

Voluntary Action Leadership

SPRING 1992



MOTIVATING VOLUNTEERS

As I See It

What is a Leader? Viewpoints from Two Generations

Mike Pyles and Wendy Keenan became acquainted through the McDonough Center for Leadership and Business at Marietta College, Marietta, Ohio. Pyles Communications, a marketing communications firm, employed Keenan as an intern from May 1991 to May 1992.

Pyles and Keenan thought it would be interesting to compose a two-part article by people with similar interests, but a generation apart. Both have a great deal of personal experience as volunteers.

While working together, Pyles involved Keenan in several volunteer projects that he and his company were (and are) involved with. They include marketing communications projects for Marietta City Schools and the Greater Marietta United Way. Each is involved individually in a number of other projects and organizations.

Keenan was graduated from Marietta College in May 1992 with a B.A. in English and a perfect 4.0 cumulative grade point average.

Pyles is a 1974 graduate of Marietta College where he earned a B.A. in English. After acquiring a decade of marketing related experience, Pyles established Pyles Communications in 1985.

Wendy Keenan, Intern:



When I was six years old, my mom was a homeroom parent for my first grade class. I was so proud of her; she organized holiday parties and chaperoned our field trips. I saw it as the most important job in the world. I knew then that I wanted to do the exact same thing for my children some day.

These days, Mom's volunteer job may not seem like anything out of the ordinary. She was a woman who wanted to do something for her own children. However, I would maintain that this is a very important leadership role; as a homeroom parent, Mom had great impact upon the people she served—the children of my classroom. Although I may not see it now in the exact same way I did as a first grader, I know that I was

very influenced by my mom's involvement in my classroom activities. Later in life, I saw her involved in other causes—most notably, as a spokesperson for an environmental group in our community.

Now I realize that her volunteerism has greatly influenced my thoughts about the community. I see it as a place that can be very good—with help. The help of people who are willing to give some time and input to community affairs. As the beneficiary of volunteerism, I know how worthwhile and meaningful it can be.

Just one person can make a difference. One person can bake cookies and brighten up the day of a whole classroom of children. One person can motivate a whole street to write letters to a local official urging that modifications be made to a city dump. One person can tutor an illiterate person in his or her free time. All of these people are leaders. It doesn't matter if she or he makes an impact on one person or two hundred. And, all of these people are committing a great act of volunteerism.

It doesn't matter if the cause is directed at an individual or society in general. Leadership and volunteerism are qualities that display a great deal of flexibility and creativity. The goals that motivate leaders to act and to volunteer, however, are very similar: to make an impact, to help someone else, to give back to the community.

At Marietta College, I am part of the McDonough Leadership Program. In class we have studied concepts of leadership like vision and accountability. We have noted what makes a person an effective leader. We have read texts that explore the way in which people motivate others. But we have never decided exactly what leadership is. It has been left to us to figure out how to define leadership and apply it.

I have decided that a leader is one who makes a positive contribution to the group or organization that she or he leads. A leader does not have to be an elected official, however; he or she can be anyone who emerges with a positive contribution. This contribution can be anything—time, plans, money, computer skills, etc.

Volunteerism, then, is an area which is filled with great leadership potential. Everyone involved with the cause makes a contribution of sorts. By its very nature, volunteerism opens itself up to good leadership. However, this also means that many good leaders are needed—many people with contributions to make to allow volunteerism to take place in the community.

I must admit that I used to take volunteerism for granted. I imagined that it was something that someone else always took care of. Since being in the Leadership Program, however, I have seen it more as a civic duty. If people expect the benefits of volunteerism—good schools for their children, clean and safe places to live, educated citizens—then they must be willing, in turn, to give to the community. Good things cannot take place if no one is willing to plan and execute them.

Through the Leadership Program, I have seen that volunteerism is a good thing—something we should all do if we expect our lives to become better. However, I haven't seen these thoughts relayed into action very often. Certainly there is activism on the college campus—concern about the environment, desire to help make education better, etc. But this activism is often seen in terms of our short stay in college. We

(continued on page 26)

Voluntary Action Leadership

SPRING 1992

Published by The Points of Light Foundation

RICHARD F. SCHUBERT
President and Chief Executive Officer

ROBERT K. GOODWIN
Executive Vice President and
Chief Operating Officer

BRENDA HANLON
Editor

Cover art by Margaret Scott

SUBSCRIPTION PROBLEMS?

If you need to change your address or have a problem with your VAL subscription, please fill out the handy form on the inside back cover. Be sure it contains your label (on reverse side) to assure prompt and efficient action.—*Thanks!*

Copyright © 1992 by The Points of Light Foundation. All rights reserved. Contents may not be reproduced in any manner, either in whole or in part, without permission from the editor. *Voluntary Action Leadership* is published quarterly by The Points of Light Foundation. Bulk postage paid at Washington, D.C. **Subscriptions:** \$20 one year; \$38 two years; \$56 three years. Outside U.S.: Canada add \$2; foreign add \$4. **Change of address:** Send both old and new addresses, including zip code, to: CIRCULATION, Voluntary Action Leadership, 736 Jackson Place, NW, Washington, DC 20503. Allow at least six weeks for change to take effect. **All other correspondence** should be directed to the editor, c/o The Points of Light Foundation, 736 Jackson Place, NW, Washington, DC 20503, phone: (703) 683-2505.

Contents

Features

2 What is a Leader? Viewpoints from Two Generations By Wendy Keenan and Mike Pyles

When Wendy Keenan interned at Mike Pyles' communications/marketing firm this past year as part of her school's Leadership Program, one of the results was a two-part article on leadership. The idea was to present the views of people with similar interests, but a generation apart. Both tapped their personal volunteer experiences to develop their views for our "As I See It" column.

15 The All-Encompassing Task of Motivating Volunteers By Linda Thornburg

When it comes to motivating volunteers, volunteer administrators must think in terms of structuring their recruitment, program design and retention efforts to meet their volunteers' needs.

20 The Volunteer Needs Profile

A helpful tool for determining a volunteer's needs and successfully matching that volunteer with an appropriate assignment.

25 The Top 25 Methods to Retain Volunteers By John L. Lipp

Volunteer retention is a direct result of successful volunteer motivation efforts. John Lipp's list offers 25 good ideas for retaining volunteers.

28 The VAL Index for 1991

A listing of every article that appeared in VAL in the past year—in chronological order by category and title.

30 The Volunteer-Staff Climate Audit By Nancy Macduff

How can you determine the current state of volunteer-staff relations and develop strategies to improve the work environment and increase productivity? The first step is to conduct an audit of current volunteer-staff relations.

Departments

2 As I See It

5 Voluntary Action News

12 Advocacy

14 Insurance

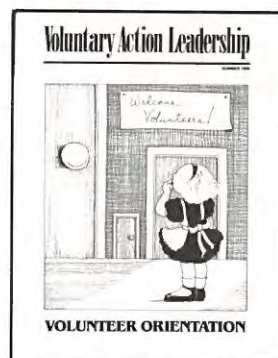
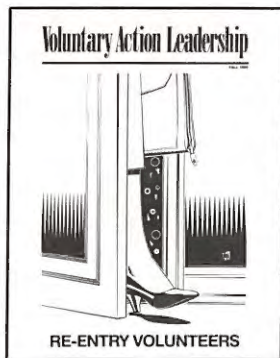
32 Tool Box

34 Books

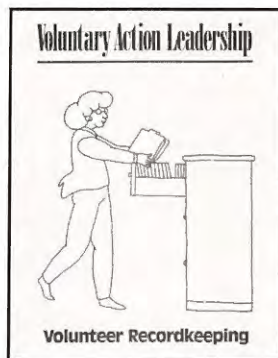
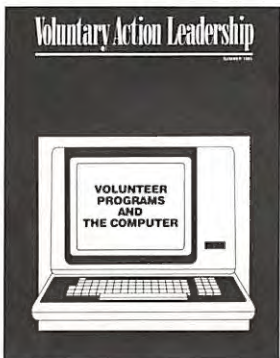
35 Poster

36 Calendar

The Best **VALUE** . . .



**A Tool
for
Administrators
of
Volunteer
Programs**



Voluntary Action Leadership

- News of innovative volunteer programs and leaders
- How-to's on all aspects of volunteer administration—recruitment, recognition, record-keeping, interviewing, orientation, training, supervision and more.
- Reviews of the latest books on volunteering and volunteer administration.
- Research reports on volunteer trends
- A tool box of inexpensive resources—books, booklets, periodicals, videotapes and films . . . and more!

**SUBSCRIBE
NOW.
1 year
(4 issues):
\$20**

*Sample copy
available upon
request.*

YES. Please enter my subscription to **Voluntary Action Leadership** for:

1 year (4 issues) **\$20** 2 years (8 issues) **\$38** 3 years (12 issues) **\$56**

Please check method of payment: Check enclosed MasterCard VISA American Express

Card # (all digits): _____ Card Expiration Date: _____

Signature: _____

Name _____ Title _____

Organization _____

Address _____ City/State/Zip _____

Canadian postage add \$2 per year; foreign add \$4. **Payment by check or credit card must accompany all orders.**

Mail to: Voluntary Action Leadership, CIRCULATION, 736 Jackson Place, NW, Washington, DC 20503.

Voluntary Action

NEWS

The Fresh Air Fund Summer Programs Make Difference in City Kids' Lives

By Judy Haberek

A chartered bus headed 60 miles north of New York City is all it takes to transport inner-city youngsters into what is for them a radically new environment. Disadvantaged inner-city children usually never have the chance to leave the city, so ordinary sites like a lawn, a backyard or the woods are totally alien to them.

The chartered buses that take more than 10,000 children to various East Coast rural locations are sent by The Fresh Air Fund, which has been providing this service since 1977. Most of these youngsters experience the country by spending two weeks with a host family. However, about 2,500 youngsters ages 8 to 15 attend one of four summer camps in New York state's Hudson River Valley.

The Fresh Air Fund has separate camps for girls, young boys, teenage boys and disabled children. All are situated on approximately 3,000 acres near Fishkill, N.Y. Special features shared by all camps include a planetarium, wildlife refuge, model farm and wilderness trail. The girls' camp makes up about 600 acres of that area.

Each year, 216 girls ages 9 through 12

spend 12 days at camp, staying four to a cabin. (The Fund hosts four such groups each summer.) Staff total 72-80

persons. One person who started 22 years ago as a counselor is Beverly McEntarfer, now the girls' camp director. She explained that swimming, row boating, canoeing and stargazing are part of the agenda, of course, as are nature crafts, such as collecting leaves to make a collage.

Many activities, however, are de-

Photo by Joan C. Barker



Judy Haberek is a regular contributor to "Voluntary Action News."

New York City youth enjoys country in summertime.

signed to be educational and get children interested in the environment. For instance, a child is blindfolded, taken to a tree to feel and smell the bark and then turned around. About half can successfully identify the same tree, McEntarfer reports. Another activity has the campers take a shovel of dirt and identify as many live things as they can. When that task is over, they are asked to put the dirt back together, thereby learning another lesson that the environment can't be put back together as it was once it is disturbed.

Although all the kids are low income and inner city, they still have many differences. Some come from intact families, while others live in group homes or with foster families. Some of the older kids are the head of their households, raising their younger siblings. Some are bright, while others are learning disabled or have emotional problems.

A Day in the Life

So, what's their first reaction when they get off the bus and see the camp? Although they tend to have a "where-am-I?" reaction, they do manage to notice the "icky" goose droppings, deposited courtesy of the Canadian geese that use the area as a stop-over point during migration.

The kids will then inquire as to whether there are actually fish in the lake. When told that there are, they insist that the lake water is dirty and refuse to swim in it, although they eventually change their mind, McEntarfer said. They are equally appalled at the lack of television and radio, but as soon as camp activities are underway, they don't miss the electronics, because there are so many things going on.

Day one also usually consists of the campers doing an incredible amount of just running around, because it is usually the first time that they have enough space to do so, McEntarfer said. Reactions of the campers are fairly predictable, she added. The first couple of days usually are the homesick period, she explained. Also, because the camp is a new experience, they are frightened of the new environment, so many of the kids act tough to compensate.

They try to fight authority and show they have control of themselves. They do this in different ways, McEntarfer said. "The kids are good at pushing the



right buttons." It is during this period that they also jockey to determine who is going to be the leader of the group, who's going to be the scapegoat and who will be the followers. Still, this lasts just a couple days.

Fear is also the reaction that the kids usually exhibit when first shown the model farm and its animals donated by local farmers, McEntarfer said. But then they get to pet the animals who are very tame. Once they start petting and feeding them, the kids "just warm right up."

The model farm includes adult and baby pigs, goats, sheep, rabbits, turkeys, an ox and a cow the campers can milk by hand. This way they can see where wool comes from, McEntarfer noted. The camp also has a garden where the kids can make the connection with what they eat. "Hand in Hand" is a cooking and nutrition class that emphasizes what McEntarfer called "healthy junk food" such as bran muffins, granola and yogurt mixed with berries picked from bushes at the camp.

"Kids Are Kids"

Although many of these kids come from tough neighborhoods and have to deal with things on the street that are not very pleasant, McEntarfer said that there are more likenesses than differences in children. Although they may be more grown up in some ways, she added, they are still just kids and still need attention.

Staff members who were campers tell The Fresh Air Fund that their experience was life changing—that they didn't know another world existed out-

side their community. This drove home to them that they had choices. Also, they were impressed that a stranger would take the time to care about them and inspire them to go to college, for instance.

The parents of the campers report that their children come back from the experience more independent and more self assured. They add that the kids often take responsibility for cleaning up things with less prompting. (Campers must keep their cabins clean and are assigned other chores during their stay).

McEntarfer added that jumps in kids' self esteem come from doing things they never thought they would be able to do. For girls, this means more physical things like learning to swim and sleeping out on the ground overnight.

Parents often experience one problem, though. They want their kids to look their best when they go off to camp, so they spend money on new clothes, which often end up getting dirty or lost. Kids are always forgetting towels and often don't bring sturdy shoes, because the inner-city family's idea of "going to the country" is often not realistic, McEntarfer explained.

Very often, she concludes, "the kids that challenge the staff the most are the ones who are crying the most when it's time to leave and are the ones who say they can't wait to come back next year."

Friendly Towns

One group of kids that returns to the country—sometimes year after year—is taking part in The Fresh Air Fund's

Friendly Town program. In this program, host families open their homes to children for two weeks or more in the summer. Each Friendly Town community is supervised by a committee of volunteers. Committee members select host families after reviewing their applications, visiting them in their homes and checking their personal references.

There are currently 316 Friendly Towns. Sixty percent of all children are invited back to the same families. Reinvited youngsters may continue to take part through age 16, and many spend the entire summer with the country families.

Joan Chatwood has been a part of the program for 16 years. She lives in a small town of 7,500 persons about 25 miles north of Buffalo. Although most families host one or two children, she is unusual in that she often hosts six kids a year (three at a time) because she has been dealing with the same family for about 15 years.

She and her husband have four children, although now only a 10-year-old daughter is still at home. Typically, she explained, host families will request a boy or girl to try to match the visiting child with their own. Their first child was Keith, who first stayed with them when he was eight years old and came back every summer for the next eight years.

Host families live in different areas on the East Coast, the criteria being that the location must not be more than an

eight-hour bus ride from New York. Maine is one area, for instance, as is the Buffalo area. Areas are always changing, depending on who is doing the hosting.

"I've had more fun with these kids," Chatwood insists. "That first little boy was so excited. 'Do you have a yard?' he wanted to know. 'Where is it?' he asked. 'You're standing on it,' I had to reply. The first time he saw a cow, he wanted to touch it, but was disgusted that it had a wet nose."

Gardens are equally fascinating to the kids, she reported. They don't know where food comes from. They see it as something in cans at the supermarket. They have never had fresh peas, but they love the tomatoes and will watch Chatwood as she weeds the garden, which usually lasts about 10 minutes, she said.

The city kids do have chores just like her own kids, such as the dishes. However, it's mostly a vacation for them, she said. They visit neighboring farms and go the county fair, for instance. They play on the grass, in the sandbox and ride their bicycles on the Chatwood's short, dead-end street.

"It is the most wonderful thing for them to ride bikes in the street, because they can't do that at home," she said. "Also, it just blew their minds to be able to leave the bikes in the front yard all night."

Still, Chatwood said, the children of-

ten tell her that what they enjoy best is just sitting on the front deck and talking. (She thought they would choose the pool as their favorite.) On the deck, however, the kids tell stories from New York. "Some are pretty gruesome," she admitted. Also, usually around dark, the kids start getting nervous and like to come in, because at home, that's when the shooting starts.

One nine-year-old refused to camp out overnight in the backyard, but his fear wasn't violence. "Joan, there are wild animals out there," he insisted.

Many things that Chatwood takes for granted are significant or a new experience to the city children. This goes for simple things like balloon fights or running through a lawn sprinkler, but it also means getting used to have a man around the house all the time. Most kids come from single-parent homes, so it amazes them when Chatwood's husband would show them how to put air in the bicycle tires, for instance.

It also amazes them to discover that the Chatwoods have been married for 30 years. "That's something they don't have in their life," Chatwood said. When one boy first saw the Chatwood's home, he wanted to know "How many families live here?" Equally surprising was the fact that they could just go in the neighbor's yard with no problem.

Mealtimes prove equally vexing at first. The kids just sit there, Chatwood said, as things are passed around the dinner table. They were not used to passing the food or getting seconds. When Chatwood later visited the family in New York, she noticed that the adults would fix the children's plates in the kitchen, so they only got a prearranged amount of food.

Likewise, one child didn't know how to respond to Chatwood's question: "What do you want for lunch?" Others often report that one of the things they will miss most when they go home is having snacks around the house.

Still, the similarities with all children outweigh the differences, Chatwood concluded. Most of the city kids had no problems in their summer homes. Those that did often fared well if put in another home. Mostly it was the children who couldn't get along with each other if there were problems. One girl, for instance, was jealous of the attention given the new youngster and felt threatened. ■

Photos by Joan C. Barker



Bush Honors 1992 Points of Light Award Winners



President and Mrs. Bush present award to Robert Zamora in White House East Room ceremony.

President and Mrs. George Bush presented the 1992 Points of Light Awards to 21 individual and group recipients at a ceremony in the White House East Room on May 1. Prior to the ceremony, the winners were the guests of President and Mrs. Bush at a luncheon in their honor in the State Dining Room. Other special guests included Olympic athlete Florence Griffith-Joyner, Chris Evert Lloyd and Michael Jackson.

The presentation capped several busy days of activities for the winners, including a trip to Capitol Hill to meet their senators and representatives, a tour of Washington, D.C. and a dinner in their honor keyed by Surgeon General of the United States Dr. Antonia Novello.

Created in 1982 as the President's

Volunteer Action Awards, the President's Annual Points of Light Awards are designed to honor outstanding individuals, families and organizations engaged in direct and consequential community service that addresses serious social problems. The program is co-sponsored by The Points of Light Foundation, an independent nonprofit organization, and ACTION, the federal domestic volunteer agency, in cooperation with the White House Office of National Service.

More than 4,500 nominations were submitted for this year's awards. The finalist judges, a group of distinguished Americans, included Anita Baker, entertainer; Frances Hesselbein of The Peter F. Drucker Foundation for Nonprofit Management; Jane Kenny, ACTION di-

rector; Rabbi Elimelech Naiman, executive director of the Council of Jewish Organizations of Boro Park, New York; Dr. Antonia C. Novello, United States surgeon general; and Dr. James J. Renier, chairman and CEO of Honeywell Inc.

Here are the recipients of the 1992 President's Annual Points of Light Award:

Archdiocesan Health Care Network

Washington, D.C.

The Archdiocesan Health Care Network was initiated by Cardinal James Hickey to involve Catholic health care professionals in providing care to low-income and homeless people in the Washington, D.C. area. The Network now involves more than 300 volunteer health care professionals of all faiths, as well as six area hospitals that admit indigent patients whose care is provided by network physicians. Referrals are made by 18 nonprofit community clinics and 15 homeless shelters. The program is managed by two staff members of Catholic Charities.

CASA (Care Assurance System for the Aging & Homebound)

Huntsville, Alabama

Care Assurance System for the Aging and Homebound was established in 1978 to provide the volunteer assistance that homebound and elderly residents of Huntsville need to live more independent lives and avoid early institutionalization. Volunteers provide transportation, shop for groceries, assist with household chores, and make minor home repairs. During 1991, more than 3,100 volunteers contributed 900,000 hours, providing more than 1,400,000 units of service to 4,655 people.

Columbia Cares

Englewood, Colorado

Columbia Cares is the employee volunteer corps of Columbia Savings. Up to half of the company's 425 employees participate annually in company-sponsored volunteer activities, many of them related to literacy and education. Employees screened applicants for the GED on TV program and now serve as



Michael Jackson congratulates winners and guests.

mentors to students. They answer telephones for the Homework Hotline, a state-wide toll-free homework assistance number sponsored by the company, and refer calls to teachers on duty. Other employees and customers read to children through the state library's summer reading program.

Emmanuel Reformed Church

Paramount, California

The Emmanuel Reformed Church of Paramount developed a partnership with the city in 1987 to provide a way that members could become involved in addressing the community's high crime rate, gang activity, and a low rate of adult literacy. Through a community pride activity, "Let's Get Paramount Neighborhoods Lookin' Good," members landscaped yards, painted out graffiti and repaired fences. Volunteers now tutor young children in a latchkey program, older children in intermediate schools, and adults in a community library.

Galilean Home Ministries

Liberty, Kentucky

Jerry and Sandy Tucker initiated Galilean Home Ministries 20 years ago when they adopted a child and began taking foster children into their home. They now provide a home and licensed school for more than 75 children, many

of whom are physically or mentally handicapped. They developed Born Free to care for infants of women incarcerated at the nearby Federal Medical Center. In addition to a paid staff of 37, Galilean Home Ministries involves numerous volunteers. Much of its monthly budget of nearly \$80,000 comes from charitable contributions.

Julie A. Garreau

Eagle Butte, South Dakota

Julie Garreau, a member of the Cheyenne River Sioux, was the leader in the development of The Main, the only youth center serving the predominantly Native American young people in Eagle Butte. She worked with the Tribal Council to establish the center and enlisted other volunteers to converting the space and solicit recreational equipment. Serving as volunteer project supervisor, she organizes fundraising events to cover the center's operating costs.

Frances Henderson

Chester, Pennsylvania

A resident of a neighborhood in Chester that has numerous vacant lots and houses and trash-filled alleys, Frances Henderson mobilized her neighbors to clean up the area, instilling in them a sense of neighborhood and pride. She encouraged children to organize the



James Paige III speaks with reporter.



Julie Garreau (rt.) and Dr. Sandra Jolson (left) meet the press on the White House lawn after receiving their awards.



Dr. Sandra Jolson with students of the Wymore Career Education Center, an alternative school in Maitland, Fla.

piles of trash, convinced the city to remove it, and raised funds to buy paint for the youths to spruce up elderly residents' homes. Working with the county Urban Gardening Program, she planted flowers and converted a vacant lot into a vegetable garden.

International Business Machines Corporation

Armonk, New York

Nearly half of IBM's U.S. workforce volunteer in their communities, many through company-sponsored and supported activities targeted to educational programs and disadvantaged young people. The company sponsors school partnerships; provides cash donations and IBM products to support projects in which employees volunteer; grants leave with full pay to employees to teach in universities and work in nonprofit organizations. Through Drugs Destroy Dreams, sponsored in cooperation with the National Urban League, 200 employees serve as mentors in early intervention programs in eight cities.

Dr. Sandra Jolson

Maitland, Florida

Dr. Jolson has volunteered at the Wymore Career Education Center, an alternative school for students in grades seven through 12, for three years. She be-

gan by teaching in the teen parent program, has tutored English and math and informally adopted students, serving as their mentor and tutor. Known to the students as Dr. J, she counsels students, helps them get jobs, tutors others preparing for college, and helps them locate grants and scholarships.

Life Development Institute, Inc.

Phoenix, Arizona

The Life Development Institute is a nonprofit residential facility serving up to 175 older adolescents and young adults with learning disabilities and related disorders. Community volunteers provide enrichment activities, life skills training, and assistance in preparing for job interviews. Approximately 40 of the residents participate in community volunteer activities such as serving meals in homeless shelters and community clean-up efforts.

Magic Mix Intergenerational Learning Programs

Kennett Square, Pennsylvania

Developed in 1987 by Genesis Health Ventures, Magic Mix is now active in 30 of the company's nursing home facilities in seven states. Latchkey children are brought to the facility where residents serve as mentors, assisting children with their homework, playing games, and teaching them skills. To

reach more at-risk children, residents travel to the schools and serve as mentors and team leaders, exploring specific topics with the children. They also serve as living historians, teaching about specific events in the nation's history.

Urban Miyares

San Diego, California

The founder of a small business, Miyares provides counseling to disabled veterans and others developing their own businesses. Diagnosed with diabetes, Miyares completely lost his vision in 1984. Each year, he works with nearly 200 disabled individuals and rehabilitation counselors both by telephone and at the Veterans Administration regional office in Mission Valley. In addition, he regularly presents seminars on the abilities of the disabled in the workforce at Small Business Administration training events around the country.

National Interfaith Hospitality Networks

Summit, New Jersey

National Interfaith Hospitality Networks for the Homeless was founded in 1986 to provide homeless families with basic housing, comprehensive assistance and the emotional support they need. Each network of eight to 13 congregations, involving 800 to 1,000 volunteers, shares the responsibility for providing sleeping accommodations in the church or synagogue facility, family meals, transportation to jobs and community agencies, and help in the job search process. Guests are screened and referred by local social service agencies.

Navy Kids Program

Washington, D.C.

Navy Kids was begun four years ago to involve enlisted and officer grade Navy personnel as tutors and mentors to at-risk students. Part of the Navy's Personal Excellence Partnerships Program, Navy Kids includes partnerships with 11 Washington, D.C. public schools. Once a week, 750 students are bused to six Navy sites where they interact with 1,200 tutors, each of whom has been trained by a professional educator.

Tannis F. Nelson
Wilmington, North Carolina

Tannis Nelson began volunteering at the Noble Middle School when her children were there and agreed to serve as volunteer coordinator for the 1990-91 school year. When the bookmobile serving a public housing complex was discontinued, she enlisted the support of parents to develop a study center at the complex. She secured a \$500 grant, purchased furniture and reference materials, and organized a book drive that resulted in more than 2,500 titles. She also organized a parenting fair to teach parents how to help their children in school.

Omaha Federation of Labor, AFL-CIO
Omaha, Nebraska

Twenty-four member unions of the Omaha Federation of Labor joined together to renovate a local mansion to be used for low-cost housing for families accompanying pediatric patients to the University of Nebraska Medical Center (UNMC). More than 500 volunteers from the industrial, building trades and public sector unions were involved in the 18-month project called Potter's House. The AFL-CIO solicited \$50,000 worth of donated building supplies, and a total of \$320,000 in labor and materials was contributed in the process of renovation. UNMC leases the property

to the Children's Transplant Association, which charges families \$7.50 a day for their stay.

Operation Results
Seattle, Washington

Operation Results is a community improvement effort initiated by residents and business people in response to the growing problems of street gangs, drug dealers and prostitutes in the Rainier Valley area. Because illicit activities depend on a favorable environment, the group worked with business owners and the city to improve lighting, install fences and replace touch-tone phones with rotary dial equipment, making it impossible to use them with pagers. They also instituted a hotline for residents to use to report suspicious activities.

James H. Paige III
Charleston, West Virginia

James H. Paige III has developed numerous recreational activities for young people in the East Wheeling, W.V., neighborhood where he grew up. Nine years ago, he organized a basketball tournament, which has grown into an annual week-long event. He spearheaded an effort to transform an abandoned neighborhood building into a comprehensive learning center, including computers and a library. Working with volunteer labor, small grants from the Gov-

ernor's Community Partnership program and a local foundation, and donations of supplies and equipment, he and his crew spent weekends renovating and rehabilitating the building. Up to 30 children a day use the facility, which offers tutoring and health and nutrition programs.

Students for Appalachia, Berea College
Berea, Kentucky

Students for Appalachia (SFA) is the student community service program at Berea College. Through SFA, students volunteer in adult literacy training, a drop-in tutorial program; serve as mentors to elementary through high school students in low-income rural communities, and as mentors to at-risk teenage girls. Students also sponsor a day camp that runs for 12 weeks each summer, attracting up to 30 students from elementary through high school for each two-week session.

Whitman-Walker Clinic
Volunteers
Washington, D.C.

Founded in 1973 as a free health clinic serving a largely gay clientele, Whitman-Walker Clinic began focusing its activities on AIDS in 1985. Over 1,700 volunteers now contribute the equivalent of 168 full-time staff people. Some serve as buddies, providing emotional support through regular calls and visits, and assist with daily living tasks; others provide transportation, visit hospital patients, provide telephone assurance, and lead support groups. Volunteers also present seminars on AIDS, staff a hotline, and conduct outreach efforts.

Robert Christopher Zamora
Pico Rivera, California

Robert Zamora, a 17-year-old high school student, created the Getting Busy Teen Club, which is now sponsored by the Los Angeles County Department of Parks and Recreation. As a volunteer at Salazar Park in East Los Angeles, he developed a rapport with the seniors at the park's senior center, convincing them to allow the young people to use the center for their activities. The 97 young members meet each afternoon for three hours of homework, group activities, and organized sports and games.



Tannis Nelson in reading room she helped establish when a bookmobile was discontinued in the Creekwood area of Wilmington, N.C.

Advocacy

Thinking About Policy Advocacy

By Nancy Amidei

The following article is excerpted with permission from *So You Want to Make a Difference* by Nancy Amidei, © 1991 by OMB Watch. This 61-page booklet can be obtained for \$10 from OMB Watch, 1731 Connecticut Ave, NW, Washington, DC 20009-1146, (202) 234-8494.

Many people hesitate to get involved in advocacy because they equate it with activities they aren't comfortable with—like demonstrations on the courthouse steps or public protest. Those are legitimate advocacy strategies, but they are only part of the story. "Advocacy" covers a range of activities broad enough to include just about everyone, in just about any kind of setting. And most are things we already do for ourselves, our neighbors, our friends. Policy advocacy just carries it into the policy arena.

It helps to keep a few underlying principles in mind:

- Advocacy assumes that people have rights, and those rights are enforceable.
- Advocacy works best when focused on something specific.
- Advocacy is chiefly concerned with rights or benefits to which someone is already entitled.
- And policy advocacy in particular is concerned with ensuring that institutions work the way they should.

These last two points are related. You have a right to accurate tax bills; your neighbor has a right to his social security. Speaking up to protect such rights isn't unreasonable.

You wouldn't just pay unfair tax bills or give your neighbor a list of soup kitchens and suggest he adjust to life without social security. Instead, you take action to make certain that the government sys-

tems involved (the tax office, the social security agency) operate according to the law. That's policy advocacy.

Anyone can be a policy advocate who is willing to

- speak up;
- help others get benefits to which they are entitled;
- challenge government systems when they don't work;
- work for laws, budgets, and policies that do work; and
- be a voice for others (especially those with troubled lives) with policymakers.

Without better public policies, many troubled families won't have what they need to be productive members of their communities. Advocacy can help change that.

Ours is a system that works well for anyone with knowledge of, and access to, the political process. It works less well for those who either don't know how to get involved, or who face problems in getting involved—like children, poor families, and the mentally or physically handicapped.

Six Good Reasons to Get Involved

This is where you come in. As Americans we pride ourselves on having a system that's fair and open to all no matter what their age, or income, or race. But that does not just happen by accident, and neither

will last years' prior victories stay won without vigilance.

Left on their own, some groups (e.g., "crack" babies, retarded citizens) tend to be voiceless. How they fare in the political process depends on the role that others are willing to play on their behalf. And when those "others" (i.e., you and me) fail to get involved, too often the voiceless get left out.

Fortunately, when more of us get involved, wonderful things can happen. All of the legislative victories of recent years—civil rights for people with disabilities, child care for working parents, health care for low-income families, more community-based services for the mentally ill, fairer budgets and tax systems, child welfare services and nursing home reforms, and many, many more—are the direct result of advocacy. They represent a tremendous achievement through which millions of Americans have been helped to a better life, and in which millions of ordinary Americans can take pride. Getting involved won't always lead to victory, but not getting involved never does.

Besides, advocacy is fun. There's a tremendous exhilaration in winning, as well as a lot of satisfaction just in trying. But if making your corner of the world a better place and having a good time are not reason enough, here are six more:

Charity is Not Enough

A lot can be accomplished by caring people who offer a helping hand. It's great to volunteer at a shelter, or donate toys to the local hospital. But that won't always be enough.

Donated toys are no substitute for a way to pay the rent, and families with a disabled family member don't need a shelter nearby so much as they need affordable housing and access to home-based care. Volunteers can't answer either of those needs unless they're also working for public policies to ensure the availability of low-cost housing or the home-based services so many families need.

Even the nation's Catholic bishops (no opponents of charity) acknowledged in 1988: *Charitable efforts cannot substitute for public policies that offer real opportunities and dignity.*

That's where policy advocacy comes in. Without better public policies, many troubled families won't have what they need to be productive members of their communities.

Advocacy Has A Role for Everyone

It is possible to be an advocate by

- informing others
- writing or calling a policy-maker
- organizing a grass-roots campaign, or
- helping in the background (e.g., doing the research or writing a check).

Advocates for better social policies can be found anywhere—in public agencies and private; in clinical settings and direct service projects; among volunteers and professionals; on the boards of community agencies and business roundtables; whether voted into office or just voting.

Sometimes individual effort is all that is needed. A Texas social worker with an irregular work schedule used to monitor the weekly city council meetings whenever possible. One day she heard a dog owner complain to the council about the unfairness of making him pay a license fee when cat owners paid none (a differential the council chose to ignore).

Some time later she heard the council consider a proposal to cut services at a mental health clinic, for lack of what seemed a relatively modest sum. During a break, she called the pound and the SPCA, collecting estimates of the number of cats in the area. Then she made a quick calculation to pass on to one of the council members. It showed that if the same fee required of dogs were also applied to all of the cats, there would be enough money to maintain mental health services—and dogs would win “equity” with cats. The council agreed, and the services were saved.

Some Problems Require a Broad Attack

At other times, individual efforts are not enough. For years, women’s groups and child health advocates scrambled to line up free health care for individual pregnant women whose incomes were too high for Medicaid in their state, but too low to afford private insurance. Each time an uninsured pregnant woman came to their attention, some one went through heroic efforts to find the care and support she needed. Over time, several (or several dozen) pregnant women per community were helped in that way. But many more equally needy women and babies were not.

That’s why advocacy groups across the country decided to attack the bigger problem: state Medicaid limits that excluded too many low-income pregnant women. They worked to persuade governors, state legislatures, and eventually the U.S.

Congress to change the rules, and bit by bit they have been winning.

That required a rather sophisticated effort which included knowledge of the laws, the efforts of a group, the help of professional lobbyists and sustained activity over a period of months or even years. (One of those involved, Rae Grad, is a nurse who now heads the National

Commission to Prevent Infant Mortality. She began her advocacy “career” by writing and sending out a newsletter from home, while her children were small.)

Each victory along the way meant the involvement of countless ordinary people along with the professionals, but each victory also meant that many more high-risk women and infants would get help—including those in small towns and rural areas where volunteer medical care and advocacy groups are scarce.

Any time we insist on helping only through one-on-one, voluntary activity, we make others dependent on the whims and fashions of charity. And we effectively “write off” everyone who lives where the charity that’s needed isn’t available.

Government Policies Affect Everyone

There are also self-interested reasons to get involved, whether the people needing advocacy are related or not. Everyone with an interest in the future, for example, has a personal stake in policies for children. Marian Wright Edelman, president of the Children’s Defense Fund, once remarked that depending upon what we do now for the children, before long they will either be supporting us, depending on us or shooting us.

Every level of government is important and plays a part. Some examples:

- Local school boards are responsible for the schools.
- County and city governments operate hospitals, mental health clinics and social services.
- State governments decide who gets welfare and whether child care is licensed and affordable.
- Federal laws influence such matters as whether there is housing available at a price that working families can afford, and whether tax policies are supportive of families with low wages.

Some of the more visionary members of the business community understand. They reach out to meet immediate needs by forming partnerships with individual schools, and work through the political process to improve conditions in all the schools. Business leaders in Chicago, for example, lobbied the state legislature on behalf of education reforms, while on the national scene, the business executives who make up the “Committee for Economic Development” have become powerful advocates for greater government investments in prenatal care, child care, and education. ■

‘ADVOCACY IS FREQUENTLY AN ORGANIZATION’S BEST SERVICE’: ADDITIONAL RESOURCES

The Nonprofit Lobbying Guide. Robert Smucker. Jossey-Bass Publishers, 1992. \$22.95 + \$2.50 shipping/handling. Order from: INDEPENDENT SECTOR, 1828 L St., NW, Suite 1200, Washington, DC 20036.

More and more, voluntary organizations and their funders are realizing that to fulfill their missions they need to influence public policies and services. For example, when people rally to the hungry or homeless, they begin to look behind the endless lines and ask what can be done to get at systemic causes.

The Nonprofit Lobbying Guide: Advocating Your Cause—And Getting Results by Bob Smucker discusses this role of voluntary organizations and provides how-to guidance. It is divided into two parts: (1) “How to Lobby” and (2) “A Guide to Technical Issues Related to Lobbying.” Smucker says in his introduction that he wrote the book for volunteers and staff of nonprofit organizations, “especially new volunteers and staff, to help them take advantage of the new and exceedingly liberal rules for lobbying by nonprofits. These rules now make it possible for nonprofit groups to lobby more freely for their causes and clients.”

Foundations and Lobbying: Safe Ways to Affect Public Policy. John A. Edie. Council on Foundations, 1828 L St., NW, 3rd floor, Washington, DC 20036. 1992. \$25 + \$2 shipping/handling.

There is an attitude that voluntary service is to be applauded and advocacy is to be disdained. *Foundations and Lobbying* offers guidance for those in the funding world who might wonder if advocacy applies to them.

Insurance

Insurance for Nonprofit Organizations: Background

Until very recently, nonprofit organizations routinely complained of premium costs based on experience ratings from other businesses and industries. There was little or no recourse, especially during the premium “wars” of the 1980s. But, as the nonprofit sector researched its mutual relationships to its insurance needs and its collective loss data, it became very evident that nonprofits should act together to meet their risk management needs.

In the mid-'80s, the Ford Foundation funded a Nonprofit Sector Risk and Insurance Task Force to come up with substantive findings and possible recommendations. The eight recommendations reflected the problems. Collective action was the first one; the next two dealt with analysis of data and loss statistics to control both premium costs and claims resolutions appropriately for the sector as a whole.

Typical examples of how the concept of self-solving insurance problems burgeoned in the nonprofit sector are two quite different companies, both serving nonprofits across the country.

From its headquarters in Sarasota, Florida, the Nonprofits' Mutual Risk Retention Group (NMRRG), offering liability coverages to its membership, recently announced its licensing by the Vermont Department of Banking Insurance and Securities. It is now licensed in all 50 states. A non-assessable mutual company, it meets all the liability needs of its members (including coverage for Improper Sexual Contact). In addition to the liability program, which it underwrites itself, it has a program in place to cover property, crime/fidelity, directors and officers, and excess/umbrella liability.

These latter categories are group underwritten by cooperating major insurance carriers.

Director of Underwriting Mark Arnold, says that these companies charge a composite rate, and in exchange for breaks in the rate, have requested their names not be used in advertising or publicity pieces. “They are all A-1 companies,” he reports. Property companies give NMRRG “a real-



ly good break on the rates,” as do the three U.S. re-insurance companies whose cost breaks vary with each described risk. “From a liability standpoint, we are re-insured to the last dollar,” he adds.

Across the country, in Pasadena, California, the National Nonprofit Unemployment Insurance Trust (NNUIT) has a different story. Started in November 1989 by the National Council of Non-profit Associations, its organization is that of a guarantor trust. Each nonprofit employer has a separate account in the pooled trust.

Under the 1972 tax code, which required nonprofits to provide unemployment compensation coverage, agencies were allowed to reimburse state unemployment agencies directly from claims paid, rather than contributing to the state pools. However, when states construct their unemployment rates, they frequently impose protective ceilings for certain industries (fast food, construction, aerospace), thereby subsidizing fast turnover industries. This means that everyone else, including nonprofits that historically show considerably lower turnover, contributes to a state's loss reserve.

The then seven states of the National Council formed the NNUIT to allow nonprofits to pool their unemployment compensation contributions in a single trust, which, responsive to the nonprofits' claims record, could afford to assess an initial contribution rate of 30 percent less than state pools required. An agency that might have paid its state \$4,000, now pays \$2,800.

Today, the trust has around \$2 million in funds that it commits partially to “socially responsible investments.” NNUIT serves 450 agencies in 12 states, covering more than 20,000 employees. The loss ratio is an excellent 47 percent. Under contract to the Trust is a national professional claims monitoring firm. NNUIT only operates in states where there is a state association of nonprofits.

Obviously, these two organizations are effecting measurable savings for their members. The movement is young, but growing in the right direction for the sector, which is assuming greater responsibilities and facing mounting financial pressures.

For further information, contact Mark Arnold, NMRRG, 1-(800) 533-3097 and Denis Ouellet, NNUIT, (818) 446-7303.

Reprinted with permission from The Practical Philanthropist, March 1992. ■

The All-Encompassing Task of

MOTIVATING VOLUNTEERS



The key is to consider the needs of the volunteer first.

By Linda Thornburg

When it comes to motivating volunteers, volunteer administrators must think in terms of structuring their recruitment, program design and retention efforts to meet volunteers' needs. According to recent research by Clary, Ridge and Snyder of the College of St. Catherine and the University of Minnesota, a volunteer's needs have to be met if an individual is to remain a committed and valuable part of a program. And—a well-designed program will have the kind of flexibility to meet different and sometimes conflicting needs of volunteers.

The researchers argue that looking at the needs of individual volunteers and what function volunteering serves for an individual will help volunteer administrators make the most effective use of their volunteers. While this is a fairly simple idea, it tends to get buried in concerns about how many people the program is serving, how to allocate a limited budget, or other administrative headaches. But it is common sense to think that if your volunteers are happy, your program will be stronger. Understanding what makes your volunteers happy and what they need and

Linda Thornburg is a freelance writer in Alexandria, Va.

want from volunteering can be a tremendous advantage in running a program where volunteers play a role.

While there are probably as many reasons to volunteer as there are stars in the sky, the researchers have boiled them down to six broad categories. They stress that people often are fulfilling more than one of these needs when they volunteer: acting on deeply held beliefs about the importance of helping others; understanding people or learning for the sake of learning; learning particular skills or facts that will lead to a job or potential career contacts; meeting the expectations of friends, family or a social group held in esteem; feeling needed and important; and providing relief or escape from negative feelings about oneself.

Some volunteer administrators intuit these needs when they recruit, interview, place, train and supervise volunteers. But the most successful programs are those where administrators and others involved in program design think carefully about the volunteer's needs and how to fulfill them. The following examples present programs that have successfully anticipated problems volunteers might have and designed programs to meet volunteers' needs—and keep them motivated.

Anticipating Objections

The One to One Mentoring Partnership is a creation of One to One and United Way of America. It was formed to promote the concept of mentoring as a success strategy for young people, especially those who are at risk of dropping out of school, becoming involved in drug use and dealing, or succumbing to a culture of violence.

Miami is one of 12 pilot cities where one to one mentoring programs are being introduced in existing agencies. In Miami, the programs are operating in such agencies as Big Brothers/Big Sisters, Cuban American National Council, Dade County Public Schools, Girl Scouts, Midnight Basketball and North Dade Chamber of Commerce.

Tanya Vajk, director of the United Way of Dade County Center for Voluntarism, recruits mentors for 25 agencies throughout the county. She recently completed a lengthy research project in which she studied the barriers to mentoring. She discovered that sometimes people were reluctant to volunteer because they were unfamiliar with the neighborhoods they might be asked to visit. Sometimes they imagined that a commitment to a single child would be an overwhelming responsibility. Some people feared they could

not spare the necessary time. Others thought the bridge between their own world—often the corporate community—and that of the person they were mentoring would be too vast.

Vajk and the agencies who seek volunteers designed literature to answer these objections. One of the most important barriers to overcome was the perception that the potential volunteer wouldn't have enough time.

"A mentoring volunteer could devote as little as one 2-hour period during a year to giving a single seminar to a group of adolescents on career choices," Vajk said. "If the person is available on a weekly basis, there are dozens of programs where they can give only one hour a week. The important thing is to make the potential volunteer community aware that the opportunities are not limited to lengthy, regular time commitments."

People who might have volunteered but never made the final commitment sometimes were afraid they would be working with the child all alone, having to take on some rather onerous parenting tasks. According to Vajk, "the perception of accountability was overwhelming. But most agencies offer a lot of training and support and have very clearly defined roles for their volunteers to play. If a potential volunteer can find an age group or a type of child they can feel comfortable relating to—infants, perhaps, or pregnant teens, disabled individuals, slow learners, orphans, even sports enthusiasts—some of these fears are calmed."

It is common sense to think that if your volunteers are happy, your program will be stronger.

Location, another concern for potential volunteers, isn't really a problem either. "There are opportunities right next to where volunteers live or work, and there are public meeting places such as schools and libraries where they can meet if that's convenient," Vajk said.

The final objection, bridging the cultural gap, may be the most difficult to overcome. Vajk believes that it is the agency's

responsibility to prepare its volunteers, especially corporate volunteers, for the type of person they will be mentoring. "This means letting them know that a child may not show up, that some of these kids have never been in a car, or a host of factors that the agency is very much aware of but the potential volunteer might not have a clue about."

To combat the fears of potential volunteers, United Way of Dade County's One to One Mentoring Partnership developed a directory of agencies looking for mentors. It contains a brief description of each of the 25 programs, a clear indication of how much time is needed and when, age and other requirements for the volunteer, and a sentence about program support, such as training, counseling and supervision. In the front of the directory, readers are told: "You may have time restrictions, or a special interest in the training and ongoing support available through an agency or school. You may want to do a one-time group presentation. You may be interested in tutoring at a school near you during lunch hour. This directory will help you find the programs that meet your needs."

Another brochure gives readers a quick look at the range of options for time commitments—from one time only to once a week; and the range of options for youths one could mentor, from infant to first-time offender. It also says a mentor can be a volunteer, professional, between jobs, home maker, retired, student, or someone who loves children, likes to tutor and makes the time. And it lists the types of program support available.

"This is an attempt to inspire the potential volunteer whose reservations aren't really valid. It's then up to the agency to follow through and deliver on promises," Vajk said. "After we have defined the apprehensiveness and answered it, it's very important that the volunteer is reassured in the actual work he or she does that these apprehensions are indeed not valid."

A Well Designed Program

Mary Cueharski runs the Prince George's County, Maryland, Christmas In April program. The program has 21 functioning committees that meet all year long to prepare for a single event—the marshalling of 2,200 volunteers who fix up 100 houses one spring day in April. Cueharski estimates that volunteers have donated \$4 million worth of work over the last four years repairing the homes of elderly and disabled persons.

"We need to introduce people to volunteer experiences in a way that is easy for them and to make these people feel useful with the limited time they have," said Mary Reese, executive director of the Prince George's Voluntary Action Center. "This is why Christmas in April is so good. I worked last year and in one six-hour period my group painted the house, did the wallpaper and wiring, painted the trim and the gutters and planted 12 azalea bushes. I worked with a chiropractor, and we learned that together we made a pretty good team."

Understanding what makes your volunteers happy and what they need and want from volunteering can be a tremendous advantage in running a program where volunteers play a role.

Reese says the program is enormously successful at recruiting volunteers because all participants have to do is show up with one tool specified ahead of time. The organizers provide the right equipment and materials, so that volunteers can spend their time doing things they really feel are productive.

According to Cueharski, there is nothing to maintain enthusiasm like seeing a leaky roof repaired so that an elderly woman doesn't have to worry about the rain. "People don't forget after they've done this," she says. "They get impatient for the next year right away."

Part of the reason the program works so well is that 50 to 60 volunteers work during the year to assure that the event goes as smoothly as possible. There is a house selection committee; committees that arrange for the various equipment and materials, much of them donated for the day by the county; house captains, who recruit people to work on the houses they have

been assigned; a committee to plan a huge picnic afterwards where volunteers have a chance to socialize; and a committee to try to accommodate the personal requests of volunteers, such as being near public transportation or working with specific individuals.

‘The important thing is to make the potential volunteer aware that the opportunities are not limited to lengthy, regular time commitments.’

Because the event itself changes the lives of so many beneficiaries, volunteers who have the time to work for Christmas in April during the year stay highly motivated, and those who give one day during the year usually come back again the next year. It is an efficient use of volunteer resources. The organizers also have learned how to take advantage of existing official structures, such as the county transportation and housing departments, to obtain needed equipment like backhoes and computers.

‘You Don’t Motivate People, You Give Them the Chance to Perform’

“You don’t motivate people, you put them in situations where they can achieve and grow,” says Connie Skillingstad, manager of community resources for St. Joseph’s Home for Children in Minneapolis. St. Joseph’s has 1,300 volunteers, 350 of them in regular, on-going positions, who assist in programs that benefit children with behavioral and mental health problems. The Center has a shelter with 80 beds for children in transition from difficult family situations and serves more than 1,000 mentally and behaviorally handicapped children a year in day programs.

Skillingstad says she hasn’t recruited for years, other than to broaden the diversity of the volunteer group, because she always gets more interest than she knows

what to do with. In fact, because the qualifications for working with these children are rather stringent, she accepts only 25 to 30 percent of those who inquire about volunteering. She even waits for potential volunteers to show interest a second time before scheduling a screening interview with them.

“The work itself is the motivation,” she said. “And the work has to be important to volunteers by their definition, not mine. Every person is at a different stage in their lives, and you simply have to honor their reasons for volunteering. They may volunteer to get status, to be recognized, to make social contacts. All of these are perfectly valid reasons. It’s my job to really listen to that person and be in touch with what they want. As I listen to potential volunteers talk about their lives, I look for the spark in their eyes, for the thing that really excites them, and I try to match that excitement to a position that will fulfill their need.”

Skillingstad sometimes uses a 35-question exam designed by Ray Francies in Green Bay, Wisconsin, to measure how a potential volunteer is motivated (see box on page 18). The test, which is self administered and can be self scored, measures such motivations as the need for new experiences, feelings of social responsibility, expectation of future rewards, and the need to achieve.

Skillingstad tries to place her volunteers in jobs that will give them the emotional or intellectual fulfillment they need. She works hard to understand the reasons that drive a particular person to want to volunteer at St. Joseph’s, and then she makes sure that she measures the person’s emotional satisfaction with their work after they have immersed themselves in the program.

“I have a volunteer who works many hours,” she says. “He is a retiree, a former sheet metal worker. His family, which includes two nearly grown step-children, is jealous of his volunteer work. But this man, who is a clown for the children, needs to be needed. Being needed and getting the recognition that he doesn’t get at home but does get in volunteering is more important to him than finding a position in which he could make money. What he does for us fulfills some very deep need within him.”

If you place someone in the wrong position, it will work out badly for everybody. “There was a woman I was interviewing who had a rather flat affect. She didn’t get excited about much. She had spent 40

A FUNCTIONAL STRATEGY TO UNDERSTAND MOTIVATION

“Acts of volunteerism that appear to be the same on the surface may actually reflect different underlying motivational processes,” say Gil Clary at the College of St. Catherine and Mark Snyder and Robert Ridge of the University of Minnesota. These researchers designed an instrument to measure why people volunteer. Using functional analysis—an approach which looks at underlying needs—the researchers studied 1,500 volunteers and students to determine whether their reasons for volunteering could be categorized. The result is the Volunteer Functions Inventory. This tool, which the researchers say can be used in the design of recruitment and retention activities, measures six primary functions served by volunteer activity:

1. Values: Acting on deeply held beliefs about the importance of helping others. An example of a statement that reflects this category is “I feel compassion toward people in need.”

2. Understanding: Satisfying the desire to understand the people one serves, the organization, or oneself. Example: “I can explore my own strengths.”

3. Career: Volunteering to explore job opportunities or make contacts that will lead to job offers. Example: “Volunteering will look good on my résumé.”

4. Social: Fulfilling needs to behave in a socially acceptable way. Example: “People I know share an interest in community service.”

5. Esteem: Enhancing esteem by feeling needed and important. Example: “Volunteering makes me feel important.”

6. Protective: Escaping from negative feelings about the self by volunteering. Example: “No matter how bad I’m feeling, volunteering helps me to forget about it.”

These six categories are reflected in the Volunteer Functions Inventory, which consists of 30 statements about volunteering. Volunteers report how important or accurate each of these is.

For a complete list of questions and instructions about how to score answers, contact: E. Gil Clary, College of St. Catherine, 2004 Randolph Avenue, St. Paul, MN 55105.

years on a factory line and hungered for attention and social contact. When she mentioned that she had worked in the school library in high school she perked up. So I put her in our library. But in our library, unless you reach out to the kids they pretty much ignore you. You have to make it a user friendly place and she didn't have the skills to do that. She got more and more depressed. She would have kept coming forever, but when I asked her, she said she really wasn't happy. So I arranged for her to volunteer at the local library, where she is very happy. You're not doing people a favor by putting them in places where they don't fit in."

Nora Davis, the program coordinator for the United Way of Minneapolis Volunteer Center, says St. Joseph's runs one of the most successful volunteer programs in the area.

At the Minneapolis Volunteer Center, the emphasis is always on meeting the needs of the volunteers first. Davis, who refers volunteers to more than 5,000 programs throughout the area, says the center wants to get the right match for the volunteer. "When people call the center and ask, What's your greatest need? I wouldn't presume to advocate one program over another," Davis said.

The Minneapolis Volunteer Center has 24 categories that potential volunteers can choose from. The 5,000 programs are listed in a data bank, and a volunteer can have a personalized computer search that will generate two or three different programs to explore. Volunteers also can choose a special population they would like to work with: children, adolescents, seniors, ethnic or cultural groups. By the time they get to a program like that at St. Joseph's, they have already made some important choices about the type of work that is important to them.

In Some Cases, Training Is Everything

Judy Kinzel runs a statewide volunteer program for the Rhode Island Rape Crisis Center. She and a handful of other staff members work with 100 volunteers, most of them answering hotline calls from their homes across the state. Because the work can be emotionally difficult, and because it's hard to supervise long distance, Kinzel and her colleagues place a heavy emphasis on training. Until recently they trained volunteers for 30 hours over a five-week period, which was hard on the staff, hard on the volunteers, and hard on recruitment.

These days the Crisis Center provides training in an intensive 24-hour format that is offered in one of four areas in the state. New volunteers meet on Friday night. They get introduced to the training gradually, building to an intensity on Saturday and Sunday.

On Friday the groups get basic information about sexual assault. What are the facts and what are the myths? Then they begin a story circle exercise. The rules for this exercise are that you must be in possession of a stone, used as a prop, in order to speak. You must speak on three topics: what gender based identity means

THE VOLUNTEER NEEDS PROFILE

Long before the Volunteer Functions Inventory was created, an employee of the Brown County, Wisconsin Social Service Department designed his own instrument. Ray Francies says in exploring the use of tools to measure volunteer motivation for a master's thesis in the early '80s, he could find nothing suitable. So he created the Volunteer Needs Profile. People from all over the United States and some foreign countries since have contacted him for permission to use the tool, Francies says.

The Volunteer Needs Profile measures the need for experience, feelings of social responsibility, the need for social contact, responding to the expectations of others, the need for social approval, the expectation of future rewards, and the need to achieve.

Francies says an individual's total score will present a picture of preferences that volunteer administrators can use to steer the volunteer into the right position. The Profile is presented at the end of this article.

personally in terms of opportunities and limitations, how violence affects your life, and what it means to be empowered. Because you can talk only when you have the stone, the stone rule forces the rest of the group to listen.

The members of the training group are from diverse neighborhoods, cultural and educational backgrounds, and ages, and the training is a rich introduction to issues that will come up again and again in a hotline crisis counseling situation. The story circle is used to illustrate how people listen, or don't listen, and how people may have very different perspectives

about issues such as sexual identity or violence.

The training continues on Saturday with films of highly emotional interviews with those who have been raped. There also is some role playing, some team building and exploration of the many issues involved with a rape's aftermath.

"The volunteers like the intensive training format and they like interacting with people from different backgrounds," Kinzel said. "They leave feeling very supportive of each other. Everyone's experience is valued. Everybody brings something different into the work. The story circle helps them to get close very fast. Then they have to participate in games in which they need to depend on each other and this helps to strengthen those bonds."

The groups meet every other month to share their experiences and give each other support. "This is emotionally draining work and we have to stay healthy," Kinzel said. "The group comes together for support, and part of the support is listening for what's too difficult to say. Too many times in programs like these, people burn out fast because their support system is not strong enough. We concentrate on empowerment of our volunteers, who in turn try to empower the survivors of rape."

'After we have defined the apprehensiveness and answered it, it's very important that the volunteer is reassured in the actual work he or she does that these apprehensions are indeed not valid.'

Volunteers at the Rhode Island Rape Crisis Center must deal with child molestation, old memories that an individual may be trying to reconcile for the first time, recent rapes and rapes of men. The range of issues is broad and the time commitment is heavy. The center requests three

12-hour shifts a month for a minimum of six months. Volunteers also may meet the victims at the hospital or police station to provide support.

‘As I listen to potential volunteers, I look for the spark in their eyes, for the thing that really excites them, and I try to match that excitement to a position that will fulfill their need.’

The supervision is one of the most difficult and critical parts of the program. When a call comes in to the hotline switchboard, the volunteer who is next in line takes it. The person who takes the call later contacts the hotline manager, who is a paid staff person, the same day or the following day if the call comes in late at night, as they frequently do. The two discuss the call, any problems the volunteer had, and anything the volunteer wishes had been done differently. The volunteer receives immediate feedback from the hotline manager. Any particularly difficult problems are dealt with anonymously in the monthly newsletter or in the bimonthly meeting.

“The training and the on-going support are crucial in a program like this,” Kinzel said. “We don’t have many qualifiers for people to volunteer, so we have to be sure that they are prepared, both for the sake of the person who is in crisis and so that they will be able to make the long commitment we ask of them.

“About fifty percent of our volunteers are rape survivors themselves, and those people I have to reject are usually not far enough along in the healing process. If they aren’t far enough along, they will miss cues and have blocks to hearing the victim’s story, and they won’t be good advocates.

“We send potential volunteers an extensive information packet with a job descrip-

tion and information about the training program and the time commitment. Many people will self select out when they learn that they may need to make women aware of their choices in having a baby or not. Some women who are new to the area and want to meet other feminists drop out because the idea of working alone from their homes doesn’t appeal to them. But we don’t lose many of our volunteers. Intensive training and good supervision are so important. We also try to let our volunteers know what we are doing as an institution to change the system, and this is good motivation too.”

Supervision Is a Part of Motivation

Managing 130 volunteers, nearly 90 of them in places away from where you are located, isn’t easy for one person, but Connie Charette has a system she thinks works well. Charette runs a volunteer literacy tutor program called Darkas Place in Providence, Rhode Island. Most of the individuals who receive tutoring are low-income, single parents in desperate need of basic literacy skills. The Darkas Place Literacy Center has four classes that are conducted at the headquarters building, and a tutoring program for individual students. Tutors can meet with students at libraries, homes or other mutually convenient places.

“It’s easy to find people to serve as tutors because this type of volunteering has become almost fashionable,” Charette said. But although she doesn’t have recruiting problems, Charette does have to spread herself thin to supervise so many volunteers. “I can keep in touch with those people who come into the classroom fairly easily,” she said. “But I needed a mechanism that would allow me to keep track of the others.”

She found it: a monthly newsletter—only one side of one page—with different ideas about how to approach students and with news about what’s going on at the Center. Along with the newsletter, she sends a preaddressed, stamped postcard to each volunteer, which asks for such information as what kind of progress the student is making, how many hours have been spent in tutoring, and any comments about the program.

Charette says in her training she stresses that it will be the responsibility of the tutor to contact her for help, if it’s time to change materials, or to talk about how to do things differently. “I get a good response from the postcards and I chart them. If I don’t hear from people, I give

them my attention. Then every three months I follow up with request for an extensive quarterly report from the volunteer so that I’m able to keep track of what’s going on.”

Because the volunteers are more or less independent, this approach calls for a training program in which prospective volunteers are given good information up front about what types of behavior they can reasonably expect from their students. “I tell them they may have people who want a GED but see how hard it is and give up,” Charette said. “They may be matched with two or three people before they find someone willing to stick with it. I tell them to think about why they are really here. If you think you’re here for someone else, you’re mistaken, I say. You’re here because this fulfills some need in you. This is not a romantic assignment.”

But Charette says the rewards sometimes can be almost overwhelming. “I have a volunteer who worked with a woman whose life was radically changed because of her new confidence. She left a physically abusive situation. The role of education can be very powerful.”

‘We don’t lose many of our volunteers. Intensive training and good supervision are so important. We also try to let our volunteers know what we are doing as an institution to change the system, and that is good motivation too.’

What these programs have in common is their administrator’s willingness to consider the needs of the volunteer first, sometimes even before the needs of the program. In the end, it works out well, as volunteers stay longer, have greater commitment, and spread the word that the project is worth volunteering for. ■

THE VOLUNTEER NEEDS PROFILE

Introduction

Please relax. This is not a test. There are no right answers or wrong answers. The Needs Profile measures several areas in which people may be motivated. The Profile gives feedback as to which needs most strongly motivate a particular individual. There are no GOOD or BAD motivations.

Please be as honest as possible in your answers. Only by being honest can an accurate profile of your needs be obtained. The results will be used to match you better in a volunteer assignment.

Instructions

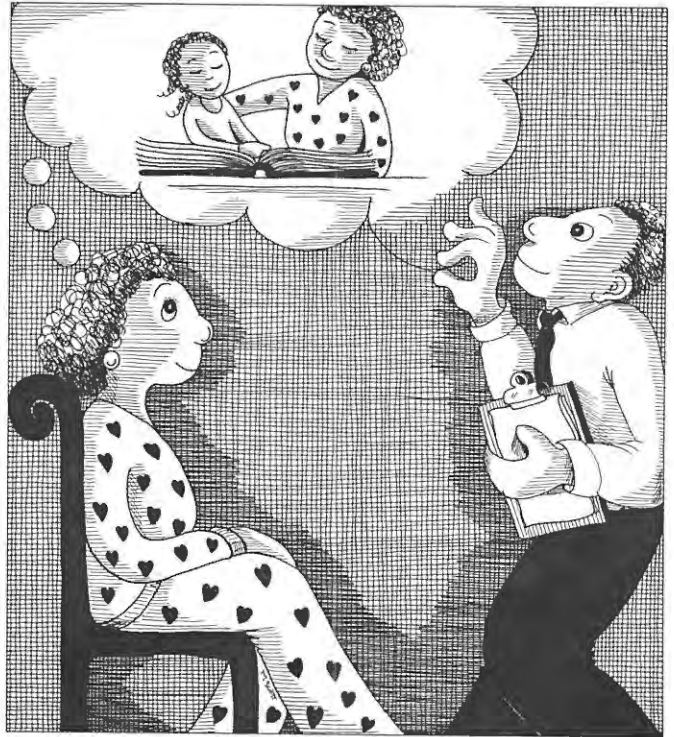
To answer these items, there are two steps:

1. Each statement has two sides. Decide which side is *most* like you. Even if neither side is much like you, pick the side that comes the closest.
2. *On that side only*, decide whether that side is "Almost Always True" for you or only "Sometimes True" for you. Please mark the corresponding box below.

Only mark one box for each entire statement.

Do not skip any statements.

You will find several statements that are very similar, but they are slightly different, so your answers may not always be the same.



Sample

Below are two examples of how another person answered the items. Please note that only one box per statement has been checked.

	Almost Always True For Me	Sometimes True For Me			Almost Always True For Me	Sometimes True For Me	
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some people volunteer to gain experience to help them get a job.	- BUT -	Doing volunteer work for experience for a job is not important for other people.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they have so much that they should share.	- BUT -	Other people are not too concerned about having more than someone else.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Volunteer Needs Profile

NAME: _____

AGE: _____ SEX: Male Female Today's Date: _____

	Almost Always True For Me	Sometimes True For Me		Almost Always True For Me	Sometimes True For Me
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they have so much that they should share. - BUT - Other people are not too concerned about having more than someone else.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not care what other people expect them to do. - BUT - Other people volunteer because someone else expects them to do so.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to be thanked for what they do. - BUT - Other people are not concerned if the people they help say thanks.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not feel they will be rewarded for their efforts. - BUT - Other people feel they may need help someday and their efforts now will pay off later.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to know their efforts make a difference in someone's life. - BUT - Others like to help out even if it seems their efforts make little difference.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not care if their volunteer work is different from their job. - BUT - Other people want to do things that are different from their daily work.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer to have social contact with others. - BUT - Others do not care much about social contact with others.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer as long as they feel they can do perfect work. - BUT - Other people will help even if they do not feel their work is perfect.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people can work hard even when they do not see much progress. - BUT - Other people like to see concrete progress in what they undertake.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are satisfied with their daily jobs and do not volunteer to get new experience. - BUT - Other people volunteer to get experience to see if they might like a different job.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have time and energy to work on the problems of others. - BUT - Other people do not feel they want to volunteer to help solve problems.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not care about the values of others. - BUT - Others volunteer to compare their ideas, norms, and values with others.	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

	Almost Always True For Me	Sometimes True For Me			Almost Always True For Me	Sometimes True For Me
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to hear others say how nice it is they are helping others.	- BUT -	Other people do not care if anyone recognizes their efforts or not.	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people believe that if they help others they will be helped when they need it.	- BUT -	Others don't believe helping will affect their getting help when they need it.	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people want volunteer work that makes progress or has an end.	- BUT -	Other people are not concerned if the job seems hopeless or endless.	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer entirely on their own.	- BUT -	Others volunteer because they are pressured by someone.	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer with no thought about what they may learn.	- BUT -	Others hope they will learn a new skill or get better at something.	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer to get out and be with others.	- BUT -	Other people are not concerned about being around others.	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not pay much attention to what others want.	- BUT -	Other people care a lot about doing what is expected of them.	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some people get discouraged if their efforts seem to be for nothing.	- BUT -	Others work hard even if it doesn't seem to make much difference.	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel volunteering is a way to achieve personal growth through new experiences.	- BUT -	Other people are not concerned about new experiences or personal growth.	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think it makes sense to do things because others expect you to.	- BUT -	Others are concerned about offending or displeasing if they go against others' expectations.	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to receive plaques and certificates as recognition for their work.	- BUT -	Others are not concerned whether they get plaques or certificates for recognition.	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they will be judged by the life they live.	- BUT -	Other people do not worry about being judged for what they do.	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are not concerned about working on community problems.	- BUT -	Other people are interested in doing something about problems in the community.	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they will be rewarded in one way or another for the good they do.	- BUT -	Other people do not feel there is much justice in life anyway.	<input type="checkbox"/>

	Almost Always True For Me	Sometimes True For Me			Almost Always True For Me	Sometimes True For Me
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like things that are new and different.	- BUT -	Other people are more comfortable with the familiar.	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to be alone a lot of the time.	- BUT -	Other people are more comfortable around people.	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like the feeling of being admired for their efforts.	- BUT -	Others do not care if their work is noticed by anyone or not.	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel it will be their fault if people suffer unless they try to help them.	- BUT -	Others feel everyone is responsible for themselves and should take care of themselves.	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer entirely on their own.	- BUT -	Other people volunteer because someone else expects them to do so.	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they have to do their part to solve problems of others.	- BUT -	Others feel government and social agencies can solve problems people have.	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are comfortable even if others do not look up to them.	- BUT -	Other people like to be looked up to and respected.	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel useful and have a sense of belonging.	- BUT -	Others feel their life is meaningless, and no one really needs them.	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel good deeds give one a sense of power over others.	- BUT -	Other people feel powerful without doing good deeds.	<input type="checkbox"/>

Score Sheet for Volunteer Profile

The Profile exercise tries to determine your volunteer's needs and expectations (see key below). The score for each box checked corresponds to the placement of the numbers on the score sheet, from outside left (4) to outside right (1). For example, in question one, a person who checked the left "almost always true for me" would receive a score of four. The person who checked the right "almost always true for me" would receive a one. Question one attempts to measure feelings of social responsibility.

SCORING KEY

EX - The Need for Experience

To break into the job market, try out different skills or a new learning experience, to do something not possible with daily work, to get in touch with a different part of ourselves (i.e., "young people keep me feeling young"), to promote personal growth.

SR - Feelings of Social Responsibility

Concern for others, feelings of "ought" and "should," the need to do something about social problems, caring, wanting to get involved, relieving feelings of guilt about one's good life as compared to others.

SC - Need for Social Contact

To make new friends, to "get out of the house," to justify our existence and feel needed ("I'm important to someone"), to alleviate loneliness, a sense of belonging, of being included, a part of something, to test out values and norms.

EO - Responding to the Expectations of Others

Required by high school class, club or employers. Pressured by a spouse, friend or peer. Expected by church or pastor. Responding to "all my friends are doing it" type of peer pressure.

SA - Need for Social Approval

Want to be appreciated, thanked, praised, respected, looked up to. To make someone proud of you. To get recognition (especially if not received at work or home). To receive social approval (selfish people are not approved).

SE - Expectation of Future Rewards

"Some day I may need help." Having others in your debt, the feeling of being owed, belief that in helping others we avert being in need ourselves, fear of punishment or being judged (receiving punishment for being selfish), that our behavior returns to us.

AC - The Need to Achieve

The sense of power in making things happen, to sense completion, an end, closure (assembly line workers often do not get this feeling), to get feedback. Goal oriented. Being able to feel proud of a job, good workmanship, to satisfy a creative urge, to see and experience change, to prove or demonstrate perfection in a task.

	EX	SR	SC	EO	SA	SE	AC
1.	4 3 2 1	<input type="checkbox"/>					
2.	1 2 3 4			<input type="checkbox"/>			
3.	4 3 2 1				<input type="checkbox"/>		
4.	1 2 3 4					<input type="checkbox"/>	
5.	4 3 2 1						<input type="checkbox"/>
6.	1 2 3 4	<input type="checkbox"/>					
7.	4 3 2 1		<input type="checkbox"/>				
8.	4 3 2 1						<input type="checkbox"/>
9.	1 2 3 4						<input type="checkbox"/>
10.	1 2 3 4	<input type="checkbox"/>					
11.	4 3 2 1	<input type="checkbox"/>					
12.	1 2 3 4		<input type="checkbox"/>				
13.	4 3 2 1				<input type="checkbox"/>		
14.	4 3 2 1					<input type="checkbox"/>	
15.	4 3 2 1						<input type="checkbox"/>
16.	1 2 3 4			<input type="checkbox"/>			
17.	1 2 3 4	<input type="checkbox"/>					
18.	4 3 2 1		<input type="checkbox"/>				
19.	1 2 3 4			<input type="checkbox"/>			
20.	4 3 2 1						<input type="checkbox"/>
21.	4 3 2 1	<input type="checkbox"/>					
22.	1 2 3 4			<input type="checkbox"/>			
23.	4 3 2 1				<input type="checkbox"/>		
24.	4 3 2 1					<input type="checkbox"/>	
25.	1 2 3 4	<input type="checkbox"/>					
26.	4 3 2 1					<input type="checkbox"/>	
27.	4 3 2 1	<input type="checkbox"/>					
28.	1 2 3 4		<input type="checkbox"/>				
29.	4 3 2 1				<input type="checkbox"/>		
30.	4 3 2 1	<input type="checkbox"/>					
31.	1 2 3 4			<input type="checkbox"/>			
32.	4 3 2 1	<input type="checkbox"/>					
33.	1 2 3 4				<input type="checkbox"/>		
34.	4 3 2 1		<input type="checkbox"/>				
35.	4 3 2 1					<input type="checkbox"/>	
TOTALS:							
TOTAL SCORE:							

THE TOP 25 METHODS TO RETAIN VOLUNTEERS



By John L. Lipp

25. Each of us has our own unique motivators. If you really want a volunteer to stay, learn what motivates that person and then put that information into practice.
24. Successfully place the volunteer in the beginning. If you place a volunteer in a position that maximizes their potential for success—logic says that he or she will succeed. And successful people tend to be happy people and happy people tend to stay.
23. If your agency doesn't already have one, hire a professional volunteer program administrator.
22. Don't be afraid of saying "Thank You" too much. I've never heard of a volunteer quitting because he or she felt over appreciated. Over worked, yes! Over appreciated, no!
21. Vary your recognition program. The same old banquet every year with the same old rewards gets boring. When volunteers stop attending because they've already re-papered their house in certificates of appreciation, you know it's time to move on to something new.
20. Take the time to train your volunteers so that they know what they need to know to do their job.
19. For absolutely no reason at all, send your volunteer a note just to say "hi."
18. Once a year, ask the volunteers to give an anonymous evaluation of the agency, the paid staff and the programs (including the volunteer program).
17. Promote volunteers to new positions that require new skills, additional training and added commitment. Just because Dan is great at stuffing envelopes doesn't mean that he is going to be happy doing it for the next ten years.
16. Acknowledge that the agency is not your volunteer's number one priority in life. Guilt may have worked for your parents, but it doesn't work with volunteers.
15. Don't call the same volunteers over and over again. It's too easy to become dependent on the "Yes" people and burn them out. Plus, you miss out on developing a whole new pool of talent.
14. Use the media to promote your active volunteers. The media just loves stories about volunteers; next to all the depressing headlines, these stories create a nice balance. Plus, no matter what they say, people just love to see their name in print.

John Lipp is the coordinator of volunteer services for the City of Tempe, Arizona and the former volunteer program manager for the Scottsdale (Ariz.) Center for the Arts. He compiled his Top 25 list from a presentation made at the Museum Association of Arizona's annual conference in Tucson. The presentation was part of a panel entitled, "Volunteers! Now That You've Got Them, How Do You Get Them to Stay?"

13. Begin a Volunteer Advisory Committee. (Note: The key word is "advisory.") Such committees help to empower the volunteers, giving them a stronger connection to the agency and its mission, and a reason to stay involved.
12. Practice the fine art of informal evaluations. It's amazing how much feedback you can get by just chatting with your volunteers.
11. Resist the urge to "play favorites." In other words, be consistent with your policies.
10. Always emphasize your agency's mission statement. People no longer volunteer for agencies, they volunteer for causes.
9. Be flexible as an agency.
8. Be flexible as an individual.
7. Smile. No matter how much you want to grab the computer terminal and throw it across the room, don't let it show. Never let them see you stress.
6. Make the volunteer environment at your agency fun. No matter what work the volunteers are doing, they should have a good time doing it.
5. Set limitations with the paid staff. If the Operations Manager suggests that they use volunteers to clean up at the annual "Farm Animal and Petting Zoo Fundraiser," just say "No!" Your volunteers are too valuable to be given the tasks that nobody else wants to do.
4. Every once in a while, work along side your volunteers. Give them the sense of teamwork and the knowledge that you won't ask them to do anything that you wouldn't do yourself.
3. Consider your volunteers as unpaid staff and include them whenever possible in office parties, lottery pools, etc.
2. Be sure to balance the needs of the agency with the needs of your volunteers. Remember, it has to be a mutually satisfying relationship for both parties.

And the number one method for retaining volunteers:

1. Convince the entire paid staff to follow rules 2 through 25 because one person can't do it alone. Volunteer programs only work with a commitment that starts at the very top of the organization and continues all the way down through each successive level. ■

As I See It

(continued from page 2)

don't think of college as our home; we are always looking forward to our career, our family, permanence. Until then, we don't see much of the value of community.

This past summer, as an intern I had the opportunity to see community volunteerism take place. In working at a local business, I saw how owners of a small business gave back to the community in a variety of ways: working for Marietta City Schools, Greater Marietta United Way, the local Sternwheel Festival. In helping my employers work on community projects, the community became more important. I didn't have to own a home or have children to see the good that came from volunteer projects. I was able to think of Marietta as a home-place, a place where I could make a difference.

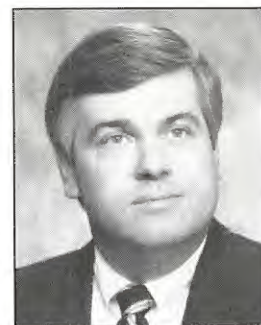
Here in the United States, we like to throw around terms like individualism and independence. Certainly, these words have value in our freedom to choose. However, we must learn to look past these terms when it comes to working for the community. We have to learn that while volunteering for our local school in our neighborhood in our small town, we are contributing to the worldwide common good. It is easy to think that you are isolated in your cause; however, the skills and attitudes gained from volunteering can be applied to all life situations. Too, the people you affect will continue the cycle of volunteerism. They will aspire to be like you, just as I have tried to emulate my mother's example in my own life.

A leader does not have to be an elected official; he or she can be anyone who emerges with a positive contribution.

Through my own experience, I have seen changes made, and I have seen worthwhile causes fulfilled. I know, too, that I can apply these experiences to all aspects of my life. Wherever I go, I can become an involved, responsible citizen. I can see my talents work for the common good, and I will see the people I affect go out into the world and do the same thing.

Mike Pyles, Sponsor:

The moment you volunteer, you become a leader. That doesn't necessarily mean you accept absolute responsibility, but it does mean you have recognized the responsibility of good citizenship. Part of good citizenship is knowing that you can make a difference and realizing what volunteerism and leadership should be.



It's important to make a positive impact, leaving programs and organizations in better shape than when first encountered. Volunteers like Jefferson,

Adams and Washington must have felt that way.

What is leadership? And is there a lack of leadership in the community? Good leadership may be defined as good citizenship, and there is certainly no shortage of good citizens.

So where are the leaders? Consider the rights and privileges you enjoy as a United States citizen. You enjoy them, you're comfortable with them, and you wouldn't forfeit them. But, inherent in those rights and privileges are duties and responsibilities that must be assumed to preserve our democracy and elevate it to the highest level. Are you eligible and registered to vote? If you are, did you evaluate the issues and candidates before exercising your right (assuming your responsibility) to vote in the last election? If you did, you have performed a fundamental act of leadership.

Not all registered voters cast ballots. Their lack of involvement may actually subvert the process and prohibit the emergence of leadership at higher levels. As more people become voters or become involved in the process, it will force the best available leadership to the top. This is the nature of leadership. So it goes with organizations as well.

How do you choose a leadership role? Although the choice may be simple for those with extraordinarily strong beliefs and commitments, the average person will discover opportunities for leadership in three important areas: kids, career and community. Assuming that good leadership is good citizenship, involvement in these areas may help make more responsible citizens of our youth, foster understanding of and appreciation for the jobs we perform, and elevate the quality of life for all citizens in the region. Look no further than the interests of family, the affiliations available at work, the needs of friends and neighbors.

If we assume that good citizenship is responsibility, then we must contribute time under normal circumstances. Chances are one can donate quality time to a chosen cause or organization with minimal sacrifice of personal or family time. It just takes a little planning. Remember Paul Revere? He did a remarkable job of performing a specific task for his cause. And he did it at night, after the shop was closed.

It's very important for those accepting responsibility to see it through. A primary obligation of leaders and volunteers is, "Do what you say you'll do."

Be selective, be effective. That's the rule to follow for committing time, energy and expertise. To lead effectively at any level it's important to assess the situation, organize, plan, seek input and creativity. Involving others lightens the load and usually adds quality to the process, but one must work within the limitations of human nature, delegating responsibilities and following up periodically to assure progress.

The moment you volunteer, you become a leader.

Leadership is a multi-level concept. We need experienced leaders who can organize, plan, motivate and implement. We need committee leaders who assemble a group to tackle a topical agenda. We need project leaders who achieve single objectives. We need follow-the-leaders who complete assignments. You'll discover that leaders who "do the right things for the right reasons" will make lasting, substantive contributions at all levels.

In theory at least, there is no lack of leadership potential. We all have great accomplishments within us. For most, it's a matter of finding the level of leadership with which we're most comfortable. That comfort level may be determined by our interests, passions, needs and personal circumstances. We can all participate at some level at some time. The key is to recognize the responsibility to become involved.

Unexpected benefits may result from leadership and volunteer involvement: feeling warm gratification from selfless giving, making new friends and contacts, expanding awareness, raising consciousness, making a difference. It's invigorating to feel vital and needed. At the very least, one can feel the impact made by an extra set of hands.

When people volunteer, they're normally in pretty good company because volunteers tend to be leaders. They come from a variety of backgrounds and social circles; they are varied in experiences, philosophies and creativity. So what can happen? Great ideas and new approaches to old problems can emerge. And, since new people periodically enter the volunteer world, there is a steady stream of new questions, ideas and enthusiasm.

Leadership emerges from a variety of sources: individuals, businesses, schools and organizations. These sources each have specific resources: friends, families, neighbors, co-workers, classmates and members. Imagine the potential for accomplishment when two or more of these sources/resources merge.

Leadership is a multi-level concept. We need experienced leaders . . . committee leaders . . . project leaders . . . follow-the-leaders.

Our company was approached by Marietta College—according to *U.S. News and World Report*, it's the top private liberal arts college in the Midwest—about providing a paid internship to an honor student enrolled in the McDonough Leadership program. The thought of hiring a trained leader intrigued me. Actually, the program is designed to benefit both sponsor and student. The sponsor receives a responsible worker; the student earns some money and gets an inside look at the real world.

But there turned out to be much more to it. Merging our talents, energies, ideas and resources enabled us to participate in volunteer projects at a higher level. With this additional help, our company was able to accept more comprehensive volunteer projects for Marietta City Schools and the Greater Marietta United Way. The result was—and is—a win-win situation. Working separately, we could not have contributed as much work or have been as effective.

Leadership is becoming topical in the '90s. It's trendy. Finally! This country was founded by volunteer leaders who had the same problems you have in putting together an effective committee. But they did it. And they did it on a grand scale. They wrote a mission statement and published a governing document. They made effective use of talents and resources. Certainly if the framers of the U.S. Constitution could take the time for a cause they believed in, we can do our part to honor the legacy they leave us. ■

The VAL Index for 1991

The following index lists every article that appeared in each quarterly issue of VAL in the past year. The index is organized by title (then author, department, issue and page number) in chronological order by category.

Back copies of VAL are available for \$5 each from Voluntary Action Leadership, c/o Points of Light Foundation, 736 Jackson Place, NW, Washington, DC 20503.

For past indices, consult the annual spring issue of VAL.

ADMINISTRATION (See also RECOGNITION and RECRUITMENT)

- Planning a Volunteer Position. VM Systems, SPRING 1991, p. 22.
- Winning Staff Support for Volunteers. VM Systems, SPRING 1991, p. 23.
- North of the Border: Volunteer Management Books from Canada. Steve McCurley, Books, SPRING 1991, p. 26.
- Enhancing the Volunteer Experience* by Paul Ilsley. Reviewed by Steve McCurley, Books, SUMMER 1991, p. 14.
- If Your Volunteer Has a Problem (A Customer Service Approach). Steve McCurley, SUMMER 1991, p. 23.
- Obtaining Volunteer Feedback (A Customer Service Approach). Steve McCurley, SUMMER 1991, p. 25.
- Using a Quality Customer Service Approach (Moments of Truth in Volunteer Management). Kenneth J. Kovach, SUMMER 1991, p. 20.
- Volunteers: How to Find Them, How to Keep Them*, edited by Roy Crowe. Reviewed by Steve McCurley, Books, SUMMER 1991, p. 14.
- What Not to Say to Volunteers and Potential Volunteers (A Customer Service Approach). Steve McCurley, SUMMER 1991, p. 24.
- Working with Volunteers: Skills for Leadership* by Emily Kittle Morrison. Reviewed by Steve McCurley, Books, SUMMER 1991, p. 14.
- Can I Help? A Practical Guide to the Care and Feeding of Volunteers* by Cynthia Thero. Reviewed by Steve McCurley, Books, FALL 1991, p. 27.
- Change: Meet It and Greet It* by Trudy Seita and Susan Waechter. Reviewed by Steve McCurley, Books, FALL 1991, p. 27.
- The Effective Development of a Volunteer Program. Ann Jacobson, LCSW, FALL 1991, p. 16.
- Self-Study for Volunteer Programs. Ann Jacobson, LCSW, FALL 1991, p. 18.
- Short-Term Volunteers: Emphasizing Retention. Steve McCurley, FALL 1991, p. 20.
- To Meet or Not To Meet: Advice and Tips. Steve McCurley, WINTER 1992, p. 24.

ADVOCACY

- Lobby? You? Yes, Your Nonprofit Organization Can! It Should! INDEPENDENT SECTOR, Advocacy, SPRING 1991, p. 13.
- Advocacy in Arizona. Advocacy, FALL 1991, p. 15.

AWARDS

- Visalia Volunteer Program Receives National Honor. News, SPRING 1991, p. 8.
- Bush Presents Tenth Annual Volunteer Action Awards. Richard Mock, News, SUMMER 1991, p. 8.

BOARD DEVELOPMENT

- The Roles and Relationships of the Top Volunteer and Staff Officers. Brian O'Connell, FALL 1991, p. 21.

CHILDREN (See also STUDENTS and YOUTH)

- Help for Kids of Desert Storm Troops. Judy Haberek, News, FALL 1991, p. 13.
- Learning, Friends and Fun at CIGNA. News, FALL 1991, p. 10.
- Children as Volunteers: Preparing for Community Service* by Susan Ellis, Anne Weisbord and Katherine Noyes. Reviewed by Steve McCurley, Books, FALL 1991, p. 27.

COMMUNICATIONS

- Video News Releases: What Works and Why. Communications Workshop, SPRING 1991, p. 15.
- Getting Publicity for Your Volunteer Program. Judy Haberek, Communications Workshop, SUMMER 1991, p. 15.

COMMUNITY SERVICE (See also YOUTH)

- Community Service Moves into the '90s. Katherine Grant, SPRING 1991, p. 20.
- "Do It 4 New York, Do It 4 Yourself!" TV Station Tells Local Citizens. Judy Haberek, News, WINTER 1992, p. 7.
- The National Movement to Increase Youth Community Service. William T. Grant Foundation Commission on Work, Family and Citizenship, Advocacy, WINTER 1992, p. 13.

CORPORATE VOLUNTEERING

- Learning, Friends and Fun at CIGNA. News, FALL 1991, p. 10.

DISABLED

- VME: Engineering Better Lives. Kate Whalen, News, SPRING 1991, p. 5.
- BAVF Volunteers Lead the Way for Blinded Veterans. Kate Whalen, News, SUMMER 1991, p. 5.
- RP Foundation Volunteers Make Research, Cure Possible. News, SUMMER 1991, p. 7.
- DAV—Mainstay of Efforts for Disabled Veterans. Judy Haberek, News, FALL 1991, p. 11.
- Special Audiences—Big Pay Offs (A Primer on What to Say). Loretta Gutierrez Nestor/Carl Fillichio, WINTER 1992, p. 17.

ELDERLY

Encore: Senior Volunteer Program by Catherine Burden. Reviewed by Steve McCurley, Books, FALL 1991, p. 27.

EMERGENCY VOLUNTEERS

A TIP for San Diego Area Emergency Personnel. Judy Haberek, News, FALL 1991, p. 9.

ENVIRONMENT

KAB's Public Lands Day Attracts 500 Projects. News, FALL 1991, p. 8.

GOVERNMENT VOLUNTEERING

Visalia Volunteer Program Receives National Honor. News, SPRING 1991, p. 8.

HOLOCAUST

Volunteers and the U.S. Holocaust Museum. Judy Haberek, News, FALL 1991, p. 5.

HOMELESS/HUNGRY

Georgians Reach Out to Homeless with Health Care Clinic. Judy Haberek, News, WINTER 1992, p. 6.

INSURANCE

What Your Volunteers Should Know about Liability and Insurance. Nonprofits' Risk Management & Insurance Institute, Insurance, FALL 1991, p. 14.

Md. Governor Offers Volunteer Liability Seminar Around State. News, p. 7.

INTERNATIONAL VOLUNTEERING

Lions Mission to Guatemala Delivers Supplies, Goodwill. News, WINTER 1992, p. 5.

United Kingdom Surveys Its Volunteers. News, WINTER 1992, p. 10.

LABOR UNIONS (See RECRUITMENT)

MENTORING (See YOUTH)

MINORITIES (See RECRUITMENT/RETENTION)

RECOGNITION

Honoring a Volunteer of the Day: A Recognition Idea. Kate Whalen, SUMMER 1991, p. 17.

RECREATIONAL VOLUNTEERING

Volunteering a Vacation in National Parks. News, SPRING 1991, p. 9.

RECRUITMENT/RETENTION

Stalking the Elusive Male Volunteer. Sara J. McLaughlin, SPRING 1991, p. 17.

Short-Term Volunteers: Emphasizing Retention. Steve McCurley, FALL 1991, p. 20.

A Labor of Love: Strategies for Recruiting Union Members. Pam Sebern, WINTER 1992, p. 18.

Research and Recruitment Strategies (What the American Red Cross Discovered). Loretz Gutierrez Nestor and Carl Fillichio, WINTER 1992, p. 15.

Retention: The + and - of Volunteers. Nancy Macduff, WINTER 1992, p. 19.

Some Notes on Recruiting and Retaining Minority Volunteers. Brenda White Wright, WINTER 1992, p. 20.

RELIGIOUS VOLUNTEERS

Volunteers in the Church of Tomorrow. Margie Morris, SUMMER 1991, p. 26.

Church and Community Connect in Kansas City. News, WINTER 1992, p. 10.

RESEARCH (see VOLUNTARISM)

SELF HELP

United Against Social Problems: Volunteer Groups Meet Enemies "Head On." Cindy Vizza, News, SPRING 1991, p. 6.

SERVICE LEARNING

Double Duty for Minnesota Generator School Project. Judy Haberek, News, WINTER 1992, p. 9.

SPECIAL EVENTS

The Power of Volunteering Through Special Events. D.W. Chapin, FALL 1991, p. 22.

STUDENTS (See also CHILDREN and YOUTH)

Iowa Corps Offers Tuition Incentives to High School Volunteers. Zuella Swartzendruber, M.S.E., News, SPRING 1991, p. 7.

TRAINING (See ADMINISTRATION)

VOLUNTARISM/VOLUNTEERING/VOLUNTEERISM

Community Restitution in Minneapolis—Is It Volunteering? Timothy Boraas, News, SPRING 1991, p. 11.

May Marks 60 Years of Postal Issues Featuring Nonprofits. News, SPRING 1991, p. 8.

The Place of a Volunteer Clearinghouse Service in the Program of a Volunteer Center in the '90s. Nancy K. Saenz, As I See It, SPRING 1991, p. 2.

Don't Forget the People. Nora Silver, As I See It, FALL 1991, p. 2.

Episodic Volunteering: What Is It Really? Nancy Macduff, FALL 1991, p. 19.

Facts and Figures on Volunteering. WINTER 1992, p. 30.

Dimensions of the Independent Sector. Research, WINTER 1992, p. 12.

INDEPENDENT SECTOR Expands Program. News, WINTER 1992, p. 11.

Making Things Happen: How to be an Effective Volunteer by Joan Wolfe. Books, WINTER 1992, p. 26.

The Volunteer's Survival Manual: The Only Practical Guide to Giving Your Time and Money by Darcy Campion Devney. Books, WINTER 1992, p. 27.

VOLUNTEER CENTERS (See VOLUNTARISM)

YOUTH (See also CHILDREN and STUDENTS)

Boys & Girls Clubs Improve Crime Rate in Public Housing. Judy Haberek, News, WINTER 1992, p. 9.

The National Movement to Increase Youth Community Service. William T. Grant Foundation Commission on Work, Family and Citizenship, WINTER 1992, p. 13.

Mentorship: Timeless Strategy or Latest Fad? Bill Stout, WINTER 1992, p. 21. ■

THE VOLUNTEER-STAFF CLIMATE AUDIT



By Nancy Macduff

In some organizations there is a lack of communication that can and does influence its very survival. Volunteers and staff are in an adversarial role that is detrimental to the organization's health. How can management and voluntary leaders determine the current state of volunteer-staff relations and develop strategies to improve the staff and volunteer work environment to increase their productivity?

The first step is to conduct an audit of current volunteer-staff relations, and the second is to implement appropriate steps or strategies to improve the relationship between the two groups.

The Audit

The climate audit estimates the current state of volunteer-staff relations and provides a way to monitor changes in the working environment. It is distributed to randomly selected staff members, volunteers, clients/patrons/members, and perhaps people outside the organizational "family" who regularly interface with staff and/or volunteers if an "outsider's" perspective is needed.

A random sample of volunteers, staff and clients should receive the survey in one-third proportions. For example, if you want to survey 30 people, then each group receives 10 surveys. If you add "outsiders" to the group, they should receive half

the amount distributed to the three main groups. The number distributed depends on the size of your program, the time needed to compile the results, and the cooperation expected from those completing the form.

The audit should be distributed with a cover letter explaining the purpose of the activity, who is conducting the survey, how confidentiality is maintained, when the results are available, and how the respondent can learn about the results. If the survey is mailed, it should include a stamped, addressed return envelope.

The results of the audit are shared with the leadership of the organization, volunteer leaders and staff management team. People participating in the audit may want to see the results. A decision on the wider distribution of the results of the audit is made jointly by the members of the organizational leadership team.

Strategies to Enhance Volunteer-Staff Relations

The following are suggested strategies to enhance volunteer and staff relations:

- The job of the volunteer manager is challenging and time consuming. Coordination of volunteer programs is a detailed, professional job requiring a variety of skills and strategies. All volunteer programs are in "hot" competition with other organizations for qualified volunteers. Recruiting and retaining volunteers is an evolving art and science. One key to effective volunteer management is the ability to delegate jobs to leadership volunteers. An effective volunteer manager is one who

gives a favorite task to a volunteer, because it results in efficiency and productivity and is a powerful motivator.

- Volunteers and staff are a team. Training on "team-building" enhances volunteer-staff relations. Involving volunteers at all levels of the organization in planning and decision-making can lead to more "buy-in" of fundraising goals or the need for additional hours of service.

- Volunteers jump the lines of communication in an organization when they don't get their questions answered. It is critical that all staff working with volunteers see their role as supervisory and educational. Volunteers need to understand all institutional roles including their own.

- Open, honest evaluation of volunteer activities is a needed and appropriate activity. Volunteers need to evaluate their own efforts, including gathering information from staff who worked with the volunteer. This is a joint effort and not a session where staff outlines a list of transgressions. Volunteers can improve only if they identify and plan to correct weaker elements of their performance. When volunteers work on an event or program, the evaluation process should also be done jointly.

- Staff should also be evaluated on their supervision and management of volunteers. The organization's performance appraisal form or process should include an area that assesses staff ability to work effectively with volunteers. If a staff member does not work with volunteers, that portion of the performance appraisal is marked "Not Applicable." If management does

Nancy Macduff, volunteer trainer/consultant/author, is a frequent contributor to VAL. Her views on volunteer retention appeared in the winter 1992 issue.

not take volunteer-staff teamwork seriously enough to evaluate staff on a regular basis, why should the staff?

■ Clear communication means:

- straight talk from volunteers and staff
- active listening by volunteers and staff
- emphasis on building a teamwork environment
- volunteer work areas in close proximity to staff

—*paying* volunteers with a constant flow of information

- staff working continuously with volunteer leadership to understand the larger needs and goals of the organization
- frequent thank-you's to volunteers—publicly, even when volunteers contributed only part of the total job

■ Monitor how often the volunteers are included in planning for new projects. For example, a director of volunteers in a large urban setting uses as one measure of volunteer-staff relations how consistently the volunteers are invited to participate in discussions of service goals or projects. This means everything from determining the means to stuff envelopes to meeting with the director of development at a problem-solving session on reaching an audience for contributions. This volunteer manager knows things are "ok" if requests increase for the special "expertise" that volunteers bring to the team.

■ The volunteer coordinator is seen by both volunteers and staff in a key linking role. This person communicates the views of volunteers to the staff and explains the demands on staff time to the volunteers.

■ Roles and responsibilities of both staff and volunteers should be mutually defined.

■ Staff need training and orientation on working with volunteers. A training session on supervision, with application to volunteers, can help prevent problems of poor volunteer-staff relations.

■ Volunteers can sometimes see themselves as operating to the side or "off in a field" from the organization. A team approach to volunteer-staff relations means that everyone works *together* to further the mission. Decisions that affect the volunteers and the service they deliver or the money they raise are arrived at jointly.

■ Staff should be represented on the volunteer boards and the volunteers should be represented on the board of directors or advisory committee. They also make good contributing members of management committees. ■

The Volunteer-Staff Climate Audit

DIRECTIONS: Read each situation and decide how frequently it occurs. Check the appropriate box. Try to respond to each "situation."

SITUATIONS	Usually	Sometime	Rarely
1. "They never" or "we always" are words heard when staff refer to volunteers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2. Volunteers ask for credits or measures of their worth. Example: paid parking, mileage allowance, etc.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3. Volunteers and staff both use words like "together," "we," "our project" (meaning staff and volunteers), etc.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4. Reports on volunteer activities during management meetings come from other staff, not just the person responsible for volunteer coordination.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5. Volunteers are visible on leadership decision-making committees.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6. Decisions affecting volunteers are made by staff without consulting the volunteers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7. Decisions affecting staff are made by volunteers without consulting the staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8. Volunteers say "thank you" to staff publicly.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9. Staff treat volunteers who serve on the board of directors or advisory committee with more respect than other volunteers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
10. Projects are planned collaboratively between staff and volunteers.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
11. Volunteers focus on the past rather than on future possibilities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
12. Volunteers jump appropriate organizational structure lines to get answers to their questions from staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
13. Staff are too busy to explain the "rules of the game" to volunteers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
14. The leaders of the organization (staff and/or volunteers) are visible at volunteer association events.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
15. Volunteers are asked to give input and assistance in most organizational projects.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
16. Staff say "thank you" to volunteers publicly.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
17. "They never" or "we always" are words heard when referring to staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

TOTALS _____

GRAND TOTAL: _____

Are you? Volunteer Staff Other _____ Date _____

SCORING: Add the numbers in all the boxes you checked. If there are situations for which you did not check any boxes, add 2 points for each situation.

38-51 means you have excellent volunteer-staff relations (but don't let up!)

28-37 means you are doing some things right, but could use some tuning up in some sections (the situations can help you identify those areas)

36-17 means you have a serious problem and need to take action immediately.

Tool Box

How to Motivate Volunteers and Staff. Marlene Wilson. 63 min. video (VHS) \$89.95; audio cassette \$14.95. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

This tape focuses on understanding the keys to human motivation and how to put them to work for your program. Answers such questions as What motivates people? Why do some people find it so easy to motivate others?

How to Recruit Today's Volunteers. Marlene Wilson. 53 min. video (VHS) \$89.95; audio cassette \$14.95. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

This tape records a live workshop by Marlene Wilson, who discusses how to market your organization or cause and how change, creativity and attitudes affect recruitment.

Recruiting and Interviewing Volunteers. Marlene Wilson. 45 min. video (VHS) \$89.95; audio cassette \$14.95. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

This tape is a workshop on how to recruit and interview effectively to obtain volunteers with specific skills needed by an organization.

How to Delegate to Today's Volunteers. Marlene Wilson. 58 min. video (VHS) \$89.95; audio cassette \$14.95. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

Another live workshop in which the leader stresses the importance of delegating, which must be learned and practiced. Matching the right person to the right task, she says, will help prevent burnout while allowing others to grow and flourish.

What a Difference Nonprofits Make: A Guide to Accounting Procedures. Accountants for the Public Interest, 1012 14th St., NW, #906, Washington, DC 20005, (202) 347-1668. \$10.00.

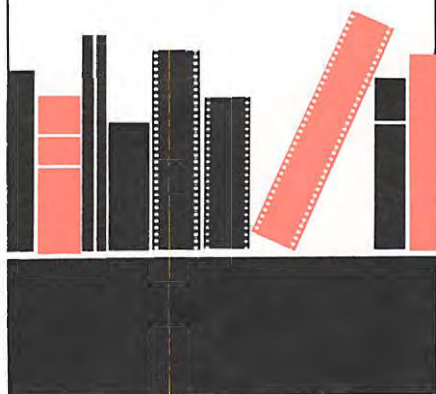
This easy-to-read Guide was first published in April 1990 as a tool for nonprofit managers, board treasurers and volunteer accountants. It illustrates the basics of nonprofit accounting and financial management for nonprofits. API, the publisher, is a national nonprofit organization that provides volunteer accounting help to nonprofits, small businesses and individuals who need, but cannot afford, professional accounting services.

Handicapped Funding Directory. 7th edition. Richard M. Eckstein. Research Grant Guides, PO Box 1214, Loxahatchee, FL 33470. 1992. \$39.50 + \$4.00 shipping/handling, prepaid.

The Directory lists profiles on more than 1,200 foundations, corporations, government agencies and associations which grant funds to organizations for programs and services for the disabled. Also includes essays on grantsmanship, key federal information contacts and 4,600 entries in four easy-to-use indexes.

How to Do Leaflets, Newsletters and Newspapers. Revised. Nancy Brigham. 1991. 176 pp. \$14.95 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

This book covers everything a layperson needs to know to put together a simple flyer or a newspaper.



Getting to Yes in Fund Raising. Betty Stallings. 1991. 105 pp. \$11.95 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

A hook of practical tips and "secrets" for obtaining program funds. The author discusses "fund raising mindset" as well as fund raising objectives, proposal preparation, persuasive presentations, funding sources, thank-yous and more.

The Nonprofit Almanac 1992-1993: Dimensions of the Independent Sector. INDEPENDENT SECTOR, 1828 L St., NW, #1200, Washington, DC 20036, Attn: Publications. 1992. \$49.95 + \$3.50 shipping/handling, prepaid.

This new, expanded edition of the *Nonprofit Almanac*, a major statistical profile of the independent sector, has been published to broaden public awareness and understanding of this sector by its size, scope and functions. It was compiled from a variety of public and private sources and provides a perspective about the nonprofit sector and its place in the U.S. economy and society.

Strong Kids Program. The Bureau for At-Risk Youth, 79 Carley Ave, Huntington, NY 11743, 1-(800) 99-YOUTH. 1992. Write or call for complete and/or free buyer's guide.

The *Strong Kids* program is a series of books and training tools to be used with children in grade levels K-5. Each grade-level program includes 32 lessons for a full year. The program is based on research that has proven "strong kids" attain a high level of development in six crucial areas: self-esteem, trust, responsibility, options, needs and goals. The materials introduce experiences, concepts and knowledge to build intellectually, socially and emotionally self-reliant, confident children.

States and Communities on the Move: Policy Initiatives to Create a World-Class Workforce. W.T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. 1991. 47 pp. \$5.00 prepaid.

A sampling of state and local efforts to build effective links among schooling, training and the workplace. Summarizes 60 initiatives that include new planning structures for human investment policies, statewide school-to-employment transition policies, student apprenticeship, second chance efforts for dropouts, partnerships of education and employment, and more.

Marketing Workbook for Nonprofit Organizations. Gary J. Stern. Amherst H. Wilder Foundation, 1990. 144 pp. \$25 + \$4.25 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, (800) 272-8306 or (703) 803-8171.

This workbook provides instruction, nonprofit case studies, and six step-by-step worksheets that guide the reader through each stage of the marketing process (setting goals, positioning your organization, conducting a marketing audit, developing a marketing plan, developing a promotion campaign and evaluating your marketing effort). Appendices include tips, techniques and resources.

Basic Volunteer Management. Sue Vineyard. 75 min. video (VHS) \$59.00. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

"Building a Bridge from Dreams to Reality" is the subtitle of this basic course on volunteer management. Vineyard covers planning and organizing a volunteer program, recruiting, interviewing, motivating, placing and recognizing volunteers, training and directing them, evaluating a volunteer program, and creating a positive climate for volunteers. Package includes audience handouts, suggested introductory remarks, training tips and a bibliography.

Change: How to Meet It and Greet It. Trudy Seita and Sue Waechter. 1991. 96 pp. \$9.95 + \$2.75. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

This book is designed "to help you survive transition in your organization." Chapters include: "Trends Which Create Need for Change," "Reactions to Change," "Organizational Growth and Change," "Role of Leader," "Creating an Environment for Change," "Creating Change through Communications," "Tool Kit for Starting Change Process."

Directory of Computer and High Technology Grants. Research Grant Guides, PO Box 1214, Loxahatchee, FL 33470. 1992. \$44.50 + \$4.00 shipping/handling, prepaid.

Designed to help nonprofits obtain software, computers and high-tech office equipment, including copiers, fax machines, modems, telephone systems and typewriters, this directory offers guidance for securing funding—either as a grant or corporate donation—for the equipment. Lists 3,200 funding sources. Andrew Grant, Ph.D. writes an article on "Getting Grants with Computers/Getting Computers with Grants." Other articles: "Should You Buy Apple Macintosh or IBM-Compatible Computers?" and "Free and Discounted Computer Software." Additional features include corporations who offer discounts on their products and grant listings by areas of interest (i.e., elderly, women, youth, social welfare).

Surviving Burnout. Sue Vineyard. 45 min. audio cassette \$12.95. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

On this tape Vineyard tells her own story of burnout that parallels many people who spend their energies caring for others. She lists burnout symptoms and consequences, then leads listeners through ways to diagnose pressure points and reduce them. Finally, she shares options for getting work and person/social/family life back in balance so one can return to the joy of living and giving.

Books

A Growing 'Resource Field'

By Steve McCurley

The Volunteer's Survival Manual. Darcy Campion Devney. The Practical Press, 1992. 192 pp. \$15.95 + \$2.75 shipping/handling. Order from: Volunteer Readership, P.O. Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306.

Planning It Safe: How to Control Liability and Risk in Volunteer Programs. Minnesota Office on Volunteer Services, 1992. 112 pp. \$17.95 + \$2.00 shipping/handling. Order from: MOVS, Department of Administration, 500 Rice St., St. Paul, MN 55155.

A Book of Case Studies for Training Volunteers. Patricia Harvey and Ginette Johnstone. 1992. 110 pp. Call for price. Johnstone Training and Consulting, 1310 Upper Dwyer Hill Road, RR#2, Carp, Ontario KOA 1L0, (613) 256-5516.

These three publications are an interesting indication of the current depth and diversity of recent works in volunteer management, which is becoming one of the more resource fields in terms of training and publishing.

Darcy Devney's *The Volunteer Survival Manual* can only be described as a delightful addition to the literature for volunteers. It outlines, describes and occasionally dissects volunteering from the perspective of a potential volunteer, with helpful hints on finding the right volunteer placement, learning in advance what you are really getting into, and dealing with problems that you might encounter.

It is full of small but significant tidbits of information, such as: "Tip: If most offi-

Steve McCurley, a volunteer management consultant, trainer and author, is a regular contributor to VAL.

cers are holding down at least two offices, the group may be dominated by an 'inner circle'—or perhaps only a few people do most of the work, and the rest of the members coast on their efforts."

One of its more intriguing distinctions among the recent spate of volunteer involvement books is that it also focuses on some philosophical discussions to assist the would-be volunteer in locating a group that is not only well-managed but well-intentioned (at least from the bent of the potential volunteer).

One of its more intriguing distinctions is that it also focuses on some philosophical discussions to assist the would-be volunteer in locating a group that is not only well-managed but well-intentioned.

This is clearly a book which represents a lot of research and personal experience, and benefits the reader from both directions. It is also my current winner for "Best Design of the Year." The cover looks like an updated version of an old Boy Scout handbook, but with a lot more stylish color and a shift in gender which the Boy Scouts might not approve of. Too bad, because any organization could benefit from volunteers who have read this book.

How to Control Liability and Risk in Volunteer Programs is the result of a pro-

ject of the Minnesota Office on Volunteer Services, the Minnesota Department of Human Services, and the Minnesota State Bar Association. It is an overview of potential legal problems which might be encountered by volunteer-utilizing programs and a guide to risk management for those programs.

Like any publication on liability, this manual must be read with a bit of caution and a lot of thinking. It discusses liability from the perspective of the legal system of Minnesota. While your own system is likely to be similar, you will need to take everything you read with a grain of salt, and utilize this book as a means of learning the issues and questions you will need to clarify within your own jurisdiction. You also will have to think through the implications of the necessarily generic discussion to apply principles to actual operations within your program.

The book does provide valuable background information on topics such as potential liability of volunteers, working with vulnerable clients, invasion of privacy, directors and officers liability, terminating a volunteer, automobile liability, and others. The risk management section of the book is full of worksheets and checklists to assist you in assessing vulnerable parts of your agency's operation.

My initial reaction to *A Book of Case Studies for Training Volunteers* was "Gee, I wish I'd thought of that!" This is a great book for people who want to steal good material and use it instantly. It consists of 46 case studies to be utilized as training aids in working with volunteers.

Each case study consists of a scenario, with brief suggestions for de-briefing; explanation of critical issues, description of situation, suggested questions to ask trainees, etc. It contains just enough information to make it easy for the would-be trainer (of average experience and skill) and not so much as to become boring.

The real work (and real value) is in the scenarios, which cover everything from working with clients of various types, problem solving situations, confidentiality, interpersonal relationships, values and a whole lot more. Each scenario is one or two paragraphs of a situation or problem or issue, done as a miniature case study, and each is deceptively simple looking. Each, however, allows a lot of room for discussion, development and illustration of key principles. Yet another example of the really fine work being done in Canada. ■

POSTER



You may use this camera-ready art for your own volunteer recruitment and recognition purposes.

TO CHANGE YOUR ADDRESS—USE YOUR LABEL
FOR FAST, ACCURATE RESPONSE

Attach
your
label
here

 or check here if label appears
on back of this form.

New Address

Name (please print) _____

Address _____

City/State/Zip _____

Return to: Voluntary Action Leadership, CIRCULATION, 736 Jackson Place, NW, Washington, DC 20503.

Calendar

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

- July 5-10 **Boulder, CO:** *Volunteer Management Program, Level I*
Involves relatively new administrators of volunteer programs in creative learning experiences led by national leaders in the field, private consultants and professionals currently administering successful volunteer programs. Offers certification credit and CEUs. Faculty includes Marlene Wilson, Elaine Yarbrough, Mike King, Arlene Schindler, Mike Murray, Jane Justis, Betty Stallings, Violet Malone, Donna Ewy, Ivan Scheier, Sue Vineyard.
Fee: \$265
Contact: Office of Conference Services, University of Colorado at Boulder, Campus Box 454, Boulder, CO 80309-0454, (303) 492-5151.
- Aug. 3-6 **Pullman, WA:** *Advanced Train-the-Trainer Seminar*
An in-depth, hands-on practical workshop to enhance and improve the skills of trainers with three or more years of experience. Enrollment limited to 20. Text for the class is *The Winning Trainer* by Julius E. Eittington. Course covers adult learning that influences how adults retain information, differences in adult learning styles, participant-identified topics to enhance their training, strategies to give and receive feedback during training, presentation of 30-minute training session, and techniques to analyze training to plan for enhancement.
Fee: \$250
Contact: Joby Winans, (206) 753-9684 or Nancy Macduff, (509) 529-0244 or write: Center for Volunteerism and Citizen Service, PO Box 48300, Olympia, WA 98504-8300.
- Sept. 25-27 **Doorn, Netherlands:** *First European Workshop on Volunteer Action*
Sponsored by Volonteurope, "the European network of volunteer agencies working for more effective volunteering Europe-wide," this event will consist of 20 workshops led by professionals and experienced volunteers, exhibits and individual consultations—all in English. Susan Ellis will be the keynote speaker.
Fee: \$280 (£ 165), incl. single room at the Center for Study and Education and meals
Contact: Miryam Delgado (London), tel. (44-71) 278-6601; fax (44-71) 837-9621.
- Oct. 1-3 **San Antonio, TX:** *AARP's Widowed Persons Service 15th National Conference*
"Taking Charge of Change" is the theme of this conference featuring speakers, workshops, resources. Sessions will address program mechanics, self-help, training and personal development. The Widowed Persons Service is a service of the American Association of Retired Persons (AARP).
Fee: \$65/AARP/WPS program participants and newly widowed persons; \$95 non-WPS attendees (incl. materials, refreshments, banquet and luncheon)
Contact: AARP/Widowed Persons Service NC 15, 601 E St., NW, Washington, DC 20049.



The Points of Light Foundation
736 Jackson Place, NW
Washington, DC 20503
(202) 408-5162

Bulk Rate
U.S. Postage
PAID
Bowie, MD
Permit No. 4434