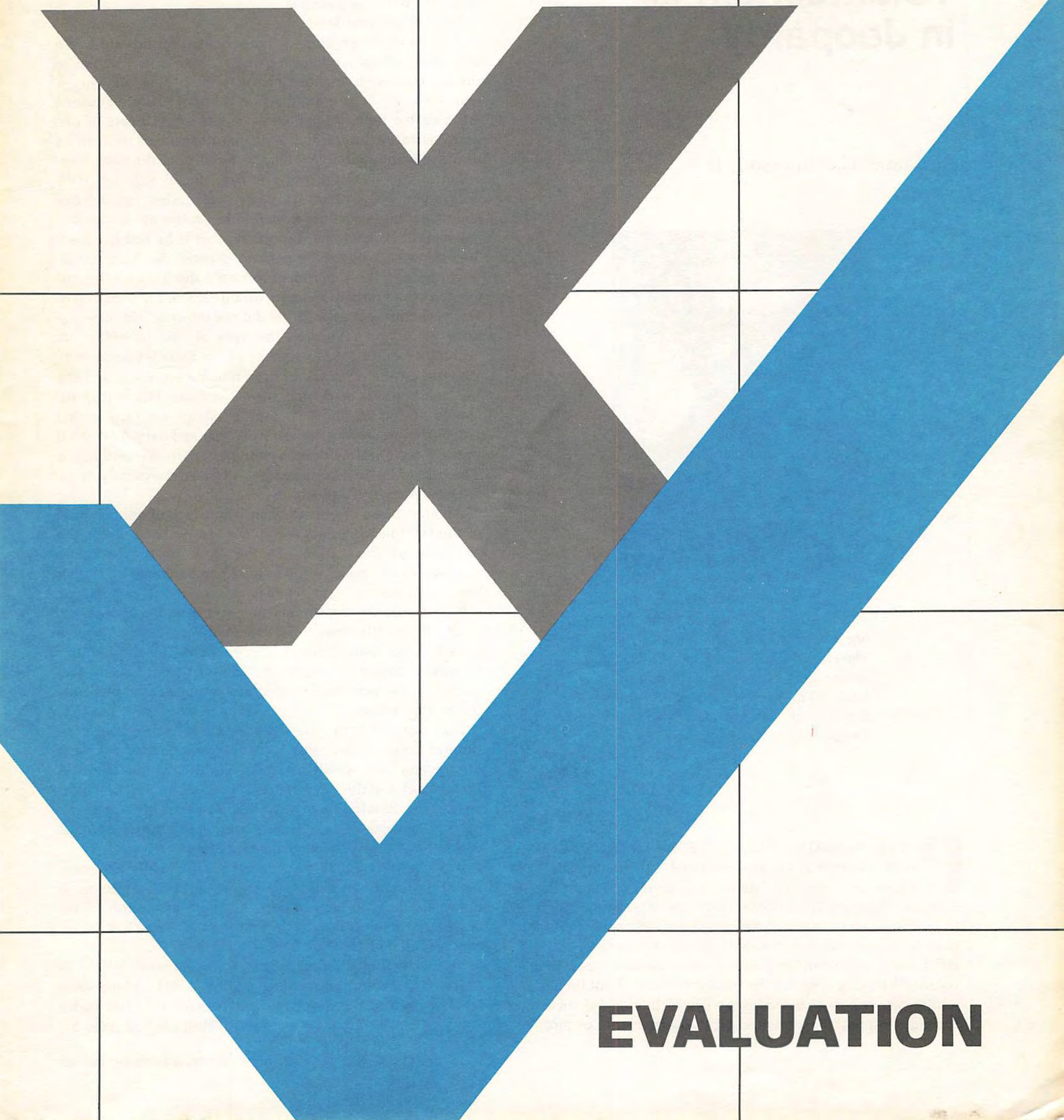
# Voluntary Action Leadership

FALL 1981



# EVALUATION

# As I See It

## Volunteerism is in Jeopardy

**By James C. Thomson, Jr.**

*A former staff member of the Student Christian Movement in the Middle Atlantic Region and an organizer of the VAC of Central Maryland while assistant director of the Baltimore Urban Coalition, James Thomson is currently the director of the Maryland Service Corps.*

PROFESSIONALS IN VOLUNTEERISM ARE FACED with a dilemma. On the one hand, inflationary pressures are "pricing" many volunteers out of the "market." It seems appropriate, therefore, to support efforts to increase reimbursement for out-of-pocket expenses and to raise federal and state tax deductions for mileage. On the other hand, unlike other professions in human resources, volunteer leaders appear to be relatively silent about the potential consequences for volunteerism of the federal thrust to reduce support for human services. We appear to be more concerned about volunteers than we are about human services.

The question we must ask is, "What impact on volunteerism can we project, and what should our response be?" The question implies that volunteerism is monolithic. In an important sense *it is*. Intuitively we share the feeling that volunteerism-as-we-know-it is in jeopardy; but we have done little to articulate the nature of the jeopardy. We are fighting in the dark, without having decided whether to fight or to roll with the punches.

What is our problem?

A piece of the problem is our penchant for nostalgia. We love to reflect upon what we perceive as voluntary action in the distant past. It provides a basis for justifying who we are and what we do as volunteers or volunteer administrators. At the same time, we appear to be much less aware of our more recent history, which leads to unconscious distortions of our distant vision. We tend to forget that the very term *volunteerism* received more or less official sanction only within the last five or six years. Remember the debates about spelling—whether it should be *-arism* or *-eerism?*

I sometimes have the impression that if he had not been "rediscovered" by volunteerism, Alexis de Tocqueville might be like the Dodo bird. Not only did Tocqueville *not* use the vocabulary of modern volunteerism, his perspective was very different as well. He did not interpret his observations of America through the eyes of "volunteering" or "voluntary action." As a member of the French Chamber of Deputies at the outbreak of the French Revolution of 1848, his attention was on democratic *governance*. His visit to our shores at age 26, in 1931, reinforced his conviction that citizens could govern themselves; that ordinary folk could manage quite well without government help or interference. The title of his two-volume work we most frequently quote is *Democracy In America*.

Another piece of our problem is our lack of appreciation of the fact that voluntary action has always been tied to the economy of the nation. As the form of the economy changes, the forms of voluntary action change. If we cannot see how it has changed, we may assume it will not change. And here, too, the vocabulary of volunteerism may hide the truth. Let me illustrate this in two ways:

One of our favorite words is *fabric*, as in "fabric of volunteering." Another is *field*, as in "field of volunteerism." Frequently these words are used synonymously, but I offer distinctive meanings.

For commercial purposes, fabric is woven in a long, continuous process. You and I do not wear fabric; we wear dresses and suits which are made of fabric that has been cut up and put together in a pattern to serve a particular purpose. As an illustration of a field, a patchwork quilt is a composite of pieces of fabric, put together within recognized perimeters, to serve a particular function.

It is appropriate to think in terms of the continuous weaving of the "fabric of voluntary action," but it is confusing, if not misleading, to believe that the "field of volunteerism" dates back to the 17th or 18th century. It is of much more recent design and function.

My second illustration comes from a recent article in *Voluntary Action Leadership* (spring 1981), which uses another favorite, but negative, word in our field: *paid*. In his

*(Continued on page 32)*

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## VOLUNTEER Has Moved!

VOLUNTEER, the publisher of *Voluntary Action Leadership,* has moved across the Potomac to Virginia. Our new address and phone number are:

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# Contents

## Features



## Departments



**1982**
**NATIONAL VOLUNTEER**
**WEEK:**
**April 18-24**

# Comment

## Announcing the President's Volunteer Action Awards

**Since nonprofit organizations can no longer depend upon high levels of government funding, they must now begin to develop strategies for securing alternative funding from both individual citizens and corporations. To do this, the volunteer sector must be ready to present a credible case. It must explore future needs and how those needs may be changing in the last two decades of this century. Included in this forecast would be traditional health, education, welfare and recreation needs normally served by voluntary organizations as well as such less traditional needs as child care, job guidance and retraining, personal security involving crime, mental health needs due to failure of institutions, the issue of privacy.**

**The next step is to list in priority order those needs the volunteer organization will attempt to meet and how it will meet them. Every organization has limited resources; organizational goals must be realistically established in light of anticipated resources.**

**With such long-range strategic planning, the volunteer sector can make a stronger case in both the business and government sectors for securing funding and support.**—*Robert Van Fossan, chairman and chief executive officer of Mutual Benefit Life Insurance Company, at VOLUNTEER's National Conference on Citizen Involvement, New Haven, Conn., June 1981.*

"IT'S TIME TO EVALUATE" WAS the original title of this column, which focused on our cover feature—volunteer program evaluation. But the day before this issue was to go to press, VOLUNTEER got word that the White House was about to approve plans for a national volunteer awards program. We decided to delay publication for the announcement and feel it was worth the wait, as now you can be the first to know about this exciting new recognition program. Here are the details:

- Called the President's Volunteer Action Awards, the program became official in early December.
- VOLUNTEER and ACTION, the federal volunteer agency, are the cosponsors of the program, although VOLUNTEER is seeking private-sector funding and in-kind services to cover all costs of the program.
- The program will honor individual citizens as well as volunteer groups for their outstanding contributions to problem-solving in their communities in one of the following areas: jobs, health, material resources, education, recreation and the environment, public safety and arts and humanities.
- President Reagan will present the awards at a special White House ceremony during the week of April 12-16. This scheduling will allow award winners to participate in hometown celebrations of National Volunteer Week, which begins April 18.
- Nomination forms will be distributed to Voluntary Action Centers, state offices of volunteerism, VOLUNTEER's Associates, national volunteer organizations, corporations with employee volunteer programs, labor unions, civic, religious and fraternal organizations, and ACTION's regional and state offices, programs and grantees.

You may obtain copies of this form and instructions by writing to: The President's Volunteer Action Awards, PO Box 37488, Washington, DC 20013. The deadline for nominations is February 7, 1982.

* * *

Getting back to the issue "in hand," I think you'll welcome the section on evaluation as a timely tool for assessing your program's strengths, weaknesses and future direction. Beginning on page 22, Michael Marx, Timothy Brady and Jeff Pryor discuss ways to evaluate various volunteer program components.

And don't miss Doug Mosel's Communications Workshop (page 18) on an important individual measure of evaluation—rating your leadership and/or participatory role in meetings.

In the next issue we'll bring you the annual status report on volunteering, featuring bighlights of and reactions to tbe recent Gallup survey on volunteering. There also will be "how-to's" on two successful volunteer recruitment projects. See you then.

Brenda Hanlon

# Voluntary Action NEWS

## Court-Referred Volunteers Increase

By Julie M. Jones

● A 73 year-old, French-born man is convicted of drunk driving. The judge requires him to do 90 hours of volunteer work. He uses his 60 years of professional ballet experience to instruct children and adults at the YWCA and ends up providing almost four times the number of hours of instruction originally required.

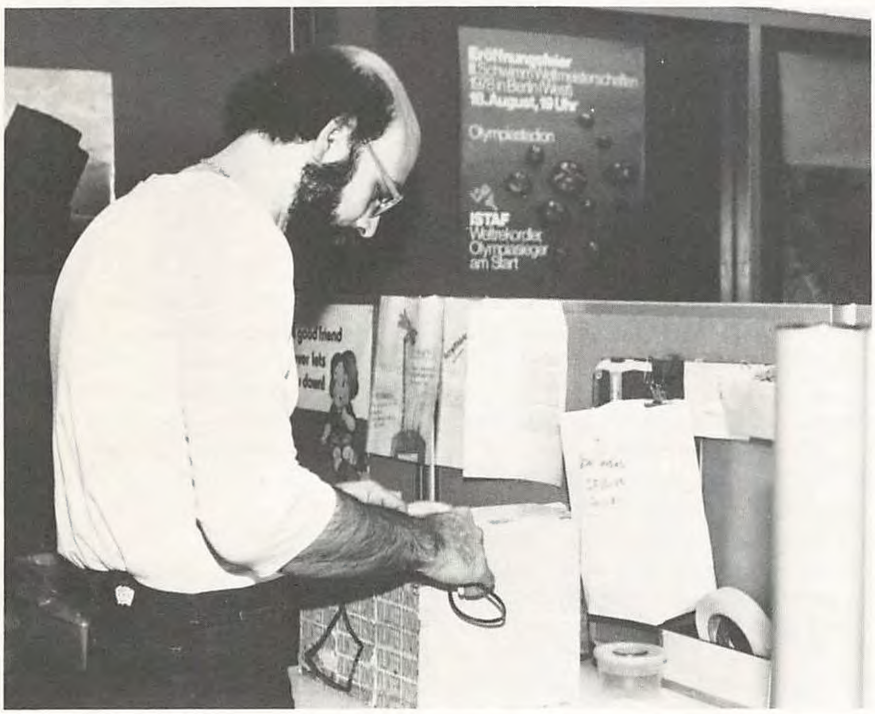
● A man charged with possession of marijuana is directed by a court to spend 40 hours delivering food to homebound senior citizens for the Meals on Wheels program. During one delivery he uses his knowledge of cardio-pulmonary resuscitation to save an elderly man's life and later is honored for providing outstanding service.

● A reckless driving conviction brings a man with significant experience and achievement in football and self-defense to work for 40 unpaid hours in a recreation program. He finishes his "time," decides to continue and coaches the football team to league victory. He ends up with a permanent job with the recreation program.

● A 21-year-old college student is required by a court to put in 100 hours of community service work during a spring flood in Southern California. He works with the Red Cross to help evacuate families and with a food airlift operation. Later he becomes part of a helicopter damage survey team and coordinates volunteers for disaster clean-up.

These people are part of the increasingly popular form of volunteering known as "court-referral-community service." In more and more communities nationwide, local judges are choosing to impose "sentences" of voluntary service for usually minor, but sometimes serious, infractions of the law.

At the San Fernando Valley Volunteer Bureau outside Los Angeles, 81 percent of its placements in 1980 were for court-referred volunteers, reports Director Bonnie Rams. Throughout California, an average of more than 3,000 community service orders are handed down each month. In the first




*Court-referred volunteer at work in Los Angeles Area American Red Cross Office.*

*Julie Jones, a management trainer, works with the Kellogg-United Way Training Center in Los Angeles, which develops citizen boards of directors for voluntary agencies.*

quarter of 1981, 63 percent of the volunteers referred to the San Fernando Valley Volunteer Bureau had been convicted of minor traffic and misdemeanor violations, 32 percent for major traffic violations and 5 percent for felonies.

When the program first started in Alameda County, California, in 1966, sentiment was against using the program for people who had committed felonies. Society and judges thought felons should be treated punitively. But since then, an increasing number of Californians convicted of drunk driving, robbery, extortion, arson and other felonies have been included.

Whether an offender will receive a community service sentence and for what length of time is determined solely by the judge. If a defendant feels that he or she is receiving an unfairly harsh community service sentence, he/she can refuse it and take the standard fine or jail sentence instead.

In the Los Angeles area, volunteer assignments are made to day-care centers, hospitals, thrift shops, United Way agencies, the Alcoholism Council, the Red Cross, March of Dimes, libraries and free clinics, among others. The work they do at the agency can range from maintenance to highly skilled jobs, depending on an individual's background. Court-referred volunteers with substantial knowledge of accounting, photography, art and cardiopulmonary resuscitation have served in San Fernando Valley agencies.

Judges using court-referral community service list its many advantages over the traditional system. Judge Jacqueline Taber of Oakland in Northern California says, "People in Oakland who become court-referred volunteers are frequently very poor but have pride. The vicious cycle of not getting a job because of lack of experience can be relieved by this type of program."

Not only can volunteer service provide experience for getting a job, but it also can lead to permanent employment, as agencies sometimes will hire a person who has done a particularly good job. Other judges have pointed out that jail will foster hostility, an especially unfortunate consequence for someone who simply couldn't pay a fine. The reasons court-referred volunteers themselves have given for liking the program are, simply, it avoids a fine, keeps them out of jail and is an encouraging experience.

Court-referral community service was created to benefit people convicted of minor and other infractions of the law, but the general community also gains. Los Angeles area Judge Eric Younger says, "It's good for the community to know that those found guilty of violating laws are doing something worthwhile. And the program's good economically for the agencies." The volunteer agency gets labor it sometimes would have to pay for from scarce funds.

City governments also reduce their costs when they don't have to house someone in a jail facility and victims of crimes can also benefit. In Quincy, Mass., and Winona, Minn., successful court-referral community service has been combined with restitution programs, which allow those convicted of crimes involving a victim an opportunity to "pay back" the victim, either monetarily or through direct service.

# IYDP Spurs New Programs for the Disabled

**By Linda Thornburg**

This year a bank in Albuquerque, New Mexico, lowered its teller windows for wheelchair customers, taught staff how to sign for the hearing impaired, printed bank statements in large type and braille for the visually impaired, and developed special classes in fundamentals of banking for the mentally retarded. This "special needs program" wasn't implemented in 1981 by chance. This is IYDP.

The initials stand for International Year of Disabled Persons, but they might represent initiative, yearning, discipline and planning—qualities which have characterized activities undertaken during 1981 by the disabled community and its supporters. In the United States, IYDP has meant in-

*Linda Thornburg is a free-lance writer in the Washington, D.C. area.*

creased awareness of the needs and desires of 35 million disabled Americans and the initiation of both grassroots and national programs which address those needs.

In 1976, the United Nations resolved that 1981 should be IYDP. Three years ago, at a "Call to Action" conference at Gallaudet College in Washington, D.C., the U.S. Council for IYDP was formed. A private, nonprofit organization, the Council's mission is to promote the full participation in society of American disabled citizens. By the fall of 1981, 1,850 communities, 270 corporations and 330 national organizations had joined the Council's network.

The Council's nine goals are realized in a variety of ways. Expanded educational opportunity, for example, is accomplished through the use of such tools as scholarships, like the Michael T. Olney Scholarship Award for handicapped students in Aiken County, South Carolina, and UNICEF's "The Global Story of Disabilities," an aid for teachers of 9 to 13 year olds.

Improved access to housing, buildings and transportation is being achieved through programs like the one implemented by the Bank of Albuquerque or through the plans of Safeway Stores, which soon will have shopping carts that can be navigated by a person in a wheelchair.

Initiatives to meet the goal of greater opportunity for employment are aimed at reducing the one-out-of-four unemployment rate among disabled Americans. A program in electronics skills training, for example, is offered at the Triangle Training Center in Malden, Mass., where the disabled prepare for employment. At Monterey High School in Lubbock, Texas, emotionally disturbed, learning disabled and mentally retarded students now staff the student employment office. And a seminar sponsored by the Pennsylvania Bureau of Vocational Rehabilitation in Johnstown, Pa., helps employers understand and accommodate disabled employees.

To give the disabled more opportunity for participation in recreational, social and cultural events, communities are planning happenings like Dallas' Shakespeare Arts Fair, which features a theatre for the deaf, and the National Wheelchair Tennis Championships, held in Irvine, Calif.

The goal of expanded rehabilitation programs is being met by services like that in Garfield Heights, Ohio, where the disabled can get information 24 hours a day on physician referrals, compliance with federal laws and community services, and answers to questions about specific disabilities. The American Society of Allied Health Professions is sponsoring ten regional workshops for leaders in clinical health to improve services for disabled youth and their families.

Reducing disabilities through accident and disease prevention is being accomplished with seminars like the one sponsored by the Immanuel Medical Center in Omaha, Neb., for stroke patients, their friends and families. In Eureka, Calif., the Humboldt Child Passenger Safety Association launched a car seat loan program where parents can rent seats for their children if they are unable to buy them.

The Organization for Use of the Telephone recently has negotiated with C&P Telephone Co. in Maryland to install telephones which transmit sound through hearing aid telephone pick-ups in hospital patients' rooms. This program and print resources, such as *Personal Computers for the Physically Disabled*, are meeting the goal of "technology to ameliorate the effects of disability."

The ninth goal of the Council is to exchange information and experience for the benefit of disabled persons with such initiatives as that of the IYDP Committee in Miami, which has

reached an agreement with certain Central and South American governments to share information about community services and training for the disabled.

The U.S. Council's role in these activities is to disseminate information and to provide technical expertise, encouragement, and information to those corporate, community and national organizations which have become its partners.

In many communities, committees have formed, set goals and implemented plans. On the corporate level, businesses have used their resources to provide training for the disabled, to accommodate their needs, and to improve technology to mitigate the effect of handicaps.

Funded largely by donations from industry, the Council does not funnel money to any of the partners, but has provided aid in the form of public service announcements and media exposure. The Council currently receives about 200 press clippings a day on the disabled and local IYDP activities.

Alan Reich, president of the Council, says, "The Council has undergone a process of goal-setting—to develop goals we feel are important for a long-term program and which should continue, even after the Council itself is dissolved at the end of the year."

# Attorney for Homeless Worked in Two Worlds

By Robin Herman



New York City's tens of thousands of homeless men did not appoint Robert Hayes to represent them, nor did a social service agency knock on his door and ask him to take their case.

As the young lawyer put it, "I'm just an ordinary guy who got mad."

Last Wednesday, his three years of work on their behalf culminated when city officials signed an agreement with Mr. Hayes that will require New York City to provide clean and safe shelter to any man who asks for it.

As colleagues poked their heads in his office at the Sullivan & Cromwell law firm to offer congratulations and local television stations called for interviews, Mr. Hayes, somewhat abashed, described the dichotomy that had developed in his life during his work on the volunteer case.

### Worked in Two Worlds

By day he would tread on soft beige carpeting in the hushed offices of his firm and work on antitrust and securities cases. At night he would walk the Bowery, talking to his newfound clients, the bedraggled men who check in at the Men's Shelter and are sent to cheap hotels in the area or to the city's large shelter on Wards Island. His colleagues have chided him that his uneven red beard helped him look more "homeless."

"Personally it's very troubling to go from large corporate offices to a flophouse," he said. "It's schizoid. You see the affluent people and the utter poverty of others. It requires a lot of long walks at night to try to understand."

He was 25 years old when he first started the case against the city and state social-services departments. He graduated from the New York University School of Law, where he had crossed Washington Square Park each day and gotten a close look at the city's wayward population. His apartment on West 16th Street provided another vantage point.

Some people can pass the city's vagrants like another piece of scenery on the walk home, but Mr. Hayes has never been able to. "I had to do something," he said. "It became something of an obsession. The Supreme Court talks about insular minorities—racial minorities, illegal aliens—but I can think of no more disenfranchised minority than the homeless."

### Firm Backs Pro Bono Work

Sullivan & Cromwell approved his pro bono work, and for the sake of credibility, he said, he sought the imprimatur of the Legal Aid Society's volunteer division, which became the attorney of record. While this firm supplied secretarial help, he and Wendy Addiss, another lawyer working with him, held a fund-raising affair at an art gallery to cover expenses.

Finding six representatives of the class he intended to help was easy. At the Holy Name Center for Homeless Men on the Bowery, he encountered Robert Callahan, an effervescent vagrant and self-styled "Mayor of the Bowery," who quickly recruited other men.

Once the men began to trust Mr. Hayes, the group developed something of a team spirit. He checked with them every 10 days for progress reports after he had won a preliminary injunction, and they consoled him when there were setbacks in the litigation. At their first Christmas, Mr. Hayes invited them to his apartment for a turkey dinner—"the first turkey I ever cooked."

### 3 Clients Missing

When the consent decree was signed, Mr. Hayes hailed it as a recognition by the state of the right to shelter—a right he had interpreted in the language of the State Constitution. He found two of his original clients and told them the news, but three others were somewhere on the streets, out of touch for months now. The Mayor of the Bowery was found dead on Spring Street last fall.

Mr. Hayes believes his impulse to help the homeless is not extraordinary. "City Hall seems convinced the message from the grass roots is the worst — ship them out," he said. "Mayor Koch is mimicking the worst instinct of the community and not listening to the voices of the decent people asking for shelters. We need the government to catch up."

Four community boards, in fact, have passed resolutions asking the city for community-based shelters rather than the large, remote buildings Mayor Koch proposes. The boards recognize, Mr. Hayes said, that the homeless will remain on the stoops of the neighborhood unless they can find shelter nearby.

### Legal Aid a Quiet Partner

The Legal Aid Society has not publicized its involvement in the case, although David Weschler, head of its volunteer division, said it "established really landmark rights to shelter for the homeless." He explained that the large Wards Island shelter, which the city will expand to meet the consent decree's requirements, adjoined the neighborhood housing Legal Aid's offices.

"That may be the reason for the low profile," Mr. Weschler said. "Our own community may be the ones to suffer the most."

But he reiterated Mr. Hayes' point about the necessity of community-based shelters. "It's really a choice," he said, "between communities taking care of their own in the community or they will continue to sleep on doorsteps."

# Teens Promote Traffic Safety

**By Beth Gill and Jessie Bond**

In more than 200 high schools and colleges around the country, teens have taken to the halls and to the streets to promote traffic safety. Through such activities as education and information campaigns, community surveys, and elementary school safety classes, safety clubs from these schools have made traffic safety a vital part of their schools and their communities.

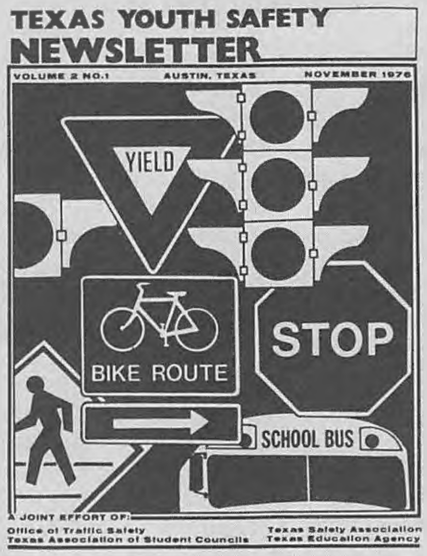
The four programs featured below are among ten traffic safety projects that received special recognition from the National Student Safety Program (NSSP) for their recent traffic safety efforts.

### Woodburn High Youth in Education for Learning Safety

At Woodburn High School in Woodburn, Oregon, last year, more than 150 students actively participated in a student safety club called "WHYELS" (prounced "wheels"), which stands for Woodburn High Youth in Education for Learning Safety. WHYELS seeks to make its school and community more conscious about traffic safety concerns through such activities as its annual sponsorship of "Safety City," a three-week course for a group of trainable mentally retarded teens. WHYELS members use a cardboard replica of a town with a church, fire department, street and stop signs, which they set up in the school gym and use to teach the basic principles of pedestrian safety. Last year, some of these teens did not know the difference between the side, curbs and street when they started the "Safety City" course. Three weeks later, however, they were downtown safely crossing streets.

### Golden Rule Safety Council

For more than 28 years, the Golden Rule Safety Council of Owensville High School in Owensville, Missouri, has planned and conducted projects on a spectrum of safety issues, including traffic safety. With 205 current members (more than half of the student body), this club has been involved in such activities as teaching bicycle and school hus safety tips to younger students and conducting surprise seat-belt checks on their fellow students.




*Four safety-conscious organizations, including the Texas Association of Student Councils, produce this newsletter for Texas youths.*

During the 1980-81 school year, Golden Rule's traffic safety committee conducted a survey of hazardous intersections in the community. Committee members divided into teams, each assigned to an intersection where they collected a wide range of data. They noted the type of traffic control, the amount of time it took to move out of an intersection, and particular hazards. Then they analyzed their data and came up with a list of 17 problem intersections that posed a danger to drivers. The committee chairperson presented the 17 grievances to the City Council, which agreed to act on 14 of the problem sites.

### Student Myth Information and Learning Experience

Last year the student council of Marshall High School in Marshall, Texas, sponsored a unique alcohol and safety education project called "SMILE" (Student Myth Information and Learning Experience). Designed to make students more informed and responsible about alcohol usage, SMILE grew out of a student council and school newspaper survey of student attitudes towards drinking. The results revealed that many students started drinking by the time they are 14 years old.

SMILE students sponsored a week of activities related to alcohol education, including an assembly and pizza party, speakers and films for classes, peer pressure experiments, and debates. They advertised the project inside and outside the school through posters, billboards, radio interviews and public service announcements.

In addition to the SMILE project, the Marshall Student Council focused on seat belt usage, teaching children in grades K through 2 how and why to use seat belts and conducting a seat-belt check on students driving in and out of the high school parking lot.

### Stop Auto Fatalities Through Youth Efforts

The SAFTYE (Stop Auto Fatalities Through Youth Efforts) Club at Bethel High School in Stanaway, Washington, promotes safety in the home, school and community, with a particular concern for traffic safety. Club members have presented traffic safety issues on TV shows and in films, classes, contests, newspaper editorials, coloring books, and T-shirt designs.

Last year, the club taught a set of classes in nine elementary schools. Each day they featured a different traffic safety topic. During Traffic Safety Week, SAFTYE members participated on a local talk show, some presenting a 30-second message on traffic safety while others asked questions from the audience.

The club also sponsored a car safety check competition in driver education classes. Members timed students as they checked certain features for safe operation. Prizes were awarded to the fastest and most thorough students.

For further information on student involvement in traffic safety programs, contact Dr. Robert Ulrich, Executive Secretary, National Student Safety Program, Safety Center, Central Missouri State University, Warrensburg, MO 64093.

*Beth Gill is the project director for VOLUNTEER's Citizen Involvement in Highway Traffic Safety Program. Jessie Bond is a consultant to the project.*

# Iowa Volunteers Lobby For Increased Mileage Deduction

**By Linda Thornburg**

Maybe you can't fight City Hall—but Iowa volunteers have found that you can change the law—with enough determination and a little bit of luck.

Three years ago, Iowa allowed only a seven-cents-a-mile automobile deduction for volunteers. In May 1980, the governor signed into law a bill which allows volunteers a 20-cents-a-mile deduction, the same amount state employees are reimbursed for mileage. The change is the result of a two-year campaign by a volunteer task force and the efforts of three of its members who lobbied for the initiative.

"In 1978, the Des Moines Volunteer Bureau's Research and Issues Committee decided that a volunteer mileage deduction was one of the areas that could have a broad effect on the future and health of volunteering," explained Gail Kranbeck, former chairperson of the task force. "We gave ourselves two years to get the law changed."

Joined by representatives from the local DOVIA (Directors of Volunteers in Agencies), the committee formed the Iowa Legislative Task Force on Volunteerism. Members began by meeting with Governor Robert Ray to present their position.

"We got neither support nor discouragement," Kranbech remembers. "The governor was unwilling to get involved politically, but said, 'Go out and support the measure yourselves.' If he helped us, we didn't know it, but he might have worked for us behind the scenes."

The first real sign of encouragement came in November 1978 when two state legislators promised to introduce and support a bill for an increased mileage deduction for volunteers. In the meantime, the Task Force began its research and started to educate Iowa's population as to the need for the new law.

"We checked with the local Internal Revenue Service (IRS) office and found that, basically, the volunteer mileage deduction was not ever intended to equal the business mileage deduction," Kranbeck said. "Of course, that was only the opinion of the person who was reading the background information over the phone.

"The first rule-making we could discover was in 1964, when the IRS allowed ten cents a mile for business and five for volunteers.

"Our biggest argument had to be the cost of gasoline to the volunteer. Drivers for Meals on Wheels and other programs weren't getting even the amount they were paying for gas in deductions."

The Iowa Office of Volunteerism provided a sampling of what was happening in other states. Statistics show that at the U.S. Department of Labor minimum wage and benefits figure of $4.76 an hour, the Iowa Department of Social Services would receive a projected one million dollars worth of volunteer services in 1979. The Iowa Hospital Association recorded nearly 100,000 hours of adult volunteer services in 1978, a figure which translated into almost $4,500,000 worth of volunteer time.

The Task Force then contacted the State Department of Revenue in an effort to determine the cost to the state of an increased mileage deduction for volunteers. It wasn't able to get an exact determination because charitable contributions and volunteer deductions were lumped together but finally, the Fiscal Bureau estimated the cost at less than $100,000 a year.

The next step was an important one. The Task Force sent a letter to 200 statewide agencies which rely heavily on volunteers. The letter asked for written endorsement, approved by the organization's board and/or membership, that could be used in the lobbying effort. It also requested that organizations show their willingness to involve members in letter-writing campaigns to encourage support from local legislators should that measure become necessary.

The Task Force received endorsements from 34 agencies, among them United Cerebral Palsy, the Clinton County Heart and Cancer Associations, the YMCA, the Kidney Foundation of Iowa, and the Des Moines Chamber of Commerce.

A second mailing requesting that organizations contact local legislators through their members drew only moderate response. Kranbeck thinks the Task Force didn't begin its education campaign early enough for organizations and members to understand and act on the issue.

"To get things moving," she said, "the coalition should have contacted more people and asked them to hound their legislators, a move we would recommend to any other group."

In February 1979, a bill was introduced into the Iowa House and Senate. Kranbeck, Nancy Shafer, director of volunteer services at Iowa Lutheran Hosptial, and Jacquie Rosebrook, a volunteer, registered as lobbyists.

"One of the first times our coalition met with legislators was at an interim committee where they hardly gave us the time of day," Kranbeck remembered. "They recommended not to act on the initiative. The main problem was that the deduction would be out of compliance with federal tax procedures."

There was also a problem with the way the bill was written. It called for a volunteer mileage deduction of 20 cents a mile, but business was getting only 18 cents a mile at the time. There was a provision that the deduction include "an amount equal to one-half of the amount that would have been paid to the person as a salary if that person had not been contributing to the work voluntarily." Both conditions were unacceptable to some legislators.

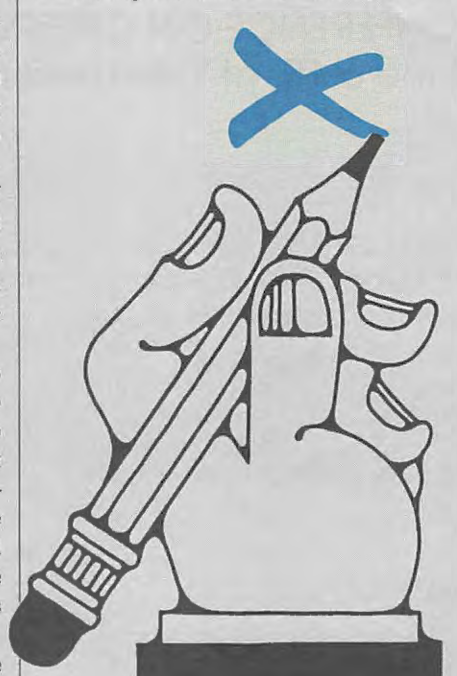
The Task Force realized new tactics were needed. The bill was rewritten to tie an increased mileage deduction to increases in mileage reimbursement for state employees. Jerry Parkin, a professional lobbyist who served on the board of the Volunteer Bureau, agreed to provide advice. Kranbeck isn't sure the bill would have passed without his expertise.

Strategy, under Parkin, became the main objective. The lobbyists received a crasb course on how to identify the power structure and how to track a bill. Parkin told the group the best places to lobby, pointing out that committee meetings are open to the public. He suggested that the coalition get to know the floor managers who introduce bills in each house.

The lobbyists worked to have the bill assigned to a favorable subcommittee in the House. Then they concentrated their efforts on the chairman of the Ways and Means Committee and the most influential committee members. Once the bill was out of committee, the lobbyists worked on other key members of the House. On April 3, 1980, the House approved the bill 79 to 13.

The fight on the Senate side was more arduous. The lobbyists had to combat the argument that volunteers did not need such reimbursement. The Task Force developed a one-page information sheet which stressed rising gasoline costs and reminded legislators that the deduction could not begin to pay volunteers for their efforts; it would merely help defray travel costs. The flyer included figures from the Iowa Department of Social Services and the Iowa Hospital Association. It urged senators to consider the increased mileage deduction "preventive medicine."

The information sheet also stated, "It is unlikely that [the bill] would provide an incentive to start volunteering. It may be the incentive we need to keep volunteers from dropping out of the volunteer arena entirely. As inflation mandates the need to reduce federal and state funded programs, we will be looking more and more to volunteers to continue to provide human services. $100,000 is a very low price to pay to keep people in the volunteer arena . . ."



While the Senate committee debate was in progress, one of the lobbyists attended a neighborhood meeting at which an Iowa senator was present. The senator urged the group to contact him if he could help them. The lobbyist asked for and received his promise to introduce tbe hill on the Senate floor if 30 people voiced their support.

The bill was reported out of committee and the senator, inclined to table it, was reminded of his promise. On April 21, 1980, the Senate passed the volunteer mileage deduction bill 41 to 6.

It was not an easy victory. The Task Force had run up against some determined and shrewd legislators. For instance, when the Des Moines Junior League supported the bill, they argued that the initiative was clearly an attempt of the wealthy to support the wealthy. There were arguments that the bill would benefit only those who itemized their tax deductions, and that it would take money away from the kidney dialysis program. The lobbyists stressed repeatedly how the bill would provide an opportunity for Iowa to increase support and recognition of its volunteers.

Early in the campaign, the Task Force decided not to solicit the help of tbe local media, fearing undesirable press. They limited the lobbying coalition to three members to insure that strategy was easily coordinated. They learned, with the issuance of the first bill, what not to ask for. And they did something which few, if any, lobbying groups had done before: They wrote thank-you notes to the legislators.

"Without doubt, elation followed the passage of the bill," Kranbeck said. "As volunteer lobbyists, we were challenged and we grew. We received more than we could ever have given. We worked within the framework of the system to seek change and we learned not only how the system works, but also that it does work."

## *United Way Survey*

# People Give Because They 'Like to Help Others'

A majority of those who itemize their tax returns do not consider a tax deduction a very important factor in charitable giving, according to a recent national survey conducted by The Gallup Organization for United Way of America.

Gallup surveyed 1,000 heads of households across the country, of whom 30% itemized their 1980 returns and 56% did not. Among all respondents, 80% reported making charitable contributions last year. When asked to choose any of several reasons for giving, 72% said they gave because they "like to help others." Only 8% said the tax deduction was a reason for giving.

Gallup then asked what was the single most important reason for giving to charities. Sixty percent indicated helping others was the most important reason; 2% cited the tax deduction.

Among all itemizers, 14% rated the tax advantage as "very important" and 24% felt it was "somewhat important." Fifty eight percent of all itemizers surveyed said the tax advantage was "not very important" to them, which also holds true for itemizers in the $25,000-and-over income bracket. Eighty-six percent of this high-income group said the tax consideration was either "somewhat important" or "not very important" to them.

A follow-up question specifically informed the itemizers that the tax law will make it less advantageous for them to make charitable contributions. When asked how this would affect their giving, only 4% said they probably would contribute less than in 1980. Nine percent said they would give more, but 80% said it would not affect their giving.

Once again, over 80% of those itemizers with incomes of at least $25,000 said the tax consideration would not affect their giving.

# RSVP Celebrates 10th Anniversary

In the mid-1960s, the federal government began to find formal answers to a question being posed by many citizens nationwide: How can the desire of older Americans to be helpful to others be tapped to serve their local communities?

By 1971, one of the answers was called RSVP—the Retired Senior Volunteer Program. RSVP was designed to provide service opportunities to seniors from all walks of life who wanted to remain useful, contributing members of society.

Under the auspices of ACTION, the federal volunteer service agency, RSVP, the Foster Grandparent Program and later the Senior Companion Program found a home in ACTION's office of Older American Volunteer Programs (OAVP).

The idea caught on quickly. In its first year, RSVP administered 11 projects with a budget of $500,000. Today, ten years later, 726 communities can boast more than 274,000 RSVP volunteers and a budget of $27 million. The number of hours these volunteers serve annually is an estimated 57,130,000.

RSVP volunteers must be 60 years of age or older and retired. There are no income requirements.

"I enjoy everything about being an RSVP volunteer," says Lois Wayland, 81, of Omaha, Neb. Through RSVP she gives individual attention to elementary school children from a low-income area of Omaha, dividing her time among 300 children.

Wayland was selected to represent her state in Washington, D.C. on September 23 for RSVP's Tenth Year Anniversary celebration. Her visit included a trip to the White House, a tour of the nation's capital, a Congressional luncheon on Capitol Hill and a dinner cruise on the Potomac River.

Omaha RSVP Project Director Cal Ferguson says that in addition to Wayland, there are 900 RSVP volunteers "all over this town." Sponsored by the Eastern Nebraska Human Services Agency, they serve through 79 public and private nonprofit organizations.

In Detroit, the Catholic Social Services-sponsored RSVP lists 2,300 volunteers serving through 225 organizations. According to Project Director Genevieve Rakocy, the volunteers are involved in fixed-income consumer counseling, telephone reassurance to the frail elderly, energy programs, tutoring in the schools and various assignments aimed at assisting the disabled.

Dr. Harold Gunn, 61, is involved in a demonstration project in Detroit which couples RSVP with JACS—Joint Action in Community Service. JACS is a national nonprofit organization whose volunteers provide support services to young men trained in the Job Corps. During the past year, 12 projects with active RSVP/JACS components have placed 83 volunteers who have served 625 disadvantaged youth and have contributed 3,948 hours in the areas of job referral and counseling, legal assistance, education and vocational training, transportation, housing and family problems.

Dr. Gunn, who became an RSVP volunteer after a stroke forced him into early retirement, has counseled ten young men. His training in speech pathology reinforced his belief that the inability to communicate well is a major frustration that sometimes can lead to crime.

"If a young man feels neglected, has a speech problem or can't articulate well," he explains, "he is bound to feel repressed hostility and he may give vent in the worst way, which is to commit a crime."

From his counseling work, Gunn notes that "the biggest hang-up [these former Job Corpsmembers] have is that they don't understand what they're reading. They can't fill out job applications, they can't read instructions. It's a sad situation. I don't believe in charity, but if money could be used for good training in communication, let's do it."

Dr. Gunn, who also lectures at a rehabilitation institute each week, says that the occasional success story is what keeps his interest high regarding his RSVP/JACS assignment.

He recalls that "there was one young man who'd been shuttled back and forth from foster parents to grandparents. He was small and often picked on. He was everybody's whipping boy. But he had a desire to make something of himself."

With Dr. Gunn's assistance, the youth enrolled in preemployment training, received his General Equivalency Diploma, and is now applying for a grant to enter college. "There may not be any money in volunteer service, but this is a reward money can't buy," Gunn says.

Like Dr. Gunn, Jacob Berkowitz, 79, of West Palm Beach, Fla., chose to continue in the same field, applying his pre-retirement profession in his work as an RSVP volunteer.

Berkowitz was a lawyer in New York City from 1925 until the early 1970s. After moving to Florida in 1973, he joined RSVP. "I signed up to be in a musical group that entertained in nursing homes and that sort of thing," Berkowitz says. "But the project director called me and said, 'With your background, you could do legal work.' "

As a result, Berkowitz serves as a researcher in the 15th Judicial Circuit which covers eight Florida counties. For five hours a week, he pores through the law books in the public defender's office looking for precedents as they apply to appeal cases.

A seasoned attorney such as Berkowitz would charge $100 an hour for this service, which is customarily performed by law clerks. "That's the going rate here," Berkowitz points out. "I had all these years of experience in New York doing just what I'm doing now. Do I like it? Well, the public defender singled me out at a meeting and advised the people that I was an excellent attorney," he says proudly. "That was nice."

Berkowitz is one of 1,820 RSVP volunteers who serve through the sponsorship of United Way of Palm Beach County. Project Director Cy Kennedy reports that his volunteers gave 250,000 years of service last year.

## Reagan Forms Task Force to 'Elevate Voluntary Action'

President Reagan has announced the creation of a Presidential Task Force on Private Sector Initiatives, which will promote private sector leadership and responsibility for solving public needs.

Speaking before a recent meeting of the National Alliance of Business in Washington, D.C., Reagan said, "We seek to provide as much support as possible for voluntarism without federalizing it. For too long the American people have been told they are relieved of responsibility for helping their fellow man because Government has taken over the job."

Reagan said that the task force, under the leadership of Armco Steel Chairman Bill Verity, will have 35 members who will be leaders of corporations, foundations, voluntary and religious organizations.

Reagan also said he will instruct his Cabinet "to review agency procedures and regulations and identify barriers to private sector involvement" as well as "to develop pump priming and seed money programs that offer incentives for private sector investment."

# Advocacy

## Mileage Deductions for Volunteers

### By Stephen H. McCurley

THE ECONOMIC RECOVERY Tax Act of 1981 contained legislation which will have substantial impact on volunteers and voluntary organizations (see box on page 16).

One piece of volunteer legislation, however, failed to pass in the U.S. Congress, despite strong interest shown by the volunteer community. That legislation was the proposal to increase the standard mileage deduction allowed for volunteer drivers from its current 9 cents per mile to the 21 cents per mile allowed for business-related vehicle use.

#### National Activity

At the federal level, two pieces of legislation are still being offered to increase the mileage deduction for volunteer drivers. These are H.R. 768, sponsored by Rep. Barbara Mikulski of Maryland, and S. 473, sponsored by Sen. David Durenberger of Minnesota. Mikulski's bill would increase the mileage rate to that for business-related driving; Durenberger's bill would increase the rate to that of government employees. The bills produce substantially the same result.

At present, the pressure for passage of these bills has eased somewhat, although the sponsors of the bills are still actively supporting them. The volunteer community, however, is resting following its successful effort to pass the charitable contributions legislation.

It is interesting to note that the enactment of the charitable contributions legislation only increases the significance of the mileage deduction proposals. Where previously only those taxpayers who itemized their deductions could take advantage of the current mileage allowance, starting in January 1982 that option will be extended to all taxpayers. Passage of the charitable contributions legislation has thus increased the number of volunteers who might benefit from an increased mileage deduction by roughly three-fold, with the largest increase among those of lower economic resources who are most in need of help with driving expenses.

#### State Activity

Individual states also have witnessed considerable activity regarding volunteer mileage legislation.

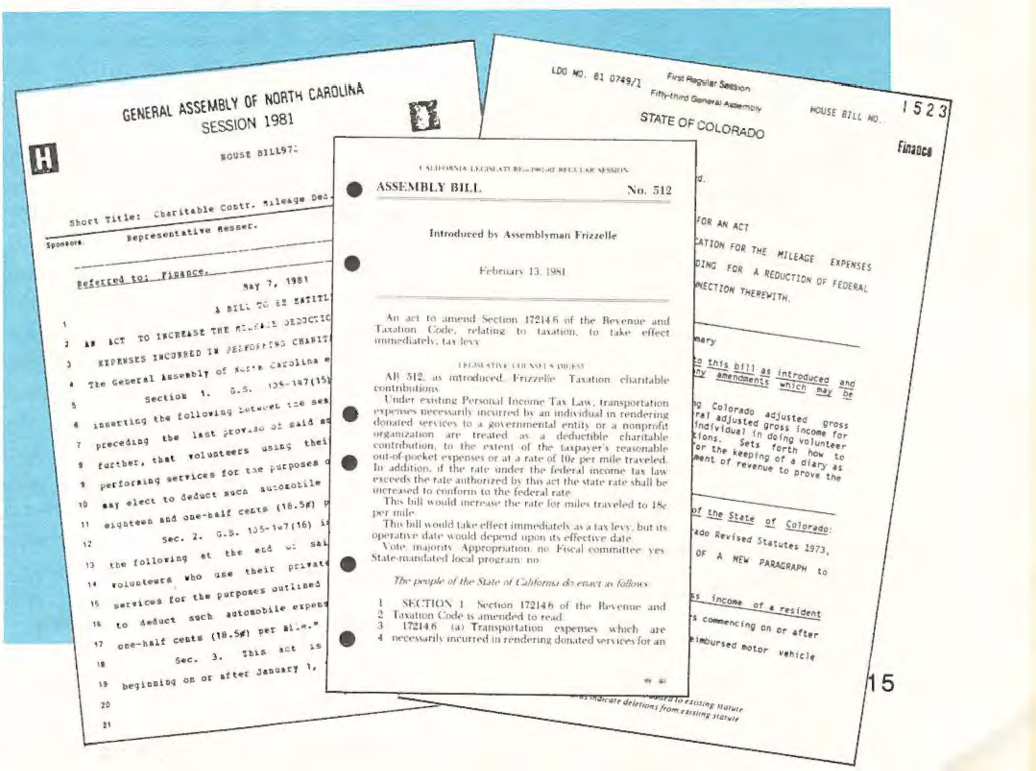
During the past two years, an increase in the state income tax deduction for volunteer drivers has been enacted in Maryland, Iowa, Arkansas, Colorado and North Carolina. Similar bills are now pending in several other states.

The state legislation which has passed has taken a variety of forms. The Colorado legislation, for example, is limited to volunteers serving with organizations that provide medical, health or nutritional care. The legislation increases the mileage deduction to the reimbursement level allowed state employees, exempts any driving connected with lobbying activities, and requires volunteers to maintain diaries of activity to verify their expenses.

The North Carolina legislation increases the deduction for all volunteers who perform charitable services to the current business rate. The Arkansas legislation does the same, while the Maryland legislation increases the deduction to 12 cents per mile. (See page 10 for story of citizens' effort in Iowa to increase the volunteer mileage deduction to 20 cents per mile, the same rate allowed state employees.)

This hodgepodge of state-level activity only emphasizes the need for concerted national action. While commendable lobbying efforts have allowed enactment in a number of states, this method is too slow and unsure for nationwide success.

Now is the time to work for national legislation for volunteer drivers. The current situation of budget cuts makes

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*Steve McCurley is VOLUNTEER's director of constituent relations in Washington, D.C.*

this legislation increasingly important both for agencies and individual volunteers. The current interest among the Reagan administration in volunteer resources makes it politically timely.

If the bills are to pass, however, your strong support is needed. Write your legislators and tell them why your organization needs this legislation. Tell your volunteers about the bills and ask them to contact their legislators. Encourage the state and national organizations with whom you are affiliated to endorse this legislation.

Keep us informed about what you do.

## 'Charitable Contributions' Becomes Law

The long sought-after charitable contributions deduction for taxpayers who use the short form was enacted by Congress in August as an amendment to the Economic Recovery Tax Act of 1981. Now, in addition to taking the standard deduction, non-itemizers deduct their contributions to charity as follows:

1982—25% of first $100 ($25 maximum)
1983—Same
1984—25% of first $300 ($75 maximum)
1985—75% of all contributions
1986—100% of all contributions

The new deduction, which must be reenacted after 1986, represents a major victory for the country's charitable organizations who have witnessed a steady decline in charitable giving as a percentage of the gross national product.

The effort to push for a charity deduction for non-itemizers began shortly after the 1974 Filer Commission recommended such a deduction for stimulating individual giving to charity.

Having died in two previous Congressional sessions, the charitable contributions deduction gained surprising momentum for approval when the Senate passed the legislation by a 97 to 1 vote on July 20.

# Follow-Up

*Follow-Up is a column of current developments and discussion as well as additional resource information on key topics reported in previous issues. The article below is a follow-up to "Should Volunteers Be Fired?", a discussion by five volunteer leaders that appeared in the fall 1979 VAL. Single copies available for $3.00 each from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.*

## How about Firing the 'Big' Volunteer?

**By John Buck**

A COUPLE OF YEARS AGO, *Voluntary Action Leadership* published a discussion on firing volunteers (see "Should Volunteers Be Fired?" fall 1979 *VAL*), in which the case for firing the volunteer *who work for staff* was well presented. But what about firing the volunteer *that staff works for?*

John L. Dutton, for example, is the president of VOLUNTEER, publisher of *VAL*. Dutton is a volunteer. What if he was not fulfilling his responsibilities as president of VOLUNTEER? What if his inaction was hindering the forward movement of the organization? Since VOLUNTEER's two executive vice presidents and the rest of its staff work for him, how would they fire him?

The vast majority of charitable and nonprofit organizations are governed by a volunteer board of directors. Close to 50 percent of those board members contribute very little to the real functioning and direction of the organization. Staff assures that the nonperforming volunteer's responsibilities are covered, because he or she is a "big white-collar" volunteer—the corporate executive, the community leader, the "mover and shaker." Let the "little" volunteer who works in the association's office perform below standard and whoosh—he or she vanishes.

Tragically, we (the staff) have accepted our board's "white-collar" inaction as acceptable performance. Why have we set our standards so low? Why not expect and diplomatically demand of our board what is demanded of staff? To do so, we must look at "how we got here in the first place."

As our board volunteers began to let their responsibilities slide, we should have responded by saying, "Let's sit down and discuss our concern." Instead, we said, "Since they aren't going to perform, let's cover for them and/or change their job description." So we modified their roles to the point that if they have money and good contacts, they are qualified to be on our board.

This creates a paradox. I doubt if you'd shout for joy if someone asked you to be a member of a board just because you had money and contacts. Our new job description not only is *not* in the best interests of our organization, it also is not fair to our volunteers.

We all agree our boards are charged with the ultimate responsibility for the decisions that effect our organization's direction, policies and procedures. But whose responsibility is it to create the environment whereby the most effective and efficient decisions can be made? If we view this as staff's responsibility, then we must realize we are directly as

*John Buck discussed a volunteer's priorities in the Readers' Advisor column of the summer 1981 issue of VAL.*

well as indirectly involved in those major decisions that dramatically effect our organization. Therefore, isn't the performance of individual board members one of our major responsibilities?

In order to accept the premise that we should be more responsibile for demanding excellence from our board members, we must dream a little: How would you feel if all members of your board met their responsibilities? What results and progress would your organization achieve? How much sooner and more adequately would your organization's purpose be realized?

You can achieve results and realize your organization's goals by having the "white-collar" volunteer fired. And you can make him/her feel good about it in the process.

The "white-collar" volunteer is usually at least a quasi-successful business person—one who is somewhat results-oriented. Such individuals have a facility for knowing when they are doing a good job, and when they are doing a poor job. They are proud people, though. Even when they know their performance is subpar, it is difficult for them to admit it.

All board members have personal priorities that continually tug and strain on their time. Those members who are not performing up to par have been forced to set priorities that do not favor your organization, although they are probably for very good reasons. When they find themselves in this embarrassing situation, they need your assistance in providing a gracious means for departure.

This is your opportunity to maintain a friendship while doing what is best for your organization. There are situations and considerations, however, that must take place first:

**Action Step No. 1.** You do not do the actual firing; only another volunteer should fire a volunteer. Your role is to provide the necessary information to the board chairperson or president who plays the major role in this process. Your first step, then, is to convince the head of your board that excellence can and should be demanded of all board members:

- Relate the overall success (mission) of your organization to the joint role of *all* board members.
- Relate the success of his/her term as head of the board to the performance of *all* board members.
- Make the point that in business non-performers are transferred or fired to increase the success of that business; the same philosophy is valid for your association.
- Insure that staff will cover as many "short-comings" of individual board members as possible and reasonable. But when staff finds that they are actually doing most of a board member's job, urge the head of the board to take the necessary drastic action.

**Action Step No. 2.** Each board member's responsibilities must be defined. Once staff and head of board agree on all board member job descriptions, recommend that a separate board meeting be held to describe everyone's role. A luncheon meeting usually provides a good environment. Use audio-visuals during the presentation and distribute a handout detailing everyone's responsibilities. With a working knowledge of everyone's responsibilities, each member will be able to gauge his/her overall performance versus that of other board members. This will help them realize rather rapidly whether or not they are doing a good job.

**Action Step No. 3.** With the definition of each board position must come goals and deadlines. (*Note:* If you can't define goals and deadlines for a particular board position, then that position is probably an unnecessary one.) For example, your membership committee chairperson must know the year-end membership goal; your treasurer must know when financial reports are due; your board member who is responsible for raising funds must know not only the annual goal but also when money is needed for cash-flow purposes. The best time to present or restate these goals and deadlines is at the same meeting during which responsibilities are defined. Be sure these deadlines and goals are included in the handout.

> Whose responsibility is it to create the environment whereby the most effective and efficient decisions can be made?

**Action Step No. 4.** Staff is assigned to each board member first (and primarily) to assist that board member in the fulfillment of his/her responsibilities, and second, to monitor and evaluate that member's performance. It should be emphasized that the staff members' main role is to *assist* their assigned board member(s)—not do the job for them. A monthly staff meeting should be held to discuss board members' performances with major emphasis on determining how to make board members more effective.

**Action Step No. 5.** Each quarter have a "decision" meeting with the head of the board and staff in which each staff member is asked if his/her assigned board members will fulfill their responsibilities by year-end and why. The more open and candid this meeting, the better. The key is to make specific decisions relative to specific board members—who is performing, who is not doing too well but can improve, and who should be replaced.

**Action Step No. 6.** The head of the board confronts the non-performer(s). This meeting should be a private, one-on-one meeting. Since the board member who is being confronted probably has valid reasons for inadequate performance, you should recommend that the head of your board be compassionate and diplomatically offer that board member a means of gracious resignation.

**Action Step No. 7.** After the "firing," staff should ensure that the individual involved does not develop a negative attitude toward your organization. Most often he/she will not create a problem, but don't take a chance. Staff should send a thank-you letter on behalf of the organization. A recognition plaque or some other token of appreciation is also recommended.

Set your standards high! It is never too much to expect the very best that we and others have to offer. ♥

# Communications Workshop

## How to Evaluate—and Enhance—Your Meeting

**By Doug Mosel**

ANYONE WHO TAKES AN ACtive role in communities or organizations spends a great deal of time in meetings. Some of those meetings are outstanding examples of meetings which work very well, while almost certainly some of them are meetings which you would prefer not to attend. Let's take a look at the last meeting in which you participated, whether as the leader or as one of the participants:

1. How productive was the meeting?

   1 2 3 4 5 6 7 8 9 10

   accomplished very little — very productive

2. How did you and most of the other participants seem to feel during the meeting?

   1 2 3 4 5 6 7 8 9 10

   felt bored and uninvolved — felt involved and stimulated

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How you answered these two questions probably was determined by how effectively those of you participating in the meeting were working together as a group. That suggests the practical definition of a meeting: a group of people working together on a common task. To be productive in accomplishing that task and at the same time to involve and stimulate individual participants, a meeting must work well in a number of important ways. These dimensions, as I shall call them, apply primarily to regular meetings of the same or nearly the same group of people, such as a staff, board, committee, task force or council. Each of the dimensions in the accompanying box is a criterion by which you can evaluate the effectiveness of meetings which you lead or in which you participate.

### If You Lead Meetings . . .

Although leadership is shared in successful meetings, someone must usually serve as the designated leader. The particular skills and behaviors of that leader are a key component of an effective meeting experience. Here are a half-dozen ways in which you can enhance the effectiveness of your own role as a meeting leader:

1. In advance of the meeting, review the agenda and any related materials so that there are a minimum of surprises when you conduct the meeting. Prepare yourself for especially complex or difficult parts of the meeting by doing a mental or even an out-loud walk-through of those items. The more at-home you feel with the agenda, the more relaxed you will be in the meeting and the better resource you will be for the group as a whole.

2. It is helpful to see your leadership role as that of facilitating the interaction of those attending the meeting by encouraging and supporting their participation and contributions. Some leaders see it as "giving permission" for people to share ideas and get involved in their own unique ways, which often means accepting thoughts which appear to be negative or incompletely developed and building those into something which reinforces the point under discussion. It may mean having to look hard for the positive side of a reaction or response, or even turning a negative into a positive.

   Another dimension of this facilitator role in meetings is to affirm the risk-takers and volunteers—those who make a real effort to participate actively—and to do so without "putting down" those who are not yet involved.

3. Build as much continuity into the meeting as you can so that those attending are able to see the parts in relation to the whole and so that the transition from one agenda item to another is smooth. A couple of tips:

   —Write on a flip chart or chalk board the agenda for the meeting and keep it posted so that you can refer to it and observe your progress.

   —As you discuss or act on various agenda items, post flip-chart notes around the room for easy note-taking and later reference.

4. Use all the resources you can get your hands on to help you in preparation for the leadership experience. The references at the end of this article may be helpful to you in this way. But another resource readily available to you is a friend or colleague who is good at running meetings. Get permission to watch him or her in action to pick up additional ideas and tips.

5. The single most important "tool" you bring to your role as meeting leader is YOU. The more you are able to be your-

self in a constructive, facilitating way, the more you will enhance your resourcefulness as leader. Doing this means maintaining an open, non-defensive approach to the meeting and to the participants, especially in times of disagreement or tension.

It means being a real person with the others in attendance, willing to disclose your own ideas, experiences, and sometimes your own values. It means being as comfortable and relaxed with yourself and your leadership role as you can be, so that all of your physical, mental and emotional faculties are at your disposal.

Finally, it means "doing it your way"—conducting the meeting in a way that emphasizes your own assets and strengths rather than trying to be someone you are not.

6. An effective leader is an effective model of the behaviors he or she expects from others. The more you demonstrate the kinds of behaviors necessary for productive meetings, the more you will help meeting participants learn and apply those behaviors.

Identified below are several skills that are key to effective meetings and discussions. These are commonly referred to as "helping/facilitating skills," which are behaviors that assist a group with its task of planning, decision-making, problem solving or discussion.

**Reflecting:** "Feeding back" what someone has said to clarify its meaning or to demonstrate understanding.

**Summarizing:** A brief "wrap-up" statement of the main points of a discussion, decision, or individual statement.

**Open-ended question:** Asking questions which seek more than agreement or disagreement; questions which encourage information-giving responses, not simply "yes" or "no" responses. For example:

—"How do you feel about that?" vs. "Do you feel bad about that?"
—"To what extent do you agree?" vs. "Do you agree with that?"
—"How does this problem look to you?"
—"Explain your reason..."
—"Describe how..."

Questions which ask what, how, or how much are usually open-ended.

**Restating:** Putting someone else's statement in different words as a check on clarity or your level of understanding. For example:

—"What I hear you saying is..."
—"Sounds like you feel..."
—"You believe that..."
—"You're concerned that..."
—"What happened was..."

**Listening Check:** Using a restatement or reflection of what someone has said to determine how accurately he or she is being understood.

## A Word about Brainstorming ...

Brainstorming is one of the most frequently mentioned and at the same time frequently abused techniques available for use in meetings. Yet, brainstorming has the potential to be a very powerful meeting strategy if properly used. To do so requires a good deal of patience and discipline on the part of both leader and participants. Here, as a refresher, is a "working definition" of brainstorming:

> It is helpful to see your leadership role as that of facilitating the interaction of those attending the meeting by encouraging and supporting their participation and contributions. Another dimension of this facilitator role is to affirm the risk-takers and volunteers—those who make a real effort to participate actively—and to do so without 'putting down' those who are not yet involved.

**Brainstorming:** Identifying as many ideas, solutions, activities, etc., as possible within a given amount of time, without evaluating or discussing the merits of items on the list. That is, there are no "stupid" or "wrong" suggestions. The process is non-judgmental in nature. It is generally done in a group setting, with one member acting as a recorder to list the items being generated.

Two pitfalls await those who would use the brainstorming process. One is the Yes-But Syndrome, in which the response to an idea is "Yes, but we've tried that before." "Yes, but it will cost too much." "Yes, but that idea would never go over." "Yes, but..." As the definition says, brainstorming is non-judgmental.

Certainly, not all of the ideas or solutions identified in the brainstorming process are practical or even desirable, but the idea is to free ourselves from the usual restrictions of thinking and look at a situation or problem from new angles. Unless we set aside our judgement temporarily, brainstorming is doomed to failure before it begins.

The second pitfall is the temptation to stop the brainstorming process too quickly. It is my repeated experience that brainstorming reaches one or more "plateaus" during which participants seem to have no more ideas to add. It is not uncommon after such a lull for the list to be doubled in size. The implication: Wait out one or two such periods of silence before concluding that no further ideas will be suggested.

## And a Word about Consensus ...

Like brainstorming, consensus gets a lot of mention and a lot of misuse. Consensus is sometimes used as the equivalent of a decision, when it is in fact a process for *making* a decision. Let's look at a definition of consensus:

**Consensus:** An approach to decision making that seeks to achieve a high degree of agreement through discussion of all points of view, as opposed to voting or a decision by the group leader or another individual. It is not the same thing as a unanimous decision, for there may be various levels of agreement among group members.

A point worth re-stating is that consensus is not the same as a unanimous decision. It is also not the same as a majority preference. It is for this reason that consensus decision-making must be recognized as a process of seeking agreement which probably never will be total or perfect, but rather reflects the substantial agreement of the group as a whole. Consensus well done is hard, sometimes time-consuming work.

Testing consensus is a key component of the process. It simply means checking the level of agreement on a decision or an issue. For example, the leader or a participant might ask if anyone has significant reservations about a decision or action to he taken, or may simply point out what appears to be emerging as the group's decision and inquire if everyone can support that. To put it as a warning: Consensus of the group must never be assumed.

One other word of caution. The consensus approach should not be applied to every decision. Matters of a relative insignificance to the group as a whole may be delegated or simply handled by the individual decision of the leader or committee. Imagine, if you will, a 25-person board trying to reach consensus on a restaurant for lunch But it has happened. The point is that consensus decision-making should be reserved for decisions of significance to the group as a whole or that may have significant impact on the group as a whole. Even then, it is not always appropriate or desirable for the consensus process to be employed.

Will it always work? No, not always. It is sometimes impossible to reach consensus, as countless hours of discussion in meetings will testify. But the thorough interchange which can occur in seeking consensus can make even a close majority vote more palatable. It is also sometimes necessary to set a time limit on discussion involved in the consensus process in order to ensure that it is not endless.

### If You Participate in Meetings ...

The success of meetings is not a burden to be borne only by the leader. The actions and behaviors of each participant will go a long way toward ensuring a productive outcome. Here are several ways in which you as an individual can contribute to making your meetings better:

1. Participate. Speak up when it's your turn. Share your ideas and reactions. Be open in your responses to questions.
2. Lead. Share leadership responsibility in the group by taking initiative to get discussion started. Help moderate the discussion to see that it goes smoothly. Offer suggestions which might help the group complete the task or question you are working on.
3. Follow. Take turns. Try out other's suggestions and ideas. Cooperate in helping the group work toward its goals. Accept the leadership of other group members as well as the leader.
4. Focus. Don't hesitate to ask questions to clarify what the group is supposed to be doing. Seek to understand clearly what others are saying or asking. Help the group stay with its agenda, and call it back to the question or task if you are obviously straying.
5. Enjoy! Have a good time. Keep a positive perspective, even when the topic is a serious one. Take a break now and then to stretch and refresh yourself.

> The single most important 'tool' you bring to your role as meeting leader is YOU. Be yourself in a constructive, facilitating way. This means maintaining an open, non-defensive approach, especially in times of disagreement or tension. It means being willing to disclose your own ideas, experiences and values. It means being comfortable and relaxed. And it means emphasizing your own assets and strengths.

Certainly there are some traps to avoid as group members, too! Here are a few of the author's favorites:

- "Filibuster Fern" dominates with non-stop talk about whatever topic is under discussion; an authority (self-appointed, of course) on everything.
- "Lyle the Lobbyist" turns every discussion into a forum for his favorite cause and tries to get the group to go along.
- "Negative Nate" (alias "Claudia the Caustic") is down on everything and everyone; sees the dark, impossible side of any idea or suggestion; sarcastic.
- "Veteran Vera" distracts by changing the subject, telling "war stories," or dealing with unrelated detail or trivia; carries on side conversations.
- "Otto the Oblivious" doesn't listen; ignores others; often has to have instructions or statements repeated, sometimes long after the fact. He is a second cousin of
- "Guillotine Gus," who cuts other's off before they're finished; speaks for others; often completes what they are saying or attempts to interpret for them rather than letting them speak for themselves.

### Meanwhile, Back in Your Meeting ...

Let's return to the meeting you thought about at the beginning of the article. As you reflect on that meeting and your evaluation of how effective it was, here are three additional questions to consider before your next meeting:

1. What could have heen done to improve the meeting? (Identify two or three actions which could have been taken.)
2. What might you have done (as participant or leader) to help the meeting? (Again, be specific.)
3. What could the leader have done? (Skip this question if you were the leader of the meeting.)

### Suggestions for Further Reading

Leland P. Bradford. *Making Meetings Work*. La Jolla: University Associates, 1976.

Richard J. Dunsing. *You and I Have Simply Got to Stop Meeting Like This*. AMACOM, American Management Associations, 1977.

Eva Schindler-Rainman and Ronald Lippitt. *Taking Your Meetings Out of the Doldrums*. La Jolla: University Associates, 1975.

# *Won't You Share with Others . . .*

## *through the*

## CITIZEN INVOLVEMENT INFORMATION NETWORK

## Program Information Sheet

The Citizen Involvement Information Network assists local organizations that utilize volunteers—providing an opportunity to share information on projects, accomplishments, techniques and resources. This form is our basic means of collecting information. It asks a series of questions about various components of your volunteer-involving project and offers the opportunity for you to describe your work so that others may benefit from it. This form has been designed so that it can be completed quickly, without the need for extensive research on your part.

Please note two important elements about this form:

First, we are asking for information about a particular *project* that involves citizens in a problem-solving or service capacity as volunteers, not about the entire organization within which they work. If your organization operates more than one volunteer project (for example, volunteers in adult education as well as in elementary grade tutoring), please feel free to reproduce this sheet and complete one for *each* such project.

Second, you are asked to indicate those components of the project which you believe to be particularly worthy of replication in other communities. Please try to give an honest evaluation of your project that will be most helpful to others.

Thank you for choosing to share information about your project with us. Please return the completed form to:

CITIZEN INVOLVEMENT INFORMATION
NETWORK
P.O. Box 4179
Boulder, CO 80306

fold here and mail

---

From:

Place
Stamp
Here

TO: CITIZEN INVOLVEMENT INFORMATION NETWORK
PO Box 4179
Boulder, CO 80306

Code (Staff Use Only)

# CITIZEN INVOLVEMENT INFORMATION NETWORK

## Program Information Sheet

1. Project Title: ____________________

2. Full Name of Organization: ____________________

3. Contact Name: ____________ Telephone (     ) ____________

4. Address: ____________________

____________________

5. In *one* sentence, what is the purpose of this project?

6. Does the project focus on any of the following *consumer* groups?

____ Youth
____ Elders
____ Low-income/Minorities
____ Handicapped
____ Offenders/Ex-Offenders
____ Families
____ Veterans
____ Animals

7. What are the roles of the volunteers and their level of involvement in your project?

| **Activity** | **Number Involved** |
|---|---|
| ____ Service Delivery | ____ |
| ____ Issue Advocacy | ____ |
| ____ Advocacy for Consumers | ____ |
| ____ Governance (Board, Committee, Advisory) | ____ |
| ____ Project Management | ____ |
| ____ Fundraising | ____ |
| ____ Self-Help | ____ |
| ____ Public Education and Information Sharing | ____ |
| Total number of volunteers in this project | ____ |

8. Have you been successful in involving any of the following volunteers in this project?

____ elementary through high school
____ college students
____ elders/retired
____ workers through unions or corporations
____ clients or consumers as volunteers
____ professionally skilled (medical, legal, social workers, etc.)
____ military
____ handicapped
____ minorities
____ religious based
____ ex-offenders
____ family
____ government

9. Which of the following components of the project do you consider to be particularly outstanding and worthy of replication in other communities?

____ community needs assessment or issue identification
____ project planning and design
____ creation of coalitions with other organizations and agencies
____ client/consumer involvement
____ volunteer recruitment
____ volunteer screening and placement
____ volunteer job design
____ volunteer orientation and training
____ volunteer recognition (including motivation)
____ volunteer-paid staff relations
____ evaluation/research of project results
____ evaluation of volunteer's performance
____ recordkeeping
____ public awareness and information sharing
____ fundraising
____ development of self-generated revenue leading to "self-sufficiency"
____ successful issue advocacy techniques
____ successful consumer advocacy techniques
____ involvement of boards or advisory committees
____ involvement of volunteers in leadership or management positions
____ volunteer coordinators and administrators
____ demonstrated cost effectiveness
____ other: ____________________

10. Does quantitative data exist to demonstrate the effectiveness and accomplishments of volunteers in this project? If so, please describe briefly.

11. What is your service area?

_____ Rural
_____ Neighborhood
_____ Small Town
_____ Suburban
_____ City
_____ Metropolitan Area
_____ County
_____ State
_____ National

12. Funding level of total organization:

_____ under $50,000 annually
_____ $50,000 - $100,000
_____ $100,000 - $500,000
_____ above $500,000

13. Funding level for this project:

_____ under $5,000 annually
_____ $5,000 - $25,000
_____ $25,000 - $100,000
_____ over $100,000

14. Source of funds for *this project:*

_____ ongoing organization budget
_____ special funding campaign
_____ foundation grant
_____ United Way/other federated fundraising
_____ corporate contributions
_____ federal grant
_____ state or local government
_____ self-generated revenue (sale of
_____ materials, fees, etc.)
_____ other _______________________________

15. Is there a relationship between this project and any federal, state, or local government agency? If so, please describe briefly.

16. Which of the following benefits are available to volunteers?

_____ transportation or transportation reimbursement
_____ meals
_____ expense reimbursement
_____ insurance coverage
_____ certification of participation
_____ documentation of skills gained
_____ participation in continuing education and training
_____ participation in overall agency planning
_____ public recognition (awards, etc.)
_____ access to personnel and grievance procedures
_____ priority consideration for paid employment
_____ other: _______________________________

17. Level of staff support for this project:

_____ less than 1 full-time paid
_____ 1 full-time paid
_____ more than 1 full-time paid
_____ less than 1 full-time volunteer
_____ 1 full-time volunteer
_____ more than 1 full-time volunteer

18. Is supervision of volunteers done by:

_____ paid staff
_____ volunteers in leadership positions
_____ designated volunteer coordinator or administrator

19. May we share your name, address, and phone number with others in the volunteer community who would like to learn more about your work?

_____ Yes _____ No

(over)

20. Please describe below in not more than 350 words this project and any outstanding features you believe would be helpful to a citizen leader or volunteer administrator interested in replicating it. (If you prefer to use a description which appears in a brochure or other informational piece, please transfer the description to this sheet.)

## RATE YOUR MEETING

*Whether a leader or participant, you can determine how well your meeting works by evaluating the following "dimensions." After each item, circle the number that most accurately describes that dimension of your meeting:*

*1—This is a problem area for us.*
*2—We do "okay" with this, but could definitely improve.*
*3—This is one of our strengths.*

*The higher your total, the more likely you already are having effective, productive meetings. The lower your score, the more likely you will want to read on and begin to apply some of the ideas presented here.*

### Making Decisions

Making decisions in a way that ensures both quality work and acceptance by participants is essential if a meeting is to be effective. Each of us wants to feel that we influence the decisions made in meetings we attend. On the other hand, a surefire way to guarantee frustration is to make decisions in a way that does not provide a hearing for the opinions and suggestions of individual participants. (For this reason, voting is often not the most effective decision-making method for meetings of smaller groups, such as a staff or committee.) The more closely a decision reflects a consensus of the group, the stronger the support and commitment on the part of individual participants.

1 2 3

### Working Together

A group that works well together in meetings focuses on the task or agenda at hand and works to maintain adequate trust, involvement and support among its members. We know from the studies of groups that every group is organized around these two central dimensions of "task" and "maintenance." What this means is that in order to function effectively a group must take care of its people as well as its agenda.

1 2 3

### Organization and Procedures

Groups that meet successfully will have clearly understood organization and procedures so that participants know generally what to expect in terms of their group's operation. But it is essential that organization and procedures be flexible enough to deal with changing situations and information. This could mean, for example, revising an agenda during a meeting, delaying a decision until new information is presented and considered, or changing the format of a meeting when appropriate.

1 2 3

### Goals

The goals for meetings of successful groups are clearly understood and accepted by individual participants. It is essential that what is to be accomplished in each meeting be clearly established, and it is equally important that the overall goals and purpose for the meetings of the group be identified and articulated for the entire group. Meetings which wander aimlessly or bog down in needless detail are frequently those without any clear agenda or purpose.

1 2 3

### Participant Resources

An effective group makes the best possible use of the ideas, suggestions, and strengths of individual participants. Such meetings will do more than wait for individuals to exercise their own initiative (although that is certainly welcome). Their contributions will be invited and encouraged by the way the meeting is conducted. As a result, members will feel as if they are an essential part of the meeting process—which they are!

1 2 3

### Communication

Communication can make or break a meeting. Groups which work well together maintain effective communication between both individuals and sub-groups (task groups, sub-committees, etc.) involved in their meetings. Effective communication includes careful listening and thoughtful, clear self-expression. It means shared responsibility for being sure that information and meaning are exchanged fully and with understanding.

1 2 3

### Leadership

Leadership is more than the job of the leader. Leadership in meetings that work is a shared responsiblity. This means that the person who is the designated leader of the meeting recognizes and carries out his or her tasks. It also means that individual participants look to themselves as contributing to the *leadership* of the meeting.

1 2 3

### Conflict, Disagreement, Feelings

A group that works effectively regards the experience of conflict or disagreement and the expression of feeling as an opportunity to improve the meeting rather than something to be avoided. As a result, the meeting will be handled constructively in order to clarify positions or feelings so that these become new information available to the group as it works. Such experiences will be seen not as negative or inappropriate, but as real-life, neutral events in the life of a group.

1 2 3

### Process

"Process" is group dynamics lingo for *how* a group works as it makes decisions, plans, exchanges information, solves problems, etc. In effective meetings, participants are aware of and pay attention to process, because it is an ongoing source of how well they are working together. This means not only paying attention to their immediate experience in meetings, but also periodically evaluating the effectiveness of their meetings in terms of criteria such as the above dimensions.

1 2 3

# ROLE REVIEW

## BY PROPERLY DEFINING AND NEGOTIATING ROLE RESPONSIBILITIES, STAFF AND VOLUNTEER LEADERS CAN FORM A MUTUALLY BENEFICIAL PARTNERSHIP.

**By Michael J. Marx, Ph.D.**

MANAGEMENT THEORISTS HAVE KNOWN FOR years that role ambiguity decreases individual performance and increases job stress. To avoid these outcomes, organizations need to specify, in written terms, exactly what they expect from their employees. Volunteer organizations are no exception. Staff and volunteers need to have a clear understanding of their individual and mutual job responsibilities. Those who have leadership roles and work in tandem, recruit, place and orient new volunteers. They prepare, conduct, and follow up meetings in which decisions are made, goals set, strategies developed, and actions taken. Their success depends upon how effectively they work together to manage other volunteers. This, in turn, depends upon how well they have defined and negotiated their role responsibilities.

In a recent needs assessment, volunteer and staff leaders from a large human service organization were asked to list the major barriers to effective volunteer leadership in their organization. Nearly all reported that the volunteer-staff partnership was ill-defined. Volunteer leaders reported uncertainties about what was expected of them, the procedures they should follow for taking action, and the extent and limit of their authority. Staff leaders echoed many of these same uncertainties. Both groups acknowledged talking about their mutual responsibilities. Some even had job descriptions. However, grey areas still existed and problems often arose during the year over who should (or should not) perform certain tasks. The underlying reason for these problems was that volunteer and staff leaders rarely defined and negotiated their respective role responsibilities in a collaborative and systematic manner.

In the long run, clearly defining the nature of volunteer-staff partnerships can prevent a lot of aggravation. It can also increase an individual's accountability, since opportunities are given to define the leadership role he or she is most able and motivated to enact.

The following is a step-by-step procedure to assist leaders in properly defining and negotiating their role responsibilities. It requires two persons, e.g., a volunteer chairperson and staff director, who share responsibility for managing volunteer programs, to hammer out cooperatively a firm definition of their respective job duties.

## STEP 1

### Set a Time and Place to Meet Together

There are two things to remember when making an appointment to define and negotiate roles. First, arrange to meet when you both have plenty of time to devote to the process. Allow two hours, or more, if possible. In this way, the discussion can continue until it reaches a natural conclusion or break. It is disconcerting to reach a critical point in a negotiation and have to leave for another appointment; especially if one is unable to arrange another meeting in the very near future.

Second, plan to meet on neutral ground. A conference room in the office building of one of the parties may be fine, but either of their private offices may not be. Meeting on one person's turf can create the illusion of superior power as one person sits in an executive chair behind a large desk, surrounded by symbols of achievement and authority. Meeting on neutral ground has an equalizing effect. It mitigates the common tendency of one person to act in a domineering manner and the other to respond submissively, a communication pattern not necessarily conducive to a healthy partnership.

## STEP 2

### Update and Distribute Task-Specific Job Descriptions

A job description usually includes major areas of responsibility, skills required, and time involved for a particular position. A "task-specific" job description goes a step further. It lists the major tasks involved in each responsibility area. For example, the Public Education Chairperson, a volunteer, may be responsible for preparing committee meetings. This could involve several major tasks: (1) selecting the date, place and time of the meeting, (2) preparing the agenda, (3) inviting other volunteer or community members to the meeting, (4) calling members to confirm their attendance. The Public Education Director, a staff person, may be responsible for providing administrative support when preparing committee meetings. This could involve: (1) scheduling the meeting on the activities and facilities calendars, (2) arranging parking and delivery of box lunches, (3) sending a notice of the meeting and copy of the agenda to members, (4) inviting other staff members when appropriate, (5) arranging for any special presentations, e.g., films, videotapes, speakers, etc; (6) arranging for any equipment that is necessary.

One of the major reasons for uncertainties in volunteer and staff leaders' role is the failure to write task-specific job descriptions. Most leaders are content with a listing of overall responsibilities. Yet, it is easy to see in the previous example of meeting preparation how a lack of task specificity could cause confusion. The Public Education Director might reasonably expect the Public Education Chairperson to instruct the company secretary to type and mail the agenda unless this is otherwise written in the job description. This same confusion can and does occur with regards to other responsibility areas: conducting meetings, following up meetings, preparing budgets, handling problems, etc. If major tasks are not listed, false expectations can arise. Under these conditions, problems are inevitable.

New directors or chairpersons are particularly susceptible to role confusion. Therefore, at the end of each year or when a position holder leaves, the job description should be updated and made task-specific. Then, prior to their role negotiation session, the volunteer and staff leaders can each review copies of the updated or previous position holders' job descriptions. An overall picture of the two roles and their relationship to one another should emerge. Ultimately, a framework within which to define and negotiate a new volunteer-staff partnership will have been constructed.

## STEP 3

### Discuss the Organization's Perspective on Volunteer and Staff Leadership Roles

Many volunteer organizations have learned through years of trial and error that they are most effective when volunteers and staff assume different, but complementary, responsibilities. One well-known human service organization has adopted the position that a volunteer-run system is the optimum arrangement. Volunteers take primary responsibility for certain decisions and activities, while staff is expected to provide them with necessary guidance and support.

Usually, the specifics of a large organization's philosophy on volunteer-staff roles are left to the local units to define according to their unique circumstances. This leaves wide latitude for defining and negotiating roles best suited to those involved. Some organizations, however, are more rigid. They may operate under legal or political constraints that require them to assign certain responsibilities to staff and others to volunteers. This leaves less room for flexibility in role assignments and ought to be clarified before negotiations begin.

The organization's position on the purpose of volunteers and staff should be discussed prior to defining and negotiating the specifics of leadership roles. The discussion should continue until both parties understand and reach agreement on how this position relates to them individually. In this way, if confusion or conflict arises later over division of responsibilities, the position of the organization can provide a basis for resolution. Experienced members should be careful to avoid distorting the organization's philosophy in order to manipulate an inexperienced member into compliance. If the latter would have resisted otherwise, forced compliance may only lead to difficulties in the future. This can be minimized if the organization has a written statement of its position on volunteer-staff roles.

## STEP 4

### Give Each Other Permission to Redefine or Negotiate a Role

Often, people will accept a definition of their job responsibilities without voicing objection. New volunteers are vulnerable to this trap, particularly when they are dealing with experienced staff. Even though they anticipate problems when accepting certain tasks, they acquiesce to the will of their seasoned colleague. As a result, it is not uncommon to hear top-level volunteers privately utter things like, "Everything is going fine now, but in two months I'll be responsibile for recruitment, which I hate. That's when I'm going to wish my term as president was over!" Problems like this could be anticipated if the volunteer felt at ease about expressing true feelings during the discussion of various job responsibilities.

Negotiators may also suppress their true feelings during initial encounters in order to "put on a good face" or "start off on the right foot." These can be better achieved, however, if both persons genuinely give each other permission to redefine or negotiate the partnership so that it is mutually acceptable. Simply because the previous volunteer chairperson defined committee recruitment as a major responsibility does not mean the new chairperson will feel capable of doing this. Even though the previous staff person may have dealt with community and volunteer complaints, this does not mean automatically that the new one will have time to do this and coordinate newly established community programs. If a person is not motivated, lacks the ability, or is constrained by circumstances from carrying out a certain responsibility, being forced to assume that responsibility increases the "costs" associated with the job. This ultimately reduces one's motivation to exert the effort required for successful performance. A good partnership needs all the motivational drive it can muster.

## HOW WELL IS YOUR LEADERSHIP ROLE DEFINED?

The following exercise is an abbreviated version of one developed by Dr. Marx to facilitate the role definition and negotiation process for volunteer and staff leaders. Carol Phelps and Carroll Phrommer of the American Cancer Society, California Division, Inc., contributed to the creation of this task list.

### *INSTRUCTIONS*

*Listed below are a number of different tasks involved in the management of a volunteer committee. Volunteer and staff partners should make separate copies of this list, privately review their updated job descriptions, and without conferring with each other, circle the appropriate letter to indicate whether they believe a task is the responsibility of:*

| | | |
|---|---|---|
| *V* | — | *the Volunteer* |
| *SV* | — | *Shared, but predominantly the Volunteer* |
| *SS* | — | *Shared, but predominantly the Staff Person* |
| *EDS* | — | *Either person Depending on Situation* |
| *S* | — | *Staff Person* |

*(If the EDS option is selected, each respondent should briefly describe, on a separate sheet of paper, those situations in which the volunteer should act and those in which the staff person should act.)*

*Still without conferring, both persons should return to the first area of responsibility and proceed through the list, putting stars in front of those tasks they would like to see assigned differently.*

*When the volunteer and staff partners have completed the exercise on their own, they should come together to discuss the results along the lines suggested in the article.*

*When the discussion is completed and agreement reached, the final results can be typed into a task-specific job description as described in the article.*

#### A. SELECTION AND RECRUITMENT OF COMMITTEE MEMBERS

| Whose job is it to: | Circle one: | | | | |
|---|---|---|---|---|---|
| 1. Identify the qualifications to serve on the committee? | V | SV | SS | EDS | S |
| 2. Contact potential volunteers to be recruited for the committee? | V | SV | SS | EDS | S |
| 3. Explain to potential committee members what is expected of them? | V | SV | SS | EDS | S |
| 4. See that additional volunteers are recruited to carry out committee programs or activities? | V | SV | SS | EDS | S |
| 5. See that these volunteers are properly oriented to the organization? | V | SV | SS | EDS | S |

# STEP 5

## Redefine or Negotiate Responsibilities and Tasks

This is the most important and delicate step in the process. First, volunteer and staff leaders review the job description for their positions. They can check off any major responsibility or task about which they have questions or lack the desire, ability, and/or circumstance to carry out effectively. Then they can review the job description for their partner's position and again check off any major responsibility or task about which they have questions or possess the desire, ability or circumstance to carry out themselves. When both persons have completed this procedure, they can compare the job descriptions and begin discussing them.

During the discussion, each person briefly explains why a responsibility or task was checked off and then invites the other person to respond to this explanation. For example, the volunteer may feel that meeting agendas should be prepared by the director and then sent to him or her for final approval. The director may feel that just the opposite arrangement is preferable. In the discussion which ensues, both persons undoubtedly will come to a better understanding of such things as how the system operates, e.g., volunteers report to volunteers and staff report to staff; how certain tasks require performance of other tasks, e.g., running the meeting requires preparing the agenda; how staff and volunteer responsibilities can complement each other, e.g., one prepares the agenda, the other has it typed and mailed; the nature and extent of their partner's role responsibilities, e.g., the director is often out of the office and does not have time to handle meeting preparations alone.

Forcing agreement ∟ belaboring a particular point is unwise. If both people agree to redefine or shift a particular responsibility during this discussion, the change should be written into their job descriptions. If agreement cannot be reached immediately, the item should be starred for future reference and the next one discussed. This procedure should be followed until all checked items either have been changed or starred.

There are several ways to dispense with the starred items. First, it may be possible to delegate one or more of them to someone else, e.g., the chairperson-elect. Second, the responsibility could be divided between them, each could take a turn, or they could perform the task jointly. Third, one person could agree to assume a responsibility, but schedule a tentative renegotiation session in the event of difficulties. Finally, both persons could bargain for the remaining responsibilities. Typically, one would agree to perform an

6. See that these volunteers are trained to carry out the committee's programs? V SV SS EDS S

7. See that these volunteers are properly oriented to the committee's function and programs? V SV SS EDS S

**B. MEETING PREPARATION FOR COMMITTEES**

Whose job is it to:

1. Select the date, place and time of the meeting? V SV SS EDS S

2. Make arrangements for the meeting, such as parking, room, lunch, etc? V SV SS EDS S

3. Prepare the agenda for the meeting? V SV SS EDS S

4. Provide background data or a situational analysis on a particular decision or agenda item? V SV SS EDS S

5. Send a notice of the meeting and copy of the agenda to members? V SV SS EDS S

6. Invite other volunteers or community members to the meeting for consultation, etc.? V SV SS EDS S

7. Invite other staff members or volunteer unit executives to the meeting? V SV SS EDS S

8. Make arrangements for any special presentations, e.g., films, speeches, videotapes, to the committee? V SV SS EDS S

9. Arrange for any equipment that is necessary for the meeting, e.g., flip charts, visuals, etc.? V SV SS EDS S

**C. CONDUCTING COMMITTEE MEETINGS**

Whose job is it to:

1. Provide the organization's policy perspective or position on certain issues? V SV SS EDS S

2. Delegate responsibility or give "charges" to committee members? V SV SS EDS S

3. Conduct the meeting and maintain order during discussions? V SV SS EDS S

4. Bring out facts, share past experiences, or point out alternative approaches to guide decisions? V SV SS EDS S

activity in exchange for not having to do another.

If a tough role negotiation session is anticipated, this should not encourage procrastination. Instead, it should act as a harbinger of potential conflict in the future. Negotiating when feelings of goodwill are strongest is the wisest policy. Delaying the confrontation only makes it more serious, especially if bad feelings arise from unmet expectations.

Once negotiations are complete, volunteer and staff job descriptions should be retyped with the changes. Volunteer responsibilities and tasks can be listed in the left column and staff responsibilities and tasks in the right column. Both persons should receive copies, sign and date them as though a contract was being approved.

# STEP 6

## Redefine or Renegotiate Responsibilities If Problems Arise

Sometimes a person will accept a responsibility or task in good faith, but discover it involves more time and effort than expected. When this happens, it may be necessary to redefine or renegotiate one's role. Volunteer and staff leaders can often sense when one or the other of them has a problem. If there is evidence the problem is related to roles, it is often fruitful to arrange a relaxed meeting to discuss possible changes. It is a good policy automatically to set a date for three or four months after the original role definition session to meet and discuss roles again. The two persons involved can review any change in their circumstances and proceed to renogotiate roles as they did in the previous step.

A large number of leadership problems in volunteer organizations are due to inadequately defined roles. Volunteers and/or staff often lack a complete understanding of the overall purpose, major responsibilities, and typical tasks involved in their jobs. Yet, this understanding is critical. The six steps suggested in this article, if followed carefully, will contribute greatly to mutual understanding. They will also contribute to a more effective volunteer-staff partnership, if in the process of defining and negotiating their roles, both persons create a relationship based on equality, openness, cooperation and interdependence.

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*Michael Marx is owner of Michael Marx Associates, a consulting firm that provides management expertise "in all areas of human productivity." He designed the volunteer/staff leader exercise described above as part of a training module for the American Cancer Society, California Division.*

5. Take minutes and see that they are typed up for distribution? V SV SS EDS S

6. Generate new ideas for the conduct of ongoing or new programs? V SV SS EDS S

7. Settle disagreements that arise between volunteers during the meeting? V SV SS EDS S

8. Assign volunteers to sit on other committees to act as a liaison? V SV SS EDS S

**D. FOLLOW UP COMMITTEE MEETINGS**

Whose job is it to:

1. Mail out the minutes to committee members with any additional reference materials? V SV SS EDS S

2. Write and send thank-you letters to the appropriate agencies or people? V SV SS EDS S

3. Contact volunteers to follow up on their progress? V SV SS EDS S

4. Be informed by volunteers of their progress on a particular project, task, etc.? V SV SS EDS S

5. Handle day-to-day routine business of carrying out program plans? V SV SS EDS S

**E. PROBLEM SOLVING**

Whose job is it to:

1. Replace a volunteer or committee member who is not fulfilling his or her responsibilities? V SV SS EDS S

2. Solve problems or conflicts that arise involving volunteers? V SV SS EDS S

3. Solve problems or conflicts that arise involving staff? V SV SS EDS S

4. Handle difficult requests for information from the community regarding committee activities? V SV SS EDS S

5. Clarify procedures, program objectives, or policy questions raised by volunteers? V SV SS EDS S

# A VOLUNTEER PROGRAM EVALUATION CHECKLIST

## WAYS TO GATHER INFORMATION TO ASSESS THE PRESENT AND PLAN FOR THE FUTURE.

### By Jeff Pryor

ONE HUNDRED PASSENGERS on a northbound jet had just had their dinner trays cleared and were preparing to land. The pilot had completed all the necessary procedures and notified Air Traffic Control of his arrival. Air Traffic Control granted clearance for landing, specified the runway and informed the pilot of local weather, wind speed and traffic patterns. Because the sky was clear, the pilot flew the plane visually, siting the runway off in the distance. As the plane descended, however, he became concerned about the length of the runway. Even with full brakes and reversed engines, the jet rolled to the end of the runway, its front wheel easing off the pavement into the mud.

Everything the pilot had done was standard procedure—except that he had landed at the wrong airport, some sixty miles from his destination. Each year the little town of Buffalo, Wyoming, celebrates the day the pilot put them on the map.

Program evaluation is much like this plane trip: All programs have a desired destination or outcome. However, where they get is not always where they should be going.

We in the human services field have a tendency to become too caught up in the activities of our programs to find the time to evaluate them. If we are serious about finding solutions to problems, however, we must constantly analyze what we are doing and what we need to do to improve our programs.

*Jeff Pryor is the executive director of Partners, Inc., a nonprofit program based in Denver that matches adult volunteers with juvenile delinquents and predelinquents.*

The following checklist outlines ways to evaluate all aspects of your program. Each method is simply a way of collecting information. They are particularly useful measures for volunteer programs, which usually work with very scarce financial and human resources.

### Programs Goals

The overall function of a program, its charter and principal goals should be reviewed annually (perhaps at a board meeting). This review allows regular modification in the overall design of the program.

### Outcome Measures

Outcome measures are simply a study of a program's impact on its participants compared to a control group of similar situations and backgrounds not involved in the program. Outcome measures can provide information on reinvolvement, school or work performance, volunteer behavioral and attitudinal changes, etc.

In most cases, outcome measures are taken over a three-year period. The first year is spent in designing and organizing the evaluation; the second and third years are spent in data collection, review and analysis. This evaluation can be complex and often expensive, for it requires finely tuned measuring devices (instruments) given to a sample group of people who represent a larger population over a specific period of time. Local academic institutions often can assist in the development and contracting of outcome research.

### Internal Measures

Program managers can obtain immediate information and perceptions about their program from the people they work with. As supervisors they give individual staff an opportunity to voice their opinions, insights, frustrations and recommendations. The volunteers as well can provide the same information from their vantage point. In addition, the manager can obtain the observations of each individual who comes in contact with the program. Such information may be related to the program's services, or it might provide indications about staff and volunteer morale, clarification of responsibilities, the individual's sense of importance.

### Process Measures

The steps we take towards a solution—the direction in which we are headed—is a process. Recruiting volunteers—a process—is a difficult task. Finding out what types of methods work and what type of volunteers are generated from a different recruiting method is an important process measure. Others are:

____Number of volunteer assignments.

____Active volunteers. (This number will be somewhat different from the number of volunteer assignments because it should measure on a monthly basis the number of people involved to account for attrition.)

____Interested potential volunteers. (Those who have not participated in program orientation, training or screening but have expressed an interest and are readily available volunteers.)

____Average number of days before assignment. (This measure can help prevent a long wait for both volunteer and individual being served by the program. Breakdown according to sex is important to some programs, because it can be used in helping to change marketing plans.)

____Volunteer assignment completion. (Each volunteer in the program should have a job description and an understanding of the tasks to which they are responsible. Monitoring accomplishments of their tasks gives an understanding of how well they are performing. Specifics might include number of hours, contacts, services, etc.)

____Client assignment completion.

____Number of support contacts for volunteers from program staff or volunteer coordinators. (Volunteers usually are more productive if they are supported. Keeping tabs on the consistency of such support can provide useful information. Analysis may deter the types of contacts for the future.)

____Average duration of volunteer participation. (Most programs require a commitment of time and duration. Some volunteers move or quit. Measuring their duration can give program staff insight about time commitments and perhaps ideas as to how to give better support to volunteers during their critical period.)

____Participation by volunteers and clients in program activities. (If your program has such a component, this information can provide insight into desirability of activities and their effect on volunteers and clients. In addition, the percentage of volunteers and clients participating in activities can be compared to those who do not contribute.)

____Participation by volunteers and clients in special activities. (From time to time, every program involved in the development of special activities must measure the impact of these special assignments and opportunities. If a certain activity is successful, then additional analysis might be used to determine whether or not such special activity should be incorporated into the program. One of Partners' programs made recommended assignments for juvenile offenders to participate in community service projects. The impact of the service was significant. Not only did the community feel more positive about the efforts of the juveniles and volunteers, but the juveniles also felt good about their ability to contribute. Because of its success, the community service project was incorporated into our program. Be careful to measure all aspects, including time, money, services and impact on the overall program.)

____Hours contributed by volunteers by assignment. (It is important to be able to document to the community-at-large the number of hours volunteers participate in a program.)

Be careful about process. It cannot tell you everything. You may require a volunteer to spend five hours a week counseling a client. You may average six hours a week of time per volunteer, but you will also need to know whether the contacts in general are producing results, how much the contacts cost, if the volunteer feels that the activity is meaningful; what impact is the total contribution by volunteers having.

A program manager plugs process measures into the total informational picture. If outcome measures show that client behaviors are changing because of the volunteer, for instance, it may be assumed that the time spent by volunteers is critical to the behavioral change.

Process measures should be taken on a monthly basis, which allows trends and specific problem areas to be identified for quick modification in program activities.

## Program Measures

Other information used to determine the health of a program are:

____Budget accuracy. (Monthly evaluations should occur to determine the accuracy of proposed budgets. The information can be used to help modify other expense items, if one area increases, or can be used to help determine a more accurate budget for the future.

____Funding. (A continuing evaluation of available financial resources.)

____Staff/volunteer client training. (This measure consists of subjective observation to review pre-service and in-service training for all program participants.)

____Relationship with community agencies. (Program managers should keep in close contact with their peers in other agencies and invite critiques and comments.)

____Public relations. (A program from time to time should spot check its relationship to its community. A study conducted on national delinquency prevention programs, for example, found that only two of eight had significant public identity. In some cases, people who lived next door to a program's facilities had no idea what was going on!)

____Board and committee participation. (A function of most human service programs of which an evaluation should determine the level of participation. Such involvement can benefit a program and should therefore be the subject of careful review.)

____Accomplishments. (Management, staff and volunteers should document accomplishments to understand the nature of the success and modify the program to increase the opportunity for success.)

____Concerns. (Documentation of concerns may lead to a greater ability to avoid problems through experience.)

____Information on special projects. (An evaluation plan should be designed and completed in relation to all special projects to determine their value and relationship to the overall program. The amount of special time the activities consume and any specific information that might be useful should be included.)

____Cost effectiveness. (A general evaluation can simply take the number of clients served and divide it by the total cost of operating the program. More complex but more useful information can be obtained by comparing the cost of the specific program to ones of a similar nature or other alternatives.

____Similar programs. (A manager should always have access to what is happening in other programs of similar nature. "Competition" has never been a positive word in human services, but "resourcefulness" has. Evaluating the performance of other agencies, their problems and successes, can give insight into how to capitalize on their experience.)

____General program information. (Unsolicited complaints or compliments should be documented. If frequency goes beyond coincidence, it may lead to modification of the program. For example, if compliments come in regarding a special function of the program, perhaps the priority of the function will change.)

Time audits. (Periodic review of time expenditures by staff and volunteers can determine the percentage of time those people dedicate to specific functions of their jobs. Time audits can break down a person's time into categories.)

____Historical information. As an organization grows and people change, much can be lost in the evolution unless good documentation is kept. A running log should be kept by program staff, managers and volunteers. Program managers can contribute to the vitality of the organization by understanding the possible effects of its history.

HOW DOES THE PUBLIC RATE YOUR ORGANIZATION? TO FIND OUT, TRY

# THE COMMUNITY SERVICES AUDIT

**By Timothy S. Brady, Ph.D.**

COMMUNITY-BASED NONPROFIT organizations today are faced with their greatest challenges. High inflation, reduction of government spending, and reduced philanthropic giving have added to the problems of nonprofit managers. As revenue sources become more difficult to tap, these eleemosynary organizations will have to turn increasingly outward to the community—to solicit funds from the benefactors of their services, donors who believe in the organization and the community-at-large. It is difficult, however, to go out into the community to raise funds—particularly if an organization does not know how it is perceived by the public.

The community services audit is a method I developed to give an organization insight into how it fits into the community it serves. It offers the organization's board of directors a picture of the agency's strengths and weaknesses as perceived by key people in the community. It consists of four major sections, each conducted by an individual familiar with the organization but not directly involved in its management or policy setting. Non-board volunteers, university graduate students, staff or board members from a similar neighboring organization are excellent choices to conduct the audit.

The size of the organization and its

*Timothy Brady is president of Brahms & Associates, a management consulting firm specializing in services to small businesses and nonprofit organizations. Brady developed the community services audit for the American Red Cross to use to gather information about its chapters in New Mexico.*

## SCHEDULE

**Day 1**

Afternoon: 1. Team meeting to review schedule and brief staff of local organization on the schedule
2. Contact potential interviewees

**Day 2**

Morning: 1. Contact individuals for interview
2. Conduct interviews
3. Begin financial and service analysis

Lunch: Team meeting review progress and identify any problems

Afternoon: 1. Continue interviews
2. Service analysis
3. General public interviews (6-8)

Evening: Team meeting to identify major themes that may need further investigation

**Day 3**

Morning: 1. Complete all interviews
2. Complete service and financial analysis
3. Complete public interviews (6-8)

Afternoon: Prepare initial report for executive or board meeting

Evening: Meet with board or executive committee

## INTERVIEWER QUESTIONS

*The information gathered by the interviewers is confidential. The data will be used to identify major themes and problem areas that may exist in the current operation of this organization.*

*All comments from respondents will be recorded anonymously and in groupings rather than from any single individual.*

1. Are you aware of the (name of organization) services available in this community? Can you give me some idea of the major services you know are provided in this community?
2. What is your general impression of the following:
   a. How well services are being provided?
   b. What are the strongest services, the weakest services?
   c. The community support of (name of organization) services?
   d. The volunteer support in the community?
3. Are there any problems that you are aware of, which affect the (name of organization)'s ability to provide services? (e.g. number of volunteers, lack of funding, lack of leadership).
4. Do you have any idea how much money the (name of organization) receives in this community? Do you have any idea how much money it spends in the community?
5. What services or programs do you feel the (name of organization) should be offering in the community? Are there any services currently being provided which are unnecessary?
6. What type of contact have you had with the (name of organization)? What is your reaction to the services provided?
7. Do you feel it is necessary to maintain an active (name of organization) in this community? Why or why not?
8. Are there any additional comments you wish to add?

community will dictate how many interviewers will be needed. Generally, I have found in communities with populations of less than 100,000, we need four members for the audit team. Each member conducts between six and 10 interviews in a two-and-a-half day period. The exception is the interviewer conducting the random, "on-the-street" interviews. In larger communities, the audit involves more people and a longer time frame. The process and techniques, however, are the same.

The first section of the community services audit analyzes the external environment; that is, how the community views the agency and the public awareness of the services the agency provides. Interviewers select representatives of the business community, the public and governmental sector, and nonprofit organizations. This section of the audit requires two interviewers, one to cover the business sector and one to handle the public and nonprofit organizations.

Government agencies, businesses, and organizations should be selected somewhat randomly by the audit team to get a good cross-section of the community.

The second section of the audit is the interviewing of the organization's board of directors, volunteers, staff and recipients of service. This internal environmental analysis gives the audit team an opportunity to gather information from those individuals who are somewhat knowledgeable of the organization as to how well it is performing. Ideally, every board member should be interviewed. Using only one interviewer, however, is difficult if the board exceeds 12 to 15 members. If this is the case, the interviewer should try to get a cross-section of board members, those "long-termers," "new members," "doers" and "names only."

If the organization is a multi-service organization, one or two volunteers representing each service should be interviewed. The executive director and one or two other staff members should be interviewed to get their reactions as well.

The third part of the audit identifies the strengths or weaknesses of the organization's public relations. It is conducted by an auditor who spends time interviewing the public at local shopping centers, in residential areas and on the telephone. This division gives a fairly representative view of what the general public really knows about the organization.

The fourth part of the audit is optional, depending on who is conducting the audit and what purposes it will accomplish. This phase involves analyzing an organization's financial and services records. The service information can be important to the audit team, as it gives an idea of how much and what kinds of service the agency is providing to the community. A comparison of the volume of service to the financial data may help to point out administrative excesses, costs per unit of service, efficiency of operation or components of the organization which may need further study. Usually, the individual conducting the public surveys has the time to conduct this part of the audit.

Since much of the data gathering and types of responses are not totally scientific, it is imperative that all of the audit team members get together to review their findings and identify—by consensus—major themes from each person and sector interviewed. We have found that a consensus, not just a majority, is most helpful because too often board or staff resent individuals from outside the organization coming in to "evaluate what's going on." The team agrees to the findings as well as the language of the written report. Generally, each team member will form the same opinion after just two or three interviews. It is surprising to see how easily the findings correspond in each sector.

Immediately after the audit is completed, the team should get together with the entire board, if possible, or executive committee to brief them on their findings. This briefing is best done on a positive note. For instance, praise for some aspect of the organization is essential to staff and volunteer morale. In our series of audits of Red Cross chapters, the audit teams were able to report that everyone interviewed felt the organization was absolutely essential to the community—even if they did not know what the Red Cross did in the community. In addition, the audit teams found two other major themes from their collective analysis—a weakness in how chapters conducted their public relations/public interest activities and generally sound fiscal and monetary controls.

The final written report should be a summary of the audit team's findings resulting from each question asked and a series of recommendations. It should be completed and returned to the organization within 20 to 30 days. The team must be willing to participate in follow-up action or to meet with the agency staff or board at a later date to explain in more detail the findings or recommendations if necessary.

The community services audit requires approximately 160 hours. It helps the organization being audited get a more realistic picture of its public image, thus enabling it to plan a more effective marketing strategy and identify weaknesses that could hinder growth and stability or that could reduce an organization's effectiveness.

# PUBLIC INTERVIEW QUESTIONS

1. Do you know if there is a (name of organization) in this community?
   Yes______ No______
2. What services does it provide? (A predetermined list of major services helps make categorizing the responses easier).
3. Have you ever had any of this organization's services? If yes, which services? (Use same list of major services as in 2).
   Yes______ No______
4. In your opinion how good would you rate the services the (name of organization) provides in this community?
   Good______
   Fair______
   Poor______
   Unknown______
5. Can you tell me how the (name of organization) is funded?
   Private Donations______
   United Way______
   No Idea______
   Government______
   Other______
6. Do you feel it is necessary to maintain a (name of organization) in the community?
   Yes______ No______
7. Sex: Male______ Female______
8. Age: Under 18______ 18 - 25 ______
   25 - 35 ______ 35 - 45______
   45 - 60 ______ Over 60______
9. How long have you lived in this community?
   Less than 2 years______ 2 - 10 years ______
   Over 10 years ______

# As I See It

*(Continued from p. 2)*

Advocacy column, Steve McCurley raises an important question, "Should Paid Staff Replace Volunteers?", which, as he says, is the reverse of a question "the volunteer community nimbly has been avoiding for some time." He draws an analogy with the historical development of firefighting from volunteer to paid fire departments. He quotes from a *New York Times* article by James Barron who links a contemporary analysis of small communities which cannot afford paid departments with Ben Franklin's founding of the first fire brigade in 1736 in Philadelphia.

It is obvious that today Philadelphia has a paid department. But it is not obvious that while many small towns today have volunteer fire departments because they cannot afford a paid one, Ben Franklin's brigade was not founded for that reason. And here we close the loop on the connection between forms of voluntary action and changing economic forms.

While it appears that the ordinary citizen today equates *economics* or *economy* with *money*, a truer and more useful definition is *management*—with a small "m." Not the modern special field of management, but the more ordinary matter of how members of a family or a society manage to live together. In the 19th century, Tocqueville observed how American society managed quite well with relatively little money.

Throughout most of the past, ordinary citizens had little or no money—not because they were poor, but because money had not yet become a universal medium of exchange. Money that was available was reserved for the purchase of special goods which a family could neither make nor obtain from barter. In those days, folk managed pretty well by doing a lot for themselves and for or with their neighbors. They helped one another put out fires; women were often midwives for one another; and men took turns digging graves to bury their dead. And despite the fact that we perceive this as voluntary action, a great deal of it was based on another means of compensation—bartering.

The early roots of our field, as well as those of our modern money economy, developed in the soil of industrialization little more than one hundred years ago. As the Industrial Revolution gained a foothold, we began to change from a nation of self-employed, self-reliant people to a nation of employees. As more and more farmers, blacksmiths and wheelwrights became employees of industry, the currency of money increased as a medium of exchange for human labor, though it was still used primarily as a basis of exchange in the production and purchase of goods. As in Ben Franklin's day, the concept of money as "payment for services" was not yet universally established. This was the period when organized voluntary services emerged.

As factories, like magnets, drew people from the hills and valleys and plains as well as from abroad to industrial centers, the informal support networks of family and friends were left behind. For a variety of reasons and in many places, mutual aid societies and voluntary service organizations were formed to provide a wide range of social services.

In the past three decades, the United States has ceased being the world leader in the manufacture and export of goods. Instead, we have become a major purveyor of *services* both at home and abroad—from health care and training to insurance and management. Money has now become the universal medium of exchange for both goods and services.

> Volunteer leaders appear to be silent about the potential consequences for volunteerism of the federal thrust to reduce support for human services. We are more concerned about volunteers. . . .

Our half-century-old social policy has been based on the premise that society as a whole—through government—is responsible for those who are perceived to be too young, too old, or too weak to be responsible to care for themselves.

Since the end of World War II, the knowledge explosion and specialization of function changed a relatively small network of government-operated or supported human service agencies and organizations into three mammoth public service industries employing hundreds of thousands of service workers in scores of new service professions—from health planners to learning disability specialists to volunteer administrators. And each new professional field generated a constellation of professional associations, ultimately leading to the institutionalization of the acronym or code word.

Though *volunteerism* is not an acronym, it is a code word for the modern form of organized volunteer service under paid professional leadership which has grown up in only 30 years as an adjunct to the three contemporary public industries. In the 1920s there was no need for a professional journal for the field, nor was the volunteer/staff relationship an issue. It has become an issue precisely because volunteerism operates within the human service industries whose principal functions are performed by employees.

And what of the future?

*En garde!* What do we watch—or watch out—for? Aside from the projected reductions of approximately 25 percent for social programs in the federal year which begins October 1, 1981, Republicans and Democrats, pro- and anti-supply-side advocates appear to be in general agreement that an integral objective of the President's economic recovery program is to *change national social policy.* While the shortrun effort seems to be concentrated on changing practices, longer-term objectives of policy change are not yet clear. And that is the kind of change we must be alert to. If the institutional environment within which modern volunteerism and volunteer administration has incubated was the outgrowth of a 50-year-old national social policy, any significant change in policy is likely to have substantive and structural impact on those institutions. For whether one wants to dismantle a house or not, one must be cautious in changing the foundation under it.

Now let me tie some threads together.

Since January 1981, some of our colleagues in volunteerism, regardless of party affiliation, have expressed enthusiasm for the President's advocacy of increased voluntary action. They appear to believe that it will provide a shot in the arm for volunteerism by increasing the need, opportunity and motivation to volunteer. On the face of it, it seems strange indeed for the President to encourage or expect volunteers to rush in to hold up the walls of institutions built on a social policy he seeks to change, and whose budgets are being so severely cut that they must lay off staff. As much as I agree with Steve McCurley that we can no longer avoid the question of volunteers replacing staff and vice versa, I believe there is a more fundamental question. Not who will do it, but *what* services are to be performed voluntarily and *where?*

I believe that is the direction in which the President is headed. He is harking back to the 18th and 19th centuries, calling for a resurgence of self-reliance and grassroots democracy in the tradition of a Ben Franklin and his contemporaries.

It remains to be seen, however, whether only one hand of the clock can be turned backward to increase self-reliance without at the same time decreasing our dependence on money or income through employment in the delivery of services. It is not so much that our increasing dependence on money has produced a waning of self-reliance; rather, American self-reliance has changed in form. Today's citizen is more sophisticated politically. Self-reliance has been politicized. And that is why it is unlikely that the clock can be turned back—or even stopped! Instead of managing with less government, recent generations have learned to manipulate it—voluntarily.

> We love to reflect upon what we perceive as voluntary action in the distant past. It provides a basis for justifying who we are and what we do as volunteer administrators.

> Another piece of the problem is our lack of appreciation of the fact that voluntary action has always been tied to the economy of the nation. As the economy changes, voluntary action changes.

I have tried to show that the present jeopardy is *not shared equally*—either quantitatively or qualitatively. It appears to me that the field most directly faced with change is the professionally administered field of service volunteering, which has developed as an adjunct of the public and private institutions of health, education and human services already affected by federal cuts. One can anticipate a potential spurt in various kinds of advocacy, self-help and political action, but that should not lead us to assume that the ranks of volunteers in hospitals, schools or social service agencies will show a corresponding growth rate.

In addition to the relative silence of volunteer leaders about the potential impact of the New Federalism on the field, we continue to give routine formula answers to new questions. In the face of an unknown and uncertain future, I believe there is more we could do to help one another articulate the new and hard questions. We can begin by moving away from known labels.

Language tends to begin with nouns, as a child learns to name Mommy, Daddy, dog and cat. With growth, language expands to verbs. We move from identification to action. But as people, organizations, institutions, professions, and other social forms get old and rigid, verbs are again replaced by nouns. Action gives way to labels.

So, instead of looking for new, upbeat, or more acceptable labels—which is like primping before a mirror—let's try to get back to the verb forms of the language of our field. That may not be as easy as it sounds. *Volunteerism* is a noun; but it could help to keep our focus on objectives rather than status.

# Books

## 'A Monumental Amount of Research'

**By Sarah Jane Rehnborg**

**SURVIVAL SKILLS FOR MANAGERS. Marlene Wilson. 1981. 264 pp. $9.95/paper + $2.00/shpg/hdlg. Available from: Volunteer Readership, PO Box 1807, Boulder, CO 80306.**

"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country. . . ." *Thomas Paine*

WITHIN OUR AGENCIES AND organizations, the times are equally trying. Human energy is regularly and readily expended, yet results remain illusive. Record crowds continue to gather for workshops focusing on "burn out," stress management, and assertiveness training. Morale problems are no longer the exception. Distrust runs rampant. Contending that "the workplace has become a battleground" in a subtle, deadly and undeclared war, Marlene Wilson leads the counterattack with the publication of her new book, *Survival Skills for Managers*.

*Sarah Jane Rehnborg is a volunteer management consultant specializing in the management of volunteer programs, volunteer/staff relations, curriculum development and competency standards. She is the immediate past president of the Association for Volunteer Administration.*

Caring deeply about the survival of individuals working in contemporary sophisticated, hierarchical organizations across the country, Marlene Wilson has

> . . . linked the subject of creativity with that of problem solving, power, negotiating change, conflict management, stress management, and time management. These are, in my opinion, the missing tools to help us move ideas into action. The answer to becoming and remaining creative managers in today's technocratic, organizational world may exist in acquiring these 'survival skills.'

To that end, Wilson has synergized and synthesized a monumental amount of research into 264 pages and six chapters of material. While each chapter has the capability of standing alone as a concise manual on its subject matter, together they form a cohesive unit providing the tools for responsible action.

> Contending that 'the workplace has become a battleground' in a subtle, deadly and undeclared war, Marlene Wilson leads the counterattack.

In the introductory chapter on creativity, Wilson presents information and methods to encourage and develop personal creativity as well as creativity in those who work for us. Identifying the trappings of the creative person within the organization and defining the term itself provide the basis for an understanding of the subject. Examining the role of the brain in the creative process is followed by antidotal material and a worksheet to assist the reader in expanding "right-hemisphere functioning." The creative process is explained and potential pitfalls highlighted.

At the end of each chapter is a list of references and useful appendices. In the case of the first chapter, "Creativity: Making People and Programs Come Alive," Wilson presents examples of projects initiated and implemented by creative people as well as useful quotations. Latter chapters provide questionnaires, worksheets, resources and exercises to expand upon the topic and to enable the reader to personalize and internalize the material. Trainers would find the materials useful in presentations on the subjects. They give managers tools to work with others *and* to explore their own personal management style.

Managing innovation is a challenge and central to that challenge is skill in problem-solving. It is the intent of the second chapter in Wilson's book to provide an understanding of the problem-solving process and skill in doing it more effectively. To meet that goal Wilson reviews several approaches to solving problems based on the work of Moskowitz, Koberg and Bagnall, and the AFL-CIO's Department of Community Services. Introducing the creative process into the various problem-solving models and then anticipating potential blocks are the crux of this chapter.

An excellent discourse on power—what it is, how it works, its stages and levels—constitutes the third chapter, "Power and Negotiation: How to Make Ideas Happen." Elevating power from its much maligned connotation, Wilson goes on to suggest the real concerns confronting those with or wishing power. "Implementing change, righting wrongs, or championing causes can rarely be accomplished without pain and some turmoil," she writes. Recognizing this pain and turmoil, the chapter begins by admonishing the reader to consider carefully the weight and responsibility of the subject matter. To say "yes" to a desire to learn about and wield power means that you must believe strongly in what you are doing. You must desire innovation and you must be committed to your goals. Rounding out the discussion of power is an examination of factors contributing to resistance to change and critical steps in the negotiation process.

Differentiating between intrapersonal, interpersonal and inter-group conflict, Wilson looks at each in depth in the fourth chapter of *Survival Skills for Managers*. Within each type of conflict causal factors are considered, stages reviewed, conflict styles analyzed and pointers for constructive management offered. Recognizing that conflict, like power, is neither good nor bad in and of itself, Wilson discusses how the cultural baggage we carry influences our perception of conflict. She lifts it from the realm of win/lose, viewing it as a natural extension of human relationships where people and groups are interdependent. In fulfilling the chapter title, "Conflict Management: Managing It Instead of It Managing You," Wilson offers numerous lists to help the manager identify issues, set goals for negotiating, give and receive feedback, listen well and determine the nature of the problem.

Concluding the book are chapters on stress management and time management. Each topic is defined and thoroughly examined, effects of abuse are considered and creative alternatives are offered. Yet it is the universal nature of these two topics which holds the reader's appeal. Time is the great equalizer while stress seems to be the common contemporary denominator. In both cases, it is our ability to manage them which separates the effective executive from the harried worker. And in each case, the controlling theme is more difficult to exercise than it is to describe. It is the connection of these two topics to the other subjects in the book—creativity, problem solving, power and negotiation, conflict management—that highlights their imperative.

If today's managers are to make a difference, if they are to tame the battle raging in the workplace, they must win personal control of themselves and their time. The application of management skills in establishing personal goals and objectives is central to focusing energy and directing time. Establishing work goals, and managing time to effect those goals, are equally important. Wilson takes the reader through exercises in values clarification as part of the process.

In her concluding statement in the final chapter of the book, Wilson contends, "Throughout these pages we have explored the complex maze that constitutes today's organizations." Earlier in the book she queries how we might encourage and develop creativity and utilize power effectively in order to have impact on organizations. The suggestion that the book focuses this strongly on organizations is a matter of contention. As I read *Survival Skills for Managers*, I find that the book does fulfill, and fulfills well, the expectations of its title. It offers skills and work technologies to make managers more effective, aware and able to cope with the stresses effecting them. To this end, managers will be able to work more creatively within organizations and hopefully to effect change.

Managers, however, are only one component of today's organizations. To "have explored the complex maze that constitutes today's organizations" would require a book discussing such concerns as external bodies controlling or effecting the organization, distribution of work, structural considerations, fiscal allocations, organizational goals, worker expectations as well as management technologies.

The book is primarily about management and its technologies. Effective, aware managers stand a better chance of surviving within their organizations and of altering their organizations for the better. Yet, even the most creative manager with power and considerable skill in problem-solving and conflict management may not be successful in having impact on an organization.

> If today's managers are to make a difference, they must win control of themselves and their time. The application of management skills in establishing personal goals and objectives is central to focusing energy and directing time. Establishing work goals, and managing time to effect them, are equally important.

One of the book's greatest strengths—its voluminous research—also makes it difficult reading at points. The chapters on power and conflict management are so packed with details of leading literature in their respective fields and so crammed with pointers for more creative effective managment that the reader may well suffer information overload. Incorporating more case studies into the body of each chapter and demonstrating the differential review of the case according to the various theories examined, might have made the material more manageable. And yet, it is precisely the substantive nature of the book which makes it so valuable as a text and as a manual. Written for administrators of volunteer programs, managers in profit and not-for-profit agencies, paid and nonpaid professionals, Wilson describes generic skills. Transferring the information presented to the actual problems confronted in each unique workplace is the responsibility of the reader.

Wilson's concluding focus on priorities and personal goals makes *Survival Skills for Managers* more than simply a text and more than a well-designed, well-researched and well-written manual. The book becomes a very personal and moving journey for the reader, who is encouraged to examine his/her personal management style and life/work goals. Personal responsibility for action and change is a recurring focus of each section. Through Wilson's sharing of her own struggles and through her thoughtful selection of direct quotes from a wide range of authors, the reader is called to become involved in life's challenges and use his/her life to make a difference.

Marlene Wilson truly cares about life in the workplace, and the life of each worker. She has given us skills to use on the job, wherever and whatever that job may be. As we face the crisis confronting our institutions, it is clear that Wilson is neither a "summer soldier" nor a "sunshine patriot." Her *Survival Skills for Managers* is a service to professionals as it calls upon them to be personally responsible and accountable, and to make a difference.

# Tool Box

**Compiled by**
**By Jessie Bond**

**The Handbook on Private Foundations.** David Freeman. Seven Locks Press, Inc., Box 72, Cabin John, MD. 20818. 1981.

A reference book on private foundations that outlines their structure, grant-making process, and regulations pertaining to management. The 302 pages of appendices contain memoranda, forms, guidelines and texts of federal statutes and regulations.

**Communications Manual for Nonprofit Organizations.** Lucille Maddalena. Volunteer Readership, PO Box 1807, Boulder, CO 80306. 1981. 222 pp. $17.95, plus shipping and handling.

This manual shows how voluntary organizations can create and conduct a complete marketing and public relations campaign. Contains straightforward instructions and numerous charts and forms.

**Community Partners: The Staff-Volunteer Team in Soviet Jewish Resettlement.** National Council of Jewish Women, 15 E. 26th St., New York, NY 10010. 1981. 140 pp. $18.00.

A manual offering guidelines for the establishment of effective volunteer/professional teams to resettle Soviet Jews. Describes resettlement activities, outlines the structure of the teams, and details 13 training workshops. Useful for a wide variety of professional and volunteer organizations.

**Christians in Mission.** International Liaison, Inc., U.S. Catholic Coordinating Center for Lay Volunteer Ministries, 1234 Massachusetts Ave., NW, Washington, DC 20005. 1981. 126 pp. $14.95.

Twenty-one essays describing various aspects of Christian lay volunteer ministry programs. Includes detailed instructions on recruitment, screening, placement and training of volunteers.

**CWLA Catalog 1981.** Child Welfare League of America, 67 Irving Place, New York, NY 10003. 1981. 16 pp. Free.

An annotated listing of books, pamphlets, newsletters, films and tapes available through CWLA. Arranged by topic; order form included.

**National Directory of Children and Youth Services—1981-82 Edition.** Editors of Child Protection Report. CPR Directory Services Co., 1301 20th St., NW, Washington, DC 20036. 1981. 550 pp. $49.00, plus $3.00 handling.

A comprehensive reference directory of public and private agencies and personnel dealing with youth and juvenile justice. Includes over 25,000 listings and descriptions of service delivery systems in each state.

**Growing Numbers, Growing Force.** Older Women's League Educational Fund, 3800 Harrison St., Oakland, CA 94611. 1981. 56 pp. $4.00 first class mail, $3.00 third class mail.

One of a series of reports from the White House Mini-Conference on Older Women held in October 1980. Includes accounts of workshops dealing with income, health, quality of life and minority women.

**NCCE Publications and Films.** National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. July 1981. 4 pp. Free if order accompanied by stamped, self-addressed, business-size envelope.

An annotated listing of books, papers and filmstrips available through NCCE. Updated three times a year, this catalog includes publications concerning the role of parents and citizens in public education and methods of improving the quality of education.

**Disabled People at Work and Play.** Norman Ludlow, 516 Arnett Ave., Rochester, NY 14619. 1981. 64 pp. $17.58.

This clipbook contains 60 pages of illustrations ("clip art") of handicapped persons in everyday life. These illustrations can be cut out and used in publications such as newsletters, flyers and announcements.

**Building a Solution: A Practical Guide for Establishing Crime Victim Service Agencies.** Marjorie Susman and Carol Vittert. National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850. 1980. 104 pp. Free.

A step-by-step guide for establishing and operating a community volunteer program that provides services to victims and witnesses of violent crime. The suggestions are based on the experiences of the four-year-old Victim Service Council in St. Louis.

**Keys to the Growth of Neighborhood Development Organizations.** Neil Mayer with Jennifer Blake. The Urban Institute, 2100 M St., NW, Washington, DC 20037. 1981. 96 pp. $7.50.

A study of the characteristics that contribute to the success of neighborhood development organizations. Includes data on stages of development, sources of funding, and measures of performance.

**The Urban Fair: How Cities Celebrate Themselves.** Department of Housing and Urban Development, Communications Service, Room 9243, 451 Seventh St., SW, Washington, DC 20410. 1981. 73 pp. Free.

This manual describes ten city fairs and gives advice on various aspects of planning and managing such urban festivals. Includes sections on organization, planning, logistics and publicity.

**The Backyard Revolution: Understanding the New Citizen Movement.** Harry Boyte. Volunteer Readership, PO Box 1807, Boulder, CO 80306. 1980. 271 pp. $9.95, plus shipping and handling.

An exploration of citizen activism at the grassroots level. Contains interviews with activists, descriptions of community organizing activities, an analysis of the field's strengths and weaknesses, and a listing of local, state and federal resources.

**Beyond Banquets, Plaques and Pins: Creative Ways to Recognize Volunteers and Staff!** Sue Vineyard. Heritage Arts, 1807 Prairie Ave., Downers Grove, IL 60515, 1981. 23 pp. $3.50 + $1.25 shpg/hdlg.

Contents include "What is Recognition?", "Recognition as Part of the Management Process," "Understanding the Modern Volunteer," "Creative Recognition Ideas for Volunteers and Staff" and more.

**The Future World of Work.** United Way of America, 801 N. Fairfax St., Alexandria, VA 22314. 1981. 20 pp. $2.00.

A look at the changing world of work and how such changes might affect workplace giving and philanthropy. It is based on a research study undertaken by United Way's Long Range Planning Committee.

**Building Partnerships: CBOs . . . CETA . . . VocEd.** National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210. 1981. 28 pp. $2.80. (order #RD-209).

This booklet looks at the roles of CBOs (community-based organizations) and vocational education in preparing youths and adults for productive roles in the work world. Provides examples and suggestions for strengthening cooperation between CBOs and vocational education to improve basic and occupational skills among CBO participants.

**The Successful Volunteer Organization: Getting Started and Getting Results in Non-Profit, Charitable, Grass-Roots and Community Groups.** Joan Flanagan, for the W. Clement and Jessie V. Stone Foundation. Contemporary Books, Inc., 180 N. Michigan Ave., Chicago, IL 60601. 1981. 320 pp. $7.15.

Joan Flanagan's second "how-to" manual, this one on volunteer organizations. The book tells step-by-step, how to manage and strengthen a volunteer group, and lists useful publications and services available at no charge from government sources.

**How to Get the Most Out of Being a Volunteer.** Emily Kimball. Volunteer Readership, PO Box 1807, Boulder, CO 80306. 1981. 162 pp. $4.95, plus shipping and handling.

A handbook for the community volunteer that outlines typical volunteer concerns, such as leadership, motivation, problem-solving and communications. Includes self-assessment techniques and career development hints.

**Foundation Fundamentals: A Guide for Grantseekers.** Carol Kurzig. The Foundation Center, 888 Seventh Ave., New York, NY 10106. 1981. 148 pp. $6.50.

Prepared by a Foundation Center staff member, this manual advises organizations and individuals how to identify appropriate foundations to approach for funds. The worksheets, checklists and sample searches animate the discussions of research methods.

**NOTE**

For a complete listing of books available from **Volunteer Readership** and for shipping/handling charges, write or call for a free catalog: Volunteer Readership, PO Box 1807, Boulder, CO 80306, (303) 447-0492.

# Readers' Advisor

*If you have a question, answer or comment you'd like to share with other VAL readers, send it to the Editor, Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.*

## The Benefits of Volunteering

INDEPENDENT LIVING, INC., IS A NONPROFIT agency that provides multi-services mainly to people age 60 and older. Over 800 volunteers work with Independent Living. They serve as friendly visitors and telephone reassurance callers, provide medical rides and home maintenance services, and assist in nutrition programs.

In a recent evaluation of the program, our volunteers were asked, "What benefits are you receiving from your volunteer experience?" The response was very rewarding, and I would like to share some of the remarks with other volunteer coordinators:

- "Personal satisfaction helping people in need."
- "Opportunity for caring."
- "Being able to perform a service to others."
- "Invaluable friendships."
- "Understanding the process of aging."
- "Brightening another person's day."
- "Achieving new skills."
- "Gaining knowledge and wisdom."
- "Learning to appreciate one's own blessings."
- "Improving communication skills."
- "Learning to have more patience."
- "Learning the meaning of courage."

The most rewarding response for myself as volunteer coordinator came in a letter I received from one of my telephone reassurance volunteers. She wrote:

I am 61 years old and had a massive stroke three-and-a-half years ago. It left me unable to walk, talk, read or write. I was a vegetable until a year-and-a-half ago. At that time, you asked me to be a volunteer caller. I was afraid of everything—people, crowds, and even going out of the house. After volunteering on a one-to-one basis, I was able to attend your annual volunteer recognition party.

I have now gained the courage to visit my sister in another state. It is a dream come true. Your program has given me much more than I gave. Thank you.

*—Beverly Ward, Volunteer Services Coordinator, Independent Living, Inc., Madison Wisc.*

## A Volunteer Attraction

I HAVE A BIT OF NEWS I WANT TO SHARE with *VAL* readers:

Every year our Family Living Education department sponsors a three-day event we call College Week, which offers participants 55 classes and a variety of workshops on health, housing, human development, nutrition, resource management and public affairs. This year, for the first time, we offered a workshop on volunteering.

In order to stimulate interest, I decided to spell the word "volunteering" backwards and have it printed in all the brochures this way. People's first response to the title was "WHAT???" It captured their attention, however, and they were more or less compelled to finish reading the description.

I want to tell you that even I didn't expect the response this workshop received. We thought about 15 people would sign up, but we had 38. Half of the women who came cited the title as their reason for being there.

Resource persons from three volunteer administrative capacities led the workshop, and they were a hit! Participants were open and enthusiastic. Several appeared relieved that someone who recognized that the prospect of volunteering is sometimes scary could help them address those fears through value clarification and goal-setting exercises.

I will use this gimmick again next year because it worked!—*Sharon L. Anderson, Program Leader, Family Living Education, Cooperative Extension Service, Michigan State University, East Lansing, Mich.*

structed window treatments and the use of shutters, various drapery fabrics, window quilts, roman shades, and woven wooden shades. *Betty Shelby, Extension Home Economist, Kent County and Bethel Schmidt, Extension Home Economist, St. Joseph County.*

*23. GNIREETNULOV! . . . For Personal Growth Hu G-31

GNIREETNULOV is "Volunteering" spelled backwards. If you want to take the mystery out of volunteering and enhance your effectiveness as a volunteer, this workshop is for you! Featured volunteer "experts" offer down-to-earth, practical advice and learning experiences to help you unlock your potential and explore new forms of volunteer participation. *Becky Hollingsworth, Drug Education Center; June Mason, Director, Voluntary Action Center; and Jane Smith, Director Volunteer Program, Service Learning Center; Coordinated by Sharon Anderson, Family Living Education.*

*24. We the People—Your Involvement in Local Government Hu G-32

This program provides basic grass roots information about the eight functions of local government. Learn how you can become involved with issues in your community. Actual "political experience" will be gained through participation. *Jan Hartough,*

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# Calendar

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

Jan. 17-22 **Washington, D.C.:** *National Network of Runaway and Youth Services Symposium '82*
Highlights: panel discussions w/service providers and experts on current public policy and program issues related to community-based youth services; speakers on runaway and homeless youth, reagonomics, implementation of block grants and corporate responsibility; open hearings to air such issues as program standards, federal responsibility for a national youth policy, adolescent suicide.
**Fee:** $85/member; $125/non-member; $25/daily guest fee.
**Contact:** National Network of Runaway and Youth Services, 1750 DeSales St., NW, #801, Washington, DC 20036, (202) 466-4212.

Feb. 27-Mar. 3 **San Diego, Calif.:** *28th Annual Meeting of Western Gerontological Society*
Based on theme, "Building Bridges-Broadening Networks," program tracks will feature voluntarism, health promotion, clinical medicine and corporate concerns. Preliminary program and registration forms available.
**Contact:** Conference Division, WGS, 785 Market St., Suite 1114, San Francisco, CA 94103, (415) 543-2617.

Mar. 23-26 **Lake Arrowhead, Calif.:** *22nd Annual Conference for Administrators of Volunteer Programs*
With Dr. Eva Schindler-Rainman as dean, participants and staff will explore new concepts in making change happen, resolving conflict, managing stress and developing coalitions for survival and expansion under theme, "Future Challenges: A Universal Perspective." Methods for developing effective management skills, how to involve corporations in volunteer programming, creative funding will be shared. Approved for accreditation by AVA.
**Fee:** $325, incl. room, meals, conference packet and instant documentation.
**Contact:** Helena Hult, Coordinator, PO Box 1731, Santa Monica, CA 90406, (213) 828-9495.

April 25-28 **Boston, Mass.:** *National Conference on Social Welfare 109th Annual Forum*
National leaders will address six plenary sessions and more than 75 sessions will cover policy and practical issues in following areas: Reagan economic policies and impacts; financing and management of human services; alternative approaches to meeting human needs; new coalitions for social progress; alternatives to institutionalization, children, youth, families; and more. Preliminary program available.
**Contact:** NCSW, 1730 M St., NW, Suite 911, Washington, DC 20036, (202) 785-0817.

June 6-10 **New Haven, Conn.:** *National Conference on Citizen Involvement*
Back by popular demand at Yale University, VOLUNTEER's 1982 national conference once again will feature a variety of timely speakers and topics related to the citizen involvement movement. See ad on page 12 for details.
**Contact:** Kris Rees, VOLUNTEER: The National Center for Citizen Involvement, 1111 N. 19th St., Room 500, Arlington, VA 22209, (703) 276-0542.

***VOLUNTEER:*** The National Center for Citizen Involvement
1111 N 19th Street, Room 500, Arlington, VA 22209



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