

ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The mission of the Association for Volunteer Administration (AVA), an international membership organization, is to promote professionalism and strengthen leadership in volunteerism. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers.

Individual membership is open to salaried and non-salaried persons in all types of public, nonprofit and for-profit settings. Organizational membership is available for international, regional, state/provincial, district and local organizations which choose to join with AVA to promote and support effective leadership in volunteerism.

AVA is an association run by its members. Active committees include: Public Information; Professional Development; Resource Development; and Public Policy. Members also plan the annual "International Conference on Volunteer Administration," a major event held each year in a different city in the United States or Canada. This Conference provides participants the opportunity to share common concerns and to focus on issues of importance to volunteerism.

AVA is divided into thirteen geographic regions, each of which develops a variety of programs to serve its members. These can include annual regional conferences, periodic local workshops, newsletters, and informal "cluster group" meetings.

Two major services that AVA performs, both for its members and for the field at large, are Certification and Educational Endorsement. Through the Certification process, which recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA Educational Endorsement is given to those workshops, courses, conferences and training events that provide opportunities for professional growth in volunteerism.

Finally, AVA produces publications, including informational newsletters and booklets, and THE JOURNAL OF VOLUNTEER ADMINISTRATION.

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Safe Volunteers: Effective Screening Techniques to Minimize the Risk of Abuse by Volunteers

Lynn Loar, LCSW, PhD.

INTRODUCTION

Faced with limited resources and the multiple challenges of recruiting, screening, training and supervising volunteers, volunteer coordinators must pay special attention to factors that may affect the safety of clients paired with the agency's volunteers. The purpose of this article is to offer a few suggestions that could be implemented in screening and interviewing volunteers without significantly increasing costs or staff time appreciably yet provide accountability for the agency and protection for vulnerable clients.

SCREENING

Most states in the United States require that employees working with vulnerable populations (children, the developmentally disabled, the elderly) provide fingerprints that are compared with a state-wide registry of convicted sex offenders and sign statements indicating awareness of and willingness to comply with laws that mandate reporting of suspected abuse and neglect. Fingerprinting attempts to prevent giving access to and responsibility for potential victims to known abusers; the signed statement aims to ensure that signs of abuse or neglect will be reported promptly so that those in need of protection and assistance receive such services expeditiously.

Despite widespread compliance in America by agencies with their paid staff, unfortunately few United States organizations require fingerprinting and report-

ing agreements of volunteers. However, requiring volunteers to comply with employee standards reflects a level of responsible behavior expected of all those affiliated with the agency. It may also deter or discourage those looking for opportunity to take advantage of clients. Moreover, implementing these procedures requires minimal additional time and expense by paid staff yet provides a considerable measure of protection and safety to those served. Additionally, both members of boards of directors and donors are likely to be persuaded of the commitment and integrity of programs implementing such safeguards.

In Canada, volunteers and staff have the same requirements for fingerprinting and reporting. The volunteer must initiate a police check and share the result with the volunteer coordinator. Failure to submit a completed police check means that the volunteer will not be placed with a client. In other countries, volunteer coordinators should investigate what checks are available and apply the same standards to staff and volunteers in the interests of the safety of their clients and the integrity of their programs.

The request for fingerprints should be presented as the agency's commitment to provide safe and responsible services to clients. By meeting the standards of paid employees, volunteers can expect to be treated with respect and responsibility comparable to paid staff. Equal standards provide an environment that is mutually

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desirable and effective. The screener will, however, need to present the request with sensitivity and tact. One might say, for example,

We value the work of our volunteers as we do our staff. We are committed to providing services of high quality to our clients, assuring them of a level of skill, responsibility and safety when they are with us. To that end, we ask that volunteers follow the same procedures required by law of paid staff. We ask you to submit a set of fingerprints for screening and to sign a statement of compliance with the laws involving the reporting of abuse and neglect. We are eager to welcome you as a volunteer and trust that you share our commitment to assure our clients that their safety and care are our highest priorities.

INTERVIEWING

Interviewing provides an opportunity for the volunteer coordinator to encourage the prospective volunteer's enthusiasm for the agency's various programs, to assess the skills and interests of the candidate, and to screen out or redirect away those people who would not be good matches for direct service programs. Assessing maturity, judgment, appropriateness, limits and boundaries, therefore, is an integral part of volunteer screening. In addition to telling the applicant about the agency's programs, the screener might also ask several questions that would give a sense of how the prospective volunteer would likely behave in unstructured settings and how he/she might handle requests for favors or special assistance (both appropriate and inappropriate) from clients.

Here are several questions that, modified to fit the specifics of each program, might be useful in eliciting information about the candidate's judgment and boundaries in a courteous and respectful manner. They should follow the informational exchange if the screener and the

prospective volunteer are both still eager to have the candidate become part of the program. These questions are deliberately open-ended and seek a projective response. While this approach has the disadvantage of requiring some interpretation, it avoids the drawback of more structured questions which suggest the interests and answers of the interviewer. It is too easy to give "good" answers to specific questions.

The screener might ask:

1. "In some ways (specific to the program) you may be perceived as a sort of friend by the client. To give me a sense of this side of you, could you tell me an anecdote about a friendship?"

Absent a recent death, divorce or similarly ominous life event, the applicant should volunteer a recent and relatively casual and benign story involving a peer. Intensity should be minimal, reflecting the level of conversation between the candidate and the interviewer. If the candidate has to go back twenty years to tell about a high school friendship, it may mean that he/she currently lives an isolated life and may bring too many needs for companionship to the volunteer position. If the candidate tells of a story with someone much older or younger than him/herself, perhaps he/she has difficulty establishing friendships with peers. A deeply emotional or dramatic story is inconsistent with the tenor of the conversation and unlikely with the expected role the volunteer would assume in the program.

2. "Would you give me an anecdote involving a child, elder, or handicapped person?" (The interviewer should select someone similar to the types of clients the agency serves.)

Again, absent recent traumatic events in such a relationship, the proffered anecdote should match the conversational tone in style and intensity. Needs to rescue or save, overinvolvement, desires to effect enormous change in the other's life might be disclosed, and are cause for

concern if the candidate should be matched with a client.

3. "Since the task is very demanding and sometimes overwhelming, could you tell me how you tend to handle affection, discipline and setting limits? How were these things handled in your family when you were growing up?"

These questions do not intend to imply that people from abusive or negligent backgrounds should not be allowed to volunteer. Rather, they suggest that people need to be aware of their likely first reactions in times of stress or surprise. Further, they allow the candidate to show what he/she learned in childhood and how he/she has incorporated and modified those lessons as an adult.

Specific answers to any of these questions should not necessarily screen anybody in or out of a given program. Rather they should be used to give a sense of the person's interpersonal style, ability to set and honor boundaries, and capacity to make responsible decisions when faced with potentially difficult, upsetting and emotionally charged situations. Inappro-

priate answers, in either affect or content, should raise serious concerns that would lead to a more thorough assessment of the candidate's suitability for work with potentially vulnerable clients.

CONCLUSION

The suggestions offered above are intended not as assurance that no inadequate or predatory volunteer will be selected, but rather as guidance for responsible recruiting and screening practices. They provide basic safeguards for potentially vulnerable clients, clearly define to staff and volunteers alike at the outset the level of responsible behavior required of all affiliated with the program, and assure members of boards of directors and donors that risk will be minimized. Volunteer coordinators can easily incorporate these standards and inquiries in diverse settings since they require minimal additional time and expense, the only direct cost being the nominal fee charged for screening fingerprints. A practical approach that recognizes and seeks to limit risk shows ethical awareness and concern. Such standards should be the hallmark of all reputable volunteer programs.

The Almost Writers Retreat

Susan J. Ellis, with Dale Honig and Carol Weinstein

This is an article about an event that did not happen, but did. Three current and past editors of *The Journal of Volunteer Administration* attempted an innovative idea: offer volunteer management practitioners a "Writers Retreat" to encourage professional exchange with a focus on writing. The Writers Retreat was selected by AVA to receive a United Parcel Service mini-grant. After several planning sessions, Barbara Gilfillen, Anne Honer and I sent an invitation to 1,500 administrators of volunteers in the eastern United States to participate in a Retreat in July 1993.

Two people registered.

Naturally we cancelled the event, but offered encouragement and support to the two brave registrants. Because both women lived within 100 miles of Philadelphia, I further offered them a one-day version of the Retreat, free, if they would join me in my office on Saturday, July 24. As it happened, I was already planning to spend that weekend on a real writing project under deadline. If the women wanted the discipline of an author's environment, they were welcome.

Both accepted my offer by return mail!

And so Dale Honig and Carol Weinstein became the first two people ever to "pioneer" the potential value of coming together with their peers to focus on volunteerism writing projects. As the whole point of this activity was to generate actual writing, it seemed fitting for Dale and Carol to write their own impressions and reflections on the day we spent together. Their contributions will come in a moment.

THE ORIGINAL CONCEPT

As editors of *The Journal*, we repeatedly

heard our colleagues protesting about the difficulties of writing. "How can I find uninterrupted time to really get into writing?" "Where do I begin?" "Will anyone want to read this?" Barbara, Anne and I believed in the concept of a Writers Retreat as a way to respond to such concerns. We also saw the weekend as a pilot project—an inspiration and model for replication by others.

Here is the original design of the weekend as publicized in the invitational brochure:

Audience

Anyone seriously interested in writing something on a volunteerism subject: an article, an essay, part of the AVA Certification Portfolio, an in-house handbook—anything that requires some concentration. Participants may start from scratch, or bring an outline or a first draft.

Objective

The weekend is designed to provide a quiet, motivational environment for those who want to do some serious writing—without the interruptions of the daily grind and with the individualized support and mentoring of recognized editors/authors. Please note that this is not a training session on "how to write" stylistically or grammatically—it is an opportunity to organize and focus the content of a prospective manuscript.

Format

Friday night arrival. Opening get-acquainted time and preliminary work session.

Saturday morning group session offering writing tips and dealing with ques-

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tions brought by participants. Everyone shares their goals for the weekend and explains their writing project. Writing “buddies” and teams assigned. As quickly as possible, individuals go off on their own or in pairs to actually *write*.

At self-selected times, individuals can seek out the retreat mentors for private consultation, critiques, and other support. Mealtimes are designed as pleasant group interludes; munchies are available at all times for self-scheduled breaks.

On Saturday evening, a full group session gives everyone the chance to report on progress made during the day. Informal discussion of publishing opportunities in the field. For those so motivated, writing can continue into the night.

The retreat ends Sunday afternoon with another progress report and with mutual commitments to mentor one another until each writing project is successfully concluded.

Following the Retreat

An ongoing, mentoring network among the participants so that they have support for their writing goals.

From the start, we knew that this design was time-intensive and costly. But we wanted to try what we considered to be the ideal model first—and to give participants a genuine opportunity to produce at least a solid draft of a writing project by the end of the weekend.

MODIFICATIONS

The original design for a Writers Retreat is still an option, but probably unrealistic for most directors of volunteers. The necessary time and money are generally unavailable unless individuals can and will devote more of their own resources to their own career development. However, modified versions of a Retreat are quite do-able. Consider the following ideas and pointers:

1. Add a one day retreat onto a regional or local conference, giving people the chance to “double up” on the investment of time and money.

2. Invite only one author to be the lead mentor—but it is important that: (a) this person be published in a number of publications; (b) is familiar with various publishing options in the volunteer field; and (c) can articulate how s/he goes about the “craft” of writing. If the retreat is piggybacked onto another conference as suggested in #1, perhaps the speaker/trainer might be selected because s/he is also a published author and could commit to two days on site instead of one.
3. If all participants are local, run the retreat as a series of two to five single-day events, spread out over two months. This would give participants the chance to focus on their writing throughout the period and to be held to the task by their peers. Another advantage of a local writers retreat is the opportunity to discover colleagues nearby who share the common interest of writing.
4. Regardless of format or length, it is imperative that the site chosen be conducive to *writing*. This means well-lit, with desks or tables, quiet, and perhaps having enough space so that people can move about during the day. Access to outdoor sports is wonderful in good weather, too.
5. While writing is an individual exercise, the sense of “group” is important to the retreat. Participants must feel supported enough to be open to criticism—and to *give* criticism. Writing can only improve if there is substantive feedback.
6. Any retreat requires advance planning. Ask participants to submit their writing topics in advance and to come prepared to work. You might separate people into two groups: those who are well on the way to a manuscript and who simply need the luxury of time to write; and those who are still defining their topic and therefore need to talk about their ideas first. It may be that the first group can benefit from even one day focused on time to write, while the second group needs two days to learn about how to get started, what resources are available, and then to write.

These are but a few ways to adapt the concept of a Writers Retreat. In the long run, it is this type of opportunity that will add to the professional development of the field of volunteerism.

DALE'S THOUGHTS

As I opened my mail and began reading the promotional flyer about a Writers Retreat, I thought "what timing!" In the back of my memory bank, I always had the desire to write for publication and the moment of truth had arrived. Unfamiliar with the process, I didn't know how to begin, where to publish, what style or form to use, or even if my basic concept was worthy enough to develop. These were some of the needs that drew me to participate in this workshop. It would be a perfect opportunity to meet with other people interested in the field of volunteerism, as well as to put my program ideas down in writing. I also felt this was a great way to network with my colleagues and to be guided by individuals who are leaders in the field.

Portfolio in hand, I bravely submitted a preliminary draft for conversation and suggestions. The informal setting at the Energize office allowed for open discussion, uninterrupted time to write, and availability of books, journals, articles, and on-line bibliographic resources which added up to an ideal platform for converting one's thoughts to paper. I learned the difference between a "show and tell" paper and one written to share practical applications with journal readers. Susan raised my awareness to be conscious of one's audience and their possible questions. Helpful reminders to seek out other articles which add credence to one's work, as well as challenging one's original premise, added to my enlightenment.

Open dialogue about what is current in the field of volunteerism, what topics have been approached numerous times, how to present them from a new perspective, and how to reveal a new direction, vision, and concept were some of the thoughts discussed. This provided me with the infor-

mation needed to develop a framework for writing. Susan stressed that a writer's work should demonstrate continuity, verification and a willingness to reassess one's subject matter. As a professional working towards development of craft and vocation, this workshop enforced and encouraged me in how important it is to pursue one's writing goals.

The impact of a writer's retreat can be beneficial on the local, state, and national levels. This particular pioneer effort paves the path for closet writers who need encouragement to "go public." It also creates a mechanism for expression of new concepts to challenge volunteer administrators in their daily activities.

As an active member of a local DOVAS group in Pennsylvania, I found this concept invaluable because it prepares us to mentor other grassroots organizations who may not possess the resources to send their personnel to major workshops. The writer's retreat acts as a forum to train "trainers" or "instructors" and has provided a basis for manuscript writing.

SUSAN'S NOTE

It may interest *Journal* readers to learn of the process that Dale, Carol and I used to finalize this manuscript. First, I drafted my opening remarks and asked Dale and Carol to send me their comments (so the section on how to modify the Retreat combines all our ideas). Dale was quick enough to respond in time for me to send her thoughts out to Carol with my draft. Carol turned out to have a flair for editing and returned both of the original pieces with excellent changes and additions. Then she added her own short piece (which I, in turn, edited) which she entitled:

CAROL'S TWO CENTS

I found the day most encouraging, stimulating and rewarding. I received some substantive feedback about my ideas for topics, some pointers on writing and, even more importantly, encouragement on focusing my writing efforts.

On previous occasions I have written let-

ters to editors, which have been published. The unfinished pieces I showed Susan were of similar purpose. She pointed out that letters to the editor are a very legitimate forum for an author and a good one for me to pursue deliberately, since I get much pleasure from the exchange of ideas and do not now have time for any big writing projects.

I personally found working with a small group of people just as stimulating and rewarding, and less tiring, than attending a huge conference. In terms of the modification idea of holding a local writing retreat, we are sometimes unaware of kindred souls in our own backyard. Working on writing projects together might add new colleagues to one's long-term informal mutual support system. Any profession needs such support systems in order to flourish.

SUSAN'S FINAL NOTE

It pleases me greatly that Dale and Carol risked a day with me to develop their writing skills and that both found the experience useful. I was especially delighted to learn that Dale put her resolve to the test right away by submitting a response letter to the editor of her Allentown, Pennsylvania newspaper—and it was published! The following appeared in *The Morning Call* this August:

To the Editor:

On August 15, *The Morning Call* featured an article on Lehigh Valley youth and their social behavior in malls. One comment indicated that the teens of today gather in malls since there is nothing better to do. This remark spurred me to raise the consciousness of our youth by stating that there are approximately 500

agencies looking for volunteers to augment their programs. The United Way Volunteer Center publishes a guide for teens who are seeking summer volunteer opportunities. In addition, the Lehigh Valley Mall was host to a volunteer fair in May sponsored by the United Way Volunteer Center and the Society of Volunteer Administrators. *The Morning Call* also supports many volunteer and community service requests by publishing a column in the Accent section of the Sunday edition listing many offerings, with a brief description of the specific task.

This summer at Luther Crest, we had the pleasure of seeing youth volunteers engage in an array of tasks, meet new friends, learn to accept challenges, and think about future goals and career choices. These are the stars of tomorrow, the hope for the future, and today's shining stars. We encourage and support the efforts of our student volunteers and compliment their parents for giving each one a firm foundation.

Dale Honig
Director of Volunteer Services
Luther Crest Retirement Community
Allentown

To all of you budding writers who are reading this article right now: you can do it, too! It just takes one person to start the planning process for a writers retreat. And if you are already a conference program chair, this is your chance to program something special for your group. If anyone does try a version of the Writers Retreat, please write and let the rest of us know!

Team-Building and Ice-Breaking With Centerpieces!

Katherine Noyes Campbell

GROUP, TYPE AND SIZE

This exercise was originally used as part of an evening celebration at a state conference on volunteerism. At that event there were over 400 participants, divided into tables of 10 each. The exercise can work with any group size, small or large, and is particularly well-suited to individuals of all ages.

PURPOSE

(1) To create centerpieces for the tables at a luncheon or dinner; (2) to stimulate teamwork and creativity among participants; (3) to emphasize a particular theme or message; and (4) to have fun!

TIME REQUIRED

The entire exercise takes 30–45 minutes, depending on how much time is allowed for building the centerpieces, and whether or not a judging component is included.

MATERIALS

No standard set of materials must be included, as long as there is a variety. Each table group must receive the identical set of supplies, and the cost can be kept at a minimum by using simple, everyday items. It is also important to have some type of container which holds the materials and which can be used as a

base for the centerpiece if you want them to be movable. Materials used in the original exercise included:

- large cardboard box, 8 x 12 x 5'
- pipe cleaners
- styrofoam balls
- glue stick
- plastic drinking straws
- aluminum foil
- construction paper
- paper clips
- string
- rubber bands
- marker

PROCESS

1. Prepare an identical set of supplies for each table group. Place them in the container and tape the lid shut so that the participants cannot see the contents until you are ready for them to start.

2. Place one container on each table. In the original exercise, the boxes were on the tables when everyone came into the room for dinner. There was a great deal of discussion about what the boxes were for, but we simply issued a strong warning that no one was to open the box until later on. We then conducted the exercise after the main course was finished, before dessert was served. Part of the fun was building the suspense and keeping everyone guessing!

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3. When you are ready for the exercise to begin, give clear instructions such as:

"We are now ready to test your creativity and decorate the room at the same time. In the box on your table you will find a variety of materials. When I give you the signal, you are to open the box and use its contents to construct a centerpiece. Everyone at the table is expected to contribute to the effort. Your centerpiece design should illustrate the theme of our conference. You may use *only* the items in the box, and your design must be able to be moved once it is finished; we suggest you use the box and/or the lid as a base. You have 20 minutes in which to work. At the end of that time judges will circulate to award prizes for the best designs. You may now open the box and get to work!"

4. It may take a few minutes for some folks to get involved, but before long the excitement and interest will build. There may even be a bit of playful "espionage," as individuals scout out what other tables are doing! (This should not be encouraged, but it does happen.) The time limit may be adjusted, depending on the level of creativity. The goal is to allow enough time for creativity, yet keep the pressure on so that everyone stays busy.

5. You can enhance the playful atmosphere by playing some upbeat music while the centerpieces are being built.

6. When the time is up, blow a whistle or ring a bell to stop the activity. If you are doing this in conjunction with a meal,

dessert could now be served while the judging is conducted.

7. Judges should be selected ahead of time, so that they do not participate in the activity. This is a good way to engage members of your board or advisory group, or as a way to recognize individual volunteers. They can wear headbands or badges (made from cardboard or construction paper) which denote their title of "JUDGE." A general guideline would be to assign one judge for every 4-5 table groups.

8. When the judges have reviewed all the centerpieces, they should collectively reach a decision about winners. If there is a large number of table groups, it is helpful to have more than one category of winner. For instance, prizes can be awarded for:

- Best Theme
- Craziest Looking
- Most Beautiful
- Most Practical
- Funkiest
- Most Politically Correct
- Most Sophisticated
- Best Use of All Materials

A small prize should be given to every person at a winning table.

9. Since the centerpieces have been built to be "portable," they can be used or displayed in other ways even after the event is over. Participants enjoy the opportunity to look at the various creations over a period of time, and take pride in what they did as a team.

Pulling a Volunteer Out of Your Hat ... Working With Television and Radio to Recruit, Recognize and Retain Volunteers

Nancy Angus

In our media-managed world, most of us can recite the 3 Rs of environmental awareness—reduce, reuse and recycle. But what about the 3 Rs of volunteer awareness—recruit, recognize, retain. The media has played a big part in repeating the message “reduce, reuse, recycle:” so much so, in fact, that people of all ages get the environmental message. By learning to work with television and radio, you can get your volunteer message to the masses. Your program will experience magic results.

There are many methods for getting your message to the community and many non-profit volunteer agencies find the electronic media (television and radio) to be challenging and rewarding. Working effectively with local and national electronic media does not have to involve smoke and mirrors—an organized, well thought out media campaign will recruit new volunteers as well as recognize and retain existing volunteers.

PLAN + ORGANIZE = MAGIC

The magic formula can work only with lots of emphasis on planning and organizing. Sometimes, with all the hours of organizing and planning, even the most thought-out campaigns have no magic! The key to MAKING MEDIA MAGIC is creative, innovative, showstopping planning and organizing. It's all in the cards.

GETTING STARTED – MAKE A PLAN

David Copperfield had a plan. Before the world famous magician could sell out theatres, he had to learn his craft, practice before mirrors, listen to honest feedback from small audiences and stay dedicated. He was the Rocky Balboa of the magician set—he set a goal and couldn't quit. After Copperfield became successful he had to continually revise his act and keep it current—even if it meant bringing motorcycles on stage. Just because he could make his assistant disappear and motorcycles disappear didn't make him a hit in every theatre. Today, Copperfield succeeds as an innovator, a talented professional who knows his audiences are fickle. It's a recession out there and entertainment dollars are hard to come by—audiences choose their performances carefully; television schedulers are constantly seeing new acts. In today's competitive world, Copperfield is creative, innovative and showstopping.

LISTEN, LOOK, LEARN

Just like magician David Copperfield, volunteer managers have to look at their media campaign plans with care as well as creative, innovative, showstopping detail. If you are developing a brand new program, start small and learn about the field of volunteer management and what makes your organization special/different/unique/showstopping in your community. Listen to what your clients have

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said or what your volunteers say. All TV and radio stations are looking for an angle—what is unique about this story? What's the hook? (Trick: Read newspaper headlines—there's usually a hook in the headline to get you to read the article. Listen to the documentary show line-up—a teaser line entices you to stay tuned to the show and listen. If you stay tuned, the hook has worked!)

Television and radio producers choose or reject a story based on whether their listeners will stay tuned or not.

BACK TO SCHOOL

Start with the basics when building your media campaign. You may know everything there is to know about your agency and your need for volunteers but take the blinders off. (Trick: Pretend you know nothing about the program—ask friends who have no connection with your agency what they think is newsworthy about your agency.) Remember, your goal is to work with the electronic media in recruiting, recognizing and retaining volunteers in your agency.

SET A GOAL

As in any planning exercise it is important to set a goal and to establish steps towards reaching that goal. If you want to recruit 15 new volunteers write that down. Remember that a goal must be specific, measurable, achievable. If you want to retain five volunteers from a specific campaign, write that down, and plan to work towards the successful achievement of that goal. If the goal for your media campaign is to recognize the positive impacts of your volunteer team, write that down and celebrate when you achieve the goal. (Trick: Write goals and objectives and post them in a place where they can easily be seen and reviewed.)

ORGANIZE IT RIGHT

You've done the brainstorming—you know what your hook is, what your message is, what the goal is of your media campaign. Now you've got to take the time to

set out the steps, mobilize the people and the resources needed to assist you in achieving those goals and get ready to attract the attention of the electronic media.

HITTING THE BULLSEYE

Target the programs as well as TV and radio people who may be of assistance to you. Call up the stations. Get names of program producers or assignment editors, news editors or hosts. (Trick: Contact names in stations may change—make sure your contact listing is up to date. Always keep an eye and ear open for new shows.)

Send out a media release (trick: media release always answers WHO, WHAT, WHEN, WHERE, WHY) and follow it up with a personal phone call. When calling a reporter or news editor, keep your call short and beware of calling too often.

Target stations that feature stories and programs dealing with your agency's clients. For example, if you are recruiting volunteers to work as ushers for the seniors health lecture series, you may not get a lot of response from the campus radio station. (On the other hand the college may have a gerontology program, or there could be a good number of mature students who listen to alternative radio—remember the key to magical media touring is to be creative and innovative!)

Target new and up-and-coming programs that may be looking for something in your area. Write a query letter. Suggest a story outline for a series. Watch the program. Listen to the program. Know their format and how a feature story on your volunteer program might suit the TV or radio broadcast. Broaden the outlook of local stations. If your agency recruits volunteers to work with recovering drug abusers, a profile of your agency may fit in nicely with a week long series during drug awareness week.

Target the players within your agency that can help you with achieving the goals of the campaign. Are there staff people who would make good interview material? Are there dynamic volunteers

whose stories will touch listeners and make them want to volunteer with you? (Trick: Radio and television are emotional media—work with voice, sound, visual effects.)

YOU'RE GONNA BE A STAR— TIPS ON PREPARING FOR THE INTERVIEW

As Janis Joplin once said, "Don't compromise yourself baby, you're all I've got." Congratulations! Your media release gathered some attention and the local radio station has invited you to talk with the interviewer in the studio. Nervous? Don't be. Before the interview, be prepared.

Write all your important points on a piece of paper:

- WHAT is your message or focus
- WHO, WHAT, WHEN, WHERE, WHY about the message
- ALL the positives
- ALL the negatives

Ask the reporter for his/her questioning line:

- What questioning line will the reporter pursue? Most interviewers will share their questions with you before the interview so you can prepare.

Keep in mind:

- Never assume the reporter knows your job, your agency, your volunteers. Give him/her background and a written fact sheet.

You're on tape:

- Think before you talk. If a reporter calls and the tape is rolling, ask if you can clarify the facts and call back.
- We are living in a "global village," so everything that you say to your local media can show up on national or international television screens ... watch what you say and HOW you say it!

Practice how you sound:

- A nervous, tense voice comes across on radio. Get your voice warmed up—"red leather yellow leather" repeated aloud several times gets the voice warmed up and ready.
- Tape yourself on a tape recorder.
- If you feel your voice is racing, take a deep breath and slow down.

Pay attention to how you look:

- Visual impressions count on TV.
- Wear solid colors or not-too-busy prints—no checked prints or solid black or solid white.
- Avoid jangling bracelets and dangling earrings.
- Keep your hair simple.
- If you're wearing a short skirt, avoid crossing your legs.
- If you are wearing pants, check the length of socks when you are sitting.
- Try not to fidget—hold your hands together in your lap if you are uncomfortable.
- Practice before your interview ... you should be confident in your material so you do not have to hold fact sheets. If fact sheets are important for correct background statistics record them on index cards.
- Keep answers short and to the point.
- Concentrate on avoiding "ums" and "ahs."
- The best way to make the most impact on television is to practice. Ask a friend or a co-worker to tape your mock television interview, concentrate on your message, how you come across, how you look, what you could improve before the real taping at the station.

THE GRAND FINALE ...

There's nothing up your sleeve, but media magic can happen with creative, innovative, showstopping planning and organizing. So when you take your Recruit, Recognize, Retain Show out on the road, save the front row seats for your volunteers—they deserve the best seats in the house.

ABSTRACT

Identification of an individual's motivational need and desired volunteer work enables volunteer administrators to capitalize on the motivation a person brings to the organization as well as to make effective use of the role by being cognizant of the levels of participation behind the differing volunteer assignments. The Motivation by Maslow Questionnaire was used to identify motivational needs of 35 helpline (crisis) volunteers, and three categories of volunteer work were used to classify their levels of participation. Implications for improving volunteer commitment to the formal voluntary organization and recruitment and retention strategies relative to volunteer motivational needs are discussed.

What Are the Motivational Needs Behind Volunteer Work?

Autumn Danoff and Surelle Kopel

In order for progress and integrity to be realized in our society, we must develop greater respect for individuals and strive to understand, in a personal way, their needs, fears, and desires, and then relate to them (Cull & Hardy, 1974). Volunteerism allows citizens to respond to those in need of help and therefore move from passive observers to active participants in solving community problems. Our country is becoming increasingly dependent upon voluntary organizations to provide the physical and psychological support services that can no longer be supplied by government alone (Keyton, Wilson, & Geiger, 1990). Kantrowitz (1989) reports that after years of apathy Americans are volunteering more than ever, and that according to a 1987-1988 survey by Independent Sector, an umbrella organization for most of the major charitable groups in the United States, 45% of people surveyed said they regularly volunteered. It was estimated that 80 million adults gave 19.5 billion hours of volunteer service in 1987. In a time when public funding for social services is being drastically cut and the need for services is increasing, volunteers fill the service gap.

Without volunteers to provide leadership, carry out tasks, and deliver services, many organizations and the services they provide would cease to exist. However, volunteers are not entirely a free source of help. They are, in many respects, equivalent to employees of the organization in that they require job descriptions, in-service training programs, supervision, and well-planned rewards for their meritorious service. There is substantial cost in terms of recruitment, training, and supervision (Cull & Hardy, 1974). The increasing size and complexity of non-profit organizations require a more sophisticated volunteer administration to recruit, train, and retain their volunteers. Understanding an individual's decision to enter into a voluntary action setting, participate in voluntary activity, take on a leadership role, or leave the setting is a challenge for the volunteer organization.

Identification of an individual's motivational needs and desired volunteer work can enable volunteer administrators to capitalize on the motivation a person brings to the organization and make effective use of the volunteer work by being cognizant of the levels of partic-

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ipation behind the differing roles. Sorting volunteers into categories assists the administrator to obtain a "picture" or profile of current members. It can also help to attract new members by targeting a specific profile relevant to the agency's service and to retain members by utilizing appropriate rewards for service.

THE CONCEPT OF NEEDS AS MOTIVATION

The concept of needs seems to have become important since Maslow (1943) first introduced his theory. He began by identifying the motivation from within the individual in terms of human drives. He suggested that all human beings have certain needs that drive or motivate their behavior and that they can be sorted into five major categories: (1) survival needs; (2) safety and security needs; (3) the need to belong; (4) self-esteem needs; and (5) self-actualization needs. Categorizing volunteers according to Maslow's motivational needs can demonstrate the range of reasons for volunteer participation.

Wlodkowski (1985) suggests that one person cannot really motivate another. He addresses the topic of adults' motivation in a way that is applicable to voluntary settings. One of the six aspects of motivations he identifies is needs, which he defines as internal forces that lead to goal attainment. He suggests that managers should consider ways of recognizing and fulfilling needs that bring people to voluntary organizations. This recognition can help managers plan programs that will produce steadier performance, better attendance, and longer duration of service (Ilsley, 1990).

Scheier (1980) speaks of "motivational paychecks." Since volunteers are not paid in money, the mostly intrinsic rewards they receive are their only pay. Volunteers will not ordinarily become involved in helping others unless they are in some sense helping themselves at the same time.

Briggs (1982) compared the results of a survey of employee work satisfactions and areas of greatest importance to a survey of volunteers using a similar measure which was modified to eliminate references to pay. In both surveys, for paid employment and volunteer work, growth and esteem needs were most important. However, social needs were also among the highest for volunteers, but not for paid workers. In both studies social aspects of the work were named as the source of greatest satisfaction. She concludes:

Volunteers then, are distinctly different from paid workers, in that they value different aspects of a job assignment. People who are prospective volunteers arrive at a program's door, for the most part, not with overflowing altruistic motives, but with real needs for self-growth, for work experience, for building self-esteem, for enjoyment, for building relationships with others, for contributing to valued goals, for affiliating with an organization or its staff, and so on. Many times (consciously or unconsciously) they are looking to the volunteer program to satisfy one or a healthy combination of those needs not currently being met by their paid work or their home situation.

Strong support for the relationship between needs and satisfaction is found in a series of studies in vocational rehabilitation at the University of Minnesota called the "Work Adjustment Model" (Lofquist and Davis, 1969) where the basic premise of the theory is that individuals will seek to maintain a "fit" or correspondence between themselves and their environment. Although the "Work Adjustment Model" is intended for paid employment, it provides a theoretical foundation and rationale for the use of an instrument to measure needs of volunteers, for matching volunteer needs to a task, and for using the construct of satisfaction as a measure of how rewarded a person feels from his or her volunteer work.

VOLUNTEER WORK ROLES

Jenner (1982) has identified three different roles of volunteer work: (1) consciously chosen primary work; (2) supplement to other, primary work; and (3) as a vehicle for entry or return to employment. An individual's orientation to volunteer work will interact with and influence involvement in voluntary activities. The typology rests on the conviction that a volunteer's conscious reasons for volunteering can be used as a basis for classification (Jenner, 1982). Differences in roles, therefore, would be related to differences in demands and participation. In general, she found that people who identified volunteer work as their primary career will be highly involved, contribute significant amounts of time, and make significant demands on the experience. The career orientation implies a progression of activities and positions, and a long-term commitment to volunteerism as serious work. However, most people view volunteering as a supplement to the more important aspects of their lives (Tomeh, 1973) and therefore expect less from their volunteer experience. Individuals who have made a conscious decision to use volunteerism for career development are likely to have a significant commitment to a long-term goal, along with involvement in a current activity that is considered important to them. They may channel much of their work energy to volunteerism (like the career volunteer) or divide it (like the supplemental volunteer). They differ in that they consciously use voluntary activity as a means to a future, self-oriented goal outside the realm of volunteerism (Jenner, 1982).

The present study examines the motivational needs of voluntary activity and role selection in a formal voluntary organization. Formal volunteerism can be defined as a service that is addressed to a social need defined by the organization, performed in a coordinated way in an organizational context, and rewarded by psychological or other benefits (Ilsley, 1990). A volunteer is defined as a person

who, out of free will and without wages, works for a non-profit organization which is formally organized and has as its purpose, service to someone or something other than its membership (Jenner, 1982).

METHOD

Participants

Thirty-five crisis line volunteers at a large, urban community service organization were surveyed. Although the agency provides a variety of counseling and community services, its primary branch is the 24-hour crisis line, which is staffed by approximately 70–100 volunteers, 13 paid staff members, and 7 on-call paid counselors who mostly work the overnight shift. Volunteers must undergo 60 hours of crisis intervention training, sign a contract to complete at least 6 months of work, agree to work at least one 3½ hour shift per week, and attend three in-service training programs every 6 months (a requirement of the American Association of Suicidology).

Materials

Participants were asked to complete the Motivation by Maslow Questionnaire (MbM) (Sashkin, 1986), which consists of 20 statements that may or may not describe how respondents feel about their jobs and work lives. The questionnaire is designed to help respondents discover and better understand the major factors in their work lives by identifying motives that are important to them. Although the MbM Questionnaire is based on the classic motivation theory of Abraham Maslow, it does not identify a hierarchy of needs, but focuses instead on four (of the five) categories of needs and the respondent's relative standing within each category. It is assumed that those completing the questionnaire will have their survival needs met. It measures the importance an individual places on: (1) Safety and Security (in terms of work)—economic security, a comfortable standard of living, and a feeling of safety; (2) Social and Belong-

ingness—social interaction, the feeling and need for belonging; (3) Self Esteem—the feeling that you are worthwhile as an individual, that you “matter”; and (4) Self-Actualization—the search for self-development. Each of the four scales of the questionnaire has a minimum of 5 and a maximum of 25 points. Each statement is scored on a 5 point Likert-type scale with response options ranging from “completely true and accurate” to “not true and accurate.” Scores of 20 or more on any scale are considered high and suggest that the motives measured by the scale are important to the respondent. Scores of 15 to 19 are moderately important, scores from 10 to 14 are considered low, and scores below 10 suggest that the motives measured by that scale are not important to the respondent.

In addition, participants were instructed to complete a short survey attached to the questionnaire. They were asked to assign themselves to one of three categories, depending on the role volunteer work plays in their lives. The categories are defined by Jenner as follows: (1) Primary—“Volunteer work is my main career or work activity; it is the key part of my work life” (which may also include employment, homemaking, school, etc.); (2) Supplemental—“Volunteer work is a supplement to other parts of my work life”; and (3) Career Instrumental—“Volunteer work is a way to prepare me for a new (or changed) career, or to maintain skills and contacts in a career I am not actively pursuing at this time.”

Demographic data collected included sex and length of service with the organization (less than 1 year, 1–3 years, 3–5 years, and over 5 years). Respondents were asked to check volunteer work, sex, and length of service on a paper attached to the questionnaire.

Procedure

A cover letter, MbM Questionnaire, and work role and demographic survey were distributed to 65 volunteers at the agency via their mailboxes. The question-

naire was removed from the test booklet which contained an interpretive guide for scoring. The cover letter described the nature of the study and the categories of motivational needs and the categories of volunteer work roles.

Questionnaires and booklets were numbered. The completed questionnaires were scored and returned to their corresponding booklet, and results were given to the participants. Thirty-five questionnaires were completed for analysis using descriptive statistics.

RESULTS

The data were pooled from 35 respondents, 24 female and 10 male (one datum missing). Length of service for the majority of respondents, 44%, was between 1 and 3 years, while 22% service for 5 years or more, 19% for less than 1 year, and 15% had volunteered for between 3 and 5 years. With regard to work, the majority of respondents, 57%, were in the Supplemental category, and 17% were both Primary and Career Instrumental volunteers (9% of data missing).

The majority of respondents placed moderate importance on Safety and Security (46%), Self-Esteem (74%), and Social and Belongingness (66%). Self-Actualization was the only scale in which the majority of volunteers placed high importance (57%).

Table I: Percent of Volunteers Who Scored High, Moderate, and Low on the Motivation by Maslow Questionnaire

Scale	SS	SE	SA	SB
High	37	9	57	17
Moderate	46	74	37	66
Low	17	17	6	17

Note: N=34 (10 male and 24 female). The four scales measured include: (1) Safety and Security (SS); (2) Self-Esteem (SE); (3) Self-Actualization (SA); and (4) Social and Belongingness (SB).

Correlational analysis (Goodman and Kruskal’s Gamma) did not reveal any significant relationships between length of

service and the amount of importance placed on each of the four motivational scales or work. This might be due to the relatively small sample size. It is interesting to note, however, that for the Self-Actualization scale, twice as many respondents (8) scored in the "high" range as compared to the "moderate" range (4) for the largest length of service category, 1–3 years.

DISCUSSION

The Motivation by Maslow Questionnaire (MbM) can be used to introduce basic concepts of motivation in a volunteer training program. It is easy to administer and score, and can be used not only as a means of categorizing volunteers, but as a reference point for administrators to help volunteers understand more clearly their internal needs and motivators. It can also be of value in providing need fulfillment on a more individual basis in designing rewards for service.

The majority of people who volunteer at the (service) organization are supplemental volunteers who are motivated by the need to self-actualize. Volunteers in this category are searching for self development, the effort to become all that they can be. They have goals similar to those of the service organization whose purpose is to help others or to do things for others (Heidrich, 1988). They may want to be involved in social reform and solving community problems, and they feel they can contribute something to society.

In order to retain self-actualizing volunteers, volunteer administrators can arrange meetings where the volunteers can offer opinions about organizational structure and procedures, and allow them to make important decisions. Volunteer administrators need to understand that many self-actualizing volunteers seek a chance to be involved in action that alleviates a problem. Administrators can maximize learning and developmental activities and facilitate an organizational climate that allows volunteers to be self-supporting (Ilsley, 1990).

In recruitment strategies (Heidrich, 1988) the organization can: (1) use language reflective of this group's concern with the good of society in communications (brochures, newsletters, etc.); (2) emphasize the social need for the service the organization provides; (3) send the message—"If you want to help solve this problem, join our organization."

Yet, the possible interaction of role and motivation may be important. Those self-actualizers who see their role as supplemental may feel overwhelmed if given excessive pressure or responsibilities, such as mandatory committee meetings. These volunteers may be more comfortable if they are given the opportunity to develop within the organization, but in such a way that they may forge their own paths.

Volunteers placed moderate to high importance on safety and security (in terms of work)—economic security and a comfortable standard of living. Volunteers who are motivated by Safety and Security, or a volunteer whose work role is Career Instrumental, parallel the business and professional volunteer organization where the occupational and/or economic interest of members is paramount (Heidrich, 1988). They tend to use volunteer activity to develop business contacts and leads, advance their careers, establish networks with other community leaders, gain status in the community, and enhance their image.

Recruitment and retention strategies for volunteers motivated by Safety and Security should include: (1) emphasizing career-related benefits in recruitment messages; (2) focusing on the status of those already in the organization; (3) describing the amount of time needed to volunteer in the organization in the lowest common denominator; (4) showing how membership can lead to self-improvement by providing workshops; (5) recruiting via networking (encouraging existing members to recruit their business and professional associates); and (6) making special efforts to introduce new members with common

interests (Heidrich, 1988).

These techniques will be particularly important for volunteers motivated by social needs and having a Primary work role. Administrators cognizant of this specific interaction in some of their volunteers may invite them to serve on committees, work on newsletters, organize activities, or take an active role in agency planning.

The majority of volunteers (74%) placed moderate importance on self-esteem. Volunteer administrators can use many forms of recognition to satisfy the need for self-esteem. Formal awards presented to volunteers or public praise helps volunteers to feel they have accomplished something as a result of their efforts, and can help give them the feeling that they are worthwhile and valuable to the organization.

A voluntary organization and its volunteers are in a reciprocal relationship and the organization has an obligation to meet the needs of its volunteers. If the organization does not respond to the needs of its volunteers, morale will fall and volunteer turnover will rise.

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Guide to Publishing a Training Design

When submitting a training design for publication in *The Journal of Volunteer Administration*, please structure your material in the following way:

TITLE OR NAME OF ACTIVITY

GROUP TYPE AND SIZE: This should be variable so that as many groups as possible can use the design. Optimum group size can be emphasized or ways to adapt the design to various group sizes can be described.

LEARNING OBJECTIVES: One or more sentences specifying the objectives of the activity.

TIME REQUIRED: Approximate time frame.

MATERIALS: List all materials including props, handouts, flip charts, magic markers, and audio-visual equipment.

PHYSICAL SETTING: Room size, furniture arrangement, number of rooms, etc.

PROCESS: Describe *in detail* the progression of the activity, including sequencing of time periods. Use numbered steps or narrative, but clarify the role of the trainer at each step. Specify instructions to be given to trainees. Include a complete script of lecturettes plus details of the *processing* of the activity, evaluation, and application.

If there are handouts, include these as appendix items. Camera-ready handouts are appreciated.

VARIATIONS: If other ways of conducting the design are applicable, describe briefly.

Include a three or four line biographical statement at the end of the design and any bibliographical references showing other available resources.

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B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less-visible than the more traditional health, social services, and education settings. Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.) Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.

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volunteerism: anything related to volunteers, volunteer programs or volunteer management, regardless of funding base (including government-related volunteers).

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If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your article for you.

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1. a one-paragraph biography, highlighting the author's background in volunteerism;

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- A. Manuscripts should be *ten to thirty pages* in length, with some exceptions.
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Further questions may be directed either to our administrative offices in Boulder or to:

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Congratulations on your upcoming presentation at our 1994 International Conference on Volunteer Administration. The commitment you have made to our organization through your leadership role is one we hope to share with all of our membership.

Our tradition has been to utilize our Spring edition of *The Journal of Volunteer Administration* as a format for speeches, workshops, seminars and consultations which have been given at our Conference. Please refer to the general guidelines listed in this issue and consider sharing your knowledge and expertise with our subscribers.

The deadline for submission to the Spring issue is January 15th. Unfortunately, we cannot guarantee acceptance of all manuscripts, however, with our large editorial staff and development team we look forward to working collaboratively with you.

Please feel free to contact me at the address below if I can be of any assistance, answer questions or offer encouragement.

Sincerely,
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