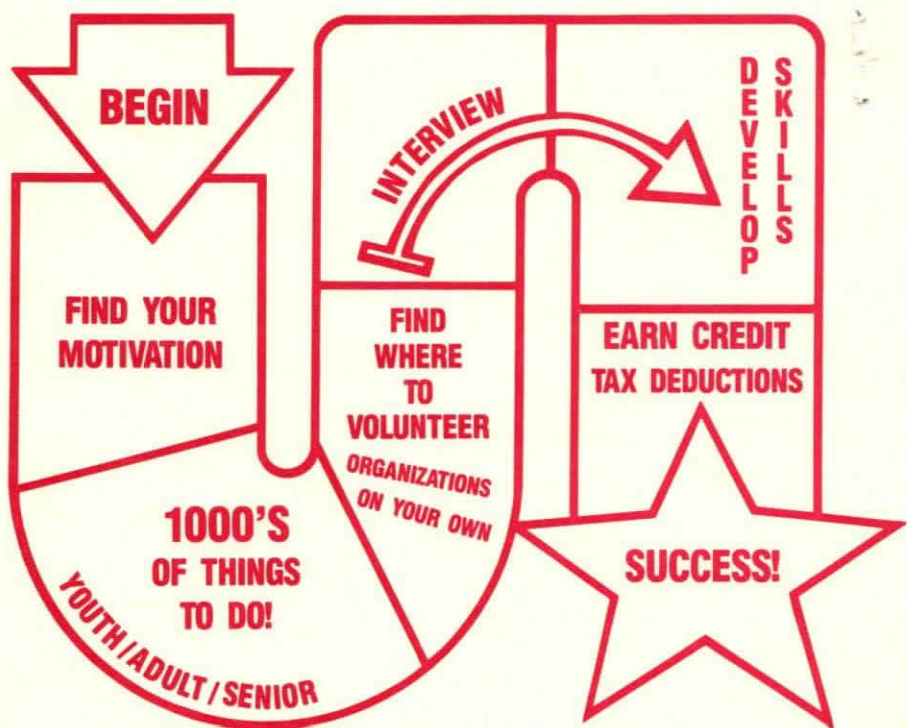


\$3.95

Volunteer

BE PROUD!

GIVE SOMETHING BACK



Volunteer

BE PROUD!

by
Frederic P. Gardner
and
Henry E. Liebling

**GIVE
SOMETHING
BACK**

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Dedication

This book is dedicated to those
who by deeds rather than words
lift our vision.

Frederic P. Gardner
Henry E. Liebling

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Introduction

“Volunteer . . . Be Proud!” is a handy, practical guide aimed at helping people to have a positive, rewarding volunteer experience.

It’s for people who are considering becoming volunteers and for people who are now volunteers. An easy-to-read handbook, **“Volunteer . . . Be Proud!”** is presented as a motivating self-assessment tool, and as a gift for friends and family members.

INSTILLING VALUES

by Charlotte Leyden

Do you remember when you were very young and for the first time your mother turned to you and said, "Mrs. Jones, next door, isn't feeling well. Go over there and see if there is something you can do for her?" You went over and Mrs. Jones was so pleased. "As a matter of fact," she said, "I am out of milk and bread. Do you think you could go to the store for me?" She gave you the money and you went. You got the milk and the bread and you were very

careful to pick the brands that Mrs. Jones had asked for. You came back with the right change. Mrs. Jones was so grateful she gave you some change for going. You returned back home and your mother was so proud she gave you a great big hug. You felt happy all over and so grown up.

You know what? That was your first venture into volunteerism.

*Contributed by Mrs. Charlotte Leyden,
New York City.*

*"I volunteered, frankly, because I wanted to do something good for people."
(former baseball player)*

Chapter 1.

WHAT IS VOLUNTEERISM?

In the broadest sense of the meaning, volunteerism is:

**WORKING IN SOME WAY OR
GIVING OF YOUR TIME
TO HELP OTHERS
FOR NO MONETARY REWARD**

Using this definition, you are volunteering when you:

- work through an organization, or
- work informally, such as helping a person in need in your neighborhood (e.g. assisting an elderly person, working with children, helping a person who has a disability) or completing an activity with friends (e.g. cleaning up in a local park).

When one looks at volunteering in this broad sense, here are some interesting facts:

- Nearly half of all Americans 14 years or older, or approximately 89 million people, volunteer.
- Volunteers contribute an average of 3.5 hours per week.
- Of those who volunteer, 21 percent contribute eight hours or more per week.

- Volunteers contributed a total of 16.1 billion hours. The dollar value of volunteer time is estimated at \$110 billion, \$101 billion for adults 18 years and older and \$9 billion for teenagers.
- Volunteers can be found in all age and income groups. 51 percent of females volunteer and 45 percent of males volunteer. 52 percent of teenagers between 14 and 17 years of age volunteer.
- Volunteers do a variety of jobs ranging from assisting the elderly, to performing janitorial work, to serving as a volunteer officer of an organization. The most popular form of volunteer work is assisting the elderly, the handicapped, or a social welfare recipient.
- The primary reasons people give for becoming volunteers are that they want to do something useful to help others (52%); they have an interest in the work or activity (36%); or they enjoy doing the work (32%).

*"I volunteered because I was asked. Plus, it seemed like a good way to make new friends."
(divorced parent)*

Chapter 2.

WHY GET INVOLVED?

People volunteer for a variety of reasons.

In "Volunteer Be Proud," you will have the opportunity to review why other people volunteer . . . what they were looking for when they started and what they got out of their volunteer experience.

On the next page is a check-list that is designed as a self-administered exercise to help you assess your own personal reasons for volunteering. Being aware of your own motivations can help you have a positive, rewarding volunteer experience.

*"My first experience in volunteering came when I was a teenager, when I was asked to work with autistic children on Saturday mornings at my church. I'm glad I did because it helped me decide what I wanted to do with my life, which was to teach music therapy."
(graduate music student)*

*"I thought I might make some valuable contacts if I volunteered for an arts organization."
(artist)*

Volunteer . . . Be Proud

SELF-ASSESSMENT CHECK-LIST:

Why Get Involved as A Volunteer?

Instructions: Place a check mark in the box that closely corresponds to the reasons why you might volunteer. (If you already volunteer, you can review your reasons with this check-list.)

TO HELP OTHERS

TO FEEL USEFUL

- Advance a cause
- Improve services provided in your community
- Feel personal satisfaction in helping others
- Feel personal satisfaction in positively influencing change
- Do something good for the community (or country)

TRAINING

AND SKILLS

- Obtain new skills
- Practice new skills or refresh old ones
- Gain confidence and feeling of self-worth

EDUCATION

AND CAREER

- Help make career, college and vocational decisions
- Meet people who might ultimately be a positive influence in personal or business concerns
- Gain academic credit

PERSONAL

SATISFACTION

- Work with enjoyable and interesting people
- Avoid boredom and loneliness
- Develop new friendships
- Learn more about the community, state, nation, or world
- Meet with, and learn from, experienced leaders
- Satisfy personal, family, or friends' expectations
- Gain recognition
- Prove something to myself
- Add a dimension of meaning to life
- Fulfill a need for affiliation with a group
- _____
- _____

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"For me, volunteering was a way for me to spend more time with my son."

(scoutmaster)

Chapter 3.

MYTHS ABOUT VOLUNTEERISM

Following are some common myths about volunteerism, and a look at the true situation.

MYTH #1:

"I must join an organization to participate."

Although most people who volunteer participate through an organization, many volunteer by helping people in an informal way as closely as in their own neighborhood.

MYTH #2:

"It's for people who are well-to-do."

Volunteers come from all walks of life . . . *all* ages, races, and socio-economic backgrounds.

MYTH #3:

"You have to sacrifice yourself."

People who volunteer on a continuing basis have different reasons. Some do it for the personal satisfaction in helping another human being, others to feel useful, and still others to gain training, advance their careers, or because it brings meaning to life.

MYTH #4:

"It's only for housewives."

Many volunteers hold full-time jobs. Many are men or single family heads. Housewives comprise only one vital component of the volunteer sector.

MYTH #5:

"Volunteer work is a dead-end job."

There are many examples of volunteers who grow, expand skills, and take on new responsibilities.

MYTH #6:

"The agency probably just wants to get a contribution."

Volunteer agencies get financial support primarily from sources other than individuals who volunteer personal time.

*"I like my work and I'm good at it, but it doesn't give me a chance to relate to people in a helping, caring way."
(32-year old computer programmer/crisis hot-line volunteer)*

Chapter 4.

1000 THINGS YOU CAN DO AS A VOLUNTEER²

This is just the start of a list to stimulate your thinking and help you choose what you might want to do as a volunteer.

You can add your own ideas to this listing.

ADVOCACY

(advancing a cause)

- decreasing drug abuse
- anti-drunk-driving groups
- senior citizens
- children and youth
- education
- human rights/civil rights
- neighborhood revitalization
- people with disabilities/handicaps
- women's issues/men's issues
- understanding between people of different religions
- voting rights
- welfare rights
- healthy living
- community organization
- minority rights
- consumer rights

- corrections/criminal justice
- emotionally disturbed people
- government effectiveness (citizen involvement groups, local boards and commissions)
- growth of volunteerism
- business-community "partnerships"

COMMUNICATIONS

(getting the message across to others)

- conference & workshop planning
- copy writing
- film producing
- film projecting
- graphic designing
- information & referral systems
- interviewing
- news writing
- narrating
- photographing
- printing & typesetting
- public speaking
- radio and television broadcasting and programming
- recording
- script writing
- sound technician
- technical writing
- video tape production

EMERGENCY & DISASTER SERVICES

- emergency food or shelter
- medical relief
- volunteer fire department

EMPLOYMENT SERVICES

(helping others secure work)

- career advising
- counseling the unemployed

- retirement counseling
- resumes
- counseling teen-agers

ENVIRONMENTAL, AGRICULTURAL, ANIMAL SERVICES

- animal care
- zoos/botanical gardens
- ecology
- energy conservation
- farming
- forestry
- 4-H club advising
- houseplant care
- wildlife management

FINE ARTS

- acting in, or conducting a play
- art appraising
- organizing an art exhibit
- art teaching
- calligraphy
- cartooning
- clown & mime
- costume designing
- dancing
- dancing instruction
- drawing
- interior design & decorating
- magic
- music instruction
- poetry
- puppeteering
- singing
- stage & set design
- theater directing & producing
- entertainment

FOOD SERVICE/NUTRITION

(helping people get food and nutrition)

- food for the poor & elderly
- food serving
- food preserving
- hosting
- kitchen helping
- nutrition counseling

HEALTH SERVICES

(medical assistance)

- blood collecting
- family planning
- laboratory & technology services
- medical & therapeutic services
- nurses aides
- occupational therapy
- physical therapy
- recreational therapy
- speech therapy
- gift shop

LEGAL SERVICES

- labor law
- legal advising
- paralegal services
- patent/copyright law
- security systems
- legal services for the poor

LIBRARY SERVICES

(books and magazines)

- cataloging
- archival retrieving
- library management
- research
- book selection

ORGANIZATIONAL/MANAGEMENT/CLERICAL

- volunteer recruitment
- accounting
- auditing
- banking
- budgeting
- computer programming
- financial management
- fund raising
- grants
- information systems
- investing
- labor relations
- management training
- marketing & advertising
- office systems & procedures
- personnel management
- program development & evaluation
- property management
- research
- tax consulting
- volunteer management
- problem-solving
- participating as a Board Member
- inter-agency cooperation and networking
- increasing volunteerism
- keypunching
- mailing
- office machine operating
- reception
- shorthand & transcription
- telephoning
- typing & word processing

PERSONAL SERVICES

(helping people in a one-on-one or small group setting)

- friendly visiting—in someone's home, hospital or nursing home
- letter writing

- reading out loud
- babysitting
- barbering/hair styling/manicuring
- companionship for homebound persons
- cooking instruction
- friendly telephone calling
- handy-person
- housekeeping/repair work
- interpreting for the deaf or blind person
- sewing and mending
- shopping

RECREATION

(social programming)

- camp counseling
- camping
- cheerleading
- coaching
- games & cards
- park & playground design
- recreation
- officiating sports & games
- scorekeeper
- sports
- tour guiding
- leisure time activities

SKILLED TRADES & CONSTRUCTION

(specific skills to help others)

- appliance repairing
- architecture & engineering
- auto repairing
- auto painting & body work
- carpentry
- electrical wiring
- electronics
- masonry & cement finishing

- office machine repairing
- plumbing
- roofing
- surveying
- upholstery

SOCIAL SERVICES

(counseling and mental health)

- drug abuse prevention
- dispute settlement
- crisis intervention
- hot-line counselor
- family counseling
- group counseling & support groups
- hospice counseling
- one-on-one counseling
- information & referral work
- marriage counseling
- sexual abuse counseling
- spiritual counseling
- substance abuse counseling
- youth & children counseling
- Alcoholics Anonymous

TEACHING

(educating others, one-on-one or small group setting)

- literacy and basic reading
- religious education
- aerobics & physical exercise
- crafts & hobbies
- day care & after-school programs
- exceptional gifted children programs
- handicapped & learning-disabled
- Head Start programs
- G.E.D.
- preschool programs
- primary level programs

- secondary level programs
- tutoring
- vocational and technical programs
- health care and self-care
- teacher's assistant
- life skills
- stress management & relaxation techniques
- child rearing

TRANSPORTATION

(people and goods)

- bus & van driving for the handicapped or ill
- dispatching
- meal delivery to homebound persons
- truck driving

WHAT MIGHT YOU WANT TO DO AS A VOLUNTEER?

*"I volunteered because my child has an illness I'd like to help eradicate."
(parent)*

Chapter 5.

CHOOSING WHERE TO VOLUNTEER

As you decide what you might do as a volunteer, you should begin thinking about where you want to volunteer.

You can work alone or with friends in an informal way, such as in your neighborhood. Or, you may want to work through an organization.

If you are not sure where you might want to volunteer, there are several ways to go about finding out. One, ask friends. Two, at City Hall or the local United Way or Volunteer Center, you can ask to see a list of community organizations. Three, ask a librarian at your local public library for assistance. Four, you can use your local telephone book and make phone calls to organizations that interest you.

Most organizations have a local emphasis and some are a local chapter under a national organizational structure.

"YELLOW PAGE" HEADINGS

- associations
- government
- health & welfare agencies
- hospitals
- human services
- museums
- nursing homes



- political organizations
- religious organizations
- school districts
- senior citizens agencies
- service organizations
- social services
- youth centers

“WHITE PAGE” HEADINGS

- United Way
- voluntary action centers
- volunteer centers

*"I volunteered because I wanted to learn something about politics."
(political science student)*

Chapter 6.

INTERVIEWING FOR A VOLUNTEER POSITION

You will probably be interviewed by the volunteer administrator, an experienced volunteer or a staff person who works with volunteers. This meeting should be a dialogue, an opportunity for you and the agency representative to discuss openly how your interests and abilities can be matched up with the agency's needs and operation.

BE PREPARED!

You should ask questions about:

The purpose of the organization—what it stands for, its missions.

How you would fit into the organization.

What your job responsibilities would be. If you can be provided with a written description, so much the better.

How the organization orients, trains, motivates, and supervises their volunteers.

Whether there are costs for lunches or meetings. How liability insurance is handled. Whether you need to provide your own equipment or vehicle.

Whether they can assist you or offer guidance to help you gain academic credit for the volunteer experience.

Whatever concerns and ideas you have.

You may be asked questions about:

Why you are thinking about becoming a volunteer (Chapter II).

Things you might want to do (Chapter IV).

Your work experiences (job, career, previous volunteer work).

The amount of time you think you can pledge (number of hours each week, how many weeks, short-term project vs. on-going involvement).

Why you were attracted to their organization.

Your education, vocation, skills, and life experiences that you would draw upon.

Whether you want to work alone or in a group.

What you know about the organization.

Whether or not you would be willing, at first, to help with a project that doesn't totally match up with your interests.

Your personal qualities:

- your motivation
- stability
- resourcefulness
- ability to work with others
- whether or not you need a lot of supervision
- reliability
- willingness to accept responsibility
- whether you can supervise others
- personal limitations (things you do not want to do)

Being open and candid when you discuss opportunities for volunteer work helps lead the way to your having an excellent volunteer experience.

*"I was looking for a way to make new business contacts. I thought that volunteering would help me do that and give me a good feeling. It has helped me with both."
(chamber of commerce director)*

Chapter 7.

VOLUNTEER SATISFACTION AND SUCCESS

Should you choose volunteering through an organization, it is important to maintain on-going discussion between yourself and the volunteer coordinator.

The statements that follow, taken from a survey conducted by the authors, are helpful discussion topics that can help ensure an excellent volunteer experience.

As a volunteer, what do you feel makes for an "excellent volunteer experience?"

- Knowing that I've done something good.
- Feeling that I had been able to help someone who needed my help.
- Feeling appreciated for my time and effort.
- Feeling appreciated not only for what I did, but as a person.
- Knowing what was expected of me...having a written job description and having my assignments spelled out clearly to me . . . in time, effort, tasks, who I would work with, and expected dates of completion.
- Learning how to get the assignment completed; sufficient training so I could do the work.
- Feeling that I had performed a good job.
- Being treated "professionally."
- Development of employable skills.

- Obtaining feedback about my work and involvement.
- Having someone to talk to when I ran into a snag in my assignment.
- Not having too many bosses.

As a volunteer administrator, what do you feel makes for an "excellent volunteer?"

- Performs assignments correctly and with confidence.
- Projects a positive, sincere and pleasant attitude.
- Completes the assignment that was agreed to.
- Follows through with his or her commitment.
- Understands why he or she is volunteering . . . what is wanted from the volunteer experience.
- Has interest and willingness to learn new things.
- Is flexible and adaptable.
- Is aware of his or her own abilities.
- Follows directions.
- Asks questions.
- Takes initiative, yet works within the framework of the organization.
- Has enthusiasm.
- Keeps the staff coordinator informed when there is a problem.

"For me, volunteerism has meant an end to boredom. Sometimes I am almost too busy, but this is much better than it was before when I was wasting my time." (retired broadcast executive)

Chapter 8.

YOUTH VOLUNTEERING

Young persons provide significant volunteer services by helping people in need or by involvement in community improvement projects. Of all the teenagers (14-17) in the country, 52% of them volunteer.³

Youth volunteers are involved in helping people and bettering society through educational, religion, environmental, recreational, arts and culture, social welfare services, and civic and political activities.

FIND A MENTOR:

When you volunteer as a teenager, you may meet an adult leader who you especially trust and like. This person can become your "mentor" . . . someone who can coach, tutor and guide you . . . to help you realize your fullest potential.

SCHOOL CREDIT:

You can approach your teachers to see about possible credit for volunteering. It just could work out that your school would see an educational value in your volunteerism. Parents might ask the principal about the school's policy on student volunteerism.

TEEN-AGE VOLUNTEERISM—3 IDEAS:

1. Do volunteer work through an organization that interests you.

—OR—

2. Complete a project or provide on-going assistance to a person in need, right in your own neighborhood.

—OR—

3. Get a group of friends together to see what kind of volunteer activities you might do together.

EXAMPLES:

- visiting people in a hospital or nursing home
- tutoring kids in school subjects
- internships
- cleaning someone's yard (or a park)
- food drive for needy people
- babysitting at a church or synagogue
- involvement in a local political issue

By volunteering, a teenager can personally:

- Broaden his or her perspective
- Gain a greater sense of social and civic responsibility
- Feel good about himself or herself (self-pride)
- Develop job or life skills
- Learn about careers and employment possibilities
- Develop friendships
- Develop skills in working with others
- Gain background material for a school paper

HIGH SCHOOL STUDENT WORKS WITH DISABLED PRESCHOOLERS

by Hank Shaw

The 75 children in the Mary Cariola Children's Center preschool program at 220 Helendale Road are "multiply handicapped"

Some have cerebral palsy. Some are mentally retarded. Others suffer from blindness, deafness or developmental disabilities. They all have more than one problem.

These aren't easy children for high school students to work with.

But twice a week, Mary Lonien, a senior at the Norman Howard School, serves as a volunteer in one of the preschool classes.

"I have a disability," said Lonien, who has a form of dyslexia.

"I want to help other people with disabilities"

Lonien is only one of the students at the Howard School, a private junior and senior high school for learning disabled teenagers, who volunteer for the Cariola program. (The school and the preschool program are located in the same building.)

Sophomores Jennifer Packard and Susan Elliott and junior Stephanie Frangos work there once a week. Other students worked there last year.

"It's a mutually enriching program," said Betsy McIsaac, director of the Howard School. "The preschool program is happy to have the extra help and it's a real growth opportunity for the kids.

One of the best ways to feel better about yourself is to do something for someone else. It helps put your own handicap in perspective."

Lonien, 17, decided to volunteer for the program last fall. She now spends two school periods a week working with the handicapped children in Maria Bushen's class.

She helps them sit or stand in special support devices. She plays with them. Most importantly, she gives them her complete attention.

"The biggest thing about Mary is she's real sensitive to their needs," said Bushen. "That's something a person that young doesn't usually care to do."

"They're not physically or mentally normal," said Lonien, who hopes to study fashion design and psychology in college. "But they're normal inside. Their feelings are true feelings. If they're happy, they're happy. If they hurt, they hurt."

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*"It makes me feel useful plus I like the companionship."
(man, 70 years of age)*

Chapter 9.

SENIOR ADULT VOLUNTEERING

A recent study comparing retirees who were volunteers with retirees who were not volunteers found that those who volunteered had a greater "will to live" and higher life satisfaction as well as less anxiety and depression.

Overall, approximately one in four persons 65 and over engages in some type of volunteer activity, and another 10 percent would like to do so (National Council on Aging, 1981).

Senior adults provide volunteer services throughout the country. Their most frequent activities involve providing services in:

- physical and mental health (hospitals and clinics)
- transportation (driving the handicapped)
- civic affairs (voter registration and lobbying)
- psychological and social support services (telephone reassurance for shut-ins)
- giveaway programs (thrift shops and emergency food)
- family, youth and children-oriented

In some cases, senior adults are involved in service roles through national organizations, such as the Retired Senior Volunteer Program (RSVP), which places volunteers in libraries, hospitals, schools, and other settings; the Service Corps of Retired Executives (SCORE), through which retirees help small businesses with their management problems; and senior adult advocacy through the American Association of Retired Persons (AARP).

SHE'S A VOLUNTEER FOR LIFE

by Sonja Payton

Although 97-year-old Ida Poole is rarely ill, she's been to Strong Memorial Hospital at least once a week for the last 49 years.

She has logged at least 18,000 hours there as a volunteer—counting, measuring, folding and packing surgical supplies.

She started in 1936 and now almost all the supplies she once worked with are bought in disposable form. But change in health care hasn't changed her desire to volunteer at the hospital.

"We used to do things so different from today," Poole said. She said volunteer work once included mending doctors' gloves and pre-washing hypodermic needles. Recently when she asked a doctor if he still used one of the tools she used to work with, he said he'd never even heard of it.

Clearly, Poole hasn't had problems adapting to the new tech-

niques, nor does she seem to mind, said Penny Rose, volunteer coordinator for Friends of Strong.

"She has never shown any animosity toward any new procedure that she's ever been asked to do," said Rose. "I think she's of the school of thought that if the hospital thinks there is a better way to do it, then far be it from her to challenge it."

Poole still does about 12 hours of work at home each week measuring, rolling and cutting to prepare montgomery straps, which are placed around a patient's open wound so that tape doesn't have to be removed whenever the surgical dressing is changed. She says she doesn't mind the work that most find monotonous.

"It's something to do while I've got time," she said. "I do love to

work. If I can help somebody out I'm ready to go if I've got the time."

Poole started volunteering just for something to do shortly after her husband died. Her daughter was in college. Her son Bob, who lives with her now on Edgemere Drive, was in high school.

Poole says now she could not live on her own now without her son's help. But until about two years ago, she was still driving a car. She broke her hip in a fall, but continued to work from her hospital bed or have nurses take her to the supply room in a wheelchair, she said.

"As long as I could walk to my wheelchair, I could come over here and work again," she said.

Since that time Poole has walked with the assistance of a cane or used a wheelchair, yet she continued to volunteer, said Dorothea Moser, a friend who sometimes gives Poole a ride to the hospital.

"They tell her she walks too fast," said Moser who has worked with Poole for about 16 years. "That's why she gets tired. She

can't slow down. She's an inspiration."

Rose said Poole has something different to say to people who think that after 65 it's time to quit being active.

"She always seems to come out with a spirit of faith and courage and to want to continue doing good for the community," said Rose. "Everyone she comes in contact with is affected by it.

"I always tell her I hope I can be like her when I grow up."

Poole said one of the reasons she keeps up the work now is because the other volunteers are "good company."

Though much of the work they do requires concentration, the volunteers who work on Wednesday always have lunch together when their work is done.

"I like to be with the people," Poole said. "And as long as it helps here, I like to do it for the hospital!"

"I wouldn't give it up now as long as I'm alive," Poole said.

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Volunteer . . . Be Proud

To-Do List

ACTIVITY/GOAL	PRIORITY		
	Low	High	Urgent

Finding Time

Redirected Time	Volunteer Time		
	EACH YEAR	EACH MONTH	EACH WEEK
20 minutes per day	120 hours	10 hours	2 hours
30 minutes per day	180 hours	15 hours	3 hours
45 minutes per day	275 hours	20 hours	5 hours*
60 minutes per day	365 hours	30 hours	6 hours

If you redirect 45 minutes each day, you will have 20 hours of new time each month for your volunteer experience.

**Be a "fiver" . . . volunteer five or more hours per week.*

*"I took early retirement from my job. I didn't need the money, but I did need something that I could sink my teeth into, something that I could feel good about."
(retired technician)*

Chapter 10.

DEVELOPING YOUR SKILLS⁵

COMMUNICATIONS

At meetings, concentrate on what is being said. Try to identify the primary message that is being stated.

Seek clarification in meaning by asking questions, such as:

"Would you please elaborate?"

"Can you say that in a different way?"

When leading a meeting, try to use words and phrases that can be easily understood by your audience. Avoid using jargon with people not familiar with it.

TIME MANAGEMENT

Snatching Time: If you redirect 30 minutes each day, you will have 15 hours of new time each month.

Begin each day with a definite plan.

Focus on the most important things that need to be accomplished.

Train yourself to use new concepts and tools.

Change habits that are not relevant to your goals.

SELF-ESTEEM

Be encouraging to yourself.

Build yourself up.

Count your blessings. Think about what is right with your life.

Don't play the "comparison games." Don't consider yourself "better than" or "worse than" anyone. Accept yourself for who you are today, knowing you can change and grow in ways that are important to you.

Don't let other people's negative or differing opinions shake your good feelings about yourself.

Enjoy compliments from others. A simple "thank you" is fine.

You've done something right . . . say to yourself:

"I did a good job."

"I'm proud of myself."

"Darn, I'm good!"

SELF-CONFIDENCE/POSITIVE PHRASES

Say These to Yourself

I like and appreciate myself.

I encourage myself and others.

I am persistent.

I express my ideas easily.

I feel warm and loving toward myself.

I am a well-organized person.

I am alert to new ideas and methods that I can use.

When you volunteer five or more hours per week, you are known as a "fiver."

*"I became a volunteer because I wanted the training, so that I can someday get a full-time job."
(manager of printing shop in center for handicapped)*

Chapter 11.

EARNING ACADEMIC CREDIT FOR YOUR VOLUNTEER EXPERIENCE

Many colleges, universities and schools will offer credit for your volunteer work. To obtain this credit, you will need favorable faculty evaluation of what you learned and did during your volunteer experience. Plus, you will need to provide acceptable documentation.

First: Meet with Academic Advisor

Arrange a meeting with an academic advisor at a college nearby. Find out *specifically* what will be required of you. If these requirements are written, so much the better. If not, write up or type your notes from this meeting and have the academic advisor initial them.

Second: Be Prepared

Be prepared to communicate what you have learned, or will learn, in an *acceptable documented* form. If the requirements are to provide a three-page outline, do not submit a twenty page paper.

Third: Good Record Keeping-Volunteer Portfolio

Set-up a Volunteer Portfolio . . . a record-keeping system to keep track of your volunteer record. Your Volunteer Portfolio is a listing and collection of examples of the skills you have developed and the experiences you have had as a volunteer.

Your Volunteer Portfolio should contain the following items:

1. Complete name and address of the agency and a copy of their annual report.
2. Outline of each course or training program in which you participate, plus documentation from the volunteer coordinator that you participated in the course or training.
3. Written job description from the agency, for each position you have held or will hold. If this is not available, list your responsibilities and what you do.
4. Examples of your work.
(Remember, "one picture is worth a thousand words.")
5. Copies of your performance evaluations and testimonial letters.
6. Personal accounts of your own assessment of your experience, skills and growth.



*"For me, volunteer work has been a way for me to stay close to my children's education. I work with the local school."
(P.T.A. member)*

Chapter 12.

VOLUNTEER WORK-RELATED SKILLS INVENTORY

Your volunteer activities and achievements can be transferable to wages and salary, especially in view of the current trend toward management styles which emphasize influence and persuasion rather than power; participation rather than direction; and delegation and trust rather than tight control.

The matrix illustrates an easy way to inventory volunteer work-related skills which are valid in business management. In this way they can readily be identified and included in resumes or selection interviews.

Instructions: Check where Volunteer Activities and Achievements coincide with Management Skills.

WORK RELATED SKILLS

VOLUNTEER ACTIVITIES AND ACHIEVEMENTS

	WRITTEN / ORAL	PLANNING	ORGANIZING	SUPERVISING	DECISION-MAKING	PROBLEM-SOLVING	ANALYZING DATA	SELF-RELIANCE	NEGOTIATION	PERFORMANCE	INTERPERSONAL SKILLS	FLXIBILITY	COPING WITH CHANGE	COPING WITH STRESS	TOLERANCE OF UNCERTAINTY	INNER WORK STANDARDS	ADVANCEMENT GOALS
Served on program evaluation team for local United Way.																	
Planned and helped implement a city's business-education "partnership" program.																	
Chaired fund raising committee for local hospital.																	
Organized marketing strategy to help expand teen volunteer program.																	
Wrote bulletins and news releases for town theater group.																	
Served for two terms as treasurer of Junior League chapter.																	
Developed three year financial plan for city's senior center.																	
Developed and presented course on decorating to senior citizens' club.																	
Served on town recreation advisory board. Planned and supervised 100th Anniversary Banquet for township.																	
Served as chairperson of small business committee for congressional election candidate.																	
Served on corporate gifts committee for capital fund-raising drive for community library.																	
Wrote press release for village's annual Inter-Faith Thanksgiving Dinner.																	
Secretary of local Toastmaster's Club.																	
Coordinator of Volunteers for city's recycling center.																	
Member of Mayor's special committee on improving health care.																	
Served on training advisory board for minority vocational education program.																	

*"I needed an escape from the stresses of work. It's turned out that volunteering has made me a more well-rounded person."
(accountant)*

Chapter 13.

TAX DEDUCTIONS FOR VOLUNTEERS*

A number of tax benefits** are available for volunteers under the general charitable contribution deduction of the Internal Revenue Code. The Internal Revenue Service explains this by noting that volunteers can deduct "unreimbursed expenditures made incident to rendition of services to a qualifying organization." Translated, this means that a volunteer may deduct out-of-pocket expenses incurred while doing volunteer work for certain groups approved by the IRS.

Qualifying organizations include, but are not limited to

- Units of government
- Organizations formed for scientific, literary or educational purposes
- Charitable groups
- Organizations for the prevention of cruelty to animals
- Organizations for national or international sports competition
- Certain veterans' groups

*Laws change. A complete description of federal tax deductions for volunteers can be obtained from your local IRS office. Ask for Publication #526. "Income Tax Deductions for Contributions."

The following are representative types of expenditures that volunteers may wish to deduct:

- Direct gifts of money to an organization
- Automobile mileage and expenses
- Bus and cab transportation expenses
- Parking and tolls
- Special uniforms
- Telephone bills
- Entertainment and meals given to others
- Costs of meals and lodging, if away overnight
- Travel expenses above per diem allowance
- Tickets to charity benefits, above intrinsic value

The following items may *not* be deducted:

- Value of volunteer time donated
- Dependent care expenses
- Own meals (unless away overnight)
- Own entertainment

Automobile-related expenses may be deducted either at a 12-cents-per-mile (check to determine proper rate) standard rate or an actual expense basis. Under the standard rate method, parking fees and tolls are deductible in addition to the standard mileage rate.

The "out-of-pocket" requirement eliminates from deduction any amount that is to the direct benefit of the taxpayer (or the taxpayer's family) rather than to the organization. Thus, for example, most meals and entertainment are excluded.

Items for which a volunteer receives reimbursement may be deducted only to the extent that actual expense exceeds the amount of reimbursement.

In general, the following requirements may apply to the above deductions:

1. Must be amount actually paid during the taxable year, not just a pledge.
2. Must be made to a qualifying organization.
3. Must be actual out-of-pocket amount, i.e., if a banquet ticket is bought, the deduction is the amount in excess of the actual value of the meal.
4. Must be recorded. The volunteer should know the name of the organization to which the contribution is made, amount and date of each contribution, and method of valuing in-kind gifts.
5. Where possible, especially for large gifts, a statement of donation should be obtained from the donee organization.

For the more common out-of-pocket expenses, such as transportation costs and meals, voluntary organizations can assist recordkeeping by providing forms listing date, amount and beneficiary of the expenses.

**The deductions outlined above can be taken by volunteers who itemize their deductions as well as those who take the standard deduction. With the passage of the Charitable Contributions legislation in 1980, even those taxpayers who take the standard deduction can receive a tax benefit for their contributions.

Note: The information contained in this chapter was prepared by VOLUNTEER—The National Center (Arlington, VA).

EMPLOYEE VOLUNTEERING AT XEROX CORPORATION

When Joseph C. Wilson founded Xerox, he felt that to be successful, the company would have to “combine the force of technology, with the force of humanism.”

In 1974, Xerox created its Community Involvement Program (XCIP) in response to employee's desire to be involved in their communities. Since XCIP began, over 70,000 people have conducted and participated in almost 3,000 projects in hundred of communities across the country. Xerox channels funds to local teams of employees for specific community projects. Though requests for funding are approved by headquarters, this program allows employee autonomy in project selection. It is based on Xerox's belief that “corporate social responsibility is an investment, not a give-away . . . a necessity, not an option.”

The Xerox Corporation Responsibility Philosophy, from which the Xerox Community Involvement Program is built, is this:

The investments we make in society—like those we make in capital equipment or technology—are essential to our prosperity. Through such investments we maintain, build and strengthen the communities of our customers, our employees and our shareholders. In the long view, corporate contributions are smart business. It is short-sighted, and ultimately naive, to regard them as anything less. . . .

Throughout most of this century, social problems have been addressed by a partnership of several elements within society: governments, non-profit organizations, individuals and corporations. Each element is essential in this fragile partnership. Without any one, the effort would falter. . . .

Business, if anything, could assume an even larger share of the responsibility because it is specifically structured to solve problems. The business community possesses enormous wealth, advanced technology and abundant human resources. It works more efficiently than a government, more effectively than individuals acting separately.

And its role is so large today that it cannot disengage. Business contributions are indispensable to society. There should be no turning back.

By permission. From Xerox Corporation publications.

*"All my life I've tended to put things off, but as I approach retirement, volunteering is helping me to prepare."
(executive secretary)*

Chapter 14.

EMPLOYEE VOLUNTEERING

American corporations, organized labor and small business support employee volunteering.*

In 1985, over 600 major corporations sponsored structured activities to involve their workers in community service volunteer activities. Some employees get released time from their jobs to volunteer, while others serve on their time. Some work in teams led by other worker volunteers, some work in group projects managed by their company and others work on individual assignments.

A 1984 survey reports that small businesses can benefit from employee volunteering . . . increased visibility and image, broadening business contacts, improved employee morale, and ease in hiring new employees. Over 75% of the survey respondents agreed that volunteering is good for the "bottom line."

Organized labor also supports volunteering. Community Service programs at the local level cite involvement by union members in information and referral services, disaster relief, assisting United Way campaigns, mobilizing members for disaster relief, construction of shelters for the homeless, child identification programs, cultural

*For details about work-based employee volunteering, the reader is encouraged to read *A New Competitive Edge: Volunteers From The Workplace*, VOLUNTEER—The National Center, 1986 (Arlington, VA). This material reprinted by permission of the publisher.

arts and education programs, involvement of retirees as foster grandparents, letter carrier food drives, giving blood and scouting leadership.

Companies support employee volunteer programs for four major reasons:

First, volunteer programs are a way for corporations to respond to workers' concerns about quality of life in their working and living environments.

Second, volunteer programs are a way to increase and reinforce workers' skills, particularly in leadership and participatory decision-making.

Third, volunteer programs are a way for a business to respond affirmatively to the public's expectations of its involvement in community problem-solving.

Fourth, volunteer programs are a way for corporations to demonstrate moral leadership, "doing the right thing," which redounds to the ultimate benefit of the company.

About the Authors

Dr. Frederic P. Gardner enjoys volunteering and community service projects. As a Professor of Sociology and former Associate Dean, he has been able to weave these activities into a busy life at the Rochester Institute of Technology, Rochester, New York.

Volunteer and community service has involved him as President of the Livonia, New York Board of Education, chairman of the Livonia Zoning Board of Appeals, founder of the Livonia Arts Festival, fundraiser for the American Cancer Society, and volunteer counselor at Auburn State Prison.

Currently he volunteers with Compeer Program, Inc., an organization where one-on-one friendships are formed with former mental patients. He has worked with three individuals. He is also on the Advisory Board for the New York State Center for Excellence, a project for gifted high school children.

Gardner's background includes degrees from St. Lawrence University, State University College at Buffalo and S.U.N.Y. Buffalo. He is married and the father of three. Fred served in the United States Army as an artillery officer. His teaching experience ranges from elementary to graduate level and spans nearly thirty years. He has received several awards for service.

Henry E. Liebling is a Management, Organizational Development and Motivational Consultant, Writer and Lecturer. He has experience in private, public and independent/voluntary sectors.

He was actively involved with the City of Simi Valley, California, which was nationally recognized for its citizen involvement program. In Beaverton, Oregon, he coordinated the city's human service and citizen involvement volunteer program, working on issues pertaining to senior adults, single parents and transportation. He also wrote a grant proposal that secured funds to expand library services to people who lacked easy access. As a trainer, he has conducted programs for non-profit and government executives, managers and volunteers.

As a volunteer for a private sector-public education Partnership Program in Rochester, New York, he helped develop a clearinghouse to facilitate the donation of material and equipment from the business community to the schools. He has been a program evaluator for the local United Way. In 1985, he was Chairperson of his 20th year high school reunion. Liebling earned a Masters of Public Administration degree from Syracuse University's Maxwell Graduate School of Citizenship and Public Affairs. Henry, also an Eagle Scout, resides in the New York metropolitan area.

FOOTNOTES

¹This chapter draws upon information in "Americans Volunteer 1985", an INDEPENDENT SECTOR Summary Report. The data in this chapter is from a national survey of volunteers, their activities, and the reasons why they volunteer, conducted in October 1985, by the Gallop Organization for INDEPENDENT SECTOR. Reprinted by permission.

²Format and content, by permission, from The United Way of Greater Rochester, Inc., Rochester, New York.

³"Americans Volunteer 1985."

⁴From page 196 in THE AGING EXPERIENCE: An Introduction to Social Gerontology, Second Edition, by Russell A. Ward. Copyright © 1984 by Harper & Row, Publishers, Inc. Reprinted by permission of Harper & Row, Publishers, Inc.

⁵Material from "Handbook for Personal Productivity," by Henry E. Liebling. Copyright © 1983 by Skill Builders, Inc.

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A book of readings that pulls together 45 of the best speeches, articles and chapters that describe the role and impact of the voluntary sector over the 300 years of America's history. The volume includes a bibliography of 600 titles.

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Volunteerism

PUBLIC DUTY AND CITIZENSHIP

We will ever strive for the ideals and sacred things of the city, both alone and with many: we will unceasingly seek to quicken the sense of public duty: we will revere and obey the city's laws: we will transmit this city not only not less, but greater, better and more beautiful than it was transmitted to us.

This section of the oath of the Athenian Citizen decorates the foyer of the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University.

Volunteer . . . Be Proud
SELF-ASSESSMENT CHECK-LIST:

Why Get Involved as A Volunteer?

Instructions: Place a check mark in the box that closely corresponds to the reasons why you might volunteer. (If you already volunteer, you can review your reasons with this check-list.)

TO HELP OTHERS

TO FEEL USEFUL

- Advance a cause
- Improve services provided in your community
- Feel personal satisfaction in helping others
- Feel personal satisfaction in positively influencing change
- Do something good for the community (or country)

TRAINING

AND SKILLS

- Obtain new skills
- Practice new skills or refresh old ones
- Gain confidence and feeling of self-worth

EDUCATION

AND CAREER

- Help make career, college and vocational decisions
- Meet people who might ultimately be a positive influence in personal or business concerns
- Gain academic credit

PERSONAL

SATISFACTION

- Work with enjoyable and interesting people
- Avoid boredom and loneliness
- Develop new friendships
- Learn more about the community, state, nation, or world
- Meet with, and learn from, experienced leaders
- Satisfy personal, family, or friends' expectations
- Gain recognition
- Prove something to myself
- Add a dimension of meaning to life
- Fulfill a need for affiliation with a group
- _____
- _____

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