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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.

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

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

Finally, AVA produces publications, including 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.

Localization of Human Services: Using Church Volunteers to Fight the Feminization of Poverty

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Federal budget cuts are changing the design and delivery of human services. The emphasis is moving from Washington to Main Street. In communities across the country staff members of professional human service organizations are uniting with church and civic groups to solve, manage and prevent grave social problems (Salamon and Teitelbaum, 1984). In Cleveland, for example, a group of churches with grants from the Cleveland Foundation, opened a shelter for battered women. In its first year it housed 192 battered women and 303 children, and handled 8094 calls (Doll, 1984). In Denver, an Episcopal group reported that it was providing an advocate to act as a mediator with welfare officials for persons who qualify for public assistance (McDonald, 1984). In Greensboro, North Carolina, Catholics and Lutherans have been working together with social agencies helping Cambodian and Vietnamese refugees make a smooth transition to American life. In each instance volunteers have formed the wellspring of the program.

The pairing of professional service organizations with volunteers from church groups to meet current and future social challenges is filled with pitfalls and possibilities. Future needs of the nation's communities will only be met with success if volunteers are used creatively, positively and effectively. Government aid for not-for-profit organizations dropped 20% from 1982-1984 (Meyers, 1985). Coincident with the decrease in funds has been the growth in reports of family violence (Edelman, 1985), teen pregnancy (Statistical Abstracts of the United States, 1984), hunger, and the feminization of poverty (Maloney, L., 1984). People in communities nationwide have been facing some cold realities: to find protection, food and shelter for the needy community, members must both muster their local resources (Demone and Gibelman, 1984) and educate their friends and neighbors about the magnitude of these social problems (Wineburg, 1984).

Professional social workers have had to work increasingly with volunteers to creatively provide direct and prevention services. This kind of networking (Cohen, 1983) will certainly continue. The beauty in such arrangements is that successful programs will depend on concerned citizens learning about and making personal commitments to solve trying human problems plaguing their communities. The danger is that successfully meeting community needs will rest increasingly in uncharted territory: true professional and volunteer collaboration. The checks and balances of such relationships should form the foundation for a new way of designing social programs at the community level.

The remainder of this paper will examine a new program of Greensboro Urban Ministry (GUM) in Greensboro, North Carolina called Project Independence. The program is directed by one professionally trained master's level social worker, and run exclusively by a network of 25 volunteers from local churches with help from the Greensboro Junior League, a local affiliate of the National Association of Junior Leagues. The program is designed to help welfare-depen-

dent mothers develop careers by involving volunteers and other church resources to aid in job search and training; obtaining housing, transportation and day care when necessary; advocating for these women and providing general encouragement for them. Project Independence has been very successful in using volunteers to help women get off welfare and begin new lives. The program is small by design, serving only ten families, but it is a model for new roles for volunteers in providing direct and preventive social services aimed at fighting the growth of women in poverty. As a trendsetting program it has experienced both the pitfalls and possibilities of such new ways of using church volunteers.

What follows is a sketch of why the program is needed, some of the challenges and potential successes in mobilizing volunteers for these services, and a set of recommendations for others seeking to involve volunteers in efforts like these.

NEED FOR PROJECT INDEPENDENCE

During the height of the economic recession of 1982-83 Greensboro Urban Ministry was in fact the safety net (agency) that literally kept people from falling into the abyss. With people being laid off, cut from the welfare roles or terminated from CETA jobs, their last resort for life-sustaining support was Greensboro Urban Ministry which offered emergency assistance. The agency witnessed well over a 20% increase in requests for assistance. A corresponding growth in staff size and volunteer participation occurred. As the recession receded, however, requests for assistance and needs for volunteers did not dwindle. In a two-and-a-half year period the agency grew from a professional staff of seven to 21 and from 18 full-time volunteer equivalents to 54. Even though the agency was helping those in need, and making excellent use of legions of volunteers, the former director found something amiss. The staff and volunteers were "ministering" to the wounded, but they were doing nothing to prevent the wounds.

By far the group in most need of services during and after the recession was single head-of-household women with small children. These women either could not make ends meet on welfare and re-

quired financial, food or housing assistance, or were cut off from benefits altogether and were totally dependent on the services of the agency. This phenomenon is not unique to Greensboro. Nationally, there are officially 35.3 million Americans living in poverty, 57% of whom are women (Maloney, 1984). In North Carolina, women head about 58% of the poverty households (Grimsley, 1983). Zopf (1985) reported that 43% of all children under 18 in Greensboro living in families headed by women were classified in the poverty category. Greensboro Urban Ministry's former director looked around for answers to his questions of what was being done to prevent this kind of dependency and realized that whatever it was, it was not enough and that nothing would prevail if he did not gather the resources to start wrestling with the problems of the local feminization of poverty.

He heard voices buried in these poverty statistics. They were voices of mothers, clients of the agency, those single heads-of-households, telling their story about the confinement and constraints put on them while on welfare. He also heard subtle hints of their lack of self esteem and their feelings of unsuitability for work. And he heard their real concerns for their children, not wanting them to grow up in the same bleak, dire circumstances. With those voices as a background, coupled with the fact that programs for women and children, if not being frozen, were being cut back drastically (Edelman, 1984), he knew that alternative service delivery systems had to be found. It was under those conditions that Project Independence was born.

Project Independence is an unconventional program that addresses the problems of women who receive Aid to Families with Dependent Children (AFDC), problems that other programs cannot or will not address. The focus is to develop a person-to-person approach to supporting welfare mothers in their attempts to get off welfare. The objective of the program is to encourage religious congregations in the community to provide that personal touch through church sponsorship. Volunteers are recruited from within a sponsoring church to help

the welfare mother find employment from the resources within the grasp of the congregation. The commitment of the sponsoring congregation is minimal compared to the rewards seen as the woman and her children no longer need to rely on a monthly check for subsistence and can begin to make their own way.

The role of the church, as sponsor for a welfare family, is not to rescue the family from its current living situation. The role of the sponsor is one of advocacy, negotiation and support. Sponsors are discouraged from doing for the families what they can do for themselves. They are asked to act as a support system for the family when their natural support systems of family, friends and neighbors can no longer help them. Sponsors act as resources for the family and lend encouragement in times of stress.

However, the main responsibility of the sponsors is to locate potential employment for the client. The employment may be found either in one's respective congregation or through one's contacts at work. By encouraging this kind of job search, we are attempting to establish a resource network that functions similar to the "old boy network." It is in essence an informal job referral service for the poor, much like the one used by the middle class male population. By involving the religious community in this network, we are in essence tapping the resources of the middle and upper middle classes. Not only will the congregation be able to find employment for the client, but will become involved in a one-to-one relationship with the issue of poverty.

RECRUITMENT CHALLENGES

Volunteers in all of Greensboro Urban Ministry's programs are usually active members of any of the 400 churches or places of worship in the community. Therefore it was logical to recruit church members to sponsor families because church volunteers have been the backbone and lifeblood of the agency since its inception in 1968. Many volunteers feel that it is their religious duty to serve the poor. The major difficulty in working successfully with church volunteers is helping them hear the real voices of the welfare mothers and not the myths and stereotypes that obscure the genuine problems confronted by these women. This challenge is doubled in that many church volunteers take on the volunteer role in order to save "fallen souls."

In an agency like Greensboro Urban Ministry, the agency of last resort in Greensboro, volunteers who work in the soup kitchen, clothes room, or night shelter can get a sense of helping the "fallen" and actually do good, while maintaining the view that the poor will always be with us. The underlying theme of Project Independence is that the poor do not have to be with us always. In the other programs of Urban Ministry, it suffices to believe woe is he (she) who has fallen and has no one to help him (her) up. But Project Independence's focus is on helping one eliminate the need to keep falling. Consequently, Project Independence's approach to volunteers is different from other programs of the agency.

Recruitment for other programs is done through announcements in newspapers and church bulletins. There are ample volunteers, and they come to serve as individuals. They are trained about poverty, and in agency procedures and practices in giving away food or clothing and the like. They are trained to help the needy, only to help the same ones the next day. Recruitment for Project Independence is somewhat different. Churches are recruited to become sponsors. Usually, members of a church's social outreach committee volunteer to act as sponsor in the name of the church. The agency's professionally trained social worker recruits personally, speaking to adult Sunday School classes, or speaking as part of a Sunday sermon. The first set of recruitment strategies revolves around getting ministers involved in making a personal commitment and thus opening the doors to an institutional response to a community problem. The main recruiting technique involves a challenge to help the women in need to help themselves through a job, with day care, and by obtaining transportation.

The ideal sponsorship is to pair two congregations together. This will increase the availability of resources for the sponsored family, reduce the workload for the churches, and create new alliances for

those congregations that have not worked together in the past. The project aims to pair black and white churches as sponsors. A racially mixed sponsorship enhances the ability of the churches to work with either a black or white family comfortably and observe the cultural norms and respect differences. In a city that has a black population of 30% and a high unemployment rate among black single female heads of households, it is important to stimulate discussion between churches about structural barriers that keep a person from employment, and help them understand the plight of the welfare recipient and her family. Thus, the program creates better human relations, a deeper understanding of poverty, and respect for the hardships faced by poor women. The volunteer recruiter is therefore also a community educator and human relations liaison between black and white churches.

RECRUITMENT DIFFICULTIES

Churches nationwide have been challenged to become involved in social services. The major difficulty in meeting such a demand rests with making the commitment and finding the means to contribute in a way that services are enhanced. Preventing dependency is difficult. The commitment required of a congregation is different from the one required in collecting food or money to send to Urban Ministry. The commitment means getting to know the poor, listening to their voices and helping them stand on their own. This kind of service is new. Making the required changes in focus is often slow and difficult for complex organizations like churches.

During this first year of the project, recruitment has been cyclical. Of the 30 churches recruited initially, only six sponsored families. Those churches have been working diligently with a total of ten families. It should be noted that four of the six churches had already participated in helping to resettle refugee families and their volunteers had previously volunteered in other aspects of Urban Ministry's programs. In the initial phase of the program it appeared that already active churches and members were the most willing to become community activists.

Working with the two churches that had not been involved in the refugee resettlement and had fewer volunteers in other Urban Ministry programs was somewhat more difficult, but both have taken sponsorship seriously and are working hard to help their families get over some difficult barriers.

During many of the question and answer periods following the first recruitment presentations, church members posed many interesting, but often hostile questions. The major stumbling block was getting congregations to move beyond their stereotypical images of the Cadillac-driving, promiscuous, caviar-eating welfare recipient. The tactic used to soften that stereotype was always a calm restatement of the facts about poverty: most welfare recipients want to work; most have fewer than three children; most are white; and most have the same wants, dreams, hopes and desires for their children as the rest of society. These facts coupled with the grave note (especially to congregation women) that many women in this country are only one man away from the same plight as welfare recipients usually shook loose some potential volunteers or some unsolicited money for the project.

As noted earlier, four churches that had been active in other community projects joined Project Independence early. Two followed a short time after. Those church volunteers have helped women find and keep jobs, helped others go back to school, obtain transportation, housing, and day care. There was a lull in the recruitment success during the six to nine month stages of the program but in the last month three new churches (two of which had not been recruited actively) have asked to become sponsors of families and several have inquired about the project.

RECRUITING SUCCESS

One of the major unintended consequences of Project Independence is that volunteers are spreading the word about how challenging and exciting it is to see themselves help women begin to "make it." They are beginning to realize that even though a good job is a ticket out of poverty, keeping the job often requires funds for day care, cheap and reliable

transportation, reasonably priced housing, and good old-fashioned support and encouragement to build back a deflated self esteem. As the women become empowered, so do the volunteers. The myths and stereotypes start to crumble as welfare recipients are becoming former recipients and as the volunteers are becoming advocates for the poor on behalf of their churches. Churches that were previously lukewarm to the idea of sponsorship are now making institutional commitments to help fight poverty in the community. While the word has been spreading rapidly and churches are making inquiries and requesting sponsorship as a result of this informed recruiting, a volunteer from a sponsoring church now formally recruits new church sponsors. This is a positive step and plans are developing to use this strategy as a permanent device to insure long term community-wide church involvement in stalling the increase of the feminization of poverty.

The local press has picked up on the project and has covered it from two dimensions: the local human interest aspects of the project, and how the religious community's involvement is helping to solve a complicated community problem. This coverage of the project has created broader support for the project in the community at large. The Junior League of Greensboro gave Project Independence a $13,000 grant for providing day care for children of the project's clients. This kind of broader community support brings with it the welcomed legitimacy necessary to sustain long term efforts as well as the added benefits of obtaining volunteers from other organizations. A stipulation for receiving Junior League funds is that their volunteers must be involved in leadership roles within both the project and the organization. Therefore, the program's potential and its initial successes had another unintended consequence of picking up funds and volunteer leadership from an organization committed to community service through volunteering.

RECOMMENDATIONS

For those who are intending to recruit volunteers from religious organizations to provide social services to fight the feminization of poverty, it should be kept in

mind that such organizations do not have a rich recent history in providing prevention and advocacy services. Plan a recruitment strategy knowing that initial resistance will probably stem from the organization's lack of know-how in working with poor women beyond giving money and charitable goods. This resistance will surface in a strong defense of the myths and stereotypes about welfare recipients. Be prepared to soften those myths with the facts. Be patient; you may have to return to the organization several times before volunteers sign on.

Once they do sign on, design a set of activities that include studying the issues of poverty, learning the agencies in the community that help the poor, and taking an inventory of church resources such as who has or knows of someone with a job opening, an old car, or a decent piece of property to rent cheaply.

Plan for an evening when a small group of church volunteers can meet the family. Remember that both church volunteers and the family will be a bit nervous, but remember that "getting involved" has its risks and rewards. Make the atmosphere as light and lively as possible so that the people can relax and be themselves. Make the goals of the initial meeting twofold. first, people should get to know each other as people setting out to solve a problem together, and the church members and the family should understand their roles and commitments in solving that problem. Nothing more should be expected of the initial contact between sponsoring church and family.

When the specific needs of the client are matched with resources of church and community agencies, the professional worker should help the volunteers and the family develop a plan for meeting goals. Sometimes the goals are simple like getting a job. Sometimes they are complicated by housing, day-care, transportation and other prerequisites. The volunteer coordinator should develop specific responsibilities for all involved and a target date to meet the responsibilities. This procedure helps all involved be clear on what is expected and it serves as a built-in motivator to reach stated goals. Use the local media to promote the program. This kind of external

support positively reinforces all involved.

Finally, it is essential to keep the lines of communication open among the professional agency, the volunteer organizations, and clients. Much can be learned by listening to volunteer service providers and recipients of services—that is if social workers are willing to listen. This kind of openness makes it easier for the professional social worker to provide the kind of leadership he/she was trained to provide. Programs of this kind have to be based on a mutual trust and support system.

CONCLUSION

The community human services system is changing. It is becoming much more locally oriented and will depend increasingly on a greater involvement from churches and civic organizations in solving some very complicated problems. Those organizations will be called upon increasingly to provide willing volunteers and other resources to meet current and new demands. Professional agency collaboration with volunteer organizations, much like the kind discussed here, will become more prevalent. Part of Project Independence's success rests with the commitment put forth by all involved. Another reason for its success is because it followed the recommendations put forth above.

The major reason for the initial success has been its two-fold approach to organizing. First, both volunteers and clients were seen as people who needed help. The churches needed help in being freed from the constraints of repeated giving "to the fallen" instead of helping them stand on their own. Second, the clients needed help in being freed from a system of cold, impersonal relationships and programs that glued them in place. Bringing the two groups together in a new way sets the tone for other volunteer programs. It has truly created independence.

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Recruiting Volunteers in Schools: An Inservice Program for School Counselors

Andrew V. Beale

While the professional concerns of volunteer administrators and school counselors may not be identical, there is one area in which they can work together to meet their respective needs: namely the recruitment and preparation of student volunteers. Volunteer administrators are continually searching for sources of qualified volunteers. School counselors, on the other hand, are always looking for ways to acquaint students with the realities of the world of work. It seems natural enough, then, that volunteer administrators and counselors should join forces to meet one another's needs, plus provide students with significant career learning experiences. This article describes how administrators may reach out and develop more constructive working arrangements with middle and high school counselors.

MAKING CONTACT WITH COUNSELORS

Not only do career theorists recommend it (Holland, 1973; Hoppock, 1976; Super, 1969), but virtually all career education models include career exploration as a central theme in their programs (Herr & Cramer, 1984). Counselors know that students need exploratory experiences that will lead to a better understanding of the realities of the work world. What many counselors do not understand, however, is the role that volunteerism can play in allowing students to explore the contemporary work place. Articles focusing on the positive aspects of volunteerism have been conspicuously absent from career counseling literature. So, if you have not been overwhelmed with requests from counselors to help provide students with career-relevant volunteer experiences, it is probably because counselors, and educators in general, have tended to overlook the contributions that volunteerism can make to the career development of students.

More than any other person in the school, including teachers and principals, counselors are charged with the responsibility of working with community representatives to emphasize and facilitate the contributions these persons can make to the career development of students (Herr & Cramer, 1984). Counselors are expected to work with persons outside the schools in effecting placements that will enable students to explore work-related areas.

From a purely practical standpoint, counselors are the logical ones to coordinate volunteer activities in the schools. First off, counselors understand the career development process and the specific career needs of students. Secondly, counselors enjoy relatively more freedom than do teachers in scheduling time with all students and community representatives. And, finally, counselors have the training, experience, and role responsibilities for coordinating and conducting programs for students relative to the career advantages that accrue from volunteering.

Counselors need to be reminded that the knowledge, skills, and perspectives gained by volunteers do not differ greatly from those gained by persons in paid positions (Driscoll, 1978). While paid work opportunities may be relatively limited because of school attendance laws and labor laws, especially for middle school and younger high school students, volunteerism has the advantage of making an array of work opportunities available to students.

It is equally true, however, that not all volunteer activities are career specific in the sense that students actually perform the tasks that genuinely reflect a particular career. But through volunteering students can learn a great deal about the setting in which related careers are found, plus it enables them to talk with other workers about specific careers, and this

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is important. In terms of their personal career development, adolescents are at the exploratory stage. They are still developing and refining skills, interests, attitudes, and values. Guided opportunities to explore career fields equip students with general skills and help develop an appreciation of the realities of the work world that later can be refined into specific job skills and worker attitudes. Exploring career fields provides students with information they need in order to make good decisions about the direction they want to go in their life work. It can also give them some idea of what is probable, possible, and desirable in selecting and preparing for a career.

But how can a director of volunteers better inform counselors of the plusses of volunteerism? If you want to pursue this possible source of more student volunteers, here are some practical tips.

A letter or telephone call to the supervisor of guidance in your local school system will put you in contact with the person who coordinates the work of all the counselors in your area. Or you may wish to contact the director of guidance of a particular school in your vicinity to explore the feasibility of meeting together to discuss the career implications of volunteerism for students. Another approach to contacting counselors is to go through their professional organization. Many school counselors belong to the American School Counselor Association, a Division of the American Association for Counseling and Development (AACD). Each state has its own AACD branch with local chapters located throughout the state. A letter to AACD headquarters (5999 Stevenson Avenue, Alexandria, Virginia 22304) will secure the name and address of the local AACD chapter president in your area. Since school systems, as well as professional associations, regularly schedule professional development sessions for counselors, you might request permission to attend such a session and present your proposal for enabling students to explore careers through volunteerism.

MEETING WITH COUNSELORS
Once you have arranged to meet with counselors, there are three main points to impress upon them. First, volunteerism

does count. Even though a recent Gallup Poll (1981) reported that only 20% of teen volunteers believed volunteer activities were meaningful in terms of helping them get jobs, there are significant career payoffs for students who do volunteer. Loeser (1979) identified how to conduct a job search, prepare a resume, handle a job interview, and the establishment of a work history as some of the major career benefits for the volunteer. Plot (1978) reported that more than 130 major U.S. corporations and state governments had revised their employment applications to include volunteer experience as a part of one's employment history. An excerpt from Lobb (1976) graphically illustrates the career-related value of volunteering:

If you are a personnel manager with two new high school graduate applicants for a clerk typist position, whom would you hire? The person who had faithfully worked three hours a week since ninth grade typing for a children's hospital, or the applicant who had no experience whatsoever? (p. 10)

A second point to make when meeting with counselors is the diversity of volunteer opportunities available to students in your own organization. If you join forces with other directors of volunteers, or work together with your local Volunteer Center, you can introduce counselors further to the vast array of settings in which students might volunteer. Hospitals, museums, charities, religious organizations, political parties, veteran's groups, health agencies, nursing homes, recreation programs, and social service agencies are just a few of the organizations that utilize the services of younger volunteers. All too often counselors tend to underestimate the availability of significant volunteer opportunities for students. Your job as a volunteer administrator is to introduce counselors to the vistas of volunteering in their own backyards.

If counselors will work with students in identifying areas of career interest, hopefully comparable volunteer activities can be arranged thereby enabling students to gain relevant work experiences that will further their career goals. Such community-based exploratory experiences will go a long way toward helping students

make more realistic career decisions.

Finally, counselors should be encouraged to inform their students of the career implications of volunteering. A systematic, school-wide awareness program should be considered by counselors to ensure that all students are made aware of the pragmatic career benefits of volunteerism. Students who already volunteer should help to convince their peers that volunteering is valuable and fun. Volunteer administrators can play an important role in helping counselors develop and implement such exploratory programs. The volunteer administrator's knowledge and experience in the volunteer community coupled with the counselor's training and interest in career development make for an unbeatable combination when it comes to planning introduction to volunteerism programs.

AN ORIENTATION MODEL

One possible model counselors and volunteer administrators might want to consider in helping students explore careers through volunteering is "Volunteer: It Counts!" (Beale, 1984). This counselor-led group guidance program consists of a series of four weekly sessions. The overall goals of the program are: a) to familiarize students with the rewards of volunteerism; b) to assist students in locating and securing volunteer positions; and c) to help students learn how to get the most from their volunteer experiences.

In the first session, the counselor reviews with students what it means to be a volunteer, where volunteers get placed, and what are the personal benefits for the volunteer. The counselor quickly points out that students should not have the idea that volunteering *must* be career oriented. Instead, being a volunteer is viewed as a two-way street; along with serving others, volunteer assignments provide students with invaluable opportunities to develop and refine career skills. It is noted that the principle advantage of volunteering is that its versatility and flexibility allow for the accomplishment of multiple objectives, both altruistic and pragmatic, on a less than full-time basis. Representatives from volunteer organizations are invited to attend this session and discuss specific volunteer opportunities with the students.

The second and third sessions are devoted to a review of job search basics. Assessing self, completing placement applications, and interviewing methods are discussed by the counselor. It is also during these sessions that a discussion of how to be a successful volunteer takes place. Among some of the *do's* reviewed are: a) know the goals of the organization for which you volunteer; b) know exactly what will be expected of you; c) be punctual; d) let your supervisor know when you will be absent; and e) document your accomplishments.

The concluding session focuses on documenting volunteer experiences. Since volunteer activities are important in developing a work history, students are encouraged to keep their own volunteer career portfolios, including dates of service, job titles and duties, and letters of acknowledgment. Students are advised to obtain signed statements from their supervisors documenting the nature and scope of their service, thus ensuring the availability of the data, even if the supervisor leaves the agency or if the agency closes.

CONCLUSION

Volunteer administrators and school counselors can become allies in recruiting school-age volunteers and providing these volunteers with meaningful career learning experiences. While many students do not appreciate the potential career-related benefits of volunteering, volunteer experiences can be stepping stones to part-time, summer, or even full-time gainful employment. The accumulated evidence is clear that volunteer experience does count when it comes time to enter the work force.

When all is said and done, volunteering makes good career sense for students. Where else can students learn job hunting skills, develop good work habits, make valuable personal contacts, and gain specific skills? Volunteer administrators and counselors working together can make these gains realities for large numbers of students, students who otherwise might never be afforded the opportunity to experience the realities of the work force before it is too late.

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Stop Wasting Training Time!
Try the S-t-r-e-t-c-h-e-d Workshop

Ivan Scheier, PhD

Ed. Note: Since this issue of THE JOURNAL *highlights a major annual event, The National Conference on Volunteerism, it seems pertinent to include Ivan Scheier's provocative perspective on the future of training programs in our field. While there will always be reasons for convening with our colleagues in a conference format, perhaps our expectations about training specifically deserve new attention.*

Three thousand training sessions a year compete for the attention of volunteer coordinators in North America. Total attendance probably exceeds 100,000 and the price tag must run to many millions. Cost in time and effort is awesome (see Appendix for basis of these estimates). Yet I am convinced that 90 to 95% of this learning is lost, somewhere between the end of training and the beginning of organizational change. By "lost," I mean the material is never applied in the workplace, and usually is never even seriously tested out there.

Professional trainers seem to concur in this concern. Dana Gaines Robinson, a "trainer of trainers," notes that training departments need ". . . increased credibility in the eyes of management; the intrinsic reward that comes from knowing people are really *using* the skills learned in the classroom." For this, she proposes a training for impact model which ". . . focuses *results achieved* both in terms of on-the-job behavior change, and the organizational impact of the training." Further support for this increased emphasis on follow-up comes from Neil Chalofsky, Vice-President of the American Society for Training and Development (ASTD). In commenting on ASTD's recently-completed competency study for trainers, Chalofsky observed that in the future ". . . trainers will be responsible not only for learning, but also for making sure that learning is applied on the job."[1]

My main evidence on the appalling wastage of training for volunteer coordinators is my own extensive experience as one of the wasters. Over the past 17 years, I've conducted or facilitated more than 600 workshops on volunteer leadership. Cower, as one might, one is bound to meet many ex-trainees again, in all these years. Sure, some of them are kind enough to confirm that some of the training material worked successfully back in the real world. But the longer silences bothered me for what they must have hidden: polite non-mention of what did *not* work or what was never even tried.

I became so guilt-ridden about this that I designed the past two year's travels to enable systematic on-site monitoring of workshop aftermath for anywhere from a week to three months. Conclusions: The learning loss is at least as great as feared; at the same time, there are some things we can do to minimize the loss. To be sure, judged by the standard of successful applications in a trainee's workplace, our huge investment in volunteer coordinator/director training is 90-95% squandered. What's more, a whole lot of people are aware of this at some level and still persist in frequent workshop-attending or workshop-conducting behavior. Why? Powerful impellers must be at work. Is it reflex? Ritual? Recreation? Or is it simply failure to see any better alternative; that is, 5% efficiency is better than nothing!

I do believe there is an alternative and my two years of experience deliberately monitoring workshop aftermath suggests its outlines. I call it "The Stretched Workshop." Unlike Robinson's "Training for Impact," with its valuable emphasis on need assessment and outcome tracking,[2] The Stretched Workshop model emphasizes deliberate *interventions* over a period of

Ivan Scheier, PhD is one of the leading authorities in volunteerism who has personally conducted training workshops throughout all of North America. His numerous publications are available through Yellowfire Press in Boulder, Colorado.

time substantially preceding and post-dating the training session per se. The process is essentially a hybrid of training and consulting.

WHY TRAINING IS LOST

There are at least three reasons why training material might never be applied. (These factors are particularly pertinent when trainees take generic kinds of training away from their workplace. The factors are less pertinent, though still somewhat so, when training is tailored to a particular workplace or organization and conducted on-site for a number of the organization's workers.) Here are three main reasons for "lost" training:

1. The Trainee doesn't understand the material, because the level and intent is inappropriate, or because the trainer communicates it poorly or for both these reasons.

2. The Trainee understands the material but it is irrelevant to his or her needs.

3. The material is relevant and clearly understood, but the Trainee requires some on-going support and assistance in successfully applying the material and no such assistance is offered.

Consider here the all-too-typical post-training "re-entry crisis." The trainee returns to her workplace way behind in work and confronted with colleagues and supervisors who were not at the workshop. Hence her enthusiasm tends to be met with stonefaces and stonewalls and encouragement of the wrong kind, such as "Hey, why don't you get started catching up on your work." In any case, her isolation prohibits real help even recalling the training material in detail, and adapting it to her individual workplace and situation. Finally, the sad residue of past disappointment may destroy even the *expectation* that training is to be used in real life. However unconsciously, the expectation is instead that training is more spectacle than applicable. Thus, a good workshop is much like good theater. You appreciate the experience of a great performance of MacBeth and may be deeply moved by it. But you don't really expect to go home and *do* anything about it.

THE STRETCHED WORKSHOP MODEL

The stretched workshop model can help remedy all three difficulties described above and most directly the third one.

The Pre-Training Phase

Quite comprehensive workshop descriptive material is sent to prospective attendees. This includes an extended outline of methods and concepts to be presented, and a clear statement of workshop purposes and objectives (expected outcomes). Prospective participants are expected to relate this carefully to learning needs assessments for themselves as individuals and/or their organization.

The workshop sponsor welcomes dialogue on this with prospective attendees.

If this dialogue suggests the training will, in fact, fit important learning needs, the prospective participant pledges three things in writing. First, to send to the training a significant set of attendees, composed of people who can form an effective representative team for implementing relevant workshop material. For a workshop on board development, this might include a senior board member, the staff liaison person, the volunteer coordinator, etc.

The second pledge is to engage management firmly in resource and policy support of follow-up implementation. While blank-check, blanket approval cannot ordinarily be expected beforehand, we can nevertheless reasonably expect informed commitment. Note here that we are talking about an implementation period of up to three to six months.

Finally, participants pledge to cooperate with follow-up consultants (described below).

As the composition of attendees becomes clearer, the training sponsor begins to select special training follow-up consultants (probably volunteers). There should be one of these for every three to five sets of participants. All should know the subject area well (e.g., boards), and be able to work compatibly with the chief

trainer. In addition, consultants can be chosen for convenience of geographical access to prospective participants and, if possible, some knowledge of their type of work setting (e.g., health care, criminal justice, etc.).

Consultants are well-briefed by the Chief Trainer on what is going to happen at the training session. Preferably, their input is considered in the design of the training and they have roles as assistant or co-trainers.

The pre-training phase can easily require 2-4 months for a local workshop, and significantly longer for regional or national training sessions.

The Training Session Itself

This is similar to the usual kind of training except that:

1. The consultants are assistant or co-trainers and their role in follow-up is clearly identified.

2. Via simulation exercises or in other ways, the training process attempts to identify and solidify optimum matches between sets of participants and consultants (although these matches might also have been largely made before the training session).

3. Attendees from the same organization should ordinarily work together during training exercises, rather than mixing with people from other organizations.

4. Emphasis is placed on each set of attendees producing, by the end of the workshop, a viable detailed plan for implementing selected training materials in their workplace. This plan should include attention to identifying whose support is necessary "back home" to implement the action plan, and steps for securing that support. The plan should also include at least a few "markers" or milestones for events which are targeted to occur during the first 7-10 days following the workshop. If nothing happens—however small—during the first 7-10 days of an action plan, nothing is likely to happen ever. Such is my strong feeling, in any case.

5. The workshop may take a little longer than the usual one (say 1½ to 2 days) because of these special features, especially the one described just previously.

The Follow-Up Phase

No later than a week or ten days after the workshop, the consultant should begin meeting with each of his or her assigned sets of trainees, plus other people these trainees may have brought into the training implementation phase. This meeting is a first check on how the team is doing with the initial phases of the action plan. Thereafter, the consultant meets regularly with the implementation team and also keeps in touch by phone, to monitor progress, troubleshoot where necessary, help mobilize additional information and other resources as needed, and celebrate wherever possible.

The consultant will often be doing this on a volunteer or low-fee basis since her or his services may be needed for as long as three to six months after the workshop ends. Remember that organizational acceptance of and cooperation with the consultant is part of the pledge made by participants prior to the workshop.

CONCLUSION

I have never been fortunate enough to have *all* elements of a stretched workshop precisely in place. But I *have* seen each of them at least a few times, and where several or more are operative at once, I am convinced that application of workshop material is in fact far more frequent and effective.

To be sure, the stretched workshop will be somewhat more expensive, time-consuming and challenging than the trainings most of us are accustomed to. Nor will such workshops be as readily marketable on the mass scale. I suspect many will choose to stick with the more superficial and less demanding types of training. The Three R's of training at its worst—Reflex, Ritual and Recreation—will not succumb overnight, nor will the curtain fall soon on training as theater.

But the stretched workshop is definitely in the future for those who take training seriously as a vehicle of positive organizational and community change. If

that means fewer workshops with more
impact, some of us would consider that
a bonus in both respects.

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[1]The Chalofsy and Robinson quotes are from an
article by Dana Gaines Robinson in the February,
1984 issue of **Training** magazine: "Training for Im-
pact (How to Stop Spinning Your Wheels and Get
Into The Race)," Lakewood Publications, Min-
neapolis, Minnesota.
[2]*Ibid.*— and well worth looking at!

APPENDIX

Basis For Estimates On Amount Of Training For Volunteer Coordinators/Directors

The key figure is 3,000 training sessions per year. Surveys of local professional
associations of volunteer coordinators in North America were taken in 1983-1984, and
were reported in "Local Associations of Volunteer Coordinators: A Profile of American
DOVIAS" (1985, Yellowfire Press, Boulder, Colorado). This survey indicated at least
600 such associations in North America, each sponsoring an average of 3 or 4 workshops
a year. Thus, we are already at a total of about 2,000 workshops.

Then there are about 400 Volunteer Centers in North America, each of which sponsors
at least several workshops per year; further add all the workshops and conferences
sponsored by state offices of volunteerism, regional groups, national organizations
and consultants, etc., and the total is well over 3,000. Since some workshops and
conferences are co-sponsored, say, by a Volunteer Center and a local professional
association, we shrink the sum a bit back to 3,000.

Total attendance would exceed 100,000 if each of 3,000 workshops averaged 35
people. My own direct experience suggests this is a reasonable estimate. The average
is probably somewhat lower for informal workshops in smaller communities. But larger
cities and national conferences can easily draw hundreds, and AVA's National Confer-
ence on Volunteerism attendance surpassed 1,000 in 1985.

Another way of estimating total attendance is to hark back to Ann Gowdey's mid-
1970's (unpublished) study which projected a total of 100,000 volunteer coordinators
in the U.S. and Canada. Total attendance would reach 100,000 if each of these attended
only one training session per year, surely a conservative estimate.

A Sampling from the
1985 National Conference on Volunteerism

Seattle, Washington

Each year, THE JOURNAL OF VOLUNTEER ADMINISTRATION devotes its Spring issue to a report on the previous October's National Conference on Volunteerism, sponsored by the Association for Volunteer Administration. This is not intended to be a "proceedings" in the usual sense, but rather is a "sampling" of the diversity of presentations made by those on the cutting edge of volunteerism.

In the following pages you will find eight articles that offer practical management suggestions, interesting new approaches to volunteer utilization, and thoughtful comments to widen your horizons.

Some of these articles read the same as the regular submissions to this JOURNAL. Others are more like synopses of what was presented in a workshop format during the National Conference in Seattle. As always, we invite your reactions to these authors ... and we invite you to attend the **1986** National Conference on Volunteerism coming up in Buffalo. At the end of this issue, we are giving you a preview of this exciting upcoming event. JOIN US!

One way that you can be sure to keep informed about the National Conference and other important events is to become a member of the Association for Volunteer Administration. See the inside front cover of this JOURNAL and the last page for more about AVA and how to get involved.

America's Voluntary Spirit

Keynote Address
National Conference on Volunteerism
Seattle, Washington
October 22-26, 1985

Brian O'Connell

My observations are based on a three-year project in which I engaged to try to get a better grasp of the contributions of voluntary effort to our society over all the years of our history. The results of that study were published by the Foundation Center in a book called, *America's Voluntary Spirit.*[1]

Through this experience, I've learned a great deal more about this third part of our society. It would be impossible to summarize the major points of all the writers, but I do want to share six overall lessons.

The **first lesson** is the remarkable size and pervasiveness of giving and volunteering in America and what this means to the kind of society we are. Every time I focus on this sector, I am more aware and encouraged that giving and volunteering are characteristics of our total population. Ninety percent of all giving in this country comes from individuals. Of our living gifts, just about half comes from families with incomes under $30,000. Nine out of ten adults are regular givers, and more than half are regular volunteers. Every economic group is involved. The United States is the only country in the world where giving and volunteering are such pervasive characteristics of the total society.

The impact of all this participation and passion is enormous. In his forward to the book, John Gardner says: "Virtually every

significant social idea in this country has been nurtured in the non-profit sector."

Think back where the ideas, money and energy came from to produce our vast public education system, the public libraries, abolition of slavery, women's suffrage, clean water, assimilation of refugees, humane care of the mentally ill, prevention of contagious disease, social security, child labor laws, employment of the handicapped, fire and other emergency services, and on and on and on.

One doesn't even have to go back into our history to come up with an amazing array of examples of citizen service and influence. In just the past ten to fifteen years, Americans have organized to influence every conceivable aspect of the human condition. Increasingly, we are willing to stand up and be counted on almost any issue and have proven again that people can have enormous influence on their lives, their communities, the nation and the world. In very recent times, we have successfully organized to deal with rights of women, conservation and preservation, learning disabilities, conflict resolution, Hispanic culture and rights, drunk driving, the aged, voter registration, native Americans, the dying, experimental theater, international understanding, population control, neighborhood empowerment, new religions, control of nuclear power, consumerism, and

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on and on. Our interests and activities extend from families and neighborhoods to the ozone layer and beyond.

The base of participation is also spreading. There are more young people, more men and more older people. Every economic group is involved. There are more people who have problems themselves. The mutual help movement is the fastest growing side of the voluntary sector. For almost every problem, there is now a group of people who have weathered the storm and are reaching out to help others newly faced with depression, divorce, abuse or heart surgery.

It is essential to your orientation and morale to realize that America's voluntary spirit is alive and well. But beyond the figures and enumeration of causes served, it is important to recognize what this participation and pluralism mean to the kind of society we are.

Merle Curti, the historian, is represented in the book with a piece, "American Philanthropy and the National Character," in which he states: "Emphasis on voluntary initiative . . . has helped give America her national character." In his conclusion written almost 30 years ago, he says: "All these philanthropic initiatives give support to the thesis that philanthropy has helped to shape national character . . . [by] implementing the idea that America is a process rather than a finished product."

What comes through again and again is that the participation, the caring, the evidences that people can make a difference do add wonderfully to the spirit of our society. There's a marvelous piece done by Inez Haynes Irwin in "The Last Days of the Fight for Women's Suffrage." Again and again she comes back to the spirit of those women, not only in deciding on the task and accomplishing it, but what their success meant to them as human beings.

They developed a sense of comradeship for each other which was half love, half admiration and all reverence. In summing up a fellow worker, they speak first of her "spirit," and her "spirit" is always beautiful, or noble, or glorious. . . .

She describes a wonderful moment in 1917 when a group of women who have just been arrested for picketing at the White House have been shoved into a prison room and, because the experience is so foreign, they are absolutely terrified about both the immediate and the long-term consequences of their arrest. At the far end of the room is the wave of women who were arrested the day before—but absolutely no verbal communication between the two contingents is allowed. In a gesture to calm, encourage and salute, the veterans "raised their water-glasses high, then lowered them and drank to their comrades."

That spirit comes through in each of the chapters that describe so many of the great reform movements. It becomes wonderfully clear that when people make the effort, not only are causes and people helped, but something very special happens for the giver, too, and, in the combination, the community and the nation take on a spirit of compassion, comradeship and confidence.

Incidentally, but hardly incidental, it's been interesting and revealing to realize that when one thinks of the giants of this sector, one is as likely to think of women's names—Clara Barton, Jane Addams, Mary McLeod Bethune, Susan B. Anthony, Dorothea Dix, Alice Paul, Elizabeth Cady Stanton, Harriet Beecher Stowe, Dorothy Day, Mother Seton, Carrie Nation, Margaret Sanger, Lucretia Mott, Harriet Tubman and so on. It's the only one of the three sectors that really taps the full spectrum of the nation's talents.

The **second lesson** deals with the origins of our pluralism and generosity. Obviously, ours is not the only participatory society in the world. Giving, volunteering and non-profit organizations exist in many countries. However, nowhere are the numbers, proportions and impact so great as here. It's not easy to know why, but if we hope to pass the lessons along to future generations, we need to better understand where all this participation comes from.

Most often the phenomenon is attributed to our Protestant ethic and English ancestry; but as important as they were, these are only two of many sources. What we identify as "Christian," or even Judeo-Christian impulses were also brought to our shores by each different wave of immigrants whether they came from Sweden, Russia, China, or India; and whether

they followed Jesus, Moses, Muhammed or Buddha.

I don't, by any means, undervalue the enormous influence of the Puritans and Pilgrims. One of the most significant chapters in the book comes from John Winthrop, the first Governor of Massachusetts. This was a piece he wrote just before he and his fellow Puritans boarded the boat, Arbella, to come to America in 1630. He read it to them the first time during the voyage. It's called "A Model of Christian Charity" and was intended to help the group understand how they would have to behave toward one another to survive and make the most of their opportunities in the New World.

As important as religious influences have been, we can't ascribe our tradition of voluntary action solely to their lessons of goodness. The matter of pure need and mutual dependence and assistance cannot be overlooked. The Minutemen and the frontier families practiced pretty basic forms of enlightened self-interest. To portray our history of volunteering as relating solely to goodness may describe the best of our forebears, but ignores the widespread tradition of organized neighborliness that hardship dictated and goodness tempered.

One of the most striking points about the origins of volunteering is that we shouldn't even assume that these characteristics and traditions were imported. In the chapter, "Doing Good in the New World," historian Robert Bremner makes clear that the Indians treated us with far more "Christian" goodness than we practiced on them. Reading his descriptions of the kindly way in which the Indians greeted us intruders and helped us adjust to their world, one is absolutely wrenched out of prior notions about imported goodness.

We came into a country where there was very little structure. We had a chance to start all over again. For most people, for the first time in generations, the family hierarchy was absent. There were few built-in restraints imposed by centuries of laws and habits, and yet we were terribly interdependent. In the absence of families and controlling traditions, we addressed our dependence and gregariousness by becoming, as Max Lerner de-

scribes, "A Nation of Joiners." These new institutions, whether they were churches, unions, granges, fire companies or other specific organizations, became our networks for socializing and mutual activity.

It's also important to realize that we were a people determined never again to be oppressively ruled by kings or czars or emperors and thus were suspicious of central authority. We were resolved that power should be spread. This meant that voluntary institutions carried a large share of what governments did in other countries. Richard Lyman's chapter, "What Kind of Society Shall We Have?" reminds us of Burke's description of "the little platoons" that became our own way of dealing with dispersion of power and organization of mutual effort.

We really meant and continue to mean what is written in the Declaration of Independence. We do believe in the rights and power of people, and these convictions cause us to stand up and be counted on a broad array of issues, and to cherish and fiercely defend the freedoms of speech, assembly and religion.

As we have experienced the benefits of so much citizen participation, including the personal satisfactions that such service provides, we have become all the more committed to this kind of participatory society. Along the way, we have constantly renewed our faith in the basic intelligence and ability of people. Our patterns and levels of voluntary association and generosity obviously have many roots. For those of us who presume some responsibility to preserve and strengthen this side of America, it is important to understand and nurture all of them.

The **third lesson** involves the ease and danger of overestimating and glorifying this sector. As important as it is, we tend to give it even more credit than it deserves, and we lose our credibility as advocates for it. Pablo Eisenberg in, "The Voluntary Sector: Problems and Challenges," among others, reminds us of the sector's limitations and problems. We lose our perspective on the sector and society when we exaggerate the importance of private philanthropy and voluntary organizations, particularly when we put them ahead of our responsibility to democratic government.

It is important to be reminded of the basic values of American society: freedom; worth and dignity of the individual; equal opportunity; justice; and mutual responsibility. Our largest vehicles for preserving and enhancing these basic values are:

- Representative government starting with one person, one vote;

- The freedoms of speech, assembly and religion;

- A free press;

- A system of justice beginning with due process and presumption of innocence;

- Universal public education.

An active voluntary sector helps preserve and enhance these larger vehicles, but doesn't transcend them.

The **fourth lesson** that has been reinforced is the importance of the independence of this sector. There are many contributions that its institutions make, including providing services and acting as vehicles through which the government fulfills some of its responsibilities, but the largest contribution is the independence it provides for innovation, excellence and criticism.

The great movements of our society have had their origins in this independent sector. Many of those who led those efforts were viewed as unpopular, troublesome, rabble-rousing and maybe even dangerous. One of our largest responsibilities is to keep open the freedoms which allow their successors to establish the new causes of tomorrow. There is no greater danger to our liberty than allowing those in power to have any great say over what their reformers can do.

I've now been through enough administrations in Washington to know that each one espouses that philosophy in the abstract but each wants to find ways to punish or restrict its own critics. In the chapter, "The Role of Philanthropy in a Changing Society," from the Peterson Commission Report, there is a delightful and apt parallel which goes:

There are some who may agree "in principle" with the worth of private philanthropy, but, when a crunch is on, they view philanthropy as Lord Melbourne, prime minister of England in the early years of Queen Victoria's reign, viewed religion. "I have," said he, "as much respect for religion as the next person. But things have come to a pretty pass when religion is allowed to interfere with England's interest."

The **fifth of the lessons** learned during this long literature search is the glaring contradiction between what the sector means to our society and how little the public really knows about it. I've gotten this far in this talk without quoting de Tocqueville—which I hope will be one of the values of the book. But, let me put in one here, hopefully a quite different reference than you're used to. He concludes his chapter, "Of the Use Which the Americans Make of Public Associations in Civil Life," with:

Nothing, in my opinion, is more deserving of our attention than the intellectual and moral associations of America. The political and industrial associations of that country strike us forcibly; but the others elude our observations, or if we discover them, we understand them imperfectly because we have hardly ever seen anything of the kind. It must be acknowledged, however, that they are as necessary to the American people as the former, and perhaps more so. In democratic countries the science of associations is the mother science; the progress of all the rest depends upon the progress it has made.

Among the laws that rule human societies, there is one which seems to be more precise and clear than all others. If men are to remain civilized or become so, the art of associating together must grow and improve in the same ratio in which the equality of conditions is increased.

Obviously, one of the reasons that INDEPENDENT SECTOR[2] was formed is to help the American public know and understand the value of our third sector. It's why we produced the film, "To Care;" the Advertising Council Campaign, "Lend a Hand;" and the book, *America's Voluntary Spirit*. But these are just the beginnings toward the day when every person will

understand this third way that America addresses its problems and goals.

I was fascinated and encouraged in my research to come across a piece from *McGuffy's Reader*—1844!—which is one of the most succinct lessons about why people must care about their neighbors and others. It's entitled "True and False Philanthropy."

It starts with a "Mr. Fantom" talking about global designs for doing good while a "Mr. Goodman" tries to get Fantom to focus on some needs closer to home. For two pages, Goodman brings up a great many immediate needs of society, but Fantom disparages the attention each would take away from his sweeping solutions to society's problems. Mr. Goodman says:

> But one must begin to love somewhere and I think it is as natural to love one's own family, and to do good in one's own neighborhood, as to anybody else. And if every man in every family, village, and country did the same, why then all the schemes would be met, and the end of one village or town where I was doing good, would be the beginning of another village where somebody else was doing good; so my schemes would jut into the neighbor's; his projects would unite with those of some other local reformer; and all would fit with a sort of dovetail exactness.

Mr. Fantom snorts: "Sir, a man of large views will be on the watch for great occasions to prove his benevolence."

And Mr. Goodman concludes:

> Yes, sir; but if they are so distant that he cannot reach them, or so vast that he cannot grasp them he may let a thousand little, snug, kind, good actions slip through his fingers in the meanwhile; and so, between the great things that he cannot do, and little ones that he will not do, life passes, and nothing will be done.

The **final lesson** in this vast project is brief but perhaps the most significant. Although it is important not to exaggerate the worth of voluntary effort and the giving that supports it, it is also important not to underestimate how much this participation contributes to our opportunities to be unique as individuals and as a society. Through our voluntary initiative and independent institutions, ever more Americans worship freely, study quietly, are cared for compassionately, experiment creatively, serve effectively, advocate aggressively, and contribute generously. These national traits are constantly beautiful. It is our mutual responsibility that they remain beautifully constant.

FOOTNOTES

[1] Brian O'Connell, ed., *America's Voluntary Spirit*, New York: The Foundation Center, 888 Seventh Avenue, NY, NY 10019, 1983.

[2] INDEPENDENT SECTOR, 1828 L Street, Washington, DC 20036.

Beyond Promises: A Planned Approach For Rural Volunteer Community Development

Ida Rush George

Beyond Promises is a model program created to assist rural volunteer community development groups. This program emphasizes the need for organizing, planning, and training in a grassroots approach to rural development. Much of the literature concerning both rural development and the concept and practice of citizen participation is theoretical and analytical. The Beyond Promises model purports to be neither; instead, this model is a practical, "how-to" model based on a synthesis of the processes found to be most successful by community organizers in creating effective community-based organizations and by management consultants in creating effective participatory management processes. Granted, this is a strange marriage; but a synthesis of the policies and procedures of the community organizer and the management consultant can yield some synergistic effects.

Both community organizers and management consultants operate as change-agents; both are concerned not so much with solving problems as with teaching the participants how to solve their own problems; and both seek to create an organization capable of sustaining itself after the change-agent leaves. The Beyond Promises model offers an organized, planned approach for rural citizen participation that will result in progressive, controlled growth and change.

As federal and state agencies eliminate many government programs and services, rural areas will experience an ever-increasing need for a planned, professional, unified, volunteer approach to community development. This paper provides scholars, government agency representatives (local, state, and national), institutional leaders, civic and religious group members, and concerned citizens with a workable model that can effectively solve community problems and meet community needs. Both the Beyond Promises organizational model and training model can be adapted to any area's needs and resources, and an evaluation of the pilot program in Alabama offers insight into the effectiveness of these models.

BACKGROUND

In 1983, the Alabama Office of Voluntary Citizen Participation (AOVCP) began a Rural Volunteerism Project. In August, 1984, the AOVCP contracted with Organizational Development, Inc. to develop a model program for rural volunteer community development. Interviews with those who had successfully implemented community development programs, albeit not rural volunteer community development programs, yielded much practical advice, an introduction to community organizing and community development literature, and some shared copies of conference proceedings that were either directly or indirectly related to rural development. From these interviews also came the title of the manual and the organizational and training models.

In an interview with Walter Oldham, Executive Director of the Tuskegee Area Health Education Center, Inc. (T.A.H.E.C.), discussion centered on a personal story that Mr. Oldham felt illustrated the efforts of many sincere, but ineffective groups:

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When I came to Tuskegee fourteen years ago, I was very eager to help in the community's development. Soon after I arrived, I heard of a man who needed some help. Somehow, a group had scrounged up some cement blocks and other materials to build a day-care center so that the mothers could go to work to help to support their families. Now, they had reached an impasse. The building was essentially completed, but it had no roof. Before they could open the center, they had to find a way to get a roof on the building.

So I, dressed in my best suit and white shirt, got in my car and set out to find this day-care center. After many miles and many turns, on an increasingly narrow unpaved road, I came to the site. Sure enough, there was the day-care center with no roof. I was greeted by a huge black man; he must have been 6' 10" tall. He was spotless. He was so clean that he just shone, and his overalls looked as if they had just been brushed.

As I got out of my car and looked up—way up—at him, he said, "Many groups have promised to help us. We've been investigated, and we've been written up. Many people have been interested in helping us. People have created charts and figures, and then they have told us that we would hear from them later. We have never heard from them again."

He continued, "All we want is a roof. We don't need to be studied anymore. If you can't help us, just tell us. We don't need any more promises!"

The moral of this story is that people living in rural communities have often been promised a great deal. Seldom has the reality reached the heights of the promises. These people do not need any more promises. They need results. The Beyond Promises organizational and training models offer a guide for those who are truly interested in more than promises. These models do not provide any quick and easy solutions, but they do provide knowledge, skills, and an organized, planned approach that will work if the people of a community are willing to work together to achieve their goals. Successful programs are not generally the result of a haphazard, sporadic effort on the part of a few. They are, however, quite often the result of a planned, serious, long-term commitment to rural community development by voluntary citizen participation.

THE BEYOND PROMISES
ORGANIZATIONAL MODEL

Certain prerequisites or conditions will favor the successful implementation of a rural volunteer community development organization. First, the community must face problems or unsatisfied needs that they perceive can be best solved or only solved by concerned citizens working together.

Second, a successful organization will recruit members from throughout the rural area. The determination of the confines of the rural area should be a decision of the group, but the most successful groups will define themselves according to their political power structure. In other words, if the county or the parish is the locus of political power, they will include the entire county or parish. If the congressional district or a loose confederation of counties or parishes with common concerns is the locus of political power, they will include the entire congressional district or all those aligned in the loose confederation. Some weak counties or parishes will benefit from an alliance with more powerful counties or parishes. The most successful rural volunteer community development organizations, however, will form geographical boundaries based on the understanding that a position of unified strength is better than a position based on geographical chauvinism.

Third, a belief in the group's ability to deliver more than promises is vital. The success of a rural volunteer community development organization is directly proportionate to the belief the group has in its ability to be successful. If the attitude of the group is pessimistic, the accomplishments of the group will be slight. If the attitude is that all things are possible, all things will be possible. Optimism can be built.

The Beyond Promises model contains four phases. The first phase, the conception of the nature and potential of a rural volunteer community development group, may be either evolutionary or revolutionary. The idea may grow from an existing group's or existing leaders' awareness of the need and potential for such an organization; or the concept may be forced upon the rural area by an out-

side force: an act of nature (such as a flood, hurricane, tornado, forest fire) or an act of man (such as the closing of the rural area's major source of employment); or discontent with the status quo may reach an explosion point; or stimulus may come from an agency or institution outside the rural area.

The second phase, the birth of the organization, may be the culmination of years or months of thought or concern, or it may be a sudden, basically unplanned emergence. An evolutionary conception will result in a slow birth; a revolutionary conception will cause a rapid birth.

The third phase, the development and growth of the organization, can require merely a matter of months, or it may take years. Indeed, successful organizations will realize that they are at all times either growing or dying, and they may seek to grow continuously to avoid the obvious fourth phase: the death of the organization. Some organizations may plan their own death if they are no longer meeting either real or perceived community needs; they may die a slow, lingering death; or they may plan for both their death and renascence as the legendary phoenix.

The Beyond Promises model dictates time frames, and these time frames relate to a somewhat revolutionary growth: growth caused by a catalyst or change-agent. This model will be most successful if the realization of the need for a volunteer citizen participation group has emerged as a grassroots concern in the rural area. The catalyst that causes the birth and growth of the organization may come, however, from outside the rural area. The catalyst may be an agency, institution, consultant, or combination of these. The catalyst helps the rural area plan, train, implement, and develop organizational growth. An outside catalyst, or change-agent, can provide organizational, training, and consultative skills that will create a competent grassroots leadership and involvement; however, a group may develop without an outside catalyst.

PHASE ONE: CONCEPTION OF THE ORGANIZATION

The conception of the organization may take a matter of weeks or months and requires the following three steps:

1. Identify the stakeholder groups in the community.
2. Involve key people from the stakeholder groups.
3. Conduct a leadership training session.

The first two steps are critical to the birth of the organization. In rural communities, there will be many stakeholders. These will come from the traditional stakeholder groups: the political leadership in the community; the beneficiaries or constituents most affected by the area's problems; other people who live among the beneficiaries or who deal with them; the business community most directly related to the area's problems; the news media (particularly the local newspaper); and the cultural, civic, political, and religious groups.

In rural areas, these groups will not all be located in the most powerful towns or communities, yet they must all be involved. They must be informed from the outset; they must have input into the discussions that involve the stakeholder groups; and they must be invited to attend the leadership training session. In addition, they must be personally contacted by someone whom they respect and trust; and they must be urged to become a part of the rural community development organization. Rural folk will not go where they are not invited, and personal invitations are most highly prized. It is critical that none be overlooked. To avoid the possibility of overlooking any stakeholder group, the local paper should advertise and encourage interested citizens to participate.

If the organization is to be basically an outgrowth of an existing organization, much attention must be paid to inviting those currently outside the existing group. An uninformed, uninvited stakeholder group can become an early adversary, and there will be enough problems at the beginning without creating any unnecessary ones. Group membership should, of course, be open to anyone who seeks to improve the quality of life within the rural area and who respects the innate dignjty of the individual; and

all stakeholders must share this sense of purpose and adhere to this value.

All stakeholders should be not only concerned, responsible, and responsive to the need for a volunteer community development organization but also educated. "Educated" has a particular meaning in reference to the group. "Educated" does not refer to academic degrees, but rather refers to an understanding of the fundamentals of community development, of the organizing process, and of needed leadership and problem-solving skills. The leadership training session will provide this needed training and education.

The leadership training session should be open to all interested citizens, be conducted as a six-hour program during the week and continued in the afternoon during the week and continued (after a supper-break) that same night. This training should be planned for the winter months when there is not much else to do and involve a free meal and refreshments for the breaks. Either a trained professional who can quickly gain rapport with the group or a capable community leader should conduct the training session. One initial training session, as compared to several, is definitely preferable, for it provides a somewhat captive group, ensures a continuum of learning, and forces the group to experience intensive interaction for a prolonged period of time.

PHASE TWO: THE BIRTH OF THE ORGANIZATION

The second phase should immediately follow the completion of the leadership training program and includes the following steps:

1. Determine the desired type of organization.
2. Determine the organization's mission.
3. Choose an organizational name.
4. Establish a regular meeting time and place.
5. Identify problems facing the community.
6. Determine issues.
7. Select three short-term group projects.
8. Begin interaction with other institutions and agencies.

During the second phase, the organization begins to practice the leadership skills learned in the training program, works to complete three short-term projects, and develops confidence in its ability to work together to meet community needs and planned goals and objectives. During this time, natural leaders will emerge; and interactions with other agencies and institutions will become an acknowledged necessity.

The initial meeting following the training session should have as its agenda the accomplishment of the first six steps. These meetings should last no longer than one hour. The one-hour limit forces the group to work rapidly to reach a consensus and causes no burden on those who must leave their work to attend group meetings. In addition, an hour of rapid-fire brainstorming is the maximum amount most groups can tolerate and still perform well. The meeting place should be in a central location and close to the power-brokers in the rural area. The meetings should be scheduled every two weeks.

The organization's mission should be a relatively simple task to complete, for the training session will have prepared all the participants to write a one-sentence statement of organizational purpose. The organizational name should also take a limited time, for it too could have been proposed for consideration before the initial group meeting.

The identification of problems and selection of issues facing the community may take more time than the initial meeting will allow. The group should have defined the important difference between problems and issues during the leadership training session. Projects that represent merely problems but are not issues should be avoided. People will worry about problems, but they will work for issues. Issues are problems that everyone feels strongly enough about to work together to change.

All initial projects should also be failsafe: they must be doable, practical, current, and they must affect the entire rural community. Choosing initial projects that are rather simplistic, but that require the cooperation of existing rural agencies or organizations, will ensure both the suc-

cess of the projects and develop a propensity on the part of all involved to work together for the common good of the community.

PHASE THREE: THE DEVELOPMENT AND GROWTH OF THE ORGANIZATION

The third phase should begin no later than nine months after the group's initial training session and includes the following steps:

1. Elect officers.
2. Determine permanent group size and function.
3. Develop an organizational plan.
4. Begin yearly goal-setting and evaluation sessions.
5. Extend efforts to coordinate activities with other institutions and agencies.
6. Develop a training, education, and development plan for group members.

The delay in electing officers until the third phase allows for a rotating leadership, and this encourages the emergence of natural, committed leaders. Before electing officers, the group should decide which officer positions their group will require and write job descriptions for these offices.

After the election of officers, the group faces a crucial decision: should it seek to expand its membership and become a large organization with various committee functions or should it operate as a problem-solving group that spins off projects and lets the size of the group be determined by the magnitude of the projects its chooses? The latter choice provides the opportunity to create either auxilliary or free-standing organizations sponsored by the group, and this allows the community's citizens to choose the projects they would like to support without being committed to be members of the problem-solving group.

These spin-off projects can be led by a member of the problem-solving group, by the entire group, by an existing agency or institution, or they can become totally autonomous groups with their own leaders. By choosing to become a problem-solving group, the organization will be able to extend its influence and use its skills to help other newly-emerging or-

ganizations without becoming involved in too many varied causes and issues. The problem-solving group approach also enables the organization to involve many different people who have specialized interests, needs, or capabilities. The problem-solving group operates as a corporate quality circle, and the large organization operates as a typical community-based organization.

The organizational plan will include the mission statement, goals and objectives for both short-term and long-term projects, the organizational structure with job descriptions for officers and committee chairpeople, and recordkeeping procedures. As the group becomes more sophisticated, it will need a budget, articles and bylaws, incorporation as a non-profit organization, facilities, equipment, and paid staff. The sophisticated approach may be several years in developing, for the loosely-organized approach seems to be very successful in rural areas. The organizational plan, however, is a necessity. It will provide for an orderly sequence of projects and greatly enhance the group's effectiveness.

A formal approach to keeping accurate records and yearly evaluation and goal-setting sessions are mandatory. The evaluation should occur before the election of new officers. This cyclical approach to planning will enable the group to function in an orderly, growth-oriented fashion.

One of the most serious problems facing rural volunteer community development groups is the lack of any communication with other rural development organizations and the absence of linkages with agencies and institutions (both public and private) that share their concerns and could offer invaluable aid in solving the community's problems. As Charlie Nash, a Southern farmer who is a member of the Farm Development Network in Arkansas, so succinctly stated: "If all the rural development organizations and agencies in my home state knew about each other and worked together, we could develop Arkansas four times over."

Forming linkages and networks with other rural community development organizations should be an integral part of the third phase. This networking should

begin within the community by involving existing community organizations, agencies, and institutions in early projects. From that, the organization should spread its contacts to encompass neighboring counties and regions. Finally, the organization should become aware of possible state and national linkages. People can learn so very much from other people. A horrible loss occurs when an organization fails to communicate with others because of pride, prejudice, fear, selfishness, or chauvinism.

A training, education, and development plan is essential for the continued, progressive, controlled growth of the organization. Training programs will prepare the organization's members to perform the tasks required; education programs will prepare them to perform a different or more advanced type of task; and development programs will prepare them to grow and enjoy controlled, progressive change as the organization grows and changes. Again, these programs should be a product of the linkages they have formed with other agencies and institutions.

THE BEYOND PROMISES LEADERSHIP TRAINING SESSION

The leadership training program provides the rural volunteer community development group with the knowledge and skills needed to implement the Beyond Promises organizational model successfully. The training program consists of four modules: an organizational concept module; a birth of the organization module; a planning module; and a problem-solving module.

The leadership training program participants learn the phases and steps in the organizational model, and they develop group-process, planning, and problem-solving skills. In addition, they learn both to conduct and to participate in effective meetings. The training program is a highly interactive program and involves experiential learning. At the time the participants are learning basic terms and concepts, they are developing a mission statement based on these terms and concepts. As they learn about organizational structure, they are also determining the type of structure best suited to their

rural area. As they learn the relationship of their misson to the planning process, they develop goals, objectives, activities, and tasks for their organization's first meeting.

In all of their small group work, they rotate the roles of timekeeper, recorder, and reporter; and this prepares them to rotate the leadership positions during the organization's second phase. They begin to experience working as a group to solve problems, and they begin to know and trust each other. They gain experience in speaking within a small group without fear of embarrassment, ridicule, or reprisal; and they gain experience in speaking before the entire group as a spokesperson for their small group.

This training program provides six hours of fast-paced instruction and group interaction, and it is critical to successful organizational model implementation.

The Organizational Concept Module

The training program begins with a very short lecture/discussion on voluntarism, society, and community. Then participants develop their individual definitions of community. After each participant presents his or her definition (and experiences only support from the instructor), the instructor points out similarities in all the participants' definitions. The group then divides into small discussion groups of six members. Each small group chooses a timekeeper, a recorder, and a facilitator. They are given only one minute to make these choices.

Then they are given a series of questions that will force them to think logically and to reach a group decision concerning their definition of community: what creates a vibrant, growing community; why community members should concern themselves with community development; what types of programs volunteers can develop to ensure a healthy community; who should participate in a volunteer community development organization; and who should receive the services of the volunteer community development organization. They are forced by the instructor to spend only four minutes reaching a consensus on each question.

The first exercise causes them to reach individual decisions related to a volun-

teer community development organization, and the second exercise introduces them to the process of sharing individual ideas to reach a group decision.

The next part of the module gives them definitions in handout form of basic terms and concepts: stakeholders; beneficiaries; organizational roles (enablers, brokers, advocates, activists); types of community development programs (community development, business development, infrastructure development), types of organizations (ad hoc and permanent); and membership requirements and duties. These terms and concepts provide knowledge needed before the group can interact and plan as an educated group for the birth of the organization.

The Birth of the Organizational Module

The second module begins with a small group exercise that connects with the previous group exercise by a restatement of the group's definition of its rural community. Then, the group exercise (again with imposed time limits) forces the small groups to determine the following for their community and organization: The stakeholders, the beneficiaries, organizational roles, types of community development programs, type of organization, and membership requirements and duties. As they are making these determinations, they are also learning to listen to each other and to meld many ideas into one controlling idea.

The Planning Module

The third module emphasizes the importance of planning to create measurable, achievable goals and objectives and introduces the group to the planning process. A handout defines planning terms and steps, and a group exercise follows that allows the group to plan for its first meeting. Again, this is a timed exercise and focuses on the development of a mission statement and specific plans for the first organizational meeting that will follow the training session. This module presents in handout form generic steps to take in planning a meeting and describes the roles of key people in effective meetings. The planning module develops the group's skill in planning and creates an understanding of the elements of effective meetings.

The Problem-Solving Module

The fourth module begins with an explanation of problem-solving steps. The entire group then works together to list problems affecting the rural community. Next, they eliminate those problems that are not issues. Finally, they choose, by multi-voting, an issue to examine using the problem-solving steps. This module develops skills in both determining issues and in problem-solving, and it ends the training program with an exercise that involves the entire group working to solve a problem related to their area.

Each module takes approximately one to one-and-a-half hours to complete. Smaller groups can work more rapidly, but a large group can also follow this training program outline and complete all four modules in six hours. This training program is very successful in developing the most needed skills and in introducing the most needed knowledge for the successful completion of phase two in the organizational model. The program requires much effort, however, from both the participants and the instructor. It is an exhausting, effective, and exhilarating program.

THE PILOT PROGRAM IN ALABAMA

The pilot program grew from the Alabama Office of Voluntary Citizen Participation's (AOVCP) Rural Volunteerism Project. This project identified those rural counties with little or no organized volunteer activity and high unemployment. The AOVCP then contracted with Organizational Development, Inc. (ODI) to develop a model program, and ODI volunteered its services to develop and conduct the leadership training program. After interviewing community leaders in several counties, Bullock County was selected by the AOVCP for the pilot program.

The leadership training program, held on February 9, 1985, was extremely well-attended by individuals representing a number of agencies, institutions, and organizations in Bullock County. Some of those represented were the Bullock County Development Authority, the Alabama Cooperative Extension Service,

the Alabama Department of Pensions and Securities, the American Legion, the Organized Community Action Program, the Charmettes (a social and civic organization), the NAACP, RSVP directors and volunteers, the Alabama Migrant and Seasonal Farm Workers Council, the Women's Missionary Union, the Business and Professional Women's Organization, the Red Cross, the county ministerial association, the retired teachers' association, the mayor of Union Springs (the county seat), the mayor's volunteer assistant, farmers, and volunteers who were interested in the idea of a rural volunteer community development organization.

The identification and involvement of a number of diverse stakeholders was the result of efforts made by local citizens and encouraged by the AOVCP. The AOVCP also funded the training program with a $250.00 mini-grant that provided for publicity, postage, and printing.

Within two weeks of the training program, the group held its first meeting. They determined at this meeting to become a permanent organization, to call themselves the Good Samaritan Volunteers for Bullock County, and to meet regularly every other Thursday for one hour at 1:00 p.m. in the Bullock County Development Authority's conference room. They began working at once to develop a mission statement. At the second meeting, they completed the mission statement and selected their first short-term project.

This first project centered on eliminating a transportation problem faced by county citizens who could not avail themselves of needed services because of a lack of transportation. They completed a survey of available vehicles, determined how these vehicles were purchased, who operated them, how they were funded, what services they provided, what days and hours they operated, what areas of the county they served, and what charges were made (if any) for the services. Upon completion of the survey, they arranged for a volunteer to coordinate by phone requests for transportation with an appropriate transportation source.

Their second project was to inaugurate a Candy Striper Youth Auxiliary for teenagers in Bullock County. The county hos-

pital and nursing home approached the group with this idea after hearing of their successful first project. They now have an organization of sixteen active, trained, teenage volunteers. Their third project, providing accessibility for the handicapped at county polling places, was suggested by Alabama's Secretary of State; again the group successfully completed this project.

Six months after the leadership training program, Good Sam's Volunteers had successfully completed three short-term projects, determined needed officer positions, written job descriptions for these offices, formed a nominating committee, and elected officers. Nine months after the training program, they will have begun to develop a yearly plan to involve both short-term and long-term projects. They have plans to conduct a county-wide needs assessment in the fall of their second year to use in their long-term planning for the third year.

They have learned a great deal about project planning and implementation; they have worked together for the benefit of all; and they have learned to understand and appreciate each other. Good Sam's Volunteers have begun a most important process: they are developing not only their rural community but also themselves. The Honorable Julius Nyerere perhaps best stated the underlying philosophy that governs the Beyond Promises organization and training model and that Bullock County's Good Sam's Volunteers exemplify:

Rural development is the participation of people in a natural learning experience involving themselves, their local resources, external change agents, and outside resources. People cannot be developed; they can develop themselves by participation in decisions and cooperative activities which affect their well-being.

The rural volunteer community development organization can be a source of not only self-help but also self-development, and the pilot program in Bullock County illustrates the successes a group can achieve by working together in a planned, organized approach to community development.

CONCLUSION

No problem is insurmountable if individuals work together. The worth of the individual and the worth of the community are intertwined. Too often in the past, communities have failed to work together and to recognize the true interdependence of the worth of the individual and the worth of the community. Much has been written about neighbor helping neighbor in rural areas, and it is true that volunteerism in rural areas has often been the only means of survival. This volunteerism, however, has been very selective. Historically, we in rural areas have helped our neighbor—but only if our neighbor was one of us. We limited our volunteer efforts by family, religion, race, social class, educational level, economic status, and locale (from this crossroads to the branch).

We chose whom we would volunteer to work with or help. We can no longer afford the expense of choice. We all lose when we limit our volunteer efforts to one group or segment of rural society. Our only solution to problems facing rural communities today is unity of purpose, unity of concern, and unity of effort as citizens who participate in making decisions and solving problems concerning themselves and their communities. A planned, educated approach to rural volunteer community development will enable volunteers to give to their communities and to receive the benefits of their gifts.

The Care and Feeding of Sprouts . . .
Nurturing Your First Job in Volunteer Administration

Deborah Schroder

Although the comparisons between a new career and a budding plant are obvious, the advised nurturing of a newly-sprouted career start is seldom as clearly marked as the planting and care instructions found nestled among the leaves of a newly-bought begonia. There is no secret formula or recipe developed to ensure success in volunteer administration. A well-tended plan of action can be developed, however, that helps the new administrator step confidently ahead in his or her new position.

Stepping ahead with confidence requires more than a positive outlook and a briefcase full of projected trends—I believe that a clear action plan comprised of two essential steps can enable a volunteer administrator to develop a successful beginning in the field. These two steps involve the following:

1. Defining the Job and Setting Personal Goals
2. Reactivating Enthusiasm
   A. Within Your Organization
   B. Within Your Community

DEFINING THE JOB

One would hope that "Defining the Job" would be unnecessary, assuming that most organizations have written job descriptions. Unfortunately the opposite is usually true—vague job descriptions with foggy, immeasurable goals are often unearthed from ancient personnel policy notebooks. Even more commonplace are the job descriptions that look very impressive on paper, only to be found to be mere fantasy; the position is dramatically different in "real life."

It is vital that the new administrator establish what his or her job really is and how it fits into the greater picture of the organization. We do this automatically with and for new volunteers; we seem to be much more negligent on our own behalf. One should establish if the day-to-day functional activities inherent in one's position are truly in line with the organization's goals or if the goals and objectives are being obscured by the consummative daily demands and crises. Does our organization mean what it says? Does it allocate time and money for its stated priorities? Do you agree with what your board/boss determines to be your top priority? Are you given or can you develop the resources to accomplish your goals?

Goal setting itself is an area that could often use some polishing in many agencies. Hopefully, your organization will have clearly defined and measurable goals. If your organization doesn't have a clear picture of where it is, what it is doing and where it is headed for the next five years, your personal goal setting will be that much more difficult, if not almost impossible.

In order to establish meaningful personal goals, one needs first to recognize the incredible juggling act that often is the basis of a position in volunteer administration. Volunteer administrators are noted for their juggling skills, often attempting to keep the majority of an organization's balls in the air single-handedly. Many of us attempt to juggle fundraising, public relations, volunteer recruitment, volunteer training, volunteer supervision, board/staff relationships, statistics and recordkeeping, program de-

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velopment, and staff management all at the same time. Most of us would do well to seriously look at our ability to delegate. We also need to remember that we never have to be experts at everything—we should feel comfortable drawing on the expertise of others in our community.

It is all too easy to pay only lip service to the "teamwork" concept and get completely bogged down in the details of a multi-faceted volunteer program. Personal goal setting demands that we spend some time seriously evaluating the strengths and weaknesses of our areas of responsibility, then use that information to determine what goals we can set that will be in line with the organization's goals, while strengthening our own position and career.

REACTIVATING ENTHUSIASM: INSIDE

After defining what one's job really is, and then determining what needs to be accomplished in that job, one must move ahead and make things happen! "Now that I know what I'm doing does anyone really care?"

The answer will be a resounding "NO" unless we take the time to reactivate enthusiasm first within our own organization, and then within the community.

Our own organization needs to hear what it is doing *well*. We need to spend some time sharing success stories, talking about the impact our program has on the community, hearing again what has been accomplished during the past year and wallowing in a good measure of praise and self-congratulations. We who are involved in human services are definitely our own worst critics. We see the immense need and we reflect on our own tiny efforts at combating that need; we tend to see what yet should be done instead of ever seeing what was done. We need to feel good about ourselves in order to have the impetus to move forward courageously.

It will be impossible for us to move ahead if we are too cautious about breaking rules and taking risks. A common trap for a new administrator is the difficulty we often face in burying the ghost of our predecessor. Organizations may have trouble letting a previous director's influence "Rest in Peace." Be aware of your predecessor's style of work but never feel bound to continue in that way, or your own enthusiasm and your staff's will undoubtedly be dampened.

Without belaboring the sprout/plant analogy, there are weeds in any garden and there are other organization-based weeds worth mentioning that have the capability of strangling newfound enthusiasm. Two that seem to be the most prevalent are unnecessary paperwork and meaningless meetings.

A good way to deal with these two issues is to question every piece of paperwork and every meeting agenda that comes across one's desk. Is it truly worth spending any time on? What will be accomplished by filling out this form or holding this meeting? Of course we cannot do away with paperwork or meetings completely, but we can eliminate the unnecessary or the unproductive. Too many organizations almost seem to form emotional attachments to a Wednesday morning meeting or a mid-month report, despite the fact that if those participating were questioned, most would admit to not knowing why the practice was started or why it is still continued.

REACTIVATING ENTHUSIASM: OUTSIDE

When enthusiasm has been reactivated within an organization, it is time to move on and share the excitement with the rest of the community. Does the community really know your organization? Do you know your organization's personality or reputation in the community?

It is important that a volunteer program be recognized as a vital, visible member of a community. Volunteer administrators can help develop the public's perception of their program by being a visible community supporter themselves and involving their programs in appropriate networking opportunities and cooperative ventures. A factor in effective public relations that is often overlooked is community etiquette.

Community etiquette involves healthy competition, cooperation, shared planning for the future, and being seen as a "team player" in the community. Being a "team player" can be as simple as participating in a community resource fair or as involved as co-sponsoring an annual fund

raiser. Every volunteer administrator needs to spend some time volunteering for another organization. The benefits are numerous and include the opportunity to make new contacts and share information, the chance to see how another volunteer program operates, the chance to see that every volunteer program has its own peculiar problems, and the much needed opportunity to do what we all encourage others to do - fit a volunteer commitment into a hectic schedule.

There are, of course, a few rules involved in volunteering for another organization. First, volunteer for a completely different type of organization. And second, if you are volunteering in an administrative capacity, be certain that there is no conflict of interest.

THE POTENTIAL RESULT

As an organization becomes more visible in the community, the more exciting and positive the volunteer administrator's position becomes. If we are able to sell our product, our program, effectively, we are in a position to dramatically increase the scope and impact of that program. The marketing of an organization or a volunteer program is obviously a task to be undertaken with careful study and planning. The significant point is to realize that it needs to be done—we can never assume that the general public, the business community, or our potential funding sources understand or completely comprehend what our organization does and why it exists.

Volunteer programs exist to serve a wide variety of needs in each community; that is a fact about volunteer administration that makes the field the challenging and exciting one that it is. Given the diversity of the field, each volunteer administrator will have unique circumstances to work with peculiar to his or her position. Common denominators do present themselves within the field of volunteer administration, however, and a common sense approach to nurturing a career in this field should prove most advantageous. By first defining the position and setting personal goals appropriate to that position, the new volunteer administrator can then move ahead and reactivate enthusiasm; firing the imagination of those nearby and keeping the dreams that inspired the organization's founding alive and thriving in the greater community.

You Cannot Not Communicate

Elaine Cogan and Ben Padrow

Note: In the following excerpts from our prepared remarks, we have included some of the matters discussed in the lively give-and-take discussion which followed.

Working with volunteers is far different than working with employees. Volunteers do not have to be there. They do not have to give their precious time or money to your cause. They do so because they are dedicated. They are the "true believers." Even so, and though they probably will not admit it, they need rewards as much or more than paid staff—not in salary increases, perquisites or bonuses—but in knowing that they do make a difference and are appreciated and needed.

In our experience as consultants and trainers, it is apparent that a mastery of written, nonverbal and verbal communicating techniques is important to the job of administrator or manager of volunteers in an array of service organizations.

How much time is wasted when an individual works at the wrong task because the original instructions were unclear and he/she did not want to lose face by asking questions? How many boards or committees ask for a "simple" explanation of a complicated report it has taken you days to prepare? Is a short handwritten message ever more effective than a multi-page typed memo? What clues do we give about ourselves when we don't "say" anything at all? How can our written brochures and verbal presentations be more effective, informative or persuasive?

Some clues about how we can improve our communication skills follow.

WRITTEN COMMUNICATIONS

Many well adjusted and able professional people become stylistic cripples when they take up a pen, talk into a dictating machine or sit in front of a word processor. Their written prose may be grammatically correct but it is stilted, verbose, redundant, and laced with professional jargon. The latter is an especially common problem. Shorthand words that serve professionals so well can alienate those outside the circle. This can be especially damaging to communications with volunteers or to those we solicit for funds. All reports, memos and letters that are read by the outside world should be written in plain, clear language.

One good, quick way to test the readability of your writing is to review some month-old memos, letters or reports. By that time, the crisis or immediate situation will have passed, and you can be somewhat objective. Be honest and try to put yourself in the reader's shoes. Is your message clear at first reading or do you have to look it over several times? Is it brief and to the point? Are your sentences and paragraphs short and simple? Is the conclusion or recommendation obvious? What impression would you have if you did not know the writer?

Two other important areas of written communications that volunteer organizations often neglect are descriptive brochures and fundraising appeals. Be-

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Ed. Note: *Just as* THE JOURNAL *was going to press, we learned that Ben Padrow had died suddenly. We are pleased that his words will be remembered through this article.*

fore writing anything, do some brain-storming about your audience:

What do they know about your organization?

What should they know about your organization that will make them willing donors of money—or time—or both?

What design—in words and pictures—best tells your story?

No brochure or fundraising appeal can be all things to all people. An all-purpose informational brochure probably should be supplemented by special material for specific receivers. Aim for the personal approach. Graphic design, color, and typeface are other very important considerations. This is a case where enlisting professional assistance can be vital to the success of your efforts—unless, of course, you are fortunate enough to have the help of a volunteer who also is a qualified professional in the field.

NONVERBAL COMMUNICATIONS

We reveal our attitudes to others by gestures and movements—what is known as "body language." How we hold our hands, where our eyes are focused, whether we sit back relaxed or hunch tensely forward—these and a host of other nonverbal clues tell people a great deal about ourselves.

We call this type of communication "what we say when we don't say anything at all." By being aware of this, we realize how much we reveal from these silent signals. A true example may illustrate our point.

A successful executive we know is very busy and has only ten minutes or so for visitors. But during that ten minutes, the visitor has her full attention. The executive's eyes are focused. She doesn't fiddle with papers or pencils. Her posture is erect and shows she is listening. Except for emergencies, no phone calls or secretaries are allowed to interrupt the conversation.

Invariably, the visitor is flattered and takes care not to waste the interview with irrelevancies. Respect is returned, and the busy executive gains the most impor-

tant information from the conversation that she can—in the least amount of time. She also impresses the visitor with her obvious attentiveness.

Another executive, also very busy and important, generously grants each visitor an interview of half an hour or more. However, during that time he continues to conduct business as usual. He answers the phone, fusses with papers on his desk and takes messages from his secretary and aides. During this seemingly "generous" 30 minutes, he is wasting the visitor's precious time. This executive also sends a clear message. He makes it clear that he thinks he is such a busy, busy man no one is worthy of his full attention. In this atmosphere, very little useful information is communicated by either side, and the visitor goes away dissatisfied.

What kind of a nonverbal communicator are you?

When you hold a conversation, is it a monologue or a dialogue? Are you really listening and responding to what the other person is saying, or are you just waiting for him to take a break and stop talking so you can say what you wanted to all along? If so, you need not even be in the same room. You can send a memo and save you both much time. If you are a true listener, you not only will show your respect by giving the person your full attention, but you will realize you can learn something, too. It is a rare conversation in which we do not hear a new idea or point of view. But this happens only if you are truly interested and receptive.

VERBAL COMMUNICATION

Whether we are making presentations to committees or boards of directors, calling on prospective donors, speaking before our loal PTA, Kiwanis or professional society, it is essential to learn and perfect techniques of communicating verbally. They are so important we wrote a book on the subject, *You Can Talk to (Almost) Anyone about (Almost) Anything.*[1] Some of our more important rules are:

- Know your audience and tailor your message to them.

- Prepare well in advance.

- Rehearse sufficiently, preferably with a tape recorder, so that you can develop an oral quality. A speech is not a theme on its hind legs.

- Remember that one picture is worth a thousand words only if it is a good picture. Use visual aids sparingly and with great care.

- Speak no more than 20 to 25 minutes and cover only three main points, avoiding slang and jargon unless you are making a technical presentation to your peers.

- Be yourself. Tell a joke only if it fits your personality and the setting.

- Arrive early enough so you become acquainted with the room; test the microphone and any other equipment.

- Except in a small room, use that microphone. "I hate these things— I'm sure you can all hear me if I don't use it," says the inconsiderate speaker. She may be comfortable without the microphone, but inconsiderate of the people in the back who cannot hear a word but probably are too polite to say anything. They also are not likely to "buy" her message.

- Rehearse likely questions and your answers. Learn how to deal with a hostile or critical audience.

As for stage fright, by the responses at your conference and other training seminars and workshops we conduct all over the country, we believe in the accuracy of a recent poll which shows that 40 percent of Americans say they would rather get cancer or a heart attack than give a public speech.

You can deal with these problems through diet, preparation and practice. Put in simple form, we have devised these "Ten Commandments of Public Speaking":

1. You cannot not communicate—so do it well.

2. Remember—people are persuaded by people, not by information.

3. Organize or orbit—get it all together.

4. Do not reinvent life—use common phrases and experiences.

5. Do what comes naturally to you— tell a joke or story only when it fits.

6. Own the speech or it owns you— practice makes permanent.

7. Analyze the audience—not yourself.

8. Control your territory—use every facility to advantage.

9. Pull out the props—always be prepared when your mind goes blank.

10. Ecstacy comes after agony— everyone has butterflies; successful speakers teach them to fly in one direction.

Most importantly, remember that you *cannot not communicate*. Everything you do conveys a message. Learn the written, nonverbal and verbal tactics that put you at the best advantage. You will be very glad when you do.

FOOTNOTES

[1]Elaine Cogan and Ben Padrow, *You Can Talk to (Almost) Anyone about (Almost) Anything*, Continuing Education Publications, P.O. Box 1491, Portland OR 97207, Cloth: $14.95; Paper: $7.95; Audiotape: $6.95; $1.50 Shipping.

Corporate Community Involvement

Ellen Linsley, Ruth March, Marion Jeffery, and Richard C. Durkee

Companies must make decisions, at least once a year, about where and how to provide community support. This can range from minimal financial support only, to more complex involvement including employee volunteers. It is more and more clear that any involvement program must relate in some way directly to the company's bottom line.

Is the application of bottom line measurements to community affairs incompatible with responsible community involvement? It does not have to be.

"Corporate Community Involvement" can be defined in terms of the corporation, the community in which it operates, the consciousness of business managers in terms of the corporate/community relationship and the commitment of the corporation to move to use its resources appropriately.

Typically, the sponsorship of employee volunteer programs occurs because a corporation feels a deep sense of responsibility to its community. Far from being altruistic, the participating corporation is one that also sees a principal truth, i.e., promoting a social program in which employees act to meet human needs in the community not only benefits the recipients and the employees, but it is also good business.

That fact should color the thinking and dictate the methods by which any social service agency approaches corporate management. By focusing on the *duality* of corporate purpose (the meeting of cor-

porate social responsibility *and* the need to make a profit), the agency has a far better chance of persuading the corporation to sponsor a community involvement program.

TRENDS

When an agency reaches for the hand of a corporate sponsor for a long-term employee volunteer program, it is essential to understand the trends in business—not only what is happening, but why. These trends have not suddenly erupted in 1985. In some cases they began to emerge a decade ago, but they have become evident more recently. Those agencies who anticipate and understand these trends will be better equipped to develop a successful working relationship with a company.

Diminishing Resources, Personnel, and Money

A. *Resources.* The issue of allocation of resources is fundamental. If a company has dollars to spend on research and operations or on social responsibility, the pragmatic company will opt for research and operations. The agency must sell the company not on the basis of being socially responsible. Selling must be on the basis of affecting a bottom line issue; showing how such community involvement can contribute to the company reaching its objectives.

Let's assume you are in a local human service agency that has just decided its program needs the help of a local com-

Ellen Linsley is President of Involvement, Inc., a California based non-profit corporation that acts as consultant, under contract, to develop corporate community volunteer programs. During 1984 she was responsible for recruitment of corporate emplyees for the Los Angeles Olympic Organizing Committee. Ruth March is an advocate and catalyst to initiate and administer community volunteer programs. She has spent over a decade in encouraging more than 1000 private and public sector employers to recognize volunteer experience on their employment applications and in their hiring practices. Marion Jeffery has been Director of the Second Careers Program, Voluntary Action Center, Los Angeles since 1976. She has served on numerous boards of directors and task forces particularly dealing with the employment of older workers. Richard Durkee is the principal of Richard C. Durkee and Associates, specializing in organizational consulting. He was 2nd Vice President of Transamerica Occidental Life where he was responsible for organizational development.

pany and its employee volunteers. Your task now is to select and win over that corporate sponsor. Focus on your objective: obtaining the chief executive officer's personal support and commitment. Do *not* make cold contacts. Try to pre-screen both the company and its key executives. Identify people who believe in you and in the issues/problems your agency is dealing with. Translate your skills into the mainstream of the corporation. Offer to barter the services in which you have expertise, e.g., literacy in the workplace, educational information, sponsoring no smoking days, drug and alcohol abuse literature, etc.

B. *Personnel*. Today's Corporate Community Relations Departments have shrinking staffs that handle a multiplicity of tasks. The percentage of time available to organize employee volunteer activities is relatively small (some as little as 5%), even in major corporations that in the past had full-time coordinators of volunteers.

There is a need for agencies to be highly organized in presenting a project. Emphasis should be on specificity—job descriptions with a time allocation for each task, down to the smallest detail. Consider identifying short-term consulting jobs. These are particularly helpful in obtaining management and technical assistance volunteers, e.g., computer support.

C. *Money*. Many companies recognize that it is important to combine maximizing profits with upgrading the quality of life. In the short run, they must first solve business problems that in one way or another threaten profits. In the *long run*, however, those companies that address both the economic and social problems help assure their survival. Ultimately, you can't have one without the other.

Keep in mind, for example, that there are two basic approaches to corporate volunteer programs. These approaches are distinguished from each other by whether management or the employees run the program. Since management-run programs are more costly, bottom line conscious corporations prefer to sponsor programs operated by employees.

Early Retirements

The increasing number of companies offering special retirement benefits as a means of workforce reduction is on the increase. Applicants to the Second Careers Program (which provides broker services between public and private corporations and agencies for paid and volunteer employment, part or full time, temporary or permanent), for example, now range from 40 to 45 on up. However, the bulk still remains 55 and older. To meet this challenge, Second Careers has needed to do more job development for middle managers; to strengthen its volunteer and referral network, and develop more interesting volunteer opportunities which include leadership as well as individual and group service positions.

Early retirees have often not prepared adequately for retirement because this decision is often made with little advance notice. Yet this group of all groups is best prepared through training and expertise to make the greatest contribution if encouraged and permitted to do so.

Pre-retirement involvement in volunteer programs is a natural path leading to continuing activity. Your role is to broker — to help "reinvest" the enormous expertise, experience and energy available to the community. If this is tapped, there is less likelihood of retirees becoming depressed, particularly if retirement was forced.

You might provide a series of special planning programs not only targeted to finances and benefits, but also to health, psychological role adjustments and use of time in a variety of community, educational and special programs and resources. Available to retirees are, for example, International Executive Service Corps, Earthwatch, and Volunteer Centers across the country.

Second Careers has found that for many people, particularly men, the issue of pay is still important. The amount doesn't always matter but the fact of being paid something does. Also, persons in retirement are willing to volunteer, but many feel that it should not be at financial cost to them. This also needs creative thinking. There are programs and agencies that do reimburse for out-of-pocket expenses, but we also need new approaches in how

to handle this.

Employee Time Crunch

Hours are an old issue and it's worse now. As demand from the employer for productivity and efficiency increases, pressure on employees has intensified. Competition is stiffer now than it has ever been. The employee must meet department and company goals or fear job loss. Often pay raises and grade levels are tied to productivity and efficiency. Stress and burnout are high. This argues for efficient, clear, well-organized agency projects. There is a need for fun. Employees must have a release of pressure and learn how to manage both stress and time. Look at what service your agency can offer and barter those services for employee volunteer hours.

Value Search

There are problems created by specialties demanded in the work place today with a narrower focus of jobs. The "Yuppie" mentality—quality, service, and status—is important to this group. They are better educated than those younger and older and they have great job opportunities. This type of employee is moving on a fast track. They are mobile, may change companies frequently and have no particular loyalty to their current employer. But by their mid-30's, they could be in search of deeper gratification. Volunteering can influence this and offer values not to be found in work. The idea is to start earlier and make volunteering a lifestyle—sell it like exercise and health clubs which changed that generation.

Career Transition

Think of the opportunity to place employees in learning and experimental settings. Most workers today must prepare for two to three transitions with rapid changes and also expect recessionary periods. Recognizing the value of volunteers, a growing number of companies are asking for volunteer work experience on their job applications. Volunteer work is translatable into functions, skills and services applicable in paid positions later.

Acceptance of this principle has been far greater with employers in both the public and private sectors than with non-profits and volunteer agencies. Volunteering can be job training as well as community service. As technology eliminates jobs or lessens the demand, non-profits might start thinking in terms of a dual-purpose: serving needy populations and serving the volunteer. With the cooperation of volunteer directors and leaders, this goal could be met.

Private Sector Movement into Non-Profits

Business expertise, creative ideas and specific skills are needed by non-profits. Second Careers, for example, receives many inquiries from other non-profits both for paid employees as well as volunteers. Many positions come to them for Project Directors, Administrators, and other positions which would probably never go to regular employment agencies.

The increasing number of early retirements, whether selected or forced, provides a potential pool of administrators, managers, accountants, etc., who will find the non-profit sector a good match for both their value needs and their skills.

Corporate Volunteer Coordination: From Full-time Position to Part-time

The percentage of staff time allocated to corporate volunteer coordination is being greatly reduced, which relates to both diminishing personnel and dollars. Back sliding can sometimes be related to programs not being institutionalized. However, it can also be the result of layoffs of key personnel making it politically awkward to assign staff. Under these circumstances, an otherwise committed senior management will low key the program.

The solution to this requires that more organizational support be carried out by agency personnel in order to make corporate involvement happen.

Projects Increasingly Tied to Corporation's Business Needs and Goals

It is a matter of corporate self interest to help improve social conditions while working to enhance profits as well. These are some of the general benefits common to most participating organizations and should be mentioned in all presentations to companies:

Productivity increases

Employee morale and pride improves

Promotes team building

Increased alignment with company goals

Improved public image of the company

Selection of the proper agency is the most vital aspect of success or failure in developing corporate community involvement. Organize your agency's needs assessment and proposal in a way that will save valuable time for you. These should center around the company's people, departments and professionals. Draw the connection, for example, between an operation manager's concern regarding employee career development and what volunteering can do to help. A marketing department in an insurance company may be interested in health issues or a bank in economic education. A fast food chain may want to build a relationship with a growing ethnic group and be sensitive to their concerns such as job training and education. Affirmative Action Managers may be concerned about older workers, company retirement programs or day care for the increasing number of women moving into the workplace. Personnel Managers are concerned about work productivity and efficiency, health related programs, substance abuse, or transportation issues.

Preparing for and responding to demands for appropriate community support programs and services represents a golden opportunity for established corporations with foresight and vision.

Contributions Tied to Employee Participation

The company can fulfill its commitment to the spirit of volunteer service in the community by recognizing those employees who contribute their time, effort and talent to improve the quality of life where they live and work and within the company's service area. The Matching Gifts Program is one way to recognize outstanding volunteer effort. A very high percentage of companies match, dollar for dollar, the gifts of participants. Priority is given agencies with which an employee or community involvement team is actively involved.

In a variation of this, the company establishes a fund for grants for equipment, materials or special projects to organizations with which the company employees are involved.

In-kind contributions, use of company facilities such as auditoriums, training rooms and equipment or community rooms are also tied to employee participation.

Creative Ways to Back Up Person in Company Doing Job

1. Be carefully and respectfully *aggressive*.

2. *Recognition* - say/write "thank you" from the agency staff and clients. Encourage employee enthusiasm. They must see results in as many ways as possible: recognition, visual evidence, praise, publicity and any other means.

3. *Momentum* from one event to another is vital. After an event prepare an evaluation report meeting. At the meeting, the next activity's plans and goals are set, reviewed or revised with new dates established.

4. *Change work hours* to accommodate employee volunteers. Very few agencies are flexible, yet a number of companies have some form of flexible hours.

5. *Manage*—understand clearly where the program is going, otherwise too many employees will be underutilized.

6. Stress *participation*, which supports many current company philosophies.

7. Provide program *evaluation* and *record keeping* to prevent corporate backsliding.

SUMMARY

Over the last decade there has been a shift in corporate thinking from "social responsibility" to "community involve-

ment." In some companies, it is really looked at as "community *investment*." This change clearly signals the need for non-profits to look closely at a company's bottom line goals. While this may not be true for all companies, it is increasingly difficult to get top management support for projects that *only* support a public image. Now is the time to start forming effective partnerships with corporations based on these realities.

Honeywell Corporate Responsibility and Volunteerism

Jill L. Ragatz

Honeywell defines corporate responsibility as being sensitive and responsive to the concerns of our employees and their families, customers, investors, suppliers, and communities. Our commitment is based on four convictions. First, companies have an obligation to be involved in issues that face their communities and society. Second, it's good business to solve problems before government is called on to do so. Third, our employees expect us to act responsibly in community matters as well as in business. And last, we want to build public confidence in Honeywell and business in general.

ENVIRONMENTAL ASSUMPTIONS

Corporate Public Affairs initiates a list of current and long-range assumptions on the community climate. For 1985, the following "environmental assumptions" were formulated.

Economic Issues. The huge federal budget deficit, record trade deficit, serious debt problems in LDC countries and the growing interest in tax reform at state and federal levels all mean that economic issues will be the focus of attention in Washington and at state capitals. With respect to international economic activity, a growing set of issues relates to intangible products such as currency flows, services, technology transfer, information flows, and intellectual property rights.

International. Complexities of international trade and investment will make it more difficult for multinational businesses to operate without greater involvement in political, social, and educational policies in various countries and regions. U.S. governmental priorities will continue

to focus on policies to improve the business climate and competitiveness at home, resulting in an increase in U.S. protectionist pressures. The attractiveness of the Asia Pacific region for business expansion and low cost manufacturing will impact reindustrialization efforts here and abroad and affect the nature of relationships among our trading partners.

Education. The need to create school environments which foster innovation and excellence in elementary-secondary programs will take reforms beyond the normal emphasis on new technologies and basic skills. Increased community concern over K-12 education will include more serious business involvement. Similarly, enrollment and financial competition among universities and the drive for an international technological edge will stimulate academia and industry to seek closer ties with each other.

Government Regulation. Government activity will continue to grow at the state level. Full time legislatures with larger permanent staffs will enable state government to take a more active role in addressing legislation of concern to business. As a result, businesses, especially those companies with operations affected by differing state laws and who historically have opposed federal intervention in the conduct of business, will increasingly turn to the federal government to establish uniform standards under which to operate.

Corporate Community Involvement. Corporations will increase their community and volunteer initiatives, in response to appeals from government, industry, and community groups. Ironically, as this occurs, there will be greater suspicion of

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business motives, and greater uneasiness by nonprofit agencies who will skew their service priorities to obtain funding.

Unemployment. Minorities, youth, and displaced workers will continue to experience disproportionately high rates of unemployment. The growth of the Hispanic population, refugees, and migrant workers will continue to compete with traditionally unemployed persons for jobs, human resources, and other resources. Current job training and employment will be inadequate for those with the most limited skills.

Defense. Growing concern over nuclear issues, U.S. defense policies, and arms proliferation will accelerate tensions among business, citizens, and government.

Urban Problems. Local neighborhood groups will take greater responsibility for community strategies on employment, economic development, and human service. Business will be expected to deepen its commitment and develop new forms of collaboration with neighborhoods, local government agencies, and other companies.

Political Parties. The breakdown of broad based political parties in the U.S. will accelerate the trend toward a candidate-oriented political system with increased emphasis on single issues and greater ideological polarization between the two political parties.

Hazardous Waste. Public concern will increase over the storage and disposal of hazardous and nuclear waste created by the manufacturing of advanced technology products. Consequently, tensions will grow among business, community, governmental, and environmental interest groups.

Underclass. Depressed conditions (poverty, health, racism, education, public safety) of the underclass are creating a generation of people with no hope, marginal involvement, and little investment in the orderly functioning of major U.S. institutions. This group, primarily composed of non-white people, female single heads of households, the elderly, and children, are increasingly isolated from the rest of society.

Aging Population. Healthy, energetic older citizens will compete for resources currently used to address the social needs of youth and baby boom populations, especially those in the growing over-85 population. Medical care costs will consume a larger share of the resources of the elderly, as they will be expected to pay for a larger share of their care. Many older workers will face increasing pressure to postpone retirement, concerned about financial security.

Family. As social and economic forces continue to stimulate changes in family structure and values, greater stress will be placed on individuals, the workplace, and social institutions.

Health Care. Health care costs and the health care delivery system will receive greater attention as important legislative and community issues.

Workplace Issues. Issues relating to the changing role of women in the workplace and changes in the office environment, brought about by the use of new technologies, will receive increased attention by activist groups and legislative bodies.

VOLUNTEERISM AS A RESPONSE

Corporate Community Relations objectives at Honeywell are as follows:

1. Develop personal involvement by division manager and staff.

2. Establish at least one special project.

3. Budget annually for community relations programs.

4. Maintain effective representation in principal community organizations.

5. Encourage volunteerism.

6. Provide leadership and support for field community action activities.

7. Implement an effective United Way year-round program and campaign.

We have developed a framework to better address external or community agendas from a business standpoint. There are four distinct levels of responsibility or stages. These are developmental and

cumulative; in most cases each step is important to the next in building responsible community initiatives.

The first level is characterized by *dollars* or simple sponsorship or funding of a community program. Although often the least important resource, money is nevertheless an increasingly important one, as it represents a conscious decision to endorse needed community projects. New ways to *leverage* dollars and to *seed innovative* ideas can make this level more serious.

The second—and probably the most critical—level is the involvement of *corporate people*. The volunteer resources of our people are a most important and under-utilized asset. We've found that employees are eager to work together with the corporation in community service. And in the case of our *senior executives*, we expect them, *by virtue of their positions*, to initiate community programs in their operations and to personally participate. When the top management reviews annual operating plans in December, community involvement is reviewed and discussed by each division manager.

Volunteerism by our employees is a principal way we participate in the community. Both corporate headquarters and divisions have community relations objectives.

By bringing together these two resources—employees and dollars—we are able to move onto the third level of commitment: *Partnership*. It is our experience that corporations who join forces with community or public organizations to form partnerships develop the most effective strategies for solving problems.

These partnerships, developed by Honeywell people and funded in part by our dollars, lead us to the even more important, fourth level of development: *Internalizing* or incorporating this commitment to community concern *inside the company* to assure responsible conduct of our businesses on the very same issues. It is a reminder that responsibility starts at home, and we have to conduct our business internally in ways that relate to our public posture, and vice versa.

IMPLEMENTATION

Honeywell provides the following supportive tools:

A corporate staff that is matrixed with expertise and a liaison linkage with divisions to act as an advocate.

A Public Affairs Planning Tool.

Bi-yearly Public Affairs Conference.

A Manual - "Honeywell Involvement in the Community"

A Foundation allocation based on per capita and a community relations plan but with incentive dollars for special projects and bonuses for well-implemented plans.

Honeywell-initiated projects addressing these issues are a major focus for the company's involvement. The New York Student Development Program is an outstanding example of a divisional project. Its mission is to identify a small group (approximately 10) of low income, generally minority students with reasonably good grades, few marketable skills and limited support from home or school and then to:

train these students in areas of data entry/word processing;

orient the students to the world of work;

evaluate their performance; and

upon successful completion of the training, place them in entry-level jobs in other companies.

Another project is the Honeywell Retiree Volunteer Project (HRVP) a cooperative effort by Honeywell retirees and the company to involve retirees in volunteer activities in the community. Their involvement is related to their interests, abilities, desires and motivations. They can work in small or large groups of people or alone. The HRVP staff does follow-up with volunteers and agencies. The program also offers encouragement, appreciation and recognition to retiree volunteers. Al-

though community organizations promote volunteer activities, only a company-sponsored volunteer project can continue that valued link between the retiree and the company.

For further information, call or write: Jill Ragatz, Manager, Corporate Volunteer Programs, Honeywell, Honeywell Plaza - MN12-5162, Mpls., MN 55408, (612) 870-5874.

A Program for Sighted, Blind, Low Vision, and Disabled Volunteers

Jeannette Franks, M.A.

Traditionally, many services for blind and visually impaired persons have been provided by volunteers. Volunteers are an integral part of the services offered at Vision Services—An Agency for the Visually Impaired in Seattle, Wash. They provide visual information to clients, public education, assistance in the store, office support, and staff for the newsletter. These volunteer jobs complement the programs for low vision rehabilitation, orientation and mobility, daily living skills, and social work provided by the paid staff of this United Way agency.

In 1983 a record-breaking total of 219 volunteers contributed 11,276 hours of service to the agency. Approximately 20 percent were handicapped, and many of the clients who benefited from the services of these volunteers served in turn as volunteers for others. This spirit of sharing exemplifies volunteering and our agency's philosophy toward this service.

Volunteering offers many benefits to participants, including job skill development, recognition, social interaction, and personal satisfaction. "Volunteering is an American tradition and an historical right of all citizens" (Beugen, 1984). Vision Services is committed to making volunteer opportunities available not only for sighted people, but also for blind and visually impaired persons, as well as those with other disabilities. Our experience shows that handicapped volunteers can be an important part of a successful volunteer program.

In general, volunteers with handicaps receive the same training and volunteer opportunities as others. All select appropriate assignments and receive guidance to help insure success.

VOLUNTEER PROGRAM STRUCTURE

When individuals want to volunteer through our agency, their initial contact is followed by an interview with the manager of volunteers. In this interview, material in the program manual is reviewed. Our Volunteer Program Manual, available in large print and on tape cassette, contains a history of the agency, eligibility requirements, recording procedures, communications systems, responsibilities of volunteers and clients, and a discussion of recognition and appreciation. Appendices include an organization chart, criteria for accepting volunteers, placement information sheet, client and volunteer evaluation forms, reporting form for hours worked, and job descriptions for personal service, information, clerical, and store volunteers.

A one-hour orientation and training session with the manager is required of potential volunteers. A reference is requested and checked. Orientation covers material in the program manual, agency programs, a review of the history and demographics of blindness, awareness of and sensitivity to the needs and capabilities of blind and visually impaired persons, safety and emergency procedures, respect for the dignity and worth of visually impaired persons, proper behavior around dog guides, sighted guide techniques, information about braille and large print, and examples of normal and handicapped volunteers at work.

The manager of volunteers then reviews all requests for volunteers with each applicant and they agree on an assignment that seems most appropriate. Each volunteer has an opportunity to do the assigned task one time before making a commitment. As soon as a placement is decided upon, both the volunteer and client must accept or reject it. If the match is mutually acceptable, a three-month assignment follows. At the end of this period both the client and volunteer evaluate the placement. At this time the volunteer can decide to continue with the assignment for another three months, change to a new one, or take three months leave before selecting another assignment. Also at this time, the client can request a new volunteer.

Some volunteers stay with the same placement for years, others switch frequently. Some volunteers have more than one assignment just as some clients work with more than one volunteer.

VOLUNTEER OPPORTUNITIES

Most sighted volunteers provide access to visual information for blind and visually impaired individuals. Certified braillists transcribe print material, and a few persons read to tape. The largest single group of these personal service volunteers reads directly to individuals. Many of this volunteer group are themselves blind or visually impaired, and they take placements where friendly visiting, good listening, or peer support is requested. A few perform these duties on the telephone, but most work directly with their people.

Information volunteers are active in public education and awareness events and in activities like the Speakers Bureau, health fairs, vision screenings, community service forums, and fund-raising events. The majority of these volunteers are blind or visually impaired.

Clerical volunteers help with mailing lists, reproduce braille and print materials, send out newsletters and bulk mail, and perform other office tasks. Many of them are blind or visually impaired.

Blind and visually impaired volunteers also work in the agency's aids and appliances store where braille writing materials, talking calculators, tactile games,

and similar items are sold.

Volunteers with other disabilities have also found the program accessible. Some housebound persons, confined to bed or wheelchair, produce tape recordings at home. Some do friendly visiting or reading on the telephone. When one client was having difficulty finding someone nearby to read stock market reports to her, a volunteer who lived across town but subscribed to the same publication read the quotations over the telephone.

Another volunteer, confined to bed with a spinal injury, served as a telephone visitor for an isolated elderly woman in her neighborhood.

Some persons whose visual impairment is recent have found new skills and resources by volunteering in the store. Confidence and self-esteem are built by providing needed services. Volunteers learn how to keep inventory, make change, teach shoppers to use complicated items, and provide information about the store's many goods and services which are especially designed for blind people, or particularly useful to them.

Volunteers with emotional and learning disabilities also have been involved in the program. A young actress with dyslexia found that reading for blind persons enhanced her confidence and career. A person recovering from a nervous breakdown found stability and comfort from her regular volunteer assignment.

Learning such saleable skills as handling cash and receipts, operating office machines, working with the public, speaking in public, and becoming familiar with professional office environments are benefits of these placements. Also significant are such intangibles as feeling good and feeling needed. "These intangible benefits are important both because of the ways in which they help fill up people's lives with meaningful activities and also because they are another way in which volunteering enables handicapped people to share mainstream experiences." (Hensley, 1984).

CASE STUDIES

Five case studies of active volunteers who have provided more than 1542 hours of service are described below:

V is a volunteer who came to the agency a year after becoming blind because of diabetes. A homemaker with little job experience, she felt that working in the agency store would teach her skills and expertise relevant to her blindness. Now, two years later, she trains new volunteers and accepts new challenges such as learning to use and teach others to use a Kurzweil Reading Computer. When asked how she felt about volunteering, she responded, "I like it. The experiences are challenging."

W, a semi-retired accountant, is hearing impaired. He considers that the best part of his volunteer assignments is "seeing how my clients cope with their impairments." The four blind persons he reads for describe him as "excellent," "wonderful," "very good," and an important part of their "remaining independent."

Volunteer X is blind and has used volunteer readers all her adult life. She is an active information volunteer and a braille proofreader for the agency in addition to her full-time paid job for a tax agency. "I really enjoy volunteering because it's a way of giving back what I receive," she says.

Volunteer Y is confined to a wheelchair as a result of multiple sclerosis and an accident. He usually reads to tape, but has also read in person to a client who came to his home. He says, "It's nice to be appreciated," and feels good about the "positive reinforcement."

The death of a family member can be an emotionally disabling experience. Z came to our agency soon after becoming a widow. "It opened up a whole new world," she says. "I had to have a reason to get up in the morning." Her volunteer job turned into paid part-time employment because of her acquired job skills.

CONCLUSIONS

The goal of this program is to enable as many people as possible to enjoy the benefits and opportunities of volunteering. At one time the typcial volunteer was thought to be a female suburban homemaker with ample free time and few "professional" skills. However, in this program most volunteers work full time at paid jobs, men and women are represented in equal numbers, and volunteers typically may be handicapped persons. The training and structure of this program produces volunteers with professional skills and meaningful jobs working in an unpaid capacity for the agency. We plan to continue this successful approach in the future.

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Hensley, G. Involving the Handicapped As Volunteers: A Guidebook. Seattle: Vision Services—An Agency for the Visually Impaired, 1984.

Effective Delegation

Lynn Jones, PhD

Administrators working within volunteer organizations hold a very key role. They cannot afford to rely upon their efforts alone to move the organization forward. Nor can they allow themselves to become so elitist that they feel they are the only individual in the organization who "can do the job correctly." The administrator who fails to delegate effectively and efficiently not only holds down volunteers who can do the job but also hampers maximum organizational output as well.

Administrators generally fail to delegate for five very simple reasons:

- Fear of losing credit and recognition

- Fear of competition from volunteers

- Fear of own weakness being exposed

- Fear of not having the time or ability to provide necessary training

- Fear of volunteers not being able to handle the assignment

Most of those fears can be overcome if the volunteer administrator will design a volunteer delegation plan. This plan can be based upon a ten step process.

TEN ESSENTIAL STEPS IN DELEGATION

Explain the Importance of the Task. The volunteer may *feel* that the job is important but if you explain the importance your volunteer is more likely to understand.

Check on Understanding. You may feel the task is so simple that anyone would understand, but you should check, just in case. You may even ask the volunteer to explain the assignment as he or she understands it.

Offer a Challenge. Explain the problem. Admit that you don't know if there is an answer, but you would like the volunteer to see if he or she can find a solution. Now the task becomes a challenge and the volunteer will go for it.

Check Confidence. Make your volunteers know that you feel they are the ones for the task. Don't let them feel they are "just a warm body."

Be Reasonable. Keep the goals for the group or individual's task within reasonable expectancy of what can be accomplished, both in time and in quantity.

Give Leeway. Most people like to do things their way, including you. Where possible, keep this in mind, and let the volunteers do it "their way." If you allow volunteers to offer suggestions, they may come up with a better way and certainly will have more enthusiasm for the task.

Delegate Responsibility. When you assign a task give the volunteer the responsibility that goes with it. If there are decisions to be made, money to be spent or people to be supervised, let the volunteer handle it without running back to you for every decision.

Lynn Jones has worked with the education and coordination of volunteers for fifteen years through the Cooperative Extension Service. He has served as a Youth Development Specialist with Missouri, Wisconsin, and Oklahoma State Universities. He is currently 4-H Curriculum Development Specialist at Oklahoma State University.

Don't Delegate Unfairly. Try not to delegate all of the good tasks to one or two people, time and time again. By the same token, don't use any volunteer as a "dumpster" repeatedly for the lousy jobs that need doing. Be especially careful to not dump all of the lousy jobs on volunteers; save some of them for yourself.

Don't Expect Perfection. Before you delegate determine how important your perfection expectations are. If you expect everyone to turn out work as perfectly as you, you'll probably be disappointed. However, with training from you, over time, the volunteer may far exceed your expectations, even of yourself.

Give Recognition. If someone does a good job compliment them, publicly. Be as specific as possible. Everyone needs a pat on the back and generally the more public, the better.

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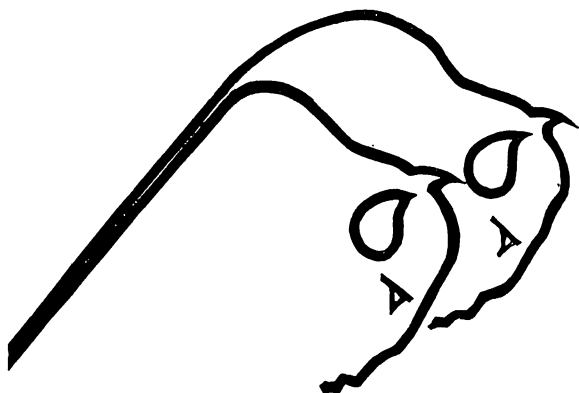
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I. CONTENT

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

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

C.   Please note that this JOURNAL deals with *volunteerism*, not *voluntarism*. This is an important distinction. For clarification, here are some working definitions:

   volunteerism: anything related to volunteers or volunteer programs, regardless of setting, funding base, etc. (so includes government-related volunteers)

   voluntarism: refers to anything voluntary in our society, including religion; basically refers to *voluntary agencies* (with volunteer boards and private funding)—and 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 administrators of *volunteer programs* necessarily. If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your manuscript subject for you.

D.   THE JOURNAL is seeking articles with a "timeless" quality. Press releases or articles simply describing a new program are not sufficient. We want to go beyond "show and tell" to deal with substantive questions such as:

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   —what advice would the author give to others attempting a similar program?
   —what might the author do differently if given a second chance?
   —what might need adaptation if the program were duplicated elsewhere?

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D.   Articles will be reviewed by a panel of Reviewing Editors. The author's name will be removed prior to this review to assure full impartiality. The review process takes six weeks to three months.

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F.   Copyright for all published articles is retained by the Association for Volunteer Administration.

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I.   Illustrations (photographs, artwork) will only be used in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.

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