

The Best of the Best
is a collection of tips,
techniques, and opinions,
from the country's leading
practitioners and observers
in Volunteer Administration.

- FOR Volunteer Directors, or
 Volunteer Coordinators, or
 Program or Executive Directors, or
 Paid people who direct Unpaid people, or
 Unpaid people who direct Unpaid people, or
 ... whomever

FROM Patricia Chapel

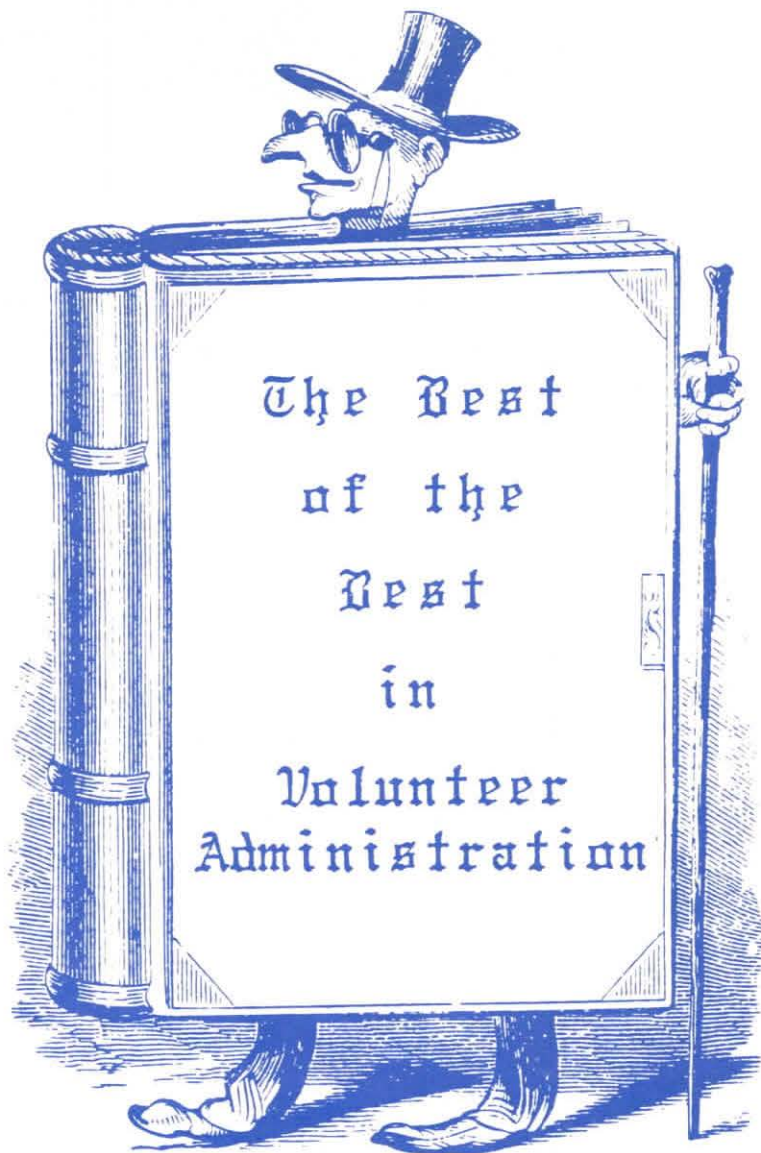
To SUSAN ELLIS -

ONE OF THE BEST...

THANKS FOR PAGES 5 & 6!

FRIENDLY REGARDS,

R. Angel



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Patricia Chapel

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Urbana IL 61801



DEDICATION TO:

The Chapel children, who -- as so many others like them -- shared their mother with a variety of volunteer causes and efforts. Here's to Casey and Donna and Chip and Dave.

THANKS TO:

The forty-six authors, from twenty states, who -- in *The Best* tradition of volunteering, willingly share and enable others.

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A LETTER FROM THE EDITOR



Thank you for being *The Best* readers! I have greatly enjoyed this project, and I am extraordinarily grateful to the fine contributors who made it possible. There is a real sense of satisfaction in being a facilitator.

We still hear talk about the necessity for the field to develop "a body of knowledge." I recall ten years ago, when I made the transition from unpaid volunteer leader to paid volunteer leader, that the "body of knowledge" consisted of Hat Naylor's *Volunteers Today*, and *The Volunteer Community*, by Eva Schindler-Rainman. I am especially pleased they agreed to participate in this project. And, I'm proud as can be that also represented are some people with less familiar names whose contributions are genuinely enlightening and provocative.

When launching the project in June, 1982, I wrote that I wanted "the book to be as much enjoyed by the old pros with many years of experience, as it will be useful to the newcomer." Well, it's been useful to me! As the material arrived, I retyped it in format, and had opportunity to really process the information. I've had a half-year to use (and credit the sources of) this splendid stuff.

If there is a shortcoming of this work, it's the organization of the material. On the inside back cover you'll find a do-it-yourself reference page. I hope you will find it useful for retrieval of information you want.

The scheme of *The Best of the Best in Volunteer Administration*, is:

- The Best Contributors *ii*
- Contents by Subjects *vii*
- Other Works by Contributors 76
- The Next Best 78

I hope you will find "our" book an important addition to your resources.

Friendly regards,

Patricia Chapel
September, 1983



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Recruiting with Bookmarks 62

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On Management 61
On Recognition 53
On Recruitment 3
On Us 58

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Patient Panels - Public Relations and Education 52

PATRICIA CHAPEL, Consultant / Director
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Characteristics of a Good Volunteer Administrator 44
How Many Volunteer Jobs Can You Identify 64
How Not to Recruit 29
Interview Questions With a Difference 9

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Delegation 5

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Communications 74
Recognition 34

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Surviving as a Volunteer Administrator 17

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Recruiting Volunteers - Specifically 54

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The Role of the Administrator of Volunteer Programs 24

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Discovering Leadership Styles 20

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Volunteer Burnout 50

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Delegation 33
Time and Personal Management Skills 48

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Volunteers in "For - Profit" Settings 17

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Training New Volunteer Directors 17

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Rhyming Advice 74

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Organizational Transition 58

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Transitional Volunteers 59

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Transferring Volunteer Experience to Employment Applications 8

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Communications 56

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Conflict Management 28
Effective Meetings 2
Training Committees 66

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A Good and Prompt Beginning 19
Simple Fund Raising Idea 51

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Placement 10

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Access To Future Determination 36
A Challenge to the Profession of Volunteer Administration 1

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Annual Evaluation Day 26

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Basic Recipe for Recruiting Elders 45

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Succinct Guide to Volunteer Management 11

THE BEST CONTRIBUTORS

JOANNE HOLBROOK PATTON, CAVS, Volunteer Consultant
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Advice to Volunteers Becoming Volunteer Managers 30
Words of Advice to Volunteer Professionals 45

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Recruiting - 50% PR and 50% Persistence 55
Recruiting with News Stories 20
Training 75

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Taking Time to Make Time 56

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Rehnberg's Consolidated Rules for Volunteer/Staff Relations 73

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Recognition for Staff 62

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Focus Your Recruiting Efforts 4

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Tips for Volunteer Administrators 18

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Group Interviewing 38

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Intergenerational Volunteering 27
Staff Ownership of Volunteer Programs 65

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A Time Saver 50

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National Volunteer Week Recognition 68

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Resources - Resources - Resources 63

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Supervision of Volunteers 37

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Educational Volunteerism: A New Look 67

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Recruiting with Enthusiasm 16
Supervision 51

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Things Volunteers Should Know 72
Non-Discriminatory Interviewing 70
Volunteer Semantics 69

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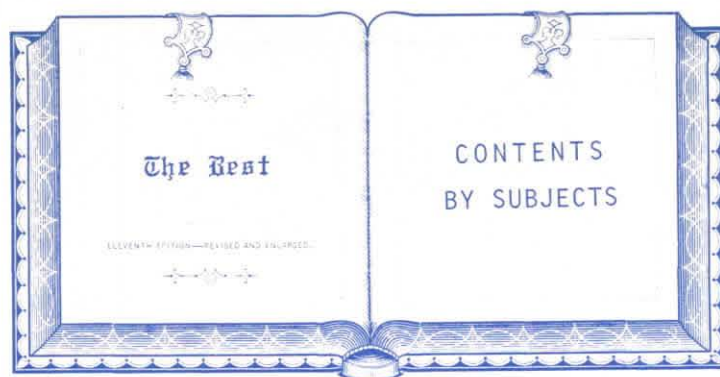
Matching Volunteer + Agency Needs = Motivation 25

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A Prediction 60

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Biblical Origins of Volunteerism 35
On Being a Task-Master 15
Staff Design of Volunteer Jobs 32



VOLUNTEER ADMINISTRATION AND ADMINISTRATORS

Characteristics of a Good One	44	Pat Chapel
Surviving as One	17	Chris Franklin
The Role of Administrator	24	Ray Gurney
Burnout	50	Dorothy Humphreys
Succinct Guide	11	Elaine Pasternack
Advice on Becoming One	30	Joanne Patton
A Non-Entry	16	Nancy Root
Tips for Administrators	18	Fia Scheyer
Things Volunteers Should Know	72	Arty Trost
Volunteer Semantics	69	Arty Trost

RECRUITMENT

With Bookmarks	62	Catha Abrahams
How To	3	Kenn Allen
How Not To	29	Pat Chapel
Specifically	54	Janice Gerdemann
For "For-Profits"	17	Rae King
Basic Recipe for Recruiting Elders	45	Jo Oblinger
PR and Persistence	55	Becky Proudfoot
Through News Stories	20	Becky Proudfoot
With Enthusiasm	16	Carol Todd

INTERVIEW

Questions with a Difference	9	Pat Chapel
Group Interviews	38	Eva Schindler-Rainman
Non-Discriminatory Interviewing	70	Arty Trost

PLACEMENT

Of Transitionals	59	Helen Mahoney
Being Prompt	51	Connie Murphy
High Percentage	10	Marilyn Murphy
Intergenerational	27	Connie Skillingstad
Matching Needs	25	Betty VanderRoest
On Being a Task Master	15	Sara Lee Wolf

SUPERVISION

Of Volunteers	37	Bonnie Strait
Effective Supervisors	51	Carol Todd

TRAINING AND TRAINING EXERCISES

Developing Job Titles	64	Pat Chapel
New Directors	47	Connie Krell
Training Committees	66	Emily Kimball Morrison
Volunteers and Staff	75	Becky Proudfoot
Focused Recruiting	4	Muriel Runyen

RECOGNITION

The Best Kind	53	Kenn Allen
School Volunteers	67	Eleanor Fisher
Transferring Volunteer Experience Of Staff	8 62	Ruth March Marsha Riddle
National Volunteer Week	68	Patricia Smith

RESOURCES

Coalition Building	69	Leota Didier Douglas
Simple Fund Raiser	65	Connie Murphy
People and Materials	63	Gretchen Stringer

STAFF / VOLUNTEER RELATIONS

Consolidated Rules	73	Sarah Jane Rehnborg
Staff Ownership of Programs	65	Connie Skillington
Staff Design of Volunteer Jobs	32	Sara Lee Woolf

COMMUNICATIONS

Tips	74	Eleanor Fisher
Do It	56	Martha Martin
Patient Panels	52	Rosalie Bowker

MANAGEMENT

Common Sense	61	Kenn Allen
Delegation	5	Susan Ellis
Leadership Styles	20	Joyce Horan
Time and Personal Management	48	Rita Irons & Randy Webb
Delegation	33	Rita Irons & Randy Webb
Conflict	28	Emily Kimball Morrison
Effective Meetings	2	Emily Kimball Morrison
Evaluation	26	Katie Noyes
Take Time to Make Time	56	Judy Rauner
A Time Saver	50	Gayle Smith

SPECULATIONS ON THE THING ITSELF

On Us	58	Kenn Allen
Rhyming Advice	75	Mary Ann Lawson
Organizational Transition	58	Jerry Lynes
A Challenge	1	Hat Naylor
Access to Future Determination	36	Hat Naylor
Words of Advice	45	Joanne Patton
Educational Volunteerism	67	Suzanne Taranto
A Prediction	60	Sue Vineyard
Biblical Origins	35	Sara Lee Woolf

★ Hat Naylor
Consultant, Staatsburg NY

A CHALLENGE TO THE PROFESSION OF VOLUNTEER ADMINISTRATION

You Are What You Are Because of Where You Were When, is the title of a training film about value systems and their effect on our perceptions. Nowhere is this more true than in the wide ranging field of volunteering. Some of us have enjoyed opportunities for upward and horizontal mobility, and have learned how many common processes and skills are required no matter who works with us, or who receives volunteer services.

But we seem to identify ourselves with the differences among constituencies we serve and auspices who sponsor our professional role. The barriers between fields of service are more easily overcome in local situations, particularly in DOVIAs (Directors of Volunteers in Agencies), than in professional societies at the national level. This is a real handicap to professionalization of the highly demanding function of volunteer administration. The school people, the courts and corrections people, the Volunteer Bureau people are all appealing to the same funding sources, civil service and personnel counselors, and interested donors in the general public. They are duplicating membership services and organizational survival processes in competition with others, rather than cooperating, pooling resources and forwarding a generic profession which can be practiced in many fields.



If the enthusiasm and zeal going into competition could be directed toward common goals and objectives, the profession of volunteer administration would more easily earn the respect and rewards it deserves in a democratic society:

- Gatekeeper to citizen participation,
- Reinforcer of the values of pluralism,
- Fostering the highest evolutionary form of social activity,
- Volunteering and self transcendence.

★ Emily Kimball Morrison
Jordan Enterprises, Tucson AZ

EFFECTIVE MEETINGS

Tired of meetings which ... run too long ... have no direction ... appear to have no leader ... are dominated by one individual ... are unorganized ... are interrupted by late comers?

As with anything, *time invested in the beginning saves time in the end.*

"Interaction Meetings" have proved to be the most effective of all approaches for groups of 30 or less.



Interaction Meetings differ from parliamentary meetings in that they:

- . are informal and stress participation by all,
- . have divided leadership function (anyone can "run" the meeting, and all participants are held responsible for the focus and direction),
- . stress consensus; win-win decisions as opposed to majority votes,
- . make visible progress, (based on notes recorded before the group),
- . have self-correcting minutes (action is recorded on newsprint with bold pens).

The Chairman is responsible for developing a specific agenda (with time frames), and committing participants to make presentations. Anyone expected to attend should have a copy of the agenda before the meeting to allow time to prepare. Two items often left off agendas, but which are essential to the success of the meeting, are: *What do we need to accomplish?* (why are we having this meeting?), and, *What to bring?* (which may be specific materials, or even just ideas to help the meeting move along).

EFFECTIVE MEETINGS

The Facilitator, who need not (and really should not) be the Chairman, is responsible for the actual "process" of the meeting. It is the Facilitator's job to keep the group on track and on time, to tactfully deal with dominators, to encourage everyone to participate. By rotating this role you build leadership in others.

And by removing the Chairman from the role, you allow the feelings and wishes of the group to surface. By boldly recording (and posting sheets in order as you finish) you provide for self-correction, take the personalities out and let the ideas stand alone and make it possible for late comers to catch up without interruption.

Meetings are more apt to start and end on time when everyone feels the responsibility for the direction of the meeting and keeping it on schedule. Consensus is more likely in a setting where everyone feels his ideas have been heard, and adversarial roles have been removed.

Finally, the records (from the newsprint sheets) are transcribed into the minutes, concentrating on the action items and decisions made. An effective conclusion sets up a *future plan*: What next? Who will do what in preparation for the next meeting?

★ Kenn Allen
VOLUNTEER, Arlington VA

ON RECRUITMENT



Let's remember what our "gut" (and most surveys) tell us about how people get involved. It's not through TV or radio ads, fancy brochures, posters, etc. -- they only help to create awareness.

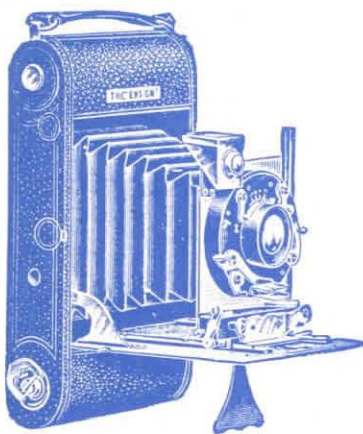
It is because someone asks them to, explains the need for their involvement and shows them how they can help. The implication? We have to create and use effective networks of people-to-people communications. Can each of your volunteers interest just one more person in getting involved?

★ Muriel Runyen, CAVS
Dept of Corrections, Springfield IL

FOCUS YOUR RECRUITING EFFORTS

Only recruit in places, times, and ways that you're likely to be successful. You can make this point by using this exercise in workshops. Directions: Match Column I (WHO) with appropriate letters from Column II (HOW), and III (WHERE), and IV (WHEN). Some may have more than one answer.

I WHO	II HOW	III WHERE	IV WHEN
Business Executives	_____	_____	_____
Senior Citizens	_____	_____	_____
College Students	_____	_____	_____
Office Workers	_____	_____	_____
Housewives	_____	_____	_____
Blue Collar Workers	_____	_____	_____
Professional People	_____	_____	_____
Minorities	_____	_____	_____
Retired Professionals	_____	_____	_____
Married Couples	_____	_____	_____
Handicapped People	_____	_____	_____
Low Income People	_____	_____	_____
Rural Citizens	_____	_____	_____
School Teachers	_____	_____	_____



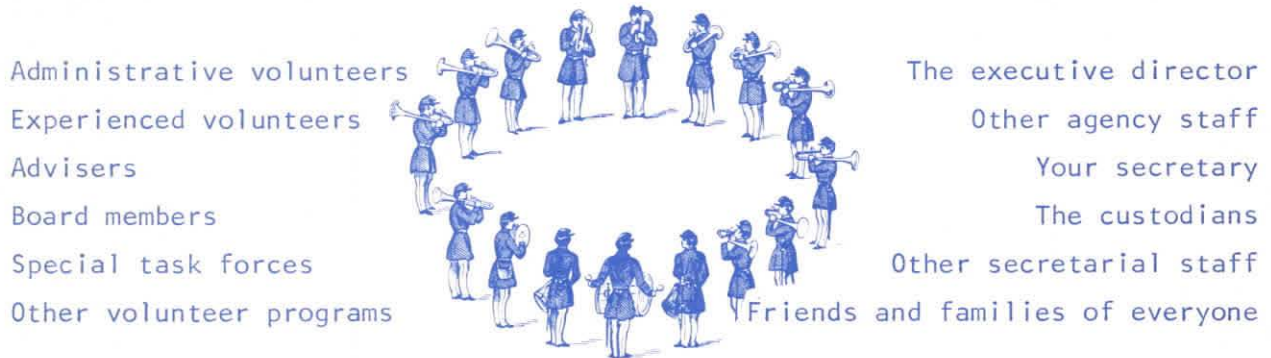
II HOW	III WHERE	IV WHEN
a. Posters	a. Service Clubs	a. Summer
b. Brochures	b. Churches	b. Winter
c. News Releases	c. Colleges	c. Spring
d. P.S.A.s	d. Laundramats	d. Fall
e. TV Interviews	e. Welcome Wagon	e. Daytime
f. Speeches	f. Grocery Store	f. Evening
g. Exhibits	g. Bowling Alleys	g. Weekends
h. Billboards	h. Business Offices	h. Holidays
i. Handbills	i. Hobby Clubs	i. Noon Hour
j. Door-to-door	j. Senior Centers	
k. Form Letters	k. Community Centers	
l. Institution Tours	l. Volunteer Centers	
m. Personal Calls	m. YMCAs or YWCAs	

★ Susan J. Ellis
ENERGIZE, Philadelphia PA

DELEGATION

Remember that there is a difference between *seeing that things get done, and doing them!!* You cannot delegate your responsibility for making sure the program you lead operates effectively, but many of the day-to-day and special tasks you face can be shared with others.

Consider the following possible resources ... possible "delegates":



Here are some *brief* but *critical* tips to successful delegation:

1. Become an expert in task analysis.
 - . The better you are at breaking jobs down into manageable pieces, the more successful you will be in getting help.
 - . Analyzing many tasks at once will suggest different patterns of work and ways to delegate, e.g., is "writing" a need that crops up in several analyses?
2. Set any assignment into context.
3. Clarify your role as well as the role of the person who will help you.
4. Describe the whole job at once (no surprises!).
 - . Assign it in manageable steps, with internal time frames.
5. Identify the system you will use for both reporting and follow-up.
 - . How do you want progress reports (written? tape? meetings?)
 - . When do you want reports?
 - . How accessible will you be? (when do you *not* want to be reached?)

6. Once you have delegated, *do not undercut the process!*
 - . Do not answer questions in-between meetings if the person really can handle the problem alone. Assure of your confidence - train for independence.
 - . If someone else asks a question or makes a comment related to the delegated task, refer that person to the one who is handling the assignment. Don't fall into the trap of answering for your assistant.
 - . Give the delegatee a title that describes functions and authority.
7. After the task is done, tell the person you will want a report that will help the next person to do the job just as well. And then remember to give this report, and other resources, to the next delegatee.

★ Leota Ann Didier Douglas
Ministry with Women, Urbana IL

COALITION BUILDING AMONG SOCIAL SERVICES



I was the first coordinator of The Wyoming Coalition on Family Violence and Sexual Assault. The Coalition offered family violence and sexual assault service providers the opportunity to move collectively to obtain state funding for their services and to improve state laws. My task was to overcome interagency distrust, and to:

- Recruit all service providers into the Coalition,
- Organize, structure, and incorporate the Coalition, and
- Lay groundwork for eventual legislation.

COALITION BUILDING AMONG SOCIAL SERVICES

Beyond developing strong persuasion, communication and organization skills, the following are helpful hints for coalition builders:

BE A NATIVE DAUGHTER (OR SON)

- . Build statewide ties with all kinds of people
- . Work gratefully with everyone who lends a hand
- . Develop a genuine commitment to the whole state



BE A TRUE BELIEVER IN YOUR MISSION

- . Focus your attention on your client's need for services
- . Understand your client population ... from personal experience, from shared experience, and from training
- . Feel the urgency of your client's need for services

AVOID SINKING IN SPECIFICS

- . Continually focus coalition members' attention on their clients' need for services
- . Ignore requests that all service providers have the "correct", that is, the same, perspective
- . Keep statewide proposals basic and simple
- . Allow local groups to decide specifics at the local level

DEVELOP A CORE WORKING GROUP AND SHARE POWER WITH THEM

- . Power can be shared - there is plenty to go around
- . Share all the information you receive
- . Share all the materials you create
- . Share all the decisions you make
- . Share the recognition for all accomplishments

INTERVIEW THE "BIG WIGS"

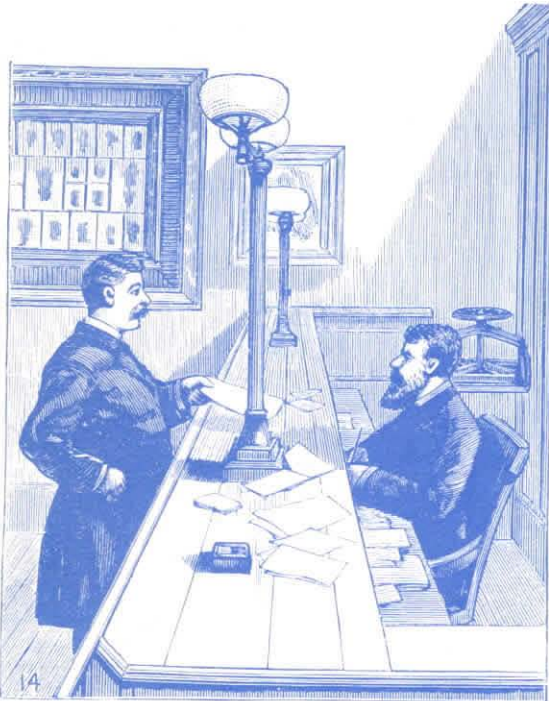
- . Learn how to do informational interviewing
- . Interview every statewide agency or organization director who may be interested in your clients
- . Gather information, make friends, explore the ball park you will play in before asking anyone for anything specific

LOOK OUT-OF-STATE GIFT HORSES IN THE MOUTH

- . Federal or national organizations' assistance may offend state level power brokers
- . Evaluate all out-of-state aids carefully in terms of in-state consequences before accepting them.

★ Ruth March
Los Angeles Ballet, Los Angeles CA

TRANSFERRING VOLUNTEER EXPERIENCE TO EMPLOYMENT APPLICATIONS



If volunteer experience is to be automatically evaluated when one is applying for a paid position, several changes must be widely made.

- Applications should be revised to include volunteer experience under the work history section. A small rubber stamp may be used that says, "list applicable volunteer experience" or "volunteer experience may also be listed" or "include relevant volunteer experience."
- Volunteer job descriptions should be written in job transferable language, so that those applying for paid positions can present their skills understandably and will be applying for appropriate positions.

Some suggestions for action:

- Check the employment applications of your agency, organization, governmental body, corporation. Do they comply? Has your agency passed a support resolution? Have members of your board reviewed the job applications in their workplaces? Many national groups have passed such resolutions as has the federal government.
- Ask for technical assistance from personnel or human resource departments in writing your volunteer job descriptions.
- Recognize those employers who have revised their applications or have sent a letter of commitment, during National Volunteer Week and other recognition events.

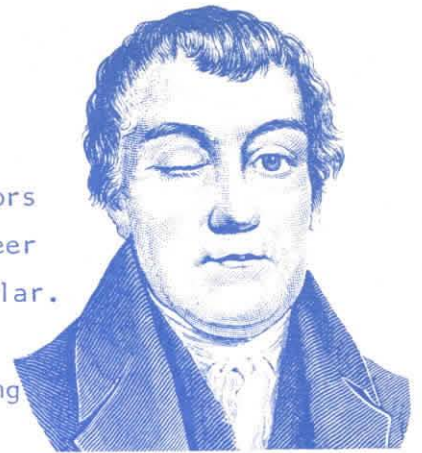
TRYING IS NOT DOING. If you want to make things happen, to make things different, you must develop a specific plan, set measurable deadlines, and GET ON WITH IT!

- Emily Kimball Morrison

★ Patricia Chapel
Editor, Urbana IL

INTERVIEW QUESTIONS WITH A DIFFERENCE

When soliciting material for *The Best*, I asked contributors for the question they find most useful during the volunteer interview. As you might expect, many responses were similar. Some were different and provocative. They are presented here as the best part of this volunteer business - sharing

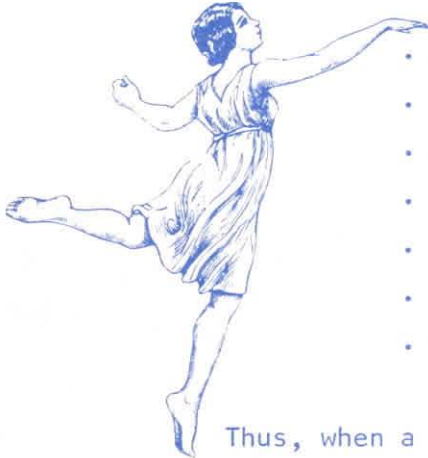


- () Tell me about yourself. A number of contributors suggested this one, and it's a great lead-off question just to see what the applicant considers first. I've found that when I ask male applicants this questions, often the response is information about their height, weight, and occupation.
- () Given a day to yourself - what would you do? ... Hyatt, OR
- () Share some of the most satisfying things you've done in the past few years. ... Lawson, CA
- () What kinds of things do you find frustrating-things to avoid? ... Chapel, IL
- () How can I help you "gain" from your volunteer experience? ... Horan, KY
- () What skills or personal attributes do you want me to know about? How do you see that capability helping our clients? ... King, IL
- () What are your requirements for a good experience? ... Morrison, AZ
- () What have you not had a chance to do, that you might learn and try with us? ... Ellis, PA
- () What are your best "qualities" as a person and as a worker? ... Noyes, PA
- () Describe the perfect supervisor. ... Vineyard, IL
- () (for volunteer leaders) If you were the Pied Piper, why would people follow you? ... Taranto, FL
- () Describe the perfect volunteer job for you. ... This also was mentioned a number of times. I used to use that query, but quit when interviewees were describing things that weren't even remotely available.

★ Marilyn M. Murphy
VAC, Stamford CT

PLACEMENT

One of the most valuable pieces of information I can share is the reason we have such a high placement rate of volunteers referred to agencies. We pride ourselves on knowing the agencies we serve:



- . the services delivered,
- . the location,
- . parking,
- . bus routes,
- . how volunteers are used and recognized,
- . the training offered,
- . knowing personally, the volunteer coordinator.

Thus, when a volunteer comes into our office to register we can, after determining the volunteer's needs, skills and availability, make what turns out to be - 85% of the time - The Perfect Match.

It is a tribute to our staff that they can achieve this and a tribute to our Board of Directors who make on-site agency visits and come back armed with all the information needed to make this perfect match.

★ A HAT NAYLOR OBSERVATION

"The printed page is a rearview mirror" (Marshall McLuhan)
...therefore we have to compensate by taking a future stance, -- "anticipatory democracy." Toffler said "overcome habit and parochial limits" -- talk more to the non-believers in non-technical language!



★ Elaine Pasternack
WMHT / TV - FM, Schenectady NY

SUCCINCT GUIDE TO VOLUNTEER MANAGEMENT

Every now and then, it's a good idea to muse through this check list to make sure your program is in good shape.

ATTITUDES

- . Volunteers are unpaid staff.
- . Volunteers supplement staff.
- . Do you and "the boss" really want volunteers?
- . Is this a job volunteers can do better than a paid person?



PLANNING

- . Define the need and work out the logistics.
- . How many of whom with what qualifications and reporting to whom on what schedule organized how to do what!
- . What are you expecting to accomplish?

PLANNING SOME MORE

- . Sometimes there are too many volunteers and not enough work.
- . Volunteers don't like nonsense work, and neither do volunteer managers.

JOB DESCRIPTIONS

- . Does it include standards of performance? Object is to create good *mutual expectations!*
- . "Fancy" is not necessary -- they can be worked out with an individual on the run. What is important is that everybody is clear about what is expected.

INTERVIEWING, SCREENING AND PLACEMENT

- . Who will be the soldiers and who the generals?
- . Some of the most unlikely people are the best volunteers.
- . Interview with the goal of developing people's potential.
- . Interview in a group or in a social situation.
- . Do it any way you can, *but get to know your volunteers!*



SUCCINCT GUIDE TO VOLUNTEER MANAGEMENT

LOGISTICS OF "EMPLOYING" LARGE NUMBERS OF PEOPLE



- . Be professional, because most likely yours is the largest department in the station (agency).
- . Give a telephone number where you may be reached.
- . Introduce new volunteers to staff.
- . Oops, I never did tell that poor man where to find the toilet.
- . I'll confirm your assignment in writing.
- . When you are business-like, your volunteers will be, too.

RECORD KEEPING

- . It's a mortal sin to lose a volunteer through oversight.
- . How can you be professional if you don't know who is working?

TRAINING

- . Training involves: 1) knowledge, 2) skills, 3) attitude.
- . Training takes a lot of planning.
- . Volunteers need both direction and authority - just like paid staff.
- . Involve staff in training when possible.
- . Isn't it amazing how we often expect volunteers to perform miracles with little or no information and no resources to work with?

VOLUNTEER MANUALS

- . They're really not so much work.
- . They should: have a message from the boss; general instruction about the organization (structure, names of departments); a partial who's who in the building; some rules and regulations concerning relations with the volunteer program; and what to do in an emergency.
- . Also include some of your hopes for the future of both the volunteer program and station; phone numbers and addresses are good too.

RECRUITING

- . Word of mouth about your well run program is the best recruiting tool!
- . There's no question that it takes a lot of time and effort to recruit and interview -- so protect your investment by placing and training your volunteers properly.
- . The more volunteers you keep, the fewer you have to recruit -- and they will bring their friends and relatives.

SUCCINCT GUIDE TO VOLUNTEER MANAGEMENT

VOLUNTEER RECOGNITION

- . The most important recognition is each time.
- . You can reward with promotions -- volunteers want to know where they are heading in their "jobs".
- . Give opportunities to learn new skills.
- . Give tangible evidence that they are making a contribution.
- . Give consideration of each person's needs and personality.
- . Consider name tags, parties, logos, pins, and all that stuff.
- . Always send thank yous and give information about results achieved by volunteers.



COMMUNICATIONS

- . Volunteers get lonely -- especially when their assignment is out in the community rather than at the station.
- . Don't forget input and feedback.
- . Use newsletters, meetings, and that marvelous instrument, the telephone.

EVALUATION

- . Includes both a personal evaluation of the volunteer and a realistic evaluation of the volunteer program.
- . Evaluations can be written or informal, but always should be
 - positive and constructive and objective,
 - done according to the rules of the game.

TRAINING STAFF TO 1) Recognize, and 2) Work with Volunteers.

- . You may have to formalize this - how about 15 minutes at each staff meeting?
- . You have to clue the staff in on volunteers' expectations.
- . Best way to achieve good volunteer/staff relations is to make your department the best run in the station (agency). Be credible.

FIRING VOLUNTEERS

- . Do it.
- . Be frank and honest.
- . How? Try moving a non-performing volunteer to another position, or give them a chance to resign.

SUCCINCT GUIDE TO VOLUNTEER MANAGEMENT

MOTIVATION



- . If you do a good job on the first fifteen items, you should have well-motivated volunteers.
- . You can't motivate volunteers with only niceties, but you can *DEmotivate* them when you forget your manners, your thank yous, your appreciation of how much they do.
- . Volunteers are motivated when they ask to volunteer -- your job is to make sure they don't get turned off.

WHY VOLUNTEERS LEAVE AN ORGANIZATION

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> . Don't feel needed . No recognition . Paying job . Lack of space . Lack of cooperation . Taken advantage of . Improper screening . Undefined job . Boredom . Insecurity . Not enough work . Conflict with staff . Nonacceptance by staff | | <ul style="list-style-type: none"> . Change in personal schedules . No understanding of task to be performed . No training/little orientation . Overworked, underappreciated . Don't see results of their efforts . Feeling ignored, unimportant . New growth in another direction . Abilities not involved . Too much time consuming demand . Too much expense for volunteer . Don't understand agency's mission . Don't approve of the management by staff . Apathetic supervision by staff |
|---|--|--|
- . FRUSTRATIONS due to improper training,
not enough direction,
position not clear -- EXPECTATIONS NOT MET

Steer clear of the MUSHROOM THEORY OF MANAGEMENT: Put them in the dark, feed them dirt, and watch them grow. It just won't happen. Unlike mushrooms, volunteers do not thrive in such an environment. Communicate and clarify continually.

- Emily Kimball Morrison

★ Sara Lee Texer Woolf
Jewish Vocational Service, Chicago IL

ON BEING A TASK-MASTER

Volunteer services have surely changed! In the mid-sixties when I was the social group worker in a home for the aged, I requested a volunteer leader for a weekly literary discussion group. The activity required a planned curriculum and reading list and the inclusion of films and recordings when appropriate. The response from the director of volunteers was, "I can't ask a volunteer to do that! You are too demanding." Today when we discuss routine jobs with non-professional type responsibilities, the response often is, "I can't ask a volunteer to do that. It's too boring."

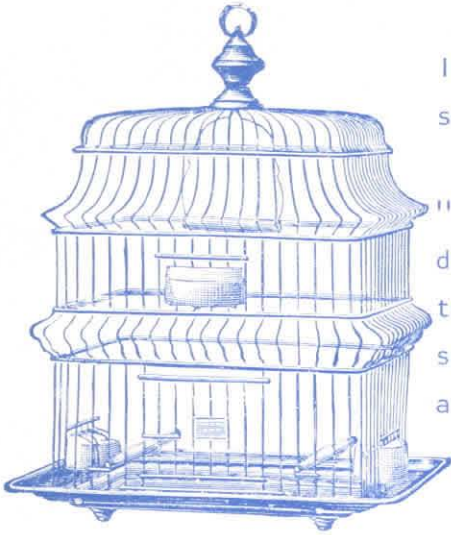


I am convinced that volunteers want to be helpful. Just as paid personnel must do boring detail work because it's "part of the job" and is necessary in order to provide service, so too are volunteers willing to assist with unglamorous trivia. No one wants to be shuttled off to a corner to sit all day and do the job no one else will do. But, with a firm understanding of how each step in the process contributes to the total client service, volunteers are willing to spend part of their time performing the unglamorous chores. Sometimes I deliberately break-up the boring jobs into pieces and add one of these pieces to more stimulating responsibilities to form a total job. I try to itemize some of the detail work of the "glamor jobs" in the written job description and task analysis provided for volunteers. This avoids having the "sticky" part of the work left for full time staff at the end of the day. Recording statistics, preparing mailings, tabulating responses, and similar tasks are listed. That way, volunteers know all aspects of the job from the start. Remember too, that each person finds different work challenging. What one considers boring may be interesting to another.

I find that combining less interesting tasks with the more professional responsibilities and making volunteers aware of the total job from the start constitute a satisfactory approach to this dilemma.

- ★ Nancy Root
Retired Volunteer Administrator, Boulder CO

A NON-ENTRY WORTH READING



I received this note from Nancy. I think you will get some satisfaction when reading it.

"I have been out of volunteer administration for two years due to Reagonomics eliminating my agency and am out of touch with the field. I have taken a job in the private sector as a Sales Administrator. Much of what I used as a volunteer administrator with nonprofits is transferrable, but I find the private sector way behind in the concept of enabling leadership."

Job enrichment has been around for sixty years. It's been successful every time it has been tried, but industry is not interested. - Peter Drucker

- ★ Carol Todd
Army Community Services, Northfield VT

RECRUITING

Enthusiasm for the purpose and mission of Army Community Service, the agency in which I have served as a volunteer, transmitted to others, has proved my most useful tool. Speaking from conviction based on personal experience is a powerful recruiting device. I like to recruit for a specific job on a one-to-one basis. I discourage volunteer supervisors from saying, "We need volunteers." This gives an inaccurate impression. "We need a chairman for the Outreach Committee, and your special skill in talking to young service wives makes you the perfect person for the job," is much more apt to secure a volunteer who will be successful.



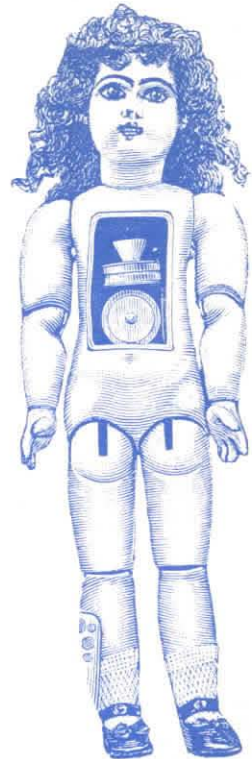
★ Christine G. Franklin, CAVS
VAC/UW, Boston MA

SURVIVING AS A VOLUNTEER ADMINISTRATOR

Way back in the beginning of my learning career in volunteer administration, a fellow Camp Fire executive taught me the art of self-preservation using the following technique:

...be sure to treat yourself with the same caring, common sense, consideration and objectivity that you give your volunteers. There is probably no one else who understands your job or will give you the "strokes" you deserve!

Chris adds, "I think that is why I am still around, and very happy in this career path...today."



★ Rae King
Consultant, Springfield IL

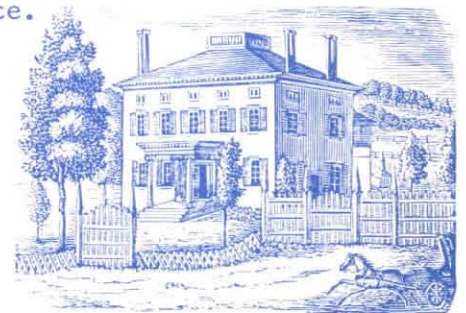
VOLUNTEERS IN "FOR-PROFIT" SETTINGS

During the time that I was Volunteer Services Consultant for a "for-profit" corporation that operated 45 nursing homes, the problem of recruitment of volunteers arose frequently.

The argument was made by many individuals and some community organizations as well, that volunteers should only work in "not-for-profit" facilities and agencies. I found that it was necessary to explain that the people to be served were non-profit, and they were to be the recipients of the service.

People who live in apartment buildings or private homes are not discriminated against if they need assistance, neither should people who live in nursing homes that make a profit.

Making this statement to organizations and groups that have potential volunteers can often assist in their understanding and acceptance of recruitment efforts.



★ Fia B. Scheyer, CAVS
Unitarian Universalist Service Committee, Boston MA

TIPS FOR VOLUNTEER ADMINISTRATORS

If I could write down all the wisdom that I have learned in the past decade as an administrator of volunteer programs, it would be the following:

- . Empowerment of the people is the bottom line,
- . Volunteers need space in which to be creative and to grow, and
- . Volunteer managers must provide that space.

People need to know what is expected of them, and only then will they be able to approach a task without fear and hesitancy. When completing tasks, they are gratified and enriched.



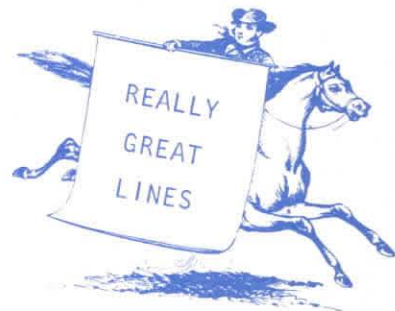
To give of oneself as an administrator of volunteers, one must forget self, and care instead for the "other." Always keep in mind that your task is to build people through work, and you will never go wrong. You will become the sum total, in direct proportion to what you give to

others -- for the joy that is derived from giving far exceeds the satisfaction of achieving. To be valued by one's colleagues and clients is a tremendous step toward building one's self-esteem; with it, one can pursue career goals with self-confidence and assurance.

Always speak in enhancing, not diminishing, language. Howard Higman, of the University of Colorado says, "Words speak louder than actions." I believe he is correct.

If I could teach you anything, it would be in the following "Fia-isms":

- Never pull surprises on anyone.
- Conflict IS an opportunity.
- Win - win strategies are the best kind.
- Assumption is the mother of a lot of foul-ups.



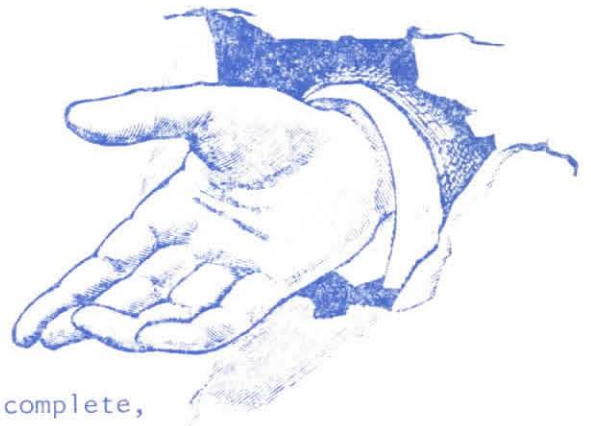
TIPS FOR VOLUNTEER ADMINISTRATORS

- Goals always move into the future.
- A good plan is the shortest distance from where you are to where you want to be.
- Problems have solutions. If a "problem" is without solution, it is a fact. Trying to solve facts is a waste of time.
- The thing you should cover most is your derriere. The best way to cover it is by writing everything down, with dates, who was involved, and what transpired. Then, keep copies.
- A sense of humor is the fourth most powerful sense, sometimes exceeding taste, touch, and smell.
- If you knew that today was the last day on earth and you still cared about "them," you are in the right business.

★ Constance M. Murphy
Alternative Service, Washington DC

A GOOD AND PROMPT BEGINNING

Regular scheduling for orientation, training and service is one critical factor in retention of volunteer interest. Every inquiry, whether it be by phone, mail, or personal contact, should be followed up with specific times for an interview, followed by specific times and places for orientation and training. Once these phases are complete, the volunteer must have regularly scheduled hours, agreed upon in advance, for a specific service.



Connie explained, "This is based on the personal experience of my son, eager to volunteer, but never had any information other than a brochure that was mailed to him. He attended a few meetings, but no one followed up on those. So, as an outsider, he felt even more like an outsider."

★ Becky Proudfoot
 Dept of Social Services, Pueblo CO

RECRUITMENT



I have found that recruitment of volunteers for very sensitive assignments, such as working on a one-to-one basis with an abusive parent, is enhanced by news stories giving subjects to be covered in the intensive training we offer before assignment. We feel this gives the prospective volunteer the assurance that he/she will receive help in this challenging job. We also find that the prospect of receiving further education is attractive to a great many people. In this sense, the publication of the training being offered is a recruitment device.

★ Joyce F. Horan, CAVS
 KY Chapter - Leukemia Society of America, Louisville KY

DISCOVERING LEADERSHIP STYLES

A Neopolitan Approach / Chocolate, Vanilla or Strawberry



This device was adapted from Thomas E. Bier, *Contemporary Youth: Implications of the Personalistic Life Style for Organizations*, unpublished doctoral dissertation, Case Western University.

On the following three pages there are eighteen statements. There are no right or wrong answers. For each statement, indicate in the answer block which of the three alternatives, a, b, or c, is *most* true, or *most* preferred, or *most* important to you by circling a, b, c, in the *MOST* Column.

DISCOVERING LEADERSHIP STYLES

Then choose the *least* true or *least* preferred of the three alternatives and circle its letter in the *LEAST* Column.



For every statement, be sure you circle one alternative in each column. If (a), is circled under MOST, then either (b) or (c) should be circled under LEAST. Do not debate too long over any one statement, -- your first reaction is desired.

- | | MOST | LEAST |
|--|-------|-------|
| 1. When I enter new situations I let my actions be guided by: | | |
| a. my own sense of what I want to do | | |
| b. the direction of those who are responsible | b c a | b c a |
| c. discussion with others | | |
| 2. I prefer dealing with people who: | | |
| a. are in positions of responsibility | | |
| b. are close colleagues | a b c | a b c |
| c. respect me for what I want to do | | |
| 3. I especially try to avoid: | | |
| a. not being myself | | |
| b. going against precedent and those responsible | b c a | b c a |
| c. not checking with my colleagues or friends | | |
| 4. I grow and progress best in this world by: | | |
| a. finding out the way things ought to be done | | |
| b. learning and sharing with others | a b c | a b c |
| c. finding out what I want to do most | | |
| 5. I believe that feelings and emotions: | | |
| a. should generally be shared and acknowledged with others | | |
| b. should generally be shared and acknowledged at my discretion | c a b | c a b |
| c. should generally not be shared or acknowledged | | |
| 6. I believe that my life will be most satisfying if: | | |
| a. I am free, within broad limits, to choose how I want to act | | |
| b. there are clear guidelines to use in advancing and being appropriately rewarded | b c a | b c a |
| c. my friends and colleagues are committed to me | | |
| 7. The true value of my work should be apparent: | | |
| a. shortly after completion | | |
| b. as it is being completed | c a b | c a b |
| c. several years after completion | | |

DISCOVERING LEADERSHIP STYLES



- | | MOST | LEAST |
|--|-------|-------|
| 8. I want to treat others: | | |
| a. as separate individuals | | |
| b. as equals | c b a | c b a |
| c. according to how much competence, responsibility
and influence they have | | |
| 9. My living experiences are useful primarily to help me: | | |
| a. share with others for agreement and development | | |
| b. establishing my interests and abilities | c a b | c a b |
| c. verify the standards set by society | | |
| 10. I can only get the really important things in life by: | | |
| a. doing what I want to do | | |
| b. accomplishing more than the next fellow | b c a | b c a |
| c. working with friends and colleagues | | |
| 11. I will do what is right when I follow: | | |
| a. the guidelines and policies that have been set up | | |
| b. the agreements I have made with my friends | a b c | a b c |
| c. my own sense of what is right | | |
| 12. I am responsible to _____ for my actions: | | |
| a. other people, friends, colleagues, spouse, children | | |
| b. those in position of higher authority | b a c | b a c |
| c. myself | | |
| 13. I believe that what this world needs more of is: | | |
| a. more people who "do their thing" | | |
| b. more agreement among diverse people | c b a | c b a |
| c. more people who respect and abide by the law | | |
| 14. I believe that the world would be a better place if: | | |
| a. I received clearer guidance from those more effective
and wiser than I | | |
| b. I figured things out more clearly for myself | a b c | a b c |
| c. my colleagues and I were clearer on where we stand | | |
| 15. I have learned from my experience that: | | |
| a. those who have gone before us often know best | | |
| b. only through discussion with others can we progress | a b c | a b c |
| c. I am truly unique and separate | | |
| 16. I believe an important route to happiness in life is: | | |
| a. to reach consensus with others about what is important | | |
| b. to know what is expected of me by others | b a c | b a c |
| c. to know what I want | | |
| 17. In order to be a financial success in this world I must learn to: | | |
| a. relax, it is not really important | | |
| b. find ways to cooperate with others | c b a | c b a |
| c. find way to do better than others | | |

DISCOVERING LEADERSHIP STYLES



MOST LEAST

18. It is important that I:

- a. plan at least a year or two ahead
- b. live my life to the fullest now
- c. think about my career

c a b c a b

-C-V-S- C-V-S-
 MOST LEAST

Now total each Most C, V, S, column, and each C, V, S, LEAST column

Score = (MOST) minus (LEAST) plus 18

C scores = _____ minus _____ plus 18 = _____

V scores = _____ minus _____ plus 18 = _____

S scores = _____ minus _____ plus 18 = _____

Check total (should be 54)

Key ... ATTITUDES TOWARD READJUSTMENT - THREE MAJOR LIFE ORIENTATIONS

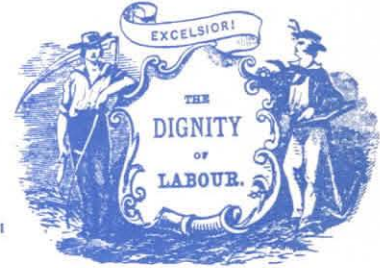
BEHAVIOR/VALUE	COMPLIANT <i>Chocolate</i>	SOCIAL <i>Vanilla</i>	INDEPENDENT <i>Strawberry</i>
Basis of Action	direction from authorities	discussion, agreement with others	direction from within
Form of control	rules, laws, policies	interpersonal commitments	what I think is right or needed
Responsibility to	superordinate powers	peers, colleagues, self	self
Desired end	compliance	consensus, agreement	actualization of individual
To be avoided	deviation from authoritative direction	failure to reach agreement	not being one's self
To get material goods	compete	collaborate	taken for granted
Basis for growth	following the established order	interaction	acting or awareness of self
Position vis-a-vis others	member of hierarchy	peer group member	separate individual
Identify with/loyal to	organization	group	individual
Time perspective	future	near future	present

★ Raymond J. Gurney, CAVS
Family Service, Milwaukee WI

THE ROLE OF THE ADMINISTRATOR OF VOLUNTEER PROGRAMS

I came across a comment John Ruskin made in the last century concerning work. I think it applies well to volunteerism, particularly highlighting the role of the volunteer administrator:

"In order that people may be happy in their work, these three things are needed:
... They must be fit for it,
... They must not do too much of it, and
... They must have a sense of success in it."



There are three key issues involved. It is the responsibility of the administrator to see that the volunteer is "fit" for the volunteer job through careful recruitment and screening. Thorough training and on-going regular supervision are also needed to assure the proper blending of the task with the task doer.

Volunteers can do too much, especially if the task is intense as in many direct service volunteer jobs, or if continued for too long a period of time. A new willing volunteer may attempt more than is appropriate. The administrator has the responsibility to limit the risks from this over-eagerness. The administrator must also be prepared to deal with the volunteer who has been in one spot too long, and perhaps, from a sense of obligation, is no longer performing the volunteer job well. One criterion to use is to ask ourselves, "If I were paying this person to perform this task, would I be satisfied with the results?" This makes the administrator view seriously the question of "worth" of a volunteer.



We all need a sense of success in the tasks we work at even if we are paid in money for them. The administrator of volunteer programs must be more sensitive to the intrinsic reward system than the administrator of paid programs. Success means more than a pat on the back, recognition events, pins, or verbal appreciation; it means designing the volunteer job to have success built right

THE ROLE OF THE ADMINISTRATOR OF VOLUNTEER PROGRAMS

into the task. No amount of recognition will overcome poor job design. Appropriate job design will require a minimum extrinsic recognition.

Perhaps more effort needs to be placed on learning how to design volunteer jobs more effectively, than on new ideas to motivate volunteers thru recognition.

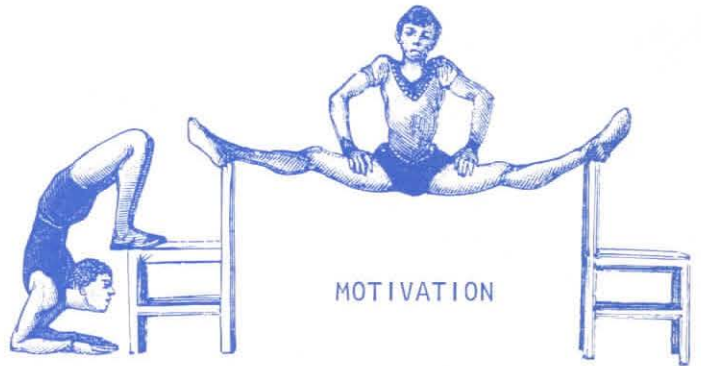


ed note:

Amen! There's a line I use in practically every presentation, speech, workshop, etc., it is - "Nobody ever volunteered to do a bad job." Volunteers are workers -- and must be treated as workers. The best recognition we can give is a careful interview, thorough orientation, good training, supervision and evaluation.

★ Betty VanderRoest, CAVS
VAC, Charlotte NC

MATCHING VOLUNTEER + AGENCY NEEDS =



MOTIVATION

When a volunteer's needs are met, the agency or organization benefits by having a committed, enthusiastic worker.

Today, people have many reasons for volunteering. These vary with age, experience, and life-styles. It is essential for a good placement to find out what "pay check" each person is seeking in return for service. When you can assess this and refer the volunteer to an opportunity that will offer what he/she is seeking, it's a win-win situation. Motivation comes from within, -- the volunteer will respond.

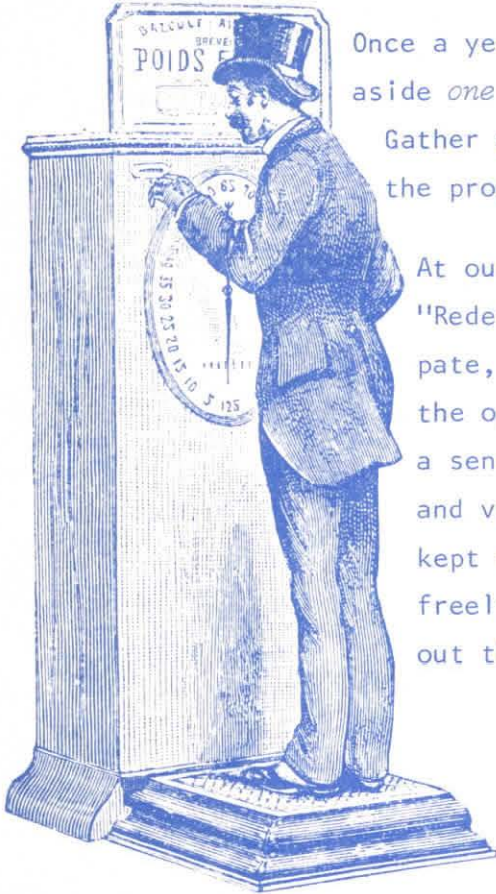
More and more, programs like "I Can" are helping both volunteers and administrators identify the goals and needs of the individual. In the '80's it is acceptable to acknowledge the volunteer has needs besides altruism. We tend to concentrate exclusively on agency needs!

Most communities' agencies have a wealth of volunteer opportunities, and a skilled administrator can guide volunteers to assignments that are rewarding. It seems to me that the matching of needs is the key to success.

★ Katherine H. Noyes
ENERGIZE, Philadelphia PA

ANNUAL EVALUATION DAY

Weighing Successes and Shortcomings



Once a year, whether you think you have the time for it or not, set aside *one day* to take a good long look at your volunteer program.

Gather everyone together, forget the daily routine, and examine the program from all angles.

At our program (a large, urban court setting) we called it "Redefinition Day." We invited all the volunteers to participate, no matter what their regular schedule. This gave them the opportunity to meet each other, share experiences and feel a sense of common identity. We sometimes mixed salaried staff and volunteers together in discussion groups, and sometimes kept them separate so that each group felt it could speak freely. And we scheduled several types of "exercises" throughout the day to achieve the desired results. Some examples are:

- Ice breakers - like drawing pictures that depict the volunteer program
- Group discussion - brainstorming strengths and needs
- Small group problem-solving - how do we turn the weakness into strength? specific suggestions for improvement
- Appearance and/or participation by top administration
- Questionnaires - to volunteers, supervisors, administration, clerical staff community leaders, etc.
- Outside speaker - topic of interest, controversial issue, motivational
- Identification of major achievement of the past year
- Day dreaming - where would we like to see the program in five years?

The success of such a day depends on setting specific goals, planning carefully, and taking it seriously. Everyone must feel able to contribute honestly, and must believe that their comments will be *heard* and given due consideration. In addition, it's a wonderful feeling to know that you really can declare a moratorium on work for a day and devote time to examining the program as a whole, rather than focusing on all the little pieces which consume our attention on a day-to-day basis.

★ Connie Skillingsstad
St Joseph's Home for Children, Minneapolis MN

INTERGENERATIONAL VOLUNTEERING

As Volunteer Coordinator in a facility for emotionally disturbed children who frequently act out in a violent manner, my job was to develop a new volunteer program. One goal we had was to diversify the adult population which works with the kids by involving senior citizens in grandparenting



roles. As one can guess, our young staff feared that these fragile, vulnerable people would be "eaten up" by the kids and were reluctant to involve them. Administrative influence caused them to give it a try and the results over the past three and a half years have been tremendous.

I want to share two poignant examples of how these tough, difficult to manage kids related to grandparents.

Lil brought bubble gum by the bag to share with the kids. However, when they finished chewing, the gum got stuck anywhere. She said, "OK, if I find any gum stuck to anything ... no more gum." They stopped.

Then the wrappers were all over the floor and that had to stop. So Lil started saving the wrappers and sending for premiums to share with the kids and the kids collected them for her.

A new boy in the unit got gum and threw the wrapper on the floor. Quickly, another boy said, "Pick that up. Grandma saves those." And he did.

Grandma Lil never had to say anything more than once because these "tough" kids took care of the rest.

Another Grandmother was unfamiliar with the neighborhood, but went for a walk with a teenage girl. When away from sight of our facility, the girl said she was going to run away and leave Grandma. Grandma said she was lost (which she was) and the girl brought her back and decided not to run away. ... Over the years staff has come to see how meaningful the connection between the young and the old, so that when asked what they need in volunteers, the almost unanimous response is "more Grandparents."



"REMEMBER TO ENJOY THE JOURNEY AS MUCH AS THE DESTINATION. We invest far more of our hours making things happen than we do with events themselves. Don't lose this chance to make friends, gain skills and have fun." Emily Morrison

★ Emily Kimball Morrison
Jordon Enterprises, Tucson AZ

CONFLICT MANAGEMENT

All too often, in the interest of harmony, we push aside conflict and ask others to "be considerate," or perhaps to "try to be understanding." We dread the reaction of strong opinions, threatened egos, strained relationships, and lack of objectivity.



When we become open and direct about conflict, things can become uncomfortable. But without it we have a cold war. At some point you must decide whether to deal with the discomfort of the conflict indefinitely or endure a temporary state of possibly high emotion while you address the basis of the conflict.

Essential to effective management of conflict is to pave the way for a graceful retreat so, if compromised, the individual may maintain a feeling of self-respect. The tone and the environment in which issues are discussed are as significant as the conflict itself. Individuals will be more flexible and open to objective thinking if they are not put on the defensive.

Too often we are simply dealing with *a difference in values*, and once acknowledged it becomes easier to deal with these problems. An effective leadership development tool is to ask those confronting conflicts to bring you possible solutions rather than statements of their problem.

Perception determines whether there is a conflict. When one has been identified there are at least five strategies for dealing with it:

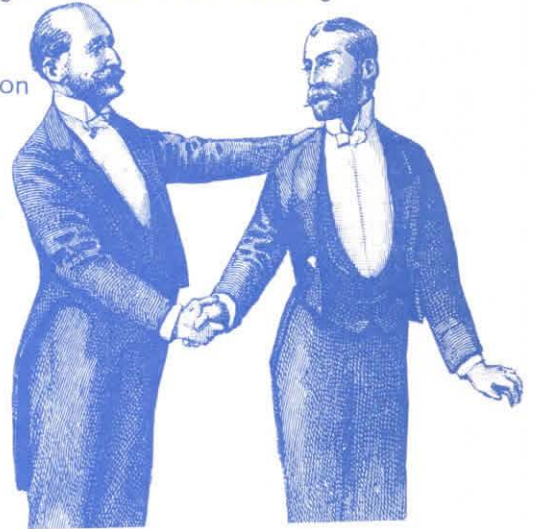
1. Competition - useful in emergencies
2. Avoidance - useful to buy time
3. Accommodation - when the issue means more to others
4. Compromise - for temporary settlement
5. Collaboration - "problem solving," when concerns are too great for compromise and the solution affects long range trends.

CONFLICT MANAGEMENT

Conflict need not always be seen as negative. Conflict can serve several very useful functions:

- Cause you to clarify more sharply proposed changes and results sought,
- Point out the need for a greater sense of "team" within the group,
- Disclose inadequacies in current problem solving and decision making techniques,
- Bring to light the weakness in your communication process and flow of information.

Setting the stage in the beginning with clear expectations and allowing for open discussion of issues, (without involving personalities) will ward off conflict problems before they develop. Learn to be an active listener. Allow it to be "OK" to disagree and encourage individuals to share their feelings about small issues before they develop into big ones.



★ Pat Chapel
VAC/UW, Urbana IL

HOW NOT TO RECRUIT



★ Joanne Holbrook Patton, CAVS
Consultant, South Hamilton MA

ADVICE TO VOLUNTEERS BECOMING VOLUNTEER MANAGERS

Excerpted from a workshop presentation to an Army Family Symposium

The "volunteer who is a professional," to my mind, needs to do these things:

1. First, she must take stock of herself. Before she takes a step toward formal volunteering, she must decide what she wants from it, and what she is prepared to give to it. If she is working at a paid job, she may have the personal need to do something to make her feel better about herself as a "giving" person. Statistics are telling us that most American workers are not fulfilled personally by the job they hold for pay. Something is missing and it often is the aspect of unselfish service. But realistically, she must be able to fit this into a schedule which may include complicated family management. If inserting volunteer time into her life causes more stress than it gives satisfaction, the return may not be worth the price. The spouse and family members need to be part of this decision, just as they should have been a part of her decision to go to work for pay. If her family understands that she is taking her volunteer work seriously, they are far more apt to help her maintain the balance of priorities while taking that "space time" to give service.



In evaluating her motives, the volunteer must take stock of her assets. After all, these qualities -- to include genuine interest and concern for the cause she seeks to serve -- are her gift. If she is able to share the talents she most especially values in herself, the resources with which she is most confident, or the enthusiasms which are most genuine, she will be contributing quality time, not just clock and calendar time.

2. Second, the "volunteer who is a professional" needs to take her own initiatives to find her proper placement. If you wait to be "gathered in," you may be gathered into the wrong net. It is far better to shop around, saying "no thank you" until you find where best you fit. It is entirely possible, by the way, that along the way you will find yourself responding to another call that you did not anticipate. If this happens, listen! You may find that there is a direction you are pulled toward which is new to you, which takes some refocusing of your aims. If you are truly excited about it, if the possibilities capture your imagination, go with it! You will find the way



ADVICE TO VOLUNTEERS BECOMING VOLUNTEER MANAGERS

to adapt...but only if you really are attracted to it, not if you are hog-tied and hauled in!

3. When you have chosen your place, insist on being fully trained, briefed, credentialed, monitored, evaluated and recorded! That is a lot, and many work-



places are not prepared to meet those demands. Part of being a volunteer who is a professional is to make sure that they do these things. You may have to teach them how! It won't take long in a new volunteer job to decide what you ought to know that you don't. It is up to you to take steps to see that this gap is filled. If there are others in the same situation,

you can suggest group training, and you probably could come up with some resource ideas. If the supervisor, (paid or unpaid) doesn't check on how you are doing, ask to be checked. Suggest periodic sessions of re-evaluation and be sure that records are being kept. To be certain, make sure you keep your own! Document from the beginning - dates, times, names, assignments. Keep a little diary of projects or tasks - maybe on a summary basis from time to time. Be sure you know who you are working for, because that person is your best evaluator, and eventually, your best reference.

4. Don't be content with restrained service; don't rest on plateaus. If you are a cookie baker - don't get stuck with chocolate chips on an "ad infinitum" basis. You will be happier if you read and try new recipes. You do not need to aspire to executive status, but you should keep a fresh outlook.

If there is no place in your organization to go but back to the beginning when you complete a leadership experience, or if in your opinion the mission you serve cannot be done under present conditions you owe it to the system to try to become a crusader for change. In the structured military environment, this may scare you. It shouldn't. No matter whose wife you are, it is not necessary for you to fear criticism for "wearing your husband's stars" or "endangering his promotion," if you approach the structure in a business-like manner. You must have a plan, and you must be willing to do your homework.



Temper and tears have no business in serious volunteerism when you are trying to effect permanent change. You must keep your cool, keep your determination, keep your enthusiasm of your commitment, but know exactly where you are going and how. I can promise you -- it works!

★ Sara Lee Texer Woolf
Jewish Vocational Services, Chicago IL

STAFF DESIGN OF VOLUNTEER JOBS



This will describe an experience I once had when meeting with one unit from my agency to discuss possible volunteer involvement. I opened by stating that volunteers can help workers expand the depth of service and improve quality by doing things which remain undone because of insufficient time. I distributed as samples, some volunteer job descriptions and volunteer procedures (detailed lists of tasks with task analysis steps) from another unit of the agency. The purpose was to demonstrate some jobs volunteer workers have done, how more responsible jobs demand longer and more detailed job descriptions and the function of written procedures lists. Animated conversations followed. Counselors made several valid suggestions for ways volunteers could be helpful. They asked good questions and were interested in the use of written job descriptions for volunteer workers. They were captivated by the concept of combining less stimulating, routine duties with professional type responsibilities to create an attractive, varied volunteer job.

Finally it happened! As the brainstorming continued and the "wish list" got longer, someone suggested another possible volunteer job. This job requires advanced professional judgment and experience, and is ultimately tied in with basic case management. It is a job which falls within the area reserved for full-time counselors. I then had to state the premise that volunteer workers can improve service by supplementing staff efforts and bring additional warmth to clients, but they do not replace paid workers. Prior to that, no one had expressed anxiety about volunteers being a threat. However, a counselor responded, "It certainly makes us feel good to hear you say that!"

Two points were brought home. First, even workers who are familiar with volunteers and the value of their contributions, appreciate being reminded that the goal is NOT to replace paid personnel with volunteers. Second, the director of volunteers must constantly keep the "reality factor" in everyone's mind. We must remind staff about what is inappropriate for volunteers, if we want the volunteers to appreciate success in their work.

★ Rita Irons & Randy Webb
Organizational Development Consultants, New York NY

PRINCIPLES OF DELEGATION

- Select the right person -- someone who can do it -- and give them the authority and responsibility to do it.
- Delegation is a two-way contract -- agree on the scope of the job, results desired, time frame, authority needed, and ways of measuring performance. Let the person who can help you, help.
- Don't just delegate the dirty work -- give the good and the bad, the interesting and the routine.
- Take time -- people need time to develop and grow to accept new responsibilities.
- Delegate gradually -- if you haven't been doing it, don't dump everything at once.
- Anticipate -- don't wait for something to become a problem before you let go.
- Delegate complete tasks or projects -- this gives control and minimizes confusion.
- Delegate for results -- instead of telling what to do or how to do it, spell out the results you want to achieve.
- Don't delegate overlapping responsibilities.
- Let Go! Don't ride herd or nursemaid your delegates, but expect accountability at agreed upon deadlines or checkpoints.



No task is more important than the people involved. If you lose sight of this you are also apt to lose your most important resource - the people you depend on.

- Emily Kimball Morrison

★ Eleanor Y. Fisher
Orange County Public Schools, Orlando FL

RECOGNITION

□ We recognize volunteers district and county wide on a special day in May each year. At this time we have a nationally known speaker who gives a keynote address. This is then followed by presentation of special awards to volunteers by the School Superintendent. Awards include:

- apple (our logo) pins for 200 or more hours served during the year
- glasses/tumblers with our logo on them
- white coffee mugs with logo in black and apple in red
- plaques for special achievement.



ADDitions Board sponsors a covered dish luncheon honoring all 125 of our school coordinators each spring.

ADDitions Board also sponsors a covered dish luncheon on our annual VIP DAY during which legislators, mayors, county commissioners, college presidents, media representatives and school board members, all volunteer during the morning. They then gather with our Board for lunch and to share and hear their experiences as school volunteers. Each guest is given a packet of materials about ADDitions at this time.

□ Individual schools also honor their volunteers with a tea, punch and cookies, or by giving each volunteer a silk flower, letters from the children, original posters with each volunteer's name attached in some fashion. An example: a huge wall mural in one school showed a teacher half-way off the ground holding a huge batch of balloons. On each balloon a volunteer's name was printed, and the words above and below were "You lighten my load."



God gave man two ears, but only one mouth, that he might hear twice as much as he speaks. - Epitetus

★ Sara Lee Texer Woolf
Jewish Vocational Service, Chicago IL

BIBLICAL ORIGINS OF VOLUNTEERISM

Tzedakah

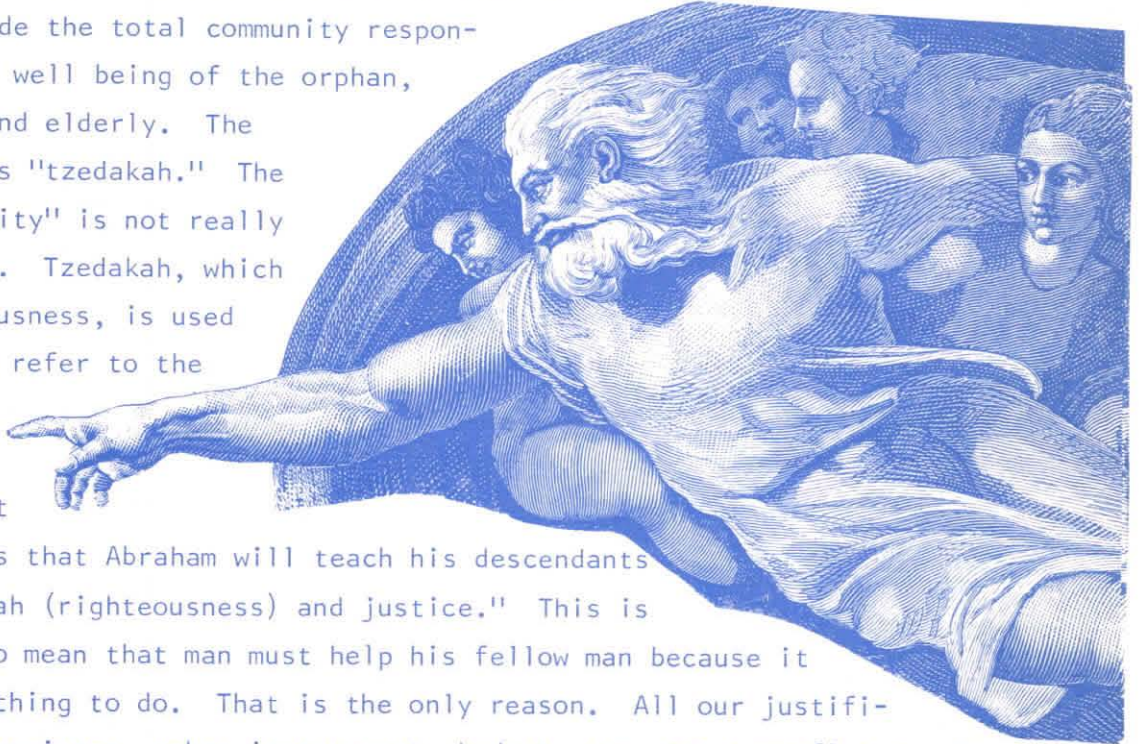
Volunteerism - just where did the concept originate? The roots of volunteerism and community responsibility for human service are in the Old Testament.

Jewish law made the total community responsible for the well being of the orphan, widow, poor and elderly. The Hebrew word is "tzedakah." The English "charity" is not really a translation. Tzedakah, which means righteousness, is used in Genesis to refer to the patriarch Abraham.

It states that the Lord knows that Abraham will teach his descendants to do "tzedakah (righteousness) and justice." This is interpreted to mean that man must help his fellow man because it is the right thing to do. That is the only reason. All our justifications of conscience, urban improvement, budget, etc. are superfluous. We must help each other simply because it is correct.

Human services in the Jewish community always emphasize helping people to help themselves, rather than simply "doing for them." The ancient sages stated that the highest form of tzedakah is to teach skills to the unemployed, take them into your business, or lend them money to start their own businesses. To practice tzedakah correctly, we must avoid making the recipient feel less worthy than other people.

The concept of tzedakah is one contribution of Jewish culture to our civilization. The specifics constantly require modification and modernization. But the basic concept is as relevant and effective today, as it has been for the past 3,500 years.



★ Hat Naylor
Consultant, Staatsburg NY

ACCESS TO FUTURE DETERMINATION



Potential leadership is inherent in many people who volunteer, but is seldom realized because of disappointment in their early volunteer experience. If their interests and abilities are not matched to meet real needs, there is not enough satisfaction to insure continued effort. Each turned-off volunteer can become a negative force in a community by relating such experience to sympathetic ears. Competent administration facilitates appropriate placement and continuous growth of commitment to the chosen cause.

The economic and social destruction around us demand quality leadership, which is developed on the job from the first assignment, when skilled volunteer administration guides the process. As a laboratory for learning broader concerns and ways to influence policy and governance, volunteering is the best method of citizenship education yet discovered.

Tomorrow's *community capacity* may well be determined by today's volunteers. We cannot "use" volunteers in minor services, and hope to have public support for essential human services in the future. We must provide some access to policy decision making for those serving without pay -- who have the potential to become decision makers themselves.

★ Emily Kimball Morrison
Jordan Enterprises, Tuscon AZ

"There is a type of frog so oblivious to change that when placed in heating water it boils to death before realizing the water is too hot! Are you aware of the changes around you? In yourself, in your members, in your co-workers, in your organization? Nothing remains the same. Life is a process and it is important to take time periodically and to see where that change has taken you. Because of these changes around us it is important that we also be prepared to change the structures in which we work."



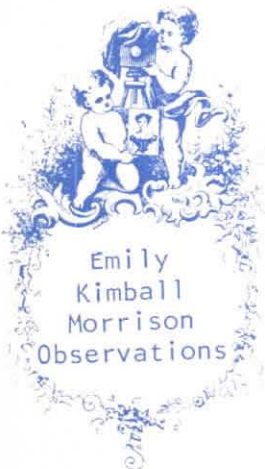
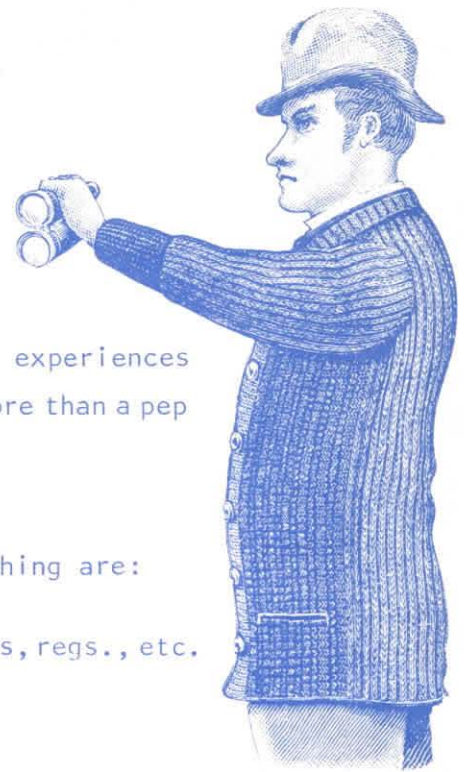
★ Bonnie Strait
Department of Correctional Services, Cedar Rapids IA

SUPERVISION OF VOLUNTEERS

I use the concept of comparing supervision to coaching since good coaches are developers of people and encourage and direct the player by making experiences more meaningful. To quote an old saying: "It takes more than a pep talk to produce a winning team."

The twelve points that are often cited for good coaching are:

- Operate from guidelines - set parameters, policies, regs., etc.
- Encourage learning by doing
- Earn respect of the players
- Measure all performances by the same standards - consistency
- Cultivate a positive climate that encourages confidence
- Allow for individual differences, - strengths and weaknesses
- Utilize demonstrations wisely - don't use them to show off
- Frequent review of performance to let people know where they stand
- Encouragement of questioning and thinking
- Learning takes time
- Learning takes patience
- Concentrate your efforts - don't scatter them but do one thing at a time.



BOTTOMS UP IS THE BOTTOM LINE. Let communications begin with those affected by the decision made. Avoid "inflicting" decisions on others and expecting them to enthusiastically "buy" into them. - - - YOU ALWAYS HAVE TWO CHOICES: Make the most of things ... or let them get you down. I suggest the former is more productive, and will make life happier for everyone concerned.

★ Dr. Eva Schindler-Rainman
Consultant, Los Angeles CA

GROUP INTERVIEWING

A Tool for Data Collection, Organizational Diagnosis, and Action Research



INTRODUCTION

The Group Interview is a flexible tool which can be administered by staff and volunteer alike provided a clear instrument has been developed with a firm purpose in mind. It is a tool for involving organization or community groups in diagnosis of problems and helping them become ready for change. It often serves as a very important basis for feedback discussions, and stimulation of planned change.

Group Interview is different from the individual interview; it has some special values; it is necessary to clarify the potential purposes of the Group Interview; it is necessary to clarify the potential purposes of the Group Interview; physical arrangements are important; and it is also important to be aware of some potential traps that may emerge.

In this short paper there will be an effort to give an overview of the Group Interview with some references that are readily available for those readers who really want to learn more and utilize a Group Interview as a method to reach particular goals, or to obtain specified data.



WHAT IS A GROUP INTERVIEW?

A Group Interview is a carefully structured activity as contrasted to a random discussion. Usually there are from four to seven persons in the group to be interviewed with co-interviewers. One of the interviewers primarily questions, probes, and leads the discussions, while the other records the data provided by the interviewees. The recorder often also does probing and clarifying as a part of the recording activity. When more than one Group Interview is done by the same pair, they often trade roles. A Group Interview is a purposeful, designed conversation using an interview instrument to obtain data.

The major difference between individual and group interview is a very obvious one: in the personal interview the conversation is one to one, between the

GROUP INTERVIEWS

interviewer and the interviewee, whereas in a group interview you have open discussion with the group members who interact with each other as well as with the interviewer. Usually more information is elicited in a Group Interview because as items are discussed group participants build on each other's comments. Also, it is possible to collect data from the nonverbal communication that occurs in the group.



ADVANTAGES OF THE GROUP INTERVIEW

There are several advantages of the Group Interview. Here are some of the important ones:

- After people have participated in a Group Interview they are usually motivated to utilize the data that they have discussed and unearthed almost immediately.
- It is possible to develop some of the items to be utilized in the Group Interview with the members of groups to be interviewed. Thus they feel some ownership when the interview is actually administered.
- Participants are usually anxious to get feedback from the interview so that they may use it. They also see and become aware of all the data they have provided.
- Usually a Group Interview seems to increase motivation to make changes happen.
- The Group Interview frees participants to interact, to become open and unselfconscious about giving ideas.
- There is a nondefensive climate setting because of the open participation. Indeed, participants often forget that they are in an interview situation. It is possible to involve different levels of the organization, so that one can put together horizontal or heirarchical groups depending on what seems most useful. Confidentiality is assured by the interviewer, and thus this is usually a safe situation in which to speak up. The data comes from the group.

GROUP INTERVIEWS



TYPICAL PURPOSES OF THE GROUP INTERVIEW

There are a variety of purposes of the Group Interview. These include diagnosis, intervention to stimulate change, evaluation/assessment.

- **Diagnosis:** Group Interviews can be utilized as a diagnosis of the here and now situation in the organization, also probing readiness for change, or for getting a feeling about the interaction and communication patterns between individuals, departments, and/or other groups both vertical and horizontal. Any diagnostic purpose can be translated into a Group Interview situation.
- **Intervention to stimulate problem solving and/or change:** Here Group Interviews may be utilized as an intervention in conflict situations, particularly if the interviewer is accepted as a non-involved third party. Another intervention is to probe the group on what kind of desired outcomes they have in any re-organization or change effort. Sometimes the interview/intervention is helping the groups verbalize the kind of goals and priorities they have as a basis for planning. Thus it can be used to begin the process of future planning, for example.
- **Evaluation and assessment:** In many situations it is necessary to do an evaluation of programs and services, and this can be done, instead of using a written instrument, through the Group Interview method.



PHYSICAL SETTINGS FOR THE GROUP INTERVIEW

It is important for successful Group Interviews to plan the physical environment very carefully. It must be comfortable, and it is preferable to have the group sit in a circle either around a table or just in a circle so that the six to nine persons involved can see and hear each other easily. It is also important to think about comfortable access to the building, the room and good acoustics as well as a pleasant environment.

Further, it is helpful to have a blackboard or an easel that holds large sheets of newsprint papers so that when the recorder needs that kind of equipment, it is readily available. If that is not possible, the newsprint can be put on the wall with masking tape, using large felt-tipped pens to record the data.

GROUP INTERVIEWS

Materials needed for most Group Interviews are the guidelines for the interview, the recorder guidelines, plus large sheets of paper, masking tape, pens, and an information sheet about the participants. The latter is often used as a face sheet so that there is data readily available about the size of the group, the age range, the composition and whatever other data might be needed in order to put together a series of Group Interviews and describe the groups which have participated. It is important that the guidelines state the purpose of the Group Interview.



SELECTED EXAMPLES OF A GROUP INTERVIEW IN ACTION

A National Group of Church Women: It was the purpose in this case to get feedback from as many local units as possible to the National Board. The National Board wished to make some changes in the mission and the purposes of the organization, and wanted input from its 1,200 units around the country. The interview was designed by the consultant and an inside person, and then tested on both the East and West coasts before being sent to all the local units. An interview kit was developed with the explanation of the interview and how it should be administered. Also included with each kit was a record with instructions and a short talk by the President of the organization about the importance of wide participation in what was called "group conversations."

Some of the items included were:

- A discussion question in which participants were asked: "what excites and/or frustrates you about activities in your chapter?"
- A series of five phrases, each of which was read to the group. The recorder was also requested to put them on large sheets of paper so that participants could see as well as hear them. After the first response to these phrases the participants were asked to discuss one or two in detail. Sample phrases included "a woman's place is in the home," "women do not need to get married to lead a full life," etc. These were chosen by different groups to find out how people felt about them, agreed or disagreed with these statements, and some reasons why they felt as they did.

GROUP INTERVIEWS

- Item three was an activity that was designed to find out the personal understanding of the group about their faith. No consensus was required, nor did the answers need to agree with any official ideas. It was simply suggested that each person express the meaning of faith as she understood it. This took about twenty minutes.
- Item four was a series of nine program topics that had been selected nationally and about which the National Board wanted feedback. Participants were asked to rank them in order of importance to them individually and they were also asked to add any which they felt had been left out.
- Item five was designed to help participants talk about how they felt about their organization and why they belonged.

It should be said here that on the whole Group Interviews are a low budget method.

A Citywide Volunteer Assessment Effort: In this case group interviewers and recorders were trained to do interviews in twenty-seven departments of a large city. The purpose of the Group Interview was to discover if departments utilized volunteers, how they utilized them, how they felt about them, and what might be done by the city administration to help them in the recruitment, selection, placement, the maintaining and recognition of volunteers. The guidelines included that each department needed to send their top or assistant top manager plus the four, five or six knowledgeable persons selected by this department to participate in the group interview.

Future Planning in a Large Youth Organization: Here the purpose of the Group Interview was to involve people across the nation on regional and local basis and have them discuss their preferred future for their organization. This was done at a time when the organization was about to make some major changes and wanted to involve regional and local adult and youth volunteers in thinking through what those changes should be.



In all the above cases, feedback was built into the parent organizations. And summaries were distributed to all participants of the Group Interview.

GROUP INTERVIEWS



CONCLUSION

It is the purpose of this short article to help you understand what Group Interviews are and the possibilities of their use. As you might guess, there are a number of traps that one should try to avoid. These include:

- Lack of a clear contract around the role of the interviewer and the recorder and the time the interview will take. Or lack of a clear contract on how the information will be handled.
- Trying to handle too large a group at once, instead of dividing one large group into several small groups and doing the interview several times. If a group is very large some people may not participate readily.
- The interview developer needs to use appropriate representative insiders to help formulate the objectives and the main ingredients of an interview, though the interviewer or some specially trained person might need to do the actual design based on the ingredients that have been suggested.
- Lack of adequate training of interviewers and recorders. Adequate training includes a carefully constructed practice session with critique so that the group interviewers and recorders have had an opportunity to try out the instrument and their skills in a safe situation before they do it "for real."
- Another trap is the lack of clear agreement on how the feedback will be done, by whom, and when.
- Lack of careful preparation and criteria development in terms of who needs to be involved in the interviews.
- Lack of paying attention to the importance of giving people time to discuss items, rather than being bound by a time estimate that may not be realistic for all group members in all situations.
- Lack of adequate climate setting at the beginning.
- Lack of clear understanding that the Group Interview is data gathering and not problem solving in itself.
- Lack of a pilot try-out of the interview to test it and improve it.
- Lack of a clear understanding in both the way in which the interviews will be handled and the purposes of it.

★ Pat Chapel
Editor, Urbana IL

MOST IMPORTANT QUALITIES AND/OR CHARACTERISTICS
OF A GOOD VOLUNTEER ADMINISTRATOR



I asked contributors to *The Best*, what they thought these qualities were. If anyone in the country should know, these people with many years of experience and observations should -- right? Here are the results:

- | | |
|---------------------------------|---------------------------------|
| advocate for volunteers | imaginative |
| ambiguities (can deal with) | innovative |
| articulate | inspirational |
| assertive | leadership |
| attitudes (positive) | listening skills |
| attitudes (professional) | macro view (have one) |
| aware | management skills |
| balanced | motivator |
| belief in mission | open |
| caring | optimistic |
| committed | ★ ★ organized |
| ★ communicator | patient |
| conflict (ability to deal with) | ★ people oriented |
| coordinating ability | persevering |
| courage (to try things) | planner |
| ★ creative | ★ potential (recognize others') |
| credible | responsible |
| delegator | role model (being one) |
| empathetic | self confident |
| enabling | self motivated |
| energetic | shed job (ability to) |
| enthusiastic | sincere |
| ★ ★ flexible | stamina (have it) |
| friendly | understanding |
| healthy | visionary |
| ★ humor (sense of) | warm |

★ ★ Eight or more used this description

★ Four to six used this description