

Voluntary Action Leadership

SUMMER 1990



VOLUNTEER ORIENTATION

As I See It

Literacy: The Key to Permanent Change

By Robert F. Caswell



Robert F. Caswell is the president and CEO of Laubach Literacy International. His editorial first appeared in LLI's Literacy Advocate.

Hunger, poor health, poverty, homelessness, overpopulation, destruction of the environment, economic deterioration, exploitation, war, terrorism, racial and cultural conflict, educational crises. What do these problems have in common?

■ All entered my mailbox during the past three weeks via fund appeals, newsletters, legislation alerts, annual reports and special requests for help. How many have been called to your attention this month alone?

■ All these problems are real. They are interrelated. They threaten our lives.

■ These problems do not recognize national boundaries.

■ Each of us is in some way part of these problems. To be part of the solution, we must change. If we do not, we will experience the economic deterioration, political ineffectiveness, and social upheaval predicted by the alarms we receive daily.

■ Each of these problems can be solved. Competent, hard-working, alarmed people are developing and applying practical solutions. The solutions can work, but our help is needed. It is needed now.

Many of us are overwhelmed by the number and gravity of these problems. We cannot devote time, talent and money for solutions to all of them. We must concentrate our resources on the one ingredient without which there can be no lasting solutions to any of the problems constantly called to our attention.

That single ingredient is education: new attitudes, new information, new skills. We must all be involved in this educational process, yet:

The vast majority of people most affected by the world's problems cannot be meaningfully involved. Most cannot

solve the problems they encounter in their everyday lives, nor can they take advantage of opportunities designed to help them. They lack the necessary listening, speaking, reading, writing and math skills. They do not have sufficient control over the spoken and written language.

In the United States alone, 20 percent of all adults fit this description. Yet literacy programs are available to very few; the work done by all public and private education providers combined serves less than 10 percent of those in need. Worldwide, 900 million—two out of every five—adults cannot read or write.

Literate people, with control over the spoken and written language, are the key to determining ways to save our world as we know it, and to insure the ecologically sound, just and peaceful world we all desire. Literacy alone is not the solution. But there can be no lasting solutions without it.

We confront a mighty challenge. But it is a challenge to which there are successful responses. The problems are great. The solutions are available.

Literacy, as defined by Laubach Literacy International, is the process by which adults and older youths attain the listening, speaking, reading, writing and math skills they need to solve the problems they encounter daily, to take advantage of opportunities in their environment, and to participate fully in the transformation of their society.

1990 marks Laubach Literacy International's 60th year of literacy programming worldwide. It has also been proclaimed International Literacy Year by the United Nations General Assembly. Our 60 years of involvement in education for change have led us to conclude that there is no one educational philosophy, approach or method best suited to meet the needs of all students at all times. We know that to enable people to become literate and find lasting solutions to major problems, we must be able to change our philosophy, approach and methods to meet the continually changing needs of students, as they perceive these needs.

During International Literacy Year 1990, we are committed to working with others to launch new initiatives. We will continue striving to attain the following:

■ **FIRST:** We must insure that literacy programs are available in the student's environment. To be successful with the millions of literacy-deficient adults for whom there are no programs, we must leave our cultural surroundings and enter their environment. We must enter the world of those whom we exist to serve.

■ **SECOND:** Programs must be based on the target group's own internalized goals for learning. The "students" must have a strong sense of ownership over the instructional process and the desired outcomes.

■ **THIRD:** We must insure that learning programs enable participants to experience success in the instructional process.

■ **FOURTH:** We must insure that our literacy programs enable people to apply and broaden their new attitudes, information and skills in planned activities or specific projects that result in individual and community productivity, and social change.

Laubach Literacy International works to empower adults to participate actively in the process of problem solving literacy, and to bring about local development and sustainable social change. This literacy process is fundamental. It is the essential component of permanent solutions to the critical problems of our times. ■

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Cover art by Margaret Scott, Washington, D.C.

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VOLUNTEER READERSHIP 1990



Many new volunteer recognition items and important books for volunteer administrators are now available through this year's **Volunteer Readership**. For the first time, VOLUNTEER has published separate catalogs for these tools and resources.

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Voluntary Action

NEWS

The CASA Volunteer—A Child's Tireless Advocate

By Joan Brick

A woman walked the streets of Reno. She didn't have a home, but she did have children—eight of them. The State of California had already taken away five of her children. Susan Baker, a Reno CASA volunteer, worked on this case. Through her efforts, all three remaining children were placed in the same adoptive home.

Peter and Leanne Cleary adopted these three children. He recalls when they got the youngest child, welfare changed its policy of keeping siblings together, apparently due to a shortage of babies to be adopted. Baker convinced the caseworker and state and county officials to let them keep the baby. "Susan was an intermediary who turned a very cold system into a very warm experience," he says.

CASA—Court Appointed Special Advocates—is a national organization headquartered in Seattle, Washington, with 393 programs in 47 states. CASA volunteers are appointed by a judge; in child welfare cases they are the child's voice in court. "These children have no sense of permanence," says Toni Poloni, Reno CASA executive director. "They get caught in a system which is intended to be temporary [foster homes]. The CASA volunteer attempts to expedite finding a permanent home,

one with love and encouragement, where the child can thrive."

How much easier it is to find a home for a cuddly infant—one with no problems. CASA volunteers often go to bat with two strikes against them: the children they have to place may be older and have mental, emotional or physical problems; or they need to be placed with siblings.

CASA volunteers receive a comprehensive training course, covering topics (Continued on page 6)



Bill Sheket, a CASA volunteer in Seattle, Wash.

Photo ©1990 Matthew McVay

Due to the confidentiality of these cases, some names are fictitious.

A Name Change for VOLUNTEER

VOLUNTEER—The National Center is now The National **VOLUNTEER** Center. The change, voted by the organization's Board of Directors on April 27, 1990, is designed to reflect more accurately the services **VOLUNTEER** provides its Volunteer Center and corporate constituents.

At the local level, Volunteer Centers serve as an advocate and catalyst for volunteering, provide leadership and support for volunteering efforts and serve as a central clearinghouse and matching resource for volunteering in their communities. On the national level, **VOLUNTEER** provides many of these same functions, including support for local Volunteer Centers' clearinghouse and matching activities.

"As **VOLUNTEER** is a national center for providing assistance to local voluntary organizations and the corporate community to organize, build and enhance their volunteer programs," said **VOLUNTEER** Executive Director Frank Bailey, "the Board intends that our new name clarify and emphasize the interrelationship between local programs and our national support for those programs.

"**VOLUNTEER** is not separate from local communities. The organization is part of local efforts through its associate Volunteer Centers and corporate member programs. The new name is more easily recognizable and better reflects the reality of a close local-national partnership."

CASA

(Continued from page 5)

such as child abuse and neglect, drug and alcohol abuse, psychological disorders, communication skills, courtroom techniques.

In a training session on sexual and physical child abuse, conducted by Dr. Thomas Scully of Reno, for example, CASA volunteers are told to listen to the children—they are an excellent means of gaining evidence. To look for any deviations from the normal, predicted growth/development pattern. To make sure the allegedly abused child has a complete physical examination, despite the fact that not all physicians are prone to be thorough. To know that children as young as six months are sexually abused, and to do something about it.

Thorough training prepares a CASA volunteer for duties as varied as the children he or she helps. They conduct research via doctors, social workers, family members, foster parents, the child's peers—and the child. The CASA volunteer is instrumental in determining what, if any, help the parents need, and may monitor their attendance in rehabilitation classes. In parental disputes, the CASA volunteer may recommend which parent should get custody of the child. Comprehensive reports are then submitted to the court.

And the CASA volunteer does more. Ann Thompson, a Reno CASA volunteer, says, "We must build up the low self-esteem of these children and take away the guilt many harbor for their parents' problems."

Ryoko Mendenhall was 15 when she first met Thompson. Hospitalized after a second suicide attempt, she was on drugs, physically abused by an alcoholic mother who couldn't hold a job, and forced to work to provide financial aid. "I just wanted to die," Mendenhall says. "My mother would say she wished I was never born and how bad I was."

Through time they developed a mutual trust. "We must encourage this sense of trust, of openness, and get the children to express their deep feelings," Thompson says.

"Having a CASA when I was younger would have helped," Mendenhall adds. "I had no rights. Younger kids need

CASAs. They don't know what's going on. Sometimes my mother wasn't home at night. It was scary enough being alone, but [at least twice, when her mother was arrested] in the middle of the night policemen came and pulled me from my bed and took me to a group shelter. When it was possible, I went to a foster home."

Thompson encouraged Mendenhall to complete high school and helped her secure financial aid to enter a community college. Although financial problems have necessitated getting a job and postponing her education, 20-year-old Mendenhall hopes to continue learning skills that will prepare her for a successful future.

Although Thompson and Mendenhall continue their friendship, it is impossible for the CASA volunteer to sat-

ents. They suffered from sickness and exposure, and the bag lady convinced the parents to let her take them to her room to get warm. The children lived in fear of a father who sexually abused them and received no protection from their mother.

"These children were so wronged," Morris says. "I wanted to do whatever I could to put their lives back together. Children shouldn't have to grow up like that."

Social Services arranged psychological treatment. Working with the psychologist, court and adoption agencies, she was successful in placing them in a foster home in another state. It will become their permanent adoptive home after that state's waiting period is completed.

"One of our biggest problems is time," Morris states. "It takes so long to accomplish things. Caseworkers are overloaded. There is a shortage of foster homes. Three years passed from the time I first met these girls to the time they were placed in their adoptive home. CASAs are constantly working to speed things up."

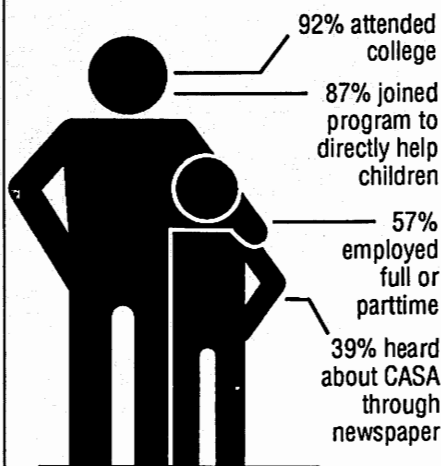
Carla and Ronald Stone adopted Morris's CASA children. "Paula has been the stability in their lives," Carla says. "She was always there for them, listening to their point of view." Since one of the girls needed special education classes, Morris worked with the two states involved and quickly obtained the necessary papers.

CASA volunteers must often find alternate solutions for the blockades they encounter. Annette Vella, of the Baltimore Welfare Department, stands helpless before a severe shortage of foster homes. "We must resort to relatives or group shelters," she says, "and there is a shortage of these alternatives, too."

"Society has an almost total apathy toward these children. In 80 percent of these cases the mothers are on cocaine. Many children are on drugs, too. No one ever loved these kids. They have nothing—and nothing to look forward to."

Another Baltimore CASA volunteer, Wendy Royalty, saw that all four children in a divorce case were placed in their father's custody. Child Protective Services entered the case when child abuse allegations were made. These charges proved unfounded, and the agency withdrew. The CASA volunteer

Portrait of a CASA Volunteer



Source: CASA, The National Court Appointed Special Advocate Association

isfy all the child's needs all the time. "Sometimes I feel Ann is not there for me," Mendenhall says. "I am still frustrated at not having a close, affectionate relationship with my mother. I still need to be hugged."

Children's needs are many, and sometimes help comes from unexpected sources. CASA volunteer Paula Morris thanks a Reno "bag lady" for reporting two children, five and six years old, who walked the streets with their par-

had to determine what was best for the children. After extensive investigation, Royalty recommended, and the court ruled, that all the children live with their father.

"A CASA's involvement made a big difference in this case," Royalty says. "Nobody—not even the three attorneys involved—talked to the children's therapist. I was the only one."

Attempts are being made to give children like all those mentioned a future. "We need to increase the services available to children and their families," Reno Court Master Scott Jordan says. "The goal of this program is to return the child to his parents. The CASA determines which services are needed, but they are not always available. Parents who can't afford private counseling often face a long waiting list for free counseling."

Getting involved, though, presents additional problems, such as sifting fact from fiction. Jordan says that in domestic violence cases, for example, there are so many testimonies it is difficult for the CASA volunteer to determine what is really true.

Judge Tom McDonald, president of the National CASA Association, handles juvenile cases in the Jefferson District Court in Louisville, Kentucky. In reply to charges by Susan Baker and Paula Morris that the laws protecting parents' rights are too strong and children's rights suffer as a result, McDonald says, "In criminal cases, parents have a right not to incriminate themselves, but in cases where parents' rights may be terminated, I agree with the CASA volunteers. We need to change the laws so they are more sensitive to children's experiences." McDonald cites the example of parents who, given a six-month period in which to reform, often don't reform until three or four weeks before the case is reviewed. "If the social worker is granted an extension, the scene is repeated," he adds. "Parents need to demonstrate their desire to reform right from the beginning. Six months is sufficient time."

McDonald and the CASA volunteers agree there is usually a lack of communication among everyone involved. He suggests some solutions:

- Use a CASA volunteer; he/she is unbiased.
- Get all parties together on a regular

basis to talk things over.

■ Judges must exert leadership from the bench. Just interpreting the laws is not enough.

■ Educate the public. They can put pressure on politicians to effect changes.

Pressure is also inherent in becoming a CASA volunteer. "It's an emotional roller coaster," Susan Baker says. "I am frustrated with an overworked system and laws I feel should be changed. These little kids tear your heart out. I keep reminding myself that my feelings are not as important as their needs, and I keep going. Although we've come a long way, we still need to work to raise the value of children."

There are also tremendous psychological benefits, Baker adds. "I worked with a severely handicapped little boy who was born prematurely to a mother on drugs, and when he was adopted, it really set me up!"

CASA volunteers meet adversity and frustration head-on and attempt to implement needed changes. What do they get in return? Just ask Ann Thompson: "My biggest reward is to see a child in a better home environment, better emotionally and mentally, guided into areas where he can grow to be a happier, more stable child."

More CASA volunteers are needed, as are more foster homes where children will receive the individual attention they desperately need. Through the efforts of people who voluntarily give their greatest gift—themselves—we may one day alleviate the question Ryoko Mendenhall asks: "Why can't more people just take a little more time to help a child?"

For more information, contact the National CASA Association, 2722 Eastlake Ave., E., Suite 220, Seattle, WA 98102, (206) 328-8588.

Joan Brick is a freelance writer in Reno, Nevada.

**1991
NATIONAL VOLUNTEER
WEEK
April 21-27**

Horseback Riding Programs for Disabled 'Give a Leg Up'

Horses provide fun, exercise and recreation; but for the disabled person, riding horses can provide other advantages, too. "The benefits of riding for the disabled are numerous," says Bill Scebbi, executive director of the North American Riding for the Handicapped Association (NAHRA). "The activities not only improve and develop balance and muscle tone, they build self-esteem and a sense of belonging."

More than 450 centers nationwide teach equine activities to the disabled, involving 21,000 handicapped persons and 15,000 volunteers. According to Scebbi, volunteers provide a variety of services, ranging from teaching the handicapped to ride to cleaning the stables, caring for the horses, as well as administrative duties and fundraising activities. "Without volunteers," says Scebbi, "we wouldn't have riding centers."

NAHRA provides educational and support programs to the centers and offers its members clinics and workshops on therapeutic equine riding programs as well as an annual conference. This year's conference will focus on the contributions of volunteers ("The Volunteer: Giving a Leg Up").

The W.K. Kellogg Foundation recently awarded NAHRA a \$1,262,725 grant to continue its work with handicapped youth and adults. The three-year grant will fund NAHRA's educational programs and support the annual conference, loan and scholarship programs, and college curriculum resource materials.

"The growth of this industry has been impressive," says Scebbi. "As more people recognize the benefits of these equine activities, the need to educate, advise and set standards of safety and instruction become more apparent."

To locate an equine center in your area or for additional information about NAHRA and its programs, contact Bill Scebbi at NAHRA, PO Box 33510, Denver, CO 80233 or call (800) 369-RIDE.

—Cindy Vizva

Community Gardeners 'Grow' in Public Housing Developments

By Cindy Vizza

Throughout Dade County, Florida, and in many cities nationwide, an old idea is making a comeback with a twist as community gardens and garden clubs are appearing in public housing developments. No longer a leisure-time activity, gardening is both a way to feed families and provide leadership in communities.

End World Hunger Inc., a Florida-based, nonprofit organization, sponsors the Community Food Garden Program to help residents set up community gardens and garden clubs. The program, according to National Director John Waterhouse, addresses many issues.

"Although hunger is an issue, the gardens are not an end, but rather a tool to address problems in public housing developments," says Waterhouse. "The skills that people learn in gardening and in dealing with each other are transferable to other areas as well."

Participants in the club are provided with a 4 x 16-foot plot to grow vegetables. A specific style of gardening that uses landscaping timbers and garden soil in an above-ground garden allows each participant to cultivate a minimum of 60 plants at one time. This method allows areas with poor soil conditions and varying climates to grow at least \$350 worth of produce per year.

Garden club members meet monthly, pay \$1 per month in dues, and commit to keeping the gardens clean and neat year-round. A minimum of ten individuals or families is needed to form a garden club. End World Hunger provides the start-up supplies and tools. Most clubs become self-sufficient in one year.

"The simple task of gardening can change things through the transition of the group," explains Waterhouse.

Elected officers of the clubs form a leadership association that often addresses other problems in public housing. According to Waterhouse, the clubs quickly discover that they're stronger as a group than as individuals and by working together, they have power to change things.

In Los Angeles, for example, one club

had difficulties with vandalism in its gardens. Says Waterhouse, "The problem was a security issue that involved a neighbor parking trucks in front of the gardens, thus blocking the view of the neighbors who kept an eye on the gardens. It also created a problem because the gardens border a playground and the children ran in and out between the trucks. The group claimed their power to insist that the trucks be parked somewhere else and decided to use money from their funds to fix up the playground.

"Two weeks later, this same group helped another community form a garden club. And because we usually limit the number of plots per club to 20, the group offered to pay for four additional plots over the budget so that all who wanted to participate in the club could do so."

According to Robert Waterman, newly appointed Dade County coordinator for End World Hunger, planting gardens is important, but the opportunity to form an organization that empowers its members is just as important.

"People get together to discuss the gardens and also talk about other issues in their community," says Waterman.

"They begin to see that they can make a difference in other ways as well."

Waterhouse sees many clubs move out of the gardens and into the community once they're organized. "Many groups have community clean-ups and hold 'good grades' parties for students living in public housing," says Waterhouse. "Some invite political speakers to their leadership meetings. The gardens are their point of pride. They hold them together and give them energy, respect and admiration in the community."

Another offshoot of the program is the new partnerships that have



Bruce Quick, general manager of Budget Rent-A-Car, helps resident prepare Washington, D.C. garden site for planting.



Cleveland Extension Agent Dennis Rinehart plants seedlings with a member of the Bellaire Community Food Gardens.

emerged. The American Community Gardening Association—many of its members are government extension services—has teamed up with End World Hunger to provide horticultural and agricultural support to club members. End World Hunger provides sociological support to the members, and according to Waterhouse, together they form a great partnership.

Currently there are 16 clubs in Dade County and in such cities as Los Angeles, San Francisco, New Orleans, Chicago, Cleveland, Atlanta, Miami, Baltimore, and Washington, D.C.

For additional information about the community food garden program, contact John Waterhouse, End World Hunger Inc., 800-E Fairview Road, Suite 172, Ashville, NC 28803.

Teen Court Volunteer Program Lowers Recidivism Rate

In Precinct Three, Montgomery County, Texas, teens volunteer to judge their peers in a successful program called Teen Court. It is designed to prevent future illegal behavior by placing responsibility upon the offender through positive peer pressure. Justice of the Peace Edie Connelly presides over the program, which she modeled after a similar one developed in Midland-Odessa, Texas, six years ago.

“Teenagers need to be involved in the system to keep them out of it,” she says. The young men and women volunteer for positions as bailiff, court clerk, prosecuting attorney and defense attorney, as well as members of the jury. Local attorneys and mental health professionals volunteer to train the teen court participants. All teen volunteers who serve as attorneys are required to first serve on an all-teen jury and attend a pre-trial training session with Connelly before arguing cases in court.

The program works like this: Any youth in the eighth through 12th grade can appear at teen court if the student pleads guilty or no-contest to the charges. The court only chooses the punishment—not the guilt—and if the participant complies with the punishment, charges are dismissed and the individual gets a clean record.

Judge Connelly believes that the program is successful because the Teen Court members are involved in making the consequences of the offense fit the crime. The crimes—all Class ‘C’ misdemeanors and traffic offenses—range from narcotics possession and minor-in-possession-of-alcohol to less serious infractions such as “doing donuts in the school parking lot” and “peeling out.” Punishment may include a maximum of 200 hours of community service and alcohol and drug education classes.

Teen Court is held twice a month in a courtroom in The Woodlands, 41 miles north of Houston. Almost 100 teen volunteers have been involved in this system of juvenile justice since Judge Connelly started the program over 18 months ago. Currently three high



Clarius St. Cyr, treasurer of the Martin Fine Community Food Garden Club in Miami, tends his garden.



Garden club members in Washington, D.C. harvest their greens for dinner.



schools participate in the program; however, Judge Connelly plans to expand the program county-wide so more students can participate.

According to Connelly, the recidivism rate is lower because of Teen Court. She argues that a teenage defendant remembers the teen court a lot longer than he remembers paying a fine.

"It's a good tool for teaching teens about the justice system," says Judge Connelly. "While state law says that a student may make one appearance before Teen Court every two years, the students decided to limit participants to only one appearance in their court."

Although it's still a bit early to compare statistics in Precinct Three, the Midland-Odessa program has a one per cent recidivism rate for all offenses other than traffic offenses, which are at ten per cent.

For information about Teen Court, contact Edie Connelly, Justice of the Peace, Precinct Three, 2455 Woodloch Forest Drive, The Woodlands, TX 77380-1176.—Cindy Vizza

DATE TO REMEMBER

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Addressing Tomorrow's Problems
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A Winning Combination: Jobs and Housing

It could be considered the perfect combination—training young men and women volunteers in the construction trades while building housing for low-income families. Aply named, Housing America Through Training, Inc. (HATT), this public-service program is sponsored by the Home Builders Association of Maryland (HBAM).

Since 1985, more than 250 volunteers have gained practical experience by building new homes or refurbishing existing structures. They participate in an eight-week course that teaches them to install drywall, siding, plumbing, electrical wiring and carpeting, prepare concrete foundations, and develop carpentry skills. HATT instructors introduce students to the latest building techniques, procedures and materials. All graduates of the program are placed in paid, entry-level construction jobs where they have an opportunity to earn up to \$9 an hour.

"The training provided a lot of things that I couldn't get working at my old job, like learning new skills and new trades," says Anthony Glover, who helped refurbish a child-abuse center in Baltimore while enrolled in the program. "I'll be getting ahead quicker be-

cause I've received better training." According to Glover, he's on his way to an apprenticeship in one to three years and hopes to become a journeyman within four years.

"Once I receive my journeyman ship, I can travel anywhere in Maryland, start my own business, and get a subcontractor's license," says Glover. Currently, he is employed by the Home Builders Association of Maryland to continue work on projects in the HATT program.

The HATT program is different from government-sponsored job training programs in that the trainees work on permanent structures, rather than temporary structures which are then torn down. Also, the HATT volunteers only receive a small stipend for transportation costs and meals.

"Construction is one of the last areas of the economy where a person without a lot of education but with hard work can make a lot of money," says Ron Butz, vice president of HATT and training director of the Home Builders Association. "The business relies on a lot of very small companies. There's no reason why someone with their head on straight can't become a contractor."

On December 4, 1989, HATT



A HATT trainee learns to build a deck and do trimwork.



The first buyers of HATT's new homes, Temple Owhonda (l.) and fiancée Ellen Fisher, at ribbon cutting ceremony.

will be building or renovating 45 houses per year in Baltimore and the surrounding counties and training about 100 volunteers. In addition, negotiations are in progress to train and supervise homeless adults to construct townhomes and apartment units to serve as transitional housing or shelters in Maryland.

"This program marks the wave of the future for our cities, our youth and our home building industry," says HATT President Anthony Mierzwicki.

For information about Housing America Through Training, Inc., contact, Home Builders Association of Maryland, 1502 Woodlawn Drive, Baltimore, MD 21207.—Cindy Vizza



The new home.

launched the first phase of Baltimore City Re-Build—a public-private partnership organized to construct pre-fabricated modular homes for low-income families. A total of 12 townhomes will be built by HATT volunteers on surplus land donated by the city of Baltimore. In addition, some older homes owned by the city will be rehabilitated as part of the project.

HATT helps to identify potential buyers of the homes and attempts to line up low-cost financing for the buyers. Three-bedroom homes are expected to sell for about \$50,000.

City officials see the HATT program as a part of the city's solution to housing problems. "The city is very enthusiastic about this program," says Bill Toohey, a spokesman for Baltimore's Department of Housing and Community Develop-

ment. "While there is no single solution to the problems of vacant housing and affordable housing, this program is a good step toward meeting the needs."

Toohey notes that since 1980, federal housing programs nationwide have been cut by 70 percent, thus making public-private partnerships such as HATT more important. In Baltimore, community development block grants—a primary source of funding for housing—dropped from \$43 million in 1978 to \$22 million in 1990.

"Innovative programs such as HATT that involve people and groups in addressing problems are very important. The public-private partnership approach is one way of providing affordable housing," says Toohey.

In 1991, the Home Builders Association of Maryland projects that HATT

La Jolla Auxiliary Volunteers Pledge One Million Hours

In La Jolla, California, members of the Scripps Memorial Hospitals Auxiliary have pledged 1,000,000 hours of volunteer service to match a cash contribution of \$1,000,000. The gift is part of the campaign, "The Fund for Greatness," sponsored by the Scripps Memorial Hospitals Foundation.

According to Larry Scott, director of The Fund for Greatness, their gift of volunteer service is a valuable contribution. "All too often volunteers are not recognized for the tremendous expertise they give and too many institutions don't realize the numbers of volunteers and types of skills that are donated," he says. "I would like to encourage other auxiliaries to do the same."

The pledge of 1,000,000 hours is an ambitious one for the auxiliary's 1,400 volunteers. They will fulfill their pledge by providing 100,000 hours of service each year for the next ten years. Scott notes that in the past, auxiliary volunteers contributed 85,000 to 90,000 hours annually. "This will be pushing it for the volunteers," he said.

The Fund for Greatness, a capital and endowment fundraising effort, is the largest ever undertaken by a community hospital. Scripps Memorial's goal is to raise \$100 million over ten years. In just two years, the fund has surpassed the halfway mark.

VOLUNTEERS IN PUBLIC SERVICE: MUTUAL BENEFITS ABOUND

By Cindy Vizza

Cities and counties across the country are using volunteers to provide services and ease budgets that have been strained in the past decade. While the history of volunteers in public service dates back to the late 1700s—volunteers served as firefighters, teachers and sheriffs—today citizens are contributing services valued at more than \$1 million annually to a city or county government and are involved in a wide array of activities. From youths to senior citizens, local governments rely on their citizens to help keep communities viable, efficient and effective.

The County of Sacramento, California, Office of Volunteer Services and the Volunteer Service Programs of Visalia, California, are two examples of local government volunteer programs recognized by their peers as exemplary. At a recent national conference for government leaders and managers, the Sacramento program was showcased as an example "in which agencies really do more for less." In 1988, Visalia's volunteer program received the Helen Putnam Award for Excellence from the League of California Cities.

Both Sacramento County and Visalia have strong, extensive volunteer programs with statistics and examples to prove that volunteers are not just extras in the scheme of government operations; rather, they are important players who directly influence how government functions.

Cindy Vizza is a regular contributor to VAL and serves as assistant editor.

Beyond Tradition: Sacramento County's Creative Approach

During the 1989-90 fiscal year, the Sacramento County government estimates that approximately 274,000 hours—the equivalent of 140 full-time positions—were contributed by citizen volunteers. That contribution is valued at approximately \$2.7 million. The Office of Volunteer Services (OVS) coordinates the county's volunteer recruitment and referrals to some 30 county departments. At any given time, some 1,000 volunteers are at work in the county government with more than 5,000 individuals volunteering to the county throughout the year.

Sacramento County developed a structured, centralized volunteer program in 1984 as a result of a study of volunteer activity in the county government. In 1988, a new internal organizational structure was established and today, OVS is staffed by two full-time county employees and aided by volunteers. Though many of the departments have staff responsible for the recruitment and placement of volunteers, a centralized office provides a sensible, effective means of enhancing and ex-

panding county services.

According to OVS Coordinator Patricia Dawes, "OVS has worked successfully to extend volunteer involvement in county programs beyond the traditional areas of social services and recreation to such county functions as the municipal court, the assessor's office, the district attorney's office, public works and general services. Increasingly, volunteers are lending their technical and professional skills to county programs."

Dawes attributes their success in expanding the role of volunteers to OVS's dual approach of examining existing county needs and identifying the skills, experience, talent and motivation of the volunteers in the community and finding mutually beneficial ways of putting their qualities to work in the county government.

"Some of our most valuable volunteers are those for whom we created a position, rather than having tried to fit them into an existing slot," says Dawes.

Valerie LaFleur, for example, initially volunteered in the Sheriff's Department doing general clerical work. Her job esca-



Sacramento County Volunteer

lated, however, once her supervisors recognized her capabilities. "I have a knack for remembering 'MOs' [methods of operation]," says LaFleur, "and in the Sex and Elder Abuse Bureau, that's something that can really aid the detectives." Today LaFleur is one of three volunteers working exclusively on the "290 Program"—a California sex offender registration program.

LaFleur now compiles monthly statistics, conducts computer research, and performs background checks on suspects. Her work allows the Sheriff's Department to keep accurate track of known offenders living in the Sacramento area, and has contributed greatly to arrests and successful prosecutions of sex crimes. In seven years, LaFleur has volunteered more than 3,300 hours.

OVS is the central point of contact for citizens wishing to volunteer in one of the county departments. The office's major activities include:

- Assisting departments in identifying and developing volunteer opportunities
- Providing volunteer recruitment, screening and referrals to departments
- Coordinating countywide recognition activities
- Documenting volunteer activity by providing recordkeeping systems to departments and performing compilation and reporting of countywide data
- Managing program planning and evaluation
- Communicating uniform volunteer poli-

cies and guidelines countywide

- Serving as liaison to the county executive and the board of supervisors
- Representing the county to the community through various public relations and community outreach activities

OVS developed a comprehensive administrative/personnel policies and procedures manual that covers the role of OVS, job development, recruitment, volunteer qualifications, interviews, placement, training, records, supervision, insurance, volunteer rights and responsibilities, and recognition. The manual also includes county policies and philosophy.

More than 150 pre-defined job descriptions are on file at OVS, though great emphasis is placed on designing or modifying volunteer positions based on the abilities, interests and goals of the volunteers. Some departments have highly developed volunteer programs with full-time, paid or volunteer coordinators that handle the volunteer program at the department level. Other departments—such as those that traditionally have not used volunteers—depend on OVS to handle volunteer recruitment, screening, recordkeeping, training and recognition.

Volunteer recruitment efforts consist of volunteer job announcements for distribution via newspapers, cable television and direct mail. OVS also places program brochures and promotional materials in public areas, and forms partnerships with colleges and universities to offer students in-

ternships with the county.

Recognition activities keep Sacramento volunteers in the spotlight. OVS publishes a newsletter for county employees and volunteers and community agencies that highlights volunteers and their work. Numerous recognition activities take place at the department level, and an annual county-wide recognition program honors outstanding volunteers selected by each county department. They receive a framed resolution from the board of supervisors. Other benefits for volunteers include a 250-hour service pin, memberships and use of county facilities or services without charge, access to training sessions, and professional certification.

Central coordination for the county volunteer program has three major benefits. First, OVS provides a **central point of contact** for information about the program for potential volunteers as well as agencies and schools that want to place volunteers. OVS can both monitor referrals to help ensure successful placements and provide recognition for outstanding volunteers. As the central point of contact, OVS also compiles data for the media and serves as a liaison between departments and the media for specific kinds of information.

Second, OVS **promotes the county and the program in the community**. OVS has established numerous cooperative working relationships with community groups, agencies, colleges and universities. Staff and volunteers participate in community events and cultivate opportu-



Jean Frazier, volunteer with the Sacramento County Clerk/Recorder, assists a couple applying for a marriage license.



Sheriff's Department volunteer William Musladin (center) receives resolution honoring his service from Supervisor Sandra Smoley and Sheriff Glen Craig at the 1989 volunteer recognition ceremony in Sacramento, California.

SOME WAYS VOLUNTEERS ENHANCE SACRAMENTO COUNTY'S ABILITY TO PROVIDE SERVICES

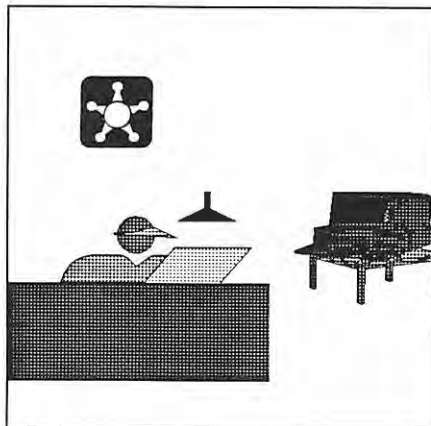
- assisting with caseload management in Health, Social Services and Public Conservator
- maintaining a merchant-alert system for stolen checks and credit cards
- serving as analyst-programmer in the Systems and Data Processing department
- teaching adults to read
- serving as deputy commissioners of civil marriages
- participating in recreation programs
- providing counseling to youth, adults, families
- serving as physicians and dental hygienists
- conducting research and analysis for the general plan update
- assisting with real property appraisals
- providing child care; participating in child enrichment programs
- serving as a chemist in the regional treatment plant laboratory
- providing reception services in the courthouse and administration building
- serving on a county board, task force or commission
- performing legal case work

nities for publicity for county services and programs. OVS also develops promotional materials that are distributed throughout the county.

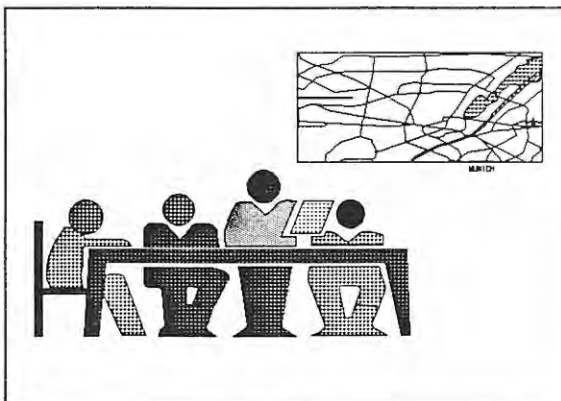
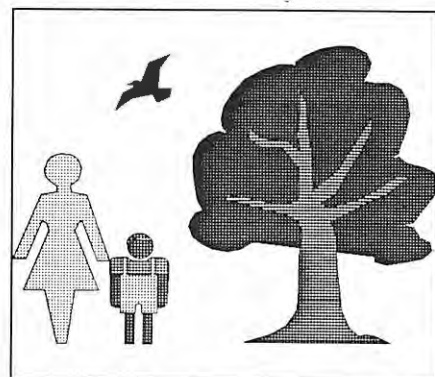
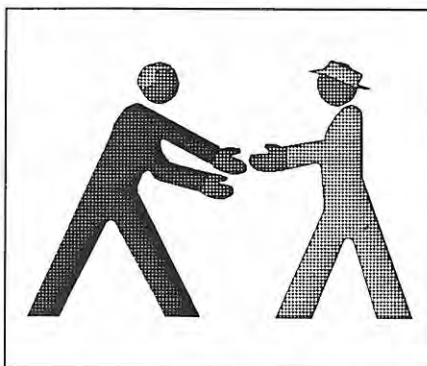
Says Dawes, "By maintaining centralized records and staying in touch with departments, OVS is able to provide—to county supervisors and administration, to the media, and to the public—statistical and anecdotal information which documents the benefits of the volunteer program, and of county programs generally."

The third benefit of a centralized volunteer program is the **network of volunteers and county volunteer managers** sustained by OVS. A volunteer newsletter published by OVS provides information to the community and keeps the departments advised of opportunities for training or recognition. This network helps facilitate the exchange of ideas for utilizing and managing volunteers. It also provides recognition for staff, programs and volunteers.

WILLIAM MUSLADIN Sheriff's Department



Within the Sheriff's Detective Division, an important factor in the effective operation of the Sexual and Elder Abuse Bureau is the sex offender registration program. William Musladin began participating as a volunteer in the administration of the registration program two years ago, when a complete revamping of the system was initiated. Now that the new computerized system is fully operational, he plays a major role in maintaining the data base by gathering information on registered sex offenders and entering the current information into the computer. During the past two years, Mr. Musladin has trained two other volunteers in the registration program, and together they have entered current information on over 3,000 sex offenders. In other contributions to the department, Mr. Musladin helped set up and continues to maintain photograph journals of known sex offenders; he utilizes his home computer to maintain a mailing list and helps with monthly notifications to participants in Sexual Assault Investigator meetings; and he is also an active member of the Sheriff's Amateur Radio Program team (SHARP). The unselfish dedication of William Musladin, including over 500 hours of service contributed to the Sheriff's department over the past year, has resulted in an outstanding contribution to the County and the community. His participation in the sex offender registration program allows the Sheriff's Department to accurately keep track of known offenders living in the Sacramento area, and has contributed greatly to a significant number of arrests and successful prosecutions of sex crimes in our community.



At top: Sample of display announcement giving recognition to a Sacramento volunteer. Other illustrations were used to recognize (clockwise, from left) Consumers Self-Help Center volunteers in the Health Department/Mental Health Division; Mary Butler Goodier, a volunteer in the Parks and Recreation Department; and County General Plan student interns who worked in Planning and Community Development.

VOLUNTEERS NEEDED



TO PROVIDE A POSITIVE SELF IMAGE TO YOUTHS IN RESIDENCE AT SACRAMENTO COUNTY JUVENILE FACILITIES

You can make an important difference in the lives of these young persons.
If you have an interest in any of the following areas PLEASE CALL TODAY:

BAKE BIRTHDAY CAKES

Here is an opportunity to make a young person feel important on their special day!

TEACH A CRAFT

If you have a hobby you would like to share, the youngsters are eager to learn. Sewing, needlework, art and gardening are just a few examples.

PROVIDE SELF-IMPROVEMENT TIPS

Help these young people feel good about themselves. Teach the art of makeup application, dressing for success, how to interview for employment.

SHARE A SKILL

Teach eager students the art of woodworking, computers, cooking, music and dance.

PROVIDE A "NEW LOOK"

Create a new hairstyle or simply provide a haircut. Share your knowledge of good nutrition and exercise for a healthy lifestyle.

BE A FRIEND

Sometimes it just helps to know someone cares and will listen when you want to talk. COULD THIS BE YOU?

WANT TO MAKE A DIFFERENCE?
SACRAMENTO COUNTY OFFICE OF
VOLUNTEER SERVICES
440-5901

Appendix C-2

VOLUNTEER FOR THE SACRAMENTO COUNTY SUPERIOR COURT

COURT ASSISTANT

Learn about court proceedings by assisting the Master Calendar staff with Trial Setting Conference, name selection and mailing of notices. Accurate typing skills and some office experience desired.

DATA ENTRY OPERATOR

Put your typing or computer skills to use in the Office of the Jury Commissioner. Enter data from jury questionnaires and other related documents, handle phone calls, and assist staff with general clerical duties.

SERVICES CLERK

Administrative office needs strong individual to move boxes, chairs and various other items within the courthouse and to off-site locations. Ability to lift heavy objects and possession of a current drivers license required.

ACTIVITIES COORDINATOR

Here is an opportunity to provide a very special service to children. Volunteers are needed to provide child care for children of families involved in mediation sessions. Volunteers must be responsible and reliable.

CALL:
SACRAMENTO COUNTY OFFICE OF
VOLUNTEER SERVICES
(916)440-5901

Appendix C-1

Samples of Sacramento County government volunteer recruitment flyers.

YOU CAN MAKE 1989 A SPECIAL NEW YEAR

Why not make 1989 YOUR year to get involved? We have many interesting opportunities for you to explore new areas of interest, share your skills or develop new ones, and make a difference in your community. For example:

APPLY YOUR SPECIAL SKILLS to County programs: for example, accounting, computer knowledge, artistic ability, legal assistance, multiple languages.

PARTICIPATE AS A MEMBER OF A COUNTY BOARD OR COMMISSION, in subject areas ranging from the needs of the elderly to fire protection and other services.

WORK WITH HEALTH DEPARTMENT STAFF in administration, community relations, or in a clinic setting.

ASSIST THE SHERIFF DEPARTMENT with investigations, records, property, or community relations.

GET INVOLVED IN VARIOUS PARK AND RECREATION PROGRAMS, at the Nature Center, in administration, or by helping out at special events.

PROVIDE CONSTRUCTIVE ACTIVITIES AND A POSITIVE ROLE MODEL FOR YOUTH at the County's juvenile facilities.

ASSIST IN ADULT OR CHILDREN'S SERVICES in counseling, case management, child development programs, or as a driver-escort.

GET INVOLVED IN COOPERATIVE EXTENSION PROGRAMS concerned with agriculture, the environment, and health and nutrition.

Help us enhance the present and shape the future of Sacramento. Call today to explore the many opportunities which we offer for you to become involved.

CALL:
SACRAMENTO COUNTY OFFICE OF
VOLUNTEER SERVICES

440-5901

Appendix C-5

VOLUNTEER FOR THE SACRAMENTO COUNTY SHERIFF

DETECTIVE DIVISION: Provide clerical assistance to Sacramento County Sheriff's detectives. Good filing skills are important as is the ability to operate various office equipment. Training will be provided to operate a micro image terminal to produce copies of microfilmed reports. Typing is optional. Good opportunity for re-entry clerical persons.

PROPERTY BUREAU: Use your typing and/or computer skills to track property seized by law enforcement personnel. Log descriptions of confiscated property and material into Sheriff's computer system. Conduct on-line inquiries of police records and perform miscellaneous office duties. Position could lead to training for greater responsibilities within the Department.

COMMUNITY RESOURCES: Here's your chance to make a difference in the Sacramento community. Work with the Community Resources Bureau supporting community projects such as Neighborhood Watch and Child Safety. Help mail out letters and announcements to local groups and residents; provide administrative support. Good opportunity for creative, artistic person to design and produce flyers and artwork.

290 P.C. INFORMATION COORDINATOR: The Sexual Assault Bureau needs responsible individuals who can devote 20-40 hours per week to a very special project. Incumbents will be trained to help develop a photo library and information repository on sex offenders. Skills needed for this position are the ability to follow directions and the ability to use a computer. This is a highly sensitive, large scale project requiring a long term commitment. This is a great opportunity to help where help is needed.

CALL :
SACRAMENTO COUNTY OFFICE OF
VOLUNTEER SERVICES
(916)440-5901

Appendix C-4



Visalia Volunteer Service Programs: Serving Government and Community

In Visalia, California, more than 2,000 volunteers contributed nearly 170,000 hours of service, valued at \$1,019,112, to the city during fiscal year 1989-90 through its Volunteer Service Programs (VSP). A unique division of city government, VSP not only provides volunteer assistance to city departments and agencies, but also serves community agencies and nonprofit organizations.

The City of Visalia began using volunteers through the Retired Senior Volunteer Program (RSVP) in 1973. In 1982, the city began its own internal volunteer program and later merged with the local nonprofit Volunteer Bureau in 1986. Last year, the city consolidated all its volunteer programs into a single division (Volunteer Service Programs). VSP now includes RSVP, Young Volunteers in Action and the Volunteer Center. In addition, VSP is responsible for recruiting volunteers for all official city committees and advisory boards.

According to Director of Voluntary Services Ed Jost, "The consolidation increased our effectiveness and visibility while decreasing our costs." He notes that the city budget for VSP is just under \$200,000 and the ratio to benefit return on this investment is an impressive 511 percent.

Staffing of the Visalia Volunteer Service Programs includes an overall director of voluntary services, one full-time director, two part-time permanent staff, two part-time hourly staff, and volunteers.

VSP serves 115 government and community service agencies by providing volunteer job development services, volunteer recruitment and screening, and training on how to utilize volunteers effectively. VSP also developed a supervisor's handbook to complement the training workshops.

Though there are specific programs to handle youth (age 12-21) and senior citi-

zen volunteers (over the age of 60), and the Volunteer Center for all other age groups, Jost believes the key to Visalia's success is that the programs work well together.

"You have senior volunteers with a lifetime of experience, the enthusiasm of youth, and the technical and professional skills of everyone in between," says Jost. "After all, we're all in the same business—trying to manage volunteer resources. It makes sense to have them work together. There's access to all the options and a better chance of getting the best match by working with a larger pool of volunteers and opportunities."

The breakdown of volunteer hours contributed to the various government departments shows the senior center receives the greatest amount of time while the department of finance, special events, and city advisory boards receive the next greatest amounts of volunteer resources.

"The complexity and diversity of the programs for the Senior Center account for the large amount of volunteer resources," says Jost. "Many of its programs, such as meals, are almost all volunteer. In fact, some 150 congregate meals are served each day, six days a week, mostly by volunteers in addition to 100 offsite or home-delivered meals. This saves \$50,000 a year."

Some of the biggest savings to the city results from volunteers in the finance department who open the mail, research and file records, and assist in collecting community taxes. Volunteers who help sort tax bills and receipts have been able to process bank deposits more quickly and earn

the public more than \$130,000 a year in additional interest. According to the external auditor Peat, Marwick, and Main, few cities are as fortunate as Visalia when it comes to extensive volunteer assistance.

In a recent letter from Eric Frost, assistant finance department director, to Ed Jost, Frost wrote, "Their [volunteers] role in Finance continues to expand. Increasingly, they are given assignments which more fully use their past experience. For example, the City actively enforces the City's business tax. Volunteers correlate records and find accounts which were not being taxed. Their initiative increases the department's ability to provide quality financial services."

More than 200 volunteers serve on the city's 32 advisory committees and boards. The role of VSP is to help balance the committees demographically so that the total community is represented. Through an appointment process, volunteer recommendations are approved, and according to Jost, "less political." A number of teens are represented on the various committees as well.

VSP distributes a pamphlet describing the various advisory boards and committees and their guidelines. An application to volunteer for a committee asks for information such as occupation, professional and community activities, and reason for wanting to serve on a committee. Annually, more than 250 applications are received for an average of 45 vacancies. For some committees, there's a waiting list of ten people.

Visalia Volunteer Service Programs takes the commitment of volunteers and

House of Volunteers
417 N. Locust St.
Visalia, CA 93291

<p>Boards and Commissions</p>	<p>Retired Senior Volunteer Program</p>
<p>Visalia Voluntary Action Center</p>	<p>Young Volunteers in Action</p>

LEND A HAND . . . VOLUNTEER

A CITY OF VISALIA LEISURE AND COMMUNITY SERVICES PROGRAM

Visalia volunteer recruitment brochure cover.



Volunteers at work in Visalia city government programs.

volunteer-user agencies very seriously. A required "volunteer commitment" form, which outlines both what the volunteer will do and what he/she can expect from the department or agency, must be signed. A "memorandum of understanding" is required between VSP and the agency or department that uses volunteers. This agreement details what is expected of the agency/department and what support is provided by VSP.

VSP also offers training to agencies through a series of workshops and will provide one-to-one training upon request. VSP publishes a monthly newsletter as well with eight issues geared toward the volunteer and four issues for the agencies.

Evaluation of the Volunteer Service Programs is considered important enough to

warrant a mail survey of all volunteers and all volunteer-user agencies every three years. On off years, a 30 percent sampling of volunteers and a 100 percent survey of the agencies are conducted.

"We find the evaluation process helps us plan for future needs," says Jost. "It tells us if we're meeting VSP needs and helps agencies realize how important volunteers are to their operation."

Volunteer recognition takes the form of a catered dinner for some 600-700 volunteers annually and a picnic-style event. VSP provides recognition items at-cost to the agencies it serves and can produce custom certificates for the cost of the paper. City advisory board and committee members and their spouses are treated to a dinner and gift each year as well.

Jost believes that VSP is a tremendous help to the city which has experienced a large increase in low-income, needy residents and an ever-growing number of agencies needing volunteers to help provide basic services.

"VSP has helped increase the understanding between age groups and ethnic backgrounds," he says. "It's enriching to the volunteers, a cost-effective way for the city to grow, and provides an intangible benefit to the city in the good news stories that result from volunteering."

The Benefits

While the dollar figures attached to the value of volunteer services may receive more attention than other benefits, managers and staff working in local government

Volunteer Opportunities

**MAKE TIME
MAKE FRIENDS... Make a Difference Be a Volunteer!**



- American Red Cross
- College of Sequoias
- Girl Scouts
- Golden West
- Keweenaw Delta
- Mt. Whitney
- The Meadows
- U.S. Government
- Visalia Chamber
- Visalia YMCA
- Sequoia High

- Tulare County:
- Health
 - County Government
 - Recreational
 - Social Services
 - Food Services
 - Public Services
- City of Visalia:
- Recreation
 - Senior Activities
 - Entertainment
 - Government Offices

**Let the House of Volunteers
be a matchmaker
(Call 738-3482) ...**

- First, let the staff interviewers...
- Assist you in determining what you have to offer - your skills, talent, interest.
 - Help you identify what you want from a volunteer experience.
 - Consider your preference - availability, length of commitment, location, personal requirements.
 - Match your talents and interests with a volunteer assignment you will enjoy, at a time which is convenient for you - daytime, evening or weekend.
 - Refer you to several appropriate positions available at local agencies.

Then you ...

- Contact the agencies of your choice.
- Set a time to meet with the Volunteer Supervisor of the agency and take part in a mutual interview.
- Visit the agency.
- Determine if what you have to offer matches what the organization needs.



For Students

Volunteer recruitment flyers distributed to Visalia citizens.

point to many other reasons why volunteers are important in their day-to-day operations. In Sacramento, Volunteer Services Coordinator Patricia Dawes identifies numerous observations made by the departments about volunteers. Says Dawes, "Departments report that volunteers throughout the county have demonstrated outstanding qualities that not only increase the value of the services provided, but also enhance the work environment for paid staff."

Among the observations made by departments to Dawes are that volunteers work extra hours during peak periods, tackle problems or tasks even though it's not in their job description, incur some personal expense or inconvenience for their volunteer job, and try something new to test themselves or simply to expand the scope of what they know and do.

"Volunteers bring to the workplace a positive attitude that absolutely does have

a favorable impact on the morale and the outlook of paid staff," says Dawes.

Jean Frazier, a retired schoolteacher, has volunteered for the county for nearly five years as a county clerk in the recorders office. In that role, Frazier has found satisfaction in a job that includes an often hectic day of helping couples through the marriage application process and conducting marriage ceremonies.

Frazier works along side several paid employees and feels accepted as a part of the office. "There are many things to learn in this office and I try to be as helpful

as possible to the other staff members. Most everyone is very good in making sure that I have all the help I need, too."

Frazier works on Fridays, which in this particular office is the busiest day. "More people get married on a Friday so that they have a long weekend," says Frazier, who has performed over 1,000 wedding ceremonies. "Some people like conducting the ceremonies, some don't," Frazier admits. "I enjoy them a lot and have add-



...zen,
pamphlet has been prepared to inform the residents of Visalia of the opportunities for participation in local government through citizen advisory committees. It includes basic information about the purpose and responsibilities of the committees, qualifications for membership and how to apply for a City advisory board.

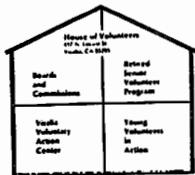
...ing on a City advisory committee, you can participate in the planning future of Visalia. The boards are making recommendations that will greatly affect life in Visalia. It is important for all members of our advisory boards clearly understand the functions and responsibilities before actively seeking appointment. A great deal of personal satisfaction may be gained from public service, and the knowledge and experience gained will be invaluable to you.

...of Visalia interested in serving on a committee or advisory board should fill out the application form included in this booklet. For further information or additional application forms, contact the Volunteer Services, 417 N. Locust or call 738-3482.

...ouncil also encourages your participation and involvement at City Council meetings. Meetings are held on the first and third Mondays at 7:00 p.m., Council Chambers, City Hall. The terms of office are as follows:

- | | |
|---------------------------|-----------|
| Berkley R. Johnson | 1988-1989 |
| R. R. (Bob) McLain | 1985-1989 |
| Mary Louise Vivier | 1985-1989 |
| Gregory F. Collins, Mayor | 1987-1991 |
| Donald P. Sharp | 1987-1991 |

Gregory F. Collins, Mayor
City of Visalia



A CITY OF VISALIA LEISURE AND COMMUNITY SERVICES PROGRAM

VOLUNTEER COMMITMENT

 LAST NAME FIRST DEPARTMENT/AGENCY PLACED JOB DESCRIPTION TITLE

Volunteers can expect a commitment from the department or agency to provide the following:

- Explain all agency/program policies which might affect the volunteer, such as personal use of telephone and whom to notify when unable to report for work.
- Explain the volunteer's assignment and thoroughly demonstrate the skills to be used.
- Demonstrate and explain the equipment to be used, especially if the equipment is new to the volunteer.
- Training on the job as required.
- Designate the volunteer's supervisor and assure on-going accessibility for questions, guidance, etc.
- Periodic evaluations.
- Letter of recommendation (upon request).
- An environment in which the volunteer is treated as a valued asset and receives the same standard as paid staff. Volunteers will supplement paid staff, not replace them.

As a volunteer for the department/agency, I will commit to do the following:

- Fulfillment of time as listed below.
- _____
 MON TUE WED THU FRI SAT SUN
- Start working on _____
 - When sick or unable to, volunteer will notify immediate Supervisor as soon as possible.
 - Record hours worked on a daily time card.
 - Return timecard to the House of Volunteers at the end of each month.
 - Follow department/agency policies and procedures.
 - Fulfill duties as outlined in the job description.

 Volunteer Supervisor Signature Date

 Volunteer Signature Date

 Staff Signature Date

NOTE: Applicant is not considered an official volunteer until this completed form is returned to the House of Volunteers.

WHITE-HOUSE OF VOLUNTEERS

YELLOW-DEPARTMENT/AGENCY

PINK-VOLUNTEER

417 NORTH LOCUST STREET • VISALIA, CA 93291 • (209) 738-3482

quality of the programs they serve. Volunteers help to expand services that the program offers to the community and not only add an extra pair of hands to these projects, but also add new insight and ideas of how to solve old problems. They also bring to the job specialized skills that these programs could not afford to 'purchase' in the community.

"Finally, through their experience as volunteers, individuals have improved the quality of their own lives. They have used volunteerism as a way to explore new careers or gain on-the-job experience. This in turn has enabled them to make career changes or find employment. They can explore their possibilities before they invest both time and money into specialized education."

Volunteers are quick to point out that they benefit as much as the department or agency where they volunteer. Sybil Dietrich, a Visalia RSVP volunteer, used her retirement years to do something she always wanted to do: transcribe books into Braille. "I've always wanted to learn how to transcribe in Braille and after I retired I had the time to complete the nine-month class," says Dietrich. She is now part of a volunteer transcribers club that produces all types of books for the blind.

Dr. Frederick Pratt is another volunteer who enjoys his work. A retired plastic surgeon, Dr. Pratt spends much of his time providing medical care at a local free clinic in Sacramento and around the world. "Volunteering is becoming more and more important to older people," says Pratt. "Today, older people are healthy and very functional. Volunteering gives them many avenues to explore after they retire."

In Visalia, elementary school teacher Russell Plummer volunteers with the police department helping to transfer officer field reports to microfiche for storage. "Having summers off allows me to find something rewarding and interesting to do," says Plummer. "I feel very comfortable in the job and appreciated by the department that really needs some help."

Cindy Pitman, 17, volunteers for Visalia Emergency Aid helping homeless people get food and clothing and aiding an office that needs assistance with paperwork. "The main reason I volunteered at this office was to find out about poverty," says Pitman. "I was so ignorant to the problems of the poor here in the community. I've learned so much about poverty and new ideas for dealing with the problems. I'll always want to help out as much as I can."

ed to the standard ceremony. It's a nice job."

Dawes also points to a number of indicators that prove volunteers are becoming more important to the county.

"Departments are requesting an increased level of service from Volunteer Services, including recruitment, ideas for volunteer recognition, staff training, and guidance regarding recordkeeping and program policies and procedures," says Dawes. "Departments have been receptive to exploring new opportunities for the use of volunteer services, and to tailoring

volunteer positions to make them compatible with what individual volunteers have to offer. They are demonstrating a willingness to provide space, equipment, training and supervision for volunteers."

In Visalia, Ed Jost sees three major benefits to its volunteer program. "First, volunteers help improve the quality of life of those they serve. Without volunteers, many agencies in a recent survey indicated that they would have to cut services and some indicated that they could not operate.

"Second, volunteers help to improve the

DETERMINING WHO VOLUNTEER

By Terrence H. Dunn, Ph.D

One daily challenge of programs involving volunteers is determining what volunteers will do within the framework of the program's objectives. If this challenge is not met, volunteers are likely to have inappropriate job assignments which waste their valuable time and energy. Also, the time and energy of salaried staff will be wasted because they will be doing jobs that volunteer staff could do as well or better. Inappropriate involvement of salaried *and* volunteer staff in carrying out program tasks wastes the organization's financial resources and hampers implementation of objectives.

Any effort to deal with job determination should be considered from the perspective of both volunteers and salaried staff. It is best if decisions for determining who can and will do what are decided by both groups as a team effort. Many experienced managers of volunteer intensive programs have learned through trial and error to work their way through this job determination process; but new managers, or those experiencing daily challenges in this area, will find the following steps helpful.

STEP 1. Review what is currently being accomplished within the program and what needs to be accomplished. Both volunteer and salaried staff need to participate in this process.

STEP 2. Divide program components that need to be accomplished into specific jobs. Simply take the "big job" and divide it into many "little jobs."

STEP 3. Evaluate each of the "little jobs" from the perspective of its time demands. Some jobs can be accomplished in an hour; some happen only once a week or once a month; others must function every day, all day; and others happen only once a year.

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WILL DO WHAT— AND STAFF

- STEP 4.** Rank each job according to its importance. Some jobs absolutely *must* be accomplished; others should be done—some are important, but if they do not get done, the program will survive; and others are extras or “icing on the cake.”
- STEP 5.** Evaluate each job according to its ease of accomplishment. Many jobs can be done by just about anyone and without their having special training or experience, but not too much; and others require in-depth professional training, skill or knowledge.
- STEP 6.** Special considerations! Sometimes there will be jobs that have special considerations or requirements. A job might require travel, it might have concerns for confidentiality, it might require certification, or it might require special communications skills such as fluency in another language.
- STEP 7.** Determine whether a volunteer or salaried staff member should accomplish the job. Some jobs will be suitable for salaried staff only; others are suitable for salaried staff, but could be assigned to a special, unique, unusual, super, fantastic volunteer; and some jobs are only suitable for volunteers.

The bottom line of this job determination process is to help program managers determine what jobs both volunteers and salaried staff should accomplish within the operations of the program.

By working through what jobs need to be accomplished, and by deciding ahead of time who should be assigned to do them, challenges related to appropriate job assignment can be lessened, if not eliminated. In addition, the program or organization will be utilizing its salaried staff in a more productive manner. An important aspect of this process is communication.

When both volunteer and salaried staff know what they are doing and what they can and cannot do, the program or organization should function in an improved manner. ■

Volunteer Orientation: WHAT DO YOU DO AFTER YOU SAY HELLO?

By Loretta Gutierrez Nestor and Carol Neckar

The knowledge and skills of every paid and volunteer staff member play an important part in determining the quality of your agency's services provided to the community and its effectiveness. They are also critical in determining how satisfied volunteers will be in the organization.

The purpose of orientation is to acquaint the volunteer with the agency, his or her service, and job. Orientation should be an ongoing process, not a one-time event. It enables the volunteer to become comfortable with his or her surroundings and to become a part of the organizational family. It differs from training, which is designed to develop skills, knowledge and attitudes to accomplish specific tasks or functions.

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Carol Neckar is director of volunteers at Shady Grove Hospital in Rockville, Maryland. She is a volunteer consultant for Red Cross and authored the first version of New Paid and Volunteer Staff Orientation Presenter's Guidebook (ARC 2477), American Red Cross, from which much of the material in this article was adapted, with permission.

Planning and Organizing

It is important to develop orientations that meet the needs of *both* the organization and volunteer. What the volunteer wants to know should be of utmost importance in planning and organizing orientation activities. Project volunteers, direct-service volunteers, management volunteers, and board or advisory volunteers have different expectations and needs that must be taken into account.

Because of the importance and far-reaching effects of orientation, it is helpful to develop a committee whose purpose is to determine the types of orientation activities that should be provided to the various groups of volunteers. The committee should consider and make necessary recommendations regarding the budget needed to carry out this function. Usually this type of committee is coordinated by the volunteer office (administrator); its membership includes representatives from the various agency services, thus ensuring necessary input to the committee.

Types of Orientation

There are three types or levels of orientation:

- Orientation to the organization
 - Orientation to the service
 - Orientation to the job
- 1. Orientation to the organization.** Orientation should cover the following:
- The broad, general scope of the organization including the mission statement, principles, values, history and services of the organization

- The roles, relationships and structure of all levels of the organization including international, national, regional and local units

- The voluntary nature of the organization and relationships between paid and volunteer staff

- General policies, procedures and benefits that apply to volunteer staff

- Growth opportunities for volunteers

- Commitment to cultural diversity

Initial orientation to the organization should be done before volunteers begin service. It may be done at one session or in stages; and it may be done with groups of both paid and volunteer staff or individually. Orientation may be incorporated into other training for some volunteers. No matter how it is conducted, it should be well-planned and not left to happenstance.

Finding answers to the questions how, when, where and by whom requires true creativity and flexibility in designing orientations. The committee or individual responsible for orientation must evaluate and balance carefully the demands placed on individual volunteers and the organization, and yet produce interesting, educational orientations that provide the organization with well-informed volunteer team members and the volunteer with a feeling of belonging, of being in partnership with the organization.

Information regarding new changes and issues in the organization is part of the ongoing orientation process, and various methods of keeping volunteers in-



formed should be considered. Some of the ways to keep volunteers updated include letters, memos, bulletin boards, staff meetings and other gatherings. Exchanging information with other local units and national headquarters or with other organizations may uncover some new ways of providing orientation.

2. Orientation to the service. Orientation to the specific service and job is usually the responsibility of the service or department in which the volunteer is placed. The volunteer office (administrator) has responsibility for providing these functions to volunteers, as well as overall responsibility for ensuring that volunteers receive service and job orientation from the services.

Service induction should cover the following:

- The purposes, goals, procedures of the service and knowledge essential to carrying out its responsibilities
- The importance of the service and its contributions to the organization
- The basic values underlying the work of the service
- The service's interdependence with other parts of the organization and its relationships with other groups and organizations

3. Orientation to the job. Job induction should include information on the following:

- Specific responsibilities, expectations and benefits of the job

- Level of authority and accountability involved
- Tools and resources available
- Supervisor(s), peers, staff to be supervised and support system
- Working conditions
- Methods of reporting and communicating
- System of performance appraisal, job and career development opportunities

Management Support for Orientation

When new staff start working for an organization, they need to be encouraged to learn as much about it as possible. Management should let new staff know that orientation is important to the success of the organization and to success in their jobs.

Studies carried out on learning retention during training programs, including orientations, show that management support can greatly increase a participant's "readiness" to learn, thus increasing their retention. This support should be visible.

There are several ways a management team of paid and volunteer leaders may visibly support the orientation process:

1. Notify new staff of the objectives, content and intended outcomes of the orientation by sending a letter signed by the manager or chairman.
2. Schedule the session during convenient hours and in a comfortable physical environment. If the orientation is for volunteers who work elsewhere during the day, it should be scheduled during the evening.

3. Inform new volunteer staff that their participation in orientation is crucial. Their success in their job unit and the success of the organization depends on how well they know the organization.

4. Develop a mentor program for new staff for informal, on-the-job training and for answering questions during the orientation process.

5. Conduct a question-and-answer period at the end of the orientation session. It is preferable to have a member of the management team lead this period. Presenters should ask participants at the beginning of the session to think of a specific question they would like to ask. Every participant should be given the opportunity to have his/her questions answered.

6. Participate in the orientation as speakers.

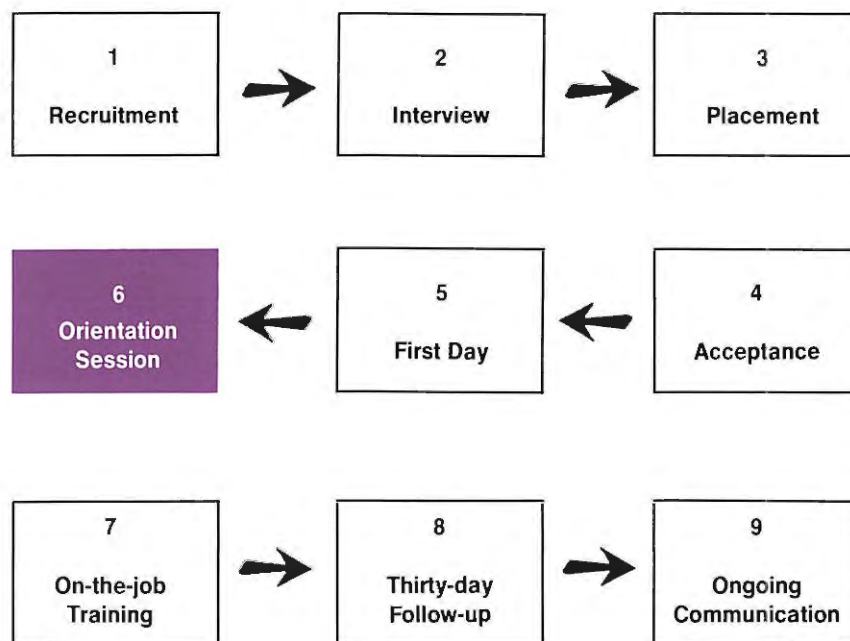
7. Relieve trainees of normal work duties during orientation.

8. Encourage, or even require, volunteers to attend, even if they must make a special trip.

9. After the orientation, reinforce all of the material learned, particularly the values, key commitments and goals. Managers and volunteer supervisors should give feedback on whether or not volunteers are demonstrating these values and commitments.

10. Provide new volunteer staff with opportunities to continue learning about the organization. The purpose of orientation is to enhance the effectiveness of new staff by providing a comprehensive view of the organization.

PRESENTER'S GUIDE: The Nine-Step Model



To be an effective presenter for an orientation, you must believe in the important role of orientation as it enables the organization to attain its mission and goals.

Orientation is an ongoing process that begins with the interview, continues through the first day on the job and a formal orientation session, and ends when the paid or volunteer staff person is fully comfortable in his/her new position.

The nine-step model illustrates the orientation process. Each step is equally important in providing a balanced picture of the organization during the early months of volunteering. The focus of this article is on step 6 of the model, the orientation session.

The Presenters: Who Are They?

No special training is required for presenters to deliver the orientation session. However, presenters should:

- Have been with the organization long enough to have earned credibility and respect within the organization. They should also have a working knowledge of the history, structure and operations of the organization so they can answer participants' questions. They should know where to find

information to follow up on questions and know how to communicate feedback from participants to the appropriate persons.

- Have demonstrated facilitation skills and be confident speaking in front of a group.
- Believe in the importance of orientation and practice the underlying principles and values of the organization.
- Possess enthusiasm and reflect a positive attitude about the many opportunities available in the organization.

Having more than one presenter adds variety and a change of pace to the session. Also, the videos, overheads and flip charts used in the orientation are easier for two people to manage. A possibility would be a paid-volunteer staff partnership.

Orientation Design

Many of the elements in the orientation contain suggestions on how to deliver the orientation. The format (developed by Zenger-Miller, a firm specializing in training, and the authors of the Frontline Leadership program) was selected to provide you with clear, comprehensive guidance on how to present the information most effectively.

The design should include directions to the presenters, scripted statements and questions. Presenters are strongly encouraged to present the content in their own words, rather than reading or memorizing it. The scripted style is used only to ensure that all information is given and that the meaning will be clearly understood by presenters.

Several action verbs can be displayed in bold type to signal the beginning of a new point or a change in focus or topics. For example:

ASK = Ask questions.

BRIDGE = Connect information from one section to the next.

DISCUSS = Ask several questions to involve all participants.

EXPLAIN = Explain the content of a particular point.

FURTHER EXPLAIN = Add more information to the same point.

LIST = Record information on a flip chart.

NOTE = Give directions or pointers to the presenters.

POST = Display a poster or a flip chart.

RECORD = Write participants' responses on a flip chart.

REFER = Refer participants to a re-

source piece in their folder.

SHOW = Introduce and show a videotape or overhead.

SUMMARIZE = Recap the information presented.

Planning for the Orientation

To ensure that the orientation session goes smoothly, it is a good idea to be well prepared. You should know the content and the participants, modifying the content as necessary, and you should be prepared logistically. Below you will find some pointers on each of these topics.

1. Content

- Preparation time will vary depending on the experience of the presenter. However, if this material is new to you, you should allow more time.

- Read all the material ahead of time—including the course design content, all of the materials in the participant folders and additional reference materials. This will help you retain your overall knowledge and feel more comfortable when answering questions. Practice what you are going to say with a friend or group.

- Review the overheads and videotapes before the session to be sure you know the content and to feel comfortable in presenting them to participants.

- Add relevant and interesting information about your own experiences. *In fact, the more specific you are about your program, the more useful the orientation will be to the participants.*

- In your planning, allow enough lead time to order materials and to prepare visual aids and handouts. (See below for tips on flip charts, overheads and handouts.)

2. Logistics. The logistical support for the orientation may be the responsibility of either the presenters or other persons in the agency. Clarify who will provide the following and make sure all activities are accomplished.

- Assign a time for the orientation that is convenient for participants as well as presenters.

- Determine what audiovisual equipment you need and where the orientation will be held. Reserve the equipment and the space for that date.

- Send invitations to participants, including directions and parking information.

- Send letters to members of the management team and volunteer leaders to encourage their participation. Include the date, time and place of the orientation. Also, ask your president, CEO or chair-

man of the board to give you a typewritten letter welcoming new volunteers. Insert this letter in participant folders.

- Prepare flip charts. Have them ready in sequence for easy use.

- Make transparencies. If you do not have access to an overhead projector, you can use flip charts or make handouts. Have transparencies ready in sequence. If they are not framed, be sure to place paper between them for ease in handling.

- Prepare an agenda of the sessions, listing the beginning and ending times, and major topic headings. You may want to include a copy of the agenda in the participant folders.

- Prepare the participant folders so that they are ready to distribute the day of the orientation. Place all handouts in the folders in the order they will be presented.

3. Room setup (day before the session)

- Inspect the room the day before the session to be sure it is arranged properly.

- Set up the room so that participants can communicate openly. Be certain that the audiovisuals can be seen by all participants. It is a good idea to inspect the meeting place the day before to be sure arrangements are satisfactory.

- Set up a display table for resource materials. Display the organization's logo, especially if the meeting is not being held in the agency's facility. If possible, set up a display of photographs showing activities, promotional materials, annual reports and the like.

- Project your voice from where you or other presenters will be speaking. Ask someone in the room if you can be heard from several points in the room. If not, change the room setup.

- Check the heating, air conditioning and ventilation of the meeting room.

- Test the VCR and television monitor and make sure the videotape is at the right starting place. Test and focus the overhead projector. Have an extra light bulb and fuse handy, just in case.

- Have extra handouts, chairs, blank name tags and certificates available for unexpected arrivals.

4. Day of the orientation

- Welcome participants and introduce them to each other as they enter the room.

- Have name tags and name tents ready, or ask participants to make their own.

- Welcome the participants as a group, explain where the restrooms are, and offer refreshments if available.

- Start the session.

Delivery of the Orientation

1. Presentation and group facilitation skills. If you are a novice at presenting information or facilitating group discussions, listed below are ways to help you feel more comfortable as a presenter, and to help participants feel comfortable about participating. These tips are designed to help you in your presentation and in facilitating group discussions. It is important to get participants involved in group discussions because adults bring a vast amount of experience to every learning situation. They prefer to participate in discussions rather than be lectured to for long periods of time. Visual aids also help the learning process.

- Be flexible and creative in delivering the content material—you may use a variety of methods.

- Present the material in your own words to allow for a conversational, natural presentation and to allow you to develop your own presentation style.

- Practice using all visual aids so they will flow easily and in sequence.

- Lead discussions by following some basic rules:

- Wait for participants to present their own ideas. People need time to think before speaking. Do not feel rushed or make participants feel rushed.

- Reserve your own ideas, opinions and illustrations until participants have had a chance to respond. Your ideas may be needed to amplify or redirect the discussion.

- Accept each contribution with a positive comment such as "That's an interesting idea" or "good." Welcoming and valuing all persons' contributions stimulates them.

- Sidestep sensitive questions or irrelevant observations by making a comment such as "That's an interesting point—we can discuss it later. I can tell you where you can learn more about . . ."

- Avoid calling frequently on the person who tends to monopolize the conversation. Say, "We would like to get ideas from as many persons as possible." Interrupt the talkative participant with a similar comment.

- Restate the questions or summarize briefly when participants' comments cause the group to stray from the main point.

2. Pacing yourself. Set a timeframe for the orientation session including breaks. Note next to each topic heading a suggested timeframe in which to deliver the

information. These timeframes will help you determine the pace and the amount of detail that should be addressed in each section. You may want to expand a particular topic to reflect its importance. Be aware, however, that these changes will affect the time allowed for the entire orientation program.

Other factors that will influence the timing and pace:

- Your rate of speech
- Repetition of key points or phrases
- Repetition or rephrasing of questions
- Extension of discussions
- Use of probing questions
- Use of examples and anecdotes
- Time spent on a topic of interest to the group
- Pauses and breaks

3. Using training aids. Effective presenters vary training methods and use visual aids, including handouts, videos, overheads and flipcharts. These aids stimulate participants by providing variety. Below are some tips on how to use them effectively.

■ **Videos**

—Always review videos before the session to become familiar with their content and with where the video begins on the tape.

—Clearly explain exactly what you want participants to look for in each video.

—Keep the discussion focused after the video is shown, but allow participants to enrich the subject matter.

—Always reinforce the key points of the video.

■ **Overheads or Transparencies**

—Transparencies are relatively inexpensive to make. They cost about \$1 each and come in many colors.

—If you have a photocopy machine with an enlargement feature, you may want to enlarge typewritten copy for easier reading.

—You can make transparencies more lively by using water-based markers and by drawing borders or cartoon characters on them. However, remember that too much extraneous material will be distracting.

—Before you use the overhead projector, practice until you can move the transparencies on and off the projector smoothly, from a position that will not block the view of participants.

—Ensure that the transparencies are projected large enough so they can be read

by all participants.

—Put a transparency on the projector before switching it on so that the audience will not be looking at a blank image.

—Turn the projector off when you are not referring to an image.

—Have a spare bulb and fuse handy for the projector.

—Remember that transparencies should be used only to illustrate key points in a lecture (write only key words on them).

—Do not turn your back to the audience or stand in front of the screen.

■ **Newsprint (or flip charts)**

—Print with simple letters, using both upper case and lower case letters.

—Use an outline format.

—Whenever possible, leave plenty of

blank space.

—When presenting, avoid talking to the flip chart. Talk to the group.

—Write quickly, using only key words.

—Use a dark-colored, broad-tip felt pen. Use a variety of colors to provide visual stimulation.

—Have masking tape available to post sheets.

—Use a stand or easel to hold the newsprint.

■ **Handouts**

—Use to reinforce important information.

—Handouts allow participants to study a topic more thoroughly.

—Use sparingly so that participants are not overwhelmed.

—Handouts should be easy to read.

FUN FACTS: AN ICEBREAKER

If there are more than 20 participants, this exercise is a good icebreaker. It will help create a positive and open climate and give new volunteers an opportunity to meet each other. Follow these procedures to conduct the icebreaker:

1. Read the attached form to understand the icebreaker exercise.

2. Have the Fun Facts sheets available at the registration table.

3. Have the person who welcomes the participants direct them toward the coffee and tell them they have an exercise to complete before the program begins.

4. Be sure to have someone sitting at the registration table to receive completed forms before the session starts and during the break. When participants turn in the form, cut off the name at the bottom and place in a "prize box" for a drawing to be done later in the program.

5. Make sure the participant's name is written on the bottom of the form.

6. At the designated time, ask a volunteer to draw one name from a box. Announce the winner and present him or her with a prize.

Option: Gather a handful of completed Fun Facts sheets during the program. At the end of each unit, read out a couple of Fun Facts from the sheets, and ask the corresponding participants to stand up and introduce themselves.

Note: If you want participants to initiate the icebreaker themselves, it may

help to post the directions on a flip chart.

"FUN FACTS" (Instructions)

WELCOME!

Discover Fun Facts about your colleagues by filling in this sheet, and become eligible for a prize drawing to be held during the program. If you haven't completed the exercise before we begin the session, you will have another opportunity to complete it during the break.

The purpose of this activity is to create a positive and open climate and to give new volunteers an opportunity to meet their colleagues. Here's how to play Fun Facts:

1. Ask any participant to tell you something interesting about himself/herself, such as where he or she went on vacation, previous job experiences and family experiences. Write the person's name and their Fun Fact on this sheet. Please write legibly!

2. Interview other participants until your sheet is completed.

3. Give your completed sheet to the person sitting at the registration desk. He or she will cut off the bottom portion where your name is written and deposit it in the prize drawing box. Remember, only completed sheets are eligible for the drawing.

4. You may not exchange Fun Facts with each other—that is, if you ask a person for information, that person may not ask you for information.

5. Try to say something different to each person who asks you for a Fun Fact.

Checklists for Setting Up the Orientation

TIMETABLE CHECKLIST

6-8 Weeks

- _____ Set the date for the orientation.
- _____ Reserve the training room.
- _____ Obtain necessary equipment, such as:
 - Overhead projector
 - 1/2" VCR
 - Television set (you may need two, depending on the number of participants)
 - 1 cassette tape recorder (for playing music to set the mood during registration)
 - 2 easels and flip charts
- _____ Send a memo to appropriate staff stating the orientation date, time, place and so forth.
- _____ Order materials.

4 weeks

- _____ Prepare the agenda.
- _____ Prepare the personal invitations and posters.
- _____ Send personal invitations along with the agenda, organizational brochure, and copy of your annual report to new paid and volunteer staff. Invite "no shows" from previous orientations. Display posters and other orientation announcements at your chapter or station.
- _____ Prepare flip charts, transparencies and handouts.
- _____ Arrange for the registration table, the resource table and the participants' tables.
- _____ Stuff participant folders, reproducing any items that may be missing.

Day Before Orientation

- _____ Set up the training room—the display table, the registration table and the audiovisual equipment. Check to make sure the equipment is operating properly.

After the Orientation

- _____ Clean up the room and store materials.
- _____ Take an inventory of supplies and folders, and replace them as necessary.

PARTICIPANT FOLDER CHECKLIST

- _____ Agenda
- _____ Welcome letter from management/volunteer leadership
- _____ Mission statement and corporate goals
- _____ Principles and values
- _____ Your goals and objectives
- _____ Trivia quiz about organization
- _____ Annual report (if not included in invitation)
- _____ Local structure/organizational chart
- _____ Management staff and board roster

- _____ National sector management (optional)
- _____ Volunteer structure and partnerships
- _____ Participant reaction form
- _____ Resource list

EQUIPMENT AND SUPPLIES CHECKLIST

Registration Table

- _____ List of participants
- _____ Sign-in sheet
- _____ Pens, pencils and felt-tip markers (with medium points)
- _____ Name tags
- _____ Participant folders

Participants' Tables

- _____ Writing paper
- _____ Name tents
- _____ Pencils or pens

Audiovisual Equipment and Training Aids

- _____ VCR (1/2") or projector
- _____ 1 or 2 television monitors
- _____ Overhead projector
- _____ Video or film
- _____ 2 flip charts and easels (1 prepared, 1 blank)
- _____ Transparencies



THE IDEAL VOLUNTEER DIRECTOR

By Peter J. Murk, Ph.D.

A volunteer director for the mid-'90s must be a person of wisdom and ambition; a before-and-after dinner speaker; a night owl; a day hawk; and an all-night truck driver who can appear fresh as a daisy the next morning. She must learn to sleep while eating two meals in order to utilize fully the twenty-four hours in a day. She must be able to consume gallons of coffee and have unlimited capacity for sparkling beverages, yet never disclose signs of unsteadiness.

A volunteer director must be able to entertain without becoming overbearing; speak with the certainty of a "world renowned authority," yet be able to listen with the fascination of an entranced child. He must be able to walk through the rain and snow without losing the "razor-like" crease in his suit. In sub-zero weather, he must be able to put on tire chains with a smile, while yelling aloud, "Boy, am I enthusiastic!" In summer's heat, she must be able to work in hot dusty offices or tend to the needs of a playground group without perspiring or losing her sparkling manner and noble temperament.

A volunteer director must love little children, dogs, cats, flowers, idle chatter and parades. He must be a ladies' man, a man's man, a model husband, a good father, a good provider, a faithful churchman, a thrifty spender, a generous host and sometimes serve as a "pool shark." She must be an expert talker, driver, traveler, diplomat, scrounger, salesperson, financier, philanthropist, elocutionist, and she must be skilled at performing mathematical and programmatic gymnastics.

Politically, a community education coordinator must be above reproach and even at times a dialectician. She must be a democrat, a republican, a dixicrat, a new dealer and a fast dealer. He must have a good car with

millions of tire tread left, and definitely have a good friend and confidante. She must be a clairvoyant and heavenly endowed with special powers of extra-sensory perception.

To be a success, a volunteer director must have at least a working knowledge of psychology, criminology, chemistry, geography, religion and a knowledge of and skills in understanding and using community resources, community development, adult education, instructional techniques and effective public relations.

A good volunteer director must be able to diagnose community needs, wants and interests by conducting, tabulating and interpreting community-wide and interest-area programmatic surveys. She should possess a working knowledge of and sensitivity to the interactions and special needs of the various racial, ethnic and socio-economic sub-groups within the community.

Further, a volunteer or activities director must be able to identify resources (services, programs, facilities, instructors, activities, skills, funds and talents) within individuals, groups and the community. He must be able to analyze and utilize the community power structure effectively for the good of the goals and extensive development of the entire community.

A good volunteer director should possess above-average verbal and non-verbal communication skills. He must be able to appear and speak knowledgeably before groups about the merits and benefits of viable volunteer activities and services, philosophies, process and programs. She must be able to articulate and illustrate examples of successful volunteer programs and models, write and publish creative newsletters and brochures, and disseminate information to the appropriate groups; she should utilize the crafty skills of a "Madison Avenue ad person." He must be well-organized and use his time efficiently and effectively through good time management skills and constructive goal-setting abilities, for his own, the agency's and the whole community's good.

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□ Leadership skills development is another important task of the volunteer director. She must understand the concept of community involvement, the various types of community organizations, neighborhood clubs, associations and the inner workings of organizations, in order to assist them in meeting needs and realizing their full potential and organizational effectiveness.

A volunteer director must know when to lead, when to follow, and when to step out of the way of progress. He must hold groups accountable for the results rather than methodologies, but he must also provide the necessary resources, environmental climate, direction, guidance and motivation for change. Leadership skills are vitally important in helping people accomplish their goals and meet their objectives. The volunteer director should be able to accomplish these tasks in a facilitating, non-judgmental manner.

Program planning skills are necessary prerequisites as well, in terms of developing programs to meet the expressed and discovered needs of seniors and adult learners; to determine educational objectives; to prepare meaningful schedules; to use creative and exciting promotional strategies and enrollment procedures; to recruit qualified instructors, volunteers and participants; to administer staff resources; and, finally, to manage budgets carefully.

□ The volunteer director must understand the concepts and processes of supervising facilities, activities and personnel, and possess the ability to delegate and share experiences for assisting others in increasing their abilities for leadership—to develop staff through inservice training procedures and programs, allowing staff to experiment creatively and make mistakes as well.

□ The volunteer director must understand and build trust among individuals, groups and organizations through collaborative efforts and cooperative measures. The volunteer director has to be a “radical,” at times, to effect planned change and to see the notion of creative volunteer work and administration as a challenge; to envision a new beginning and a new day, remembered in the words of the prophet Kahlil Gibran: “For yesterday is but a dream and tomorrow is only a vision. But today well lived makes yesterday a dream of happiness and every tomorrow a vision of hope.”

□ A volunteer director must have an awareness of the future of the community, and carefully formulate plans with the advisory council to support a vision of the future. That is to say, he must be able to translate needs and interests into viable programs and opportunities for the participants. The director must not be perplexed

with the daily societal problems or pressures, but should envision society as the dawn—the new day, the new beginning!

□ The volunteer director must have a high estimation of people. She must be able to work well with people on grandiose projects as well as on the mundane daily tasks. He must not diminish the community by looking at it as it exists now, but should treat the community as it will become . . . then he will ennoble it. The director should be a *secure person*, willing to take the risks necessary to achieve objectives and tasks that people feel couldn't be accomplished without the help of the community—those challenges will become opportunities for growth and development.

□ Further, the volunteer director should be an *open minded person*. There are people of action and then there are those of reaction. She must ask the important question often: “What is right?” and not be concerned with “Who is right?” The director must be an *accessible person* who is a good communicator, ready and willing to lend an ear or advice when asked.

□ Finally, the volunteer director must be an *imaginative person*, who is creative in dealing with the community. The person must seek new and imaginative answers to the old questions of poverty, crime, unemployment and lack of facilities and respond to the new bold challenges of change, technology and human rights. As Robert F. Kennedy once remarked: “Don't see things and ask why, but see things and ask, why not?”

A successful director must have varying degrees of the following: . . . the brilliance of Einstein, the magic of Merlin, the inventiveness of Edison, the creativity of Michelangelo, the literariness of Thomas Jefferson, the sensitivity of Jesus Christ, the humor of Jack Benny, the wisdom of Solomon, the honesty of Robin Hood, the independence of Patrick Henry, the eloquence of Winston Churchill, the business sense of Ebenezer Scrooge, the foresight of Benjamin Franklin, the tranquility of Gandhi, the disposition of Buddha, the knowledge of Plato and the jolliness of Santa Claus, the competitiveness of Vince Lombardi, the dedication of Martin Luther King, the patience of Job, the persistence of Robert Bruce, the optimism of Diogenes, the courage of the astronauts, the sanctimony of Bugs Bunny, faith in convictions, trust in humanity and the help of God, Almighty.

This then is the perceived role of the volunteer director in today's society: a person for *all seasons for all reasons*—a caring person, but also firm and fair—the kind of person needed for the situation: a leader, a guide, a facilitator and a confidante. ■

Advocacy

Nonprofits' Risk Management and Insurance Institute Opens

From the National Council of Nonprofit Associations

In response to the threat of lawsuits against volunteers, liability insurance woes, and rising health care premiums, the Nonprofits' Risk Management and Insurance Institute opened at the end of June to assist volunteers and nonprofit organizations in meeting their legal liability and insurance obligations.

This Washington, D.C.-based organization will perform three major functions:

1. Foster arrangements that enable nonprofit organizations to obtain adequate insurance of all types.
2. Develop and promote effective risk management procedures.
3. Represent the interests of the nonprofit sector regarding insurance, legal liability, and other aspects of risk management.

The breadth of support for the Institute is reflected in the composition of its program board. Board members include representatives from The National VOLUNTEER Center, INDEPENDENT SECTOR, United Way of America, the National Health Council and the National Association of Social Workers.

To assist nonprofit organizations and volunteers immediately, the Institute's first activities include operating a risk management resources clearinghouse, producing training and reference materials, and providing technical assistance to groups of nonprofits working collectively to satisfy their insurance needs.

Over time, the Institute will also con-

duct research to improve nonprofits' loss prevention practices, propose modifications of tort and insurance law, and work with the insurance industry to tailor programs and practices for the special needs of nonprofits and volunteers.

Each of these activities will help the nonprofit sector keep pace with rapidly changing liability rules and insurance arrangements. For example, within the past five years, every state modified its liability standards for at least some volunteers. A few of these new laws are very protective. Most are of questionable value and do not apply to volunteers other than board members. Volunteers in every state need to know what the rules are, how to reduce the likelihood of a lawsuit, and how to protect themselves against claims.

Initial funding for the Institute comes from the Ford Foundation. Additional support is anticipated from both the philanthropic community and the insurance, risk management and legal communities.

The Institute will operate as a division of the National Council of Nonprofit Associations (NCNA), a coalition of statewide and other broad-based nonprofit groups devoted to strengthening the nonprofit sector. In recognition of the broad need for the Institute's services, its assistance will not be limited to NCNA members.

The executive director of the new Institute is Charles Robert Tremper, who pre-

viously coordinated the Nonprofit Sector Risk Management Project. Dr. Tremper is a former Visiting Fellow of Yale University's Program on Nonprofit Organizations and served on the faculties of the George Washington University National Law Center and the University of Nebraska Law College. He has written a book and numerous articles on risk management, legal liability and insurance for nonprofit organizations and volunteers.

Nonprofits' Risk Management and Insurance Institute Program Board

Nancy Axelrod
Executive Director
National Center for Nonprofit Boards

Frank Bailey
Executive Director
The National VOLUNTEER Center

Mark Battle
Executive Director
National Association of Social Workers

Hamp Coley
Senior Vice President
United Way of America

Richard T. Ingram
Executive Vice President
Association of Governing Boards
of Universities and Colleges

Robert Kardon
Executive Director
California Association of Nonprofits
(NCNA)

E.B. Knauff
Executive Vice President
INDEPENDENT SECTOR

Beverly McDonald
Executive Director
Michigan League for Human Services
(NCNA)

Peter Swords
Executive Director
Nonprofit Coordinating Committee of
New York (NCNA)

Edward H. Van Ness
Executive Vice President
National Health Council

Phyllis Wolfe
Executive Director
Health Care for the Homeless

Herb Yamanishi
Executive Director
Michigan Community Action Agency
Association

Research

Results of a Major Survey and Challenges for the Field

Educational Needs in Volunteer Administration

By Jeffrey L. Brudney, Ph.D. and Mary M. Brown, M.P.A.

In 1989, a small group of trainers, practitioners and representatives of major associations in volunteer administration gradually discovered a common interest in the availability of training to directors of volunteer programs. Concerned that existing training opportunities might not be sufficient to meet the needs of program managers, they proposed a collaborative effort, entitled the "Volunteer Leadership Institute" (VLI), to meet expressed training needs in the field.

In October 1989, the Board of Directors and membership of the Association for Volunteer Administration (AVA) called for the distribution of a survey to elicit comments and opinions on the status of continuing education programs in volunteer administration and to provide direc-

tion to the proposed Institute. Developed with input from its members, the survey on "Educational Needs in Volunteer Administration" received sanction not only from AVA but also VOLUNTEER—The National Center.

This article represents and analyzes the results of the survey, conducted throughout the United States and Canada in the latter part of 1989 and early 1990. We should point out that the authors of the present article have had no part in the VLI proposal. Neither were we involved in the design of the educational needs questionnaire nor in its dissemination. Instead, after the survey had been distributed, we were invited to process the data and report major findings because of our interest in continuing education in volunteer administration and the independence and analytical capability that we can bring to this inquiry.

Sample of Respondents to the Educational Needs Survey

In order to obtain a broad sampling of reactions and attitudes on training issues, the Educational Needs Survey was mailed to several major constituencies in volunteer administration. As noted above, the membership of AVA, which numbers about 1,750, received the questionnaire. Directors of Volunteer Centers, about 320 in all, were also polled. Based on mailing lists provided by educators and directors in volunteer administration, the questionnaire was sent to another pool of approximately 1,200 managers. Although the likelihood of overlap across the various lists precludes a firm estimate of the total sample size, the survey may have reached as many as 3,000 profes-

sionals and leaders in volunteer management. Regardless of the precise number, the Educational Needs Survey qualifies as one of the largest such undertakings ever in the field.

Of this sample of approximately 3,000 volunteer administrators, 765 completed and returned the questionnaire. Thus, about one in four participated in the survey, for a response rate of 25 percent. Although this figure is not high, it is still quite acceptable for a mailed questionnaire that did not include a pre-addressed envelope for the finished survey or the necessary postage for return mail.

The sample of volunteer administrators available for analysis is not only substantial, but also several indicators suggest that it is broadly representative. First, the questionnaires received come from every state and from most of the Canadian provinces. Second, findings from national surveys show that the great bulk of volunteering occurs in nonprofit organizations. The Educational Needs Survey fits this pattern, with 73 percent of respondents involved in nonprofits, and 7 percent in "other" institutions; the remaining 20 percent work for government volunteer programs. Extensive analysis undertaken by the senior author of this article in *Fostering Volunteer Programs in the Public Sector: Planning, Initiating, and Managing Voluntary Activities* substantiates that about one in five volunteers assists government agencies.

Third, in all, respondents listed 34 different substantive areas as the focus of their volunteer programs; the subjects bridged the spectrum from corporate-sponsored projects to religious organizations. As might have been anticipated, the largest group of respondents (28.5 percent) reported the core of their program as volunteer support and placement; health care was second (16.5 percent), followed by social services (6.2 percent), senior services (6.0 percent), and youth services (5.5 percent). A series of biennial surveys on volunteerism conducted by the Gallup Organization since 1981 show that these areas continually attract a great portion of voluntary activity.

Two caveats to the sample should be mentioned. First, a majority of the volunteer administrators are AVA members (60.7 percent), but their numbers are not so great as to predominate in the analysis. The response rate for this group (26.5 percent) is virtually equivalent to the response rate for non-AVA participants

*Jeff Brudney is associate professor of public administration in the Department of Political Science at the University of Georgia. He is the author of *Fostering Volunteer Programs in the Public Sector: Planning, Initiating, and Managing Voluntary Activities* (see review on page 34) and *Applied Statistics for Public Administration* (Monterey, CA: Brooks/Cole, 1987). He is the chair of the Section on Public Administration Education of the American Society for Public Administration.*

Mary M. Brown is a doctoral student in public administration at the University of Georgia. Her major fields of interest are organization behavior and public management information systems. She has been a leader or participant in many volunteer projects.

(24.1 percent). Second, very few of the respondents are new to the field: Just 6.5 percent has less than one year of experience in volunteer administration, although 36.8 percent has one to five years. One-quarter of the sample (25.4 percent) has six to ten years involvement, and 31.3 percent boasts over ten years. While the sample may over-represent experienced administrators, it should yield reliable information concerning the educational needs of directors of volunteer programs.

Results of the Educational Needs Survey

Consistent with the goals of the Educational Needs Survey, several of the items on the questionnaire probed the availability of training to administrators of volunteers. One item inquired whether respondents had received any training in volunteer management before they began working in volunteer administration. Strikingly, just one-quarter of the sample (24.5 percent) had attended training before starting work in the field.

Although this finding may intimate a lack of training opportunities, it is also consistent with other interpretations. For example, the literature often asserts that many organizations evidently hold their volunteer programs in rather low esteem and, thus, do not see to the needs of program leaders for appropriate educational background. A less negative interpretation for the same result is that organizations are not always aware of the existence of volunteer administration as a profession, with a variety of support resources, including membership associations, technical assistance, training and credentialing. A more elaborate survey would have been necessary to sort out these possible explanations, but a short battery of items appended to the otherwise identical questionnaire mailed to the AVA membership sheds valuable light on the availability issue.

Nearly 80 percent of the AVA members (78.3 percent) said that volunteer management training is available in their area. Yet, while virtually all of this group (99 percent) agreed that beginning level training is available, less than two-thirds could find advanced level training (63.9 percent), and only one-fifth training for trainers in volunteer management (20.4 percent). Perhaps most telling, less than half of the AVA members who responded to the survey (41.6 percent) felt that the training available to them meets their needs.

A second set of questions assessed the desire of the administrators of volunteers for continuing education. The results leave no doubt that the sample maintains a healthy interest in augmenting their professional background. Fully 91 percent of all respondents said that they would have appreciated the chance to attend in-depth training before or soon after they had begun work in volunteer management—as opposed to the 24.5 percent who had actually received prior training (see above). Four out of five (83 percent) indicated that they would now appreciate the chance to attend an in-depth, advanced course in topics related to volunteer management. An almost identical percentage (82.1) stated that they would be interested in attending an in-depth seminar that dealt with specific topics or areas in volunteer management, such as volunteer involvement in local government, innovative program design, and so forth.

Two questions investigated the format preferred by the volunteer administrators for such in-depth, advanced training. One asked whether training should be

offered at a single national site or at regional locations around the country, and the other whether training should be offered on a stand-alone basis or “piggy-backed” (adjoined) to national and state conferences. The administrators decidedly favor the regional format, 83.8 percent to only 4.6 percent for a national site. (The remaining 11.5 percent are indifferent.) By nearly a three-to-one margin, they endorse stand-alone training (59 percent) over a piggy-backed arrangement (20.8 percent), although a sizable proportion of the respondents (20.2 percent) are indifferent. The table (see box) summarizes major findings of the Educational Needs Survey.

Educational Needs in Volunteer Administration and the VLI

The results of the survey show that administrators of volunteers maintain a strong interest in continuing education. Over 80 percent of those who completed the questionnaire stated that they would appreciate the chance to attend an in-depth, advanced course on volunteer management, or a seminar devoted to

EDUCATIONAL NEEDS IN VOLUNTEER ADMINISTRATION SURVEY

Major Findings

Questions Presented to All Respondents (N = 765)

Question	Percent Yes
When you first began working in volunteer administration, had you ever before received any training in volunteer management?	24.5%
Would you have appreciated an opportunity for in-depth training before or soon after you began work in volunteer administration?	91.0%
Would you now appreciate the opportunity to attend an in-depth advanced course in topics related to volunteer management?	83.0%
Would you be interested in attending an in-depth seminar that dealt with specific topics or areas in volunteer management, such as volunteer utilization in local government, innovative program design, etc.?	82.1%

Questions Presented to AVA Respondents Only (N = 464)

Question	Percent Yes
In there volunteer management training in your area?	78.3%
At the beginning level?	99.0%
At the advanced level?	63.9%
For trainers in volunteer management?	20.4%
Does the training available to you meet your needs?	51.6%

special topics in the field. Is such training widely available?

Based on a set of items presented to AVA respondents, training appears to be generally available at the beginning level, but much less accessible at the advanced level, or for those who wish to become trainers in volunteer administration. Moreover, close to 60 percent of the AVA members, who tend to have considerable experience, were not satisfied that existing training meets their needs. Findings for the entire sample suggest that in-depth training offered regionally, on a stand-alone basis, could prove attractive to administrators of volunteers.

According to the "Volunteer Leadership Institute Rationale and Plan of Operation" (March 1990), VLI proposes to offer in-depth instructional programs, three to five days in length, that would expose local volunteer program administrators to current information in the field and allow them to begin to apply this material to the design and operation of their own programs. The Rationale states that VLI is intended to complement existing training resources in the volunteer community, providing training that would fill the gap between short sessions and national credentialing systems. Initially, VLI plans four courses of study: "Essential Volunteer Program Management," "Advanced Volunteer Leadership Training," and the "Volunteer Management Trainer's Academy," all five-day courses, and a series of three-day courses on "Special Studies in Volunteer Leadership," including volunteer management in state and local government, and sharing successes from excellent community volunteer programs. Courses have already been scheduled at regional locations for 1990.

Analysis of the responses to the Educational Needs Survey evinces support for expanding training opportunities in volunteer administration, especially at the advanced level. Whether the training concept embodied in the VLI proposal might satisfy the professed commitment to continuing education—or whether new initiatives from an alternative source, such as universities, professional associations, or existing training resources, might prove equally effective—cannot be determined from the questionnaires. What the survey does suggest is that if any or all of these institutions were to increase their training efforts, they would likely receive a welcome reception from directors of volunteer programs. ■

Communications Workshop

When the Media Calls . . .

By James E. Lukaszewski

Today's executive spends more time than ever before answering questions in a variety of settings including news interviews. The goal is to explain, advocate, convince and be visible. How do successful interviewees communicate their messages through the news media concisely, believably and understandably?

Having analyzed good news interviews, I consistently see that a good interviewee:

- Is an excellent listener
- Thinks and speaks in terms of messages that are important to the organization and responsive to reporters' questions
- Is a complete thinker, able to offer solutions as well as definitions for problems and issues
- Controls ego involvement in the solution of problems and recognizes limitations in affecting the outcome of interviews
- Can translate management jargon into people-oriented terms
- Is a good storyteller
- Understands the organization and knows what keeps the boss awake at night
- Anticipates the major concerns of the people in the business, especially those at the top
- Has a sense of the customer—has gone out on sales calls, handled complaints and been on the firing line internally and externally

The message here is that interviewing

James Lukaszewski is vice president and director of executive communication programs for Georgeson & Company Inc., New York, N.Y. His articles are reprinted from his company's newsletter, Executive Action. Copyright © 1989 James E. Lukaszewski.

is an oral communications skill. Despite the proliferation of technologies, tomorrow's successful executive will use oral communication as the number one tool for successful communication, action, persuasion and leadership.

What News Is

It seems almost too simple a question, but it is one of the top questions on the executive communicator's mind—what does the reporter think news is? Here's a handy checklist for assessing your situation or problem. It will help you determine just how newsworthy you could be.

Reporters believe that news has these attributes:

- **Surprise:** News is about things turning out differently than we had planned. These outcomes aren't always bad, but most of the time they are.
- **Affect:** News has emotional appeal—it affects people—which means that news of machines breaking down is not very newsworthy.
- **Effect:** News is about what the result is—things like death, injury, homelessness, personal harm, etc.
- **Secrecy:** News is about whatever you want to hide. The media wants whatever the world isn't supposed to know.
- **Conflict:** News is usually about conflict arising from one or more of four sources: from *insiders*, like whistle blowers and disgruntled employees; from *outsiders*, like our competitors or competing interest; by *organized opposition*; and/or by *unprepared spokespersons*.
- **Reporter's interest:** News is more worthy if it hits close to home.
- **Change:** Newsworthy by definition.
- **Editor's perspective:** News is what the editor thinks it is. If the editor thinks you have a problem—you do have a problem. ■

Books

'The Most Peculiarly American Type of Volunteering'

By Steve McCurley

FOSTERING VOLUNTEER PROGRAMS IN THE PUBLIC SECTOR. Jeffrey L. Brudney. Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310, (415) 433-1767. 1990. 243 pp. \$26.95.

During my college years I once took a class at the Political Science Department of the University of Georgia (where Jeff Brudney teaches) in which the professor never showed up for a single class. If he had been doing something as useful and interesting as what Jeff Brudney has been doing, I would probably have been a lot more forgiving of his behavior.

One of the fastest growing areas of volunteer involvement during the past decade has been that of utilization within governmental agencies. Recent Gallup polls suggest that approximately 15 percent of Americans do some type of volunteering with local, state or federal volunteer programs.

Until recently, however, this type of volunteering was little examined, and Jeff Brudney's new book takes a large step forward in providing an in-depth consideration of what is probably the most pe-

Steve McCurley, of V/M Associates, is a trainer, speaker and author in the volunteer field and reviews books on a regular basis for VAL.

cularly American type of volunteering, the citizen who chooses to work with and for his or her government without pay.

Fostering Volunteer Programs in the Public Sector is almost better described as two books in one. The major portion of the book is a topic-by-topic exploration of the nature and operation of volunteer

Volunteers in every state need to know what the rules are, how to reduce the likelihood of a lawsuit, and how to protect themselves against claims.

programs connected to government agencies, covering subjects such as cost-effectiveness, impact on service quality, designing and organizing programs, managing staff resistance, recruitment, etc. Backing up this discussion is an exhaustive review of the published literature on volunteer management, represented through a 20-page, 250-item bibliogra-

phy. This book has more relevant evidence, both pro and con, on the utilization of volunteers than anything else I've ever seen.

The result is a volunteer management manual based more on facts and less on whim. During the discussion of controlling program costs, for example, Brudney considers the issue of volunteer reimbursement. Rather than argue the philosophical points, he turns to three studies that have asked volunteers how they feel about reimbursement of expenses, each of which gives it a low rating in terms of volunteer motivational importance. From a program manager's perspective, this type of examination is a lot more helpful (or at least comforting) in decision-making than the usual loose discussion in most volunteer management texts.

The only thing missing from this first portion of the book is a good picture of the shape and extent of volunteering within governmental agencies. This absence is not, by the way, Brudney's fault, since he does provide us with what data does exist; the difficulty is that there is no good data to really show us how, where and in what types of programs volunteers are being utilized. What data is cited is often depressing, such as the study of 534 city volunteer programs which revealed that only 21.9% had an official designated as head of the program, and many of these were simply people with other jobs who had been "anointed" as volunteer manager one fine day, with presumably no training and little motivation for the job.

The second portion of Brudney's book is an in-depth examination of the Service Corps of Retired Executives (SCORE) program. This examination is woven throughout the rest of the book and is utilized to demonstrate all of the principles, issues and operating procedures he discusses. This provides the basic text with an extremely strong triad approach of theoretical discussion, literature review and case example, which is exceptionally useful in illustrating many of the nuances of operational management within a government agency. My only regret is that the SCORE program report was not complemented by an examination of a local government volunteer program, to provide a contrast in size and style at the grassroots level.

In short, this is an extremely usable guidebook for government volunteer programs, written in a style that is useful

both for decision-makers and practitioners. It is a valuable example of the type of informed assistance that the research community can provide for volunteer program managers, and we can only hope that it will be followed by many successors.

MAKE YOUR EVENTS SPECIAL: HOW TO PRODUCE SUCCESSFUL EVENTS FOR NONPROFIT ORGANIZATIONS. Revised edition. Ted Geier. Folkworks, 39 W. 14th St., New York, NY 10011. (212) 807-6896. 1989. 131 pp. \$24.95.

There is only one problem with Ted Geier's book on special events and it's probably not his fault. The truth is that once one has become accustomed to the wonders of desktop publishing, it is hard to treat seriously any work that looks as though it has been merely typed. What previously looked orderly and neat now only looks amateurish, as we all become accustomed to instant personal publishing.

This is too bad, since it might cause one to ignore the substance in this work, and there is a lot of that. *Make Your Events Special* is a thorough basic guide to planning and operating special events, with a concentration on fundraising events but with references to both additional types of event goals (program, promotion, recruitment, morale, etc.) and to events with multiple purposes.

There are three really nice things about the way the book is organized:

1. It works from A to Z and covers everything with numerous examples and alternatives. Especially nice are the many highly specific pointers, such as the pithy discussion of the relative virtues of general admission versus reserved seating.
2. It contains worksheets that enable you to practice what you've read. My only substantive quibble with the book is that the worksheets all look alike (a statement or question followed by writing space), which is where a little desktop publishing really would have come in handy.
3. It is not afraid to make simple direct statements when they're important. My favorite for directness: "Even after volunteers have started working with you, if you find them incompetent or destructive, tell them to take a hike."

In short, don't judge this book by its cover. If you want a systematic, honest, and level-headed guide to the fine points of surviving special events, this one is a beauty. ■

Letters

The Marquee

Loretta Gutierrez Nestor's article about "The Marquee" in the winter VAL was right on target. Her suggestions on how to carry off a marquee promotion have worked in the City of Kettering, Ohio. Ms. Nestor asked that we share our success with VOLUNTEER, so I want to tell you about ours.

Five years ago, the City of Kettering initiated a special Volunteer Firefighter Week to thank the City's volunteer firefighters and to show the community's support and appreciation for their efforts. One of the ways we did this was by asking local businesses to display "Thank You" messages on their marquees. We received a wonderful response from the community as more than a dozen businesses displayed the "Thank You" messages throughout the week.

Each year, the number of those participating in the promotion has grown. Last year, 60 businesses displayed the message throughout the week. This really

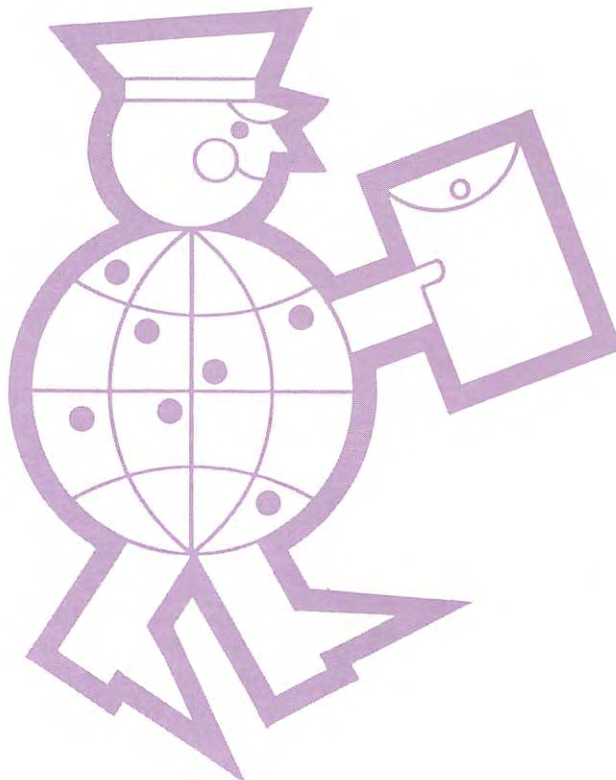
made quite an impact as you drove through the city—everywhere you looked there were signs thanking the volunteer firefighters!

Of course, the volunteers loved it and it really helped to bolster their morale. We recruited some new volunteer firefighters, as well. In addition, the personal contact from the Fire Department to the businesses has enhanced the good relationship that already existed.

In Kettering, volunteer firefighters are no longer "unsung heroes," since they are now receiving their well-deserved recognition.

—Joyce Conner
Volunteer Coordinator
City of Kettering, Ohio

(Editor's note: The spring/summer 1987 VAL featured the Kettering Fire Department; the article focused on its appointment of a professional volunteer manager.)



Tool Box

Volunteer Impact: New Ideas for Growing Churches. Margie Morris and Jessie Stephens, Editors. 421 Sam Rayburn Fwy., Sherman, TX 75090, (214) 892-1818. 6-page newsletter, 6 issues/year. \$20. Write or call for free sample issue.

Designed to bring new professionalism to volunteer management programs in the church, *Volunteer Impact* is a non-denominational newsletter for clergy members and lay leaders. Contains information about linking church and community projects, marketing, conflict resolution, intergenerational programs working with the media, and sound management principles. Written by professional trainers and editors Margie Morris and Jessie Stephens, *Volunteer Impact* includes interviews with expert consultants and success stories from around the country.

Self-Perceptions of Effectiveness: A Survey of Nonprofit Voluntary Organizations. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100, 1990. 20 pp. \$10 prepaid plus \$2.50 shipping.

The most effective nonprofit organizations are more likely to place limits on the number of terms board members and board chairperson could serve according to findings of *Self-Perceptions*. This is one of the many conclusions detailed in this new IS study, which looks at the characteristics of organizations, boards of directors, and the personal make-up of chief staff officers. Includes a checklist of organizational effectiveness that could be useful to organizations seeking to increase their effectiveness.

Child Welfare League of America 1990-91 Catalog. CWLA, Publications Dept., 440 First St., NW, Suite 310, Washington, DC 20001-2085, (202) 638-2952. Single and bulk quantities available.

Extensive catalog of books and monographs dealing with children's issues and covering areas such as administrations, AIDS, foster family care, group care, child abuse and neglect, and adolescent pregnancy. A wealth of information for organizations and volunteers working with children.

Taking Volunteerism into the 21st Century. American Red Cross. Contact your local Red Cross Chapter to order (ARC 4704). 1990, 16 pp. Free.

This publication summarizes the major findings and conclusions of the American Red Cross Volunteer 2000 study and presents ten principles for successful volunteerism in the next century, i.e., "We can broaden our nation's volunteer force by removing barriers to volunteering."

Volunteer! The Comprehensive Guide to Voluntary Service in the U.S. and Abroad. Council on International Educational Exchange and the Commission on Voluntary Service and Action, Dept. ISS-18, 205 E. 42nd St., New York, NY 10017, (212) 661-1414. 1990-91 edition. 150 pp. \$6.95 plus \$1 for book-rate postage or \$2.50 for first-class postage.

Volunteer! lists hundreds of ways people of all ages can reach out to make the lives of others—and their own—better and richer. The 200 voluntary service organizations listed have opportunities for people interested in providing medical care, restoring historical monuments, doing advocacy work for the poor, protecting the environment, building community centers, aiding refugees, and many others. Each listing contains details about the organization, positions available, requirements for volunteers, accommodations provided, application deadlines, etc.

Working With Self-Help. Thomas J. Powell, editor. National Association of Social Workers, Inc., 7981 Eastern Ave., Silver Spring, MD 20910, (301) 565-0333. 1990. 355 pp. \$18.95 plus 10% postage.

There are an estimated 6 to 15 million members of self-help groups in the United States. *Working With Self-Help* provides insight and guidance on the subject, covering the basic self-help mechanisms, the rationale for referring or not, selective and supporting participation, mutually reinforcing potential of self-help and professional services, self-help in aftercare, and more. Useful to a wide range of helping professionals, including social workers, educators, psychologists, psychiatrists, and nurses.

Compiled by Cindy Vizza

Citizen Action and Other Big Ideas: A History of Ralph Nader and the Modern Consumer Movement. By David Bollier, Center for Study of Responsive Law, PO Box 19367, Washington, DC 20036, 1989. 100 pp. \$5.

From a book review in *Responsive Philanthropy*: "While *Citizen Action and Other Big Ideas* may not be an 'objective' historical account, the sheer breadth of Nader's work offers inspiration to those who share his determination to forge a better world." Details the well-known and lesser-known advocacy groups established by Nader and contains dozens of anecdotes.

Youth Service Publications. American Youth Work Center, 1751 N St., NW, Suite 302, Washington, DC 20036, (202) 785-0764, 1990. Free brochure.

Selected readings on youth service from the U.S. as well as Australia, Canada, United Kingdom, Sweden and France. Topics range from runaways and homeless youth, juvenile prostitution, missing children, and juvenile justice to child safety, managing programs and staff, youth journalism, delivery of youth services, and international youth work.

Kidsrights 1990-91 Catalog. 3700 Progress Blvd., Mount Dora, FL 32757, (800) 892-KIDS or (904) 483-1100. Free.

Catalog of educational and prevention books and audio visual materials covering 50 subject areas related to children. Topics include child abuse, self-esteem, AIDS, drug and alcohol abuse, sexuality, divorce, and parenting.

Teen Power. Volunteer Centre of Metropolitan Toronto, Training Dept., 344 Bloor St. West, Suite 207, Toronto, Ontario, Canada, M5S 3A7, (416) 961-6888. \$4.95 plus \$2.00 postage and handling.

A practical, hands-on guide for utilizing teen volunteers. Covers the benefits of youth volunteers, how to recruit teens, myths and realities, motivations and recognition.

Handicapped Funding Directory. Seventh Edition. Research Grant Guides, PO Box 4970, Margate, FL 33063, (305) 753-1754. \$39.50 plus \$4 handling.

The Handicapped Funding Directory lists 1,242 funding sources for programs and services for the disabled. Includes extensive profiles on foundations, corporations, government agencies and associations. Grant information is listed by areas of service: blind, deaf, emotionally disturbed, equipment, eye research, learning disabilities, mentally disabled, operating funds, physically disabled, recreation programs, rehabilitation, research, sheltered workshops, speech impaired, vocational training, and youth programs. Indexed.

Eleven New Titles for New Readers. Literacy Volunteers of New York City, Attn: Publishing Dept., 121 Avenue of the Americas, New York, NY 10013, (212) 925-3001. Call or write for book listings and ordering information. 1990. Each book is 64 pages and \$3.50.

Literacy Volunteers of New York City has published a new series of "New Writer's Voices" books written by adult literacy students as well as six "Writer's Voices" titles—a series offering fiction and non-fiction by well-known authors for new adult readers. The two series of books were inspired by the requests of students for quality writing on adult subjects. (See "Voluntary Action News," Spring 1989 VAL.)

Working with Volunteer Boards. Dianne Abbey Livingston and Bob Wiele. Volunteer Ontario, 2 Dunbloor Road, Suite 203, Etobicoke, Ontario M9A 2E4, (214) 236-0588, 1988. 130 pp. \$13 + \$5 shipping.

This handbook combines theory and practice to improve board productivity. Contains useful materials to assist you in diagnosing problems, assessing their severity, designing an appropriate intervention and leading a workshop to remedy a problem. Includes questionnaires, lecture notes and workshop activities.

Ten Basic Responsibilities of Nonprofit Boards. Richard T. Ingram. Order from: National Center for Nonprofit Boards, 1225 19th St., NW, Suite 340, Washington, DC 20036, (202) 452-6262. 1988. 22 pp. \$4.95. No shipping charge if less than \$6; orders between \$6-\$36, add \$2.

First in a series of booklets on nonprofit governance, *Ten Basic Responsibilities* focuses primarily on the whole board as one entity. Includes a helpful list of responsibilities of individual board members.

The Chief Executive's Role in Developing the Nonprofit Board. By Nancy R. Axelrod. Order from: National Center for Nonprofit Boards (see above listing). 1988. 16 pp. \$4.95.

This second booklet in the series identifies eight ways the new or less experienced chief staff officer can strengthen the governing board so that both the board and chief executive work effectively to fulfill the organization's mission. Includes practical grid to help identify and select new board members.

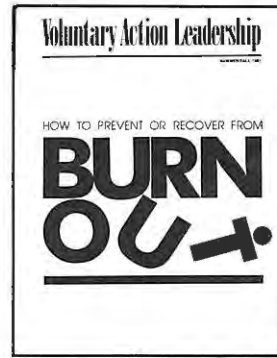
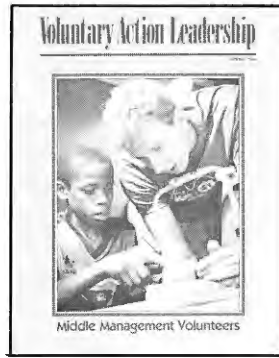
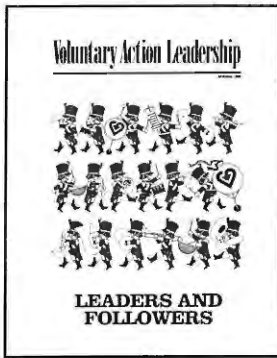
Fund Raising and the Nonprofit Board Member. By Fisher Howe. Order from: National Center for Nonprofit Boards (see above listing). 1988. 13 pp. \$4.95.

This third booklet in the series describes five principles that each board member should understand so that the full board can carry out its responsibilities to raise funds for the organization. Includes a useful checklist to help board members—including those reluctant to ask others for money—do as much as possible to raise funds.

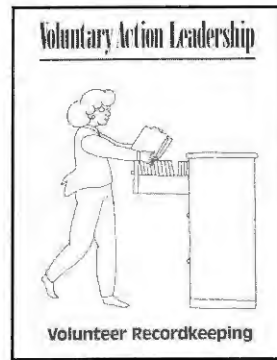
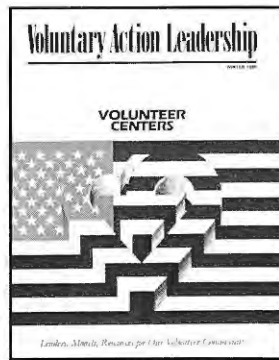
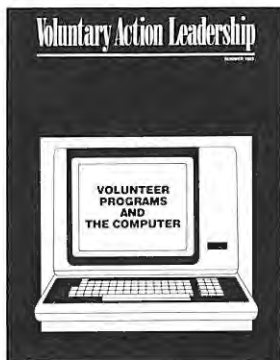
Nonprofit Boards: An Annotated Bibliography. National Center for Nonprofit Boards, 1225 19th St., NW, Suite 340, Washington, DC 20036, (202) 452-6262. 1989-1990 edition. 20 pp. \$5.95.

Identifies and describes more than 50 of the most useful books, articles and other resources about nonprofit boards. Topics include board-CEO relations, the board's role in fund raising, board self-assessment, executive search and evaluation, and liability and risk management.

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Calendar

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

- Sept. 14-18 **Little Rock, AR:** *Volunteer Management Trainer's Academy*
Presented by the Volunteer Leadership Institute/Arkansas Division of Volunteerism, this five-day program is for people who wish to train in volunteer management in their organization or community. A variety of top, nationally recognized trainers will offer basic volunteer management curriculum modules. The Institute will sponsor an Advanced Volunteer Leadership course in North Carolina in March 1991.
Fee: \$310; lodging \$38-\$62 per day.
Contact: Volunteer Leadership Institute, c/o APAC, University of Arkansas at Little Rock, 2801 South University, Library, Suite 539, Little Rock, AR 72204, (501) 569-3044.
- Oct. 25-28 **Kansas City, MO:** *1990 International Conference on Volunteer Administration*
Sponsored by the Association for Volunteer Administration, this year's conference theme is "Beyond the Year 2000—The Challenge." It is AVA's annual forum for the discussion of common concerns, exchange of knowledge and experience, and interaction with the profession's outstanding practitioners. Conference format includes workshops, institutes and paper sessions in areas related to volunteer management.
Fee: \$295 (AVA member); \$310 (AVA affiliate); \$335 (non-member) until Oct. 1.
Contact: AVA, PO Box 4584, Boulder, CO 80306, (303) 497-0238
- 1991**
- April 21-27 **Nationwide:** *National Volunteer Week*
Sponsored by The National VOLUNTEER Center, the 1991 theme is "Volunteers—Hearts at Work."
- June 16-19 **Nashville, TN:** *The National VOLUNTEER Conference*
Sponsored by The National VOLUNTEER Center. Preliminary brochure available at end of year. Watch VAL for details.



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