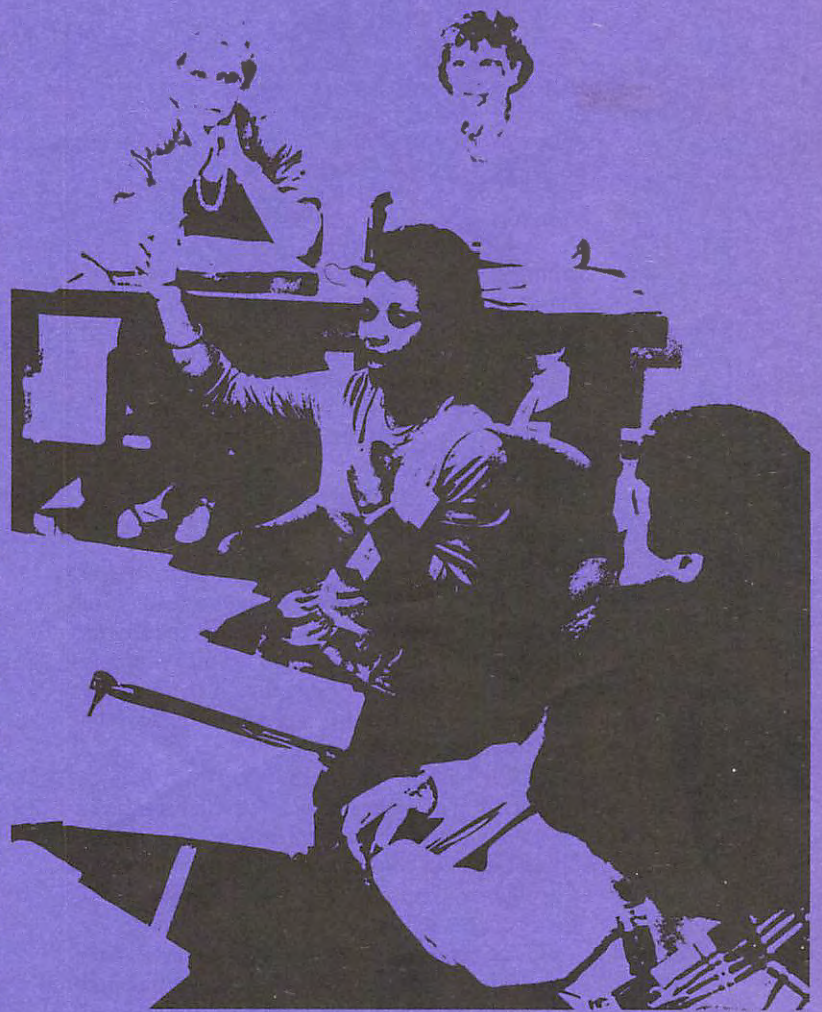


Voluntary Action Leadership

SUMMER 1986

Learning to Market Volunteering



As I See It

Are We Ready?

By Christine G. Franklin, CAVS



Christine Franklin is director of the Voluntary Action Center of the United Way of Massachusetts Bay in Boston, and president of the Association for Volunteer Administration. She is a Certified Administrator of Volunteer Services (CAVS), conferred by AVA, and a trainer and faculty member at the United Way of America's National Academy of Volunteering for the course on Volunteer Center management in August 1986. She is also an active volunteer in Boston.

There is a Chinese proverb I've always liked: "If you give a man a fish, he'll eat for a day. If you teach him how to fish, he'll eat for life." This could readily be translated to the field of volunteerism as: "If you randomly position warm bodies in volunteer jobs, they'll temporarily fill a gap. If you carefully manage our human resources, the rewards will be theirs—and ours—for life."

A few years ago, it became apparent, both from federal rhetoric and budgets, that human and social service organizations could no longer count on federal dollars to support them. Federal dollars had become available in the '60s. Pour money on the problems, the reasoning went, everyone will benefit, and the problems will go away.

Increasing staff support and expertise with those dollars contributed increased services. But those dollars also fostered dependence on federal coffers, reorganized agency goals and priorities without a look at original mission statements, and reduced the need and opportunity for citizen involvement. Providing support services for people in need through caring and sharing got lost in the shuffle.

As a local Camp Fire executive during this period, I recall being challenged at leadership recruitment programs with

the parental attitude, "Here are the dues, the outfit, the project fees, my child—but don't expect me to participate in any leadership capacity." Forget the role modeling, the fun, the informal opportunities to share, lead or volunteer that might be contributed by an adult leader. That was someone else's job. Consequently, hundreds of children went unserved because it was expected that dollars would accomplish everything.

Today, agencies are absorbing the cuts and reorganizing goals to reflect agency capabilities in staffing and programming. And still, we are looking down the gun barrel of the Gramm-Rudman bill and asking, "How much further can we cut? How can we continue to serve those in need, who can neither pay nor help themselves?"

As I see it, financial resources are finite, but human resources are infinite. It is today's volunteer and today's volunteer services manager who will make the difference in tomorrow's delivery of human and social services. Are we ready?

Those of us in the field of volunteerism well know the needs and resources of the organizations with which we work. We see both every day, often with a perspective that is not shared by other management staff.

Agency needs include

- sufficient services for those in need;
- adequate staffing to provide those services;
- enough equipment to do the job; and
- realistic goals for what can be accomplished with the resources available.

Agency resources include

- funding through fees or community contributions;
- in-kind donations or assistance; and
- skills, energies and time of those who care, both staff and volunteers.

We watch as people who need help are turned away, only partially served because there is no one to see them through the maze of complex bureaucracies and processes. We wince as staff balk at the opportunity to fulfill their roles by not welcoming others to assist them. We begin by building small, successful models demonstrating how a few extra hands and heads can make a difference—confident that with each step, we will make a significant difference in time to come.

However, those organizations that have been wisely involving volunteers since their grassroots conception can point with pride to their successes in serving the teenagers and the elderly, the illiterate and the uncultured, the unhealthy and the unfortunate. They have responded to community needs through citizen caring and involvement. They continue to value the volunteer who listens, counsels, administers, translates, serves, and serves again.

What many of those organizations, volunteer-enriched and volunteer starved, have discovered is the value of the person who manages these services. Volunteering takes management, not dissimilar to agency management. Volunteering, if it's going to make the difference, demands respect and support.

Recently, I attended a meeting where community organizations were being selected to be a part of a volunteer fair where organizations can promote their volunteer needs and where the public can consider its potential involvement in community issues and programs. We determined that we had a broad cross-representation of human service and cultural agencies,

Continued on page 35

Voluntary Action Leadership

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Cover photo: A workshop session at the 1986 National VOLUNTEER Conference, which addressed the theme, "Marketing Volunteering."

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Voluntary Action

NEWS

President's Volunteer Action Award Program Honors 19 Individuals, Groups

Nineteen individuals and groups were honored by President and Mrs. Reagan at a White House luncheon in their honor in early June as the 1986 recipients of the President's Volunteer Action Award. The program, now in its fifth year, is cosponsored by VOLUNTEER and the federal ACTION agency.

"The spirit of voluntarism is deeply ingrained in us as a nation," Reagan told his 300 luncheon guests. "Indeed, when asked by pollsters, most Americans state their belief that no matter how big government gets and no matter how many services it provides, it can never take the place of volunteers. In other words, the American people understand that there are no substitutes for gifts of service given from the heart."

As ACTION Director Donna Alvarado read the citations, Reagan, assisted by VOLUNTEER Chairman George Romney, presented each winner with a silver medallion contributed by Avon Products, Inc.

The winners began their three days in Washington, D.C. with a VIP sightseeing tour and picnic at LBJ Park, where they relaxed and became acquainted with each other and VOLUNTEER staff. That evening VOLUNTEER hosted a reception and dinner in their honor at the Mayflower Hotel, which had contributed the recipients' rooms.

"These are very special awards,"

guest speaker Donald Hodel, Secretary of the Interior, said. "The fact is that most Americans do care about what happens as a result of individual, personal behavior."

The recipients' whirlwind schedule of activities culminated with a Capitol Hill reception hosted by VOLUNTEER board member Senator Dave Durenberger. More than 300 guests attended, including many VOLUNTEER board members, ACTION's Volunteer Service Advisory Council members, members

of Congress and representatives of Washington-based local and national volunteer organizations.

The 1986 individual and group award winners are:

Heifer Project International
Little Rock, Arkansas

Since Heifer Project International was founded in the 1940s, the organization has sent approximately 74,000 animals and nearly two million chickens, turkeys and other kinds of poultry to families in 33 states and 107 countries. The organization involves over 900 volunteers in activities that range from fundraising to cleaning out the animals' stalls.

Gloria Allred
Los Angeles, California
Working closely with Governor



President and Mrs. Reagan welcome 1986 President's Volunteer Action Award winners and guests to White House.

Deukmejian's office, Gloria Allred developed Project Amnesty to provide a "catch up" period for parents behind on child support payments. Implemented as a pilot project in five counties, Project Amnesty resulted in collections of \$1.99 million, an overall increase of 13.6 percent.

Security Pacific National Bank

Los Angeles, California

Through Project Volunteer, Security Pacific promotes employee volunteer involvement through its 630 offices throughout the state and subsidiary offices. Its programs include volunteer education programs as well as job training, career and economic education programs. Through nine SecuriTeams, over 3,000 employees are active in community volunteer activities.

Operation Santa Claus

Sacramento, California

Begun in 1948 as a holiday season program for military families at the Sacramento Army Depot, Operation Santa Claus now serves over 9,000 needy military and civilian families throughout the year with food boxes, furniture, clothing and medical equipment.

National Association of Letter Carriers

Washington, D.C.

Carrier Alert is an all-volunteer effort by members of the National Association of Letter Carriers who monitor elderly and disabled mail patrons by watching for uncollected mail and alerting local social service agencies. The program is sponsored in cooperation with the U.S. Postal Service and local agencies like the United Way and Red Cross.

Kimi Gray

Washington, D.C.

Kimi Gray founded College Here We Come in 1974 to encourage and help young people in the Kenilworth Gardens public housing project attend college. The project features tutoring and counseling by adults, older students and vacationing college students within the project. Since the project's founding, over 500 young residents of the housing project have attended college.

Anthony Barracca

Apopka, Florida

When Anthony Barracca discovered that a local bakery was destroying left-over goods, he began to collect and distribute them to a local mission. Now he



VOLUNTEER Chairman George Romney pays tribute to award winners at dinner and reception in their honor at the Mayflower Hotel.

makes collections five days a week, distributing the goods to a mission, the Salvation Army, a children's home and migrant workers' camp. He also has enlisted the help of local businesses in sponsoring holiday parties for children.

Raymond J. Moore

Tampa, Florida

As the volunteer executive director of Wildlife Rescue and Rehabilitation of Hillsborough and Pinellas Counties, Florida, Raymond Moore converted his family's backyard into a series of enclosures to provide temporary shelter for over 1,300 wounded wild animals over the past year. He is also an advocate for wildlife, endangered species and the environment.

Jerome H. Stone

Chicago, Illinois

Jerome Stone founded the Alzheimer's Disease and Related Disorders Association in 1980 to educate the public about the disease. In addition to its public awareness campaign, ADRDA provides support and services to the families of Alzheimer victims through 150 local chapters and nearly 1,000 support groups.

Mr. and Mrs. Gilbert Laake

Bellevue, Kentucky

The Laakes, a retired couple, are the only volunteer team in the country to have full responsibility for an American

Red Cross Mobile Administrative Supply Unit, an 18-wheel tractor-trailer that they drive from the Cincinnati area to disaster sites. In 1985, they spent more than four months away from home tending to victims of the Ohio/Pennsylvania floods, followed by Hurricanes Elena and Gloria, and then the West Virginia/Maryland/Pennsylvania floods in November and December.

Mutual Benefit Life

Kansas City, Missouri

The Mutual Benefit Life Model Block Program is an effort to aid declining neighborhoods by combining company resources and employee volunteers with state tax credits. Over 100 volunteers are involved in clearing vacant lots, landscaping yards and making minor home repairs. Since the beginning of the project in 1984, two city blocks have been revitalized.

The Volunteer Connection

Dallas, Texas

The Volunteer Connection, a unique volunteer recruitment media campaign, is cosponsored by the local NBC affiliate, KXAS-TV, the Volunteer Centers of Dallas and Tarrant Counties, five Junior Leagues, two United Ways, more than 700 nonprofit organizations, ten foundations and a variety of area companies. It was the largest advertiser in the Dallas/Ft. Worth area in 1985, producing a

97 percent increase in volunteer sign-ups.

Aid Association for Lutherans Appleton, Wisconsin

AAL involves the members of its 6,400 local branches in numerous community volunteer projects. In 1985, the branches conducted over 140,000 activities attended by more than 5.5 million people. These included raising money for local projects, constructing playgrounds and picnic areas in local parks, sponsoring family and health-related activities, marriage workshops, pre-retirement counseling and teaching children about money and investments.

The Boys Choir of Harlem

New York, N. Y.

Founded in 1975 to provide a cultural experience for inner-city children, the Boys Choir of Harlem now involves over 100 boys who are supported by a very active parents group, volunteer tutors and counselors. Choir graduates now in high school serve as special tutors for the boys.

The Oregon Shakespearean Festival Association Volunteers

Ashland, Oregon

The Shakespearean Festival Association involves over 800 volunteers who are involved through 14 groups in virtually every aspect of the theatre's operations. The ten-month festival attracts over 322,000 visitors each year, 90 percent of whom travel more than 150 miles to attend.

Louis Leeder

Brooklyn, New York

Louis Leeder founded the National Association for the Jewish Poor, which involves over 900 college students in making home visits to determine this group's special needs. Leeder has collected food, electric heaters, fans and blankets for the students to distribute and also has organized a group of 200 high school students who manage an emergency hotline for seniors.

Carol Sasaki

Pullman, Washington

Convinced that a college education is the best route to financial independence for women on welfare, Sasaki founded Helping Ourselves Means Education (HOME), a self-help organization that provides technical assistance and encouragement to women entering or returning to college.

National VOLUNTEER Conference Sets Record-Breaking Attendance



This year's National VOLUNTEER Conference, held in Dallas in early June, attracted more than 1,000 volunteer administrators and leaders. Participants could choose from more than 130 workshops divided into special-interest track sessions and classified by experience level. Above, a workshop fills to standing room only.



Program format called for lots of hands-on experience and information exchange.

L.I.A.I.S.O.N.

New Hyde Park, New York

The Long Island Association to Increase Security in Our Neighborhoods, L.I.A.I.S.O.N., was begun by Paula Broxmeier after she and several friends were attacked by two men. The organization now involves over 2,000 volunteers in car patrols and operates a safety program in nursery and kindergarten classes, community-wide safety education programs and a radio talk show.

Chesapeake & Potomac Telephone of West Virginia

Charleston, West Virginia

C&P has initiated a number of economic development programs for the state, including the loan of its community relations teams of employee volunteers and creation of the West Virginia Roundtable, which provides a unified forum for economic growth in the state. C&P also is the pilot company for the state's Partners in Education program.

A Queens High School Maintains Caring Tradition

By Tina Kelley

"No one's sailed into this or sailed out of it." James Fitzpatrick paced in front of the bulletin board. "There's no one in this room who doesn't have a disability that won't allow you to develop into the people you could become." Thirty young men listened without fidgeting. They were not military recruits. They were headed for another kind of service.

"You can not underestimate what you do. You are company. You are companionship. It may not be a big deal for you, but it could be the highlight of their week."

Fitzpatrick teaches Community Service Preparation, a required course for juniors at Holy Cross High School in Flushing, New York. After completing the course, 292 of this year's 312 seniors earned credit through volunteer work at 101 agencies in the Queens community.

The course benefits even those students who choose not to spend 75 hours a year volunteering. "If they grow up to be president of a large company, they'll know more about hiring the handicapped," said Michael Genovese, director of the Community Service Program. "The sensitivity they gain is necessary for each boy's own growth and personal development."

For the fifteenth straight year, seniors from the all boy's Catholic school met crucial needs in their middle class community. When Asian patients at nearby Parsons Hospital could not understand what was going on around them, David Ho worked as the only Chinese-English translator. He continued his work over the summer, as do many of the student volunteers, and this helped him decide if he wanted a career in medicine.

A short drive from the school at another hospital, several sick children crowded around a 17-year-old boy, then piled on top of him, one by one. They

Tina Kelley works for the Metropolitan Life Foundation and lives in New York City.



John Kelly shows his volunteer spirit after giving blood at annual school blood donor drive.

were cancer patients, burn victims and asthmatics. They were laughing, and so was he.

"In the very beginning the boys like to horseplay with the kids," said Aileen Ligotti, director of recreation at St. Mary's Hospital, "but I see growth throughout the year in the volunteers. It take a special kind of volunteer to work at St. Mary's. Not everyone's cut out to work with the handicapped."

Careful preparation is very important. Genovese realized this years ago when he saw students volunteering without adequate orientation.

"I saw there was something lacking," the former theology teacher said. "I didn't want the kids to volunteer without proper training."

He collected educational materials on volunteerism and invited sign language instructors to the school. Students practiced maneuvering wheelchairs, tried to speak with marshmallows in their mouths to understand speech impediments, and listened to quick, garbled instructions, learning

how lessons sound to the mentally retarded.

Other teachers at the school have incorporated community service in their curriculum. *Of Mice and Men* appears on the reading lists. A law class works with the criminal courts, and students keep journals of their volunteer work to improve their writing. The faculty also supports the program by allowing flexible class schedules and visiting students at their volunteer jobs.

The sick, handicapped or elderly of the area are not the only ones who benefit from the Community Service Program, which Genovese feels could work anywhere in the United States.

A few years ago, senior Kevin Keenan had difficulties with reading, but now he tutors freshmen who have the same trouble.

"It helps me because it helps them," said Keenan, a Bayside resident. "I know their problems, and it's teaching me to be patient and to understand other people."

"Kevin has done so well that there's a boy now who asked to have him for a tutor," said Renee Munson, his former teacher. "Kevin's very responsible. He comes all the time he's supposed to, something other people didn't think he could do, and he's excited. I can see the maturity in him."

Mark Angelini has also grown up a bit through spending about four hours a



Dennis Egan participates in the Intergenerational Escort Program in Bayside, N.Y.

week at The Vacations + Community Services for the Blind, a recreational and educational center in Queens.

"We were expecting a bunch of old blind people yelling," he said. "They gave their picture of the world to us, telling us about opera and wordgames, blowing our minds with what they knew. They were teaching us instead of us teaching them."

Volunteering can put a teenager's own problems in perspective and teach empathy.

"Their world is basically school," said Frank Kleinbub, a guidance director and former teacher who has served as a monitor, going to orientations and to students' job sites. "With all the different work they do and the people they meet, they get a much broader understanding of the world."

Community work also brings lasting effects, as several students have gotten permanent jobs through the agencies where they served. Several college deans told Genovese that the volunteer work listed on transcripts has helped several students get into college.

The Community Service Program has even more influential admirers—in 1982 Mayor Koch presented it with the Voluntary Service Award, and individual students received recognition from the Mayor's Voluntary Action Center. Two years earlier, Holy Cross was voted Queens High School of the Year.

The program has evolved into what Genovese calls a "tradition of caring" spread through the community.

"Often the work of the son draws the attention of the parents, and they come in and ask what they can do to serve," he said. "And the older boys really sell the program. When freshmen come into the school, they see it's been a tradition to volunteer. For kids who in a way have everything, community work gives them a piece of the world they don't have."

According to Fabian Reyes, a student who translated church services into sign language for the deaf, "It's funny to see the big change in attitudes here between freshman and senior year. You come in being waited on, you come out serving."

Self-Help for New Jersey's Hard of Hearing

People who are hard of hearing are finding new ways to cope with various aspects of their handicap in a new group called Self-Help for Hard of Hearing People in Morris County, New Jersey. With 120 chapters now active in the nation, and five in different parts of New Jersey, persons of all ages are meeting together to develop greater understanding of the nature of their disability and the attitudes and perceptions that surround it.

Of the over 16 million hearing-impaired people in the nation, approximately 14 million are hard of hearing, but not deaf. Over the years, great

This article originally appeared in Network, the newsletter of the New Jersey Self-Help Clearinghouse and is reprinted here with permission.



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strides have been made to comprehend the problems of deaf adults and children, while the predicaments encountered by the hard of hearing person have gone undefined and are even misunderstood.

Hard of hearing people experience varying degrees of difficulty and frustration communicating with friends, employers, and even close relatives. All too often their defensive withdrawal and self-imposed isolation are not recognized as symptoms of the disability, but erroneously interpreted as negative behavior.

The new group of Self-Help for Hard of Hearing People held its first meeting recently at the Madison YMCA. Herbert Fazio, who founded the Madison chapter, showed various assistive listening devices.

"For the hard of hearing, even a slight improvement of speech distinction can mean the difference between being able to function somewhat, versus not at all," Fazio said. He cited "as an extreme example" the recent introduction of implanting electrical devices into the cochlea of the ear so that deaf persons may discern sounds such as bells, buzzers and horns, allowing them greater mobility.

"To a similar degree," he said, "the assistive listening devices may give the hard of hearing greater hearing ability—but most people are not aware that they are available. We intend to gather this and other types of information and make it all available at our monthly meetings."

Common everyday conditions that normal hearing people can cope with, but which overwhelm the hard of hearing person's ability to understand even nearby speech, include extraneous background sounds, loud conversations, multiple voices, and mumbled, slurred or too rapid speech. Some situations are virtually impossible to overcome but are intensified because hearing-assist devices are simply miniature amplifying systems.

"So there is a real catch-22 situation here," Fazio said. "Little consolation that there are six hundred thousand hard of hearing people in New Jersey who are alone, until they are given the opportunity to get together. Our purpose is to help each other learn ways of coping."

Seattle Real Estate Firm Uses Neighborhood Approach to Group Volunteering

By Gale Hofeditz

The best way to eat an elephant, the old saying goes, is one bite at a time. That idea may well serve the small business seeking to make an impact in a large community. Small projects, carefully selected by employees close to the cause and the neighborhood, may create more community interest than a larger undertaking that requires hours of planning time and administrative support. At least one Seattle company found that the elephant idea works.

Windermere Real Estate is a federation of 18 real estate companies located in and around Greater Seattle and its suburban counties. The idea of a community volunteer project grew out of a year-end brainstorming session held for Windermere managers, but the idea was not proposed by management. The managers had come to the meeting with suggestions gathered in earlier meetings of sales associates within each of their offices.

The plan that came out of that meeting was to organize one enormous project and involve all 18 offices in it. This

soon proved to be unpopular and impossible in a community-centered sales organization. Even the original idea of planning all projects on one day, June 21, had to be modified and a few of the projects were scattered throughout the month of June.

The 18 Windermere offices have nine owners and over 400 sales associates and employees. The individual offices range in size from 12 to 40 people. Owners recognize that the strength of the company is in its diversity. Windermere offices reflect the neighborhoods they serve. Sales associates live near their offices and are involved in the life of their communities. Even the offices reflect their neighborhoods in style, character and architecture. Some are renovated historic buildings.

Windermere management discovered that each office had definite ideas about what was needed in its neighborhood. This ultimately proved to be the strength of the volunteer projects. Office committees knew the needs and who to contact to get things done. And, in the end, thanks were expressed on a very personal level.

The projects selected were as diverse as the offices. Some offices chose to paint graffitied walls around local schools. Two offices cleared local parks. One office provided yard work for some elderly neighbors. Another cleaned up a Vietnam memorial honoring local men who had died in that war. One office built a covered bus station with a bench. Another brought residents of a local retirement home to a nearby amusement park for lunch. Still another office helped remodel the building they sold to a senior center.

Gale Hofeditz is the director of communications for Windermere Services Company, the administrative service company of Windermere Real Estate. She is a past president of the Junior League of Seattle and currently is a member of the Washington State Council for Voluntary Action.



Windermere sales associates spruce up a school yard. Photo by Jeff Larsen

Though the ideas and planning came from within each office, the actual work would not have happened without Windermere management. Corporate support came in the form of dollars, since nearly all the projects involved capital improvements and materials. The company also coordinated the press releases on each project to the major and local print and broadcast media. Finally, each Windermere owner provided the reward at the end of the job—in some offices a luncheon; in others, a cruise.

Work released time, a frequently discussed issue in corporate volunteerism, isn't a problem in real estate where associates are independent sales agents who plan their own hours. The problems encountered were the last-minute conflicts: clients who dropped in, the sale that had to close, a suddenly busy market. In spite of the unexpected, every office reported a nearly 100 percent turnout on something that was also unexpected—a warm, sunny Seattle day!

YVA Gives Youths a Chance in Depressed Economic Area

By Patricia Patten-Seward, R.N.

Located in a small rural county in upstate New York, Elmira has the second highest unemployment rate in the state and has been classified as the sixth most economically depressed area in the country. The 1980 census figures show a population of 15,000 young people, ages 14-22, residing in the county. Finding paying jobs in this community is difficult for adults, let alone the young people of the community. In such a depressed environment, how do young people begin to gain the experience they need to build resumes for college or long-term employment?

Fortunately for the young people of Chemung County, the local Red Cross Chapter sponsors a Young Volunteers in Action (YVA) program. It is designed to give youths, ages 14-21, the opportunity to identify volunteer positions, to match their interests with an activity, and to prepare them sufficiently for a

positive volunteer experience. In addition, by encouraging volunteering, YVA provides the opportunity to develop skills for employment, to improve self-image, and to learn a sense of community while building a feeling of accomplishment through helping others.

Established in the fall of 1983, the program was funded the first two years by a federal grant from ACTION and the third year by a Gannett Foundation grant. It is anticipated that continued funding will be identified through local service clubs and organizations. In 1985, the YVA program recruited 155 young people. One hundred twenty-one of them served 5,739 hours in 11 organizations.

The Red Cross volunteer coordinator has developed memorandums of understanding with 21 community organizations including YWCA, SPCA, retirement homes, a county nursing facility, art museum, community food bank, Association for Retarded Citizens, local nature center, local historical societies and Planned Parenthood.

The volunteer coordinators at each site are asked to develop specific job descriptions for young volunteers. They are also asked to record the number of hours volunteered by each young person assigned to their site and to report this information to the Red Cross volunteer coordinator on a quarterly basis. The goal of the program is to have a minimum of 100 young people offering

5,000 hours of service per year.

Young people are recruited through contacts with the local high schools, youth bureaus and service clubs. After recruitment, each young person completes a survey identifying their interests and abilities. After discussion with the coordinator, they are given suggestions of possible positions that match their interests and abilities.

One of the unique aspects of the Chemung County Red Cross YVA program has been assistance with transportation. If a young person is interested in volunteering at a particular site, but is unable to walk to the site or to obtain parental assistance in getting to the site, the YVA program can issue bus tokens. An arrangement has been made with the county transit authority to purchase bus tokens. These are issued to youth by the volunteer coordinator as needed. This allows some young people whose families otherwise could not afford to have the youth involved in volunteering the opportunity to experience community involvement.

Through the YVA program, both individual and group experiences in community service can be arranged. In some instances, individual youths volunteer as aides, secretaries, etc. However, many times an entire club or group will take on a community project. For example, one service club participated as volunteers for the statewide Special Olympics. On another occasion, a



YVA volunteer Narisa Svetvilas (left) paints face of Lisa Murray at local art museum's bike-a-thon. Twenty volunteers assisted with activities throughout the day.

group volunteered to plan and work on site at a community-wide Volunteer Awareness Fair.

At the First Annual Community Volunteer of the Year Awards, underwritten in part by a donation from Carnation Community Service Awards in the fall of 1985, the Key Club of Notre Dame High School was recognized for its community service as YVA volunteers with the local Mental Health Players.

Promotion of the program with youth has centered on presentations to appropriate clubs and groups and public service announcements. At the end of the first year of the YVA program, one of the local radio stations did a "live remote" broadcast from Red Cross headquarters during a pizza party designed to recognize the efforts of the young volunteers.

The disc jockey interviewed several young people on the air about their volunteer experiences. This event, covered also by local television stations, was scheduled for the last week of the school year in the anticipation that many young people with "nothing to do for the summer" would be interested in investigating volunteer possibilities.

Each year, toward the end of the school year, an asserted effort is made to recruit young people for YVA. The other heavy recruitment period is in the fall soon after the school year begins. Recognition of young volunteers involved with the YVA program has included community events such as the pizza party/radio broadcast, certificates of appreciation, and tee shirts imprinted with the Red Cross YVA logo.

Chapter and local officials agree that the YVA program offers a positive experience for young people in the area and provides a large base of community support. In conjunction with the other youth programs at the Chemung County Chapter, American Red Cross, the YVA program was nominated for a N.Y.S. Eleanor Roosevelt Award in 1985.

Patricia Patten-Seward is executive director of the Chemung County, N.Y. Chapter of the American Red Cross. She thanks Kaye Shannon, former Red Cross volunteer coordinator, and Joan Ballinger, current volunteer coordinator, for their efforts in developing and continuing this valuable community program.

Research

Americans Volunteer 1985

A Gallup Survey Commissioned by INDEPENDENT SECTOR

The following findings are excerpted with permission from INDEPENDENT SECTOR's Americans Volunteer 1985, A Summary Report, a 20-page booklet available for \$5 from INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036. The more comprehensive Americans Volunteer 1985: Detailed Findings is available from IS for \$30 per copy.

In October 1985, INDEPENDENT SECTOR commissioned the Gallup Organization to conduct a survey of American volunteers. The Gallup Organization had conducted a similar survey in March 1981 for INDEPENDENT SECTOR. The 1985 survey was expanded to provide more detail on the activities of volunteers and the kinds of organizations they worked for.

As in the 1981 survey, IS chose to define volunteer activities in its broadest sense from being a "candy striper" in a local hospital to helping an elderly neighbor informally. Volunteerism has traditionally been defined as giving time to help others for no monetary pay through organizations like hospitals, schools or churches.

However, as was found in the 1981 Gallup survey, this concept of volunteerism, which ties volunteer work only to organizations, underrepresents the actual amount of volunteer activity among the population in this country. In the 1981 survey, it was found that 23 percent of volunteer activity over a 12-month period was in informal volunteering, and in 1985, it was 19 percent.

Informal volunteer activity can include assisting an elderly neighbor, cleaning up in a local park with a group of neighbors, or baking a cake for a Cub Scout group.

Volunteer activity for an organization usually means committing a specified amount of time to complete an activity. Informal volunteering does not necessarily involve making a regular time commitment. In both surveys, however, informal volunteer activity can be separated from the more formal volunteering for organizations.

The purpose of this survey was to determine how many Americans volunteer and why they volunteer. A national sample of Americans 14 years and older were asked a series of questions about their volunteer activities and their attitudes about volunteering. The survey addressed such questions as:

- Did you volunteer in the past week, the past month, or the past year?
- How many hours did you volunteer in the past week, and the past month?
- What volunteer activity did you perform? These activities ranged from serving as a tutor in a local school to serving as a committee member to helping a neighbor informally.
- If you volunteered for an organization, what type of organization was it—such as, a hospital, a school, a social service organization?
- Was this organization a for-profit, a nonprofit, or a government organization or agency?
- If you volunteered for a nonprofit organization, did it have a religious affiliation or was it nonsectarian?
- What are some of the reasons for volunteering?
- How did you start volunteering?
- Why do you continue volunteering?
- Are you volunteering more today than three years ago?
- Do you contribute money to organizations, and if so, what kinds of organiza-

tions do you contribute money to?

The 1985 survey was expanded to improve our understanding of what activities people perform when they volunteer and what kinds of organizations they work for. Therefore, several more detailed questions were asked about volunteer activity and the types of organizations they worked for than in the 1981 survey. For example, if persons reported that they volunteered at a hospital, they were asked whether this hospital was for-profit, nonprofit or government owned.

In order to measure more accurately both the amount of volunteer time contributed on an annual basis and to improve our estimates of the dollar value of volunteer time, the question on volunteer time was revised in the 1985 survey. In the 1981 survey, respondents were asked whether they volunteered in the past three months, or the past year, and how much time they contributed in the past three months. Because people's memories of time spent tend to be less accurate over longer periods of time, in the 1985 Gallup survey, people were asked how many hours they volunteered in the past week and the last month. The responses to these questions provide us with a more accurate measure of the actual time spent in volunteer activity on an annual basis.

This survey, like the 1981 survey, also provides information on the volunteer activity of teenagers from 14 to 17 years old, and provides more detail about the volunteer activity of older citizens between 65 and 74 years of age and 75 years of age and older.

Highlights

- Volunteer activity remains a pervasive activity for nearly half of the American population. In 1985, nearly half of all Americans 14 years or older, or approximately 89 million people, volunteered.
- Volunteers contributed an average of 3.5 hours per week in 1985. This represented a significant increase in average hours over the 2.6 hours contributed by volunteers in 1980.
- In 1985, volunteers contributed a total of 16.1 billion hours, up 27 percent from the 12.7 billion hours in 1980.
- A substantial proportion (40 percent) reported that they were volunteering more hours than three years ago.
- Americans reported volunteering for a variety of activities which included informal volunteering, such as helping a neighbor, and more formal volunteering for organizations. The major areas of vol-

unteer activity among the total population were religion (23 percent), informal volunteering (19 percent), education (13 percent), general fundraising (11 percent) and recreation (10 percent). The findings also show that on average persons who volunteer engage in more than two voluntary assignments per year.

- Volunteers can be found in all age and income groups. In 1985, 51 percent of females were volunteers as were 45 percent of males. Fifty-two percent of teenagers between 14 and 17 years of age volunteered. While earlier studies showed that volunteer activity tends to decline

Volunteerism traditionally has been defined as giving time to help others for no monetary pay through organizations like hospitals, schools or churches. IS chose to define volunteer activity in its broadest sense—from being a “candy striper” in a local hospital to helping an elderly neighbor informally.

with age, this survey showed that 44 percent of persons between 50 and 64 years of age volunteered, 43 percent of persons between 65 and 74 years of age volunteered, and still one out of four persons over the age of 75 volunteered.

- Most volunteers (80 percent) contributed time to charitable organizations. Another 18 percent of volunteers contributed time to federal, state and local government organizations, and 3 percent reported contributing time to for-profit organizations.
- There were some changes in the activity areas where people contributed volun-

teer time from 1980 to 1985. The proportion of volunteers contributing time to general fundraising nearly doubled from 12 to 23 percent. There also was a substantial increase in volunteering to a variety of religious organizations, up 11 percentage points from 1980 to 1985. Volunteer activity also increased in recreation, civic, social and fraternal organizations, social services and welfare, education, and arts and culture.

- Although the proportion of the population volunteering remained fairly steady, volunteer participation declined 11 percentage points from 1980 to 1985 among persons 18 to 24 years of age, and among single persons (down 19 percentage points).

- Volunteers did a variety of jobs ranging from assisting the elderly to performing janitorial work to serving as a volunteer officer of an organization. The most popular form of volunteer work was assisting the elderly, the handicapped, or a social welfare recipient. Two other common volunteer activities were babysitting (informal volunteering) and general fundraising.

- The primary reasons persons gave for becoming volunteers were that they wanted to do something useful to help others (52 percent); they had an interest in the work or activity (36 percent); or they enjoyed doing the work (32 percent).

- The primary reasons volunteers remained in volunteering were that they wanted to do something useful to help others (55 percent); they had an interest in the work or activity (37 percent); or they enjoyed doing the work (38 percent).

- There is a clear relationship between contributing volunteer time and giving. A higher proportion of volunteers gave more to charitable organizations than persons who did not volunteer. While 28 percent of persons who did not volunteer reported giving nothing to charity, only 8 percent of volunteers reported giving nothing to charity.

- Volunteers were also far more likely to give in the area in which they volunteered than nonvolunteers. At least one out of two persons who reported volunteering in religion, political organizations, civic, social and fraternal organizations, arts and culture, education and recreation also reported contributing money to the same area.

- The dollar value of volunteer time is estimated at \$110 billion in 1985, \$101 billion for adults 18 years and older and \$9 billion for teenagers.

Follow-Up

Follow-Up is a column of current developments and additional resource information on key topics reported in previous issues. This report on a Dayton University mini-course on volunteering is a follow-up to the college intern articles in the "Involving Special Groups" feature of the spring 1986 VAL. Individual copies of that issue can be obtained for \$4 from Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

Benefiting from a College Course on Volunteering

Between February 4 and March 6, twelve University of Dayton students took part in a one-credit-hour mini-course on volunteering called "Alternative Careers through Volunteer Involvement." This series of ten classes was developed by Sister Estella Ibarra, director of Marianist Voluntary Service Communities, with the help of a steering committee that included the Dayton Voluntary Action Center.

Course Outline

The class consisted of the following sessions:

Session 1: Overview of Volunteer Involvement

Session 2: Foundations of Service/Ministry

Session 3: About the Volunteer and Voluntarism. (This class included insights into volunteer motivations, benefits, value to the economy and local volunteering opportunities.)

Session 4: Self Assessment

Session 5: Skill Development

Session 6: Career Implications/Development

Session 7: Development of Ethnic/Cultural Backgrounds as Related to Volunteers and Career Choices

Session 8: Cultural Understanding

Session 9: Panel of Local Service Agencies. (There were two panels: The first included volunteer coordinators from

Big Brothers/Big Sisters, St. Vincent Hotel and the Dayton Mental Health Center, who discussed career opportunities. The second panel featured three community volunteers who related volunteer experiences and benefits.)

Session 10: Panel of Church/Civil Domestic and Foreign Lay Volunteer Programs

One Student's Perspective

Dan Montgomery, a junior majoring in communications when he took the course, reported his impressions in the *R&D* (Research, Reading, Development, Doings) newsletter:

This course offers students a chance to examine their attitudes, perceptions and reactions to volunteering by examining religious, social, cultural and personal approaches.

The first class gave a general overview of volunteering. The history of volunteering was traced in America from its very beginning with the first settlers to the present day when \$64 billion of time is volunteered in the U.S. each year.

The course focused on the Judeo-Christian belief in volunteering from the Old Testament to modern times. Even though people and volunteer opportunities change over the years, there is still one thing that does not change—ministry. Ministry is the belief that every person is called to serve in some capacity. For those students in this class, volunteering may be our ministry.

One of the class presenters talked about how he became a volunteer through seemingly random events. He told us that a man with cancer had written him a personal letter asking for his

help. The speaker eventually visited the man and became his friend during the nine months remaining in his life. This first experience with counseling made the presenter interested in further pursuing this area of work. For him, one simple letter opened a new career possibility—a good illustration of the hidden potential of volunteering.

For volunteers who are not directly called upon by other people but who want to know more about volunteer opportunities, there is the Volunteer Action Center (VAC) of Dayton. An agency of the United Way, this center has information about volunteer activities throughout the Dayton area. Voluntary agencies registered with the VAC need volunteer help from everyone, from artists to zoologists.

Before volunteers go out to help other people, they need to look at themselves. Volunteers must know what values they have and what motivates them to volunteer. They should also consider their own awareness of others' needs and their goals in volunteering. Related to these aspects of volunteering is awareness of the nature of one's personality and how that individuality will influence the type of volunteer job selected. You have to consider if you like to work alone or with other people, whether you like to work with numbers or talk about people's feelings, whether you think of yourself as down to earth or a dreamer, and whether you like to plan ahead or take life as it comes.

Besides personality traits, you also have skills that will affect your choice of volunteer work. From the most complex skills that require years of education and training such as being a doctor or lawyer, to the simplest skills such as knowing how to brush your teeth, volunteers are needed in these and every area in between. Volunteers need to look at all their skills and decide which of these skills they can share with other people.

There are also business-like and cultural aspects of volunteering to consider. For example, a volunteer must be able to write a resume and understand the policies of the agency he or she volunteers for. This might include signing a contract and making a commitment to work a certain number of hours—just like a business. Volunteers must be aware that there are no superior or inferior cultures—only different ones, each one valuable. They shouldn't count on trying to change cultures; instead, they should be looking for opportunities to learn from them.

Dee Jividan, director of the Voluntary Action Center of United Way in Dayton, Ohio, submitted this report to VAL. The VAC was involved in the planning and presenting of the mini-course.

INTERVIEWING VOLUNTEER APPLICANTS FOR SKILLS

By Henry G. Pearson

Jessie is a volunteer in the hospital coffee shop. Someone at the other end of the counter is calling, "Miss! Oh, Miss!" She has let one coffee pot get too low. The phone rings incessantly with doctors' orders that take priority. She stops the coffee as she serves a grouchy customer. By early afternoon, she is making up an excuse to go home.

- Marcia had nursed and cherished pets all her life and was thrilled with her first week as a volunteer at an animal shelter. Then someone asked her to take her turn helping put to sleep the weekly quota of stray dogs. She broke into tears.

- Bill wanted to help people out and signed up for the suicide hot line. He felt good about talking someone out of killing himself one evening, but was totally frustrated the next day when the same person called him ten times.

What is the problem here? Were these volunteers really incompetent? Were the agencies desperate for help when they signed them up? Or was the workload too heavy, the hours unreasonable, the supervisor overly demanding? Or was the volunteer simply too inexperienced?

For two years I have conducted a seminar for the staff of volunteer agencies. The participants are those who actually interview applicants for volunteer jobs. In this seminar we explore the difficulties in determining in advance whether an applicant is qualified and can perform the tasks. We explain and demonstrate an interviewing technique that can help the in-

Henry Pearson spent 23 years on the personnel and training staff of Polaroid Corporation, where he launched one of the country's first career development programs. Upon retiring, he started his own career and retirement counseling firm, Career Concepts, in Wayland, Massachusetts.

viewer make a better selection.

The mismatching of volunteers stems principally from the lack of effective interviewing techniques. The techniques used for screening applicants for paid jobs are hardly appropriate. Education and experience—made much of in a traditional hiring situation—often do not apply. Some of the best volunteers may simply not have what would seem to be the correct education and experience.

Indeed, most agencies pride themselves on providing the necessary on-the-job training. So lack of experience is not an issue. Likewise, agencies know that an applicant without the appropriate educational credentials, when motivated, can find ways to pick up the particular knowledge base. Moreover, most interviewers have discovered that the more they probe these two areas, the more likely they are to discourage the applicant who lacks them.

Just because education and experience credentials should not be prerequisites for volunteer job consideration, it does not mean that there should not be some other critical prerequisites. The problem is: What are they, and if known, how can they be identified? Finding the answers is the objective of this seminar.

What Are the Prerequisites?

The crucial prerequisites for volunteer openings are the *personal* skills needed to perform the tasks. These skills are the traits, characteristics, abilities and competencies that individuals carry with them all their lives and use effectively in a wide range of activities, whether at work or at play. These should become apparent to both applicant and interviewer *before* the placement is made.

For instance, Jessie, the harried lunch counter volunteer, should be able to keep cool and cheerful regardless of adversities. Marcia, the animal attendant, should

have some objectivity to go with her compassion. And the hot-liner needs patience blended with firmness. Being cool, keeping cheerful, being objective, having compassion and patience, and being firm are all personal skills that are musts for these particular jobs. Yet, did anyone pinpoint them beforehand?

The second part of the problem is that neither applicant nor interviewer knows the technique for positively identifying such personal skills. The tendency of both parties is to search for similar kinds of experiences. Hopefully, Jessie might have worked in the school cafeteria. Wouldn't it be nice if Bill had had some telephoning experience? But this kind of experience may give false leads. Jessie may have been a poor cafeteria worker and not liked it; Bill's telephoning might have consisted of brief one-shot calls for a fundraising drive that he hated.

Identifying Skills

There is one positive clue, however, that both parties can search for. That clue consists of the activities that the individual has *really* enjoyed doing in life. When both interviewer and applicant start to explore some enjoyed experiences, they are also on their way to discovering what personal skills the applicant both enjoys and uses effectively.

To illustrate this principle, let us take Janet who came to the seminar. She used a two-step technique to identify her skills. First she described something she had really enjoyed doing—building her first vegetable garden in Boston's Fenway, a green area in the city.

She telephoned around until she found out how to rent a plot and get it rototilled. She planned a layout by studying books, pictures and others' plots. She planted, fertilized, pulled weeds, mulched, watched and waited. Eventually, she harvested a vegetable crop. A lone-wolf pas-

time? Not at all. She exchanged garden lore with her abutters, negotiated a right of way, put up a common-ground fence, and shared her produce with friends. She obviously reveled in every hour of it. She also made something happen and demonstrated competence.

The second step in this technique was to find the personal skills that Janet used in this enjoyable experience. These are *not* the skills involved in the specialized knowledge of gardening, like selecting seeds, identifying bugs, and judging ripeness. Such skills are knowledge-based and apply strictly to the discipline of gardening.

The skills Janet had to find were her own personal competencies and traits. They would turn out to be skills she enjoyed because she used them in an experience she enjoyed. With the help of a checklist called "The Transkills Finder," she identified the following skills:

- Initiating*
- Coming up with ideas
- Innovating
- Researching
- Planning*
- Organizing*
- Designing
- Being physically active*
- Moving around*
- Using hands and tools*
- Making things
- Observing*
- Inspecting
- Being patient*
- Being artistic*
- Socializing*
- Negotiating
- Persuading*
- Being cooperative*
- Being enthusiastic*

Note these bear no exclusive relationship to the special knowledge-based skills of gardening. They are all transferable. People who initiate, as Janet did, can initiate non-garden projects. Organizers of one task can organize dissimilar tasks. The persuader is likely to persuade as a way of life. The only requirement is that the activity must be one that the person enjoys. Then the skills used become one's personal transferable skills.

To prove this point, Janet described another enjoyed experience—running programs at a home for the elderly. After outlining what she did there, she went through the 20 personal transferable skills she used in gardening and found that she had also used them as a program director.

Reinforcing this principle further, she

told about volunteering to conduct a youth orchestra for the first time. The skills she used consistently for gardening, program directing, and orchestra conducting are starred with an asterisk on the list above.

The frequency with which these skills popped up when Janet did things she enjoyed developed into a pattern. The more of her enjoyed experiences she recalled, the more evident became the transferability of the skills she used and enjoyed. It did not seem to matter whether the activities were work or play, mind-boggling or trivial, in the past or present.

This concept and the technique for identifying skills are new to many people. They were invented by Bernard Haldane almost 40 years ago. He used them to help World War II GIs find employment when they had no pertinent civilian work experience. The technique was later popularized by Richard Bolles in his classic, *What Color is Your Parachute?* The use of transferable skills is also the principal theme of Howard Figler's *The Complete Job-Search*, and the author's *Your Hidden Skills: Clues to Careers and Future Pursuits* from which "The Transkills Finder" is excerpted. None of these books, however, discusses the technique as an aid to interviewing for volunteer positions. Yet exactly the same principle of transferable skills applies.

The Seminar in Interviewing

To demonstrate how transferable skills can help match applicants to volunteer openings, I led two seminars in the fall of 1983 and '84. The title was "Identifying Skills When Interviewing Applicants for Volunteer Positions." Twenty-one women and two men who had responsibility for interviewing took part. The agencies they represented were located in Greater Boston and were listed in the directory of the Voluntary Action Center of the United Way of Massachusetts Bay. These included:

- Correctional institution
- 4-H extension program
- Foster family network
- Arboretum
- Animal shelter
- Public school system
- Clinic
- Hospice-at-home
- Retarded adult program
- Family counseling
- Public library
- Library/museum
- Elder services
- Hospital
- Delinquent youth shelter
- Handicapped center

Workshop Outline

This five-hour workshop consisted of the five steps described below:

Step 1. Listing and describing enjoyed experiences by all the participants.

Step 2. Identifying the transferable skills used in these enjoyed experiences.

Step 3. Listing of tasks of the typical entry-level jobs in the agencies represented.

Step 4. Identifying the transferable skills required by these jobs.

Step 5. Lining up the applicants' skills with the job skills required to determine how good a match there was.

In addition to this structured agenda, the seminar had two process components. First, the participants learned the theory and practice by using themselves as examples. Thus, they gained insight into their own personal skills while they learned how the technique could be applied to applicants.

Second, each of the steps was first modeled by one person with the help of the leader. This modeling was followed by everyone trying it on their own. Here is a description of the actual seminar as it followed the five steps above:

Identification of Applicant's Transferable Skills

Step 1: The participants were asked to list one or two things that they had enjoyed or did enjoy doing. These were things that they felt they did well and were proud of. Some of these enjoyed experiences that the leader listed on the easel were learning Spanish, beachcombing, tutoring, playing word games, building a book case, setting up a computer program, sewing, running for election, leading a training group, and solving a bureaucratic problem.

The model for describing an enjoyed experience was Janet who told the story of her first garden in the Fenway.

After her demonstration, half of the participants simultaneously told their own particular stories to the person next to them. (When 12 people early in a seminar all converse for five minutes about something they like, there is no need for other introductions or ice-breakers!) Then the other half told their stories.

Step 2: Using Janet's story as a model, the leader, through questions and suggestions, posted the list of transferable skills she used (see above). Then the same paired participants used "The Transkills Finder" to check out the skills each had used in their respective enjoyed experiences.

Identification of the Job's Transferable Skills

Step 3: The model for describing the tasks for an entry-level volunteer job was provided by the director of volunteers for Massachusetts' Hospice-at-Home, Inc., who was assisting in the seminar. The job she described involved giving direct care to terminally ill patients. She divided the tasks into the three categories used by industrial engineers—the "get ready" (learning about the patient and family through briefing); "doing" (making regular visits, assessing situations and taking appropriate actions, handling crises and controversy); and "follow-up" (making periodic reports and evaluations and conferring with staff).

Step 4: Then she gave examples of the kind of personal transferable skills she looked for in an interview—compassion, empathy, quietness, good phone approach, calmness in crisis, good listener, tact and diplomacy, communicating and summarizing, and attention to details in evaluations.

Following these two demonstrations, the participants took 15 minutes to write a description of a typical entry-level job at their own agencies, as in Step 3, and to list the transferable skills needed

Matching Applicant Skills with Job Skills

Step 5: The Hospice-at-Home director then described an interview with an applicant for this job—that is, giving direct care to patients. She deliberately skipped all the traditional questions about background, education and work. Instead, she opened with a simple yet dumbfounding request. "Tell me some things you have done in your life that you have *really* enjoyed a lot and feel you did pretty well?"

This approach sets nervous applicants at ease. They do not have to apologize for lack of qualifications. Instead, they are invited to talk about things they know a lot about and like. What a difference in setting the tone of the interview!

This applicant described her love for taking care of plants and animals and teaching her grandchildren. She told about her term as church secretary. The director spotted caring, patience, empathy, being responsible, being sensitive to others' physical/psychological needs, as well as having good attention to detail and some organizational ability.

The last phase of Step 5, matching applicant skills to job skills, consisted of role-playing an interview—the segment of

the interview dealing with determining skills. It was made clear that this part of the interview must come first and lead off with the question about activities the applicant had enjoyed. The aim of the role-play was not to come up with a decision to hire or not. The aim was simply to get a taste of telling or hearing about an enjoyed experience and looking for the transferable skills.

To set up the interviews—all conducted at once—half the group held up signs advertising the entry-level jobs for which they had written descriptions. The other half sorted themselves out and applied for jobs that appealed to them. Here is how a typical role-played interview was reported.

A 4-H extension agent was looking for a volunteer to help train young people in heading up projects. He asked the applicant to discuss something she enjoyed. She told how she had at one time taken on coaching a group of boys in soccer. She had never played the game. He made a mental note of the skill of risk-taking. Furthermore, she got the kids to tell her what they needed to learn and then followed their counsel. Listening, learning and innovating jumped to mind.

Only afterwards did he find out that she was working at a local foster family network. But if they had discussed this first in the traditional manner, they might never have hit on the crux—that she could do the leadership role of an unfamiliar group in an unfamiliar activity.

Role-playing is an imperfect exercise, but it does give the participants as interviewers a feel for launching an interview in this friendly and informal way, listening carefully to a story, analyzing for skills, and comparing them to those required by the job.

Follow-Up

Not everyone grasps the concept of transferable skills firmly enough from one exposure to dare to use it as an interview opener. It is certainly foreign to what each party is used to. But after each seminar there were a few who reported six months later, in response to a follow-up questionnaire, that they had tried it and it worked.

An interviewer for the Elder Service Corps said she always starts out with this question now. She simply gets them talking right away about something they like. One of the group observed, "You really get to things people want to talk about right at the start. It's non-threatening." Another wrote, "I found a woman who talked a great deal about how she loved to explore around in the outdoors; she is now a

very good volunteer for the arboretum."

The director of volunteers of the John F. Kennedy Library and Museum, who assisted at one seminar, described how the process helps when the applicant feels inadequate.

"A very timid widow came to the Library/Museum about eight months ago, not long after her husband had died of a sudden illness. He had just retired and they had been looking forward to doing many of the things they had planned for years. She desperately wanted to keep busy in a new environment, one which she had not shared with her husband. However, she felt very inadequate because she had not worked for many years and she didn't know what she had to offer. She kept saying that she couldn't type.

"I got her to talk about some of the things she had done that had given her satisfaction: selecting wallpaper and papering her dining and living rooms with grasscloth papers—she wouldn't let anyone do it for her because it would drive her crazy if it weren't done right; teaching arts and crafts; creating a pantry in a kitchen closet and organizing her spices alphabetically.

"Some of the transferable skills we identified in these stories were: (1) artistic, manual; (2) explaining, presenting; (3) organizing, attention to detail, order. All of them added up to a placement in the museum's storage area, cataloguing museum objects, and later assisting with exhibits."

Some By-Products

One of the by-products of the two seminars reported in the questionnaire was how the participants had gained insight into their own personal development. They had made some discoveries about themselves.

"This approach opened my eyes to the various skills I have, but never considered," said one. Another added, "It helped me grow in confidence, to identify both my personal strengths and weaknesses." Another reported she had developed enough confidence to go to her boss and ask to take on new responsibilities.

A fourth actually used the technique to change careers. She analyzed the skills she most enjoyed using in her social agency work and then translated them into her newly found sales job, "which required many of the same skills and which allowed me to grow professionally and personally." What is more, she reported she now uses the technique in her sales

job when interviewing potential buyers!

There were some other serendipitous uses reported, too, such as helping nursing home residents find pleasurable activities, assigning tasks to board members, and helping young adults make decisions.

Conclusions

It is clear from the seminars and the feedback that interviewers gain new knowl-

edge about interviewing from the technique. By applying it to themselves, they learn how their applicants might also gain insights and confidence. The likelihood of a disappointing and frustrating interview is reduced. Fruitless questions and answers about irrelevant education and work are by-passed and the usual escalating feeling of inferiority is minimized. Instead, there is always something profitable for the applicant to talk about, the interviewer

to listen to, and both to feel positive about.

The technique, furthermore, forces the interviewer to focus on what kind of transferable skills the job really does require. With these in mind, the interviewer is in a better position to search for them and share them. The result is that both parties gain insights into the individual's strengths and the job's needs, and out of this understanding comes an improved matching process.

THE TRANSKILLS FINDER

WORDS

Reading
Writing
Conversing
Interviewing

NUMBERS

Calculating
Working with figures
Estimating
Handling money
Buying/shopping

ARTISTIC ABILITIES

Using artistic talents
Being creative
Sensing beauty through eyes/ears
Interpreting feelings, ideas, sights, sounds

MECHANICAL/TECHNICAL ABILITIES

Making machines and mechanical things work
Applying knowledge to technical things

THE BODY

Coordinating eyes/body
Being physically active
Applying strength
Moving around
Coordinating eyes/hands
Using hands
Operating things/tools
Using fingers
Building/making
Repairing/fixing

THE SENSES

Observing
Examining
Inspecting
Visualizing
Listening/hearing
Touching/feeling

THE MIND

Original Thinking
Coming up with ideas
Using imagination
Improvising/inventing

Intuitive Thinking

Sizing up
Having insight

Gaining Knowledge

Learning
Investigating/researching
Memorizing
Recalling
Analyzing

Thinking Ahead

Planning/goal setting
Using foresight
Being logical/reasoning
Problem solving/decision making involving:
 people
 information
 things
 ideas

BEING ORGANIZED

Organizing
Starting things up
Scheduling
Following up
Persisting
Getting result(s)
Meeting demands

Attending to detail

Being thorough/careful
Being accurate/exact
Using system
Being neat/orderly
Using clerical skills
Keeping records
Maintaining routines

SELF-DIRECTING

Asserting self
Taking risks
Taking on responsibility
Being independent
Being self-disciplined
Keeping cool

RELATIONS w/OUTDOOR & NATURAL WORLD

Taking care of living things
Raising/training living things
Dealing with elements/nature

RELATIONS WITH OTHERS

Persuading

Influencing
Selling
Promoting
Negotiating
Bargaining

Performing for Others

Entertaining
Speaking
Using showmanship
Demonstrating

Helping Others

Being of service
Serving
Volunteering
Doing favors
Meeting others' physical needs
Being sensitive
Guiding/advising
Encouraging
Being patient

Taking Direction

Getting and delivering things
Adapting to others
Following directions

Instructing

Training/coaching
Teaching
Explaining
Informing

Leading

Directing others
Managing
Motivating
Being responsible for others' actions

Associating

Cooperating
Sharing
Contacting
Consulting with
Being tactful
Socializing
Being friendly
Making joint effort

Being Competitive

Winning
Contending

THE 1987 PRESIDENT'S VOLUNTEER ACTION AWARDS

*The spirit of voluntarism is deeply ingrained in us as a nation. Indeed, when asked by pollsters, most Americans state their belief that no matter how big government gets and no matter how many services it provides, it can never take the place of volunteers. In other words, the American people understand that there are no substitutes for gifts of service given from the heart.**

Ronald Reagan

From the early patriots striving to build a free nation to neighbors helping in community barn-raising to present day neighborhood and community groups, one common trait has continued to distinguish the American people—the desire to help one's neighbor through volunteer service. Today nearly half—or 89 million—adult Americans volunteer in time of emergency or disaster as well as in addressing longstanding community problems. They give of their time and talents through their churches, social clubs and civic organizations . . . they help as individuals and in groups. The recipients are family, friends, neighbors, total strangers. Volunteer service is such an integral part of the American way of life it often goes unnoticed and unrecognized.

The President's Volunteer Action Awards were created in 1982 to honor those individuals and groups who make unique contributions to their communities through volunteer service and to focus public attention on these outstanding and innovative volunteer efforts. The 94 recipients of the first five President's Awards include established national organizations with thousands of volunteers, newly developed grassroots movements with national scope, local organizations and groups of volunteers, individuals, groups of labor union volunteers and major corporations. Some of the award winners are well known; others, known only to those with whom they work.

Anyone may nominate an individual or group involved in volunteer activity. Specific guidelines governing the nomination process are on pages 2 and 3 of this form.

The President's Volunteer Action Awards will be presented in Washington, D.C. during the spring of 1987.

The President's Awards program is cosponsored by VOLUNTEER—The National Center and ACTION.



VOLUNTEER—The National Center, a private, nonprofit organization, was created in 1979 to strengthen the effective involvement of all citizens as volunteers in solving local problems. Among the wide range of technical assistance and support services VOLUNTEER offers to volunteer-involving organizations are the National VOLUNTEER Conference, a variety of publications on citizen involvement, *Voluntary Action Leadership* (quarterly magazine for volunteer administrators), a wide range of information, consulting and training services as well as sponsorship of demonstration projects and national volunteer advocacy and public awareness activities.



ACTION is the federal volunteer agency. Its purpose is to stimulate voluntarism in general and, in particular, to demonstrate the effectiveness of volunteers in ameliorating social problems. Its programs include the Foster Grandparent, Retired Senior Volunteer and Senior Companion programs, VISTA (Volunteers in Service to America), the Drug Use Prevention Program, and a variety of activities in the areas of assistance to refugees, runaway youth, illiteracy and neighborhood development.

*From remarks made at the Volunteer Action Awards luncheon, 1986.

Procedures for Completing and Submitting the Nomination Form

In order for a nomination for the President's Awards to be considered, page 4 of the nomination form must be completely filled out and a statement of not more than 500 words describing the nominee's activities must be attached. In addition, a nomination may include appropriate supportive materials (described in C below).

(A) The Nomination Form

Item I. Indicate the individual or group's complete name, mailing address and telephone number. If the nominee is a group, indicate the name of the appropriate contact person within the group along with his/her address and telephone number.

Item II. Awards will be made in the following categories:

- **Arts and Humanities**—cultural enrichment
- **Education**—pre-elementary, elementary and secondary education, informal and supplementary education services
- **The Environment**—volunteer service resulting in significant enrichment and conservation of the environment; recreation
- **Health**—medical care, mental health and developmentally disabled services, community mental health
- **Human Services, to include Jobs and Material Resources**—volunteer services to youth, family and elders; employment, job creation and training, economic development; food and nutrition, clothing and furnishings, housing, transportation, consumer protection; areas not specifically covered by other categories
- **International Volunteering**—ongoing volunteer work performed by individuals or groups whose primary residence or headquarters is within the U.S. or its territories and benefiting the residents of foreign countries or ongoing volunteer work performed within the U.S. or its territories and benefiting the residents of foreign countries
- **Mobilization of Volunteers**—to address a variety of problems
- **Public Safety**—crime and delinquency prevention, justice services, protective services, disaster relief, fire protection
- **Youth**—volunteer services by youth to age 25
- **Workplace**—volunteer activities sponsored by or supported by either a corporation or labor union. **NOTE:** Nominations must be submitted on special Corporate or Union nomination forms.

Check the most appropriate category. Some nominations can fit appropriately into more than one category. Please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into more than one category.

Item III. Indicate name, address and telephone number plus title and organization (if appropriate).

Item IV. Since award finalists' references will be contacted for verification of the scope and extent of activities, it is important that this section be completed. Nominations with fewer than three references will be disqualified.

Item V. In the space provided describe the goals of the volunteer activity nominated.

Item VI. Enter the name of the individual or group being nominated and signature of the person making the nomination. Nominations not signed by the nominator will be disqualified. A person may nominate him/herself.

(B) The Statement

Because nominations will be judged based on specific criteria, the statement of activities (of not more than 500 words) attached to the nomination must address the following items:

Community need for the activity—How important was the activity to the overall welfare of the community? For example, establishing an education and training facility for handicapped children in a town where there was none would be a more important contribution than expanding an existing recreation program.

Recipients' need for the activity—This may or may not be different from the community need. A facility which serves handicapped children may be equally important to both the recipients of the service and to the general public. In some cases, however, such as providing access to a kidney machine, the recipient's need for the service is total, while the community's need for kidney machines may be slight in relation to other needs.

Scope of the activity—The concern here is with the potential impact of the activity or service. Something that is national or regional in impact is not necessarily "better" than something that is local. Projects of very limited scope, however, such as sponsoring an annual picnic for 50 senior citizens, would not be considered to have a major impact.

Achievement—Actual accomplishments of the voluntary activity or service should be considered, as opposed to the stated goals or objectives of the project.

Unusual challenges overcome—Such challenges might include public apathy or hostility toward the project or program, a critically limited supply of resources, or a handicap on the part of the person or persons doing the volunteer work.

Method—Method relates basically to the way in which the activity or service was performed. Consideration should include the vigor, efficiency and overall organization of the effort; the extent to which the individual or group marshaled other volunteer resources in support of the effort; and, where appropriate, evidence of broad community or grassroots support for the activity or service.

Innovation—Innovation takes into consideration the degree to which the service or activity represents a new use of volunteers in a certain capacity and/or a significantly new approach to solving a particularly pressing problem.

(C) Accompanying Materials

Not more than 10 pages of supplementary material may be submitted along with the nomination. Accompanying materials can include letters, testimonials, news clippings, pamphlets, etc. Do not submit tapes, cassettes, display materials, films, scrapbooks, books, etc. as they will not be considered in judging the nomination. All materials submitted become the property of VOLUNTEER and will not be returned; thus, when preparing accompanying materials, keep the materials cost to a minimum and submit photocopies when possible.

I. NOMINEE: Please specify if nominee is an individual _____, a group _____, or a family _____.

NAME: _____

If individual, indicate Mr., Ms., Miss, Mrs.;
If nominee is group, enter full name of group.

(Area Code) Phone Number _____

If nominee is group, enter name of contact person.

(Area Code) Phone Number _____

Complete address

City

State

Zip

II. CATEGORY: Check one. Some nominations will fit appropriately into more than one category. Please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into more than one category.

_____ Arts and Humanities
_____ Education
_____ The Environment
_____ Health
_____ Human Services, Jobs and
Material Resources

_____ International Volunteering
_____ Mobilization of Volunteers
_____ Public Safety
_____ Youth

III. NOMINATOR:

Name: _____

(Area Code) Phone Number _____

Title and organization, if appropriate.

Complete address

City

State

Zip

IV. VERIFICATION: In order to qualify for consideration, a nominee must have three references who may be contacted to verify the scope and extent of the nominee's volunteer activities. References should be persons familiar with the volunteer accomplishments for which the person is being nominated and may not include the nominee or any person related to the nominee.

Name: _____

(Area Code) Phone Number _____

Complete address

City

State

Zip

Name: _____

(Area Code) Phone Number _____

Complete address

City

State

Zip

Name: _____

(Area Code) Phone Number _____

Complete address

City

State

Zip

V. SUMMARY: In this space describe in one sentence the goals of the activity for which the nomination is being made. Then attach a 500-word statement that addresses the criteria outlined in section B on page 3.

VI. NOMINATION: I hereby nominate _____

Name of individual or group nominated for the President's Volunteer Action Award.

Signature of Nominator

Date



Nominations may be submitted on this form
or a facsimile thereof.

General Information

- An individual or group may submit separate nominations for as many different individuals or groups as desired.
- Only nominations accompanied by a self-addressed, stamped postcard will be acknowledged. Because of the volume of nominations the President's Awards screening committee will not be able to respond to any queries regarding the nomination form or the status of a specific nomination.
- A list of the recipients of the 1987 President's Award will be sent to those who include a self-addressed stamped envelope marked "WINNERS."
- Pertinent supplementary material may be submitted along with the nomination form. See "Procedures for Completing Nomination Form" (page 3) for guidelines. All nominations must be complete in one package when submitted. Separate letters, materials and other documents received later will not be processed or considered in judging.
- All entries and supplementary materials become the property of VOLUNTEER and will not be returned. Materials will be held by VOLUNTEER for six months following completion of the judging process.
- The screening committee may request additional information from applicants or references for the judges' consideration.
- All nominations must be submitted in English to be considered for the President's Award.
- Decisions of the judges are final. **All entries for the 1987 President's Volunteer Action Awards must be postmarked before midnight, December 12, 1986.**

Who is Eligible for the President's Volunteer Action Awards?

- Any individual, group or family actively engaged in volunteer activities that benefit the community, state or nation may be nominated.
- For those individuals or groups who are paid any amount for activities for which they are nominated (other than reimbursement for out-of-pocket expenses), the nomination statement must clearly indicate the extent of salaried or stipended activities.
- Individuals involved in "work released time" and student course credit are eligible but must clearly indicate that in the nomination statement.
- Except for the International Volunteering Category, all volunteer activities must be performed within the United States or its territories.
- No employees or immediate relatives of VOLUNTEER or ACTION or members of VOLUNTEER's Board of Directors or ACTION's National Voluntary Service Advisory Council may be nominated for awards.
- Recipients of previous President's Awards are not eligible for the 1986 awards.

Submitting the Nomination

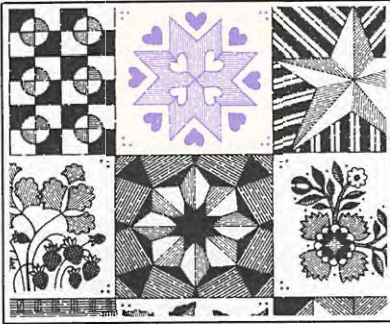
Send all entries to:

The President's Volunteer Action Awards
Post Office Box 37488
Washington, D.C. 20013

Do not send entries to VOLUNTEER or ACTION.

Entries must be postmarked by midnight, December 12, 1986.

Marketing Your Volunteer Program To Recruit Volunteers



Know Your '4 Ps' Before ADVERTISING AND PROMOTING VOLUNTEER OPPORTUNITIES

By Nancy Macduff

When a volunteer agency uses a marketing approach to program development and volunteer recruitment, the job of advertising and promotion is easy. In voluntary organizations, advertising is often designed and carried out by staff and a public relations committee. They are responsible for posters, brochures, TV, radio and direct mail campaigns, slide and video presentations.

Volunteer job descriptions, an essential component of volunteer marketing plans, tell the public relations committee exactly what type of person to reach. For example, suppose a nursing home was looking for a volunteer to conduct musical activities for residents. A variety of effective techniques could be used to reach potential volunteers for that job: brochures distributed through music stores, college music departments, a music teacher association, concerts, etc.; radio spots on classical or easy listening stations; and handbills on cars at concerts.

This method is called "target marketing." The idea is to go after those people who have the skills needed and might

Nancy Macduff is president of Macduff/Bunt Associates, a company in Walla Walla, Washington that specializes in training and public relations to governmental and nonprofit volunteer organizations. She adapted this article for VAL from her book, Volunteer Recruiting and Retention: A Marketing Approach (see listing in Tool Box).

have an interest in offering their services.

Product, Promotion, Placement, and Price are known as "the 4 Ps" in marketing terminology. Knowledge of the 4 Ps provides information that dictates to whom an agency's public relations, advertising or volunteer recruitment campaign is directed.

Product

In volunteer recruiting, product is both the program and the benefit you are selling the volunteer. Personal satisfaction is a benefit for many volunteers, but there are many others. If you want a person to work as a volunteer counselor at a family planning center, for instance, recruitment literature should state the benefits of the program to the volunteer. Some of those would include personal satisfaction, knowledge that they are helping others in need, career experience, increased personal knowledge of medical aspects of family planning, learning to work with others, and opportunity for advanced training in a medical setting. Remember that different people are motivated by different things. The more benefits you identify, the better chance you have of "selling" the volunteer opportunity to a potential volunteer.

Promotion

Promotion is the techniques or strategies you use to reach your potential volunteer. The days of global advertising are over. Voluntary agencies must target the people they want to recruit. They must seek out

those volunteers at their home or club or through their favorite news station. Aiming for the sky shows a lack of respect for our programs/services and a lack of respect for the volunteers who work in them.

The public relations committee should develop a wide array of advertising devices and techniques to reach the agency's targeted volunteer market. The following list illustrates examples:

- Billboards—large displays to promote program or service
- Brochures—simple-one page informational tracts designed to impart information about a program or service
- Bus/subway cards—usually paid advertising for program or service on public transportation system
- Direct mail—information mailed directly to prospective clients or volunteers
- Display booths—posters, pictures and other items about a program to illustrate its services; placed in shopping malls, fairs, PTA carnivals, flea markets, etc.
- Handbills—one-page flyers printed on one side and used on car windshields or as grocery bag stuffers
- Mobile information units—a van or trailer with displays and extensive information about a program or service
- Movies—opportunities to record actual program or volunteers in action, or use "star" to help sell program or service
- Other volunteers—the single most successful method of recruiting volunteers
- Posters—attractive large boards with information about a program or service
- Public service announcements

- Radio—same as television (below)
- Restaurant tray liners—fast food restaurants use food tray liners, which can be printed with the message of your program or service
- Slide/tape presentation—scripted, electronically pulsed slide show with audio narration used to promote a program
- Telephone—tool for contacting potential volunteers
- Television—medium for interviews, PSAs and/or special programs about your agency and volunteers
- Videotape presentation—scripted, acted out presentation that promotes an agency program or service
- Want ads—request for volunteer help in a local newspaper column reserved for volunteer organizations or in the "help wanted" section
- Window displays—exhibits or program items in store windows, especially effective when done once a year to promote a special event

Placement

Placement is deciding where the devices developed will reach the potential volun-

teer markets. Rock stations are probably not a good place to run public service announcements if you are trying to recruit senior citizens. The public relations committee and staff must determine the most appropriate way to reach its target audience of volunteers.

Price

Price, in a business context, is the cost of the product. When we use volunteer help, we rarely think of cost, but frequently there is cost to a volunteer who provides service to an agency. When an advertising campaign is developed, volunteer expenses must be a consideration. Such costs include gas, bus, taxi, babysitter fees, registration, supplies, lost time to job, and/or membership dues. This information needs to be shared with the volunteers before they are recruited.

The job description provides information that should also be included in advertising and promotional material. How many hours a week? A month? When does the job start and stop? Do you expect the person to serve year after year? This gives volunteers an idea of their "time" costs.

If your volunteer organization has separate public relations and recruitment committees, it is essential that staff provide communication links between the two committees. The recruitment team must successfully sell the potential volunteer on the benefits and opportunities. To do this, it needs to have good information about the devices the agency will use to recruit volunteers. The more consultation and sharing of information, the more ownership and commitment volunteers will have in carrying out their respective jobs.

To help the public relations committee work effectively, the staff or chairperson should answer the following questions about the 4 Ps:

Product: What product are we selling and how will it meet volunteers' needs?

Promotion: What devices or techniques can we use that will attract the volunteer to our product?

Placement: Where can we locate the devices we have selected so they will be seen by our targeted potential volunteer market?

Price: What is the cost in money and time to our potential volunteers?

Jot Down Your Ideas . . . about the 4 Ps

What **PRODUCT** are we selling and how will it meet our volunteers' needs? _____

What **PROMOTIONAL** devices or techniques can we use to attract the volunteer to our product? _____

Where can we **PLACE** the devices we have selected so they will be seen by our targeted potential volunteer market? _____

What is the **PRICE** (cost) in money and time to our potential volunteers? _____

Marketing Your Volunteer Program To Recruit Volunteers



USING A CONSUMER-ORIENTED APPROACH: A Personal and Professional Perspective

By Dr. Jeff Totten

As a volunteer in my community, I've noticed that my volunteer efforts have diminished over the last year or so and that concerns me. As a marketing professor, I've looked at the entire volunteer administration process and have noticed a problem with volunteer recruitment. Last year, when I conducted a research study for the Volunteer Clearinghouse of Abilene, Texas, I saw the weekly column listing volunteer needs the Clearinghouse publishes in the local newspaper. The problem became apparent: Most agencies are not consumer (volunteer)-oriented. They are still production (agency)-oriented.

A bit of explanation is needed. In marketing, we refer to a company as production-oriented when it decides upon a product to make, how much profit it wants to make, and who to sell it to. The consumer may not want a product, but a company produces one anyway. The company is more concerned with its own needs than with those of consumers.

On the other hand, a company that contacts a possible consumer segment, identifies the needs and desires of those particular consumers, and then produces a product that will satisfy not only consumer needs but also company goals—is a consumer-oriented company.

Quite often, community agencies are production-oriented. They need the services of volunteers; however, they want volunteers on their own terms. They seek volunteers who will work at the agency's convenience—mornings or afternoons.

Quite often, the volunteer is asked to serve for a long period of time—five days a week, every Friday for six months, and so on. Now I realize that many agencies need volunteers during certain periods for certain lengths of time. For example, with

a Meals on Wheels program, you are looking at five days a week, 52 weeks a year, with one or two holidays off.

Still, community agencies need to be consumer/volunteer oriented. We all know about changing demographic trends and how much time demands are made on people today. People are busy, and the traditional market for volunteers—women who are housewives or socialites with a good amount of time available for volunteering—has diminished. Barbeito and Hoel wrote an excellent article in the summer 1977 issue of this magazine on pursuing nontraditional market segments.

As a volunteer, what I find frustrating is that most volunteer jobs are during the daytime when I work and tend to be long-term in nature. Now to me, once a week for six months is long-term. I want to volunteer because I enjoy the feeling, the "high" I get from having helped my fellow men and women. I get a warm feeling from volunteer work and feel good about myself. However, I can only volunteer for short, one-time jobs, like one morning spent weatherizing a house or an hour at lunch to deliver meals.

As a marketer, I suggest two possible avenues for agencies to consider in becoming more consumer/volunteer-oriented. First of all, if possible, adjust your time schedules to meet the needs of your volunteers. Let them do filing at night, or arrange a task that volunteers can "take home" and do overnight. Or use a spare room with limited access and let the volunteer have a key to it to work over the weekend.

In other words, be flexible. Work more with volunteers on timing schedules. For example, my Sunday school class decided in late 1984 that we wanted to do something locally to help people who are hungry (having been affected by TV exposure to starving Ethiopian children). One class member contacted the director of the Meals on Wheels program. Mrs. Blaz-

er, the director, worked with our class (working men and women) and designed a geographically compact route with ten to 12 stops that we could service in less than an hour during our lunch breaks.

We are now into our second year of running route #28 and have one of the best organized volunteer schedules around. Class members sign up for days that best fit into their calendars. So far, we've only missed a few days and can usually tell the office in advance the days none of us can cover.

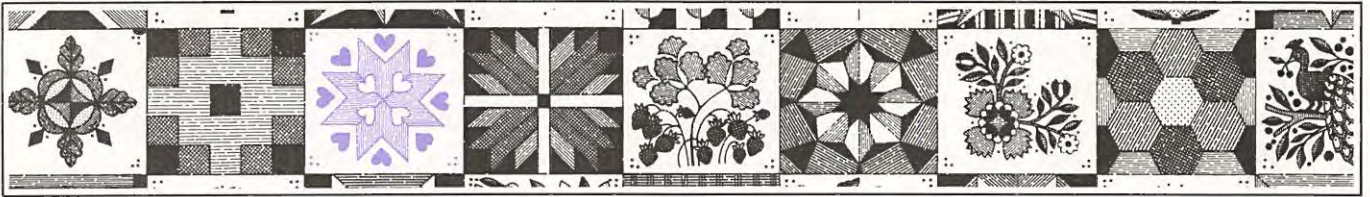
Second, see if you can break tasks down into smaller units that can be done in a shorter period of time. Try to develop more one-shot tasks, jobs that can be accomplished by one volunteer in an hour or two during one visit. Try to recruit several volunteers for one major task, breaking down the time commitment into more manageable and appealing units.

For example, at a nursing home, one volunteer could be recruited to direct exercises for a month, another for six weeks, another for a month, and so forth—instead of trying to get one volunteer to teach the class for a year. Churches are finally doing this, asking Sunday School teachers to teach for one month or one quarter, rather than a year.

With flexible scheduling and shorter periods of involvement, I believe that agencies can entice more people to volunteer, especially those who have never been a volunteer. Today, many people, sad to say, are time-driven. By offering shorter involvement periods and more one-shot tasks, agencies can appeal to those of us who are busy, yet want to give of ourselves to help others. Also, agencies can reduce the chances of burn-out among long-time volunteers by giving them vacations from volunteer work.

The consumer-oriented approach to volunteer recruitment will help community agencies today in the age of the busy American.

Dr. Totten is an associate professor of business administration at McMurry College in Abilene, Texas.



Marketing Your Volunteer Program To Recruit Volunteers

THREE CHECKLISTS

By Steve McCurley and Sue Vineyard

The following lists are excerpted with permission from the authors' new book, *101* Ideas for Volunteer Programs* (*Actually 949 Ideas in 50 Categories!) (see listing in *Tool Box* for details).

Checklist Prior to Recruitment Campaign

1. Who currently volunteers for us and what do they do?
2. Why do they volunteer for us?
3. How do they compare to volunteers with other agencies?
4. Do we know how and where volunteers will be used?
5. Do we know how we will explain the agency's purpose and mission to volunteers.
6. Do staff understand and accept both volunteer and staff roles?
7. Do we have job descriptions for all positions?
8. Do we have a planned and targeted recruitment campaign?
9. Do the appeals we will use relate to our community and to the volunteers we want to attract?
10. Are we utilizing distribution mechanisms that relate to our target groups.
11. Do we have a qualified volunteer interviewer?
12. Do we know what questions will be asked in interviews?
13. Do all questions relate to volunteer job skills?
14. Have we conducted a risk management assessment of the volunteer roles?
15. Do we know how we will evaluate and compare candidates?
16. Do we know what we will do with "rejected" volunteers?
17. Can we describe volunteer benefits to interviewees?
18. Have staff been trained in volunteer management?
19. Do we have our volunteer personnel management system in place?
20. Does everyone involved in the recruitment effort understand their role?

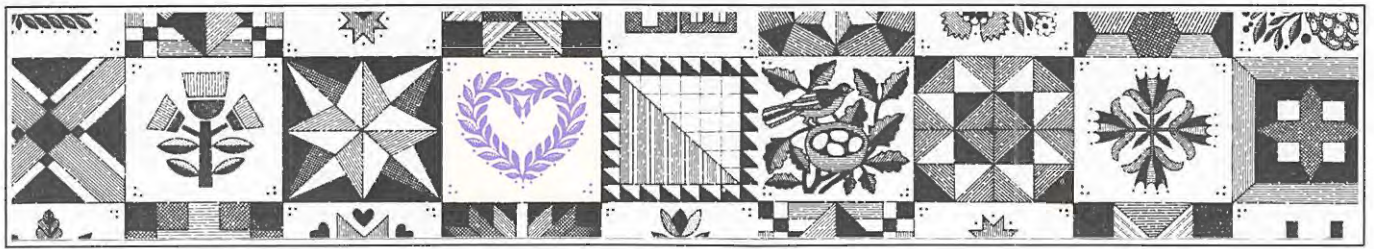
Steve McCurley and Sue Vineyard are internationally known trainers and consultants on nonprofit management, fundraising and volunteer involvement. In addition to 101 Ideas for Volunteer Programs, they recently released 101 Ways to Raise Resources (see listings in Tool Box).

Motivations to Appeal to in Recruitment Campaigns

1. Helping others.
2. Improving the community.
3. Gaining work experience.
4. Utilizing untapped educational skills.
5. Learning new skills.
6. Getting out of the house.
7. Changing the status quo.
8. Staying active and involved.
9. Meeting new people.
10. Being needed.
11. Testing a new career.
12. Making professional contacts.
13. Gaining academic credit.
14. Experiencing different life-styles.
15. Building self-confidence.
16. Doing satisfying work.
17. Putting your hobby to good purpose.
18. Meeting new challenges.
19. Learning responsibility.
20. Fulfilling a tradition.
21. Being a winner.
22. Sharing fun time with your family and peers.
23. Gaining recognition from others.
24. Using natural gifts and talents.
25. Putting faith into action.
26. Helping a friend.
27. Preserving the past.
28. Influencing others.
29. Getting to know prospective clients.
30. Searching for a job.
31. Being an individual rather than a number.
32. Empowering others.
33. Meeting others with like values.
34. Being a role model for your children.
35. Giving back what you have gotten.
36. Showing that you care.

□ Recruitment Ideas

1. Offer slide-show programs illustrating clients being served by volunteers for use at condominium association meetings in your area.
2. Offer a program on ways to become involved to large companies for use in their pre-retirement seminars.
3. Talk to the manager of your local cable TV program at a high school or college station to present a program on your agency.
4. Never walk away from a meeting where you have given a talk about your agency without getting the name and contact information of everyone who was interested. Get back to these people within one week if possible.
5. When you are going to make a presentation to a large group, take several volunteers with you both to talk about their own experiences and to help you deal with interested applicants.
6. Get lists of other organizations in your area to see if they can help your recruitment effort by advertising your program, offering you time on their meeting agendas, distributing written information to their membership, posting notices on bulletin boards, etc. Churches are especially good at this.
7. Have someone do research on clubs, groups, schools, etc., who have as part of their activities a project similar to yours. People in those projects are excellent prospective recruits for your program.
8. Since a tool that augments recruiting is publicity, consider ways to get your story (of client needs, not organizational history) across, such as identifying businesses that buy newspaper ad space and asking them to plug your cause and how people can become involved.
9. Work with other volunteer groups in your community to sponsor a volunteer fair at a shopping mall or a company.
10. Ask your newspaper to donate space in its classified ads section for volunteer job openings. Place (and pay for, if necessary) a volunteer job advertisement in the Help Wanted section, built around appealing to gaining job skills and making employment contacts.
11. Get churches to announce your needs to their congregations.
12. Contact high school and college department heads in any subject areas that coincide with your agency's purpose to see if volunteering with you can become part of a class assignment.
13. Talk to personnel directors of companies, explaining volunteer opportunities and ask if they can direct retirees and current employees to you.
14. Create a "Resource Inventory" file of groups, individuals, media, clubs, businesses, etc. List name, contact information, past history of collaboration, publications, and all other useful information.
15. Don't forget that you can recruit whole groups to help you with a project. Recruit the National Guard to serve as safety marshals for your special event. Let the Lions Club co-sponsor and operate your Jailathon. Get the Toastmasters Club to serve as your Speakers Bureau.
16. When trying to involve minorities as volunteers, find leaders in that community and recruit them to recruit their peers.
17. When trying to enlist a teacher, pastor or leader of some group, take one of their members with you to help persuade them. Make sure this person is both committed to and informed about your agency.
18. Speak the language of the person you are trying to recruit. Ask yourself, "What do we do that would be of interest to them?" and highlight this in your presentation.
19. When trying to recruit a group, look up its creed or mission and use some of the wording in your presentation. Don't overdo it.
20. Always tell why you are personally committed to your work when enlisting others, since it personalizes the job you are seeking to fill. If you aren't personally committed, recruit someone else to do recruitment.
21. Always recruit volunteers on the basis of the *service to clients*, not the needs of the agency. People work for people, not things.
22. When trying to recruit businesses, look up their advertising slogan and build it into your presentation.
23. Tell people what they will do, how long they will be expected to do it and who will benefit.
24. Remember that you're trying to remove people's reasons to say "NO," not twist their arms into volunteering.
25. Never use guilt when trying to recruit.
26. Be honest and up front with people when trying to recruit. Do not lie about or minimize the work or the time needed.
27. Avoid "first warm-body-through-the-door" methods of recruitment. If you can't get the right person, don't take anybody.
28. Ask grocers to stuff flyers into grocery bags about your program.
29. Break large volunteer jobs down into smaller components that recruit people on these lesser time-consuming jobs.
30. Be careful about recruiting people to titles without explaining the actual job functions and responsibilities. "Secretary" can mean different things to different people.
31. Diagram where people will fit into the overall pattern of work. It will help them visualize their role in relation to others.
32. ALWAYS offer a job design—even if it's a simple one-sentence sketch of the work to be performed. This way, both you and they are more likely to understand their assignment.
33. Don't recruit until you know what you are doing and what the volunteers are going to be doing.
34. Appeal to your current volunteers to recruit their friends. Sponsor a "Bring a Friend" introductory luncheon.
35. Get the Welcome Wagon, Visitors Bureau and Chamber of Commerce to disseminate your material to newcomers.



Marketing Your Volunteer Program To Recruit Volunteers

LOOKING AHEAD: Mobilizing Sources and Resources for the Future

By Eva Schindler-Rainman, D.S.W.

Human services must remain humane. It is therefore necessary to analyze present trends and plan action steps for now and for the future. It is incumbent upon the human services administrator to take the lead for the careful mobilization of sources and resources, so that clients, patients and all consumers of services can be assured individualized, ongoing, quality services.

It is characteristic of our society to consider available human resources as persons who are known—persons who have served in a variety of ways over a long period of time. It is generally uncharacteristic of most administrators to look beyond and wonder, "What could be available if it becomes necessary and desirable to recruit more persons to do the job?" It is therefore important for the human services administrator to search out, know about and tap into additional and new resources and sources.

Why has this become so necessary?

1. Because the urgent pressures to be

more effective and creative are relatively recent.

2. Because often what is "out there" is not known and there is not enough experience to analyze and detect the sources and resources that might be easily available.

3. Because work is done in traditional ways, and change is initiated or welcomed only when absolutely necessary. It is a kind of collusion with the past.

4. Because we believe in or assume that we are working in stable systems, when indeed most systems are unstable. That is, most organizations are changing not only the organizational structure, but also the very foundations on which they are built, as well as their funding patterns, in constant, rapid and complex ways.

Available are persons who may be full-time or part-time employees and persons who are job sharing. Other resources include volunteers—young, middle and older, both men and women. They may be old time, dependable, ongoing volunteers, or they may be those who are relatively new and who consider themselves temporary. They include persons of all racial, national, religious and ethnic backgrounds, as well newcomers to these shores.

Also available are professional as well as unemployed persons. The human resources that can be tapped are all people who are willing to work and help others and/or can be motivated to involve themselves in services to others.

Confrontations and Opportunities

It is important to analyze some of the confrontations as well as the opportunities that face the human services administrator as she or he studies the picture of human resources utilization:

- There are large pools of unutilized or underutilized human beings, which means untapped energy, wisdom and time.

- As diverse populations come into communities, they must be involved as service providers rather than only as consumers of services.

- Unemployed or underemployed persons need and want to be involved.

- Physically, mentally or socially at-risk persons can also be recruited.

- There are more people who have discretionary time, but they do not necessarily know what opportunities there are for using this time. Indeed, many people do not know that they are really needed and wanted by human and social service programs.

The opportunities that these confrontations afford the human services administrator include the following:

- Collaboration with diverse systems, organizations, persons and groups.

- Retraining and helping people now active in the system to change their skills and update their knowledge and perceptions.

- Exercising a different style of leadership, such as functional leadership,

Dr. Eva Schindler-Rainman, an authority on training, community planning and organizational development, consults with voluntary, corporate and governmental organizations throughout the U.S. and abroad. Her article is based on a paper presented at the Management Institute for Executives of Nonprofit Organizations, Springfield College, July/August 1985.

In the humane human service organization, the administrator will be the leader, the initiator, and the key implementer of new ways of work supported by enthusiastic staff and volunteers.

shared leadership, temporary leadership and co-leadership.

- More open and flexible communications across the lines rather than only in the vertical, hierarchical pattern that is common in human services and other systems.

- Consideration of changing the type, variety and quality of services and/or programs offered. Some systems are altering their names as well as their missions to provide services in a changing society with changing values and needs.

- Analysis of alternative ways and choices. It is important to search out all possible sources and resources that may be available, to think "new," to develop different patterns of service, and to develop different textures of service providers.

Risks Involved and Skills Needed

Risk is an opportunity that can involve innovation, creativity, courage, adventure, wonderment and lack of certain predictability of outcome. There are a number of risks that should be taken, and there are some concomitant skills that need to be developed or enhanced.

1. There is the risk of different utilization patterns, which means the willingness to break with tradition and initiate change, and at the same time to learn how to handle the resistance that is an inevitable part of change. Different utilization patterns mean that those who are to be affected by changes need to be involved in influencing the way those changes take place.

Skills Needed. The skills necessary to deal with these risks include the ability to diagnose and then develop the organization. It is important to understand the variety of structures and patterns that could be developed to carry out a particular mission. It helps to be able to either call on researchers or develop the skills of action research so that fact finding *before* the change can be useful and productive.

Another needed skill is one of conflict utilization. Conflict releases and harnesses important energies if it can be heard by

all sides, if win-win solutions are sought and achieved, if third-party interventions are utilized. Then the conflict outcome becomes a positive, useful, growth-producing process rather than a hostile and debilitating one.

Certainly communication skills need to be expanded, including the management of meaning, be it written, verbal or non-verbal. It may be vertical, matrix, diagonal or in some other meaningful direction, including out of the system and into the community.

Handling of role conflicts becomes increasingly important. Every volunteer and staff person is involved in multi-roles, changing roles and multi-loyalties. This includes improving communication with other organizations, religious groups, family groups and the governmental and corporate sectors.

Implementing team work, rather than focusing on role differences, is important in maintaining sound volunteer/staff relationships. A relatively new emphasis is on the skill of transition management. It is important to help persons transit from one life situation to another. Transitions are moving from the "no longer" to the "not yet." Many organizations are in transit. So are the individuals within those organizations, and these changing and unstable situations must be understood and discussed.

It is also important to develop volunteer personnel policies and records. These should be planned by a joint volunteer and staff group. Such records facilitate the availability of data that can be utilized to refer persons from one system to another, and to document the kind and quality of work accomplished. The personnel policies also help make clear the system's ground rules. In many places it is thought that volunteer and staff records should be lodged in a human resource department.

2. Another risk is the teaming of volunteers and paid persons in a variety of patterns. It is time to think beyond volunteer/staff relationships and look at the utilization of human beings in order to deliver a given, clearly defined service. This may

take different combinations of volunteer, volunteers and professionals, professionals, para-professionals and volunteers, interdisciplinary teams, as well as cross-systems teams. These combinations may be ongoing, or they may be temporary, but the core of these groups and teams is to utilize the beauty of difference to produce a better product. If teams are to function smoothly, it is imperative to have clear job descriptions and clear lines of accountability and responsibility.

Skills Needed. Among the skills that are needed is the need to understand the changing power balances, the opening of turfs heretofore closed, the facts that relationships will be altered. There is also the need to help persons who are involved in changing relationships understand that, and perhaps to have additional training in the new ways of work.

As new teams are developed, it is necessary to learn how to handle resistance, lack of skill, knowledge of available resources and supports, the ambivalence to share knowledge and turfdoms, and the natural competition between persons.

The human services administrator can initiate training for the skills of problem solving and team building of all the persons involved. The administrator is the key to this kind of professional development. Indeed, if such teaming is developed, it is helpful to have a skillsbank, resource file and records of time spent, accomplishments and knowledge of all persons involved. Such systems must be simple and easy to use, and available to all persons.

3. Another risk is to utilize more pluralistic resources. It cannot be emphasized too often that it is absolutely necessary for today's human services administrator to know and to know how to tap into the pluralistic resources of the community. The easy way is to utilize the people who already are involved who can recruit people just like themselves. The risk is to go beyond the incumbent group and consciously seek persons with different backgrounds, different values, different skills and time availabilities.

Handling of role conflicts becomes increasingly important. Every volunteer and staff person is involved in multi-roles, changing roles and multi-loyalties. This includes improving communication with other organizations, religious groups, family groups and the governmental and corporate sectors.

Skills Needed. Useful skills are community analysis and organization, as well as a large repertoire of interviewing skills—both one-to-one and group interviewing—and the ability to collaborate with other systems in the community. Special training may well be needed here.

4. To take risks, adequate funding must be insured. Therefore, it is necessary to find creative funding sources and resources. As funds are differently distributed and many old-time sources are no longer available, new ways of keeping funds coming are essential if a system is to survive.

Skills Needed. The skills of resource development should be part of the administrator's tool kit. Finding ways to discover new approaches to old sources, as well as discovering and harnessing new resources, becomes essential. It also means finding individuals and groups and integrating them so that they can be utilized as supporters, as well as initiators, of new funding ideas and actions.

5. It is necessary to learn to utilize new and different emerging technologies. This includes multi-media as well as computers and word processors.

Skills Needed. The important item here is to know what is needed to streamline a particular system and/or service, as well as to know what is not needed.

The knowledge most useful now is how to tap into the resources of persons who know these technologies intimately, and can advise and consult on what would be necessary to acquire, what the costs are, what alternatives exist, and how staff and volunteers can integrate new technology into ongoing systems. Specialized consultation and training are usually required to make persons "technology friendly."

6. Learning new ways of recruitment, training and maintaining of volunteers and staff is vital to the lifeline of a system. If the administrator and the decision-making body are clear on what the goals of the system are, the next step is to design an action plan for achieving those goals. Whether the system operates on a two-, five-, or ten-year plan, it usually becomes abundantly clear that additional and different groups and persons need to be involved to achieve new goals. It calls for recruiting from new places and spaces.

Skills Needed. Much needed are presentation skills, particularly by human services administrators. This includes the ability to represent rationale and to consider the feasibility of the use of volunteer/staff teams for such groups as top management, union leadership, community organizations, the corporate and academic worlds. It becomes important, therefore, to have both knowledge and skill in the use of the appropriate media for presentation to particular population targets and groups.

Other useful abilities are how to design, plan and conduct productive meetings of all kinds, including orientation, training, recognition, support and separation meetings as well as board, committee and annual meetings.

7. The last risk is planning for identification, utilization and development of future resources. As goals and plans are made, it becomes important to establish the kind and number of persons needed to implement them. So often adequate plans are made, but there is a lack of analysis of how to implement those plans and an inability to choose the appropriate persons and paths to get the system working to-

ward achieving the objectives and goals that have been outlined. Often systems focus on pain and problems of the present, rather than possibilities and visions of what can be.

Skills Needed. Necessary skills include careful selection of appropriate persons to be involved, orientation and training in future planning and in the missions of the present and the future.

Another useful skill here is to know ways to involve the recruited persons so that they can feel satisfied and productive in helping the system move from ideas to actions.

The Pay-Offs

What are the pay-offs, the positive results of improved utilization of human resources? Pay-offs may happen rather quickly, even before all the goals are achieved. They include the following:

- Increase in the quality of human services
- More financial resources
- Increased and more varied human resources
- Volunteer and staff participants feeling better about themselves and their contributions
- Confrontation of traditions
- New perspectives, ideas and actions
- Increased energy and creativity
- More democratic ways of work
- Increased involvement of everyone who cares

In the humane human service organization, there will be a stronger version of democratic visions translated into actions. The administrator will be the leader, the initiator, and the key implementer of new ways of work supported by enthusiastic staff and volunteers.

TRAINING VOLUNTEERS

The Role of Clients

By Robyn James

Volunteer training programs occur in various forms, ranging from workshops, seminars, meetings, supervision and the use of booklets to self-directed training. It is my belief that the clients or consumers of organizations should have a large say in the content—that is, in developing the material for training programs—as well as responsibility for conducting the volunteer training programs. It is essential—one could say a basic right—that consumers have input into a process that has an effect on their lives.

Organizations and groups using volunteers have a responsibility to provide their volunteers with the appropriate training. To assist volunteers in performing their duties most effectively, a volunteer training program should include all of the following aspects:

- An orientation to the organization. What are the aims and philosophy of the organization? How do volunteers fit in? and so on.
- Information about the specific needs of the client group. What societal problems do they face? What issues does the volunteer need to work through?
- The necessary skills to perform their duties, such as how to find information, how to operate equipment.

The responsibility for training volunteers varies from organization to organization. Many employ a person whose responsibility is to coordinate volunteers and as part of this job, they are expected to make sure that training is provided. In other organizations, people share the responsibility of coordinating volunteers—so then a group of people are responsible for training. Some organizations involve volunteers in a very "ad hoc" way. Nobody has any particular responsibility for volunteers, so no two volunteers receive the same introduction to the organization, training or support.

The example I will use here is one in which I was involved at the Spastic Society and Yooralla Society in 1983-84, where the consumers of these two organizations had the responsibility for training volunteers. This clearly illustrates the benefits of involving consumers or clients as trainers.

The training program involved three sessions, each three hours long involving between 10 and 25 people. The topics covered included an introduction to the course and some "get-to-know-you" activities. This was followed by a simulation game, where each volunteer completed tasks while simulating, in turn, paraplegia, hearing impairment, visual impairment and speech impairment. For example, the speech impairment exercise involved people working in

Robyn James is a training consultant with James & Ross & Associates, an Australian firm that specializes in issues relating to volunteering, disability and basic management.

pairs. One person placed a ping-pong ball in his/her mouth and read a two-sentence message to the other person, who was instructed to write it down. One of the messages was, "When I open my mouth to speak, people don't understand me. They assume that I cannot think because my speech is difficult to understand."

Then roles were swapped. Small group discussions revealed that volunteers came to a quick understanding of the judgments they had previously made about people. They also realized how much longer it takes a person with a disability to get through everyday tasks. These small group discussions were led by people with disabilities.

This activity was followed by a film entitled, "I'm Not What You See," which dealt with such issues as beauty, normality and humanness.

In the second session, the volunteers saw a short film entitled, "Emerging," which focused on the abilities of people with disabilities. Once again, people with disabilities led small group discussions on attitudes toward disability.

There was another session in which participants engaged in a detailed discussion of rights and responsibilities. Volunteers received handouts, including one that explained their insurance entitlements. There was also a presentation on the philosophy of the two organizations, services and programs offered, and possible volunteering options.

The final session started with a brief discussion on cerebral palsy, epilepsy, spinal bifida and muscular dystrophy led by people with those disabilities. Then a speech pathologist made a presentation on "Communication Boards and Assisting People with Eating," and a physiotherapist demonstrated lifting techniques.

At the end of the sessions, the volunteers evaluated the training in terms of course structure, content, etc. While comments varied greatly from person to person, the universal feeling was that the leadership provided by people with disabilities was greatly appreciated.

Benefits

The training provided benefits to both the volunteers and consumers.

The volunteers benefited from the following:

1. Any "do-gooder" instinct was stifled as they were put in the position of looking to consumers for leadership and guidance. The "charity ethic" was given no chance to blossom.
2. They learned that a disability tells very little about the abilities of a person.
3. They were given the chance to raise and deal with issues that would not arise naturally without the participation of clients, such as the importance of giving opportunities for independence, learning how to communicate with a person who has a speech difficulty, and the difficulties of using

public transportation when it is inaccessible to wheelchairs.
4. They had an opportunity to build a good working relationship with this particular consumer.

For the consumers, being involved in training volunteers meant many things:

1. They had ownership over the information that was passed on to volunteers. Paid staff were not seen as the "experts."
2. They gained and improved skills in leadership, group work and public speaking.
3. They experienced an increase in self-esteem that comes from performing a task previously considered impossible or the duty of a professional.
4. As a consequence of the training program, those consumers who were not part of the training team were treated as individuals and weren't judged on the basis of their "label."

Training the Trainers

The consumers themselves had to undergo training before taking part in the volunteer training program. Each person (and group of people) that I worked with had different training needs. I will describe how one group of four consumers was trained. They expressed an interest in the volunteer programs and attended a training program for volunteers as a participating member of the group. This gave them an understanding of the issues that concerned volunteers, of a group-work approach to training, and that they were able to influence attitudes.

- Fortnightly meetings were held with this group to
- pass on technical information on volunteering, such as recruitment techniques, philosophy of volunteering and style of recordkeeping;
 - monitor the volunteer program from a consumer point of view—for example, to ensure that recruiting articles were not patronizing;
 - determine the greater role that each person would take at the next training program and individual training needs.

The consumers were also enrolled in additional courses, such as a projectionist course, public speaking, assertiveness training and group-work training.

As the training programs progressed, this group of consumers was gradually given greater responsibility, so that at the end they had full responsibility for running the sessions. This included welcoming and introducing volunteers, leading groups, showing films, introducing guest speakers and coordinating experimental activities.

There is one important limitation in the process of involving consumers in training volunteers. The paid staff member needs to spend a significant amount of time in working with consumers to build up their skills. It is this one limitation that prevents many "professionals," not just those working with volunteers, from passing on the appropriate skills and information to the consumers.

Despite this limitation, it is clear from the example discussed here, that there is a strong case to be argued in favor of involving consumers or clients in the training of volunteers. The opportunity for the volunteers to see and understand "life" from the client's point of view and the client's ability to have control over something that concerns them directly are two big pluses that outweigh the limitation of time needed to train the clients.

The benefits are overwhelming!

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About Our Contributors



Nancy Macduff ("Know Your '4 Ps' Before Advertising and Promoting Volunteer Opportunities," page 23) is president of Macduff/Bunt Associates, a company in Walla Walla, Washington, specializing in training and public relations to governmental and nonprofit volunteer organizations. She has served as an adjunct faculty member at Washington State University, teaching classes on the management of volunteer programs; community resource coordinator for the state Department of Social and Health Services, Walla Walla office; council services representative for Camp Fire, Inc., Kansas City; and associated editor, *Citizen Participation and Voluntary Action Abstracts*, published by the Association of Voluntary Action Scholars.

Macduff has a master's degree in Adult and Continuing Education and is a member of Phi Kappa Phi.



Steve McCurley ("Three Checklists on Volunteer Recruitment," page 26) is an internationally known trainer and consultant on nonprofit management, fundraising and volunteer involvement. He gives over 100 seminars each year for groups as diverse as federal government agencies, Volunteer Centers, hospital associations and corporations.

The author of more than 40 articles and papers, he served for several years as VOLUNTEER's director of program services, providing training and technical assistance to over 1,600 member agencies.

With Sue Vineyard, he is the author of the recently released *101 Ideas for Volunteer Programs* and *101 Ways to Raise Resources* (see listings in Tool Box).

Sue Vineyard ("Three Checklists on Volunteer Recruitment," page 26) is a well-known trainer, author and consultant on volunteer management, marketing, fundraising and motivation. She has trained thousands of people in seminars across North America and Europe.

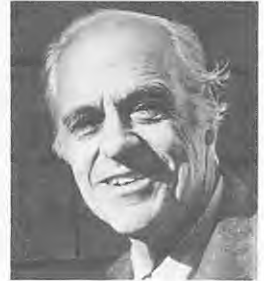
For six years, she served with Project Concern, an international health care and training charity for the poverty stricken. As national director, she worked with 30,000 volunteers, raising \$17 million in pledges.

Besides the two books recently published with Steve McCurley (see above), she has written four books, including



the best-selling *Finding Your Way Through the Maze of Volunteer Management* and *Beyond Banquets, Plaques and Pins*.

For 23 years, **Henry Pearson** ("Interviewing Volunteer Applicants for Skills," page 15) was on the personnel and training staff of Polaroid Corporation, where he launched one of the country's first career development programs. Upon retiring, he started his own career and retirement counseling firm, Career Concepts, in Wayland, Massachusetts.



He is the author of *Your Hidden Skills: Clues to Careers and Future Pursuits* (Mowry Press, Box 405, Wayland, MA 01778, \$8.50), which contains The Transkills Finder explained in his article.

His volunteer activities have included soliciting for United Way within Polaroid and house to house in the early days of Red Feather. He also has served on the Governor's Committee for the Massachusetts Plan for Equal Employment Opportunity and a policy review committee of the Unitarian-Universalist Association. In addition, he has been the volunteer newsletter editor for the Greater Boston Personnel and Guidance Association, Wayland Junior Town House and Wayland Nuclear Freeze Committee.

Pearson holds a B.A. from Harvard College and M.Ed. from Northeastern University.



An authority on training, community planning and organizational development, **Dr. Eva Schindler-Rainman** ("Looking Ahead: Mobilizing Sources and Resources for the Future," page 28) consults with voluntary, corporate and governmental organizations throughout the U.S. and abroad.

Well known for helping clients design and implement effective presentations and meetings, she also trains and consults in management and supervision, productive communication, strategic and community planning, decision-making and leadership skills, and volunteer development.

She has written and coauthored seven books including *The Volunteer Community: Creative Utilization of Human Resources*, *Building the Collaborative Community* and *Taking Your Meetings Out of the Doldrums*. She also has contributed chapters to numerous books, anthologies and workbooks and published more than 300 articles, and has created and narrated multi-media packages, radio and television shows, and videotapes.

She is a recipient of the Association for Volunteer Administration's Distinguished Member Award.

(Continued on next page)

About Our Contributors

(Continued)



Dr. Jeff Totten ("Using a Consumer-Oriented Approach to Volunteer Recruitment," page 25) is an associate professor of business administration at McMurry College in Abilene, Texas, a position he has held for the past five years. This fall, he begins a new position as assistant professor of marketing at the University of Wisconsin-Oshkosh.

Totten received his bachelor's and master's degree in Business Administration from Northwestern State University, La. and his doctorate in Business Administration (Marketing) from Louisiana Tech in 1983.



After training as a high school teacher, **Robyn James** ("The Role of Clients in Training Volunteers," page 31) taught for two years, traveled the world, then converted her volunteer work with people with disabilities into paid work. Her job as a recreation worker included working closely with volunteers, which was followed by serving as volunteer coordinator for two years.

She currently works in partnership with Jan Ross as a training consultant with James & Ross & Associates in Spotswood (Melbourne), Australia. The firm specializes in training issues related to volunteering, disability and program management.

MARLENE WILSON VIDEO TAPES

A Leading Voice in Volunteer Management

Motivating Your Organization (60 min.)

What motivates your people? How can they be stimulated to help the organization achieve its goals? Through lectures, graphics and role play, the first segment of this tape explores motivational theories as they impact both paid and volunteer staff performance. Segment two addresses the atmosphere of any group or organization . . . discusses nine factors which determine that climate . . . and demonstrates how a healthy climate affects motivation.

Planning Your Organization's Future (38 min.)

Leading your organization in the right direction takes effective planning and evaluation. This presentation covers the practical steps necessary to sharpen these skills, enabling you to decide what needs to be done, when, by whom, what resources are needed, and how

to evaluate the results. The second section features lessons on designing meaningful paid and volunteer jobs to increase program effectiveness. In addition, Mrs. Wilson includes an examination on the art of delegation . . . the difference between success and burnout for many managers.

Recruiting and Interviewing Volunteers (44 min.)

Getting volunteers interested and keeping them involved are critical concerns of every organization. Here, role plays are used to contrast inappropriate recruitment methods with effective techniques—providing vital information for volunteer directors, nominating committees and non-profit leaders. Assigning the right person to the right job is the key to sound volunteer management. Part two demonstrates how asking appropriate, non-directive questions and listening carefully can help you make the correct match.

Creativity and Leadership (40 min.)

One of the constant challenges facing today's leaders is to remain creative . . . and to instill that same creativity in their staff. In this rapidly changing world, only those organizations that develop innovative solutions to new problems will remain viable and healthy. Understanding and overcoming resistance to change is the topic of this tape, including presentations on creative thinking and effective problem solving techniques.

Managing Human Resources: A World Turned Upside Down (58 min.)

In his best seller, *Megatrends: Ten New Directions Transforming Our Lives*, John Naisbitt has identified several factors that are altering the shape of society in this decade. This presentation explores the implications of these changes as they impact planning for voluntary organizations. This is especially pertinent for boards of directors and planning committees.

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As I See It

Continued from page 2

youth and elderly programs, minority and non-English speaking groups, health-related programs for the physically, mentally and emotionally disabled. Our goal was to have only organizations that we knew would efficiently involve a volunteer's time, energies and skills. In the midst of our discussion, someone commented, "Isn't volunteering becoming too organized? Whatever happened to 'plain old volunteering'?"

Gallup polls and Volunteer Centers can readily tell us what has happened to "plain old volunteering." Times have changed—and with them the expectations of volunteers and agencies. To meet those expectations, a volunteer administrator needs skills and attitudes as never before.

Volunteer administrators arrive at their positions through a variety of routes:

- A well-organized volunteer in the organization has time available, needs more challenge and responsibility.
- A staff person is assigned to "look after" volunteers who are serving helter-skelter in the offices.
- The position of "volunteer coordinator" has been designed carefully and advertised, and someone with volunteer experience and good management, communication and people skills has been formally hired.

But my experience is that regardless of how they become volunteer services managers, all care about the organization, its clients, its mission, and the people who come, voluntarily, to staff it. In 1975, the Association for Volunteer Administration (AVA), our professional association in the field, wrote the "Ethics and Standards" for the field. This framework for conduct is a mix of common sense, common decency, fair play and thoughtfulness, and it reflects the attitude of all of us. For instance:

- "The Volunteer Services Administrator shall develop a volunteer program which will enhance the human dignity of all persons related to it.
- "The Volunteer Services Administrator shall respect the privacy of individuals and safeguard information received as confidential.
- "The Volunteer Services Administrator shall help create a social climate through which human needs can be met and human values enhanced."

AVA was created in 1961 to support professionals in the mental health field. Shortly, it expanded to include consultants, educators and researchers, as well as volunteer administrators in many disciplines, who met regularly to learn, exchange ideas and professionally challenge each other.

Conferencing has now become big business for all organizations in the field, but AVA's National Conference on Volunteerism distinguishes itself by remembering the novice who began the job six weeks ago, the veteran who has much to share and the leaders in our field who research, write, train and consult with novices and veterans alike.

I was coaxed to attend AVA's 1979 National Conference on Volunteerism in San Antonio by then President Carol Moore, who promised me a volunteer job producing the daily conference newsletter. Imagine, I personally paid to go from Boston to San Antonio because I was offered the opportunity to volunteer! In any event, I met people who have become last-

ing professional friends, and I also discovered that the "volunteer business" was on the cutting edge. It was frightening, challenging, and exhilarating—all at once—and it hasn't changed!

Conferences have become one forum for understanding what we need to meet the expectations of volunteers and agencies. Among the skills required are

- planning and organizing programs through goal-setting and implementation;
- understanding our communities and our organization's relationship to that community;
- understanding the motivation of our personnel; and
- communicating (listening and speaking) clearly.

AVA has actually done us a favor! In designing the competency-based certification program in volunteer administration, it has identified 21 competencies and 127 skills we use in performing our jobs. I find those numbers staggering. Yet, all are geared toward maximizing human resources while providing leadership to the delivery of human and social service programs.

Ours, then, is an enabling role. We are not only assisting volunteers in refining their experiences to meet their personal, professional or social goals—we are also providing survival to community organizations and lifelines to those in need. We are truly leaders of our "third sector." And whether we are salaried or non-salaried is irrelevant. We, who organize volunteer efforts to make our world more livable, more equitable, and more compassionate, are the ones who shape those results.

"Plain old volunteering," which makes the heart radiate and the conscience grin, is still there. But it is no longer enough to be plain or old. Needs are complex, resources are limited and our role is to meet the needs, equipped.

If the rewards are "ours and theirs"—as I suggested earlier—we must take the responsibility and make the time to equip ourselves by

- joining organizations in the field that make a difference in what we do and how well we do it;
- writing about our experiences, our approaches to organizational challenges for our colleagues to benefit;
- budgeting for our own professional development at national, regional and local conventions in the field of volunteer administration;
- challenging ourselves, improving our performances, by enrolling in certification, coursework, and even reading widely about management and volunteerism.

As leaders in the voluntary sector, we must extend the impact of our infinite resources—people. For if we manage ourselves, we and all volunteers will, indeed, be rewarded for life.

DATES TO REMEMBER:

NATIONAL VOLUNTEER WEEK
April 26-May 2, 1987

National VOLUNTEER Conference
June 21-24, 1987 • Orlando, Florida

Tool Box

Volunteer Recruiting and Retention: A Marketing Approach. Nancy Macduff; editor, Janie Millgard; illustrator, Jeanne Meabon. MBA Publishing, 821 Lincoln, Walla Walla, WA 99362, (509) 529-0244. 1985. 196 pp. \$24.95.

A practical book that provides step-by-step procedures for operating a volunteer program. Explains how to do a needs assessments, target marketing, recruit, motivate and train volunteers. Short narrative chapters are followed by handy 8-1/2 x 11 worksheets ready for immediate copying and use with committees. Each chapter ends with a bibliography that is chapter and page specific where additional information on the topic is available. Contains many examples for the beginning and/or experienced manager.

Research in Progress, 1984-85. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036. \$25 (prepaid).

The third edition of the reference volume designed to identify researchers and describe current research on issues of concern to the independent sector. Includes information on research underway in giving, voluntary action and nonprofit activities. The works described range from theoretical research on the social role of nonprofit organizations, to analyses of the religious bases of giving, to special industry studies on particular subsectors such as hospitals, health and welfare agencies, and schools. Topic areas with the fastest growth are volunteering, management of nonprofit organizations and general studies.

Resource Raising: The Role of Non-Cash Assistance in Corporate Philanthropy. Alex Plinio and Dr. Joanne Scanlan. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036. 1986. \$10 (prepaid).

A new resource for corporations and nonprofits that examines corporate giving in the form of non-cash donations of talent, goods and services. The report suggests how nonprofit organizations can best use such assistance, recommending a "resource budget" to assess non-cash needs. It also gives ideas about how to make contact with prospective corporate donors and how to barter nonprofit services for corporate goods and services.

The Tasks of Leadership. John W. Gardner. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036. 1986. \$1.

The second in a series of papers on leadership, this booklet describes nine tasks: envisioning goals, affirming values, motivating, managing, achieving a workable level of unity, explaining, serving as a symbol, representing the group externally and renewing.

CWLA Catalog of Publications & Resources. Child Welfare League of America, Publications Dept., 440 First St., NW, Washington, DC 20001, (202) 638-2952. 1986. 32 pp. Free.

Contains descriptions of books and monographs published by CWLA as well as "books of other publishers." General topic headings include Developmental Disabilities, Adoption, Foster Family Care, Permanency Planning, Child Abuse/Neglect, Day Care, Teenage Pregnancy/Young Families, and more.

"I Can Be A Volunteer." National Council of Jewish Women, 15 E. 26th St., New York, NY 10010, (212) 532-1740. Complete kit: \$125 (prepaid).

For schools, libraries and groups involved in educating young children, this program kit uses imaginative cartoon drawings, music and dramatic narration to introduce children to the idea of volunteering and what it means at home and in the community. It also teaches and reinforces important values such as responsibility and caring. Designed for the K-3 level, the kit contains four color filmstrips, four audio cassettes, an activity workbook and guidelines for implementation. Brochure available.

From Boredom to Burnout: A Manual on Volunteerism. Lois McConkey. UBC Museum of Anthropology, 6393 N.W. Marine Dr., Vancouver, B.C., Canada V6T 1W5. \$8.95 + \$3.00 postage/handling.

A practical how-to manual on staff-volunteer relations. In step-by-step detail, the author discusses volunteer recruitment, training, role clarification, communication and specific tasks. Includes agenda and action plan sheets from one of the author's workshops.

Recipes for Fun. Let's Play to Grow, 1350 New York Ave, NW, Suite 500, Washington, DC 20005, (202) 393-1250. 1986. 120 pp. \$8.50 (payable to: Special Olympics, Inc.).

Created in response to hundreds of requests from parents of children with disabilities, *Recipes for Fun* contains hundreds of illustrated ideas for games and activities. The book's basic message is that parents have the ability to enhance their children's development as well as to strengthen family life through play. More than 30 parents, teachers, therapists and other professionals contributed their ideas to the publication.

H.E.L.P., The Health Emergency Life-Support Program. Edited by Leon J. Warsaw, M.D. The New York Business Group on Health, Inc., 622 Third Ave, 34th floor, New York, NY 10017. 1986. 49 pp. \$30 (prepaid).

A manual that grew out of a demonstration project designed to test the feasibility of organizing teams of volunteers to assist victims of life-threatening emergencies in urban, high rise, multi-tenant buildings.

Social Work with the Aging. Edited by Carol H. Meyer. National Association of Social Workers, 7981 Eastern Ave, Silver Spring, MD 20910, (301) 565-0333. 1986. 257 pp. \$14.95 + 10% postage/handling.

A collection of 24 papers that reviews the principles of practice with the aged, describes the special problems of the aging, and explores the continuum of services required by this population group. The book is divided into five chapters: Physical and Psychological Concerns, Special Populations, Special Problems, Working with Families and Options for Care.

Resources for Youth Workers and Program Planners. Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510, (919) 966-1148. 1986. \$5.

An updated and greatly expanded edition, this annotated booklet contains information sources for individuals who work with young adolescents. The new version contains 160 descriptions of resources that are helpful to those who

work with 10- to 15-year-olds in out-of-school settings, such as volunteer programs, churches, recreation departments, etc. Entries are grouped according to cultural focus, program development, models, funding, youth participation, community collaboration, social trends, public policy, and promoting physical and emotional health.

Voluntary Associations. An Annotated Bibliography. Garland Publishing, Inc., 136 Madison Ave, New York, NY 10016, (212) 686-7492. 1986. 260 pp. \$42.

One of a new series of "authoritative guides to information sources in public administration," this bibliography references articles from more than 80 journals in the following categories: The Development of Voluntary Associations, Their Nature, Roles and Functions, Individuals and Voluntary Associations, General Management, Organizational Structure, Leadership, Membership Participation. Preface by David Horton Smith.

Adult Literacy Volunteers: Issues and Ideas. Paul Ilsley. National Center for Research in Vocational Education, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815. 1986. 50 pp. \$5.50.

A new publication that points out the gaps in the literature about literacy voluntarism and examines the current delivery systems in terms of their purpose, scope, organizational setting, professionalism and finance. Ilsley reminds the reader that as yet literacy education efforts have not significantly reduced illiteracy.

Action for Children. UNICEF, ONGA (A-4A), 866 United Nations Plaza, New York, NY 10164-9990. Monthly. 8 pp. Free.

A new tabloid containing stories intended to provoke reporting on issues of importance, but "generally underserved." Each issue reports the activities and concerns of an international network of individuals and organizations that annually spend hundreds of millions of dollars in promoting development in the poorer nations of the world. It also covers the "silent" emergencies around the world that deserve attention. Write for sample.

Volunteer Recruitment PSA for Home Delivered Meal Programs. Meals On Wheels of Central Maryland, Inc., 8841 Orchard Tree Lane, Baltimore, MD 21204. Preview tape available. Call Linda Schwartz, (301) 321-5465.

A 30-second public service announcement (PSA) created to recruit volunteers through television for home delivered meal programs. Professionally produced in the fall of 1985, the tape can be edited to include your agency's name and phone number.

101 Ideas for Volunteer Programs. Steve McCurley and Sue Vineyard. Heritage Arts Publishing. 1986. 72 pp. \$6.95 + \$2.50 postage/handling. Order from: Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

A book of lists containing nearly 1,000 creative, useful and effective ways to plan and administer volunteer programs. Seven chapters cover program planning, volunteer recruitment, screening and interviewing, orientation and training, leadership/supervision/recognition, volunteer/staff relations and marketing/public relations.

101 Ways to Raise Resources. Steve McCurley and Sue Vineyard. Heritage Arts Publishing. 1986. 72 pp. \$6.95 + \$2.50 postage/handling. Order from: Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

Part 2 of the authors' "Brainstorm Series," this book is a compilation of hundreds of ideas for raising material and monetary resources. The lists contain new fundraising ideas and tips for direct mail fundraising, special events, publicity, working with fundraising volunteers and other related topics.

National Boycott Newsletter. 6506 28th Ave, NE, Seattle, WA 98115, (206) 523-0421. \$2/year.

This new independent publication is published quarterly "for socially concerned consumers." It contains boycott listings and alternative product descriptions as well as editorials and such articles as "Good News for Ethical Investors."

10 Ways To Improve Your Performance As a Volunteer Administrator



1. Learn About Performance-Based Certification
Fall 1983 VAL



2. Improve Your Volunteer Job Descriptions
Summer 1983 VAL



3. Recruit Volunteers Through An Annual Appeal
Winter 1984 VAL



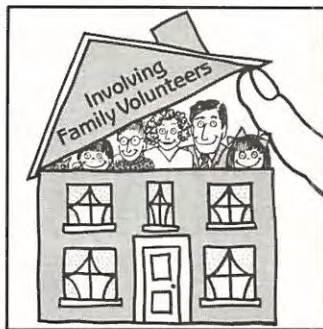
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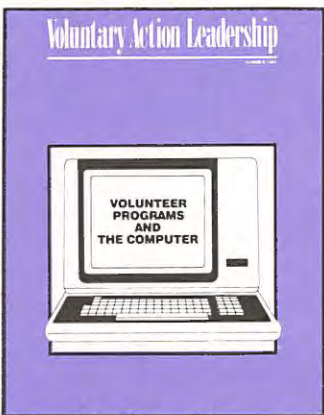
7. Recruit Families
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8. Justify the Financial Support Your Volunteer Program Deserves
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9. Educate Your Board Members
Winter 1983 VAL



10. SUBSCRIBE TO VAL

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POSTER

Poster designed by the Alpha Class of Mt. Pleasant-Blythedale U.F.S.D. Printed by CIBA-GEIGY Corporation. Located at Blythedale Children's Hospital, Valhalla, NY 10595.



VOLUNTEER

The summer poster is brought to you by the young teen first-prize winners of the poster contest sponsored by the Westchester County (N.Y.) Task Force for Volunteer Month to promote volunteering. The Volunteer Service Bureau's name and phone number appeared near the bottom. You may reproduce this art for your own volunteer recognition and recruitment purposes. Insert your program name and phone number in the white space after the word "Volunteer."

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Return to: Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209, ATTN: Subscription Dept.

Calendar

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

- Oct. 19-22 **Buffalo, NY: 1986 National Conference on Volunteerism**
"Silver Reflections, Golden Visions" is the theme of the 1986 meeting of the Association for Volunteer Administration, which will be celebrating its 25th anniversary. Keynote speakers include Loret Ruppe, Peace Corps director; Dr. Sidney Parnes, futurist; Marlene Wilson, national trainer/ consultant/author; and Miriam Karlins, AVA founding president. Tracks on advocacy, creative problem-solving, information/communications, management, psychology of volunteerism, and society and volunteerism.
Contact: AVA, 1540 30th St., Room 356, Boulder, CO 80303, (303) 497-0238.
- Oct. 19 **Watertown, WI: Bethesda Lutheran Home Resource and Outreach Services Conference**
"A Celebration: Making the Most of Your Volunteer Program," this day-long conference for volunteer administrators will feature speaker and author John Dutton and sessions on various aspects of volunteer administration.
Fee: \$10 (includes materials and lunch)
Contact: Judy Eisenmann, Coordinator of Volunteer Services, Bethesda Lutheran Home, 700 Hoffmann Dr., Watertown, WI 53094, (414) 261-3050, ext. 450.
- Oct. 22-23 **New Cumberland, PA: 7th Annual Conference of PANPHA Volunteers**
"Volunteerism: From Basics to Bytes" is the theme of this conference for volunteer administrators in long-term care services for the aging. Featured speaker: Marlene Wilson. Ideas for the novice as well as the experienced director.
Contact: Theresa Capricci, PANPHA, 3425 Simpson Ferry Road, PO Box 698, Camp Hill, PA 17011, (717) 763-5724.
- Nov. 9-14 **Boulder, CO: Third-Level Volunteer Management Workshop**
One week of highly concentrated, in-depth learning experiences in specific topic areas including survival skills for managers, marketing magic, training of trainers, managing conflict.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80309, (303) 492-5151.
- 1987**
- Mar. 15-18 **New Orleans, LA: NAVCJ National Forum '87**
"Volunteers in the Justice System: Contributions, Impact and Vision" is the theme of this national meeting of the National Association on Volunteers in Criminal Justice. Educational programs recognize past contributions of volunteers and people interested in criminal/juvenile justice volunteering; to assess volunteers' contributions on the justice system; and to articulate a vision for the future.
Contact: William Winter, University of Wisconsin-Milwaukee Criminal Justice Institute, PO Box 786, Milwaukee, WI 53201, (414) 963-6092.
- April 26-
May 2 **Nationwide: National Volunteer Week**
- June 21-24 **Orlando, FL: National VOLUNTEER Conference**
VOLUNTEER—The National Center's annual conference for volunteer leaders and volunteers will be held at the Wyndham Hotel/Sea World. Brochure with program outline and speakers available after first of year.
Contact: National Conference, VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209.



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