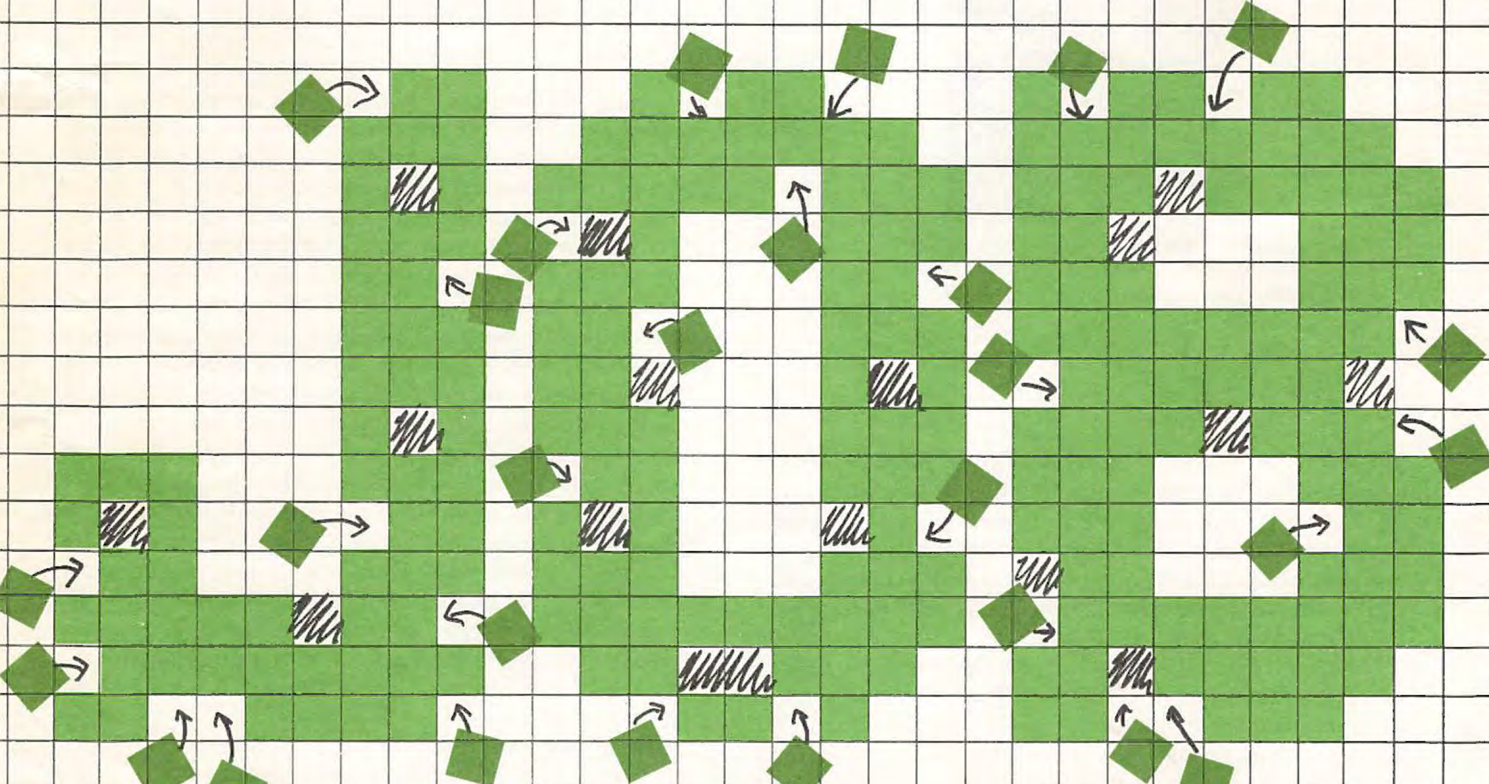
Voluntary Action Leadership

SUMMER 1983

DISPLAY

VOLUNTEER



DESIGN

As I See It

'To Be A Good Citizen. . .'

By Robert Grohman

Robert Grohman is the president and chief executive officer of Levi Strauss & Co.

I'VE BEEN ASKED TO BRING YOU UP TO DATE on what we're doing with voluntarism at Levi Strauss & Co.—what we do, why we do it, how we can do it better. We're proud of what we do, but realize there's always room for improvement. We hope our efforts represent at least one working model, however, and that learning more about what we do may be of some benefit to you.

Let me tell you the story of Levi Strauss. Yes, there really was a man named Levi Strauss, who traveled from Bavaria to California more than 130 years ago. He carried with him a wide assortment of dry goods, including some canvas he hoped miners would purchase to use for wagon covers and tents. But, when he arrived at the mining camps, a market-wise miner offered him some unsolicited advice. He said, "You should have brought pants. Pants don't wear worth a hoot up in the diggins."

Well, the rest, as they say, is history. The point of telling this story, however, is that Levi Strauss brought more than canvas to his new business. He brought some important values—values we continue to honor. He sold only the highest quality products at a fair price. He was committed to product innovation and customer responsiveness. He treated his employees with respect.

He was also an early philanthropist—something unusual during the latter part of the 19th century. He was a contributor to orphanages, and, in 1897, he wrote to the University of California Regents, offering to match personally the legislature's creation of 28 perpetual scholarships, four from each congressional district in the state. Thus were the Levi Strauss scholarships established.

And so by his example, he established a standard at Levi Strauss & Co.: that the Company and its employees have a responsibility to the communities in which we operate. In the years since Levi's jeans first won the West, we've been working to preserve the legacy. Now let me tell you about how we've tried to put those values to work.

Community affairs is a tradition at Levi Strauss & Co. Every chief executive has been deeply involved in this notion and the programs it has spawned since the time of Levi Strauss himself. Today, the cornerstone of our efforts is what we call the Community Involvement Team—CIT for short. These teams are groups of employees around the U.S. and at our facilities in foreign countries who volunteer their time to projects THEY identify. They meet regularly to choose and work on their volunteer projects. They elect officers annually, and, after initial training and advice from our Community Affairs Department staff members both in San Francisco and in the field, the teams operate fairly independently with ongoing support and technical assistance from the staff.

Some of the projects chosen by CITs are traditional and not elaborate—like visiting senior citizen centers, throwing a Christmas party for hospitalized children, or setting up shelters for victims of family violence. Other projects are more complex and take more time. A CIT in Little Rock, Arkansas, for example, was struck by the plight of one of its own members who had a disabled child. There were no recreational facilities for disabled kids in Little Rock at the time, so the CIT mobilized resources and created an agency to meet that need. It solicited and received donations from the city, the local university, ahd other businesses. It volunteered its time to physically put the center together.

The agency, Handicapped Unlimited, opened its doors last year. It took them five years, but they succeeded. Levi Strauss & Co. not only provided professional and technical assistance to that project, but then, in support of the CIT's work, the Levi Strauss Foundation gave Handicapped Unlimited a grant of start-up funds. Obviously, not all CIT projects are that long or involved. The range of these activities varies greatly. We figure the average Community Involvement Team works on about 18 projects a year. Some work on 30 or more.

Several years ago, I visited our operations in the Philippines. As part of my itinerary, I met with local CIT members. They were very excited when they asked me if I would visit their newly created handicapped workshop. It proved to be one of the most stimulating experiences I ever encountered. Our CIT volunteers secured and renovated a former garage into a completely equipped sewing factory. All the workers there were disabled—some mentally, some physically, some severely. But they were all working—with evident pride—sewing work gloves made from denim fur-

(Continued on page 32)

Voluntary Action Leadership

SUMMER 1983

Published by VOLUNTEER
The National Center for Citizen Involvement

HONORABLE GEORGE ROMNEY
Chairman

DIANA L. LEWIS
Vice Chairman

KERRY KENN ALLEN
President

MARY KILLEEN SMITH
Executive Vice President

BRENDA HANLON
Editor

STEPHEN M. KELLEY
Circulation

FLASH!

VAL's circulation function has been transferred from Boulder, Colo., to VOLUNTEER's Washington, D.C. office. If you have a problem with your subscription or want to change your address, please address queries (in writing) to:

VAL Circulation Dept.
c/o VOLUNTEER
1111 N. 19th St., Room 500
Arlington, VA 22209.

Contents

Features

Departments

1984
National Volunteer Week:
May 6-12

Comment

A Designer's Issue

IN REVIEWING THE CONTENTS FOR THIS issue, I kept seeing the words "design" and "creativity." It didn't take long to realize that these nouns were threading many of the articles together and, in the process, developing the theme for this issue.

It is hard to find the time to be alone to think and create when so many of a volunteer administrator's functions must be performed in direct contact with other people. But this private aspect of the job is at least as important as its public role because a volunteer program thrives on well-designed plans.

An obvious example is given away by our cover and its accompanying feature, Rick Lynch's "Designing Volunteer Jobs for Results" (page 20). By outlining the elements of good job design and amply illustrating each with examples, Lynch shows how to create jobs people *want* to do—an achievement that is "the cornerstone of all successful volunteer programs." Not only does the volunteer benefit, but so does the volunteer administrator, whose job becomes easier and whose program gains in effectiveness.

When a program plan explores new frontiers, its design can be a particularly challenging and exciting process. Susan Ellis invites you to consider involving children as volunteers as one such enriching experience ("Children Should Be Seen *and* Heard—As Volunteers," page 24). She counters many typical objections to the idea ("it's illegal ... it's too difficult, too time consuming ...") with concrete answers based on her familiarity with children's volunteer programs that work, bringing happiness to the young givers as well as the recipients of their services.

Even the seemingly mundane tasks of the job can be opportunities for exercising one's unique creative abilities. Raising money, for example, or designing a newsletter does not have to be a dreaded task simply because one has no training as a fundraiser or a graphic artist. In the volunteer field, self help goes a long way, and this issue presents two articles that prove it. Both are geared toward meeting the needs of small organizations with limited budgets.

The first is Elan Garonzik's "Planning a Funding Search" (page 29) in which he stresses the importance of beginning by obtaining as much information as possible on potential funding sources. The result greatly improves the outcome of the second step—making the request. In addition to a detailed explanation of how to design your funding strategy, Garonzik's article is an excellent guide to The Foundation Center's wealth of useful reference materials available free of charge in over 130 affiliated libraries around the country.

The other self-help article appears in our Communications Workshop ("Nickel-Dime Graphics: How to Prepare Attractive Literature with An Unattractive Budget," page 16). Here, Rich White takes the mystique out of publications design with another straightforward guide that has become his trademark in previous *VALs*. You'll learn that whether you must create a poster, newsletter, certificate or letterhead, the basic steps to follow are the same and *not* difficult. In fact, once you take the first step, you'll find that you have ventured into a realm that is fun and one to look forward to when your next design deadline rolls around.

I hope you enjoy this issue.

Brenda Hanlon

Voluntary Action NEWS

Quality, Pride—Trademarks of Arkansas' VCSP

By Jessie Bond

Local governments all across Arkansas are drawing on the talents of the state's large retired population in a unique state volunteer program. It's called the Volunteer Consultant Services Program (VCSP), a permanent division of state government that links retirees having professional backgrounds with county and city governments in need of services that ordinarily would be contracted out to costly consultants.

These volunteers have completed more than 40 projects since it began only a year-and-a-half ago. A group of retired doctors, for example, developed a plan showing how emergency ambulance vehicles could serve the northern Arkansas counties most effectively. A group of engineer retirees planned a new drainage system after the state experienced some severe flooding.

Other volunteers used their expertise to design an electrical system for a new community cannery. They determined the location and voltage of outlets for the machinery as well as the placement of fuse boxes.

A civil engineer, landscape architect and recreational planner designed a new school playground. And some volunteers with financial backgrounds currently are drawing up plans for a joint investment program involving 20 city and two county governments.

Jessie Bond is a regular contributor to VAL.

William Wright, mayor of Conway, praised the volunteers, whom he has used on two studies. One involved ways to renumber and rename Conway's streets; the other produced plans to develop recreational uses for a 710-acre lake. Volunteers now are working on a third project to place Conway's court and police records on computer.

"They gave us a good basis for a lot of ideas," Wright said. "You have the benefit of folks who have expertise.

VCSP volunteer engineers (from right) Fred Dietemeyer, John McCracken and Charles Evans, along with Randy Thurmond, assistant to Cleburn County, Ark. judge, inspect Winkley bridge, the state's only remaining suspension bridge, for restoration project.

Any time you can have people who first of all have time, and second, do the work for nothing, you are that much better off."

VCSP began on December 1, 1981, at the direction of then Governor Frank White. Although first placed in the Department of Local Services, it is now housed in another division of state government, the Arkansas Industrial Development Commission.

Naylor said the program does not compete with the Governor's Office of Voluntary Citizen Participation, which coordinates more traditional volunteer tasks, such as office and hospital work and telephone answering.

"My project is more consulting work with professional type-people," Naylor said, "such as architects, doctors, attorneys, accountants, bankers."

To recruit these workers, Naylor draws heavily from the Service Corps of Retired Executives, an organization of retired professionals who perform volunteer services for small businesses and nonprofit organizations. He also finds volunteers through the Arkansas Association of Retired Persons, the Retired Senior Volunteer Program, the Retired Teachers Association and the Governor's Office of Voluntary Citizen Participation.

Since the program started, telephone calls and word of mouth in Arkansas communities have created a pool of approximately 150 volunteers.

"Since the program got rolling, the volunteers have come with it," Naylor said. "By scouting around on the telephone, I've never had to turn down a project because I didn't have a qualified volunteer."

VCSP recruits projects as well as volunteers. Because it is limited by its charter to work with local governments, VCSP's approach is generally to address organizations of local government personnel, such as groups of county judges or mayors or quarterly meetings of Arkansas' seven planning districts, describing the skills that are available.

"Two months later, the phone will ring," said Naylor, whose role is limited to coordination. He introduces the volunteers to the government officials involved in a project, then outlines the parameters of the work.

Upon completion of the job, Naylor checks with the government officials to ensure that they are satisfied with the work presented. From the volunteer, he asks only for time sheets. There are no "report cards," no required evaluations by the beneficiaries, and no signed agreements.

"One of the quickest ways to run off volunteers is to tie them up in paperwork," Naylor said. "I am so pleased with the quality of the work they put out, that I don't need evaluations."

Eighty-five percent of Naylor's volunteers are retired, and he uses some college students for administrative work.

"I find that this age group of volunteers does this job because they want to, because they have pride in their work," Naylor said. "Pride just sticks out all over."

In addition to the personal rewards, VCSP volunteers enjoy some added benefits, such as an occasional overnight stay if the job requires it. On such jobs, volunteers often can take along their spouses.

"That's one of the big calling cards I have," Naylor said.

Volunteers are reimbursed for their expenses, such as meals, transportation and overnight accommodations.

John E. Brown, a civil engineer who retired from government 10 years ago, has worked more than 10 VCSP projects in addition to many others for small businesses through the Service Corps of Retired Executives.

"It's satisfying a need I have to feel that my professional life is not over, that I'm useful," Brown said. "I like working with Hal because he is easy to work with. He knows my capabilities."

Naylor, who is also a retiree, started VCSP as a volunteer. After the first nine months, he went on the payroll. His salary is included in the program's $25,000 a year budget.

When Naylor took the post, he was promised a two-to-three-day work week.

"Now it's about an eight-day-a-week job, and I love every minute of it," Naylor said.

Study Reveals Volunteer-to-Paid Job Patterns

A recent case study research project by the Northwest Regional Educational Laboratory explored the question of why some adults succeed in translating their volunteer experience to paid positions, while others do not. The project focused on the following concerns:

- What types of skills can people acquire from unpaid work experience?
- What strategies are most successful in seeking to move from unpaid work to paid employment?
- How do adults successfully document and communicate to potential employers the skills and knowledge gained from unpaid experience?
- What activities within an agency support career preparations?
- How do employers view the skills and experience people acquire while in an unpaid work situation? How do employers want to see skills documented?
- What are the characteristics of adults who make successful transitions from unpaid work to employment?

The researchers interviewed volunteers, representatives of agencies who involve volunteers, and employers. The results provide some useful insights into the potential of the volunteer experience as an alternative strategy to career development.

About Skills

Volunteers reported acquiring an impressive array of new skills, as well as opportunities to brush up on unused abilities and build proficiency. Specific skills were learned in office work, management, social services, education, health care, public relations, crafts, etc.

Other Personal Gains

In addition to gaining skills, volunteers overwhelmingly reported a growth in self-confidence, as well as a sense of purpose, an improved sense of self-worth, a willingness to ask questions, a new recognition of personal capabilities, a readiness to learn from experience, greater empathy, a sense of personal responsibility, more patience, a greater readiness to trust co-workers, higher aspirations, ability to work under pressure, and an increased openness to different opinions.

Job-Hunting Techniques

Volunteers who had successfully made the transition to paid employment generally used clearer and more active job-hunting strategies than those yet unemployed. Techniques included contacting the state employment office, preparing and sending resumes (with cover letters) to selective contacts, talking with people in jobs of interest, keeping track of questions interviewers asked and brushing up on responses, looking in newspaper "help wanted" sections, spending at least two or three days per week job-hunting, assessing skills, interests and job satisfaction needs, analyzing potential job barriers.

The Employer's Perspective

The study found that (1) employers value an experience whether paid or unpaid that relates to the requirements of an unfilled position; (2) employers tend to place more importance on unpaid work if the applicant stresses it and feels good ahout it; (3) employers want applicants to mention specific functional and transferable skills.

The Agency's Perspective

Agencies involving volunteers in delivering their services generally confirmed the research findings from employers: (1) the use of volunteer experience as a qualification for paid work depends largely on the applicant's willingness and ability to articulate it; and (2) descriptions of volunteer experience should be specific and relevant to the job for which application is being made. Agencies do tend to give more weight to applications from people who gained their volunteer experience at that same agency.

For a complete description of this research project, write or call the Northwest Regional Educational Laboratory, 300 W. Sixth Ave., Portland, OR 97204, (800) 547-6339, ext. 430.—*from the Buckeye Association of School Administrator's spring 1983 newsletter,* The Ohio School Volunteer

Jane Russell Testifies On Behalf of Foster Children

Actress Jane Russell made her fourth trip to Washington, D.C. in two years on June 15 to testify before the Senate Finance Committee on behalf of homeless children.

The mother of three adopted children and founder of WAIF, a 28-year-old national adoption organization, Russell has met with 100 Senators and Representatives since March 1981 to urge their support of the Adoption Assistance and Child Welfare Act of 1980 (PL-96-272). The law was passed to prevent foster care placement whenever possible by returning children to re-strengthened families or to free them for adoption when in their best interests.

"For the past two years, there have been repeated attempts to repeal this law or diminish its effect by folding its programs into block grants," Russell said. "It also took three years for the Department of Health and Human Services to issue the regulations which implement the law.

"I keep fighting for the life of Public Law 96-272 because this law fights for the lives of our children. We must not let homeless children be caught in the debate of the federal deficit."

With private funds, WAIF recently began sponsoring a series of adoption parties called Project Adopt in which the organization works with private and public agencies across the country to find adoptive families for children with special needs.

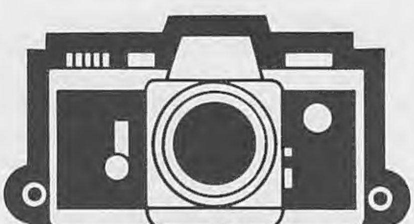
"Our first seven Project Adopt events resulted in the placement of 146 children," Russell told the Senate Finance Committee. "Fourteen-year-old Eric, for instance, is mildly retarded, sight impaired and handicapped by cerebral palsy. Eric has lots of problems, but he is no longer homeless. Susan is 14 years old, profoundly retarded and was considered un-adoptable. Her social worker brought her to our Project Adopt event just to give her a day away from the institution. Six weeks later, Susan was living with her new adoptive family.

"I dare say that these adoptions would not have become a reality without the programs of Public Law 96-272, for these programs free children for adoption and provide a subsidy to help with the extraordinary cost of medical care and maintenance for special needs children."

VSP Changes Name, But Still Clicking Away

After reaching 42 years of existence, Volunteer Service Photographers, Inc. (VSP) was not content to rest on past credits. VSP marked its celebration by changing its name and starting off the new era by announcing a celebrity photo exhibition.

VSP changed its name to its slogan—Rehabilitation Through Photography. President Raymond Addeo emphasized that despite the change in name, "Our purpose remains the same, to serve the hospitalized and handicapped through photography. We agreed



some time ago that VSP's slogan over the past 42 years, rehabilitation through photography, defined its purpose so clearly that we should adopt it as our legal name. We did so, following a unanimous vote by our membership last spring and formal approval by the appropriate state and federal agencies. Now, with the continuing support of our loyal volunteers and contributors, we look forward to another four decades of service through photography."

Rehabilitation Through Photography will continue to provide volunteers, loan cameras, enlargers and darkroom equipment, and donate film, paper and chemicals, all free of charge.

Currently active with 40 program units in 32 institutions and centers throughout the greater New York area, it is estimated that during its 42 years of service, the organization's volunteers gave more than 200,000 hours of photographic instruction to some 19,000 handicapped adults and youngsters.

RTP slipped into the beginning of the next four decades with an announcement about its first benefit under the new name. "Shooting Stars," an exhibition of photographs by celebrities who have chosen photography as their hobbies or second careers, was held on May 18. The stars included Senator Howard Baker, Dr. Frank Field, Cheryl Tiegs and Eli Wallach. Serving as honorary chairmen of the event were Brooklyn Borough President Howard Golden, Yousuf Karsh, Dr. Howard A. Rusk and TV personality Willard Scott.

RTP was founded as VSP in 1941 by professional photographer and teacher Josephine U. Herrick to serve wounded servicemen of World War II, many of whom faced long months of hospitalization. An ingenious portable darkroom that could be wheeled right into the wards was built so that even the bed-bound could participate. Photography was soon recognized by medical authorities as a uniquely successful form of therapy as pioneered by VSP volunteers. A patient wbo became interested in picture-taking and film developing would unconsciously begin to use damaged muscles and nerves thought unusable.

Continuing to work with physically and emotionally disabled servicemen returning from the Korean conflict and Vietnam, VSP began to accept requests for programs from civilian hospitals and institutions with populations of the chronically ill and emotionally disturbed. Today's programs also serve the elderly, disadvantaged youth, students/patients in special education schools for the emotionally handicapped like those at Bellevue Psychiatric Hospital and Payne/Whitney Clinic, as well as former drug and alcohol abusers.

For further information, write to Rehabilitation Through Photography, Inc., 111 W. 57th St., New York, NY 10019.

NOD Promotes Awareness of Disabled Decade

A public awareness campaign for the recently declared Decade of Disahled Persons has been launched by the National Organization on Disability (NOD), the successor to the U.S. Council for the International Year of Disabled Persons.

The campaign consists of a series of six posters to be distributed throughout the United States. Each poster depicts a disabled person who has achieved full participation in his or her area of interest or occupation.

This first in a series of six NOD posters on the disabled and their achievements depicts Ernestina Verduzco of San Francisco, playing in her school music class.

"These posters accurately capture what disabled persons strive for—independence and a place in the mainstream," said Richard M. DeVos, NOD chairman. "They should remind all of us that many obstacles can be overcome with hard work and persistence."

The hlack and white, 18" x 24" posters were created by Eastman Kodak Company and produced by Westinghouse Electric Corporation. NOD plans to release a different poster every other month throughout 1983. Single copies are available free upon request to NOD, 2100 Pennsylvania Ave, NW, Suite 232, Washington, DC 20037, (202) 293-5968.

Partners Council To Recognize 'Livability' Projects

Municipal agencies, civic groups, businesses and nonprofit organizations engaged in self-help efforts that improve community livability are invited to enter the 1984 Partners Council National Recognition Program.

Snpported by the Edward John Noble Foundation and the National Endowment for the Arts, the program will recognize outstanding efforts that improve the quality of life for workers, the elderly and handicapped, minority and low-income people. The program is sponsored by the Partners Council, a 27-member advisory board of Partners for Livable Places, a national coalition of organizations and individuals who share an interest in promoting the economic health of communities through better planning, management and design of parks and open spaces, cultural and recreational facilities, downtown business districts, natural and scenic resources and historic assets.

"The Partners Council Recognition Program will give well deserved visibility to local projects that increase opportunities for community residents to benefit socially, economically and culturally from quality of life improvements," announced Dorothy R. Jacobson, Partner's senior vice president.

Deadline for receipt of entries is Monday, September 12, 1983. Entries may be submitted in three categories: programs or projects that aid the elderly or inform; those that help low-income, minority or ethnic groups; and those that benefit workers.

Examples of the types of community projects eligible for submission include housing assistance, education or job training programs, health and fitness programs, workplace improvements, building accessibility, cultural and recreational planning and neighborhood open-space improvements.

Applications for the Partners Council National Recognition Program may be obtained from Ann Kenworthy, Partners for Livable Places, 1429 21st St., NW, Washington, DC 20036. (202) 887-5990.

NYC Study Tells College Students Volunteering Is Good for Career

To the newly graduated college student, any hints on what prospective employers look for may drive the wedge that provides a foot in the door. One rather large hint, according to a study released by the Mayor's Voluntary Action Center in New York, is that they recognize volunteer work.

The study, "Volunteer to Career: A Study of Student Volunteerism and Employability," concludes that volunteer work is widely recognized by employers as an important way for college graduates to gain career experience and job qualifications.

"This report provides significant new data regarding the transferability of competencies and skills acquired by college students through volunteer positions and internships," said Winifred L. Brown, executive director of the Mayor's Voluntary Action Center.

"Volunteer to Career" surveyed 144 private companies and voluntary agen-

cies in the New York metropolitan area that hire recent college graduates. The study states that more than 8 out of 10 (82%) of the 144 private-sector employers surveyed responded favorably to the question of whether volunteer experiences are recognized as a consideration in their employment decision. Of the 118 favorable responses, 90 (76%) look for volunteer work on resumes, 44 (37%) have space for it on their applications and 85 (72%) ask about it during interviews.

"We think these findings are very positive," said Jeremy Bentley-Kasman, author of the study and director of the College Volunteer Program for the Mayor's Voluntary Action Center. "One reason that we did this study is because we want students to know that volunteerism is a worthwhile way for them to gain experience as well as be a help to others—it's a two-way street."

"It is also our hope that this survey will encourage other private companies and nonprofit agencies to accept volunteer work as they would a similar paid position because volunteerism is indicative of experience and initiative," Bentley-Kasman added.

"Volunteer to Career" also provides a guide to students by including a directory of 118 private-sector employers who recognize volunteer experience of recent college graduates. It lists where and what these employers look for when evaluating volunteer experience, answering such questions as (1) Do they look for volunteer experience on a resume? (2) Is there space for it on a job application? (3) Do they ask about it in an interview? (4) What is the relation, if any, to the student's major? (5) How do they prefer to see it listed on a resume?

The results of the study are available for $4.50. Send a check or money order to College Volunteer Program Dept., Mayor's Voluntary Action Center, 61 Chambers Street, New York, NY 10007.

Operation Match Volunteers Ease D.C. Area Housing Needs

By Ingrid Utech

Homesharing can be an attractive solution for renters who need affordable housing and homeowners who need extra income, household help or companions for their children. But how does a homeowner find a suitable tenant and how does a tenant find an appropriate place to live? In the Washington, D.C., metropolitan area, a unique program called Operation Match uses volunteers and paid staff to bring seekers and providers of housing together.

In the past year, volunteers have helped make some unique matches. In one case, a postal worker wanted a companion for her 13-year-old daughter when she came home from school. In exchange, the mother was willing to give the companion free room and board. A match was arranged with a young Cambodian woman who was attending school in the area. Both parties said they were extremely pleased with the arrangement.

In another case, a professional pianist was looking for a male housemate. When Operation Match could not find a suitable housemate, staff and volunteers convinced the man to share his apartment with a woman who also is an accomplished musician. Now the two play duets together as well as share living costs.

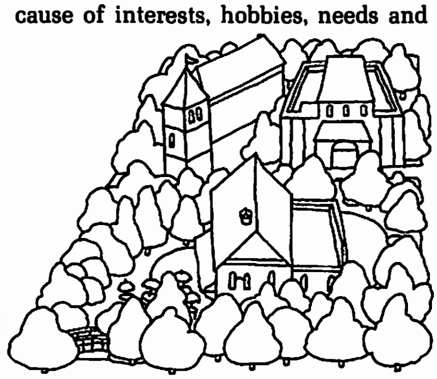
Sometimes it is the needs of older people that must be met. An 82-year-old woman had a fall and broke several vertebrae. Through Operation Match, she found a young man who agreed to help her around the house and yard in exchange for a rent-free room.

Still another match involved a middle-aged teacher who had just returned from an overseas job with his 11-year-old daughter whom he wanted to live in a house instead of an apartment. Through Operation Match he was able to rent two bedrooms in a spacious house. The house is owned by a woman with a 2-year-old child, to whom his daughter has become a second mother.

Ingrid Utech is a freelance writer in Washington, D.C.

Operation Match was started four years ago in Montgomery County, Maryland. Last year, the program became operational in nine other area jurisdictions, thanks to a grant awarded by the Department of Housing and Urban Development to the Metropolitan Washington Council of Governments.

The program serves only as a clearinghouse for seekers and providers. After screening applicants, checking references, and inspecting homes, Operation Match gives applicants the names of several individuals who have been carefully selected because of interests, hobbies, needs and



preferences similar to those of the applicants. The applicants must contact the individuals and negotiate rents or services to be provided in exchange for room and board.

Volunteers are an important component of all Operation Match programs. Each program uses at least one volunteer and some programs have as many as five.

Volunteers perform a variety of tasks, ranging from answering telephones, filling out applications, keeping records and filing to checking references and interviewing people in need of housing. In some programs, volunteers are also used to interview providers, inspect their homes and suggest matches.

Volunteers bring a variety of skills and experiences to Operation Match. One volunteer is a recent retiree from the Department of Housing and Urban Development who wanted to continue to do some work in the field of housing. She chose Operation Match, she said, "because the program is an excellent way to make more use of our existing supply of housing."

Another volunteer is a landlord who owns two rental properties. She volunteered, she said, "because I know how high the rents in my area are and I know there are a lot of people who need more affordable housing."

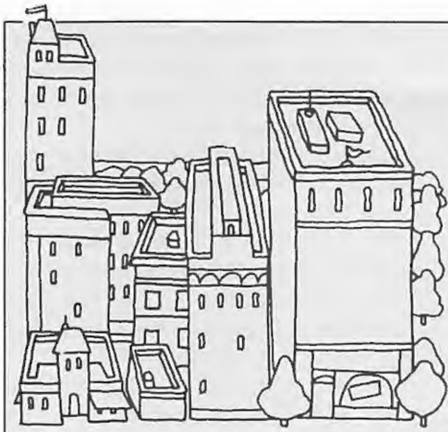
Operation Match also draws volunteers with backgrounds in counseling. One volunteer has worked as a career counselor. She uses her skills "to explore with people what they want, what they have to offer, and what they can expect from Operation Match, since many people don't know much about it when they first come to the program."

Two of the jurisdictions have volunteers who formerly worked with the Department of the Army and the Navy.

"Volunteers are a cost effective way to keep our program running," Vernel Watts, coordinator of the Montgomery County, Maryland program, explained. Montgomery County presently has five volunteers who each work one or more days a week. All of the volunteers have been with the program at least one year. Watts attributes the volunteers' length of stay to the fact that they work side by side with the paid staff, which consists of five part-time counselors, two of whom are assigned to assist volunteers. Volunteers attend staff meetings and sometimes accompany counselors on home visits. Watts also meets bi-monthly with the volunteers to share program information.

Montgomery County also has a counselors' training program in which volunteers may participate. Completion of the program makes volunteers eligible to interview, conduct home visits, and make matches. So far, one volunteer has completed the program.

"Good supervision of our volunteers is crucial to the success of our programs," Nancy Berg, coordinator of Operation Match in Alexandria, Virginia, points out. "Because each volunteer generally works only one day a week, we need to supervise each volunteer closely to maintain continuity in the program."



But this becomes difficult when all the programs, with the exception of Montgomery County's, have only one or one-and-a-half staff people.

"I sometimes feel we ask volunteers to do too much and to work independently too soon," Elaine McGonegal, Operation Match coordinator in Prince Georges County, Maryland, observed. "But sometimes we just don't have the time to supervise volunteers as closely as we would like."

Despite these difficulties, the volunteers are enthusiastic about the program. "For a tenant or a homeowner, Operation Match is much better than placing an ad in the newspaper," one volunteer commented.

"Operation Match is great," another said. "It brings together people who otherwise might not have gotten to know each other and it does an excellent job matching people by interests and lifestyles."

This is not to say that the work is always rewarding or that the job does not entail some frustrations. "These arise because of the difficulty of matching certain people—for example, parents with one or more children, elderly people, and people with very limited incomes or homeowners living in areas not easily accessible by public transportation," one volunteer said.

Nevertheless, Operation Match matched over 1,000 applicants—or 23 percent of the total number who applied—during 1982. Over two-thirds of those matched had incomes falling within the federal government's Section 8 eligibility limits—$15,100 for a single-person household, $17,300 for a two-person household, and $19,450 for a three-person honsehold.

Nearly one-sixth of the households matched were minority households and two-thirds were headed by females. Single person households accounted for approximately 70 percent of the households matched while elderly households accounted for 12 percent.

Now that the funding from the Department of Housing and Urban Development's one-year pilot program is no longer available, most programs are seeking local funds so that they can continue Operation Match. So far, at least four local governments have found the programs worthwile enough to continue them for at least another year.

'Volunteer North Carolina' Wins PR Award

For their efforts to encourage volunteerism, the North Carolina Governor's Office of Citizen Affairs was among the national winners in the Public Relations Society of America's 39th Annual Silver Anvil Awards program. Floyd Craig, deputy director, received the trophy at a banquet to honor the winners on June 2 at the Waldorf Astoria in New York City.

The prestigious awards are presented each year to those public relations programs that demonstrate the highest standards of research, planning, implementation and evaluation, and that make an outstanding contribution to the public relations profession.

The program, called "Volunteer North Carolina," was one of 29 programs in the nation selected by a panel of 54 public relations executives. It was established by Governor James B. Hunt, Jr. to create an awareness of the need for volunteers in the private and public sectors and to honor worthy volunteers throughout the state.

This is the first time a Silver Anvil Award has been given to a North Carolina-based organization, and it is one of only five given in the South. According to the PRSA Awards Chairman Don Hill, the awards are considered the "Oscars of the public relations profession."

North Carolina citizens are urged to volunteer through a variety of message-bearers.

Advocacy

Tips for Contacting Legislators

In the last Advocacy column (spring 1983 VAL), Steve McCurley listed the volunteer-related bills that have been introduced in Congress this year. He also stressed the importance of support from the volunteer field to give these bills a chance for passage. Here, we present legislative action tips developed by Rexnord, a corporation based in Brookfield, Wisconsin, for both individuals and groups. They are part of Rexnord's "Activate Someone" program materials, which encourage citizen action, media/citizen dialogue, volunteering and other activities to "bridge the gap of understanding between business and legislators, educators, news media and society in general."

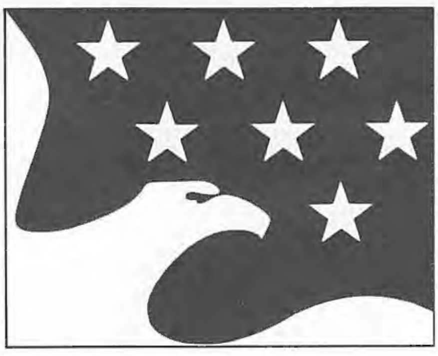
IN DEALING WITH LOCAL OR NAtional legislation, there are some key points during the process when an act or legislative action can be weakened, improved or scuttled.

Effectiveness depends on timely personal calls or letters during that legislative process. The best time for action is during the early stages (see #1 through #5 in last paragraph). Too many times contacts begin after a proposal reaches a floor vote (#8). Then it's too late for major changes.

A phone call to a state or national "bill status" number will tell you where the bill is. In Washington, D.C., the bill status number is (202) 225-1772 for both House and Senate bills. Call your local county clerk for your state bill status number.

Ranking of Communication Efforts with Legislators

1. Letters (both positive and negative)



2. Small group meetings or luncheons (well planned)
3. Telephone (talk with aide first, holding call to three minutes)
4. Visits to office, if scheduled in advance through aide
5. Attending speechmaking event or reception
6. Contacts during their visits in your district
7. Form letters, last-minute telegrams.

Developing Effective Letterwriting Skills to Legislators

- Make sure of correct address: name, title, room number, office building, city, state and zip code.
- Make your point in the first paragraph. Make it clear. Mention the bill number if applicable. State whether you are for or against the hill or issue—and why it affects you personally.
- All of your letters should be one page, one side—attachments to support your point of view are OK. Put exact return address on letter and envelope.
- Expressions of general opinion, unless directly connected with an issue, i.e., welfare, governmental hiring, capital formation, etc., are usually not treated with respect.
- Write sincere, complimentary letters as often as letters of complaint. (If you do, you are more likely to be remembered and listened to.) Forget about form letters—they don't work.
- Make it your own letter, in your own style. Be conversational. Say "I believe," not "It is believed."
- Be informed on both sides of the issue. Use facts that are pertinent.
- Control emotion—but don't leave it out entirely. Be courteous rather than vindictive. Threats will backfire.
- In addressing newly elected legislators, don't use "Honorable." It is considered old-fashioned to many. If addressee has had long service (over 10 years), use of "Honorable" is permissible. "Dear Senator" or "Dear Representative" is better.
- Always send a copy of your letter to the administrative aide or assistant.

Learning the Proper Ways of Making Direct, Personal Contact with Legislators

- Aim for friendly interchanges that make the most of short time available. Be credible.
- Find out as much about the personal background of the legislator as possible before contacting him/her. Check newspaper library files.
- Contact your own legislator first.
- Contribute timely information your legislator can use—don't make it a social call.
- Find out what his/her committee assignments are—and positions on committees—i.e., chairman.

Ten Key "Contact Points" In Processing An Idea to An Actual Bill:

1. Initial drafting and introduction by sponsors
2. Subcommittee hearings and markup (changes considered)
3. Subcommittee votes (more changes)
4. Full committee markup (making written changes) and votes
5. House (or State Assembly) Rules Committee
6. Floor votes on procedure, amendments, final passage
7. Conference committee discussion with Senate and House, modification and voting (more changes possible)
8. Floor votes on Conference Reports
9. President (or Governor) signs or vetoes
10. Floor votes on whether to override veto.

Follow-Up

Follow-Up is a column of current developments and additional resource information on key topics reported in previous issues. The article below is a follow-up to our special feature on nonprofit board responsibility in the winter 1983 VAL (now available as a reprint for 50 cents each from our Boulder office), as well as to Robert Christenson's "On the Legal Definition of 'Volunteer'" from the fall 1982 VAL. Single copies of VAL are available for $4 each (prepaid) from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.

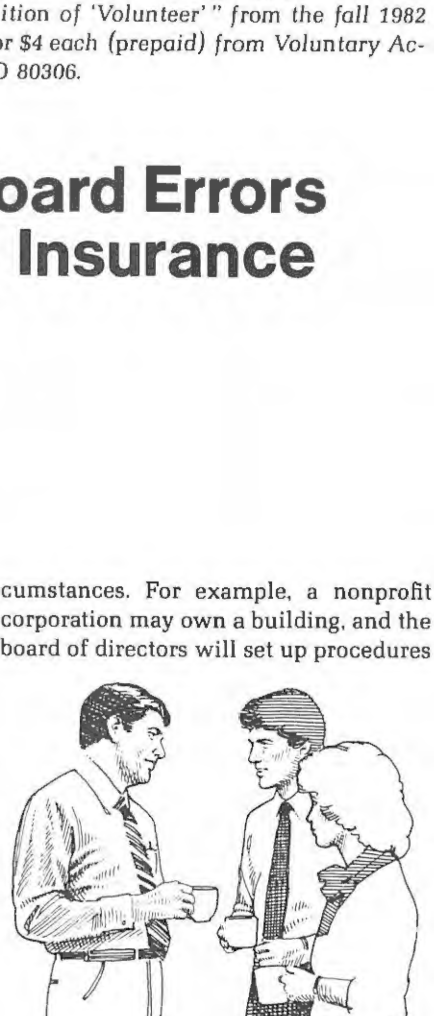
The Need for Board Errors and Omissions Insurance

By Terry Chapman
Mary Lai
Elmer Steinbock

The following article is an excerpt from a new book by the authors entitled, Am I Covered for . . .? A Guide to Insurance for Nonprofits. *Copyright ©1983 by the Consortium for Human Services, the educational arm of the California Coalition for Insurance Reform for Nonprofit Agencies. The book is available for $11.50 (prepaid) from the Consortium for Human Services, 559 N. San Pedro St., PO Box 1183, San Jose, CA 95108.*

ANYONE WHO SERVES AS A member of the board of directors of a corporation can be sued for making a decision or failing to make a decision as a member of that board. This applies equally to members of boards of nonprofit corporations and for-profit corporations. A new nonprofit code went into effect in California on January 1, 1980, setting up clear provisions under which board members can be sued, and specifying who can sue them, and under what circumstances. Many other states have similar statutes or are working on implementing them.

The corporate veil does protect individual members of boards of directors to a certain extent and under some circumstances. For example, a nonprofit corporation may own a building, and the board of directors will set up procedures



whereby the building will be maintained in a safe and reasonable manner. If somebody comes to the building and trips on a torn carpet and sues, the injured party will name the corporation and the board of directors and anyone else their attorney may deem proper to aid the client's case. The corporate veil will protect the board members to a large extent, because they are not individually legally responsible for that accident. On the other hand, if they had made a decision *not* to replace the rug, after baving the worn condition of the rug brought to their attention, and then a person was injured, the board members might be held financially responsible. The liability rests upon the board members in this example, because they made a decision that was not reasonable and prudent under the circumstances.

Other types of suits we frequently see against boards are those alleging unfair employment practices, and failure to provide programs to benefit the community. For example, the board might decide to discontinue a program of services, and the community members might bring suit alleging that this was an unreasonable decision since it deprived them of valuable services.

To protect board members from suits for their actions as directors, the corporation must purchase directors and officers errors and omissions insurance. The corporation's general liability policy (discussed elsewhere in this book) is concerned with hodily injury and property damage arising out of defects in the premises, or negligence of employees or volunteers. Under the terms of the standard general liability policy, the board members would be protected in situations where the corporation is charged with negligence of its employees or volunteers and the general liability policy provides coverage for the alleged injury.

In the example above, the corporation's general liability policy would defend the board members in the bodily injury suit, but not if they were separately sued for failing to make a prudent decision. They would have to have directors and officers errors and omissions insurance for that kind of a suit.

Many board members have personal liability insurance in their own private homeowners or renters policy. However, the personal liability coverage specifically excludes any injury or property damage arising from business-related activities. Most homeowners carriers hold that whether the board member is paid or not, serving on a board of a nonprofit organization is "business related" and thus coverage is not provided when the individual board member is sued for negligence for actions or failure to act as a board member. In addition, the

standard homeowners policy provides coverage only for bodily injury and property damage, not for making decisions or failing to make decisions. Thus, this kind of a suit would be excluded from coverage.

The law allows for the indemnification of board members. The bylaws of the corporation may provide an indemnification wherein the corporation agrees to hold the individual board members harmless from any suits arising out of the performance of their duties as members of the board. Thus, if a board member is sued, the corporation assumes the cost of defense, and makes any payment necessary in a judgment. The big question here is whether or not the corporation has the financial resources to pay for a defense and judgment.

What Coverages Are Included and Who Is Covered in the Directors and Officers Errors and Omissions Policy?

A directors and officers errors and omissions policy is made up of two sections. The first is called *expense reimbursement*; the second is *directors' liability*. Directors and officers errors and omissions insurance is written as a composite package; both directors and officers liability and expense reimbursement are a part of the policy. Which part of the policy will actually respond in a lawsuit depends upon whether or not the corporation has agreed to indemnify its board members.

If, as discussed above, you have an indemnification agreement in the corporation's bylaws, then your directors and officers policy would act as an expense reimbursement policy, and would fund the indemnification of the board members. In this situation, the corporation named on the policy would be the Insured. The corporation would pay the attorney's fees, court costs, and settlement, and the policy would reimburse the corporation.

If there is not an indemnification in the bylaws, then the directors and officers policy acts as a direct liability insurance for the board members, without the corporation being involved in defense or payment. In this situation the Insured would be any person who was, now is, or may be in the future a director or officer of the corporation.

Some directors and officers liability companies allow for naming as insureds managerial-level employees. You should check with your insurance carrier on this point. Please refer also to the exclusions and limitations discussion further on in this section.

What Limits of Liability Should We Purchase?

Some directors and officers errors and omissions policies *include* the cost of defense in the total limit of liability. So if your policy provides $500,000 of coverage and it costs $250,000 to defend you, there is only $250,000 left to pay the claimant.

On the other hand, a general liability policy with a certain amount of bodily injury and property damage coverage would have that amount available to pay the claimant for the settlement or judgment in any given incident. In addition, the policy would pay all costs of defense. If the policy limits were $500,000 for bodily injury and property damage coverage, and there was a suit that cost $500,000 in defense costs and $500,000 in settlement or judgment to the claimant, the entire amount would be paid for by the general liability insurance company.

With defense costs rising as rapidly as they are today, you should check to see whether defense costs are included in or in addition to the limit of liability. If defense costs are included, you may wish to purchase a larger amount of coverage, so that the amount of liability will be adequate to cover both costs of defense and the amount of settlement or judgment.

What Exclusions and Limitations Are There in the Standard Policy?

Directors and officers errors and omissions policies, unlike general liability policies, are not issued on a standardized form. This means that the actual coverage agreements, exclusions and limitations will vary from company to company. Therefore, when making a comparison between policies offered you, it is important to compare not only the amounts of coverage and the premiums, deductibles, participations, and extended coverage provisions, but also answers to the following questions:

Who is insured under the policy? Many companies will reply that under the directors and officers liability portion of the policy, any person who was, now is or may be in the future a director or officer of the corporations is covered. Under the reimbursement section, most companies would reply that the corporation named on the policy is covered by the policy.

Will the policy cover newly created directors and officers? Many policies will cover newly created director and officer positions, *if* notice is given to the company within a reasonable period of time, usually thirty days, and any additional premium is paid.

Does the policy provide coverage for alleged dishonest acts of board members? Many policies provide defense for alleged dishonest acts, but allow the insurance company to subrogate against the board member to collect its expenses if the board member is found to have acted dishonestly or illegally.

Does the deductible apply to defense costs as well as settlement? Many companies apply the deductible to both defense and settlement.

What if the corporation notifies the insurance company of an incident it thinks might give rise to a suit when aware of it during the policy period, but the suit does not actually commence until after the policy terminates? Most companies would consider that the claim had been first made during the policy period, and therefore the corporation or its board members would be protected.

What are the major exclusions in the policy? Most companies exclude claims that are paid by any other insurance, for failure to obtain and maintain insurance, claims arising out of failure to comply with ERISA (Employment Retirement Income Security Act), making illegal political contributions, nuclear energy, pollution, contamination, pending and prior litigation. Make sure you know just what exclusions will be in your policy before you buy it.

Will the policy protect us for claims arising from incidents that took place prior to the policy's inception date? Some policies will provide coverage to you for claims made during the term of your policy for incidents that took place before the policy began. However, you must have had no knowledge that the incident would give rise to a suit. Be sure to check your policy carefully on this point.

Is Directors and Officers Written on a "Claims Made" or "Occurrence" Basis?

Most directors and officers errors and omissions policies are issued on a "claims made" basis. This requires that you not only have a policy in effect when the incident takes place that later gives rise to a suit, but also when the claim is actually made against you. Thus, if you terminate the directors and officers policy for any reason, and a suit is brought against you later for something done during the term of the policy, there is no coverage unless you have purchased extended discovery or "tail" coverage from the carrier. If you change to another company, you may be able to purchase "prior acts" coverage from the new company. This would be an agreement that if you were sued during the term of the new policy for something you did while insured with the previous carrier, the new carrier would provide coverage. You should have either "prior acts" or "tail" coverage in order to be covered properly if you cancel or change from one directors and officers policy to another.

When purchasing directors and officers coverage, it is important to ascertain whether or not the company will provide an extended discovery or "tail" coverage period upon termination of the contract. If you have two quotations, one from a company that will provide an extended discovery period, and one that will not, the quotation of the company willing to provide the extended coverage is probably the one to choose.

How Are Premiums Calculated?

The premiums for directors and officers errors and omissions are based upon several variables: the size of your board, the size of your annual budget, how long the organization has been in business, and the type of program you provide. In addition, the company takes into account whether or not you have subsidiaries and advisory boards. Past history of claims will also influence the premium figures.

Are There Deductibles?

There are usually deductibles on directors and officers policies, and they work in two different ways according to the terms of the policy. If there is no indemnification in effect and your policy is responding as liability insurance, then usually the deductible is an amount for each board member sued, subject to a maximum for all board members sued in a given action. For example, if only one board member is sued, the deductible may be $2,500, and if more than one board member is sued, the deductible would be $5,000 total for all board members sued. On the other hand, if the bylaws provide for an indemnification, and the policy provides coverage as an expense reimbursement policy, the deductible is usually a single amount. In this example, the expense reimbursement deductible would usually be $5,000.

When an indemnification is in effect, the deductible for expense reimbursement is usually borne by the corporation. If there is not an indemnification, however, the deductible is borne by each individual board member joined in the suit.

What Is "Participation"?

In addition to imposing deductible clauses, some directors and officers liability and expense reimbursement policies also require participation on the part of the corporation and/or the board members. This means that the corporation and/or board members must pay a percentage of the claim in excess of the deductible. Frequently, this is 5%, with the insurance company paying the remaining 95%. If the corporation has indemnified the board members, the organization would usually pay the 5%; if there is not an indemnification, the individual directors would pay the 5%. You can usually remove the requirement by paying an additional premium.

Where Can We Buy This Type of Insurance?

Your insurance professional can negotiate this coverage for you with one of the several companies who specialize in providing this type of insurance. There are also association-sponsored plans, such as the one sponsored by United Way through its national office.

What Should We Keep in Mind When Negotiating This Coverage?

In order to obtain directors and officers coverage, you must complete an application provided by the insurance company. They probably will also require copies of your most recent audited financial statements, and of your articles of incorporation and bylaws.

It is very important when completing an application to be sure that all answers are correct. The company relies strictly upon the answers in the application, which become a warranty under the policy. If answers are incorrectly stated, or misstated, the company may deny coverage in the future for a claim under the policy. Thus, the application usually asks whether any member of the board

---

The three authors have been involved in the insurance business for many years. Elmer Steinbock retired as chief executive officer and president of Security Mutual Insurance Company in New York, ending a career that included holding almost every job possible in the insurance business, as well as practicing as an attorney. Mary Lai and Terry Chapman are licensed insurange agents and brokers who have specialized in insuring nonprofit corporations in California since 1966.

knows of any incident that may give rise in the future to a directors and officers errors and omissions suit either against the individual board member or the board. If this question is answered "no," and a board member does know of something, any future suit brought because of this incident would probably not be covered by the policy.

What Risk Management Suggestions Can We Implement?

As with all kinds of insurance policies, there are some risk management techniques you may use to avoid directors and officers suits. The first thing is to make sure that your articles of incorporation and bylaws comply with the nonprofit code in effect in your state.

We recommend that you have your attorney carefully review your articles and bylaws to make sure that they do comply with the provisions of the Nonprofit Corporations Code applicable to your state. In California, this is the California Corporations Code, starting with sections 5000 and succeeding.

The second risk management suggestion is that the board pay careful attention to minutes and their accuracy. If there is a board controversy or a community controversy, there should be complete minutes of discussions and of votes.

The education of board members is an important topic. You may need to provide specialized board training when dealing with complex matters. Members must have the tools necessary to properly manage the corporation, and to understand the complexities of the decisions they are making. If you are a California corporation, you may be interested in a booklet published by United Way of California entitled, "An Introduction to the New California Nonprofit Corporation Law as Applied to Charitable Corporations." This goes through the new law in laymen's language, and also includes sample bylaws. This booklet may be a very useful board education and risk management tool.

The final thing is expert advice. The California Code allows board members to rely upon expert advice. By doing so, the board may be safely able to make decisions on complicated matters that they otherwise might not be able to handle. Check the code of your state to discover whether your board can rely on expert advice in making decisions.

Communications Workshop

Nickel-Dime Graphics: How to Prepare Attractive Literature with An Unattractive Budget

By Richard W. White

NO OFFENSE INTENDED, BUT some of the printed material produced by nonprofit organizations leaves a lot to be desired—visually speaking. I look at a few of the flyers and literature I actually sent to intelligent human beings early in my career and cringe.

The point is that just because many of us in the volunteer, nonprofit world have little or no budget for graphic supplies, printing, artwork and the like, everything we put on paper doesn't have to reinforce our lack of funds for the items.

Whether you are responsible for all of your organization's publications or have been appointed to a committee to design the annual awards luncheon program, there *are* some shortcuts and helpful hints that can make your job much easier. Read on if you produce any of the following:

posters	flyers
greeting cards	note pads
direct mailings	mail back cards
moving notices	news releases
graphs and charts	programs
announcements	forms
posters	reports
letterhead	proposals
drop ads	signs
invitations	certificates

Rich White is a frequent contributor to the Communications Workshop department.

In this limited space it's impossible to describe how to write, design, layout, paste-up and print each of the pieces listed above. So, for the sake of brevity and understanding, we will focus on a sample routine project: producing a flyer. The flyer might announce an upcoming meeting or workshop, call for support of a cause, advertise a product or service, or solicit volunteers from the community. Whatever the purpose, the mechanics of producing this flyer are the same.

Before you begin, it is necessary to acquire a handful of basic tools. These include a sharp pencil, a non-photographic blue pencil, a felt-tip marker, a ruler, a triangle, white correction fluid, scissors, white paper or graph paper, masking tape or transparent tape, a typewriter, an eraser, an exacto knife or razor blade. Most of these materials are probably already in your office; if not, you can purchase them from an art supply store.

Step One: Writing

Decide who your audience is, what needs to be said to get the message across to the reader, and how you can say it in the least number of words. Type everything that should appear on the flyer on a piece of paper. Include date, place, time, cost, address, telephone number, names, purpose, theme, etc. Then arrange this list of facts in order of priority for future selection of typesize, typeface and layout.

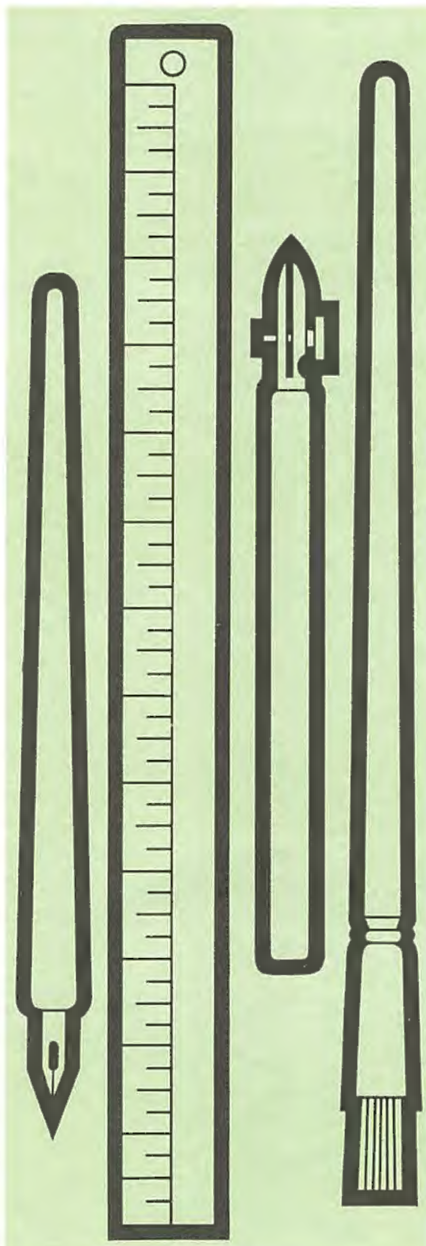
Step Two: Design

Take out some 8 1/2 x 11" pieces of white paper and a pencil, pen or marker. Keeping in mind the objective of the flyer and the priority of information, begin to design your flyer, by mapping out by hand the location of each element of your copy. Print bold headlines to get attention at the top of the flyer and place smaller subheads in several sections of the flyer to break up the typed copy. Don't bother transferring every word of your copy to your layout. Instead, make squiggly marks where blocks of copy will appear. Pretend the flyer is a puzzle. Move the words, headlines, and ideas for artwork around on the paper. Use several sheets of paper until the design looks balanced.

Step Three: Artwork

Always include a drawing, illustration, logo, design or photograph. Artwork attracts attention and arouses interest. Clip art is commercially produced black and white artwork available in booklets and single sheets at art/graphic supply stores. Artwork also can be clipped from a magazine, newsletter, book, calendar, or anything printed at no cost. (Watch for copyrights).

If you have an artist friend, ask him/her to draw what you need on a piece of white paper. Later on, when you're ready to paste up, simply glue it to the board. Organizational logos should appear on printed pieces whenever possible. Logos



can be clipped from letterhead or envelopes and glued to the board.

Black and white photographs can be photocopied, although the quality will be poor. Printing a photograph requires camera work by the printer and an added expense (usually $10 to $15 per photo).

Other types of artwork that enhance a flyer are borders, bullets, circles, stars, squares, dots, lines and designs. Ready-made sheets of ornate borders and designs and decorative rolls of line tape can be purchased for less than $2. This type of artwork is printed on transparent paper with an adhesive backing. It is transferred by cutting out the design with an exacto knife or razor blade and sticking it to your piece.

An ink pen, ruler and a couple of templates can be used to create your own artwork. Consider underlining key words or phrases or drawing a box around the time and date on the flyer.

Step Four: Typesetting

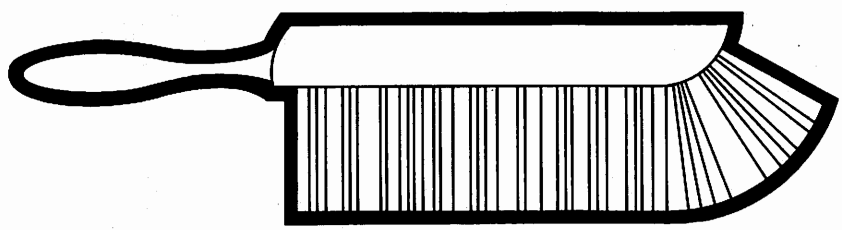
Even if you can afford to have the words typeset by a typesetting company or your printer, you still have to complete the first three steps in order to show the printer what you want. A selectric typewriter with interchangeable type balls is ideal if you do it yourself. These typewriters allow you to change the type sizes and typefaces to a certain degree. Avoid using too many different typefaces and sizes on the page. Variety is not always the spice of life—it can bring on visual indigestion.

Using upper-case letters whenever possible helps to vary blocks of writing. Upper-case can be used for single words, a series or a whole sentence or paragraph. However, a solid block of upper-case can be as boring and difficult to read as a solid block of all lower-case. Use capital letters sparingly.

On your sketch you have marked certain areas of the page for typed copy. Type the copy on white paper to fit this space. Later on, each block of copy will be cut out and glued on the art board.

Headlines can be made with transfer letters. By rubbing the letter with a pencil the letter is transferred from the sheet directly onto the board. Every size and type imaginable can be purchased on single sheets for about $2 each. You can avoid this cost, however, by picking up a transfer lettering catalog. Most catalogs show complete alphabets in various sizes of all the typefaces. Trace the letters directly from the catalog page or photocopy them, cut them out, and glue them on the art board.

Let's review for a moment. You've gone through a ream of paper to come



up with a full-scale sketch that includes everyting you need to say to the reader, and it looks pretty good, too. You've selected an illustration that will help establish the theme of the flyer. You've typed the blocks of copy to fit the spaces, and you've written the headlines that will be transferred to the board. Finally, you have decided to use a border around the margin and a decorative box to highlight the guest speaker's name. Now you are ready for step five.

Step Five: Preparing the Board

The art board is what you stick everything onto to present perfect—or "camera-ready"—artwork to the printer or to place on the photocopy machine. The "board" can be white poster board or a white piece of typing paper. The exact 8 1/2 x 11" dimensions should be drawn with a non-photographic blue pencil, guided by a ruler or triangle.

Margins must also be drawn so you know where to draw or stick the border. Allow at least one-half-inch margins on all four sides. If you layout words or artwork close to the paper edge it will fade out when photocopied, and it will cost more money when it is printed. Also, there's a bit of psychology involved with margins. At first glance, generous margins convince the reader that there isn't too much to read and that it shouldn't take too much time. It will cost about a dollar, but a commercial art board is well worth the money in your time alone. The board is pre-printed with borders, dimensions, margin lines, and grids to make paste-up much easier and faster.

Step Six: Paste-up

It's time to stick onto the board the typed words, headlines, border, designs and illustrations. Secure the corners of the board to your desk or table with masking tape so it won't slip around. Measure the space allocated for the headlines and measure the letters to be used. Mark the board where the headlines and sub-heads will be transferred or glued. Cut out the typed copy, glue the back, and stick it on the board in the places you have marked. Use the triangle to keep everything straight.

Draw or stick on the border, box, illustrations and other designs. After a few minor adjustments, press down all glued pieces firmly to the board. Smooth down the edges of all the pieces so that shadows will not appear when it is photocopied. To protect the artwork, lay a sheet of paper over the board and press down through the paper. Also, be sure to white-out any spots, smudges and marks.

Step Seven: Printing

Printing includes photocopying or actual printing at a print shop. This step is your last opportunity to jazz up the flyer with color. You can't deny the impact of color when it comes to drawing attention to the printed piece, yet color is so often avoided in order to economize.

Color printing can be expensive, but there are a couple ways of adding color without adding too much to the cost. Whether you photocopy or print the flyer, you have the choice of colored paper. Why print on white paper if you can print on beige, cream, blue, yellow, green, etc.

Another alternative is to use colored ink. The attractiveness of the flyer can be greatly improved by printing it in a rich dark shade of brown, green or blue rather than ordinary dull black. Besides, the colored ink costs no more than black if you print the flyer on the day the printer offers a particular color of ink.

Consider combining the two alternatives. What about dark blue ink on light blue paper, dark green ink on light green or yellow paper, brown ink on beige, or even black ink on gray paper? The choices are numerous. All it takes is a little imagination.

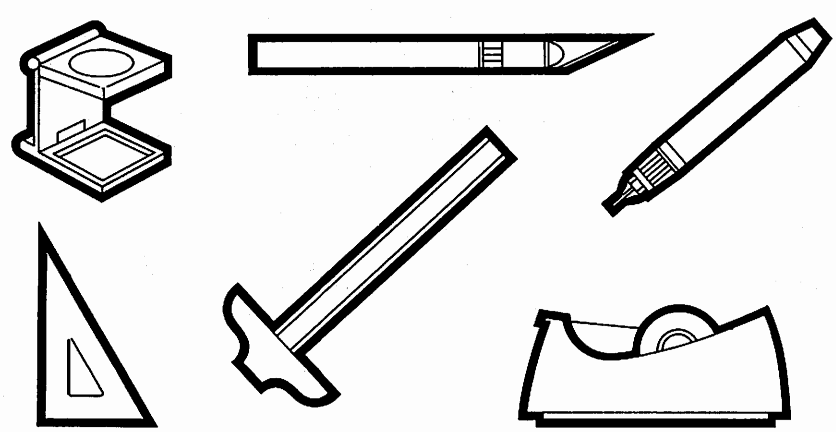
Incidentally, always ask the printer for a nonprofit discount.

Finally, don't forget the one alternative to doing everything yourself: Get someone else to do it. For example,

- Ask a local graphic artist to design the flyer for your organization in return for credit and a tax deduction.
- Contact teachers or advisers at local high schools and colleges to see if one of their classes or clubs will adopt your flyer as a project.
- Advertising agencies employ writers and artists. Ask them for assistance as a donation.
- Printers, especially those you have given business to, might typset, paste up and print the flyer at cost (50 percent) or at no cost.

So, remember, whether you are designing a flyer, a proposal cover, or a change-of-address postcard, that piece of paper is going to create an image of your organization in the reader's mind.

Add a border, a box, a bold line here and there. Run the title along the bottom right of the cover instead of in the middle. Use colored paper in the photocopy machine. Use your imagination and take a few extra minutes to produce a printed piece that might not be the most professional job possible, but at least shows respect for the reader. ♥



How to Generate Conflict Between Paid Staff and Volunteers

By Steve McCurley
VOLUNTEER's Director of Program Services

1. Don't involve staff in the decisions as to if and how to utilize volunteers in the program. Everybody loves a surprise.
2. Don't plan in advance the job descriptions or support and supervision systems for the volunteers. These things will work themselves out if you just leave them alone.
3. Accept anyone who volunteers for a position, regardless of whether you think they are over-qualified or under-qualified. Quantity is everything.
4. Assume that anyone who volunteers can pick up whatever skills or knowledge they need as they go along. If you do insist on training volunteers, be sure not to include the staff with whom the volunteers will be working in the design of the training.
5. Assume that your staff already knows everything it needs about proper volunteer utilization. Why should they receive any better training than your volunteers?
6. Don't presume to recognize the contributions that volunteers make to the programs. After all, volunteers are simply too valuable for words.
7. Don't reward staff who work well with volunteers. They are only doing their job.
8. Don't let staff supervise the volunteers who work with them. As a volunteer coordinator, you should be sure to retain all authority over 'your' volunteers.
9. In case of disputes, operate on the principle that "The Staff is Always Right." Or, operate on the principle "My Volunteers, Right or Wrong." This is no time for compromise.
10. Try to suppress any problems that come to your attention. Listening only encourages complaints.

Designing Volunteer Jobs for Results

By Richard Lynch

DESIGNING JOBS MAY SEEM like a pretty boring subject. The reason many of us respond in this way to this topic is that we feel most jobs in our society *are* boring. In fact, we face something of a national crisis in this area.

Work for most people is an unpleasant necessity. As Studs Terkel described it, work is "a violence to the spirit as well as the body." The boring, demeaning, destructive nature of most people's jobs saps productivity, burns people out, and leads to a general dissatisfaction with life.

When Edward Kennedy first ran for the Senate, his opponent accused him of being a man who "had never done an honest day's work in his life." A few days later, Kennedy was shaking hands at a factory and one of the workers leaned over to him and said, "You ain't missed a goddam thing."

Jobs don't have to be that way, however. They can be designed so they are exciting, challenging and rewarding. They can be something people look forward to and want to do. If we fail to give our volunteers such a job, we will be plagued by turnover, unreliability and low morale, because a job people *want* to do is the cornerstone of all successful volunteer programs.

This article may contradict some things you have read elsewhere on job design. This is because in our rush to "professionalize" the field of volunteerism in the '70s, we tended to adopt standard management practices from industry. We affected a sort of country bumpkin stance in relation to these "professional managers" and eagerly translated their practices into our terms. In doing this, we fell prey to the assumption that because they were paid so much and we were paid so little, they must be a lot better at managing people.

In fact, however, a case can be made that just the opposite is true. Take away all the inducements that professional managers have at their disposal, the salaries and benefits, and their people won't even come to work. They won't come to work because the job isn't something they *want* to do. Our people work because the job fulfills them in some way; it is something they want to do.

But although most volunteer administrators are demonstrably pretty good at managing people, we have to get better at it. This is because more and more of our volunteers will be people who also hold a paying job. And to get someone to volunteer in addition to holding a full-time job, we need to offer that person a job that is much more fulfilling than the one he/she gets paid to do. And that's what this article is about.

IN MY WORK WITH AGENCIES IN designing jobs for volunteers and for paid people, I have found four elements to be most important in designing a rewarding job. At the same time, designing jobs to have these characteristics also promotes greater efficiency and requires less management effort.

The first of these factors is what I call "turf." By turf I mean that the volunteer has something that is his/hers to be responsible for. In the nonprofit world, the turf is most often a volunteer's own client or project. There are many such examples of a volunteer having such responsibility. Big brothers, phone workers in a crisis clinic, senior companions, and foster grandparents are all volunteers who have one or more clients for whom they are responsible.

There are also several examples of volunteers *not* having turf. Volunteers (or paid staff) in welfare offices who conduct eligibility interviews with many clients and pass them on to others who complete other parts of the process have no turf; they are merely responsible for one activity in a string of activities that finally ends in the client being served. Such volunteers tend to burn out much faster than those who have full responsibility for a client or project. Similarly, volunteers fixing up a school will tend to get more satisfaction if they do all the activities related to fixing up a

---

Rick Lynch is a management consultant to nonprofits, government and business. His emphasis is on helping these groups achieve more results at less cost and effort. He frequently speaks to volunteer administrators, including a group at the recent National Conference on Citizen Involvement where he led a workshop on job design. He can be contacted at 8240 Hansen Road, Bainbridge Island, WA 98110, (206) 842-5607.

particular room than if they do one activity (such as painting or cleaning) in all the rooms. The first circumstance provides them with a sense of turf ("this is my room"); whereas in the second case, any sense of ownership and responsibility is diluted by the number of others involved. Even in so simple a case as a group of volunteers stuffing envelopes, we find that volunteers who do one activity (collating, stapling, folding, stuffing, stamping) for all envelopes get less satisfaction from the job itself (as opposed to satisfaction from the social aspects of being together as a group) than those who do all these activities for a portion of the envelopes.

The second key element in good job design is to make sure that the volunteer has the authority to think as well as do the job. By thinking, I mean specifically the planning, organizing, deciding and evaluating of what he or she does.

Many volunteer administrators have a built-in resistance to allowing volunteers this authority. For one thing, the volunteer may only serve once every couple of weeks and may have difficulty keeping up with what is going on. And for another, standard management practice holds that it is the supervisor's job to do the planning, organizing and deciding and the employee's job to carry out whatever the supervisor decides needs to be done.

Indeed, when a volunteer first comes on board, this may be the most comfortable way to proceed. As volunteers learn the job and figure out what is going on, however, the fact that they are only doing what someone else decides begins to sap their motivation and dilute their ownership of what they accomplish. They will tend either to resent being told what to do or to lose interest in the job, cease to show up very often, and finally drift away.

This does not mean we should abdicate our responsibility for insuring good results from volunteers. Obviously, we can't afford to have all our volunteers "doing their own thing." What we can do, however, is to involve them in the planning and deciding process so that they do feel ownership of their job.

One way to allow them some control and still retain some insurance that they will do the right thing is to ask them to recommend to us what they should do rather than telling them what to do. If the recommendation is unacceptable, you can explain why so they learn to make better recommendations in the future. In this way, volunteers will always feel a sense of ownership in what they do, since they thought of it and recommended it. The fact that you may reject some of these ideas does not detract from this sense of ownership because the things you do approve and what the volunteers wind up doing are things they decided to recommend.

The third critical element in developing a work structure that encourages excellence is to make sure that volunteers are held responsible for achieving results rather than for performing a set of activities or "job duties." If they are responsible for results or outcomes, they are focused on the end-product of what they do, and they get the satisfaction of making progress toward an achievement. If, on the other hand, they are responsible only for the activities that may lead to some result, they are divorced from that satisfaction. A crime prevention volunteer for a police department, for example, will get a lot more satisfaction if he/she is responsible for reducing burglaries than for engraving social security numbers on people's belongings.

Most job descriptions for volunteers or for paid staff are not defined in terms of results, which, in fact, are never mentioned. Most often, the responsibility for a result is fragmented, with several people all having a few activities to perform if the result is to be achieved. In fact, the responsibility is usually so fragmented that the volunteer loses sight of the result. As a direct consequence of this, results are poorly and inefficiently obtained, and the volunteer gets bored.

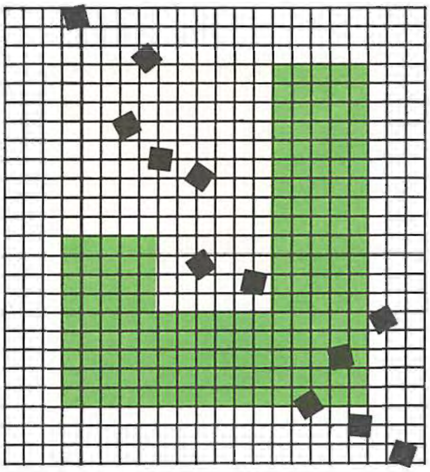
Because most of us have little familiarity with jobs defined in terms of results, let's look at some examples. Below are five statements taken from volunteer job descriptions. For each, decide if the statement holds the volunteer responsible for achieving a result or for performing an activity.

1. Spend three hours per week in direct counseling of clients (job description for mental health volunteer).
2. People coming to or calling the office will view us as a competent, professional organization (receptionist).
3. Work with children on reading (classroom volunteer).
4. Girls will view themselves as valuable and competent (Girl Scout leader).
5. Speak to men's groups about the problem of rape in our community (rape relief volunteer).

Once you have answered each of these, read the following discussion:

1. This is a statement of an activity to be peformed. No result has been specified, and if this volunteer doesn't achieve much, we shouldn't be surprised. To define the result, we need to ask, What is the outcome of all this counseling? What do we want the volunteer to accomplish in these three hours per week? The answer might be something like, "Clients will return to independent living in the community" or "clients will feel able to cope with daily life without help" or whatever the focus of the counseling is. By defining this result for the volunteer, we offer challenging and worthwhile accomplishment to work toward.
2. This is an excellent statement of a result for a receptionist. It states the outcome of activities such as answering the phone and greeting visitors.
3. Here again, the job is defined in terms of an activity. Anyone can fulfill this job description without even trying because no result has been specified. To make the job more rewarding, we need to define what is to be achieved. What are the children supposed to learn? A result might be "increase children's reading scores by one grade level."
4. This states a result of many activities a Girl Scout leader may engage in. By putting this in the job description, we keep the leader focused on this to increase the likelihood of such a result. This result is challenging and difficult to achieve, but it is precisely those qualities that make the job interesting, rewarding and motivating to the volunteer. Backing away from this because we fear it is too difficult only makes the job less interesting and does a disservice to the girls. It is more rewarding to be engaged in helping girls grow up with strong self-images than to be responsible only for leading them in various activities such as hiking or singing songs.
5. Again, no result is specified. What is the outcome of these speaking engagements? What will people know or do as a result of these talks? Unless we take the time to define that for the volunteer, it is unlikely that the volunteer will achieve whatever outcome we want. We should never be surprised at the lack of results we get from volunteers if we never give them results to achieve.

So, there are two primary benefits to defining volunteer jobs in terms of



results. The first is that it helps to meet people's need for a sense of achievement or accomplishment. It helps them to feel valuable and worthwhile in their volunteer activity. And the second is that it helps to make our program more effective because people are clear about what they are supposed to accomplish and therefore are more likely to do so.

The fourth critical element in good job design, is to decide how to measure whether the results are being achieved or not. If we don't do this, the statement of result will fail to have any motivating value, and it will be impossible for the volunteers' supervisor to know how well they are doing.

For some jobs, the measure is fairly obvious and easy to state. In the case of the crime prevention volunteer working with a police department, for example, the number of burglaries is a readily available, statistical measure. In other cases, however, we find it more difficult. In the case of the Girl Scout leader, whose result is to help her troop develop self-assurance, we need to do some hard work to figure out how we are going to measure her progress. We need to ask such questions as, How will we know if girls gain self-assurance? What will we see if they are and aren't self-assured? What questions could we ask them to determine their degree of self-confidence? and so on.

Many volunteer leaders don't want to do this much work, and so they take the easy course of holding the volunteer accountable only for performing a group of activities. By doing so, however, they deprive the volunteer of the ability to tell how well she is doing, since the quality of performance is related to the outcome. They also deprive her of a sense of accomplishment. To use a metaphor of Scott Meyers at Texas Instruments, the person who has no clear measures of how he/she is doing is like a bowler with no pins at the end of the bowling alley. She may roll the ball down the alley as before, but she will never be able to know how well she performed this activity. And she will quickly get bored with this pursuit and stop bowling.

By taking the hour or so necessary to define how to measure volunteer progress toward results, we enable the volunteer to check his/her own progress—just as a bowler does—and to recommend corrective action when he/she is off course. Without defining how to measure performance, we don't have any clear way of knowing if our program is succeeding or not, and the volunteer is likely to lose interest and to drop out.

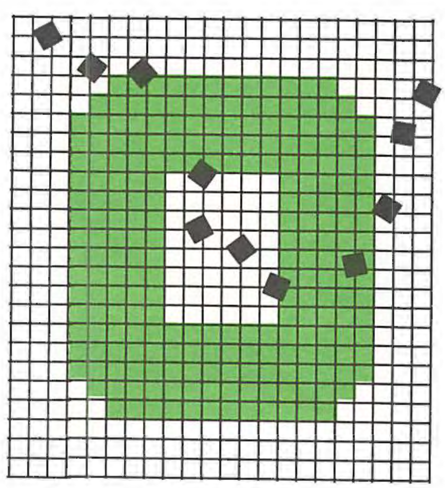
Let's look at some real examples of how these four principles can make a job more interesting. The first is of a volunteer program whose main purpose is to do household chores for handicapped and elderly people who might otherwise have to be institutionalized. Originally, the volunteer job description wasn't even in writing. Volunteers understood that they were to do whatever cleaning and home maintenance the paid social worker deemed necessary. The program was plagued with a high turnover rate, as volunteers often found the work more unpleasant than they had expected. In terms of our four criteria, the volunteers did have turf—they had clients who were their own and no one else's. They had no control over what to do, however, as they did only what the social worker told them to do. There was no clear end result they could see and they were measured only by whether they completed their assigned activities.

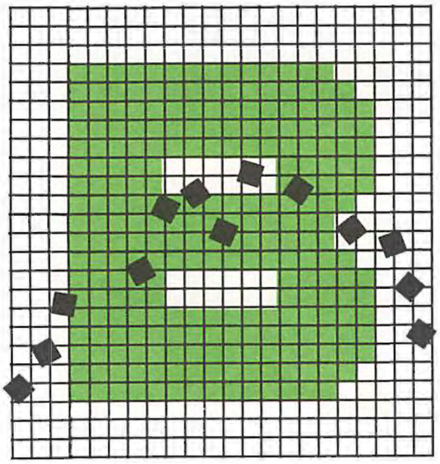
In redesigning the job, two results were identified. The first was that clients would be able to stay in their homes as long as they had no serious medical problems that made institutionalization a necessity. This result was easily measured by the number of non-medical institutionalizations. Such a result didn't seem to be enough for the volunteers involved, however, since they felt they could easily achieve it and still do a lousy job. They suggested that a second result be included, that client houses be clean. This brought up the problem of how to measure whether a house was clean or not, since people have different standards of acceptable cleanliness. After much discussion, the group finally decided that the client should be the one to determine whether the house was acceptably clean or not. The final statement of this second result then was, "Clients will be satisfied with the cleanliness of their homes." This was easily measured by asking them. Volunteers could get immediate feedback on their performance at the completion of the job, just as a bowler does after rolling the ball down the alley.

Within the framework of these results, the volunteer was then given the authority to do the thinking necessary to achieve them. Instead of the social worker figuring out what needed to be done, the volunteer was given this responsibility. His or her success in fulfilling this responsibility was measured by the degree to which he/she achieved the results. Where volunteers were having difficulty achieving client satisfaction, they naturally turned to their supervisor for help and advice as to what they should do differently.

This change in the way the job was defined had a transforming effect on all concerned. The social worker was relieved of the enormous burden of determining what chores needed to be done and was able to concentrate on actually doing social work. This made her happier and also resulted in a reduction in the number of clients who were "chronic complainers," since their complaining was the only way they knew to cope with the problem of loneliness the social worker was now helping them solve in other ways.

The volunteers got greater satisfaction





from their work, as they were responsible not just for doing odious chores but for keeping their clients out of a nursing home—a much more rewarding role. They had the authority to devise ways of accomplishing this and of cleaning the homes to the clients' satisfaction. And they had clear measures of whether they were achieving their results or not. Because of all of this, volunteer turnover was greatly reduced, dropping almost to zero.

The volunteer coordinator's role also changed. Instead of being the person who assigned volunteers to clients and then tried desperately to keep them interested in doing the task (by recognition dinners, certficates, motivational talks and other standard, highly time-consuming practices), she was now a resource person volunteers sought out whenever they perceived they weren't achieving their results. The amount of time she spent recruiting was greatly reduced due to lack of turnover, and the amount of time she spent in "motivating" volunteers also dropped off, since the job structure took care of that.

Here is an excerpt from the final description:

Result:

Clients will be satisfied with the tidiness and cleanliness of their homes.

Suggested activities:

- Identify tasks clients can't do themselves and want done.
- Recommend tasks clients cannot do themselves and which are not already approved by the supervisor.
- Devise ways clients can do more for themselves.
- Complete approved household chores.

Measures:

- Client response to satisfaction on periodic client survey.
- Number of client complaints and compliments of periodic client survey.

You will notice that besides the result and the measures, the job description includes a list of suggested activities. They are included to give the volunteer some guidance as to what to do. They are activities the supervisor thinks will achieve the result. They are not requirements, however, for that would put the emphasis on the activities instead of on the results. The volunteer is held responsible for the results, and if the volunteer can figure out ways of achieving them by doing other activities, the volunteer will have succeeded. This allows the volunteer to keep the authority for doing the thinking required by the job.

Another example involves volunteers working with youth at a juvenile court. In this case, the volunteers were a board of community people who decided on alternatives to sentencing for youths who committed minor infractions of the law. The board met once each month, heard the cases brought before them, and assigned youth to alternative service such as a number of hours of "volunteering" for local agencies.

Unlike the previous example, the board did not exhibit the problems of turnover or absenteeism that would cause distress to a volunteer coordinator. They were interested in their job, and did it conscientiously. The problem in this case was that the volunteers felt frustrated because they felt there was more that needed to be done and more that they could do. After their brief contact with the kids, they never got any feedback on what happened to them. They were in the dark as to whether their "sentence" had any impact or what kinds of alternatives were the most effective.

In redefining this job, the first step was to give them each "turf." Accordingly, they split up the youths that came before them, so each had a number of kids who were "theirs." The board still reviewed each case as a whole board, but afterward each member had a group of kids to check on, to talk to about how things were going.

The authority to do the thinking required by the job became, in this case, the authority to recommend to the full board changes in a youth's alternative sentencing if the result wasn't being achieved.

The result, as the group defined it, follows:

Result:

Youth assigned to the volunteer will exhibit increased self-respect, self-control and socially acceptable behavior.

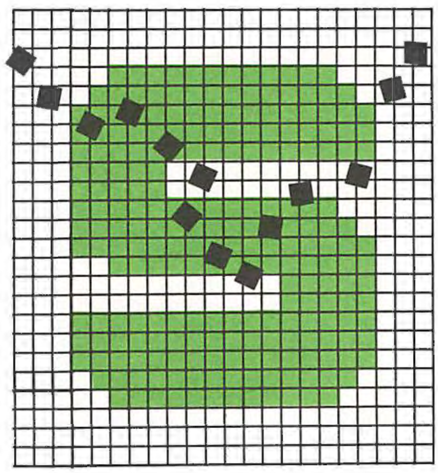
Suggested Activities:

- Help youth develop personal goals.
- Encourage youth to get involved in "healthy" activities.
- Help youth see alternatives.
- Provide appropriate consequences if youth is not fulfilling diversion agreement.
- Recommend changes in diversion agreement to the full board.

Measures:

- Number of reoffenses as a juvenile.
- Involvement in new, healthy activities, such as school projects.
- Number of uncompleted diversion agreements.

There is, of course, more to developing volunteer jobs that bring out the best in people. Most particularly, there is the art of matching the volunteer with a job he or she truly *wants* to do. If that job is then structured so that it has the four characteristics discussed in this article, your problems of volunteer management will decrease. As stated before, such a job description increases the volunteer's motivation and makes the program coordinator's job easier. It also makes the program more effective because results are always more readily achieved when they are clearly defined and known to all.



Children Should Be

— As Vol

We in the volunteer community have done a lot of talking in recent years about reaching out to new, untapped sources of volunteers. But are we really willing to adapt our existing management styles and procedures to the requirements of new groups? This question can be raised for any new type of potential volunteer, but is especially pertinent to the somewhat unexpected proposal to recruit children under the age of 14 as volunteers.

Since *Children as Volunteers* was published in March, I have encountered varying reactions to this subject. While some volunteer leaders have shown enthusiasm and shared success stories about projects they already have tried with youngsters, too many colleagues have resisted even the thought of programs involving children as volunteers.

Too many immediately dismiss the idea. They say, "We cannot use children in my setting." When pressed for tangible evidence of such restrictions, they admit, "We *don't* use children and *won't* consider it."

Many of us do not know what regulations or guidelines exist to limit our work in volunteerism — and what the difference is between legally binding policies and suggested operating guides. Perhaps the research necessary to clarify whether children could indeed be recruited as volunteers will produce better information to support volunteers of all ages. Rather than assuming restrictions for the volunteer programs we lead, we should expand the boundaries of citizen participation whenever possible.

Another reaction to the suggestion of involving children is suspicion that the effort to supervise children will drain the organization without providing added services. The experiences of directors of volunteers who have experimented with very young volunteers demonstrate that children are well worth time and attention, and are an exciting and productive volunteer force.

Even if utilizing youngsters under age 14 sounds extreme at first, the process of debating the pros and cons will encourage more creativity in our practice of volunteerism. Identifying the work children can do, for example, will stimulate additional ways to involve teenagers, a group generally underutilized. Getting a new perspective on training or recognition because of the need to adapt to children will result in some livelier events for adults as well.

This discussion has important implications for how we perceive our role as volunteer leaders. Do we have a responsibility to provide opportunities for the widest possible range of citizens who contribute their services voluntarily? If so, are we actively exploring ways to accommodate the special needs of each group of volunteers? It is true that successful involvement of children requires flexibility, but our job is to adapt programs to enable anyone with the right match of talents and desire to be of service. Children deserve to be recognized for what they already are contributing as volunteers and the chance to use their talents to benefit their communities without adults' preconceived expectations limiting their accomplishments. —*S. J. E.*

Seen AND Heard

u n t e e r s

By Susan J. Ellis

The following article is based on material presented in Children as Volunteers *by Energize Associates, Susan J. Ellis (ed.), copyright ©1983, Energize, Philadelphia, Pa.*

IT HAS BEEN SAID THAT AS A COUNtry we are ambivalent towards our children. In many ways we cater to them, while systematically excluding them from most things. Volunteerism is no exception. There are countless volunteer efforts to assist or serve children, but there are remarkably few programs that allow children to help others. For the most part, we as adults tend to see youngsters only as recipients of aid, never as givers of it. Yet, as we all seek to maximize available resources, can we afford to overlook our youngest citizens?

Children economically are consumers rather than producers. Child labor laws forbid most employment prior to age 14, while acceptable work for pay (delivering papers, mowing lawns) is usually perceived as more important to the child's personal development than as a contribution to the economics of a community. Since our society overemphasizes money and earning ability as major indicators of a person's value, it is automatically assumed that children have minimal worth as social contributors.

But volunteering is the only type of work in which earning power is irrelevant to successful completion of a task. So boys and girls, as volunteers, can demonstrate their abilities by handling tasks suited to their skill level—which might be much more advanced than if they had the opportunity to show in any other way. There are many volunteer assignments for which the major criteria are enthusiasm and the willingness to work hard. Volunteer programs that have attempted to involve children under age 14 have found these youngsters so pleased to help that they participate energetically and lend their fresh perspective to the adult situation.

In point of fact, children already are an active part of many volunteer efforts, but their participation is largely invisible, and therefore undervalued. Children routinely pitch in to help adults with all sorts of projects requiring extra hands: preparing mass mailings, setting up fair booths, loading cars, taking tickets, running errands. Have you ever attended a fundraising event, for example, at which children are not obviously helping out? But such volunteer efforts are neither recorded nor recognized formally. Too often, *parents* are considered the "volunteers," while their children are the "helpers." The fact that these sons and daughters had an important impact on the success of the overall project is rarely acknowledged.

Everyone loses when the help given by youngsters is taken for granted: The organization misses the chance to credit additional support; parents overlook the opportunity to praise their children for family teamwork; and the children never see that they were part of a project bigger than themselves. If we want to develop a personal volunteer tradition in young people that will carry on into adulthood, we must give recognition when it is earned.

Some organizations may feel that they already make a formal effort to utilize the volunteer services of children under age 14. But closer examination reveals that all too often children are used for their *bodies,* not their minds. The proliferation of "a-thons"—bike-a-thons, read-a-thons, rock-a-thons, etc.—do allow for youngsters to raise money and show support for a cause. Yet, these activities rarely tap the minds and ideas of those participating. Children have fun and expend energy for a good cause, but their roles are extremely limited. Usually there is no continuity or follow-up after the event. For those children who want to do more extensive volunteer work, there are few assignment options.

While many might agree with the theoretical concept of children as volunteers, it is a different matter to put it into practice. The first step is to be willing to experiment with ways to utilize children in your program and to adapt existing administrative procedures to the special concerns of this age group. All too often the unknowns of working with youngsters stop program leaders in their tracks—and the idea never gets tried. As with all program challenges, however, the steps of involving children as volunteers become manageable when examined one at a time. Implementation follows the same process, in the same sequence, as developing a volunteer program for adults. There are different emphases, considerations and techniques, but the basics remain the same.

Susan J. Ellis is president of Energize Associates, a Philadelphia-based consulting firm specializing in volunteerism. She conducts training seminars for volunteer leaders across the country and has authored numerous books and articles on the history of volunteering and program management. She is editor-in-chief of The Journal of Volunteer Administration *and has authored numerous books and articles on the history of volunteering and program management. Ellis is committed to the value and practice of volunteerism and was once director of volunteers for the Philadelphia Family Court.*

Planning

There are four options for ways to involve children under age 14 as volunteers. You should consider the potential of each for your program:

Individual children: Children can be recruited one by one for special abilities and to match certain needs. This allows for flexibility in scheduling and focused supervision.

Groups of children: Youth organizations and school classes often seek community service projects. Recruitment, assignment and some supervision responsibilities can then be shared with the group's adult leader. The children may be scheduled all at once, allowing for concentrated supervision at planned intervals. Training time is reduced and larger projects can be tackled. Members of a group motivate each other.

Parent/child teams: This option means recruiting both parent and child to volunteer together for the same job. Variations on this theme include couples and one child, whole families, or teams of older and younger siblings. This option is superficially the easiest to manage because of the additional supervision and guidance provided by the related adult relative. However, *because* of the parental relationship you will need to ensure opportunities for the child to contribute independently as well. (Note: One way to test the water on the whole idea of children as volunteers might be to ask adult volunteers already on board if they would like to ask their children to join them. This also can be a recruiting plus for adults anticipating child-care expenses while volunteering.)

Non-related adult/child teams: This option means pairing two different age groups of volunteers—it can include matching teenagers with children—to do a job together. This model maximizes child supervision, while allowing each volunteer to contribute equally. You can even recruit parent and child together, but "mix and match" them with nonrelated adults and children scheduled at the same time.

Regardless of the options you select, there are numerous models you can adopt for assignment development. These include one-shot activities and/or ongoing projects, help given to an institution and/or to individual people (indirect or direct services), volunteering that is cross-generational (child to adult), peer-to-peer (child to child), or "mixed" children (children of one age serving children of another age).

The planning process should also involve salaried staff and adult volunteers, both of whom have the right to present their concerns and their ideas. Further, consider creating an advisory group of *children* to help you plan. These youngsters can be of real assistance in designing assignments boys and girls could and might like to do.

Finally, planning must consider some special needs unique to children. These include:

Transportation: Most children are not independently mobile, so you may need to explore ways to provide rides or at least reimburse bus fare.

Work space: Depending on the type of work the children will do, you may need to provide smaller tables and chairs, or lots of chair cushions! Allow for elbow room and a minimum of distractions.

Refreshments: If you presently provide only coffee or tea, consider the option of juice or milk (adult volunteers might delight in this particular adaptation, too). Have flat-bottomed cups at the water cooler so that youngsters can take a drink back to the work area without spilling it.

Restrooms: Assess usability by children and proximity to their work site.

Getting around: If you have a large, maze-like building, you may need an escort plan for children. Stairs and elevators likewise might pose a problem for very young boys and girls.

Developing Assignments

In our book, *Children as Volunteers*, we describe 49 examples of actual volunteer assignments children handle today. The potential variety of things youngsters can do is limitless, though to find the best assignments will take creativity and some experimentation.

It is difficult to speak about all children as though they are a homogeneous group. The abilities and interests of children—as of adults—will vary according to their levels of personal development, so assignments should always be tailored to match the performance capabilities of each boy or girl. The following are some general guidelines to keep in mind:

—Find things children want to do and don't assume they'll do anything "because they are young."

NCJW Project Teaches Kids About Volunteering

By Linda Thornburg

Don't stick your head in the sand
Come on now, lend a helping hand
Stand up tall and tell us all
How you can lend a helping hand.

A cheerleader/narrator/singer dressed in a clown suit is chanting. The children, charged with excitement, clap their hands and sing along. With the help of some well-known puppet characters, they have just spent 40 minutes learning about volunteering.

The scene is a New York City elementary school, where a puppet show produced by the National Council of Jewish Women is being tested for the first time. The reception to "I Can Be A Volunteer" is promising. The second graders in the audience talk to the characters, giggle, clap and pick up the words to the songs easily. To reinforce the ideas that without volunteering it would be a sad, sad world, and that volunteering isn't just for adults, these novices to the volunteer universe will spend some time over the next few weeks exploring the concept more fully and developing their own volunteer activities.

"We wanted to spread the concept of volunteering to kids," says Roberta Stim, voluntarism coordinator for the National Council of Jewish Women, whose committee on volunteering put together the show. "So we went to a teacher's college to see what kind of material on children and volunteering existed. We found very little. Those educators we talked to thought our initial idea of a puppet show was educationally sound and they backed us all the way."

With a grant from the Council's Essex County, N.J. Section, the committee developed a package of skits, narration and song that can be presented by high school students or adults to children in kindergarten through third grade.

The skits feature a reporter who investigates the concept of volunteering, a boy who discovers that cleaning his room has more advantages than just living in less clutter, three characters who find that helping someone else often brings unexpected rewards, and an entire neighborhood that learns the meaning of togetherness. Because all the characters are familiar to any child who watches television, the young audiences are immediately receptive to the ideas behind the skits.

The program package, which sells for $150, contains everything a group needs to put on the show except the six puppeteers. A guide to implementing the show suggests ways to approach a school, tells how to prepare the presentation and gives tips on rehearsal and publicity. The kit also includes the puppets, gloves, stage and curtains (with directions for assembly), an audiocassette of a typical presentation, a book on puppetry and an activity book containing short stories that depict various volunteer activities and suggested topics for discussion.

To complete the project, NCJW used the talents of many different groups. The Children's Television Workshop, for example, helped the committee develop its idea. Professional educators wrote the scripts, a professional puppeteer developed the narration and songs, and a member's husband designed the stage. Two sheltered workshops produced the pipes and curtains.

The committee has sold 20 of the 30 kits it manufactured to NCJW sections throughout the country. The Council has had numerous inquiries from other groups, but wants to give its own members the first chance to buy.

Their next project? "We hope to develop a similar program for grades four through six," Stim says.

Linda Thornburg is a writer in the Washington, D.C. area.

—Avoid sex-typing what girls or boys like to do—let them decide.

—Build on the openness of children to new situations, which they usually approach with fewer preconceived notions than adults.

—On the other hand, do not assume lack of prejudice, since children tend to express the opinions they hear at home—and sometimes embarrassingly say what's on their mind.

—Ask what the child will get out of this assignment.

—Also ask, "Does this job meet a real need?"

—Define assignments as a series of short-term tasks with identifiable goals or products, so that children can see immediate results. A sense of accomplishment is a powerful motivator.

—Plan for some variety within each assignment so that varying attention spans can be accommodated.

—Identify whether literacy is needed to accomplish goals and, if so, what reading level is required.

Written job descriptions are as useful for children as for adult volunteers. All the same elements should appear, but the language and tone can be less formal. For example, you can use a question-and-answer format on colored paper. Larger print is helpful.

Recruitment

There are many avenues open to locate young volunteers. Keep in mind that you can try to reach children themselves or work through their parents or teachers to find good candidates. Also, consider recruiting in nonschool settings so that you can be certain children are choosing freely to join your program.

When you interview and screen young potential volunteers, you should be concerned with *choice*. Does the child really want to volunteer, or is this the idea of the parent or youth group leader? This also means speaking with each group member individually.

If you are working with an organized group, clarify the role of the adult leader as liaison to you. For example, which of you will be responsible for following up on a child's absence or for enforcing rules? How will you keep in touch with each other? Who has the final word on what issues?

If you decide that a child is not appropriate as a volunteer, understand that the parent may be more upset than the child at this seeming rejection! Focus on the developmental level of the boy or girl (e.g., "We need someone who can read without assistance") so as to leave the door open for reapplying when the child has outgrown the particular stumbling block.

Parental permission is a good idea and offers you the opportunity to explain the volunteer program and your expectations. You might develop a "parent data sheet" to accompany the child's application form, providing such important information as emergency contacts and family insurance coverage. Record the transportation arrangement approved by the parent so that you can be sure it happens as planned.

Making It Work

Once you have accepted a young volunteer, the same good management techniques apply to children as to adults. This means orientation and training, though tailored to the child's educational level. Supervision and recognition are also tasks that will follow naturally from the work performed, with some modifications to match the age of the volunteer. You may find yourself running an ice cream party instead of a banquet at the end of the year, but the change might be fun for everyone!

Legalities and Liabilities

There are lots of bugaboos about the legalities of involving children as volunteers, which can stop you in your tracks if you don't anticipate them. Legal questions are undoubtedly important to answer, but be aware that others might place the fear of liability in your path as an insurmountable obstacle. This tactic is often a smokescreen hiding greater resistance to the whole concept of young volunteers. Your counter-tactic is accurate information. Armed with the facts about law and insurance, you can prove that such issues do not have to stop the progress of your program.

One misconception is that because child labor laws forbid the employment of children under age 14, it must therefore be illegal to recruit youngsters as volunteers. This is not true. In fact, there are no laws even discussing this issue! In a free society such as ours, we may assume permission to do something unless there is a specific law against it. Federal child labor laws give reasonable limits on the extent to which children may be exposed to "hazardous" work. Volunteer assignments should certainly maintain the common-sense standards for salaried youth employment, but *there are no federal restrictions on involvement of children as volunteers.*

As with everything else, labor laws vary from state to state. Check your state's definitions of "employee" and "volunteer," age restrictions on employment, and description of "hazardous" work. Look for supplements to and annotations of your state's child labor laws for any relevant applications to volunteering. If nothing expressly *forbids* children to volunteer, you may assume a green light.

It is a good idea to contact your state's department of labor and your organization's lawyer to get an authoritative answer on any legal questions. This includes getting advice on such things as the wording of a parental consent form.

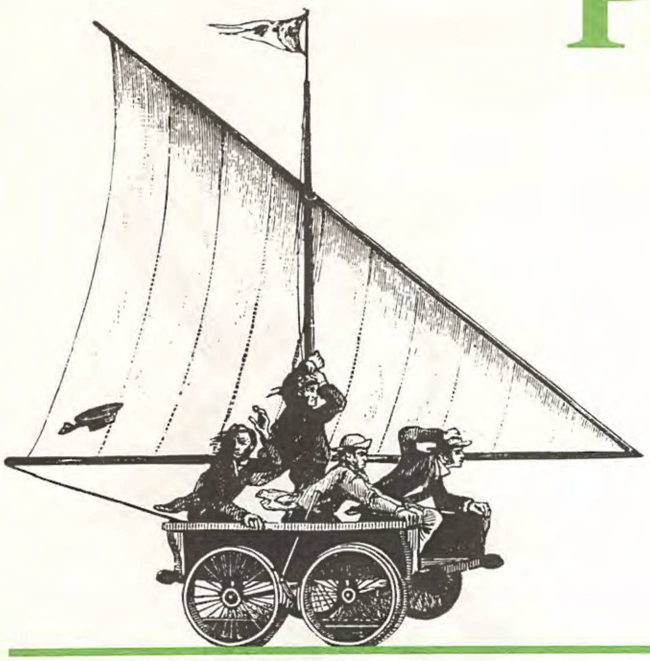
Insurance is another subject that can be blown out of proportion in importance. Keep in mind that children are routinely covered by insurance carriers for all sorts of dangerous activities, such as team sports. So your task is to clarify exactly what your present insurance covers and to assess what additional coverage you need. Be sure to get *written* answers to your questions from the legal department of your insurance carrier. If you feel your situation warrants additional insurance either to protect the child or to protect the agency from liability, look around for the best deal. A good place to start is the carrier underwriting your local school system's insurance program.

Designing insurance coverage forces one to imagine the worst possible scenarios. Once you have answered your questions and taken the necessary precautions to protect the children and the organization, do not let fear limit you! The potential for a wonderful experience far outweighs the chance of something horrible happening.

By involving children, leaders of volunteer programs have a remarkable opportunity to demonstrate the philosophy that all citizens have something to contribute to society. Children are a volunteer resource available everywhere (often right under our noses) for those managers creative enough to recognize the potential.

As adults, we are the ones to teach children the importance of community service. By participating early in volunteer activities, youngsters learn the satisfaction and other benefits that come from freely offering to help others. Neither school work nor low-level salaried jobs teach *citizenship* in the hands-on way that volunteering does. Volunteering is training for truly participatory democracy. And while children learn all this, they are of real help at the same time!

The challenge is to begin *seeing* what children are doing already and what they can accomplish when given the chance. Acknowledgement of children's help with fundraising events, neighborhood fairs or school projects is a first step towards entrusting them with other kinds of volunteering. Integrating youngsters into existing adult volunteer programs involves "self-fulfilling prophecy": If you approach children as a source of innovation and energy, their contribution will justify the effort you make to adapt program elements to them. ♥



Planning A Funding Search

How To Identify A Foundation That Could Fund Your Project

By Elan Garonzik

The following article first appeared in The Foundation Grants Index Bimonthly, *March-April 1983. Copyright ©1983 by The Foundation Center. Reprinted by permission.*

FIRST, THE HARD FACTS. NO CRYSTAL BALL EXISTS to tell you which foundations will accept your proposal. Because there's no crystal ball, planning a successful funding search takes serious, time-consuming homework. Foundations generally award grants by reviewing proposals and selecting those most closely related to their interests and objectives. And this is your homework: researching foundation interests and objectives and discovering the limitations foundations have placed on their grant programs.

To avoid this work, some grantseekers make the mistake of letting the law of averages do their labor for them. They undertake the "mass mailing" approach to fundraising, sending photocopies of their proposal to easily targeted groups, such as the largest foundations in the country or in their state. There is no way to overemphasize that this approach to grantseeking simply does not work. Not only is it a waste of your organization's time, money and effort, but also it can damage your credibility and options for future fundraising. So do your homework thoroughly and be sure it shows.

Identifying foundations which might be interested in funding your project is a two-step process. The first step is to develop a list of foundations which have demonstrated an interest in funding projects in your subject or geographic area. Once you have developed this "prospect" list, the second step is to further investigate the foundations to determine whether they have specific restrictions on their giving program that would prevent them from funding your project, whether they generally offer the type of support and the size of grant you are seeking, and how and when applications should be submitted. Because each foundation is unique it is important to find out all of the information you can about a particular foundation's giving program before making a grant request.

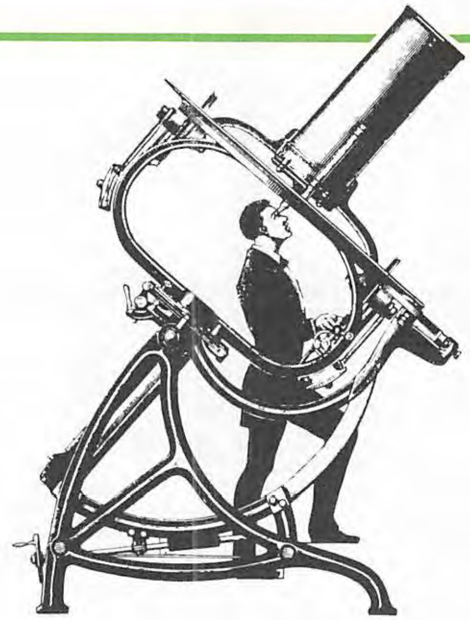
The Foundation Grants Index is a current awareness tool which will be helpful in developing your initial list of foundation prospects. The *Index* is generated from a computerized database which is available to the public through the Lockheed DIALOG system, as well as through three print publications. The database covers grants of $5,000 or more reported to The Foundation Center by the nation's major foundations, including independent foundations, company-sponsored foundations, and community foundations.

The first place that new grants information appears is *The Foundation Grants Index Bimonthly* which lists over 2,000 grants in each issue. At the end of each year, the grants listed in each issue of the *Bimonthly* are cumulated and combined with approximately 12,000 additional grants reported by foundations on an annual basis, and published in *The Foundation Grants Index Annual.* To further assist grantseekers, The Foundation Center also publishes special listings of each year's grants grouped by subject and geographic focus in its *COMSEARCH Printouts* series.

In beginning your search for potential funding sources, it is best to consult the latest *Foundation Grants Index Annual* to develop your "prospect" list and then expand your list using the subsequent issues of the *Foundation Grants Index Bimonthly.* The *Bimonthly* will alert you to changes in the funding patterns of particular foundations, as well as to foundations reporting to the *Grants Index* for the first time. Once you have developed this prospect list, you will want to move from the *Index* to the other reference sources discussed at the end of this article to find more specific information about your prospect's giving programs and application procedures.

Elan Garonzik is senior editor of The Foundation Center's Grants Index.

One last word before moving on to research strategies. *The Foundation Grants Index* provides a useful starting point for your search for funding sources, but it should never be your only reference. The *Index* covers a limited number of foundations and includes only grants of $5,000 and over. If you are looking for a smaller grant, it would probably be more valuable to begin your search with some of the local directories and reference sources with a broader scope. Another Foundation Center publication, *Foundation Fundamentals*, provides more detailed information about how to structure your funding search to achieve the best results.



Identifying Foundation Prospects by Subject

Both the *Foundation Grants Index Annual* and the *Foundation Grants Index Bimonthly* provide access to the grant records listed through a subject keyword index (Section 3). Keywords are assigned to each grant on the basis of:

1. The subject focus of the grant, such as Abortion rights, Medical care, and Urban development.
2. The type of organization receiving the grant, with terms ranging from Church and College to Library, Museum, and University.
3. The population group the grant is intended to benefit, including Aged, Blacks, Children, Handicapped, Women, etc.

Since your initial list of foundation prospects should be as broad as possible, you will want to look at the grants listed under all the terms that might apply to your organization or program. For example, if you seek funds to start a food service program for home-bound elderly in an Hispanic neighborhood, you will want to check the grants listed under "Food Service," "Aged," "Community affairs," "Hispanics," and "Nutrition." Because grants may be indexed under more than one word or phrase, you may see the identification for one grant repeated under several different terms.

If you are aware of other organizations whose activities, programs, or interests are similar to yours, it is also helpful to check the Recipient Index (Section 2) to find out if any foundations have provided grants to that organization. The Recipient Index provided in both the *Bimonthly* issue and the *Annual* volume is arranged alphabetically by the name of the organization receiving the grant and includes a two-letter abbreviation indicating the state where the organization is located.

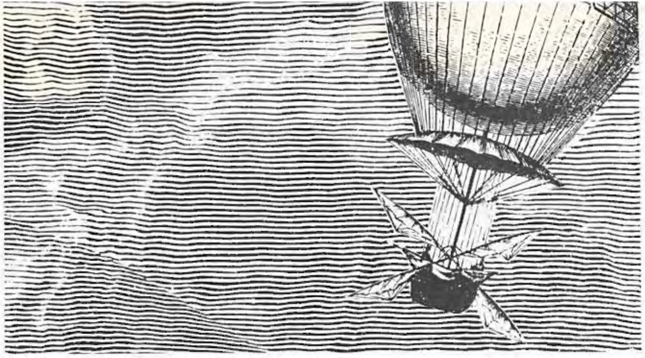
Identifying Foundation Prospects by Geographic Interest

Many foundations limit their giving to a specific community, state or region, but they are able to fund a broad variety of projects and organizations within their own geographic area. To develop a complete list of foundation prospects, you will want to identify foundations which have demonstrated an interest in giving to organizations in your geographic area, as well as in the subject field you are working in.

The Foundation Grants Index lists foundation grants under the state where the foundation is located and will help you to identify the current giving interests of the major foundations in your area. You can consult the grant lists provided in the *Index* at any point in your funding search to find out the size and type of grants a foundation is currently awarding, the types of organizations they fund, and their general subject interests. The *Foundation Grants Index Annual* also provides a combined subject-geographic index (Section 4) which references the grant records by the broad subject focus of the grant and the state where the organization receiving the grant is located. It is important to remember, however, that the *Grants Index* covers a limited number of foundations, and it will be necessary to consult other reference sources to develop a full list of foundations which are active in your geographic area. For example, the latest *Foundation Grants Index Annual* covers 19 foundations located in Texas, while the 1980 Directory of Texas Foundations lists about 1,370 foundations.

Next Steps

Once you have developed an initial list of foundation prospects based on the latest *Foundation Grants Index Annual* and current issues of the *Foundation Grants Index Bimonthly,* you will want to consult other references to expand



and refine your list. In looking at the various information pieces available about foundations, it is important to look carefully at the foundation's stated restrictions and focus for their giving program, the total amount and number of grants it awards, its officers and governing body, and its application procedures and deadlines. It is helpful to keep in mind the following questions:

1. Has the foundation demonstrated a real commitment to funding in your subject field? Although your preliminary research noted one or more grants in your subject area, closer examination may reveal these grants were made for reasons other than a permanent commitment to the field, such as a short-term grant program or a commitment to a particular organization.
2. Does it seem likely that the foundation will make grants in your geographic location? You should examine grant records carefully for explicit or implicit geographic restrictions. Company-sponsored foundations, for example, often restrict their giving to communities where the company has operations, while community foundations are almost exclusively limited to giving within their own city or county.
3. Does the amount of money you are requesting fit within the foundation's grant range? It would be inappropriate to request $50,000 from a foundation that has never made a grant for more than $10,000.
4. Does the foundation have any policy prohibiting grants for the type of support you are requesting? Many foundations are restricted from awarding grants for operating budgets, or for construction or equipment.
5. Does the foundation prefer to make grants to cover the full cost of a project or does it favor projects where other foundations or funding sources share the costs?
6. What types of organizations does the foundation tend to support? Certain foundations focus their giving on large, well-established organizations like universities, hospitals, or museums, while others may structure their giving towards grass-roots community organizations.
7. Does the foundation have specific application deadlines and procedures?

To assist grantseekers in identifying appropriate funding sources, The Foundation Center publishes a number of reference sources in addition to *The Foundation Grants Index*. Its four major libraries in New York, San Francisco, Cleveland, and Washington, D.C., as well as its over 130 affiliated libraries throughout the country, maintain collections of all Foundation Center publications and reference tools and directories produced by other organizations. These collections may be used by the public free-of-charge, and a toll-free number (800-424-9836) is provided for information about the collection nearest you.

The Foundation Directory is probably the best known and most heavily used reference tool in the field and is often the most appropriate source to consult after using the *Grants Index*. The *Directory* provides brief descriptions of over 3,300 foundations, noting their address, pertinent financial information, their giving interests and limitations, their officers and directors, and their applicant procedures. The *Directory* includes subject and geographic indexes to the foundations listed which will help you to identify other funders who might be interested in your project.

Source Book Profiles describes in detail the 1,000 largest U.S. foundations and, with the exception of a foundation's own annual reports, is the most complete source of information available on this group. Each *Profile* analyzes the foundation's most recent grants, and outlines the specific focus of and restrictions on the foundation's giving program, as well as its application procedures. Each quarterly volume of *Profiles* also includes cumulated indexes to the foundations by subject focus, type of support offered, and geographic location or focus.

The *National Data Book* is an annual listing of the approximately 22,000 currently active grantmaking foundations in the United States. Based on the Internal Revenue Service's computerized files of information returns filed by private foundations, the *Data Book* provides brief listings for each foundation, including its address, principal officer, and current assets, giving, and gifts received. The *Data Book* is an excellent source for identifying the smaller foundations in your state or community which do not appear in the larger directories and reference sources. The *National Data Book* will help you to expand your list of potential funding sources, but because the entries are very brief, it will be necessary to consult other sources, such as the foundation's full information return, to determine whether or not it is actually appropriate to submit a funding request.

There are also a number of state and local directories of foundations, as well as reference sources which list grantmakers who are interested in a particular subject field such as higher education or the arts. The publications are listed in "The Library Shelf" section of The *Foundation Grants Index Bimonthly* when they are received by the Foundation Center, and copies are often available for use in the Center's cooperating library collections. In addition, a number of grantmakers issue annual reports and other publications outlining their giving program and application procedures. These applications are often the best and most complete source of information about a particular grantmaker and should be consulted whenever possible. All current grantmaker publications known by the Center are listed in the *Bimonthly*, and copies of these are also often available for use at the Center's libraries. Used together, these reference tools allow a small organization with a limited budget to conduct an inexpensive, yet thorough funding search.

As I See It

(Continued from p. 2)

nished by Levi Strauss & Co. in the Philippines. We had negotiated contracts with businesses in the area to purchase the gloves, and the profits went to the disabled workers.

The CIT volunteers who set this up included supervisors, mechanics, instructors and many more from our Philippines unit. I noted the disabled workers were doing something, making something with pride. But, believe me, our CIT volunteers showed just as much pride because they made it happen.

We first began forming these teams in 1968 and today we have more than 110 operating in 12 different states and in 13 countries abroad. The efforts are coordinated by our Community Affairs staff of 31 in San Francisco, five regional offices and three international offices. They print materials in English, Spanish and Chinese. After 15 years of experience, we've identified some of the elements that have made these programs successful for us.

We've found they require a substantial commitment of corporate financial resources and of professional staff members with expertise in operating these kinds of programs. Kicking your marketing director upstairs to head up the effort won't do because your marketing director doesn't know the job. The community involvement side of the corporate team has to be run with the same kind of professionalism as any other part of the business.

The full scope of our efforts looks something like this: In 1982, our employees donated 14,000 person-days of volunteer time. And fully one-third of the $6 million we gave away for philanthropic purposes went to CIT projects chosen by employees. Yes, it takes money—philanthropic and corporate. But we're convinced this is a long-range investment in the human spirit that pays the most important dividend of all: It enables us to leave the world a better place than when we found it. And it makes us better people for having done the good work.

At a recent annual shareholders-meeting, CIT volunteers from Dundee, Scotland, and Little Rock, Arkansas, presented their stories. Their message was delivered along with the President's annual message and other corporate matters. Judging from the enthusiastic reaction of the audience, our shareholders liked and appreciated what they heard.

We're proud of what we do, but we realize there's always room for improvement. We hope our efforts represent at least one working model, however, and that learning more about what we do may be of some benefit to you.

Over the years, I've had many opportunities to get to know the people who contribute to their communities through the CITs. They are truly remarkable. They work long and hard. They honor family and other commitments. And they seem to have unlimited joy and energy to offer as gifts to their communities.

Each year, our CITs have annual regional meetings. All team leaders and their respective plant managers meet at an area hotel for a two-day seminar. Executives from corporate headquarters in San Francisco—such as the Chairman, President, and Senior Vice Presidents—attend, and one of them acts as honorary chairperson.

At a meeting I chaired, I was told that one of the CIT speakers had experienced a personal tragedy and was extremely depressed and nervous. When her turn came to deliver her report, I whispered to her that if she needed help I was by her side. She reported that her CIT had secured a vacant lot, cleared it and installed playground equipment so that neighborhood kids would have a safe place to play. She held my hand tightly as she announced the suggestion from her team and from plant employees that the new playground be named for her young daughter who had been killed several weeks earlier.

The CITs make up part one of our corporate volunteerism program. Part two is something we call a "Social Benefits Package." It's composed of three distinct elements, each designed to help aid nonprofit work and each designed to encourage all employees—that's right, all 48,000 employees, not just management—to participate.

The first is a Matching Gifts program. Through this vehicle, we match contributions our employees make to educational, cultural, health care and human service agencies. Our objective is to direct a portion of our corporate giving to organizations whose goals are important to our employees. We think personal giving is a good habit to develop. And we want to support our employees as they make the decisions—and sacrifices—that establish that habit.

The second component of our Social Benefits Package encourages employees to serve on the board of nonprofit community organizations. At our San Francisco headquarters, for example, we have a special outreach program to connect our employees onto these boards. After an employee has spent a year as a board member, the Levi Strauss Foundation will make a cash award to the community agency in recognition of his or her service. These awards range from $500 to $1,500 for each year served.

The third and final element of our Social Benefits Package is our Local Employee Action Program. This program is designed to recognize employees who make an important contribution to their communities by offering their time, talent, love and skill as volunteers. Again, if an employee serves as an active volunteer with a nonprofit agency for a year, the Foundation will provide a $500 grant to recognize and support the employee's volunteer work.

There are a few other ways we offer our support for voluntarism. We have learned that, often, the help nonprofits need is for specific kinds of assistance such as accounting or long-range planning. In those instances, some of our corporate departments have become involved in short-term assignments that match up community needs with company expertise. Our Corporate Tax Department has provided accounting and bookkeeping services to the Northern California Senior Olympics. Our Public Relations Department has provided technical assistance to the Older Women's League.

I'm also pleased to tell you that here in the Bay Area, we have just begun housing the San Francisco Volunteer Bureau in newly renovated and furnished offices at our corporate headquarters. We're going to try to be a good landlord: As long as they pay their free rent on time, we should have no problems.

We do the same matching up of community needs with individual employees through our "skills banks." We survey our employees to determine their interests and talents. Then we match them up to the requests for help. We received a request from a group for a graphic artist to help design materials for a community festival. We found a woman in our computer department who was very good at computer graphics. She designed a media campaign for the festival—poster, booklet and a brochure. Another nonprofit agency wanted to start a newsletter, but it needed an editor. A search through our skills bank produced the right employee with editing skills and the interest to do it.

Economic conditions and political priorities that have made the past few years especially bleak for many citizens are providing an opportunity for more people to pay attention to voluntarism.

The funding, the professionals who develop the programs, the visibility of these programs within the institution—all of this comes down to a basic rule we've discovered: *If you want voluntarism to work within your organization, it can't be viewed as an afterthought or some frivolous, expendable adjunct to the business. It must become a central part of the corporation's culture.*

SO FAR, I'VE TALKED AT SOME LENGTH ABOUT what we do, but I haven't said much about why we do it. We do it because we think it's right. President Truman had a little sign on his desk that said it cleverly if, perhaps, a bit skeptically: "Always do right," the sign said. "This will gratify some people and astonish the rest."

In a serious vein, we at Levi Strauss & Co. feel a responsibility to contribute in meaningful ways to the quality of life in the communities and the countries in which we do business. We employ more than 15,000 people overseas—what we produce in the U.S. is sold in the U.S.; what we produce overseas is what we sell overseas. We've been doing this for some time now, but I must say the need is especially urgent because of the hardships brought about by a sluggish world economy.

I know all of you understand that because you've been doing it for some time, too—because you believe in it, not merely because the call to voluntarism has come from the White House. But economic conditions and political priorities that have made the past few years especially bleak for many citizens are providing an opportunity for more people to pay attention to voluntarism.

Some people call this trend the "self help" movement—the idea that all of us have an obligation to help ourselves and our neighbors. Adding impetus to this movement is the growing recognition that even in the best of times, there are limits to what government, business and other institutions can do—and that we can do more as individuals.

The thoughtful report last year on the status of volunteering in America written by Ken Allen, VOLUNTEER's president, hit the nail on the head. He wrote, "At the core of this new spirit of activism is a growing belief that if problems are going to be solved, it will be because people, not institutions, are attacking them."

It is our belief at Levi Strauss & Co. that this spirit must start with our young people. One means we use to accomplish this is by encouraging members of CITs and the agencies they deal with to involve their families in our volunteer work. Another is by rewarding volunteers.

One plant manager of ours in England took his manager's charitable budget and set up a small trust. It is an endowment from which the interest will annually make an award of cash to the leading student in the local public school who has made the most significant volunteer contributiou to the community. That's what we mean by starting young.

But we focus on the elderly, too. Community service doesn't necessarily end when our employees retire. We continue to match gifts and time given to community organizations by our retired employees. We even have one CIT composed entirely of retirees. They have much to give to their communities, in skills and time.

When I speak about all of this before audiences of business leaders, I always encounter a set of comments I know you run into as well. Some of my colleagues will say, "We're in business. We're not charity organizations. What does voluntarism have to do with running a business? How can we justify it in business terms?" It seems like some sort of gamble to them.

It's like the story about Mrs. Henry Clay chaperoning a young lady through some rooms where gentlemen were playing cards, the great Henry Clay among them. "Is this a common practice?" inquired the young woman. "Yes," said Mrs. Clay. "They always play cards together." "Doesn't it disturb you to have Mr. Clay gamble?" asked the young woman. "No, dear," answered Mrs. Clay. "He most always wins."

Corporations must be convinced that voluntarism is not gambling. When they do it, they always win. At Levi Strauss & Co. we've learned some important lessons about why corporate voluntarism is clearly in the self-interest of the business. It is, first of all, a reaffirmation of our faith in our people and the good works they can do in their communities.

Voluntarism also builds skills, confidence and leadership that contribute to employees' personal development and to their development on the job. A corporation, after all, is nothing more or less than the people who comprise it. People are clearly our most important asset.

So people derive pleasure and a sense of self-respect from doing a good job for their community. Those positive feelings also spill over and affect job performance. Our plant and personnel managers tell us our voluntarism programs inspire team building, better personnel relations and higher productivity.

We also believe our efforts to be a good citizen helps us attract, earn and retain the respect of some of the most talented people in the labor market. It is thus a recruitment tool and, judging by letters we receive, our employees are perceiving voluntarism as an enriching experience. We realize similar benefits in the communities where we do business. We know that the volunteer programs I have described help make us a good neighbor—and a welcome addition to almost any community. Finally, our volunteer programs enable us to define who we are as a company and reinforce the values we respect. They represent part of our ethical identity.

Voluntarism also builds skills, confidence and leadership that contribute to employees' personal development and to their development on the job.

Again, however, I want to emphasize that the programs I've described and the reasoning behind them are the response of one corporation. Other corporations may respond in different ways—perhaps in the form of in-kind donations, organized volunteer programs or employee support programs. Whatever the form a voluntarism program takes, some kind of program makes good sense for every company.

There are also new corporate volunteer programs that are exciting and creative—such as helping nonprofits resolve disputes, providing computer and tax services, developing personal opinion surveys, offering loans at advantageous interest rates, offering management and supervisory training.

Meanwhile, we have to challenge ourselves with solving tougher and tougher problems in the community. CITs should continue visiting senior centers and organizing Christmas parties for hospitalized kids, but at Levi Strauss & Co. we also want to continue to identify and respond to the most fundamental and real problems in our communities.

A CIT at one of our subsdiaries in San Francisco, for example, saw cutbacks in public funding of agencies providing children's services. The CIT members formed a speakers bureau to act as advocates before public agencies and city officials to lobby for more money. They even wrote to the mayor about the problem. A week later, the funding was restored. We like think the letter had something to do with it. Controversial? Perhaps, but here, without a doubt, was a CIT tackling a tough problem. I hope we nurture and build on that kind of courage.

While our initiatives in this entire field of endeavor please me, I nevertheless see several challenges we must overcome if the field of corporate voluntarism is to grow and flourish. First, top management must be aware that corporate voluntarism pays important and tangible dividends. You and I know that it does and it's our responsibility together to bring that message to senior corporate executives.

Second, we in the corporate world must overcome emphasis on the short term and must begin thinking in the long term. In my opinion, corporate voluntarism is often a casualty of this myopia because managers find it far easier to calculate short-term costs of these kinds of programs rather than viewing their long-term gains.

Third, once we pique the interest of corporations, we must encourage them to be as innovative in this field as they are with other aspects of their business. We've been selling jeans for over 130 years now, but last year we also introduced ahout thirty new products. We need that kind of vitality in our corporate service activities as well.

Fourth, we should develop incentives to foster more—and more effective—cooperative efforts among business, government, nonprofit organizations and even neighborhood groups. Effective channels for this effort are the national and local Corporate Volunteer Councils where ideas can be batted back and forth and plans of action developed.

Fifth, if we tap into large corporations only, we're neglecting a vast reservoir of talent and skill. We must find ways to extend the corporate voluntarism campaign to medium-sized and small companies as well. Their participation may be on a smaller scale, but they are essential if we are to maximize the effect of business involved in community improvement.

Sixth, all companies—large and small—must be encouraged to export their support for voluntarism to other countries where they do business. One of our CITs helped build an orphanage in Arrecifes, Argentina. A handyman program helps make household repairs for the sick, aged and handicapped in Elizabeth, Australia. A camp in Brussels, Belgium, for children with cystic fibrosis now has a second respirator because the local CIT raised the money to buy it. Six CIT teams in Toronto, Canada, are raising money for organizations fighting child abuse. And the dilapidated local elementary school in Naucalpan, Mexico, has 180 new desks and other equipment because the local plant CIT raised the money.

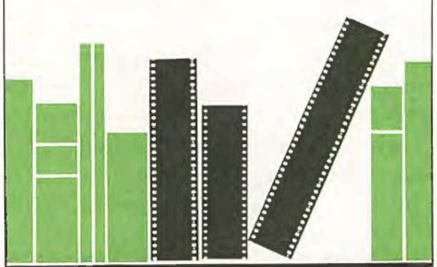
For a multi-national corporation to have the opportunity to reinforce voluntarism in other cultures is an important role. These are just a few examples, but think what it would mean, if because of the community service initiatives of American corporations abroad, they would be viewed as models for others to emulate rather than being the objects of scorn.

When I think about this work of volunteering, I am reminded of the words of Helen Hunt Jackson, a 19th century American writer. "If you love me, tell me so," she wrote. "The realm of silence is large enough beyond the grave. Give flowers to the living. Praise the one who does something good and worthy—and do it today. The one thing we know definitely is that love, only if it is expressed, grows and gives out fragrance. One of the greatest joys of life is to give, and giving is in itself flavored with divinity." From corporations and from nonprofit organizations, volunteering is giving.

Finally, our volunteer programs enable us to define who we are as a company and reinforce the values we respect. They represent part of our ethical identity.

To those of you assembled here today, I say that to volunteer is to love. And to give one's time—the most precious commodity we have—is giving at its exceptional best. Each of you exemplify this.

Tool Box



Compiled by
Donna M. Hill

The Nonprofit Executive. Taft Corporation, 5125 MacArthur Blvd., NW, Washington, DC 20016. $68 for one-year subscription.

This monthly newsletter is designed specifically to help with professional development and career advancement. Sample articles include "What Makes Successful Nonprofit Executives Successful," "Getting the Most Out of Your Personnel," and "Improving Delegation Skills."

Words, Meaning and People. Dr. Sanford I. Berman. International Society for General Semantics. P.O. Box 2469, San Francisco, CA 94126. $4.75 (members), $5.95 (nonmembers) postpaid.

The brief articles in this collection examine the fundamental building blocks used to shape thoughts about one's self and world. The author explores the role language can play in producing more flexible attitudes, in helping one get along with others.

Questions and Answers: Volunteering and the Education of Handicapped Children. Gene Hensley and Bobette W. Host. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1983. 38 pp.

This publication covers such topics as general definitions of exceptionality and handicapping, developing a volunteer program for the handicapped, utilizing handicapped persons as volunteers, and the value of volunteering in developing effective services for handicapped persons.

Quest for Funds: An Insider's Guide to Corporate and Foundation Funding. Joe Breiteneicher. Conserve Neighborhoods, National Trust for Historic Preservation, Drawer 409, 1785 Massachusetts Ave., NW, Washington, DC 20036. 1983 20 pp. $1.50 plus $1 postage and handling.

This special issue of the Trust's newsletter is designed to help groups assess their fundraising needs and develop a realistic plan for raising funds. Groups will also find out how to locate the right donor for their projects and how to market their proposals.

How to Lobby Congress: A Guide for the Citizen Lobbyist. Donald deKieffer. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1981. $8.95 postpaid.

This new offering is a thorough examination of citizen group lobbying, with excellent suggestions for identifying issues, researching laws, establishing contacts with Congress and the media, and focusing attention on your cause. In the chapter entitled, "The Ten Commandments," the author outlines the step-by-step process for planning and executing your lobby effort. Includes a resource section with hints on seminars, reference materials, periodicals, legal publications and further readings on lobbying.

Needs Assessment: The State of the Art. A Guide for Planners, Managers, and Funders of Health and Human Care Services. United Way of America. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1982. $15 postpaid.

This book offers community leaders and health and human service professionals a practical guide for conducting effective needs assessment studies. Includes examples of various approaches to needs assessment, provides comprehensive data on all phases of the process, and selects and reviews past efforts of needs research. Also contains an extensive bibliography and a short series of helpful appendices that outline past United Way procedures, surveys and information coding schemes.

Nuclear War Prevention Manual. Campaign Against Nuclear War, 122 Maryland Ave., NE, Washington, DC 20002. $5 each (1-4 copies); $3 each (5-20 copies); $2 each (21-49 copies); $1.50 (50 or more copies).

This manual offers suggestions on what you can do to prevent nuclear war. It is divided into eight sections, each outlining key points designed to help people become active in helping end the nuclear arms race. In addition to advice on how individuals can make a difference, the manual also lists citizen organizations already active in such efforts.

(Continued on next page)

Editing Your Newsletter: A Guide to Writing, Design and Production. Mark Beach. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1982. $9.95 postpaid.

The author has compiled all the information you will need to make a newsletter more interesting, more attractive, more effective. The book includes sections on themes, photographs, interviews, typesetting, mastheads, format and design, paper stocks, graphics, printing and more.

A Guidebook for Planning Alcohol Prevention Programs With Black Youth. National Institute on Alcohol Abuse and Alcoholism. Publication BK91-GX, National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, MD 20852. 1981. 130 pp. Free.

This publication contains ideas on starting programs to prevent alcohol abuse among black youth. It describes the beginning steps—mobilizing interested groups, getting multiple agency support through networking, finding out what youth/alcohol issues are of concern to the individual community, writing a grant proposal, getting funding support, holding a prevention workshop—and the most critical step of involving youth as partners in programs that encourage independent decisionmaking about alcohol.

Spectrum: Alcohol Problem Prevention for Women by Women. National Institute on Alcohol Abuse and Alcholosim. Publication BK93-PN, National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, MD 20852. 1981. 91 pp. Free.

Attractive, no-nonsense and easy to use, this guidebook to planning and executing community prevention projects is designed expressly for women's community groups. The book explores the many kinds of alcohol-related problems women experience and why, and the role of prevention. Presents 48 project ideas in six topic areas.

On the Sidelines: An Adult Leader Guide for Youth Alcohol Programs. National Institute on Alcohol Abuse and Alcoholism. Publication PH183-SX, National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, MD 20852. 1981. 32 pp. Free.

An idea book of alcohol abuse prevention projects for teenagers, this guide talks about the many ways that adults who stay "on the sidelines" can stimulate youth to develop leadership and communications skills, plan activities and make their own decisions.

The Media Resource Guide. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 39 pp. $5 postpaid.

A booklet focusing on using the media to an agency's or program's advantage. The *Guide* provides background on how to get an organization's story into the newspaper, on television and radio, into interviews—and what to do next. It also includes sections on op-ed articles and broadcast editorials.

The Board Manual Workbook. G.E. Stringer, with K.B. Arsem, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1982. $4 postpaid.

This manual offers a workable way to recruit, train and mobilize an effective board of directors. It outlines the basic steps for board development—from developing the organization's purpose statement to designing bylaws, agenda and policy, to organizing and utilizing strategy committees.

Successful Community Fund Raising. Sheila Petersen. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1979. $7.95 postpaid.

Sheila Petersen, chief fund raiser for the North Salem Ambulance Corps of Croton Falls, New York, shares her expertise for raising money at the local level in this guide. She includes a wide variety of ideas proven to be successful fund raisers, such as fund drives, raffles, bazaars and dinners.

Stressmap: Finding Your Pressure Points. Michele Haney, Ph.D. and Edmond Boenisch, M.S. Impact Publishers, P.O. Box 10904, San Luis Obispo, CA 93406. $5.95.

A personal guidebook for pinpointing sources of stress and finding stress relief. Questionnaire "maps" help readers survey people, money, work, body, mind and leisure stress areas. "Stress relief" chapters offer long-term methods for stress management.

The Assertive Woman. Stanlee Phelps, M.S.W. and Nancy Austin, M.B.A. Impact Publishers, P.O. Box 1094, San Luis Obispo, CA 98406. $5.95.

Assertiveness training for women is offered in this book that applies assertiveness principles to all phases of a woman's life. Full of examples, checklists and helpful procedures.

The One-Minute Manager. Kenneth Blanchard, Ph.D. and Spencer Johnson, M.D. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1982. 250 pp. $15 postpaid.

This book teaches a quick way to increase productivity, profits, job satisfaction and personal prosperity.

One Hundred and One Ways to Raise Funds. Torbin and Martha Yates. Long Range Fund Development, PO Box 129, West Barnstable, MA 02668. 1980. 35 pp. $4.00.

An annotated listing of fundraising projects for clubs, associations and organizations. This compilation describes and rates money-raising projects for inexperienced, small groups as well as large, knowledgeable organizations, including auxiliaries, volunteer church groups, civic clubs and community charitable associations. It includes cautions, guidelines and ideas for creative planning for maximum returns with volunteer effort.

Essential Resources **Tailored** *for Human Services Providers*

VOLUNTEER
ASSOCIATE PLANS

Associates comprise the growing network of active participants in VOLUNTEER's work. Today, over 1,300 individual citizen leaders and volunteer administrators, local volunteer organizations, public sector agencies, and state and national support organizations are VOLUNTEER Associates.

By joining this network, Associates gain

Exposure to **new strategies** for involving more people effectively in community problem-solving, including examples of successful local efforts and tips on how they do it;

Introduction to **new techniques** *for developing the resources, funds, technical assistance, training and information services necessary for running an efficient, productive program;*

Insights into **new ideas** about the importance of citizen involvement in our society, about what individuals can do as volunteers, and about how we can help them do it;

The opportunity to develop **new skills** *and refine existing ones in volunteer management, and the opportunity to share problems and ideas with colleagues around the country;*

Advance information on new developments about volunteering from a national perspective—on legislation and regulations, new resource materials, emerging problems, new partnerships with business, labor and government.

Special opportunities to participate *in national training events and projects;*

Identification with the growing nationwide network of VOLUNTEER Associates.

Plan A
The Basic Associate Plan
$30

The Basic Associate Plan is designed for the individual or organization who wants to stay informed about developments and opportunities in the volunteer field. Subscribers receive

- **Regular communications,** including *Voluntary Action Leadership, Volunteering,* a quarterly newsletter that provides the latest trends in volunteering and updates on state and national legislation affecting volunteer nonprofit groups, and *Exchange Networks,* another quarterly newsletter offering suggestions and resources for obtaining program technical assistance and support funding.
- **Certification** of Association with VOLUNTEER;
- **Participation** in national surveys and pools on current volunteer issues;
- **Inclusion** in the nationwide network of VOLUNTEER associates.

Plan B, The Organizational Associate Plan ($80) and **Plan C, The Resource Associate Plan ($200),** offer a range of additional services and discounts on VOLUNTEER publications and conferences. A brochure that outlines in detail the benefits of each of these plans is available from VOLUNTEER's Boulder office.

☐ Yes! I want to join the volunteer community! Please enroll me in Plan A described above.
☐ Please send me a brochure that describes all three Associate plans in detail.

Name ______________________

Organization ______________________

Street Address ______________________

City/State/Zip ______________________

Daytime phone number: (   ) ______________________

Please check method of payment: ☐ Check enclosed ☐ Mastercard ☐ VISA

Credit Card Number (all digits): ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Card expiration date: ____________ Signature: ______________________

Mail to: VOLUNTEER: The National Center for Citizen Involvement, 1111 N. 19th St., Room 500, Arlington, VA 22209.

Please . . .

RATE This Issue!

You can help improve VAL by taking a minute to check off this simple rating form.

RATE THIS VAL:

Overall, this issue is (check):

_____ useful
_____ moderately useful
_____ not useful
_____ interesting
_____ moderately interesting
_____ not interesting
_____ easy to read and follow (good type and layout)
_____ hard to read and follow (poor type and layout)

The best articles were: ______________________________

SUGGEST ARTICLES FOR VAL:

Please indicate the kinds of articles you would like to see in *VAL:*

Are you a (check one):

_____ volunteer administrator
_____ other staff member/director
_____ volunteer
_____ board member

other comments: ______________________________

Please clip and return to: Editor, Voluntary Action Leadership, 1111 N. 19th St., Room 500, Arlington, VA 22209.

Letters

VAL for the Affluent?

The Kerry Kenn Allen article, "Volunteering in America 1982-83," in the winter 1983 *VAL* is so kind and so favorable to President Reagan. I am, however, impressed that our Honorable President does not practice what he preaches. His personal tax returns show no five percent in charitable contributions, although he wants all of us, most of whom have far less of the world's goods than he, and none of whom have as many perks (save perhaps former First Ladies Johnson, Ford, Nixon etc.), to give five percent. Methinks the writer of the article would do better to ask why not leadership at the top, rather than leadership for us to do it all.

Your magazine is frankly for the affluent. Perhaps your readers agree with Mr. Reagan—the others should give five percent. Me, I'm different. I do not appreciate duplicity in anyone.

—Kathryn L. Corbett
Trinidad, Calif.

Group Arrangements for Rose Parade?

I was attracted to the article, "Volunteer Theme Announced for '84 Rose Parade," in your spring 1983 issue. In reading and seeing so much emphasis on volunteerism this year, I thought it might be very appropriate for volunteer administrators to attend the parade together.

Do you know of any way or of any person who might be able to arrange such a trip at a low cost? I am the program chairperson for the Volunteer Administrators of Southwestern Pennsylvania (VASP), and I plan to talk to the membership regarding such a trip.

Also, if anything special will be done to make available parade highlights, such as slides, films, photos, please let me know.

—Carole R. Silvagni
Coordinator of Volunteer Services
New Heritage, Inc.
Homestead, Pa.

VOLUNTEER, who will present a float in partnership with Aid Association for Lutherans, is organizing block seating along the parade route for volunteer leaders and volunteers who want to attend the Tournament of Roses Parade.

In addition, VOLUNTEER is arranging with American Airlines to offer travel discounts from several major cities for groups who want to fly to Pasadena.

Let us know immediately if you are interested in group parade seating and the travel discount. (There will be a limit to the number of grandstand seats VOLUNTEER can reserve. The cost will be between $10-$20 per seat.) Contact Joan-Patricia O'Connor at VOLUNTEER, 1111 N. 19th St., Room 500, Arlington, VA 22209, (703) 276-0542.

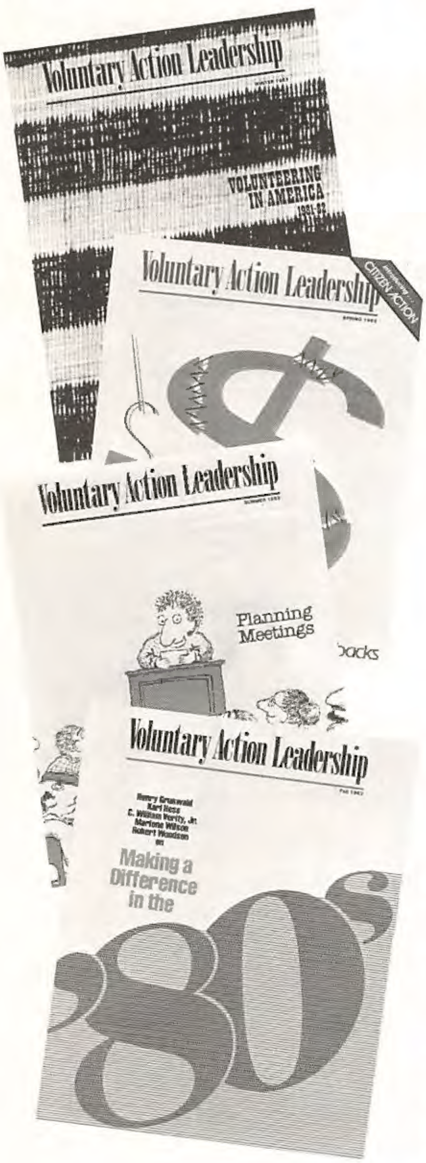
You also might be interested in showing your group a 24-minute film, "Countdown," on the history and highlights of the Rose Parade. It is available at no cost on a loan basis. Write Bill Flinn, Director of Public Relations, Pasadena Tournament of Roses Association, 391 S. Orange Grove Blvd., Pasadena, CA 91105.—Ed.

If you can answer "yes" to any of the following questions . . . then

1. Would you like to obtain new skills to enhance your career as a volunteer administrator?
2. Are you interested in keeping up with the latest trends, issues, and developments in the field of volunteering?
3. Do you want to learn how to set up a viable volunteer program?

Voluntary Action Leadership

is for YOU.



Published 4 times a year, each issue of **Voluntary Action Leadership** magazine contains regular columns on volunteer legislation, communications techniques, reviews of the latest books on volunteer program management, a calendar of workshops and conferences on volunteering and volunteer administration, and a resource listing of inexpensive how-to materials.

Take a look at some of the topics covered in depth by VAL in the past year:

Volunteer/Staff Role Review • A Volunteer Program Evaluation Checklist • Mileage Deductions for Volunteers • Getting Your Story on Cable TV • How to Evaluate—and Enhance—Your Meeting • The Role of Women in Volunteerism—A Short History • Volunteering With the Handicapped—A Fresh Look at a Time-Honored Resource • The Making of a VOP* (*Volunteer Orientation Portfolio)

and *more* by experts in the field of volunteer administration—professionals like you who care about improving their work with volunteers.

Join them today by subscribing to **Voluntary Action Leadership** for $14 for one year (4 issues). Better yet, save $2 by subscribing for two years for $26.

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

1 year (4 issues)	2 years (8 issues)	3 years (12 issues)
☐ $14	☐ $26	☐ $38

Please check method of payment:

____Check enclosed

____ MasterCard ____VISA

Credit Card Number (All Digits):

Card Expiration Date:____________

Signature____________

Name____________

Org.____________

Address____________

City____________

State____________

Zip____________

Canadian postage add $2 per year, Foreign add $4.

Payment by check or credit card must accompany all orders.

Mail to:

Voluntary Action Leadership
CIRCULATION
1111 N. 19th St., Room 500
Arlington, VA 22209

Calendar

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

Oct. 11 — **Baltimore:** *Volunteer Power—The Vital Link*

A one-day participatory conference focusing on strengthening the skills of the volunteer community. Workshop sessions on fundraising, public speaking, lobbying, stress management, public relations and more.
Fee: $7.50.
Contact: Doris A. Trainor, MD, Volunteer Network Conference '83, PO Box 5638, Baltimore, MD 21210, (301) 234-5631.

Oct. 12-15 — **Milwaukee:** *1983 AVA National Conference on Volunteerism*

"Practicing Excellence in Volunteer Administration" is the theme of this annual meeting of the Association for Volunteer Administration. Conference will address such topics as working with limited resources, maximizing leadership competencies, training skills and budget knowledge through workshops, plenary sessions and meetings. Featured speakers include Barbara Bush, Eva Schindler-Rainman, Harriet Naylor, Susan Ellis, Virginia Cronk, Ivan Scheier. Program available.
Contact: AVA, PO Box 4584, Boulder, CO 80306, (303) 497-0238.

Oct. 16-19 — **Nashville:** *NAVCJ Forum '83*

The 13th annual Forum of the National Association on Volunteers in Criminal Justice will focus on successful continuation of services through more effective use of people, dollars and power. Workshops on criminal justice program models, organizing and working within the political process, volunteer management skills and fundraising. In addition to a number of plenary sessions featuring nationally known speakers, Forum '83 once again will feature an "exchange session" for information and idea sharing.
Fee: Before October 1: $55/NAVCJ members; $69/nonmembers. After Oct. 1, $90/members; $112.50/nonmembers.
Contact: NAVCJ Forum '83, PO Box 1000, University, AL 35486.

Oct. 18 — **Lansing, Mich.:** *Reality Oriented Volunteer Management*

A one-day workshop sponsored by the Michigan Association of Volunteer Administrators. Guest speaker: Dr. Eva Schindler-Rainman focusing on recent trends in voluntarism, transition management of yourself and volunteers, and an exchange of successful practices.
Fee: $30 MAVA members; $35 nonmembers (incl. lunch and refreshments)
Contact: Bill Richards, MAVA, PO Box 19003, Lansing, MI 48901, (517) 224-8285.

Nov. 17-18 — **San Francisco:** *Fall Conference of Western Gerontological Society*

"Aging in America: Perspectives on Health" is the theme of this conference, which will precede the Society's 36th annual meeting.
Contact: Conference Division, Western Gerontological Society, 833 Market St., Suite 416, San Francisco, CA 94103, (415) 543-2617.

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

Nonprofit Org.
U.S. Postage
PAID
Washington, D.C.
Permit No. 44042

ADDRESS CORRECTION REQUESTED