THE UNIVERSITY OF MANITOBA

A STUDY OF THE PRESENCE AND ABSENCE OF JOB SATISFIERS AND JOB DISSATISFIERS

IN THE PROGRAMS ORGANIZED FOR THEIR VOLUNTEER FRIENDLY VISITORS

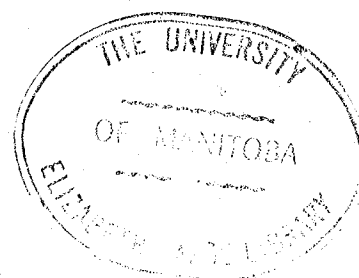BY SOCIAL SERVICE AGENCIES IN METROPOLITAN WINNIPEG

Being the Report of a Research Project Submitted
in Partial Fulfillment of the Requirement for
The Degree of Master of Social Work

by

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ABSTRACT

The purpose of this study was to examine the factors affecting

motivation, specifically job satisfaction and job dissatisfaction,

classified and described in "The Motivation to Work," as they occur in

the programs organized for volunteer friendly visitors by social ser-

vice agencies in Metropolitan Winnipeg, and to determine the extent of

their presence and absence.

The satisfiers applicable to this area of study were recog-

nition, responsibility, and opportunities for growth with the dissatis-

fiers being administration, supervision, and interpersonal relation-

ships. The frequency of the existence of each satisfier and dissatis-

fier was established from data obtained in face-to-face interviews with

representatives of nine social service agencies.

The findings revealed that provisions for job satisfiers in

friendly visiting programs, particularly as these applied to opportun-

ities for advancement and personal growth, could be increased, while a

quantitative approach to assessing the incidence of job dissatisfiers

was inconclusive.

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CHAPTER I

INTRODUCTION

The present study, directed by a group of five students, is
designed to show the presence and absence of job satisfiers and dis-
satisfiers in friendly visiting programs in Metropolitan Winnipeg.
It is actually the outcome of a preliminary design whose purpose was
to discover how to make volunteer programs more conducive to job
satisfaction so as to increase the retention rates of their volunteers.
In reviewing the literature to find out which factors had been identi-
fied as being conducive to job satisfaction in volunteer programs,
however, the group learned that practically no previous research had
been done on that particular topic, or on volunteer programs in gen-
eral. In view of the lack of available data, the design was then
changed from a comparative to a purely descriptive study.

Volunteers were chosen as the study topic because of general
interest and a belief that volunteerism is an important segment of
social service distribution. The importance of volunteers in society
will be further discussed in Chapter II.

As it became necessary to find some scientific basis for the
investigation of job satisfiers and dissatisfiers in volunteer pro-
grams, and because no studies directly related to it existed, the
literature on industrial studies in reference to job satisfaction and
dissatisfaction was reviewed. A list of criteria was obtained from

those studies and served as a check-list in investigating the presence and absence of their counterparts in volunteer programs.

The definitions of the terms "job satisfiers" and "job dissatisfiers", which were accepted for the purposes of this study, were those provided by Herzberg, Mausner and Snyderman.[1] Factors which serve as motivators and satisfy some of the workers' (volunteers') needs are called job satisfiers while those which lessen their motivation are termed job dissatisfiers.

Although the group's interest was in volunteer programs in general, for the purposes of the study, the area to be investigated had to be more specific. Friendly visiting programs were chosen in an attempt to find a type of program which would have real potential for job satisfaction and job dissatisfaction; which would lend itself to comparison; which would be numerous enough to study, and which would be relevant to social work practice. Although the aggregate was only fifteen, this type of program was chosen as it was the only one which made similar demands on the volunteers.

An operational definition of a friendly visitor was established— a volunteer who works with an assigned individual on a one-to-one basis, under the auspices of a social service agency. A social service agency is defined as an agency giving service to individuals or groups and making use of paid professional social work staff. The person being visited must be a client of that agency.

In conducting this study, several assumptions were made: it

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[1]Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman, The Motivation to Work, New York: John Wiley & Sons Inc., 1959.

is assumed that there is a relationship between paid employment and volunteer work which justifies the use of some of the same criteria for measuring job satisfaction and dissatisfaction for volunteers as for paid employment; that friendly visiting programs are representative of volunteer programs; that there are measurable differences between various programs; that the volunteer programs are coordinated uniformly for all friendly visitors regardless of age, sex, and marital status; that the manner of administering the questionnaire was sufficiently standardized to allow for the varying styles of the interviewers; that the schedules which were administered to the program coordinators were answered in an honest and objective manner.

To obtain the necessary data, interview schedules were drafted by the research group and administered to the subjects of the study. The data which was compiled gave an indication of the existing job satisfiers and dissatisfiers in the programs studied.

The following chapters will present in detail the findings of industrial and volunteer studies regarding job satisfiers and dissatisfiers; the method used for data collection and compilation, and the analysis of the findings and resulting conclusions.

CHAPTER II

BACKGROUND

This chapter is designed to present the findings of industrial and volunteer studies regarding job satisfaction and dissatisfaction and to place the contribution of volunteers in its proper perspective.

The studies on volunteers which the group examined were designed to show the benefits volunteers derive in terms of rewarding experience, value of their work and importance of their role. The following discussion will deal with four of the more significant studies on volunteers.

Holzberg, Whiting and Lowy's report[1] of a study of a volunteer program showed that ninety per cent of the volunteers involved stated that they felt the experience was rewarding. The authors hypothesized that satisfaction was related to supervision, support and educational elements in the program.

Sills' study[2] examines such questions as: who are the volunteers; why they join; what are their satisfactions and major rewards. Sills found that motivation cannot be explained in terms of humanitarian values and he further concluded that voluntary associations provide an avenue through which people can achieve a higher status through their own efforts.

[1] J. D. Holzberg, H. S. Whiting and D. G. Lowy, "Chronic Patients and a College Companion Program," Mental Hospitals, Vol. 15, No. 3.

[2] David L. Sills, The Volunteers, Means and End in a National Organization, Illinois: Free Press, 1957.

In Adams' study[3] of why people volunteer, responses given fell into three broad categories: those relating to personal needs; those relating to humanitarian considerations; and those relating to the benefits received through the type of work activity. The most frequently given responses were those relating to the type of work found in the job. Other most frequent responses fell into the other two categories. The first and last category included fifty per cent of the total responses. Adams concluded that volunteers participate in this activity because it provided an opportunity to satisfy many personal needs.

The Volunteer Services Project[4] started by the Michigan Department of Social Services in 1967, consisted of twenty-five volunteer families being matched with twenty-five families receiving public assistance. In evaluating the project at the end of the first six months, the reactions of the volunteers emphasized the benefits that they received from their activity. This further supports Adams' conclusions that people volunteer in order to meet their personal needs.

Volunteers are usually classified into two broad categories: administrative volunteers and service volunteers. Administrative volunteers act as members of boards and committees for policy making and the financial support of the operating program; service volunteers have responsibility for some aspects of the operating program, with or without a direct relationship to the clientele of the organization.[5] This study

[3]Ethel Miller Adams, "Motivation: A Changing Picture of the Volunteer," mimeographed.

[4]Michigan Department of Social Services, Volunteer Services Project, Lansing, Michigan, 1967.

[5]Nathan E. Cohen, ed., The Citizen Volunteer--His Responsibility, Role and Opportunity in Modern Society, New York: Harper & Brothers, 1960.

deals with service volunteers who have a direct relationship to the clientele of the organization. Available literature perused concerned itself mainly with this area. This literature shows concern on the part of both professional staff and volunteers as to how and why volunteers should be utilized.

The role of the volunteer is still viewed ambiguously by some agencies. Many agencies support the value of using volunteers but the actual working partnership presents other problems for both agency and volunteers. "That professional worker and volunteer each have essential, unique but interdependent roles to fulfill in the social agency is an accepted tenet of social work based in a rich heritage of practice."[6] Delineation of roles and functions is the current problem facing both groups. Volunteers want a job that is both real and seen as important, they want to use their own initiative, they need and want a position well supervised, recognition that a high standard is expected and required, and that theirs can be a career also. They want to see results and accept an ongoing challenge. The agency's responsibility involves providing training opportunities, assisting volunteers in understanding and identifying with agency goals, and recognizing the importance of the volunteers as public relations personnel in the community.

Literature on the use of volunteers and the agency policy involved is largely descriptive in nature, based on the particular agency's experience with the particular program of that agency. There is, however, constant recurrence of suggestions and recommendations that a vol-

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[6]Nathan E. Cohen, ed., The Citizen Volunteer—His Responsibility, Role and Opportunity in Modern Society, New York: Harper & Brothers, 1960, p.39.

unteer program contain such elements as recognition for services, agency job expectations, training, supervision, and evaluation of work performance. There are, however, no known impirical studies available to provide agencies with information on which to plan and operate volunteer programs.

Studies do exist on the needs individuals attempt to satisfy through work activity. In order to further examine not only motivation on the part of the volunteer for entering this activity, but also what individual needs are being met and by what means, existing theory and research was examined in this area.

A. H. Maslow in his book "Motivation and Personality" theorizes that people are motivated by common needs. These needs form a hierarchy with five levels, of which needs at one level must be met satisfactorily before the needs at the next level make themselves felt. This hierarchy in order of the most basic to the less basic needs consists of:

(1) physiological needs---the needs for such things as food, water, rest, air, etc., required to satisfy the biological demands of the human organism.

(2) safety needs---the need for a "safe, orderly, predictable, organized world", i.e., the need for security.

(3) social needs---the desire for social interaction, belonging, loving.

(4) ego needs---the desire for self-respect, self-esteem, the esteem of others, achievement, adequacy, competence, independence, reputation, prestige, status, dominance, recognition, attention, importance and appreciation.

(5) self-actualization needs---the desire for self-fulfillment, the reali-

zation of individual, potential, the liberation of creative talents and the widest possible use of individual abilities and aptitudes.[7]

As these needs are common to all people and are the source of human motivation, the theory has application to becoming and remaining a volunteer. This does not imply that volunteers attempt to meet all their needs by this means, but does mean that a person would not be motivated to become a volunteer or do anything else without hoping to satisfy one or more needs by means of that activity. As the studies on volunteers' motivations are very scarce, the group turned to the closest area, which had a better developed theory base and more empirical substantiation—the studies on the motivation of paid workers. This supported the assumption that the needs that employees attempt to meet through their work, and the needs volunteers are said in the literature on volunteers to be trying to meet through their participation as volunteers, are highly similar, with the majority of these needs of paid workers and all of the needs of volunteers falling in the areas defined by Maslow as ego, social and self-actualization needs.

The reference which showed most concisely the needs which paid personnel expect to meet through their work, is a survey of the literature and research on job attitudes undertaken by Herzberg, Mausner, Peterson and Capwell.[8] In a later study Herzberg, Mausner and Snyderman[9]

[7]A. H. Maslow, Motivation & Personality, New York: Harper and Row, 1954, pp. 2-92.

[8]F. Herzberg, B. Mausner, R.O. Peterson and O.F. Capwell, Job Attitudes: Review of Research and Opinion, Psychological Services of Pittsburgh, Pittsburgh, Penn., 1957.

[9]Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman, The Motivation to Work, New York: John Wiley & Sons Inc., 1959.

further refined the concepts discovered in the survey. In this study

Herzberg, Mausner and Snyderman hypothesized and found that certain

factors present in the work situation serve as motivators and satisfy

some of the workers' needs. These factors are called job satisfiers.

They also found other factors which are always present in the work en-

vironment which do not motivate people, but can lessen their motivation.

These are termed job dissatisfiers. ". . . The factors involved in job

satisfaction (and motivation) are separate and distinct from factors

that lead to job dissatisfaction. . . . The opposite of job satisfaction

is not job dissatisfaction but rather no job satisfaction; and similarly

the opposite of job dissatisfaction is not job satisfaction, but no job

dissatisfaction."[10] The presence of these factors has a direct bearing

on job performance, employee turnover, mental health, absenteeism and

interpersonal relations.

Those factors which produce job satisfaction are listed in "The

Motivation to Work" in the following order of priority: achievement,

recognition, work itself, responsibility, advancement, and growth. Those

factors which produce job dissatisfaction as they are listed in the same

study are: company policy and administration, supervision-technical,

salary, interpersonal relations-supervision, working conditions, and re-

lationships with peers. Those producers of job satisfaction and job dis-

satisfaction, which are applicable to our study of friendly visitors are

described in "The Motivation to Work" as follows:

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[10]Frederick Herzberg, "One More Time: How do you Motivate Em-
ployees?" Harvard Business Review, January-February, Vol. 46, No. 1,
1968, p. 56.

Job Satisfiers:

(1) achievement—includes such things as "successful completion of a job," "solutions to problems," "vindication," "and seeing the result of one's work."

(2) recognition—"some act of notice, praise or blame."

(3) responsibility—"factors relating to responsibility and authority," "being responsible for own or work of others or new responsibility . . ."

(4) advancement and possibility of growth—"the likelihood that the individual would be able to move onward and upward within his organization" and "a situation in which he is able to advance in his own skills and profession." "The power of a promotion to increase job satisfaction is often related to feelings of growth, recognition, achievement, responsibility. . . ."

The authors conclude that a "sense of personal growth and of self-actualization is the key to an understanding of positive feelings about the job." Self-actualization in this context is used in its broader sense which includes the satisfaction of ego needs through recognition, achievement, independence, prestige, etc.

Job Dissatisfiers:

(1) company policy and administration—"the adequacy or inadequacy of company organization and management, discrepency between authority and job responsibilities, harmfulness or beneficial effects of the company's policies."

(2) supervision-technical—"competence or incompetence, fairness or unfairness of the supervisor, supervisor's willingness or unwillingness to delegate responsibility, willingness or unwillingness to teach. . . ."

(3) interpersonal relations—supervision—actual interaction between

worker and supervisor about purely social and socio-technical matters.

The authors of "The Motivation to Work" state that "a supervisor is suc-

cessful to the degree to which he focuses on the needs of his subordinates

as individuals rather than on the goals of production. . . ." Even though

the authors do not say so specifically, the needs referred to in the pre-

vious statement would be the individual needs discussed by Maslow in his

hierarchy of needs.

(4) relationship with peers—this is an additional dissatisfier found in

a later publication by Herzberg which assumes some importance in the

literature on volunteers but is not further defined in this particular

study. On the basis of the literature on volunteers and in the con-

text of this particular study, it has been interpreted to mean:—"op-

portunities for relationships with co-workers."[11]

It thus appears that work provides a suitable channel through

which a person can meet many of his ego needs, some self-actualization

needs, some social needs, some safety needs, and the means for satisfying

some physiological needs. The small number of studies on the motivation

of volunteers indicate that people volunteer to satisfy their personal

needs; these studies isolate some of these needs and the means through

which they can be met. It is evident from Maslow's needs theory, and the

literature on both paid workers and volunteers that the individual needs

of volunteers and paid employees expressed in their respective work sit-

uations are highly similar. Both need achievement, recognition, respon-

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[11]Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman, The Motivation to Work, New York: John Wiley & Sons Inc., 1959, pp. 46-62.

sibility, opportunities for advancement and personal growth as means to meeting some of their social, ego, and self-actualization needs. The effects of the ever present job dissatisfiers will have to be minimized in order to provide a work environment conducive to the realization of job satisfaction and the meeting of individual needs.

The list of satisfiers and dissatisfiers obtained from the review of the literature were used as criteria in constructing an interview schedule for the collection of data.

CHAPTER III

METHOD

To obtain the desired data, the research group decided to prepare
a schedule to administer to the Coordinators of the selected agencies in
face-to-face interviews.

The schedule was designed to obtain data on the presence or ab-
sence of job satisfiers and dissatisfiers in friendly visiting programs,
applying the results of industrial studies on paid employment. Factors
of job satisfaction and dissatisfaction were adapted to fit friendly
visiting programs. The questionnaire was classified under seven headings,
each pertaining to a specific aspect of the friendly visiting program.
These seven categories were placed in a logical sequence for purposes of
clarity. A copy of the schedule can be found in Appendix A.

Regarding job satisfiers, the following categories were established:
the category pertaining to "opportunities for advancement and personal
growth" is based on the satisfiers called "achievement" and "advancement
and possibility of growth;" the category pertaining to "training and
orientation" is based on the satisfier called "responsibility" and the
category pertaining to "recognition" is based on the satisfier which is
also called recognition.

Regarding the dissatisfiers, the category related to "screening
and recruitment" is based on "company policy and administration;" the
category on "supervision" is based on the dissatisfier called "inter-

personal relations-supervision;" the category pertaining to the "co-ordinator's qualifications and availability" is based on the dissatisfier called "supervision-technical," and the category on "communication" is related to the dissatisfier called "relationship with peers."

Within the category of screening and recruitment, question 2 was examining sources of recruitment; and questions 7, 8, and 9, the initial procedure in screening and recruiting. Moving to training and orientation, question 11 ascertains the existence of a training program; while questions 12, 13, and 14 explore the modalities of such a program. It was assumed that the greater the number of these components in the friendly visiting program, the more comprehensive is the program. In the third category, supervision, the modalities of giving supervision are examined by questions 16, 18, and 20. Questions 16 and 18 would indicate program quality. Questions 17 and 19 are concerned with the type of supervision. Questions 22 and 23, which are included under "opportunities for volunteer development and selection of tasks," attempt to determine the facilities and resources available for volunteers in the friendly visiting program. These are considered to be indicators of the quality of the program. Questions 24 and 25 are examining the modalities in this area. Questions 27 and 28 explore the nature of communication in the fifth category, "communication with agency staff and other volunteers." The next category is concerned with recognition. A heavy emphasis has been placed on this category as it appears from industrial studies to be the prime source of job satisfaction. The modalities of recognition are the focus of the following questions: 30, 31, 36, 37, 38, 39, 40, 41, 43, 44, 45. The facilities and resources available to friendly visitors in this area is

explored by questions 32, 33, 34, 35, 42. The last category is concerned with the qualifications of the volunteer coordinator as this may be correlated with the quality of the friendly visiting program. Question 50 determines the educational background of the coordinator, while questions 47, 48, and 49 focus on the energy expended on the programme by the coordinator. This category, which included questions potentially threatening to the coordinators, was placed at the end to ensure the best possible relationship between the interviewer and the coordinator during the interview.

The process of data collection was initiated by contacting the Volunteer Bureau of Greater Winnipeg, from whom a list of social agencies with volunteer programs was obtained. Due to the multiplicity and complexity of volunteer programs in social agencies in the Greater Winnipeg area, the focus of the study was restricted to friendly visiting on a volunteer basis, as this was the most numerous existing volunteer program which made similar demands on volunteers. The agencies designated by the Volunteer Bureau were then contacted by telephone in order to ascertain those which possessed a friendly visiting program.

Letters, signed by the Research Advisor, were sent to the directors of those social agencies with a friendly visiting program, requesting their agency's cooperation in the study. The interviewers arranged by telephone a mutually agreeable time to obtain the information for the face sheet and to administer the interview schedule to the volunteer coordinator. Upon completion of the study, a letter of appreciation and a copy of the report was sent to those social agencies to whom the schedule was administered.

The size of the study population was predetermined by the limi-
tations placed upon the "program" as defined by the authors.

All the agencies whose names were provided by the Volunteer
Bureau were contacted, but answers to the interview schedule were not
elicited from all the friendly visiting programs due to their lack of
an organized program, or the transitory nature of their existing program.
Out of the original aggregate of fifteen agencies, nine interview sched-
ules were completed. Certain friendly visiting programs, such as those
organized by hospital guilds and women's auxilliaries were eliminated as
they did not meet the criteria of continuity on a one-to-one basis in
visiting which was one of the study's limitations. The nine social
agencies possessing a friendly visiting program studied are: Children's
aid Society of Winnipeg, Care Services (Manitoba Department of Health and
Social Development), Age and Opportunity Bureau, Metro Probation Services,
Family Bureau of Greater Winnipeg, Canadian National Institute for the
Blind, Marymound School (Home of the Good Shepherd) and both branches of
The Children's Home of Winnipeg.

The questions largely require forced-choice responses. Certain
questions (for example, question 4) are constructed with subsections as
an elaboration or substantiation of the first response and as a means to
check the reliability of the first response. Some questions required
the respondent to select a response from a scale of responses. This was
necessary in order to facilitate standardized responses. These multiple
choice questions are comprised of forced choices and one open-ended choice
(usually "other . . .").

The schedule was not pre-tested as the sample was too limited and

the study group intended to utilize all nine agencies for the final study. Inquiries regarding the possibility of pre-testing the schedule in social agencies outside the geographic scope of this study were not productive.

The schedule was given to various staff members of the School of Social Work and other persons knowledgeable in the fields of research and volunteer programs. The purpose was to obtain feedback on the validity, clarity, applicability, meaningfulness and adequacy of the schedule. As a result, significant changes were made from the first draft of the schedule, particularly the ordering of the questions, in order to achieve a more logical sequence, and to include open-ended questions (10, 15, 21, 26, 29, 46, 51) at the end of each of the seven categories of questions which would provide the volunteer coordinator with an opportunity to verbalize any additional comments on that particular aspect of the program.

The information on the face sheet was gathered in December 1970, while the interview schedule was administered in February 1971. The information was gathered by all five members of the study group, each person obtaining information from one or two social agencies regarding their friendly visiting program (a total sample of nine). The study group member administering the interview schedule, filled in the responses. This method allowed clarification of the questions when necessary.

Several limitations arose from the particular method of data collection. The total number of agencies in the Greater Winnipeg area having friendly visiting programs was very limited and of those, only nine met the requirements of the study. This small aggregate may affect the validity of this study's application to other studies. Further lim-

itations arose out of the chosen method of face-to-face interviews. As each volunteer coordinator was interviewed by a different person, the administration of the schedule as well as the interpretation of the responses could not be standardized perfectly. However, attempts were made to standardize the content of the questions and the type of responses expected, and to avoid value judgments from agency personnel, the interviewers, and the questions.

There exist some limitations which arose as a result of the use of the particular schedule. The reliability of the study has been adversely affected by an insufficient number of questions in certain categories of the schedule. Some categories (communication, coordinator's qualifications) are lacking in questions as opposed to other categories (recognition, screening and recruitment), and consequently, minimal information was obtained from those categories with a limited number of questions.

The response collecting technique was varied and had it been identical, the data obtained would have been less difficult to codify. Some terms employed in the schedule, such as "supervision," "formal," and "intensive" are ambiguous and may be interpreted differently by different persons. Specific questions possessed limitations. For example, question 5a offers no true choice. Question 5b should have been more specific, by including categories of under eighteen years of age and over eighteen years of age as many programs recruited friendly visitors under eighteen years. Question 6a should have commenced with "in the practice of recruiting . . ." as some volunteer coordinators regarded the question in terms of matching the friendly visitor with the task, once the volun-

teer had been recruited. Question 49 should have had an additional sub-section phrased: "If not, how many hours a week are you employed as a volunteer coordinator?" An overall limitation of the schedule is that it is more applicable to formal and structured friendly visiting programs, while many of the programs studied operated on a more informal unstruc-tured basis.

The data for analysis consisted of responses to the questions posed in the schedule and answered by the coordinators. The forced-choice responses were compiled in the form of tables to show the presence and absence of satisfiers and dissatisfiers, and the open-ended responses were scrutinized for any significant material. Questions serving as reliabil-ity checks (e.g. question 14c) and those whose answers were not suffic-iently conclusive were discarded from the analysis.

The findings of the study and the analysis of the data are pro-vided in Chapter IV, with conclusions to follow in Chapter V.

CHAPTER IV

ANALYSIS OF FINDINGS

In order to obtain the data for analysis, representatives of
nine social service agencies in Metropolitan Winnipeg were interviewed.
The data was subsequently classified under satisfiers and dissatisfiers
employing the criteria provided by Herzberg in "The Motivation to Work".
Each satisfier and dissatisfier was analysed individually in terms of
its presence and absence, on the basis of responses obtained to ques-
tions in the interview schedule.

The symbols S_1, S_2, S_3, represent the satisfiers recognition,
responsibility, and advancement and possibility of growth, respectively.
The symbols D_1, D_2, D_3 and D_4, represent the dissatisfiers company pol-
icy and administration; supervision-technical; interpersonal relations-
supervision and relationship with peers, respectively (see Appendix A).

It is noted that questions pertaining to the satisfier "achieve-
ment" have been omitted from the schedule. This satisfier, as defined
by Herzberg, requires the subjective evaluation of the work situation by
the volunteers and thus falls beyond the scope of this study because it
would necessitate individual volunteer involvement and the making of
value judgments by the volunteers.

A few sub-questions (12b, 14c, 18b, 19b and 49c) did not concern
themselves directly with job satisfaction or dissatisfaction as they
were constructed for the purpose of verification of responses to ques-

tions 12a, 14a or b, 18a, 19a and 49a.

The responses to the schedule were compiled in the following manner: seven categories were formed, corresponding to the seven satisfiers and dissatisfiers mentioned above. The appropriate responses were listed under each of these categories. For each indicator of satisfaction a negative response was attributed a numerical value of 0; "sometimes," a value of 1, and a positive response, a value of 2. On that basis, the arithmetic mean was established for the presence of each satisfier.

In compiling the presence of job dissatisfiers, the responses to four of the questions (17c, 47, 49, 50) were obverted. The negative responses to these questions indicated the presence of dissatisfaction. For the purpose of the table, the presence of dissatisfaction had to be shown as a positive response and the absence of the dissatisfier had to be shown as a negative response.

The satisfiers and dissatisfiers will now be presented in the following manner: the operational definition of each satisfier and dissatisfier used in the coding of the responses will be given followed by a report of the findings, and the range of the responses showing the presence of each satisfier.

RECOGNITION (S_1)

Recognition encompasses the agency's formal provision to recognize the work of the friendly visitor, as reflected externally (e.g. through publicity) or internally (e.g. by giving the friendly visitors access to agency equipment.

TABLE 1

RECOGNITION (satisfier 1)*

Indicators	Agencies									%
41. f.v. have identification pins, cards, etc.	X	X	X	X	X	X	X	X	o	6
40d. Attempt to dissuade f.v. from leaving	X	X	X	X	X	X	X	o	o	11
35. f.v. have access to agency equipment	X	X	X	o	o	o	o	o	o	33
33. f.v.'s out of pocket expenses refunded	X	X	X	X	o	o	o	o	/	33
40a. Letter written to f.v. when he leaves	X	X	X	X	X	o	o	/	/	33
40c. When f.v. leaves, asked for an evaluation	X	X	X	o	o	o	o	/	/	44
34. Special funds for f.v. available	X	X	X	X	X	X	/	/	/	33
42. f.v. continually provided with information on agency	X	X	X	X	X	/	/	/	/	44
11a. Existence of a formal training program	X	X	X	X	/	/	/	/	/	56
39. Recognition given to f.v. in three or more ways	X	X	X	/	/	/	/	/	/	67
37. Agency stresses role of f.v. in publicity	X	o	o	/	/	/	/	/	/	78
9. Waiting period of one month or less for f.v.	X	X	/	/	/	/	/	/	/	78
40b. f.v. asked for his reason for leaving	X	o	/	/	/	/	/	/	/	83
7. Interview with each potential f.v.	o	o	/	/	/	/	/	/	/	89
14. Some formal directive given to beginners	X	/	/	/	/	/	/	/	/	89
25b. f.v. matched with the task to be done	/	/	/	/	/	/	/	/	/	100
32b. Some helpful information on client given to f.v.	/	/	/	/	/	/	/	/	/	100
25a. f.v. matched with the client	/	/	/	/	/	/	/	/	/	100

Arithmetic mean 59%.

*The following codings and abbreviations will be used on all tables.

Coding	Abbreviations	
Presence of indicator – /	Friendly visitors	– f.v.
Absence of indicator – X	Recruitment	– rec.
Indicator sometimes present – o	Orientation	– orient.
	Supervision	– sup.
	Recognition	– recog.

In terms of external provision of recognition, all agencies but one recognize the volunteers in agency publicity (37). One agency provides its friendly visitors with individual means of identification (41).

Except for question 37, all the other indicators in the above table dealt with internal provisions of recognition.

All nine agencies match the friendly visitors with both the task to be done and the client (25 a and b) and report that some helpful information on the client is given to the friendly visitors (32b). Two agencies attempt to dissuade them from leaving the agency (40d). The remainder of the responses vary from 33% to 89% presence.

The total range of positive responses range from 6% to 100%.

RESPONSIBILITY (S_2)

This satisfier consists of two components: 1) the ways in which the agency requests a committment of the friendly visitor to the client and agency, and 2) the autonomy of the friendly visitor in fulfilling his obligations to the client.

All agencies take a number of opportunities to emphasize the obligation the friendly visitors have to the agency and the clients (12) but the responses given regarding the autonomy of the volunteers are inconclusive as evidenced by questions 43, indicating a low degree of autonomy and questions 17b, indicating a high degree of autonomy.

In summary, the demand by the agencies of a committment on the part of the friendly visitors to the agencies and to the clients, is common to all agencies (3a) while the range of autonomy permitted the friendly visitors varies from one agency to another (17b, 31b, 43).

TABLE 2

RESPONSIBILITY (satisfier 2)

Indicators	Agencies									%
17b. Supervision given on schedule	X	X	X	X	X	X	X	X	/	11
43. f.v. encouraged to contact other services	X	X	X	X	o	o	o	o	/	33
18a. Regular reporting procedures for f.v.	X	X	X	X	X	/	/	/	/	44
3a. Minimum time commitments for f.v.	X	X	X	X	o	/	/	/	/	50
12c. Responsibilities outlined in supervision	X	X	X	o	o	/	/	/	/	56
31b. Lengths and frequencies of visits suggested	X	X	X	o	/	/	/	/	/	61
12b. Responsibilities outlined in job description	X	X	/	/	/	/	/	/	/	78
12d. Responsibilities outlined in intake interview	X	X	/	/	/	/	/	/	/	78
12b. Responsibilities outlined in orientation	X	/	/	/	/	/	/	/	/	89
12a. f.v. made aware of responsibilities involved	/	/	/	/	/	/	/	/	/	100

Arithmetic mean 60%.

The responses showing the presence of responsibility ranged from 11 to 100%.

ADVANCEMENT AND OPPORTUNITIES FOR GROWTH (S_3)

The presence of this satisfier is indicated by the agencies provisions for further training opportunities or promotions and the flexibility in task selection.

None of the agencies provide opportunities for promotion (45); two agencies provide funds for further training (22). Five agencies show flexibility in regard to change to another type of client and task and in one agency, neither change is possible (24b). The responses showing the presence of this satisfier ranged from 0 to 72%.

TABLE 3

ADVANCEMENT AND OPPORTUNITIES FOR GROWTH (satisfier 3)

Indicators	Agencies	%
45. Possibility for f.v. of being promoted	X X X X X X X X X	0
22. Funds available for further training of f.v.	X X X X X X X / /	22
19a. Periodic evaluations of f.v.'s work made	X X X X X o / / /	39
13. In service training for new f.v.	X X X X X / / / /	44
24b. Changing to another type of task is possible	X X o o / / / / /	67
24a. Changing to another type of client is possible	X X o / / / / / /	72

Arithmetic mean 41%.

In analyzing the questions pertaining to dissatisfaction, it was found that a number of situations which are potential dissatisfiers exist in the various programs. However it can not be clearly established that these potential sources actually create feelings of dissatisfaction. This would require qualitative judgments on the part of the volunteers. Qualitative judgments have been purposely excluded from this study. Therefore a general description of these potential situations will be given but a statistical analysis will be omitted.

COMPANY POLICY AND ADMINISTRATION (D_1)

This dissatisfier encompasses the policies which pertain primarily to the volunteer and/or the service goals of the agencies.

It has been indicated by Herzberg that company policies in general are potential dissatisfiers. Adequate policies are not a source of satisfaction and inadequate policies are definitely a source of dissatisfaction.

TABLE 4

COMPANY POLICY AND ADMINISTRATION (dissatisfier 1)

Indicators	Agencies
38a. f.v. invited to agency meetings	X X X X o o o o /
5b. f.v. over the age of 59 accepted	X X X X X / / / /
36. f.v.'s express concerns and give suggestions	X o o o o o o o /
8. Recruitment of former volunteers	X X X o o o / / /
31a. Lengths and frequencies of visits required	X X X o / / / / /
31b. Lengths and frequencies of visits suggested	X X X o / / / / /
2. f.v.'s recruited from three or more sources	X X X / / / / / /
5b. f.v.'s accepted under the age of 19	X X / / / / / / /
44. Agency prepared client for f.v. in some way	X X / / / / / / /
6a. f.v.'s of both sexes accepted	/ / / / / / / / /
4a. f.v. accepted regardless of education	/ / / / / / / / /
5b. f.v.s accepted between the ages of 20 and 59	/ / / / / / / / /
16a. Resource person assigned to each f.v.	/ / / / / / / / /

In the above table, we have presented aspects of friendly visiting programs that can be considered matters of policy. However it was not within the scope of this study to determine whether or not they were adequate or inadequate. Hence the presence and absence of the policy will be presented but only very limited conclusions will be presented.

All agencies have various minimum age requirements for their friendly visitors and two do not accept volunteers over the age of 59. None restrict recruitment on the basis of education and sex.

There is a low frequency of positive responses to questions re-

garding the existence of volunteer-focused policies. For instance, one of nine agencies consistently invites its friendly visitors to agency meetings (38) and two agencies ask the friendly visitors to evaluate their experience on leaving (40). There is a high frequency of positive responses to questions regarding the policies which apply to both volunteers and service. For example, all agencies give a positive response to the question regarding the assignment of a re-source person to each friendly visitor (16).

SUPERVISION-TECHNICAL (D_2)

This dissatisfier refers to the degree of the coordinator's competence and incompetence and his willingness and unwillingness to teach.

TABLE 5

SUPERVISION-TECHNICAL (dissatisfier 2)

Indicators	Agencies
17c. Intensive supervision given initially	X o o o o / / / /
47. From one to four years experience	X X X X X X / / /
49. Responsible for other parts of the program	X X X X X X / / /
48. Employed on a full time basis	X X / / / / / /
50. Holds a University de-gree	X X X X X X X X /

All but one of the coordinators hold at least one university degree. Seven of nine coordinators have responsibilities other than coordinating the volunteer program. Only one agency provides intensive supervision in initial stages of the visitor's work.

INTERPERSONAL RELATIONS--SUPERVISION (D_3)

The purpose of the questions under this category is to assess the formality or informality in the relationship between the friendly visitor and his supervisor as reflected in the actual supervision situation and in the social context.

TABLE 6

INTERPERSONAL RELATIONS--SUPERVISION (dissatisfier 3)

Indicators	Agencies
28a. Opportunities for informal gatherings	X X X X X X X o o
17b. Supervision given on schedule	X / / / / / / /
17b. Supervision given on request	o / / / / / / /

Relationship with other agency staff is a potential dissatisfier. Although the degree of informal interaction between the friendly visitor and the supervisor can be determined, the relationship cannot be analyzed qualitatively.

RELATIONSHIP WITH PEERS (D_4)

This dissatisfier, in operational terms, explores opportunities for social interaction among the friendly visitors.

Although the degree of informal interaction among the friendly visitors of the agencies studied can be determined, the relationships cannot be analyzed in terms of dissatisfaction.

The analysis of the responses in this category show that the opportunities for informal interaction are very limited; only four positive responses out of a possible total of 27. These four responses

refer to opportunities for friendly visitors to communicate with each

other (27).

TABLE 7

RELATIONSHIP WITH PEERS (dissatisfier 4)

Indicators	Agencies
23. Club or association for f.v. within agency	X X X X X X X X X
28a. Opportunities for informal gatherings.	X / / / / / / / /
27. More than one means of communication provided	o / / / / / / /

The following chapter will present a summary and interpretation

of the findings and the conclusions that may be made from these findings.

CHAPTER V

CONCLUSIONS

The study was designed to explore the extent of the presence and absence of job satisfaction and job dissatisfaction in the programs organized for volunteer friendly visitors by the social service agencies in Metropolitan Winnipeg. To accomplish this objective, a schedule was constructed. This schedule consists of seven categories with a total of fifty-one questions. The schedule was administered to nine agencies whose programs met the requirements of the study. Once the responses were collected, they were also classified in terms of satisfiers and dissatisfiers. The responses to the questions regarding satisfiers were assigned uniform numerical values to facilitate their analysis.

From the data obtained, the factors of job satisfaction and job dissatisfaction, evolved from studies of paid workers, can be isolated in volunteer work situations. The specific job satisfiers studied are: recognition, responsibility, and opportunities for advancement and possibilities of growth. The specific job dissatisfiers studied are: company policy and administration, supervision-technical, interpersonal relations-supervision and relationships with peers.

Conclusions will be drawn individually about each satisfier and dissatisfier. The category dealing with the satisfier recognition showed some positive aspects in that volunteers are matched with the type of client and task in all agencies. Also all agencies provide

friendly visitors with some helpful information on the clients. This
indicates that the friendly visitors are given recognition regarding
the work itself. At the other extreme, the status aspect is ignored in
that only one agency gives its friendly visitors means of identification.
This provision of identification could be easily improved.

Provision of access to agency equipment and refunding of out-
of-pocket expenses have a low degree of presence (33%). As both involve
monetary expenses, it may be relatively difficult for the agencies to
improve upon these.

From the responses obtained on the satisfier of responsibility,
it is evident that agencies heavily emphasize a committment to client
and agency. There appears to be some inconsistency as to the amount of
autonomy given the friendly visitor and in this respect, there is room
for improvement.

The findings regarding the opportunities for advancement and
possibility for growth indicate that opportunities for the development
of the individual are scarce. The only apparent ways of improving this
satisfier is by channeling additional resources for further training as
the provisions of opportunities for promotion would involve major changes
in the structure of the program.

The results regarding company policy and administration are in-
conclusive. To measure adequately the degree of dissatisfaction, more
comprehensive questions and some means of determining which policies are
inadequate would be required.

No definite conclusion can be drawn regarding the quality of
supervision as the educational and experiential background of the volun-

teer coordinator is not the sole determinant.

For the reasons discussed in Chapter IV, no definite conclusions can be drawn regarding the relationships with supervisor and peers.

If this or a similar study were to be undertaken in the future, it is recommended that a larger population be studied, this would necessitate that these studies be conducted in a centre containing a larger aggregate. The indicators could be further refined, especially as these apply to supervision-technical and interpersonal relations-supervision, in order to explore the subject more accurately and extensively. A potentially fruitful area for future study is the possible correlation between volunteer retention and the presence of job satisfiers and job dissatisfiers in particular programs. Another possible study may consist of a questionnaire regarding program administered to both the agency staff concerned and that agency's volunteer population with comparative analysis of the results.

This study may provide organizers of volunteer programs with an additional tool for assessing their programs in order to achieve increased volunteer productivity and retention.

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APPENDIX A

INTERVIEW SCHEDULE

RESEARCH PROJECT 1970-71

Interviewer _____

Date _____

Agency _____

CODE: S--SATISFIER.   D--DISSATISFIER.

S_1--recognition D_1--company policy and administration

S_2--responsibility D_2--supervision-technical

S_3--advancement and pos- D_3--interpersonal relation-supervision
      sibility for growth D_4--relationship with peer

SCREENING AND RECRUITEMENT

1. How many friendly visitors are active as of January 1971?
   (Include those on the waiting list) _____

2. Which of the following choices best describe how your friendly
D_1 visitors are recruited. (Rate in order of frequency, from 1 to 6,
   ranging from the MOST frequent to the LESS frequent choice.)
   a) through other friendly visitors ... d) by their own initiative ...
   b) from specific groups   ... e) through the mass media ...
   c) from among the agency's clients ... f) other (specify)   ...

   _____

3. a) When a friendly visitor offers you his services, do you ask him
S_2 if he plans on staying for a certain minimum length of time?
   Always ...   Sometimes ...   Never ...

   b) If so, how long? _____

4. a) Do you have minimum educational requirements for your friendly
D_1 visitors?
      Yes ...   No ...

   b) If so, what are they? _____

   c) Why do you have them? _____

5. a) Have you ever screened your friendly visitors by setting
   limitations on their age?
   Yes ...   No ...

   b) Would you have accepted friendly visitors in the following age
   D/ categories, on the basis of their age? (Indicate Yes or No for each.)
      1) under 19 years old   ...   3) between 40 and 59   ...
      2) between 20 and 39   ...   4) over 60 years old   ...

   c) Why ? _____

6. a) Have you ever had specific situations in your visiting program
   D/   which required friendly visitors of a certain sex?
         Yes ...   No ...

   b) If so, did the situation(s) require:
      1) Males ...   2) Females ...   3) Sometimes Males, Sometimes
                                               Females ...

   c) What kind of situations? _____

7. Do you have personal interviews with each potential friendly visitor?
   S/ Always ...   Sometimes ...   Never ...

8. Do you recruit friendly visitors who have previously worked as
   D/ volunteers at your agency?
   Always ...   Sometimes ...   Never ...

9. Would you give an estimate of the average range of time a friendly
   S/ visitor spends between applying and getting a task? (Indicate in
   terms of days, weeks, or months.)

   _____

10. Are there any important ways of screening and recruiting friendly
    visitors which you feel we have omitted?

    _____

TRAINING AND ORIENTATION

11. a) Do you have a formal orientation and training program for your
    S/   friendly visitors?
          Yes ...   No ...

    b) If so, how long would this be, on an average, for each friendly
       visitor? _____

    c) Is this done: (Indicate Yes or No.)
       1) individually ...   2) in group ...   3) in combination ...

d) If in group, are new and old friendly visitors segregated?
Always ...   Sometimes ...   Never ...

12. a) When a friendly visitor starts working for you, do you make him
S_2 aware of the responsibilities involved, to the agency and to
the client?
Always ...   Sometimes ...   Never ...

b) If so, how? (Indicate A, S or N for each.)
S_2 1) in the orientation process   ...
2) in his job description   ...
3) in supervision   ...
4) in the intake interview   ...
5) other (specify)   ...   _____

13. Do you have in-service training after an assignment is made?
S_3 Always ...   Sometimes ...   Never ...

14. a) Do you have a procedure manual or other directive to guide the
S_1 friendly visitor in his work?
Yes ...   No ...

b) (If No) Do you have a "suggested" method of going about the
S_1 friendly visiting?
Yes ...   No ...

c) (If previous answer is Yes) How is this conveyed?
1) through individual supervision sessions?   ...
2) through training?   ...
3) other means   ...

15. Are there any ways of training friendly visitors and giving them
an orientation program, used by your agency, which you feel we
have omitted?

_____

_____

SUPERVISION

16. a) Is each friendly visitor assigned a supervisor or other person
D_1 to whom he can readily go for advice on procedures and cases?
Always ...   Sometimes ...   Never ...

b) What position in the agency does he occupy?   _____

17. a) Do you have: (Indicate A, S or N.)
1) Individual Supervision ...   2) Group Sessions ...

b) Is your supervision given:
D_3 1) On Schedule ... S_2 2) On Request ...

c) When a friendly visitor starts working for you, do you give him
D_2 intensive supervision?
Always ...   Sometimes ...   Never ...

18. a) Do you have a regular reporting procedure for the friendly
S_2 visitors regarding their progress with the clients?
Yes ...   No ...

    b) If so, how is this handled?   (Indicate A, S or N.)
      1) by telephone?   ...   To whom? _____
      2) by written report   ...   To whom? _____
      3) by interview   ...   To whom? _____
      4) in a group session   ...
      5) other   ...

    c) How frequently are these reports made? _____

19. a) Do you have periodic evaluations of the friendly visitor's work
S_3 performance?
Always ...   Sometimes ...   Never ...

    b) If so, how is this done?   1) individually ...   2) in groups ...

    c) How frequently? _____

20. If a friendly visitor was doing a poor job, would you: (Indicate A,
                                                      S, or N.)

    1) discuss it with him   ...   4) ask him to leave   ...
    2) overlook it   ...   5) other ·   ...
    3) try him with another job   ...
21.
21. Are there any ways in which you provide supervision to the friendly
visitors that you feel we have omitted?

_____

OPPORTUNITIES FOR VOLUNTEER DEVELOPMENT AND SELECTION OF TASKS

22. a) Do you have funds available for further training of the friendly
S_3 visitors?
      Yes ...   No ...

    b) If so, how are the funds used? _____

23. Do the friendly visitors have a club or association within the agency?
D_4 Yes ...   No ...

24. a) Can the friendly visitors change from one type of clients to another
S_3 at their request?
Always ...   Sometimes ...   Never ...

b) Can they change from one type of tasks to another at their request?
S₃ Always ...   Sometimes ...   Never ...

25. a) Do you attempt to match the friendly visitor and the client?
    D. Always ...   Sometimes ...   Never ...
    S/
    b) Do you attempt to match the friendly visitor and the task to be done?
    D. Always ...   Sometimes ...   Never ...
    S/
    c) What criteria do you use? (In terms of age, sex, religion, etc.)

    _____

26. Are there any ways in which you give your friendly visitors
    opportunities for development and select their tasks, that you feel
    we have omitted?

    _____

COMMUNICATION WITH AGENCY STAFF AND OTHER VOLUNTEERS

27. Is there an opportunity for friendly visitors to communicate with
 B4 each other? (Indicate Yes or No.)
    1) through newsletters   ...   3) informal meetings   ...
    2) group meetings   ...   4) other   ...

28. a) Are there opportunities for informal gatherings such as social
 D4   and sports, among the friendly visitors and other agency staff?
 D₃   Always ...   Sometimes ...   Never ... .

    b) Do the friendly visitors participate?   _____

29. Are there any ways in which your friendly visitors communicate with
    each other or with the staff, that you feel we have omitted?

    _____

RECOGNITION

30. Which of the following best describe the role of your friendly visitors:
    1) performing tasks separate from those of paid staff   ...
    2) re-enforcing the work of paid staff   ...
    3) performing functions in addition to those performed by paid staff...
    4) as substitute paid staff   ...
    5) other (specify) _____   ...

31. a) Are there required lengths and frequencies of visits for the
    D/ friendly visitor on each case?
       Always ...   Sometimes ...   Never ...

    b) Are there suggested lengths?
    D/ Always ...   Sometimes ...   Never ...
    S₂

c) How long and how often? _____

32. How much information is the friendly visitor given about the client?
   (Indicate A, S or N.)
   S ｜ a) only the basic essentials, name, address, age, names of family? ...
   S ｜ b) some helpful information in addition to basic essentials?   ...
        c) all available information?   ...
        d) other   ...

33. Are the friendly visitor's out-of-pocket expenses refunded to them
   S ｜ by the agency?
        All of them ...   Some ...   None ...

34. Do you have a special fund for your friendly visitors to provide them
   S ｜ with such things as coffee, lunches, parties, mimeographed material,
        excursions?
        Yes ...   No ...

35. Have your friendly visitors access to the agency equipment such as
   S ｜ cars, stationery, telephones, or office space?
        Yes ...   No ...   Limited Access ...

36. a) Do you get suggestions and expression of concerns regarding the
   D ｜ program from the friendly visitors?
        Always ...   Sometimes ...   Never ...

   b) How? _____

   c) What communication channels are established to handle them?
   _____

37. Do you stress the part played by the friendly visitors in agency
   S ｜ publicity?
        Always ...   Sometimes ...   Never ...

38. a) Are your friendly visitors invited to agency meetings other than
   B ｜   the annual meetings?
            Always ...   Sometimes ...   Never ...

   b) If so, what kinds of meetings?
      1) _____

            i) Are they invited: Formally ...   Informally ...
           ii) Do they attend as: Participants ...   Observers ...

      2) _____

            i) Are they invited: Formally ...   Informally ...
           ii) Do they attend as: Participants ...   Observers ...

39. How are achievements of friendly visitors recognized by the agency?
S₁ 1) pins   ...   5) mass media   ...
    2) dinners   ...   6) public gatherings ...
    3) newsletters ...   7) promotions   ...
    4) letters   ...   8) certificates ...

    9) other   ... _____

40. When a friendly visitor leaves your agency, do you: (A, S or N for each.)
S₁ a) write him a letter of thanks   ...
S₁ b) ask him for his reason for leaving   ...
D S₁ c) ask him for an evaluation of his experience with the agency ...
S₁ d) attempt to dissuade him from leaving ...
    e) other   ...

41. Are your friendly visitors provided with some indication, i.e. card,
S₁ pin, that they are members of your agency?
    Always ...   Sometimes ...   Never ...

42. Is the friendly visitor continually provided with information about
S₁ agency procedures and regulations?
    Yes ...   No ...

43. a) Are friendly visitors encouraged to contact other services in the
S₂   city in order to discuss a case?
    Always ...   Sometimes ...   Never ...

    b) If so, what kind of services? _____

44. How does the agency prepare the client for the friendly visitor?
D₁

_____

45. Can the friendly visitor be promoted to a higher volunteer position?
S₃ Yes ...   No ...

46. Are there any major ways in which you give recognition to the friendly
    visitors that you feel we have omitted?

_____

COORDINATOR'S QUALIFICATIONS AND AVAILABILITY

47. a) How long have you been the coordinator of the friendly visiting
D₂   program in this agency? (Do NOT read choices.)
      1) for the past 5 years   ...
      2) between 1 and 4 years ...
      3) for less than a year   ...

    b) How long have you been the coordinator of a friendly visiting program
    in other agencies? _____

39. How are achievements of friendly visitors recognized by the agency?
S, 1) pins   ...   5) mass media   ...
     2) dinners   ...   6) public gatherings   ...
     3) newsletters   ...   7) promotions   ...
     4) letters   ...   8) certificates   ...

     9) other   ... _____

40. When a friendly visitor leaves your agency, do you: (A, S or N for each.)
S, a) write him a letter of thanks   ...
S, b) ask him for his reason for leaving   ...
D S/ c) ask him for an evaluation of his experience with the agency   ...
S, d) attempt to dissuade him from leaving   ...
     e) other   ...

41. Are your friendly visitors provided with some indication, i.e. card,
S, pin, that they are members of your agency?
     Always ...   Sometimes ...   Never ...

42. Is the friendly visitor continually provided with information about
S, agency procedures and regulations?
     Yes ...   No ...

43. a) Are friendly visitors encouraged to contact other services in the
S₂   city in order to discuss a case?
     Always ...   Sometimes ...   Never ...

     b) If so, what kind of services? _____

44. How does the agency prepare the client for the friendly visitor?
D,

_____

45. Can the friendly visitor be promoted to a higher volunteer position?
S₃ Yes ...   No ...

46. Are there any major ways in which you give recognition to the friendly
visitors that you feel we have omitted?

_____

COORDINATOR'S QUALIFICATIONS AND AVAILABILITY

47. a) How long have you been the coordinator of the friendly visiting
D₂   program in this agency? (Do NOT read choices.)
     1) for the past 5 years   ...
     2) between 1 and 4 years   ...
     3) for less than a year   ...

     b) How long have you been the coordinator of a friendly visiting program
in other agencies? _____

48. a) Are you employed on a full time basis with the agency?
D₂   Yes ...   No ...

b) If not, how frequently do you work? _____

49. a) Are you responsible for any other part of the agency's program?
D₂   Yes ...   No ...

b) If so, how much time do your other responsibilities take?

_____

c) If so, are you responsible for: (Indicate Yes or No for each.)
   1) the recruitement of the friendly visitors   ...
   2) their orientation   ...
   3) their placement   ...
   4) their supervision   ...
   5) their training   ...

d) How many other people are responsible for the friendly visiting
   program?

_____

50. What is your educational background?
D₂
_____

51. Are there any questions regarding important aspects of your friendly
    visiting program which you feel we have omitted?

_____

_____

_____