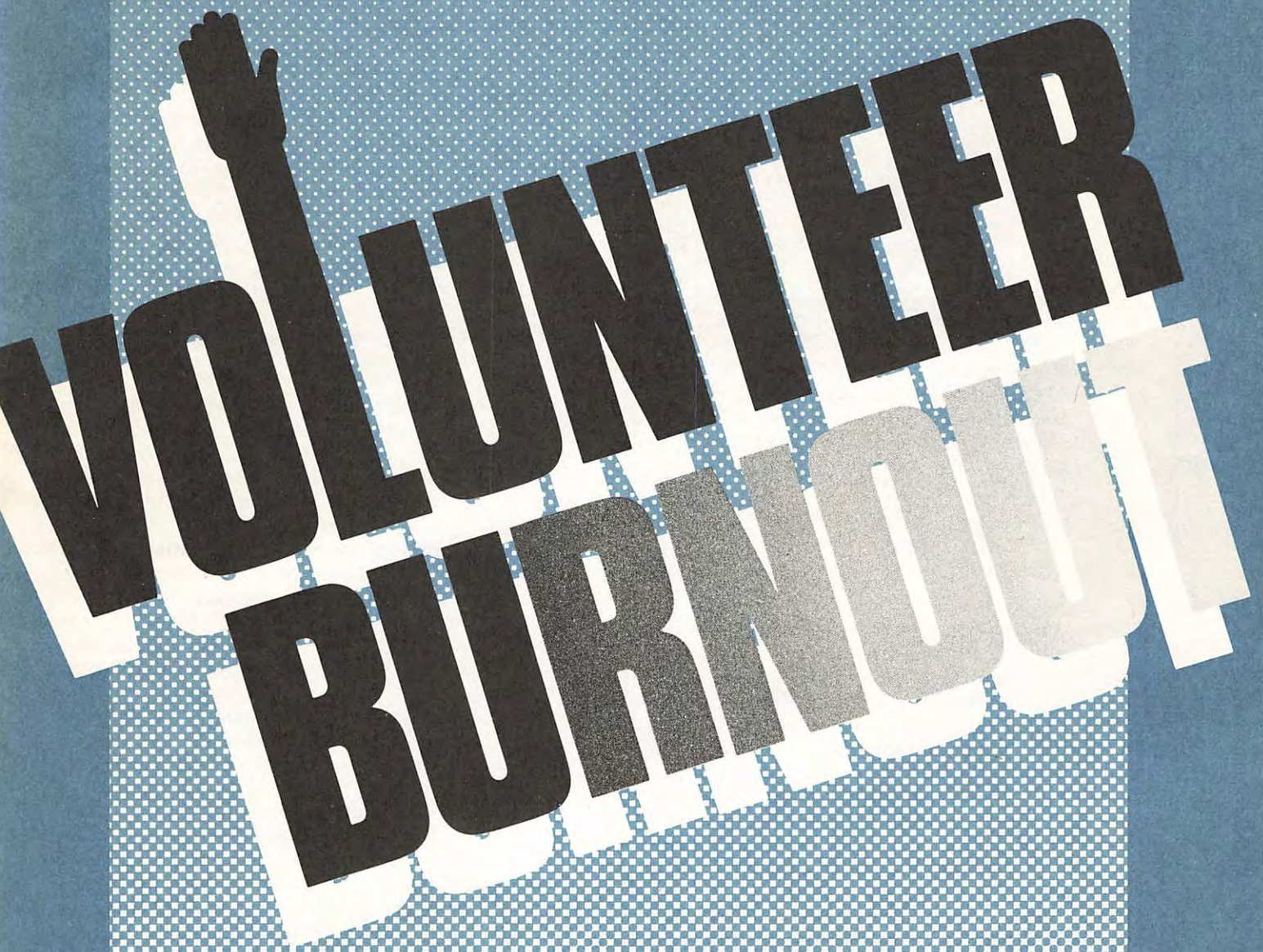


Voluntary Action Leadership

WINTER 1985



**VOLUNTEER
BURNOUT**

As I See It

Today's College Students *Do* Care

By Wayne Meisel



Wayne Meisel, a recent Harvard University graduate, spent last summer at VOLUNTEER working on his own project to promote and support college student and campus involvement in local community service activities.

Just recently, I completed a walk from Maine to Washington, D.C. in an effort to promote, support and research college student and campus involvement in community activities and social issues. Along the way, I stopped at over 70 colleges and met with students, college administrators, faculty and local townspeople. My intent was not only to collect information about existing programs and solicit individual perceptions and opinions about student campus activities and ideals, but also to promote thought, discussion and action on ways to expand student involvement and participation.

When I told my father of my plans to walk 1,500 miles beginning in the dead of winter, he grumbled and told me to talk to my mother. My mom could only laugh and comment, "It will keep you busy for awhile, anyway." Either they had gotten used to my crazy ideas, given up or had some strong faith and belief that I knew what I was doing.

Couldn't you have waited until it got warmer to

start? Do you ever hitchhike? Do you have one leg? Who's paying for this? Isn't your mother worried? I was asked these questions over and over again. Yet, the most popular and direct one was—Why? Why walk 1,500 miles through 13 states in a five-month period?

When you are doing something weird in this society, you'd better have a good, quick and brief explanation. Simply put, mine was to promote and support student and campus involvement in community issues. In the '60s, I probably would have been just one of the gang, but in 1984, the year of Big Brother and all that hype, people "didn't think kids did that kind of stuff anymore."

Yet, this still doesn't explain the question, Why walk? It had to do with a lot of things, such as youthful idealism, frustration at not knowing how to change things you don't like, betting on a longshot and hoping that you can win, that one person can make a difference. Even if he or she can't, it was worth the effort of trying.

As a cross between a Johnny Appleseed and a poor beer-drinking imitation of Gandhi (I don't think he stayed at frats along the way), I hoped to draw attention to the value and importance of community involvement and provide a positive challenge to students, colleges and communities alike that student energy and idealism were alive and ready—yet in need of leadership, resources and some fire power.

For as long as I can remember, my peers and I have had this cloud hovering over us. Young people today are stereotyped as self centered, pre-professional, "me first" and apathetic. I never liked that image, yet heard about it again and again. My time at college, my participation in student-initiated community work and my recent expedition on foot have proven to me that students do care and are interested in things besides grades, partying, grad schools and themselves.

There is a problem, though. College tuition is high and getting higher. Jobs are tight and getting tighter. Both the pressure and the competition to get accepted into college and grad school are stiff. These are reasons, in part, why student activism in community-minded issues is low. Despite a few notable exceptions, both students and staff commented on how community service and action programs had suffered in terms of number of participants, strength of programming and prestige within the campus community.

Yet, despite this glum picture and current trend, there is hope. If students were so practical, then how can you explain the positive reception I received from about every student I came across. Instead of questioning my efforts and telling me I was wasting my time, most were supportive, encouraging and glad I was walking—not only because of my cause but because it was something I believed in. Meanwhile, many young college administrators showed a great interest in my efforts and a desire to support student involvement in community action.

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Voluntary Action Leadership

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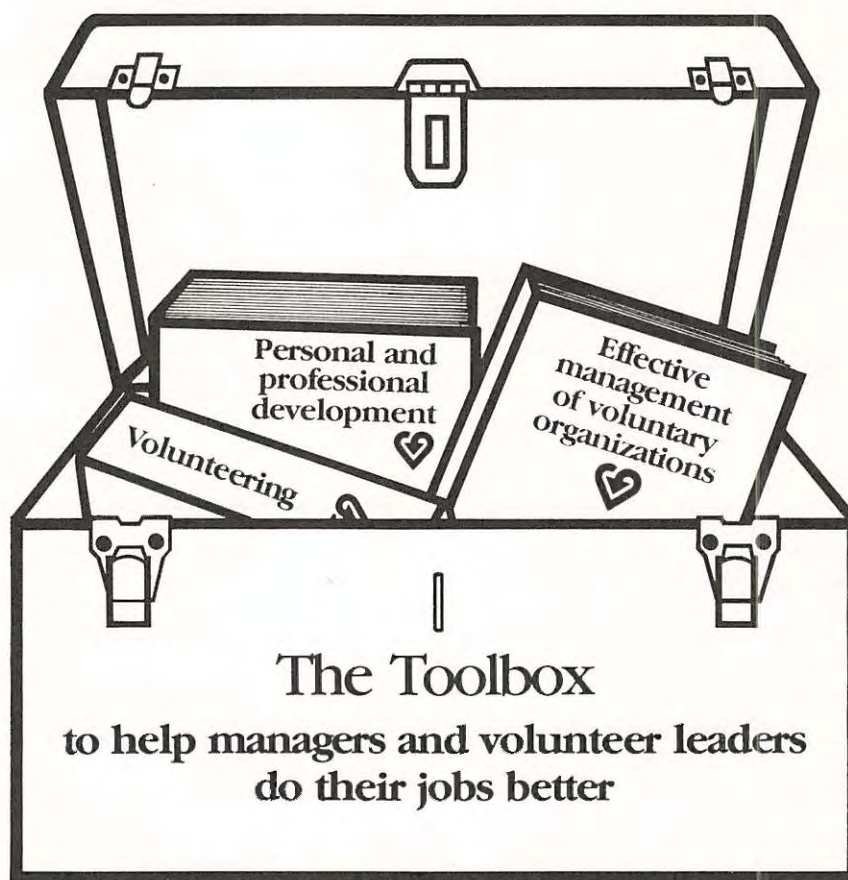
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Voluntary Action

PTA Spurns Bake Sales for Activism

By Mary Jordan

Bonnie Barber thought it was a women's social club.

With a full-time job, four children under the age of 6, and barely enough time to make meatloaf instead of hamburgers, she didn't even consider joining—until now.

Barber, 32, the new membership chair for the Parent-Teacher Association at Arlington, Va.'s Barcroft Elementary School, says that when she found out her 5-year-old daughter had her choice of French or Spanish classes because of the PTA, she put aside old notions and joined the organization.

The PTA, called the National Congress of Mothers from 1897 to 1924, long has been viewed as a "tea-sipping group of women baking cookies for band uniforms," said Virginia PTA bulletin editor Jean Mostrom. No longer.

It has become recognized as a potent political force, locally and nationally, addressing such issues as declining academic standards and sexual abuse of children.

PTAs have gained the respect of Congressmen who actively seek their testimony at committee hearings on education and children's issues. Lo-

cally, they have become a powerful partner with school boards, conferring with them on items ranging from fine arts requirements to the budget.

At individual schools, such as Barcroft Elementary where the PTA organizes and funds foreign language classes for kindergarteners through sixth-graders, they are increasingly absorbing costs for programs and facilities the schools cannot afford.

"I had to get involved," said Barber, a computer programmer in Alexandria. "I didn't want to be one of those working mothers who didn't have time. The stakes are too high."

Barber isn't alone. An estimated 200,000 parents joined the PTA this year, the largest increase since 1959, according to national PTA figures. (The overwhelming majority of PTA members are parents, though many of them are also teachers.) This year's increase, bringing total membership to more than 5.6 million, came as a significant surprise, PTA officials say, because school enrollment nationally continues to decline.

"We're seeing more men, more



Mary Jordan is a Washington Post staff writer.

young people and more working parents," said National PTA vice president Ann Kahn of Fairfax County. Once largely made up of female and older members, she says, the PTA has recently begun to mirror the population. Fourteen state PTA presidents are men, and in Maryland, three men are seeking the office.

"And the most exciting thing is that there are so many more young people," said Kahn. Affluent, young suburban parents, she says, have brought a burst of new energy and ideas to the group.

In Virginia alone, 14,000 joined the PTA this year, a six percent increase over last year. With more than a quarter of a million members, the state's PTA is fourth largest in the country. Over a weekend in late October, 800 of its most active volunteers met in a three-day convention at the Hyatt Regency in Crystal City, Va.

After dipping sharply last year because of a plethora of school closings, Maryland's membership climbed 13 percent. In the District of Columbia, as one member put it, "They must have thought it was voter registration for the election" as the number of PTA memberships climbed by 25 percent.

Arnold Fege, director of the National PTA's governmental relations office in Washington, attributes the sharp increases to a heightened awareness of students' social problems such as teenage suicides, sex abuse and drug dependence and the plight of schools in poor areas.

Many parents and educators say that the rush of parental advocacy also springs from the April 1983 "Nation at Risk" report by the National Commission on Excellence in Education.

The report, which denounced the "rising tide of mediocrity" in American schools, jolted parents with statistics that showed, for example, that average combined verbal and math SAT scores plummeted 90 points between 1963 and 1980.

"After an era of 'Let the schools do it,' parents have now begun to realize their children were suffering without them," said PTA Potomac District Chairman Lloyd Mostrom. "They have replaced apathy with advocacy."

Parental efforts can be especially helpful in relatively poor school dis-

tricts where funds and public support are needed to bridge the gap between what the schools need and what the local government will spend, says Michael Davis, the Prince George's County, Md., PTA council president. "Parents living inside the Beltway want the same for their kids as those outside," he said.

The only way students in districts with limited schools fund will be able to learn French or computer languages, Davis says, is if someone works to get funds from the federal government, community agencies or corporations. If not parents, Davis asks, then who?

Afternoon fairs and other fundraisers are a part of the PTA's agenda. In Prince George's County, local PTAs raised \$23,000 last year to spend on individual schools.

The PTA is the logical channel for parents willing to involve themselves, say many new members, because it is readily accessible at 30,000 local schools and because by the 1980s it has shaken its "bake sale" image.

"I resigned in the late '60s because

my PTA was a do-nothing group," said Ruth Woods of Alexandria. "Nobody would stand for that now." Especially Woods—she is PTA president at T.C. Williams High School in Alexandria, Va.

"We don't think 'here comes a voting block' when we see the PTA coming," said an aide to Rep. Stan Parris (R-Va.). "But any group their size actively involved in an issue is influential." Pressed by PTA support, District, Maryland and Virginia legislators recently required that infants in automobiles must be in child safety seats.

Fairfax County, Va. School Superintendent William J. Burkholder, who meets with PTA members regularly, says he believes politicians closely monitor the PTA's agenda. "They are seen as effective, well informed and in a position where they are only out for the child's interest," he said.

Although a few of their national staff members, based in Chicago and Washington, are paid, the bulk of the PTA's political strength lies in the volunteer efforts of local members.

Brenda Vaughan lives two hours from Richmond in the town of Smithfield, Va. Yet every weekday morning when the Virginia General Assembly is in session, she sends her two children off to school and drives to the State Capitol where she is a registered lobbyist for the PTA.

If the Virginia PTA's 1985 draft legislation program is endorsed next month, Vaughan will soon begin urging legislators to increase Virginia's sales tax by 1 percent to boost local school funding. She also plans to continue the PTA effort to raise the state's beer drinking age from 19 to 21.

At the Virginia PTA convention this weekend, hundreds participated in workshops and lectures that included subjects such as the growing number of single-parent homes. By 1990, half of all children will live with only one parent for some time before their 18th birthday, according to 1983 study by the PTA, Boys Town and the National Association of Elementary School Principals.

"We're seeing more and more divorced parents. They have to work, and their child has to come home to an empty house," says Virginia PTA



President Pearl Lineberry. She hopes to see widespread after-school programs so children will not be left alone, as well as additional support programs for the single parents, who, she says, need to be told: "You're not alone."

In the District and Maryland, PTA activists also are confronting current concerns.

After six recent attacks on D.C. school children, District PTA President William Brown met with Mayor Marion Barry, Police Chief Maurice Turner and School Superintendent Floretta McKenzie to discuss security measures.

"We've been saying all along that we needed security aides at every school," Brown said last week. School officials are saying they are considering the PTA's suggestion to employ school crossing guards as security monitors throughout the day.

Maryland PTA President I.Q. Slusher says he believes that, especially on Saturday mornings when he trudges off to PTA meetings. A Secret Service agent who often travels with the president, Slusher finds himself spreading his PTA notes and making school-related calls at hotels around the country. Why does he bother? Because, he said, "There are advocacy groups for the handicapped and the learning-disabled; I think the regular kids deserve to have someone on their side, too."

The quality and morale of teachers is a main concern among parents, says Slusher, a Calvert County, Md. resident who has three children. In response, the PTA plans to increase the 10 college scholarships awarded last year to students pursuing teaching careers.

"Our job isn't to go into the school with our guns blazing," said Slusher. "We're not here to give teachers report cards. We're here to help."

"I know I want to have a career," said Barber when asked about the PTA she said she never believed she would join. "But it would be sad if the kids just went their direction at school and I went mine at work. This is just one more link to them."

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A George Washington National Forest ranger explains trail construction to TAP volunteers in Virginia.

Touch America Project Leaves Lasting Impression

By Donna M. Hill

When the federal government, private industry, American youth and local communities come together, what can result is a Touch America Project (TAP), a volunteer program that allows young people, 14 to 17, to work with and learn more about America's natural resources.

A project of the American Forestry Association's American Conservation Volunteer Program, TAP piloted in the summer of 1983 to give teenagers meaningful volunteer experiences. To date they have worked in national forests, parks, refuges, grasslands, historic preservation areas and other public properties administered by cooperating government agencies, performing necessary and beneficial improvements and maintenance.

"They learn to work together in an organized fashion to accomplish tasks that they can go back to years later and view the fruits of their labor," says Frances Hunt, director of the American Conservation Volunteer Program and former temporary director of TAP.

Since its inception, said Hunt, TAP has mushroomed nationwide. During its first summer, TAP was responsible

for 1,000 youths participating in a dozen or so different individual projects. TAP is now directly funded by several agencies within the United States Department of Agriculture (USDA), including the Cooperative Extension Service, Farmers Home Administration, Forest Service, Office of Rural Policy Development and Soil Conservation Service.

In addition to direct financial support, USDA is providing the mechanism to create a nationwide TAP information network. Food and Agriculture Councils, which are composed of USDA agency representatives at the state and local level, have been directed to appoint a volunteer TAP coordinator in every state and county. These coordinators will facilitate the design and implementation of local projects by initiating contacts between potential partnerships, providing information and hosting partnership exploratory or planning conferences.

Hunt said each project must offer opportunities for work, education and skills training. In the past year, for example,

- Native American TAP volunteers and the University of Oregon Archeological Field School teamed up to conduct a concentrated seven-week exca-

Donna Hill is a regular contributor to VOLUNTEER's publications.

vation of a prehistoric Native American site in the Willamette National Forest in Oregon this summer. The major goals of the study were to discover artifacts and determine the history of the site, as well as to assess the natural damage that has occurred and the extent to which a planned timber sale may affect the area. Participants hope the data can be used in mitigating the effects of the proposed selective logging.

- Thirty-five boys from Camp E-Kel-Etu near Ocala, Florida, joined to help the Ocala National Forest fight the hydrilla weed, which can quickly choke waterways and degrade swimming and boating areas.

The young participants, who enjoyed the afternoon "hattle," gathered three truckloads of vegetation from the waters in Salt Springs. Mark, 14, summed up the group's attitude by saying it was "a hard job, but helping out was fun."

The project was a community effort that local businesses supported with food contributions for the volunteers. Randy Phillips, the camp's resident director, felt the work gave the youth "the chance to do a good job for the community, while building personal self-esteem because they are able to see the positive results of their efforts."

- Throughout July, Devils Canyon Campground on the Manti-LaSal National Forest was overwhelmed by teenagers who came to volunteer through TAP. Sponsored by the White Mesa Ute Tribe, 24 Ute teenagers and two adults painted picnic tables and fences in the campground. The White Mesa Ute Education Center provided supervision for the project, and helped with a picnic for the volunteers. According to Monticello District Ranger Ron Dickemore, "By the end of the day, participants left with smiles and a little brown paint on their faces. In terms of both quality and quantity, an excellent job was done!"

Hunt summed up the lasting thrill for many TAP volunteers.

"Some youth like best the fact that they can go back and see what they did. There's pride in being able to point to a standing project and say, 'I helped.'"

Volunteers 'Lift Spirits' During National Letter Writing Week

In 1980, the U.S. Postal Service collaborated with several educational groups to create National Card and Letter Writing Week. Its purpose was to stimulate public awareness of the personal pleasure that comes from letter writing and to focus attention on the important role letters play in our lives.

Since it began, a spin-off program has developed that encourages students and concerned citizens to be "volunteer scribes."

"During that week," said Al Eichner of the U.S. Postal Service in Washington, D.C., "we urge citizens to assist people who are too young, too old, handicapped or, for whatever reason, can't write."

In 1984, National Card and Letter Writing Week was held November 5-11. Its theme, "Lift spirits—write!", encouraged volunteers to join in. Local postmasters around the country worked with volunteer organizations, educators and the media to publicize the effort and recruit volunteers.

Eichner said the volunteer scribe program, which evolved "pretty much on its own," has grown each year so that now it's a key component of National Card and Letter Writing Week. In the past two years, the national promotion received a big boost from the Envelope Manufacturers Association of America (EMAA), whose members donated two million envelopes.

"We encourage members to supply

envelopes for volunteers," said Randy Shingler of EMMA, who added that the association plans to continue its participation. Shingler said members drop the envelopes off with staff at local post offices, who in turn distribute them to volunteer groups. Each envelope is inscribed with a logo featuring a heart with a quill pen.

Eichner said each postmaster receives a National Card and Letter Writing Week kit, which contains information on the volunteer scribe program plus suggestions on how to promote it and recruit volunteers. The kit includes preprinted certificates for volunteer scribes.

"It's up to them how they carry it out," said Eichner. He said some locations arranged for volunteers to visit nursing homes to write letters for residents who can no longer hold a pen. Others have focused on letter-writing for illiterate Americans. Many go to their local schools to get children involved.

One such effort, where the Postal Service, United Way and public school system cooperated, resulted in a very successful letter-writing project. In 1983, 4,000 fourth and fifth graders from Columbus, Ohio wrote letters to people selected by the United Way, mostly individuals who were shut-ins, elderly, bedridden, without any relatives or in similarly distressed situations. After children wrote their letters in the classrooms, letter carriers came to the school to pick them up so recipients could receive them the following day. Many children decided after participating to become pen pals with the people to whom they wrote.

One ten-year-old started a letter to a disabled woman, "This is just a little note wishing you a super, cheery,



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bright day." She continued the letter by talking of school and hobbies, and ended it with a drawing of pink hearts.

Eichner plans to make the volunteer scribe program even larger.

"A big step toward greater recogni-

tion of this event," he said, "would be to get a set time established for Letter Writing Week. Then the public can better identify with the activities that we are trying to promote." —Donna Hill

Pittsburgh's 'Extraordinary Tutors' Help Learning Disabled Children

By Millie Sucov

School success is often an elusive goal for learning disabled children unless additional instruction is available. Experience has shown that a child with learning difficulties needs individualized instruction that emphasizes the opportunity to repeatedly practice and review his or her classwork. Unfortunately, most teachers do not have the time or the resources to develop individualized instruction for the learning disabled child placed in regular classes.

In Pittsburgh, that difficulty is resolved through the Extraordinary Tutoring Project, a specialized tutoring program geared to the child's pace of learning that allows a child to review classwork slowly and repeatedly until mastery is achieved.

The Extraordinary Tutoring Project,

Millie Sucov is the director of Volunteer Services and Community Education at the University of Pittsburgh's Western Psychiatric Institute and Clinic.

offered through the University of Pittsburgh, is a three-year federally funded program designed to train volunteer tutors to assist mildly handicapped, mainstreamed children in the areas of math, spelling and reading. Professionals in the field of special education have developed tutoring techniques, academic materials and a training model that can be used by volunteers. The program's goal is for local communities to have the opportunity and ability to replicate the project.

The project has three phases. Phase I, which began in January 1984, is the development of a Phone Homework Center—an afterschool program that provides assistance over the telephone in arithmetic, spelling and reading. Children in kindergarten through fifth grades who are having difficulty in these areas are encouraged to call the center on weekdays between 3:00 and 6:00 p.m.

Four volunteers, ranging in age from 12 to 44, assist the young callers over the phone. The first thing the tele-

phone tutor asks is what subject the child needs help with. The volunteer then gives a brief pre-test to ascertain the child's level of achievement and area causing difficulty. Based on this information, the tutor chooses appropriate worksheets (specifically designed for telephone tutoring) to assist the child caller.

The telephone tutors are carefully trained to use positive responses when the child performs correctly and encouraging responses ("try again") when the caller makes a mistake.

Results of the Extraordinary Tutoring Project's first year were very encouraging. Fifty-six volunteers participated in the project, and they performed a number of duties including tutoring, developing academic materials, maintaining individual progress files on each of the callers, assisting the project staff in training workshops and managing the day-to-day operations of the Center.

The project's second year began this past fall. The Phone Homework Center continued, and volunteer training and activities were expanded to include direct or one-to-one tutoring in the classroom. In addition, the project now includes two satellite centers where training of volunteer tutors takes place. In one afterschool program, fifth, sixth and seventh graders are trained to tutor younger students; in the other, a church tutoring program was bolstered and now offers training for tutors of all ages.

While many agencies have no experience in recruiting and training young volunteers, the Extraordinary Tutoring Project has no difficulty involving them successfully.

Jessie Dobbs, a 12-year-old volunteer with experience in both one-to-one and telephone tutoring, has been tutoring for two years.

"I enjoy it," she said. "I like the one-to-one tutoring most. You get to see the people you're helping. If you're on the phone, you're not sure whether they understand. That bothers me a little."

When Dobbs heard about the project, she didn't hesitate to sign up. Her family is very supportive of her efforts.

"I come from a large family of teachers," she said. "They're very proud of what I'm doing."

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NYC Mapping Project Fosters Cross-Cultural Exchange, Respect

By Donna M. Hill

Nat Sobel, director of urban renewal for the New York City Department of Housing Preservation and Development, was a little skeptical when approached about a potential volunteer who could help him complete a desperately needed urban renewal atlas. But his faith led him to a successful and productive experience that crossed cultural lines.

Sobel, a child survivor of the holocaust and resident of Israel for several years before coming to the United States 30 years ago, wasn't sure how Ali Hussein, a civil engineer from Egypt who spoke almost no English, would react to helping Sobel with the mapping in the atlas.

But he agreed because he needed the assistance and because his agency's volunteer administrator, Eleanor Tannenholz, thought Hussein needed the assignment to help orient him to U.S. culture and to help make the transition to this country's procedures so he could eventually land a job.

"The work had to be done very quickly," said Sobel. "It was a rush job and involved all urban renewal areas throughout the city."

New York City has the largest urban renewal program in the country, and Sobel had to prepare all the plans, define all areas and delineations within the city's five boroughs.

Sobel didn't hesitate to accept Hussein's assistance because of his faith in Tannenholz, who works with people from other countries who volunteer. Their assignments, which are usually short-term, are very diverse, ranging from special mailings to creative projects.

"She, Tannenholz, does a superb job," Sobel said. "She relates to people and brings out the best in them."

Though Sobel described Hussein as

shy and unsure of himself, he had no difficulty in getting along with him. In fact, Sobel's command of ten languages was a definite plus because he and Hussein could communicate in a mixture of Arabic, French and English.

"He felt comfortable when someone spoke in his own language," said Sobel. "I used it to break the ice and make him feel at home."

As they communicated, Sobel taught Hussein about different mapping tools and techniques used in this country and played up the importance of Hussein's contribution to the project.

"Even though his input was not major," said Sobel, "I put his name in the completed booklet. He was very proud of that."

Sobel added that Hussein felt good throughout the project because he felt he was doing something useful.

Sobel also gained something from the exchange. His ability to communicate with Hussein was enhanced by his interest in Hussein's country. Sobel had visited Egypt several months earlier and was very impressed, particularly with its archeology. By asking questions, Sobel was able to learn more about Egypt. Sobel plans a second tour of Egypt sometime in the future, and he received a special invitation to visit Hussein's family and stay as long as he likes.

"I may take him up on that," he said.

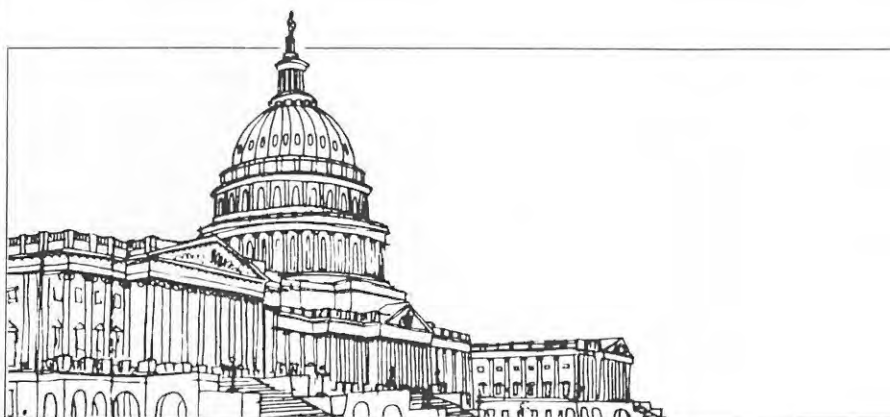
Sobel benefited in another way from this cross-cultural exchange. He learned from his firsthand exposure to Hussein's reactions to his new surroundings.

"Hussein has long Egyptian roots. But he had tasted the freedom of this country. New visitors are like birds let out of cages. Their eyes are not big enough to take it all in. The hugeness, the richness, the freedom bursts on them. I can understand that feeling. In the states, most of us take everything for granted."

The only person with no initial skepticism was Tannenholz. "You had two people with different cultural backgrounds, but with similar interests. What evolved was an exchange of ideas, the production of a good product and the mutual enlightenment and respect of two gifted men."

Advocacy

A Year-End Look at Legislative and Other Actions of Interest to Nonprofits



A Summary Provided by INDEPENDENT SECTOR

Legislation to make the Charitable Contributions Law (CCL) permanent fared extremely well in this Congress. Your efforts led to the defeat of attempts in the Ways and Means and Senate Finance Committees to cap the CCL, and the grassroots contacts you generated brought exceedingly broad bipartisan support in the House and in the Senate. This backing will provide a good starting point for the difficult effort next year to make the CCL a permanent part of the Tax Code.

Important groundwork was laid for next year's effort in hearings that

were conducted on September 26 by the Senate Finance Subcommittee on Taxation and Debt Management. Witnesses represented a broad cross-section of charitable organizations, including Americans for Indian Opportunity, Epilepsy Foundation of America, United Way of America, National Council of Churches, Association of Junior Leagues and National Conference of Catholic Charities.

Charles Clotfelter, an economist at Duke University, gave important testimony on the incentive effect of the Charitable Contributions Law. He stated that the CCL, when fully implemented, will increase giving by 7 percent to 12 percent, or from \$3.8 billion to \$6.5 billion.

Brian O'Connell, in his testimony for INDEPENDENT SECTOR, reported that, "Since 1981 and the lowering of the tax rates, giving by upper-income persons has declined

dramatically...down by 16 percent for people with incomes \$200,000-\$500,000, but the decreases have been more than offset by large increases in giving by people in the income categories affected by the Charitable Contributions Law—those who earn less than \$30,000."

OMB Circular A-122

On April 27, 1984, the Office of Management and Budget (OMB) issued its final revisions to Circular A-122, regarding lobbying by non-profit grantees. While this circular is much less intrusive than the 1983 version, legal analysis makes clear that advocacy rights and responsibilities of nonprofit organizations that receive federal funds are still very threatened.

Foundation Legislation

In June 1984, Congress made several important changes affecting contributions to foundations, and also modified the basis for calculating foundation administrative costs. The changes go into effect January 1985.

The Munson Decision

The U.S. Supreme Court, in its 1980 *Schaumburg* decision, ruled that a community or state could not impose a flat percentage limit on fundraising and administrative costs, and encouraged state and local governments to rely on less intrusive forms of regulation instead. In its second major decision in four years broadening the charitable solicitation rights of charities, the Court ruled on June 26, 1984, that a state cannot require a charity to justify its fundraising costs if they exceed a given amount, in order to raise funds in that state.

INDEPENDENT SECTOR, in cooperation with the National Health Council, played a major role in the case, known as *Secretary of State of Maryland v. Joseph H. Munson Company, Inc.* IS, the National Health Council and many of the member groups of both organizations filed an amicus brief in support of Munson.

The Court's decision clarified two points that had been left unclear by the Supreme Court's 1980 *Schaumburg* decision:

1. A government jurisdiction cannot require a charity to seek a waiver from that jurisdiction if its fundraising costs exceed a certain amount.

2. A government official does not have authority to decide for any charity which of the charity's costs can be allocated to fundraising and which to other activities. The Court sees no basis for allocating expenses between fundraising and protected speech (which could reasonably include all activities of a charity) because "solicitation is characteristically intertwined with information and perhaps persuasive speech."

Volunteer Mileage Deduction Legislation

The Deficit Reduction Act of 1984, passed by Congress in June, increased to 12 cents a mile (from 9 cents) the amount that volunteers can deduct for use of their private automobiles to carry out volunteer activities.

The successful effort to increase the volunteer mileage deduction, which goes into effect on January 1, 1985, was led by the Association of Junior Leagues and had the support of IS and a number of its member organizations, including VOLUNTEER.

Commission on Voluntary Service

The House and Senate bills would establish a select commission to examine the following issues associated with voluntary service:

1. To focus national attention on the need for voluntary services.
2. To develop methods of providing Americans with both the incentive and the opportunity to volunteer.
3. To assess existing service programs and to consider types of programs that will be responsive to the needs of America in the future.

Bill # and Sponsors: H.R. 1264, Panetta (D-CA), February 3, 1983, 37 cosponsors, to Committee on Education and Labor; S. 1896, Tsongas (D-MA), September 27, 1983, 6 cosponsors, to Committee on Labor and Human Resources

Status: H.R. 1264 failed in the House on November 16, 1983. Those opposing H.R. 1264 expressed concern that it could allow

for a study of the draft and of mandatory national service, as a precursor to a bill instituting such programs. Congressman Panetta disagreed with this interpretation and reiterated that the bill aimed to look at the various options for voluntary service in America from a broad perspective.

The Committee on Labor and Human Resources took no action on S. 1896, but Senator Tsongas' office expects one of the bill's very supportive cosponsors to introduce it in the next Congress.

Postal Rates for Nonprofit Organizations in 1984

Nonprofit organizations fared well in appropriations for 1985. Congress stabilized rates at the 1984 level, which is 5.2 cents for basic third-class, nonprofit mail.

On September 7, 1984, the Postal Rate Commission recommended an increase in the rates of all classes of mail. If the Postal Service Board of Governors accepts the Commission's recommendation, the basic third-class, nonprofit rate would go up to 6.0 cents in the spring of 1985.

Public Charity Tax Penalty Reform Act

The bill provided that the IRS penalty intended to ensure that a business pays all federal income not be applied against volunteer trustees, directors or officers serving a tax-exempt public charity on a part-time basis without compensation, in the case of any failure of the charity to pay taxes.

Bill # and Sponsors: H.R. 4494, Conable (R-NY), November 18, 1983, 18 cosponsors, to Committee on Ways and Means. There is no companion bill in the Senate.

Status: No action was taken on this bill in committee. A number of nonprofits, however, have expressed interest in this legislation and it is likely to be reintroduced in the next session.

Neighborhood Development Demonstration Act

The legislation, enacted into law on December 18, 1983, as a part of the Housing Bill, authorizes \$2 million for FY1984 and \$2 million for

FY1985. The Department of Housing and Urban Development has appropriated the \$2 million for 1984, and applications from eligible organizations are being accepted through November 1, 1984.

The law, designed to determine the feasibility of providing an incentive for greater private sector partnerships with community organizations for neighborhood revitalization, makes federal matching grants available to nonprofit neighborhood groups on the basis of the monetary support such organizations have received from individuals, businesses and other organizations in their neighborhoods.

Community Volunteer Service Act

The legislation introduces a general "volunteer initiative" by emphasizing the vital contributions of volunteerism to individuals and communities, and would reauthorize programs such as VISTA, The Older Americans Volunteer Service and all other ACTION programs.

Bill # and Sponsors: S. 1129, Hatch (R-UT), April 21, 1983, to Committee on Labor and Human Resources; H.R. 2655, Murphy (D-PA), April 20, 1983, to Committee on Education and Labor

Status: Both bills passed in their respective bodies, and the language of S. 1129, adopted in conference, was enacted on May 21, 1984.

Volunteering in Government Legislation

The bill would authorize federal agencies to accept volunteer service of individuals and nonprofit organizations to carry out certain activities of such agencies.

Bill # and Sponsors: H.R. 1323, Edwards (R-OK), February 8, 1983, 2 cosponsors, to the Committee on Post Office and Civil Service, to the Subcommittee on Civil Service

Status: There is little enthusiasm for the measure in Subcommittee on Civil Service. There is no companion Senate bill in the 98th Congress as there was in the 97th.

IRS Ruling on 501(c)(3) Get-Out-The-Vote Campaigns

Nonpartisanship is the key test for tax-exempt groups involved in Get-Out-The-Vote campaigns. A favor-

able IRS ruling on June 26, 1984, for the Planned Parenthood Association of Maryland, authoritative over all 501(c)(3) organizations, determined this test.

Organizations that are exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code must not participate in, or intervene in, any political campaign for or against any candidate for public office. This does not preclude efforts by charitable groups to encourage persons to exercise their rights to vote.

The following activities, performed by 501(c)(3)s on a nonpartisan basis, are permitted: arranging transportation to the voting polls for persons who otherwise would not be able to get to the polls; using media, shopping center booths and telephones to encourage voting and to inform persons of the methods, times and places for voting; and distributing nonpartisan voter education information prepared by election officials. All of these activities must be directed to members of the general public, and cannot be used to support or oppose any candidate for public office.

This is a considerable victory for 501(c)(3) organizations, allowing them to use their grassroots networks to encourage the voting process.

Commercial Activities of Nonprofits

In a highly significant opinion for nonprofit organizations, the U.S. Court of Appeals for the Third Circuit has reversed the U.S. Tax Court, rejecting the lower court's conclusion, in 1982, that profits and other indicia of financial success mean that a tax-exempt organization thereby becomes a "commercial" nonexempt entity. (*Presbyterian and Reformed Publishing Co. v. Commissioner*)

No sooner had one federal court of appeals decided that an expanding religious publishing organization is not a "commercial" entity, another federal appellate court concluded that an organization's advertising revenue is derived from a related activity, notwithstanding a "commercial" purpose. (*The American College of Physicians v. U.S.*)♥

Research

The Current Role and Status of Women in Voluntary Organizations

From a B'nai B'rith International Study

In recent months, several national voluntary organizations have sent VOLUNTEER their studies on various aspects of volunteering. As a result, we are pleased to dust off our academic-oriented Research column of yesteryear (last published in 1978!) and share with readers the highlights of these studies. We begin with a report entitled, "Women in Organizations: An Analysis of the Role and Status of Women in American Voluntary Organizations," published by B'nai B'rith International.

Written by David Sommers, Ph.D., this report was prepared in response to a recommendation from the Commission on the Future of B'nai B'rith at B'nai B'rith International's general convention in 1982. Dr. Sommers, a psychologist with interest in organizational cultures, was selected as the outside consultant to do this work. His findings are based on in-person and telephone interviews with the directors of more than 30 of

the most prominent voluntary organizations in the Jewish and non-Jewish world (see box).

The study examined three major areas that relate to women's participation in voluntary organizations: changes in the status of women in society, the status of female volunteerism and models of collaboration between men and women within voluntary organizations. Some of the major trends detected are:

- Women today have much greater access to employment and educational opportunities than two decades ago. Thus, the "type" of woman who comes to a voluntary organization today may well be a very different person than the woman who volunteered 20 years ago.
- There is no innate reason that prevents men and women from collaborating effectively. Stumbling blocks to effective collaboration are often cultural and structural.
- There is a clear trend by organizations to open themselves to broader membership—i.e., to admit women as members where they were previously excluded.

- There is a general trend towards decreasing membership in voluntary organizations.
- Women are generally perceived as very effective and energetic volunteer workers.
- Women have taken an increasing role in the leadership of voluntary organizations over the last 10 years.
- The amount of volunteering offered by women to society has generally decreased in recent years as more women have obtained paid jobs. However, the quality of that participation, described as more "professionalization" and "specialization," seems to have improved.

The report presents details of the major areas of inquiry in a question/answer format. The answers to the more than 30 questions are conclusions based on the interviews, literature and rating scale results. Here is a sampling of information obtained from the study:

What are the major forces impacting on voluntary participation in the United States today?

The following factors were cited during interviews as impacting on women's desire and ability to volunteer (number reflects percent of interviews in which factor was mentioned):

- less time and energy (100)
- greater participation in leadership (75)
- greater use of volunteerism as an entree to paid employment (50)
- the "me first" generation (20)
- more professionalization and specialization of volunteers (20)
- smaller families (10)
- move to single issue organizations (10)
- more leisure time generally available (5)

Have organizations changed their programming in response to the women's movement?

Approximately 85 percent of all interviewed organizations have developed programs specifically geared to the needs of women. The most common additions have been leadership training programs for women. Organizations, mixed or women only, stressed the importance of these sorts of programs. Other programs dealing with the more general needs of women, such as ERA education, assertiveness

training, achieving economic equity, obtaining insurance, evaluating day care, etc., have also been offered.

Is there a trend in the type of volunteer work women are doing?

All interviewees indicated that women are the energetic, active, committed volunteers they have always been. They are engaged in fundraising, direct service, administrative work, etc., today as before. Women have assumed a significantly larger role in governance and high-level decision-making in the voluntary organizations interviewed.

A general sense of women volunteers becoming more specialized was noted by roughly one-fourth of the interviewees. This trend paral-

els that of women taking a more professional attitude toward volunteer work.

Is there a trend in the amount of volunteerism by women?

Many forces have impacted on women during the last decade. Women are clearly being asked to fill more roles as individuals. All interviewees agreed that the effect of women having greater access to, and actual participation in, paid employment has been to decrease the time and energy available for volunteer work. Furthermore, all interviewees, especially women, mentioned that women today desire remuneration for their efforts. As one put it, "You don't have to view volunteerism as exploitation, but only examine the ravages of inflation during the last decade to understand why women might see paid employment as preferable to volunteerism."

Are women attracted to voluntary organizations for different reasons than men?

Fifty percent of the interviewees indicated their beliefs that women are more altruistic than men. They saw women as inclined to join an organization for reasons of social cause and social betterment. Men were viewed by two-thirds of the interviewees as often joining voluntary organizations for purposes of promoting business contacts, furthering careers and increasing their feelings of power. Men were also viewed as "thriving" more on organizational life than women by one-fourth of the interviewees, i.e., men derive greater primary satisfaction from organizational participation per se; they enjoy the gamesmanship.

Many other questions are answered in the report, such as Does gender affect an individual's ability to lead? Do men and women have different styles of leadership? Is there a substate of "volunteer spirit" among women that is impervious to external factors? Has the women's movement affected volunteerism by women? The complete 190-page report is available for \$25 from B'nai B'rith International, Research and Planning Office, 1640 Rhode Island Ave, NW, Washington, DC 20036. ♥

ORGANIZATIONS INTERVIEWED

American Association of University Women
 American Friends Service Committee
 American Jewish Committee
 American Jewish Congress
 American Legion
 B'rith Abraham
 Catholic Daughters of America
 Council of Jewish Federations
 Democratic National Committee
 D.C. Commission on Public Health, Voluntary Service
 Free Sons of Israel
 Hadassah
 INDEPENDENT SECTOR
 Jewish Labor Committee
 Jewish War Veterans
 Jewish Welfare Board
 Kiwanis
 Knights of Columbus
 Knights of Pythias
 League of Women Voters
 Loyal Order of the Moose
 Men's American ORT
 National Board of YWCAs
 National Council of Churches
 National Council of Jewish Women
 Pioneer Women
 United Jewish Appeal
 United Jewish Appeal, Women's Division
 United Order of True Sisters
 Women in Community Service
 Workmen's Circle
 Zionist Organization of America

Communications Workshop

Learning to Listen

By Jeffrey P. Davidson



Few people have thought about learning how to become a good listener. Yet how many of us get distracted when someone is talking, jump ahead in our minds to what we want to say next, and then later blame the speaker for not getting the message across?

According to researchers at the University of Minnesota, on the average, people spend 45 percent—nearly half of their communication time—listening. Good listening is an active, complex process. It takes

Jeffrey P. Davidson is a member of the National Capital Speakers Association and the author of more than 250 articles on management, marketing, writing and speaking topics.

knowledge of a few basic tenets and then lots of practice. In either a personal or a professional relationship, it pays to sharpen listening skills.

Dr. Mortimer Adler of the Aspen Institute, in his recent bestseller, *How to speak and How to Listen*, says active listening involves work. Though listening occupies more of our time than speaking or reading, Adler says, we seldom receive any training in this area.

Distractors

Dr. Chester L. Karrass, director of the Santa Monica, California-based Center for Effective Negotiating, offers several reasons why we don't listen as well as we should:

- We often have a lot on our minds. It's not easy to switch gears quickly to absorb fully and participate in

what is being said to us.

- We have adopted the habit of talking and interrupting too much, and do not let the other party continue even when it may be to our benefit.
- We are anxious to rebut what the other person has said. We're afraid that if we do not do so right away, we may forget to make that point.
- We allow ourselves to be easily distracted because of the environment in which the meeting takes place. (Have you ever asked your secretary to hold all phone calls during meetings?)
- We jump to conclusions before all the evidence has been presented or is available.
- We discount or "write off" some statements too quickly because we don't place importance on the party who is presenting them.
- We tend to discard information that doesn't match what we want to hear or that we don't like.

Dr. Karrass points out that "poor listeners often drop out of a conversation in the hopes that they will catch up later. This seldom happens." If you find your mind wandering away while listening, make a conscious (and repeated, if need be) effort to focus on the conversation.

You're Not Alone

If, by now, you've confessed to yourself that you're not a good listener, lighten up—you do not have a monopoly on underdeveloped listening skills. Virtually all human beings must work to improve their listening skills.

We are able to think and process thoughts four to five times faster than the normal speaking rate, so it is easy to let our minds race ahead of the speaker, not focus on what is being said or appear uninterested. The faster your ability to process information, the greater your potential for poor listening when an oral presentation is being made to you. Good listeners, however, use this lag time to make mental summaries of information presented and notes of ideas to pursue later, without losing focus on the conversation.

Stuart L. Tubbs, of the General Motors Institute, believes that visual cues are highly influential in interpersonal communication. Facial expression and eye contact are two

of the most important visual cues. For example, if you avoid eye contact while listening, this could seem to express disapproval or disinterest. Even if you look directly at someone, your facial expression may still indicate a negative reaction. Tubbs points out that "probably the most rewarding combination is a smiling face and a head nod in combination with direct eye contact. From these and other cues we infer support, confirmation and agreement."

Another good way to enhance one's listening capability is to pick a location and a time (when possible) that are free from noise and interference.

Evaluate Skills

Here is a checklist developed by Dr. Richard C. Cupka of Purdue University to help you evaluate your own listening habits:

- ☐ Do you give the other party a chance to talk?
- ☐ Do you interrupt while someone

is making a point?

- ☐ Do you look at the speaker while he or she is speaking?
- ☐ Do you impart the feeling that your time is being wasted?
- ☐ Are you constantly fidgeting with a pencil or paper?
- ☐ Do you smile at the person talking to you?
- ☐ Do you ever get the speaker off the track or off the subject?
- ☐ Are you open to new suggestions, or do you stifle them immediately?
- ☐ Do you anticipate what the other person will say next? Do you jump ahead, anticipating what his or her next point will be?
- ☐ Do you put the other person on the defensive when you are asked a question?
- ☐ Do you ask questions that indicate that you have not been listening?
- ☐ Do you try to out-stare the speaker?
- ☐ Do you overdo your show of attention by nodding too much or saying yes to everything?
- ☐ Do you insert humorous remarks when the other person is being serious?
- ☐ Do you frequently sneak looks at your watch or the clock while listening?

This is a tough checklist. Anyone who is honest will probably discover several areas for improvement.

Becoming an active and effective listener provides two important benefits:

- You may gain information from new sources that you previously would have missed through poor listening.
- Even if you don't ultimately agree with the other person, at least he or she will feel that you are fair and open-minded.

Developing good listening habits is one way to become a better communicator. Active listening improves your interpersonal skills and human relations capabilities. Good listening can enhance your personal and professional life. The sooner you start listening effectively, the better!

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Learning About Volunteer Burnout

(It Can Improve Your Retention Rate)

By Laurel Stulken Dean, Ph.D.



When you lose a volunteer, you not only lose a valuable resource, but you also lose the time you have invested. You must make new time to start the placement process over with a new volunteer. Knowing something about volunteer burnout can improve your volunteer retention rate.

Before you can begin to deal with the problem of volunteer turnover, you must clearly define the problem. Of the volunteers who leave, what percent left for one of the following reasons: employed full time, moved out of the area, cost of volunteering too high or burned out?

There are many reasons why volunteers leave an organization. Many of them we cannot control, i.e., moving to a new community, children no longer eligible for membership, volunteer job and new paying position conflict with specific hours. Thus,

managers of volunteer programs need to recognize that a certain percentage of volunteer turnover is totally out of their control. Once that percentage is defined, volunteer administrators can quit worrying about why those volunteers leave. Instead, you should realize that every year there will be a certain number of "replacement" volunteers to recruit.

There are several reasons, however, why volunteers leave an organization that a volunteer administrator can change. In a 1984 survey conducted by the California Cooperative Extension Service, the following were some of those controllable reasons cited by volunteers who discontinued service to the organization with which they had been involved:

- Support lacking from others (staff and volunteers) in the organization.
- Poor relationships with other volun-

teers and staff—general interpersonal problems.

- Lack of orderliness and honesty.
- Too busy with school, family, work.

The 80-20 Ratio

Is 80 percent of your time and efforts producing 20 percent of your results? If you have been attacking the wrong problems or spending time with the wrong volunteers, that is probably true for you.

As you evaluate your volunteers' work, you will likely find that 20 percent or less of your volunteers are producing 80 percent of the results. Which volunteers are you likely to miss the most if they leave the orga-

Laurel Dean is a 4-H youth specialist in the area of staff development and training at the Cooperative Extension Service/University of California, Berkeley.

nization due to burnout? Certainly one of those highly involved and productive volunteers.

Which volunteer is likely to be a candidate for burnout? Again the highly involved and productive volunteer.

So, if you believe in the 80-20 ratio, develop a plan of action that clearly defines that 20 percent of your time and energies will be directed toward training and supporting those volunteers who produce 80 percent of the results.

the heart of the burnout syndrome. A person gets overly involved emotionally, overextends himself or herself, and feels overwhelmed by the emotional demands imposed by other people. Once *emotional exhaustion* (one aspect of burnout) sets in, people feel they are no longer able to give of themselves to others. They want to reduce their contact with people to the bare minimum required to get the job done.

The development of this detached, callous and even dehuman-

Feeling negatively about others can progress until one feels down on oneself. At this point, a third aspect of burnout appears—a feeling of *reduced personal accomplishment*. With this feeling of failure and reduced self-esteem, depression may set in. Some will seek counseling for what they believe are their personal problems. Others will change for what they believe are their personal problems. Still others will change their volunteer jobs often to abandon any kind of work that brings them into stressful contact with people. Volunteers will either leave the organization or begin affecting others with their negative attitudes.

Maslach says we tend to see people as the cause of burnout rather than thinking in terms of *what* is causing burnout. Instead of focusing on just the people involved, we need to focus on the *situation* in which they find themselves.

"What sort of tasks are they expected to do and why?" Maslach writes. "In what setting do these activities take place? What limitations or constraints exist for them because of protocol, rules, standard operating procedures, and so forth? *Such a focus allows for the possibility that*

“Once emotional exhaustion sets in, people feel they are no longer able to give of themselves to others.”

Volunteer Burnout

Just what is "burnout"? It has all the signs of lack of motivation, but is that the case?

According to Christina Maslach, University of California, Berkeley, "Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, particularly when they are troubled or having problems. Thus, it can be considered one type of job stress. Although it has some of the same deleterious effects as other stress response, what is unique about burnout is that the stress arises from the *social* interaction between helper and recipient."

Emotional overload and subsequent emotional exhaustion are at

“Maslach says we tend to see people as the cause of burnout rather than thinking in terms of what is causing burnout.”

ized response signals a second aspect of the burnout syndrome—*depersonalization*. They begin to develop a poor opinion of people, expect the worst from them and may even actively dislike them.

the nature of the job may precipitate burnout and not just the nature of the people performing that job."

Frederick Herzberg, in his studies and theory of motivation, stated,

“Helping volunteers realize that they are not alone in feelings of emotional exhaustion, frustration or lack of achievement will reduce some of the stress they are feeling.”

“The nature of the job itself is very relevant to one’s motivation.” Herzberg calls other factors, such as the environment or setting in which the work occurs, the type of supervision, and rules and regulations “hygiene” factors. Improving these “hygiene” factors will not contribute to a volunteer’s motivation. However, if these “hygiene” factors are dissatisfying to a volunteer, he or she will appear to become demotivated. The symptoms of “burnout”—emotional exhaustion, depersonalization and a feeling of reduced person accomplishment—will begin to appear if the *situation* in which volunteers are working is dissatisfying.

It is the job of the volunteer administrator to identify the volunteer’s motives and place the volunteer in a position that will fulfill both the individual’s and the organization’s needs. In addition, volunteer administrators need to provide the type of supervision that will create a satisfactory situation in which to work as well as provide the training that will enable their volunteers to control the situational causes of “burnout.”

What To Do

To reduce volunteer turnover due to burnout, the volunteer administrator can initiate steps in three areas: (1) improvements in the job itself, (2) helping the volunteer develop per-

sonal skills to deal with burnout, and (3) social and organizational approaches.

Volunteer Job Improvement.

Each situation needs to be evaluated individually.

- Is there a desirable match of job to volunteer based on the volunteer’s motives?
- Is the job one that could or should be divided into two or three jobs?
- Can the job be simplified?
- Are their meetings to be attended or reports to submit that could be eliminated?
- Are there rules and regulations (real or imagined) related to the job that could be eliminated to allow more freedom and creativity?
- Would this volunteer function better in a position where he or she had less contact with people *or* contact with different people?
- Are we, the administrators, guilty of constantly allowing job spillover? Just when a volunteer thinks he or she has completed a task, do we add a new one with barely a thank-you and time for the volunteer to enjoy a feeling of satisfaction?
- Do we provide the volunteer with adequate information and resources to do the job?

Developing Personal Skills to Deal with Burnout. Some of the

skills that will help people learn to handle burnout themselves are

- Setting realistic goals
- Working smarter—not harder (organizational and time management skills)
- Doing the same thing differently
- Breaking away (it’s okay to take time off)
- Taking things less personally
- Taking care of self physically and mentally
- Accentuating the positive
- Resting and relaxation
- Improving interpersonal relations skills
- Learning how to deal with different people, how to deal with conflict.

As volunteer administrators, we need to include in our volunteer orientation and training package those competencies that will help them personally deal with and control their involvement. We need to teach volunteers to pace themselves, to realize that it’s okay to say no and to set realistic goals.

Social and Organizational Approaches.

The companionship of colleagues is a very positive method of helping people develop their own personal skills as well as a means of giving people an opportunity to get help, comfort and gain insight from their peers. Helping volunteers realize that they are not alone in feelings of emotional exhaustion, frustration or lack of achievement will reduce some of the stress they are feeling.

Informal get-togethers of volunteers and staff, regular phone calls or visits where volunteers are allowed to express their feelings and concerns without judgement or comment are but a couple of ways to foster colleague companionship.

So, begin by identifying the 20 percent of volunteers who are producing 80 percent of the results in your organization. Set aside at least 20 percent of your time to work closely with those volunteers. You will then be able to get to know these people and their motives, and soon will be able to recognize when signs of burnout are occurring. You will also be able to provide the type of supervision, orientation and training needed to help these volunteers succeed and control the situation in which they are working.

How to PREVENT VOLUNTEER BURNOUT

What An Expert Says

By Martha Bramhall
Interviewed by Donna Hill

Q. What is volunteer burnout?

A. Volunteer burnout is a mental, emotional and physical condition that manifests itself in a variety of symptoms. Most notably, the volunteer experiences a shift or change in perspective. The volunteer is markedly different from that person who came in with high intensity and eagerness to work. He/she came to the position with a strong commitment and now is sloughing off. Volunteers who burn out shift from idealistic enthusiasm to the cynical and negative. For example, a hot line volunteer who normally fights over who will answer the phone first may shift and start saying, "It's your turn; I took the last one."

Q. Why do volunteers burn out? What are the common causes?

A. People volunteer for complex reasons, and many of those reasons are tied to their emotions. People who volunteer are particularly connected to the mission of the organization. Also, people who volunteer don't have a lot of training in the particular field they're working in. So their attitudes, values and expectations of what they will get out of this work are very idealistic and often unrealistic.

And when you have people who are connected to the mission without a clear sense of realistic expectations, you have people who are very prone to burning out. An example would be a person whose mother

died of a rapidly moving cancer and decides six months later to volunteer for the American Cancer Society. That person is volunteering to work through grief as well as to help cancer patients. If this person doesn't understand that some of it is grief work, there's a good possibility the volunteer could burn out because he

VAL interviewed Martha Bramhall, once a burnout victim herself, on the symptoms of volunteer burnout and appropriate cures and prevention steps to take. Bramhall is a licensed clinical social worker and burnout consultant in the Washington, D.C. area.

“The common causes of burnout are lack of reward, too much work, not meeting expectations, lack of training, inadequate supervision and direction, lack of funds to accomplish goals, too many difficult tasks.”

or she isn't going to get what he or she expects from the volunteer work.

The common causes of burnout are lack of reward, too much work, not meeting expectations, lack of training, inadequate supervision and direction, lack of funds to accomplish goals, too many difficult tasks. Lack of reward is a big factor because the volunteer is not getting the reward of a paycheck.

Q. Who is more likely to burn out?

A. Certain personality types are more likely to burn out than others. These people are the leaders, the high achievers. They have difficulty admitting to limitations; they tend to push themselves too long and too hard, and refuse to compromise along the way. Their work most likely involves empowering and motivating others, and they tend to measure their success or failure through the success or failure of others. Ironically, this type of individual is also the one most likely to volunteer.

Q. What are the physical and emotional symptoms of burnout?

A. Volunteers who burn out feel overwhelmed. They feel tired though

they are getting plenty of rest. They anger more easily, and things that didn't used to bother them start getting on their nerves. There's usually a change in their eating or sleeping behavior. They feel an increasing sense of responsibility with an accompanying sense of feeling incapable of doing the task.

People who used to talk a lot tend to be silent. They feel exhaustion in five spheres: first, emotional, intellectual and physical. Then, they feel an interesting sense of social isolation when in fact they isolate themselves because they can't stand the thought of answering anyone else's needs. At the same time, they describe a sense of existential loneliness. Finally, they feel spiritually depleted and ask themselves, "What's the use?"

Q. How is that different from "rust out"?

A. When a volunteer starts "rusting out," he or she is getting bored. The overwhelming feeling is, "I'm really bored with this; I want you to give me something else to do; I need variety." The reactions of burned out and rusted out volunteers may appear to be similar. The volunteer who is burning out may say, "Maybe I need to do something else because I'm so overwhelmed by this." With rustout, the volunteer may also feel the need to do something else, but if you talk to him or her, you discover that the volunteer is not being challenged by the assignment.

Q. Are there any signs to warn you that a volunteer is in danger of burning out?

A. Anything you see that's a real shift in the original way the volunteer came to you is important to look for. Generally, volunteers start out with high enthusiasm for the task. If you

“Certain personality types are more likely to burn out than others. These people are the leaders, the high achievers.”

“Anything you see that’s a real shift in the original way the volunteer came to you is important to look for.”

see a shift in perspective to the negative or cynical, that volunteer is in danger of burning out.

Listening is the first step toward understanding, reducing and preventing burnout. As a volunteer administrator, it’s very important that you ask people how they’re feeling about their work, how the work is affecting them emotionally. You should ask that all the time and develop ongoing training or group sessions to get that information.

Q. How can staff attitudes affect volunteer burnout?

A. Staff can help by being hospitable rather than hostile to volunteers. Volunteers will be looking to staff for approval. They are not volunteering to face hostility. But if staff are really hostile to volunteers, you’re likely to have burnout in the organization.

If staff are hostile and you can’t do anything about it, let volunteers know the situation so they don’t get a lot of mixed messages, or come in with unrealistic expectations.

Q. After volunteers burn out, what’s next?

A. Coming to some understanding of what is happening to them is vital to the recovery of people who have burned out. Bring out in the open what happened. Make it clear that this process is not abnormal, that it has happened to many others. Find out why burnout occurred. Ask what were the values and attitudes that

brought them to this point. What were some of the aspects of the volunteer job that led them to be disillusioned? Talk about their frustrations, their expectations. Then talk about their behavior in a nonpunitive way. Tell the volunteer that he or she is a very important and valuable person who’s behaving in a negative way. Tell the volunteer you want to help

resolve whatever problems he or she is having.

Then you can negotiate. The volunteer administrator has the final say on whether or not a volunteer can go back to a job. You may grant a brief leave of absence, telling the volunteer that you value and want him or her and encouraging him or her to come back.

You may decide to monitor the volunteer’s performance for a period of time. Agree that if the volunteer is still having problems, he or she can change volunteer assignments. If the volunteer’s behavior is very destructive, then that volunteer may not be cut out for the work.

Again, it’s very important that the volunteer understands what happened and why. That way you can turn the situation around so it won’t happen again.

Q. Should particular personality types be matched with specific jobs to minimize the possibility of burnout?

A. No. What’s more critical is the groundwork the volunteer administrator does in the beginning. You should first examine the potential for burnout. A good test to use as part of

“Listening is the first step toward understanding, reducing and preventing burnout. As a volunteer administrator, it’s very important that you ask people how they’re feeling about their work, how the work is affecting them emotionally.”

the volunteer's initial training is the Potential to Burnout Quiz (see box). Use this as a starting point to talk about burnout.

A lot of volunteer burnout can be combatted by talking about it from the onset. Say to volunteers, "I expect you to feel frustrated and when you get there, come back and talk to me about it," rather than letting them go through this period of frustration without having a sense that this is really not abnormal.

Certain personality types make it especially critical that the volunteer administrator sets the tone in the beginning. When volunteers first start out, you need to note those who are in the glow of idealistic enthusiasm. They are the ones you particularly want to "red flag" and keep an eye on and maybe hold the reins on a little from the beginning. The tendency of an overworked volunteer administrator is to drive these people on.

Q. What skills should the volunteer administrator develop to help prevent burned-out volunteers?

A. Volunteer administrators already have the skills they need to help minimize burnout; they just may need a little refining. To your skills of assessing whether a person would be a good volunteer, add talking to the potential volunteer clearly about expectations, getting him or her to have realistic expectations from the beginning.

To interviewing skills, add the task of interviewing/interacting with volunteers to discuss how it's going.

To initial and ongoing training, add specific training on burnout. You already have the ability to evaluate performance; add evaluating burnout potential. Add to feedback how the volunteer seems to be dealing with situations that can lead to burnout. You can assess a person's needs; add to that assessment how much help each person will need to reduce the potential for burnout.

The volunteer administrator has already faced the unpleasant task of telling a volunteer that he or she needs to change assignments or responsibilities as a last ditch effort; add to that the ability to talk through the behaviors associated with burnout and why those behaviors make it

impossible for the volunteer to continue to do the assigned job.

In other words, all the positive things you've read about being a good volunteer administrator (i.e., providing recognition, ensuring proper supervision, ensuring proper training) are helpful in dealing with burnout. If you beef up your skills, you'll keep more volunteers from burning out.

POTENTIAL TO BURNOUT QUIZ

1	2	3	4	5
Does not describe me at all		Describes me somewhat		Describes me very much

Please rate the following self-descriptive statements according to the above scale:

1. My standards of performance seem higher than most other people that I work with.
2. I consider myself to be extremely dedicated and committed to the mission of my volunteer work.
3. I seem to want more intense interactions in my life than most other people I know.
4. Others tend to see me as highly competent.
5. I tend to be more of an emotional person than an intellectual, rational person.
6. I am generally admired by my peers.
7. I consider myself to be a high energy person.
8. I have difficulty telling others about my imperfections.
9. I tend to be more self critical than self accepting.
10. I believe that if I simply try hard enough, I will reach my goals.
11. I would describe myself more as an extremist than a moderate person in that when I do something, I do it 100 percent.
12. Once I reach a goal, I rapidly lose the thrill of having achieved it and quickly set my sights on another goal.
13. I think of myself as persuasive.
14. Though others may not; I think of myself as an impatient person.
15. I have trouble delegating tasks that I enjoy but know that others could carry out just as well or almost as well as I do.

Scoring Key:

- 15-35 — low potential to burnout
 36-55 — moderate potential to burnout
 56-75 — high potential to burnout

'A Volunteer By Any Other Name'

What's *Your* Definition of Volunteering?

By Stephen H. McCurley

Ivan Scheier once "defined" volunteering as any activity involving all of the following characteristics:

1. The activity is relatively uncoerced.
2. The activity is intended to help.
3. The activity is done without primary or immediate thought of financial gain.
4. The activity is work, not play.

You may wish to read this definition again, and think about what it means and whether you agree with it, because we're about to give you a quiz. If you don't like Ivan's definition, make up your own and use it to take the quiz.

At this point, stop reading and take the short quiz (see box). Simply follow the directions given, either answering each question by first impression, by a careful comparison with the definition above, or after lengthy philosophical debate and pondering. There are no "right" answers, so be as honest as you can, using whatever system or definition you feel most comfortable with. Please note that reading any further without taking the quiz constitutes "cheating."

Now that you've taken the quiz, we're going to discuss the quiz

*Steve McCurley is VOLUNTEER's
director of constituent relations.*

items by grouping them within four categories. As we discuss each category, you might find it interesting to compare the answers or ratings that you gave to each of the questions within that category, since each question simply represents a slightly different factual example of the same philosophical issue.

The Paid Volunteer

Questions 2, 4, 7 and 11 represent examples of "volunteers" who are actually paid for their volunteer work. In each instance, some financial gain influences volunteer participation—either by making it possible (as in Question #4) or by encouraging if not provoking it (Question #2). Another example not included in the quiz would be the employee who is granted an hour off the job to volunteer (while retaining full pay) in return for each hour the employee donates, a possible example of the "partial volunteer."

These are all interesting examples of the "third party payment" system that we are developing in the volunteer field. In each instance, the agency accepts individuals who are "volunteers" only in the sense that the agency doesn't pay for the person, *not* in the sense that the individual is not ultimately paid. An even more extreme case is the stipended volunteer (a Foster Grandparent, for example) who is, in fact, directly paid by the utilizing agency.

The Coerced Volunteer

Questions 1, 5, 8 and 9 represent examples of "volunteers" who are motivated to "donate" time by a source other than their own independent initiative. In each case, the motivation to volunteer is initiated and directed by an outside force, and in each case, it is likely that without that outside force the volunteering would not occur.

Of these examples, Question #1 may prove to be the most significant. The alternative sentencing volunteer "force" represents an enormously growing segment of the volunteer community. But are they volunteers? This may turn out to be a serious question, if only from the legal standpoint. For example, does an agency's insurance policy that covers "volunteers" automatically cover those people who are referred

through an alternative sentencing program? Fearing the worst-case answer to that question, the Consortium for Human Services has just developed a specialized insurance plan to specifically cover Alternative Sentencing. (Don't call me, call them: P.O. Box 1183, San Jose, CA 95108.)

The "Selfish" Volunteer

Questions 3, 5, 10 and 13 present examples of the "volunteer" who is donating time for a reason other than to help others. Although we have always recognized that self-interest probably plays some part in the generic motivation to volunteer, the cases represented in the quiz extend that non-altruistic motivation to more of an extreme than we usually see.

Questions 6 and 13, in fact, represent one aspect of volunteer motivation that organizations are increasingly capitalizing on in their volunteer recruitment efforts—stressing the "What's in it for me?" theme. A common, less extreme, example is the use of employment and training portfolios for volunteers.

Question #3 is intriguing as an example of another potential legal difficulty. The Internal Revenue Service allows deductions for charitable donations only if the donations are not primarily intended for the benefit of the individual making the donation or for that individual's family. It has refused charitable deductions (for driving expenses) in situations very similar to our example, on the theory that it is not really a "charitable donation." If you wouldn't call it a charitable donation of money because it actually is for the benefit of the individual, can you call it a charitable donation of time?

Question #10 is a good example of the "self-help" group phenomenon, and is interesting to consider in reverse. At what point does "self-help" start? Consider the following instances:

- Volunteering to help the world.
- Volunteering to help your country.
- Volunteering to help your city.
- Volunteering to help your neighborhood.
- Volunteering to safeguard your own home.

Or consider the following instances:

- Volunteering to help people in general.
- Volunteering to help people with a specific problem.
- Volunteering to help members of your peer group.
- Volunteering to help a member of your family.
- Volunteering to help yourself.

Where on the scale does "volunteering to help others" become "volunteering to help oneself?"

The "Unintentional" Volunteer

Question #12 poses the issue of the "unconscious" volunteer. Should one receive credit for doing good without knowing it and without intending it? If you categorized the infant in Question #12 as a volunteer, you might want to consider whether you would classify a shade tree in the same way: It is uncoerced, not financially rewarded, and has as much intent as the infant. (I'm a little bit lacking in whether growing leaves is work or play, and, in fact, would be interested in anyone who would like to come up with any intriguing examples of the difference between those two categories.)

Carrying the Debate Further

In many ways, this discussion represents pure abstract philosophical debate, vaguely reminiscent of the medieval debates over the numbers of angels who could fit on the head of a pin. In other ways, such as the legal issues mentioned above, or in the debates in various legislatures about giving a tax credit for volunteer time, the definitional and philosophical questions could have a real world impact.

If you're interested in pursuing this further, let me suggest two possibilities:

First, get a copy of Ivan Scheier's book, *Exploring Volunteer Space* (available from Volunteer Readership). It contains a delightful and thought-provoking examination of the areas above and adds even more confusion to the "Who Is a Volunteer?" question.

Second, send us a copy of your answers to the quiz. If we get enough responses, we'll report them in an upcoming issue and you can see how you compare to others. And be sure to include any further pseudo-volunteer examples you can think of.

WHO'S A VOLUNTEER?

Instruction: Read the descriptions below and then rate each example on the scale to the right as "Definitely a Volunteer" to "Not a Volunteer."

	Definitely a Volunteer					Not a Volunteer				
1. An accountant charged with embezzling who accepts a sentence of 250 hours of community service work in lieu of prosecution.	1	2	3	4	5					
2. A teenager enrolled in the City Volunteer Corps, a national youth service program in New York City, who receives an \$80 per week stipend.	1	2	3	4	5					
3. A mother who becomes leader of a Girl Scout troop because of her daughter's desire to be a Scout. No one else will lead the troop, so the mother agrees to take over, but only as long as her daughter is involved.	1	2	3	4	5					
4. An IBM executive who is granted a year of social service leave with pay to become a temporary staff person with a nonprofit organization.	1	2	3	4	5					
5. A child who assists in setting up booths at a volunteer fair because one of her parents is a volunteer administrator and "asks" her to help.	1	2	3	4	5					
6. A teenager who offers to program the computer at a nonprofit agency in order to establish an "employment" history. After three months, he intends to quit and apply for a job at McDonalds.	1	2	3	4	5					
7. The CEO of a local corporation who is volunteer chairperson of the United Way campaign and who delegates all the work to his assistant.	1	2	3	4	5					
8. The assistant to the CEO in Question #7.	1	2	3	4	5					
9. The student who is doing a community service assignment as part of a high school graduation requirement.	1	2	3	4	5					
10. The homeowner who helps create a crime watch group to safeguard his own neighborhood.	1	2	3	4	5					
11. The paid staff person who serves on the board of a nonprofit group in a slot that is reserved for her agency.	1	2	3	4	5					
12. The six-month-old baby who accompanies her parents to visit seniors at a nursing home.	1	2	3	4	5					
13. The trainer who does a free workshop at a conference as a marketing device.	1	2	3	4	5					

Planning for National Volunteer Week—

Tips and Ideas

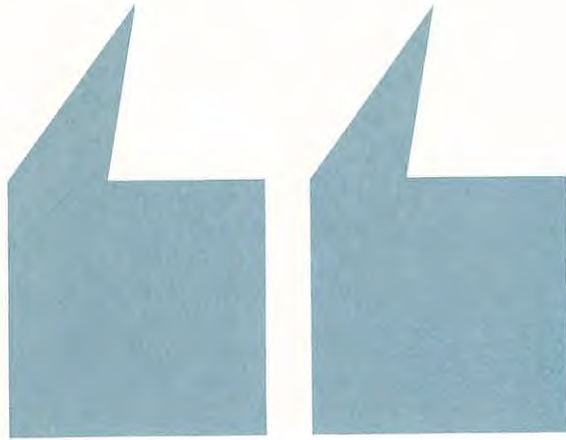
By Richard Mock

A “volunteer hunt,” volunteer fairs at shopping centers, an ice carving of the heart logo, a parade of volunteers, an “un-tea party,” a night at the races...all are inventive ways of saying thank you! to volunteers—both during National Volunteer Week and throughout the year.

Ways to recognize the contributions of your own volunteers are as wide-ranging as your imagination. Special events may be elaborate or simple—either can be equally effective.

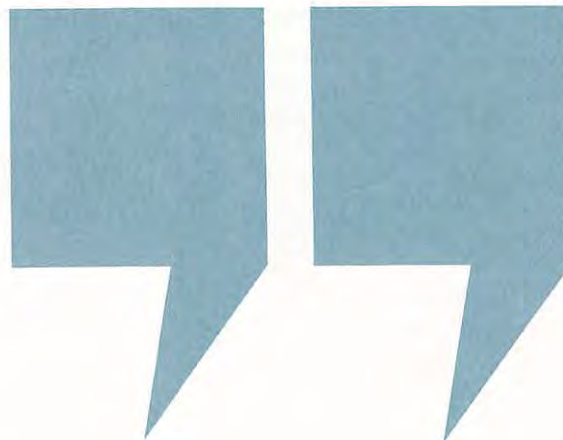
The keys to successfully celebrating the help and value of your volunteers are simple. First, choose an appropriate format, one that suits your program, your budget and the personalities of your staff, board, volunteers and others who may be

Richard Mock is VOLUNTEER's director of the President's Volunteer Action Awards and marketing director. He wrote this article for the 1983 Volunteer Recognition Kit and revised it in 1984.



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Remember, it's frequently easier to get commitments from people for short-term projects than it is for a long-term one.



involved in the celebration. Second, allow enough time to plan and work through the details.

As you begin to make preliminary plans for your recognition event, keep in mind these basic guidelines:

1. Concentrate on free public service space and time. This includes

- Both indoor and outdoor advertising space (hotel signs, taxi and bus signs, billboards)
- Inserts in monthly bill mailings (commercial, bank, utility)
- Public service announcements on radio and TV (advertising agencies are often willing to write and contribute the "copy")
- Window/showcase displays in retail stores, office building lobbies, banks, hotels, schools, hospitals

Above all, be inventive! Ask a local grocery chain to print a message on its grocery bags or to insert one in each package. Ask a local dairy to specially imprint a volunteer appreciation message on its milk cartons. Design a street banner and feature it on your Main Street.

2. Don't hesitate to use the time and talents of anybody who can be of assistance to you—board, staff, friends, volunteers—in planning and implementing your celebration. For example, the journalism professor of a local community college might provide references to students who could help prepare press releases and assist with public relations materials. The art department might be of assistance in designing posters and displays. Home economics classes could help with luncheons or banquets.

Remember, it's frequently easier to get commitments from people for short-term projects than it is for a long-term ones. It goes without saying, of course, that once you've established a working relationship, it's easier to go back for assistance on future projects. Most important, know what you need, make your approaches early, and don't be afraid to ask!

3. Don't forget local business and industry that have demonstrated support for volunteerism in any way. A public "thank you" is most important and can take the form of letters, citations or plaques. If you have a weekly or monthly column in the lo-

cal newspaper or appear on a radio or TV talk show during National Volunteer Week, mention those local businesses that have provided assistance to your agency—whether financial contributions or in-kind services.

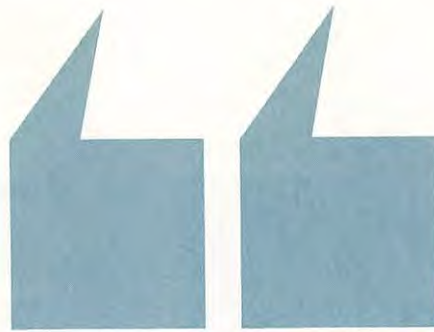
4. Religious groups are often willing to contribute message space on bulletin boards or in Sunday service bulletins. Ministers, rabbis and priests may even be willing to give related sermons or talks about human service and volunteering.

5. Public libraries are also good sources of display space. You might want to feature books on volunteering, photographs of volunteers in action or meeting space for seminars and other recognition events. The library, in return, receives the free publicity.

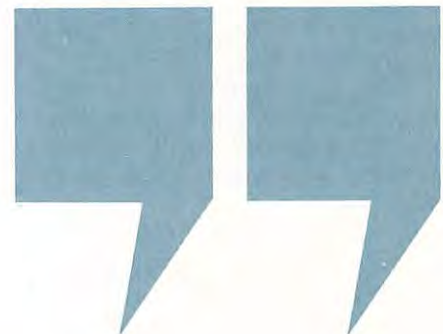
6. Remember newspapers—for Sunday features on volunteers and service programs, ads listing volunteer jobs and agency needs. Focus on expanding the public's awareness and imagination about volunteering—possibly by highlighting the "non-traditional" volunteer. Once you've made these contacts, don't forget them during the year. Keep them on your newsletter mailing list, invite them to workshops and tours. A contact made during a special event such as National Volunteer Week can be useful in getting special coverage for other events during the year, or in obtaining a weekly or monthly column. Don't think only in terms of the style or society page, either—build contacts on the local staff and business sections as well.

7. Last, BUT NOT LEAST, thank your volunteers by providing opportunities for their own professional development. Provide workshops, seminars, tours and activities in which they have expressed an interest. Design convenient, easy-to-use forms for documenting their training and service for use in their professional and career growth.

Perhaps the most popular way to seek public recognition of volunteers is through the press and media. Yet, we all know that it can also be the most frustrating way. Often "good" news is not



Focus on expanding the public's awareness and imagination about volunteering—possibly by highlighting the 'non-traditional' volunteer. Once you've made these contacts, don't forget them during the year.



nearly as easy to obtain coverage for as it should be.

The program tips that follow are some innovative ways of capturing the attention of your local media. They are ideas that were developed locally and that worked in a particular community in recent years.

- The Voluntary Action Center of Tucson sponsored a reception for the community's volunteers at a downtown plaza, easily spotted by its blue-ribbon decorations. Invitations carried out the theme by inviting agencies to honor their volunteers since they are "Blue Ribbon People."

- The Ochner Foundation Hospital scheduled meetings between mem-

bers of its administrative staff and volunteers during National Volunteer Week to recognize outstanding volunteers while educating the administration about what the volunteers do.

- The VAC of Suffolk County (Smithtown, N.Y.) asked agencies to provide red ribbons in the shape of a "V" to volunteers to wear during "Red Ribbon 'V' Week" (also known as National Volunteer Week).

- Green feathers are made available each year to agencies in the Champaign/Urbana area by the Volunteer Center in Champaign County, Ill. Agencies obtain their feathers at seven area stores and banks and distribute them to their volunteers to wear during Volunteer Week.

- The Volunteer Center of Gainesville, Fla. issued "Volunteer Identification Permits" (VIPs) entitling volunteers to discounts at almost 30 area stores and businesses. The VAC also sponsored the Second Annual Volunteer Picnic, which drew more than 500 volunteers. Invitations to the event said, "Volunteering is a Picnic."

- The Volunteer Center in St. Louis distributed "Cheers for Volunteers—Helping Hands" stickers to community volunteers to wear during National Volunteer Week. Anheuser-Busch, which is headquartered in St. Louis, printed the stickers. Distributed through corporations to employee volunteers and through community agencies to their volunteers, the stickers proved a huge success in raising community awareness of the number of volunteers involved in community activities.

- "Survival Skills for Managers" was the subject of a workshop sponsored by the Gainesville, Fla. Volunteer Center for area volunteer administrators.

- Volunteer Kingsport (Tenn.) added an element of surprise to its recognition luncheon: The five volunteer winners had been told only that the Rotary Club wanted to treat some volunteers and agency heads to lunch.

- WJRT-TV in Flint, Mich. profiled a different volunteer each night during National Volunteer Week on its evening news program. It also taped the specials on a 10-minute 3/4" videotape cassette for use by the VAC as a public relations piece.

- Decatur, Ala. churches recognized their volunteers in services during National Volunteer Week.

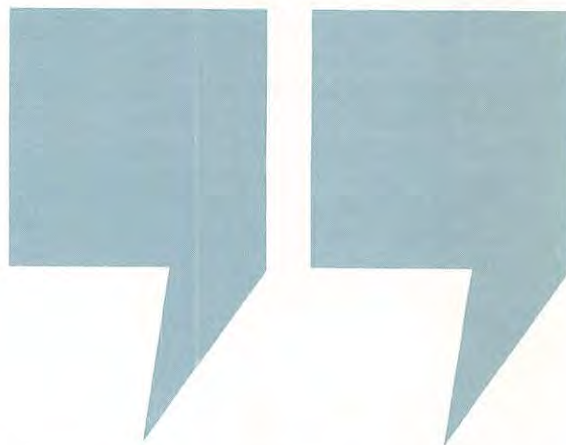
- The Volunteer Action Center of Pittsburgh presented *The Pittsburgh Press* with a Certificate of Merit from the Association of Volunteer Bureaus. The certificate was "in recognition of its outstanding service to the cause of volunteerism in the community."

- The Eugene, Ore. Voluntary Action Center arranged local radio and TV interviews with area volunteer administrators to discuss their programs and thank all of their volunteers.

- The Des Moines, Iowa VAC delivered cakes decorated with the heart logo and the words "Thank You" to



A contact made during a special event can be useful in getting special coverage for other events during the year.



all cooperating radio and TV stations.

- The Portsmouth, Ohio Receiving Hospital gathered names of volunteers from many local agencies and arranged to have five names read every 15 minutes on local radio stations.

- A free school lunch was given to volunteers of the Roane County, Tenn., school system. The home economics departments held volunteer teas and school children wrote thank-you notes to volunteers.

- Over 60,000 specially designed volunteer flyers were stuffed into grocery bags and found their way into homes of Evansville, Ind. weekend shoppers. A local business supplied the flyers at no charge, and the project was supported by Great Scot, a large supermarket chain.

- The Voluntary Action Center of Lexington, Ky. received good exposure

when it was written up in "Bell Notes," a flyer mailed out with local monthly telephone bills.

- An "Un-Tea Party" was the way one organization with a low budget thanked their volunteers in Orlando, Fla. The staff mailed a tea bag and a thank-you note telling volunteers to have an "un-tea party" in the quiet of their homes and know how much they were appreciated.

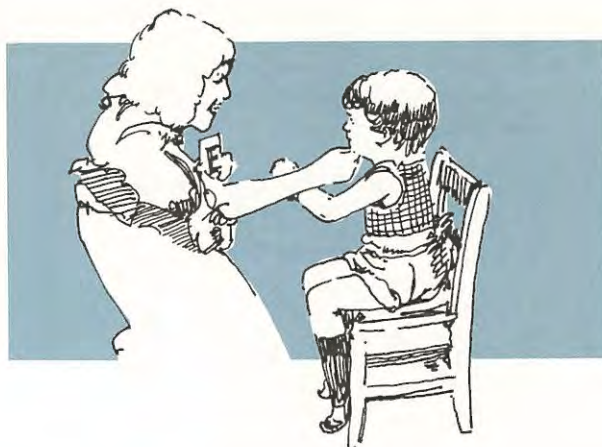
- Sarasota County, Fla. asked all banks, motels and business firms to spell out "Thank You, Volunteers" on their marquees during National Volunteer Week.

(Ed.'s note: Write VOLUNTEER for a free copy of its catalog containing a variety of volunteer recognition items and The Volunteer Recognition Handbook (\$3.50).)

Ask for the 1984-85 Volunteer Readership Catalog.

Volunteer Recognition

A Year-Round Responsibility



The following list provides lots of ideas at a glance for recognizing your volunteers year-round as well as during National Volunteer Week. It is reprinted with permission from a recently revised handbook entitled, From Here to There, published by the Voluntary Action Center of the United Way in Dayton, Ohio.

A volunteer's pay is recognition and assurance that he/she is an equal partner of the agency or organization. Recognition, therefore, should be an integral part of the management process so that people feel valued and good about themselves and their organization.

WHEN TO RECOGNIZE VOLUNTEERS

1. At the time they sign up to volunteer:

- Send letter of welcome.
- Issue I.D. card, name tags, uniform, etc.
- Provide an orientation program.
- Provide a parking space, lunch, coffee and/or mileage reimbursement.
- Provide good job descriptions, training and supervision.
- Provide RSVP benefits, if eligible.
- Publish name of new volunteer in employee newsletter and/or volunteer newsletter.

2. Daily or weekly:

- SMILE!
- Informal thank-yous by staff and volunteer coordinator.
- Document their time for evaluation.
- On the job praise.

3. Monthly:

- Volunteer of the Month.
- Appropriate evaluations.
- Articles in newsletters.



4. Annually:

- Special events where awards are given, such as a dinner, luncheon, reception, coffee or dinner dance.
- Certificates, plaques and other awards for time spent volunteering.
- Gift of photo of volunteer at work or receiving award.
- Volunteer Appreciation Day—use facilities free of charge.

- "Turn-about" lunch—staff serve volunteers.
- Holiday parties.
- Teenage pizza party.

5. At the completion of a special project:

- Say "Thank you."
- Send letter of thanks to volunteers and/or their boss or school or staff supervisor.
- Write article for newspaper or in-house publications about project.
- Take out to lunch or for a coffee break.
- Promote to another job; give more responsibility.

6. At meetings with staff or groups:

- Tell about volunteer projects and individual volunteer accomplishments.
- Praise volunteers to others.
- Have a slide show or film showing volunteers at work.
- Invite volunteers to staff meetings.
- Provide volunteers with outside training programs.

7. On their birthdays or holidays:

- Send cards.
- Have an informal party.

8. When they are sick:

- Send a get-well card.
- Call at home.

9. At the time they leave:

- Send a letter of thanks.
- Give a certificate or resolution of appreciation.

- Send letter of recommendation to potential employer.

10. During National Volunteer Week:

- Be a part of the community recognition activities planned by local Volunteer Center.

WHERE TO RECOGNIZE VOLUNTEERS

1. Volunteer office or lounge:

- Have coffee available.
- Have pictures posted.

2. Hallway entrance to building or cafeteria:

- Have a bulletin board with pictures.
- Display posters.

3. On the job:

- Thank-yous and smiles.
- Treat as an employee.
- Invite to staff meetings.

4. At home:

- Send a letter.
- Call.

5. At school or business:

- Send a letter.

6. At church:

- Announcements in bulletin.
- Encourage minister to talk about volunteering.

7. At shopping centers:

- Display banner or billboard.

8. At main intersection:

- Display banner or billboard.

9. In all media:

- Newspaper—feature articles about volunteer projects and/or individual volunteers.
- TV—commercial and cable.
- Radio—news and public service announcements.
- Slide shows or movies.
- In-house publications.
- Volunteer newsletters.
- Professional journals or magazines.
- TV documentary during National Volunteer Week.

10. City Council or Commission meetings:

- Proclamation.
- Mayor's Award for Volunteer Service.

RECOGNITION OF STAFF WHO WORK WITH VOLUNTEERS

1. Thank staff members who are working cooperatively with volunteers:
 - For special projects they worked on together.
 - For using volunteers' skills creatively.

- For using lots of volunteers.
- For taking time to supervise and train volunteers.
- For showing their appreciation to volunteers.

2. Send memo to department and supervisor recognizing their effort.
3. Award certificate to department who most effectively uses skills and talents of volunteers.
4. Invite staff to volunteer recognition events.
5. Remember, with today's budget cuts, some staff may feel "forced" to use volunteer assistance and feel negative toward them. Others may feel threatened for their jobs. Help staff to see the benefits of volunteer

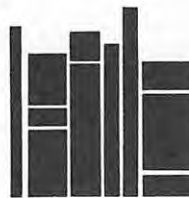


assistance. Staff may not have even thought of using volunteers and something new is always frightening. Use this "crisis" as an opportunity to explore new ways of doing things. Many of the most loyal supporters of volunteer programs were very skeptical of the idea at first.

From Here to There—Management Techniques for Volunteer Programs, the manual from which this article was excerpted, comes in a 3-ring notebook and is divided into sections on key aspects of volunteer management—each presented in the same easy-to-read, bulleted format. It can be obtained for \$8.50 + \$1.50 postage/handling (prepaid) from: Voluntary Action Center of the United Way of Dayton Area, 184 Salem Ave, Dayton, OH 45406. (Descriptive brochure available, too.)



Books



All You Need to Know About Nonprofit Insurance

By Steve McCurley

AM I COVERED FOR...? A GUIDE TO INSURANCE FOR NON-PROFIT ORGANIZATIONS. By Terry Chapman, Mary Lai and Elmer Steinhock. 1984. 176 pp./paper. \$9.95 + \$2.25 shipping/handling. Available from Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, VA 22209. Order #84-104.

At last there's a book for nonprofit people who don't understand insurance by insurance people who understand nonprofits.

Am I Covered For? contains excellent discussions of all the major types of insurance that might apply to nonprofit organizations: general liability, automobile, directors' and officers', worker's compensation, etc., etc., etc.

Each insurance type is discussed in terms of what it offers, how to assess your need, and how to calculate what protection you get for various rate systems. And a glossary in the back tells what all the secret code phrases in your policy really mean.

If you have ever felt totally lost when talking with your insurance agents, this book may be your salvation. It is meant to offer practical, nontechnical bits of information, and more often than not, it succeeds admirably. It even has a special chapter on insurance for volunteers, in case you miss the refer-

Steve McCurley is *VOLUNTEER's* director of constituent services.

ences to volunteers made within the discussion of each insurance type.

In fact, the only problem with "Am I Covered For?" is that you might learn more than you're comfortable knowing, although certainly not more than you ought to know if you're the director of a nonprofit organization. You may not like this book, but you certainly ought to read it.

Getting Through the Year with Style

1985 'SUPER-DOOPER' CALENDAR FOR VOLUNTEER DIRECTORS. Vineyard Enterprises, 1807 Prairie Ave, Downers Grove, IL 60515. \$6.50 + \$1.50 shipping/handling.

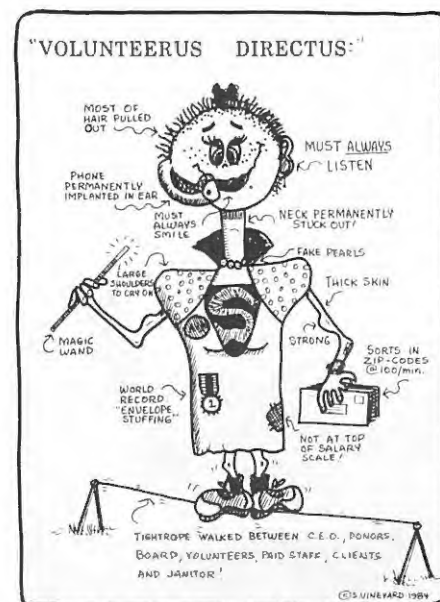
J.D. Salinger once dedicated a book to "the amateur reader, if there still is one."

Sue Vineyard's new suitable-for-hanging 1985 wall calendar seems designed for a similar audience. With all the recent hype regarding the necessity for making volunteer administration more "efficient," more "management-oriented" and more "business-like," it is nice to recall that volunteering is a practice that people are also allowed to enjoy, not just suffer through dutifully. One day, the same might be true for volunteer administration, perhaps as soon as the current trend

toward taking everything too seriously departs.

In the meantime, there's hope and surcease for those who still relish an occasional giggle. Sue's calendar is divided into two discrete parts: a listing of days and dates within neat little squares; and a cartoon-of-the-month. The little squares are quite practical—large enough for writing reminder notes and all seemingly in the right order. They are not, however, why one should purchase this calendar. One buys it for the cartoons entitled, "The History of Volunteerism," "Volunteerus Directus," "Organizational Charts," etc. These are witty, entertaining, insouciant, scurrilous and capable of provoking guffaws in both the unwary and the weary. They hold up all the sacred cows (and turkeys) of volunteer administration and puncture them gently and with love. "Volunteerus Extinctus-Nomorus," in particular, is destined to become a classic, as anyone who has seen Sue draw it during a training session will happily attest.

By the way, it doesn't matter if you don't read this review until June. You can always attach your own little squares for whatever months you like, or re-arrange the cartoons to fit your own secret desires. This is Art, folks, not office supplies. —Steve McCurley



The "Volunteer Directus" who adorns the cover of the Super-Dooper Calendar.

Tool Box

Boardsmanship: Taking the Job Seriously. Voluntary Action Center of the United Way of Dayton Area, 184 Salem Ave, Dayton, OH 45406. Five videotapes, facilitator's guide and participant packets. Complete package: \$750; preview module: \$50 (credited toward purchase). Available in 3/4" or 1/2" VHS videotape cassettes. Descriptive brochure available.

A live boardsmanship workshop, conducted by a national consultant, was videotaped to form the basis of these board training modules. Highlighted by actual audience participation, the modules address pertinent, everyday processes vital to the performance of an effective board. The program can be tailored to any audience, using participant packets of information and exercises conducted by your trained facilitator.

The Fund Raising School 1985 Course Catalog. The Fund Raising School, PO Box 3237, San Rafael, CA 94912, (415) 457-3520. 10 pp. Free.

The Fund Raising School, now in its second decade of service to independent sector organizations, offers a wide range of fundraising courses for nonprofits in all budget ranges. Courses are conducted in many major cities around the country.

Nonprofit Fiscal Management Publications. Accountants for the Public Interest—New Jersey (API-NJ), Rutgers University, Ackerson 300, 180 University Ave, Newark, NJ 07102. One-page list. Free.

This list includes eight API-NJ publications (most under \$5) that have national application, i.e., "Tax Information for Home Service Providers," "Fiscal Accountability for Board and Executive Directors," and "A Guide to Computerized Accounting for Nonprofit Organizations."

One to One: The Story of the Big Brothers/Big Sisters Movement in America. George L. Beiswinger. Big Brothers/Big Sisters of America, 230 N. 13th St., Philadelphia, PA 19107. 1985. 275 pp. \$15.95 + \$1.50 postage/handling. Descriptive brochure available.

This first history of BB/BSA tells the whole story—from the movement's rudimentary beginnings in 1902 and 1903 and the first organized effort in 1904, to the present time when more than 460 BB/BS agencies, from coast to coast, serve up to 100,000 children. Foreword written by former President Gerald R. Ford.

Poletown Lives! Information Factory, 3512 Courville, Detroit, MI 48224, (313) 885-4685. 1983. 52 min. 16mm film: \$75/\$50 rental; video: \$50 rental. Descriptive brochure available.

Created by George L. Corsetti, Jeanie Wylie and Richard Wieske, this award-winning documentary follows a community group as it resists forced relocation and demolition of houses, churches and businesses for a new auto plant.

Jobs in the Arts and Arts Administration. Center for Arts Information, 625 Broadway, New York, NY 10012. 4th edition, 1984. 12 pp. \$4 (prepaid). Bulk rates available.

Initially published in 1980 in response to one of the most frequently asked questions at the Center, *Jobs in the Arts* identifies national and regional sources for career counseling, job placement and job referral as well as newsletters and other periodicals that regularly carry arts-related employment listings. Contains entries for over 100 organizations that offer employment services. Arts disciplines represented include crafts, dance, history, literature (including journalism), media (film, video, radio and TV), museums, music, photography, theatre, visual arts (including graphic arts) as well as arts administration.

Compiled by Donna Hill

How to Create Effective Public Service Advertising. The Advertising Council, 825 Third Ave, New York, NY 10022, Attn: Pam Freeman. Videotape, available 3/4", VHS or Beta. For sale or rent (price range from \$18 to \$140). Descriptive brochure available.

Two 90-minute videotape cassettes give specific lessons on what the Advertising Council has learned about what works best in public service advertising. The presentations explain how TV stations decide which public service announcements to put on the air, the importance of the right strategy, the right and wrong ways to use emotion and much more.

The Whole Again Resource Guide.

Tim Ryan with Rae Jappinen. SourceNet, PO Box 6767, Santa Barbara, CA 93160. 1984. 315 pp./paper. \$12.95 + \$1.50 postage/handling.

An "empowering tool for personal growth," this book of resource listings is divided into 35 chapters, each with an introduction, under such headings as appropriate technologies, channeling, conservation, diet, holistic health, human rights, new age and sex roles. The guidebook also serves as a directory of organizations and regional resources for those groups large enough to have a newsletter or regular publication.

Hospice: Caring for the Terminally Ill.

Jeraldine Marasco Kohut, R.N., M.A. and Sylvester Kohut, Jr., Ph.D. Charles C. Thomas, Publisher, 2600 South First St., Springfield, IL 62717, (217) 789-8980. 1984. 165 pp. \$24.75.

The authors provide an easy reference for persons who want to establish, maintain or participate in a quality hospice program for the terminally ill. Many chapters address different aspects of volunteer involvement, such as recruitment and training, and how volunteers can better cope with stress and tension.

Social Security Retirement and Disability Programs Handbooks. Legal Counsel for the Elderly, Inc., PO Box 19269-K, Washington, DC 20036. \$9.95 each + \$2.00 postage/handling.

Part of Legal Counsel for the Elderly's new self-help series, these handbooks contain information and resources to help understand and work with these government programs. Each provides an overview of the particular benefit program and clear, concise instructions on how to deal with most problems that may arise. In addition to describing how to apply for benefits, each book explains how to handle problems in receiving benefits, where to write, who to call, what to say and how to fill out the necessary forms. Other handbooks available on Medicaid and Supplemental Security Income.

Human Service Planning and Evaluation for Hard Times.

Alan Booth, Ph.D., and Douglas Higgins, M.A. Charles C. Thomas, Publisher, 2600 South First St., Springfield, IL 62717, (217) 789-8980. 1984. 202 pp. \$23.50.

This book presents step-by-step procedures for cutback planning and management, assessing program effectiveness, monitoring client outcomes, allocating resources across a variety of agencies, evaluating agencies and establishing priorities. The guidelines are based on up-to-date methods of planning and evaluation, which are inexpensive and simple to implement.

General Reading on Early Adolescence.

Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510. 1984. \$1 + \$1 postage/handling (prepaid).

This annotated bibliography focuses on the physical, social, emotional and cognitive development of 10- to 15-year-olds. Intended primarily for professionals, it is helpful to parents as well.

Planning After-School Programs for Young Adolescents: What Works and Why. Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510. 1984. Filmstrip package. \$45; \$15 rental + \$3 postage/handling (prepaid).

This package, which includes filmstrip, a cassette tape with audible and inaudible film advance tones and a leader's guide, explains the characteristics of effective programs. It also shows several examples of popular activities and offers a model for successful planning. It can be used by program planners and as a public information tool to encourage community support for youth programs.

An Assessment Package for Programs that Serve Young Adolescents.

Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510. 1984. \$12 + \$3 postage/handling (prepaid).

This guide for service providers in evaluating how responsive their after-school programs are to the needs of 10- to 15-year-olds includes an article by Joan Lipsitz that discusses the issues involved and five assessment instruments: Program Assessment, Program Participant Questionnaire, Potential Program Participant Questionnaire, Parent Survey and Summarizing Sheet.

Resident Decision-Making in Homes for the Aging.

American Association of Homes for the Aging, Publications Department, 1050 17th St., NW, Suite 770, Washington, DC 20036. 88 pp. \$5.00 + \$1.50 postage/handling (prepaid).

To aid homes for the aging in organizing resident decision-making groups, this guidebook outlines the procedures for setting up a resident group. It contains summary charts, diagrams and case examples.

As I See It

Continued from page 2

From my experience as a student, an organizer of students and a walker, I believe that given the proper leadership, direction, structure, resources and challenge, student campus groups can move beyond present inertia, stereotypes and apparent apathy and will become involved in community activities that benefit the community, their college and themselves.

By examining the student, campus and community situation carefully, and by going beyond the simple notion that "kids don't want to do this kind of stuff anymore," we can uncover some interesting and solvable problems that, once addressed, can clear the way for positive and meaningful action. Below I point out problems facing students, their communities and existing campus community service programs. In so doing, I am quick to point out that there are many notable exceptions and that these situations are not the case everywhere.

Students

- Students often grow up in different communities than where they go to school. They are therefore unfamiliar with the local community structures and needs and feel little affiliation or sense of belonging there.
- Because they are often unaware of how to contribute and because of the way they have been stereotyped and the scope of today's problems, students lack confidence in their talents and question their ability to make a difference.
- Community service is rarely an integral part of campus life. Instead, it is something that exists outside the realm and center of the college experience.
- The isolating nature of college does not lend itself to campus-wide involvement in community service. Usually a small core of students and organizations provide most of the community service that comes

Young people today are stereotyped as self-centered, pre-professional, 'me-first' and apathetic. I never liked that image, yet heard it again and again.

out of the campus. Others assume that because they are involved in other activities, they don't have the time, opportunity or obligation to contribute.

- Many campus groups do not realize the needs, know how to participate or have the time to organize an activity completely on their own.

Local Communities

- The greater community usually has little access to students and campus groups and rarely understands the pressures students are under and the schedules they must keep. For these reasons, community orga-

Many campus groups do not realize the need, know how to participate or have the time to organize an activity completely on their own.

nizations do not know how to tap into student resources.

- Local communities see students as transients and unreliable, and sense little commitment or interest on the part of students in their well-being. Because of this misunderstanding, student volunteers are often seen as more trouble than they're worth.
- Because student involvement is seldom seen as a valuable resource, efforts to include them are often low priority, piecemeal or nonexistent.
- Student participation can only be as good as the local community service program is. Though students can provide essential resources, such efforts depend on the leadership, competence and effectiveness of local structures.

Existing Campus Community Organizations

- Existing campus groups who are involved in community work, while sustaining impressive and active programs, often do not have the support, staff, resources or strength to mobilize and maintain comprehensive programs that can facilitate campus-wide involvement.
- Student efforts usually cannot get underway until the beginning of the school year. Recruiting, organizing and mobilizing students are time consuming and labor intensive. Valuable time that could otherwise translate into positive action is wasted. In addition, initial momentum and interest often dissipate because of the time lag.
- Money to run these programs is difficult to obtain, and many groups are facing increased demands and financial cutbacks simultaneously. To expand their scope, effectiveness and efficiency, and to respond to rising needs, support and resources must be forthcoming from all benefiting groups.

Solutions

By identifying some of the problems, we can begin to work toward effective solutions. Any solution must be based on cooperation and communication among all involved parties. These solutions need not call for massive reorganization of structures or the creation

of new large offices or bureaucracies. Instead, they should look to existing efforts, then build on these structures. In turn, existing community service projects must make an effort to work together as one to establish and maintain programming that reaches out to the entire campus community.

Some specific suggestions are listed below as examples of workable solutions.

- Effort must be made to educate students about community needs, structures, resources and service opportunities. Affiliations between student campus organizations and local groups and leaders should be created. This will create a sense of belonging for students and groups.
- Students must be presented with effective and meaningful ways to get involved that are rewarding and useful for both the community and the students.
- Community service is for everyone. Campus organizations and students have the ability and interest to participate. Instead of community service left to only a few people, it should be an integral part of the day-to-day life on campus. Service must be integrated into the college experience so that not being involved translates into missing out on part of one's college experience.
- A constant pressure and force must be created on campus to draw out service intentions on the part of students and campus organizations. Leadership is needed, which in turn must be able to relate to students as well as to college officials and community leaders. Such a person would also provide information and direct assistance to individuals and groups to facilitate their interest in community service.
- Community groups need to have access to and knowledge about student activities, resources, structures, interests and limitations. By making community people aware of student life and resources, they will be able to look to them to provide valuable and rewarding service.
- Local communities should be shown the value, importance, effectiveness and mutual benefits that result from tapping student energy. Having done this, community organizations must build their system to

The greater community usually has little access to student and campus groups and rarely understands the pressures and schedules of students.

incorporate student volunteers into their programming.

- Existing campus organizations must receive additional support and resources to lead the charge. Leadership, staff operations and planning must all be improved and strengthened. In response to this new

support, these organizations must work together with other groups to involve the entire school in community service activities. Efforts must be made to unite individuals, regardless of talents, skills, religious or political beliefs.

Because student involvement is seldom seen as a valuable resource, efforts to include them are often low priority, piecemeal or non-existent.

In short, we need to perform an overhaul of the image, attitude and structure of community service activists on college campuses. Community service is not bland; it's not something for someone else or something we should do every so often. Neither is it something we do out of guilt or because we feel we ought to. Community service is exciting, worthwhile, challenging, important and often fun. It is an integral part of our society, interwoven in the principles and foundation of this nation.

In presenting it to America's youth, we have to present it to them attractively and aggressively. Not in an abrasive way, but in a positive and challenging manner. Too often the attitude around campus about community service activities is "come what may." If students want to do it—fine; if they don't, well then, you can't push it.

I'm saying, "Push it!" Community service has to be competitive, not with other community service projects but with other things that take students' time, like MTV, soap operas or just plain old complaining about how little time they have.

Through creative and committed leadership on the part of individuals and institutions, leaders and followers, university presidents and college freshmen, we can make it work. The costs are small and the rewards are great. What's exciting is that I've seen the commitment and interest from each of these groups. Now we just have to pull it all together. ♥

DATES TO REMEMBER:

1985 National Conference on Citizen Involvement

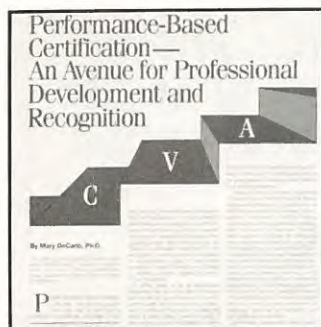
June 23-27, 1985

University of Southern California
Los Angeles, California

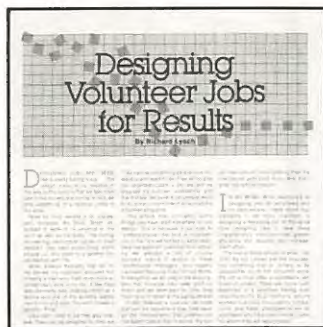
National Volunteer Week

April 22-28, 1985

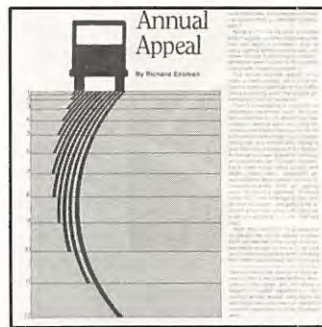
10 Ways To Improve Your Performance As a Volunteer Administrator



1. Learn About Performance-Based Certification
Fall 1983 VAL



2. Improve Your Volunteer Job Descriptions
Summer 1983 VAL



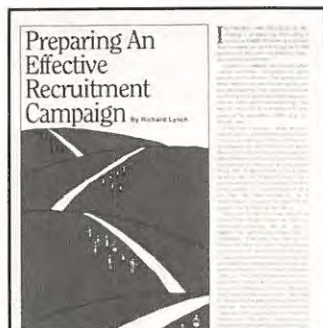
3. Recruit Volunteers Through An Annual Appeal
Winter 1984 VAL



4. Involve the Handicapped As Volunteers
Spring 1984 VAL



5. Order from Our Toolbox Every VAL



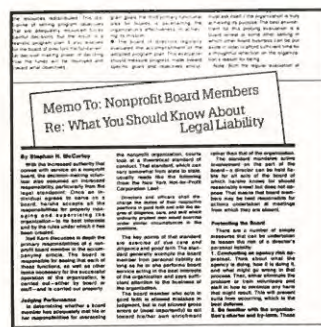
6. Prepare an Effective Recruitment Campaign
Winter 1984 VAL



7. Recruit Families
Spring 1983 VAL



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



9. Educate Your Board Members
Winter 1983 VAL



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POSTER

Volunteer an infectious smile.
You may just start an epidemic.



Someone needs you. *Badly!*
VO LUNTEER.

This issue's poster is brought to you courtesy of the Broward Voluntary Action Center, Broward County, Fla. It was voluntarily produced by The Advertising Federation of Greater Fort Lauderdale, and appeared in regional editions of *U.S. News & World Report*, *Newsweek* and *Time*. You may reproduce this poster for your own volunteer recruitment purposes. (Insert your program name and phone number in the space provided.)

Calendar

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

- Feb. 17-23 **Nationwide: Big Brothers/Big Sisters Appreciation Week**
Sponsor: Big Brothers/Big Sisters of America, 230 N. 13th St., Philadelphia, PA 19103, (215) 567-2748.
- March 17-22 **Jerusalem, Israel: The 1985 International Conference on Voluntarism**
Sponsored by Israel Voluntary Services, the theme of this conference, "Voluntarism and the Crisis in the Welfare State," will provide the framework for nine topics, including the role of voluntarism in periods of national crisis. Contact: The Secretariat—Voluntarism, PO Box 4413, 61044 Tel Aviv, Israel.
- April 22-28 **Nationwide: National Volunteer Week**
Sponsor: VOLUNTEER—The National Center, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.
- June 23-27 **Los Angeles, Calif.: The 1985 National Conference on Citizen Involvement**
VOLUNTEER's annual conference will be on the West Coast this year—at the University of Southern California. Conference will feature a diverse line-up of workshops and speakers. Already confirmed: Marlene Wilson. Complete information, including program, registration and accommodations information, will be available at end of February.
Contact: National Conference, VOLUNTEER—The National Center, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.
- Oct. 2-4 **Annandale, Minn.: Lake Sylvia IX Conference**
An annual intensive workshop for volunteer administrators cosponsored by the Voluntary Action Center of the St. Paul Area, Community Volunteer Services of the St. Croix Valley Area and Minneapolis United Way's VAC.
Contact: Jean Wiczorek, c/o United Way VAC of Minneapolis Area, 404 S. 8th St., Minneapolis, MN 55404.
- Oct. 22-26 **Seattle, Wash.: The 1985 National Conference on Volunteerism**
The 25th anniversary conference of the Association for Volunteer Administration will address the basic theme, "A Sound Approach."
Contact: AVA, PO Box 4584, Boulder, CO 80306, (303) 497-0238.



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