Voluntary Action Leadership

FALL 1985

SUPPORTING THE VOLUNTEER LIFE-CYCLE

As I See It

Building Your Leadership Power

By Marlene Wilson

Nationally known volunteer leader, management consultant and author, Marlene Wilson gave the following speech at VOLUNTEER's 1985 National Conference on Citizen Involvement in Los Angeles.

Not long ago, I accompanied three of my workshop participants to a waterfall in Thunder Bay, Ontario. We stood on the observation deck, appropriately dazzled by the sight. Three of us exclaimed, "Amazing!" "Majestic!" "Incredible!" The fourth member of our group, who was from Thunder Bay, remarked, "I guess it is incredible—as long as you haven't seen how it can be."

She then explained that she had visited the waterfall the week before when the flood gates above the dam were fully open. Instead of the three separate, narrow falls we were seeing, she saw one gigantic cascade of water, stretching almost as far as you could see. She finished the description by saying, "Now *that* was incredible!"

This scene came to mind as I was preparing this speech because I think there are lessons to be learned in everything (or as Arlene Schindler so often says, "Everything is relevant!"). The relevance as I see it is this: It is appropriate that we come together at conferences, so we can remind ourselves that what has been accomplished in our field in recent years is "amazing," "fantastic," "incredible." For example,

- Fifty-five percent of all adult Americans (92 million) volunteer (1983 Gallup poll).
- If these volunteers were paid, their worth would be at least $63 billion.
- Charitable giving reached a record $47 billion in 1984 (an increase of 10 percent over 1983).

All of this is true and cause for celebration. But what would happen if we knew how to open the flood gates and let volunteerism really flow to its full capabilities

—where we tap into that 50 percent that is not involved,

—where charitable giving doubles,

—where volunteers and staff, boards and executives see themselves as truly synergistic teams?

My hunch is, "We ain't see nothin' yet!"

So it is with both gratitude for what our field has accomplished and hope for what is still to be done that I come to you today.

My topic is "Building Your Leadership Power," and it is my belief that we have both some problems and some challenges in this field with leadership and with power. Let's start with the problems:

1. Attitudes

First is our attitude about ourselves and how we view the importance and significance of what we do in the voluntary sector. It started with the "I'm only a volunteer" syndrome and moved on to become "I'm only the volunteer director" feeling. It is an attitude of feeling powerless and it is dangerous, for it affects one's feelings of self worth as well as the ability to influence others when appropriate. This has gotten much better over the past decade, with the advent of sound training, professional associations and greater recognition of volunteer administration as a legitimate field. But we still have a long way to go. We cannot be powerful if we feel powerless—it's not possible!

Another attitude we combat is that we take care of everyone but ourselves. I'm talking about burnout, which is still rampant in the helping professions. There's an old saying that illustrates this problem so poignantly: "You can't anymore give what you ain't got, than you can come back from where you ain't been!"

Concerning attitudes toward power, I have conducted workshops on the subject and have participants perform a fascinating exercise. I ask them to give me their immediate responses to three words: *powerful*, *powerless* and *empowering*. The results have been amazingly consistent.

The word *powerful* drew a mix of negative and positive comments, i.e., strong, effective, manipulative, able to get things done, pushy, aggressive, money, mover and shaker, intimidation. The word *powerless* elicited consistently *negative* comments, i.e., weak, ineffective, poor, pushed around, victim, frustrated. The word *empowering* brought forth consistently positive comments, i.e., makes things happen, enables, shares power, opens doors, works on behalf of others, mentor.

I then point out how it is impossible to empower others if we are (or feel) powerless. Yet, we use the terms *empowering* and *enabling* in the helping professions all the time. We have to have power before we can share it! To learn how to get and use power well, we have to shape up our own attitudes about it. Power, which comes from the Latin word meaning "to be able," is simply:

—The ability to cause or prevent change.

—The ability to influence outcome and people.

As you can see, power is neither good nor bad—it's what we do with it that is. When we have it, do we use it to

(Continued on page 33)

Voluntary Action Leadership

FALL 1985

Published by VOLUNTEER—The National Center

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Voluntary Action Leadership is published quarterly by VOLUNTEER—The National Center. Bulk postage paid at Washington, D.C. **Subscriptions:** $16 one year; $30 two years; $44 three years. Outside U.S.: Canada add $2; foreign add $4. **Change of address:** Send both old and new addresses, including zip code, to: CIRCULATION, Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209. Allow at least six weeks for change to take effect. **All other correspondence** should be directed to the editor, c/o VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

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VOLUNTEER ASSOCIATE MEMBERSHIP PLAN

The VOLUNTEER Associate membership plans are designed to keep today's volunteer administrators and the leadership and staff of volunteer organizations current on:

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- **topics of special interest**
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- **news of the volunteer community**

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Voluntary Action NEWS

One-to-One Volunteers Keep Mich. Court Program In Fine Tune

Even "normal" adolescents can tax the psychological resources of adults who work with them. In Oakland County, Mich., over 100 volunteers each year work with adolescents who represent the extremes of that turbulence—those youths involved with the Juvenile Court who have been neglected by their parents or who have been detained in county institutions as a consequence of delinquency.

Another 120 adults volunteer to enter into a one-to-one relationship with a child in their own community who may not have been in serious trouble, but whose family background or school adjustment contains warning signs of possible future problems. In both of these programs, volunteers are asked to make a year-long commitment to see their assigned youth on a weekly basis.

Case Aide Program

For many court-involved youngsters—neglected or delinquent—family support and even basic affective bonds are often absent or pathological. Oakland County Probate Court judges have long recognized that there are gaps in the lives of these children that court and institutional caretakers are simply unable to fill. The Case Aide volunteer is assigned to help fill that gap by being a friend and listener to a youngster either in institutional care or on probation. This provides an important adjunct to the services of the busy probation officer, who needs to be occupied with legal and procedural aspects of the case and has limited time to spend with other matters.

In the last 17 years, court and child care staff have come to view volunteer involvement as an essential component in the treatment of many of their wards, especially now that the vast majority of institutionalized children are in "open" (unlocked) programs.

These youths have the opportunity to earn weekday excursions and weekends off grounds by working on treatment goals and maintaining good behavior. However, if these youngsters do not have even one person on the "outside" who makes a regular commitment to visit and take them for a weekday excursion or to their home for the weekend, the program cannot work. For these children, a relationship with a caring adult can provide the motivation for the child to work on his or her rehabilitation—to care about him/herself in a positive way.

The volunteers make a commitment to visit the child at least once a week. They can visit in the institution, take the youths off grounds for shopping

Photo by John C. Chatley ©1985

Oakland County Probate Court volunteer listens to his "matched youth."

trips, sports events, or a simple "hamburger and coke." If they feel comfortable and the child is showing improvement, court staff will do further investigations that will authorize the volunteer to take the youth home for weekend visits.

A confused and angry youth in the court's residential facility may be more eager to trust someone who is not an actual part of the system. A volunteer can be less of an authority figure and more of a friend to a child who believes that nobody cares. Although the relationship between the volunteer and child can become a very special one, counselors caution that it may take time to win the trust and friendship of these youngsters. Ron Frink, counselor for the neglected children in Oakland County Children's Village, says of the volunteer programs, "It gives them a friend, which most don't have. It teaches them to trust, which most don't do. The end result is that these children feel better about themselves."

Some volunteers opt not to become involved in a one-to-one relationship, but share their special skills, such as cooking, art, exercise, mechanics, etc., with a group of children in the residential facility. These "building volunteers" have come to be recognized as very special to the children whom they serve.

PLUS Program

The PLUS program matches adult volunteers with children in the same community who, while not yet involved officially with the court system, are considered at risk for future problems. For these children, a caring adult can provide the type of positive role model that may influence the child to feel better about him/herself and make better decisions regarding his or her behavior.

Prevention of delinquency, or stopping misbehavior before it occurs, is a central tenet of Oakland County Probate Court's Youth Assistance Department. (To that end, Youth Assistance runs many community prevention programs such as camp, parent-education, substance abuse programs, etc.)

PLUS Programs are run by community volunteers under the aegis of local Youth Assistance Field Offices. The professional Youth Assistance caseworker provides consultative services to the PLUS committee volunteers including help with recruiting, interviewing, and matching volunteers to youngsters.

Joy Duff is a PLUS volunteer who comes from a large, loving family and feels that she has a lot to share with a child. She has been matched with Susie, who is 14 years old and has hearing difficulties.

"One of the reasons that we were matched is because I know sign language," Joy says. Matching Susie with a PLUS volunteer was a preventive measure because of Susie's family's history of problems.

Joy and Susie have heen together for two years. Susie's parents were initially suspicious of Joy and her motives, but eventually the problems were worked out. They now have a better understanding of each other, and Joy picks Susie up at least once a week—usually on Saturday.

Joy speaks highly of the volunteer program and her own Waterford branch. Monthly activities are often planned for all of the volunteers and their matches.

"I am very proud of what this organization has done. Although the people running the program are very motivating, the most special part of the program is the children themselves," Joy says.

Joy and Susie feel lucky to have each other. The closeness of their relationship is best revealed when one hears Susie introduce Joy. "This is my big sister, " she says.

Program Organization

Oakland County Probate Court initiated the Volunteer Case Aide Program for court-involved youths in 1968. The PLUS Program for "at risk" yonths began in the Royal Oak school district in 1972.

As time went on, the court began to see that these two programs—although one was preventive and one was remedial—were complementary service activities. The programs were brought under the same department in 1979 and staff responsibilities were further consolidated under the general title of "Volunteer Programs" in 1983.

These programs are administered by Youth Assistance Central Office staff and staff and volunteers in 19 of the 26 Youth Assistance Field Offices (one in each school district of the county).

The combination of these programs has had exciting results: The three central office volunteer program staff are responsible for PLUS and Case Aide Programs in their assigned regions of the county. They recruit one-to-one volunteers, utilizing a wide variety of public relations efforts. The volunteer program staff also conduct monthly orientation and training sessions where potential volunteers explore the expectations, responsibilities, and psychology of one-to-one work with youth.

At the conclusion of the second session, each person is asked to choose a program. If a potential volunteer decides to apply to the PLUS program, staff refers him/her to the nearest local program. The local program staff and volunteers take over the responsibility for interviewing, record checking, placement and follow-up.

If the potential volunteer chooses the Case Aide Program, central office staff have the responsibility for interviewing, record checking, etc. In addition, they keep a record of all court-involved youngsters who have been referred for volunteers. They interview the youngsters and their official court caseworkers and match each volunteer with the youngster who seems the best "fit" in terms of personality, background and locale. They monitor these relationships, do home studies if the volunteer requests the child to visit overnight, and are available to trouhle-shoot any problems that develop. In addition, volunteer staff consult with local Youth Assistance PLUS committees in regard to program management and skill development. They also conduct annual programs to recognize volunteers for their unique contributions. By working with staff and volunteers in each school district in Oakland County, volunteer program staff can focus on a wide range of community development efforts and, along with their work with institutionalized youths, work on both sides of the prevention-rehabilitation continuum.

"Most of our volunteers come from stable, loving family backgrounds," says Robert Cross, chief of youth assistance. "It is often distressing to them when they first hear the history of their assigned child. Also, the child's own maladaptive behavior, manipulation and lack of trust can sometimes create

more stress.

"We truly ask a lot of the volunteer—to enter into a relationship that can be ambiguous and uncertain and with an outcome that is not really measurable. It is a tremendous credit to ourselves as a society that there are certain special individuals who are willing to do it."

There are rewards. The one-to-one volunteers say that traditional volunteer projects involving committees, fundraising, etc., don't hold much interest for them. The one-to-one interaction with someone in need—someone young with a future in jeopardy—is where the true excitement is. Here is where they feel that they can make a difference.

The Sun City West Sheriff's Posse.

Volunteers Create Tradition in Sun Cities

By Ken Plonski

Twenty-five years ago, Del E. Webb created Sun City, Arizona, the first of the "active adult communities," with a challenge to its residents. "Concrete, steel and lumber make the buildings," Webb said, "but people make the community. Together we can create a way of life unprecedented in America."

The Del E. Webb Development Co. (DEVCO), master planner and builder of Sun City and Sun City West, fulfilled Webb's part of the challenge. DEVCO constructed a community of comfortable homes, golf courses, recreation centers, shopping centers and more.

And the people fulfilled their part of the challenge, creating a structure of volunteer activities and services unique in the nation.

The volunteers represent diverse social backgrounds. Some are financially secure while others depend on pensions and Social Security. They come from all 50 states and as many foreign countries.

Sun City and Sun City West combined are the home of more than 400 civic, service, church, charitable and recreational clubs and organizations.

For example, PRIDES (Proud Residents Independently Donating Essential Services) is a 500-member group dedicated to keeping their communities litter-free. Doctors, lawyers, housewives, executives and blue-collar workers maintain public landscaping, gather debris, trim and paint trees to maintain or improve the community's attractiveness.

Posse, the Sun Cities' crime prevention group, has 400 senior citizen members who are trained by the Maricopa County Sheriff's Department. They patrol the streets in official vehicles 24 hours a day and perform other duties such as directing traffic and answering emergency calls.

The Sun Cities also are the home of 26 various service clubs including the Lions, Kiwanis, Civitan, Business and Professional Women, Rotary and many others. Many of these groups operate out of the Community Services building, which was built out of the proceeds from a volunteer newspaper recycling drive.

In recognition of its massive community volunteer spirit, this past spring Sun Cities was awarded the President's Volunteer Action Award.

Ken Plonski is DEVCO's public affairs manager.

Nashville Joint Venture Cultivates Young Volunteer Leaders

In a unique joint venture, the Nashville Council of Community Services (CCS), the HCA (Hospital Corporation of America) Foundation and the local Volunteer Center have formed the Young Leaders Council (YLC) to expand Nashville's volunteer leadership base. The program will train and place young men and women who are not currently working with community agencies.

"We have created this project to insure a business orientation toward the effective and efficient use of an organization's most valuable resource—it's people," said CCS Executive Director Rusty Lawrence, whose council came up with the idea.

The first class of the Young Leaders Council consists of 18 young people representing a variety of businesses and community segments. As trainer, CCS instructs them in the duties and liabilities of volunteer board members, helps develop their leadership skills and explains the social service system.

YLC graduates serve an internship with a community agency. Each is assigned a mentor, who is an experienced community leader. Later, the graduates may participate in alumni projects.

New classes will begin quarterly "to provide a regular infusion of new leaders into the social service system," Lawrence says.

The HCA Foundation has underwritten this pilot program and will work with CCS to evaluate and refine it after the first class completes its training and internships.

The Volunteer Center, a service of United Way, will work with CCS to identify volunteer leadership opportunities in over 200 agencies. The Center also will assist in matching YLC graduates with agencies in need of trained volunteer leaders.

A.A.: Grandfather of Self Help

1985 marks the fiftieth anniversary of the founding of Alcoholics Anonymous—a fellowship of men and women who share their experience, strength and hope with each other to solve their common problem and help others to recover from alcoholism.

The A.A. self-help program had its beginnings in 1935 when one drunk sought to help another to keep himself from picking up another drink. Fifty years later, its members, over one million of them, criss-cross the world.

As a result of A.A.'s success in combating alcholism, it has become the model for many, diverse self-help groups, including Gamblers Anonymous, Pills Anonymous, Narcotics Anonymons and Overeaters Anonymous.

At first glance, these programs may look almost identical, yet each offers one-of-a-kind help for a specific addiction or problem that A.A., the granddaddy of them all, cannot provide unless the primary addiction is to alcohol. When the chips are down, the heroin addict's need to identify with others—to "speak the language of the heart," as A.A. co-founder Bill Wilson put it—is a requisite to lasting recovery. The needs of other "addicts" are the same, whether their problem is obesity or compulsive gambling.

Most of the self-help groups pat terned after A.A. characterize themselves as "anonymous" and mainly for the same reasons as A.A., which views anonymity as vital to the life of the fellowship as sobriety is to the life of each member. This all-important concept serves two different, important functions:

1. At the personal level, anonymity provides protection for all members from identification as alcoholics, a safeguard often of special significance to newcomers.
2. At the level of press, radio, TV and films, anonymity stresses the equality of all A.A. members by putting the brake on those who might otherwise exploit their affliction to achieve prestige and personal gain.

A strong link between A.A. and many of its emulators—and one explanation for the successful rate of recovery in these diverse self-help programs—is the paradox of healing through surrender, of strength arising from defeat or "hitting bottom." This concept runs contrary to the "pull up your socks" approach advanced by proponents of will power alone as the answer to addiction.

Another big link is the concept of the shared gift. In A.A., this means that in order to keep their sobriety, members "give it away" by sharing their experience, strength and hope with each other and carrying the message of recovery from alcoholism wherever it may be needed.

Reprinted with permission from the spring 1985 Network, *the newsletter of the New Jersey Self-Help Clearinghouse.*

DATES TO REMEMBER:

NATIONAL VOLUNTEER WEEK
April 20-27, 1986

Polio Survivors Face New Test

Several thousand recovered polio victims from the 1940s and 1950s once again have found themselves battling excruciatingly painful and debilitating effects of their original illness, which they fonght so hard to combat decades ago.

About four years ago, former polio victims began appearing in physicians' offices with such complaints as increased fatigue, muscle and joint pains and weakness, and loss of muscle function. These new problems were often more severe than their original illness. Due to a lack of awareness among professionals, some of these people were told, "It's all in your head." Some were prescribed tranquilizers and others were placed in psychiatric hospitals.

A group of polio survivors suffering from the debilitating effects of the disease has established the National Center for Polio Survivors in Maryland. National Chairwoman Joyce Oakes refers to the center as an "outreach program" with the primary objective of "organizing polio victims to provide a clearinghouse for medical information, public education and advocacy, and to champion research."

The New Jersy Self-Help Clearinghouse posted messages on computer networks, which enabled numerous people to contact the center.

Susanne Wynkoff, a polio survivor and director of information and referral for the Easter Seals Society in Hackensack, N.J., has been working to establish a mutual aid support group for polio survivors in northern New Jersey. She refers to the very difficult and severe treatment regimen prescribed for patients when originally stricken with the disease, and points out the devastating and often quite depressing consequences of once again having to fight a battle that most people thought they had already won.

Wynkoff feels that the support group will provide its members with a working mechanism by which people will learn to cope more effectively with their condition. She hopes that the group will identify ways to arrest physical deterioration, help people not to get depressed about their situation, and provide reassurance to others that their condition is manageable. Wynkoff also emphasized the need for greater dissemination of information to both victims and professionals concerning the treatment and prevention of the illness.

This article is also reprinted from the New Jersey Self-Help Clearinghouse newsletter. For further information on these groups, call the Clearinghouse at (201) 625-7101.

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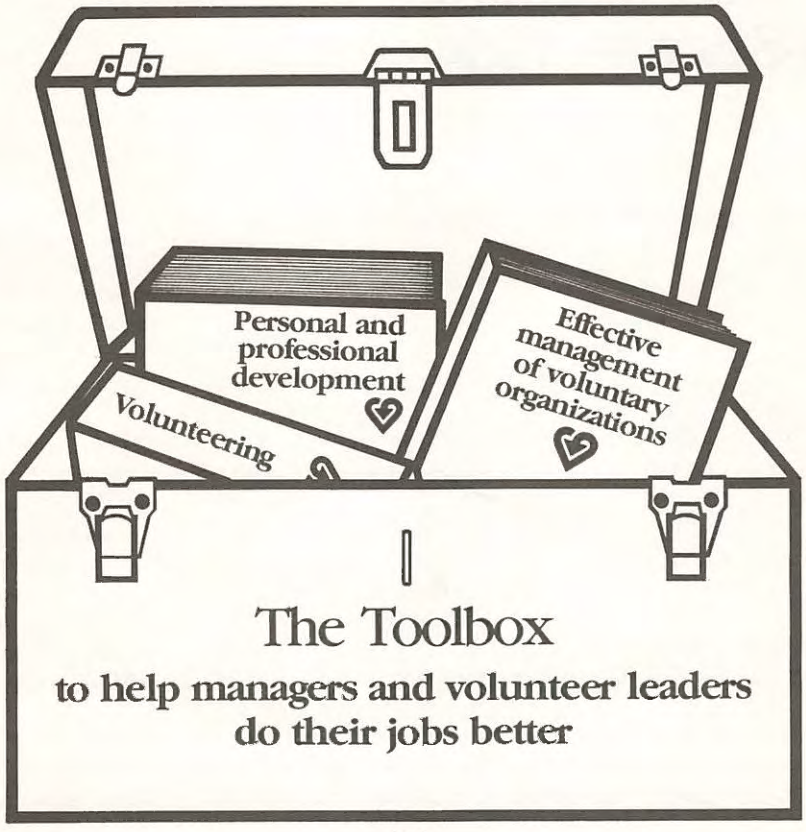

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Research

The following report contains highlights of the Minneapolis-St. Paul Area Corporate Volunteerism Council's 1984 survey of its 44 corporate members. The CVC feels the report leaves little doubt that corporate involvement in the volunteer movement is strong and growing stronger in Minnesota. For a complete copy of "Corporate Volunteerism 1984—A Report to the Community," write CVC, 404 S. 8th St., Minneapolis, MN 55404.

Corporate Volunteerism, Minnesota-Style — 1984

Compiled by the Minneapolis/St. Paul Area Corporate Volunteerism Council

The Corporate Volunteerism Council of the Minneapolis-St. Paul Area was founded in 1980 to promote corporate volunteer programs by sharing information and ideas with companies developing new programs and by streamlining communications systems with nonprofit orgauizations in need of volunteers.

The CVC's "report to the community"—*Corporate Volunteerism 1984*—examines the type and scope of corporate volunteer programs and looks at different methods corporations use to support and promote volunteerism among employees.

Among the trends the survey uncovered are

- A growing tendency for corporations to work together on projects
- A spreading of volunteerism from the executive level to all levels in the corporation
- A larger numher of corporations forming retiree volunteerism programs
- Many corporations planning programs with a specific focus that is connected in some way to their husiness—for example, B. Dalton Bookseller Corporation's National Literary Initiative, which has had fantastic success in recruiting volunteers to fight illiteracy.

The report also reflects a growing enthusiasm in corporations for active encouragement of employee volunteerism. This enthusiasm is expected to continue to grow as more and more companies become aware of benefits to the community, employees and the corporations themselves. Corporations find their involvement in volunteerism has a direct impact on the health of the community and that a healthy community promotes a healthy business environment.

Finally, the report shows a great need for systematic research and evaluation of programs and volunteer experiences so that corporate volunteer programs will continue to increase in effectiveness and numbers. Consequently, the Corporate Volunteerism Council expects to repeat the survey and report to the community periodically over the years.

Objectives

- To provide a picture of the current status of corporate volunteerism among members of the Corporate Volunteerism Council of the Minneapolis-St. Paul Area, a membersbip organization of Twin Cities corporations that have employee volunteer programs or are developing such programs
- To identify the ingredients iu those programs that indicate a commitment to the concept of corporate volunteerism
- To establish a base line by which to measure the development of corporate volunteerism among member corporations and in the Twin Cities community

Sample and Method

During the summer of 1984, surveys were mailed to 42 member companies. Responses from 38 companies were received. The data from all 38 responses is included in the report.

What the Report Examines

The report examines the commitment of these Twin Cities corporations to corporate volunteerism as illustrated by:

- Type and scope of corporate volunteer programs
- How tbe corporations promote volunteerism
- The extent and uature of corporate support given voluuteer programs
- To what extent corporate volunteer programs use the four-step process of research, planning, implementation and evaluation
- Comparisons of corporate volunteer programs based on number of employees, annual revenues, program age, and department managing the program

Major Findings

Although nearly all of the companies surveyed have or are developing corporate volunteer programs, there is a great variety among those programs. Differences in company size, structure, revenues, program age, and managing departments can all result in program differences.

Most corporate volunteer programs were developed during the past few years, and most are continually evolving, developing and changing. It is thus difficult to make generalizations or identify definite trends. This report only represents the status of these particular corporate volunteer programs at one moment in time.

- Traditional corporate volunteer activities involving executives are still the most common, but group projects involving all levels of employees are also popular.
- One trend among larger companies is the development of volunteer programs for retirees.
- Cooperative projects with community organizations and/or other companies are also becoming popular—especially among companies with larger employee populations.
- Larger companies tend to have more

VOLUNTEER RECOGNITION METHODS USED

Publicity	78%
Letters of commendation	63%
Special recognition events	56%
Verbal praise	53%
Awards	50%
Gifts	25%
Displays	22%
Personnel records noted	19%

formalized programs. The majority of programs is managed by community relations/public affairs departments, especially in larger companies.

- A variety of means is used to communicate about volunteer programs and to promote volunteerism to employees. Company publications, personal contacts, bulletin boards and memos are the most popular methods. Larger companies also use employee meetings and more varied and sophisticated means of communications.
- The vast majority of the companies have some kind of volunteer recognition program. The most popular means of recognition are publicity in company publications, letters of commendation, special recognition events and employee awards. Again, larger companies indicate greater variety.
- The majority of companies support volunteerism by providing release time for approved activities, reimbursement of certain employee expenses, and monetary and/or in-kind donations to organizations where employees volunteer.
- Several companies consider volunteerism to be a form of employee development, but few give it consideration in employee performance appraisals.
- Most companies also support their volunteer programs with budgets (which are reported to be growing with the programs) and designated program coordinators. Coordinators spend an average of 25 percent or less of their work time on volunteer programs. Those coordinators who spend more than 25 percent of their time on the programs usually are in community relations/public affairs departments in larger companies.
- Many corporate volunteer programs are also directed or assisted by employee councils or committees.
- A significant number of coordinators report their programs receive the active support of their CEO and senior management, but most perceive the support from mid-management to be less.
- The majority of companies reports having written plans for their programs. There is, however, a need for greater attention to research of employee volunteer interests and community needs upon which to base program plans and evaluation of programs and individual volunteer experience to insure ongoing program effectiveness.

Corporate Programs

Most of the corporations surveyed (89%) indicated having a volunteer program of some kind. This data was anticipated as the corporations surveyed were members of the Corporate Volunteerism Council. Three of the four companies that indicated having no volunteer programs actnally did have some involvement with volunteerism and promoted it in some way to their employees. One company is in the process of developing a program.

The majority of the volunteer programs (59%) have been in place for five years or less, and a large percentage of those (75%) for two years or less. However, a still significant 38% has had programs for over five years. Most of the programs over five years old (69%) are in companies with over $100 million in annual revenues or with employee populations over 1,000 (62%).

Employee Participation

Although all companies with volunteer programs said that their entire Twin Cities employee populations were eligible to participate in at least some parts of their programs, a few indicated that they limit their programs (or parts of them) to management or salaried employees. A few also noted that they do not include part-time or union employees. The exact percentages of these restrictions cannot be determined from the survey data.

Twenty-six percent of the companies indicated that 10% or more of their employee populations were involved with their volunteer programs. Twenty-nine percent of the companies reported increased employee involvement during the past year, while 45% reported involvement to have remained constant. No company reported a decrease in employee involvement.

Forty-seven percent indicated that retirees were eligible to participate in company volunteer programs and 32% have formal programs specifically for their retirees. All companies that reported having retiree programs have employee populations over 1,000 and 75% have annual revenues of more than $500 million.

Program Administration

Administration of most corporate volunteer programs is the responsibility of a single department. This is most often a community relations or public affairs department (58%, but programs are also managed by human resources (13%), communications/public relations (13%) and other departments (11%). Compauies with larger employee populations (71% of those over 1,000) and larger annual revenues (78% of those over $500

General Mills employee on outing with his "Little Brother."

million) are more likely to place the responsibility for volunteer programs in a community relations/public affairs department.

Companies with smaller annual revenues and fewer employees are less likely to have a formally structured program than those with greater revenues and/or larger employee populations. Forty-seven percent of the companies with less than $500 million in revenues, and 41% with less than 1,000 employees reported having no formal program structure, and 20% and 24%, respectively, indicated responsibility for their volunteer programs was spread over more than one department.

In contrast, 83% of the companies with annual revenues of over $500 million and 76% of companies with more than 1,000 employees reported having more formalized programs managed by designated program coordinators or administrators.

Volunteer Activities

Volunteer activities involving executives traditionally have been and continue to be the most common. These include the placement of executive employees on nonprofit boards and community commissions (82%) and the lending of executives (71%), especially to assist with annual United Way campaigns. Many corporations are lending employees from various levels to provide management and technical assistance to nonprofits (79%), often through the Management Assistance Project (66%)—a five-year-old partnership effort of 24 Twin Cities corporations and the Minneapolis and St. Paul United Ways.

Also popular are group projects (66%), many of which involve a one-time commitment (61%) such as a bike-a-thon or a clothing drive and often are fundraising efforts.

Forty-seven percent of the companies surveyed indicated having some kind of special company focus for their volunteer activities. This focus may range from an almost exclusive volunteer focus such as B. Dalton's literacy program, to a special, but non-exclusive emphasis such as H. B. Fuller's focus on domestic violence and Inter-Regional Financial Group's focus on child welfare.

Cooperative projects and community partnerships (such as Minnesota Foodshare and Metro Paint-a-thon) are increasing in popularity. Forty-two percent of the companies indicated involvement in such efforts. Corporations see cooperative projects and partnerships as excellent ways to leverage their resources. Sixty-nine percent of the companies reporting participation in cooperative efforts have employee populations over 1,000.

The majority of corporations with volunteer programs (62%) also places individual volunteers in community agencies and projects. And while 71% reported utilizing the resources of community agencies such as Voluntary Action Centers and the Management Assistance Project, most (61%) do not allow direct recruitment of their employees by those agencies. One exception to this policy is the hosting of volunteer fairs where agencies are invited to a company to provide employees with information about volunteer opportunities.

Support to the Volunteer

In addition to sponsoring, facilitating and promoting volunteer activities, Twin Cities corporations reinforce their commitment to volunteerism through a variety of support mechanisms. The majority of companies surveyed (66%) provides some form of release time for approved volunteer activities, and 55% reimburses employees for certain expenses connect-

SUPPORT MECHANISMS FOR VOLUNTEER ACTIVITIES

Release time	66%
Reimbursement of expenses	55%
In-Kind donations	34%
Direct grants	29%
Matching grants	16%

First Bank Minneapolis employee volunteers as referee for fifth/sixth grade basketball game.

General Mills employees join in Metropolitan Paint-a-Thon in Minneapolis/St. Paul.

ed with volunteering.

Many companies (53%) link volunteerism and corporate contributions in some way. Twenty-nine percent makes direct grants, 16% matches employee donations and 34% makes in-kind donations (e.g., printing services, office equipment and company products) to organizations where their employees volunteer. Such links are most likely (79%) when responsibility for the volunteer program is located in community relations/public affairs departments, the same department for corporate contributions.

Thirty-four percent reported links between volunteer programs and human resource departments, many of which assist in volunteer recruitment and program promotion. Community involvement is often viewed as important to individual employee development, but only 16% indicated a consideration of volunteer activities in employee performance appraisals.

Support of the Program

Companies also support their volunteer programs as a whole by providing budgets (65%) that grow with the program (55%) and designating program coordinators (84%).

For most coordinators, the volunteer program is only one of several responsibilities. The majority (58%) spends 25% or less of its time on corporate volunteerism activities. Of those coordinators who spend more than 25% of their time on volunteer programs, nearly all are in companies with over 1,000 employees (89%), more than $500 million annual revenues (67%) and in community relations/public affairs departments (89%).

Several companies (29%) have established employee councils or committees to direct and/or assist in the implementation of the volunteer programs. Some councils (55%) also disperse portions of their companies' charitable contributions.

Management support, critical to the success of any corporate program, is difficult to measure. While highly subjective, 42% of volunteer program coordinators reported their program had the active support of the CEO and senior management, 29% reported passive support and 18% reported moderate support. The support of mid-management was perceived to be less with only 13% of the coordinators reporting active support, 37% moderate support and 37% passive support.

Communications Workshop

How To Write a Press Release

Provided by VOLUNTEER

How-to pieces on preparation of press releases nearly always begin the same: "There are five important points to remember in preparing a press release: WHO, WHAT, WHEN, WHERE, WHY?"

These five "W's" cannot be stressed enough. Like how-to articles, your press release should begin the same way.

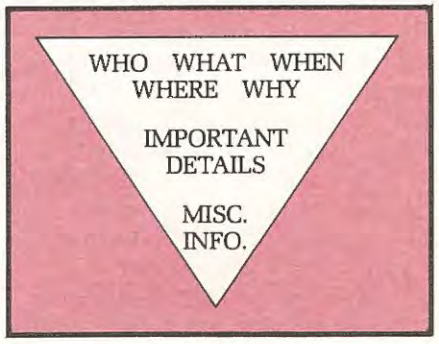
It is important to get these five 'W's' into the first sentence or two, whether you are writing for the print or broadcast media. These first sentences are called the lead, and a good lead captures the attention of the reader (or listener) and focuses his or her attention on the important details of the item.

In developing the details of your press release, it is important to remember that if there is not space to print your entire release, the editor will nearly always cut it from the bottom. Therefore, prepare all releases in an inverted pyramid style, since there is a chance that the end of your release will never reach the printed page. After the lead, each paragraph should be of declining importance with the least essential details coming at the end of the release.

In preparing your release, there are some important points to remember:

- Be sure that the name of an organization is spelled out, at least when it is first introduced.
- Give exact dates—Wednesday, October 16, 1985, not "next Tuesday."

VOLUNTEER has issued these press release guidelines over the years in its volunteer recognition handbooks and other materials.



- Give the address of the function. Remember, you are writing for people who do not know.
- Be brief. Nearly every news release can be written on one or two double-spaced pages. Remember, two double-spaced pages will fill about 12 inches of a newspaper column.
- Choose your words carefully. Do not use words in a release that you would not use in everyday conversation.
- Be objective, not subjective. Opinion is for the editorial page.
- Do not include telephone numbers in the text of the release. The chances for error are too great.
- When using numbers, spell out numbers from one to ten, use figures from 11 on (unless a figure begins a sentence—then it is spelled out).

Two last things to do before submitting your press release: Check once more for accuracy, times, places, dates, addresses, spelling of names. Then, read your release again and ask yourself if it would interest you if you were not associated with your organization. If not, tear it up and begin again. If the answer is "yes," you're ready to type your release.

Typing the Release

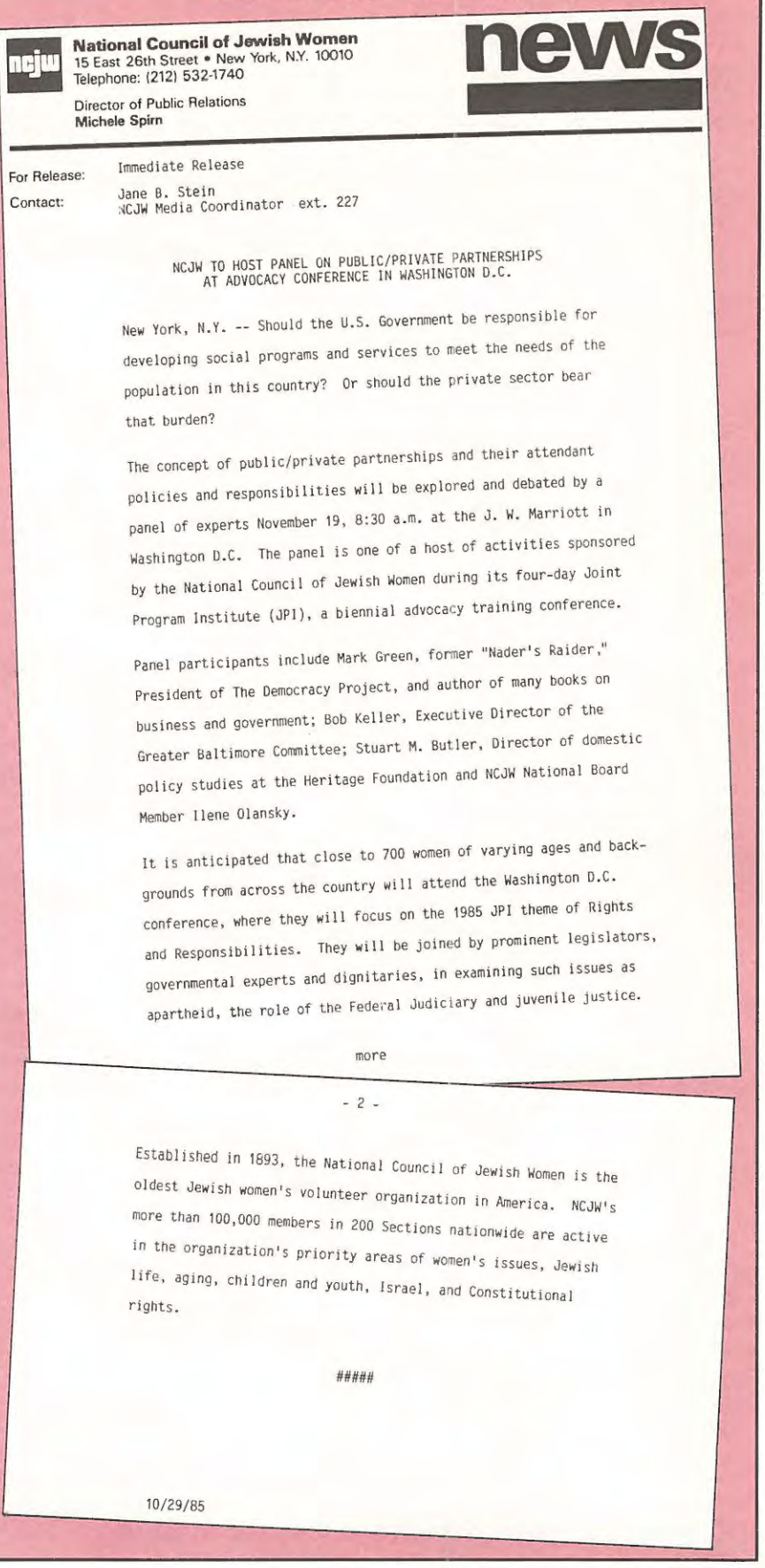
In typing your release, there are some hard and fast rules that must be followed:

- Use 8-1/2"x11" good quality paper, preferably stationery—never onion skin or tissue weight paper.
- Send an original, a mimeograph or a photocopy of your release; never send a carbon copy.
- Keep a copy of everything you send out, along with the full information regarding what media has received it.
- Include the name of the contact person and the appropriate telephone number. If the release is not typed on stationery, be sure to include the full name of the organization along with the address and telephone number.
- If possible, issue your press release "FOR IMMEDIATE RELEASE." (This means the item can be used upon receipt.) This simplifies the editor's work and increases your chances of publication. If necessary, type "RELEASE AFTER NOON, OCTOBER 16, 1985."
- Begin your copy about one-third of the way down the first page. This gives the editor ample space to write a head for your story or for his/her instructions.
- Double-space your release.
- Type on one side of the paper only.
- Indent each paragraph at least five spaces.
- If your copy runs more than one page, type "More" after the last line of each page except the last one. End each page with a complete sentence and paragraph.
- Type your organization's name at the top of each page after the first.
- At the end of the release, type a series of space marks (# # # #) under the last line.
- Follow local media guidelines for abbreviations, capitalization, etc. Many newspapers issue style sheets.

If you decide to use photos to accompany your press release:

- Check with the editor for special requirements for photos.
- Never use a paperclip or write on the back of a photo. Either of these can damage the finish of the photograph, making it useless for printing. As a general rule, type the identification information for photos on white paper, leaving ample paste-up space at the top of the sheet. Then paste about one inch of the caption sheet to the bottom (back) of the picture, with the typing face up. Fold the caption up over the photo.

SAMPLE PRESS RELEASE



ncjw

National Council of Jewish Women
15 East 26th Street • New York, N.Y. 10010
Telephone: (212) 532-1740

Director of Public Relations
Michele Spirn

news

For Release: Immediate Release

Contact: Jane B. Stein
NCJW Media Coordinator ext. 227

NCJW TO HOST PANEL ON PUBLIC/PRIVATE PARTNERSHIPS
AT ADVOCACY CONFERENCE IN WASHINGTON D.C.

New York, N.Y. -- Should the U.S. Government be responsible for developing social programs and services to meet the needs of the population in this country? Or should the private sector bear that burden?

The concept of public/private partnerships and their attendant policies and responsibilities will be explored and debated by a panel of experts November 19, 8:30 a.m. at the J. W. Marriott in Washington D.C. The panel is one of a host of activities sponsored by the National Council of Jewish Women during its four-day Joint Program Institute (JPI), a biennial advocacy training conference.

Panel participants include Mark Green, former "Nader's Raider," President of The Democracy Project, and author of many books on business and government; Bob Keller, Executive Director of the Greater Baltimore Committee; Stuart M. Butler, Director of domestic policy studies at the Heritage Foundation and NCJW National Board Member Ilene Olansky.

It is anticipated that close to 700 women of varying ages and backgrounds from across the country will attend the Washington D.C. conference, where they will focus on the 1985 JPI theme of Rights and Responsibilities. They will be joined by prominent legislators, governmental experts and dignitaries, in examining such issues as apartheid, the role of the Federal Judiciary and juvenile justice.

more

- 2 -

Established in 1893, the National Council of Jewish Women is the oldest Jewish women's volunteer organization in America. NCJW's more than 100,000 members in 200 Sections nationwide are active in the organization's priority areas of women's issues, Jewish life, aging, children and youth, Israel, and Constitutional rights.

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10/29/85

Advocacy

So You Want to Hold a Press Conference?

How-To Information Provided by VOLUNTEER

Advocacy is an important role for the volunteer leader, who is always on the alert for ways to promote volunteering. The press conference is an excellent forum for drawing public attention to a group's activities on behalf of the volunteer field.

The purpose or subject of a press conference must be important enough to be worthy of a reporter's time. Announcing prominent, out-of-town visitors or kick-off drives (for a massive volunteer recruitment campaign or to gather support for a permanent Charitable Contributions Law, for example) are the kinds of events that might he suitable for press conferences.

National Volunteer Week is another example because activities involve a large segment of the community, events are varied, and area celebrities frequently participate.

When

Press conferences should be held at a time compatible with newspaper deadlines. Determine these in advance and check with other papers, broadcasting stations and organizations for possible conflicts of time. If it's at your conference, which revolves around one day's events, consider asking a reporter to cover all of the events.

Where

If possible, select a location where the background relates to the subject and arrange for suitable photographs. Perhaps you might have a tour of your program for reporters following the press conference. This provides a chance for good pictures, offers a better "feel" for the volunteer situation and may provide extra publicity for the volunteers and the program.

If you plan a tour for the press, make sure that all logistical considerations are arranged (e.g., transporting reporters to events), and be sure that the press will have access to program staff, volunteers and other VIPs necessary for a good story.

Be sure that the location for your press conference is handy for the press. There should be sufficient room for TV and radio equipment (and electrical outlets). Ask radio and TV personnel in advance for a list of other things they might need (e.g., colored backdrops, lights, etc.).

Invitations

Invitations should be issued to the press at least ten days to two weeks in advance and should cover the basics—who, what, when, where, why. You should plan to telephone newspapers and broadcasters two or three days before the press conference to be sure that they received the invitations and proper information. You might also use the opportunity to ask if a photographer will be available.

Your invitation list will be determined by the subject matter. Try to get coverage on the appropriate pages—news, editorial, style, religious, sports, business.

Prepare kits to give to each reporter at the beginning of the press conference. They should include a news release covering the story (see Communications Workshop in this issue), biographical information on the principal participants or a summary of your program, 8"x10" glossy photographs, if appropriate to the subject.

- Be sure to begin on time.
- The host or hostess should introduce the guests and state the purpose of the press conference.
- Each spokesperson present should be thoroughly briefed to answer questions accurately or to know to whom they should refer the questions.
- Prepared statements should be limited to about ten minutes, and the entire conference should not last longer than an hour. It is better to have a formal ending to the press conference than a hazy dispersal.
- Have a guest register handy or ask a volunteer to get the names of all reporters who attend.

Follow-Up

If important press people did not attend, hand deliver press kits to them. Contact those who were present to try to arrange follow-up interviews or stories. Thank them for their interest and offer to give them whatever additional information might be helpful to them.

As We Go to Press:

House Ways and Means Votes *Permanent* CCL

On October 15, the House Ways and Means Committee voted to make the charitable deduction for nonitemizers permanent—with a $100 floor. According to INDEPENDENT SECTOR, the action was clearly a response to the enormous grassroots support for the provision.

Known as the Ford/Frenzel amendment, for Representatives Harold Ford and Bill Frenzel who gave leadership to the action, this proposal also lowers the standard deduction to pay for the provision, which the Treasury Department estimates will cost $7.3 billion over the next five years. However, INDEPENDENT SECTOR will continue its efforts to oppose this provision and to have the $100 floor removed.

The permanent nonitemizer deduction will he considered by the Senate Finance Committee when it begins to tackle tax reform later this year or early next year.

ABOUT OUR CONTRIBUTORS

Paula Beugen ("Supporting the Volunteer Life-Cycle," page 17) is a consultant on volunteerism for the Minnesota Office on Volunteer Services, Department of Administration. In this capacity, she consults with a wide range of public and private voluntary organizations throughout Minnesota, specializing in writing, speaking, training and curriculum development in the field of volunteering.

Beugen also serves as a director of the Board of Education for Independent School District 281, Robbinsdale Area (Minn.) Schools, a volunteer position that adds to her history of involvement in community and public affairs. She was the first program supervisor for the Volunteers in Action Program of the Independent School District 281 Community Education and Services. From 1975 to 1983, she was actively involved in the recruitment, training and supervision of volunteers who helped at 35 schools and community organizations.

Her volunteer involvement and management experience also comes from active membership in the Career Executive Service for the State of Minnesota, board membership in the National School Volunteer Program-Minnesota Chapter and the Minnesota Association of Volunteer Directors. She also is a National Advisory Committee member of the Implications of Volunteerism in Extension Service Research Project.

In 1978, Beugen was honored with the Jefferson Award for Outstanding Public Service to Local Communities by the Minneapolis Chamber of Commerce and *Minneapolis Star.*

Rochel Berman ("Student Placement and the Volunteer Fair," page 20) is the director of volunteer and community affairs at The Hebrew Home for the Aged at Riverdale. She has been involved in mobilizing community support and resources to maximize the opportunities available to the volunteer and her agency.

Berman has published widely on topics related to involving volunteers in specialized and creative settings. This is her second appearance in *VAL;* her previous contribution was "Strike, Stress and Community Response" (summer 1979), the story of the mobilization of a community to assist the institutionalized aged during a five-week strike emergency.

Audrey Weiner (coauthor of "Student Placement and the Volunteer Fair," page 20) is the assistant administrator at The Hebrew Home for the Aged at Riverdale. In addition to her direct operations and planning responsibilities, she has developed in-service education and training programs for the home's staff, volunteers and students.

In various professional publications, she has addressed the long-term care institution as a teaching and research center as well as direct service programs.

Loretta Gutierrez Nestor ("How to Get the Most Out of a Conference," page 23) has served the Red Cross in volunteer and paid positions for more than 18 years. She currently is the American Red Cross Hispanic initiative specialist for 11 western states. Previous positions have included director of volunteers, director of training and development and assistant director of blood donor resources development in Los Angeles.

Nestor has facilitated workshops and seminars for a number of community organizations on time management, career development, job search strategies, volunteer management and cultural awareness. She has been a presenter at the Governor's Hispanic Conference, a blood recruitment conference in Managua, Nicaragua, the International Association for Volunteer Effort (IAVE) Conference in Bogota, Colombia, VOLUNTEER's National Conference on Citizen Involvement in addition to engagements at various universities and other national conferences.

She founded the first all-Spanish-speaking Red Cross Volunteer Group, which now has 700 members and serves as a model for a nationwide program. She also served on Red Cross President Richard Schubert's Hispanic Expert Group in Washington, D. C. and completed a marketing plan for nonprofits to reach the Hispanic market.

The fall 1984 *VAL* included her article on "Hispanic Americans: Tapping a New Volunteer Market." In addition, Nestor was instrumental in the appearance of Security Pacific National Bank President George Moody's "As I See It" piece in the summer 1985 *VAL.*

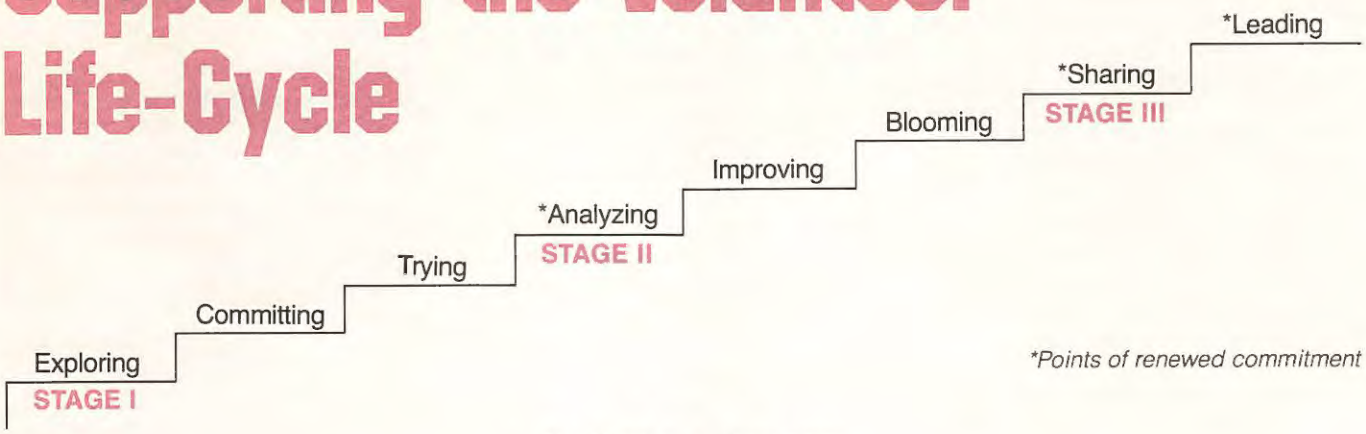
Marlene Wilson ("Building Your Leadership Power," As I See It, page 2) has shared her experience and wisdom many times in *VAL.* An international authority on volunteering, she conducts workshops and conferences on volunteerism for churches and human service organizations in the United States and abroad.

Her best-seller, *The Effective Management of Volunteer Programs,* is now in its seventh printing. She is also the author of *Survival Skills for Managers,* published in 1981, and *How to Mobilize Church Volunteers,* her most recent release.

Wilson worked in personnel administration for six years and served as director of a volunteer center for seven years where she organized and administered a comprehensive program of volunteer recruitment, screening and referral.

She is an active member of the Association of Voluntary Action Scholars and the Association for Volunteer Administration (AVA), serving as its journal editor for two years. Her volunteer board experience has included service on the National Board of Managers for Church Women United and the National Board of Directors of Aid Association for Lutherans.

Supporting the Volunteer Life-Cycle



By Paula J. Beugen

Each of us is a unique human being. We enter into most new situations with a touch of enthusiasm and anticipation, hope and fear. This is as true for volunteers who are new in their positions as it is for volunteer administrators. We who cherish the contributions of volunteers work very hard to keep these special people on our team. We celebrate the emergence of experienced, successful volunteers.

Those of us who "have been around" for awhile have an important role to play. Some of us are formally responsible for providing support to volunteers. Others may choose to take on this responsibility. Every person involved is in a position to influence the climate of an organization and the well-being of volunteers.

This article is about helping volunteers grow in their volunteer positions and within their organizations. It is based upon my own observations and experience in working with volunteers for the past ten years.

In order to be supportive, we must be sensitive to each volunteer's feelings and needs at any given time. This is not a simple task and no one can do it perfectly. By thinking about the course of a volunteer's experience as a volunteer life-cycle, we will be in a better position to identity how we can help.

I believe there are three primary stages in the growth of a volunteer: Exploratory (Stage I), Developmental (Stage II) and Mature (Stage III). Usually, there are steps within each stage (see illustration).

Paula Beugen is a consultant on volunteerism to the Minnesota Office on Volunteer Services and other organizations.

I want to emphasize that no two people or situations are exactly alike. Many volunteers will experience some variation to the described stages and steps. However, I suspect that much of what I have to say may feel familiar to many of you—because you have been there.

Stage I: Exploratory

Stage I is when the volunteer is becoming more familiar with your organization and expectations. He/she has made an initial commitment to volunteer, but this commitment has not yet crystallized.

The volunteer is eager to get started—but feels unsure. He/she wants to know as much as possible about the purpose and background of the organization, as well as the specific tasks required to perform. You can help by providing a thorough orientation where questions and comments are encouraged.

At this point, the volunteer will probably have these thoughts:

- "Is this a reputable organization?"
- "Is this a worthwhile way to spend my time?"
- "Can I *really* make a difference?"
- "Am I competent to do a good job?"
- "Will other people feel that I am the right person to do the job?"
- "Do I belong here?"

This is a critical period. The volunteer feels anxious and may consider backing out. With your encouragement and reassurance, he/she is likely to hang on a little longer.

Communicate with this person now. Point out that most people feel uncertain when they start volunteering.

Once this first hurdle is cleared, the volunteer has made a commitment to give the position a serious try. He/she is very curious about what the experience will be like and what he/she needs to know.

It is time to help the volunteer start to dig in. *General* training, which is not overwhelming, will offer a needed foundation upon which to build even further instruction. Providing opportunities to observe others in a similar position can be extremely beneficial.

The volunteer is ready to try to do the job. The first time is the scariest. Again,

Sue Johnson

When Sue Johnson first started volunteering with the Minnesota Office on Volunteer Services, she never dreamed that three years later she would be coordinating the entire MOVS library. During her first year, she spent most of her time typing. It soon became obvious, however, that she was capable of much more responsibility. Gradually, she was introduced to a range of library tasks.

Today, Sue is in charge of circulation of all MOVS library materials. She distributes books, handles necessary correspondence, monitors overdue notices, prepares documents for the shelves, and delegates tasks to other volunteers.

Over the past few months, Sue has bloomed. She is moving into the sharing step of the mature stage and will be supporting other volunteers as they enter the volunteer life-cycle as MOVS library volunteers.

he/she needs your acceptance. This is another major hurdle to be jumped. One way to help is to offer an opportunity to practice a skill before it is actually applied. Identify one key person to assist the volunteer as the need arises.

Cheer for the volunteer. Recognize his/her courage and risk-taking for trying a new task and following through on a commitment. Although the volunteer is probably feeling frustrated, knowing that he/she is genuinely needed may be enough for him/her to "stick to it." The volunteer is keenly aware that until now he/she has been receiving more than giving.

As a result of careful instruction, close monitoring, communication and on-going encouragement, the volunteer has done a reasonably good job from the very beginning. He/she is striving for excellence while accepting that imperfection is to be expected at first. Most of all, a valuable volunteer has been retained through several attempts at carrying out an important task.

Hooray for you! *You* have helped a volunteer move through Stage I, the Exploratory Stage.

Stage II: Developmental

In the next stage, the Developmental Stage, the volunteer really experiences a growth spurt. It is an exciting time, and the volunteer is hungry for information and specific techniques.

There are many ways to support a volunteer during this stage. It is a perfect time for specific in-service training. The volunteer wants to know how to do an even better job and is busy analyzing and testing different ideas and approaches. You will want to reinforce accurate or positive behavior. Comment on the volunteer's strengths and show him/her ways to do things effectively. Coach the volunteer.

Feelings of satisfaction from the volunteer position usually begin to emerge now. The volunteer realizes that his/her performance constantly is improving and that he/she is a contributing member of the team. Sessions where peers in like positions get together to exchange ideas and experiences can be particularly valuable and exhilarating during Stage II. The presence of a knowledgeable facilitator or advisor is often worthwhile.

During the latter part of the Developmental Stage, the volunteer is blooming! He/she is starting to assert his/her views and observations. This is healthy. The volunteer wants to apply higher-level skills and his/her dependence is decreasing.

Now is an important time to restate and clarify the goals of the volunteer position. You may want to suggest resources that correspond to the philosophy and approach of the organization. Opportunities to interact with key leaders or staff members will reinforce the values and methods of the organization.

Sometimes the volunteer will feel undervalued or even unappreciated during Stage II. Other people may be too engrossed in their daily activities to notice the volunteer's contributions, or the volunteer may not yet have a complete understanding of the "total picture."

You can increase the volunteer's sense of belonging by communicating frequently, respecting his/her feelings and ideas, noticing progress toward established goals, and perhaps arranging for a social gathering to celebrate the volunteer's recent accomplishments.

Congratulations! Once again you have stood by a volunteer. At the same time, you have helped to assure quality services within your organization. The volunteer chooses to stay, not knowing he/she is on the verge of moving from Stage II to Stage III.

Stage III: Mature

The final stage in the volunteer life-cycle can be the most fulfilling of the three stages. At this point, the volunteer is often giving more than receiving, even though he/she receives a lot!

The mature volunteer is frequently unassuming or even modest. He/she has become comfortable in carrying out responsibilities, intuitively knowing what to do and how to do it. This is an extremely skilled person who often is unaware of the extent of his/her high-level abilities.

Sometimes a mature volunteer unconsciously feels under- or over-involved. A symptom may be an apparent loss of enthusiasm. By reflecting on the situation, you might interpret whether or not the volunteer's skills are being fully utilized.

He/she may be ready for some form of advancement within the organization. On the other hand, the organization may be becoming overly dependent on this single volunteer and, therefore, the volunteer is getting tired. A place to start is to affirm the value of the volunteer's current contributions. Recognize and communicate his/her *specific* qualities, competencies and accomplishments that have been an asset to your organization. Explore whether or not the volunteer is willing to share his/her experience with others or desires a change in responsibilities.

There are two steps in the Mature Stage. The first is the "sharing step" and the second is the "leading step." The latter is the highest step in the entire volunteer life-

Jeffrey Hazlett

Jeffrey Hazlett moved very quickly from the exploratory stage to the developmental stage of the volunteer life-cycle. This past summer, Jeff began volunteering with the Minnesota Office on Volunteer Services. He is a teaching associate with the University of Minnesota Composition Department and came to MOVS to share his interests and skills as well as broaden his work experience.

Jeff's involvement with MOVS has ranged from editing resource materials to reviewing and processing library publications and creating a manual for maintaining the MOVS resource library.

Within just a few weeks, Jeff made a huge commitment. He tried and analyzed a variety of tasks and became familiar with the MOVS library system. Now Jeff is making suggestions to improve library administrative procedures and is working independently to update the library bibliography.

Jeff, too, is blooming!

Barb Winikoff

Barb Winikoff began her career in Minnesota's Robbinsdale School District as a volunteer at her neighborhood school in Golden Valley, Minnesota. I met Barb several years later when she became interested in volunteering to help adults learn English as a second language—which she did very effectively for two years.

Barb wanted to test her skills in new areas. In 1979, she came to me to explore options for her development. We decided that Barb had many skills to offer and that she could grow as a volunteer by working as a volunteer administrative assistant for the Robbinsdale Area Schools Volunteers in Action program.

Barb matured as a volunteer. She built her qualifications through volunteer experience. Subsequently, she was hired to supervise the entire Volunteers in Action operation.

LIFE-CYCLE OF A VOLUNTEER

Predominant Factors

Stage I Exploratory	**Characteristics** Exploring Committing Trying Receiving more than giving	**Common Feelings** Curious Eager Anxious Frustrated Unsure Overwhelmed	**Needs of Volunteer** Encouragement Instruction Communication Reassurance Acceptance Recognition	**Needs of Organization** Quality Control Retention of the volunteer	**Possible Action Areas** Orientation General training Opportunities to observe others Regular communication Opportunities to practice ideas Identification of one key person who can give help
Stage II Developmental	**Characteristics** Growing Testing and analyzing Blooming Asserting views and observations Decreasing dependence on others Contributing Recommitting	**Common Feelings** Excited Confident Wanting to know how to do a better job Satisfied Undervalued Wanting to learn new or higher level skills Unappreciated	**Needs of Volunteer** Reinforcement Support resources Communication Clarification Sense of belonging Recognition	**Needs of Organization** Quality control Retention of the volunteer Progress towards established goals	**Possible Action Areas** Frequent communication Peer support mechanism In-service training Social gatherings
Stage III Mature	**Characteristics** Advising Leading Mentoring Unassuming Sharing Modest Giving more than receiving Recommitting	**Common Feelings** Skillful Comfortable Under or over involved Modest Unaware of the extent of his/her high-level skills	**Needs of Volunteer** Affirmation of value Opportunities for advancement Recognition	**Needs of Organization** Retention of the volunteer Utilization of skills and experience of the volunteer Development of leadership	**Possible Action Areas** Leadership training External training Teaching roles Advising roles Advocacy roles Career paths Public visibility

Note: *Factors will vary according to the individual and organization.*

cycle. Not everyone aspires to reach the "leading step"; some leave the volunteer community before reaching the "sharing step."

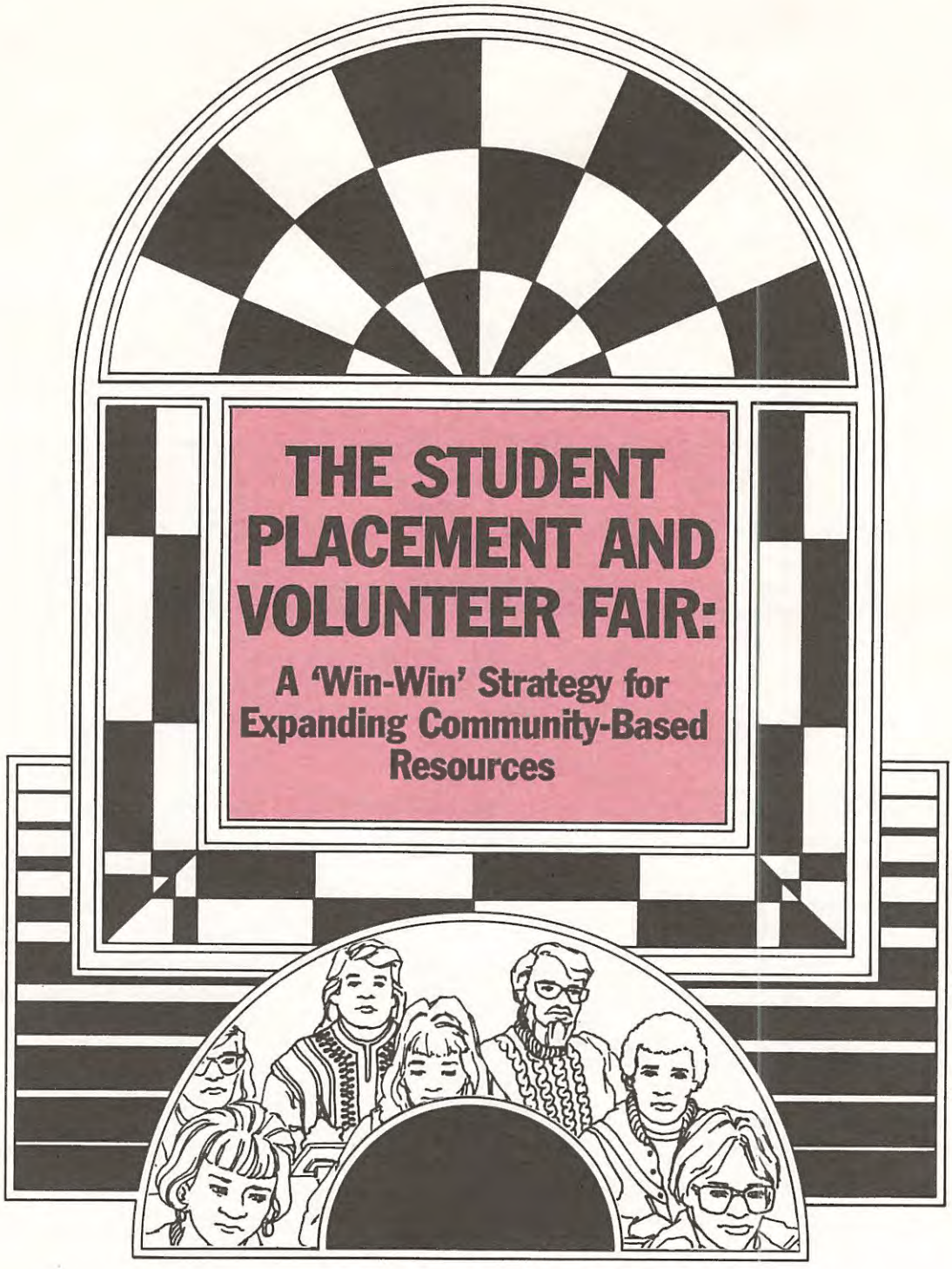
The "sharing step" can be characterized as a time for exchanging ideas and experience with others (often in addition to continuing previous responsibilities). For example, the volunteer may be willing to offer one-to-one support to another volunteer on an informal basis. Or, he/she might participate in a support session with volunteers in the Developmental Stage to offer insights.

The volunteer who is in the "leading step" would take this even further. Perhaps he/she would be a mentor to another volunteer (provide long-term emotional support and practical advice that would help another volunteer achieve desired goals). Or serve as a consultant to a support group upon request. Or become the chairperson or president of a key group.

The mature volunteer is especially precious. He/she is the leader, advisor or mentor within your organization—the one you rush to consult when a problem or challenge arises.

Because you have continued to care, a volunteer has blossomed and matured. Your final major task is to encourage your organization to draw upon the skills and experience of the volunteer whom you have supported. Stress the value of leadership development experiences such as participation in training sessions sponsored by other organizations; opportunities to hold teaching, advising or advocacy positions; and new responsibilities that will propel the volunteer along a career path. Create situations that stimulate public visibility for this steadfast volunteer who can serve as a role model for others to follow.

In the final analysis, *your success* in helping one volunteer to grow from strength to strength will be passed on, and on, and on....



THE STUDENT PLACEMENT AND VOLUNTEER FAIR:

A 'Win-Win' Strategy for Expanding Community-Based Resources

By Rochel U. Berman and Audrey S. Weiner

The campus revolution of the 1960s underscored the gap between what was taught in the classroom and the problems of the real world. The students' demands for relevance resulted in a variety of educational reforms in both high school and college curricula.

Service learning programs that were developed to mesh classroom theory with real life experience became a viable response to the enhancement of the "relevance in education" issue. For the past two decades, involvement in community or social agencies has provided students with a learning lab for the acquisition of social awareness, new skills, career ex-

Rochel Berman is the director of volunteer and community affairs at the Hebrew Home for the Aged at Riverdale, N. Y. Audrey Weiner is the assistant administrator.

THE 1986 PRESIDENT'S VOLUNTEER ACTION AWARDS

The spirit of voluntarism and compassion for others is a vital part of our national character. Each year close to a hundred million Americans help their neighbors through voluntary service. Citizens from every walk of life volunteer their time, energy and resources to help those less fortunate than themselves. We can never fully measure the positive effects that each kind word or deed has upon this great and wonderful land of ours.*

Ronald Reagan

From the early patriots striving to build a free nation to neighbors helping in community barn-raisings to present day neighborhood and community groups, one common trait has continued to distinguish the American people—the desire to help one's neighbor through volunteer service. Today over half—or 96.5 million—adult Americans volunteer in time of emergency or disaster as well as in addressing longstanding community problems. They give of their time and talents through their churches, social clubs and civic organizations, their places of employment and their labor unions . . . Americans volunteer through neighborhood organizations . . . they help as individuals and in groups. The recipients are family, friends, neighbors, total strangers. Volunteer service is such an integral part of the American way of life it often goes unnoticed and unrecognized.

The President's Volunteer Action Awards were created in 1982 to honor those individuals and groups who make unique contributions to their communities through volunteer service and to focus public attention on these outstanding and innovative volunteer efforts. The 75 recipients of the first four President's Awards include established national organizations with thousands of volunteers, newly developed grass roots movements with national scope, local organizations and groups of volunteers, individuals, groups of labor union volunteers and major corporations. Some of the award winners are well known; others, known only to those with whom they work.

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

The President's Volunteer Action Awards will be presented in Washington, D.C. during National Volunteer Week which is April 20-27.

The President's Awards program is co-sponsored by VOLUNTEER—The National Center and ACTION.

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

ACTION is the national volunteer agency. Its purpose is to stimulate voluntarism in general and, in particular, to demonstrate the effectiveness of volunteers in ameliorating social problems. Its programs include the Foster Grandparent, Retired Senior Volunteer and Senior Companion programs, the Drug Use Prevention Program, the Young Volunteers in ACTION program and a variety of activities in the areas of assistance to refugees, runaway youth, illiteracy and neighborhood development.

*From the President's statement on National Volunteer Week, 1985.

General Information

- An individual or group may submit separate nominations for as many different individuals or groups as desired.
- Only nominations accompanied by a self-addressed, stamped postcard will be acknowledged. Because of the volume of nominations the President's Awards screening committee will not be able to respond to any queries regarding the nomination form or the status of a specific nomination.
- A list of the recipients of the 1986 President's Award will be sent to those who include a self-addressed stamped envelope marked "WINNERS".
- Pertinent supplementary material may be submitted along with the nomination form. See "Procedures for Completing Nomination Form" (page 3) for guidelines. All nominations must be complete in one package when submitted. Separate letters, materials and other documents received later will not be processed or considered in judging.
- All entries and supplementary materials become the property of VOLUNTEER and will not be returned. Materials will be held by VOLUNTEER for six months following completion of the judging process.
- The screening committee may request additional information from applicants or references for the judges' consideration.
- All nominations must be submitted in English to be considered for the President's Award.
- Decisions of the judges are final. **All entries for the 1986 President's Volunteer Action Awards must be postmarked before midnight, January 25, 1986.**

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

- Any individual, group or family actively engaged in volunteer activities that benefit the community, state or nation may be nominated.
- For those individuals or groups who are paid any amount for activities for which they are nominated (other than reimbursement for out-of-pocket expenses), the nomination statement must clearly indicate the extent of salaried or stipended activities.
- Individuals involved in "work released time" and student course credit are eligible but must clearly indicate that in the nomination statement.
- Except for the International Volunteering Category, all volunteer activities must be performed within the United States or its territories.
- No employees or immediate relatives of VOLUNTEER or ACTION or members of VOLUNTEER's Board of Directors or ACTION's National Voluntary Service Advisory Council may be nominated for awards.
- Recipients of previous President's Awards are not eligible for the 1986 awards.

Submitting the Nomination

Send all entries to:

The President's Volunteer Action Awards
Post Office Box 37488
Washington, D.C. 20013

Do not send entries to VOLUNTEER or ACTION.

Entries must be postmarked by midnight, January 25, 1986.

OMB Approved 3001-0097
Expires 9/88

Procedures for Completing and Submitting the Nomination Form

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

(A)The Nomination Form

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

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

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

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

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

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

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

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

(B)The Statement

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

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

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

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

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

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

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

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

(C)Accompanying Materials

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

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

NAME: _____
If individual, indicate Mr., Ms., Miss, Mrs.;
If nominee is group, enter full name of group.
(Area Code) Phone Number

_____
If nominee is group, enter name of contact person.
(Area Code) Phone Number

_____
Complete address | City | State | Zip

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

_____ Arts and Humanities
_____ Education
_____ The Environment
_____ Health
_____ Human Services, Jobs and Material Resources
_____ International Volunteering
_____ Mobilization of Volunteers
_____ Public Safety
_____ Youth

III. NOMINATOR:

Name: _____
(Area Code) Phone Number

_____
Title and organization, if appropriate.

_____
Complete address | City | State | Zip

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

Name: _____
(Area Code) Phone Number

_____
Complete address | City | State | Zip

Name: _____
(Area Code) Phone Number

_____
Complete address | City | State | Zip

Name: _____
(Area Code) Phone Number

_____
Complete address | City | State | Zip

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

VI. NOMINATION: I hereby nominate _____
Name of individual or group nominated for the President's Volunteer Action Award.

_____ _____
Signature of Nominator | Date

Nominations may be submitted on this form or a facsimile thereof.

ploration, and the development of leadership potential.

Yet, operationalizing experiential learning opportunities in the '80s poses a number of concerns for each of the constituencies. Students, on the one hand, lack confidence in their talents and ability and feel limited by time and financial constraints. In addition, if they are attending school outside of their own communities, they lack the necessary familiarity to properly connect and integrate with their "greater" school community. Agency staff, on the other hand, view students as transient, and sometimes question the investment of time necessary in training and supervising student interns and volunteers.

The Hebrew Home for the Aged at Riverdale, a 1,151 bed, long-term health care facility in the Bronx, New York, recently evaluated its student placement and volunteer programs. It concluded that increased initiative and energy were required to broaden the scope of student involvement.

This article describes a "Student Placement and Volunteer Fair"—a "win/win strategy" that is mutually beneficial to the Hebrew Home and to students seeking experiential learning opportunities. The impact of the Fair, discussion and recommendations for replicating this model, and guidelines for successful collaborative programs with educational institutions are also presented.

Background

At the Hebrew Home for the Aged at Riverdale, the Volunteer and Community Affairs Department is responsible for the recruitment, placement and training of volunteers. This includes not only the traditional non-paid supports, but also those students in high schools and colleges for whom community service activities are either a voluntary or mandatory aspect of their educational experiences.

Administration coordinates formal student placement/internship activities with the relevant department heads. A strong sense of cooperation exists between these departments and functions. During the 1983-84 school year, there was a total of 39 formal student placements in nursing, social work, occupational therapy, administration and speech and audiology, as well as 15 student volunteers.

The notion of a "student placement and volunteer fair" evolved as an assertive outreach technique at a staff Patient Care Committee meeting. This decision followed a presentation addressing recent changes in the profile of Hebrew Home volunteers. While not specifically relevant here, it is interesting to note the patterns.

The Home's volunteer corps, traditionally white, middle-class, middle-aged Jewish married women has, in recent years, grown to include a variety of ethnic groups, increased numbers of men, lower middle class individuals, older people and students. This represents 200 people who rendered 30,000 hours of service last year.

While the majority of the corps still consists of the "regulars" who make a long-term commitment to serve one or more days per week, there is an increasing reliance on a new "revolving rotating resource." Among these are students from neighboring high schools and colleges who make a short-range commitment (usually one semester) based on the demands of their school requirements and schedules. The suggestion for broadening the school recruitment from a neighborhood appeal to a city-wide, multi-disciplinary campaign led to the genesis of the Student Placement and Volunteer Fair.

The fair had multiple purposes:

- To recruit additional volunteers from local high schools and colleges
- To increase the number and diversity of formal student internship and placement opportunities
- To identify the Hebrew Home for the Aged at Riverdale as a positive and viable future work site
- To de-stigmatize against attitudes about the long-term care setting

The Planning Process

To maximize staff involvement and available assistance, a small Fair Committee convened in April to plan the mid-September event. Participation was voluntary, and selection of committee members was based on function, talent, and interest in the project. Chaired by the director of volunteer and community affairs, it included an assistant administrator, the director of speech and audiology, the coordinator of volunteers, and an assistant director of nursing.

The committee planned both the internal and external aspects of the fair. The former included room and parking arrangements, refreshments, program and tour schedules and informational materials. The latter included invitations, mailing lists and public relations. At the outset, the committee outlined and assigned all tasks and the dates by which they should be accomplished. A total of four planning meetings were held for updates and decision making.

As this was a new venture for the Home, considerable effort was expended in interpreting the importance of the fair to the various disciplines and enlisting their support. Each department wishing to participate was asked to prepare a description of the student placement opportunities available in its area of service and to identify the department and contact person within any school or college to which invitations should be sent.

A total of 150 institutions were contacted, representing the following disciplines and departments: nursing, pharmacy, public relations, food service, administration, medical records, psychology, occupational therapy, physical therapy, speech and audiology, social work, library science and leisure-time activities. Both faculty and students were invited. In the cases where no response was received, a follow-up telephone call was made by the staff member who suggested the contact.

Prior to the event, various members of the committee met with key faculty of a number of educational institutions to encourage their participation and ask their assistance in publicizing the fair. As such, announcements were carried in a few school and college house organs.

The Fair

The event was planned for a mid-week afternoon (3:30-5:00 p.m.), which coincided with lighter classroom and teaching responsibilities. The 90 minutes scheduled for the program proved suitable. From 3:30 to 4:00 p.m., guests registered, socialized and helped themselves to simple refreshments.

While this event was called a "fair," it more closely resembled an open house for invited guests. One key aspect was the matching of guests to their departmental counterparts. For example, the Home's director of occupational therapy hosted three individuals, two from local community colleges in which there are certified occupational therapy assistant programs and an individual from a four-year university in which registered occupational therapists are trained. The Volunteer and Community Affairs staff hosted the local high schools. An assistant administrator was assigned to those individuals from colleges that were interested in generalized information about opportunities at the Home.

At 4:00, the facility's executive vice

president greeted the guests, discussed the history and mission of the institution, its commitment to volunteers and students and to the quality of care. It should be noted that the presence of the executive vice president, rather than a designee, underscores the importance of the fair and the institution's priorities. A brief videotape describing the Home's services followed this presentation.

At 4:30, the matched groups toured. Given the focused interest of each small group, facility tours could respond to relevant special interests. For example, representatives of local nursing schools spent significantly more time on skilled nursing units than did the dean of a local college's department of speech and hearing. In addition, such small group tours encouraged questions and answers about specific students, volunteers and resources. Each attendee was also given a packet of materials that included

- publications describing the Hebrew Home for the Aged at Riverdale;
- a summary of student placements during the previous school year;
- a description of student opportunities within each department of the Home; and
- a list of publications by Hebrew Home staff members.

Impact of the Fair

The Student Placement and Volunteer Fair generated a number of measurable and positive outcomes. In fact, our assessments suggest that the immediate ripple effect was more positive in terms of numbers than anticipated or could be immediately absorbed.

1. Thirty-four students from one neighboring college were immediately placed at the Home for experiences relevant to course work. In previous semesters, the maximum number of interested students was 15.
2. The Student Placement and Volunteer Fair catalyzed the facility's Pharmacy and Physical Therapy Departments to reach out for student placements. It is anticipated that in 1985 formal internships will occur in both departments.
3. Five psychology students began a research practicum in the winter of 1985. This was a direct result of linkages developed during the planning process for this fair.
4. Seventeen volunteers from two high schools fulfilled their community service requirements at the Home following the fair.
5. For the first time, the Hebrew Home was invited to participate in two local college volunteer fairs.
6. The Student Placement and Volunteer Fair also facilitated the creation of a useful mailing list of local/regional college, university and high school contacts. In so doing, it has extended the Hebrew Home's communication network with the community. These individuals will now receive the facility's quarterly publication, *Vintages*, as a constant reminder of the Hebrew Home for the Aged at Riverdale's services and professionalism.

Recommendations

For those who would like to replicate this model, the following recommendations should help:

1. Membership on the Fair Planning Committee should rotate annually to include representatives from various disciplines.
2. In order to maximize attendance of faculty and students at the fair, the event should be scheduled about four to six weeks after schools convene for the fall semester. The one described here was held in mid-September, which is a bit early in the academic calendar.
3. Press releases and photos of students at work would be sent to school and college newspapers so that students are recognized on their own turf, and those as yet uninvolved may be encouraged to follow suit.
4. Mailing lists should be reviewed and updated each spring for the forthcoming fall event.
5. Advertisements and/or announcements should appear in the first fall issue of school/college newspapers.
6. Invitations should be accompanied by a short explanatory letter with a personal note from the department head extending the invitation.

GUIDELINES FOR SUCCESSFUL COLLABORATIVE PROGRAMS

- Inform administration of plans to engage in any formal liaison with another organization or agency.
- Establish contact with a professionally qualified person at each educational institution.
- Specify that schools pre-screen students, and orient them to the type of work available and the expectations of the training institution.
- At the outset, confirm the time requirements of the placement.
- Encourage an on-sight visit by the faculty.
- Establish mutual goals and objectives in the following areas:

—educational and training objectives
—skills necessary prior to placement
—skills to be acquired during placement
—records to be kept by students
—records to be kept by the director of volunteer services and other departments within the training agency
—performance evaluation criteria
—references to be supplied by the institution
—problem identification and resolution processes

- Make sure that heads of departments in which students are placed understand the mutual goals of any such program.
- Establish a procedure to assess periodically the entire program.

Conclusion

The fair proved to be an excellent vehicle for demonstrating the Home's professionalism, its commitment to education and its diversity of opportunities for personal growth and development. Two basic factors combine to make the Hebrew Home a particularly attractive placement site to both faculty and students:

1. The willingness to tailor placements to meet the educational needs and time constraints of students.
2. The availability of professional training and supervision.

It has been the experience of the Hebrew Home that the processing of applications of students whose commitment is short term is time-consuming. This, however, is more than offset by the fact that schools and colleges provide continuity and an ongoing source of volunteer assistance. In addition, the energy, motivation and satisfaction shared by the students and the preceptors have been documented as positively interacting upon care.

The skills and talents the students offer may also enable the agency to engage in some highly specialized projects for which personnel might otherwise not be available. Associations that are founded on cooperation and caring aid in integrating educational and service agencies toward the betterment of the community as a whole.

Clearly, the collaborative efforts of teaching and service agencies are mutually beneficial. However, successful linkages (see Guidelines) require time, patience and innovative approaches.

How to Get the Most Out of a Conference

By Loretta Gutierrez Nestor

1. Arrive early to network with your colleagues, make new contacts.
2. Study carefully any advance materials sent to you: assignments, preprints of papers, program potential, speakers to contact.
3. Pack plenty of business cards to leave with speakers, exhibitors and other attendees. (Make your own if you don't have any.)
4. Always choose comfortable shoes constructed of a breathable material, like leather, to help your feet stay as dry as possible.
5. Bring samples of any materials you'd like to discuss with speakers or other attendees.
6. Bring along a tape recorder and plenty of tapes. (Be sure to get permission from each speaker before you record.)
7. Take notes. (Be sure to label and date them for future reference.)
8. Start pages of notes labeled, "Things to order," "Materials to send for," "Ideas to implement," so you have a handy, organized list on your return.
9. Get involved in the sessions by asking questions and volunteering information. Your experience is valuable; share it with other conference participants.
10. Constantly ask yourself how what is being said can be adapted to your needs. Keep an open mind. Information and topics that may not seem to apply to you and your situation may come in handy when you least expect them to.
11. Attend all sessions that have been planned for you.
12. Try to seek solutions to some of your concerns in one-to-one discussions with the resource people at your conference.
13. Discuss the subjects under considerations with your colleagues during the refreshment breaks, at lunch, and in the evening.
14. Study all handout materials. Take extra copies for colleagues back home.
15. Be sure to visit any displays, jot down ideas.
16. Stay until it's over.
17. Complete your evaluation forms frankly. Be sure to offer constructive and specific suggestions for future conferences.

Loretta Gutierrez Nestor, a veteran conference participant and presenter, is the Hispanic initiative specialist for American Red Cross in 11 western states.

ALTRUISM

Personality Trait or Survival Instinct?

By Denise Foley

The traffic on the freeway to San Bernadino was a logjam in the dark early morning of September 3, 1982. Like most of the others inching toward the off ramp, 29-year-old Jeff Wieser and two friends were heading to the US Festival, a rock extravaganza billed as California's Woodstock of the '80s.

Wieser, a construction-company owner, took advantage of the tie-up to stretch his legs. He had just laced on his sneakers when an explosive crash startled him bolt upright. What he saw horrified him. A small pickup pulling onto the freeway had crashed into a passenger car. Both vehicles were on fire. The glow of the flames in the dark illuminated four faces inside the car. Wieser had no time to think. He took off running toward the crash.

With two other bystanders, a young soldier and an 18-year-old store clerk, Wieser began dragging the apparently unconscious victims one by one from the car. The flames, fed by leaking gasoline, grew and licked at them like fiery ships, setting the soldier's pants legs on fire. At one point, Wieser recalls, he *heard* his own skin burning. "I looked down and, though I couldn't feel anything, I could hear my skin melting, crackling like paper," he said.

Standing only 24 inches from the gas tank, the men worked to free a young women jammed into the backseat. Periodically they heard loud pops coming from the rear of the car. "At that point I knew something was going to happen," says Wieser. "But I never thought about abandoning it. Fortunately, I refused to look at the fire. I just kept looking at the people in the fire. That's the only way I could keep going back."

In spite of their injuries and the mounting inferno, Wieser and the two other men were returning to the wreck to extricate the last victim when a fireball enveloped the interior of the car. They stood by helplessly watching the last man burn to death.

Jeff Wieser suffered second- and third-degree burns on his feet. The month he spent in a wheelchair and the 12 weeks in bandages killed his construction business. That year the Carnegie Hero Fund Commission awarded him the Carnegie Medal, given annually for the last 80 years to recognize outstanding acts of selfless heroism.

Three years later, Jeff Wieser, now 32, is a student at the University of California at Davis, where he is majoring in bacteriology. Every morning, he wraps his badly scarred feet in bandages to keep them from swelling. He still cannot talk about the events of September 3, 1982, without a lump rising in his throat. His morning ritual reminds him—painfully—of the last face he saw in an exploding car. But when he is asked why he risked his life for strangers, he is so overcome by his emotions he can barely speak. His eyes fill with tears. "Isn't that," Jeff Wieser asks softly, "what you're supposed to do?"

Do Unto Others

For centuries, it certainly has been religion's bottom-line dictum: Do unto others as you would have them do unto you. But increasingly in recent years, science has begun to explore the very real possibility that we may be genetically programmed to be our brother's keeper. Altruism—defined as devotion to the interest of others—is not simply a rare personality trait that gives us our saints and heroes. It may be the instinct that insured our survival as a species.

Anthropologists sifting through the red dust of some far-off gorge find not the fossilized remains of a solitary hunter-gatherer but a nest of bones belonging to adults and children who lived and worked together. The group, as one scientist put it, is "a genetic fact of man's nature." Without the safety of numbers and a willingness to share and cooperate, our prehistoric forebears would have been mere predator bait.

"If you are living in society, it is advantageous to be altruistic. We may be built in such a way that we are ready to do that—sometimes," says Martin Hoffman, Ph.D., professor of psychology at New York University and a leading researcher in the field of human altruism. "It can't possibly be built into us to always help others at the risk of ourselves. We wouldn't survive. But there is good reason to believe that human beings have a *disposition* to help others in distress or need."

One evolutionary theory supposes that a kind of altruism based on kinship may have been nature's way of insuring the survival not simply of an individual's own genes but an entire gene pool made up of family, from parents to distant cousins "almost to the point of strangers," says Dr. Hoffman.

A second theory, reciprocal altruism, is a kind of evolutionary Golden Rule based on an assumed payback: "I'll save you from this saber-toothed tiger if you save me from the next one."

"This theory applies even to total strangers who do not share your genes," explains the psychologist.

Logically, natural selection would tend to favor the altruist because his one kind act—paid back during some future dan-

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Denise Foley is a senior editor of Prevention *magazine, from which this article is reprinted.*

ger—increases his and his group's chances for survival. People who save each other from danger are more apt to survive than people who face it alone.

Each year, James Rethi's job brings him face to face daily with modern-day case incidents of reciprocal altruism. As a case investigator for the Carnegie Hero Fund Commission, Rethi interviews hundreds of people who have risked their lives to save another. "When we ask people why they did what they did, the vast majority will say, 'Well, it could have been my child or my grandfather,' or, 'I would hope someone would do the same thing for me.'"

There is another, very important reason why some scientists believe caring is innate. Without it, our species would have long ago succumbed to mass infanticide-by-neglect. Parental nurturing may be the most visible clue to our genetic wiring, say Willard Gaylin, M.D., cofounder and president of the Hastings Center, a bioethics research center in upstate New York. "The most unique aspect of human development is the total helplessness of the human infant," says the psychiatrist and author of several books, including *Caring* (Alfred Knopf).

Because of the extended dependence of the child outside the womb, Dr. Gaylin says there is reason to suspect there is "some constant biological mechanism" that stimulates us to care for—not kill or abandon—our vulnerable young. "I feel we are born with a natural caring tendency. I don't think it's so rare. We take care of infants who certainly do nothing to deserve it. They're not attractive. They wake you in the middle of the night. They urinate on you. They vomit on you. And yet we love and care for them."

In recent years, science has begun to explore the very real possibility that we may be genetically programmed to be our brother's keeper.

Altruism is not simply a rare personality trait that gives us our saints and heroes. It may be the instinct that insured our survival as a species.

Volunteerism Lives

But it is a quantum leap from loving our children to helping a total stranger. Or is it? There is evidence that while Jeff Wieser's brand of heroism is relatively unusual, for most people helping others on a smaller scale is a way of life.

Consider this statistic, for instance: In 1984 alone, the private sector donated over $74 billion to charity. Of that enormous sum, over 83 percent came from the pockets of individuals. And almost half of that came in moderate gifts from families with moderate incomes.

"It just proves how pervasive giving is in our society," says John Thomas, vice president of communications for INDEPENDENT SECTOR, a Washington, D.C.-based coalition of 600 national voluntary organizations, foundations and corporations.

In 1981, INDEPENDENT SECTOR commissioned the Gallup organization to find out what percentage of the population did volunteer work, broadly defined as "working in some way to help others for no monetary pay." To get a more complete picture of American volunteerism, Gallup included activities as varied as working at a local hospital to helping neighbors with home repairs.

What it found was that 52 percent of all American adults and 53 percent of teenagers volunteered during that year, almost a quarter without any organizational support. And when asked why they volunteered, more than two-thirds gave the predictable response: because they wanted to help people.

Other research has shown that people—even toddlers—do tend to offer help to those in need, particularly if they are the only witnesses and the personal risks are low. One group of researchers found that 85 percent of their test subjects attempted to help someone they thought was having an epileptic seizure, almost all acting within 60 seconds. In a study involving an actor carrying a cane who pretended to fall in the subway, almost 100 percent of the test subjects ran to help within 5 to 10 seconds.

Research indicates that the distress of another person elicits a response 80 to 90 percent of the time in children in their first years of life. In the earliest years, most children will simulate the distress themselves, often seeking comfort from a parent. Later—as young as 18 months old—the child will try to help, touching the distressed person, offering advice, a favorite toy or bringing a parent to help. Some children also respond sympathetically to strangers. One child seeing an unfamiliar man cry, said, "I want to make that man happy, I take care of him."

In fact, even infants a few days old show the rudiments of altruism. At the sound of another infant crying, they too will wail. And it's not simply the loud noise that alarms them, says Dr. Hoffman. "The infants do not cry as much to equally loud nonhuman sounds." It is the distress, which they may think is actually their own, that upsets them. Their bawls are as intense and plaintive as those of the sobbing infant who triggered them. This unlearned response, says the psychologist, may be the beginning of empathy; feeling another's feelings.

The Role of Empathy

In fact, Dr. Hoffman believes empathy may be at the root of human altruism. There is scientific evidence that people are physically aroused—as measured by an increase in heart rate—when they are confronted with another person in distress. In some cases, researchers have found that witnesses will unconsciously mimic the facial expressions and physical movements of a victim, perhaps re-creating the distress within the segment of the brain that governs feelings and self-preservation behavior. Empathy may also be aroused when a situation evokes the memory of a similar situation in the observer's own life.

That was the case for Penny Lane, a 43-year-old mother of five from Alexandria, Virginia. In the span of about a year, she lost several members of her family, including both parents. When she recovered from her grief, she volunteered to work with dying patients and their families.

"I didn't handle the deaths in my family very well," says Lane, who has worked at the Hospice of Northern Virginia for four years. "I wanted to help people do better than I had done. After all, I'd been through it. I knew that by the time people get to hospice, they're physically, emotionally and financially beaten. I knew what they needed."

The story is the same for Tim Cummins, 33, of St. Louis. Born prematurely, he suffered complications that caused blindness and brain damage, which affected his speech center. Cummins is also epileptic.

In spite of his handicaps, and perhaps because of them, he volunteers four days a week with the St. Louis Society for the Blind, answering phones, making referrals "and since I get a lot of calls from some really scared people who just lost their sight, I do a little counseling on the phone."

Cummins isn't sure if he would have been such a devoted volunteer—he was this year's United Way Volunteer of the Year in St. Louis—if his own handicaps hadn't made him sensitive to others. "I started volunteering at the St. Louis Hearing and Speech Center one day a week because I have some friends who are hearing impaired," he says. "I know the kinds of problems they have. Basically I like to do things for other people. I feel everybody has something to give to somebody else."

But not everyone feels as Tim Cummins does. Genetic or not, altruism is a choice. Because humans are also equipped with a self-survival instinct, we're not wired to sacrifice ourselves for others in all situations, particularly if it means putting our lives on the line.

"It can also be hammered out of us by a culture that destroys the conscience and caring mechanisms of our personality," says Dr. Gaylin.

For some, there may be intervening emotions. Fear, for instance. Everyone remembers the famous case of Kitty Genovese, a young stabbing victim whose neighbors listened to her dying screams and did nothing. But, cautions Dr. Hoffman, it's a mistake to think they felt nothing. They may have been empathetically aroused, he maintains. They also may have been immobilized by fear or assumed that someone else would help.

Though it is part of the human condition to be self-serving and aggressive, it is just as much a part of human nature to be caring.

Peer Pressure

Social pressures may drum the caring out of us, says sociologist Earl Babbie, Ph.D., author of *You Can Make A Difference: The Heroic Potential Within Us All* (St. Martin's Press, 1985).

When Dr. Babbie sent his sociology students out to "find a social problem and fix it" for extra credit, he knew the many obstacles they would face. Some students who took it upon themselves to clean a filthy public restroom or the campus quad found themselves the recipients of stares and catcalls from bystanders, who thought they were either stupid or guilty of messing it up in the first place. Others found that their "virtue" intimidated some.

"Heroism requires taking responsibility for a problem you didn't cause," says Dr. Babbie. Unfortunately, there are a host of social risks to taking on an obligation to do unto others, and it's easy to be discouraged.

But the heroes who inspire us simply free the hero that may truly be within us all.

"I'm convinced that it's a natural thing to want to step in and take charge," says the sociologist. "Unfortunately, we're so often discouraged by one another. I see it in children. When I talk about world hunger, there's no question about it. They know they can make a difference. They give you their sandwich or apple and say please send this to those kids. It's marvelous. It's not even a concept to them. It's a natural act. By the time they get to high school, many of them simply glaze over. It's been beaten down in them: 'You can't do anything. You're powerless.'"

Part of the problem, suggests Dr. Babbie and other experts, is the lack of inspirational role models for youngsters—and the rest of us. Studies show that children learn care-giving techniques from their parents and others who care for them. Some of Dr. Babbie's students found that their good deeds inspired others to do the same.

But, so the scientific speculation goes, the heroes who inspire us simply free the hero that may truly be within us all. Dr. Martin Hoffman believes that it may not be farfetched to expect that in the next decade researchers will discover "an altruism gene, or a part of the brain that, when stimulated, arouses empathy and helping behavior." Though there is abundant evidence around us that it is part of the human condition to be self-serving and aggressive, it might help us to know that it is just as much a part of human nature to be caring.

Jim Rethi has a front-row seat on human goodness. He has seen how far one human being will go to help another. Significantly, many of the annual Carnegie Hero Fund Awards are posthumous. He says his job has made him less of a skeptic about human nature and may have brought him even closer to understanding it.

"We do about 1,000 interviews a year and give out about 100 awards," says Rethi. "If I could deduce a common quality about these people, I'd tell you. But I can't. They're pretty ordinary folks. It's just that the average guy to them is somebody who deserves their help. I guess they do have something special about them after all. I think it's love."

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Dear Reader,

The response to the "Tools for Volunteers" *VAL* (spring 1985) was so great that I want to share the results with you.

On the rating form that appears near the back of each issue (if space permits), you unanimously rated this *VAL* "useful," "interesting" and "easy to read and follow."

As for "best articles," you unanimously indicated the "Training Volunteers" and "Tools for Volunteers" features as your favorites.

On the article suggestions line, you unanimously indicated the many aspects of volunteer administration (see list). As one reader wrote, "The 'old' problems often remain unchanged. All areas of volunteerism are more challenging than ever and need addressing!" Another said, "I obviously enjoy articles on the management of volunteers and volunteer programs—the how-to's. More, please!"

In addition to these suggestions, however, there was an almost unanimous plea for articles on a specific program area of volunteering (see second list). In the interest of satisfying *all* readers by focusing on the general applications of a program, *VAL* rarely has addressed the special interests. But in light of the expressed need for such material, I'd like to change that policy.

And that's where you come in. The article suggestions below are presented not so much for your information as for your consideration.

Consider writing an article on one of these topics—or one related to its general heading. A little known fact is that at least two-thirds of each *VAL* contains articles submitted—unsolicited—by volunteer administrators. They are readers, just like you, who want to share their ideas and program successes to help others in their profession grow. (For example, see the descriptions of this issue's feature contributors on page 16.)

If you have an idea, write me a letter outlining your article. I'll write or call back with comments concerning its potential, suggestions for organizing it, and details for submission.

Remember, all *VAL* contributors are volunteer administrators first, writers second (or third or fourth).

Brenda Hanlon

Brenda Hanlon
Editor

THE *VAL* RATINGS *and An Invitation*

WANTED: How-To Articles on Volunteer Administration

- ☐ Budgets
- ☐ Changing volunteer/staff attitudes
- ☐ Continuing education for volunteers
- ☐ Establishing a volunteer program
- ☐ Evaluation
- ☐ "Needs" advocacy
- ☐ Organizational task analysis and needs assessment
- ☐ Public relations
- ☐ Recognition (*specific request:* for programs with tight budgets)
- ☐ *Record keeping
- ☐ *Recruitment (*specific request:* *dynamic recruitment brochures)
- ☐ Retention
- ☐ Stress/burnout
- ☐ Students/interns
- ☐ *Supervision
- ☐ Tools for volunteers
- ☐ *Training (*specific request:* materials, useful handouts)
- ☐ Writing letters of reference for volunteers
- ☐ Working in the community—not on site
- ☐ Volunteer/staff relations

* Asterisk indicates multiple requests.

WANTED: Articles on Administering Specific Areas of Volunteering

- ☐ Church volunteers
- ☐ Evening/weekend volunteers
- ☐ Friendly Visitors/Big Siblings
- ☐ Hospital volunteers (innovative programs for adults or teens)
- ☐ Library volunteers
- ☐ Nonprofit theatre volunteers
- ☐ Older adult volunteer programs
- ☐ Profit-making organizations that use volunteers (nursing homes, group homes for mentally handicapped)
- ☐ Youth/teen volunteers (*specific request:* ideas for youths in small towns

WANTED: Articles on Related Areas—General Program Administration

- ☐ Fundraising
- ☐ Task analysis/needs assessment
- ☐ Newsletters/graphics, logos
- ☐ Public relations

'It Doesn't Ask for Your Money —Only Your Time'

What Houston's Teens Think about Volunteering

Last March, Tenneco sponsored an art and essay contest on volunteerism for its adopted school, Jefferson Davis High School, in Houston, Texas. Several volunteer judges read through the 70 essay entries and selected four finalists. On April 26, the winners received a cash prize and certificate at a lunchtime FUN FEST to promote volunteering. Tenneco volunteers served snow cones, popcorn and cold drinks, and the Texas Mime Troupe and KYST Radio provided entertainment. The winning essays are presented below.

SHARING IS CARING

By Sandra Flowers
Age 18

Volunteerism is loving to lend a helping hand to others when they are in need. It is also sharing your support and not accepting a reward.

To be a volunteer means giving freely from your heart to help assist others. When you volunteer your services to assist others, most people receive a special reward in their heart for helping others.

Volunteerism is the assistance that Tenneco gives to Davis [School]. It is also the assistance and support that the United States gives to Ethiopia and the other drought-stricken African countries.

Volunteerism is when a father decides to coach the little league baseball team in his neighborhood or community. It is working at a hospital as a volunteer to aid the sick. Volunteerism is teaching Sunday school so that people may learn more about the Bible. At school it is helping in the office. Volunteerism in all aspects is wanting to help aid and support others who are in need of someone's assistance, but not doing it for profits. When you volunteer your services, you do it because of a strong desire from the heart and soul to help others, and then you receive your reward from within your heart.

A FEELING THAT COMES FROM THE HEART

By Ricardo Ayala
Age 15

People who volunteer don't get paid, but they get the experience and the emotion of helping people. The benefit is for everybody.

The volunteer learns how to do things, and the other person gets the aid. Volunteers feel they are doing something for the community, for the people, for the country and for the world. Another benefit is that they make a lot of friends of different kinds.

Who are those people we call volunteers? A volunteer could be any person with good thoughts and the spirit of helping people. Nobody forces anybody to do the job. A volunteer does it because he feels like he can be someone special to other people by helping them.

The sponsors are volunteers because they sponsor someone else. People who get the aid of the volunteers feel so grateful toward them.

To volunteer is to give somebody his help without expecting anything back. That feeling comes from the heart. That's volunteerism.

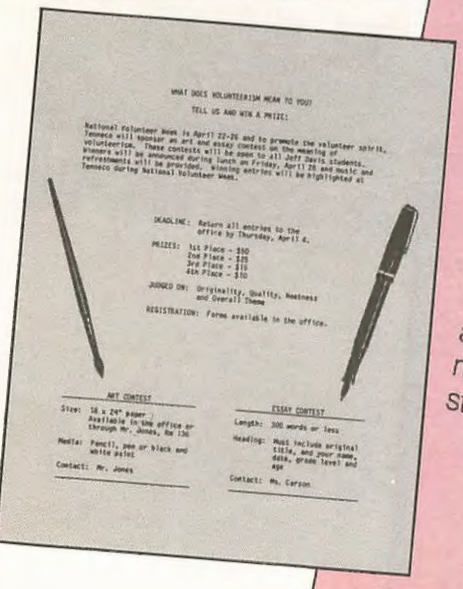
DON'T WASTE YOUR PRECIOUS TIME—VOLUNTEER

By Tracy Burries
Age 18

Volunteerism is caring enough to do something without expecting pay.

There are many elderly people around my neighborhood. They sit on their porches with nothing to do and no one to talk to. They're too old to walk anywhere. I feel it's my duty to go over and talk with them, and ask if they need any help around the house. Sometimes they have nothing for me to do, but I just stay and talk with them anyway. It's better for two people to do nothing together than one.

I know I don't owe them anything, but one day I'll be in their place, and I would want someone to do the same for me. I know there are millions of teenagers today with nothing to do—wasting time in the streets. They can really learn a lot from being a volunteer. Volunteering doesn't ask for your money, only your time.



WHAT DOES VOLUNTEERISM MEAN TO YOU?

TELL US AND WIN A PRIZE!

National Volunteer Week is April 22-28 and to promote the volunteer spirit, Tenneco will sponsor an art and essay contest on the meaning of volunteerism. These contests will be open to all Jeff Davis students. Winners will be announced during lunch on Friday, April 28 and music and refreshments will be provided. Winning entries will be highlighted at Tenneco during National Volunteer Week.

DEADLINE: Return all entries to the office by Thursday, April 6.

PRIZES: 1st Place - $50
2nd Place - $25
3rd Place - $15
4th Place - $10

JUDGED ON: Originality, Quality, Neatness and Overall Theme

REGISTRATION: Forms available in the office.

ART CONTEST

Size: 18 x 24" paper
Available in the office or through Mr. Jones, Rm 136

Media: Pencil, pen or black and white pastel

Contact: Mr. Jones

ESSAY CONTEST

Length: 300 words or less

Heading: Must include original title, and your name, date, grade level and age

Contact: Ms. Carson

'IT MAKES ME FEEL WANTED AND INDEPENDENT'

By William Richardson
Age 16

Volunteerism is a thing you wish to volunteer for. I like to volunteer for any agencies aided by Tenneco. I also volunteer for communities such as retarded centers.

I have two volunteer jobs. One is here at Jeff Davis Senior High School. I have a job in my reading class as bulletin board decorator. The other is at Wesley Community Center.

Volunteering for different communities helps me to learn more about different people, different types of work and problems that they might have. I like to work with handicapped people and show them I care.

I also volunteer at my church—ushering, singing and fund raising. I will continue to volunteer for any community organization at places I'm needed the most.

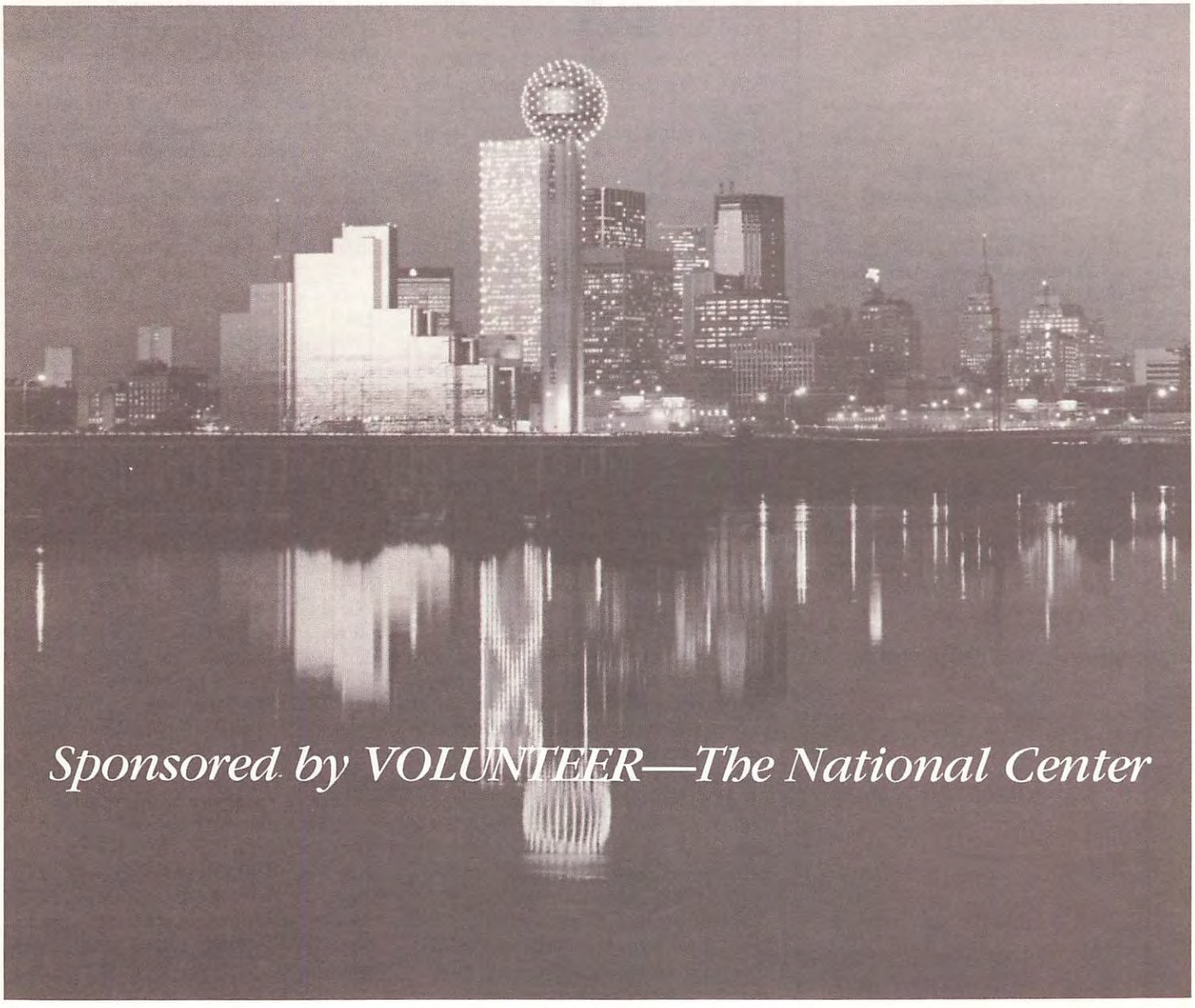
Tenneco volunteers encourage me to do more for myself and others who need help. I'm trying hard to give back all I can to help the old, young and handicapped people that aren't able to work.

Volunteering makes me feel good about myself—by being helpful, contributing to someone's happiness, exercising my talents. It makes me feel needed, wanted and independent.

June 8-11, 1986 ◆ Southern Methodist University ◆ DALLAS, Texas

Mark Your Calendar and PLAN TO ATTEND

The 1986 National Volunteer Conference



◆ Complete conference details available from VOLUNTEER in early 1986. Also watch future *VALs* for further information. ◆

NEW NEW

PROFESSIONAL ADMINISTRATION of VOLUNTEER PROGRAMS

by Ralph G. Navarre, A.C.S.W.

CONTENTS:

PART ONE
Intro. to Professional Management
1. Introduction to Volunteer Admin.
2. The Professionalization of Volunteerism

PART TWO
Staff Management
3. Beginning a Volunteer Program
4. Writing Job Descriptions
5. Recruiting Volunteers
6. Interviewing the Volunteer
7. Orientation and Training
8. Supervision and Evaluation of Volunteers
9. Motivating Volunteers
10. Using Relationships in Volunteer Admin.

PART THREE
Program Management
11. Developing Measurable Program Goals
12. Building Career Ladders
13. Economic Strategies for Vol. Admin.
14. Establishing a Volunteer Advisory Council
15. Computers as a Management Tool
16. The Challenge of Delegation

PART FOUR
Unresolved Issues in Management
17. The Problem Volunteer
18. Insurance and Liability Problems

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Books

Useful Board Books

By Steve McCurley

WORKING WITH VOLUNTEER BOARDS: A FACILITATOR'S HANDBOOK. By Diane Abbey-Livingston and Bob Wiele. Ontario Ministry of Citizenship and Culture, 1983. 119 pp. $9.00 + $2.50 shipping/handling (see below).

THE BOARD MEMBER'S BOOK. By Brian O'Connell. The Foundation Center, 1985. 208 pp. $16.95 + $4.00 shipping/handling (or + $5 total if you order both books). Order from: Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

Just to get the matter out of the way quickly, here's the bottom line: "These are great books; buy both of them."

Working with Volunteer Boards is a trainer's manual, designed for use by anyone who works with and wishes to improve the condition of a board of directors. It manages to teach diagnostic skills, provide tests and tools to use in training or consulting, and do cross-references to other sections of the book calmly, logically, and without undue repetition. It breaks down some of the more common board difficulties ("Board meetings are terrible," "personality conflicts," "We decide to do things but nothing happens," etc.) into neat areas. It offers tests within each area to administer to a board to help figure out what is really wrong. If you're a trainer, you'll steal from this book constantly.

This is also, by the way, the most beautifully produced work I've seen lately. It utilizes a layout design of red and black silhouettes for chapter headings, multiple interior line drawings, and gracious use of white space to make it a lovely thing to peruse. It is exquisitely printed proof that Canada is the most civilized country in North America.

Steve McCurley is VOLUNTEER's director of constituent relations.

Brian O'Connell's *The Board Member's Book* is designed for board members, as both a philosophical and practical guide to the roles and responsibilities of board service. Like everything that Brian does, this task is accomplished with a rational, understated elegance. He intersperses advice from the standard works in the field with his own vast experience in working with boards, usually emerging with a practical amalgamation of the two.

The topics covered in the discussion range the scale from the philosophy of citizen involvement in nonprofit organizations to the best logistical arrangements for seating space at board meetings.

Overall, this is a thoroughly useful book; so useful in fact that a copy ought to be presented to the incoming chairperson of every board in the country. It would tell them both how to "think" about being a board member and then how to actually "do" the job.

There is, however, one unsettling thing about *The Board Member's Book*. Many of us over the years have grown accustomed to the public persona that Brian O'Connell presents to the world in his role as president of INDEPENDENT SECTOR—serious, dedicated, sincere. We then discover, to our total amazement and delight, the appendix to this new book, subtly entitled, "Minutes of Our Last Meeting." It is a hypothetical (mythical? apocryphal? merely hysterical?) account of an imaginary board meeting.

"Minutes," to put it mildly, is the funniest thing ever written about boards and is itself worth the price of the book. It will bring back every nightmare you've ever experienced during a board meeting, and you will either laugh or cry all the way through it.

Perhaps IS's next film project ought to involve doing "Minutes" as a play and premiere it at national conferences.

As I See It

(Continued from page 2)

manipulate and intimate others—or do we enable and empower others? Those are the choices.

Therefore, we must become more comfortable with the concepts of power and influence.

One other outcome of our reluctance to deal with power issues is a sort of complacent and comfortable "we/they" attitude. We can gripe and feel frustrated by what THEY decide, without having to take any responsibility for changing things. But the older I get, the more I am continually shocked and challenged by the incredible truth—there is no THEY. In a democracy, WE are they!

2. Lack of Skill in Influencing

Influencing is a skill that must be learned and practiced. Yet, it is rarely included in any curriculum for human service professionals or volunteer leaders. How can we change that?

In Chip Bell's book, *Influencing*, he states, "Many have gone about the act of influencing like the stereotypical PR promoter—with flair and color, sound and fury. Often we have bagged more flak then game.... As professionals in organizations, *we are sellers of fitting ideas* and we should have two concerns:

1. Is my idea of sufficient worth or value?
2. Can I convince others of its value?"

3. Our Leadership Style

Another area of concern is the style of leadership all too frequently utilized in this field (and other human service professions). We are DOING rather than ENABLING. This leads to overload, running from morning until night, burnout, and frustration.

After personally writing and speaking about this problem for ten years, I am appalled at our lack of progress. It is not that people don't have access to our workshops and dozens of books that deal with the philosophy and skills of truly participative management (*In Search of Excellence, Passion for Excellence, Masters of Change, The Entrepreneurial Leader, Servant Leadership*).

It's not the knowing about it that's the problem—or the believing in it. It's the doing of it. How and when will we get serious about doing what we know about?

4. Misuse of Power

This is what has given power a bad name and, as Roseaheth Moss Kanter says, has made it the last dirty word in America.

There's not a person in this room who has not at some time had to deal with what David McClelland calls "personal power persons"—ones who are into power for their own personal aggrandizement, who sees your win as their loss, and therefore is threatened by the success of their subordinates (paid or volunteer). Their primary strategies are manipulation and intimidation. They are the antithesis of empowerment, and they have killed more creativity, motivation and excitement in organizations than we can ever imagine.

Having experienced such a boss myself, I know what it feels like. (It was after that experience that I wrote *Survival Skills for Managers.*)

The only antidote to this kind of power person is for more and more of us to become what McClelland calls "social power people": influencing systems on behalf of others; enabling and empowering all who work with us to be their best and not be threatened by it; rewarding it; building the self esteem and capabilities of our people (paid and volunteer); helping dreams and visions happen; and confronting the personal-power individuals who are killing our people's spirit. There is no more important an agenda for us! But we won't have time or energy for it as long as we continue to be DOERS!

5. The Organization

In *Survival Skills for Managers*, I point out that there is nothing that frees up our natural spontaneity and creativity more than someone giving us permission to be the best that we can be in the work that we do. The reality is that very few organizations or agencies even attempt to grant that permission in today's complex, technocratic society. In fact, it is never even an issue with most of them. (Could that be why someone recently cracked, "If you don't believe in life after death, just stand outside our agency at 5:00!")

In the book, *The Organization Trap*, Samuel Culbert relates this touching story about an outgoing deputy director of a public agency:

We live in a remarkable time, when we have access to some of the most creative people in the world to help us: volunteers, out of every discipline, bringing incredible skills and unhampered by the tunnel vision we sometimes get by working too close to the problems. We need to RECRUIT, ENABLE and EMPOWER them to help us!

> As he stepped forward to speak, tears began streaming down his face. To the audience's surprise, he did not try to cover up. There were no platitudes about his sorrow in leaving. Instead, he frankly admitted his tears were of pain and disappointment for allowing himself to be chewed up by the system. In the speech, he stated he had compromised himself, accomplished little, gone along with outmoded methods, stopped taking stands on what needed to be changed, and generally had become a mediocre, ineffective leader. Needless to say, the cost to him as a person was tremendous—but he realized it too late.
>
> Anyone who has worked in a hierarchy can identify with his pain, frustration and tendency to go along, rather than rock the boat. We don't like to be trouble-makers!

But how do we keep organizations from devouring people? Robert Townsend, in his book, *Further Up the Organization*, has a fascinating formula:

As I See It

(Continued from page 33)

One good plan is for the chief executive to insist that he must *personally* use every form in the company before it's installed. Like: requisition forms (for pencils, pads, or air tickets), long-distance-telephone-call forms, or personnel department forms. And his secretary can't fill in the form for him.

If some psychiatrist in the personnel department invents a new application form with a whole lot of questions like "How did you feel about your mother?" before it gets used, the chief executive has to fill it out...completely. This will kill a lot of bad ideas early.

Related to this is a function that you might describe as vice-president in charge of anti-bureaucratization (otherwise known as a VP in Charge of Killing Things). He (she) must have a loud voice, no fear, and a passionate hatred for institutions and their practices. In addition to his regular duties, it's his job to wander around the company looking for new forms, new staff departments, and new reports. Whenever he finds one that smells like institutionalization, he screams "Horse feathers!" (or something more graphic) at the top of his lungs. And keeps shouting until the new whatever-it-is is killed. Every chief executive should find someone to perform this function and then make sure he can be fired only for being too polite.

A new and awesome challenge to all organizations is just beginning to be felt. It is what Peter Drucker calls "a growing mismatch of jobs and job seekers." The most significant group affected is the enormous "baby boom" generation (56 million between ages 25 and 39).

It is a challenge for the world of volunteerism—to tap into the skills, talents and energy of this group and help it do its best—so its members can get satisfaction and fulfillment possibly denied them at work. But, we must know how to work well with them!

How, then, do we keep from being overwhelmed by all of these problems:

—Our own attitudes toward ourselves and power
—Our lack of skill in influencing
—Our Doer vs. Enabler style of management
—The misuse of power
—Stifling or disabling organizations

All I can do is recall the words of the most creative person I know, a quadraplegic who has moved nothing but her head for six years. Marge says, "Never stumble on anything behind you!"

We move on, having faith that we can, in fact, view problems as opportunities, which can help us discover new and creative solutions.

What are some of these challenges?

Challenges

1. We must have vision, seeing clearly what we want to have happen. Let me illustrate with another analogy.

Last summer, Harvey and I visited the Greek Islands. One of the most memorable things we did was go parasailing. This is something we'd both wanted to do for many years, but whenever we had the opportunity, we lacked the courage. But this time we did it!

What an experience—to be sailing far above land and sea, seeing everything from a brand new and exciting perspective. I was barely aware of the motor boat pulling me—or the rope connecting me to the source of power. I was free to soar amid the clouds. It was a truly exhilarating feeling.

I would suggest that in this time of enormous societal change, we need to enable and empower some people in our organizations to soar above the day-to-day activities and problems and to dream about what's next for human services and volunteerism—to do what Camus suggested: "Create dangerously" with vision and courage and dreams!

We live in a remarkable time, when we have access to some of the most creative people in the world to help us: volunteers, out of every discipline, bringing incredible skills and unhampered by tunnel vision we sometimes get by working too close to the problems. We need to RECRUIT, ENABLE and EMPOWER them to help us! We also have access to technology to help us in ways we never imagined five years ago. Now let's get on with it!

2. Understanding power and becoming more caring and effective influencers of the outcomes we care about is another very large challenge .

In learning how to influence well, there are really only three skills we need to sharpen:

Influencing is not for the faint hearted. One of the things that helps keep us on track when things get rough is knowing we are not alone. Others care about us and about the outcome we care about. Use these people—they are advocates and we need them!

- Identifying the problem to solve or the goal to achieve.

—Learn how to turn gripes and frustrations into goals to achieve.

—Be sure you're solving the real problem and not a symptom. Try to really find a cure for the problem rather than bandaiding minor irritations!

- Strategizing how you are going to influence—how to influence whoever can say "yes" or "no" to your idea.
- Negotiating—becoming more adept in this art so we may ask for what we need to secure win/win solutions.

It is so easy to believe that one person really can't make much of a difference in the larger scheme of things, so why try.

Robert Greenleaf, who has written so much in the last decade about servant leadership, says "I believe that the transforming movement that raises the quality of any institution, large or small, begins with the initiative of one individual person—no matter how large the institution or how substantial the movement."

History is filled with examples of men and women who set out to make a difference and did it! The one common denominator, no matter what their strategy, undoubtedly was *persistence*.

Influencing is not for the faint hearted. As someone once

said, "You can tell when you're on the right track—it's usually uphill."

One of the things that helps keep us on track when things get rough is knowing we are not alone. Others care about us and about the outcome we care about. Use these people—they are advocates and we need them! As author Peter De Vries said, "We're not primarily put on this earth to see through one another, but to see one another through."

There is a groundswell of literature flooding our bookstores that points to one clear fact: There is a revolution brewing in the workplace and it has to do with how people feel about the way they have been led. People are sick of being treated like children and pawns in corporate and agency games.

We are dealing with the most skilled and educated workforce we've ever had in the country and, yet, how sadly it has been demotivated and underutilized in the past decade. It has to do with style of leadership! In industry, it was autocrats who told everyone what to do. In human services, more often it was doers who did everything themselves. As Warren Bennis, a respected management expert says, "American organizations have been overmanaged and underled!"

The great pain I see in people's lives as I travel across the country is the realization on the part of both paid staff and volunteers that almost no one has seemed to want their best. What a waste! What a national tragedy!

But this new literature brings fresh hope, for these books share story after story of how truly participative management helps everyone win: the organization, the people who work there, and the customer or client. Read *In Search of Excellence, Passion for Excellence, Megatrends, The Change Masters, The Entrepreneurial Leader* (and I might add, *The Effective Management of Volunteer Programs* and *Survival Skills for Managers*).

Of course, we had a visionary leader in our field who was writing about this way back in 1967. I'm speaking of my dear friend and mentor, Hat Naylor. In her book *Volunteers Today* (the first in our field, I believe), she said:

> A new style of leadership is demanded—a dynamic, eclectic approach with courage to experiment, to weed out the useless, and yet hold fast to ideals, standards and essential values. Such leaders are not developed by being told what to do. Rather, they respond to our faith in them and in their capacity to learn and to do.

Why has it taken us so long to hear that?

What a picture of energy and excitement that brings. Can you even imagine what would happen in your organization if you and those you work with were treated this way? What would happen in our local, state and federal government agencies if people were treated this way?

What would happen, I suspect, is that seemingly impossible problems would be solved, health problems would be greatly reduced, ideas would frolic in the workplace, and community needs would be addressed in new, exciting and caring ways we haven't even dreamed of yet.

The key to building your leadership power is simple: You get power by giving it away! The more you help your people—paid and volunteer—realize their own potential, feel more able and powerful—the more influential you become. It's strange but true!

If we learned our lesson about influencing—one person at a time, one act at a time, conceptualizing a dream others can get excited about—then the job starts right here, in this room with each and every one of us. Remember—*we* are they!

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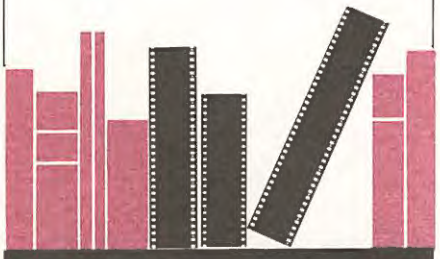


Compiled by Donna Hill

Giving and Volunteering Quote-A-Day 1986 Calendar. Philanthropic Service for Institutions, 6840 Eastern Ave, NW, Washington, DC 20012, (202) 722-6131. $6.95 (payable to: Giving Calendar-SDA). Bulk discounts available for two or more.

This page-a-day calendar contains a different quote for every day of the year—"from Aristotle to Zig Ziglar"—on volunteering and philanthropy. Page size is 4-1/2" x 4-1/2". Calendar comes in a box, which contains space to personalize with logo or adhesive seal. Flyer with sample pages available.

Communities Magazine. 126 Sun Street, Stelle, IL 60919. $12/year.

This "journal of cooperation" has been publishing since 1973 on the development of intentional communities—"from people building together in urban neighborhoods to rural farm communities. Articles focus on community politics and group dynamics, family life and relationships, health and well-being, work and food cooperatives, and other areas of innovation and expertise applicable to intentional communities. Brochure available.

1986 Catalog of Scriptographic Booklets. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. 20pp. Free.

Contains descriptions of more than 200 "Scriptographic" booklets, including 30 new titles, on current topics and concerns. These publications are usually 5-1/2" x 8-1/2", 16 pages, and offered in bulk at quantity discount prices. Topics include voluntary action ("Be A Volunteer!" "Organize for Action," "Charitable Giving and You," "About Grassroots Lobbying," "About Fund Raising" and "United Way"), drug abuse, leadership skills, equal opportunity, and many more.

Fundraising for Social Change. CRG Press, 1000 16th St., NW, Washington, DC 20036. 1985. 208 pp. $19.95 + $1.95/shipping.

Published by the Center for Responsive Governance, this book is aimed at social change organizations with budgets under $500,000. It provides nuts-and-bolts strategies they need to start, maintain or expand successful community-based fundraising programs. Chapters present specific examples and case studies to cover direct mail campaigns, phone-a-thons, canvassing, fees for service, major gift campaigns and special events. The author is a full-time fundraising trainer and consultant to social change organizations.

Common Sense Management. Alfred Fleishman. Order from: ISGS (International Society for General Semantics), PO Box 2469, San Francisco, CA 94126, (415) 543-1747. 75 pp. $2.00.

The subtitle of this book is "Hints for Communication in Business." It contains practical suggestions for improving communication between supervisor and worker based on the author's 35 years of public relations and communications experience. Designed for "down-to-earth uses by everyone who works with other people," it does not attempt to duplicate major books on management or communication.

The Art of Asking Questions. Stanley L. Payne. Order from: ISGS (International Society for General Semantics), PO Box 2469, San Francisco, CA 94126, (415) 543-1747. $10.50.

First published in 1951, this book contains many suggestions for formulating better questions, including "A Concise Check List of 100 Considerations." It focuses on the fundamental problem of the wording of individual questions. In the 1980 foreword to the first paperback edition, pollster George Gallup, Sr. said the book is "for those readers who simply want to ask better questions."

Guide to Films on Apartheid. Media Network, 208 W. 13th St., New York, NY 10011, (212) 620-0877. 1985. $2.50.

The latest in a series of resource guides to films on current issues, this guide contains lively, evaluative descriptions of over 40 films, videotapes and slideshows on South Africa and the region. Each entry includes title, length, format, producer, price, distributor and a description. In addition, there is a list of information and resource centers and tips on how to plan a successful program.

Alternative Media Information Center. Media Network, 208 West 13th St., New York, NY 10011, (212) 620-0877.

Media Network, a national organization that supports the use of alternative films for grassroots organizing and education, has computerized its Information Center, a clearinghonse for information on films, videotapes and slideshows on a wide range of social issues. The Center offers a computerized listing of over 3,000 titles, cross-referenced by title, subject and distributor availability. The Center can be reached by phone or mail (above) on Tuesday, Wednesday and Thursday, 1 p.m. to 6 p.m.

Making A Difference: Young People in Community Crime Prevention. National Crime Prevention Council, 733 15th St., NW, Suite 540, Washington, DC 20005, (202) 393-7141. 1985. 150 pp. $10. Bulk discounts available.

This illustrated paperback presents a positive outlook and practical approach to the design and development of yonth crime prevention programs that meet local needs. It features brief primers on community crime prevention and youth potential with lively examples of the diversity of program sites, structures and tasks. It discusses problems and solutions and reports on 30 programs in the U.S. and Canada, including their addresses and phone numbers.

Developing A Street Patrol: A Guide for Neighborhood Crime Prevention Groups. Neighborhood Crime Prevention Council, c/o Jnstice Resource Institute, 132 Boylston St., Boston, MA 02116. 1986. $9.95 (staffed organizations); $4.95 (volunteer orgs.) payable to: Justice Resource Institute.

Written by Boston residents who are members of the National Crime Prevention Council, this one-of-a-kind manual is based on actual experiences in building snccessfnl neighborhood patrols. It describes the set-up, operation and maintenance of a patrol, including emergency procedures, where and when to patrol, who to involve, and more.

How Does Your Community Grow? Planting Seeds for Quality Day Care. Mindy Fried and Elaine O'Reilly. Order from: Office for Children, Room 901, 150 Causeway St., Boston, MA 02114. 1985. 102 pp. $7.95 (payable to: Commonwealth of Massachusetts).

Tbis citizen's manual is "about power and influence, how to have it and how to use it." It describes a two-year project in Massachusetts to stimulate citizen involvement in shaping tbe quality of day care in their lives. Covers such topics as increasing the involvement of employers in day care; affecting day-care policy on the state level; coalition-building to revise quality standards; volunteer recruitment and training; and skill-building.

Keeping Kids Safe Kit. National Crime Prevention Council, 733 15th St., NW, Suite 540, Washington, DC 20005, (202) 393-7141. 1985. $20.

This kit features more than 65 pieces of useful material that shows how communities can work together to protect children from crime at home, at school and in their neighborhoods. Includes ready-to-reproduce educational materials on safety at play and at home, safe school routes, and child victimization statistics. The kit also tells how to conduct fingerprinting-/safety education, school callbacks, extended-day and safe-house programs, and provides crime prevention ideas for teens. Materials include two mini-posters, a 20-page booklet entitled, "How to Protect Children," and a 24-page booklet on youth as community resources.

Explorations in Awareness. J. Samuel Bois. Order from: ISGS (International Society for General Semantics), PO Box 2469, San Francisco, CA 94126, (415) 543-1747. $6.50.

First published in 1957, this popular reprint points out limitations of language that narrow vision and restrict thinking. Throngh explanation and example, the book introduces semantic practices that contribute to more productive thinking and more effective actions—both at home and in the workplace.

Partners for a Safe Community Kit. National Crime Prevention Council, 733 15th St., NW, Suite 540, Washington, DC 20005, (202) 393-7141. 1985. $20.

Forty materials make up tbis kit on getting people to work together to prevent crime and strengthen commnnities against fear and isolation. Utilizing information developed by leading professionals in the crime prevention field, the kit shows how to start a Neighborhood Watch, build community support for crime prevention, reduce fear among the elderly, capture the energy of teenagers, provide new help to victims. Pieces include articles for newsletters and flyers, camera-ready brochures, resource guide and many others.

1986 Legal Rights Calendar. Legal Counsel for the Elderly, PO Box 19269-L, Washington, DC 20036. $4.95 ($4.00 for 25 or more).

This illustrated, 8-1/2" x 11" desk calendar is written easy-to-understand language by experts in laws affecting older people. It addresses such possible problem areas as retirement benefits, taking care of financial affairs when seriously ill, refusing medical treatment, and much more. It also features current information on disability insurance, Social Security and Medicare, pensions as well as a comprehensive reference and resource list.

10 Ways To Improve Your Performance As a Volunteer Administrator:

1. Learn About Performance-Based Certification
Fall 1983 *VAL*

2. Improve Your Volunteer Job Descriptions
Summer 1983 *VAL*

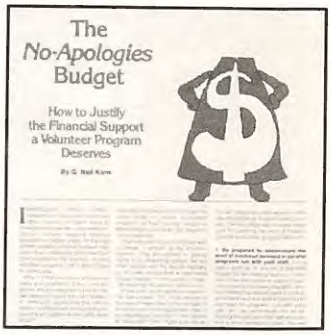
3. Recruit Volunteers Through An Annual Appeal
Winter 1984 *VAL*

4. Involve the Handicapped As Volunteers
Spring 1984 *VAL*

5. Order from Our Toolbox
Every *VAL*

6. Prepare an Effective Recruitment Campaign
Winter 1984 *VAL*

7. Recruit Families
Spring 1983 *VAL*



8. Justify the Financial Support Your Volunteer Program Deserves
Spring 1984 *VAL*

9. Educate Your Board Members
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POSTER

This issue's poster is the cover design of a recruitment brochure describing the services of the Voluntary Action Center of Southwestern Fairfield County, Stamford, Connecticut. The VAC produced the brochure with the assistance of Champion International (paper), American Graphics (printing) and the William Belcher Group (design). You may reproduce the art for your own volunteer recognition and recruitment purposes.

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Calendar

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

1986

Jan. 31 — **Visalia, Calif.:** *Building Bridges...Fulfilling Dreams*
Sponsored by the City of Visalia Volunteer Programs, this annual intensive workshop for volunteer administrators will feature Marlene Wilson.
Contact: The House of Volunteers, 417 N. Locust, Visalia, CA 93291, (209) 738-3482 (Attn: Ed Jost).

Feb. 16-22 — **Nationwide:** *Big Brothers/Big Sisters Appreciation Week*
BB/BSA will launch a massive recruitment campaign during Appreciation Week to meet its "never-changing" goal of matching as many children as possible and drastically reducing the number—100,000—of youths presently on waiting lists for a Big Brother or Big Sister.
Contact: BB/BSA, 230 N. 13th St., Philadelphia, PA 19107, (215) 567-2748.

April 20-27 — **Nationwide:** *National Volunteer Week*
Sponsored by VOLUNTEER—The National Center, National Volunteer Week in 1986 has been extended one day to insure that appropriate time is set aside for local volunteer recogition events prior to the start of Passover on April 24.

Feb. 23-28 — **Boulder, Colo.:** *Second-Level Volunteer Management Workshop*
A one-week course that focuses on implications and challenges, rather than specific skills. Includes planning, conflict, training, personal and organizational management, creativity, power, advocacy, issues and more.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80309, (303) 492-5151.

May 26-29 — **Baltimore, Md.:** *1986 AIRS Conference*
This is the eighth annual conference of the Alliance of Information and Referral Systems (AIRS), an organization of agencies and individuals in the U.S. and Canada involved in promoting, providing or working closely with information and referral services. Workshops and lectures will focus on new technology, the public's new awareness and the increased need for I&R.
Contact: Jan Baird-Adams, (301) 396-5768.

June 4-6 — **Toronto, Ontario:** *Founding Conference—Ontario Association for Volunteer Administration*
"Connections 86" is the theme of this conference for professionals and workers in the volunteer administration field. They will share ideas and resources and form a professional working group association.
Contact: Robert Cole, OAVA Founding Conference Chair, c/o Probation & Community Services, 2195 Yonge St., 3rd floor, Toronto, Ontario, Canada M7A 1G2, (416) 965-6944.

June 8-11 — **Dallas, Texas:** *1986 National Volunteer Conference*
VOLUNTEER's annual conference will be held on the campus of Southern Methodist University.

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