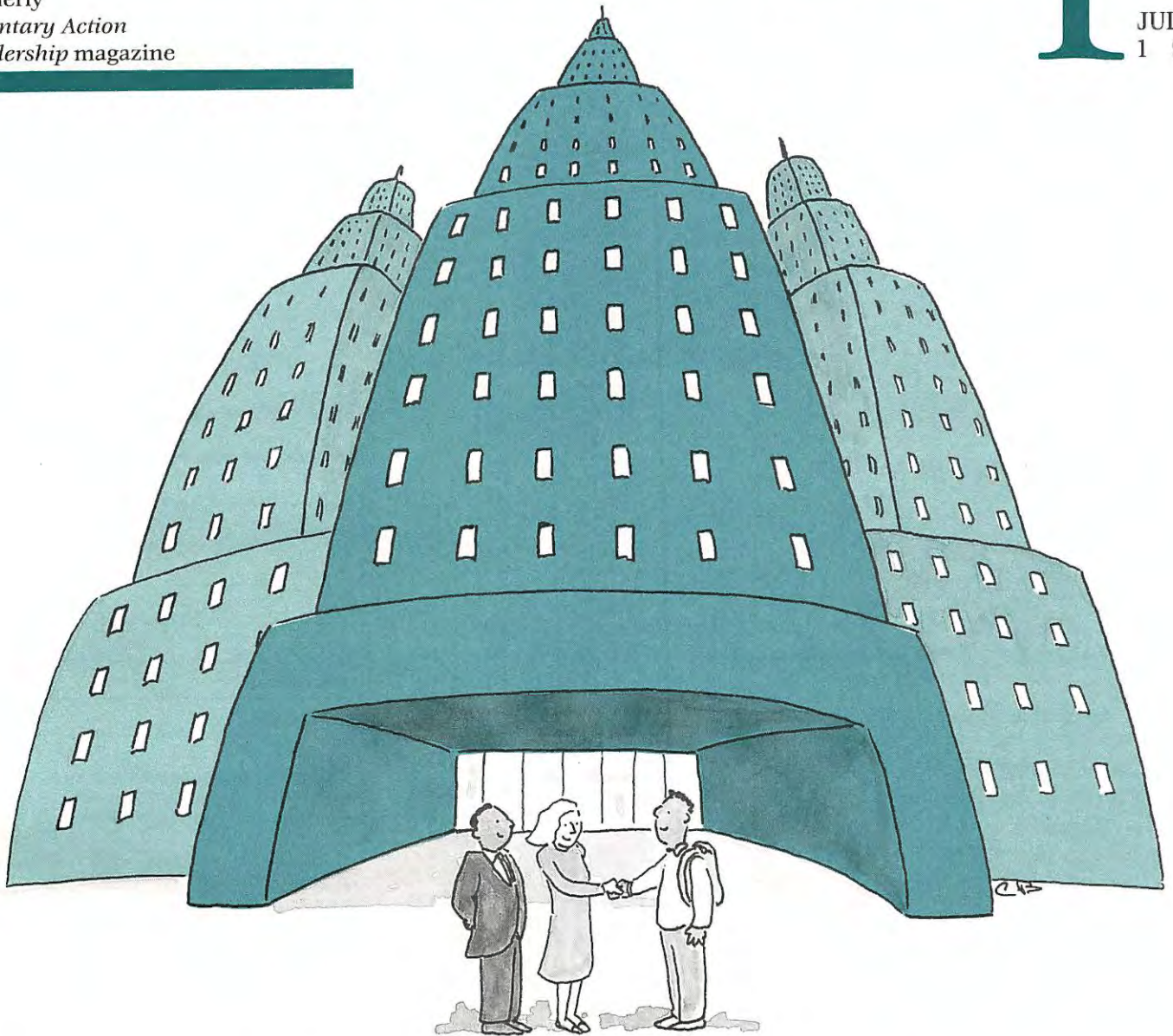


Leadership

formerly
Voluntary Action
Leadership magazine

JULY-SEPT
1993



Corporate Volunteering—Getting Down to Business

Training Volunteers for Success

Programs That Tackle Serious Social Problems

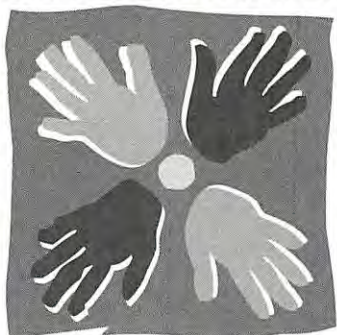
Families and Communities: Keys to Survival

MOBILIZE YOUR VOLUNTEERS

Wouldn't it be great if everyone spent one day helping others? That's the simple, powerful idea of Make A Difference Day, Oct. 23, a national day of volunteerism sponsored by USA WEEKEND magazine.

MAKE A DIFFERENCE DAY

NATIONAL DAY OF



THIRD ANNUAL

DOING GOOD



Your challenge

Organizations like yours can use this day to focus attention on projects to help others. Your Make A Difference Day effort can be a new, one-time event. Or you may take an ongoing commitment and give it an extra push. If your project requires more than a day, be sure a significant part of it takes place Oct. 23.* After taking action, write to USA WEEKEND and attach the entry form at right. We encourage individuals, clubs, religious and civic groups, businesses, schools and entire towns to participate.

Already under way:

- Lutheran Brotherhood will use the day to encourage family volunteering.
- The American Youth Soccer Organization plans to "Team Up to Clean Up" the environment.
- City Cares of America hopes to mobilize corporate volunteers in the cities they serve.
- The Volunteer Center of Greater Orange County, Calif., aims to recruit volunteers in grass-roots efforts.
- Big Brothers/Big Sisters, Veterans of Foreign Wars of the United States, Boy Scouts of America, AARP, PTA and YMCA are encouraging members to perform community service on Oct. 23.

Your reward

Ten outstanding efforts will be selected for national recognition. Judges will look for impact and imagination, however small or large the effort. Each winning effort will:

- Receive \$1,000 to benefit charity.
- Participate in National Volunteer Week in April 1994 in Washington, D.C.
- Be spotlighted in USA WEEKEND, a national magazine carried in 384 newspapers with a combined readership of 33.5 million. Also, local winners will be selected from each newspaper.

Judges include:



Richard F. Schubert
CEO, POINTS OF LIGHT FOUNDATION



Kristi Yamaguchi
AMERICAN LUNG ASSOCIATION SPOKESPERSON



Maya Angelou
POET



Randy Travis
COUNTRY MUSIC ARTIST

How to enter

Save this entry form. After you complete your community service on Oct. 23, mail us a filled-in form and a description of your effort — no more than 500 words, preferably typed. Tell in detail what you or your group accomplished and list all participants. If possible, include a snapshot of the day's events. Only activities taking place on Oct. 23* will be considered.

Mail by Nov. 15 to:

MAKE A DIFFERENCE DAY, USA WEEKEND
1000 Wilson Blvd.
Arlington, Va. 22229-0012

PLEASE TYPE OR PRINT

Name of person submitting entry

Address

City

State

ZIP

Work phone ()

Home phone ()

Entries will be judged in these categories. Which one best describes who participated in your project?

(Note: Check one box. Also, write the category on the outside of your entry envelope.)

- ¹ Individual/Family
- ² Group (club, religious or civic group)
- ³ Community-wide
- ⁴ Co-workers
- ⁵ School

How many people volunteered? _____

(Note: Projects by individuals will be given the same consideration as group efforts.)

* If you can't participate on Saturday for religious reasons, you may do your project on Sunday, Oct. 24.

Employees of Gannett and of newspapers distributing USA WEEKEND are ineligible to win. Winners must sign an affidavit of eligibility and a liability/publicity release. Entries become the property of USA WEEKEND and will not be returned. Questions? Write to:

Make A Difference Day, USA WEEKEND
1000 Wilson Blvd., Arlington, Va. 22229-0012

For help with planning or publicity, call 1-703-276-6432

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The Points of Light Foundation is a nonpartisan organization dedicated to motivating leaders to mobilizing others in meaningful community service aimed at alleviating our most serious social problems.

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Corporate Involvement

July 1993

On September 23, in New York, The Points of Light Foundation will present its first Awards For Excellence in Corporate Community Service to five businesses. Like the examples included in this issue's cover story on corporate volunteerism and related articles, each of the honorees has made a commitment to engaging employees in meaningful community service aimed at solving serious social problems.

American business has always looked for ways to support the community. Corporate leaders realize that healthy communities contribute to successful work environments. And supporting employee volunteer programs does provide meaningful benefits for the company.

Tampa Electric Company, Shell Oil Company, Adams and Reese, The Security Benefit Group of Companies, and Farmers Bank & Trust Co. have all exhibited an outstanding dedication to their communities as well as their employees, and will be honored with the Award For Excellence in Corporate Community Service. The awards citationists include Allstate Insurance Company, Coopers & Lybrand, Ford Motor Company, and USAA.

The Foundation was joined by a judging committee consisting of representatives of 11 members of the corporate community: the American Bar Association, American Business Conference, American Society of Association Executives, the Business Roundtable, The Center for Corporate Community Relations at Boston College, U.S. Chamber of Commerce, The Conference Board, Inc., The Drucker Foundation, Junior Achievement Inc., National Alliance of Business, and the Public Affairs Council.

We applaud the work of these companies and hope that corporate America takes notice and strengthens its commitment to community service. Only when all sectors of the population join hands and work to solve the country's social problems will we begin to see change.



Barbara L. Lohman
Vice President, Communications

Points of View

VAC to the Future

By Bruce B. Glasrud

Kirsten Yanez, the Metropolis Voluntary Action Center's recruitment specialist, walked from her kitchen into her darkened office. "Power on, please," she said, adding her special number-letter security code.

"Good morning, Kirsten. Power on, all systems functional," replied her computer as lights, screens and computer peripherals came on. "Progress reports ready."

The day before, Kirsten had begun a recruitment search on behalf of an organization named Students for the Local Environment, which was planning a cleanup at a nearby river. Evan Chrystal, a 10th grade student who was the organization's president, needed to recruit some adults to provide transportation and other liaison services for the cleanup.

Now Kirsten's computer was reporting results thus far of the search. The search employed a reprogrammed market research software system that a local custom retailing company had donated to the Voluntary Action Center when it outgrew the package. As with TVs, telephones and pocket calculators of the former era, computers were now produced very cheaply. Computer communications technology was now in almost every home.

Using a relational database software's ability to target-recruit, Kirsten had posted the volunteer opportunity to the computers of persons in the database who had financially supported environmental causes, subscribed to environmental-related media or who belonged to other environmental organizations.

The people in the database had authorized release of their lifestyle profiles in order to be informed of things of interest to them.

If a prospective volunteer's on-record data indicated possible interest in the volunteer opportunity, Kirsten's software would interface with the prospective volunteer's computer to develop a project participation application for the volunteer's approval and return. Once returned, the application would be screened because the volunteer was to drive a vehicle and work directly with youth. The volunteer agreed to the screening in returning the application; the screening—an insurance, driving record and criminal background check—was automatic by the Voluntary Action Center's software.

Kirsten next forwarded the applications and screening information to the Students for the Local Environment computer. Upon Evan's acceptance of a volunteer, he sent to the volunteer a computerized multimedia E-mail information package that contained a digitized video orientation to the organization, a detailed job description, a project time-line and a schedule interface program to work out the participation with the volunteer's time-organizing software.

While Kirsten was recruiting on her home computer, Voluntary Action Center Program Specialist Jamal XXX (Three-ex) had left his office to pick some fresh vegetables from his soil-less aquagarden before the staff meeting. Earlier, he had been custom-designing a volunteer program

management package for a new agency. He really liked true flextime employment because he found he often did some of his best work at 3:00 a.m.

Much of XXX's consulting work was designed to save agency programs from "reinventing the wheel." The computer Expert Systems that he utilized saved him and the agency he assisted a great deal of time and money. XXX had visited with the new agency's volunteer coordinator to assess needs. While working on the project last night, he had asked his computer to search for examples in its data that contained orientation and training media, job descriptions and other materials from similarly functioning organizations. The Expert System synthesized its findings into a hybrid program template. XXX then customized sections of the sample template to better fit the specific needs of the new agency and account for differences in mission and policy.

XXX had E-mailed the resulting product to the new agency for approval or refinement. He also told his computer to schedule a followup meeting with the agency. Perhaps he and the volunteer coordinator could meet for lunch at the new restaurant near the light rail rapid transit terminal.

It was time for the staff meeting. The Voluntary Action Center's Executive Director, Zee Yang, had delivered the meeting agenda by regular E-mail, and the staff had voted to conduct this meeting via picturephone teleconference. They were all personally attending a DOVIA meeting later in the week and could

see each other personally then.

Zee was eager to try holding regular staff meetings via an artificial reality system that she had recently acquired through a grant. Through the use of 3-D video image eyephones and computer, staff could "see" each other together in one area via digitized representations of themselves around a conference table. Corporations had been successful in using this technology for staff conferences and stockholders' meetings.

XXX was experienced with the medium from having used an artificial reality program to learn the Japanese language and practice social customs with digitalized representations of Japanese people prior to his airbus trip to visit a colleague, Akiko, at the Tokyo Voluntary Action Center. Kirsten, however, was having perceptual problems with the system, probably exacerbated by XXX's playful habit of showing up in the digitalized guise of a gorilla or an Egyptian pharaoh rather than the normal face-scan picture representation of himself.

Zee had told XXX to cool the games. She wanted him to design volunteer administration in the medium as well as use it for meetings as soon as everyone got accustomed to artificial reality.

Social researchers had initially been concerned about interpersonal isolation of home workers such as the Voluntary Action Center staff. It proved to be a short-lived problem. Large numbers of employees eventually were working from home and finding that, in the absence of commuting time, they were spending more time developing closer relations

with their neighbors.

During the final years of the Industrial age, many commuters hardly knew their neighbors and "bedroom communities" were the norm. With more time and opportunity to be in one's home and neighborhood during the Information Age, local communities regained social identity. This led to a great boom in volunteerism. People had more time and interest in their local communities. As a result, grassroots organizations and programs skyrocketed. Voluntary Action Center volunteer management expertise was in great demand.

The first order of business at the Voluntary Action Center staff meeting was to evaluate "Betty," the new receptionist. Betty reported still having occasional glitches in answering incoming calls with "Arcturus Corporation" instead of "Voluntary Action Center."

Betty was an in-kind donation of software that the Arcturus Corporation had outgrown; the corporation had passed their old communications-relay expert system on to the Voluntary Action Center. Betty reported no other problems with the new programming and was efficiently giving out information about the Center and routing service requests to the appropriate staff.

Betty had come with a warranty from Arcturus. Zee Yang therefore directed Betty to access Arcturus' new artificial intelligence (AI) system, "Marmaduke," for appropriate repairs. Marmaduke was a state-of-the-art, third generation computer intelligence with the ability to access data independently. It was programmed to "learn" and do

problem-solving (thinking) with little or no human direction.

In the process of finding and fixing "Betty's" glitch at the Center, Marmaduke also noted that one of XXX's volunteer program support expert systems had a minor problem. Authorized only to repair Betty, Marmaduke sent a message to the Arcturus CEO, Matthew Solar, presenting the problem and asking permission to make repairs on the other Voluntary Action Center expert system. Solar was a member of the Center board of directors; he notified Yang of the situation and authorized his AI to make the repairs. Marmaduke fixed the volunteer program support software in seconds.

The AI always "learned" from interfacing with data contained in any expert system. Marmaduke computed that the definition of *volunteer* it had just acquired was very much fitting what it had just done for the Center. Matt Solar was able to brag at the next Corporate Volunteerism Council that his company's AI, "Marmaduke," had become history's first computer to *volunteer* itself to help an agency. ■

Bruce Glasrud is special programs coordinator at the Voluntary Action Center of the Saint Paul, MN, Area. He notes that much of the technology described in his fictional portrayal of the Metropolis Voluntary Action Center already exists in some form or is under development. Inspiration for this flight of imagination came from Carol Stone, chairman of the National Council of Volunteer Centers, who recently called for visioning about the Volunteer Center of the future. Everything in Glasrud's scenario, he writes, is "humanly plausible and technologically possible."



The Responsive Communitarian Platform: Rights and Responsibilities

By Amitai Etzioni

Leadership presents the following excerpts from the above-titled paper as a thought-provoking essay of broad interest. The Network's founder, Dr. Amitai Etzioni, was a featured speaker at the Foundation's 1993 National Community Services Conference in Orlando, FL. The Points of Light Foundation's Board of Directors has taken no position on the statement. For further information, contact: The Communitarian Network, 2130 H Street, NW, Suite 714-F, Washington, DC 20052.

Preamble

American men, women and children are members of many communities—families; neighborhoods; social, religious, ethnic, work place and professional associations; and the body politic itself. Neither human existence nor individual liberty can be sustained for long outside the interdependent and overlapping communities to which all of us belong. Nor can any community long survive unless its members dedicate some of their attention, energy, and resources to shared projects. The exclusive pursuit of private interest erodes the network of social environments on which we all depend, and is destructive to our shared experiment in democratic self-government. For these reasons, we hold that the rights of individuals cannot long be preserved without a communitarian perspective.

A communitarian perspective recognizes both individual human dignity and the social dimension of human existence.

A communitarian perspective recognizes that the preservation of individual liberty depends on the active maintenance of the institutions of civil society where citizens learn respect for others as well as self-respect; where we acquire a lively sense of our personal and civic responsibilities, along with an

appreciation of our own rights and the rights of others; where we develop the skills of self-government as well as the habit of governing ourselves, and learn to serve others—not just self.

A communitarian perspective recognizes that communities and polities, too, have obligations—including the duty to be responsive to their members and to foster participation and deliberation in social and political life.

A communitarian perspective does not dictate particular policies; rather it mandates attention to what is often ignored in contemporary policy debates: the social side of human nature; the responsibilities that must be borne by citizens, individually and collectively, in a regime of rights; the fragile ecology of families and their supporting communities; the ripple effects and long-term consequences of present decisions.

The political views of the signers of this statement differ widely. We are united, however, in our conviction that a communitarian perspective must be brought to bear on the great moral, legal and social issues of our time.

Moral Voices

America's diverse communities of memory and mutual aid are rich resources of moral voices—voices that ought to be heeded in a society that increasingly threatens to become normless, self-centered, and driven by greed, special interests and an unabashed quest for power.

Moral voices achieve their effect mainly through education and persuasion, rather than through coercion. Originating in communities, and sometimes embodied in law, they exhort, admonish and appeal to what Lincoln called the better angels of our nature. They speak to our capacity for reasoned judgment and virtuous action. It is precisely because this



Dr. Amitai Etzioni

important moral realm, which is neither one of random individual choice nor of government control, has been much neglected that we see an urgent need for a communitarian social movement to accord these voices their essential place.

Restoring the Moral Voice

History has taught that it is a grave mistake to look to a charismatic leader to define and provide a moral voice for the polity. Nor can political institutions effectively embody moral voices unless they are sustained and criticized by an active citizenry concerned about the moral direction of the community. To rebuild America's moral foundations, to bring our regard for individuals and their rights into a better relationship with our sense of personal and collective responsibility, we must therefore begin with the institutions of civil society.

Start With the Family

The best place to start is where each new generation acquires its moral anchoring: at home, in the family. We must insist once again that bringing children into the world entails a moral responsibility to provide, not only material necessities, but also moral education and character formation.

Moral education is not a task that can be delegated to baby sitters, or even professional child-care centers. It requires close bonding of the kind that typically is formed only with parents, if it is formed at all.

Fathers and mothers, consumed by "making it" and consumerism, or preoccupied with personal

advancement, who come home too late and too tired to attend to the needs of their children, cannot discharge their most elementary duty to their children and their fellow citizens.

It follows that *work places should provide* maximum flexible opportunities to parents to preserve an important part of their time and energy, of their life, to attend to their educational-moral duties, for the sake of the next generation, its civic and moral character, and its capacity to contribute economically and socially to the commonweal. Experiments such as those with unpaid and paid parental leave, flextime, shared jobs, opportunities to work at home, and for parents to participate as volunteers and managers in child-care centers, should be extended and encouraged.

Above all, what we need is a *change in orientation* by both parents and work places. Child-raising is important, valuable work, work that must be honored rather than denigrated by both parents and the community.

Families headed by single parents experience particular difficulties. Some single parents struggle bravely and succeed in attending to the moral education of their children; while some married couples shamefully neglect their moral duties toward their offspring. However, the weight of the historical, sociological and psychological evidence suggests that on average *two-parent families are better able to discharge their child-raising duties* if only because there are more hands—and voices—available for the task. Indeed, couples often do better when they are further backed up by a wider circle of relatives. The issue has been wrongly framed when one asks what portion of parental duties grandparents or other helpers can assume. Their assistance is needed in addition to, not as a substitute for, parental care. Child-raising is by nature labor-intensive. There are no labor-saving technologies, and shortcuts in this area produce woefully deficient human beings, to their detriment and ours.

It follows that *widespread divorce*, when there are children involved, especially when they are in their formative years, is indicative of a serious social problem. Though divorces are necessary in some

situations, many are avoidable and are *not in the interest of the children*, the community, and probably not of most adults either. Divorce laws should be modified, not to prevent divorce, but to signal society's concern.

Above all, we should cancel the message that divorce puts an end to responsibilities among members of a child-raising family. And the best way to cancel that message is to reform the economic aspects of divorce laws so that the enormous financial burden of marriage dissolution no longer falls primarily on minor children and those parents who are their principal caretakers. Just as we recognized in the 1960s that it was unjust to apply to consumers laws that were fashioned

“A communitarian perspective recognizes that communities and polities, too, have obligations—including the duty to be responsive to their members and to foster participation and deliberation in social and political life.”

for the dealings of merchants with one another, we must now acknowledge that it is a mistake to handle divorces involving couples with young children with a set of rules that was tailored mainly to the needs and desires of warring husbands and wives alone. The principle of “children first” should be fundamental to property settlements and support awards.

Schools—The Second Line of Defense

Unfortunately, millions of American families have weakened to the point where their capacity to provide moral education is gravely impaired. And the fact is that communities have only a limited say over what families do. At least, it will

take years before a change in the moral climate restores parenting to its proper status and function for many Americans.

Thus, by default, schools now play a major role, for better or worse, in character formation and moral education. Personal and communal responsibility come together here, for education requires the commitment of all citizens, not merely those who have children in school.

We strongly urge that all educational institutions, from kindergarten to universities, recognize and take seriously the grave responsibility to provide moral education. Suggestions that schools participate actively in moral education are often opposed. The specter of religious indoctrination is quickly evoked, and the question is posed: “Whose morals are you going to teach?”

Our response is straightforward: *We ought to teach those values Americans share*, for example, that the dignity of all persons ought to be respected, that tolerance is a virtue and discrimination abhorrent, that peaceful resolution of conflicts is superior to violence, that generally truth-telling is morally superior to lying, that democratic government is morally superior to totalitarianism and authoritarianism, that one ought to give a day's work for a day's pay, that saving for one's own and one's country's future is better than squandering one's income and relying on others to attend to one's future needs.

The fear that our children will be “brainwashed” by a few educators is farfetched. On the contrary, to silence the schools in moral matters simply means that the youngsters are left exposed to all other voices and values but those of their educators. For, one way or another, moral education does take place in schools. The only question is whether schools and teachers will passively stand by, or take an active and responsible role.

Let us note that moral education takes place least in classroom lectures (although these have a place) and is only in a limited measure a matter of developing moral reasoning. To a much greater extent, moral education is fostered through personal example and above all through fostering the proper institutional culture—from corridors and cafeteria to the parking lot and sports. In effect, the whole

school should be considered as a set of experiences generating situations in which young people either learn the values of civility, sharing and responsibility to the common good or of cheating, cut-throat competition, and total self-absorption.

Education must be reorganized to achieve a better integration between work and schooling. Educators need to search for ways to connect schooling with activities that make sense to young people; and the many businesses who employ high school students part-time ought to recognize that they are educators too. These early work experiences will either reinforce responsible habits and attitudes, or will serve as lessons in poor civics and deficient work ethics.

Within Communities: A Matter of Orientation

The ancient Greeks understood this well: A person who is completely private is lost to civic life. The exclusive pursuit of one's self-interest is not even a good prescription for conduct in the marketplace; for no social, political, economic or moral order can survive that way. Some measure of caring, sharing and *being*

our brother's and sister's keeper is essential if we are not all to fall back on an ever more expansive government, bureaucratized welfare agencies, and swollen regulations, police, courts and jails.

National and local service, as well as volunteer work, is desirable to build and express a civil commitment. Such activities, bringing together people from different backgrounds and enabling and encouraging them to work together, build community and foster mutual respect and tolerance.

Americans should *foster a spirit of reconciliation*. When conflicts do arise, we should seek the least destructive means of resolving them. Adversarial litigation is often not the optimal way; mediation and arbitration are often superior. We should favor settlements

that are fair and conciliatory even if we have to absorb some losses. Going for the last ounce of flesh is incompatible with community spirit. (It is said that marriage works better when each side is willing to give 75 percent and expect 25 percent, rather than each give 50 percent and expect 50 percent. The same holds for other close relations.)

We should *treat one another with respect* and recognize our basic equality, not just before the law, but also as moral agents.

Further Work

This is only a beginning. This platform is but a point in dialogue, part of an ongoing process of deliberation. It should not be viewed as a series of final conclusions but ideas for additional discussion. ■

The Returns of Volunteering

By Jan Putnam

The following article appeared in the Peace Corps Hotline.

The benefits of volunteering are legion. Here are a few that have been very much on my mind . . . as I have relocated to a new city and find myself searching for a different job and for new community responsibilities.

■ **Volunteer work can complement paid work.** For me perhaps the most satisfying benefit of volunteering is that it allows you to be a more complete person. It is undeniably difficult—if not impossible—to find employment that will utilize and capitalize on all your talents, skills and interests. But creativity, energy and talents not used on the job can be put to work “after hours” in support of the broader community.

■ **Volunteering expands your personal and professional network.** Throughout the years, I have established some of my deepest friendships with people who shared my interest in particular community service organizations. The best of these organizations tend to attract individuals from diverse backgrounds whose varied perspectives help us understand issues in new and crucial

ways. These organizations allow us to reach beyond our usual circle of acquaintances—an important benefit in a society which tends to compartmentalize and isolate people.

■ **By volunteering you can act on your belief.** The very fact that you chose to join the Peace Corps proves that you will never be completely happy unless you are spending some part of your everyday life in service to others. It is a luxury to receive payment for work you believe in; not everyone will find such employment. But as a volunteer with one of the myriad organizations in your community you can continue the process you began when you filed that first Peace Corps application whether it was 30 years ago or a lot more recently.

■ **Volunteering is not primarily an exercise in sacrifice.** As many of us discovered in the Peace Corps, the real value of the volunteer experience accrues to the volunteer. It is we who are changed most by our experiences—not necessarily the institutions, people or causes we serve. ■

Jan Putnam is a former Peace Corps volunteer.



Foundation News

Hurricane Andrew Awards

On April 19, during 1993 National Volunteer Week, the Allstate Insurance Company and The Points of Light Foundation joined in recognizing 20 outstanding individuals and groups for their meaningful contributions through direct voluntary service to residents in the South Florida area who were victims of Hurricane Andrew.

The groups honored were:

- Barnett Banks, Inc., mobilized employees from its Jacksonville headquarters and 600 branches in Florida and Georgia to volunteer in the affected area.

- Care Force 10, a community outreach program of Miami's WPLG-TV Channel 10, brought together corporate and community volunteers.

- Miami District Disaster Response of the United Methodist Church. Following the hurricane, church volunteers organized short-term assistance for victims and made long-term plans to meet the emotional and physical needs of South Dade County residents.

- People Helping People—The Dream Team, Inc., established and operated a distribution center that was staffed 24 hours a day, 7 days a week by volunteers only.

- Robert Morgan Vocational Technical Institute served as a food, water and clothing distribution center, a bivouac center to house

members of the 82nd Airborne Division, 10th Mountain Division and military police, a pharmacy and a meal center.

- South Florida District Optimist International, an association of 80 clubs and more than 3,700 members, spearheaded a state and nationwide effort to provide emergency and long-term relief.

- University of Miami Volunteer Services Center operated a national outreach effort to bring college students to South Florida to help in recovery activities.

- The Captain and Crew of the USS Hunley, Norfolk, VA, "adopted" the A.L. Lewis Elementary School in Homestead, putting their more than 200 pairs of helping hands to work restoring the school to use in time for the beginning of the school.

- The Zonta Club of Miami Lakes, an organization of professional businesswomen, mobilized its members to support a wide variety of relief activities, including recreational

and holiday activities for over 100 children of migrant workers at the Redlands Child Development Center.

Individuals receiving a Hurricane Andrew Hero Award were:

- Donald Hoecherl, Miami, FL, Principal of Centennial Middle School. In the days immediately following the hurricane, he reached out to students, families and his staff in helpful ways to mitigate the impact of the storm's destruction.

- Diane Horner, R.N., Ed.D., Miami, FL, Dean and Professor of the University of Miami School of Nursing, set up a medical clinic for migrant workers and medically underserved individuals at a church family center in the South Miami area.

- Jack Leonard, Homestead, FL, was instrumental in establishing temporary tent facilities and a one-stop social service center where hundreds of displaced farmworkers and their families lived and sought



assistance after the storm.

■ Pat Lowenstein, Coral Gables, FL, solicited large corporate donations of washers, dryers, diapers and baby formula and arranged hot meals and continuous meal service from area restaurants.

■ Linda Marraccini, M.D., South Miami, FL, offered emergency medical services through a hospital emergency room beginning on the day of the hurricane and continued treating storm victim patients through another hospital's rapid treatment center and field clinics, often donating supplies from her own office.

■ Rhonda McCoy, Kendall, FL, volunteered at an elementary school shelter where she worked side by side with Red Cross personnel, registering families, preparing and serving food, assisting elderly, sick and disabled storm victims and mediating between cultural groups when problems arose.

■ Lonina McRae-Jones, Miami, FL, worked through her sorority's alumnae association to spearhead a massive collection, distribution and transportation relief effort to aid hurricane victims.

■ Dale Olson, who arrived in South Florida from Wisconsin as a Lutheran disaster response volunteer, served as on-site supervisor for out-of-state volunteer groups, training and overseeing some 40 volunteers a week in various building, cleanup and supply distribution projects.

■ Stephanie Pearl, North Miami Beach, FL, a high school junior who after immediate post-storm volunteer service at a collection center, proposed a plan to involve North Dade County students in the relief endeavor.

■ Tony Ponceti, Miami, FL, swung into action right after the storm to obtain and transport food supplies for the Southern Baptists Convention State Brotherhoods, an operation that at its busiest fed 50,000 people a day.

■ Frankie Steig, Miami, FL, an early childhood educator at the Miami Youth Museum, maintained two creative arts camps for children whose families were displaced to Tent City and an after-school program at an elementary school after the Tent City closed.

Every disaster, however large or small, brings out the heroism revealed in these volunteers and organizations. ■

Loaned Executive to Lead Volunteer Center Strengthening, Expansion

John Dutton, communications vice president for Aid Association for Lutherans (AAL), joined the Points of Light Foundation staff as a loaned executive in late May to lead an effort to strengthen and expand the network of more than 400 Volunteer Centers.

The special effort that Dutton is heading up will include development of a vision for Volunteer Centers and a systematic support program to enable and encourage local volunteer initiatives.

Former Michigan Governor George Romney, who is a Foundation board member and chairman of its Operating Council, called Dutton's assignment "the most important single task to surmount our widely serious social and economic problems in this country. Volunteer Centers in communities throughout the nation are needed to secure

volunteers to solve social problems," Romney said.

"Volunteers are the foundation on which government, business, charities and places of worship will help rescue America from violence, crime and anger," Dutton said. "Through local Volunteer Centers in communities across the nation, we will ask millions of Americans to help touch and change our world."

Dutton led the development of AAL's network of local volunteer branches, which now number 8,261. He is being loaned to the Foundation for up to two years. AAL, which is headquartered in Appleton, WI, is the nation's largest fraternal benefit society in assets and ordinary life insurance in force. It has 1.6 million members. ■

Resolution Calls Diversity a Volunteer Community Strength

While a fundamental part of the American heritage, voluntary service varies in its nature and purpose "in response to the interests and needs of the individuals engaged and the communities they seek to serve," The Points of Light Foundation's board of directors said in a resolution adopted in early March.

Voluntary service in the United States today, the resolution continued, "embraces a wide range of activities from informal acts of neighborly helping to self-help and mutual assistance efforts, from the tradition of part-time, unstipended volunteering in both nonprofit organizations and public agencies to newly emerging models of stipended, full-time service."

The diversity of approach is one of the strengths of America's volunteer community, the resolution asserted.

The resolution also applauded President Clinton "for his public support throughout his career in



public life of this diversity of voluntary service" and called on the nationwide network of Volunteer Centers and corporations with employee volunteer programs to help integrate the nation's diverse voluntary efforts "in order to increase their impact on the communities served and their benefit to those who provide the service." ■

Survey to Ascertain Multinationals' Volunteering

In a first step toward learning more about the contribution multinational corporations active in the U.S. make to our communities through their workers' volunteer service, The Points of Light Foundation this spring sent a corporate study survey to nearly 2,000 Japanese companies with U.S. offices.

The goal of the survey is to provide U.S. and Japanese corporations with insight into the Japanese companies' volunteer activities. The Foundation hopes that the research will ultimately encourage greater corporate interest in employee volunteering and lead to closer relations between the corporations and the communities they serve.

Results from the survey will be reported to all responding companies and will also form the basis for follow-up telephone interviews to expand understanding of the companies' volunteer activities. *Leadership* will summarize the findings when they are available.

The months-long spadework for the survey was carried out by Katsutoshi Enokida, Visiting Senior Fellow at the Foundation. His work at the Foundation was sponsored by the Japan Foundation's Center for Global Partnership. ■

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The three video selections are as follows:

■ **OPENING PLENARY SESSION** featuring Charlayne Hunter-Gault, correspondent, "The McNeil-Lehrer Report"; James Joseph, president and CEO, The Council on Foundations; and Anita Roddick, chairman and CEO, The Body Shop

■ **SECOND PLENARY SESSION** featuring John Clendenin, chairman and CEO, BellSouth Corporation; The Rev. Thomas Harvey, visiting professor, Center for the Study of Youth Policy, The University of Maryland; Dr. Blandina Cardenas-Ramirez, director, Southwest Center for Values, Achievement and Community

■ **OPENING AND CLOSING BANQUET SPEAKERS** featuring Dr. John Gardner, honorary conference chairman and holder of the Miriam and Peter Haas Professorship in Public Service, Stanford University; and Dr. Amitai Etzioni, professor, The George Washington University, and founder of the Communitarian Movement.

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Corporate Volunteering-- Getting Down To Business

Gerardo De Leon, 16, of Houston, gets up early every morning this summer to go to his job at Tenneco Inc., where he works in the photography department. It's more than a job. It's an investment in his future.

Gerardo, who will be a high school junior this fall, wants to become the first person in his family ever to attend college. Without Tenneco his goal might be an impossible dream.

Through the company's employee volunteer program, Gerardo has a mentor to encourage and help him with school and planning for the future. His summer job money will help pay for college. And he has a good shot at a Tenneco scholarship.

Tenneco is one of hundreds of major U.S. corporations that help out in their communities, according to a recent survey by The Conference Board and The Points of Light Foundation.

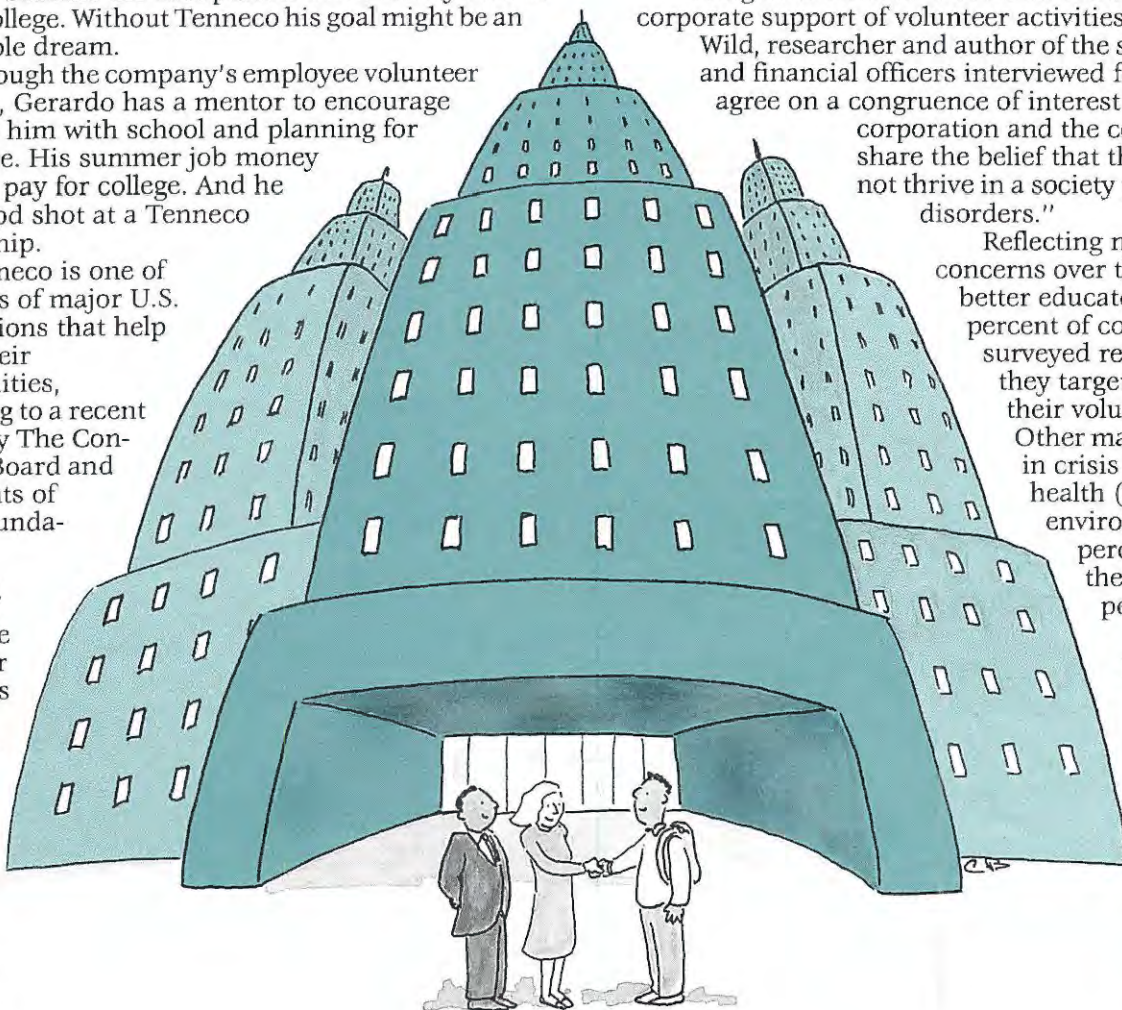
The study, of corporate volunteer programs in 454 U.S. corporations, found that 92 percent of the companies encourage

employee involvement in volunteer activities and 83 percent offer company-sponsored volunteer projects. Sixty-eight percent give paid hours off to employees for volunteer activities during the work day; 68 percent also loan personnel to assist nonprofits with specific projects.

Enlightened self-interest is an underlying reason for corporate support of volunteer activities, says Cathleen Wild, researcher and author of the study. "Executive and financial officers interviewed for this study agree on a congruence of interest between the corporation and the community. They share the belief that the company will not thrive in a society plagued by social disorders."

Reflecting nationwide concerns over the need for a better educated work force, 74 percent of companies surveyed responded that they target education in their volunteer activities. Other major areas: youths in crisis (47 percent), health (47 percent), the environment (41 percent), the homeless (41 percent).

Tenneco's partnership with Jefferson Davis High began in 1981 with mentoring and tutoring programs like the one Gerardo is in. The company has expanded its involvement to offer other pro-



grams, including dropout prevention, leadership training for students and college scholarships.

The scholarships aren't just for the brilliant. They are available for all hard-working students who meet requirements which include a 2.5 grade-points average, three years of math and required summer study. Each scholarship is worth \$4,000 (\$1,000 a year).

Gerardo is working toward a scholarship with the help of his mentor, Mike Moran, a marketing representative for Tenneco Gas. Mentors are matched with small groups of students at the beginning of their freshman year, says Oksana Gensior, business partnership coordinator at the school. Mentors and students meet every other week for about an hour at lunchtime during the school year. Moran will help Gerardo and three other students prepare for college—SAT tests, sending out applications.

"I'm sold on the program," says Moran, who's been a mentor for two years. "When Gerardo and the other guys graduate, I'll sign up for a new group of students."

Other corporations also have ambitious education-related volunteer programs in place.

- Cooper & Lybrand, a national accounting firm headquartered in New York City, sponsors volunteer efforts nationwide including counseling and tutoring inner-city youths, showing students how to run a business, creating summer jobs for youths, and helping part-time employees earn high school graduation.

- Intel Corporation has a partnership with Palmdale Elementary School in Phoenix, AZ Intel employees can choose from a menu of activities that vary in focus and time required. They include tutoring, a Saturday School, math/science fairs and one-time special events.

Among other big-name corporations with education-related volunteer programs: ARCO Chemical Co., Amoco Corp. and Eastman Kodak Co.

To help identify community needs, corporations often turn to nonprofit agencies and the 400 Volunteer Centers across the country. In some cases, the corporation's volunteer emphasis is related to the company's product.

- Allstate Insurance Group, which began as an urban insurer, has a strong commitment to addressing problems in cities by working with local agencies such as the Lewis Street Center in Rochester, NY, to provide day-care, a foster grandparent program and after-school tutoring.

- Food giant Pillsbury/Grand Metropolitan sponsors a "Store to Door" grocery delivery service in Minneapolis to senior citizens in high-rise housing.

- BAMA Foods support USA Harvest, a massive nationwide, all-volunteer food distribution effort.

The survey also asked corporations what kind of records they keep on their volunteer programs. It found that most of the information gathered is anecdotal: 61 percent say they get some sort of feedback from the community or employees' testimonials. About a third of the companies kept track of hours volunteered. On average, 12.5 percent of the work force participated in the employee volunteer programs.

The beneficiaries of corporate volunteering praise the impact of such programs. Emily Cole, principal of Jefferson Davis High, says the partnership with Tenneco has made some visible changes, including a decline in the dropout rate from 65 percent to 47 percent; and about

a 100-point increase in average SAT scores.

"We couldn't do without the assistance of Tenneco personnel," says Cole. "They have given us more than time and talent . . . They have introduced a value system that shows how important it is to give back. On their own, Davis students are organizing service projects and are showing an interest in making the school and the community work."

Other Highlights

- 91 percent of corporations recognize employee volunteering through article, awards, commendations.

- 60 percent survey employees about volunteer interest/involvement.

- 50 percent make community service a part of their company's mission statement.

- 41 percent employ one person to manage their volunteer programs; 37 percent use a committee or task force.

- 37 percent report the estimated annual cost of programs, excluding staff time, at less than \$5,000; 16 percent report costs of \$100,000 or more. ■

BENEFITS TO CORPORATIONS

Feeding the homeless and hungry. Teaching kids to read and do math. Helping repair homes for the elderly. The inventory of corporate good deeds stretches from coast to coast.

But what's in it for the companies that encourage and sponsor employee volunteer programs?

Many of the benefits fall in often hard-to-measure categories such as improved public image and worker morale, according to the Foundation survey. Of the 454 corporations who participated in the survey, 94 percent agree that employee volunteer programs help create "healthier communities" and 95 percent say that such programs improve the corporate image.

No formula exists to measure accurately benefits to a company's bottom line, but those who foster employee volunteer programs are convinced that the value is there, even though intangible.

To Intel plant manager Harry Hollack, part of the value is in advancing the concept of personal mastery, which he says is the cornerstone of Intel's corporate culture. "As a result of volunteer service," he says, "workers bring new attitudes and skills, fresh insights and a deeper commitment to their work."

The value to employees also are judged to be substantial in areas that are important to employee performance: 93 percent agree that volunteer programs build teamwork skills; 91 percent say they improve morale; 90 percent say they help attract better employees; and 77 percent say they help the company keep valued employees.

Carol Ondrake, who serves on a hiring team at GE Capital Consumer Card Co. in Cincinnati, agrees that volunteer activities are attractive to prospective hires. "We want to be the employer of choice. We must provide our people these ways of serving and getting to know the community and getting to know each other."

■

All the Family In

By Mary Phillips



Parents and children, siblings, couples, grandparents and grandchildren, and other individuals who consider themselves a family are finding that through community service they can strengthen their own relationships and improve the conditions of their neighborhood.

Family volunteering is not a new phenomenon. Families have been providing service to each other since the early days of our country. But the interdependence of family and community is increasingly being recognized as key to the survival of each in today's complex society.

The National League of Cities in its 1992 *Futures Report: Families and Community* emphasizes, "Family functions remain crucial: to provide a healthy and secure environment, to care for the next generation, to transmit values, to meet economic needs and to establish social networks and create community." At the same time, the report also indicates, "community is increasingly difficult to maintain under modern conditions, and that affects family life. Families depend on their communities and vice versa." The report goes on to say that children and adults who experience a close-knit, diverse community are being prepared to become "tomorrow's community builders."

Encouraging families to exercise their leadership through service in their school system, neighborhood, religious organization or favorite charity/agency provides adults and children with the tools to build community and address critical social needs. Children are provided with models of how they can impact their environment and contribute to the future. For example, in the Edgehill housing community of Nashville, TN, Brenda Morrow and her sisters Deb Stewart and Juanita Strawther created Organized Neighbors of Edgehill (ONE), a coalition of residents, community businesses and civic groups. Through ONE they are empowering members to take pride in their community and restore a sense of cohesiveness to the area. Morrow says, "My family is the

community, and what we are trying to do is get the community working as a family."

A *Position Paper on the Family*, prepared for the Communitarian Network by J. Elshtain, E. Aird, A. Etzioni, W. Galston, M.A. Glendon, M. Minow and A. Rossi, states, "Although the family is the locus of private life, it is also critical to public identity. Here as elsewhere, the testimony of parents and scholars converges: Families teach us our first lessons in responsibility and reciprocity. In the primary setting of the family, we either learn or fail to learn what it means to give and to take; to trust or mistrust; to practice self-restraint or self-indulgence; to be reliable or unreliable."

As families volunteer they provide individual members with expanded opportunities to develop their public identity. "When you serve other people," says



Elena Pereyra Johnston, "you keep your humility, and that is very important to our culture. What we aspire to is to maintain a sense of humility and dignity." Elena, her husband Allan, their daughter Sophia and son Noel, who live in Laguna Niguel, CA, have committed themselves to educating people who often are left out of the educational loop, such as Central American refugees, Mexicans and Native Americans. Mother, son and daughter tutor at the nearby San Juan Capistrano Mission.



Opportunities for family volunteering are diverse and increasingly are being developed to be flexible to meet family requirements. The spectrum of family volunteering includes:

- One-time events for the whole family, such as walkathons, park cleanups, gift baskets
- Agency-sponsored activities such as family mentoring, soup kitchen, tutoring
- Family-initiated activities such as clothing drives, neighborhood watch
- School/youth-sponsored activities such as PTA school fairs, health clinics, sports/fundraising events, environmental cleanup
- Corporate-sponsored activities such as Atlanta IBM's Hands-on Atlanta Day

For the Family:

- Provides additional time spent together as a family.
- Increases the sense of individual and family pride and cultural identity.
- Provides children with the "best" heroes or role models: their own family members.
- Provides learning experience and skills development.
- Increases interpersonal communication and problem-solving capacity of the family unit.
- Provides opportunity to address critical needs affecting the family or the neighborhood; families are empowered to make a difference and to "take back" their community.
- Passes on values and a sense of civic responsibility to each generation.
- Creates a history of "family memories."

For Organizations:

- Increases access to a larger, long-lasting pool of potential volunteers for years to come.
- Diverse families bring a broad, intergenerational

perspective that may help the agency address and respond to the needs of clients.

- Various ages and approaches of families may bring innovative solutions and expertise to help meet the needs of the agency.

- May increase availability of some volunteers — single parents, for example—if they are able to bring children along and do not need to find a babysitter.

For the Community:

- Families are sensitized and educated on community issues, service systems and the impact policy makes on the lives of individuals; in turn they become more responsible, participatory citizens and voters.

- Families volunteering increase the social networks and build a sense of community within and among the institutions they have affiliations in—schools, workplace, parks, civic groups, etc.

Challenges:

Challenges organizations may face in engaging families as volunteers include:

- Time factors: coordination of family members' schedules, extra time needed to design volunteer opportunities that meet each family member's need
- Transportation
- Old paradigms of staff or current volunteers who may be reluctant to involve families and/or youth
- Meeting or dealing with unrealistic expectations of family members
- Family issues or interpersonal conflict
- Liability issues

Tips for Assessing the Potential of Family Volunteering in Your Organization

(The following tips are excerpted from the Readiness Assessment Tool designed by the Volunteer Center of the Texas Gulf Coast, Houston, TX. For a copy of the complete Tool with resource list, contact Family Matters at The Points of Light Foundation referenced in Editor's Note below.)

- Does your agency/organization/community project:
 - Currently recruit family volunteers?
 - Have one-time or seasonal events/programs/projects?



FAMILY VOLUNTEERING TRENDS

The research summarized in the first Family Matters report looked at how organizations view volunteering by families. The data appears in several topic categories; the percentages in the following topics are of organizations responding.

Attitudes about family volunteering:

Family volunteering:

- Benefits families in ways over and above the rewards of volunteering alone—98.3%
- Is very effective—97.6%
- Offers a unique way for people to perform community service—96.3%
- Is impractical—11.6%

Motivations for family volunteers:

- Opportunity to teach values of service and community involvement—70.8%
- Social responsibility to give back to the community—56.7%
- Opportunity for the parent or extended family to be involved with the younger generation—56.7%
- Opportunity for family members to get to know one another better as they serve—53.4%
- Traditional way for families to serve—35.0%

- Cultural, religious or ethnic tradition—32.9%
- Way to save time by working together—25.3%

Barriers to family volunteering:

- Coordination of time schedules within each family—48.7%
- Difficulty in including young children in volunteer projects—41.9%
- Volunteer projects are designed for individuals, not families—39.7%
- No time to volunteer—24.5%
- Family volunteer jobs don't offer enough challenge or variety of jobs for family members of all ages—21.7%
- Transportation difficulties—15.5%
- Insurance liability on the volunteer job site—9.4%

Advantages of family volunteerism:

- Volunteers enjoy themselves more when they volunteer with their families—50.2%
- Enables organizations to obtain more volunteers at one time—46.6%
- Families are more committed—20.2%
- Families are more likely to volunteer frequently than individuals are—15.2%

- Recruit volunteers from a variety of networks such as schools, workplaces, religious or civic organizations?
- Need to educate staff to facilitate the recruitment of family volunteers?
- Interview volunteers before involving them?
- Have difficulty matching intergenerational volunteers with your mission?
- Have existing family volunteer job opportunities?
- Have minimum age requirements for volunteers?

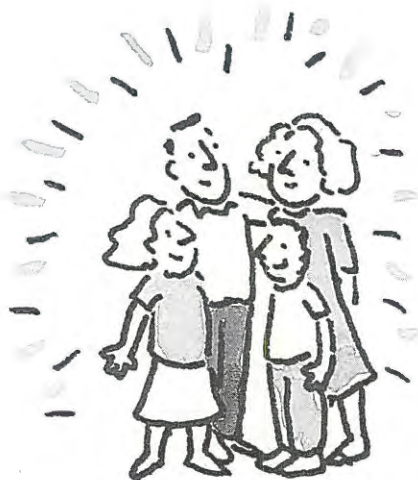
Robert Bellah, in *The Good Society*, suggests the virtue that most Americans need today is what psychologist Erik

Erikson called "generativity," the care that one generation gives to the next. Generativity is a virtue that Erikson initially situates in the concern of parents for children, but he extends it far beyond the family so that it becomes a virtue by means of which we care for all persons and things we have been entrusted with.

One immediate and practical way to endow each generation with this virtue is by creating a tradition of family volunteering in which family members of all ages address critical community need and increase community pride and quality of life throughout the nation.

Editor's note: The Points of Light Foundation's Family Matters program is a three-year project funded by the W. K. Kellogg Foundation, Lutheran Brotherhood and General Mills. Family Matters' national vision is to empower family members of all ages to engage in volunteering that addresses critical community need and that increases community pride and quality of life throughout the nation. Its goals are to increase the number of families that volunteer and to support opportunities for families to volunteer. Family Matters will be working in the following pilot communities to increase family volunteering by 30 percent over a three-year period: Houston, a tri-county area in Kentucky, Louisiana, New York, Atlanta and Minneapolis. For further information or resources, contact Gretchen Van Fossen, National Program Manager, at (202) 223-9186, ext. 117. ■

Mary Phillips is a consultant to Family Matters at The Points of Light Foundation.



Bob Gandrud: Giving Back to His Community

Bob Gandrud is president and chief executive officer of Lutheran Brotherhood in Minneapolis. By most people's standards, he would have enough to do leading this \$12-billion-in-assets fraternal benefit society. But his job clearly is only part of his life. Giving back to his community through volunteerism also is part of Bob Gandrud's philosophy and lifestyle.

"I personally feel that if you're fortunate in your health, family and job, then it's time to give back and help people who aren't quite so fortunate," Gandrud says. "There is a need for people to help people—and that's volunteerism."

At six-foot-three, he's a big burly man, and looks quite in his element wielding a hammer or carrying lumber at a Habitat for Humanity project. But he looks even more accomplished holding and feeding the tiny foster babies in the Gandrud home.

For 15 years Bob and Nancy Gandrud and their three daughters have provided a loving and safe home to babies born into a rocky situation. For their long-term commitment to family volunteerism, the Gandrud family was named the "spokesfamily" for the 1993 Family Matters program.

Bob and Nancy and their daughter Janis, 21, spoke movingly at The Points of Light Foundation's Family Forum in Washington, D.C. last April about their years of caring for foster babies. Although not at the forum, daughters Jill and Jodi also were an integral part of the effort.

"I started out looking into foster care as something I would do," Nancy recalled. "But I quickly realized that it was a family affair. We kept a schedule to make sure the babies were cared for—with all of us taking turns at late-night feedings and diaper-changing. We all learned a lot—about

life, about death, about choices and about each other."

Janis remembers being 14 and meeting mothers her own age who were trying to cope with an infant. In some cases, the babies were sick from the after-effects of drugs the mother took during pregnancy. "It makes you think about the consequences of your actions," Janis said.

Caring for the foster babies helped the Gandrud family learn how to communicate with each other. "By the time I was five, we'd already talked about premarital sex," Janis said. "Those babies got us to talk about a lot of things—sex, drugs, parenting. Having the babies and their mothers around taught us not to be judgmental of people. We learned to take responsibility. And we learned to negotiate to figure out who was going to feed the baby in the middle of the night!"

Bob said, "I can speak from experience that family volunteerism draws families closer and makes them stronger. This helps families and their communities."

It's a perfect match that a man who believes so strongly in volunteerism is leading a fraternal benefit society that includes helping families and communities in its mission. Lutheran Brotherhood's

one million members, in more than 850 local volunteer units, are a powerful and effective force in aiding disaster victims and other persons in need, conducting local improvement projects and sponsoring positive youth development programs. In 1992 these volunteer units conducted nearly 10,000 funded service projects and gave 3.3 million hours of volunteer service. Lutheran Brotherhood gave nearly \$47 million in 1992 in benevolent, humanitarian and educational support.

—Gaelyn Beal, Lutheran Brotherhood editor ■



For 15 years, Bob Gandrud, his wife Nancy and their three daughters have made a personal commitment to ensure a better life for the foster children for whom they care.

Training Volunteers for Success

By Stephanie Kipperman

As a coordinator of volunteer outreach programs for over 15 years, I have worked with hundreds of volunteers. I have seen the difference that good training makes and the disappointment, frustration and ill will that are inevitable when training is inadequate or nonexistent. The purpose of this article is to discuss the "why," "what" and "how" of effective training—training that will prepare volunteers to do their jobs and expand and enhance the services an organization can provide.

Why Provide Training: Goals and Objectives

At my agency, training provides guidelines and procedures, information and skills, an overview of the goals and philosophy of the agency, and an introduction to staff, clients and other resources.

Training highlights the meaningfulness of our work, the commitment of the staff that is doing it and the importance of the volunteer component to overall success. It communicates firm expectations and standards of performance, and is designed to reflect the professionalism of our program as a whole.

Training also enables us to communicate our enthusiasm for the program, inspiring potential participants to want to "get started as soon as possible" and even to refer a friend.

Encouragement is important, for most volunteers feel at least somewhat anxious about taking on new responsibilities. They are likely to feel hesitant even if they have education in the field, have worked before in a similar setting and have personal knowledge upon which to draw. Even parents need to be trained to work in our preschool drop-in center in order to know its guidelines and procedures.

A volunteer who has teaching experience still needs to be trained to work as a home-based conversation partner and "American friend" for a family of refugees from the former USSR who are overwhelmed by culture shock in their new community.

Training increases skills and self-confidence by providing ideas and techniques that are new and by reminding the volunteers of what they already know. For example, volunteers who help refugees increase their fluency in English repeatedly express their appreciation for being reminded of the need to speak slowly and

clearly, to rephrase rather than repeat if not understood, to let the newcomer do the talking as he or she is the one who needs the practice, and to recognize that even small three-letter words like "get" may be highly idiomatic, as illustrated by just a few examples: Can you get me a pen? Can you get the door? I get that!

In each of our programs, training clarifies what is expected and how the job should be done. Training supports and inspires the volunteers to overcome their initial nervousness in order to make a difference.

What Kind of Training: Content and Focus

The areas to be covered during training need to be based on the role the volunteer is being asked to fulfill, the knowledge, skills and attitudes that are necessary to do it well, and the goals and objectives of the specific program involved.

For example, if volunteers are expected to interact with young children, they will need to understand and adhere to very definitive safety and developmental considerations. If volunteers work with persons for whom English is a second language, communication tips and cross-cultural information will increase understanding and sensitivity. If volunteers are working with seniors, knowledge of the losses of aging and awareness of signs of abuse and neglect are essential.

The general format I have developed for an initial volunteer training session includes the following:

1. Warm statement of welcome
2. Introduction of participants, program and agency
3. Overview of the client population
4. Representative selection of anticipated issues and concerns
5. Clarification of roles and responsibilities
6. "Hands-on" skills training
7. Additional opportunity for questions and answers
8. Genuine statement of appreciation and encouragement

Specifics of the prospective assignments and makeup of the volunteer group, as well as the amount of screening that has already taken place, will affect the depth of discussion.

My approach is to focus on what pre-screened volunteers want to learn and to start there. I have the

Training increases skills and self-confidence by providing ideas and techniques that are new and by reminding the volunteers of what they already know.

benefit of a written application and an in-office interview to assist me in knowing these things. What I will say is also influenced by formal and informal feedback from former volunteers about what to include and what to avoid and the availability of other staff or program volunteers to assist.

Listening to volunteers who have participated in past trainings as well as soliciting the concerns of newcomers has helped me to separate what volunteers want to hear from what is likely to be boring, distracting or just not useful.

Watching my "audience" carefully is imperative. I must be alert for blank looks when jargon or abbreviations—so second nature to each of us in our day-to-day work—are unexplained, and glazed eyes when I "wax theoretical" rather than share practical suggestions. There's so much I want to communicate, but I know that if the program "goes on and on," the volunteers may well wish they were someplace else and hear little of what is said.

Rather than telling all there is to know, I want training to help the volunteers learn enough about what they are being asked to do that they can judge whether the "fit" is right. If it is, they will have the preparation and self-confidence to do the job.

How to Train Effectively: Means and Techniques

For training to fulfill these multiple goals, it must be lively, informative and engaging. There needs to be time for questions, room for humor, and opportunity for interchange. Yet we must stay on schedule. Presenting training in a format that includes a variety of approaches keeps things moving and encourages involvement whatever the volunteer's learning style.

It has been repeatedly demonstrated that most people learn significantly more by eye than by ear. Yet, written materials alone are not enough. Even if thoroughly read—and this is often not the case—written information inevitably raises questions and requires explanation, but provides no forum in which the issues are addressed or the questions answered.

Handouts that include detailed material in black and white—or color if possible—remain with the volunteer for reference and review afterward. However, if unread, they might as well not have been written.

My experience is that if the contents of written materials are not discussed during a training session, they are likely to be ignored, even discarded, soon afterward. To avoid this, I make a point of relating critical issues, such as confidentiality and record-keeping, to the appropriate pages of our agency volunteer manual and providing a verbal and visual overview of all of the materials assembled in our program-specific packet.

We use visual props to highlight key ideas. For example, a bar graph which compares the number of arrivals of refugees in San Francisco over a 10-year period

proves the point that "a picture is worth a thousand words."

Similarly, a circular diagram that identifies the number of tasks that each newly arrived refugee family faces in its first few months in America dramatically illustrates the stress and pressure it faces. Brainstorming the varied emotions newcomers may feel in the initial resettlement period will actively involve the volunteers, and will have far greater impact when written on a blackboard or poster paper, than if simply stated by the trainer.

It is not news to managers of volunteer programs that information and explanation can be significantly enhanced by opportunities to practice skills and participate in role plays.

Over and over again, volunteers express their appreciation for "hands on" practice, such as the opportunity to try out "conversation stimuli" and to pose "open-ended questions" during the One-to-One Tutor Program Orientation. Senior Outreach Volunteer trainees role play specific problematic situations, and "Chicken Soupers" who bring meals to homebound clients with AIDS focus on anticipated issues involving loss and grief. Volunteers in each of these programs confirm what Confucius wrote many years ago:

What I hear, I forget

What I see, I remember

What I do, I understand.

Training helps prepare the volunteer for the task ahead, but must not be a one-time experience. Only as an ongoing process can training continue to provide the skills, knowledge and support to enable a volunteer to do his or her job as it should be done and to grow and develop in the position.

Because volunteers "in the field" often do not come to follow-up trainings, we offer a variety of opportunities for "staff development" to out-based volunteers. In the One-to-One Program, for example, we provide tutoring tips, cross-cultural sensitivity training and information and updates about community resources through monthly newsletters, phone support and open-agenda or theme-based quarterly workshops.

Our basic premise is that if we don't train volunteers well, we are doing a disservice not only to them, but to our clients and community as well. On the other hand, if training is effective and ongoing, the efforts of our volunteer staff will significantly increase the level of service we are able to provide and leave the volunteers with a feeling of satisfaction and pride in the difference they can make.

By training, we demonstrate our commitment to invest the time and effort necessary to insure that the work of the organization is done competently, effectively and professionally, we recognize the importance and value of the volunteer staff that is doing it well, and we reassure the board, the community, paid staff and client consumers that our volunteers are well prepared for the jobs they undertake.

Training sets up volunteers for success and the agency for respect. Isn't that the message we want to send and the goal we want to achieve? ■

Stephanie Kipperman is coordinator of volunteer services at Jewish Family and Children's Services in San Francisco, CA.

Coming to Grips With the Tough Problems

With this issue, *Leadership* begins an occasional roundup of programs that wrestle with the serious social problems that challenge communities and nation today. Each of the programs we report significantly involves volunteers.

A Critical Situation Service

A three-county mid-Michigan area's Tri-County Office on Aging has developed a free, 24-hour, 7-days-a-week service that responds to people 60 years of age and older in non-medical critical situations.

The working heart of this program is the some 50 skilled, trained volunteers who handle calls, make referrals and generally help seniors who may not know where to turn with a problem. Qualities sought in volunteers are ability to think on their feet, stay calm under pressure, show empathy and be able to communicate with seniors. Among the most frequent serious situations encountered by the program's volunteers are homebound individuals who run out of essential medication, a frail elderly person discovered in a house without heat or water, a bedridden person suddenly left alone when a spouse is hospitalized, a homeless senior in need of food and shelter.

Crisis Services for the Elderly is a public-private partnership between the Tri-County Office on Aging and community agencies. Most of its volunteers have backgrounds in health and human services. They receive training in policies and procedures and can enhance their skills through experience in crisis intervention, learning assessment skills, networking with a variety of local agencies and attending in-service training on legal, financial and mental health issues that seniors and their families face. Volunteers are on call 24 hours a day, 7 days a week to make sure there is no delay in response and care. When on call, volunteers wear a pager while at work and after hours.

The 50 volunteers give between 40 and 128 hours every three months to the program; last year, the program served 494 older adults.

□ Information: Nancy Weber, Tri-County Office on Aging, Civic Center, 500 W. Washtenaw, Lansing, MI 48933; tel.: (517) 483-4150.

Lifelines

Great Falls, MT's Community Help Line serves as a resource and referral agency to the community through five programs:

■ *Crisis Line*—a 25-hour telephone crisis intervention service manned by "listening ear" volunteers.

■ *Information and Referral*—in which staff and volunteers provide information to callers about community service organizations and resources.

■ *Rape Victim Advocacy*—a group of trained volunteers who support victims of rape and sexual abuse.

■ *Child Care Resource and Referral*—a child care provider certification and information service.

■ *Teen Hot Line*—a special telephone service for teenagers to give them support, information and referrals. New this year for teenagers is a *Teen Warm Line* that features informational tapes on subjects of concern to today's youth.

Volunteers participating in these programs receive extensive training. Those who work on the Crisis Line receive lectures and hands-on instruction totaling 35 hours, while those in the Rape Victim Advocacy program are trained in rape and assault issues and victim assistance for 30 hours. Participants in the latter program meet face-to-face with rape victims, accompany them during hospital examination and police interview, and offer referrals to counseling programs. Volunteers serve the Teen Hot Line program not only as telephone listeners, but also as members of an advisory board for the teen programs.

□ Information: Sandi Filipowicz, Executive Director, Community Help Line, 113—6th Street North, Great Falls, MT 59401; tel.: (406) 761-6010.

Friends to the Lonely

The Samaritans of Fall River/New Bedford, MA, befriend lonely, depressed people through support groups of volunteers and a 24-hour hotline manned by volunteers with in-depth training.

"We are a very intense program," says Ellie Leit, the program's volunteer director. "We don't counsel, advise or intervene; we're not professionals, we're befrienders. We try to broaden a person's horizon through listening,

and we try to stay with them until they identify something they want to live for. Most people in fact don't want to die; they just want the pain to go away. Thus we don't try to deal with the details of a crisis situation; we deal with a person's feelings."

The program responded to 22,000 calls last year (and there were an additional 8,000 hangups—people who may have become one of the 22,000 later but at that point were afraid to complete the call).

Training of the program's volunteers is intense. The basic training comes in seven class sessions of three hours each. After this, the volunteer serves a 17-hour internship with another Samaritan volunteer. The most important qualification for a volunteer to serve well in the program, Leit says, is to be "big enough to suspend one's ego and hear."

□ Information: Ellie Leit, Director, The Samaritans of Fall River/New Bedford, tel.: (508) 673-3777. ■

Model Office Classroom

The Model Office Classroom program was developed by the New York City Mayor's Voluntary Action Center five years ago in cooperation with the city's Board of Education. Begun in one high school in the city's Brooklyn borough, it now operates in seven schools in Manhattan, the Bronx, Queens and Staten Island as well as Brooklyn.

The program concept is to bring the business world into schools by simulating a corporate office environment in a classroom, with volunteers from corporations assisting in teaching special sessions. The program builds on the finding that simulated job situations are useful in preparing often fearful students for the outside world.

Participants learn about employment applications, testing, telephone etiquette, interview techniques and appropriate business attire. Special attention is given to developing self-esteem, positive attitudes and self-confidence through videotaped role-playing and other participative techniques.

The program grew out of findings about young people, the job market and educators. Corporations from every segment of the business community, for example, reported that many high school graduates were not adequately prepared for even entry-level positions; the process of finding and keeping a job was mysterious and intimidating to them. A major bank said it processed 19 job applications for every applicant hired. Large financial institutions reported 50 percent turnover rates in entry-level positions, with the most commonly cited reasons for terminating employees tardiness and absenteeism. At the same time, it became evident that many teachers had little or no exposure to the culture and requirements of the private sector.

These findings led to the objectives of the Model Office Classroom program: To replicate a corporate personnel office in a city public high school to be used as a classroom for the required career preparation courses; to train educators in the realities of the modern workplace; and to involve business volunteers in the delivery of work readiness activities in the classroom program.

Several corporations and banks working together provide the volunteer classroom support in most schools. But in some, one corporation takes full responsibility. One such program is sponsored by the Philip Morris Companies at M.D. Bacon High School in Manhattan.



Opening day of the Model Office Classroom program at Mabel Dean Beacon High School in New York City (top) where student signs in guest, and at Martin Luther King High School, New York City (bottom) where principal makes remarks at kick-off ceremonies. Behind him is a display of appropriate and inappropriate corporate office attire, which appears in all of the program's classrooms.

There, an unused classroom has been converted to a simulated corporate employment office, complete with desks, carpeting, telephones, business machines and potted plants.

Philip Morris employees come to the school regularly from corporate headquarters to discuss their work, conduct mock interviews, help with filling out applications and suggest appropriate business dress. Students role-play positions they may want to fill in corporate offices.

Said one student of the program: "It has helped me because when I go for interviews, I just sit back and pretend that I'm in the Model Office and I don't become so nervous."

The program has been recognized with a President's Volunteer Action Award Citation for exemplary volunteer achievements.

Some 75 volunteers from 37 companies participated in 216 classes in the program during the 1991-92 school year. Data for the 1992-93 school year aren't available yet but are expected to be consistent.

□ Information: Susan H. Rothschild, Project Director, Mayor's Voluntary Action Center, 61 Chambers St., New York, NY 10007; Tel.: (212) 788-7550. ■

Extended Family for Schools

Seniors Actively Volunteering in Education (SAVE) promotes senior citizen volunteer involvement in the public schools of Hawaii. It is the first formal, organized effort to involve senior citizens in the state's public education system. It is patterned on successful inter-generational programs with a similar focus in other states but is customized to meet the needs of Hawaii's children with elements targeted to working with foreign-born students in developing English-language proficiency, working harmoniously in Hawaii's multiethnic society, and working sensitively with Hawaii's mixture of cultures and heritages.

The program is organized in 26 schools, most of them elementary, in the four districts on the island of Oahu. Over 200 volunteers serve as resource volunteers or work once or twice a week for up to three hours a day. Among the 84 ways in which volunteers help in elementary schools: Tell stories to children, assist with make-up work, practice vocabulary with non-English-speaking students, set up learning centers, help contact parents, prepare teaching materials, make instructional games, work with underachievers, help in the computer lab, tutor, escort class excursions, help develop enrichment materials for high achievers. By the beginning of this year, the volunteers had given over 12,000 service hours. The involvement of volunteers has also helped develop strong school-community relations in each area in which the program is operating.

□ Information: Meriel Jane Collins, Helping Hands Hawaii, 680 Iwilei Road (Suite 430), Honolulu, HI 96817; tel.: (808) 536-7234. ■

One-on-One

Playing a key role in Seattle's Central Youth and Family Services' comprehensive approach to the needs of young people in the city's south and central districts is the Study Partner Program.

In this program, volunteer tutors work one-on-one with young people aged 12 to 17 to improve basic math, reading, writing and study skills. Tutors and students work together to increase skills and confidence, ideally establishing a pattern of success and motivation.

Tutors and students meet one to three hours a week at public or school libraries as well as at the central district's Youth and Family Services office.

New tutors receive professional tutor training from Central Youth and Family Services in collaboration with Washington Literacy and the Seattle Public Library. Continuing and prospective tutors are encouraged to attend periodic in-service training events that address tutoring challenges.

Students in the Study Partner Program may or may not be attending school. They are referred by counselors, teachers, parents and the Central Youth and Family Services' Juvenile Diversion Program. Self-referrals also are accepted. The program operates year-round.

Warren Raymond, the program's longest-serving volunteer tutor, has been active for five years. He has tutored two Asian students in English as a second language steadily for three years, seeing them through their high school years. He also has sparked a Latino middle school youth's desire for education, contributing to a great improvement in the student's reading skills. And Raymond's first-hand knowledge of what it takes to

be an effective tutor, together with his professional research and writing skills, has enabled him to make a major contribution to revision of the program's tutor training.

□ Information: Sheila Fox, Youth and Family Services, 1730 Bradner Place South, Seattle, WA 98144; tel.: (206) 322-7676. ■

A Proactive DFZ

No one at Stockton, CA's Edison High School is going to perish for lack of vision. Consider the vision of the school's Community Drug-Free School Zone: "... to improve communication and understanding among the school, students and the family, to foster a multicultural awareness in the community, and to promote a safe, healthy, drug/alcohol-free and crime-free environment. The program will provide positive directions and choices for Edison students."

A tall order, and working.

Edison High School is one of eight schools in California that receives state funding to create a community drug-free school zone program. The program is designed to prevent and reduce alcohol- and drug-related problems among high-risk youth in the Edison community. It engages volunteers and community-based organizations on campus to provide services to students and their families.

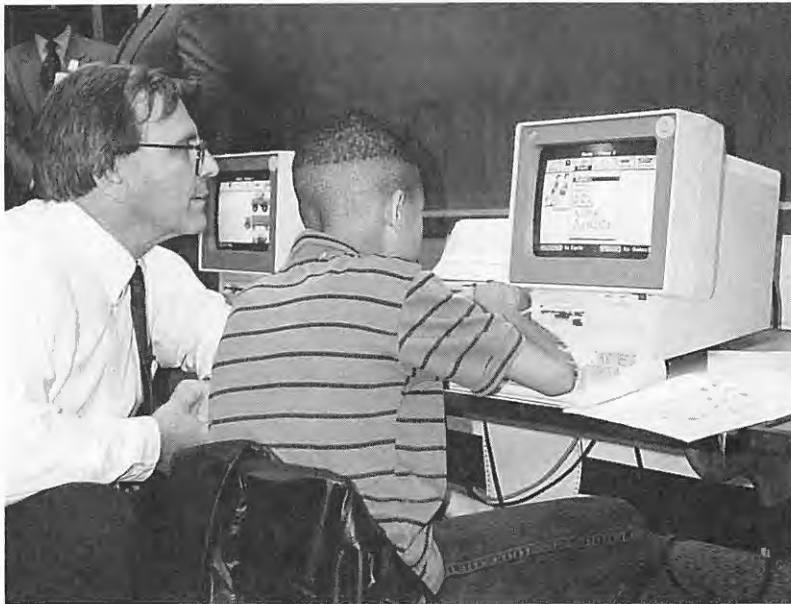
Among the program's goals: To increase parent and community involvement in reducing the problems related to high-risk youth and use of alcohol and drugs; strengthen youth involvement in reducing drug and alcohol use; increase youth involvement in sober and drug-free alternative activities; strengthen the family unit through education and support groups.

The program mixes down-to-earth life skills assistance with tough love activities. Health fairs and career fairs engage student interest. In cooperation with Delta Health Care, a free medical clinic has been established at the school. The zone's job-training program placed 60 students in part-time jobs during its first year and aimed to double that number in the next year. The program also conducts random sweeps of the school's perimeter and attendance area by teams of case workers and follows up by helping students with truancy or behavior problems.

□ Information: Sarah Reyes, Project Coordinator, Edison Community Drug Free School Zone, 1425 South Center Street, Stockton, CA 95206; tel.: (209) 953-4381. Or Veray Wickham, Director, The Volunteer Center of San Joaquin, P.O. Box 1585, Stockton, CA 95201; tel.: (209) 943-0870. ■

Ten Roads to Better Futures

Through 10 focused programs, the Evansville (IN) United Way Volunteer Action Center works to build strong motivation among high-risk young people. The programs seek to give young people an opportunity to be successful and have their success recognized by adults and peers. The programs also let each young person know that at least one adult believes in him or her. And they teach the personal and academic skills necessary to be successful, demonstrate career options and educational choices and help participating young people prepare a road map for achieving their goals.



The Evansville (IN) Volunteer Action Center's 10 Roads to Better Futures program for at-risk youths includes "Build-A-Better Kid" (above) in which volunteers help kids learn various skills; "YWCA Live Y'ers" (above right) in which third grade girls learn about the work world as well as motherhood; and "Make and Take It" (right), a math game learning project.

The programs:

■ **Build-A-Better Kid**—for 9- to 14-year-olds; once a week throughout the school year; help in computer learning, how to shop for and prepare a nutritious meal, help with school work.

■ **River City Dance Program**—for girls aged 7 to 14; twice a week throughout the school year; instruction in various dance forms, performance disciplines, physical health and academic success.

■ **YWCA Live Y'ers**—for third grade girls; four times a week throughout the school year; introduction to a woman's dual roles of working and motherhood in the modern world, with a health component on making responsible choices.

■ **Make and Take It**—for second and third graders; once a week for six weeks; aimed to make math fun; sets a goal for each child to develop a game using math concepts.

■ **Math Club**—for fourth and fifth graders; twice a week for 11 weeks; promotes math proficiency and fosters self-esteem; focuses on career- and job-related math.

■ **Cake Decorating**—for fifth graders; six weeks; teaches decoration of cakes and cupcakes, with enhancement of confidence and self-esteem.

■ **Reading Club**—for third and fourth graders; seven weeks; stresses recreational reading; aims to achieve increased attention span and desire to read for pleasure.

■ **Tutoring**—Meets two days a week throughout the school year; students bring in homework for review; consistent attendance required; combined emphasis on independent and team work.

■ **Fit-Kids**—kindergarten through fifth grade; promotes physical, social and emotional stability and



well-being through use of listening skills, exercises, games and discussions.

■ **Bowling**—for fourth and fifth graders; once a week for six weeks; videotape and live instruction; all applicants accepted at own levels of skill.

Volunteers from the community at large and corporations participate in all of the programs as teacher aides who relate directly to the young people taking part.

The Evansville Youth Guidance Program's overall purposes are:

■ To build high and realistic aspirations for the future, improved academic performance and enhanced self-esteem of young people in kindergarten through eighth grade in four high-risk schools and their surrounding neighborhoods.

■ To emphasize collaboration between and among schools, youth-serving agencies, parents and community volunteers.

□ Information: Krista K. Labhart, Coordinator, United Way Volunteer Action Center, Evansville, IN; Tel.: (812) 421-2800. ■

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Randa Lott, a summer intern in The Points of Light Foundation's Communications Department, compiled this index.



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News & Commentary

Study Finds That Youth Groups Don't Reach the Disadvantaged

A major study of the youth development field sponsored by the Carnegie Corporation of New York found that community-based youth organizations are a valuable national resource but fail to reach the millions of teenagers who live in low-income rural and urban areas.

The 26-member task force that conducted the study issued a "call to action" that urged youth organizations, schools, parents, funders, governments and other sectors of society to greatly expand work with young adolescents, especially the disadvantaged, by networking resources, collaborative advocacy campaigns and vastly increasing the number of well-trained youth workers.

The task force found what it called a "pervasive" tendency among agencies serving 30 million youth to favor more advantaged young people while neglecting youth—many of them minorities—who live in low-income urban and rural areas.

More than 17,000 organizations offering community-based youth programs were examined in the study. Among those studied were the Girl Scouts of the U.S.A., YMCAs and 4-H Clubs, independent grassroots and

religious youth organizations, sports leagues, adult service clubs and senior citizens associations as well as publicly-funded museums, libraries and parks and recreation departments.

Among all of these groups, said study Co-chair Wilma S. Tisch, "without exception, the young people in greatest need had the least access to support and services."

Much of the 150-page task force report, "A Matter of Time: Risk and Opportunity in the Nonschool Hours," analyzes programs and policies of various subsectors within the 17,000 youth organizations studied, with particular emphasis on the 20 largest, including 15 which form the National Collaboration for Youth. About half of the 20 large organizations have a commitment to serve low-income minority young people and some have received major grants to diversify their programs to include youths in high-risk environments.

The task force report makes recommendations for improving staff development that include "immediate" expansion of in-service training for paid staff and volunteers, development of pre-service youth worker training curricula in partnership with professional schools, stepped-up youth worker recruitment from indigenous community residents and other entry points, and raising salaries sufficiently to attract people into the field.

□ *A Matter of Time: Risk and Opportunity in the Non-School Hours*, report of the Task Force on Youth Development and Community Programs. \$13 a copy from: Carnegie Council on Adolescent Development, P.O. Box 753, Waldorf, MD 20604. ■

Report: As Number of Volunteers Grows, Definition Gets Broader

As the number of Americans who volunteer grows, the definition of "volunteer" is becoming more broad, says a United Hospital Fund of New York report, *The Changing Role of Volunteerism*.

The report grew out of a 1992 conference on management of volunteer services in the 1990s that was cosponsored by the Fund, the Association for Volunteer Administration and the Volunteer Referral Center.

"Exciting and innovative approaches to recruiting, managing and motivating volunteers" presented at the conference included strategic screening and placement to clarify expectations of both the volunteer and the volunteer administrator; ongoing motivation that begins by recognizing why a volunteer "is there in the first place"; and special recognition that goes beyond the traditional service pin or thank-you letter.

According to Maureen Curley, director of the Retired Senior Volunteer Program (RSVP) in New York City, "Ninety-nine percent of the people who come to us don't have a

ghost of an idea of what they want to do. We think it's part of our job to try to direct people to something that is going to make them happy."

Some programs are responding to new kinds of volunteers by restructuring the volunteer opportunity to make it more accessible to those who work from 9 to 5, the report says.

Others are responding to the diversity of the communities they serve by seeking training in cultural sensitivity and recruiting volunteers from nontraditional community sources.

And volunteers' motives may extend further than the simple desire to help their neighbor, the report asserts. "Given the tough job market, some individuals are volunteering as a possible bridge to employment and are eager to learn skills and gain experience that they might transfer to a new job setting."

Involving volunteers in the development and refinement of the volunteer program and considering their suggestions for improvements are important ways of keeping them involved and signaling recognition of their expertise and value, the report says.

Tensions between paid staff and volunteers are not uncommon, despite volunteer administrators' best efforts, the report notes. "Ideally, paid staff should be involved in the decision to (engage) volunteers, provided with training in working with volunteers and rewarded for working well with volunteers."

The growth in the number of volunteers "is not without its downside," the report points out. "As governments have cut back on service programs, some responsibilities traditionally assumed by government are being shunted to volunteer organizations," a solution that the report labels "inappropriate." "Although volunteer programs deserve support, governments cannot be let off the hook. Volunteers cannot and should not replace paid staff."

"Volunteers can lead the way, setting the tone of compassion and caring that is so needed as we seek to rebuild and strength our communities," the report concludes.

□ *The Changing Role of Volunteerism*, \$10.00 a copy plus \$3.50 postage and handling. Prepaid orders only to Publications Program, United Hospital Fund, 55 Fifth Avenue, New York, NY 10003. ■

The New Rangers

In locales as varied as inner city parks and the towering rocks of Zion National Park in Utah, volunteers are planting trees, running campgrounds, cleaning up trash, and educating and monitoring visitors. As government appropriations for parks shrink, volunteers are coming to the fore to keep parks running.

"The creative engagement of volunteers is absolutely the wave of the future," says David Cohen, chief of staff to Philadelphia's Mayor Edward Rendell.

Financially strapped Philadelphia park officials echo Cohen:

"If we didn't have the strength of our volunteer corps, we probably wouldn't have survived to this point," said Barry Bessler of the Fairmount Park Commission, which relies on 65 volunteer groups to run the city's 8,700-acre park system.

The National Park Service has some 77,000 volunteers and says it

gets \$32 worth of work for each \$1 spent recruiting and training volunteers.

Parks-serving volunteer groups are both mighty and humble, with the spread exemplified in two New York City and Philadelphia groups.

New York's nonprofit Central Park Conservancy soars with eagles: It taps the wealthy corporations and individuals who live in the city's Central Park area. It has raised \$78 million since it was founded in 1980, has a full- and part-time staff of 150 and an annual \$10 million budget. Its leadership, all volunteers, comes from the boardrooms of national corporations.

At the other extreme, Philadelphia's Friends of Pennypack Park has a \$29,000 annual budget, and its office moves with each new president. A four-drawer filing cabinet, desktop computer, answering machine and separate telephone line fill the row house living room of the current president, a full-time fireman who spends 30 hours a week of his own time on park matters.

The New York group focuses on fundraising while the Philadelphia group specializes in sweat equity, but both mobilize some 2,000 volunteers that their city administrations consider critical to continued park operations. ■



Named "Outstanding Philanthropic Organization of the Year" by the National Society of Fund Raising Executives was the Christian Appalachian Project, a nonprofit, nondenominational organization that attacks the roots of poverty in the Appalachian area by involving the people themselves in solutions to their own problems. Accepting the award on March 1 in Atlanta, GA was the Project's founder, Father Ralph Beiting (ctr). Shown with him are Charles Stephens, NSFRE chairman, and Patricia Lewis, NSFRE president and CEO. The Christian Appalachian Project works through 70 programs ranging from pre-schools and job training to home repair and health clinics; it also gives philanthropic aid in the form of scholarships, grants, emergency assistance and commodity distribution.

Tool Box



Redefining Retirement: Seniors in Service. 10-panel (with postpaid reply card) leaflet to promote volunteering by senior citizens through The Points of Lights Foundation's Senior Ambassador Corps. Describes how senior volunteers are making a difference, points out that "There is no problem in America that is not being solved somewhere, many by retirees, right where they live."

Copies available from the Foundation, (202) 223-9186, ext. 146.

The Bureau for At-Risk Youth has published a Spanish edition, **Dame La Mano**, of its *Helping Hands Cards* series for parenting activities and counsel. Designed as low-cost giveaways to fit any budget. Card series provides facts and practical advice on helping children cope with divorce, teaching your child the value of responsibility, preventing absenteeism and truancy, successful single parenting, how to tell if your child is using drugs, and 25 other topics.

Free sample and 48-page full color catalog: The Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743.

Resource for organizations working with schools: **Sunburst Communications catalog of videos for Grades K through 12** on self-esteem, drug education, AIDS/sex education, conflict resolution, careers. Also school staff professional development videos.

Catalog is available from Sunburst Communications, 39 Washington Ave., P.O. Box 40, Pleasantville, NY 10570-0040.

How To Conduct a Food Drive.

Packet on how to organize a food drive, developed by a free-lance consultant who helped the Community Volunteer Center of St. Louis, MO, reorganize its food drive effort from a holiday season orientation to a balanced 12-month effort.

Information: Dina Musil, (314) 963-9976.

Giving and Volunteering in the United States: Findings from a National Survey, 1992 edition. The skinny on who gives and volunteers in the U.S., to whom and how much, what influences giving and volunteering, patterns and trends.

\$30.00 a copy from INDEPENDENT SECTOR, 1828 L Street, NW (Suite 1200), Washington, DC 20036.

The Association for Volunteer Administration (AVA) has hired its first manager to oversee the 13-year-old **AVA performance-based process for certifying administrators of volunteer resources**. Lois Milne, CVA, has broad training and marketing experience both as paid employee and as volunteer, an AVA release said. She has been a coordinator with the Canadian YWCA, Alberta Children's Hospital director of volunteer resources and instructor in the Management Certification Program for the Voluntary Sector at the University of Calgary.

Information: Association for Volunteer Administration, P.O. Box 4584, Boulder, CO 80306. (Tel.: (303) 541-0238)

The National Association for the Exchange of Industrial Resources (NAEIR) collects

donations of excess inventory from corporations and redistributes the merchandise to schools and nonprofit organizations. A wide range of items, from office and computer supplies to toys and games to electrical and plumbing fixtures is available. The merchandise is free to participating organizations who pay annual dues and shipping/handling charges on items ordered.

Free information packet: NAEIR, Dept. NL-5, 560 McClure Street, Galesburg, IL 61401. (Tel.: 800-562-0955)

Words of Wisdom is a 224-page speakers/writers resource volume of more than 2,700 quotes on giving, caring, kindness, success, philanthropy, love and many other topics compiled from the *Giving Is Caring* page-a-day calendar.

\$12.95 from Adventist World Headquarters, PSI, 12501 Old Columbia Pike, Silver Spring MD 20904. (Tel.: 301-680-6135) ■

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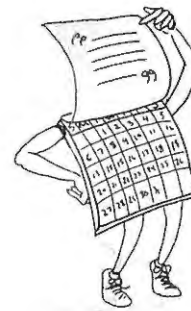
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Calendar



The Calendar lists upcoming events that may be of interest to readers. Inclusion, however, does not constitute Points of Light Foundation endorsement.

August 22-27 *Eighteenth Annual North American Victim Assistance Conference.* August 22-27, Rochester, NY. Info: National Organization for Victim Assistance, 1757 Park Road, N.W., Washington DC 20010. Tel.: (202) 232-6682.

August 27-28 *Annual Symposium of the Indiana University Center on Philanthropy's Fund Raising School,* Indianapolis, IN. Registration info: 800-926-6692.

September 15-17 *1993 Governor's Conference on Volunteer Administration,* Sioux Falls, SD. Cosponsored by the South Dakota Governor's Office and the South Dakota Association for Volunteer Leaders. Program and registration info: (605) 665-6766.

October 6-9 *1993 International Conference on Volunteer Administration,* Little Rock, AR. Sponsored by the Association for Volunteer Administration (AVA), this annual conference offers four career tracks for volunteer managers under the theme, "Polish Your Potential." Registration, hotel and program info: (303) 541-0238

October 23 *Third annual Make A Difference Day* sponsored by USA WEEKEND magazine. See details and entry form on page 2.

October 28-30 *Compeer International Conference,* Rochester, NY. Compeer matches community volunteers in friendships with individuals referred by mental health professionals. The conference will celebrate "over a decade of health care cost effectiveness by providing utilization of volunteers as an adjunct to therapy." Registration info: (800) 836-0475.

1994

April 17-23 *National Volunteer Week*

June 11-14 *1994 National Community Service Conference,* Washington, DC. The Points of Light Foundation's annual conference will take place at the Omni Shoreham Hotel. Theme: "Volunteers: The Building of a Nation." Watch future issues of *Leadership* for details.



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