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AVA ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. 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. AVA is open to both salaried and nonsalaried professionals.

AVA also has a special membership category that enables organizations with mutually-compatible goals to AVA to become Affiliate Members. Affiliates range from local associations of directors of volunteers, to statewide volunteerism groups, to national organizations. Affiliates, each with its own membership base, broaden the networking possibilities open to all AVA members.

AVA is an association run by its members. Active national committees include: Public Information; Professional Development; Resource Development; and Public Policy. Members also plan the annual "National Conference on Volunteerism," 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 national issues of importance to volunteerism.

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

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact AVA, P.O. Box 4584, Boulder, CO 80306.

The Determinants of Volunteering at "Partners"

Paul D. Geyer
Epilogue by John Hilpert

INTRODUCTION

Recently this author conducted an evaluation designed to identify the determinants of volunteering at one agency, Partners of Wake County, North Carolina. The five-member paid staff at Partners bring troubled youths and adult volunteers (Senior Partners) together in one-on-one partnerships. They were coordinating 85 partnerships at the time of this study.

Like many such programs, Partners had difficulties in recruiting and keeping volunteers active. A comparison of the actual recruitment rates with the goals for 1980 showed that 1) too many prospective volunteers (inquirees) did not continue beyond their initial inquiry, and 2) not enough male volunteers were recruited. The evaluation addressed these specific problems.

This article presents the salient details of the research project plus an account (by Partners' Director, John Hilpert) of the implementation process and outcomes resulting from the use of the research data to improve Partners' recruitment rates.

EVALUATION PURPOSE AND OBJECTIVES

It was assumed that by knowing what factors influence decisions about volunteering, Partners (and any other agency) could develop procedures designed to resolve their recruitment difficulties. The evalua-

tion plans reflected that assumption:

Purpose: To provide Partners with the information necessary to allay their recruitment problems.

Objective 1: To identify the determinants of volunteering at Partners.

Objective 2: To provide recommendations for allaying the recruitment problems.

RESEARCH DESIGN

Key decisions in this research were arrangements for 1) Sample Selection, including defining the point at which potential volunteers (i.e. people who have inquired about volunteering, called inquirees) decide about volunteering at Partners, and 2) Data Collection and Analysis.

Sample Selection: A research sample of 52 inquirees were obtained from a subject pool of 84 potential volunteers who inquired about volunteering at Partners between May 10 and August 10, 1981. (Out of 84 inquirees, 30 could not be contacted, and two refused to participate in the research.) Out of the 52 subjects, 22 attended one of the three Partners' Volunteer Orientations offered monthly during the period of data collection. Those 22 Orientation attendees were defined as "volunteers" and data provided by them was compared to data provided by Orientation non-attendees who were labeled

Paul Geyer conducted this research as partial fulfillment of the requirements for a Master of Science Degree in Psychology and his core area of study, Human Resource Development. He has worked and volunteered in numerous human service agencies, primarily in one-on-one roles. He is currently pursuing a Doctor of Philosophy degree in Industrial/Organizational Psychology at North Carolina State University.

"non-volunteers." This method of classifying people as volunteers and non-volunteers was decided upon because data collected by Partners on Orientation attendance during 1980 indicated that decisions about volunteering seemed to occur prior to Orientation attendance.

Data Collection and Analysis: A questionnaire designed for this research aided in collecting data. Questionnaire items fell into five categories: Demographic Characteristics; Program-specific Attitudes; Reasons for Interest; Concerns; and Awareness of Facts about Partners.

Demographic Characteristics referred to relatively unchanging attributes or experiences of a person. Among the items in this category were questions related to age, educational level, religious activity level, and previous volunteer experience. For example, to probe educational level, subjects were asked: "Which of the following educational groups were you in?" Response choices were: high school graduate or less; completed two years of college or less; completed four years of college or less; completed more than four years of college. Largely, demographic variables were probed because of findings in previous research on volunteering showing that such characteristics distinguished volunteers from non-volunteers, and because it was felt they would do so in this situation, too.

The second category of questions related to Program-specific Attitudes; positive and negative feelings held by potential volunteers about key aspects of a program. Researchers have demonstrated the importance of volunteers' vis-a-vis non-volunteers' attitudes toward numerous program features including clients, intentions to volunteer, and opportunities for growth. Questions probing attitudes about the situation at Partners focused on program requirements, the initial inquiry contact, and intentions to attend Orientation. To illustrate, the question

about initial inquiries asked: "Please tell me about your first contact with Partners, and how you felt about it?" Responses to that open-ended question were recorded word-for-word, and then rated as positive, negative, or neutral by the researcher. Additionally, questions probing program requirements were stated as follows: "Do you feel the one year commitment is reasonable?" (yes, no) "Do you feel the three hour per week requirement is reasonable?" (yes, no)

The next two categories, Reasons for Interest and Concerns, represent what Schindler-Rainman and Lippitt (1974) referred to as forces pulling towards and away from volunteering. No research testing their ideas could be found. Interviews with seven active Partners' volunteers helped identify the various Reasons for Interest and Concerns items on the questionnaire. Selected items from both categories as well as the corresponding instructions are listed next:

Now I will present some specific reasons a person might have for volunteering as a Senior Partner. As I name each reason, please tell me if, up to now, the reason has applied to you.

By becoming a Senior Partner, I will meet other people.

I want to help a young person because I had difficulties myself as a youth.

Becoming a Senior Partner is helping my community.

Being a Senior Partner will challenge me.

(All of the above Reasons for Interest included yes/no response options.)

Now I will read a list of concerns. For each statement, please tell me if you are "very concerned," "somewhat concerned" or "not concerned."

Unable to complete the one year requirement.

Being unable to meet my Junior Partner for three hours per week.

Costs of activities while with your Junior Partner.

Your Junior Partner quitting.

Your ability to handle sensitive situations with your Junior Partner.

Your ability to handle possible harm to you or your family due to your Junior Partner.

Your ability to handle physical harm to your Junior Partner.

The gender of your Junior Partner.

The age of your Junior Partner.

The race of your Junior Partner.

As noted, interviews with Partners' volunteers helped identify the above items. Each of those items (as well as others not shown to conserve space) were named by at least three of the seven people interviewed.

The fifth category, Awareness of Facts about Partners, was included based on views by this author as well as the Partners' staff that decisions about volunteering should be made on the basis of accurate information, not misconceptions. Based on interviews with each of the five Partners' staff, 11 "Facts about Partners" were identified, each of which were named by at least three staff as important to making learned decisions about volunteering at Partners. Instructions and illustrative items were:

Now I will present you with some basic facts about Partners. Please tell me if you were "already aware" of each fact or if I am presenting "new information."

Youths can help pick their Senior Partners.

Senior Partners can help pick their Junior Partners.

Partners expects a one year commitment from Senior Partners.

Partners expects Senior Partners to spend three hours a week with their Junior Partners.

The questionnaire was pre-tested on a group of seven active Senior Partners to establish the clarity of items and instructions. The final questionnaire, consisting of 64 items, was administered by telephone to 52 inquirees.

The response patterns for the 22 volunteers and 30 non-volunteers were examined statistically to identify differences on each item. A .1 probability level was set as the level at which the two groups would be said to differ significantly for any particular question. The more traditional .05 level was not employed due to the small sample and to the exploratory and situation-specific nature of the study. Statistical comparisons of the two groups' responses were made for the entire sample (i.e. without gender distinctions) and for the male subsample. Only results representing statistically significant differences are reported. (Full results can be obtained on request by writing to this author.)

RESULTS FOR THE FULL SAMPLE

Univariate analyses of the full sample indicated that 12 questionnaire items indicated important determinants of volunteering at Partners. Volunteers and non-volunteers responded differently to each of the 12 items. Table 1 lists these items and shows the exact results.

One important finding was that the level of education differed for volunteers and non-volunteers. With regard to this Demographic Characteristic, volunteers were much more

TABLE 1

RESPONSE RATES FOR ITEMS THAT SIGNIFICANTLY
DISCERNED VOLUNTEERS FROM NON-VOLUNTEERS
IN THE FULL SAMPLE*

VARIABLES	VOLUNTEERS N=22	NON-VOLUNTEERS N=30
Demographic Characteristics		
Educational Level		
2 years of college or less	23%	53%
4 years of college or less	45%	33%
More than 4 years of college	32%	13%
Reasons for Interest		
I will meet other people as a Senior Partner	41% (yes)	80% (yes)
By becoming a Senior Partner I can help my community	64% (yes)	83% (yes)
Awareness of Facts about Partners		
Senior Partners can help pick their Junior Partners**	86% "Already Aware"	46% "Already Aware"
Partners expects Senior Partners to spend three hours per week with their Junior Partners	91% "Already Aware"	70% "Already Aware"
Concerns		
The gender of your Junior Partner		
Somewhat Concerned	50%	27%
Not Concerned	50%	73%
The age of your Junior Partner**		
Somewhat Concerned	41%	16%
Not Concerned	59%	83%
Unable to complete the one year requirement**		
Very Concerned	5%	37%
Somewhat Concerned	23%	20%
Not Concerned	73%	43%

	VOLUNTEERS	NON-VOLUNTEERS
Unable to meet Junior Partner for three hours every week**		
Very Concerned	5%	27%
Somewhat Concerned	14%	23%
Not Concerned	82%	50%
Your Junior Partner Quitting		
Very Concerned	18%	47%
Somewhat Concerned	41%	20%
Not Concerned	41%	33%
Costs of activities with your Junior Partner**		
Somewhat Concerned	23%	50%
Not Concerned	77%	50%

Program-specific Attitudes

How did you feel about your first contact with Partners?**		
Positive	68%	40%
Neutral	32%	60%

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* All twelve items were significant at a probability level of .01 based on chi-squares, Fisher Exact Probabilities, or t-tests.

** These items were significant at .05 level of significance.

likely than non-volunteers to have completed two or more years of college. The two groups also differed in their responses to one Program-specific Attitude item: "How did you feel about your first contact with Partners?" Most volunteers gave a positive response to this question, whereas non-volunteers more often than not gave a neutral statement.

They also differed in their Reasons for Interest, at least with regard to these two items: 1) I will meet other people as a Senior Partner; and 2) By becoming a Senior Partner, I can help my community. Fewer volunteers than non-volunteers cited these two items as important.

The most discriminating set of questions were the Concerns; six were important determinants of volunteering at Partners. Volunteers were much more concerned about the age and gender of their Junior Partners compared to non-volunteers. On the other hand, non-volunteers were "very" and "somewhat" concerned far more frequently than their counterparts with regard to each of these Concerns: completing the one year commitment that is required of volunteers; meeting with their Junior Partner for three hours per week (as the agency requires); their Junior Partner quitting; and the costs of activities.

Additionally, there were two Awareness of Facts about Partners items to which volunteers and non-volunteers responded differently: they can help pick their Junior Partners; and there is a three hour per week requirement. Respondents not aware of these two facts rarely volunteered, while those people who were "already aware" of these facts usually did volunteer.

Since at least one item from each category of the proposed model was found to determine volunteering at Partners, the model was judged useful in guiding this research with regard to discerning volunteers and non-volunteers from the full sample.

RESULTS FOR THE MALE SUB-SAMPLE

Since Partners was having difficulty in recruiting male volunteers, the responses of the male subgroup were analyzed, too. Twenty-four males were in the subgroup, eleven of whom were classified as volunteers. The male volunteers differed significantly from their counterparts, the male non-volunteers, on 13 items, as Table 2 displays.

As with the full sample, males with more than two years of college education were much more likely to volunteer. Similarly, in response to the Program-specific Attitude item, "how did you feel about your first contact with Partners?," the results replicated those of the full sample. That is to say, males who gave a neutral response to this item rarely volunteered, but males who gave a positive remark usually volunteered.

Regarding Reasons for Interest in volunteering at Partners, the two groups of males differed on one item: "By becoming a Senior Partner, I will be helping my community." Most males who cited this item as a motivating force failed to volunteer. Those inquirees who said that this item was not a motivator did volunteer.

Concerns were frequently different for the two groups of males, as they were in the full sample. Seven Concerns were important determinants of volunteering by males. For each of the following Concerns, non-volunteering males reported being "very" or "somewhat" concerned much more often than their male counterparts: unable to complete the one year requirement; unable to spend three hours per week with their Junior Partner; their Junior Partner quitting; costs of activities; ability to handle sensitive situations that may occur while with their Junior Partner; ability to handle possible harm to you or your family; ability to handle situations involving physical harm to their Junior Partner.

Lastly, three Awareness of Facts about Partners items were important. Males who were unaware that youths help pick their Senior Partner rarely volunteered. Likewise, few non-volunteers were aware that they could help pick their Junior Partner. And males who were unaware of the one year commitment that is required by Partners never volunteered. On the other hand, males who were aware of these three items usually volunteered.

CONCLUSIONS

The results indicated that potential volunteers were not volunteering because:

1. Non-volunteers lacked confidence about their ability to help a youth. Their lower educational levels, concerns about their ability to handle certain situations (at least for the males), and concern about their Junior Partner quitting support the view that they felt insufficiently skilled--unable--to help.

2. Non-volunteers were more concerned than volunteers about being able to satisfy the program's requirements: the one year commitment, the three hours per week commitment, and the costs of activities. (Although many of the activities offered by Partners are free, non-volunteers seemed to think that the overall role could not be assumed without financial burden.) These concerns inhibited some people from volunteering.

3. Non-volunteers felt their interests would not be met as Senior Partners. Male non-volunteers reported an interest in meeting other people, but apparently they did not see how helping a youth would lead to meeting others. And for the full sample as well as the male subsample, there were interests in helping their community that they seemingly perceived as unattainable as a volunteer at Partners.

4. Non-volunteers were not satisfied with the information they received (or did not receive) during their initial inquiry. Non-volunteers typically responded with a neutral statement when asked how they felt about their first contact with Partners. Plus non-volunteers were unaware of certain facts about program requirements. They seemed to want more information than they were getting during their inquiry, and this gap explains to a certain degree why they did not volunteer.

RECOMMENDATIONS TO PARTNERS

On the basis of the conclusions, three recommendations aimed at reducing the loss of potential volunteers and recruiting more male volunteers were provided: 1) staff's response to inquirees could incorporate the information desired by inquirees; 2) recruitment advertisements could stress the ways in which volunteers' needs can be met at Partners, as well as stressing other pertinent information; and 3) the information about volunteer/non-volunteer differences could be utilized to identify potential non-volunteers for consultive and educational purposes. Each of these three recommended recruitment tactics warrant elaboration.

Restructuring the Staff's Response to Inquiries

It is possible to train the staff to respond to inquirees with a preconceived strategy involving the presentation of key information plus a procedure for evoking and addressing the concerns of each inquiree. The staff needs to inform all inquirees of such desired information as their right to help pick their Junior Partner and the time requirements they will face. Plus, the staff needs to let inquirees know that concerns are commonplace, and that the staff is interested in talking with them about their concerns.

To address individual concerns, preparation of a guide that includes responses to common concerns would help. This guide could be followed as needed, but should include responses

TABLE 2

RESPONSE RATES FOR ITEMS THAT SIGNIFICANTLY
DISCERNED MALE VOLUNTEERS FROM MALE NON-VOLUNTEERS*

VARIABLES	VOLUNTEERS N=11	NON-VOLUNTEERS N=13
Demographic Characteristics		
Educational Level**		
2 years of college or less	9%	62%
4 years of college or less	36%	23%
More than 4 years of college	55%	15%
Reasons for Interest		
By becoming a Senior Partner I can help my community**	55% (yes)	92% (yes)
Awareness of Facts about Partners		
Youths can help pick their Senior Partners**	45% "Already Aware"	8% "Already Aware"
Partners expects a one year commitment from Senior Partners**	100% "Already Aware"	62% "Already Aware"
Senior Partners can help pick their Junior Partners**	91% "Already Aware"	23% "Already Aware"
Concerns		
Unable to complete the one year requirement**		
Very Concerned	---	31%
Somewhat Concerned	9%	31%
Not Concerned	91%	38%
Unable to meet Junior Partner for three hours every week		
Very Concerned	---	23%
Somewhat Concerned	18%	31%
Not concerned	82%	46%

	VOLUNTEERS	NON-VOLUNTEERS
Your Junior Partner Quitting		
Very Concerned	10%	46%
Somewhat Concerned	45%	31%
Not Concerned	45%	23%
Costs of activities with your Junior Partner**		
Very Concerned	---	15%
Somewhat Concerned	18%	46%
Not Concerned	82%	39%
Ability to handle sensitive situations with your Junior Partner**		
Very Concerned	---	31%
Somewhat Concerned	27%	46%
Not Concerned	73%	23%
Ability to handle possible harm to you or your family due to your Junior Partner**		
Very Concerned	---	54%
Somewhat Concerned	36%	15%
Not Concerned	64%	31%
Ability to handle physical harm to your Junior Partner**		
Very Concerned	9%	62%
Somewhat Concerned	36%	31%
Not Concerned	55%	7%

Program-specific Attitudes

How did you feel about your first contact with Partners**		
Positive	73% (8/11)	23% (3/13)
Neutral	27% (3/11)	77% (10/13)

* All thirteen items were significant at a probability level of .01 based on chi-squares, Fisher Exact Probabilities, or t-tests.

** These items were significant at .05 level of significance.

to concerns over cost, age, gender, ability to help, ability to meet the time requirements of the program, and how to meet people as a Senior Partner.

Advertisement Strategies

The information about why non-volunteers withdrew from the program can be utilized during advertisements. Advertisements could stress the ability to meet people at activities, the possibility of actively helping to pick a Junior Partner, the availability of many cost-free or low cost activities, or the fact that all types of people are able to help.

Identification of Likely Drop-Outs

Many non-volunteers had strong concerns about becoming a Senior Partner. By identifying these people, and their concerns, staff would have the opportunity to address the concerns. A questionnaire utilizing Concern statements in the same manner as they were utilized in this evaluation could be used to identify inquirees with strong concerns. The questionnaire in the Appendix is comprised of the Concerns that were found to differentiate significantly between volunteers and non-volunteers. It employs the same instructions as well.

Inquirees who are very concerned about any of the items presented in the questionnaire could be targeted for personal interviews aimed at addressing specific concerns. This eight item questionnaire could be used during or after a person's inquiry. A suggested method is to inform the inquiree that there will be a follow-up call in a few days. Inquirees can be informed of the purpose of the follow-up call during the initial inquiry: "We have discovered that the best way to identify and address your concerns is through the use of a short, structured questionnaire. May we call you on (fill in date) to ask you a few questions about your concerns and to talk about them?"

RELEVANCE TO FUTURE RESEARCH AND OTHER PROGRAM ADMINISTRATORS

This research was directed at resolving Partners' recruitment needs, and the data are not generalizable. Still, some of the strengths and weaknesses of this research warrant discussion. One positive feature of this research was that it provided a systematic means of addressing a problem. Partners identified a weak area and identified possible solutions. One of those solutions was the inquiry guide described below. They felt that a systematic means for responding to inquirees would reduce attrition. Yet they did not know for sure that that was the needed change, nor did they know what to include in the guide even if it was needed. The research helped confirm the need for an inquiry guide, and showed what it needed to cover.

A second important aspect of this research was that data were maintained on a regular basis by the program so that weak areas could be identified and so that the effects of change could be monitored. Without data on Orientation attendance by inquirees, they would not have known that their recruitment goals were not being reached.

A third key to this research was the close liaison between the researcher and the program director. Effective communication and supportiveness enhanced the research process.

Finally, a key to identifying potential determinants of volunteering was reliance on previous research and theory. As it turned out, Schindler-Rainman and Lippitts' theory (that positive and negative forces influence decisions about volunteering) proved useful--especially with regard to negative forces, or Concerns.

Some weak areas or pitfalls to keep in mind also emerged from this study. First, the questionnaire used in this study included too many items. Rather than the 64 items on the questionnaire, 40 items would be a better amount.

Second, this research took longer than at first estimated, which was not conducive to positive relationships between the researcher and Program Director. In this case the delay did not adversely affect relationships, but other situations may turn out less well. Researchers need either to work faster to keep within time constraints, or to provide more realistic time estimates. This advice is especially important when research problems are of a nature where delays are not possible.

IMPLEMENTATION OF RESULTS AND RECOMMENDATIONS

by John Hilpert
Director of Wake County Partners

Paul Geyer presented his conclusions and recommendations to the Wake County Partners' Council, who endorsed them. Subsequently, staff met with Paul for an in-depth discussion of the results and recommendations, with the goal of advising the staff in their effort to implement change based on the data. Our response to each of Paul's recommendations follows:

1. Restructuring the Staff's Response to Inquirees

It was clear from the study that we were not addressing some key concerns expressed by people inquiring about the program, primarily because we were not eliciting discussions of that kind. Reflecting on how we normally handled a phone inquiry, it became clear that we were talking most of the time with what was a fairly standard "pitch."

I drafted the attached "Inquiry Guide" which was discussed and adopted by Staff (See Appendix B). On Paul's recommendation, we were to begin with some type of affirming statement to set the tone. The key change then was to get the person to talk about themselves and, through active listening, begin to set a climate where the inquiree would feel comfortable raising concerns. Our "pitch" was also revised by eliminating some rather minor points, and instead touching on some common needs as shown in the study. If concerns had not been raised by the end of the talk, then we were to raise a couple as examples to see if we could trigger further discussion of concerns by inquirees. To help us learn this new approach, Paul conducted some training with the staff, primarily involving role plays.

We also developed a handout for our mailings to inquirees. The format, "Some Questions You May Have about Partners But Were Afraid to Ask," seems to be useful to inquirees.

2. Revise Advertisements

Since our primary source of volunteers is from our existing Senior Partners, via word of mouth, we did not focus too much attention here. However, radio spots and presentations to groups were altered. The major change was the revision of our outlines for group presentations so as to cover the major concerns that the study identified.

3. Identify Likely Dropouts

Paul recommended a follow-up phone call to survey people about their concerns. We have not done this in that format. Rather we strive to address concerns during the inquiry, by following the guide. Also we have an experienced Senior Partner do our regular follow-up calls to find out if people intend to attend Orientation. Having a volunteer do this seems to make it easier for an inquiree to talk about concerns.

IMPLEMENTATION RESULTS

I will present both objective and subjective outcomes. Objectively, the above actions appear to have resulted in a moderate increase in the number of inquirees who actually attended Orientation. For the first half of 1981, the rate was 35%, with the rate going to 50% for the first half of 1982 when the Guide was

used. The rate was trending upward so it is difficult to separate the impact of our changes. We just got our results from the last half of 1982 and the rate has dropped back below 40%. Informally, we sense that we may have slipped back into the old way of operating. No follow-up training was planned at the time. This will be done shortly.

Note that our success in getting more people to Orientation did not adversely affect the rate at which people became active volunteers. This rate of conversion has remained at its usual high of about 80%. The use of the Guide to attract more people to Orientation would have achieved nothing if that rate of conversion had dropped.

Subjectively, shifting to a greater emphasis on listening, instead of talking at, the person inquiring has had two positive results. First, staff enjoys these contacts more since we are hearing a person's story and not becoming so rote ourselves. Second, we can more clearly identify "hot prospects" and thereby can focus increased efforts at getting them to Orientation. In summary, Paul's study was a valuable part of our ongoing efforts to strive for excellence.

APPENDIX A

We would like to ask you a few questions regarding some concerns you might have about volunteering at Partners. I will read a list of concerns. Some of them you might have thought about before, and others you might not have thought about. Either way, try to think now about how much a particular statement concerns you. And for each statement, please tell me if you are "very concerned," "somewhat concerned," or "not concerned."

	Very Concerned	Somewhat Concerned	Not Concerned
1. I will meet other people through Partners.	_____	_____	_____
2. Being qualified to be a Senior Partner.	_____	_____	_____
3. Being able to help your Junior Partner.	_____	_____	_____
4. The gender of your Junior Partner.	_____	_____	_____
5. The age of your Junior Partner.	_____	_____	_____
6. Being unable to complete a full year as a Senior Partner.	_____	_____	_____
7. Being unable to meet with your Junior Partner for three hours a week.	_____	_____	_____
8. The cost of what you and your Junior Partner will do.	_____	_____	_____

APPENDIX B

INQUIRY GUIDE

1. AFFIRM

   * I'm glad you decided to check us out
   * Name & our name

2. GET THEIR STORY

   * How did you hear about Partners?
   * What's your interest in kids?
   * Sounds like you want to help--we need you
   * Lots of Active Listening

3. SHARE OUR STORY

   * (Stop for air & let them react)
   * Youth beginning to have difficulties
   * Recent examples of youth that touch their story
   * 10-18; boys & girls--so you have a choice
   * Help them through problems of growing up through fun, friendship
     & as a role model
   * Support available
   * You as an individual can make a difference

4. ADDRESS CONCERNS

   * (Whenever they arise--glad you were able to share that)
   * Concerns are normal (give 1 or 2 examples)
        Don't have to be a counselor
        You can pick your Junior Partner--& the process we use
        Not violent youth--twice screened
        Doesn't cost much
        Don't do it alone--counseling, activities
        Meet people, have fun

5. DATA

   * Correct spelling of name
   * Address--tell what we will send
   * Both phone numbers
   * Referred by _____

6. AFFIRM

   * Looking forward to meeting you at Orientation
   * Emphasize need

Wake County Partners
1/81

The First Offender Volunteer:
Adult Education in Action

JoAnn M. Hanson and Karla A. Henderson

The Deferred Prosecution/First Offender Program of Dane County, Wisconsin allows adult misdemeanants and select non-violent felons to be diverted from the original justice system through a contract agreement with the District Attorney's Office. Restitution through community service is often ordered as a process by which the first time offender, under appropriate supervision and guidance from a staff counselor, is helped to find some way to make amends to those who were hurt by the offense. The relationship between this program as an outlet for community service volunteerism and responsive adult education will be philosophically and pragmatically discussed in this article.

For the purpose of this paper, "restitution" refers to community service whereby the offender provides volunteer services to the community and for the "general community good." If the adult offender successfully completes the period of supervision, he or she will avoid a permanent record and, hopefully, be prevented from entering into further criminal activity. The community service project is presented as an example of an adult education pro-

gram responsive to the needs of adults who are faced with a crisis or the stressful situation of committing a criminal offense and, as a result, are asked to take responsibility for change in their lives.

THE FIRST OFFENDER PROGRAM

The community service component of the First Offender Program in Dane County is designed to enable adult offenders who qualify as volunteers to provide fifty to one hundred and fifty hours of community service work in lieu of prosecution. The number of community service hours is determined by the client's attitudes and acceptance of responsibility for the offense, and the nature of the crime. Criminal offenses included in Deferred Prosecution include misdemeanors such as: retail theft, criminal damage to property and disorderly conduct, among others; and non-violent felonies such as fourth degree sexual assault.

All community service participants are carefully screened by the staff volunteer coordinator and referred to a variety of public agencies and private, nonprofit programs, usually social service in nature. A great deal of care is taken in finding the appropriate agency suitable to

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the volunteer's needs, interests, and skills, ensuring a mutually beneficial placement for the community service volunteer and agency alike. As one community service volunteer stated:

I feel it is much better to do the volunteer work than a big fine or being put in jail because it gives the person a chance to feel useful instead of making them more miserable. I feel this has really helped me.

The process of matching a person to a program, or connecting people with people, through community service provides the offender with many and varied learning opportunities throughout the greater community. The community service experience can potentially enhance the person's sense of self esteem, give the individual an opportunity to amend "a wrong" in a visible manner, and give the person the sense of being a productive member of society providing a needed service. This sense of self worth, coupled with continued guidance through supervision and volunteer training, has the potential to produce many lasting and positive changes in a human being's life. Placement into community service work under professional supervision can provide a cognitive framework for an individual convicted of a first offense to better understand his or her behavior by taking responsibility for the crime and by performing some action to bring a new stability into his or her life.

Voluntary participation is a very important characteristic of adult learning experiences as seen in the community service program. At any time, the defendent is free to go to court or pay a fine if he or she so desires. In the majority of cases, an eligible first offender will voluntarily enter the program and be given an opportunity to "make amends." Comments by community service volunteers best support the value of this voluntary participation:

I have had such a positive experience that I can't help but feel

that others would also. The program is in no way demeaning and can only give a person a good feeling of being needed.

Volunteer service is really more profitable to learn and mend bad customs than penalty.

RESTITUTION AS VOLUNTEERING

Much debate has occurred between criminal justice professionals and practitioners in the volunteer field regarding whether or not community service should be considered voluntary action. Most definitions of volunteerism and volunteering stress the uncoerced nature of volunteer work and the intent to help without thought of financial gain. First offender community service is indeed performed for no pay, but some argue that it is not "true" volunteer involvement, but rather it is coerced work or "slave labor."

Community service offered as a condition of deferred prosecution is coercive to some degree. The offender chooses between the trauma of prosecution with its stigma of a criminal record and the much less onerous option of community service. Once in the volunteer program, a summons back to court or warrant for re-arrest can be ordered if a person fails to complete the community service obligation as a result of undependable and irresponsible behavior as a volunteer. However, it can be argued that a first offender, upon legal counsel, voluntarily enters into the Deferred Prosecution Program, signs a contractual agreement with the District Attorney's Office, and is free at anytime to break the contract prior to termination and take the case back to court.

One could also propose that any person's reasons or motivation for volunteering may not be as uncoerced as many would believe. Guilt, obligation to repay a "debt" to another or simply the desire to gain job skills could all be viewed as "coerced" reasons for voluntary participation among the traditional population of

today's volunteers. Strict "altruism" as a volunteer motivation is not that prevalent as the sole motivation to volunteer. However, altruism could be one of many motivations a volunteer may have when deciding to become active in an unpaid position.

It can also be argued that the same principles of volunteer management apply to a restitution community service program (interviewing, screening and matching of first offenders to volunteer jobs in the community, etc.) that one would use in any volunteer setting. The main exception lies in the area of volunteer recruitment. No one is actively recruiting people to become first offenders in the justice system! In Dane Country, the first offenders are referred through the District Attorney's Office and, in turn, are placed as volunteers in community agencies to perform their contracted number of community service hours. Deferred Prosecution has actually become an important volunteer recruitment tool for local programs who rely on diverse methods of attracting volunteers. In this sense, community service referral is a valid and legitimate method of volunteer recruitment for many outside agencies. This is especially true for those programs which have had difficulty recruiting male volunteers, as the majority of the first offenders in Deferred Prosecution are men.

The community service referral process is illustrative of some of the basic principles and criteria of good volunteer management and development, as well as those of responsive adult education programming. The referral, or selection process, includes the interview, screening and matching of first offender volunteers to appropriate social service programs and volunteer tasks. The objective of the referral process is to facilitate the highest possible chance of successful completion of community service hours. A good program-volunteer match produces mutual benefits for the defendant-

volunteer, the placement agency, its clientele, the District Attorney's Office, and ultimately the community at large.

COMMUNITY SERVICE AS PERSONAL GROWTH

The challenge for the first offender community service volunteers is to come to grips with the reality of their life situation and to benefit by the learning experience they are asked to undertake as part of their contract conditions with the Deferred Prosecution Program. Personal growth is one of the ultimate goals of the First Offender Unit. Growth that will lead to the recognition that, as adults, the offenders have many resources and options available to them. Also, discovery of new potential or capability may very well emerge through a change in self-image which often accompanies a positive experience in community service work.

For most people, adult life is characterized as a time of change and transition. Change, resulting in some form of life disruption, requires new adjustments and reassessments. According to Nancy Schlossberg (1977), reassessment often leads to the difficult realization that one has not lived up to earlier expectations. Reactions to such situations may range from feelings of apathy and depression to acts of desperation. The First Offender Program staff, through their counseling relationship with the defendant, and his or her participation in the community service program specifically, are in a position to guide or assist the adult through this period of life transition. Furthermore, the community service work enables the adult to take control and responsibility for his/her own learning and to cope with the situation at hand.

The authors wish to stress the role of the adult educator in this area of volunteer development. Volunteer development and growth are especially important to the first of-

fenders' learning experience in community service work. They, too, must receive some personal gratification or desire to continue working as a volunteer--something that goes beyond the threat of re-arrest or appearance in court. People tend to work best when there is an opportunity to learn and grow.

Continued volunteer involvement presents new challenges to the offender. The provision of opportunities to try new methods and new skills, and the kind of supervision that broadens horizons can facilitate and encourage the potential for individual growth and development:

> ...There is always an adult education role in working with volunteers and in that capacity we know that people can learn; that problems, if properly identified, can be resolved; and that, through effective group experience, individuals can develop mutual awareness and sensitivity to each other. (Feeney, 1972:90)

A community service volunteer summed it up in another way:

> I am very grateful I was given the opportunity to volunteer... I felt like I was holding a job instead of being punished and it made me become very concerned on how well I did on what I was expected to do. I plan on volunteering again--it's a great experience.

ADULT DEVELOPMENT ISSUES

In viewing community service volunteering as a means of adult development, one must reflect upon assumptions and philosophies of human nature. Theories of lifespan development are useful in viewing the particular characteristics of adults. The developmental perspective of adult life is characterized by a concept of movement and change. "People change as a function of time and place, but mainly by virtue of their nature as living organisms in a finite evolutionary span from birth to death." (Bocknek, 1977:88) The most rapid rate of change occurs during infancy, childhood and adolescence. The changes during this time span occur in relatively discrete and well-defined stages. However, when one moves into adulthood, there is no absolute nor exact sequential order in which these changes can occur.

The proponents of the life-span development perspective divide adult life into stages. However, depending upon their individual orientations, different writers see life stages as phases in the biological, psychological or social dimensions of life. Schlossberg (1977), for example, sees adults governed by a social rather than a biological clock and points out the internal and external role transformations occur and develop at different times for different people.

Knox (1977) also speaks of change events which significantly alter an adult's relationship with others in which the routine of social participation is disturbed. These events may occur in any relationship present in an adult's life(e.g., family, occupational or community). Changes in role relationships and expectations include marriage, birth of children and a new job (i.e., role increments); or, they can include such events as divorce, death of a spouse and retirement (i.e., role deficits). Thus, adult life transitions can involve a gain, a loss or a combination of both as one moves from one state of being to the next. In any event, movement from one stage to another for all human beings necessitates adaptation on the biological, psychological and social dimension. Such adaptation requires the person to grow and adjust to new life situations (Aslanian & Brickell, 1980: 18-19).

Another way to look at adult learning and development is to view it as an open-ended process. "Social learning" theorists see behavior as a result of past experience and the present situation.

> Change or development is particular to each individual and is tied to specific situations; it is not necessarily headed in any par-

ticular direction, nor need it fol-low any pattern. Though people may seem to go through similar stages, this similarity is explained by their sharing similar past ex-periences. (Schlossberg, et. al., 1978:27)

Whether predictable or not, change and reaction to change is inevitable in adult life.

Although unavoidable, change in adult development is not always ex-pected, desired or welcomed. Some of the changes people experience are equated with crisis. Often such life transitions are traumatic, stressful, and cause much turmoil in a person's life. An adult counselor can be of service in these cases by assisting in the personal development of coping skills and abilities.

As the result of change, different kinds of helping strategies or coun-seling is required for the situational stresses which may occur. An in-dividual experiencing a crisis situa-tion is in need of support that com-municates understanding, empathy and willingness to provide whatever support service is necessary to enable the person to get through the crisis. Such support is also helpful during the time of transition and in deficit situations as well.

People who find themselves in a transition state need both emotional and practical support, "... but they may also need a cognitive framework that will help them to understand their own sometimes bewildering emotions and to make rational and well-considered decisions as they seek a new stability." (Schossburg 1978:133) Decisions made at this point will affect the direction of their lives.

Committing a criminal offense against another human being and so-ciety in general, demands that an adult take responsibility for his or her actions and is actively involved in decision-making to alleviate the situation. Adult learning and volun-teering have been viewed in this pre-sentation as one way to "cope" with the changes in life situations.

Many adults in transitional states are not aware that learning can help them adapt and succeed in adjusting to a change situation in their lives. Community service, as presented in this paper, is an avenue whereby such learning can take place. Often through community service, de-fendants are able to learn more about themselves as people and come to know their own potential as human beings.

CONCLUSION

In conclusion, community service "volunteerism" is a viable means to self-development and has tremendous growth potential for the individual. Adults, experiencing periods of tran-sition and stress, are most likely to need immediate assistance. As has been indicated throughout this paper, adults can learn successfully in many ways and for many different reasons. Motivation for learning in the de-ferred prosecution sense centers around resolution of a change or crisis situation and the prevention of further criminal activity. The De-ferred Prosecution/First Offender Program staff working with adult of-fenders facilitate learning and change through supervision of de-fendants.

As the pace of change in Ameri-can society and adult life ac-celerates, adults may have increased difficulty in knowing how and what they need to learn from their life experiences. Such learning experi-ences as volunteer community ser-vice can help them feel more compe-tent, autonomous and unafraid as they face the remainder of their lives.

To date, little research has been conducted to substantiate many of the concepts and ideas put forth in this paper. Important questions exist regarding the learning and rehabilita-tive effects of community service on the first time offender. The task ahead for the adult educator, staff counselor, volunteer supervisor, and first offender volunteer, is to jointly

create a true sense of personal growth and development. The challenge is also to provide more opportunities for the informed participation of those adults who are asked to serve the social good of the community, and themselves, through involvement in the Deferred Prosecution/First Offender Program. A community service volunteer's statement provides the best summary:

I feel this program is ideal for first offenders. I really can express it in a positive manner. It gives the person a positive outlook on life and a very positive outlook in our law system, knowing the police and D.A.'s Office has confidence in someone who has made a mistake.

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Strategic Marketing of
Volunteer Programs for Social Causes

William G. Nickels

The Reagan Administration's reductions in social program funding generated much discussion about the need for more voluntarism. Some estimate the loss to non-profit organizations to be about $45 billion during the years 1981 to 1984 (Shifrin, 1982). Mark Bletz, the Assistant Director for Policy and Planning at ACTION said, "The task now is to begin to reinforce those activities by which people in a community deal with their own problems, and learn once again not to be dependent on government" (Garment, 1982). The purpose of this paper is to outline a strategic marketing program for volunteer recruitment and maintenance that would deal with some of the cuts in public spending. This strategy was developed after much research in nonprofit organizations and personal implementation of the total program in a local elementary school. The concepts are applicable to both local and international efforts to create social change.

CREATING THE CONTEXT FOR CHANGE

There are two fundamental concepts that must be communicated to the general public before volunteers can be successfully generated for a social program. The first concept is that there is a need for the program.

People are not going to volunteer to participate in a program unless they feel that there is a problem that is important and calls for immediate action. Research into local blood donor campaigns, for example, found that donors were much more likely to turn out for a specific emergency or for specific individuals. The establishment of a designated time and place to give a particular type of a blood was usually quite successful. Generalized campaigns requesting people to "Give Blood" were generally ignored.

Establishing a need is a necessary, but not a sufficient first step. The second part is to convince people that something can be done about the problem with their help. Again, giving blood for a specific group at a specific time is obviously something that people can do successfully. On the other hand, creating world peace is a problem that does not seem solvable by citizen involvement, and so volunteer solicitation is difficult at best.

There are many examples of communities creating a context for volunteering. In the Whispering Oaks subdivision of Austin, Texas, a serious crime wave occurred. Exposure in the media made local citizens aware of the fact that in one month there were over 35 offenses ranging

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from burglary and vandalism to sexual assaults. People were told that the high crime rate was destroying housing values and many people were fearful of personal injury. In short, people recognized the problem. The question then became what to do about it. The answer took the form of a "Neighborhood Watch" program promoted by a local policeman. People were convinced that their participation was needed and that such involvement would solve the problem!

Similar programs have been successfully implemented throughout the United States. Over 32 police departments in Virginia have set up similar crime-prevention programs. In Alexandria, a neighborhood with 235 participating homes cut its burglary rate almost in half. Some communities have marked their cars with highly visible stickers so autos driven by outsiders can easily be spotted.

In the Fenway section of Boston, the problem was arson. Within a two-year period, 29 of 74 buildings on two parallel streets were severely damaged or destroyed by fire. The local police and fire departments seemed to be unable to stop the problem. The need for action was apparent. A citizen's group called the Symphony Tenants Organizing Project (STOP) was formed to generate action. They convinced the community that citizen action could do what the public and fire departments could not. Together, the action group began an investigation that uncovered an arson ring that involved some key public figures.

In Orlando, Florida, the problem was the public schools. As in so many communities, public education was underfunded, resulting in poor academic achievement by students. The problem was clear. Starting with just 100 volunteers, a program called ADDitions was started that now has more than 4,000 volunteers in Orange County Schools. Another 500 volunteers are available for special projects. Again, it was the concept that

citizen involvement could make a difference that was a factor in such enthusiastic support.

On a larger scale, a few citizens of Baltimore, Maryland decided to revamp its downtown area and revitalize the city. This time the need was not as directly apparent, so different citizen groups combined to promote the idea. Government and business leaders joined the campaign. Eventually, enough private money was raised to build Harbor Place, a huge shopping complex on the waterfront. Nearby is the new National Aquarium. These attractions drew in hotels and other private businesses and the area was transformed.

The lessons are clear: volunteerism is growing in the United States and is making great progress in areas such as crime prevention (Neighborhood Watch Programs), arson reduction, school enrichment, and downtown revitalization. But equally clear is the need for strategic marketing programs to recruit and maintain volunteers over time. Often projects are launched, get highly publicized, make some change, and then die out from lack of a continuous program of promotion and support.

The following is a complete outline of a strategic marketing program to recruit and maintain volunteers over time. The program is applicable to all social programs from local crime-watch programs to multinational efforts to foster world peace and end world hunger. Some of the terms used in this program were first presented by Wiebe (1951/1952) in an article designed to show how marketing could be used in social programs. The details of the procedures, however, were developed in conversations with volunteer coordinators, with nonprofit managers of all kinds, and in personal efforts to generate volunteerism.

STRATEGIC MARKETING
There are six elements to a strategic marketing program:
(1) A social catalyst: Some person

or organization must take a leadership position and begin implementing the other five steps.

(2) Market segmentation: Social promotions must be focused on those people and/or organizations most likely to respond.

(3) Direction: Volunteers must be told what to do, when, where, how often, and for how long.

(4) A mechanism: The promoters must establish some structure (place, time, organizational name) around which volunteers can rally.

(5) Adequacy and compatibility: The social program's coordinators must provide feedback to volunteers, showing them the program is working (adequacy), and in a way they would approve of (compatibility).

(6) Minimizing of costs: Every effort should be made to let volunteers do what is most enjoyable for them, where they want, when they want and, to some extent, how. The long run success of a program is based on volunteers who continue to serve for years, something they are more likely to do if it is fun and relatively easy.

Below we shall look at the implementation of each of these elements, give examples, and discuss their importance.

The Social Catalyst

One factor Wiebe did not mention in creating social change is the need for a catalyst. A catalyst is a person or organization that recognizes a social need (e.g., better schools, end of world hunger, ban of nuclear bombs, saving the whales) and mobilizes others to support the cause. In other words, segmentation, direction, and the other concepts do not occur until a catalyst comes along to initiate them. The catalyst can be a government agency, a private firm, a famous person, or any concerned citizen.

President Kennedy was the catalyst who said that we would send a man to the moon. He motivated committed people, established a mechanism, and in a relatively short time men were walking on the moon. The Rev. Martin Luther King, Jr. was a catalyst for civil rights and made much progress by giving direction to the cause. Ralph Nader is also a catalyst for many causes.

The United States now needs a catalyst who will mobilize the cause of world peace. It also needs a catalyst to improve technical training (e.g., math, engineering, physics, mechanics, statistics) in our high schools and colleges--and to address a wide variety of other problems. All such causes need a catalyst who will implement the concepts of segmentation, direction, mechanism, and so on. But the most effective catalysts really are individuals who see a need and try to satisfy it. The beauty of social marketing is that it enables individuals to form groups that become movements that create a political force such that change occurs. Marketing is the tool that cuts through resistance and rallies volunteers.

Once a catalyst has emerged, the procedures for recruiting and maintaining volunteers are rather clear. First, a cause needs a core of a few, committed people. These people are easy to find because they are very vocal about the need for change, but have no direction at first.

Market Segmentation

Studies have shown that the normal segmentation strategies aimed at groups based on age, sex, income, social class, and other such variables do not necessarily work (Kassargian, 1971) in recruitment. The variable that does work is degree of interest in the cause or problem. For example, parents of school children are the most likely volunteers at school. But other groups may have a similar interest, including people in nearby nursing homes and students studying to be teachers. Families with cancer victims are most likely to support cancer research, people whose homes have been burglarized may sign up

first for neighborhood watch programs, and so on. The role of the catalyst is to contact these people and get their support. Such support might take the form of block meetings to discuss the issue, phone calls to other concerned people, and attendance at organizational meetings.

The segmentation strategy is this: get highly committed people to contact a few other highly committed people. Usually they either know these people already or can find them easily. Each contacted person is asked to contact several more in a pyramiding scheme that generates dozens of concerned and partially committed volunteers. They may be called together at one or several meeting places and asked to do more work. At that time, a name may be established for the movement and meeting times and places established (mechanism).

This core of volunteers would be assigned people to call to get more volunteers until the movement has some visibility and attention. From that base, a wider promotional campaign can be launched to involve other citizens, businesses, government leaders, community leaders, and so on. The idea is to start small with a catalyst and a central core of volunteers and to build from there.

Direction

Volunteers must be told what to do, when, where, how often, and how long. Most people are very concerned about environmental problems, but few people do anything about it because they have not been given direction. When people are told to save newspapers or put water savers in the toilet, they usually do so, but people rarely do more than asked.

Sometimes it is best to draw up a list of everything that needs to be done: car pooling, phone calling, advertising, soliciting, stapling, Xeroxing, and so forth. Job descriptions are helpful tools. Then each volunteer is asked which jobs he or she

prefers. The left over jobs are usually assigned to particularly committed volunteers who are willing to do anything to help.

It is best to get long term commitments at the start to prevent the cause from faltering just as it gets moving. In the heat of initial enthusiasm, momentum must be built to launch the cause into the future.

It is important at this stage to recognize the concept of "minimizing cost." That is, volunteers should be asked to do no more than what is comfortable for them or else they will drop out eventually. Those who are willing to "do anything" may not do "anything" if the task becomes too burdensome.

A Mechanism

The sooner the organization can establish a meeting place, a time for meeting, and a name, the better. Notice the visibility that groups obtain once they have a name such as Neighborhood Watch, ADDitions, or STOP. It is best to have one place where volunteers can meet together and give each other moral support, especially at the beginning when the group is small and seemingly ineffective. There are many committed people eager to create social change who do nothing because they do not know where to go to volunteer. Unless they themselves become catalysts, that potential may never be actualized.

It does no good to tell people to save newspapers unless a recycling center is established as a mechanism for processing the papers. It does little good to promote cancer checkups among American Indians (as is now done) without having clinics available for the Indians to get such checkups.

Adequacy

The time when most organizations fail to keep their volunteers is after the initial campaign is over. Volunteers wonder how they did. Were we a success? How much did we ac-

complish? More often than not such answers are not forthcoming. Sometimes no answers are given because the effort failed. But more often the effort was a success and no one publicized the fact. Eventually, volunteers lose interest and the momentum stops. From that point on, it is difficult to regenerate interest and the whole program falters or dies.

Thus the heart of any ongoing social program is an effective communication program that provides feedback to volunteers. "We're doing great, we only have this much more to go," is a rallying cry. "OK, great, we've done this; now we can do that and really improve things," is another.

For example, imagine your goal is to recruit volunteers for a blood drive. You may have a goal of 1,000 pints. You would let volunteers know how close they were to the goal and thank them for helping. If you reached the goal, you might say: "Fantastic, we've reached the initial goal of 1,000 pints. That proves we can do it. Now, the larger goal is 10,000 pints for all the city hospitals. We have the mechanism, we have the momentum, let's keep it going!"

It is amazing at this point how few programs have a system for recognizing volunteers and their contribution. It doesn't take much, perhaps a phone call or a ribbon or a "thank you" brunch. But something is necessary. Volunteers like to feel appreciated. They have given valuable time and money to a program and deserve credit. Without that recognition and feedback, enthusiasm wanes.

Minimizing of Costs

More women than men volunteer for most social programs, but that mix is rapidly changing. Since so many people work at salaried jobs and volunteer, there is even more reason to recognize those who do work as volunteers. Beyond that, volunteering should not be so onerous as to be a burden on volunteers.

There should be much flexibility in hours, tasks, and actions to adjust to busy schedules. People look at the costs (both financial and personal) and benefits associated with volunteering. The benefits should outweigh the costs or the program will founder.

To minimize personal costs and because it makes good management sense, the organizers should let volunteers choose what to do to help as much as possible. Some people love to make posters; others love to make phone calls. Others hate to make posters or do phone calls, but love to open their homes for meetings. If people are asked to do what is fun for them, volunteering not only is easier, but lasts longer. Assigning willing volunteers unpleasant and low-level work time after time will kill a social program eventually.

At one time, people raised money for many causes by having bake sales, book sales, vacation auctions, and the like. Such efforts took much time for baking, setting up tables, and more. Today's active people have little time for such activities. They often would prefer donating $5 or $10 and not getting involved with fund raisers. Every program should be flexible and work to make volunteers happy as well as to reach the goal.

Every program coordinator should take time for pleasurable events to reward volunteers, create a spirit of comaraderie, and renew commitments. That bolsters the "benefit" side of the cost/benefit equation. Volunteers are not soldiers to be sacrificed to the cause; they are precious assets who need to be protected, nourished, and fed with compliments.

APPLYING THE STRATEGY

In the middle of my research for this paper, my wife and I became involved in the local elementary school that my son, age 7, was attending. Previously, the principal had been reluctant to use parent volunteers and the school was relatively well funded. All of that changed

rather rapidly! Funds were cut, programs were eliminated, and a new principal arrived. Parents began talking at parties and over fences about the declining programs and the potential for losing the excellent academic achievements of the past. For over a year, nothing happened but talk. Everyone agreed something needed to be done, but the feeling was "let the schoolboard do it" or "call someone on the P.T.A." Well, the P.T.A. and the schoolboard did nothing and parental concern grew. Still, nothing was done but complain.

At this point, my wife decided to be a catalyst. She called the mothers she knew were most concerned and asked them to talk to others in their area. Soon there were over twenty greatly concerned mothers in a phone network. One day they were asked to come to a meeting at school. When they arrived, my wife had a whole list of tasks available that needed to be accomplished to bring the school back to excellence. Those tasks included working in the library, the reading lab, the math lab, and the health room; providing typing, folding, and distribution assistance to the secretaries; driving students on field trips; helping at fund raisers; playing music for plays and other events; and generally being available for emergency help.

The women decided to call themselves "Fallsmead Parent Volunteers" and volunteer name tags were designed. Some women drew flowers on the name tags (a separate design for each) and others wrote the volunteers' names using calligraphy. These name tags were worn proudly and word spread that a volunteer program (mechanism) called "Fallsmead Parent Volunteers" was now in operation. We now had a catalyst (my wife) and a mechanism (the Fallsmead Parent Volunteers). Meeting times and places were arranged and volunteers agreed to solicit more volunteers on a block-by-block basis. Fathers and mothers were solicited equally since both worked full-time jobs in many instances.

To minimize the personal cost of volunteering, each person was asked what they would like to do. It was amazing how many ex-school teachers, ex-nurses, ex-piano teachers, and so forth were in the community. Almost all of them were willing to donate some time to the school. Some were more than willing; they were eager to get back to working with children.

Now it was time for direction. Volunteers were given specific instructions regarding what to do, when, where, how often, and for how long. The parent volunteer coordinator obtained lists from the teachers saying what they needed (e.g., people who could lecture on foreign countries, interesting hobbies or unusual jobs). Men and women volunteered to come into the classroom and give talks or act as classroom aides. The program was a big success. Parents were proud of the school and volunteers were pleased to help.

Each year now, there is a school party where all the volunteers are recognized for their help and the year's accomplishments are reviewed (adequacy). A copy of those evaluation results is distributed to all parents. The outcome is an ongoing program where parents, teacher, and principal work together to maintain excellence in all phases of the school: basic subjects, art, music, physical education, recreation, field trips, and more.

Volunteerism is not new to schools; only the pressing need for more help is new. Some public schools are way behind academically. Recently, more parents have become involved but parents cannot do it alone. Some want to solicit volunteers from business to help teach in the public schools. What is needed, on the national level, is a catalyst, some segmentation, and direction. With a volunteer force in motion, there is no end to the potential for change in our educational system.

GENERATING VOLUNTEERS TO SOLVE WORLD PROBLEMS

The success of strategic marketing in recruiting and maintaining volunteers for community programs such as those described above raises the question of whether strategic marketing might work to recruit volunteers for world problems such as war and hunger. Recently, a program was started to end world hunger by the year 1997. Below we shall explore this program using the strategic marketing outline.

We have learned that the first steps in any social program are to: (1) create the concept that there is a need for change; and (2) convince people that something can be done about the problem. One problem with world hunger is that the problem has lasted so long (thousands of years) that people feel there is no solution. Yet today we have the resources and the technology to provide enough food for everyone. In fact, the United States actually has a surplus of some foods.

The context that must be created for ending world hunger is that feeding the hungry is an idea whose time has come. One catalyst for creating that context has been Werner Erhard, the creator of est. The segmentation strategy is to take a small core of committed individuals (e.g., est graduates) and create a pyramiding scheme to recruit more and more volunteers until a critical mass is reached. The core group consisted of 25,000 people who attended a rally in 1976. By early 1983, millions had volunteered to commit themselves to ending world hunger by 1997. The mechanism is called The Hunger Project. At the outset, direction consisted of pledging oneself to a personal commitment to assisting and recruiting more volunteers. Adequacy is maintained by sending a newsletter that documents how many volunteers have joined and what the results are. People such as Chip Carter, the former President's son; Roy Scheider, the actor; Harold Solo-

man, the tennis player (who donates a percentage of his earnings); and hundreds of other highly visible people have joined the cause. Actual implementation of food programs is left to the dozens of agencies already set up for that; the Hunger Project is strictly an organization for generating volunteers to work in those programs and get more volunteers. The personal cost/benefit ratio is high because each volunteer does only what he or she is willing to do.

Millions of volunteers have been recruited for The Hunger Project. Whether or not world hunger will be conquered as a result is yet to be decided.

The purpose of this paper was to outline a strategic marketing program for recruiting and maintaining volunteers. There is no guarantee that volunteers can solve problems such as cancer, heart disease, world hunger, and international tensions. Certainly, however, little progress can be made without volunteers.

The six-step volunteer program outlined here has proven successful at the local and national level. The cause of world peace would surely receive a giant boost if another catalyst such as Gandhi or Martin Luther King would create a mechanism that would unite peace-seeking organizations throughout the world and give them direction for creating the social and political atmosphere that would make peace "an idea whose time has come." The catalyst could be a religious organization, the Pope, a political leader, or some charismatic individual willing to devote his or her life to the cause. Certainly the threat of world destruction by nuclear weapons has made world peace through citizen involvement an unprecedented challenge for volunteerism.

SUMMARY AND CONCLUSIONS

A worldwide recession has put tremendous pressure on nonprofit organizations to provide services once provided by government agencies. Volunteers are part of that effort.

Volunteer recruitment, to be successful, must be based on two fundamental concepts: that a need exists and that volunteer efforts can work to make a difference. A context must be established that solving that problem is an idea whose time has come. To create that context, a cause needs a <u>catalyst</u>, some person or organization that has the vision to begin social change. That catalyst must gather a few, committed supporters to create a <u>mechanism</u> for change. <u>Market segmentation</u> demands focusing on those already committed first, and giving them <u>direction</u> such that a pyramiding of volunteers occurs. At all phases of the movement, feedback must be given volunteers to maintain morale and esprit de corps. This is called <u>adequacy</u> because it assures volunteers that the organization is working adequately to accomplish the task. Volunteers must be given recognition for their contribution and <u>the costs</u> of volunteering should be minimized.

Given such a strategy, social problems ranging from cleaning up local neighborhoods to promoting world peace can be effectively promoted and implemented. The success of such programs in the past indicates that future programs have a great potential for success. Each success should prompt some individual or groups to become the catalyst for further change. The media are eager to cover stories of successful programs such as Neighborhood Watch efforts. Therefore, all successful programs should contact the media to create the context that citizen involvement in social change is an idea whose time has come.

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The Nominating Committee: Essential to the Organization

Phyllis A. Acker

The crucial role of the nominating committee is easily overlooked in the urgency of other issues in the day-to-day functioning of many organizations. As we recognize more fully the need to engage in long range planning for the future of our organizations, we are also becoming more aware of the need to nominate, as future board members, people with the specific skills and knowledge to carry out our plans.

Also of importance in any discussion of the vital role of an organization's nomination process is the trend away from board terms of undefined duration lasting many, many years. Prospective board members today are no less willing to work for the organization than in the past but generally feel that after one or two-year terms, it is someone else's turn. For these reasons it is necessary to consider the full range of potential in the functioning of a nominating committee.

A COMMITTEE ELECTED BY THE MEMBERS

The credibility of the nominating committee members, and thus of the functioning of the committee itself, must be a major concern. In some organizations the nominating committee is appointed by the president. This fact does not, in and of itself, imply lack of objectivity or fairness on the part of the committee. However, it does not indicate that every precaution has been taken to insure

that the nominating committee is as open, fair and impartial as it could be. People are expected to owe some loyalty to the one who appointed them. Therefore, it is best if the candidates for the next nominating committee are nominated by the current nominating committee and, after allowing opportunity for nominations from the floor at the annual meeting, the committee members are elected by the full organizational membership. They then act on behalf of the membership which elected them.

The nominating committee, if elected at the annual meeting, clearly has a full year in which to carry out its major task of providing a slate of qualified candidates for the next election. It can then be expected that the committee will have time to thoroughly research the needs of the organization, assess the skills and abilities of potential candidates, and develop the tools needed to present the most effective slate of candidates.

In order to accomplish the committee's major task, a number of tools must be developed and tasks carried out.

TOOLS NEEDED

The committee will need a complete set of detailed job descriptions, both for general board member positions as well as for each officer, standing committee chair, nominating committee chair and nominating

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committee members. Some organizations have these in place already. In that case, the nominating committee should review the job descriptions and make sure they are up to date according to current functioning. In organizations that do not have job descriptions already developed, the nominating committee should not write the set of job descriptions but rather should give leadership to production of detailed job descriptions by the people who currently are occupying the positions. The committee could provide outline forms, set a deadline date for forms to be returned, and offer assistance in completing them if needed. After job descriptions are submitted, the nominating committee will need the assistance of the executive committee in reviewing and rewriting the job descriptions for consistency, accuracy and conformance with the by-laws.

The job description outline or format provided to the current board members by the nominating committee should require the following information: title of position; duties; requirements (skills, knowledge, experience); benefits; term; time commitment; financial commitment. As each board member writes his/her own job description it will be important to incorporate material from the by-laws, information on personal experience in the position and, if appropriate, the experience of past job holders.

Once the job descriptions have been prepared, they should be taken to the board for approval.

The second tool of the nominating committee is a profile of the current board. This profile should consist of a grid developed as follows. Down the left side of the sheet, list the names of board members in order by when their terms end. Those whose terms are ending with the upcoming annual meeting should be clustered at the bottom. Give the sheet a quarter-clockwise turn and list down the right margin the kinds of representa-

tion needed on your board. These categories should include geographical areas, age groups, race or ethnic origin, constituencies (such as medical, media, small business, political, labor, religious community, law enforcement, service recipients, corporations, legal and/or other categories that are important to have represented on your board), and areas of expertise (such as personnel, fund raising, public relations, long range planning, financial management, program or service delivery, etc.).

By marking an "x" in the box formed by the line from the member's name intersecting with that drawn from the category into which the member falls, the nominating committee will quickly be able to see how representative the current board is of the skills, constituencies, and other categories that have been identified. Obviously, each board member will represent more than one group or category. Outgoing board members will take their representation with them, so the nominating committee will need to decide whether those same specific skills or different ones need to be sought in new board candidates.

The third tool of the nominating committee is the plan of work. If the committee makes a detailed chronological list of all of its tasks, it then can identify deadlines for accomplishing these tasks and assign responsibilities to committee members on an equitable basis. The committee will be able to trace its progress as time goes by and will be able to tell immediately if it is falling behind schedule. It is a good idea to set deadlines a little ahead so that some flexibility is permitted. Figuring back from the final deadline, the day the ballot must be presented to the annual meeting (or in some organizations, the day the ballots must be mailed), is the best way to proceed. By-laws or standing rules may dictate part of the timeframe for the plan of work, but by writing a plan of work the committee will have

identified many tasks that have never been documented before.

The fourth tool is a set of <u>information sheets</u>, one of which is filled out for each prospective nominee. Information required on this sheet includes: name: address (home and business); telephone numbers (home and business); business name; position title; experience as a board member; experience in the specific area of expertise.

In addition, all of the other areas of representation that have been identified in constructing the grid for the board profile need to be listed. The information sheet should be headed with the name of the organization and the name of the position being filled, and it should end with blanks for the names of the person suggesting the candidate and of the person researching the prospect. A great deal of the nominating committee's time will be saved if the other board members making suggestions will provide as comprehensive information as possible.

TASKS TO BE DONE

As mentioned previously, the major task of the nominating committee is to produce a ballot: the slate of officer, board member, committee chair, and nominating committee candidates. Subordinate tasks contributing to the accomplishment of the major task are critical parts of the process.

If the nominating committee is to produce candidates to fill specific positions, they will need to <u>develop a list of candidates *for each position.*</u> Depending on what chairships are opening up, potential candidates should be sought in logical places. For example, public relations chair candidates might be found in advertising agencies, in appropriate college departments, in businesses that develop their own advertising and public relations, or among the ranks of successful PR chairs for other organizations. Personnel committee chair candidates might be found in personnel departments of business or government, and so on. Some brainstorming about sources of people with the needed skills may suggest resources in the community that have never been approached before.

Keep in mind that this is the research phase and that prospective candidates should not be contacted personally until the nominating committee has met to consider all of the information available on each candidate and prioritize the list of prospects. The committee will then need to make sure that the member who will be making the contact will share with the prospect the job description, the mission of the organization, and the idea that the prospect is being recruited for a specific role.

Each candidate list for each specific position should contain a minimum of three prospects, and more if possible. This eliminates the possibility of committee members using high pressure tactics or being tempted to demean the organization by telling prospects that they are the only possibility because "no one else will do it." An unwilling nominee can hardly be expected to carry out the responsibilities with enthusiasm. But a person who has been recruited appropriately, knows the scope of the job, and allows his/her name to be placed in nomination, is much more likely to do a satisfactory job.

All preparatory details having been accomplished, <u>recruitment</u> may begin. If the first person on the committee's prioritized list is unable to accept, the approved list will suggest the next contact without requiring checking back with the committee or holding another meeting. Depending on the size of the nominating committee and the areas of expertise of committee members, each committee member might be assigned one or two positions for which to research job descriptions, research prospects, bring the list to the committee with recommendations for priority order, and then contact and recruit the

nominee. The same procedure should be followed if the organization prefers two candidates for each position.

Once candidate lists are established, they should be kept on file for use in filling vacancies between annual meetings and from which to draw suggestions for possible committee members.

All of the work of the nominating committee comes together with the production of the final ballot. It should be clear from looking at the ballot what positions the candidates are being nominated to fill. If there are to be nominations from the floor, the membership needs to be aware of what positions they might nominate for. A preferable way to receive nominations might be sending a "call for nominations" to the membership well in advance of the nominating committee beginning its research. In this way suggestions made by the membership can be researched in the same way as suggestions by the committee members. If nominations are to be allowed from the floor at the annual meeting, every effort must be made to inform the membership of the desirable skills and experience of an appropriate nominee, as well as the need to submit a signed statement by the nominee (if he or she is not present) giving permission for his/her name to be submitted in nomination.

SUGGESTIONS FOR SUCCESS

Officer candidates should be developed from the ranks of existing board members to the greatest extent possible, given appropriate leadership and technical skills. It is somewhat unorthodox to recruit a candidate for an officer position from outside the organization, except in the case of the treasurer position. In many organizations, the role of treasurer calls for technical skills not easily found in other existing board members.

Unfortunately, some organizations have fallen into a pattern of allowing people to develop expectations of becoming president merely

because they have held some other office. This might be called the process of "percolating" to the top. Each organization must identify the leadership skills, experience and personal qualities it expects in a candidate for its highest and most crucial office. Individuals aspiring to this office must develop themselves into skilled leaders and managers while "working their way up," not just occupy positions in some sort of progression.

While handling all issues, information and situations in the most diplomatic way, the nominating committee must not be intimidated by threats of hurt feelings or disappointed aspirations. It is the nominating committee's responsibility to produce the very best possible slate of candidates for the welfare and future development of the organization. They have been entrusted with this role by the membership and must carry it out with integrity in spite of pressure or individual desires.

If the skills and qualities desirable in candidates for board and officer positions in the organization are published along with job descriptions for the various positions, any member of the organization may prepare herself or himself and seek leadership opportunities. A well planned and clearly publicized nominating process will assist members in seeking leadership development and leadership positions.

AFTER THE ELECTION

Once the election is over and the ballots counted, the work of the nominating committee is not yet finished. They must assist the next nominating committee to get started in order to provide continuity in the nominating process. In addition, they need to be concerned about the orientation of new board members. After working so hard to recruit appropriately-skilled people to lead the organization into the future, they should not risk losing these people because of frustration with lack of preparation

to serve in an efficient and meaningful way. It takes a new board member about a year to become experienced and knowledgeable enough in the organization to feel comfortable in the board member role. This year's time could be reduced by providing a comprehensive two-hour orientation prior to the new board member's first board meeting. At this time budget and financial reports, goals and objectives, long range plans, and service delivery can be explained, along with current issues that will be dealt with at the upcoming board meeting. A new board member is assisted greatly by an introduction to the functioning of the board, its committee chairs and the roles of staff.

In some organizations another committee other than the nominating committee is responsible for new board member orientation. But making sure that good orientation is provided is the nominating committee's way of protecting their rather sizeable investment of time and effort in the nominating process.

The role of the nominating committee that has been described is an arduous task. It cannot be expected to happen magically or quickly. It might involve changes in by-laws or standing rules and it certainly does entail a major change in the fundamental perception of the nominating process in many organizations. However, the first time through it will be the most difficult. Once the procedures are in place, job descriptions adopted, files developed, it becomes easier for the next nominating committee to function. Changing the organization's nominating procedure in this way is a major commitment to the future growth and development of the leadership/management team. It is well worth the investment.

Dear Editor:

Peg Williams, who is no longer with Literacy Volunteers of New York State, asked me to send along this note to you regarding the strategy exchanges that were held at the Literacy Volunteers of America Conference held in Albany, New York this past October.

We followed, for the most part, the outline so very well described by you in The Journal of Volunteer Administration. The opportunity to take advantage of the exchange was given to everyone since it was offered twice within the same day--afternoon and evening.

Some additions contributed to the effectiveness and success of the exchange. Advance publicity was done through the "Conference Call," a short newsletter done a number of times beginning months before the Conference. Each Conference kit contained a complete description of the exchange, including instructions and slips. An extra flyer separate from the exchange packet was also included in the kit. Stand up flyers announcing the exchange were put on tables at the banquet on the evening preceding the exchange and on the luncheon tables the day of the exchange. A special announcement was made from the dais at the luncheon.

The large room in which it was held was comfortable and large enough for plenty of movement. The topics were "action verb" oriented--"utilizing," "involving," "managing," etc.

The premise that learning can be pleasurable was followed through by providing a party atmosphere with music (Hooked on Swing: Larry Elgart), colored balloons and white skimmer hats for the facilitators.

Each participant was asked to make a contract with themselves requiring three specific things they would do with the information they obtained at the exchange. Post cards were provided for each person to self address. The contracts were collected and mailed at the beginning of November as reminders. The post cards also served as an evaluation of the exchange. A review indicated that very positive practical discussions went on at the sessions.

A total of 176 people participated in one of the very successful exchanges. The format provided an excellent opportunity to connect with a resource person--a major goal at any Conference.

Thank you for developing the concept and for presenting it in such a well-organized way so that others may share in its benefits. I'm certain it will serve as a model to be adapted for use within other affiliates. If you have any questions, please do not hesitate to contact me. Again, thank you.

Sincerely,

Anne DuPrey
Executive Director
Literacy Volunteers of Long Island, Inc.
Hempstead, NY

Volunteering and the Aged: A Bibliography for Researchers and Practitioners

Susan Maizel Chambré, PhD, and
Ida Brandwayn Lowe, MSLS, MA

INTRODUCTION

Volunteering has become a desirable and highly recommended endeavor to be pursued by retired and older Americans. The benefits of such an activity are many: it decreases the feelings of role loss associated with old age; and provides a means for self-actualization; it serves as a medium for the elderly to articulate their political interests; and, of course, it can be a meaningful and fulfilling leisure activity. There are also benefits to society because older volunteers are an experienced and reliable source of unpaid labor.

A review of the literature on the subject reveals that the positive social attitudes towards senior volunteering are relatively recent. The earliest articles on the subject, published about twenty years ago, express some skepticism as to the feasibility of such an endeavor. One article (Lambert, et al., 1964) states that there is no empirical evidence that older people are interested in or willing to do volunteer work; while another (Worthington, 1963) found that many organizations were actually unwilling to utilize elderly volunteers.

The past twenty years have witnessed an increased interest in the subject as evidenced by the number of reports, books, and articles listed in this bibliography. There has also been a reversal in the attitude toward senior volunteering. The fact is that it has become a paramount social goal, and numerous public and private programs have been developed to facilitate and encourage volunteering among the aged in a great variety of contexts.

This bibliography is the product of an extensive and thorough search of the literature on the subject of older people volunteering, using a combination of manual and computerized methods of information retrieval. Items were identified through on-line information retrieval in the DIALOG and BRS systems. The search covered the following databases:

Comprehensive Dissertation Index

Congressional Information Service

GPO Monthly Catalog

Health Planning and Administration

Magazine Index

National Clearinghouse for Mental Health Information

National Technical Information Service

PAIS International

PsycInfo

Social Science Citation Index

Sociological Abstracts

Some of the key words used in the search were "volunteer" and "voluntary" combined with "aged," "elderly" and "senior." Other concepts searched were "foster grandparents" and "RSVP" (Retired Senior Volunteer Program).

Several references were located through citations included in the items from the on-line search; others were found in libraries and private collections, including the Mayor's Voluntary Action Center library in New York City. Surprisingly enough, a relatively small number of items appeared in more than one database, demonstrating the truly interdisciplinary nature of the subject.

Since the topic is of interest to a diverse group of professionals, and since access to computerized information is costly and not always readily available, this bibliography was compiled to help individuals working with older volunteers in a variety of organizational contexts to easily locate materials pertinent to their practice.

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"Volunteerism--A Police Department's Response to Changing Times"
Maria B. Taylor
FBI Law Enforcement Bulletin, Vol. 51/No. 1, January 1982

This article describes the use of volunteers by the Colorado Springs Police Department. This nontraditional program uses volunteers to provide support services and to expand services rather than to provide law enforcement services. The article stresses the need for professional management and evaluation. The major portion of the article describes the application of basic volunteer program management processes to the Colorado Springs program.

Abstractor: Robert T. Sigler, Ph.D., Associate Professor, Department of Criminal Justice, College of Arts and Sciences, University of Alabama, University, Alabama

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"Are Volunteers Worth the Effort--Is It Worth Using Volunteers in Public Human Services?"

Jan McCroskey/Cilla Brown/Susan Reid Greene

Public Welfare, Winter 1983, Vol. 41/No. 1

Jan McCroskey describes the Senior Connection program in Marin County, California by which volunteers provide a variety of services to older persons referred by the social services staff of the Marin Adult Social Services Unit. Such direct services, generally not provided by social services, can help maintain older clients in their own homes at less expense to the community than institutional care.

McCroskey stresses the importance of training, supervision, and ongoing support for volunteers, as well as close liaison with Unit social workers. She concludes that the Senior Connection program is an efficient and cost effective way to augment social services.

Cilla Brown concludes that volunteers, both as individuals and in groups, can play a worthwhile and integral role in the delivery of human services. She emphasizes that public agencies need to understand that most volunteers are oriented to helping individual cases that are "deserving" or participating in causes that are "acceptable." Their perceptions of "deserving" and "acceptable" flow from their personal value systems.

As a consequence, the public agency needs to give leadership and help, through technical assistance and methods of coordination, to informal community organizations of volunteers that will reach the "undeserving" as well as the "deserving" poor. The effectiveness of a public volunteer program will then depend upon people's values, the efficiency, accountability, and credibility of the agency, and the sophistication of coordinating mechanisms.

Susan Reid Greene believes that the words "worth" and "using" contain negative overtones, arising from narrow job definitions and a lack of integration of the volunteer program into the central, critical functions of public agencies. The bottom line is that volunteers can increase the capability of an organization without significantly increasing liability or drain on resources.

The agency must ask: What needs to be done? Who can do it? Greene asserts that volunteers, like paid staff, can bring whatever skills and experience are required, and can do whatever job is needed. She observes that "Volunteers are, after all, people just like us...." Some are good at computers, some at counseling, some at lobbying, some at public relations, some at administration, and still others at clerical work. "What needs doing" suggests the objective.

GUIDELINES FOR SUBMITTING MANUSCRIPTS

THE JOURNAL OF VOLUNTEER ADMINISTRATION encourages the submission of
manuscripts dealing with all aspects of volunteerism. We will gladly
work with authors to assist in the development of themes or appropriate
style. The following are key guidelines:

I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the
exchange of ideas and the sharing of knowledge about volunteer admin-
istration. Articles may address practical concerns in the management
of volunteer programs, philosophical issues in volunteerism, and sig-
nificant applicable research.

B. Articles may focus on volunteering in any type of setting. In
fact, THE JOURNAL encourages articles dealing with areas less visi-
ble than the more traditional health, social services, and education
settings (though, of course, these are welcome as well). Also, manu-
scripts may cover both formal volunteering and informal volunteering
(self-help, community organizations, etc.). Models of volunteer pro-
gramming may come from the voluntary sector, government-related agen-
cies, or the business world.

C. Please note that THE JOURNAL deals with volunteerism, not volun-
tarism. This is an important distinction. For clarification, here
are some working definitions:

> 1. volunteerism: anything related to volunteers or volunteer
> programs, regardless of setting, funding source, etc. (so, for
> example, this includes all government-related volunteers).

> 2. voluntarism: refers to anything voluntary in our society,
> including religion; basically refers to voluntary agencies (those
> with volunteer boards and private funding)—but voluntary agencies
> do not always utilize volunteers.

Our readership and focus is concerned with anything regarding volunteers.
A general article about, for example, changes in Federal funding patterns
may be of value to executives of voluntary agencies, but not to adminis-
trators of volunteer programs necessarily. If this distinction is still
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D. THE JOURNAL is seeking articles with a "timeless" quality. Press
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We want to go beyond "show and tell" to deal with substantive questions
such as: why was the program initiated in the first place? what obsta-
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such a project elsewhere? what might the author do differently if given
a second chance? what conclusions can be drawn from the experiences given?

Articles must be conscious demonstrations of an issue or principle.

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