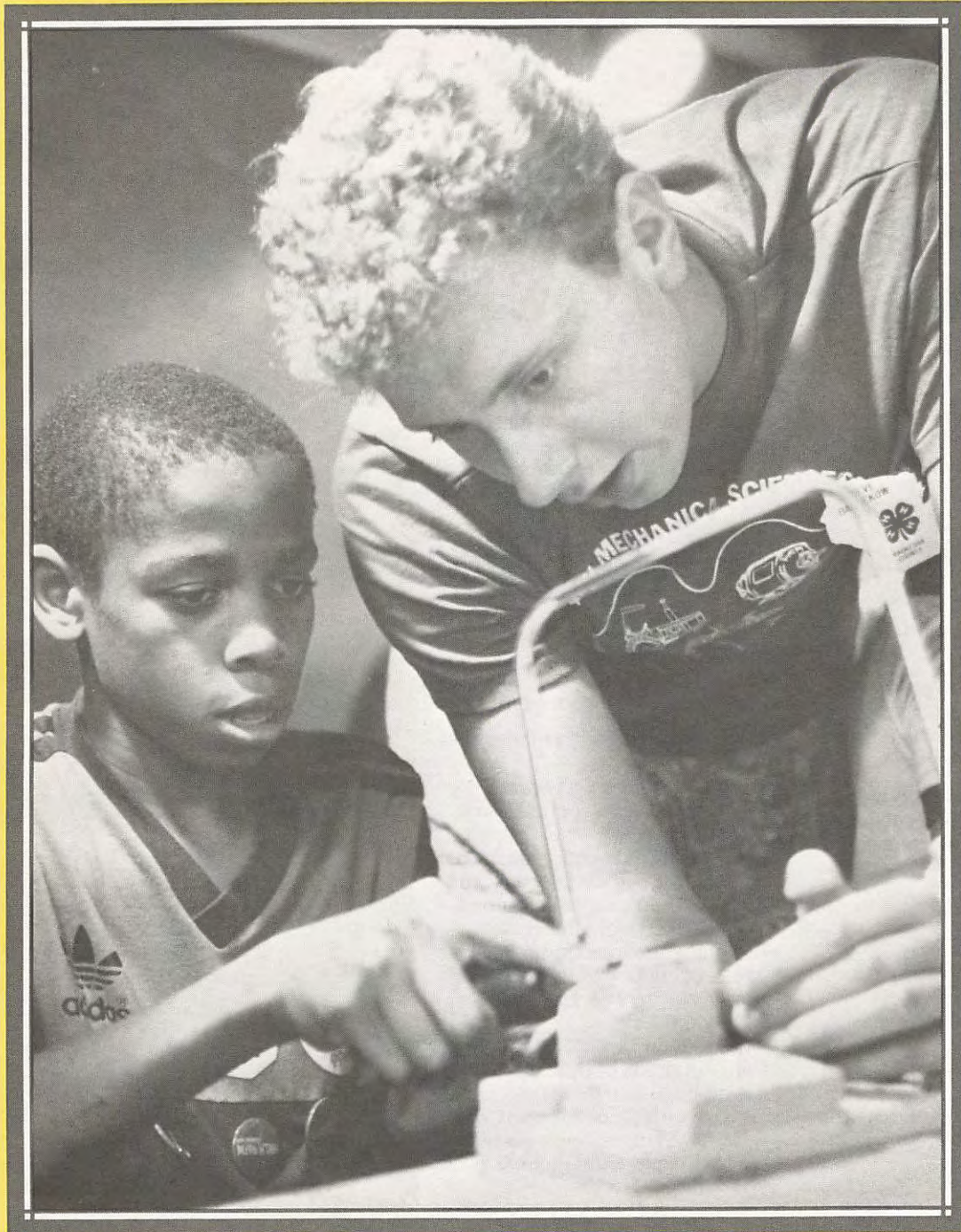


# Voluntary Action Leadership

SPRING 1988



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# Voluntary Action Leadership

SPRING 1988

Published by VOLUNTEER—The National Center

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Thanks to Avon for its contribution to the printing of this issue.

# AVON CALLING — FOR VOLUNTEERS



By Hicks B. Waldron

Anyone who's been in the armed forces will remember the advice old-timers gave them at boot camp or basic training: "Never volunteer for anything." Our advice at Avon is just the opposite.

We strongly believe in sticking our necks out on behalf of a worthy cause. The company volunteers with a wide variety of contributions to health organizations, social services and arts and humanities. Members of senior management volunteer by making not only personal donations of money but also of many hours devoted to organizations from Junior Achievement to the Woodrow Wilson National Fellowship Foundation to the American Institute for Managing Diversity.

Most important, our employees volunteer. Do they ever volunteer! In New York alone, we have people working actively with many organizations. One in particular that our people enthusiastically support is Project LIVE (Learning through Industry and Volunteer Educators), an outreach program sponsored by the Children's Aid Society. After work, while others are watching TV, or sipping cocktails, these Avon people are having a better kind of "happy hour"—tutoring disadvantaged junior high school students

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*Hicks B. Waldron is the chairman and chief executive officer of Avon and a member of VOLUNTEER's board of directors.*

in math and reading.

This gift of time and talent isn't just a New York phenomenon. It's a common trait of Avon employees throughout the United States and overseas. In the Philippines, for example, a group of employees has "adopted" the Pasay City West High School. They provide their expertise, along with video equipment, to help the students write and produce programs on consumer issues. The employees have become so interested that they started their own consumer education program within the company.

Avon encourages this kind of participation and recognizes those who pitch in. For instance, each spring we hold a reception at headquarters for all local employees who have worked with volunteer groups, and we give special awards to a select few.

While we're handing out prizes to these employees we're so proud of, I'm always reminded of one thing: It's the *best* people who volunteer. Those who work hardest *in* the office are those who work hardest for good causes *outside* the office. I suppose they're the only ones who can "find the time."

Avon is proud to assist in publication of this issue of *Voluntary Action Leadership*. And we're doubly proud of our hundreds of employees all over the world who are in tune with the goals of VAL's publisher, VOLUNTEER—The National Center.

# Voluntary Action

## California Establishes 'Human Corps' with 100,000+ Volunteer Potential

By Theo Steele

The following article reports on A Special Conference on Student Civic Service that took place in California last August just prior to passage of AB 1820, a new state law that calls for establishment of the California Human Corps and exhorts students to provide an average of 30 hours of civic service per year. The conference brought together school, nonprofit and public agency personnel to discuss if and how they would train, supervise and involve thousands of college student volunteers if AB 1820 passed. Published by the California Coalition on University-Community Services, the portion of the report that appears here is reprinted with permission.

"What would you do with 100,000 young volunteers?" That was the provocative question posed by the California Coalition on University-Community Services when it invited leaders from California's schools, public agencies, private nonprofit organizations, students and representatives of colleges and universities to attend a conference at Stanford University last summer.

The question itself stemmed from the strong possibility that a bill sponsored by California Assemblyman John Vasconcellos (AB 1820) was about to be-

come law. If it did, it would create a California Human Corps that could result in as many as 100,000 college students volunteering to perform civic service in communities throughout the state by the fall of 1989.

The implications of this tidal wave of young volunteers for the groups that would be involved in implementing AB 1820 gave urgency to the conference. Although a number of student civic service volunteer and intern programs were already thriving on several campuses, little inter-disciplinary coordination existed and collaboration between on-campus and off-campus organizations needed to be developed and extended if Assemblyman Vasconcellos' statewide program was to be a success. But that wasn't the only challenge conference participants gathered to consider.

### A National Trend

As a background paper prepared by the California Coalition had pointed out, the spirit of volunteerism has been on the rise on campuses all across the country since the early 1980s. As evidence, the paper cited several examples on the national level, including Campus Compact, an organization formed





by over 100 college presidents to encourage student civic service in local communities, and the Campus Outreach Opportunity League (C.O.O.L.), initiated and run by students themselves, which now has contacts on 300 campuses nationwide. In state after state, vigorous volunteer and intern projects now exist on university and college campuses.

This national trend is reflected and magnified in California, where dozens of campuses have civic service programs. Some are long-established, others new since the beginning of the decade, and more are springing up all the time. In 1985, an effective collaboration between on-campus and off-campus groups in San Diego established student volunteer centers on three local university campuses. Their success later spawned the California Coalition on University-Community Services, which now works to encourage similar collaborations on a statewide level.

### **An Opportunity for California**

Vasconcellos' Human Corps bill and the mounting enthusiasm for student volunteerism throughout the state are evidence that the time is ripe for California to address the concept of a statewide student civic service program. Combined with the momentum for student volunteerism that has developed nationwide, this means that California now has a unique opportunity. It can take the lead and point the way for other states by developing a blueprint for student civic service that others can adapt to meet the varying needs of the entire nation.

Realizing that most colleges and universities could benefit from improved relations with local public schools and

nonprofit organizations, and noting that off-campus groups had not been involved in the original shaping of AB 1820, the California Coalition gained support from several foundations to fund the August 17 conference where off-campus and on-campus groups could meet and discuss the issues involved in student civic service, focusing on the problems and the opportunities that a statewide program would present.

### **The Critical First Step**

When Catherine Milton, director of the Stanford Public Service Center, welcomed conference participants, she pointed out that she and Dr. Donald Kennedy, president of Stanford, believe there is a critical first step involved in getting students to participate in public service. "Tell them they are needed—needed to help solve complicated problems, such as those which face the hungry, the homeless, school dropouts and adult illiterates," Milton said. "The challenge is there. And if students are challenged, they will respond.

"We've had a program at Stanford for three years. With the support of the president and outstanding student leaders, we have been able to encourage 50 percent of our graduating seniors and close to 50 percent of all our undergraduates to participate in public service. Although some of this involvement is superficial, much is serious. We can already see a dedicated, life-long commitment developing in many students."

### **Mutual Respect is Vital**

Emphasizing that collaboration is necessary between the university and the community, Milton noted that the basis for successful collaboration lies in de-

veloping mutual respect for the values, needs and expectations of both groups. "It's time-consuming, but if you skip it, you may have 100,000 volunteers who are doing more harm than good," she said. "It can't be a missionary effort with the university coming in and saying it has all the answers. Each group must have the opportunity and take the time to understand and respect the problems and priorities of the others."

### **More and Better Public Service**

To support her contention that the timing is right for a collaborative effort aimed at developing student volunteer programs, Leslie Luttgens mentioned the work of three organizations working toward that end:

- The Coro Foundation sponsors post-college age fellows and offers them experience in business, government, labor and politics in several areas, including California.

- California Tomorrow works with post-college age fellows in projects to inform citizens about multi-racial, multi-cultural facets of the state's changing demographics.

- INDEPENDENT SECTOR, with 650 member organizations nationwide, seeks to double contributions and increase volunteer hours by 50 percent by 1991, thereby increasing involvement in the public sector.

### **Benefits to Students**

Luttgens summed up some of the benefits students derive from participation in community agencies: learning first-hand about issues and problem-solving in real situations, gaining greater knowledge of themselves, using native skills, and developing leadership.

### **Develop a Common Language**

Luttgens stressed the importance of including some form of counseling, instruction and feedback in programs for young volunteers. She charged the conference participants to be candid and not to whitewash difficulties. "Let's be clear in our terms and define words like *volunteers*, *interns*, *recruit*, *training*, *supervision*; all can mean different things to different people. If we want to develop better programs of value to students and agencies, we must make sure we are speaking a common language.

"Let's examine what we can develop

locally, regionally and statewide. Some groups not present may be critical; how can we involve them? Finally, I hope a network will be formed today, through which those already experienced in this field can help those of us who may be less knowledgeable."

Roslyn R. Elms, Ph.D., director of Health Services for the California Post-secondary Education Commission, pointed out that the admirable record of California's public colleges in providing student volunteers to surrounding communities was less often the result of administrative leadership than of initiatives by students, staff in student centers, or response to off-campus sources.

### National Momentum Building

Robert Choate of the California Coalition on University-Community Services was the next speaker. He reminded the conference that youth corps have come in waves over the generations. "We had the CCC in the 1930s, the Peace Corps in the early 1960s, and later VISTA [Volunteers in Service to America]," he stated. "Now college student civic service is a hot topic from coast to coast."

Citing public and private initiatives in Maryland, Vermont, Massachusetts, Pennsylvania, Minnesota and Atlanta as examples of a variety of approaches being developed on state and local levels to encourage greater student participation in civic service, Choate pointed out that some are mandatory, others advisory; some are already thriving, others still being reviewed and evaluated; some were initiated by government, others through citizen action. What is clear is that a national momentum is building throughout the country.

Choate referred to the much-amended AB 1820, outlining lobbying efforts made by the two university systems and by students. The California Coalition joined the lobbying effort by expressly pressing for a role for the private sector and by serving as a link among schools, nonprofit organizations, public agencies and student volunteers.

"The result of this concerted effort from many sources was a series of amendments to the original bill," said Choate. "The mandate requiring service was dropped, the period of service changed, and the role of schools, nonprofit organizations, public agencies

and the private sector (including foundations) was substantially strengthened.

"In California, there has not yet been any statewide effort to exhort students to become involved in public service, but there are already many programs in place at private and public colleges and universities."

### Status Reports from Student Service Centers

**1. University of California at Berkeley.** Roseanne Fong, program coordinator for UC Berkeley's Community Projects Office, described it as a "mini-foundation" whose goal is to give students a chance to manage their own projects with some supervisory and financial assistance from the CPO staff.

"We have 1,500 students involved in projects that include tutoring, youth mentor programs, counseling programs in Chinatown and a bi-lingual lawyer referral service in the Mission District," she said. "Since we have a minimum amount of money available for funding, we try to fund projects only up to five years, in order to give other groups a chance.

"Students are required to meet with our office every other week. They attend workshops on budgeting, proposal writing and communication skills.

"Our projects do not always continue from year to year; it depends on how well they were managed and if a manager for the next year can be selected from the project volunteers themselves. The students really have a great deal of responsibility for the success of the projects, and they learn a lot from the experience."

**2. California Polytechnic, San Luis Obispo.** Kelly Cameron, vice-president of Student Community Services at Cal Poly in San Luis Obispo, explained that the project works with over 3,000 students a year, more than half of whom are volunteers. Others are interns or students doing special class or senior projects. Although none of the volunteers currently receive academic credit for their public service work, Cameron reported that credit may be given for some projects beginning this coming year. She feels that credit is an excellent incentive for developing more commitment among student volunteers, but

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**New! BUSINESS AND SOCIAL ETIQUETTE WITH DISABLED PEOPLE: A Guide to Getting Along With Persons Who Have Impairments of Mobility, Vision, Hearing or Speech** by Chalda Maloff and Susan Macduff Wood. The recommendations in this book are sensible, easy to implement, and will help make the able-bodied person feel more comfortable around disabled people. The author discusses practical aspects such as when and how to lend aid, architectural barriers, socializing, personal space, business etiquette, conversation, and entertainment. *July '88, about \$27.50*

**IN-HOME RESPITE CARE FOR OLDER ADULTS: A Practical Guide for Program Planners, Administrators, and Clinicians** by Susan M. Klein. This handbook offers complete, step-by-step details on all major aspects of the planning, administration and provision of home-based respite services. The inclusion of handouts, sample forms, and detailed training make this manual an ultimately practical and immediately usable resource. *'87, \$67.50*

**DEVELOPING AND MANAGING VOLUNTEER PROGRAMS: A Guide for Social Service Agencies** by Stephen Anderson and Michael Lauderdale. This process-oriented book concentrates on the development of programs that involve volunteers in direct service roles with families and individuals in crisis. Developing volunteer roles, designing the program, screening volunteers, supervision, and evaluation are among the variety of topics covered. *'86, \$24.00*

**PREPARING YOUR CHURCH FOR MINISTRY TO ALCOHOLICS AND THEIR FAMILIES** by Thomas Hamilton Cairns. This manual applies the vast potential of churches to the spiritual, emotional, social and physical needs of alcoholics and their families. The author addresses three key issues. He shows *why* churches should be involved in ministering to alcoholics, describes *what* ministries they can provide, and details *how* readers can equip themselves for this crucial service. *'86, \$21.75*

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said that Cal Poly also offers a number of scholarships which serve a similar purpose. She mentioned in particular the President's Award, and a new \$1,000 scholarship given by General Motors for community service.

"We have approximately eight programs in full swing at Cal Poly now," she said. "One is the network system, which involves over 1,000 students from residence halls in a variety of programs. Another is a program which brings representatives from community agencies to campus, where they make direct presentations to the students. Some of the agencies report that they get as many volunteers from one on-campus presentation as they ordinarily do in two months.

"One of our biggest efforts right now is a new community action bureau. It will have a computerized system that can match student volunteers with agencies and nonprofit organizations. We also hope we can link this system to other campuses so we can have access to information on what's going on throughout the state, as well as share what's happening at Cal Poly."



**3. Stanford University.** The Public Service Center at Stanford University is headquarters for what many say is the best student volunteer program in the state. Tim Stanton, assistant director, said that it was established in order to provide a focal point on campus to tie together what students were already doing and to take on new initiatives in the area of public services.

"We are located right on campus, in Owen House, where university-supported programs of public service work side-by-side with student-run organizations involved in community service," Stanton explained. "We have a direct mandate from the University and through our faculty steering committee to be involved in the academic mission of the campus.

"Community service is a part of the overall undergraduate experience at Stanford. We are still trying to figure out the best way to fulfill this part of our mission; one way is to get faculty involved in our program.

"Another feature that makes us distinctive is that we try to cover the world from one base. We try to support student public service locally, at the state level, nationally and internationally. It's a big job, and the best way we know how to do it is through collaboration with student organizations."

Stanton gave support to the kind of one-day events that some critics see as superficial, explaining that by working with the residence halls on campus, they've introduced entire groups of students to a community agency in a one-day service project—and that this can be the first step towards developing ongoing relationships that will sustain more in-depth contact.

"Sometimes students initiate projects and come to us for support," said Stanton. "For example, some students and faculty began researching the problems of the homeless in the Bay Area and approached us for space in our offices and support for finishing their project. This kind of interaction generates interest in the entire student body; last spring, they voted to establish a fund to support student-initiated projects. All of which shows that the enthusiasm and the energy are there—what it takes to assure that student volunteers will have a real, ongoing impact is organization and support.

## City Programs Tap Local Environment to Teach Kids about Volunteering

By Judy Haberek

Taking care of city parks is the project for the littlest volunteers of Champaign, Illinois. Kids as young as kindergarten age learn the rewards of volunteering, a lesson volunteer coordinator Patricia Sims hopes will stay with the children for the rest of their lives.

Champaign is a diverse city of about 68,000, not counting the population of the University of Illinois. Most of its city parks are located next to schools. About five years ago, the city started the "Adopt-a-Park" program, geared mainly to families or others in a neighborhood who wanted to organize cleanup days and generally care for their local turf.

But because those parks are usually next to schools, children in those adjacent classrooms were the next logical participants. So about a year and a half ago, classes in those schools began adopting the parks as their own class projects.

There are now 11 classes from 10 different schools in the program, Sims said. The youngest bunch is a kindergarten class and the oldest volunteers are in the seventh or eighth grades; most are third or fourth graders. A class of disabled children—some in wheelchairs—also takes part.

Taking care of parks is an ecological endeavor, obviously, but the kids learn much more from the program than just how trees grow and do more than pull weeds. The parks become the laboratory for learning about just about every subject covered in the classroom. In other words, the park becomes an integral part of the class curriculum.

Math gets practical application, for instance, in teaching how to measure how tall the trees are. English gets a workout when the students write a story that takes place in the park. They also learn words like "conifer" and "deciduous."

"Some kids live and breathe the park," Sims said. In one case, the volunteers had a fashion show in the summer,





**A Champaign, Ill. elementary school class decorates its adopted tree for Christmas.**

when concerts are also held in the parks. Others hold bake sales. Some beloved evergreens were given names by the children—"Barky" and "Pincushion."

One third grade class decorated its park for Christmas. Instead of the expected tree lights, however, their decorations were all nature-oriented. Cranberry and popcorn garlands were festive and edible decorations for hungry birds wintering over in Illinois.

The parks teach about recycling, too, plus how to cross the street properly. Kids pick up trash and in the spring, they take care of one flower bed by weeding and watering.

Sims estimates that there are almost 300 students involved in the program, plus their teachers. To get the project started, she sent flyers about the program to teachers and used her personal contacts. When a teacher responded to the notice, Sims would visit the class and tell them about volunteering first. Then she would ask the class if any of them did any volunteer work. Most said "no."

Sims would then tell the children to think about church work, picking up litter and other small tasks they do that could be called volunteering. She would then hand out stickers boosting volunteerism. From there, it was up to the children to decide what to do.

It's obvious what most of them decided. They opted for a program that not only benefits their community now, but is nurturing the seeds of future volunteer skills.

Further west, in Tucson, Arizona, another project involving children focuses on the downtown portion of a city, rather than its parks. Kids in Downtown Spaces (KIDS) uses Tucson's downtown as a living museum for children from neighborhoods all over the city.

Karen Dahood and three other members of a museum advisory board started the program, organizing artists and business people in Tucson's downtown. Rather than a museum with walls, however, in this case the entire downtown Tucson area is the museum for the kids, even though the government and more traditional arts center are located there. As with many other cities, the downtown area had been on the skids, but is now experiencing a resurgence.

The program consists of adults doing volunteer work for kids, but it also works the other way around—kids volunteering to work for other kids or their community. Instead of one core group of children, groups move in and out of the project after taking part in one event.

For instance, one group of kids taught another group to rap. In the future, Dahood hopes to involve older adults who need errands run by children. Other events on tap are an international gardening project and a project with a group of children who are "differently abled."

*Judy Haberek, a freelance writer in the Washington, D.C. area, is a frequent contributor to VAL.*

This project involves a unique switch of traditional roles. It will consist of three workshops for kids and parents on the special needs of the disabled. The two groups of children will go to the circus together and help the disabled children. However, the disabled kids will help the non-disabled group to understand what it is like to live with a disability. This group will be the leaders, for a change—not just the recipients of largess from someone else.

Also planned is a scavenger hunt for historic architecture. The kids will take a special tour of downtown, armed with pictures that they will have to match up with the real thing. This will help them develop such skills as finding an address. They will be questioned about the sites—for instance, name three things special about this house.

Also on tap is building a float for the city's annual Rodeo Parade. About 30 kids will build the float out of recycled materials such as boxes. Computer paper from downtown businesses will be used to make traditional Mexican flowers for the float. The theme here: the desert blooms all kinds of colors—kids in downtown spaces—a multi-cultural program.

Dahood welcomes inquiries about the project. For more information, contact KIDS at PO Box 2489, Tucson, Arizona 85702 or call (602) 624-1965.

## ADMINISTRATOR'S CORNER

### Cooking as Therapy

*(The following article was submitted by Alberta Weinstein, coordinator of volunteer services, Children's Aid Society of Metropolitan Toronto (West Branch), who says, "This method of working with people can be quite effective regardless of the size of the agency or the group they are servicing.)*

We are always looking to offer new programs to the families we work with and to use the variety of skills that volunteers are prepared to share. Food has often been a strong drawing card to involve people in programs. We have a volunteer, Gisela, who enjoys cooking

and baking and felt it would be fun as well as educational to help others learn how to do this.

Gisela put together a four-session introductory cooking class where the children learned elements of preparing easy and healthy foods. They made such delicacies as vegetable soup, meatballs, pizza, salad, apple crisp, etc. In the process, they learned not only the importance of nutrition, but that they could be competent in the kitchen.

At the last session, the assigned workers were invited to join the group for dinner and the participants were very proud to show off their accomplishments. The children took great care to set the table "for a party" and even put flowers out to make it festive. To round off the evening, Gisela presented each participant with a folder of the recipes they had made and a diploma certifying they had successfully completed Phase I of the cooking program. They also had their pictures taken receiving their diplomas. Their wide smiles and comments of "I'll see you next time" told how thoroughly they had enjoyed this learning experience.

To help some of the mothers we service share the same sense of accomplishment, Gisela also offered a Christmas baking class. They learned how to make cookies and bars that would be easy for them to duplicate at home for their families.

Many of the women had not attempted holiday baking before, and they were excited about having the opportunity to learn so much, from what was basically an introductory course in baking.

In any group program offered by a social service agency (we work in child welfare), there is a focus and the hope of certain accomplishments. In the aforementioned groups, the people involved had to work cooperatively to accomplish their goal(s).

However, they could also see that they were able and competent individuals, who with some direction and work on their part, were able to complete a specified task.

Each small accomplishment in a person's life helps develop their self-esteem. For people who aren't given such opportunities very often in their lives, this program was one way of helping them develop a skill.

## News from VOLUNTEER



■ VOLUNTEER has produced **two colorful posters** containing different representations of a hot air balloon and the message, "Volunteers Give the World a Lift." One is printed in full color, size 17" (wide) x 22", and costs \$7 plus \$2.50 postage/handling. The other is blue and red, size 12" (wide) x 17", and contains



space at the bottom for a local message. Price: \$5.00 for 5 posters (minimum order) plus \$3.00 postage/handling. To order, call or write VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

■ **The National VOLUNTEER Conference**, June 19-22 in San Francisco, offers a variety of forums through which volunteer leaders can meet, exchange ideas and information, and learn from each other:

—Workshop sessions, both fundamental and advanced, designed for the volunteer leader, manager, board member or program administrator to help develop new skills, expand knowledge and build on expertise.

—Plenary sessions to give insight into new ideas about citizen involvement, discuss today's issues and provide motivation to move forward with program plans. (Note: To help participants get the most out of the workshop sessions and mini-plenaries, they will be presented in five tracks: Nonprofit Management, Volunteer Center, Government, Corporate and Issues.)

—Special group meetings for participants to meet and share ideas, problems and successes.

—Model program exchanges to expose participants to innovative solutions to community problems and provide opportunities to discuss the programs

with their leaders.

—Informal sessions to expose participants to a wide variety of techniques, resources, programs and new strategies for effective community problem-solving.

—Special events to relax with old and new friends, see the sights and taste some of the culinary delights for which San Francisco is famous.

For a conference brochure, containing complete agenda and fees, contact VOLUNTEER.

■ Since VOLUNTEER and AAL joined forces last June to announce a national, media-based volunteer recruitment campaign for Volunteer Centers, **The Volunteer Connection** has experienced tremendous growth and enthusiasm across the country.

Currently 105 Volunteer Centers representing 56 media markets have joined The Volunteer Connection, surpassing the project's first-year goal of 30 media markets by nearly 50 percent. Of the 56 markets, 25 have secured television station commitments for the project.

Since January, five new Volunteer Connection campaigns have been launched—Philadelphia; Jacksonville, Fla.; Reno, Nevada; Lewiston, Idaho; and Albuquerque, N.M.—and several media markets continued previous campaigns. Nearly a dozen other markets plan to kick-off their campaigns later this spring.

■ As coordinator of **LIVE88**, the 10th Biennial Conference of the International Association for Volunteer Effort (IAVE), VOLUNTEER has helped develop and distribute the program for this five-day event, September 25-30, in Washington, D.C.

With the program now finalized, VOLUNTEER has begun distributing it in French, Spanish and English versions all over the world. The program features keynote speakers Olga de Pizano of Colombia, IAVE president; James D. Robinson, III, chairman and chief executive officer of American Express Company; and Deborah Szekely, president of the Inter-American Foundation and a member of VOLUNTEER's board. Other distinguished session leaders include Dr. Eva Schindler-Rainman, world renowned trainer and consultant; and Foster Murphy, director of the Volunteer Centre of the United Kingdom.

# Communications Workshop

## Writing an Effective Newsletter

By John A. Stibravy, Ph.D.

Organizations live or die based not on how many members they have, but upon the quality of their newsletter. This article offers some practical advice about how to ensure your organization's newsletters are effective.

### Setting the Goals

The first important step in creating an effective newsletter is to define your organization's or program's goals.

- What are the purposes of your organization or program?
- How does your program's or organization's planning lead step by step to attaining those goals?
- How does the monthly or weekly newsletter fit into attaining those goals?

Once these questions are answered, the type of newsletter can be created that will assist in attaining those goals.

### Defining the Character of the Newsletter

Newsletters are not random collections of materials. The materials included in newsletters must accomplish several things:

1. They must provide basic organizational information such as names and phone numbers of the elected officers and committee chairs.

2. They must provide basic event information such as location, times, dates, chairperson and purpose.

These first two items are basic to all newsletters. The rest of the items are optional. For example, if one of the primary goals of the organization is to gain members, then listing the names of new members, membership renewals, and members who have performed some useful service is one newsletter technique in support of that goal. People generally like printed recognition for their efforts.

3. If the organizational goals do not involve growth, if the organization essentially has finite expectations for longevity, then the newsletter may concentrate more on immediate technical information useful to volunteers and/or volunteer administrators.

### Who Writes It?

The effective organization or program blends many different skills and talents to achieve goals. The more diverse the skills in an organization, the more capable the organization is of handling diverse situations. This implies that whoever is going to write the newsletter for your organization should have the ability to do so. It is not the type of job to be pawned off on someone whose primary responsibilities are elsewhere. The newsletter editor's responsibilities should be primarily involved with the newsletter.

Here is a checklist to follow to guarantee that the organization's newsletter is a quality product:

- Who will write the newsletter? Are they qualified?
- How will the newsletter be printed? (Offset? Photocopied?)
- How will the newsletter be processed for mailing?
- How will contributions to the newsletter be achieved? Or will the editor do all of the writing?
- Will the newsletter include photo and graphic work? If so, is the technology available to produce a quality product?
- What will pay for the newsletter costs?
- How long will it be? How will length affect costs?
- What lead time is needed to write, print, and distribute the newsletter?
- What technical support is needed? Is an electric typewriter enough? Or will using a good graphics package and word processor increase organizational membership?
- Is the newsletter primarily an in-house product or is it designed for outside readership to inform people about the organization?

### Common Errors to Avoid in Newsletter Writing

- Spelling errors
- Punctuation errors
- Inappropriate tone
- Wrong information
- Missing information
- Poor looking graphics and photo work
- Poor grammar
- Figures not labeled
- "It's" vs. "its"
- Poor organization
- Right-justified text resulting in odd spacing
- Overuse of "It is" to start a sentence

From the manager's point of view, starting a newsletter for the volunteers or members of an organization finally is determined by only a few questions:

1. What will the newsletter do for the organization?
2. Who will write the newsletter?
3. How much will it cost?
4. Who will control the content of the newsletter?

A poorly written newsletter may do more damage to the morale and public image of your program or organization than no newsletter at all. On the other hand, a professional looking newsletter would improve your organization's cohesiveness, increase membership and improve the effectiveness of your program and organization.

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John Stibravy is an associate professor of technical communication at the Air Force Institute of Technology in Dayton, Ohio.

# Follow-Up

*Follow-Up is a column of current developments and additional resource information on key topics reported in previous issues. This article provides follow-up information on "Setting Up a [College] Student Volunteer Program," which appeared in the last (fall/winter 1987) VAL. The strategies presented below were contained in the report on California's new "Human Corps" bill (see page 5).*

## Strategies for On-Campus Volunteer Management

The challenges that face individual campuses are formidable. Some of the answers must come from system-wide decisions; others demand a more local focus. Most of the following are delineated in AB 1820 (California's new "Human Corps" law), but also apply to privately sponsored initiatives.

- Appoint a group to design campus and campus-community collaboration. Enlist participation from community groups during the planning phase, and make sure the planning task force is representative of the communities where the volunteers will serve.
- Stress that the task is one of the developing partnerships, not a missionary effort; the university must not be viewed as imposing its values upon the community unilaterally.
- Get the strong endorsement of the university/college president.
- Seek partnership with other colleges in close proximity.
- Establish clear definitions of what qualifies as civic service that will hold if students transfer, take a year off, or switch their majors.
- Clarify the roles of volunteers and interns; define precisely when academic or other credit is given.
- Establish a volunteer bureau on campus or very near the campus. Make use of existing Volunteer Centers for specific training. Develop a directory, perhaps computerized, which students and the organizations that they serve can use to find each other.

- Appoint a volunteer coordinator. Ensure staff gives continuity to the volunteer effort between semesters and academic years.
- Involve community agencies in designing the recruitment, selection and pre-training orientation, so that the off-campus experience will benefit both the college students and the agencies' clients.
- Design on-campus orientation to prepare a student for community work; an introduction to community needs and services can explain the role of public and private agencies and their limitations. A course can emerge from this experience.
- Bring the business community in early.
- Include student civic service providers (as differentiated from student politicians) in the program planning.
- Create a reward system to acknowledge civic service work that is well done.
- Utilize recent graduates with a strong volunteer record to be emissaries or "green deans" to other colleges.
- Work with Campus Compact and C.O.O.L.; they have a national perspective and valuable experience.
- Encourage faculties to become involved in community civic service, so they can serve as better mentors to the student volunteers.
- Don't be cynical about students; evidence shows that when they understand that community service is expected of them and that society respects them for it, they will make a commitment to volunteer. Some will even demand that it be part of campus life.

### The Community's Role

Broad-based community support must be developed in the early planning stage. Some general strategies for building a community-wide effort are as follows:

- Identify groups within the community that have something to contribute toward developing a student civic service program.
- Use successful town-grown models to convince community groups of the value and importance of their support and cooperation.
- Enlist their participation in a community-wide committee to identify potential leaders, advisors, resource people and donors.
- Educate community agencies to see the benefits they can derive from collaborative action in order to overcome any existing tendencies to be protective and competitive.
- Get mayors, city councils, county supervisors and political leaders from both sides behind the statewide effort. Identification with the larger program will stimulate more active support within local communities.
- Develop cooperation among community agencies, the business sector and the universities in seeking foundation support, so that funds for direct community service are not diluted.
- Develop and extend computer-based information networks on volunteer opportunities and successful programs.
- Identify legal problems relating to the use of volunteers, such as workers' compensation, safety, transportation and job displacement, and deal with them locally.

### Target Specific Groups

In terms of specific strategies aimed at involving individual groups in active and sustained participation, the conferees suggested:

#### Business:

- Think of business as more than a bank.
- Develop mechanisms for in-kind donations (furniture, equipment, space, etc.).
- Stimulate business groups to sponsor scholarships and other incentives in recognition of student civic service.
- Bring business leaders on campus to talk about the value of civic service.
- Seek help from Kiwanis, Rotary, Private Industry Councils, Chambers of Commerce, corporations and other business organizations in organizing a community-wide effort.

- Develop programs that enable business professionals with special expertise to serve as advisors to nonprofit organizations, public agencies and student volunteer programs.

#### Community Agencies:

- Develop and maintain efficient communications between community agencies and Volunteer Centers.
- Identify large-scale volunteer coordinators (e.g., the Red Cross, YM/YWCAs, Volunteer Centers, hospitals); build on their experience and knowledge by enlisting them as advisors to campus planners of civic service programs.
- Educate agencies on how to use college volunteers in one-shot or short-term projects, adjust to semester schedule demands and give inexperienced students the recognition and support they need to develop commitment.
- Develop ways for larger, more experienced agencies to share their expertise in managing young volunteers with smaller, less experienced agencies. Encourage smaller agencies to get help from community volunteer bureaus in screening, training and evaluation of student volunteers.
- Use experienced students to train their successors. Involve ethnic groups and organizations; their students are vital to the student volunteer movement.
- Call on the religious community; many church-sponsored civic service programs can use student volunteers.

#### Schools:

- Recognize existing school volunteer programs and build on them.
- Stimulate school boards, principals, superintendents, PTAs, teachers and teacher unions to give visible support to college volunteer programs. Bring all these groups into the planning and implementation phases for extending college student volunteerism.
- Use county offices of education for inter-school district ideas on how to develop specific roles for college volunteers. Student volunteers can use their on-site experience to suggest other ways in which they could serve.
- Develop a teacher-student volunteer model to build mutual understanding and collaboration, and to educate teachers to perceive the young volunteers as a resource, not a threat to displace professionals.
- Encourage volunteers to serve as a bridge between parents and teachers.

# Advocacy

## The Impact of the Liability Crisis on Nonprofit Organizations

### A Gallup Organization Survey Conducted for the ASAE Foundation

Nearly 20 percent of the nonprofit organizations in the United States have witnessed volunteers withholding services or resigning due to the fear of liability exposure, according to a Gallup Organization survey conducted for the ASAE (American Society of Association Executives) Foundation. At the same time, the survey found, the average increase in insurance premiums for nonprofit directors and officers has been 155 percent since 1984. And 14 percent of these nonprofits have had to eliminate programs or services due to the liability crisis.

The ASAE Foundation commissioned the survey to determine how the liability crisis is affecting nonprofits' operations. The study was funded by the Gannett Foundation.

"Associations are being forced to make difficult decisions between reducing risk exposure and continuing to offer the services their members and society needs," said ASAE President R. William Taylor, CAE. "[They] are faced with higher rates for less coverage and fewer volunteers to provide services due to the liability crisis."

Conducted this past November, the survey included a sample of 265 executive officers and 359 volunteer board members. Each group was asked to respond to separate questionnaires.

The survey of the volunteer board members revealed the following:

- One in five board members reports the liability situation facing voluntary organizations had made them more concerned about serving.
- Forty-nine percent report they see fewer volunteers willing to serve on boards of directors.
- Sixteen percent have withheld their

services due to fear of liability.

- Only 2 percent have been sued as a volunteer for a nonprofit.

The nonprofit executive officers reported:

- While the average increase in directors and officers coverage was 155 percent, 17 percent of the associations have had to cope with rate hikes of over 200 percent since 1984.

- Exclusions for peer review, standards committees, ethics committees, and employee discrimination have been added to 13 percent of the organization's policies.

- Only five percent have made changes in the structure of their board of directors as a direct result of concern for problems of liability.

- Five percent of the nonprofits have been sued within the past five years.

- Twenty-three percent have incurred a bias on underwriters due in part to the technical nature of their trade or profession.

- Fifty-eight percent indemnify their board of directors and 32 percent indemnify their volunteers.

- Ten percent of the associations have been forced to change the relationships with their chapters due to changes in liability coverage.

ASAE, based in Washington, D.C., is an individual membership organization of 15,600 association executives and suppliers.

#### Gallup's Summary of Findings

Given the concern for liability, it is somewhat surprising that only about two-thirds of the organizations report carrying director and officer liability insurance. However, it may be noted that seven in ten board members report they

are insured either by their company or by a personal liability policy. Volunteer board members are also likely to report that the biggest effect of the liability situation is a concern for insurance coverage.

**Most voluntary organizations report the cost of liability insurance has increased.** In fact, the average reported increase in the past three years is 155%, and one in eight organizations report an increase of over 300%, roughly the equivalent of a 100% increase over 1984 rates per year.

The risk of being sued or being held liable has led organizations, in some instances, to make changes. About one in 20 report changing the structure of their board of directors, and as many eliminated committees due to the potential exposure to liability risk. A larger proportion (14%) have eliminated programs they believed would expose the organization to risk.

**From the volunteer board member's perspective, the fear of exposure to liability is seen as resulting in fewer individuals willing to serve as volunteers.** About half of the active board members report a decline in volunteers in the past few years. In fact, 16% of the board members report they have withheld their services to an organization out of fear of liability.

More common, **seven in ten report volunteers are more careful in what they do or say as board members.** Related to the greater caution expressed by board members, organizations report establishing policies concerning volunteer activities. Eight in ten organizations have a policy regarding who may speak for the organization and nine in ten give their committees and boards specific charges and authorization and monitor compliance.

While there is a great deal of concern for the risk of liability, only one in 20 organizations report being sued on a directors' and officers' liability question in the past five years. However, the response says nothing about the organizations that may have adopted more cautious policies to avoid such situations nor does it indicate the extent to which potential suits may have been averted before filing with the courts.

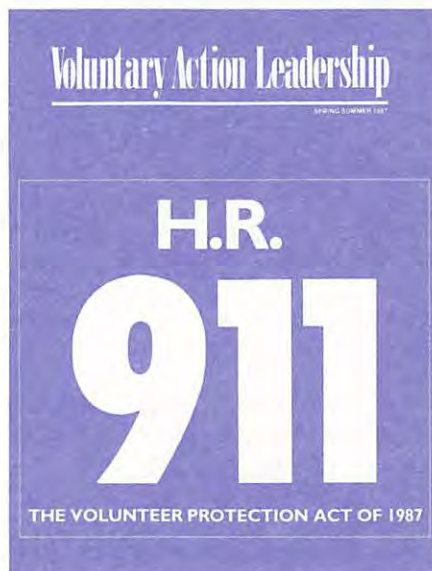
It is of note that **almost as many board members as organizations report being sued.** It may also be noted that while only about 5% were sued within the past five years, one in four organizations has been sued at some time in the past.

Thus, while the number of organiza-

tions reporting problems with liability risk is not great, **concern for liability is common.** Organizations have taken steps to alter their operations or activities to minimize liability in the face of ever increasing insurance rates and potential risk. Volunteer board members approach the request to serve on an organization's board with caution, investigating the organization's history of lawsuits and its potential for liability risk.

**Finally, volunteers are more likely than organization executives to express concern and see a problem affecting the number and quality of volunteers resulting from the liability crisis.**

—From *The Gallup Organization report, "The Liability Crisis and the Use of Volunteers by Nonprofit Associations"*



### H.R. 911 Update

Introduced a year ago by Rep. John E. Porter (R-IL), H.R. 911—The Volunteer Protection Act—now has 230 bipartisan cosponsors, although a hearing date still has not been set. However, Rep. Peter Rodino (D-NJ), Judiciary Committee chairman, has pledged to take it up during this session of Congress. In the Senate, May 24 has been set as the hearing date by Senator Howell Heflin (D-AL), who chairs the Senate Judiciary Committee's subcommittee on courts and administrative practice. Ten senators have agreed to cosponsor S. 929, an identical bill introduced by Senator John Melcher (D-MT).

Rep. Porter first introduced the legislation to Congress in June 1986. The 99th Congress did not act on the measure, so Porter reintroduced the bill to the 100th Congress on February 2, 1987. Intentionally classified as H.R. 911 because "this is

an emergency," the bill would encourage states to adopt legislation to exempt all volunteers for nonprofit and governmental agencies from civil liability.

The Volunteer Protection Act of 1987 states that "within certain States, the willingness of volunteers to offer their services has been increasingly deterred by a perception that they thereby put personal assets at risk in the event of liability actions against the organization they serve; as a result of this perception many nonprofit public and private organizations and governmental entities . . . have been adversely affected through the withdrawal of volunteers from boards of directors and service in other capacities."

A recent Gallup Survey confirmed that 16 percent of volunteer board members have actually withheld services due to fear of liability.

If enacted, The Volunteer Protection Act would set the precedence for state legislation, which would extend immunity from liability to volunteers. Anyone serving in a volunteer capacity for a nonprofit organization classified under Section 501(C) of the Internal Revenue Code would be covered. Even though volunteers are rarely sued successfully, this type of legislation would insure that volunteers could not be named in any civil action brought in court. The Volunteer Protection Act does not provide any protection against liability to nonprofit organizations or governmental agencies.

There are more than 30 states that already have adopted some type of volunteer protection legislation. However, legislation differs substantially from state to state. Some provide protection only to sports team volunteers while others protect only volunteer board members. Uniform protection for volunteers is still needed, according to Representative Porter, who says, "Uniformity among the states will contribute greatly to stability and therefore affordable insurability."

Incentive is provided in The Volunteer Protection Act for states to pass legislation or have one percent of their Social Service Block Grant funds withheld. These funds would be reallocated to states that did act to protect their volunteers.

Volunteer leaders should continue to urge their constituents and volunteers to write letters to their Representatives and Senators in support of The Volunteer Protection Act.—*Kay Drake-Smith, VOLUNTEER Director of Information Services*

# Research

## Lives of Service: Portraits of Two Outstanding Volunteers

What are the life experiences and background conditions that produce helping, giving persons?

By William N. Stephens, Ed.D.

Professor Stephens and his Dalhousie University students have spent several years gathering case histories of volunteers in Canada and the United States (primarily in Halifax, Nova Scotia; Tallahassee, Florida; and Evansville, Indiana). He admits the sample selection (47 case studies to date) "was skewed toward extremely active people. We went after the most high-visibility, outstanding, altruistic persons." The following profiles are interspersed with his own impressions based on his field research and readings.

What are the life experiences and background conditions that produce helping, giving persons? There is a large body of this research, but almost all of it has to do with children. It tells us a few things about the helping behavior of adults: what governs the actions of crowds at accidents and other public emergencies; how people evoke norms (of reciprocity, etc.) in moral reasoning to themselves, having to do with to-help or not to-help.

If child-personality measures can be assumed to hold up into adulthood, perhaps it tells us more. Thus children who score altruistic on the psychologists' measures tend to be girls, tend to have younger siblings, tend perhaps to have altruistic parents, and so on. There

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seemed to be a real gap in this area, so I conducted a series of case studies as a first step toward filling it—providing information from the lives of adults. I see this study as fitting into the research within psychology on the origius of altruism.

### The Lives of Service Sample

These case studies were conceived with the hope that they would help with the big unanswered question from previous altruism research: What happens when children (who might have scored high on some altruism measure) reach adulthood? Do the childhood determinants, such as having an altruistic parent, being an older sister, etc., stand up for adults?

Altruism (or giving or helping) can be expressed in the following ways:

1. Volunteer work for organizations. This in turn breaks down into office-holding, planning, organizing, directing; versus just being one of the workers. Most of the people had served, at various times, in both of these capacities.

2. Nurturance, support, varieties of giving directed toward family members and other relatives.

3. Informal giving and helping—outside the voluntary organizations—directed toward persons other than family members and relatives. Two sub-varieties of this are the good-neighbor pattern, more characteristic of rural and small town life; and the phenomenon of the helping person who steps forward in a situation of need (and other persons who make their way through life looking for those helping

persons to step forward).

4. Altruism which is job-related. Certain occupations offer special opportunities to work in the interests of others, beyond the normal call of duty. To some extent, the opportunities are "in" the occupation. Thus, ministers have certain avenues for giving and service; professors have others; and similarly, nurses, high school teachers, and so on.

In some jobs, the opportunities—although real—are more limited (secretaries, for example). Power positions in certain organizations give chances to be a facilitator for junior persons, a mentor, a protector; or "open doors" for other people. Some positions give leverage to work for social causes. Often, no doubt, the organizations seem to offer opportunities, only to frustrate the reformers' attempts. However, I have been impressed by persons' inventiveness. Occupational roles get reshaped, in individualized ways, into lives of helping and good works.

One's occupation can also be a springboard to other volunteer involvements outside the job. Ministers, for example, tend to have a pull exerted on them, to reach out beyond their congregations and do ever more kinds of community work. Some jobs are good springboards to outside-the-job volunteering and helping. Certain other activities and organizations are good springboards, too—Junior League, business service clubs, church committees.

### Marcia

Marsh represents several old-fashioned patterns. First of all, she was the unmarried daughter who stayed with her parents, kept the home going, passed up opportunities of her own, and nursed her parents through their declining years.



She did go away to the big city (Chicago) for a career of her own, but then returned home in her mid-30s when someone was needed to stay with the parents. This was the turning point. From this point on, she built her life of service in her home town (Evansville, Indiana). Her mother died after about a year. Her invalid father lingered on for almost a decade. Then she took on the care of two older sisters. Now she is free of this and lives by herself.

This caring for a series of aging relatives is another old-fashioned pattern, I think, which is exemplified by some of the other ladies in the sample.

She also visits shut-ins—another traditional pattern, I think, something the church ladies do, making hospital calls, nursing-home calls—she drives for Meals on Wheels. As she grows older, these (often senile) old persons whom she calls on tend more and more to be lifelong friends, friends of the family, people from the church. My impression is that she has accumulated obligations—persons she feels she must visit periodically. And more and more, she goes to funerals.

For over 40 years, since her return, she has been a worker in her church. I think she sees herself as carrying on the family obligation in this church, which goes back over a hundred years. She serves on committees, teaches bible classes, visits the sick. Within this church context she is “called on” again and again; and she answers the call.

Marsh is part of a larger network of Evansville citizens who know each other, who have served alongside each other on boards and committees. I think they are her reference group; that is, she compares herself to other public-spirited and altruistic persons, and she shares attitudes with them. As part of this network, she is also called on from time to time for non-church volunteer work.

Her life-situation, which “holds her in place,” “answering the calls,” I imagine to have this kind of group-anchoring—the church and this other network. In each of these groups she is called on. In her church and in the larger network, she is influenced (or so I imagine) by friends she compares herself with. And each group represents an ideology of service. This she won’t talk about. But I would guess that at those critical junctures, when she is asked to volunteer, what she says to herself (“well it’s my turn” or whatever) must be influenced by some more general ideology of this nature.



Now at 80 I think she says no more often when asked to do things. She has slowed down a bit; but she is still fairly active. How has it worked out for Marsh, this Christian life of service, self-sacrificing, no family of her own? She is stooped and wrinkled, but in her manner she hardly seems like an old person. She has certain radiance. Her life strategy has been a great success. Because she has been so active she is widely known in town, much admired, beloved.

Most of the persons in the sample achieved even more prominence, I think, because they were more inclined to take on leadership roles. Marcia’s preference seems to be for the non-office-holding positions—just to be one of the workers. However, she is administratively competent; she has done both.

The fact that she did not marry, and did not have children of her own, was probably one reason for her volunteer career. An obvious coping technique, for potentially lonely single persons, is to reach out beyond the home: After the day’s work, after supper, leave the home again for a meeting. Her single status fits, too, with the pattern of caring for aging family members. When her invalid father finally died, when she could finally have an apartment of her own and her own cat—she was overcome, she said, by a feeling of emptiness. So she took on her next onerous burden, living with her difficult older sister, and this feeling passed.

Marsh exemplifies a successful retirement-adjustment: keeping “busy,” being

“needed.” It is fairly widely recognized that this is what retired persons should try to do. My impression, however, is that retired people may make little gestures in this direction. They tend not to really get into this life pattern, unless it was already established in the years before retirement.

### Colin

Colin represents another social type: the young businessman who has thrown himself into civic affairs. Unlike Marcia, he is not a church person. But he is still a strong upholder of traditional values. Like her, he is part of a network of public-spirited citizens. He sees himself as sharing in the responsibility for keeping things running in his town’s (Kelowna, B.C.) voluntary organizations. He has held a series of offices, has served on committees, has helped with money-raising campaigns. At the time of interviewing, he was a Big Brother and president of a ski club.

In addition to his volunteer work, Colin’s giving impulse takes the form of hospitality to friends. After he gets home from work he likes to have people over for dinner and cook for them. He is a bachelor, living in his own house. He often has house-guests. In his relationships with the ladies he seems exceedingly gracious, doing favors, running errands, offering support.

I ask Colin: Why does he do all this? He says he “enjoys groups and organizations.” He also says not only does he like to stay busy; he “needs to be with people.” There are signs that he is something of a compulsive socializer—he fills his house with guests—that he flees from being alone. But the socializing takes the form of giving, helping, being the host.

Colin is a high-energy person. He has lots left over after his day’s work. He harnessed this energy, however, into constructive activity rather than pure play or recreation, doing his volunteer work, cooking dinner for friends.

Colin’s bachelor status and his high energy level have made it easier for him to be a volunteering, altruistic person. The habit of being a “worker”—harnessing his extra energies into constructive activities—plays a part too.

Colin says he was not always this way. It developed over a period of years. There were several formative experiences that set him on this path.

In his junior year in high school, in Victoria, B.C., he went on a Jeune Voya-



geurs trip to Ontario. This, he says, "brought me out of my shell." It "changed me from an introvert to an extrovert." This kind of testimonial I have heard many times from students. The turnaround event may be a travel experience or a job or involvement in a sports team or in various other teenage clubs or activities.

Then, in his final year of high school, Colin became "active." He worked on the yearbook. He acted in a play. He did something in sports. This in itself does not have much to do with a life of service. But being "brought out," then joining in activities, working in group efforts, was a step toward his ultimate volunteering life-pattern. This too has been described to me by students: getting drawn in, discovering they can do it, finally becoming an important person in their high school or in some other youth-activity context.

Then he went to the University of Victoria. For awhile he stopped being active. (This too is a familiar pattern, followed by my Dalhousie students. In high school some of them had learned the lesson: to live a rich life, to be an insider and an important person—join in, work for group efforts. Then they go on to college and seem to have forgotten this.)

It was not until his third year of university that Colin's big experience occurred. There was a series of walkathons for some money-raising cause. For the climactic walkathon, Colin was one of three organizers for the city of Victoria. During the final days before the walkathon, they worked 18 hours a day. One of the organizers collapsed. When 10,000 people turned out and walked, and when Colin wrote a check for \$60,000, knowing that the arrangements he had made had made this possible—it brought him a sense of power, of accomplishment. It was a

"high."

Colin sees this as his turning point. It launched him into a career of civic activity, arrangements-making, volunteering.

### Summary: Altruistic Types

High-energy, active church membership, and small town origins were the three most striking traits. High-energy, I suspect, is the artifact of the sample selection, the fact that we went looking for extreme cases of outstanding volunteers. People who are this active, one might argue, almost have to have unusual reserves of energy. (But a minority of our sample, such as Marcia, evidently were not high-energy.) Small town origins might also have been inflated by our sample selection, drawn heavily from Nova Scotia. However in addition to small-town dwellers in our sample, we also had city-dwellers who, it turned out, had grown up in small communities. Also, both from field experience and from the stories of these people, I am impressed with the way the smaller communities support volunteering and good-neighbor-ing. (And probably support other forms of altruism as well, such as caring for relatives.)

For being a church member and for living in a small town, the findings agree with some previous research: that altruism is correlated with growing up in a small town and with being religious. (Sigelman 1984:240-242)

Other common traits of the volunteers, which also accorded with previous research findings, were being female and doing a lot of helping in the home, in childhood and adolescence.

The life histories suggested other causes for volunteering: special triggering events, influential persons and favorable conditions. Low-demand life peri-

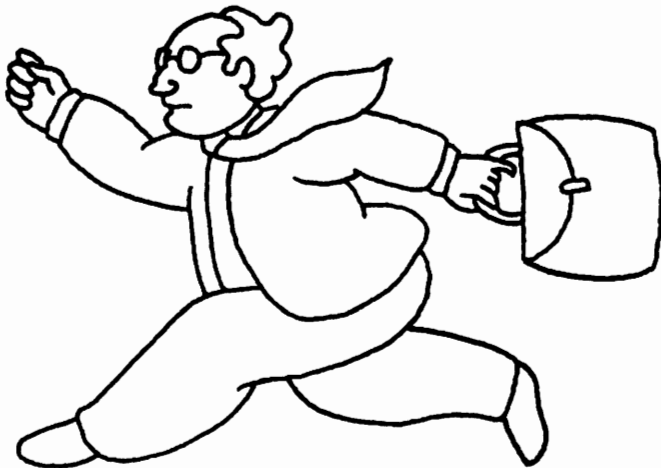
ods make it easier to volunteer: when you retire, when your children leave home, when you live alone, and so on. There were numerous exceptions here, people who did much volunteering in spite of heavy demands from job and family. Moving interrupted volunteering; volunteering helped adjustment to a new home, following a move. In numerous ways, people were drawn into volunteering, then "held in place" in volunteering roles. Certain jobs, organization affiliations, being a parent (etc.) served as a springboard for those people who had a personal inclination to volunteer.

By virtue of a combination of their positions in life and certain personal characteristics, some people seem to have been practically "led into" an altruistic lifestyle. The "altruistic plumbers" are an example. Combine mechanical skills with the personal inclination to help your neighbors and there you have it. Place the person in a small community, and you make this even more likely.

The several kinds of leaders in the voluntary sector are another example of this. Flair for committee work and office-holding would seem to be the necessary personal characteristic. Being a businessman appears to make access easier, as would living in a smaller community.

One can think in terms of types of volunteers and types of altruistic persons. Thus, the mechanical-helpers are one type; the business leaders are another type. (And these could be broken down into subtypes also.)

Another leader type is represented by a wealthy Halifax lady. She has been Canadian president for Girl Guides and has held numerous other important offices. She represents a traditional pattern that is perhaps now on the decline, as more women opt for paid jobs: a serious, hard-working career of leadership in one or several voluntary organizations, holding unpaid offices. Our volunteers—some more than others—tended to specialize in special-interest areas. All the "types" just mentioned are examples here. I will mention two more. One area of specialization is working with the elderly. In our sample, older women tended to be drawn into this work. Marcia is an example: visiting shut-ins, driving for Meals on Wheels, caring for aged relatives. For another lady, 78 years old, her volunteer work revolved around her synagogue and the nursing home associated with it. She organized events and bus trips for seniors' groups and also visited shut-ins.



# Middle Management Volunteers Fill Needed Roles, Gain Skills, Satisfaction

By William E. Caldwell, Ph.D.



Volunteers constitute one of the largest groups of untapped resources in most organizations, and 4-H is no exception. 4-H is the largest youth organization in the United States, and as part of the Cooperative Extension System of land-grant universities, we reach into every county in the nation. We cannot possibly have a large enough salaried staff to give adequate individual attention to each of the 4.5 million members who participate in more than 100 different skill development areas. That's where the volunteer 4-H leaders contribute immensely.

4-H has been fostering a middle management concept using adult and teen volunteers to provide the personal attention members require. The 4-H definition of a middle management volunteer is one who fills the role between county or state Extension professionals and the local 4-H club leaders—a volunteer with formal training who is managing other adults or older youths to accomplish a specified task. Such a role takes some of the pressure off salaried staff; at the same time it gives a sense of accomplishment, responsibility and self-esteem to the volunteers.

Although we have seen some very positive results of middle management in 4-H, many salaried staff members are hesitant to delegate responsibilities to middle management volunteers. We can name counties where the Extension agent still

tends to do most of the work.

We need to address the question, "Why do we want volunteers?" A common answer is, "We do not have enough resources to do all the jobs, so we will have to utilize more volunteers." Supervision often is based on the philosophy, "I wish I had a paid helper, but I have to settle for you, Mr. Volunteer."

This type of reasoning is at the root of many problems in exciting volunteers to action and in working with them successfully. Recruitment based on this old idea is not positive or constructive, and it only serves to diminish effectiveness and the self concept of the volunteers.

The following are reasons for utilization of middle management volunteers in our programming:

1. Volunteers add credibility because they are unsalaried. This makes them a tremendous public relations asset.
2. Volunteers are objective policy makers. They provide us with a unique perspective of our work.
3. Volunteers offer constructive criticism and feedback that can assist in altering programs, events and activities.
4. Volunteers are private citizens. Private citizens are free to contact legislators, newspapers, TV stations, etc. They are powerful advocates. They can cut through



More than 4.5 million 4-H members participate in 100 different skill development areas.

*Dr. William Caldwell is a professor and assistant director/4-H and youth development of the Cooperative Extension Service at the University of Nebraska.*

bureaucratic red tape and other types of boundaries real or perceived.

5. Sometimes receiving assistance from a volunteer is viewed as more valuable to the recipient. To some people the feeling that volunteers are doing something because they are willing makes all the difference in the world.

6. Volunteers are independent of the organization, which means they function with less pressure. That can be an asset in accomplishing the task to be done.

7. Volunteers offer ideas and services that no one wants to fund for a variety of reasons. Throughout American history volunteers have been the pioneers in creating new services, often against the tide of traditional institutions. During the Revolutionary War we had an all-volunteer army whose dedication, historians say, made all the difference in the world.

8. Diversity . . . volunteers are different from salaried staff in terms of age, race, social background, educational level, income level, etc. This translates into opportunities for checks and balances to eliminate myopia.

9. Volunteers have skills different from those of staff. They are recruited to supplement the skills, talents and capabilities of the paid staff.

10. Volunteers have the option of focusing intently on a particular issue or client. They may do this in spite of the data or what is justifiable for paid staff.

11. Volunteers have immediate access to the community. A happy volunteer can recruit far more people than many staff. On the other side of this sword . . . an unhappy volunteer can create a lot of bad will.

4-H is a major continuing educational program for many people. Many volunteers do not attend community colleges or universities; they do not participate in courses leading to college degrees. In short, through middle management training we help them maximize opportunity to grow in educational leadership skills and management responsibility as they pursue a future with a strong personal sense of special purpose. We are in fact empowering 4-H leadership to dedicated men and women, both salaried and volunteers, who work for 4-H.

Many people I see in our volunteer programs have been unable to find a sense of self-worth or fulfillment in their paid career work, but are unable to change that work for many reasons. Through volunteer development, especially middle management training, we can help them find their self-worth and self-fulfillment.

Part of a 1985 grant of \$2.7 million from the W.K. Kellogg Foundation of Battle Creek, Michigan, to the National 4-H Council has advanced our knowledge about volunteer middle management. Through this part of the project, "Volunteers for the Future" seed money was awarded to 4-H staffs in Montana, Wisconsin, Virginia and the New England states to pilot middle management programs and compile training materials.

Results of the pilot projects were shared during an area conference in Greensboro, North Carolina in May 1987. These projects will be replicated in other states in 1988. When the project is completed in 1989, we will have a very complete set of documented results, training materials and procedures on middle management that will be applicable in most states. Some materials already are available from the pilot states.

### Case Studies

Middle management was not new in Wisconsin 4-H, but it was not a strong concept. The goal of the Kellogg project in Wisconsin was to establish a 22-member team of 4-H volunteer leaders to advocate and promote the concept. Once the advocate team was identified, the leaders were trained to design seminars and presentations and to distribute educational materials to numerous audiences.

The team reached leaders' associations, leader executive boards, county Extension staff, administrators and county boards. The team's goal not only was to recruit people to fill middle management roles, but also to provide them opportunities to assume new and different responsibilities that may contribute to their own personal development.

"The other thing we observed was that the advocates also grew in the process [of participating in training and conducting seminars]," said E.J. Leuder, Kellogg project leader in Wisconsin. "Some of them said, 'I'm a different person as a result of the training and experience.'

"One gentleman who has been working in supervision of a maintenance and health care system said that as a result of this training, he recognized talents beyond his current job. So, he's going to quit his job and go back to school at age 42 to finish his degree . . . The Kellogg project helped create some enthusiasm and momentum in the 4-H program during a year when budgets were tight and staffs were being cut and morale was low."

Virginia 4-H already had a diverse vol-

## SAMPLE 4-H MIDDLE MANAGEMENT JOB DESCRIPTION: Key Leader for New Leader Orientation and Recruiting (Montana)

### Purpose

To orient and assist new 4-H leaders to learn about their roles and responsibilities in the 4-H program. (To help new leaders prepare for being an organizational project leader in a 4-H club.)

### Duties

- Acquire names of new leaders, addresses and phone numbers from county Extension office or recruiter leader.
- Contact organizational leaders of clubs with new leaders to go over new leader orientation plan.
- Contact new leaders to learn what their roles are, to introduce yourself and to explain your role.
- Record new leader questions, concerns and expectations.
- Conduct new leader orientation sessions.
- Stay in contact with new leaders.
- Arrange for specific needs of new leaders to be met.
- Report to agent monthly about new leader progress/activities.

### Necessary Skills

- Ability to adapt leadership style to needs of new leaders
- Possess knowledge of 4-H club organization in the county and the ability to communicate that to other adults
- Ability to work with many types of people
- Organizational ability

### Training

- Self study on teaching with people
- Attend training programs as offered
- Stay updated and current

### Time Involved

xx hours per month for one year. Tenure of position is negotiable but a 3-year term is desirable. The third year will be a training year for a different key leader.

### Extension Office Privileges

- Mailing—Discuss with agents about mailing materials to new leaders
- Phone
- Printing
- Computer time
- Other

unteer middle management system in place, so the goal of the Kellogg project in Virginia was to provide volunteers and salaried Extension personnel with management skill development opportunities on the local level. Twenty-three workshops have been conducted for existing volunteers to learn more about management. Position descriptions were designed for many middle manager roles.

"Our ultimate goals always have been the continual development of young people and the adults who have worked with them in the 4-H program," said Courtney Schwartz, Kellogg project leader in Virginia. "One great example was the master-gardening program where the agent handled horticultural projects. He literally was trying to relate to hundreds of master gardeners. That's impossible. Now he has developed a system whereby he has four or five middle managers that he deals with, and they in turn have a number of master gardeners to work with. Middle management puts folks in small groups so leaders actually hear what's happening and respond effectively."

Montana 4-H already had a strong volunteer system in place, but not an established middle management system. So area training teams were formed to select middle managers, create position descriptions, legitimize the program and train the middle managers in new roles. The teams were composed of Extension agents, area supervisors, volunteer leaders and state 4-H staff members.

"There is a great deal of expertise among the volunteers on a variety of topics which could be shared with other 4-H

leaders," said Betty McCoy, Kellogg project manager in Montana. "We need to capitalize on the expertise of the 4-H volunteers and other adults in the community who have skills, to help 4-H meet its potential.

"In addition to the capabilities of the volunteer staff, the paid staff in the state needs assistance to extend and expand the program to other audiences and provide new learning opportunities for people who currently are involved . . . both youth and adults. Since our paid staff is small, the most logical method to accomplish this is to look to the volunteers for help."

Approximately 40 of New England's 64 counties had implemented some type of middle management system utilizing volunteers, as a result of the 1982 National 4-H Staff Development Workshop on Middle Management at the National 4-H Center. However, each of the counties was using a different technique and strategy, and degrees of success varied.

The goal of the Kellogg project in New England was to review and analyze the numerous middle management strategies and models in the counties, and to select the most effective elements of each to develop a central curriculum. A steering committee, composed of a state 4-H staff member from each New England state and experienced 4-H middle management volunteers, surveyed the counties and conducted conferences to share information and compile the central document. The states involved were Rhode Island, Vermont, Maine, Massachusetts, Connecticut and New Hampshire.



## IDENTIFYING, SUPPORTING AND GROWING WITH 4-H VOLUNTEERS IN COUNTY-LEVEL ROLES (WISCONSIN)

*Telephone interviews were conducted with three individuals from each of 23 Wisconsin Counties. A 4-H county-level volunteer, a person who benefits from that volunteer and a county Extension 4-H staff member shared information about their current county program management role: what they do, how they do it, who benefits, barriers they encounter and support they need. Their insights are summarized below.*

### Who Are They?

Volunteers in county-level roles may also be referred to as middle managers or volunteer program managers. County-level volunteers plan and conduct events, set policy, recruit other volunteers, teach youth or adults, develop and evaluate 4-H curriculum, or promote the general program. They work in committees or as individuals, with an ongoing effort or a short-term event.

Volunteers who were interviewed had roles such as outpost camp director, judging team coach, project key leader, county ambassador advisor, dinner theater director, project committee member, summer youth tour host, leader recruiter, activity coordinator, interstate exchange coordinator, fair superintendent, county enrollment chairman, new club advisor, promotion coordinator, executive committee member, workshop instructor, organizational key leader.

Fair superintendents, project key leaders, and event coordinators are the predominant county-level volunteer roles. Of the 13,502 county-level volunteers in Wisconsin in 1985 their roles could be categorized as:

- 9,095 Volunteers in project key leader, activity key leader or program committee roles
- 1,683 Volunteers as one-time judges, speakers, or instructors
- 2,724 Volunteers assisting with short-term events

### Who Benefits?

County 4-H program roles benefit the 4-H program, the community, and the volunteers themselves. The

greatest benefits noted by interview participants are that county-level volunteers:

- Promote teamwork
- Encourage participant ownership of program
- Support other volunteers and understand their needs
- Offer challenges, opportunities and role models for other volunteer leaders
- Understand youth and expand their learning opportunities
- Have a wealth of talent and experience to share
- Coordinate efforts with staff to strengthen programs when resources are limited
- Are a valuable communication link between leaders, members and staff
- Provide greater visibility for 4-H
- Improve overall quality of 4-H programs
- Enjoy their personal growth in 4-H

### **They Say It Best**

Forty-five individuals who were interviewed responded to the question: "What would you recommend to other counties planning to involve volunteers in county-level roles?" These eight recommendations emerged consistently:

#### **1. Begin with a small number of carefully identified volunteers and move slowly toward greater volunteer involvement in the county program.**

—"Develop a game plan, then be flexible. Grow each year from there."  
—"They need to be successful in that role; should be respected in the community; someone who works well with people and will be vocal about the program in order to promote it. Those initial people can build a strong base foundation on which to build the county-wide volunteer program management system."  
—"Needs to be a self-starter, committed to the program, enjoys people and is enthusiastic."

#### **2. Professional staff needs to allow volunteers to function to the full extent of their abilities in that role.**

—"Allow volunteers to accept responsibility in programs that are even the agent's favorite, so the volunteers can develop the program to their needs—not the agent's needs."  
"They [volunteers] need to have both the authority and the responsibility."

#### **3. Recognize communication between staff, volunteers and 4-H participants as a key element to volunteers working successfully in county program management.** Job descriptions, personal contact via phone or visit, workshops, newsletter, and informal discussion are important aspects of this communication.

—"Must have a very open relationship where they can call on one another, challenge one another, question one another, to keep a check and balance."  
—"I call them regularly just to ask how things are going."  
—"It's important to have something written down, so the volunteer can take it home to study."

—"Together develop a job description, . . . always using 'we' as a team effort to approach the tasks."

#### **4. The staff role should focus on facilitating education, providing positive reinforcement, guidance, resource materials and challenges for growth.**

—"Staff simply needs to provide the spark to ignite the potential that is already there . . . (and) watch that conditions remain good for the enthusiasm to continue burning."  
—"Help them set their own implementation plan, identify what tools they need to accomplish this task, and what training they need."  
—"Offer new challenges . . . to grow and to experience greater satisfactions."

#### **5. County committees may reinforce the need, initiate the plan, provide support, and identify resources for volunteers in county-level program roles.**

—"Enabling a committee to be in charge . . . keeps it a people-based program."  
—"A [Co. Leaders Assoc.] should be involved in the development of a volunteer program management system in the county. That board may initiate committees in areas that need particular attention. Their support will accomplish the task."

#### **6. Strengthen the 4-H program and maximize available resources by networking with subject matter experts, community organizations and other 4-H leaders.**

—"A volunteer leader network enables all parts of the county to work together better."

—"Try to align 4-H programs with [subject matter experts] because these people have the background, experience, facilities and equipment. They are the ones we need to focus on. They are committed to getting others interested . . . committed to training others."

#### **7. Don't hesitate to ask for program assistance from individuals in local communities, schools, agencies and organizations, because they are often willing, if their help is requested.**

—"The only way to begin is to ask someone to help."  
—"When adult participants see the work being done that they can benefit from, they often like to become involved and cooperate too."

#### **8. Recognize that volunteers have valuable experience to use for developing ideas, formulating plans, teaching others and evaluating progress in county program management roles.**

—"Past experience on the club level is recognized as valuable and respected among new club leaders."  
—"Ideas should be planted, not forced upon volunteers. Experience is the best teacher—to be shared with other volunteers too."

### **What Needs To Be Done?**

Five major concerns were identified that impact volunteer performance. They also identified resources, support and learning opportunities that could enhance effectiveness for volunteers in county-level programs.

1. County-level volunteers need the support of parents and other leaders.
2. Volunteer burnout may result from too little assistance.
3. Volunteers need additional skills and confidence for new county-level roles.
4. Volunteer roles or expectations are not clearly defined.
5. Volunteers need to be able to function to full extent of their abilities and desires.

### **Helpful Resources Identified:**

- Teaching ideas and guides
- Video tapes for project learning and leader training
- A local resource center of human and material resources

—*Summarized by Marilyn Lesmeister, Project Assistant (Wisconsin)*



# THE JUNTO

## Filling a Need Beyond the 'How-To'

By Nancy Macduff

**T**he *junto* has a long, noble history as part of the volunteer movement in America. It is an issue-oriented, problem-solving process that began with Cotton Mather in colonial New England. It is a voluntary gathering of adults for shared inquiry and self-directed learning where each participant shares the responsibility for questions and opinions on the topics. Inquiries often deal with ethical and philosophical issues about which there are no clear-cut "answers."

Benjamin Franklin is credited with naming this special group of volunteers:

I had form'd most of my ingenious acquaintance into a club of mutual improvement, which we called the JUNTO; we met on Friday evenings. The rules that I drew up required that every member, in turn, should produce one or more queries on any point of morals, politics or natural philosophy, to be discussed by the company. . . . Our debates were to be conducted in the sincere spirit of inquiry, after truth, without fondness for dispute, or desire of victory. (Grattan, 1959, pp 18-19)

*Nancy Macduff is a volunteer/nonprofit trainer and publisher in Walla Walla, Washington. She is the author of "3 Steps to Successful Screening of Volunteers," which appeared in the last issue of VAL. She thanks Barbara Winans, Joli Sandoz, Joann Snyder and Janie Millgard for their work in making the junto a reality.*

Franklin's *junto*, called "The Leather Apron Club—A Workmen's Social and Debating Club," was an opportunity to share ideas on the issues of the 1700s. As with most volunteers they moved quickly to action. From their discussion group came the first organized American fire department, public library and the University of Pennsylvania.

This spirit of self-inquiry is different from a committee meeting or a discussion group. It can be used to tackle problems that cross usual boundaries. Youth agency staff and volunteers might form a *junto*, for example, to address the difficulty of recruiting adult leaders.

A *junto* is a means of enlivening standard training formats in which much of the training is delivered by a "teacher" from the front of the room. The *junto* turns the responsibility for learning back to the learner.

A *junto* is also a means of involving adults in problem solving. Adult participants in a *junto* make their own rules and decide the appropriateness of a topic. This experience provides a pattern for problem solving that can be used inside and outside the *junto*.

In the *junto*, leadership is a shared responsibility. The facilitator will change from session to session. Even in the "one-time-only" *junto*, it is important for the jun-

to facilitator to take a more organizational role. Leadership belongs to the members of the group.

The Association for Volunteer Administration (Northwest-Region 10) included *junto*s in its 1987 regional conference. Participants had the opportunity to register for one of three *junto*s on "Volunteers in Risky Places," "Are They Volunteers, If They Get Paid?" or "Supplanting: When Volunteers Take Staff Jobs."

A pre-conference survey of volunteer administrators indicated an interest in discussing "substantive issues." The three topics were chosen to appeal to a broad range of participants. The size of each *junto* group was limited to 15 participants, and one-and-a-half hours were allotted for discussion. The facilitator had eight months to familiarize her/himself with the topic.

About 25 participants registered for the sessions, which were held simultaneously with other conference activities. In evaluating the sessions, the *junto* facilitators reported difficulty in getting people to leave. According to Barbara Winans, "With a little food and no interruptions, I suspect we could have continued for hours."

Participants at the convention requested more *junto*s for the 1988 convention to be held in Spokane. Clearly, the *junto* for-

mat had met a need.

For some volunteers and staff, it is important to go beyond the "how-to" workshop. They are interested in an exchange of information and opinions with professional colleagues, led by a skilled facilitator.

It is easy to fit the junto into a conference or convention setting. How can the volunteer administrator utilize this unique adult education tool at the local level?

### **Juntos for Volunteers**

Experienced volunteers can act as junto facilitators for groups of volunteers. Example: 4-H leaders discuss the importance placed on awards; hospice volunteers discuss appropriate ways to discuss their personal religious beliefs in their relationships with terminal patients.

At a retreat for a board of directors or an advisory council, junto topics might be

how to work with elected officials—in person and in writing—or the issue of personal financial contributions as a condition of board membership. In both cases, a member of the group would act as facilitator. The leadership should rotate if the junto is used again.

### **Juntos for Volunteer and Staff Managers**

Here are some examples of what might be discussed in a junto for this type of participant:

- At a statewide conference—the implementation of laws to protect children from abuse, or appropriate placement of mental patients who are volunteering as part of their therapy plan.

- At a regional conference—the problems of placing volunteers in jobs formerly held by paid personnel.

- At a national/international meeting—the

differences and similarities between Canadian and U.S. volunteer movements, or the "rights and wrongs" of volunteer placements with AIDS victims.

### **Planning the Junto**

The junto requires planning. The following guidelines provide a foundation for a successful junto:

- The discussion topic should be clearly defined. The topic must be broad, but not too broad. It must also be an issue or idea without clear-cut answers. It should be an issue the participants care about.

- The facilitator should be selected in advance. People need time to prepare mentally to tackle an issue. It does not mean weeks of study, but it does require being alert to varying opinions in the field.

The junto facilitator is not an expert. The person selected to begin the discussion should be a sensitive group leader. As the junto is not a place for speech makers, the leader must understand it is a forum, be able to entertain all opinions and encourage participation.

- Facilitating the group must be shared. In continuous groups this means everyone takes a turn leading the discussion. In the "one-time-only" group, it means selecting a facilitator who believes in and practices sharing the leadership.

- The physical setting should be conducive to lively interchange. The best setting is one with tables and chairs where everyone can be seen and heard.

- The group should be small. Six to 15 people are ideal for the junto. The session can be done with larger groups by having a junto facilitator at each table in a convention-style setting.

- The junto, as a teaching and learning process, must be sold to volunteers and staff. This is a conceptual process not often used in training sessions, conventions or meetings. Volunteers and paid staff are "doers." As adults they need to see the utility of a learning process before they are willing to commit time. (See box for additional specific guidelines.)

In their evaluations of the juntos held at the Portland AVA conference, the participants said they wanted more time and scheduling that permitted attendance at more than one junto. Joli Sandoz, a junto facilitator, noted how prepared the participants were and how the topics led them from "situational problems to philosophical implications." Joann Snyder, another junto facilitator, said, "I really enjoyed the experience. It was good to be challenged to do something new."

## **TIPS FOR ORGANIZING A JUNTO FOR VOLUNTEERS OR VOLUNTEER LEADERS**

1. Participants should be seated so that they can comfortably see one another. The junto facilitator should also be clearly visible to everyone.
2. The role of the facilitator is to monitor the content of the discussion:
  - Preparation would include personal readings on the topic and a 5 to 7-minute summary of the key issues.
  - The leader should also draft questions of an open-ended nature to stimulate discussion.
  - The leader is responsible for leading the group through whatever sequence of problem solving steps seems appropriate to the occasion—e.g., diagnosis, statements of principle, obstacle identification, resources, action steps, etc.
3. It could be helpful to have a participant fill the observer role during the junto. This person would be sensitive to conditions that enhance or inhibit the discussion.
4. Each junto will develop its own pattern of operation. The following are observation clues intended as suggestions, not an outline. Value judgements should be avoided by the observer and facilitator.
  - Are new/different questions being raised rather than those traditionally raised? Do they challenge values, practices or theories?
  - Is someone considering the translation of innovative and original ideas into practical application?
  - Is there a preoccupation with problem definition to avoid an attack on the issue?
  - What recurring barriers seem to block free expression of ideas?
  - Is there a polarization, rigidity or rejection of ideas based on participant's agency, organization, group or affiliation?

# VOLUNTEER RECOGNITION

## The Touch of Care That Makes a Difference

By Pat Sims



gram, they will remember the good growth-producing experience they had with an agency that recognizes their efforts.

### Down to Details

Volunteer recognition may bring to mind parchment certificates or annual banquets, complete with silver teacups, with a guest speaker from the community. These ideas are better than nothing, but this is 1988. It is time to be creative and humanistic with the way we say "thank you" to our volunteers.

There are two cue words that can be applied to all areas of volunteer recognition (and volunteer administration): *professionalism* and *humanism*. It is not necessary that the volunteers know these words, but they should feel the results of them.

### Professionalism

The first—professionalism—can be demonstrated simply by maintaining a folder and file card on each volunteer. The folder contains a list of all recognition the volunteer has received (along with the date), copies of volunteer hours, letters of recommendation, evaluations, contracts, etc.

The file card lists basic data: name, address, phone, birth date, special requests and an ongoing list of all volunteer activities. This card is reviewed weekly.

What's the reasoning behind all of this record keeping? So each volunteer has the confidence that all data is being kept,

and that the staff is familiar with the volunteer's needs and continually tries to match this with available opportunities.

### Humanism

Humanism is the second cue word and the fun part of a volunteer program. A person can only be thrilled with a paper certificate so many times, so change it! Play with it! Mold it! Turn it into a chocolate kiss or an orange with a face drawn on it.

Recognition, when possible, should be personally tailored to the volunteer with feeling. Look into the volunteers. If you don't work closely enough with them, check with staff or the participants. For example, if the volunteer camp counselor loves teddy bears, strategically place a teddy bear sticker on the front of her next thank-you note.

When recognizing volunteers, there are two general rules to follow:

1. The recognition should be ongoing—not just at the beginning or the end.
2. Recognition should follow a precise system, but at the same time be caring and flexible, taking individuality into account. For example, keep records of each form of recognition given to the volunteer, but don't hesitate to slip a candy kiss on top of his or her gloves. It's the humanness, the spontaneity behind the forms that makes a superior volunteer program.

It takes time and money, but over the months the results will show. After all, you're thanking your most valuable resources.

**R**ecognizing volunteers expresses an agency's appreciation of those individuals who are involved and committed. It also motivates volunteers to continue or increase their involvement, promotes volunteer programs and encourages others to "try it out."

It is important to remember that volunteer recognition will not make or break a program, but it signifies an added touch of care that can make it all worthwhile to the volunteer. Even if volunteers quit the pro-

*Pat Sims, now deceased, was the Campaign, Illinois, Park District's coordinator of volunteers when she wrote this article.*



## The Beginning

Recognition of a volunteer starts with Day One—the interview, the orientation, or the early arrival before a program or special event. This is the opportunity to make volunteers feel welcome from the beginning. It is a chance to answer questions, give them a job description and a sheet with phone numbers, show them where they can put their coats or lunch, introduce them to the people they will be working with, and give them a manual or a volunteer staff T-shirt. It is a chance—from the beginning—to say “You are significant to our agency.”

Following the interview, a new volunteer with our agency will receive by mail a packet from the Champaign Park District containing a welcome/thank you note, a contract outlining the predetermined dates and times of volunteering, a sheet for keeping track of his/her volunteer hours, a map and list of phone numbers (if not already distributed during the interview), plus a few freebies such as a sticker or a bumper sticker.

In most cases, the volunteer is met at the first assignment by the volunteer coordinator or the person who conducted the interview. Then the new volunteer is introduced to the staff he/she will be working with, the building, the restrooms, refrigerator and so forth. This component seems to be very popular with our volunteers, as it alleviates the fear of walking into a room full of strangers, thus easing some of the first day “back outs.”

## Individual Recognition

Individual recognition is a one-on-one appreciation of volunteers. In our agency, we use it with volunteers who teach classes, coach a team, chair an Adopt-A-Park group, work with Special Olympics and so forth. The key to individual recognition is to make the volunteers feel that the sign of appreciation was designed especially for them.

Some examples of volunteer recognition include:

- Individual post cards (using stickers or clip art) mailed to the volunteer's home saying, “Hey, you're doing a great job!” or “We are really glad that you are here!”
- Birthday cards. When the volunteer is interviewed, the second question asked (following name) is birth date. This information should be categorized into the computer or other record-keeping system, and then make sure that the volunteer gets a birthday card. This takes time, but it has big payoffs.

- Food. A plate of chocolate chip cookies, brownies or a sandwich bag filled with M&Ms always works wonders.
- Small yellow “post-it notes” of thanks stuck to lockers or desks, car windshields, purses and so forth
- A fresh cup of coffee waiting upon their arrival
- A mention in the agency newsletter
- Time to listen to their problems or good ideas
- Their pictures clipped from the local newspaper
- A letter of recommendation
- Balloons on a tree which mark their care of it
- Praise for their work to their boss

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## Even if volunteers quit the program, they will remember the good growth-producing experience they had with an agency that recognizes their efforts.

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In Champaign, a Volunteer of the Month Award was initiated in October 1985. Each month an outstanding volunteer is selected to receive a small engraved paperweight. The award is presented by the president of the Board of Commissioners at one of its meetings. As a follow-up, an article in the local newspaper's “People in the News” column features the volunteer and his/her related work.

In summary, the key component for success in individual recognition is individualization. Treat the volunteer as if he/she is your number one priority.

## Group Recognition

When dealing with group recognition, the thank-yous do not have to be any different than individual recognition. However, large numbers often necessitate modification. Some examples of group recognition include:

- A Community Service Award via the municipal government, a parks and recreation association, a community betterment group or a civic group such as Kiwanis or Rotary

- A framed certificate of appreciation which can be hung in the group's office
- A group picture of the volunteer team either after the project or in action during the project. Frame this with autographed thanks and present it to the group.

## The Big One

The large special event should be held annually for all volunteers who have helped throughout the year. A special event that families can attend is preferable to a breakfast or banquet.

The Champaign Park District has had success with a volunteer splash party. The district's pool is reserved after hours for all volunteers and their families and friends. The staff provides home-baked cookies while soft drink distributors and grocery stores donate watermelon and pop.

The staff is in charge of setting up and cleaning up. There is a free swim, water games and door prizes all wrapped around festivities and appreciation.

Having fun is not the factor that will keep volunteers volunteering. However, having fun can help prevent burnout, keep volunteers coming back, and more so than anything, let them know that they are appreciated.

## Budgeting for Recognition

There is a common misconception that the volunteer program budget should be low; many say, “We're not paying the volunteers.” However, a good volunteer program, particularly a good recognition program for volunteers, will need to include expenses for recognition as well as for promotion, training and supplies. In our agency, it must also be included in the master Park District budget.

In 1985, we had an \$18,000 line item expense figure for the volunteer program. This did not include any grants or sponsorships used to defray program expenses that year.

## Final Thoughts

It is the little things that do the trick in effective volunteer recognition. It is the small but personal things indicating the agency's caring that assures volunteers they play an important part in the Park District.

We can have the perfect recognition program ranging from gold pins to hotel banquets, but if there is not that element of humanism, the efforts are wasted.

In the final analysis, the enthusiasm you give equals the enthusiasm you'll get. Enjoy!

# THE EURO-AMERICAN ELDERLY: What Service Providers Should Know About This Special Group

By Christopher L. Hayes, Ph.D., David Guttman, D.S.W.,  
Theodora Ooms, M.S.W., Pauline Mahon-Stetson, M.A.

The following information is excerpted with permission from "The Euro-American Elderly in the United States: A Manual for Service Providers and Ethnic Leaders," published by The Catholic University of America's Center for the Study of Pre-Retirement and Aging under a grant from the Administration on Aging, U.S. Department of Health and Human Services. The manual is now out of print, but the book, *Euro-American Elderly: A Guide for Practice* (1986), is available from Springer Publishing Company of New York, 536 Broadway, New York, NY 10012, (212) 431-4370.

Have you met either of these elderly recently? Concetta Starvaggi, a 76-year-old Italian immigrant, lives in a small tenement building in New York City where she has resided for the last 52 years. Recently, she broke her hip and needed to be hospitalized. Unable to speak or read English, she could not communicate with the hospital staff. Due to her family's having moved from the city and her unwillingness to accept welfare or any kind of help from others once she returned home, she has no assistance in caring for herself. She can barely move around; she is running out of food. The many bills and insurance forms that come in the mail are piled up unanswered. Frustrated, confused and anxious about her future, she now talks about wanting to die.

Joe Polanski, a 67-year-old retired

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*Christopher Hayes, a psychology professor at Long Island University-Sag Harbor, served as principal investigator of the Euro-American Elderly Project; David Guttman was the project consultant; and Theodora Ooms and Pauline Mahon-Stetson were project staff members.*

mineworker, lives in a small suburban house with his wife and two adult, unmarried children. After a stroke several years ago, he contracted pneumonia and emphysema, which have caused him to be in and out of hospitals several times over the past two years. His deteriorating condition demands constant care from his wife and children—daily bathing and feeding, answering his calls at night and listening to his complaints. The doctor has suggested that Mr. Polanski be placed in a nursing home, but his wife and children refuse because the facility has no staff member who is fluent in Polish.

Since the early 1700s, the United States has opened its shores to immigrants and refugees seeking a better way of life. With the recent influx of refugees from Southeast Asia and various third-world countries, we have once again recognized that we live in a very pluralistic society containing individuals of different ethnic and racial backgrounds.

There are more than two million elderly Americans born in Europe who are 65 or older and who speak a language other than English in their daily communications. Among them are large numbers of elderly from eastern, central and southern Europe who, despite many years of living in the United States, do not speak English well.

Lack of education is seen by these people as a major barrier to a sense of fulfillment in life. Many people whom we call Euro-American elderly have not completed grade school, are functionally illiterate, and lack the skills and knowledge for successfully coping with life in our modern society.

Traditionally, the Euro-Americans relied heavily on their family, ethnic organization, and church or synagogue for assis-

tance in times of crisis. However, due to the mobility and shrinking size of the family, and to changes occurring within ethnic urban neighborhoods, this assistance is no longer as readily available.

In addition, many of the younger family members are less willing or able to continue to provide culturally expected assistance to their aging parents due to marital, child-rearing or employment responsibilities. As with the older adult population in general, the Euro-American elderly are living longer and will need increasingly more formal and informal supports in dealing with age-related problems.

In every major city in the United States there are large ethnic enclaves where thousands of limited English-speaking elderly live. Increasingly, the suburbs are also home to the Euro-American elderly. The majority of these people do not benefit from available services due to their cultural values, which often prevent them from admitting a need and, consequently, from seeking assistance. There are others, however, who probably would use the services if they knew how to obtain them. Common to all of these elderly people, sooner or later, is a need for assistance—public, private or a combination of both.

Unfortunately, as research has shown, they often do not know that these resources exist, or how they can apply for them. Euro-Americans would benefit if accurate and relevant information were made available to them about the services to which they are entitled as taxpaying American citizens.

Recently, we have witnessed the proliferation of governmental and private programs for the elderly in this country. It has long been argued that these programs and services which compose our aging network have a responsibility to serve all

older adults regardless of race or ethnic background. However, due to a variety of factors, the development of specific efforts to target special elderly populations has been slow in materializing. There is a need to develop specific programs and services for the Euro-American elderly and increase the level of awareness of, and sensitivity to, their concerns within social service, ethnic and religious institutions.

### **General Principles of Assistance to Euro-American Elderly**

Knowledge and awareness of the importance of family relationships and ethnicity in the lives of Euro-American elderly need to be translated into some practical guidelines that can help those who wish to be more effective in their efforts to help the elderly in crisis. The following general principles should be useful to a wide range of helpers—clergy, ethnic leaders, concerned neighbors, professional service providers, and others.

■ **Clarify your own ethnic values.** While it is important for any helping person to try to be objective and not impose his/her own ideas and solutions, we cannot suppress entirely our own values and experiences. They necessarily shape the questions we ask, the conclusions we reach and the resources we seek out. We suggest that it is best to be explicitly aware of your own cultural values. You are then in a better position to identify and respect those values, attitudes and solutions that are different from your own.

■ **Do not stereotype the ethnic group.** Not all Italians, Poles, Slavs are alike. Your reading about ethnicity, discussions with colleagues and experience should already have alerted you to the dangers of stereotyping. While there are some generally shared values within a particular ethnic group, there are also many differences depending on their particular region of the country, social class, religion, and so on. Also, many persons are from mixed ethnic backgrounds. Most important, length of residence in the United States and pace of acculturation will greatly influence the degree to which the person identifies with his or her ethnic background.

■ **Do not exaggerate the influence of the cultural background.** Do not assume that the person's ethnicity is the sole explanation for behavior. The Euro-American elder may shelter conveniently behind ethnic origin as an excuse for stubborn resistance toward help or some particular solution. Again, the country of

## **PROFILE**

### **Who Are the Euro-American Elderly?**

■ While 11% of the entire U.S. population (227 million) in 1980 was 65 years of age or older, 37% of Euro-American immigrants were in this age group.

■ Among elderly Euro-Americans, women outnumber men 100 to 78.

■ Euro-American immigrants are currently over-represented among the age categories of old (65 to 84) and "old-old" (85 and over).

■ Approximately 70% of all Euro-American immigrants were born in Austria, Czechoslovakia, France, Germany, Greece, Hungary, Italy, the Netherlands, Poland, Portugal and Yugoslavia.

### **What is Their Situation?**

■ Approximately two thirds of older Euro-American men are married, in comparison to less than one third of the women. Conversely, the proportion of women who are widowed, divorced or separated is more than twice the proportion for men.

■ Few older men or women never married.

■ Euro-American elderly generally have little schooling and are unlikely to remain in the labor market after the age of 65.

■ The great majority of Euro-American elderly are living in single-person households and depend on informal social support networks for many of their needs.

■ A significant proportion of elderly women live with their children or other relatives, and the proportion ranges from 20% to 30% for Greeks, Italians and Yugoslavians.

■ These immigrants compare to the general population in the proportion living below the poverty line, but the proportion who receive public assistance as a source of income is lower than the general population.

■ Approximately 75% speak their original language at home. The ability to speak English varies greatly, and generally those of southern European origin have a higher proportion who speak little or no English. With Greek and Yugoslavian women, the proportion who admit some language barrier reaches as high as 50% or more. Less than 10% choose institutional arrangements, such as nursing homes, except for the oldest women from Poland and Romania.

origin may not be nearly as powerful an influence as the experience of living in the United States, especially if the elderly person has not maintained continued contact with the ethnic community.

■ **Do not pretend to cultural expertise you do not have.** Do not hesitate to admit to the Euro-American elderly or their families your own lack of familiarity with their culture. You need to "listen with a cultural ear," but you should not pretend to know what the culture means to that particular person. The important thing is to show interest in and respect for their culture.

■ **Assess the degree of language difficulty and get help.** It goes without saying that if the elderly person's English is poor, you must call in an interpreter. Do not assume, however, that because the Euro-American elder, spouse or other family member speaks English and has been in the United States a long time, that language is not a barrier. If English was not the Euro-American elder's first language, you can assume that at a time of sickness or crisis many elderly persons get disoriented, lose their facility with their second language and revert to their first language.

■ **The stronger the Euro-American elder's ethnic identification, the more important are family ties.** In general this is true; however, remember that just because the Euro-American elder may expect help from relatives, especially adult children, that does not mean the attitudes are reciprocated and their children are willing or able to help. You will need to explore carefully mutual expectations of assistance.

■ **Respect the generation "in the middle."** The younger generation may be torn between the older parents' worldview and perspectives and newer American values. They may feel very uncertain about what decisions and services are appropriate, and what their role should be. They are often not quite ready to give the financial help or time needed to keep the Euro-American elder in the community, as the older generation may expect. Nor are they ready to place the elder in a nursing home or apply for public benefits. The anxiety of the younger generation may be quite acute. You can play a critical role in helping them articulate their conflicts, relieve their guilt, help them see the issue as a problem of acculturation not disloyalty, and suggest appropriate solutions.

■ **The stronger the Euro-American elder's ethnic identification, the more likely he/she will resist applying for**

**help from public services.** Euro-Americans are traditionally very reluctant to turn to public sources of assistance. However, it appears that very recent older immigrants from countries with socialized systems of government accept public support much more readily. If public benefits seem warranted, your role may be to ask for help from the Euro-American elder's church or synagogue, family or ethnic neighbors in assuring the Euro-American that Social Security, Social Security disability insurance, Meals on Wheels, and so forth are not stigmatizing and are theirs by right.

■ **Be flexible and creative about your roles.** Traditionally, service providers in the aging network are accustomed to providing supportive counseling, specific services and referral. There are many additional roles for counselors, however, that are equally or more valuable for the Euro-American elder such as:

—Mediator and interpreter—between family members of different generations and between the Euro-American elder and other service providers. This role is often assumed by clergy but can also be performed by others.

—Mobilizer of resources—from the family or ethnic community.

—Strategist—helping the Euro-American elder accept a kind of assistance to which he or she is resistant; working with the family and/or ethnic contact to find ways of making the necessary services more acceptable.

■ **Emphasize the positive aspects of the ethnic background.** Too often we think of the immigrant culture as simply a barrier to needed service. You can help use the background, however, as a strength and positive factor.

First, in your counseling, you can ask the Euro-American elder to be the expert and teach you about what is important and valuable in his or her culture.

Second, you can develop ways of strengthening the Euro-American elder's ethnic ties, which may have loosened over the years, by contacting the church or neighborhood ethnic organization. Many immigrant elderly find it a great comfort and joy to be involved in a life history project, to receive visitors to talk about the old country, or to join in cultural traditions which they had let lapse. With increasing age, many find it important to reconnect with their roots to give their life more meaning as they move toward its closing scenes.

# The VAL Index for 1987

*This index to Voluntary Action Leadership lists every article that appeared in each quarterly issue of 1987. Please note that during 1987 we began to revise the issue dates so that winter would become the last issue of the year, rather than the first. Thus, 1987 VALs were labeled as follows: Winter 1987 (#1), Spring/Summer 1987 (#2), Summer/Fall 1987 (#3) and Fall/Winter 1987 (#4). The index is organized by title (then author, department, issue and page number) in chronological order by category. Book reviews are listed by book title in italics.*

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## ADMINISTRATION

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Policymaker Power: When You Involve Your Leaders and They Help Volunteers Get the Job Done. Paula J. Beugen, WINTER 1987, p. 23.

Kettering Fire Department Breaks with Tradition. Laima Rastikis, SPRING/SUMMER 1987, p. 30.

On Counting Volunteers. Delwyn A. Dyer, News, SUMMER/FALL 1987, p. 7.

Ethics for Volunteer Administrators. Mary A. Culp, As I See It, FALL/WINTER 1987, p. 2.

Organizing a Volunteer Auxiliary: The Basics Apply. Bobbie Schacher, FALL/WINTER 1987, p. 30.

Three Steps to Successful Screening of Volunteers. Nancy Macduff, FALL/WINTER 1987, p. 26.

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# 10 Ways To Improve Your Performance As a Volunteer Administrator



**INVOLVING SPECIAL GROUPS**

## CHURCH VOLUNTEERS: Unleashing The Potential

By Ted Adams

When you think about church members, you probably think of a group of people who go to church every week. But what if you could reach out to those who don't go to church every week? What if you could reach out to those who don't go to church at all? This is the challenge of involving special groups in your volunteer program. Church members have the same kinds of needs as other people. Church leaders who recognize this know they have a great resource of time.

1. Involve special groups. Spring 1986 VAL

POSTER



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2. Place posters in prominent places. Every VAL

**MEMO TO: Nonprofit Board Members**  
Re: What You Should Know About Legal Liability

By Stephen W. McCarty

As a nonprofit board member, you have a responsibility to your organization and its volunteers. One of the most important responsibilities is to ensure that your organization is protected from legal liability. This memo outlines the key areas of concern for board members.

3. Educate your board members. Winter 1983 VAL

## Advocacy

### So You Want to Hold a Press Conference?

How-To Information Provided by VOLUNTEER



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

4. Learn new ways to promote volunteering Fall 1985 VAL

# Tool Box



5. Order from our Tool Box. Every VAL

**Recruiting and Placing Volunteers by Computer**

By Corine Bremer

With the help of a computer, you can streamline your volunteer recruitment and placement process. This article discusses the benefits of using a computer system to manage your volunteer database.

6. Computerize your operations. Summer 1985 VAL

**IMPROVING THE PAID STAFF/VOLUNTEER RELATIONSHIP**

## 12 TIPS FOR ACTIVE LISTENERS:

Learning to Detect the Real Meaning Behind a Volunteer's Words

By Diana Stenemetz

Effective communication is the key to a successful volunteer program. This article provides 12 tips for active listening to help you understand your volunteers better.

7. Learn skills to share with volunteers. Fall 1986 VAL

## Books

### In Search of Speaking Excellence

By Marlene Wilson

My only disclaimer with the book is that the formulas relating to time and content seem a bit too pat. The reader must keep in mind the necessity of allowing appropriately for the needs and expectations of your audience. For example, in Chapter 2, Dutton suggests that in a 20-minute talk, you have only 4-12 minutes of content or actual "substance." "If I applied that to most of my audience of volunteer administrators, I believe I would be harmed and harmed!" But for service club meetings, volunteer recruitment events, etc., I'm sure he is right. In my opinion, the strongest chapters in the book are Chapter 1, "The Secret of

8. Read the latest books for volunteer administrators. Every VAL

**VOLUNTEER CENTERS**  
Leaders, Models, Resources for Our Volunteer Community

By Barry Rubin

This book provides a comprehensive guide to the development and operation of volunteer centers. It includes practical advice and case studies from various organizations.

9. Seek assistance from Volunteer Centers. Winter 1986 VAL

**Voluntary Action Leadership**

H.R. 911

THE VOLUNTEER PROTECTION ACT OF 1987

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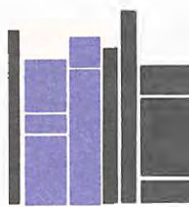
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# Books



## What Makes for Heroism?

By Kenn Allen

**LOCAL HEROES: THE REBIRTH OF HEROISM IN AMERICA.** Bill Berkowitz. Lexington Books, 1987. 350 pp. \$17.95. D.C. Heath & Company, 125 Spring Street, Lexington, MA 02173.

**L**ocal Heroes poses a perplexing problem for a reviewer who has a vested interest in the success of any effort to promote greater involvement of citizens in their communities. The idea—to tell the stories of people who are making a difference in the lives of others—is right on target. Such stories can be motivational, instructional and influential.

Unfortunately, the execution of the idea is flawed, both in approach and, to my mind, substance. Both may be inevitable consequences of the scope of work attempted in the book and the limited resources of those in our field who are blazing the trail of creating a literature for our work. Thus, my criticisms are made reluctantly but with recognition that we need the best possible literature to support us, not just more of it.

First, the overview. In *Local Heroes*, Bill Berkowitz, a “community psychologist” in Lowell, Massachusetts, presents a series of 20 interviews with people whom he has defined as heroes in their communities. There are also three essays: an introductory overview on the necessity of creating stronger “community life”; a mid-book review of contemporary perspectives on heroism; and a concluding effort to analyze and draw implications from the interviews.

Those interviewed represent a broad spectrum of local efforts to build better communities—from the St. Ambrose Housing Aid Center in Baltimore to the International Zucchini Festival in Harris-

ville, New Hampshire. There is a good sampling of self-help programs: Tough-love, Mothers Against Drunk Driving, 9-to-5 and Homeworkers Organized for More Employment. While all the interviews, obviously, are with individuals, the efforts represented are fairly well balanced between organizations and individual entrepreneurs. Many of the interviews are interesting and, because there is little repetition, there’s a bit of something for everyone here.

This being said, we are left with three basic problems.

First, and most importantly, there is the question of what makes for heroism. Unfortunately, it is not until the very last paragraph on the very last page that Berkowitz suggests that his view is based on Emerson’s observation, “Heroism is an obedience to a secret impulse of an individual’s character.” As my scrawled margin note reminds: “Should have begun here.”

This view of heroism has two weaknesses. The first is that it hardly can be used to differentiate activities. Is Candy Lightner’s heroism in creating Mothers Against Drunk Driving greater than Donald Trump’s in accumulating wealth? To me, yes, but perhaps not so if one follows Emerson’s dictum. Likewise, is it heroism when people display “obedience to a secret impulse” that results in harm to others or to oneself? Again, Emerson leaves us without much help in responding.

Clearly Berkowitz did not intend any such thing. He has carefully chosen people whose lives are rooted in doing good, in trying to build better communities. But we still wish for a tighter definition. Do we really need to include the Zucchini Festival or the bus driver whose heroism is that he sings to his passengers every day? Must we give the spotlight first to a community theater in a Maine town of 670 people? Let’s have more of Lucy Pon-

lin and her efforts to create self-sufficiency and mutual assistance efforts among rural poor and less of skills exchange in an affluent suburb.

The second problem is that the book presents only a narrow slice of American life. Fifteen of those interviewed live either in New England or close to the Amtrak line between Boston and Washington, DC. Four more live in California. Only one, Candy Lightner, doesn’t fit the geographic pattern and her “interview” is a reprint of a lecture she gave.

Presumably, Berkowitz lacked the resources to travel more extensively. No problem with that. But there were alternatives, such as the telephone, that he might have used to broaden the geographic reach of his work. One feels that these interviews were very much a spare time undertaking rather than a systematic effort to really represent what’s happening in this country.

Similarly, Berkowitz has seriously underrepresented the involvement of minorities in community improvement activities, particularly the work of poor minorities. He seems, from his selection, much more comfortable with middle-class efforts to help the poor than with the work of the poor themselves. This is indeed unfortunate because the group he ignores may be the most important heroes of all.

Finally, the interview approach itself has weaknesses, not the least of which is that most of us need significant editing when we talk. While only one of the interviews appears to be a direct transcript, all are burdened by people’s reluctance or inability to talk about themselves effectively. This book would have been far more effective had Berkowitz profiled the same people, interspersing quotes from them with descriptions of their work and possibly even with observations from others. As it stands, we have little sense of the drama and excitement of their work.

Where does that leave us? *Local Heroes* contributes to our understanding of what people are doing and why they are doing it. The book retells some by now well-known stories and introduces us to some new faces. It encourages us about the potential for the developing literature of our field. But, as it now stands, it is a book that will be most read and appreciated within the field and not by the public at large, leaving for another the task of writing a public book about the heroes of community activism.

Kenn Allen is the president of VOLUNTEER—The National Center.

# Tool Box

**How to Take Care of You . . . So You Can Take Care of Others.** Sue Vineyard. Heritage Arts Publishing, 1807 Prairie Ave, Downers Grove, IL 60515. 1988. 149 pp. \$8.95 + \$1.25 postage.

"A Survival Guide for Human Service Workers and Volunteers!" is the subtitle of this book, which addresses change, stress, burnout, grief, survival in a dysfunctional organization, wellness, coping and more. The author draws from her own experience and study after a close brush with death.

**Managing Volunteers in the Field of Child Abuse and Neglect.** Family Focus, Inc., 1649 Downing Street, Denver, CO 80218, (303) 860-0023. 1987. \$25.

A complete "how-to" guide for the development and administration of an effective program using community volunteers as service providers for abusive and neglectful families. Chapters include program start-up; establishing a client base; volunteer recruitment; screening and selection of volunteers; training, placement and supervision of volunteer staff; case supervision, methodology and evaluation; and volunteer retention/motivation. Includes 48 tools (job descriptions, record keeping forms, etc.) that can be reproduced.

**Training Volunteers in the Field of Child Abuse and Neglect.** Family Focus, Inc., 1649 Downing Street, Denver, CO 80218, (303) 860-0023. 1987. \$25.

A trainer's manual that outlines 24 hours of training designed to prepare volunteers to work as paraprofessionals in the field of child abuse and neglect. It includes agendas, lesson plans, purpose and objectives, outlines and reproducible handouts for 21 individual training topics. Trainer's notes include content outlines for all lectures and step-by-step instructions for group exercises. Topics covered include the definition and dynamics of child abuse and neglect; values clarification; parents and prevention; infancy; discipline; the legal system; and setting case goals and action plans. Also included are tips for planning and presenting effective training programs.

**"Volunteerism in the Arts."** Special issue of *The Journal of Arts Management and Law*, Vol. 17, No. 2 (Summer 1987). Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016. 106 pp. \$16.25.

Contents include "Cultural Volunteer Program History in the United States: Where Does Your Organization Fit?" by Joan Kuyper; "The Trustee: The Ultimate Volunteer" by Brann J. Wry; "Creating an Organizational Climate to Motivate Volunteers" by Susan Brainerd; "Evaluation of Volunteer Efforts" by Susan Ellis; and "Roundtable: Perspectives on Volunteers" by Winifred Brown, Minette Cooper, Betty Jaue Gerber, Phyllis Mills and Milton Rhodes.

**Upbeat Manual.** Volunteer Jacksonville, Inc., 1600 Prudential Drive, Jacksonville, FL 32207. 1987. \$10 + \$1.25 postage.

Upbeat, a volunteer program for single adults, was developed by Volunteer Jacksonville, Inc. to provide single adults with a flexible and meaningful means of community involvement. The Upbeat manual was developed to assist organizations in starting a similar volunteer program for their community's single population.

**Corporate Employee Volunteer Council Manual.** Volunteer Jacksonville, Inc., 1600 Prudential Drive, Jacksonville, FL 32207. 1987. \$10 + \$1.25 postage.

The Corporate Employee Volunteer Council was started by Volunteer Jacksonville, Inc. to increase corporate volunteering in the Jacksonville community. The CEVC manual is designed to give other Volunteer Centers a step-by-step guide in increasing volunteering by working through a corporate council.

**Resource Development Assistance Program Manual.** Volunteer Jacksonville, Inc., 1600 Prudential Drive, Jacksonville, FL 32207. 1987. \$15 + \$1.25 postage.

Volunteer Jacksonville, Inc. started the Resource Development Assistance Program to facilitate the matching of many available resources to the needs of area nonprofit agencies. The RDAP manual is





designed to assist Volunteer Centers and government programs in developing a similar program to generate and coordinate cash and in-kind donations for charitable groups.

**Risk Management: A Guide for Nonprofits.** United Way of America, Sales Service Department, 701 N. Fairfax St., Alexandria, VA 22314-2045. 1987. \$20. (Order #UNA0559)

"A Common-Sense System to Protect Nonprofit Organizations Against Loss and Liability," this guide defines risk management and covers insurance cycles and nonprofits, process and administration of risk management, loss control and safety, risk financing and insurance. Researched and written by the Public Risk and Insurance Management Association.

**Joining the Board of a Non-Profit Organization.** Management Assistance Project, 3036 University Ave, SE, Minneapolis, MN 55414. 1987. 30 pp. \$3.00 (\$2.50 for 10 or more).

Since 1984 MAP has placed over 300 volunteers from its member corporations on nonprofit boards in the Twin Cities area. This booklet was produced to help volunteers decide which board is for them—or whether board service is even right for them. Covers the board's and board member's role, liability, fundraising, statutory matters, how to decide if you are ready, and more.

**The Responsibilities of a Nonprofit Organization's Volunteer Board.** Council of Better Business Bureaus, Inc. 1987 (revised edition). 16 pp. \$1.00. (Order from: Kenneth Hawkins, Better Business Bureau, PO Box 2297, Philadelphia, PA 19103. Make check payable to BBB).

This primer "introduces civic-minded individuals to the duties of trustees charged with safeguarding the assets and managing the resources of nonprofit organizations." Key topics include the board as a fundraising body, board functions, accountability and personal liability.

**Your Personal Guide to Marketing a Nonprofit Organization.** Robert S. Topor. Council for Advancement and Support of Education. 1988. 153 pp. \$20.50. (Order #24201 from: CASE Publications, Order Dept., 80 S. Early St., Alexandria, VA 22304.)

"A practical guidebook that explains marketing principles so they are easy to understand and use," this guidebook approaches marketing as a process, rather than a single isolated activity. The process identifies, shapes and matches an organization's services with those who will most benefit from them. The author starts out with analyzing an organization's internal political environment and focusing its mission statement. He then leads the reader step-by-step through research, targeting and promotional tools needed.

**Our Organization.** Brian O'Connell. Walker and Company, 720 Fifth Ave, New York, NY 10019, (212) 265-3632. 1988. \$12.95 + \$1.75 postage/handling.

"Volunteering . . . should also be fun" says the author in his foreword to this book, "a hilarious spoof of the world of volunteer organizations." Revealed through the minutes of the eight board meetings of one unnamed association, the book presents "a host of amusing moments, from the annual spring retreat fiasco to the fifteenth annual awards and recognition meeting."

**National Directory of Children & Youth Services, 1988-89.** 5th revised ed. PO Box 1837, Longmont, CO 80502-1837, (303) 776-7539. 1988. 744 pp. \$57.

Contains over 22,000 child care referrals—names, addresses and phone numbers of the managers of every social services agency, health department, juvenile court and/or youth agency at all independent city, county and state levels. Also provides contacts for active, licensed special care professionals working in youth suicide intervention, teen pregnancy, adoption services, runaway youth shelters, foster care and other areas; guides to runaway youth shelters; national, state and local professional and advocacy organizations serving children and youth; and a buyer's guide to specialized products and services.

**A Step by Step Guide to Christmas in April in Your Community.** Christmas in April, Inc., 3318 Fessenden St., NW, Washington, DC 20008, (202) 362-1611. 1987. 100 pp. \$22.

Published with assistance from the Lilly Memorial Fund, St. Paul's Church, Indianapolis, this manual provides start-up information for those interested in replicating one of the seven Christmas in April "chapters" in the U.S.

**The New Guide to Effective Media Relations.** Nancy Raley and Laura Carter, editors. Council for Advancement and Support of Education. 1988. 101 pp. \$20.50. (Order #24402 from: CASE Publications, Order Dept., 80 S. Early St., Alexandria, VA 22304.)

Written by 45 of the most accomplished public relations professionals in education—at big schools and small, state supported and private—this collection of articles covers news service basics, steps for getting national coverage, advice on building (not burning) bridges with the media, getting your message in print, ways to break into broadcasting and more.

**"Your Way to Free Supplies."** National Association for the Exchange of Industrial Resources, Dept. NG-6, PO Box 8076, Galesburg, IL 61402, (309) 343-0704. 1987. 14-1/2 min. videotape (VHS). Free.

NAEIR, a nonprofit organization, collects excess inventory from corporations then redistributes it to 8,000 schools and nonprofits across America. The videotape shows how NAEIR members average a 12 to 1 return on their dues (\$495 a year), through the acquisition of computer accessories, office supplies, janitorial and maintenance materials, arts and crafts items, and more. Viewers see a tour of NAEIR's 10-acre warehouse and testimonials from school and nonprofit administrators whose organizations have benefited from NAEIR membership.

# As I See It

## International Trends in Volunteering

By Foster Murphy



Foster Murphy is the director of The Volunteer Centre of the United Kingdom. He made the following speech to VOLUNTEER's board of directors last November and will convene a session at the upcoming LIVE conference, sponsored by the International Association for Volunteer Effort, in Washington, D.C. (See "News from VOLUNTEER" in the Voluntary Action News section of this issue for details.)

It is possible to take a global look at the status of volunteering, its environment and important trends as a result of opportunities provided by IAVE (International Association for Volunteer Effort), its regional structures and the bilateral contacts between the national centres in the UK and the USA. I pick out ten:

1. The growth in the number of national volunteer centers that are developing a network together. In 1982 no more than half a dozen were represented at the LIVE Conference in Oxford; in Bogota in 1984 a dozen were present; and in Sydney two years later it was up to 20. Such national resource agencies are important insofar as they are advocates for volunteering; provide sources of information, publications and training; and seek both to promote good practice and protect the rights of volunteers.

2. In many countries there is a keen political interest in the potential of volunteering. I have, in recent months, heard the president of Italy, the prime minister of Portugal, the president of the USA, the wife of the prime minister of Australia, and senior government ministers in the UK speak out in favor of the role of volunteers in their respective countries. The content of these speeches has laid heavy emphasis on the economic worth of volunteers and has a common pragmatic approach. The underlying values of volunteering are often ignored, in my judgment.

3. Unemployment and underemployment is a global phenomenon affecting rich and poor countries with varying degrees of severity. Volunteering is *not* the solution for unemployment. But all work is not employment (i.e., equated with earning an income)—domestic work and voluntary work are vital components of the concept. And volunteering offers many of the features of employment, other than income—status, satisfaction, self-esteem, and association. Gradually, these ideas are emerging in the volunteer community.

4. There is, however, a danger that in societies where unemployment or underemployment is a serious issue that governments equate voluntary work with a solution. Measures are introduced with a lack of understanding that free choice is eliminated when people are forced to undertake community service in return for a low/subsistence income. This cannot, by definition, be called volunteering as the element of free choice is eliminated. The tasks people undertake through enforced community service as well as volunteering may look similar (just as volunteers working in some settings may perform a range of tasks alongside and similar to professionals). But the volunteer community must jealously guard, in each country, the freedom of choice which is at the nest of volunteering.

5. In many countries the issue of the ways in which volunteers' activity relates to that of professionals together with the consequent need for mutual understanding with labor/trade union interests remains important. It will always be important for partnerships, clarity about roles, removal of antagonisms that run deep to be part of the development of good practice in each country's context.

6. Consequent on this the volunteer world must be very clear about the rights of volunteers. Best practice in training, the management of volunteers, support systems, insurance and guarding the legal rights and privileges of volunteers need safeguarding and development. European countries following a UK lead have adopted a Charter for Volunteers.

7. As part of the recognition and celebration of the role of volunteers, a number of countries now organize a National Volunteer Week. The USA has undertaken this already for more than a decade, but Belgium and the UK have also begun such a promotional idea. Put alongside the UN declaration of December 5 as International Volunteer Day the idea of national and international celebration of volunteering is now a reality.

8. The world of business and the private corporate sector is also being recognized as a new source of partnership with volunteer interests. Led by the USA where national investment in this partnership is led by the White House and local partnerships are serviced by the national and local Volunteer Centers, the potential of such partnerships is being recognized in European countries including the UK, France and Italy as well as in Australia.

9. In many places it is now recognized that self-help and mutual aid are a mainstream part of volunteering. Groups clustered around a common problem which enable people to support one another and encourage the helped to be helpers are seen in most countries. Health and social welfare issues often predominate, but economic mutual aid and community enterprise can often find a blend in hybrid organizations which seek to offer volunteer involvement as part of community development.

10. Finally, it is significant that the roots of volunteering are seen as the significant element in the culture of many countries, rich and poor alike. A recognition that the maintenance and continuation of democracy, based on the free choice of citizens, will be strengthened by the recognition of the role of volunteering is important. It needs to be made explicit and not merely regarded as a given immutable fact. In fact, democracy needs cherishing, and volunteer community involvement is a vital nourishment to a nation's deeply rooted culture.

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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.

- June 18-22 **Toronto, CN: Annual VORP Gathering**  
Sponsored by the PACT Institute of Justice, the VORP Gathering is a conference for victim-offender reconciliation and mediation programs and those with an interest in such programs. Training workshops and resource exchanges are provided for those who want to start a local program  
*Contact:* PACT Institute of Justice, PO Box 177, Michigan City, IN 46360, (219) 872-3911.
- June 19-22 **San Francisco, CA: 1988 National VOLUNTEER Conference**  
This eighth annual conference will look toward "Horizons" at the San Francisco Airport Marriott, features five track sessions: Volunteer Centers, Corporations, Government, Issues and General. Plenary speakers are Henry Cisneros, mayor of San Antonio; T George Harris, editor of *American Health* magazine; Faye Wattleton, 1987 John W. Gardner Leadership Award recipient and executive director of Planned Parenthood Federation; Robert H. Waterman, Jr., author of *The Renewal Factor* and co-author of *In Search of Excellence*; Fran Solomon of Playfair, Inc.; and John L. Garrett, marketing consultant.
- July 10-15 **Boulder, CO: Volunteer Management Program, First Level Workshop**  
Part of a three-level certificate workshop series, this one-week course is for individuals who are relatively new to the profession. Presents specific skills training and current topics of concern. Write for brochure.  
*Contact:* Office of Conference Services, University of Colorado, Campus Box 454, Boulder, CO 80309, (303) 492-5151.
- Sept. 14-16 **Koinonia, MN: 11th Annual Lake Sylvia Conference**  
Plan to join your colleagues in the relaxed setting of the Koinonia Retreat Center for this annual conference designed for volunteer leaders. Sponsored by the Minnesota Association of Volunteer Centers.  
*Contact:* Vi Russell, Community Volunteer Service, (612) 439-7434 or Mary Evans, Voluntary Action Center, (218) 726-4776.
- Oct. 13-16 **Denver, CO: 1988 AVA National Conference on Volunteerism**  
"Designing Tomorrow Today" is the theme of the Association for Volunteer Administration's 1988 national conference.  
*Contact:* AVA, PO Box 4584, Boulder, CO 80306.
- Nov. 6-11 **Boulder, CO: Volunteer Management Program, Third Level Workshop**  
One week of highly concentrated, in-depth learning experiences for those who have completed most of the available training in the field of volunteer administration and are asking for more. Tracks are led by top trainers in the volunteer field. Limited enrollment allows for intensive small-group work.  
*Contact:* Office of Conference Services, University of Colorado, Campus Box 454, Boulder, CO 80309, (303) 492-5151.



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