessions so as to grow and develop within the nature and functions of the position.

Qualifications And Abilities:

- a) To possess maturity and sound judgement and an enthusiastic and healthy philosophy of life; a sensitive and warm personality able to empathise in a caring way; the ability to build a friendship on mutual respect, dignity and concern; the emotional and physical stamina sufficient to carry out the task, and; the ability to keep personal information confidential, except to authorised personnel within the Department or of the Court.
- b) To be able to confront when necessary and handle personal conflict; to realise one's own limitations within a given situation; to be responsible to one's position of authority, and; to develop a good working knowledge of the local community and its resources.
- c) To be able to work with people in trouble and a willingness to make an initial commitment of at least three years.
- d) To possess a good moral character, without being judgemental of others and a desire to be helpful to others.
- e) To possess the ability to be open and honest in relation to others.

Time Involvement:

- a) Honoraries should be expected to negotiate an appropriate case load with their respective supervisor. An average commitment would be 2-5 cases.
- b) Ongoing supervision will depend upon Centre practice but a clear undertaking of two hours, monthly or bi-monthly for group supervision should be agreed upon.

- c) Time commitment for case supervision varies from case to case, but an undertaking of weekly contact should be negotiated with the Probationer even if by phone.
- d) The period of appointment is under review, but the general consensus is for a three year period with an option to review.

Training Requirements:

- a) All honoraries should receive a basic training and induction course prior to receiving cases.
- b) There should be a clear understanding that ongoing training sessions are an integral commitment within the service.

General Comments.

With realistic job descriptions we can concentrate on the work in hand, not the way it has been in the past or the idiosyncracies provided by a colorful personality who has held the job beforehand. Honoraries can be identified in terms of the qualifications described, and matched to the requirements of the work demands. Job descriptions should specify the objectives of the job, the time involved, the limits of responsibility and the lines of accountability.

Such a job description becomes a valuable tool for recruitment, selection and placement, for organising the appropriate training and providing ongoing support. It should be possible for the honorary to check himself against the position statement and see what he needs to learn to supplement the qualifications he already has.

The very act of preparing job descriptions has a salutary effect on the use of manpower by an agency. For the individual on the job, the way he is expected to use his abilities determines his own plans and aspirations.

C. Recruitment.

The basis of a successful volunteer program is good recruitment policies. This relates to both volunteers and staff. It is essential to find good volunteers who are clear about what they have to offer to the program. It is equally important to involve staff in the program who are aware of the potential of what volunteers have to offer.

In the case of the existing Honorary Probation Officer system, the program has been around for some time. The question of recruitment also implies the question of 're-commitment' on the part of existing honoraries. In most regions the process of organising 'active' or 'reserve' lists of current honoraries has been undertaken. In some instances, it has been the first time that long-term honoraries have been offered the opportunity to opt in or opt out of their commitment.

Develop Recruitment Material

The basis of successful recruitment is a clear understanding of what the program is about and the ability to package that message and present it in imaginative and committed way.

It is important to have informational and recruiting material available to distribute. These materials take time to develop, if they are to be effective. The Goulburn region has produced a tape/slide presentation which can be presented at meetings, groups or, for that matter in the local shopping centre on a Saturday morning. A further major advantage of this approach has been the involvement of the local radio station in preparing the sound track, the local camera club and staff in preparing the slides and the F.A.C.'s group in funding a local group to purchase the play-back equipment. All in all, it represents an excellent example of mobilising local community resources.

Recruiting methods

One of the problems encountered in recruiting for probation work is the anonymity which surrounds the service. One never picks up the paper and reads about the work of a dedicated H.P.O, even if the name was omitted. There are, however, plenty stories about the problems facing young people which raise the question "Yes, but what can I do?" Experience has shown, however, that the most effective recruitment strategy is 'word-of-mouth'.

The following suggestions builds upon this theme:

- Encourage 'active' volunteers to bring in or refer a friend. 'Word of mouth' recruiting is probably the most effective form -providing that the program is sound to start off with.
- Contact local individuals or friends. There should be a number of local leaders or people whose judgement you respect who can put you in touch with suitable applicants,
- Consider giving talks to likely groups and Service clubs. One general rule is to be honest, straight forward and sincere:
 - gear your presentation to the type of group you are addressing,
 - keep it brief (15-20 mins.) and allow for questions
 - be specific. Outline your case and make sure there can be no doubt in what your request is.
 - be positive and optimistic. Nothing succeeds like success. Remember, ' a mind stretched to a new idea never returns to its original shape.'
 - use visual aids ONLY if they help. Make sure they are interesting and clear.
- Put your Probation program before the public through the media as much as possible. Try and present the public with an understanding of Probation work through News stories, press releases etc.

The use of the media is not usually a strong recruitment aid. It is more effective in educating the general public about what Probation work entails.
- In some areas it is worth considering how to FOCUS your recruitment drive on a particular target group of potential volunteers. The Clergy and teachers have been a traditional source of volunteers. It may be appropriate, given the break-down of the local case-load to look to Aboriginal Legal Aid, the various active Service organisations, groups which match the youth of your clientele such as students, youth workers etc.

Some DO's and DONT's to consider

a) DO's

Do go looking for individuals and groups who reflect the cross section of interests and age groups of your Probationers.

Do give people time to respond to your personal invitation, so they are not pressured in their decision to volunteer,

Do present the tasks involved realistically in a way that is challenging but not daunting,

Do be the aggressor in your recruitment drive

Do make sure it is someones responsibility to oversee recruitment - or it will quickly become no-one's.

Do highlight the concrete tasks involved,

Do outline the time commitment involved and the length of service expected.

b) DONT's

Don't recruit solely in your own personal or professional image and likeness,

Don't put pressure on people when you invite them to volunteer,

Don't make the job sound easier than it is,

Don't just wait for people to turn up, plan your recruitment

Don't go to people with an invitation which is vague and too general,

Don't expect an open-ended commitment, spell out what's involved in specific terms.

Don't limit the variety of techniques which are open to you. Try anything that works.

As a final consideration regarding the recruitment of volunteers, it might be worth considering what might be in it for the prospective volunteers so that these considerations can be covered in the program. After all, the most effective recruitment relies on offering a successful program.

The following list has been developed within an american context:

- the desire to use one's special knowledge and skills,
- the need for a sense of security which results from feeling one's life has purpose, meaning and significance
- the need to be a part of activities that have neighbourho Community, regional or national importance,
- the desire to help others,
- the desire for recognition and status
- the need to feel useful and needed,
- an interest in learning new skills and participating in enjoyable and rewarding activities,
- the desire to gain visibility and skills that will help advancement in employment and social arenas,
- the need to actively use leisure time and reduce loneliness, isolation and pressure.

Each volunteer brings with them a unique combination or pattern of one or more of these or other motivations that need to be understood and taken account of in any recruitment drive.

Possibly the two major 'bug-bears' that professional staff raise in using volunteers are 'confidentiality' and 'motivation'. The list outlined above points out the recipricocal nature of the volunteer/client relationship. It is easier to see that the lines between "helper" and "helpée" are almost non-existent and that volunteer and client can be seen to meet each other's needs - just in different ways.

D. Selection.

The selection of appropriate volunteers for probation should reflect the needs implicit in the program. In essence, these needs are related to the Court, the Department, the Probationer and his family and the volunteers themselves. They relate directly, however, to the role which the probation officer is expected to undertake:

- to contact and maintain regular contact with the probationer,
- to attempt to establish a positive, friendly relationship with the probationer and his family,
- to continually assess the probationers' needs and problems,
- to impart knowledge of available resources, e.g., Commonwealth employment service, accomodation etc.,
- to provide quarterly and final , and in some cases breach reports to the Court

In order to carry out such tasks, the honorary probation officer requires a range of skills and personal attributes:

- the ability to communicate orally and in writing,
- to be non-judgemental toward the probationer,
- to be accepting of the probationer as an individual
- to possess a good working knowledge of the resources of the local community,
- the ability to emphathise in situations confronting the probationer,
- the ability to listen creatively,
- to be a caring person,
- the ability to be assertive and to handle conflict
- to be a reliable, stable and honest person,
- the ability to recognise one's limitations as well as strengths,
- to be a warm and sensitive person,
- to have a developed sense of responsibility for the position of authority they fulfill.

Appropriate selection presents its own dilemmas if the purpose for selection is not clear from the outset. There should also be provision made to accomodate applicants who do not fulfill the requirements for an honorary probation position within the context of general welfare volunteer involvement within the Centre. It may be even more appropriate to refer such applicants to another volunteer program within the region.

Unless the criteria for selection are not clearly stated, individuals may be excused for feeling a sense of personal recrimination at their failure in selection. It is advisable that prospective applicants are provided with the job description for the position (See example P.27) and given the opportunity within a selection interview to assess the realities of the position.

Method of Selection

The process of selection, for both parties, continues up until gazettal. However, the stage at which 'selection' is built into the program may differ from place to place.

For some regions a decision is made following a selection interview which aims to identify suitable candidates for training. In others, a group interview aimed at outlining the role and function of the position to prospective applicants leads on to a selection interview after an application form has been received. In both cases, however, the training program adds a supplementary form of selection, but not the primary form.

An application form has been prepared and is attached as appendix . It is fairly complete and requests the names of at least two referees. When this has been received arrangements should be made for a selection interview. There is a strong case for having experienced honoraries involved at this stage.

The aim of the selection interview should be to try and determine, together with the applicant, whether he/she is suited for the role they are being asked to undertake and has the attributes which are considered desirable.

The selection interview involves a selection process which works both ways. Prospective honoraries are offered the opportunity to self-select either in or out of the program. The interview should, therefore, take into account the applicant's need for relevant information on which to base a rational decision. The picture which is given should be realistic and the tasks and expectations outlined in fairly concrete terms. It is from this point of view that experienced honoraries can portray, from their own experience, a concrete expression of what is involved.

1) Self-screening by volunteers.

The aim of a good screening process is to design an approach which keeps inadequate or unsuitable people out of the program. Based on the experience of many reputable programs, we can say that keeping such people out is not much of a problem unless your program has inherited a bulk of such people already in the program. The bigger problem is to screen out those who

would really like to be involved, but have over-estimated their ability to meet the commitments of the program, whether in terms of time, energy and so forth.

The selection interview has a significant part to play in giving prospective volunteers a basis on which to begin to make that assessment for themselves. It is also important that any general recruitment publicity spells something of the extent of the commitment.

The induction course should, as much as possible, let the prospective volunteer know how tough, as well as how good, the experience might be. Volunteer trainees should be encouraged to drop out if they do not feel they can make the commitment - without any fear of loss of face. It is important to be careful not to scare away a potentially good, but over apprehensive, volunteer.

Training can also be a test of dependability. For example does the volunteer make it on time to each session? Does he/she keep appointments made with stipendiary staff during the course? These indicators will probably tell more about the reliability of the volunteer than the background references. By the same token the reliability and competence of the Regional Centre is on show.

By the time you are considering the volunteer for appointment and for assignment of the first case, you should be able to be at least confident of his/her sincere desire to give it a good try.

In short, volunteer self-screening should be a primary screening device. After the self-screening process, you should be in the position to screen out formally or turn down very few applicants. If volunteers are admitted into training, it should be made clear that you have made an initial assessment that they have every likelihood of success, but that the final decision should be contingent on the experience of the course.

2) Staff Screening of volunteers.

Any effective volunteer program emphasises responsibility to the client and to the Department and Courts. The screening or selection process for volunteers should be similar to that employed for paid staff.

- a) Group interview on the general aims of the work
- b) Registration or Application form
- c) Checking references; and
- d) Selection interview
- e) Police Information Bureau Records check.

Generally, your judgement of the prospective honorary will be keyed to such personality characteristics as maturity, stability and flexibility. You need to determine suitability for the task at hand and whether he/she will meet the program requirements, such as time and report-writing commitments.

There is, however, such a thing as over-screening and a definite limit to the amount of filling out forms a prospective volunteer will tolerate.

There is also such a thing as screening-in volunteers. In this approach you have the option of fitting the job to the applicant. If a volunteer presents with a special skill, such as an eye doctor, can you offer a different job to fit the skill ?

The fact that a check is made on prospective honoraries at the Police Information Bureau Records at Russell St., should be brought to the attention of the applicant.

A Police record does not automatically debar applicants. The nature of the offence, when it was committed, the standing of the applicant in the community - are all factors which are taken into account. It should be made clear that an IBR check is standard procedure for paid staff and, should, therefore, apply equally to unpaid staff. It is a safeguard against the possibility of the applicant's suitability being called into question at a later date because of reference to a prior court appearance.

3) Turn-down or Rejection

If the screening process implicit in the recruitment and training programs are working properly, you should have to reject very few volunteers in such a way which does not offer other alternatives. It is sometimes necessary, however, to reject a few volunteers and the following points may be worth considering:

- a) At any point prior to gazettal, avoid explicitly promising the availability of a position,
- b) Provide as many 'face-saving' outs as possible,
- c) offer a less demanding job somewhere else
- d) Refer to another volunteer agency where appropriate.

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- d) Refer to another volunteer agency where appropriate.

4) The Selection Interview

The purpose of the Selection Interview is to determine whether the applicant will be appropriate for the tasks involved in Probation work and, if so, how his/her talents may be best put to service.

To make the interview meaningful, the interviewers should have a definite idea of what they mean to achieve and have worked out both the format of the interview and who will be responsible for what.

Starting. It is important to set a relaxing atmosphere and to endeavour to put the applicant at ease - smile, shake hands, give some friendly word of greeting.

Calming the nervous applicant.

1. Identify with the applicant in their position, it often helps to make the point that people are often nervous.
2. Get the applicant's mind off the interview with an introductory anecdote to clear the tension.
3. Play up the person's assets and accomplishments.

In General. Use basic, open-ended questions (what, when, who, why or how) to find out what you need to know.

Some things to avoid.

- Try not to ask questions which elicit a yes/no answer
- Don't put words into the applicant's mouth
- Avoid interrogating or trying to catch the person out
- Don't let the applicant dominate or take over the interview.

The purpose of the interview is to determine whether the person will make a good Honorary Probation Officer, not to change their life views.

Closing the Interview. All applicants should be kept as friends to the service.

The job of interviewing is not only to select, but also solicit the applicants' willingness to start. You are providing information on which he/she can make a decision and, at the same time, gaining enough data to either:

- reject the applicant diplomatically and refer elsewhere
- or close the interview and advise the next steps.

It is often appropriate to close with an invitation for any further comments or queries from the applicant.

E. Plan and Develop Volunteer Training.

Some beneficial by-products of training include:

- 1) Quality training programs can be a powerful recruitment lure,
- 2) Orientation is a prime builder of esprit de corps among volunteers,
- 3) Ongoing training is an incentive for volunteers to continue their service,
- 4) Volunteer induction courses should be seen as an integral part of the screening process,
- 5) Training is a form of community education and public relations, especially where field staff are involved in presenting the various programs of the Department,
- 6) The initial training generally sets the tone for ongoing supervisory groups, and is an initial phase of it.

Objectives.

Prior to beginning any training course, it is important to establish what the general objectives of the training program are meant to be, e.g., what are you training for. Most induction or orientation courses attempt to cover the following ground in relation to probation work:

- Information about the criminal justice system, the Courts, probation, police etc.,
- Clarification of the volunteers' attitudes in relation to offenders and authority,
- Demonstration of basic skills necessary for working with probationers, e.g., report writing, communication etc.,
- Information about the community resources available and how to marshal them effectively,
- Introduction to the role of the Probation officer and their part within the overall programs of the Department.

Fortunately a great deal of work has been done, both by the Probation Officers Association of Victoria and existing training officers within the Department, particularly the Institute. A course outline is attached in Appendix (C) for your reference in developing an induction program.

Levels of Training.

There are a number of training needs within a typical volunteer program. For probation, the following provides a tentative list:

- Orientation or induction, which will include an introduction into -
- Basic skills development programs,
- Ongoing training and supervision,
- Advance training
- Refresher training.

i) Orientation or Induction courses.

This form of training usually takes place after an initial selection interview, however, it still remains an important factor in final selection - both on the part of the Department and the volunteers themselves. It is important, however, that training is not allowed to become a form of 'hurdle'. The selection procedures should be stringent and clear enough to remove any need to rely on training sessions to do the job. The purpose of the training program is to develop appropriate knowledge, attitudes and skills not to provide an obstacle course for final selection purposes.

The objectives of the induction course are limited. In fact, many volunteer programs are placing less emphasis on induction courses and more on the experiential learning component involved in ongoing training.

The program should attempt to realise four substantive learning objectives in its curriculum:

- What is probation work all about ?
- What is the Department and the Court systems like ?
- What the probationer and his/her needs might be ?
- What the volunteer's job might be like.

1) A thorough explanation of Probation.

It is essential that honoraries fully understand the philosophy, goals, requirements and operations of probation work. It is often more successful to use an experienced volunteer to explain and share experiences in probation in a 'real life' context. In some Centres probationers, themselves, have been involved at this level to provide a valuable insight from the consumers' perspective.

- 2) A complete description of the Court process and the general role of the Department.

It is essential that honoraries understand both the context of the Department and the processes of the Court. It is valuable to include officers of the court, e.g., local magistrates, clerk of courts, prosecuting police officers etc. At some stage in the induction process prospective honoraries should be encouraged to visit a childrens Court and be given the opportunity to ask questions on the procedures they observe.

- 3) What the probationer and his/her needs are likely to be.

Generally it is important to dispel some myths or stereotypes which volunteers may have of offenders. A basic introduction into communication skills within a 'helping relationship' and a chance to for volunteers to clarify their own values and attitudes are important factors at this stage. The use of role-plays, value clarification exercises and exposure to probationers themselves can play a major part.

In meeting the probationers' needs, the honorary is more often than not going to call on community resources, e.g., for employment opportunities, accomodation etc. Each volunteer often brings a wealth of local knowledge which should be extended and provided with a workable framework within which to relate probationers needs.

- 4) What the honoraries job is likely to be.

It is impossible to foreshadow the infinite range of situations which might arise, but it is helpful to identify some of the general 'pit-falls' or 'traps for young players' that are likely to arise. Honoraries should be made aware of the supports available, including membership in the local Probation Officers Association, if it is viable, as well as ongoing supervisory sessions. By this stage in the induction it is important that the mutual expectations in the form of training commitments, report-writing commitments etc., have been explored. The beginning of a basic team-work will depend on how successfully these issues are handled at this stage.

ii) Basic knowledge/skill Development.

There are a number of basic skills which are inherent in the role of the probation officer. They include:

- Report writing,
- Communication and creative listening,
- Building up a network of community resources into personal directory of services,

- Basic counselling skills,
- Identification of issues which require appropriate referral, etc.

In each of these areas, appropriate structured learning packages have been devised. Most of the current material is firmly rooted in adult learning principles and revolve around small-group learning processes. If this area is new to you, there is a number of valuable resources available through the Institute and/or any of the current training officers within the Department. There are a number of training officers in other Departments, both State and Federal, who may also be willing to lend some expertise, particularly within local colleges of advanced education or T.A.F.E programs. In some instances, groups such as the Council of Adult Education or Cairnmillar are offering the type of program you are looking for.

iii) Ongoing Training and Supervision.

A popular approach to training volunteers revolves around regular, ongoing training or supervisory sessions - often located at municipal level. The approach has the advantage of enabling small groups of volunteers to develop a learning environment and to base much of their actual learning on their reflection upon real-life situations.

As a supervisory system, this approach puts less stress on staff who are enabled to get out from under the 'watch-dog' role and move more into mode of a 'resource' to the group. Honoraries are less threatened than might be the case in a 'one-to-one' situation because they are able to raise issues in the anonymity of a group. Often the material discussed may reflect less of what actually happened in a situation and more on what the honorary has decided should have happened upon reflection. The learning is just as valuable.

A further spin-off of ongoing training programs is the development of peer standard-setting processes within the group. The development of standards of operating in this form is obviously less personally threatening as an individual professional/volunteer confrontation.

The success of ongoing training will depend upon a number of factors, but a key element is the success which may be achieved in creating commitment and motivation amongst the group. This places greater demands for skill in supervising unstructured learning situations for staff, but also necessitate a working involvement on the part of all members in defining their own learning needs and accepting responsibility for their own learning program.

The value of this approach is that it does not allow group members to remain passive consumers, but challenges them to take part actively in either being or introducing resources to the group.

iv) Advanced Training.

More often than not, this form of training is best provided by specialists in the field. Volunteers and staff alike should be encouraged to keep an 'eye out' for suitable conferences, workshops or seminars which are run from time to time. Where necessary, a Regional training budget should be established to cover such costs. Where honoraries undertake such programs on their own account, they should be encouraged to feedback their learning to the their ongoing groups.

At times it may be possible to bring honoraries together regionally to benefit from specialist programs. It is more than likely that educationalists exist among the volunteer groups who could be encouraged to accept responsibility for running particular workshops.

v) Refresher Training.

This form of training may proceed in two parts. Long-term volunteers should be invited, from time to time, to take part in the induction of new volunteers -either as program leaders or group participants. An important aspect of this involvement is the team-building experience that new groups enjoy should not be allowed to build a 'generation gap' with more established volunteers.

By the same token, established and experienced volunteers should be given the opportunity to regularly up-date their training in new approaches and requirements within the Department within groups which reflect their own level of development.

Training Methods.

Whenever possible, it is best to avoid lectures. An effective training session always involves the group in the learning process. Where lecturers are used, the input should be restricted to the average adult concentration span, i.e., twenty minutes, with plenty opportunity for open discussion and exchange.

A number of audio-visual material are now available within the Department - specifically prepared for probation and parole. There are also training tapes on interviewing, report-writing and communication skills. A list of references is attached in appendix .

Training Program Format.

In most cases training is conducted at night. It is probably not reasonable to expect volunteers to attend more than eight to ten nights of training. Sessions can be from two to three

hours in length. The average induction or orientation course is around ten hours, although some extra time should be allowed for visiting institutions, the Childrens' Court etc.

The training requirements should be make known during the recruitment stage. Most programs do not assign cases to volunteers until the induction course has been completed. However, it is important that no great time lag is allowed to develop between training and receiving the first case.

The climate of a learning situation is important and it is a good idea to make some provision for the trainee group to get together socially amongst themselves and with experienced volunteers to celebrate the completion of their course.

The training program should not attempt to make volunteers into 'quasi-welfare workers'. At best, training should be seen to offer a framework within which to view their task, some confidence in the work ahead and, the beginnings of a relationship with staff and other volunteers.

Experience has shown that the real training comes with actual 'on-site' experience when working as a probation officer.

Training Program Evaluation.

Every attempt must be made to upgrade and update the training program continually. The true test of training is in its relevance and meaning to the volunteer and whether it fulfills the objectives it set out to meet. Every attempt should be made to recoup the insights of trained volunteers about the course, especially in the light of their later experience.

While the aims of the training program should be made clear to volunteers at the beginning in the form of learning objectives, an evaluation should be undertaken to assess whether they have been met. Questions to ask volunteers would include:

- 1) What was least valuable to you ?
- 2) What was most valuable to you ?
- 3) What would you have liked to see more of ?
- 4) What would you have liked to see less of ?

These are the sort of questions you can ask after the honorary has been handling case for a few months.

F. Matching Volunteer to Offender.

A. Identifying and Interviewing clients.

In planning and organising the Centre's Probation program, it is necessary to establish the range of Probationers and their specific needs. The question of clients' age range, typical offenses, sex distribution, geographic location and average length of probation time are a few vital statistics to consider in planning the overall program. This information is also relevant to where you recruit from, the form of training required in special situations e.g., drug cases, and the suitable matching of clients to both staff and volunteers.

Honoraries can be used with many different types of offender. However, not all offenders benefit necessarily from supervision by a volunteer. The first question, therefore, is what offender is receptive to a volunteer.

If you could view the Centre's caseload along a continuum, it may well be that the five to ten percent of cases at either extreme who could most easily be screened out of the volunteer program.

At one end, one might envisage offenders who were resistant to volunteers or in need of specialised services and, at the other, a group of offenders who might need only a minimal form of supervision such as 'formal reporting'. Generally this latter group might demonstrate none, or only a minimal amount of behavioral or psychological problems. Whereas, at the other extreme, may be those who would require a great amount of skilled professional resources and assistance because of the scope of severity of their problems.

In one instance you would be wasting volunteer talent and skill, and perhaps lose a good volunteer who felt she/he was being assigned to a job, which to a large degree, was without responsibility or challenge. In the other case, where a high degree of professional skill and talent was required, you would not be using the volunteer effectively and, again, may lose a potentially good volunteer when he/she becomes so overwhelmed and frustrated with the case.

With the remainder of the offender population, the most effective way of identifying those clients most receptive to volunteers is through interviewing them. Realising the work pressures involved in interviewing thoroughly and assessing client needs and receptivity, the main approach seems to be through the allocating officer within each Centre to a staff member who, in turn, matches the probationer with an appropriate volunteer. For the most part these decisions come down to a matter of 'judgement' or 'intuition'.

B. Matching volunteer to offender.

Once the question of receptivity to a volunteer has been settled, what then are the procedures for matching volunteers and offenders? How do you identify 'guidelines for your judgement or intuition?

The determinant characteristics of matching volunteers and offenders are: 1) Age 2) Sex 3) Race and subculture 4) location 5) interests, activities and skills 6) general attitudes and personality 7) expressed attitudes towards each other and 8) behaviour together.

Each of these factors should be considered. Moreover, within any single one, "exceptions to the rule" as state below, are quite common and flexibility is recommended. The following provide some tentative guidelines:

1) Age.

- a) Probably the Honorary Probation officer should be at least a mature 18-19, for the youngest offender (ages 12-14) and for any older offender at least 19-20.
- b) In the young offender range (17-20) the volunteer ordinarily should be at least four to five years older.
- c) When offenders are in the 25-30 year old range, the volunteers' age per se is not as important, if the previous suggestions as to age have been observed. Here the volunteer could quite easily be younger than the offender.
- d) The decision as to whether the offender should have a volunteer approximately his own age or someone considerably older depends on your judgement as to whether his main problem is lack of communication with peers, a need of an older stabilising "father figure" type, and so forth. It is certainly more than a chronological calculation.

2) Sex.

The general rule has been volunteers and offenders of the same sex. But there can be exceptions, though they should be carefully considered by the allocations officer first.

- a) Sometimes it is appropriate for a woman to work with a younger boy or youth,
- b) In some kinds of less personal and more restricted one-to-one roles, such as a volunteer tutor, the "same sex" guideline can more easily be by-passed.
- c) Where a married couple work together as volunteers,

they can often, as a TEAM, relate far more easily to an offender of either sex.

3) Race-Subculture.

The Honorary Probation system is relatively lacking in minority group and economically underprivileged people. Therefore, cross-cultural or cross-class matching is often necessary. The suggestions here are:

- a) Where cross-cultural matching does occur, try to find a volunteer who is especially sensitive to and willing to learn about the offender's sub-cultural or racial background.
- b) Other things being equal, a volunteer of the same race or subculture should be considered desirable, especially if you feel the offender needs more pride and identification with his culture and race.
- c) There should be more attempt to recruit minority and low-income people as honoraries, including ex-offenders.

4) Location.

Other things being equal, the honorary and the offender should live in the same area or municipality. The reasons for this are:

- a) easier access to and communication with each other
- b) the honorary is more likely to be directly familiar with the offender's home and neighbourhood situation.

5) Interests, activities and skills.

A common naive assumption is that building a relationship with a probationer is all 'talking together'. Actually, far more of it may be DOING together. One solid common activity interest may be worth a million words. The volunteer recruiting and screening process can identify these for the volunteer on his application form and during interviews. The same information should be collected in the case of the probationer. A copy of an Activity/Interest Inventory is attached in Appendix (D). Both volunteers and probationers are encouraged to fill out the form and they can then be easily compared with one another...

The number of overlapping checks and opposing interests is highly significant. Using your best judgement, some relative weighting or loading should be assigned categor

Thus in any given match, overlapping interest in a single category, such as working on cars, may far outweigh lack of overlap in any number of other categories such as opera, etc. Naturally, a lot of conflicts of interest level should be avoided too.

6) General attitudes and Personality.

A commonsense, yet profound, insight is beginning to be implemented: treatment agents differ in their attitudes toward treatment, and these differences reflect in their effectiveness with different types of offenders. For example, a wild, 'tear-away' adolescent might just need a strong male who has a 'no-nonsense' approach to his probation work and who can set limits to behaviour.

In other situations, a teacher-volunteer who brings professional perspective which has its roots in 'growth and development' as opposed to a clinical diagnosis-treatment model can bring a completely different range of responses in any given volunteer and probationer situation.

In setting about the task of effectively matching the available volunteers to the given set of tasks within the program, it is important to build in options to take account of the individual volunteers capacity to grow within the service. To some extent it is realistic to talk of a 'career plan' for volunteers which allows for increases in responsibility and overall functions available for volunteers as they gain experience and their skills become more widely known and developed.

There are a number of organisational tasks involved in recruitment, public relations, selection, etc., to which an experienced volunteer might be appointed outside of the case-supervisory role. These positions should be included within the range of tasks available and volunteers placed within them as their knowledge of the service grows and any skills which they may have in these areas become recognised.

C. Matching Volunteers to Supervisor

The present system which has been developing in some regions is to match honoraries to particular localities and, consequently, to the field staff person who is designated to that area.

If this is the case, the matching process is superceded by the processes that must be generated to enhance communication between that particular staff person and the volunteers involved.

There are a number of other general considerations to take into account:

- 1) Involve staff in the training and recruitment process so that the relationship can begin to build up.
- 2) During the training program, try to use the staff person from the locality from which new volunteers are represented.
- 3) Make some arrangement for the situation where staff members and volunteers can't get along, e.g., make it clear that volunteers may have access to the Volunteer Supervisor who can either mediate or make an alternative arrangement.
- 4) Try to keep personality clashes to a minimum by providing regular opportunities for grievances or issues to be raised - rather than allowing differences or conflict to become personalised.

In those situations where matching can not take place on individual criteria, as above, it is more important that structural relations are clear and there is every opportunity for the best side of both volunteer and staff to be cultivated.

SECTION FOUR

ONGOING SUPPORT

A. Introduction.

Volunteer turnover, poor standards of service, unreliability amongst volunteers are, more often, an indictment of the program and how it is organised, rather than of the individual volunteer. An essential ingredient must be that of volunteer incentive and support.

In order to maintain volunteer incentive it is necessary to understand some basic principles of motivation - what keeps a volunteer committed !

There are four general factors which have been identified as playing a part in volunteer situations:

- individual differences,
- the possibility of change over time in any one individual,
- patterns of behaviour which reflect on one's personality and life patterns and,
- motives which predominantly health, e.g., moving on to something else.

A number of primary motivations for volunteerism have been identified which fall roughly into five categories:

- 1) the altruistic motive or the desire to become involved with a humanitarian cause,
- 2) the desire for personal growth,
- 3) a need for more meaningful interpersonal relationships,
- 4) the need for a change of pace, and;
- 5) the ambition to succeed within a given field.

The thing to keep firmly in mind is that VOLUNTEERS DO GET PAID. It just happens that it is not in money terms. The implication is that non-monetary factors, which are important in any job, are even more important for volunteer support.

In order to keep volunteers in the program, it must be geared to provide adequate 'job satisfaction'. If the Centre has a high turnover rate amongst its volunteers, or there are real questions of reliability and commitment, the answer may not just lie with the volunteers, take a long look at the program as well.

A good deal of job satisfaction relates to the type of work volunteers might be involved in, but it is important not to overlook on crucial point: STAFF MUST BE SATISFIED WITH THE PROGRAM AS WELL. Any program which awards all the recognition and glory to volunteers alone, invites jealousy, isolation and undue strains in the staff/volunteer partnership, which will eventually undermine program success.

Volunteer incentive and support can be understood in terms of three broad categories: Special, formal modes of recognition; natural by-products of good program management, and; informal forms of motivation.

B. Special, Formal Modes of Recognition.

Examples of these might be as follows:

- 1) Gazettal. This form of recognition bestows some authority upon the volunteer as an agent of the Department in carrying out the work of the Courts. It also legitimises the delegation of responsibility for statutory clients to unpaid staff.
- 2) Access to Departmental Resources. A recommendation from the Task Force on Volunteers (1979) stipulates that volunteers should be given access to departmental facilities. However, a form of reimbursement already exists for 'out-of-pocket' expenses and moves are underway to cover personal accident and public risk liability for volunteers.
- 3) Special, informal or formal events between staff and volunteer such as Bar-B-Q's, lunches, 'happy hours' at the local pub etc., can go a long way to expressing appreciation and mutual acceptance as well as building informal bonds between staff and volunteers. It would possibly be appropriate at Christmas time to organise a staff/volunteer picnic which includes probationers and their families.
- 4) Staff/Volunteer Newsheet. A regular form of recognition which can provide individualised appreciation, is a monthly Newsheet distributed amongst volunteers and staff. It is often appropriate to incorporate 'Personality Snippets' which could include a short resume and photo to introduce your new volunteers, local magistrates, police and staff.
- 5) Publicity in the Media. Stories in the local press about successful program initiatives, social events and 'newsy' human interest items about volunteers can increase public awareness of the program and what it is trying to achieve.
- 6) A Career Path for Volunteers. A major form of formal recognition could be the development of a career path, with increasing levels of responsibility for different positions and levels

of experience. It is important, however, that the emphasis is on increasing responsibility and not status.

Every region will differ in the form of formal recognition which may be appropriate. There may be a reticence amongst volunteers today to accept the medallions or certificates of award of yesterday, but every program should have some form of recognition built in. Some people may be against public recognition of their work on principle and, in this regard, it is important to be sensitive to differing expectations.

At very least, some place should be set aside within the office to mount a poster which incorporates the names and photographs of both volunteers and staff so that both groups can begin to get to recognise each other.

C. Natural By-products of Good Program Management.

Motivating volunteers is not a separate effort, divorced from the rest of the program. Rather, it is the program itself in its entirety - its attractiveness, its challenge, and its leadership and organisation. Everything you do is significant for volunteer incentive and support. Meaningful volunteer support is part of the total effort; not something tacked on.

In order to exemplify this point, let's look at the program's management process from the viewpoint of motivation.

Good recruitment and Selection. There is very little you can do to motivate and support someone who is a misfit in the position. Good recruiting and screening will provide self-directed people as volunteers, people who, by and large, are capable of motivating themselves in their work.

Training. Proper training provides a basis of realism in the expectations of volunteers in so far as what they can achieve and when it is that they are doing a good job. Moreover, it satisfies one of the major motivations of the good volunteer: "I want to learn and grow." This is particularly true within the context of ongoing training and supervisory sessions.

Matching. Proper matching of volunteer to staff supervisor and in turn to probationer is critical. The right man in the wrong job is still an unhappy man. Perhaps the greatest motivation arises from a sense of achievement when the honorary is able to make some head-way with his/her probationer. An essential first step in this direction is the fact that they have been well-matched.

Program Planning. If this is done effectively, honoraries will participate in a well-run, successful program with proper professional supervision and support, and will not be subjected to the frustrations of ambiguous, ill-considered program management.

Leadership and Supervision. The selection of the right person to act as 'Volunteer Supervisor' is vitally important as well as good staff orientation. It is hard to work voluntarily if the general climate of an agency is one of rejection. On the other hand, volunteers respond positively to staff commitment and to staff who are dedicated in their work generally.

Communication. The volunteer is a part-time employee, every effort should be made to make sure that the time spent in the work of the agency is adequately placed within the context of the overall program. Volunteers need to know where their contribution fits into the overall whole. Feelings of isolation are the curse of volunteer work. Some antidotes are, first of all, a volunteer Newsheet which keeps the volunteer in touch; special efforts to keep the volunteer advised of important events in the life of the offender(s) with whom he/she works; and when a volunteer calls or drops in, return the call or make yourself available as soon as possible. One of the worst 'put-downs' volunteers and possibly others can be subjected to is the continual interruption of telephones, make some arrangement to stop calls for the time of the interview or meeting. It always helps to use personal communication and in arranging events or maintaining contact if may be helpful to organise a 'telephone tree' in which staff call two volunteers who, in turn, each call two more.

Ongoing Supervisory sessions. These are an essential component of in-service training which build on the experiences that the volunteers are exposed to in their work. They are a way of reducing isolation by keeping volunteers in touch with each other for mutual support and communication. It gives volunteers an opportunity to exchange ideas, discuss common problems and solutions with each other, and, generally, to lend mutual support to one another. A small, informal but regular meeting within a local area under the supervision of an area staff member provides an excellent opportunity for time-saving, but effective group supervision of volunteers.

Perhaps one of the most valuable 'spin-offs' of this arrangement is in the area of 'Peer Standards Maintenance'. Perhaps one of the most demoralising situations, for both staff and volunteers can be the one-to-one supervisory sessions where staff are placed in a 'police-man' role. It can often degenerate into

a 'No-Win' situation for either party. However, where an informal group is properly serviced by staff who have some understanding of the skills involved in running unstructured learning groups, honoraries are often placed in the situation of feeding into the group - not 'the mess they made of it,' but rather the lessons they learnt on later reflection. In this way, the group benefits from the experiential learning of their colleague in a way which does not expose the individual to unnecessary strain. Furthermore, as the group begins to develop the potential for 'Peer group' pressures towards mutually accepted standards of acting, the total and often 'thankless' task of developing or maintaining standards of service can be lifted off the lone shoulders of the staff person present.

D. Informal Motivators.

The 'climate' that prevails within the Centre towards volunteers is an important ingredient in maintaining a well motivated volunteer program. Volunteer motivation is more than a matter of good organisation, it requires a degree of informal recognition as well.

If there is not mutual respect and trust amongst volunteers and staff, it will not take long for volunteers to make their own decisions about whether or not they are wanted, or should remain.

The role of the staff in this matter is crucial. Volunteers often have little tangible 'benchmarks' of their performance in individual situations except for the encouragement and approval of the staff person with whom they liaise.

It is important that staff build their relationship with their volunteers; know a little about them personally and; be available for advice and support as the need arises. If staff aren't able to care for the volunteers as people, it should not be surprising if they take their contribution elsewhere.

Obviously, mutual trust and respect is a two-way affair, however, the initiative most often lies with staff. If the Centre and its staff is a welcoming environment and care is taken to relate personally and honestly, there is a much greater likelihood that a 'team' will develop.

SECTION FIVE

RECORD KEEPING AND EVALUATION

A. Introduction.

In maintaining a well organised volunteer program it is both time-saving and efficient to maintain accurate and relevant records. Furthermore, without such records it is difficult to instigate an ongoing evaluation of what the program is achieving, the areas of concern such as volunteer turnover rates and, a basic 'skills' inventory of the human resources available.

Record-Keeping.

It is difficult to evaluate the program if you do not have an accurate record of what is going on. The existence of good records leads to effective program evaluation.

The Department, Courts and the staff and volunteers themselves should be able to expect efficient and relevant program accountability and control, which will be impossible without adequate records of progress, volunteer usage etc.

One general principle is: insofar as possible make the volunteer program's records a natural extension of the type of record-keeping procedures which have been adopted for paid staff.

There is nevertheless a lot of extra work involved. Volunteers can outnumber paid staff from five to ten to one, or even more. The fact that they are part-time staff, usually rarely in the office, makes them even harder to keep track of.

Once a records system has been developed, it is possible to recruit volunteers to assist in this area. If not, time should be made available on the part of clerical staff to carry out these tasks.

There a number of elements to a record system:

- Application forms for volunteers
- Intake Forms for probationers
- Current list of available volunteers
- Current cards on outstanding cases
- Individual volunteer assignment cards

- current case files -
- central index within the Centre on outstanding cases and current volunteers assigned., etc.,
- volunteer training cards
- Records of reports filed.

System Records.

In addition to individual volunteer/probationer cards or files, the Centre should be able to know at a glance the current state of the program, e.g., how many volunteers are in the total pool, currently in training, active or on reserve and, how many have dropped out in the past year.

The following is a suggested form for collecting data for the overall program. It incorporates minimum data and is only suggested for adaptation.

STATISTICAL REPORT

REGIONAL CENTRE

1st quarter, Jan 1 to March 30

1. Probationer data:

- a) 1. Probationers being served by H.P.Os end of last quarter _____
- 2. No. new probationers assigned to H.P.Os last quarter _____
- 3. Total Probationer case load during quarter _____
- 4. No. Probationers terminated during quarter _____
- 5. No. Probationers serviced by H.P.Os by end of this quarter _____

b) Of the ___ Probationers not being serviced by HPOs:

- 1. ___ probation order expired
- 2. ___ probation breached
- 3. ___ probation continues/volunteer off

2. Volunteer Data:

Type of Service	#HPOs	#Prob.	#hours
1. Case supervision	___	___	___
2. Court attendance	___	___	___
3. Police Interview	___	___	___

	#HPOs	#Probs	#hours
4. Work with groups	—	—	—
5. organisation work	—	—	—
6. Other	—	—	—
TOTAL	—	—	—
b) No. new volunteers trained			—
No. new volunteers assigned			—
No. trained volunteers in total			—
No. assigned volunteer in total			—
Average no. cases by volunteer			—

C. Evaluation.

Much of evaluation of the volunteer component of the program i.e., effective use, turnover rate, etc., grows out such record keeping as outlined above. Any evaluation should relate directly to the goals the Centre has set for its volunteer program, e.g., each HPO should carry 2-5 cases etc. Therefore clarifying the volunteer program objectives is the first step in the design of the volunteer program evaluation.

Why evaluate?

- 1) It is an essential part of good programming
- 2) It helps to preserve what is good in the program and improve.
- 3) Programs and situation change from time to time
- 4) Evaluation can be a morale factor to both staff and volunteers.

How to evaluate?

- 1) Review current research and evaluation methods within the literature
- 2) Recruit additional manpower for evaluation - local colleges of advanced education, students, volunteers with research skills, etc.
- 3) Build evaluation goals into the design of your records.

An example of an evaluation technique is the use of a 'work diary' system in which you ask staff and volunteers to keep a record for one week in a given month of the time committed to the program in one form or another. In this way it should be possible to develop an 'input-output' ratio of staff time to volunteer output etc.

Good observation and communication is evaluation. Evaluation is not all statistics. Some time should be set aside during supervisory sessions to allow volunteers to share observations of an evaluatory nature.

Evaluation, however, only makes sense if action is taken on the findings. If not, it remains purely an academic exercise and does not contribute significantly to the 'practice wisdom' within both staff and volunteers in the Centre.

SECTION SIX

VOLUNTEERS' RIGHTS AND RESPONSIBILITIES

A) Introduction.

The rights and responsibilities of volunteers need to be kept in mind at the planning stage of any effective volunteer program. Volunteering is a rewarding experience when all participants in the relationship have mutual respect and a desire to cooperate in meeting defined needs. A basis for this respect is a conscious working through on the part of both staff and volunteers of the minimum conditions that might be expected by staff of volunteers, and the basic rights and responsibilities which volunteers have the right to expect for their part.

B) Rights and Responsibilities

Volunteers have the right to:

- Be assigned tasks which are worthwhile and challenging with freedom to use existing skills or develop new ones,
 - Be trusted with confidential information necessary for the fulfillment of assigned tasks,
 - Be kept informed through 'Newsheets', supervisory sessions, memos etc., about what is going on within the Centre and in the Department at large,
 - Be made aware of the relationship of their particular task to the overall program, and the relevance of their contribution,
 - Have successful job experience that provides opportunities for individual growth and development,
 - Receive appropriate orientation, training and supervision for the tasks they accept and know why they are being asked to undertake a particular task,
-
- Expect that their time will not be wasted by lack of planning, coordination or cooperation from within the Centre,
 - Know whether their work is effective and what value has been placed upon it; have the chance to increase understanding of self, others and the community,

- Be reimbursed for 'out-of-pocket' expenses, with adequate insurance cover for personal accident and 'Public Risk Liability',
- Expect valid 'references' and encouragement from staff if they are contemplating moving to other regions or to other jobs - whether paid or voluntary,
- Be given appropriate recognition, particularly from staff, but also from their peers in the volunteer group,
- Feel free to ask for new assignments within the Centre or for extra cases,
- Have access to policy-making within the Centre in the form of evaluation and feed-back from the programs with which they are involved,
- Participate in the planning and evaluation of their own work and the work of the probation program as it exists within the Centre and within the State.

Traditionally, honorary probation work provided satisfaction and rewards other than monetary recompense. This factor should not be overlooked. Opportunities to participate in policy formulation and community decision-making can tend to be the domain of small, articulate groups or solely the province of the professionals or bureaucrats. The volunteer program should provide the opportunity to extend this form of participation to include the wide body of volunteers.

Volunteer positions should be integrated into the official Centre structure, with emphasis on the 'team concept' of community care delivery.

A model contract should be developed by volunteers and staff which defines the relationship between volunteers and the Department, in particular, the Regional Centre. The contract should reflect a clear job description together with agreed upon 'volunteer personnel practice' guides. This manual can provide a basic discussion starter, but the process of arriving at a mutually acceptable statement is paramount. Above all, clear expectations on the part of staff and volunteers should be outlined and every attempt made to build out any exploitative factors.

It perhaps goes without saying that many of the issues raised in this manual which refer to volunteer or 'unpaid staff' have direct applicability to personnel practices which should normally apply to paid staff as well.

Appendix A.

LIST OF AVAILABLE TEXTS AND REFERENCES:

- Aves, F., The Voluntary Worker in the Social Services,
George Allen and Unwin Ltd., London, 1960
- Lauffer, A & Volunteers, Sage Publications, Beverley Hills/London
Gorodezky, S 1977.
- Naylor, Harriet Volunteers Today - Finding, Training and working
with them. Dryden Assoc. N.Y., 1973
- O'Neill, M., & Criminal Justice Group Training. University Assoc.
Martensen, K., California, 1975
- Pell, A Recruiting, Training and Motivating Volunteers
Pilot Books, N.Y., 1977
- Jorgensen, J., & Volunteer Training for Courts and Corrections
Scheier, I Scarecrow Press Inc., N.J., 1973
- Stenzel, A & Volunteer Training and Development - A Manual
Feeney, H., Seabury Press, N.Y., 1976.
- V.C.O.S.S The State Social Welfare Conference Papers 1977
Volunteerism - Growing through Involvement
- Wilson, M., The Effective Management of Volunteer Programs
Johnson Publishing Co., Boulder, Colorado, 1976

APPENDIX "B "

LEARNING PRINCIPLES

These methods and techniques used by trained workers in promoting people's participation have been tested and proved effective in local areas. They are based on the following principles:

1. LEARNING IS AN EXPERIENCE ACTIVATED BY AND OCCURRING WITHIN THE LEARNER.
Learners are not "taught". They become "motivated" to seek newer knowledge, skills and behaviours.
2. LEARNING IS THE DISCOVERY OF PERSONAL MEANING AND RELEVANCE.
Learners accept and use more readily concepts which have meaning to them and are relevant to their needs and problems.
3. LEARNING IS SOMETIMES A PAINFUL PROCESS.
Changing behaviour often requires giving up old, comfortable ways of believing, thinking and acting.
4. LEARNING RESULTS FROM EXPERIENCE.
People become independent when they have experienced independence; trusting when they have experienced trust; responsible when they have experienced responsibility.
5. LEARNING IS UNIQUE AND INDIVIDUAL
Each learner develops his own way of learning and solving problems. As he becomes exposed to the methods of others, he can refine his own in order to become more effective.
6. LEARNING HAS ITS RICHEST RESOURCE IN THE LEARNER'S SELF
The learner's background of experiences provides a wealth of resources for problem-solving and learning.
7. LEARNING IS BOTH AN EMOTIONAL AND AN INTELLECTUAL PROCESS
Learners have feelings as well as thoughts. Learning is maximised when learners say that which reflects both what they think and feel.
8. LEARNING IS A CO-OPERATIVE AND COLLABORATIVE PROCESS.
Helping each other to learn requires a process of interactive interdependence.
9. LEARNING IS AN EVOLUTIONARY PROCESS
The ability to understand, accept, trust, confront, share, help and evaluate requires a developing, evolving process. It cannot be imposed.

APPENDIX C.

HONORARY PROBATION OFFICER INDUCTION COURSE

SESSION 1 ORIENTATION TO COURSE

This session is of key importance. It will introduce participants to methods used in adult education courses and will give course participants an opportunity to get to know each other.

SESSION 2 THE ROLE OF THE VOLUNTARY PROBATION OFFICER

Based on a video-tape of two new probationers waiting for their first interview with a probation officer, followed by a sequence showing interviews. The session will provide an opportunity to look at key issues in the role of the volunteer in probation.

SESSION 3 BASIC COUNSELLING SKILLS I

Covers communication theory, blocks to communication and provides an opportunity to learn interviewing techniques.

SESSION 4 BASIC COUNSELLING SKILLS II

Looks at basic counselling theory and then considers how to apply this in counselling probationers. Includes an opportunity to practise skills.

SESSION 5 THE PROBATION OFFICERS USE OF AUTHORITY

Considers different uses of authority, common styles of manipulation attempted by clients, authority in relation to clients who breach probation or who are unwilling to be supervised.

SESSION 6 REPORT WRITING

This session aims at making future paper-work as painless as possible!

SESSION 7 THE ROLE OF THE POLICE

Local police will speak about their role in relation to offenders and young people in need of care and protection.

SESSION 8 COURT PROCEDURES

This session will look at the power and procedures of the courts and the role of honorary probation officers in relation to them.

ACTIVITY/INTEREST INVENTORY

NAME _____

DATE _____

We would like you to fill out the information on this sheet so that we will have a better understanding of your likes and dislikes. This will help you in being matched with someone who likes to do the same things you like to do. Please mark them the way you first feel about them.

DIRECTIONS: Put a Plus + beside the activities that you LIKE
 Put a Minus - beside those you DON'T LIKE
 Leave BLANK those that you DON'T FEEL ONE WAY OR THE OTHER ABOUT.

ACTIVITIES/INTERESTS

- | | | |
|---|--|--|
| <input type="checkbox"/> Watching Movies | <input type="checkbox"/> Drama/Theater/Acting | <input type="checkbox"/> Listening to Music |
| <input type="checkbox"/> Playing pool | <input type="checkbox"/> Reading Books | <input type="checkbox"/> Airplane Rides |
| <input type="checkbox"/> Seeing special shows
(e.g. circus, rodeo) | <input type="checkbox"/> Cooking | <input type="checkbox"/> Sculpturing |
| <input type="checkbox"/> Art museums & shows | <input type="checkbox"/> Sewing | <input type="checkbox"/> Drawing |
| <input type="checkbox"/> Ballet | <input type="checkbox"/> Gardening | <input type="checkbox"/> Painting |
| <input type="checkbox"/> Opera | <input type="checkbox"/> Auto mechanics | <input type="checkbox"/> Singing |
| <input type="checkbox"/> Concerts | <input type="checkbox"/> Shopping | <input type="checkbox"/> Rapping/talking with
friends |
| <input type="checkbox"/> Pottery | <input type="checkbox"/> Card Games | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Photography | <input type="checkbox"/> Checkers | <input type="checkbox"/> Archery |
| <input type="checkbox"/> Macrame | <input type="checkbox"/> Chess | <input type="checkbox"/> Badminton |
| <input type="checkbox"/> Dancing | <input type="checkbox"/> Jigsaw Puzzles | <input type="checkbox"/> Baseball |
| <input type="checkbox"/> Woodwork/Carving | <input type="checkbox"/> Horse Races | <input type="checkbox"/> Basketball |
| <input type="checkbox"/> Model Planes | <input type="checkbox"/> Dog Races | <input type="checkbox"/> Bike Riding |
| <input type="checkbox"/> Model Cars | <input type="checkbox"/> Writing poetry, stories, etc. | <input type="checkbox"/> Hunting |
| <input type="checkbox"/> Motorcycle Riding | <input type="checkbox"/> Fishing | <input type="checkbox"/> Ice Hockey |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Football | <input type="checkbox"/> Ice Skating |
| <input type="checkbox"/> Boxing | <input type="checkbox"/> Go-Karts | <input type="checkbox"/> Climbing |
| <input type="checkbox"/> Camping | <input type="checkbox"/> Golf | <input type="checkbox"/> Backpacking |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Handball | <input type="checkbox"/> Jogging |
| <input type="checkbox"/> Car Racing | <input type="checkbox"/> Hiking | <input type="checkbox"/> Minature Golf |
| <input type="checkbox"/> Field Hockey | <input type="checkbox"/> Horseback Riding | <input type="checkbox"/> Judo/Karate |
| <input type="checkbox"/> Pin Ball | <input type="checkbox"/> Swimming | <input type="checkbox"/> Skindiving |
| <input type="checkbox"/> Riflery | <input type="checkbox"/> Tennis | <input type="checkbox"/> Others (specify) |
| <input type="checkbox"/> Roller Skating | <input type="checkbox"/> Track | _____ |
| <input type="checkbox"/> Sailing | <input type="checkbox"/> Volleyball | _____ |
| <input type="checkbox"/> Snow Skiing | <input type="checkbox"/> Waterskiing | _____ |
| <input type="checkbox"/> Soccer | <input type="checkbox"/> Motor Boating | _____ |
| <input type="checkbox"/> River Rafting | <input type="checkbox"/> Ping Pong | _____ |
| | <input type="checkbox"/> Watching TV | _____ |

- What are the three things you enjoy doing the most? (1) _____
 (2) _____ (3) _____
- What musical instruments do you play? _____
- What kinds of music do you like the most? (Please Circle) a) Classical, b) Rock,
 c) Country-western, d) Folk, e) Popular, f) Other _____
- What kinds of music do you not like? (Please circle) a) Classical, b) Rock,
 c) Country-western, d) Folk, e) Popular, f) Other _____

APPENDIX B

VOLUNTEER RESOURCE CENTRE

REGIONAL SUPERINTENDENTS

This QUESTIONNAIRE is part of an evaluation of the present and future of the Probation system of Victoria.

It will be sent to Superintendents, Stipendiary and Honorary Probation Officers and Probationers. Some of the questions will be the same, others will be especially designed for each group. They are meant to be a 'pump-priming' exercise for workshops later in the year.

It is, therefore, of vital importance that you assist us by participating and completing this QUESTIONNAIRE as soon as possible.

WE NEED YOUR HELP.

I.

1. How long have you been Superintendent? _____
2. What were you doing previously? _____
3. Have you worked with volunteers previously? _____
4. Have you ever been, or are you working as a volunteer yourself? _____
5. If "yes", in what type of programme(s)? _____

INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

Please read each statement below and then mark according to how you see it now.

Place TWO TICKS if you are SURE IT IS TRUE for you.

Place ONE TICK if you are UNCERTAIN or if it is PARTLY TRUE for you.

Place ONE CROSS if it is NOT TRUE for you.

Some questions require a brief comment as a response, but feel free to add extra.

II.

1. We are at present committed to expanding our volunteer programme _____
2. I would prefer to see HPO's merging with the general welfare volunteers in the future. _____

3. I would prefer to see HPO's as a specialist group with specific expertise and skills working mainly in the criminal justice field. _____
4. Within 3 years or less I think we can use and should have twice the number of volunteers
 - a) working as HPO's _____
 - b) working as general volunteer welfare workers _____
5. I see HPO's as part of the Regional Centre's functioning. _____
6. I would like to see some of our clients involved as HPO's. _____
7. The POAV is a viable organisation -
 - a) in your Region _____
 - b) in the State _____
8. What do you see as its objectives?

9. Does it fulfill these objectives at present? _____
10. What other functions could it fulfill which you feel would be advantageous?

11. Are there any advantages/disadvantages in your view to maintaining a State-wide POAV? _____
- 11a Please elaborate on your answer _____

12. What types of services could your Office extend to the POAV?

PAGE 3.

13. We have up to date statistics on HPO's who are active _____
14. We know exactly the current caseload of all our HPO's _____
15. We have at any given time a number of unallocated Probation cases _____
- 15a. If yes, (0 - 5) (6 - 10)
(11+) _____
16. We use the procedure known as "formal reporting" _____
- 16a Please comment _____

17. We know our current turnover rate of HPO's (Approximately per cent/per annum) _____
18. The Stipendiary Staff are prepared to invest initially one hour for 2 or 3 hours of the HPO's time _____
19. We provide a general orientation to office procedures and facilities to all new HPO's _____
20. We allow at least 4 hours per month of ongoing training for volunteers _____
21. Our office gives appropriate recognition to staff who work with volunteers, time off for training and possible provision for promotion. _____
22. In selecting new staff I attempt to determine each applicant's willingness to work with volunteers _____
23. I give Stipendiary and Honorary Probation Officers regular opportunities to feedback on the strengths and weaknesses of the system. _____
24. We have a regular newsheet circulated to HPO's _____

III Could you please make some general comments from your point of view on the following issues:

1. The place of volunteers in Probation and/or the Criminal Justice System.

2. The attributes and skills best promoted in your staff in working

3. The organisational requirements necessary to maintain a successful HPO programme in your Centre. E.g., office procedures, regular sessions etc

4. The prevailing attitude of Magistrates in your Region to Probation.

5. The impact of the POLICE CAUTIONING SYSTEM. Is this affecting the type of young person that is receiving probation and what are the ramifications of this for the work of the HPO?

6. Are Probation cases becoming more complex (e.g. involving more work with other members of the family)? What are the implications in using HPO's?

7. Are there any other comments you would like to make about the Probation system in Victoria?

APPENDIX C

VOLUNTEER RESOURCE CENTRE

STIPENDIARY P.O.'s

This questionnaire is part of an evaluation into the present and future of the Probation system of Victoria. It will be sent to Superintendents, Stipendiary and Honorary Probation Officers and Probationers. Some of the questions will be the same, others will be especially designed for each group.

It is, therefore, of vital importance that you assist us by participating and completing these questionnaire as soon as possible.

WE NEED YOUR HELP

You will be informed of the outcome of the questionnaire and invited to join in workshops to discuss the findings.

NAME.....

ADDRESS.....

....., POST CODE.....

SEX.....OFFICE.....

AGE (please tick) under 30 40 50 over 60

How long have you been working in your present position as a Stipendiary? _____

Previous work experience _____

Are you at present working with HPO's? _____

How many? _____

Do you belong to the P.O.A.V.? _____

INSTRUCTIONS: Please mark each item below with an "N" at the point of the scale which in your experience best describes the HPO system at present. Then mark each item "X" where you would like it to be.

I. STIDENDIARY STAFF/HPO RELATIONSHIPS

How much confidence and acceptance do staff have in HPO's?

None	Some	Substantial amount	Great

How much recognition is given by staff to HPO's?

--	--	--	--

How much time is involved in giving adequate support to HPO's?

--	--	--	--

Both probationers and HPO's are assessed and matched as much as possible.

Never	Sometimes	Often	Always

Efforts are made to involve new types of people as HPO's (e.g. young, indigenous, ethnic, ex-offenders).

--	--	--	--

Staff is asked regularly what they think of the use of HPO's.

--	--	--	--

Staff is trained in the use of HPO's

--	--	--	--

We have regular in-service training programs in the use of HPO's

--	--	--	--

Staff has regular contact with HPO's

--	--	--	--

There are specific incentives for staff to work with HPO's and are recognised for their leadership in HPO programmes

--	--	--	--

II. P.O.A.V.

How do you see the role of the POAV?

III, TRAINING

Present initial training is appropriate to the needs of HPO's and is effective.

Present ongoing training is appropriate.

Films, videos and role plays are used.

There is opportunity for staff, experienced HPO's and new HPO's to share experiences.

Never	Sometimes	Often	Always																																
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Do you see the future of H.P.O.'s merging with the general welfare volunteers? _____

Do you see the H.P.O.'s as a specialist group with specific expertise and skills? _____

What improvements could be made in Staff/H.P.O. relationships? _____

What do you consider to be the most important skills required in working with volunteers in general and H.P.O.'s in particular? (E.g. how to promote mutual respect, etc.)

What are your criteria for success in a Probation case? _____

IV STANDARDS

The following set of standards are widely adopted throughout America as a basis for the use of volunteers.

We are interested to gauge your views on their suitability for adoption as a basis for the use of volunteers generally, but particularly with regard to Honorary Probation Officers.

You are asked to indicate whether you agree or disagree for each standard and finally for the adoption of any set of standards in principal. Would you also please number the standards in order of importance as you see them in the boxes.

Possible Standards For Honorary Probation Programmes

1. The Social Welfare Department should approve the plan for the volunteer programme and provide adequate support for its continuing development. YES/NO
2. All paid staff should be informed about the philosophy and scope of the volunteer programme and about individual staff responsibility. YES/NO
3. The Regional Centres should have a person designated to co-ordinate and be responsible for the volunteer programme. YES/NO
4. Volunteers shall not displace a paid worker or be placed in a job for which fundings is available and appropriate. YES/NO
5. There should be written job descriptions for volunteers. YES/NO
6. Interviewing procedure should exist to match volunteers with jobs appropriate to their needs and skills. YES/NO
7. Orientation to the department and its volunteers programme and policies should be given the volunteer prior to assignment. YES/NO
8. Initial and refresher training should be provided as appropriate. Provisions shall be made for up grading volunteer responsibilities. as desired by the volunteer and as appropriate to the organization. YES/NO
9. Records of individual volunteer service should be maintained with safeguards for confidentiality. Records should contain at least the following information: type of assignment, work performed, hours served, evaluation of performance and basic identifying information (name, address, etc.) YES/NO
10. Clearly defined lines of supervision should be communicated so that volunteers will know to whom they are responsible. YES/NO

Possible Standards For Honorary Probation Programmes cont . . .

11. Volunteers should have recognition and working conditions commensurate with their job and consideration should be given to providing reimbursement for out of pocket expenses and liability insurance coverage.

YES/NO

12. There should be periodic written evaluation of the volunteer performance in respect to the attainment of the programmes goals and objectives and adherence to guidelines.

YES/NO

13. A suitable form of ongoing, planned recognition of volunteers should be established.

YES/NO

14. These should be a generally agreed upon set of standards for volunteer programmes within the department which are formally adopted across the State.

YES/NO

What extra resources would be needed in adopting this set of standards? (eg. Staff development programmes, new staff, new positions, extra administrative support etc?)

What view do you have on the role of proposed "Co-ordinator of Volunteer Services", in terms of what that person might provide for your Centre in its use of volunteers?

VOLUNTEER RESOURCE CENTRE

HONORARY PROBATION OFFICERS

This questionnaire is part of an evaluation into the present and future of the Probation system of Victoria. It will be sent to Superintendents, Stipendiary and Honorary Probation Officers and Probationers. Some of the questions will be the same, others will be especially designed for each group. They are meant to be a 'pump-priming' exercise to draw out the issues to be discussed in workshops later in the year.

It is, therefore, of vital importance that you assist us by participating and completing this questionnaire as soon as possible.

WE NEED YOUR HELP

You will be informed of the outcome of the questionnaire and invited to join in the workshops mentioned above.

NAME.....

ADDRESS.....

.....POST CODE.....

SEX.....OCCUPATION.....

AGE (please tick) under 30 () 40 () 50 () over 60 ()

How long have you been an H.P.O.? _____

- a) Are you a retired H.P.O.? (Cross out wrong answer) Yes/No/involuntary
- b) Are you an active H.P.O.? Yes/No
- c) Do you want to remain active ? Yes/No

How many cases at present? _____

Do you take Childrens Court Probationers? Yes/No/Only

Do you take Adult Court Probationers? Yes/No/Only

Are you a current financial member of POAV? Yes/No

Are you a past current financial member of POAV? Yes/No

If not current, why? _____

When did you get your first case? _____

Have you undergone any Social Welfare Dept./Regional Office training? Yes/No

Any other? Please specify _____

Should all H.P.O.'s be trained prior to receiving cases?

yes/no

Should all H.P.O.'s be periodically re-assessed as to their suitability for supervising cases?

yes/no/only some

List other organisations in which you work as a volunteer

Do you receive the Social Welfare Department allowance for out-of-pocket expenses?

Yes/No/Sometimes

If "no", is this because - (please tick)

a) You do not apply because you do not wish to receive it?

()

b) You are unaware of their existence?

()

c) You apply but do not receive payment?

()

Do you consider the difference in payment for country and metropolitan HPO's to be reasonable?

Yes/ NO

Would you like to see a 'limited gazettal period' of, say, three years with an option to renew ?

yes/no/maybe

Would like to consider yourself 'part of a team' in providing this voluntary service

Yes/No/In Some things

Would you consider your service a contribution to:

a) The Court () b) The Community ()

c) The Department () The Probationer ()

(Tick all applicable)

Would you be willing to list some of the things that you feel you have gained from your volunteer experience ?

INSTRUCTIONS: Please mark each item below with an "N" at point of scale which in your experience best describes the HPO system at present. Then mark each item "X" where you would like it to be.

I. STIPENDIARY STAFF/HPO RELATIONSHIPS

	None	Some	Substantial Amount	Great deal
How much confidence does Stipendiary Staff display in HPO's?				
How much confidence do you have in the Stipendiary Staff with whom you have contact?				
How free do you feel to talk to Staff about your work?	Not very 	Somewhat 	Quite 	Very
How much co-operation exists between Staff & HPO's?	Very little 	Relatively little 	Moderate amount 	Great deal
How much acceptance exists of HPO's by Staff?				
How much recognition is given by Staff to HPO's?				

II TRAINING

The present initial training programme is	Non-existent 	Inappropriate 	Appropriate 	Relevant
How important is 'ongoing' training?	Unnecessary 	Little importance 	Important 	Essential
How effective is existing ongoing training or ther training?	Very little 	Relatively little 	Moderately well 	Very effectively
Is there enough opportunity for experienced and new HPO's to unite and share experiences?	Virtually none 	A little 	Some 	A great deal
Films, videos and role plays are used for training?	Never 	Rarely 	Sometimes 	A lot

III POAV/HPO RELATIONSHIPS

How much do you know about the Probation Officers Association of Victoria?

How would you rate the communication between POAV and HPO's?

How do you value the support being given through -

- a) The Bulletin?
- b) Branch meetings?
- c) Seminars and conferences?

Extent of my personal knowledge and understanding of

- a) The activities arranged for members.
- b) Aims and principles of POAV
- c) Policies

Do you feel the State Executive represents the needs and opinions of the majority of HPO's?

IV. MOTIVATIONS

How much satisfaction do you get from your work as an HPO?

How many frustrations do you suffer from your work as an HPO?

What response do you get from the community regarding the image of an HPO?

Very little	Relatively	Moderate	Great deal
<p>Poor</p>	<p>Mediocre</p>	<p>Adequate</p>	<p>Very good</p>
<p>Not at all</p>	<p>Little</p>	<p>Considerably</p>	<p>Very much</p>
<p>Virtually none</p>	<p>Some</p>	<p>A good deal</p>	<p>A high degree</p>
<p>Hardly ever</p>	<p>Sometimes</p>	<p>Mostly</p>	<p>Always</p>
<p>Little</p>	<p>Some</p>	<p>Regular</p>	<p>A great deal</p>
<p>Negative</p>	<p>Disinterested</p>	<p>Vague</p>	<p>Positive</p>

SECTION II

What, to you, are indicators of a successful Probation case?

Please describe any other activity you have undertaken on behalf of clients, e.g. attending court, police interviews, marriage guidance, finding employment, accommodation, etc.

In an ongoing Training Programme, I would like to learn (skills) -

How to _____

How to _____

How to _____

How to _____

How to _____

On the assumption that it is not lessening the service of the court,

Would you prefer to see the future of HPO's merging with the general welfare volunteers? _____

If you are not a member of the POAV, can you give reasons?

Do you feel that Probation cases are becoming more complex, (e.g. involving work with other members of the probationer's family)?

Yes/No

Please comment _____

P.O.A.V. MEMBERS

1) Why have you joined the P.O.A.V.?

2) What do you see as its main role?

3) Do you attend Branch meetings?

If so, how often?

If not, why not?

3a) If there is no local branch of the POAV, do you see a need for one?

4) What are the main advantages offered by the P.O.A.V.?

5) What are the main disadvantages?

6) What would you do away with?

7) What new ideas would you introduce?
