

Voluntary Action Leadership



Volunteer Recordkeeping

As I See It

The Fork in the Road— Which Way Will We Go?

By The Honorable Henry Cisneros



Henry Cisneros is the mayor of San Antonio and gave the following address at the 1988 National VOLUNTEER Conference in San Francisco.

Let me begin by complimenting VOLUNTEER and all of you who are coordinators of volunteers. I understand that there are some 50 Texans here, and I've met with a number of you from San Antonio. I'm well familiar with the quality of work that these folks do and the San Antonio institutions they represent. So, by extension, I can imagine the quality of work that each of you do in the institutions you represent across the country—very important work.

As a mayor, I long ago became convinced that the true wealth of a city is not its bank deposits or the size of its buildings or its accomplishments. It is the fabric of life and culture in the city, it is the body of people who are willing to give time back to their community. Time given back to the community, in my view, over a long haul distinguishes those cities that have a generous and compassionate spirit from those that have no heart.

I'd like to share with you some thoughts on the context of the shape of the world between now and the end of the century. I believe that as a country we have some significant challenges ahead of us, and there are some things that are happening that most assuredly would touch the world in which you work.

Many of the people in our society, particularly those who live in urban areas—80 percent of the people of America—are reaching a fork in the road down which they see one road as the future of American urban society. That's a future charac-

terized by drugs and lawlessness, neighborhoods in decline, capital stocks and investments in decline, tax bases eroding, infrastructure rotting, bridges, water systems, roadways, schools in decline. In effect, the story of economic bankruptcy and spiritual exhaustion.

There's another road, however, that is possible for our nation's urban areas—a road to cities becoming engines of a new and more real democracy, of real participation starting at the point on the ladder where upward mobility begins—neighborhood groups, job generators, service centers, a comfortable relationship between business and government, education, small business, places for reinvestment in housing. In short, a scenario of holding out respect, hope and dignity and an end to the poor relationships that too frequently are the dimension of our society.

Two alternatives, vastly different scenarios, but for many urban areas in our country it's not at all clear which road will be the one they will travel on throughout the 1990s and beyond. Much that will determine the choice is a set of national factors characterized by change—the dominant feature of our time. It's massive in scale, touches every dimension of our lives, is so rapid in its pace that this evening's news will have a different slant on it by the time we hear it rebroadcast tomorrow morning. It's relentless and continuous.

Anyone in this room whose personality and temperament require that we stop the presses to understand things or take a Polaroid snapshot of life so we can comprehend it, is probably ill-suited for the role needed in a world where the absolute constant is change. It requires a kind of temperamental adaptation to deal with the immensity of change.

There are two or three changes that almost certainly will shape your work. One is the extent of change in the American economy.

Our Changing Economy

For a long time people said there won't be enough jobs to sustain our economy. Most economists now believe that there will be enough jobs. But the quality of jobs has changed dramatically. We've lost millions of jobs that pay, on the average, say \$13 an hour in the manufacturing sector and replaced them with millions, but at \$5 to \$7 an hour, of assembly and service jobs.

Real wages, then, have been declining in the country. I worry about the implication for class differentials in society that didn't used to be a dimension of our thinking about the American social structure. We always believed that our economy was strong enough to fuel a constant upward mobility. In truth, that has been a fundamental tenet of how we've kept the social peace and order. Tell people to work hard today your wages will get higher; invest today and your children will do better. Force them to sacrifice and work hard and go to school because there is a better world out there.

Well, income distribution statistics for 1985 show that the top 20% of Americans ranked by income earned fully 43% of the national income. That is the largest percentage since the end of World War II. The bottom 20% earned 4.7% of the national income—the smallest in the last 25 years. There's no governmental reason why that is happening. There's no sense in making this a partisan question. It's not a malicious or pathological set of actions. It is in the nature of centrifugal

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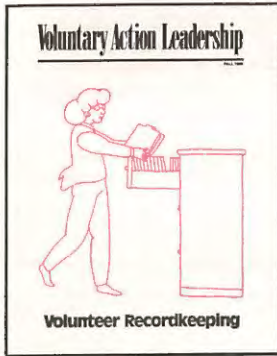
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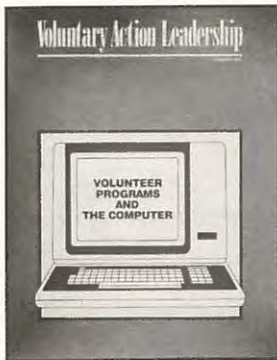
NOTICE

Susan J. Ellis, author of *From the Top Down: The Executive Role in Volunteer Program Success*, has brought to our attention "that a significant section of the article by William E. Caldwell, 'Middle Management Volunteers Fill Needed Roles, Gain Skills, Satisfaction' in the spring 1988 *Voluntary Action Leadership*, was actually an excerpt from pages 5 to 11 of *From the Top Down* by Susan J. Ellis, © 1986, Energize Books, 5450 Wissahickon Avenue, Philadelphia, PA 19144." We regret the omission of the proper credit line.

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Voluntary Action

NEWS

Fighting Hunger, Homelessness From Coast to Coast

A University Effort in Auburn, Ala.

By Ann Marcus, LCSW and Dick Pivetz

The people wander in, stay to have lunch, pick up some clothes, perhaps stay for dinner, and may even spend the night. This could very well be a description of people who are going shopping for the day in Atlanta, but it's not. It's a description of a growing problem within the United States, a social problem that public awareness has finally recognized as homelessness.

One facet of the mission of Auburn University at Montgomery is to enable students to function as capable and caring citizens. A recent service-learning course entitled, "Social Work with the Homeless," contributed to making this mission a reality. By linking classroom study with volunteer work, this course gave students an opportunity to apply academic knowledge to the very real problems of the homeless in the Mont-

Ann Marcus is a sociology professor at Auburn University, who developed an independent study program on refugee resettlement at Auburn several years ago (spring 1985 VAL). Dick Pivetz is a student volunteer participant in the Social Work with the Homeless course described in this article.

gomery, Alabama area.

The service-learning course, sponsored and supervised jointly by AUM and The Salvation Army, included eight students with either a social work, sociology or psychology major. Since The Salvation Army was the primary provider of meals, shelter and social services for the homeless, it afforded an

ideal base for the class.

While earning five hours of credit, students were required to serve as volunteer participants for at least eight hours each week during the ten-week class. They participated in weekly seminars to discuss, interpret and evaluate their involvement both individually and collectively. In addition, they were required to write a paper concerning an aspect of the homeless and to study the homeless from a sociological and psychological perspective.

(Continued)



Drawing by Greg Carroll, Salvation Army employee



AUM student volunteers with Major George Price (center), Salvation Army director in Montgomery, Ala. From left, back row, Dick Pivetz, Natalie Powell, Maj. Price, Mable Earl. Front row: Shirley Taylor, Denise Todd, Angela Woods and Beverly Barnes.

The Student's Role

Students assisted The Salvation Army workers in monitoring and handling all phases of its Food, Shelter and Clothing Program. This assistance took the form of interviewing people, filling out forms, issuing clothing vouchers, registering people for the soup kitchen, and checking people into the shelter for the night. The interaction among the students, the homeless and the workers was the epitome of the service-learning course. It was a sharing of feelings, ideas, frustrations and accomplishments.

The delivery and coordination of social services provided another area for student involvement. In conjunction with The Salvation Army social case-worker, the students helped homeless people by arranging transportation, locating jobs, finding housing, and making referrals to other social agencies. Referrals were made to the Food Stamp Office, the Mental Health Authority, the Lister Hill Health Center, the Housing Authority and Travelers Aid.

Beverly Barnes, a social work student, felt that she learned a great deal about resources for the homeless.

"The class has helped me to understand how different organizations work together to help the homeless," Barnes said.

A significant student contribution

was the hope for a better life they helped instill in a few homeless people. Students accomplished this through positive relationships and the use of supportive listening, honest interest and encouragement. For example, one previously homeless individual with talent and experience as an artist and illustrator was given the inspiration to utilize his special talent and to develop his portfolio in preparation for employment.

Another example is student Shirley Taylor's work with a multi-problem family. A sociology major, Taylor assisted the family in applying for Supplemental Security Income, in stabilizing the family's housing situation, and in getting emergency food.

"I know that I can't save the world," Taylor said of her experience, "but if I can take the wrinkles off of one person's brow, then I have done something."

Problems Encountered

The students had to overcome discouragement and frustration that can develop when working with some homeless clients. Natalie Powell, a social work student, located jobs cleaning a building at night for a homeless couple who had requested help in finding employment. The couple refused the jobs and left The Salvation Army.

"The opportunity was put in their

hands and they didn't want it," Powell remarked.

In seminar meetings the students were encouraged to resist cynicism. They were reminded that some people will reject opportunities, yet the helping persons should continue to do their best to provide assistance to others.

Another major area of concern was a lack of shelter for mentally ill homeless people in Montgomery. All the students worried about a homeless woman who appeared quite mentally ill and unable to hold a job or care for herself. Since The Salvation Army only offers temporary lodging and the woman's family was unable to help her, she really had no place to go. Mental health officials were not able to assist in finding shelter.

The students visited several local agencies, including the Mental Health Authority, to gather further information regarding the mentally ill homeless. No answers were found. The local newspaper ran a feature article on the woman's situation to increase public awareness. Mable Earl, a sociology student, summed up the group's feeling: "Homeless projects need more money and involvement from all levels of government and the community," she concluded.

This service-learning course provided students the opportunity to expand their scope of knowledge by putting to practical use information gained in course work. The students developed a greater insight by virtue of their experiences as well as providing the much needed volunteer service. The service-learning approach has the full support of the University with plans to expand the program in the future.

DATES TO REMEMBER:

**NATIONAL VOLUNTEER WEEK:
April 9-15, 1989**

**National VOLUNTEER Conference
June 18-21, 1989
The Fairmont Hotel
New Orleans, LA**

'We Can' Offers Self-Help for Homeless in NYC

By Judy Haberek

Guy Polhemus used to be a freelance writer in New York City who also did volunteer work in a Manhattan soup kitchen. No longer. Today, he has a new full-time job running a redemption center where those homeless persons he met in the soup kitchen can redeem bottles and cans for the nickel deposit.

While working in the soup kitchen, Polhemus noticed that the homeless who collected empties had a "different spirit" than the others. "They had self-esteem and pride in being able to make it on their own," he said.

But they also had a big problem that was preventing them from doing this simple task. Under New York state law, anyone who purchases a soda or beer pays a nickel deposit. All those empties supposedly can be redeemed at any store. By law, retailers are supposed to accept 240 containers per person per day. However, if the store is a small one, Polhemus explained, they often refuse a lot of redemptions because they don't have the space to store the empties. So it may take a homeless person half a day to make \$25, just because many store owners refused to accept their empties.

The soft drink and beer distributors made the problem worse. Every can and bottle not redeemed was an extra nickel in corporate coffers. So the companies had every incentive to make it tough on the public to redeem the empties and to make it tough on the store owners to accept the redemptions.

"Bottlers and distributors dragged their feet and were very recalcitrant about picking up the empties on schedule," Polhemus said. To solve the problem, he first tried to get store owners to comply with the law. But he quickly learned that was impossible because of the bottlers.

Polhemus then read the bottle bill law thoroughly and got a top New York law firm to help him on a "pro bono" or free basis.

"The bottlers figured I would run out

Judy Haberek is a frequent contributor to "Voluntary Action News."

of money, so they didn't comply with the law at first," Polhemus said. But the law firm got a precedent setting decision in court and that problem, at least, was solved.

Then, Polhemus found a realtor willing to donate a vacant lot for collecting the empties, a "minor miracle," he noted. This marked the beginning of "We Can," which started out last October by paying an average of \$250 to \$300 a day to the homeless who dropped off the empties they collected. The project now averages about \$4,000 a day, operating only between the hours of 9:00 a.m. and 12:30 p.m. We Can also got a \$35,000 grant from the J.M. Kaplan Fund, a charitable foundation, which enabled them to lift the 10-case per person limit they had to set on each homeless person looking to redeem empties.

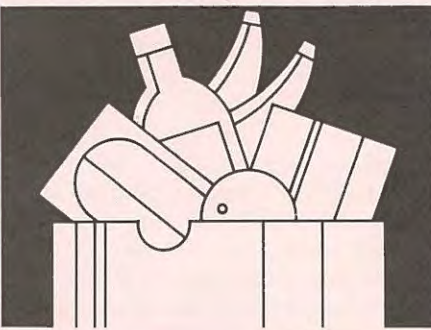
"We paid out \$537 to one person last Monday," Polhemus remarked. The man transported his bounty in two postal bins. Others make their deliveries in laundry or shopping carts. "Everything 10 blocks above and below the location (520 W. 43rd St.) is really clean," he added. The empties are stored in two 75-foot cargo container cars. Budweiser now picks up two or three times a week, Polhemus said, and 7-Up shows up twice a week. All the other major bottlers—Coke, Pepsi, Shasta, Canada Dry, Miller, Coors—show up regularly now, too.

About eight volunteers are really active with the project. One woman who is working on her psychology degree helps the homeless with some of their problems. In addition, We Can employs eight homeless people to separate the containers for pickup by the bottlers and distributors.

Phase Two of the project is to get New Yorkers to donate their empties instead of throwing away 99 percent of them, as they do now. "If they donated the empties, it would allow us to be self sufficient," Polhemus said. "It is estimated that about \$60 million in cans goes unredeemed each year. However, the project can't handle the people who want to donate now."

Some people collect empties at their office. Another group goes to its church and collects the empties. Polhemus is currently in the midst of negotiations with the city to get more redemption space.

"The homeless people we deal with trust us implicitly," Polhemus said. "Those who are usually withdrawn become animated when they are at the redemption center. These are the same people that if approached on the street, wouldn't talk to anyone."



One Person Making a Difference

Alison Klakovich cared about the problems of hunger and the homeless, but never felt she could have much impact on them. Then she attended a local town meeting on hunger and homelessness.

"I listened to ordinary people with ordinary lives talk about what they were doing," she said. "I decided I could do those things too."

Today, 30 to 50 people gather monthly at each of three town meetings inspired or led by her in Orange County, California.

"Seeing people who were as uncertain as I was suddenly find a way to be productive and helpful to others, to get back the vision they once had, is exciting. People bogged down in routine find new energy in the meetings and what flow from them.

"Our focus is on taking action. First, we look at what the barriers are to solving local problems of the hungry and homeless. Then we set about looking for solutions. Each month some organization describes its program and needs and people sign up. And new projects grow out of the town meetings. A woman who had never previously volunteered for anything organized a soup kitchen."

Klakovich plans to have five additional town meetings functioning in Orange County by the end of the year.

—Hunger Action Forum, October 1988

'Hunger Meal' Raises Funds for Hungry in California

"The fund-raiser started as a dinner but evolved into a five-day tour," said Lutheran Brotherhood Branch President Michael Linder about the highly successful "hunger meal" the Diablo Valley Branch in Martinez, California, sponsored earlier this year. "We reached 1,100 people through the events we organized," he said, and "raised more than \$10,000 for the Loaves and Fishes Soup Kitchen, Lutheran World Relief and Bread for the World Education Fund."

In September 1987, the Diablo Valley Branch decided to conduct a hunger appeal and enlisted the Rev. Arthur Simon, executive director of Bread for the World, as the keynote speaker. Shortly after the event, the branch decided to hold a dinner as the main fund-raiser.

To promote the event, branch members produced and mailed flyers two months before the dinner to groups that sponsored hunger workshops and seminars and to Lutheran churches in the area.

"We made up the flyers in 'camera-ready' form," Linder said, "so it would be convenient for churches to feature the material in their newsletters. We also provided a smaller version for use

in church bulletin inserts. The timing was very important because we wanted to get into two months' issues of each church's newsletter."

Another promotional piece was a mailing conducted through Lutheran Brotherhood's Branch Mailing Assistance program, which let all branch members know about the project. Bread for the World also did a mailing to its members in the areas to inform them of the opportunity to hear Simon speak.

One challenge Linder noted about publicity efforts was that of developing effective media contacts. He feels they lost valuable time working with the larger San Francisco newspapers.

"Looking back, we see we would have been better off to concentrate on the local papers," he said.

Linder stresses that this fundraiser is easily adaptable by other groups. He encourages planners to keep meals simple, which keeps costs down, allows for ease of preparation and clean-up, and enables concentration on the purpose of the event.

"Through this opportunity in hunger ministry," he said, "our impact didn't end when the project was over. Our effort planted seeds."

Cambodian Assn. of Illinois Reaches Out to Immigrants

When a country experiences a violent revolution, the people who end up as refugees from the turmoil present immense problems for the country who accepts them and the volunteers who must work with them. When the communist forces of the Khmer Rouge took over Cambodia, many of the eight million who fled the war made their way to uptown Chicago. These Cambodian refugees had experienced tremendous horrors and hardships at the hands of their countrymen. Now they had to face a whole new set of problems—less violent perhaps, but surely more alien and baffling.

The leap from Cambodia to Chicago was made a little bit easier, however, by the Cambodian Association of Illinois. While the big influx to Chicago occurred in 1979-1980, notes the association's Seth Kompha, the first wave of refugees, at least, was particularly fortunate in that the association was formed in 1976. Its first president, Sunary Prat, was a former official of the U.S. embassy in Cambodia.

In 1980, the association received a \$30,000 grant from the federal Office of Refugee Resettlement. This year, it received \$25,000 from the Beatrice Foundation, which recognizes excellence in management. The citation singled out the Cambodian Association's 30-member board of directors, composed entirely of Cambodian community leaders, which "has succeeded in raising funds to meet the demand for its services and in communicating the community's position to government agencies and private foundations."

The problems confronting the association and its achievements are that much more exemplary if one understands a tragic circumstance of the war.

"We had very few professional people coming here as refugees," Kompha said. "Most of the professionals had been executed." So first the association ran interference for the newcomers in what Kompha called the "basic stuff"—communications problems with landlords and the authorities. One of the big tasks, of course, was to teach English to



Rev. Arthur Simon (left), executive director of Bread for the World, talks with Rev. Lyle Miller, Bishop of the Northern California/Northern Nevada Synod, ELCA, at the Hunger Meal.

the population that now totals about 5,000 persons. The association relies on about 200 volunteers for that and other tasks.

English is taught to adults in the evening and on weekends and to school age children after school. If a child was 10 or 11 when he or she came here, it is very possible, Kompha explained, that the child may never have been to school in Cambodia because of the war. One twist to its English tutoring effort is the "Mom and Tot" program.

Here, a volunteer tutor will go to the home of a newcomer if the person is a mother with no babysitter available. In this way, by teaching a young child to count numbers in English, for instance, they also teach the mother the same basics so both can learn at the same time.

The association now has 19 fulltime staffers, including two paid job counselors. It provides help in adjustment, then employment, career planning, placement and follow up. Kompha reports that 1,003 persons have been placed in jobs through the association.

—Judy Haberek

Having a 'Heart-to-Heart' about Volunteering in Virginia

By Carrie Smoot

A Washington, D.C. public radio station and The Metropolitan Coalition of Volunteer Clearinghouses are walking on air following the enormous success of their special event—even after nine months. The WAMU 88.5 FM Heart-to-Heart Volunteerathon this past February lasted from 6 a.m. to 11 p.m. and garnered 1,800 responses from a daily audience of between 200,000-250,000. That response total is slightly more than the number of calls received during the most successful day of a regular membership drive.

"We chose Valentine's Day because that's the time of year when help and love often focus on all humanity rather than just one person," says WAMU's Development Assistant Tony Reevy. "Since we got so many calls, I think that says something about our listeners, and I am glad that we helped to boost volunteerism."

According to Reevy, WAMU 88.5 is one of only two public radio stations in the country dedicated to preserving America's musical heritage, attracting new audiences in the process. Bluegrass, folk and traditional country are among the usual offerings. The station has a social consciousness that is just as strong. Its news programs often deal with local issues, and talk shows address a spectrum of liberal and conservative subjects and people.

WAMU appreciates the talents and hard work of all the volunteers in clerical/office support, programming and listener development, and membership drives. As Mike Cuthbert said during his talk show on Heart-to-Heart Day: "We obviously couldn't function without them." His colleague Diane Rehm, who hosts a talk show in the mornings, began at WAMU as a volunteer.

General Manager F. Kim Hodgson first discussed the volunteerathon con-

cept with Bob Herzog of the Montgomery County (Md.) Volunteer Clearinghouse three years ago. Hodgson liked the idea, but was unsuccessful in convincing his radio stations to use it. Fortunately, he was successful at WAMU and approached The Metropolitan Coalition of Volunteer Clearinghouses in mid-1987.

"If listeners are willing to support WAMU in our membership drives by pledging \$20 to \$25, we wondered how interested they would be in pledging their time," says Hodgson. "But listener reaction was very spontaneous.

"There was very little advance publicity except for on-air promotions two weeks before, and a brief spot in the *Washington Post's Weekend* magazine. A target of 500 was set, but imagine how surprised and pleased we were to receive 1,800 calls! It was all very crowded and enjoyable—reminding me of our fund drives, which are usually very successful."

Regular programming was not interrupted during the Heart-to-Heart Volunteerathon. Announcements about the event were made before and during breaks of each regular national feature, such as "All Things Considered." Local programming allowed for longer examination of volunteering and its many benefits. Segments of local news broadcasts dealt with some aspect of public service.

During "The Mike Cuthbert Show," the first hour's guests were Angie Carrera and Cathy Gleisberg. Carrera is executive Director of The Voluntary Action Center of Fairfax County [Va.] Area, Inc., and she served as overall coordinator for the event. Gleisberg, a 1987 "Washingtonian of the Year," is a full-time volunteer at Southern Maryland Hospital Center in Clinton. She spoke of her experiences and her desire to use her background for a degree in volunteer administration. Incidentally, Gleisberg is affected by cerebral palsy, proving that disabled volunteers are valuable service providers.

Carrie Smoot, a writer in northern Virginia, volunteers with The Voluntary Action Center of Fairfax County Area (Virginia).



Rehabilitation Through Photography (RTP) board members Winifred Brown (left), executive director of the New York Mayor's Voluntary Action Center, and Pearl Smith (center), display Marie Smith's (seated) photo-oil coloring that won Third Grand Prize in RTP's annual contest. Smith is a patient at the Greater Harlem Nursing Home where Pearl Smith volunteers and helped her hone her skills.

Photo by Vera Scallingi



Washington, D.C. metropolitan area Volunteer Center directors and volunteers answer phone inquiries about volunteer opportunities during the broadcast.

“WAMU was extremely enthusiastic and helpful throughout this whole project,” says Carrera said. “I have a feeling that they spoiled us for all other radio stations. Every chance they got, they mentioned something about volunteering.”

WAMU provided the time and space; the Volunteer Centers (VCs) of Arlington County, Fairfax County, Prince William County, Alexandria City and Loudoun County in Virginia, Washington D.C., and Prince George’s and Montgomery Counties in Maryland were each responsible for one phone shift to take down names and addresses of callers and to answer their questions.

Each Volunteer Center was responsible for delivering the information packets to the potential volunteers within the proper jurisdictions and following up. The Coalition agreed that each VC would manage its own processing of prospective volunteers and that no referrals would be made on the day of the volunteerathon. To do so would be too time consuming.

Some area businesses gave their time and products generously: Capitol Donut (Dunkin’ Donuts), Listrani’s, and Hazel Peterson Companies provided breakfast doughnuts, pizzas for lunch, and food platters and beverages for dinner. Franklin X-Press provided free graphics services, and WJLA-TV, with whom the Coalition is coordinating The Volunteer Connection, provided free emergency photocopying services when the 500 allotted forms were all used. Special thanks went to volunteers for the March of Dimes who gave so much assistance with the phones. Total

cost was under \$350, and the planners will try to make it less next year. Carrera estimates that there was \$1,500 in donated time and PSAs from the radio station.

Why have a volunteerathon when general recruitment methods work reasonably well? “We thought that it was a good way to reach a particular group of listeners with a very specific message,” said Carrera, “and that message is: ‘There is a volunteer opportunity out there for you, and this is a way you can find out about it—no obligation, no major commitment; it’s just a chance to see what’s out there.’”

“It’s important to understand that the true measure of our success was that we promoted volunteering to 1,800 people, and referred some of them to agencies that needed help. We provided them with information, and they will pick the time and place to follow through.”

The success of the first-ever Heart-to-Heart Volunteerathon inspired other radio stations, among them WCOA FM in Baltimore. During the WAMU show, a staff member of a West Virginia radio station called and said that he would discuss a similar setup with his program director.

“Too often we think that we have to have a massive event with a lot of work, money and national appeal,” Carrera says. “The beauty of this partnership with WAMU-FM is we can offer the targeted audience a specific concept: Volunteering is a happy and healthy experience, and that this is a very easy way to get more information without making a commitment—yet.”

Plans are already in progress to pre-

sent the Heart-to-Heart Volunteerathon in February 1989.

News from VOLUNTEER



VOLUNTEER’s Board of Directors has selected **Frank H. Bailey** to succeed Kenn Allen as the organization’s new chief operating officer and executive director on November 1.

Bailey most recently served as executive director of the National Council of Community Mental Health Centers (1983-88), the only organization that represents community mental health agencies nationwide with a membership of more than 700 agencies. Prior to that, he worked for the The Council of State Governments (CSG) in Lexington, Kentucky, for ten years, the last four as executive director and chief executive officer. CSG represents the executive, legislative and judicial branches of all state governments.

■ With the National Association of Men’s Sportswear Buyers (NAMSB), VOLUNTEER has launched a new program called **Dress America** to provide wardrobe kits of unused clothes for people returning to the community after long separations. They include those who have been in hospitals, shel-

ters, penal institutions and other long-term residences.

Launched first as a demonstration project on October 6 in Greensboro, North Carolina, Dress America is being sponsored and coordinated locally by the Voluntary Action Center of Greensboro. The kick-off took place at a heavily publicized breakfast meeting attended by community and apparel industry notables, but progress in collecting, sorting and distributing kits already was under way by the time of the announcement.

■ The **1988-89 Volunteer Readership Catalog** of popular books and items is now available free of charge. This edition features many new books and items as well as a new logo and theme—"Volunteers Light Up Our Lives"—appropriate for year-round use in volunteer recognition, recruitment and promotion activities.

■ VOLUNTEER has announced the site and date of its **1989 National Conference**: New Orleans, The Fairmont Hotel, June 18-21, 1989. Mark your calendars!

■ VOLUNTEER will now mail VAL and Volunteering, its bimonthly newsletter, **first class** to its Associate members. To join, see details on page 27.

Meet Us in New Orleans



See page 15 for details.

Unique Michigan Partnership Benefits Seniors, Disabled

By Candy Salazar

The rain beat hard on the roof of Elsie's house, and some of it seeped through into the small room.

Drops gathered along one edge of the ceiling in the bedroom and, when they grew heavy enough, skittered down the wall. In the "TV room" drops dripped down the chimney of a space heater.

Elsie showed a visitor the roof leaks and where floor and ceiling tile in the kitchen were loose. Leaning on a four-footed cane, Elsie, 85, pointed to the floor under the porch door, and told how every time it rains the water runs in.

The visitor, Bill Ford, inspected each of the floors, and in a reassuring tone pronounced them minor and easily fixed.

Further inspection of the house on Conant Avenue revealed clogged gutters, open seams in the roof, a tree branch scraping dangerously against the roof and the electric service line.

Elsie apologized for moving so slowly as she showed Mr. Ford around. "I had a stroke," she said. "And I don't get around much any more.

"Just like the song," she laughed. "Isn't that what they say, 'Don't get around much anymore?' That's a true song."

Elsie, 85, says she's lived in the small house for about 50 years. She moved there soon after her husband died and paid cash for it, "because I couldn't afford any monthly payments," she explains. She raised four children there.

She says she has been worried about the leaks and the loose tiles for some time now, but hasn't had the money to hire a contractor to fix them.

She still doesn't have the money but, through the generosity of strangers, she'll be getting her house fixed.

—Condensed from article by John Austerberry, Monroe Evening News

Candy Salazar is the volunteer services coordinator of the Monroe County, Michigan Department of Social Services.

This story is taking place in Monroe County, a medium-sized midwestern county located in the extreme, southeastern corner of Michigan on the shores of Lake Erie.

Elsie has had her home repaired under "Adopt-A-House," an unusual, innovative joint venture between United Auto Workers (UAW) Local 723, Ford Motor Company-Monroe Stamping Plant, and the Monroe County Office of the Michigan Department of Social Services.

Originally developed by the Community Services Team at the Monroe Ford Stamping Plant, this program brings together Ford/UAW employees, many of whom are "skilled trades," to evaluate and complete repairs on homes owned by senior citizens and handicapped individuals. The Department of Social Services coordinates the program and makes the referrals.

Led by Chairman Larry Bennett, the Community Service Team recruits individual talented volunteers and also raises money and purchases or solicits donated material to repair the homes, thus providing a no-cost service to these people.

Home repairs have included roof repairs, roof replacement, electrical work, plumbing, tree trimming, and most recently, a new paint job to a house that hadn't been painted in over 20 years.

In addition to the home repairs, these senior citizens and handicapped individuals now enjoy better housing conditions, neighborhood beautification, reduction of potential risk of injuries in the home, reduction of housing expenses such as water, heat and/or electric bills. Ultimately, this service delays or prevents possible placement in residential long-term care, thus reducing the dependence on public monies.

A further benefit is the socialization that has taken place between the volunteers from the Community Service Team and those whose homes have been repaired. Long-term relationships have been formed with people who have sometimes been physically isolat-



Bill Ford, Community Services Team member at Ford's Monroe Stamping Plant, explains to a recipient of the Adopt-A-House program that a leak around the chimney to a space heater can be easily repaired.

ed from the community for years.

This project has only been successful because of the cooperation between the Ford Motor Company and UAW Local 723. Through the efforts of Local Plant Manager Stan Cronenwett, Building Chairman Les Burnett and Local UAW President Kenny Hall, this program is the only one of its kind in Michigan that unites a major corporation, major union, and public welfare agency to address community needs.

1989 Neighborhood Awards Nominations Open

Neighborhoods, USA (NUSA) is now seeking nominations for its sixth annual Neighborhood of the Year Awards for neighborhood groups who have accomplished outstanding self-help projects during 1988.

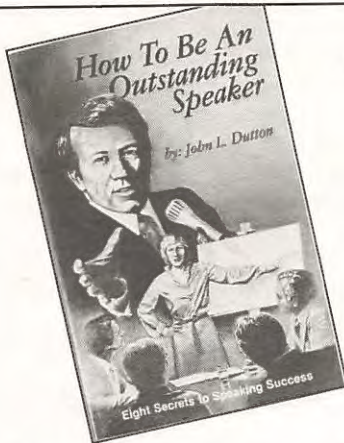
This competition recognizes the ex-

ceptional action of neighborhood groups to make their neighborhoods better places to live and work. Finalists for the awards will be invited to make presentations at the Fourteenth Annual Conference on Neighborhood Concerns, to be held in Seattle, Washington, May 24-27, 1989. Awards will be presented on the final day of the conference. Each first place winner will receive a \$500 cash award. An additional \$500 cash award will be awarded to the grand prize winner.

Judging will be based on the extent of self-help, innovation, grassroots participation and capacity building.

Forms and information on both the competition and May Conference may be obtained by contacting:

Jerry Jenkins, Chairperson
1989 Neighborhood of the Year
Dept. of Planning & Economic
Development
25 West Fourth Street
1400 City Hall Annex
St. Paul, MN 55102
(612) 228-3258



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Please send information about workshops and seminars.

Research

New Survey Reveals 45 Percent of Americans Volunteer

A Gallup Organization Survey Commissioned by INDEPENDENT SECTOR

A new national Gallup survey on volunteering and giving, released by the philanthropic umbrella group INDEPENDENT SECTOR (IS) in mid-October, reveals that almost half of Americans (45%) volunteered an average of 4.7 hours per week in time to charitable causes and organizations in 1987. In addition, seven out of ten households in America contributed an average of \$790 to charitable organizations.

Entitled "Giving and Volunteering in the United States," this study is the largest of its kind ever undertaken. It provides the fullest assessment compiled to date about patterns, motivations and satisfactions of giving and volunteering, according to IS.

METHODOLOGY

In March 1988, the Gallup organization conducted in-home personal interviews with 2,775 Americans 18 years of age and older. Respondents were asked a series of questions about total giving in their households in 1987. Then, as individuals, they were asked about their own volunteering, personal goals, motivations for giving and volunteering, and opinions about charitable organizations and the roles and responsibilities of individuals and government to help others.

Among the study's most important findings is the fact that Americans of low to moderate income are more generous than upper income individuals in their contribution of volunteer time and money. For example, contributing households with incomes below \$10,000 gave an average of 2.8 percent of their income to charitable organizations or causes while those with incomes between \$50,000 and \$75,000 gave 1.5 percent; those earning between \$75,000 to \$100,000 gave 1.7 percent. Individuals with incomes over \$100,000 gave only 2.1 percent.

"Contrary to popular opinion, the well-to-do in America cannot be described as generous," said IS President Brian O'Connell. "A minority of those who are comfortable financially are good givers and some of the country's wealthiest give dramatically large sums, but as a rule, people of means cannot be described as particularly caring. For that primary category of humaneness, it is the poor and struggling who generally lead the way."

The survey is the first of a series to be conducted every two years, according to Virginia Hodgkinson, the report's author and IS vice president for research.

"We tried to address certain questions," she said, "such as, Who gives and volunteers? To whom? How much? What determines giving and volunteering behavior? What are the motivations for giving and volunteering for various types of

charitable causes? Is there a relationship between giving and volunteering to religious organizations and giving and volunteering to other charities? What are the public attitudes toward giving, volunteering and the performance of charitable organizations?"

Other survey findings include:

- Almost half (48%) of total contributions came from households with incomes below \$30,000.
- Those who volunteered gave an average 4.7 hours per week. This translates into 80 million persons giving a total of 19.5 billion hours. Conservatively estimated, the dollar value of the time contributed is \$150 billion.
- Many Americans are willing to volunteer but are not being asked.
- Three-fourths of the respondents believe that they should volunteer to help others, but half of this group did not volunteer in the past year.
- Of the 75 percent who believe that it is an individual's responsibility to give what he or she can to charity, 27 percent did not contribute.
- One-third of contributors thought that they did not give enough.
- One-quarter of those interviewed thought they should strive to give 5 percent or more of their income to charity. However, only 9 percent of households actually contributed 5 percent or more.
- Volunteering has a direct relationship to contributions. People who volunteer came from households that contributed an average of \$1,021 or 2.4 percent of household income, but among nonvolunteers, the contributions averaged only \$489 or 1.3 percent of household income.

The percentage of income contributed increases directly with the number of hours volunteered. Giving increased from 0.9 percent of household income among respondents who reported not volunteering to 3.0 percent of household income among those who reported volunteering 6 or more hours a week.

An overwhelming majority believes that:

1. Charitable organizations play a significant role in American society.
2. Charities are needed more today than five years ago.
3. People who give to charities should be able to take deductions for their charitable contributions on their income tax returns.

For information on how to obtain the summary report and full report, call INDEPENDENT SECTOR at (202) 223-8100.

Communications Workshop

Managing a Culturally Diverse Volunteerforce

By Bob Abramms-Mezoff and Diane Johns

Try to imagine a sharp, responsible, effective manager today who has somehow been able to avoid learning anything about computers. Not too easy to picture, is it? We have all had to learn at least a little about computers because of the tremendous impact they have had on our worklife.

Now try to imagine this same sharp and effective manager trying to pretend that if he stays in his office long enough, his suddenly very diverse workforce will somehow go back to being comfortably white and male. At which time, he can come out of his office and start communicating again.

Yes, it's true. Despite the clearly changing face of the workforce, some otherwise impeccable managers are forgetting that their responsibility for communicating means communicating with everyone.

Communication Expectations

Today, we are required to communicate effectively with people cross-culturally,

Bob Abramms-Mezoff is president and Diane Johns is director of product development at ODT Associates, a management consulting firm in Amherst, Mass., specializing in upward influence and managing cultural diversity.

Acceptance, goodwill and respect are the cornerstones of successful communication and exchange—ones that cross all barriers of class, gender, race and ability.

through the generation gap, among races, between genders and across those subtle but pervasive barriers of class. No wonder it may feel uncomfortable—we've never been asked to do this before!

Unconsciously, although understandably enough, most of us hold the notion that our own reality is the only real one and that anything that doesn't comfortably fit within it is wrong, bad, unworka-

ble or alien. At best, differences in others from this perspective are perceived as irritating or inconvenient.

Global Connectedness

We have always lived in a world of diversity. Irish, Jewish, Black, Polish, Hispanic, Asian and Italian groups were all highly visible contributors to the early growth of our nation. It is only now that we are accepting the challenge to respond more expansively and sensitively to what Marshall McLuhan has called "the global village." Technological advances and the increasing electronic "connectedness" of the last 50 years has brought us closer to other parts of the globe than ever before. The world, in its great variety, is now spilling into our schools, our neighborhoods, and being more accurately reflected in our workforce.

For managers, this new mission of taking responsibility for communicating across differences is a particularly challenging invitation to growth. For just as flexibility in management styles (situational leadership) has become a widely used tool for increasing workplace effectiveness, flexibility in styles of communication is a further step in the same direction.

Management for the Future

Now more than ever, learning to draw on the richness of a kaleidoscopic workforce, expanding to be able to help all team members bring out their best efforts, is an astute managerial decision. In fact, the predicted workforce shortage will see broader utilization of immigrant and handicapped workers within even the next three to five years.

White, male managers who continue to try to fall back along traditional and comfortable "white" communication patterns may be doomed in the domestic economy as well as in the global marketplace. Findings have shown that there is a definite physiological basis for the experience that women think, communicate, and act very differently than men do. Even if a woman is of the same race and class as a man, he shouldn't be fooled into thinking her communication styles and frame of reference at work are the same as his.

Add the fact that many minorities do not feel their position in the organization has really improved much over the past few years, and it seems clear that the lack of alternatives to the white male club's management/communication styles has

made it difficult for minorities and women to progress the mid-range of corporate hierarchies.

So What's a Sharp Manager to Do?

First of all, acknowledge that learning to communicate flexibly has benefits you want to obtain—personal, professional or organizational enrichment among them. Having access to the much wider range of problem-solving skills, solutions, perspectives, approaches and input that a diverse workforce brings is significant among those benefits.

Next, you can start to take a look at you. Where do you fit in the mosaic? What is your ethnic or cultural background, social or economic class/status, education level (and favorite learning mode—do you like to read and see, listen or do?), what interests you, what inspires you and gives you a sense of fulfillment?

Answering these questions can begin to put you in touch with an essential reality—a touchstone for communication with others—that everyone else that you work and play and deal with is as complex, contradictory, talented and vulnerable as you are—all in ways that come in different colors, packages and speech patterns.

Action Step—Find Out!

So how does this translate to the daily interaction of work? Apprising yourself of some of the main traits about, or communication pitfalls with, the people that you work with is a commendable next step. Finding out, for example, that the uncomfortable “closeness” you may feel with your Italian or Arabic colleagues may have everything to do with how those cultures experience physical space between people—the closer the better in those cultures, to express interest, enthusiasm and loyalty. People with northern European backgrounds tend to find this proximity invasive or unpleasant.

With the sharp increase in international business, there is a wealth of material available on these kinds of cultural differences. Your local library can be a good place to begin looking. Remember, too, as you read about cultural differences, that even second and third generation members are still influenced by family environments pervaded by these same subliminal cultural styles.

Action Step—The Other's Shoes

Next, you might want to consider an exercise your parents may have introduced

to you when you were a child if you ever called attention to “differences” in others. To give children a sense of what it feels like to be blind or handicapped, parents will often invite a child to imagine “what it would be like to be in the other person's shoes.”

Native Americans cultivate understanding, compassion and harmony by withholding judgment on another until they have “walked a mile in the other's moccasins.” Try to imagine for awhile what it would be like to be new in this country, to live with and be responsible for a large number of family members, not to speak or understand English well or at all, to spend most of your life in a wheelchair, to be pregnant, to not have access to a full range of mental abilities or emotional control.

On an interpersonal level, you can plunge in by simply expressing honestly your concerns and confusions:

■ “I get uneasy when you don't look at me when we speak. Is something wrong that I need to know about?” (*Direct eye contact, especially for some Asian cultures, is considered rude.*)

■ “I'm never sure how much feedback to give you. I'd like to support your work performance but I can't tell if my suggestions are helpful or even welcome. Can you tell me?” (*Many times black/white speech patterns lead whites into unnecessary “over-explaining” to blacks.*)

■ “I just don't know sometimes if I should open the door for you or not. I'd like to be helpful, but I don't want to offend you. Would this have been an appropriate time to help or not?” (*A concern for many around people with limited physical ability. Sometimes perplexing as a gender issue, too!*)

Treating another person naturally and affirming the innate human dignity that we all share, goes a long way towards opening up communication.

The Golden Ace

And, along those same lines, we have a golden ace up our sleeve—a technique that's fast, relatively easy and it works: Treat the other person as though she or he were you in disguise.

The level, friendly, honest encounter that can happen as a result of maintaining this perspective can override a myriad of cultural details.

Acceptance, goodwill and respect are the cornerstones of successful communication and exchange—ones that cross all barriers of class, gender, race and ability.

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Mark your calendars *NOW* for June 18-21, 1989 and look for our preliminary conference brochure in your mailbox early next year. All VAL subscribers and VOLUNTEER Associate members will automatically receive all conference mailings.

A JOB BY ANY OTHER NAME

Search the Help Wanted ads with a creative mind and discerning eye.



By Claudia Mausner

Looking to change jobs? Hoping to remain in the field of volunteer administration? While most would agree that networking is your best bet, a brief glance through the newspapers may reveal more options than you would expect, and can also offer interesting demographic information on the job market for volunteer administrators.

I conducted an informal survey of the *New York Times* from 1987 to 1988, and developed several hypotheses based on over 30 relevant classified ads.

It is most important to realize that job titles in this field can be misleading. They rarely reveal the extent to which the position involves work with volunteers. In other words, you probably won't find your next job listed under "V" for "Volunteer Administrator." Rather, titles such as Community Coordinator, Director of Human Resources, Field Supervisor, Program Direc-

tor or Administrator are much more commonly found. They might be listed under the first letter of the title, or perhaps under "Education," "Management," "Personnel" or "Social Service." With only two exceptions, all advertisements which I found under "V" were seeking volunteer staff, not paid staff.

Based on my survey, the field of volunteer administration is most well established within the medical world. The title of "Volunteer Coordinator/Manager/Administrator" is most likely to be found in the Health-Medical Section of classified ads. Also, there seems to be significantly more volunteerism jobs in health-related establishments such as hospices, nursing homes or organizations for the mentally or physically disabled.

Clearly, the three most important and highly valued skills for volunteer administrators are recruitment, training and supervision. Communication skills are also sought by many organizations, including public speaking, writing, human relations or interviewing skills.

While these are the skills stressed most in job descriptions and qualifications, it often seems that higher priority is placed on the applicant's background in the specific subject matter of the organization. On the other hand, experience working with volunteers is oftentimes stressed more

than the need for a college degree. All of this seems to suggest the need for increased education to employers regarding the skills and education required for successful volunteer administration.

While many advertisements did not list salaries, those which did most often were in the low-to mid-\$20,000 range. Overall, salaries ranged from a low of \$19,000 to a high of \$35,000, with little relationship to the degree of skill or responsibility required.

Few advertisements sought to attract applicants with mention of excellent benefits such as dental coverage, tuition reimbursement or generous vacation time. On the other hand, quite a few mentioned some of the extra demands involved in volunteer work, such as extensive travel or evening and weekend work. Unfortunately, the degree of personal sacrifice required by the job was rarely reflected in higher salaries or increased benefits.

On the positive side, there are many challenging and rewarding positions available for those who can search with a creative mind and a discerning eye. Within the regular classified ads, the Health-Medical section, the Education section and even the Business section on occasion, lie hidden a myriad of opportunities for both the novice and experienced volunteer administrator.

Claudia Mausner found her current position in the New York Times under "Administrator." Her title is Public Service Coordinator, and she works with volunteers on the trail-building, conservation and education committees of the Appalachian Mountain Club's New York-North Jersey Chapter. Her article is based on research she did for a graduate course on volunteer management.

THE 1989 PRESIDENT'S VOLUNTEER ACTION AWARDS

*Throughout our history Americans have reached out in service to others, near and far, and thereby strengthened their communities, our country, and the entire world. From the smallest acts of kindness to the dedication of a lifetime, volunteers respond in times of joy and tragedy alike.**

President Ronald Reagan

From the early patriots striving to build a free nation to neighbors helping in community barn-raising to present day neighborhood and community groups, one common trait has continued to distinguish the American people—the desire to help one's neighbor through volunteer service. Today nearly half—or 89 million—adult Americans volunteer in time of emergency or disaster as well as in addressing longstanding community problems. They give of their time and talents through their churches, social clubs and civic organizations . . . they help as individuals and in groups. The recipients are family, friends, neighbors, total strangers. Volunteer service is such an integral part of the American way of life it often goes unnoticed and unrecognized.

The President's Volunteer Action Awards were created in 1982 to honor those individuals and groups who make unique contributions to their communities through volunteer service and to focus public attention on these outstanding and innovative volunteer efforts. In April 1987 President Reagan signed an Executive Order formally establishing the President's Awards Program.

The 130 recipients of the first seven President's Awards have included established national organizations with thousands of volunteers, newly developed grass roots movements with national scope, local organizations and groups of volunteers, individuals, groups of labor union volunteers and major corporate employee volunteer programs. Some of the award winners are well known; others, known only to those with whom they work. In 1988, the first Ronald Reagan Award for Volunteer Excellence was presented to Mrs. I.E. Williams, one of the winners of the President's Award. The special award represents the highest achievement in community service as demonstrated by a special pioneering spirit, innovative ideas and a lifetime commitment to volunteerism.

Anyone may nominate an individual or group involved in volunteer activity for the President's Award. Specific guidelines governing the nomination process are on pages 2 and 3 of this form.

The President's Volunteer Action Awards will be presented at the White House during the spring of 1989.

The President's Awards Program is cosponsored by VOLUNTEER—The National Center and ACTION.



VOLUNTEER—The National Center, a private, nonprofit organization, was created in 1979 to strengthen the effective involvement of all citizens as volunteers in solving local problems. Among the wide range of technical assistance and support services VOLUNTEER offers to volunteer-involving organizations are the National VOLUNTEER Conference, a variety of publications on citizen involvement, *Voluntary Action Leadership* (quarterly magazine for volunteer administrators), a wide range of information, consulting and training services as well as sponsorship of demonstration projects and national volunteer advocacy and public awareness activities. VOLUNTEER is the national sponsor of the Volunteer Connection, a national media volunteer recruitment campaign.



ACTION is the lead federal agency for volunteer service. It fosters and expands voluntary citizen participation by using public and private sector resources and by coordinating its efforts with other federal agencies. ACTION addresses current and emerging needs by utilizing to the fullest advantage the energy, innovative spirit, experience and skills of Americans to serve local communities and the nation. ACTION supports more than 400,000 volunteers through its Foster Grandparent, Retired Senior Volunteer, Senior Companion, Volunteers in Service To America (VISTA), the ACTION Drug Alliance and the Student Community Service programs.

*From the President's 1988 National Volunteer Week statement.

General Information

- An individual or group may submit separate nominations for as many different individuals or groups as desired.
- Only nominations accompanied by a self-addressed, stamped postcard will be acknowledged. Because of the volume of nominations, the President's Awards screening committee will not be able to respond to any queries regarding the nomination form or the status of a specific nomination.
- A list of the recipients of the 1989 President's Award will be sent to those who include a self-addressed stamped envelope marked "WINNERS."
- Pertinent supplementary material may be submitted along with the nomination form. See "Procedures for Completing Nomination Form" (page 3) for guidelines. All nominations must be complete in one package when submitted. Separate letters, materials and other documents received later will not be processed or considered in judging.
- Nominations should be no larger than 8½x11". The "Official Nomination Form" should be detached from the complete form and should be the top document in the packet. Please staple materials in the upper left corner.
- All entries and supplementary materials become the property of VOLUNTEER and will not be returned. Materials will be held by VOLUNTEER for six months following completion of the judging process.
- The screening committee may request additional information from applicants or references for the judges' consideration.
- All nominations must be submitted in English to be considered for the President's Award.
- Decisions of the judges are final. All entries for the 1989 President's Volunteer Action Awards must be postmarked before midnight, **January 17, 1989.**

Who is Eligible for the President's Volunteer Action Awards?

- Any individual, group or family actively engaged in volunteer activities that benefit the community, state or nation may be nominated.
- For those individuals or groups who are paid any amount for activities for which they are nominated (other than reimbursement for out-of-pocket expenses), the nomination statement must clearly indicate the extent of salaried or stipended activities.
- Individuals involved in "work released time" and student course credit are eligible but must clearly indicate that in the nomination statement.
- Except for the International Volunteering category, all volunteer activities must be performed within the United States or its territories.
- No employees of immediate relatives of VOLUNTEER or ACTION or members of VOLUNTEER's Board of Directors or ACTION's National Volunteer Advisory Council may be nominated for awards.
- Recipients of previous President's Awards are ineligible for the 1989 awards.

Submitting the Nomination

Send all entries to:

The President's Volunteer Action Awards
Post Office Box 37488
Washington, DC 20013

Do not send entries to VOLUNTEER or ACTION.

Entries must be postmarked by midnight, January 17, 1989.

Procedures for Completing and Submitting the Nomination Form

In order for a nomination for the President's Awards to be considered, page 4 of the nomination form must be completely filled out and a statement of not more than 500 words describing the nominee's activities must be attached. In addition, a nomination may include appropriate supportive materials (described in C below).

(A) The Nomination Form

Item I. Indicate the individual or group's complete name, mailing address and telephone number. If the nominee is a group, indicate the name of the appropriate contact person within the group along with his/her address and telephone number.

Item II. Awards will be made in the following categories:

- **Arts and Humanities**—cultural enrichment
- **Education**—pre-elementary, elementary and secondary education, informal and supplementary education services
- **The Environment**—volunteer service resulting in significant enrichment and conservation of the environment; recreation
- **Health**—medical care, mental health and developmentally disabled services, community mental health
- **Human Services, to include Jobs and Material Resources**—volunteer services to youth, family and elders; employment, job creation and training, economic development; food and nutrition, clothing and furnishings, housing, transportation, consumer protection; areas not specifically covered by other categories
- **International Volunteering**—ongoing volunteer work performed by individuals or groups whose primary residence or headquarters is within the U.S. or its territories and benefiting the residents of foreign countries or ongoing volunteer work performed within the U.S. or its territories and benefiting the residents of foreign countries
- **Mobilization of Volunteers**—to address a variety of problems
- **Public Safety**—crime and delinquency prevention, justice services, protective services, disaster relief, fire protection
- **Youth**—volunteer services by youth to age 25
- **Workplace**—volunteer activities sponsored by or supported by either a corporation or labor union. **NOTE:** Nominations must be submitted on special Corporate or Union nomination forms.

Check the most appropriate category. Some nominations can fit appropriately into more than one category. Please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into more than one category.

Item III. Indicate name, address and telephone number plus title and organization (if appropriate).

Item IV. Since award finalists' references will be contacted for verification of the scope and extent of activities, it is important that this section be completed. Nominations with fewer than three references will be disqualified.

Item V. In the space provided describe the goals of the volunteer activity nominated.

Item VI. Enter the name of the individual or group being nominated and signature of the person making the nomination. Nominations not signed by the nominator will be disqualified. A person may nominate him/herself.

(B) The Statement

Because nominations will be judged based on specific criteria, the statement of activities (of not more than 500 words) attached to the nomination must address the following items:

Community need for the activity—How important was the activity to the overall welfare of the community? For example, establishing an education and training facility for handicapped children in a town where there was none would be a more important contribution than expanding an existing recreation program.

Recipients' need for the activity—This may or may not be different from the community need. A facility which serves handicapped children may be equally important to both the recipients of the service and to the general public. In some cases, however, such as providing access to a kidney machine, the recipient's need for the service is total, while the community's need for kidney machines may be slight in relation to other needs.

Scope of the activity—The concern here is with the potential impact of the activity or service. Something that is national or regional in impact is not necessarily "better" than something that is local. Projects of very limited scope, however, such as sponsoring an annual picnic for 50 senior citizens, would not be considered to have a major impact.

Achievement—Actual accomplishments of the voluntary activity or service should be considered, as opposed to the stated goals or objectives of the project.

Unusual challenges overcome—Such challenges might include public apathy or hostility toward the project or program, a critically limited supply of resources, or a handicap on the part of the person or persons doing the volunteer work.

Method—Method relates basically to the way in which the activity or service was performed. Consideration should include the vigor, efficiency and overall organization of the effort; the extent to which the individual or group marshaled other volunteer resources in support of the effort; and, where appropriate, evidence of broad community or grassroots support for the activity or service.

Innovation—Innovation takes into consideration the degree to which the service or activity represents a new use of volunteers in a certain capacity and/or a significantly new approach to solving a particularly pressing problem.

(C) Accompanying Materials

Not more than 10 pages of supplementary material may be submitted along with the nomination. Accompanying materials can include letters, testimonials, news clippings, pamphlets, etc. Do not submit tapes, cassettes, display materials, films, scrapbooks, books, etc. as they will not be considered in judging the nomination. All materials submitted become the property of VOLUNTEER and will not be returned; thus, when preparing accompanying materials, keep the materials cost to a minimum and submit photocopies when possible.

I. NOMINEE: Please specify if nominee is an individual _____, a group _____, or a family _____.

NAME: _____

If individual, indicate Mr., Ms., Miss, Mrs.;
If nominee is group, enter full name of group.

(Area Code) Phone Number

If nominee is group, enter name of contact person.

(Area Code) Phone Number

Complete address

City

State

Zip

II. CATEGORY: Check one. Some nominations will fit appropriately into more than one category. Please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into more than one category.

_____ Arts and Humanities
_____ Education
_____ The Environment
_____ Health
_____ Human Services, Jobs and
_____ Material Resources

_____ International Volunteering
_____ Mobilization of Volunteers
_____ Public Safety
_____ Youth

III. NOMINATOR:

Name: _____

(Area Code) Phone Number

Title and organization, if appropriate.

Complete address

City

State

Zip

IV. VERIFICATION: In order to qualify for consideration, a nominee must have three references who may be contacted to verify the scope and extent of the nominee's volunteer activities. References should be persons familiar with the volunteer accomplishments for which the person is being nominated and may not include the nominee or any person related to the nominee.

Name: _____

(Area Code) Phone Number

Complete address

City

State

Zip

Name: _____

(Area Code) Phone Number

Complete address

City

State

Zip

Name: _____

(Area Code) Phone Number

Complete address

City

State

Zip

V. SUMMARY: In this space describe in one sentence the goals of the activity for which the nomination is being made. Then attach a 500-word statement that addresses the criteria outlined in section B on page 3.

VI. NOMINATION: I hereby nominate _____

Name of individual or group nominated for the President's Volunteer Action Award.

Signature of Nominator

Date



FOR THE RECORD:



Effective Volunteer Management Through Documentation

By Peggy A. Sissel, M.A.

When was the last time you were asked "how many volunteers do you have in your program?"

It is a simple question to answer, yet it is often the only one that volunteer administrators address. Going beyond this superficial evaluation of the numbers requires some effort; therefore, some administrators of volunteer programs question the use of recording and reporting volunteer hours because "they have more important things to do."

If we evaluate this task in terms of the management function it serves, however, we discover that the information gained far outweighs the time spent in gathering it. Put simply, documentation of volunteer involvement can lead to a greater understanding of your program and of the individuals who serve within it.

Any negative attitudes you may have about record-keeping need to be addressed before you start this process. You may think that the recording of volunteer hours is too time consuming or too confusing. Worst of all, you could discover that your program has a problem. But be posi-

tive. As we explore the value of recording and reporting volunteer hours, you will see how it can benefit not only your program but everyone involved.

There are four reasons why you need to maintain formal records of volunteer participation in your agency:

- The individual volunteer
- The volunteer program
- The organization
- The community

Let us consider each of these areas and the impact that proper documentation can have on issues of management.

The Individual Volunteer

Encouraging, evaluating and recognizing individual volunteers are a big part of a program administrator's job. Yet, it may not be possible for you to interact with each volunteer during his/her scheduled shift. Therefore, documentation of attendance is a basic, crucial function. Tardiness, absenteeism and early departures can tip you off to a volunteer who needs more attention or assistance, and possibly a new placement.

Remember, too, that the feedback you give volunteers through the evaluation process is extremely valuable. You want to help the volunteer achieve his/her desired goals within your program, so it is important that your criteria for reviewing performance be objective and fair. A volunteer's record of hours is an excellent source of information to draw upon during evaluations, since it reflects a volunteer's level of attendance, punctuality, and any

efforts that have gone beyond expectations.

Many individuals seek to gain skills and experience while volunteering and will ask you to provide a reference for future schooling or employment. The number of hours a volunteer has contributed can be an important indicator of their drive, motivation and commitment. Your written records of participation are the foundation on which to base a fair appraisal long after the volunteer has left your program.

Your records of a volunteer's hours can also be helpful to the individual at tax time. Although the actual hours of service donated are not tax-deductible, many nonreimbursable expenses incurred while a volunteer is on duty are tax-deductible. You may be asked to supply documentation of a volunteer's time and efforts if he/she has chosen to itemize any allowable expenses.

One of the most important reasons for recording volunteer hours is that without a written record of participation, it is difficult to recognize effectively the efforts of volunteers. The number of hours, months or years of service are important markers of an individual's merit to your agency and their level of commitment to their community. This reason alone may be what has prompted past documentation of hours in your program. If so, wonderful, but use it now to your best advantage.

Some participants in your program may require formal record-keeping of their activities. Community restitution and probation departments mandate accurate docu-

Peggy Sissel is the director of volunteer services for the Galveston County Health District in Galveston, Texas. She holds an M.A. in Adult and Continuing Education from Michigan State University and received a B.A. in Communications at the University of Iowa. She has worked with volunteers for the past seven years on issues such as domestic violence, sexual assault and teen suicide.

mentation of hours, as do schools that place interns and students with your organization. This information should be considered as valuable to you and your program as it is to the individuals placed with you.

The Volunteer Program

Accurate record-keeping can give feedback and encouragement to the individual in a number of ways, but what about its use in managing the volunteer program as a whole?

Program planning, needs assessment and project evaluation are another major responsibility of a volunteer administrator's job. Like the individual volunteer, program directors also need to be encouraged and motivated while doing a job that can be wonderfully satisfying and exceptionally frustrating at the same time. Solid data that reflects the overall health of the program, including its ups and downs, can offer inspiration and motivation. At the very least, information about volunteer participation can alert you to problems or concerns that need to be addressed.

What if you should discover that your program isn't as effective as you had assumed? A successful manager realizes that it is better to document the problem and plan for change and improvement than to ignore the issue and hope it goes away.

Information about the level of volunteer participation can help you set goals for your program. You may discover that you need to explore more effective methods of recruiting volunteers, or address ways of retaining them once they are in your service. You might need to develop more meaningful roles for volunteers to keep them active and interested, or expand the number of hours volunteers are asked to contribute. Your figures may indicate that you need to change your criteria for accepting volunteers, choosing only those who are ready to take their volunteer commitment seriously. Regardless of the outcome of your evaluation, recognizing your program's strengths and weaknesses is a vital part of program development.

Some volunteer administrators are required to justify their salaries and programming expenses through the documentation of volunteer participation. Even if this is not required of you, begin to do so. Regardless of the number of hours a volunteer coordinator works, there is always more that needs to be done. This is especially true if your program is growing. Use this practice of reporting your suc-

cesses (and efforts at improvement) as a means of supporting and promoting your program. This information is also vital when requesting increased staff or expenditures.

Documenting today's volunteer hours will help you compile that end-of-the-month report, justify your budget, plan for growth or change and help you become a more effective manager. In time, it will also enable you to chart the development of your program, which will provide an important record for your program staff, especially if you should move on to another position.

One of the most important reasons for recording volunteer hours is that without a written record of participation, it is difficult to recognize effectively the efforts of volunteers. The number of hours, months or years of service are important markers of an individual's merit.

The Organization

The volunteers you coordinate belong to the entire agency for whom you work, not simply to your program. They are there to help with the specific service or function of your organization. Agency staff often do not see the volunteer program's connection to themselves, however, and thereby dismiss it as something they do not need to concern themselves with. You may have to convince them of the value of volunteers, and you can do so by providing facts about how volunteers contribute to the organization.

Your records of volunteer efforts can

motivate staff to use volunteers and can facilitate good relationships with co-workers other than management. Employees unfamiliar with the benefits of volunteer programs may resent the hiring of a paid volunteer coordinator when, as they may see it, the money could be better spent if another nurse, accountant, counselor, etc. were hired. Positive staff and volunteer relationships are critical to the success of any volunteer program.

Obviously, if a volunteer program is to be successful, ownership and interest of this program needs to be agency-wide. Therefore, you will want to "share the glory" with the staff and let them know how effective their efforts are at managing volunteers. You will also want to provide assistance (or seek assistance as the case may be) if you find that there is a problem in a particular area. Some of these issues can be discovered through analysis of your volunteer records.

For example, you may find that one department has a group of volunteers that consistently puts in additional hours, or that an office that had used four volunteers one month now has none participating. Patterns often emerge from the records that can help you take note of seasonal needs, programming changes or problems with staff and volunteer relations.

By reporting your findings to each department or supervisor, you offer them the same information and insight from which you have benefited. Ultimately, this results in promoting acceptance and understanding of the value of volunteers, which translates into more effective management at the department level. This sharing of information about your volunteer program creates a spirit of team work, camaraderie and respect. In many ways, this is the greatest success.

The knowledge of why volunteers get involved in your agency, how they are managed and the importance of their service to the organization can be used as a positive message to everyone in the agency, as well as to the entire community.

The Community

Positive community and agency relations promote a better understanding of the need for your service and the importance of the issues you address. Whether it be prison reform, education, domestic violence, public health, the environment or historical restoration, an organization that serves the community also needs the community behind it.

One of the best ways to foster this support is by including volunteers in your services. Members of the community who are involved in providing your service will be some of your most vocal allies and some of your best proof that the agency is both responsive and effective.

As a program administrator, your leadership is also important whether you are concerned with the recruiting end of the volunteer continuum or the recognition side of this community involvement. It is your responsibility to provide feedback about the ways volunteers have helped your agency. Remember, that if it is of value to document the number of people your agency serves each year, isn't it also important to be able to say how many people served your agency?

When you recognize a great volunteer by publicly thanking him or her, you also



pat the organization on its proverbial back by saying, "Look, here is a critical issue being dealt with by an important agency, which is being helped by this valuable person." And who is this person but a volunteer who gets no pay and who contributes time simply because he/she thinks it is a good thing to do. In fact, there are many more people just like this person who believe in what you want to accomplish. So shout it from the rooftops, but be ready to prove it through documentation.

The importance of maintaining careful records of community participation cannot be underscored enough, for without these records the individual, the program and the organization could not be held accountable or be promoted adequately.


Of course, volunteer recognition helps the agency and the volunteer program, and it makes the volunteer feel good, but it also helps the community. How? By creating awareness of a problem or issue and the ways to solve it, by presenting opportunities to get involved for the civic good, and by promoting positive leadership.

Another way to envision the vital nature of record-keeping as a management tool is to think of every hour of volunteer time as a "little letter of support." In any proposal for funding, letters of support from community leaders, service providers and civic groups provide a show of support for the agency and its concerns. These letters advocate that the funding source contribute to this worthwhile effort. Every volunteer hour that you report as having been contributed to the agency increases the perceived level of community support.

A positive image in the community can go a long way towards acquiring and maintaining funding levels which will allow you to continue providing services. This is true whether your funding is service generated or comes from taxpayers and private foundations.

Regardless of the type of service your agency provides, you want it to be meaningful, helpful and effective to those you serve. If you believe your organization contributes to the good of the community, then you want it to be the best that it can be. That means implementing sound, responsible management practices that benefit everyone in the agency and outside of it.

These are cynical times we live in, so more than ever we need to inspire, motivate and perpetuate the good in all of us and in our community. The documentation of volunteer contributions can be the good news that inspires the best in all of us.



A CHECKLIST FOR DOCUMENTING VOLUNTEER PARTICIPATION

- Do you currently keep records of volunteers' hours?
- Do you keep up-to-date documentation of these hours on each volunteer?
- Do you use a record of hours contributed as a resource for evaluation of volunteers?
- Do you record volunteer hours for each department or project in which volunteers are placed?
- Do you issue regular reports to agency administration and department supervisors about volunteer involvement?
- Do you use this information to evaluate management practices of each program or department?
- Do you use this information to evaluate the strengths and weaknesses of the volunteer program as a whole?
- Does your agency include reports on volunteer contributions in funding requests and grant proposals?

Know the Myths and Facts about Suicide

HELP TEENS CHOOSE LIFE

By Hildy Baldwin

Adolescence is the period of growth between childhood and adulthood when young people are growing and changing physically, emotionally and intellectually. Establishing an identity, achieving personal independence, choosing a career and developing important relationships are milestones adolescents usually face during this time. This difficult period is amplified due to growing independence from the family as a supportive network, increasing mobility and the influences of peer pressure.

Many times this turmoil is reflected in negative behaviors, such as suicides and suicide attempts. It is estimated that between 250,000 and 1,000,000 young people attempt suicide annually in the United States. Anyone who has contact with teenagers can be a part of preventing these actions by recognizing the warning signs of suicide. To be a part of the solution, you need to know the myths and the facts concerning this dilemma.

■ **Myth: People who talk about suicide won't actually attempt it.** Eighty percent of the people who commit suicide give repeated warnings. Threats and suicide talk are a warning cry for help which should not be ignored.

■ **Myth: People who attempt suicide once won't try again.** Four out of five people who kill themselves have attempted to do so at least once previously. The first suicide attempt is the hardest. Once the barrier between thinking and acting is crossed, it is easier to try a second or third time, especially if their feelings about life have not changed and they haven't learned new coping skills.

Hildy Baldwin is assistant editor of For Kids' Sake, a quarterly newsletter published by the University of Virginia Health Information Center and the Blue Ridge Poison Center "to make Virginia a safer state for children." Her article first appeared in the summer 1988 issue.

■ **Myth: Suicidal people actually want to die.** Most people who are suicidal do not want to die, they just do not want to go on living the way they are.

■ **Myth: If you talk to someone about suicide, it will give him/her ideas.** Suicidal people already have the idea and by talking to them they may feel relieved that someone finally recognizes their emotional pain.

Young People at Risk

Those at risk for attempting suicide usually have been experiencing longstanding difficulty in two or more of the major areas of their lives (i.e., self-esteem, family, peer group relations and school) when a life crisis occurs which causes feelings of hopelessness and inability to cope. The following life-crisis events may indicate a special need for concern:

- Separation or divorce of parents
- Death of a loved one
- A change of residence
- Loss of an intense personal relationship
- Loss of acceptance by peer group
- Failure to achieve expectations academically or in sports
- An unwanted pregnancy or abortion.

Teens feel pressured to succeed and desperate when they fail. The concept of loss for a teenager can be as simple as a straight A student getting a C on a special project.

Warning Signs

There are five major suicide warning signs:

1. Verbal suicide threats or "suicide talk" (statements like "They'd be better off without me" or "No one will have to worry about me any more").
2. Previous suicide attempt.
3. Mental depression, characterized by feelings of sadness, discouragement, hopelessness or lack of self-esteem. The adolescent who has a poor self-image is vulnerable to criticism, rejection and any

events in his/her daily life that reinforce feelings of inadequacy, incompetence and worthlessness.

4. Changes in behavior or personality such as withdrawal, apathy, moodiness, aggressiveness, changes in personal appearance or significant loss/gain of weight.

5. Making arrangements as though for a final departure, such as giving away prized possessions, making peace with friends or making a will. They may talk vaguely about "going away."

Substance abuse contributes to and complicates all of these factors. In fact, most people who attempt suicide have a history of substance abuse.

Prevention

It is the position of some that crisis hotlines, crisis intervention centers and psychiatrists and psychologists will not completely solve the problem of youth suicide. For this reason, parents, peers, teachers and adults who work with children and the school community must be educated on the warning signs of suicide so that they may intervene before a tragedy occurs. Many states are developing suicide prevention programs. Maryland, New York, Illinois, Colorado and California have mandated public awareness and education programs in their public schools.

The main avenue of prevention in schools usually focuses on a lecture and group discussion format. In San Mateo, California, schools, for example, discussion groups are set up to talk about issues concerning life, death, loss, depression and suicide. Trained facilitators help the students understand their own feelings about these issues and help them increase their coping skills. If any of the students are considered to be at risk for suicide, they are worked with intensively and referred for professional help. In this way, both prevention and intervention are accomplished.

SUICIDE RATE TRIPLES

By Janine Jagger, M.P.H., Ph.D.

Adolescent suicide is not a new phenomenon, but it is a problem that has grown dramatically in recent years. Increased public awareness has intensified the search for new solutions. Understanding the patterns, causes and contributing circumstances of adolescent suicide is just the first step, but an important one, toward reducing this tragic loss of life.

A dramatic rise in adolescent suicide rates has occurred in the past 30 years in the U.S. In 1950, the rate was 2.7 suicides per 100,000 adolescents aged 15-19. By 1970, the rate had doubled, and by 1984 it had more than tripled (12 per 100,000). Nationwide, suicide is now the third leading cause of death for the 15-24 age

group. In Virginia, suicide is the second leading cause of death in this age group.

Nationally, over 5,000 young people are reported as suicides each year. As high as that figure is, some experts estimate that because of difficulties in evaluating evidence following a traumatic death, the actual number of youth suicides is several times greater than reported. In addition, it is estimated that for every suicide completed, between 50-200 are attempted.

Although suicide affects adolescents of all races and socioeconomic groups, white males are at highest risk with rates that are from two to five times higher than females or blacks. In 1950, male adolescent suicides outnumbered those of females two to one. By 1980, the male/fe-

male ratio had risen to nearly five to one.

The predominant method of suicide among adolescent males has been, and remains, the use of firearms. Hanging, suffocation and strangulation rank second, followed by drug overdose or inhalation of gases. The pattern in adolescent males has been the same for decades. However, the rates of firearm suicides have grown steadily while the rates of the other methods have remained unchanged. This increase is so pronounced that it accounts for much of the overall increase in adolescent suicide rates observed during the past three decades.

The pattern of female adolescent suicides has changed as well. Before 1970, the predominant method of suicide in this group was by drug overdose. Since 1972, the use of firearms has become the predominant method among teenage girls. Today, firearms outnumber all other suicide methods among adolescent females and males. This disturbing trend has been linked by some to a parallel rise in firearm ownership and availability during the same time period.

The reasons for the troubling increase in adolescent suicide rates are not yet clear. Possible risk factors include depression, substance abuse, family disruption, a history of physical or sexual abuse, a breakup of an important relationship and school difficulties.

Recently, the role of imitative behaviors among suicidal adolescents has become a subject of both investigation and debate. Possible evidence for such a hypothesis comes from the observation of "clusters" of teenage suicides. The clusters involve an initial or precipitating teen suicide that is followed shortly afterward by one or more suicides by teenagers in the same town or region who had knowledge of the initial suicide. There are also reports of increased rates of teen suicides following televised movies about suicide.

While agreement has not been universal regarding the role of imitative behaviors, or any single causal factor in teen suicide, the uniquely impulsive and volatile nature of adolescent behavior continues to be a major focus in the ongoing efforts to predict and prevent the tragedy of teenage suicide.

Janine Jagger is the medical director of the University of Virginia Health Information Center and Blue Ridge Poison Center, which jointly publish For Kids' Sake, a quarterly newsletter from which her article is reprinted with permission.

Suicide Prevention Dos & Don'ts

What would you do if someone confides in you that she/he is thinking about suicide? Would you ignore it or laugh it off? Would you assume that the situation will cure itself or that the threat was just a joke or a way of getting attention? If someone you know is suicidal, your willingness to do something about it could make the difference between life and death.

WHAT TO DO:

- 1. Listen.** A frank and honest discussion is the important first step toward suicide prevention. It is critical for a suicidal person to be able to talk about why s/he wants to die. Discuss her/his feelings of suicide openly and frankly. Ask questions about how s/he feels and about the reasons for those feelings.
- 2. Be honest.** If your friend's words or actions scare you, tell her/him. If you're worried or don't know what to do, say so. Don't be superficially cheerful.
- 3. Access.** Find out if s/he has a specific plan. Is there a gun at home or has s/he recently bought one? Where is it? Stockpiled pills? What are they? If she has made clear suicide plans, the problem is more acute than if her/his thinking is less definite.
- 4. Be supportive.** Let her/him know you care and the s/he is not alone. Break through her/his sense of isolation and stay close. Assure her/him that suicidal impulses are temporary, depression can be treated, and problems can be solved.
- 5. Take charge.** Stress that help is at hand, and waste no time in finding it.
- 6. Get help.** Do not try to handle the problem alone. Seek professional help immediately. Encourage her/him to seek help through the family physician, a suicide prevention center, crisis intervention center, mental health clinic, hospital emergency room or clergy member. If s/he refuses, explain the situation to reliable family members, or call the suicide prevention center or other source of help yourself.
- 7. Make a contract.** If you are with a person who is obviously suicidal, and you need time to develop a plan of action, get a commitment or promise, preferably in writing, that s/he will not attempt suicide.

WHAT NOT TO DO:

- Do not assume the situation will cure itself.
- Do not leave the person alone.
- Do not act shocked or surprised at what the suicidal person tells you.
- Do not challenge, dare or use verbal shock treatment.
- Do not argue or debate moral issues with a suicidal person.
- Do not be sworn to secrecy.

TRAINING TIPS:

- Improving the Memory
- Dealing with Conflict
- Creating a Climate

By Nancy Macduff and Janie Millgard

The training tips presented here are excerpted with permission from VOLUNTEER TODAY, a newsletter for volunteer and professional staff published six times a year by MBA Publishing, 821 Lincoln, Walla Walla, WA 99362. \$20/year.

The climate in a volunteer organization can determine how long volunteers stay. This climate is often established in the volunteer's mind during the training session.

What is "climate"? It is an assortment of conditions in the organization that detract or contribute to the learner/volunteer's sense of well-being. It is such things as knowing how long the session will go and what will happen during that time, whether or not to ask questions, whether adult furniture is used.

Adults do not want to be coddled in the learning environment, but neither do they wish to be ignored. Most adults want a challenge in the learning climate.

They would like feedback, but not the kind that belittles or makes fun of their previous experiences. They like to assess their progress as they learn and not just at the end on a paper and pencil test.

It is also important for the trainer to be available to the volunteers. There will be questions and comments during breaks and days after the actual session. Adults need time to process information. The atti-

tude to follow-up contacts tells the volunteer what the climate in the entire organization will be like.

Dealing with Conflict

Volunteers rarely sign on to be engaged in conflict. But any president or chairperson of an event can tell you that conflict is something they must learn to deal with.

Most adults have developed methods for dealing with conflict. They range from totally ignoring it to engaging in adversarial confrontation.

Volunteer program managers should consider conflict management training as necessary training for those who assume leadership positions. When dealing with conflict, keep these steps in mind:

1. Remind the person to take a deep breath and relax.
2. Do not personalize the conflict. The key to managing conflict is to detach yourself from the squabble while you search for the real issues.
3. Try to decide what would be lost/damaged if you agreed with the person who is opposing you.
4. Remember to look at the big picture. A wise woman said, "We often miss the trees because we have our head pressed up against the bark."
5. Always be willing to negotiate.
6. Be flexible and open-minded. Avoid angry statements.
7. Keep in mind that conflict is a way to strengthen the decision-making process.

Improving the Memory

Adult learners who are volunteers will often ask the trainer for help with memorizing key information. This is the opportunity to help adults learn how they learn.

The fact is that adults learn in many different ways. When asked, 65 percent of adult learners say they learn best if they see something—reading, movies, pictures, etc. About 25 percent say they learn best by listening. The remaining adults suggest that physical things help them to learn.

To help people learn how to learn, you start by helping them assess how they have learned things in the past. Some people like filing cards or a memo book to jot down the important points. They can enhance the learning by associating sound, smell and color to the thing to be learned. The more of the senses that are connected to the thing you wish to remember, the more easily it is retrieved at the appropriate time.

If one must memorize a list, use the rhythm and rote method. This involves pacing, rocking, tapping or other rhythmic actions connected to the material to be learned. A famous actress memorizes her parts by pacing in hallways and repeating the lines over and over.

Laughter and relaxation are also excellent memory aids. If training sessions are fun and relaxed experiences, adults will absorb more of the material covered than they would with a very stiff and dry presentation.

The important thing is to help people understand that learning and memory are highly individualized. Adults can learn to ignore their faults and concentrate on the things they do well. The wise trainer helps adults move to a fuller understanding of their own learning style, rather than try to adhere to a "system" devised by someone else or the learning style preferred by the trainer.

Nancy Macduff is publisher of the newsletter, VOLUNTEER TODAY from which this article is excerpted. She has contributed several articles to VAL, most recently "The Junta: Filling a Need Beyond the 'How-To.'" Janie Millgard is editor of VOLUNTEER TODAY.

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1111 North 19th Street, Suite 500
Arlington, VA 22209

GUIDELINES FOR INTERVIEWING VICTIMS AS VOLUNTEERS



From The National Victim Center

Based in Fort Worth, Texas, The National Victim Center is an advocacy and resource center founded in honor of Sunny von Bulow. "Victims as Volunteers" is a component of "Victims' Rights: Opportunities for Action," a comprehensive education program offered by The National Victim Center. Reprinted with permission. More of this information will appear in the next issue of VAL.

The National Victim Center serves as a resource center for over 6,000 local and state organizations that serve victims of violent crime. For additional information about The National Victim Center, contact its national office at 307 West 7th Street, Suite 1001, Fort Worth, TX 76102, (817) 877-3355.

The heart and soul of America's victim rights movement are *victims*. Many victim advocacy groups are organized by victims; they tackle legislative and judicial challenges with a fervor matched by none. And professionals in the field—many of whom are victims—have dedicated themselves to their vocation because of their desire to seek justice for violent crime victims.

Often, victims get involved in victim-related issues beyond their personal cases by volunteering with advocacy and service organizations. The National Victim Center believes that the personal experiences of victims—and the knowledge gained from such experiences—can be a wonderful attribute for our grassroots movement. However, it is important to recognize that *victims as volunteers* must be *ready and fully prepared to commit their energies* to the volunteer positions they seek to fill.

Some victims are *not* ready to become volunteers. In some cases, the responsibilities of a volunteer position can be overwhelming to victims who are unprepared for such a situation. It may even pose a threat to their mental health and well-being.

The following guidelines will help determine if a victim is prepared for a volunteer experience and if the volunteer environment is suitable for him or her:

1. Identify the person's motivation for wanting to be a volunteer.

■ Ask the following questions: "What is your objective in becoming a volunteer?" "What prompts you to want to volunteer at this time?" "What do you hope to attain from your volunteer experience?"

These questions are likely to begin to reveal some of the issues you, as the interviewer, must be sensitive to.

■ Look for signs of unfinished traumatic past experience. Sometimes, victims attempt to complete what is still incomplete for them. If the interview subjects share their personal victimization with you, encourage them to talk about it. You will begin to detect whether it is still an overpowering issue for them, or whether they are still reacting with a good deal of intense emotion to that experience. If they are "putting up the red flag," then volunteer work is probably not very appropriate for them until they resolve their situation.

■ Look for intensity and inappropriateness of emotional reaction, and some indica-

tion that he or she has dealt with that situation and has come to terms with it.

Extreme displays of sadness, anxiety, anger or hostility that appear disproportionate to the current situation are "red flags" for the interviewer.

2. Determine if the subject is likely to use his/her volunteer role to play psychological games.

Psychological games are most likely to manifest themselves as actions in which the subject plays the role of "rescuer." Differentiating the "rescuer" from the "helper" role is an important element. The *rescuer* tends to give help when it is not solicited, tends to assist more and longer than necessary, does not seek feedback, and predicates his/her own feeling of worthiness on giving help. On the other hand, the *helper* first makes sure the person wants help, and then continually checks and requests feedback.

3. Determine the degree to which the subject gets into "driver" behavior.

We all take on driver behaviors at one time or another. But individuals who are consistently in driver behavior are likely to have a low self-esteem and real problems with self-worth; they often spend a great deal of time in the child-ego state. As an interviewer, tuning into the five drivers is important. The five drivers are:

■ *Try hard*: "I expect others to try hard and feel that the way for me to make it is to try hard. I often don't answer questions directly and often repeat questions."

■ *Be perfect*: "I expect perfection in myself and others. I want to make a good impression. I cover all the bases and make sure that people understand me just right."

■ *Please me*: "I expect others to please me and make me happy. I need the approval of others. I figure out what the other person wants so that I can please him."

■ *Be strong*: "I don't show my feelings. I talk in a monotone and tend to maintain an expressionless face."

■ *Hurry up*: "There never is enough time. I'm always in a hurry and very conscious of time. I talk rapidly and move quickly."

If interviewees are in the driver behavior to an extreme degree, and if you see other signs along some of these dimensions, refrain from offering them volunteer positions. On the other hand, if the interviewees seem fine except for some driver behaviors, you can offer them positions and use these behaviors as a basis for helping them recognize and overcome their inappropriate actions.

It is important to recognize that victims as volunteers must be ready and fully prepared to commit their energies to the volunteer positions they seek to fill.

4. Attempt to assess the individual's existential position.

The existential positions refer to the four "OK" positions:

■ *I'm OK, you're OK*. "My victimization was a frightening experience, but I learned a great deal about the criminal justice system and want to help other victims understand their rights."

■ *I'm OK, you're not*. "I've come to terms with my painful experience, but my victim advocate was horrible, the judge was a real jerk, the prosecutor never should have been let out of law school, and the whole victims' rights movement stinks because there aren't enough people like me working in it."

■ *You're OK, and I'm not*: "I know I'm not very good and I have failed in many things, but I really want to do the best I can, and this is one thing in which I am going to succeed."

■ *We're both not OK*. "I'm not very talented, and I'll have problems getting a babysitter and a ride over here, but your group has a lot of things you're not doing and I know you need any help you can get."

5. Look for the subject's "Life Script."

Without getting into script analysis, the most important element to look for is, "What is the ending?" What does the potential volunteer expect from the future?

The problem with life scripts is that we repeat them over and over again. Potential volunteers with negative life scripts are going to engage in activities over and over again that are likely to terminate with a bad feeling, a disappointment, or a negative payoff.

6. Look for signs of pathology.

This final factor is a broad category that will help you determine if the subject is emotionally or psychologically disturbed. You should explore a number of areas related to determining pathology:

■ Encourage them to discuss their interpersonal relationships.

■ Find out who the important people in their lives are.

■ Attempt to detect how they are thinking.

■ Do they think logically?

■ How do they use language?

If you detect a number of peculiar modes of thinking, there is a good chance you are dealing with someone who is emotionally unstable.

■ Look for perceptual distortions, that is, are they likely to misinterpret situations?

■ Look for signs of anxiety.

■ Look for affective difficulties.

■ Does the person have wild mood swings?

■ Is the person grandiose?

■ Look for health-related preoccupations.

■ Look for personality disorders, signs of substance abuse or alcoholism, or various forms of anti-social behavior.

■ Look for patterns of rebelliousness and anti-social behavior. Keep a wary eye out for self-defeating personality disorders such as:

—*Self-defeating personality*: People who constantly feel like they are losers.

—*Narcissistic personality*: People who feel grandiose and attempt to surround themselves with admirers, who want to use relationships for self-magnification.

—*Histrionic personality*: People who emote all over the place. Everything is exaggerated ("the worst thing"; "the best thing").

—*Aggressive personality*: People who express their hostility and their resentment to inactivity. You can often detect this in an interview because they make you do all the work. ("Tell me about your experience as a volunteer."/"As a volunteer in what?" "Working with victims . . . what experience have you had volunteering for victims?"/ "Oh, quite a bit.")

Summary

The interview processes highlighted above can be used for both victims and non-victims. However, these guidelines are more applicable to victims because they are more likely to be pulled into such roles to deal with their own unresolved issues. It does not take a trained psychologist to adequately fulfill the important role of interviewing victims as potential volunteers. The Center strongly feels that by thoroughly reading and understanding these guidelines, you will be able to detect victims who are suitable for volunteer work, along with victims who are not prepared for such a challenge.

As I See It

Continued from page 2

forces that are loosed by the kind of economy we're living in today. It's simply not possible to create sufficient upward mobility thrust unless we're creating the same kinds of middle class jobs that we had before when people who might not have a good education could still go to work with their hands and labor and make some money.

Today, if you miss a good education, if you haven't had science or mathematics in the sixth grade, then the chances that you're going to be able to get one of the middle class jobs associated with a new service economy are not great. Therefore, a whole class of people will be relegated to becoming bystanders in the future economy. We're in some sense surrendering to the idea of permanent underclass in American society, and I think it is dangerous.

Changing Demographics

Another dimension of change that most certainly will shape your world is demographics. We are going to live through a fundamental transformation in the American population. The twin factors of traditional populations not replacing themselves and growing older matched to faster growth of the minority population will change the coloration of America in basic ways over the next 12 years.

It would astonish us how rapid and how extensive that change is going to be. It's not an accident the mayors of Chicago, Philadelphia, Baltimore, Atlanta and Los Angeles are black. It's not an accident that the mayors of Miami and Denver are Hispanic or that women are governing cities like Houston, Dallas and San Diego because they put together progressive coalitions for minorities and others. They reflect new and fundamental demographics in our society. It starts in cities like Dallas, which we think of as a traditional population base, yet the majority of its children under the fourth grade are black and Hispanic.

Frankly, most institutions in our society are not prepared to deal with this significant change. The California state library system asked itself some hard questions: What do we do differently? We don't have lots of time to deal with this change. Twelve years is barely enough time to invest in new library branches, build new computer literacy programs, etc.

The combination of these two factors is the scary thing—of an economy not strong enough to create new upward mobility and of this demographic wave of people who are at the bottom rungs of the ladder.

Decentralization

A third wave of change is the decentralization of American life—the federal government withdrawing from domestic concerns. More funding for more defense and foreign aid, a massive deficit and pledges to add no revenues. When the game is played by those rules, domestic production is cut. The money has gone away, and more responsibility has been placed at the local level of government where it is hardest to raise money. It has to raise property taxes as opposed to using more progressive income tax structures or sales or other taxes. We have this vicious cycle where the local governments with the most problems have to raise the most revenue,

which chases out those who are the most productive.

We believe it when federal officials tell us they're going to cut our taxes, but somebody has to pick it up somewhere else if we're going to solve these problems. Otherwise, we will step over homeless people walking down the sidewalks of our cities and leave daycare centers unattended, senior citizens without nutrition programs and manpower funds cut.

What it says is that more and more responsibility will have to fall on the local level of government. Frankly, it's not a question of who's elected in 1988. Whoever is elected in '88 or even in '92 is still going to face a hundred-billion-dollar-plus deficit and new national problems that can't be resolved



“Communities that are going to be strong and viable will find a way to bring volunteers into that process.”

by freezing or cutting dramatically the defense budget. As a result, we're going to live with this continued shortfall in the commitment to meet domestic responsibility. For you, this means that more and more things that ought to be governmental are going to have to be done with corporate and volunteer resources.

So, a country that could once depend on its natural resource independence today must invest in its human capital. A country which once could live with slow technological change is living with very rapid technological change. Once upon a time there was little foreign competition in international markets; today, there is heavy competition. We live in global interrelatedness. Once upon a time there were stable markets; today, there are very vulnerable markets for resources. Once upon a time we lived with the issue of job creation as a federal issue and the government stepping in as a last resort; today the initiative is going to happen in the states, cities, counties and local institutions.

Where we could once live as a society with a minimally skilled workforce, today's economy requires an adaptable technically sufficient workforce. Where once we looked at each other and saw only faces we recognized with names we could pronounce and skin colors that were more or less traditional, today we live with diverse population groups that must be schooled and citizenshiped and governanced and given a stake in the future of a system.

Now, given that background of the central questions of change in our society, what might determine the successful

routes out of this environment? Let me suggest three themes I think will characterize all of our entities, whether they be cities or corporations or institutions such as VOLUNTEER.

First, I think it's going to be very important that we try to create morality themes and find common ground through which we're able to allocate our scarce resources. Some communities, some institutions are going to be victims of the changes I've just described. They won't understand them. They will be left victimized. For some cities, that will mean higher unemployment, loss of industry, internal divisiveness or failure to understand population change. Other communities will prosper—those that have adopted the idea that they are masters of their own destinies, those that have been able to master the idea that they must plan, do some strategic thinking about how they fit into the larger picture.

For volunteer organizations, that means it's not good enough just to do what we've been doing before, to follow traditional patterns of activity because that's what we learned and that's what was the easiest, that's what was required with no thought and no rigorous imaginative thinking. What would be important is for communities, together with corporations and volunteer organizations, to think in strategic terms about the big-picture questions: Where are jobs going to come from in Cincinnati in the year 2000? How will we improve SAT scores, reduce drop-out rates, improve school performance in Tampa before the year 2000? How will we deal with the role of community leaders in the arts in Portland between now and the year 1995? What is our commitment to a small business strategy of incubator development?

It's a question of how good are our schools, primary and secondary education. Can we create a prosperous environment with small business development? Can we focus on developing research capability? Is there a place in marketing the community as a whole? Frankly, I think the central issue of our times is going to be creating focal points for new populations to fit into the economy. Pocketbook issues related to the creating of prosperity that makes it possible for people to find a niche. Volunteer organizations can and must play a role in that process, not just in the specifics of it—that is, not just finding people jobs, but finding ways for people to fit into the process, finding ways for immigrants to find their first foothold on the ladder of upward mobility, making a safety network for senior citizens, helping persons with parenting skills who may not have them within these new demographic realities.

The simple truth is that the cooperation between those who are setting the largest strategic direction for cities and communities and those who are the coordinators of volunteers must get closer and tighter; the dependence will be greater. It is an absolutely irreplaceable resource that must be called on time and again.

So, one dimension of communities that are going to be strong and viable as opposed to those that are going to be victims is that they will have sense of direction and will find a way to bring volunteers into that process.

A second theme that is going to be very key is the notion of inclusiveness. It will be very important that we open up our thinking to find ways to bring into the process people of different cultures, of different skin color, of different accents, with last names we can't pronounce. What we're dealing with is a lot more than civil rights; it's a lot more than Christian compassion; it's a lot more than a sense of ideals or a sense of

what's right as long as it's comfortable.

The final factor that we expect to see characterizing those communities that are successful will be the capacity to act. This is where your role becomes very important. There's somebody in the system who has to keep the pressure on. Somebody who has to be willing to bring some tension to the system and insists on programs that work, insists on bringing people together, insists on accountability from governmental leaders, insists on keeping this cultural ethic strong and alive.

The difference between communities that talk a lot, plan a lot, engage in dialogue now, but never act and those that would adopt projects that would show results and would help to keep up a momentum will be very great. Momentum, action and results bring the skeptics along. Momentum, action and results convert cynics into believers and create naysayers out of people who won't get on the progress wagon. Those of you who are in positions of responsibility, those of you who have coordinator roles, sometimes provide that tension in the system and focus on the results.

Michael Novak, a conservative philosopher writer at the American Enterprise Institute, talks about the mediating institutions. He says we're moving into a new matrix of thinking about our politics and our social organizations. The Republicans have tended to think in terms of the individual being able to do everything alone and being the focal point of free choice, and that model is inappropriate for our times. Democrats have pretended to think in terms of alphabet soup, new governmental agencies with large funding to deal with problems from a massive macro scale, and that is inappropriate for our times.

The truth of the matter is we're living in times where a series of mediating institutions, neighborhood, community, library, church, community organizations, volunteer groups, cooperatives, must be the focal point. We're living in a time when we're no longer in a series of vertical relationships waiting for the money or the answer from Washington or the great national think tank.

We have a series of horizontal relationships; what's important is how we solve problems looking horizontally at how they've been done in other places. How Portland has addressed its need for a graduate education school in its downtown. How Baltimore has put together a program to lower the drop-out rate by promising students scholarships and jobs if they're able to stay in school; how Cleveland has been able to address unemployment in its central city youth; how Los Angeles was able to put on the Olympics in 1984 because it brought 30,000 volunteers into the process, doing everything from the arts to changing the traffic schedule of businesses.

We're living in a whole new matrix. Less ideologic, less partisan. It's not a question of conservative or liberal, Democratic or Republican; it's going to be a question of what works. People are very pragmatic, impatient for answers, and the world in which you work is a very important part of that setting. There's a whole new world out there and people understand it; average folks can relate to it. It is decentralized, it's diverse, it's changing and a lot of it is very exciting and some of it is going to be very challenging.

We all have a job to do. The job is complex, but I know of no way to bring people together more effectively than to count on that spirit of volunteerism and organize and coordinate all of the raw talent to make this country live out the true meaning of its creed without end.

Tool Box

The Volunteer Handbook: How to Organize and Manage a Successful Organization. Richard V. Battle. Volunteer Concepts, PO Box 27584, Austin, TX 73755, 1988. 190 pp. \$16.95 + \$2.50.

This handbook offers specific ideas to help volunteer leaders maximize their efforts. Seventy-five topics include long-range planning, training board and prospective board members, how to motivate your membership, how to obtain publicity, how to conduct effective membership and board meetings. The author is a former Jaycees chapter president.

Growing Through Giving. Volunteer Clearinghouse of the District of Columbia, 1313 New York Ave, NW, Room 303, Washington, DC 20005-9885, (202) 638-2664, 1988. Videotape, VHS or Beta format, \$50; Discussion Guide, \$25. Preview copy (3/4" VHS), \$20.

This videotape is about "the art of making a student service learning program work." It shows how to set one up through the use of five principles employed by the D.C. Clearinghouse in creating programs "that really work." Also shows how students, school and community benefit from matching students with community services.

The One Girl in Ten: A Self Portrait of the Teen-age Mother. Sallie Foster. Order from: Child Welfare League of America, CN94, 300 Raritan Center Parkway, Edison, NJ 08818 (Stock #3437), 1988. 159 pp. \$10.95 (prepaid).

This book is "not about teenage pregnancy as a 'national problem' or a 'social phenomenon'; it is a book about people—people who have had the experience of becoming pregnant, and bearing children, while they were very young. It is a story, rather than a study—their story."

Helping Others Through Teamwork. Howard Garner, Ph.D. Order from: Child Welfare League of America, CN94, 300 Raritan Center Parkway, Edison, NJ 08818 (Stock #3054), 1988. 136 pp. \$16.95 (prepaid).

Written "for those professionals who serve as members of interdisciplinary

teams and those who are preparing to do so, this book provides a common ground for helpers from all disciplines and serves as a guide for learning and implementing teamwork skills and behaviors." Written in an informal, nontechnical style and avoids the jargon of any single helping discipline.

Handicapped Funding Directory, 1988-89 edition. Research Grant Guides, Dept. 3A, PO Box 4970, Margate, FL 33063. \$29.50 + \$3.00 postage/handling.

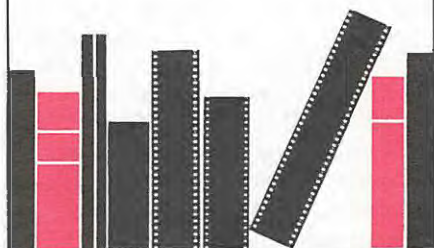
Now in its 11th year, this directory lists 856 funding sources for programs and services for the disabled. Provides extensive profiles on foundations, corporations, government agencies and associations. All of the funding sources have been updated since the previous edition.

1987 Public Hearings on Volunteerism: Collection of White Papers. Minnesota Office on Volunteer Services (MOVS), 1988. Order from: Minnesota Documents Division, 117 University Ave, St. Paul, MN 55155, (612) 297-3000. 44 pp. \$12.50 + \$1.50 postage/handling. (Check payable to: State of Minnesota).

Over 80 Minnesotans from many walks of life stepped to the microphone at five public hearings on volunteerism in 1987 sponsored by MOVS. The results have been collected in five "white papers" and cover such topics as increasing demands for volunteers, growing diversity of the volunteer community, training needs of volunteers, volunteer recognition, academic and employment credit for volunteer experiences, and many more.

Workplace Literacy Programs Digest. ERIC Clearinghouse, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 486-3655, 1988. Free with self-addressed envelope.

Job-related literacy has become a national priority of the late '80s, according to this new digest, which focuses on how workplace literacy skills differ from the traditional "three Rs." It concludes with a resource list.



To have your resource listed, send information to VAL Tool Box Editor at VOLUNTEER.

Shelterforce. Shelterforce, 439 Main Street, Orange, NJ 07050-9804, (201) 678-3110. Bi-monthly. Subscription: \$15/year. Free trial copy. Write or call for brochure.

Now in its 12th year, this publication "takes on the long-range, political issues that will ultimately shape the future of affordable housing in America." As part of the National Housing Institute, Shelterforce's purpose is "to get the vital information it contains into the hands of those who can really use it." Recent major story titles: "Reach Out and Build a Home," "Energy Conservation: Developing For-Profit Ventures for Non-Profits," "From Organizing to Housing Development."

INFORUM. National Council on Child Abuse and Family Violence, 1155 Connecticut Ave, NW, Suite 300, Washington, DC 20036, (800) 222-2000 or (202) 429-6695. Quarterly. 8 pp. Free.

"Information sharing for professionals and volunteers in family violence prevention" is the subtitle of this newsletter, which covers issues pertaining to victims of child, spouse and elder abuse and related victim problems. The spring 1988 issue presented excerpts from *The Family Violence Bulletin*, *USA Today's "Lifeline," Family Research Today*, *Wall Street Journal*, *Su Casa Newsletter*, *AARP Closeup* and other publications.

Teaching Vocational Education to L.E.P. Students. Curtis H. Bradley and Joan E. Friedenbergl, 1988. Order from: Meridian Education Corporation, 236 E. Front St., Dept. NR, Bloomington, IL 61701, (309) 827-5455 (Order #6005). \$10.95.

Designed to help non-bilingual teachers learn new techniques to assist students with limited English language skills. The strategies presented will help to diminish the language barrier, ease the transition for L.E.P. students and improve the learning environment for all students.

Philanthropy: Voluntary Action for the Public Good. Robert L. Payton. MacMillan Publishing Company, 866 Third Ave, New York, NY 10022, Attn: Ellen Hilburn. 1988. 304 pp. \$19.95.

By the director of the Center on Philanthropy and former president of the Exxon Education Foundation, this book defines philanthropy and discusses its tradition and future. It includes a critical summary of research on philanthropy written by Virginia Hodgkinson of INDEPENDENT SECTOR.

Vocational Training for L.E.P.s: Ten Tips for Teachers. Filmstrip/cassette. Order from: Meridian Education Corporation, 236 E. Front St., Dept. NR, Bloomington, IL 61701, (309) 827-5455 (Order #6001). 1988. \$42.00.

The ten tips focus on communicating that English is a vocational skill and that instructor attitude and understanding are key to successful programs. The filmstrip/cassette provides a visual presentation for use with in-service programs and teacher education courses.

Directory of American Youth Organizations. Judith B. Erickson, Ph.D. Free Spirit Publishing Inc., 123 N. Third St., Suite 716, Minneapolis, MN 55401, (612) 338-2068. 1988, 154 pp. \$14.95.

This "Guide to Over 400 Clubs, Groups, Troops, Teams, Societies, Lodges, and More for Young People" is a comprehensive listing of nonprofit, adult-sponsored national groups serving young people up to age 18. Listings are organized by group focus—hobbies, special interest, sports, school subjects, religious, patriotic, political, social, conservation, agriculture and career interests—and provide a contact name, address, phone number and brief description of the organization's objectives and activities.

Nonprofit World. The Society For Nonprofit Organizations, 6314 Odana Road, Suite 1, Madison, WI 53719, (608) 274-9777. Subscription: \$39/1 year; \$78/2 years. Brochure available.

"The only national leadership, management and governance-focused journal for the executives in the nonprofit sector," this periodical contains fundraising techniques, book reviews, legal advice on nonprofit-related issues, federal legislative reports, and more.

1989 National Directory of Service and Product Providers to Nonprofit Organizations and Resource Center Catalog. The Society For Nonprofit Organizations, 6314 Odana Road, Suite 1, Madison, WI 53719, (608) 274-9777. Free. \$3.50 postage/handling.

Alphabetized for easy reference, the Directory highlights providers and cross-references them by the services and products they offer. Providers are also cross-referenced by geographic area and by type of nonprofit they serve. The Catalog is a "clearinghouse of nearly 400 low-cost, high-quality educational materials at one point of access." Topics include boards, volunteers, fundraising, marketing, management, leadership, networking, organizational development, finances, personnel, insurance, public relations, legal concerns and education.

Youth Service: A Guidebook for Developing and Operating Effective Programs. INDEPENDENT SECTOR, 1828 L Street, NW, Washington, DC 20036, 1988. \$12.50.

"For the growing number of groups and individuals across the country who want to design and improve youth participation programs," this manual gives examples of actual youth community service projects and offers suggestions for youth program models that can be integrated into school and youth agency structures. It also explains how to set up projects and get others involved.

Lend A Hand: The How, Where, and Why of Volunteering. Sara Gilbert. William Morrow & Co., Inc., 105 Madison Ave, New York, NY 10016, (212) 889-3050, 1988. 160 pp. \$11.95.

A self-help book for teenagers, this guide lists more than 100 national and international groups that welcome young volunteers. Categories include animal welfare, the arts, children, health and disease, drugs and alcohol, homelessness, illiteracy, international cooperation, nature and environment, prisoners, politics, troubled teens and more. The listings are preceded by two chapters that discuss "Why volunteer?"

Letters

A New Twist: Staff Recognition

Everywhere we read about volunteer recognition—certificates of appreciation, dinners, mugs, thank-you letters and more. It is a basic tenet of volunteer administration that recognition serves as a substitute paycheck for volunteers, filling the motivational needs typically addressed by salaries. According to this belief system, paid staff require little formal recognition to ensure their commitment to working with volunteers.

Yet, research indicates that salary is not the most significant factor impacting job satisfaction. Rather, intrinsic rewards seem to motivate paid staff as much as they do volunteers. Although we firmly believe that volunteering offers intrinsic rewards, we continue to give volunteers tangible rewards as well.

Why, then, are staff omitted from this practice? Since salary is not typically related to staff members' willingness or ability to utilize volunteers, a paycheck does not serve as a source of motivation for including volunteers in their pro-

grams.

The assumption that a paycheck negates the need for formal recognition of staff is faulty on two counts. First of all, the intrinsic rewards may not be evident to those staff members who have not yet begun to work with volunteers. They have not yet experienced the satisfaction of teaching new skills to eager learners: observing the development of new friendships or testing new ideas in a win-win setting.

Furthermore, intrinsic rewards may not offer sufficient compensation for the investment required in working with volunteers. Evening and weekend work, stress in accommodating volunteers' needs, and additional administrative work often accompany volunteer involvement, requiring staff to work beyond the ordinary call of duty.

Volunteer-only recognition may also discourage effective teamwork between staff and volunteers by promoting an "us and them" attitude. When volunteers are the sole receivers of recognition, it may

leave the impression that staff contributions have been taken for granted, are of lesser importance. If staff and volunteers are expected to develop trusting, productive working relationships, they must be addressed as a team when recognition is due.

Volunteer jobs should be "staff-rewarding" as well as "volunteer-rewarding," according to Ivan Scheier in *Winning with Staff*. The concrete rewards mentioned below, as adapted from Scheier's book, might demonstrate to staff that their efforts have been appreciated and their commitment to working with volunteers will benefit their careers:

- Record supervisory experience and count it toward merit raises/promotions.
- Mention use of volunteers in work record and annual review.
- Provide full compensatory time for extra hours worked.
- Request letters of commendation from volunteers who move on.

It is not too soon to realize that staff need formal recognition as do their volunteer counterparts. The management techniques we have learned in working with volunteers must be applied with equal commitment and creativity to the very staff who work with volunteers!

—Claudia Mausner

Public Service Coordinator
Appalachian Mountain Club,
New York-North Jersey Chapter

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Calendar

The **Calendar** lists upcoming events that may be of interest to our readers. Inclusion, however, does not constitute endorsement by VOLUNTEER.

- Feb. 22-24 **Yakima, WA:** *1989 Statewide Conference on Volunteerism*
Sponsored by the State Center for Voluntary Action and the State Council on Voluntary Action, this annual event will be held at the Holiday Inn in Yakima. Write or call for details.
Contact: Washington State Center for Voluntary Action, 9th & Columbia Bldg., Mail Stop: GH-51, Olympia, WA 98504-4151, (206) 753-0548.
- April 9-12 **Albany, NY:** *The Second North American Conference on the Family and Corrections*
Hosted by the New York State Department of Correctional Services and sponsored by the Family and Corrections Network, this conference will address the theme, "Working Together." Recognizing that families of offenders are precious resources in the fight against crime, emphasis will be placed on bridging gaps in service delivery and overcoming barriers to cooperation, especially between prison officials and families of offenders and ex-offenders.
Contact: Training Resource Center, 202 Perkins Building, Richmond, KY 40475, (606) 622-1497.
- April 9-15 **Nationwide:** *National Volunteer Week*
- April 27-28 **Richmond, VA:** *1989 Virginia Statewide Conference on Volunteerism*
"Volunteers—The Wealth of the Commonwealth," is the theme of this annual state conference, which includes workshops, sessions led by national trainers Dr. Eva Schindler-Rainman and Susan Ellis, special interest group networking, and an evening on the riverboat Annabel Lee. State Senator Benjamin Lambert is serving as conference chair.
Fee: \$85 (includes registration, two lunches and dinner cruise)
Contact: Va. Department of Volunteerism, 223 Governor Street, Richmond, VA 23219, (804) 786-1431.
- June 18-21 **New Orleans, LA:** *The 1989 National VOLUNTEER Conference*
The largest U.S. convening of volunteer and nonprofit leaders, this year's conference will be held at the Fairmont Hotel. Brochure available after January 1.
Contact: VOLUNTEER, 1111 N. 19th Street, Suite 500, Arlington, VA 22209, (703) 276-0542
- Oct. 12-15 **Arlington, VA:** *1989 AVA Conference on Volunteer Administration*
"An international forum for the discussion of common concerns, exchange of knowledge and experience, and interaction with the profession's outstanding practitioners."
Contact: AVA, PO Box 4584, Boulder, CO 80306, (303) 497-0238
- October **Boston, MA:** *ASDVS Annual Conference*
Sponsored by American Society of Directors of Volunteer Services. Date and registration fee to be announced.
Contact: ASDVS, c/o American Hospital Association, 840 N. Lake Shore Drive, 8 West, Chicago, IL 60611, (312) 280-6110.



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