

Voluntary Action Leadership

SUMMER 1992

WHAT

MAKES AN

EFFECTIVE

VOLUNTEER

ADMINISTRATOR



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Homer, *The Odyssey*

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All entries become property of The National Potato Board and the Snack Food Association and may be printed without permission or compensation. Winning essays from other contests are not eligible. Winners agree to the use of their name and photo for publicity. Contest open to U.S. residents. Members of The National Potato Board, the Snack Food Association, the potato chip industry, their promotion agencies and their immediate families are not eligible.

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or she devotes, how his or her contribution is beneficial and what the teenager learns through volunteer work. Entries will be judged on the work performed, how it helped others and how the teenager met any challenges. In your entry include your name, address and phone number, as well as the name, address, phone number, age and sex of the nominee(s). Mail entries to: "America's Teenagers Are Chipping In" Contest, c/o Wendy Watson, Porter/Novelli, 1001 30th Street N.W, Suite 200, Washington, DC 20007. Entries must be postmarked before November 1, 1992.



Void where prohibited by law. All federal, state and local rules and regulations apply. Taxes are the responsibility of winners.



The National
Potato Board

Voluntary Action Leadership

SUMMER 1992

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Contents

Features

✓ **18 What Makes An Effective Volunteer Administrator?**
By Linda Thornburg

In this issue's cover story, the author interviews six experienced practitioners on what it takes to run a volunteer program well. Their answers are surprisingly similar.

✓ **21 Applying Benchmarking to Volunteer Administration**
By Jac Fitz-enz, Ph.D.

This sidebar to the cover article defines "benchmarking," which has become a very popular activity in the business sector. It can be equally useful to people who run volunteer programs.

22 Networking: "An Essential Tool for the '90s"
By Linda Thornburg

How Donna Nelson-Ivy and her Springfield, Mass., Voluntary Action Center utilized this important tool to present the city with its first week-long celebration of volunteers. The events involved 44 agencies, 45 businesses, local officials and hundreds of volunteers.

24 Volunteers and the HIV Epidemic
By Loretta Gutierrez Nestor and Karen J. Peterson, Ph.D.

A look at the current state of the HIV virus and AIDS in the U.S.—the facts, myths and figures—and what volunteers can do.

28 Ten Principles for An Organization's Policy on HIV/AIDS in the Workplace

People with HIV/AIDS are entitled to the same rights and opportunities as people with other serious or life-threatening illnesses. This is the first of the ten principles that address HIV/AIDS-related workplace issues.

29 The Volunteer Needs Profile

A reprint of this popular form that helps volunteers develop a profile of their motivations for a satisfactory and appropriate placement.

Departments

5 Voluntary Action News

13 Communications Workshop

15 Research

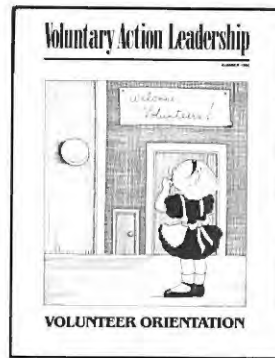
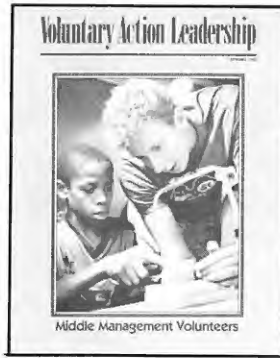
17 Insurance

32 Tool Box

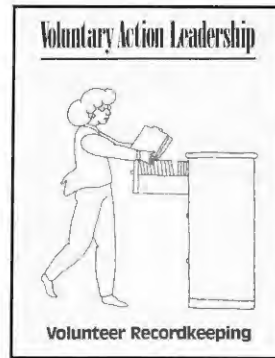
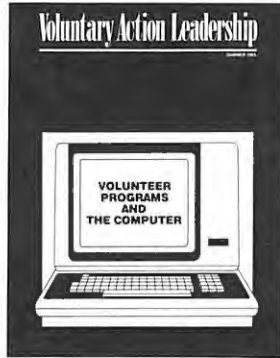
34 Poster

36 Calendar

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UK Sponsors First Volunteer 'Trade Fair'

CharityFair 92, the United Kingdom voluntary sector's first-ever "trade fair," took place April 2-4 in London's prestigious Business Design Centre. It was a runaway success. The Volunteer Centre UK played a major part in the organization of the event, and its staff were there in force.

"It's all here!" said an acquaintance from another charity, as he gazed excitedly around the 150-plus exhibition stands set up under the spectacular Victorian glass roof of the Business Design Centre. The nature of the exhibitors was proof of the growing "professionalisation" of the voluntary sector. A majority of them were, as one might expect, voluntary organizations working in health, social welfare and the environment who had come there to see and be seen. But a substantial proportion were the purveyors of sophisticated business services to the voluntary sector: merchant bankers, database designers, employment agencies, direct-mail houses, management consultants and so on. As a traditionally minded colleague complained in a horrified stage whisper: "It's just like a trade convention!"



My colleague probably found it easier to reconcile himself to the educational aspect of CharityFair 92. During the three days, the organizers managed to cram in no fewer than 140 workshops, on subjects ranging from homelessness to computers, from ethnic minorities to fundraising, and from disability to tax. There were also free Advice Shops, where you could get one-to-one guidance in, say, insuring your volunteers or calculating your VAT liability. And there were seven conferences, each lasting half a day; the Centre organized one that looked at "Volunteering: Problems and Opportunities for the Decade."

Spotlight on Recruitment

Yet another strand of CharityFair 92 was the Recruitment Forum sponsored by *The Guardian*. This was designed to

show people who were seeking a job, paid or unpaid, in the voluntary sector what opportunities are available and how to apply for them. On the Saturday when the fair was open to the general public, the Recruitment Forum was so over-subscribed by hopeful visitors that it had to be closed.

The Centre's exhibition stand was also the scene of furious activity. "I was very impressed with the popularity of the fair," said Sheila Edwin, the Centre's promotions officer, "especially since it was a first attempt. Our stand was visited by dozens of people from other voluntary organizations who were interested in volunteers; we talked to them, demonstrated Volnet UK to them, and sold them hundreds of pounds worth of publications. There were also a lot of visitors from the general public, and we were able to show them our new database that 'signposts' local volunteering opportunities. I'm very much looking forward to CharityFair 93."

—By a staff member of the Volunteer Center of the United Kingdom in *The UK Journal of Volunteering*, May 1992

AVA Awards Innovative Volunteer Administrator Training Grants

The Association for Volunteer Administration (AVA) has awarded grants to five organizations to develop innovative training programs for people working with volunteers. The grants, available as a result of support from the United Parcel Service Foundation, have been given to:

■ The Minnesota Office on Volunteer Services, St. Paul, Minnesota, to provide a satellite telecast on "Risk Management for Volunteer Transportation Programs."

■ The Directors of Volunteers in Agencies, Des Moines, Iowa, to establish a mentorship program between experienced volunteer program managers and high school and college students interested in volunteer administration.

■ "The Writers' Workshop," South Hamilton, Massachusetts, to train vol-

unteer program administrators in writing and publishing articles.

■ The Volunteer Action Center of New Haven, Connecticut, to develop a video film which is written, directed and photographed by African American and Latin American urban teenagers. The video will be used to train volunteer administrators about the motivations, assumptions and attitudes on the teenagers to community service and volunteerism.

■ Fatima Zayed, Warrensville, Ohio, who will present a workshop to volunteer program managers on applying systems analysis to volunteer administration.

AVA is a 30-year-old membership organization, dedicated to shaping the future of volunteerism, locally, nationally, and internationally, by promoting and strengthening the profession of volunteer services management. "These grants," according to AVA President Katie Noyes, "give us opportunities to test out new ways of preparing people to work well with volunteers. They are also catalysts for forming new coalitions and networks for volunteer program administrators. We're excited by the kinds of projects that the UPS Foundation grant is allowing us to foster."

Initial reports on the projects will be given at AVA's next annual conference, the International Conference on Volunteer Administration, to be held in October 1992, in Minneapolis. The Association plans to seek additional funds to support high caliber and innovative training projects for volunteer program administrators. ■

William Wassmuth, Louis Clark—'People Who Make a Difference'

On May 20, The Gleitsman Foundation, a Los Angeles-based nonprofit organization devoted to recognizing outstanding individual social activists, presented the third annual Gleitsman Award For People Who Make a Difference to Louis Clark, executive director of the Washington, D.C.-based Government Accountability Project, and William Wassmuth, executive director of Seattle's Northwest Coalition Against Mali-

cious Harassment. The awards ceremony, held at The National Press Club, was hosted by Foundation President Alan Gleitsman.

Consumer advocate Ralph Nader also participated in the ceremony, presenting The Gleitsman Award to Clark, honoree in the Nationally Recognized category. John Dunne, assistant attorney general for civil rights, presented the award to Wassmuth, who was honored in the Regionally Recognized category.

The Gleitsman Foundation also announced the establishment of its first international honor, The Sakharov Award, named in tribute to Andrei Sakharov with the participation of his widow, Elena Bonner.

Clark and Wassmuth shared a \$100,000 award and each received a commemorative sculpture created by Vietnam War Memorial designer Maya Lin. They were selected by The Gleitsman Foundation Board of Judges, which consists of Gleitsman; Dr. Robert Coles, Pulitzer Prize-winning author and Harvard professor; Ten Danson, the Emmy Award-winning star of "Cheers" and co-founder of the environmentally oriented American Oceans Campaign; Morris Dees, Jr., nationally prominent civil rights attorney most widely recognized for defending victims of racial prejudice; Candy Lightner, founder of Mothers Against Drunk Driving (MADD); Stanley K. Sheinbaum, publisher of *New Perspectives Quarterly* and political activist; and Gloria Steinem, feminist movement leader and co-founder of *Ms.* magazine.

Clark and Wassmuth were chosen from a field of more than 100 diverse candidates from throughout the country. Nominators included noteworthy figures from the realms of politics, business, philanthropy, entertainment and religion.

An attorney and former Methodist minister, Louis Clark has served for 14 years as executive director of The Government Accountability Project (GAP), a nonprofit organization which offers legal assistance and counseling to government or corporate employees who witness, but may be reluctant to report, hazardous, illegal or environmentally threatening practices at work.

Established in 1977, GAP has helped many hundreds of employees from varying public and private sectors ex-

pose concerns about public health and safety. As such, GAP serves not only to protect such "whistleblowers" from employer retaliation, but helps ensure that the pressing issues in question receive both public attention and swift action.

During his tenure, Clark has helped guide GAP from a small organization operated on a \$30,000 annual budget to a \$1,000,000 per year operation with 25 employees and 50 law student interns.

William Wassmuth, a long-time human rights crusader who has faced considerable odds and threats of personal violence in his campaign for equality, has served since 1987 as executive director of The Northwest Coalition Against Malicious Harassment. A nonprofit organization established to promote peaceful means of fighting racism in the Northwest and the inevitable violence which accompanies it, The Northwest Coalition is active in Washington, Oregon, Idaho, Wyoming and Montana. Over the past five years, it has made a formidable impact via local community organizing, annual conferences and a wide variety of public forums for discussing human rights issues.

Alan Gleitsman enjoyed a successful career in the television industry for more than three decades. After selling his distribution company, Alan Enterprises, Inc., in 1986, he established The Gleitsman Foundation to encourage individual commitment and leadership by recognizing the exceptional achievement of people who have served as catalysts of positive social change.

Last year, during a ceremony held in Los Angeles, Jane Fonda and Ted Danson were on hand to present The Gleitsman Award to Karen Nussbaum, a crusader for the rights of working women; and Ann Wilson, a leader in the quest for fair housing.

Commenting on the 1992 honorees, Gleitsman noted, "Both Louis Clark and William Wassmuth have demonstrated an inspiring commitment to seeking and initiating positive social change, and therefore perfectly embody the spirit of selfless courage and dedication which The Gleitsman Foundation was established to recognize. I heartily congratulate them on their extraordinary accomplishments and for reminding others that they, too, can make a profound difference in our society." ■

Eight Million Volunteers 'Take Pride in America'

By Linda Thornburg

The Lawrence County, Alabama Litterbuster volunteers wear T shirts that say "Litterbuster is my name. Fighting litter is my game." There are more than 9,500 Lawrence County volunteers who participate yearly in fall litter clean-ups and educational programs to spread the word that litter is ugly.



Lawrence County was one of six programs to win admittance to the national Take Pride In America Hall of Fame this past July, as part of a massive awards ceremony for more than 100 different programs that have cleaned up, enhanced or preserved parts of America. Other Hall of Fame winners include a Heber Springs, Arkansas program which involves 3,500 volunteers in the clean-up of 300 miles of lake shoreline, 50 miles of roadside and 25 miles of river; a Lawrenceville, Georgia program sponsored by the County Soil and Water Conservation Board and the County Parks and Recreation Department to conserve wildlife and educate more than 10,000 citizens about preservation and conservation; a one-day statewide waterway litter clean-up organized by the First Citizens Bank of Raleigh, North Carolina; a recycling campaign by Franklin County Public Schools in Rocky Mount, Virginia that established 13 new recycling centers; and a clean-up and beautification project for more than 900 miles of highway in Randolph County, West Virginia called Pride Against Litter.

To be eligible for the Hall of Fame, programs have to have won national Take Pride in America awards for five

Voluntary Action NEWS

Maryland—First State to Mandate Community Service for Students

On July 29, Maryland became the first state to require its students to perform community service as a condition for high school graduation.

Beginning with next year's ninth graders, the student service requirement mandates students to complete either 75 hours of volunteer work or an alternative service program developed by their school system while they are in secondary school.

According to *The Washington Post*, "the community service provision was the most controversial feature of a broader plan to stiffen high school graduation requirements that had been under discussion for more than a year.

"Opponents said that although they endorsed the concept of youth service, it seemed incongruous to mandate volunteerism. Most teacher and student groups and 22 of the state's 24 school districts opposed the requirement, arguing that it would be difficult and expensive to administer. But it enjoyed strong backing by Gov. William Donald Schaefer and state School Superintendent Nancy S. Grasmick.

"Many private schools already insist that their students participate in altruistic activities. The D.C. Board of Education has approved a plan requiring 100 hours of community service starting with students who just completed their sophomore year. But Maryland is the first state to adopt such a mandate for all public school students."

Soviet Union's Demise Gives Birth To New Volunteer Efforts

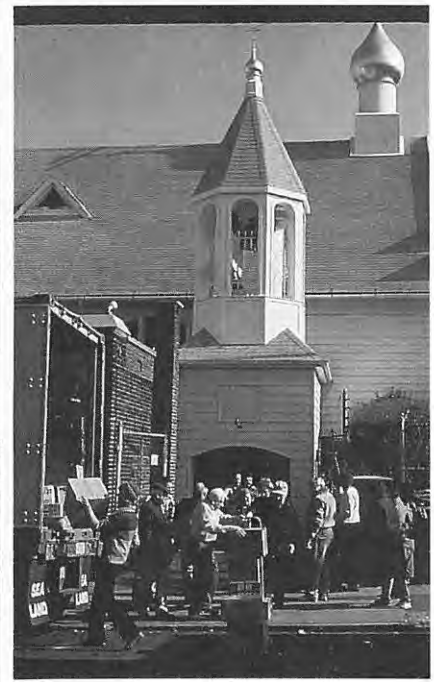
By Judy Haberek

The breakup of the Soviet Union last year was the beginning of freedom and opportunity for the Russian people, but it also was the beginning of even more hardship than they had been experiencing at the time of the collapse of the U.S.S.R. The coup last August disrupted the basic functioning of the Soviet system so much that food and medical

supplies became in even shorter supply than they had been.

At the urging of Presidents Gorbachev and Yeltsin, the Fund for Democracy and Development was established last October to increase the delivery of humanitarian food and medical supplies to the Commonwealth of Independent States (CIS). (continued)

Photo by Steve Henderson. ©1992 CXS Creative Services.



Loading Russian relief containers at sea-land pier, Charleston, S.C. (left) and St. Michael's Orthodox Church, Patterson, N.J.

Photo by John B. Combs. ©1992 CXS Creative Services.

The Fund enlists material and financial support from community and church-based volunteer groups and others in the U.S. by advising them how they can effectively contribute. Most importantly, the Fund for Democracy and Development acts as a nationwide transportation and logistics system for the collection and shipping of materials to the CIS, cutting through the red tape both here and abroad for local volunteer groups ill equipped to deal with such bureaucracy.

U.S. government funds are also available to the Fund for paying much of the logistical and transportation costs. The State Department set guidelines for shipping eligibility as well as providing the financial support. This work is managed by former senior military transportation logistic experts, some of whom managed Desert Storm transportation efforts.

Since mid-February, the Fund has shipped more than 200 truckloads of provisions to 87 cities in seven republics, with 300 more in the planning stage. However, State Department spokesperson Margaret Tutwiler was already worrying about the upcoming Soviet winter last spring. This second phase of relief will include selective targeting of medical help and the orderly transport of food. Most food will be shipped by sea, she said, because airlifts are prohibitively expensive. Airlifts will be limited to high-priority, high-value cargoes such as vaccines and medicines.

In the works for the future is a legal assistance program to train Russian attorneys to do business in the U.S. and to train Russian legislators to write business financial laws and regulations. The Fund also plans a volunteer-based program of business and management training for emerging enterprises, with an emphasis on teaching civic and socially responsible business practices in the Russian business community.

Two Stories

One volunteer group in the U.S. that is particularly active is the Sister Cities program of Jacksonville, Fla., which has a medical exchange program with the Russian city of Murmansk, located 200 miles north of the Arctic Circle.

Murmansk is the only ice-free port in Russia in the winter, explained Debra



Checking in cargo at sea-land pier in St. Petersburg, Russia.

Bachman, a volunteer coordinator for the Sister Cities Association and a member of the board of directors of Jacksonville Sister Cities. Bachman has made five trips to Russia in the last 17 months, as part of the Jacksonville program that has thus far shipped more than \$2 million worth of items to Murmansk.

The original connection between the two cities was "Liberty Ships" in World War II, which provided help to the Russian city. Murmansk, in turn, helped some U.S. soldiers during the war, particularly a soldier named Chester Grimes. Grimes was so grateful for the help given him during the war that he tracked down the Sister Cities program through the Russian Embassy so that he could donate money that he was assured would go directly to Murmansk.

Today, Murmansk is a city where one sees mostly women and children, because the men are at sea, Bachman said. It is also a young community, because once people retire they tend to move south. Few people over age 55 live in Murmansk, she said, because life is so hard. There are severe weather conditions and two months of total darkness. Most people live in high rises and travel by public transportation, and most women work outside of the home. There is an incredible sense of family there, Bachman said, where the children are provided for first.

In addition to the three shipments of medical supplies, Jacksonville has exchanged doctors with Murmansk, treated one of its patients and is getting ready to treat another.

The most recent volunteer effort was Jacksonville's donation of a heart/lung machine to a Murmansk hospital. St. Vincent's Medical Center in Jacksonville did not want to send the machine over without being assured that the Russians knew how to use it properly, so a cardiovascular surgeon and anesthesiologist traveled to Jacksonville first last October to observe and use the machine. As part of their trip to the U.S. the Russians are given a trip to Disney World, Bachman said. However, they experience so much "sensory overload," she said, that when asked their opinion of the amusement park, they say, "To us, it's all Disney World."

Jacksonville doctors have also visited Murmansk, paying their own airfare, but having the city pick up their expenses while in the CIS. Russian doctors who come to the U.S. typically are sponsored by private Russian groups or receive government funding.

The heart/lung machine and associated supplies made up 80 percent of the last shipment, Bachman said, with the remainder consisting of donations solicited by the Duvall County Medical Society, which ran a full-page ad asking doctors for donations. They received hundreds of birth control pills, in addition to pharmaceuticals, needles and syringes, bandages and ointments.

In donating the heart/lung machine, Jacksonville also had to make sure that Murmansk had enough disposable items to use the machine for two years, Bachman said, because "there was no way that they were going to keep this machine up and running unless we supplied these items for them." So after training the Russian doctors, Bachman's group approached medical supply firms for tubing and pumps to keep the machine working, and it was those items that were the bulk of the last shipment.

Manufacturers donated more than \$600,000 worth of disposables—enough supplies to do more than 200 open heart procedures. After the supplies were accumulated, a technician and a cardiovascular surgeon and a delegation of other Jacksonville doctors flew to Murmansk last March to get the



All photos this page by John B. Corns. ©1992 CXS Creative Services.

Food distribution to elderly in Moscow.

machine up and running. They performed three successful procedures, then came home and shipped the remainder of the supplies.

The Russians do incredible work with what they have available, Bachman explained. If they had the technology, medicine would be practiced in much the same way it is in the U.S., but in Murmansk, she added, "you'd be lucky in the OR if they had a blood pressure cup." The first question a group of Russian pharmacists asked on meeting their U.S. counterparts was, "Is your job dangerous?" Pharmacists there must actually make their own pills and mix the own IV fluids, so they constantly risk inhaling toxic substances.

The heart/lung machine is another appropriate example. Without it, the Russians put the patient in a harbiturate coma and pack the patient in ice for the procedure. They then have 35-45 minutes do fix a congenital heart defect. Afterwards, the patient is warmed up and comes out of the coma two or three days later.

Getting supplies is particularly hard in Murmansk, Bachman said, because they are so far (more than 1,000 miles) away from Moscow. While one hospital might have an MRI (magnetic resonance imager), another might not have sutures for surgery. Also, hospitals have been known to reuse disposables, she said.

Bachman hopes to continue shipments once a year and is also trying to work with the American International

Health Alliance to try to twin St. Vincent's with Murmansk Regional Hospital and the Baptist Medical Center with the Murmansk City Ambulance Center.

"The Fund is an absolute joy to work with," she added, "probably the most pleasant experience I've had over the last two years on this project." In the past, she said, she got supplies locally and had to scramble for transportation to Montreal and then on to the Murmansk Shipping Co. to pick up the supplies.

After the Fund took over, the National Guard inspected the shipment in about 30 minutes. The container for shipping arrived the next day and the longshoremen's local volunteered to load the cargo. A second container to handle the surplus arrived within an hour, and the shipment arrived at the hospital in Murmansk five weeks to the day from when it left.

In Colorado, meanwhile, Marshall Kaplan, dean of the graduate school of public affairs at the University of Colorado, used the local media to start a campaign to bring aid to the CIS. Kaplan had been doing work in the CIS with the Center on Public Policy and had brought U.S. journalists to meet their Russian counterparts so the latter group could begin to build a free media. Kaplan is also on the board of the Fund for Democracy and Development.

With the help of the *Rocky Mountain News* and the ABC television affiliate in Denver, Kaplan began the successful endeavor he described as "unique and

humorous, tragic and interesting."

Kaplan's drive for pharmaceuticals and food turned into a statewide initiative, in part, he said, to prove to political leaders in the U.S. that the cause is politically popular and that there is a reservoir of good feelings among the U.S. population and relief that the cold war is over.

After the newspaper and TV station returned from a journalists' meeting in Russia, they formed a partnership with the university's public affairs department, dubbing the project, "To Russia With Hope."

During an eight-week period, ads for donations ran in the newspaper every other day. The ads, along with public service TV spots, raised close to \$100,000 in checks—everything from \$3 from a kid's allowance to \$10,000 from corporations.

Along with a \$1 million in-kind donation from Geneva Pharmaceuticals, Kaplan got a list of needed goods from the Russian embassy and then, Kaplan said, "the fun started."

The Fund for Democracy and Development had the Defense Department contract with a U.S. train and shipping company to pick up the food and medicine in Colorado and transport it to Houston where it would be loaded onto a ship bound for Leningrad. (The supplies were bound for areas on the outskirts of Moscow).

But as luck would have it, there was a trucker's strike in Houston. The Fund then had to persuade the U.S. shipping



Knights of Columbus Volunteered 42 Million Hours in '91

Knights of Columbus gave close to 42 million hours in volunteer service to church, community and youth programs last year while also contributing over \$95 million to such causes. Both figures are new record highs for the organization.

Ten-year cumulative figures in the survey show that since 1982, Knights of Columbus at all levels have contributed a total of \$740,839,038 to charitable causes. They also have given an estimated 247,466,049 hours in volunteer service.

The Knights of Columbus is a Catholic family fraternal service organization with over 1.5 million members in the United States, Canada, Mexico and the Philippines and several other countries.

The local and state units of the Knights of Columbus contributed a combined total of \$79,996,710 to charitable and benevolent causes last year. Another \$15,057,023 was contributed to such causes nationally and internationally by the Supreme Council. The money given by local and state units was raised by them and contributed by them to projects within their own jurisdictions.

By category of activity, the contributions at the state and local levels were as follows:

- Church activities (assistance to churches, schools and religious education, seminaries, seminarians and religious in formation, vocations programs.)
- Community activities (institutions and programs for the elderly and disabled, Special Olympics, assistance to the mentally retarded, programs for the poor and disaster victims, pro-life activities, hospital and health projects, other community service activities)
- Youth activities (Columbian Squires—the youth organization of the Knights of Columbus, Scouting, other youth groups, youth welfare including programs on substance abuse and child abuse, foster parenting, athletic programs, etc.)

The average per member contribution in 1991 was \$62.83. ■

Russian relief shipments in sea-land containers in Rybinsk, Russia warehouse.

company to take the supplies by rail to Virginia where they would meet the same ship.

At this point, the supplies are in Leningrad and Kaplan is in Moscow awaiting the arrival of the shipment, which is long overdue. He phoned the Russian police and customs officials, reminding them of their already bad reputation for faulty distribution. "I guess I used a few four letter words," he admitted.

The next morning, Kaplan got a call that the shipment had been found, but unfortunately, the authorities found the wrong truck. It's not possible to call from Moscow to Leningrad, he explained, because the phones don't work. Also, there's no interstate highway in between the two cities.

The supplies were later found at 3:00 p.m. the second day, only one day late. It turned out that the truck driver had a girlfriend who lived along the way, so he had stopped for an assignation overnight, prompting Kaplan's group to change the name of the project to "From Russia With Love."

The shipment consisted of 14,000 gallons of dried milk and 11,000 dozen dried eggs. Pharmaceuticals included stroke and heart attack drugs, in addition to topicals and ointments. Even after the supplies were distributed to hospitals, orphanages and social service agencies, another problem occurred.

One batch of medical supplies had

expiration dates that were a week or two old. The Russians didn't understand this and were suspicious of the quality of the products until they were sent three letters by fax from reputable doctors attesting to the fact that the expiration dates on U.S. drugs always include a wide margin for error and that the creams were OK to use.

We "couldn't have done it without the Fund," Kaplan concluded. It was instrumental in supplying access and cutting red tape from the Defense Department. "There are few things in life that make you feel as good as I felt," Kaplan said, as he saw food being distributed to a country in chaos, where often a hospital was one day away from running out of supplies.

For more information, contact the Fund for Democracy and Development, 2033 M St., NW, Suite 506, Washington, D.C. 20036, (202) 296-5353 or 1-800-683-RUSSIA.

Judy Haberek is a regular contributor to "Voluntary Action News."

**1993
NATIONAL
VOLUNTEER WEEK:
April 18-24**



At this year's Take Pride In America Hall of Fame presentation, from left, Sen. Steve Symms, Distinguished Service Award recipient; Linda Evans, national spokesperson; Gerald McRaney, master of ceremonies; and Secretary of Transportation Andrew Card.

years straight. Other awards for Take Pride In America this July ranged from historic preservation efforts like the restoration of a silver mine headframe by a boy scout troop in Tonopah, Nevada to the design and construction of a community playground by a carpenter in Barnet, Vermont.

Award winners are chosen by a blue ribbon panel after being referred by state coordinators to the national Take Pride In America headquarters. This year more than 850 environmental, conservation, clean-up and other projects by individuals, organizations, companies and governments across the nation were entered. Winners were invited to attend a Washington, D.C. awards ceremony with Master of Ceremonies Gerald McRaney, "Major Dad" of the television series, and national spokesperson Linda Evans, one of the stars of the television series "Dynasty."

The trip to Washington was especially memorable for 14 members of a 4-H Club from St. Petersburg, Florida and their volunteer leader Karen Dillard. The Party Animals (Positive Attitudes, Responsibilities Through Youth) is a club composed of children ranging in age from four-and-a-half to 18 who live in The French Villa apartments, an inner-city public housing complex in St. Petersburg. Membership consists of more than 60 children of 13 different

nationalities. Together they have recycled 40,000 pounds of newspapers, clothing and other items in efforts to reuse resources and make their community beautiful. Recycling included such things as sewing old clothes into backpacks and pillows, collecting used clothing for headstart children, swapping books, and composting and mulching.

The club started eight years ago under the leadership of Dillard, who is completely disabled. She started with five kids, who planted a garden in a single yard—a project which turned into beautifying all the yards in the 185-unit apartment complex. Today, she has 28 adult leaders affiliated with the club, along with virtually all the children who live in French Villa Apartments. "In the beginning, being in the club was considered a nerdy thing to do, but today that's where everything is happening," Dillard said.

Many of these children had never been out of the complex, much less the city, and the trip to Washington was recognition of their positive approach to life in difficult living conditions.

"I try to teach these children to want something better than public housing for themselves and to show them that it is possible to achieve their dreams if they are willing to put in the effort," Dillard said. "I teach these children that

you can do things for yourself; you don't have to have a negative attitude; you are responsible for your life and it's up to you to break the cycle of despair that your parents may be feeling."

Dillard herself supports two children on \$600 a month and has an interest in making her community as positive as possible, because, she says, although she hopes for better for her children, she knows that she will never leave French Villa Apartments.

The Party Animals raised \$6,000 and donations in the form of meals and services for the 14 members to go to Washington. "It was great to see these kids interacting with other award winners, some of them 90 years old," Dillard said. She said she was grateful that the club was getting recognition for taking responsibility to make their members' lives better. "These kids will remember this all their lives. It's real proof that if you work hard, you can be recognized for your efforts."

Take Pride In America was a Department of the Interior initiative that received a boost with legislation passed in 1989 to provide funding. More than 14 federal agencies are involved, along with numerous state groups and municipalities. There are 10 categories for awards, including a separate one for youth. Anne House Quinn, Take Pride in America director, says the program will help to educate Americans about taking care of the land, demanding more recycled products, and making picking up litter a part of daily life. "There are 240 million Americans and 250,000 acres of public land in this country," she said, a good ratio for caring for the land.

Quinn said the programs now involve 8 million volunteers, a number she would like to see increase to 24 million (or 10 percent of the population) within the decade. Quinn is working with several pilot programs that will serve as demonstration projects, including a recently completed clean-up effort in the Virgin Islands, where 70 percent of the income is from tourism.

The national office also provides support through referral of interested individuals to the appropriate grassroots organizations and manuals of how to start new projects, as well as specially tailored publicity for award winners in their hometowns. ■

Dayton Mediation Volunteers Resolve Conflicts Peaceably

By Linda Thornburg

As American communities become increasingly gridlocked by conflict from the highest levels of government to what happens on the street corner, those cities which have mediation programs in place may be much better equipped to retain their cohesiveness into the next century. In Dayton, Ohio, for example, the Dayton Mediation Center has successfully involved 150 volunteers in mediating more than 9,000 cases since the program began in 1987.

The recent winner of a \$20,000 award from Innovations, a program of the Ford Foundation and Harvard University which recognizes and rewards innovative state and local government programs, the Dayton Mediation Center is unique in that it uses volunteers to mediate a broad array of disputes from a single center. Referrals come from individual citizens, the police department, the courts, social service agencies, the public housing authority, legal aid and a citizens board. Its cases fall into one of three categories: community, small claims court and juvenile assault.

"Our program is about training peo-

ple from all parts of the community to look at dispute resolution in a positive way and to find peaceful ways to settle conflicts," said Cilla Bosnek, Dayton's superintendent of neighborhood affairs.

The center has worked hard to establish credibility within the police department. A policeman who volunteered for the project in its early days has been a strong advocate for referring cases to mediation. At roll call, he reminds police officers that the program is available and effective. Once a case is referred, the chances of its being settled successfully are high—ninety-five percent of the cases the center handles result in successful resolution. In contrast, the police have been called to the same house as many as a dozen times in a six-month period because feelings behind disputes are not resolved.

"Demand for public services is one of the most precious resources a city has," says Bosnek. "Police will tell you the calls they hate the most are disputes between neighbors because they can't do much about the problem, and it continues to fester. And when they're on these calls, they can't respond to something more serious."

She says the program also helps to relieve an overworked city health department (many of the calls are complaints about pets) and understaffed social service agencies. It has reduced the number of cases in small claims court

and in juvenile court, by making it mandatory for juveniles charged with assault of other juveniles to enter the mediation process. Juveniles who go through the mediation process are five times less likely to become involved in another assault than those who go through the courts.

Volunteer mediators are recruited from racial, social and economic groups representative of the community, which is 60 percent white, 40 percent black and has a significant population from Appalachia. The center matches the volunteers with disputants who are from similar backgrounds or who will have similar perspectives.

"Mediation is about opening lines of communication," says Bosnek. "Many people don't know how to ask for help or to ask for something they'd like in a non-threatening way. They don't know how to just say 'Can we talk?'"

Volunteers receive 20 hours of training. They learn how to mediate by listening, defining the issues and rephrasing them for the participants. Then they serve a three-month apprenticeship, observing volunteers mediating disputes, after which they become co-mediators and finally mediators.

The center is now working with the county welfare department to make child support arrangements between separated and divorced couples. "We try to build a workable relationship between the parents and preserve it," Bosnek said.

The center also hopes to expand the types of youth cases it will take to include theft, vandalism, truancy or more serious offenses. Many judges have supported the program because of its success record.

A volunteer advisory board serves as a strategic planning group and provides on-going counsel on the center's operations. These volunteers have conceived and implemented several program initiatives, including a good relationship with the police department. Center volunteers and staff offer workshops on mediation issues and cultural diversity.

"For volunteers, it's very satisfying work," Bosnek said. "They spend one Saturday a month improving the community and possibly teaching people how to resolve conflicts peaceably. They are doing something really valuable with their time." ■



A mediation session in Dayton.

Communications Workshop

Appropriate Media for Social Change

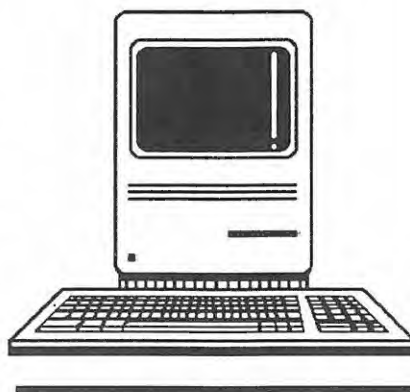
By Larry Kirkman

Most nonprofit leaders recognize the need for sophisticated communications tools and media skills to become effective agents of social change—to inform and mobilize the public, shape the policy agenda, and strengthen their organizations. Traditional channels of communications—personal contacts, conferences, reports, newsletters, press releases—are no longer enough. However, to many leaders, the investment in learning new techniques and in using technologies seems uncontrollably expensive and unmanageable.

Nonprofits' view of social change possibilities, and of their own leadership potential, can be expanded by a more intense and coordinated involvement with media and communications experts in the process of program development. But, to make media and communications a priority, nonprofits need to reorient staff and budgets.

At the same time, funders of social

Larry Kirkman is the executive director of the Benton Foundation, which encourages the use of communications technologies and media techniques to gain an effective voice for social change. He and Karen Menichelli edited the "Strategic Communications for Nonprofits" media guide series (see Tool Box).



Traditional channels of communications—personal contacts, conferences, reports, newsletters, press releases—are no longer enough.

change efforts need to require—and support—a strategic media plan for their grantees. Many foundations appreciate the value of news coverage, the opportunities of video, and the extensive applications of computers. Many have funded media and communications initiatives, from purchasing fax machines to launching public education campaigns. But support for the crucial planning that co-

ordinates the various elements of strategic communications has too often been missing. It is the integration of phone and computer communications with a skillful use of mass media and targeted media production that can enlarge the role of nonprofits.

New phone and computer communications networks make it possible for people to become activists, to create organizations, and to forge coalitions. The public can be more than the object of an ad, the consumer of a news story, or the respondent to a direct mail pitch. For nonprofits, that means responding to constituents and inviting their participation in new ways.

More and more, we are asking: How can we improve the processes of communications and not just the products? How do we involve staff, volunteers or members? How do we arouse curiosity? What motivates people to speak for themselves? How do we fulfill expectations for flexibility and change?

This emphasis on communications process does not mean that media products are irrelevant. Or, that one-way educational channels are not appropriate. On the contrary, nonprofits need to give more respect to the value of professional message shaping and production. Creative, skilled media production and carefully formulated, research-based messages remain a key component of any campaign, but today they succeed in the context of new forms of interaction.

But What Is Appropriate Media?

Asking that question should acknowledge a continuum of media initiatives that ranges from influencing prime-time TV or setting up a telephone information service to desktop publishing a brochure or showing a video at a meeting. It means asking: What is the most effective way to reach my audience and to activate it?

Each medium has its own strengths. Each can carry a version of an organization's message to different audiences at different stages of development. Matching the appropriate communications to specific goals should be an explicit task for any organization's planning process. For example, younger people who toss a direct mail piece into the trash without reading it might respond to a TV ad that asks them to phone an action line.

A nonprofit leader's aversion to the simplifications of TV and video formats or advertising techniques should not be an excuse for rejecting these vehicles. In

combination with more substantive, traditional print communications and meetings, these media serve an important purpose.

Videos, for example, can educate and motivate activists to become spokespersons, by offering a model of how to talk about a complex subject. Uniting sites across the country through video teleconferencing can launch a campaign and give local leaders the experience of a national movement. Paid advertising can challenge politicians and stimulate debate.

It is the integration of phone and computer communications with a skillful use of mass media and targeted media production that can enlarge the role of nonprofits.

Low-cost, Low-tech Media Options

A state-based op-ed strategy can be a first step for any organization. Low-end video documentation can be offered to news programs or used to bolster testimony at hearings. Talk radio can provide a forum to introduce new leadership for highly charged issues, proving that an organization can take on the toughest opposition.

Recent advances in desktop video promise to make the production of videos as accessible and cost-effective as desktop publishing has become. For fundraising, an organization might craft a video for a single funder; for advocacy, a single policy leader. On the other hand, a video can now be used, almost as casually as a leaflet, to leave behind during door-to-door canvassing, or as a membership premium.

Cable access channels and production facilities are a valuable community resource that can be used by nonprofits in many ways, from announcing events to showcasing independent documentaries. Public access relies on recruited viewing, "appointment television," to bring an audience to a program. Access programs do not have to be slavish to broadcast production values. They can set appropriate expectations for their audiences and take many formats, from report or talk show to public meeting or educational workshop.

At the other end of the scale, mass entertainment media—broadcast programming and feature films—also provide opportunities for nonprofits. Many organizations offer themselves as a resource for scriptwriters, supplying real life characters, story lines, background and facts. They also help producers appreciate how a policy issue can inform and serve their films and television programs. Tune-in promotion, supported by collateral print materials, or group viewing followed by activist-led discussions, can inform and enlarge programming events. Nonprofits also can offer phone numbers on-air for follow-up information and volunteering, or they can use the occasion of the show as a hook for news coverage and op-eds.

For those organizations that are skeptical, cautious or lack financial resources, there are options that can provide a bridge to more sophisticated applications. Computer networks, for example, face a daunting learning curve, a reluctance to invest in the high set-up costs, and the staff-intensive work of providing a regular reason for a network of neophytes to log on. But, an easily established phone network can provide updates and alerts, a bulletin board, and other response mechanisms. A phone network can set the stage for a computer network by demonstrating a need and creating a habit that begs for enlarged capabilities to share work and information.

More and more, we are asking: How can we improve the processes of communications and not just the products? How do we involve staff, volunteers or members? How do we arouse curiosity? What motivates people to speak for themselves? How do we fulfill expectations for flexibility and change?

The first step for nonprofits in selecting appropriate media is defining the problem to be solved. Nonprofit leaders often call a media service provider with a solution firmly in mind, saying I need an ad

in the New York Times, I need a PSA on TV, or I need a video. But there is no easy solution or set of rules to follow. Each effort deserves a review of the goals of the campaign measured against the resources of the organization, in the context of the media marketplace, examining the full range of communications options.

Three Pillars of Strategic Communications

There are three pillars of strategic communications that every organization should incorporate into their planning process: media advocacy, networking, and media production and distribution.

■ **Media advocacy** engages mass media with the goal of reordering public policy priorities. It uses a set of techniques drawn from public relations, political campaigns, advertising, investigative journalism, and grassroots lobbying. Through media advocacy, nonprofits can reframe issues and capture the symbols of public debate. Securing access to the mass media requires the skills and flexibility of a political campaign that can respond to attack and make the most of unplanned opportunities.

■ **Networking** can broaden, inform and involve the activist and membership base of organizations. It promotes the formation of coalitions and provides channels for shared work and planning. Phone and computer networks offer the nonprofit world the means to collaborate in shaping messages, to share information resources and to connect advocates to the mass media.

■ **Media production and distribution** empowers nonprofits to bypass mass media gatekeepers. Creative media production can complement access to mass media and make up for the limitations of news coverage. As media producers—of documentaries, advertising spots, audio-text messages or TV and radio forums—nonprofits can tell their own story and explain their issues in media they control. Videocassette distribution, paid advertising or cable access channels provide nonprofits with the means to make their own case with targeted audiences.

This article is excerpted from an introduction to "Strategic Communications for Nonprofits," a set of nine media guides published by the Benton Foundation and the Center for Strategic Communications. See Tool Box on page 32 for a detailed description of these guides and ordering information. ■

Research

Working Together for the Sake of Youth

A Lutheran Brotherhood Report

The following article is reprinted with permission from RespecTeen, the Lutheran Brotherhood newsletter for "helping parents and teens respect each other—and themselves." It was prepared by Dale A. Blyth, Ph.D. and Eugene C. Roehlkepartain of the Search Institute, Minneapolis, Minn., a partner in RespecTeen.

Which of the following people and institutions have important roles to play in helping youth grow up healthy?

- Families
- Schools
- Congregations
- Community organizations
- Everyone in a community
- All of the above

If you chose "all of the above," you're right. More and more experts in youth development are finding that young people have a better chance of growing up healthy if they're supported by broad networks of care and concern in their communities.

A new RespecTeen report entitled *Healthy Communities, Healthy Youth* highlights this need dramatically. Prepared by Search Institute for Lutheran Brotherhood's RespecTeen program, the study finds that some communities do a much better job than others of supporting youth, and, as a result, more of their youth develop healthy, positive lifestyles. Furthermore, community-wide efforts have a particularly strong impact on youth who are most at risk. It also reminds us that everyone—schools, fam-

ilies, congregations, Lutheran Brotherhood branches, community organizations, and others—can make significant contributions to helping youth grow up healthy.

Comparing Communities

We reached these conclusions by comparing communities that, on the surface, look similar, but have serious differences in how well their youth are doing. Suppose, for example, you have two communities in the Midwest. Both are relatively small. Both have similar economic profiles. Yet, in one community, more than 40 percent of youth engage in at-risk behaviors such as heavy alcohol or other drug use, sexual activity, attempted suicide, and delinquent behaviors. In the other, only 28 percent do.

Healthy Communities, Healthy Youth explores the underlying reasons for these kinds of differences. It builds on the findings of *The Troubled Journey: A Portrait of 6th-12th Grade Youth*, a Search Institute report issued by RespecTeen in 1990. The new study examines how students in grades nine through 12 experience family, school, peer, religious and other community institutions in more than 100 communities.

Though the communities are from across the United States, most are small and Midwestern (90 percent populations less than 10,000, and none is larger than 26,000). Despite the small size, the youth in these communities are certainly not isolated from many of the problems that threaten youth throughout the country. For example, half of the 12th-graders in

these communities engage in four or more serious at-risk behaviors such as binge drinking, sexual activity, drug use or anti-social behaviors. Thus, while these youth may not be experiencing the depth of problems often experienced in certain areas of major cities, their development is threatened by a number of problems.

To make comparisons, we identified the 28 communities where youth are most likely to engage in 16 at-risk behaviors (which we call "least healthy communities") and the 28 communities where they are unlikely to do so (which we call "healthiest communities"). For example, some of the major differences between these two community types include:

- While 46 percent of teenagers in the least healthy communities are sexually active, only 28 percent in the healthiest are.
- In least healthy communities, 36 percent of youth are involved in binge drinking, compared to 28 percent in the healthiest communities.
- Seventeen percent of youth in the least healthy communities are at risk for attempted suicide, compared to 10 percent in the healthiest communities.
- Frequent drug use is a problem for 12 percent of youth in the least healthy communities, compared to four percent in the most healthy communities.

Keys to Healthy Communities

We examined other differences between these communities—differences that might show underlying strengths that help youth grow up healthy. We found that the healthiest communities create an atmosphere or climate where youth are active, involved and supported.

Structured activities for youth. In healthy communities, young people have opportunities to be involved in constructive activities. In our study, 55 percent of ninth- through 12th-grade youth in the healthiest communities are involved in sports, extracurricular clubs, music or other school- and community-sponsored youth activities. In the least healthy communities, only 39 percent of youth are involved. Though this particular study doesn't examine why this involvement is important, several factors may be at work.

- Young people do something constructive. As a result, young people are less likely to get into risky situations, such as spending too much time alone at home,

or getting involved in anti-social activities such as drinking parties or gangs.

■ Young people learn skills and values, since many of these programs involve education, discipline, personal development and helping others. Music lessons, for example, involve committing to regular practice, developing a love for art and nurturing a sense of accomplishment.

■ Other researchers suggest that involvement in community activities is particularly important because these activities are voluntary, fun and challenging. Thus they allow young people to set personal goals and personal standards.

■ Young people have opportunities to contribute to their community and world through these activities. As they contribute to society, they develop a sense of personal responsibility and purpose, which protects them against at-risk behaviors.

Caring schools with committed students. Since teenagers spend so many hours in school, it's not surprising that a healthy school environment is a positive contributor to adolescent well-being. Schools shouldn't just be places for transferring knowledge, but places where young people feel supported and challenged to learn.

Our study found that healthy communities include schools where more young people are motivated to achieve and where more youth feel cared for. Two-thirds of the students (65 percent) in the healthiest communities report that they are motivated and committed to achieve in school, and 51 percent say school staff are caring and supportive. In the least healthy communities, just more than half the students are motivated and only 43 percent think the staff are caring and supportive.

High church involvement. In the past, congregations have served as centers of community life in this country. While that broad influence and visibility may have waned, congregations have a significant role to play in creating healthy communities for teenagers. Our study found that 70 percent of youth in the healthiest communities are involved in church at least once a month, compared to 50 percent in the least healthy communities. Research suggests some reasons why active religious involvement contributes to positive youth development.

■ Church involvement builds a values and morals base. Youth who decide not to engage in negative behaviors often do so because of their value system. Reli-

gious, family and social values can, and often do, lead to responsible decision-making.

Positive peer influence. We all know the negative impact that peer pressure can have on teenagers. In our comparison of the healthiest and least healthy communities, we found that youth in the healthiest communities experience much lower levels of negative peer pressure than those in the least healthy communities. Overall, 41 percent of students in the least healthy communities report negative peer pressure, compared to 27 percent in the healthiest communities.

How do healthy communities limit negative peer pressure? While this research doesn't directly answer that question, it points to possibilities in some of the differences we've already mentioned. For example, if most of a teenager's friends are involved in positive youth activities, they're more likely to encourage positive choices. Similarly, if friends are committed to school and learning, they're less likely to pressure someone into future compromising choices.

Getting Beyond the Myths

On one level, these findings aren't surprising. After all, most people agree that the identified factors are good influences on youth. On another level, though, the findings challenge some of the myths that often guide our thinking about young people. Some of these myths include:

■ "Kids are the problem." When people say this, they're saying that young people have full responsibility for all their problems. Yet our research suggests—as Karen J. Pittman of the Center for Youth Development and Policy Research has said—that "in a large part, our youth are failing us because we are failing them." Too often we don't provide the kinds of community values, norms and opportunities that help young people develop healthy habits and avoid dangerous choices.

■ "Parents are the problem." If it's not the youth themselves who cause the problems, people point to the family. They note the breakdown of traditional family structures, and they blame parents for not doing their job. In contrast, our research suggests that all parts of a community must play a role in nurturing youth. While family is certainly central and needs to be supported, it shouldn't be left with all the responsibility.

Interestingly, our research found relatively small differences in families be-

tween the healthiest and least healthy communities. In the healthiest communities, for example, 38 percent of youth experience caring and supportive families, compared to 34 percent in the less healthy communities. While a strong family can help an adolescent overcome problems even in the least healthy communities, strong individual families do not necessarily make strong communities. It takes more community-based efforts to help protect all youth.

■ "Schools are the problem." This myth runs parallel to the other myths—each of which tries to find a scapegoat on which to lay the responsibility. Sure, schools have important roles to play. However, schools alone can't combat the issues, particularly with declining budgets or little support from the community. Helping schools create caring, encouraging and challenging environments for all youth is key.

■ "Youth activities are nice, but not necessary." Afterschool clubs, scout troops, youth groups, sports teams and involvement in music are often thought of as fringe benefits for youth. When time or money get tight, they're often the first thing cut from the calendar or the budget. Given the potential power of these opportunities, such cutbacks are shortsighted.

If anything, these activities need increased support and commitment from communities so that young people won't be idle in front of the television or hanging out on the street corner or in the shopping mall. These programs benefit the entire community, and should be seen as being as essential as and parallel to more formal education.

■ "There's nothing I can do." This myth may be most damaging of all. People see all the problem behaviors in young people and feel overwhelmed. But this study underscores a message of *The Troubled Journey*: Yes, the problems are great, and yes, it will take concerted efforts to overcome them. But there are things people can do to help. There are healthy communities that do make a difference in young people's lives.

Healthy Communities, Healthy Youth offers important direction for people who care about young people. It reminds us that everyone in a community has a role to play in making the world a better place for our youth. Whether it means volunteering to coach a community soccer team or donating time to teach a low-income student to play the piano, every person can make a difference. ■

Insurance

Project Launched to Help Nonprofits with Health Insurance

As the cost of health insurance rises and its availability decreases, nonprofits are suffering. To improve this situation, a multi-faceted project is getting under way with financial support from the Ford and Prudential Foundations.

"Health insurance has moved to the top of the agenda for a lot of nonprofits," says Brian Foss of INDEPENDENT SECTOR. "Many organizations can no longer afford coverage. Taking the cost out of employees' paychecks makes it harder to attract and retain competent staff."

To seek solutions, Foss has joined with colleagues from the United Way of America, Council on Foundations, American Society of Association Executives, Environmental Support Center, Nonprofit Coordinating Committee of New York, and Washington Council of Agencies to form a task force on health benefits.

The task force will guide the project of the Washington, D.C.-based Nonprofits' Risk Management & Insurance Institute. The project is designed to improve nonprofits' use of available benefits programs and to promote better health policy options for the future.

"Health care access is a big problem for nonprofits in terms of both cost and availability," notes Craig Olswang, who is heading up the project for the Institute. "The rapidly rising cost of health care translates into higher premiums that strain everyone's budgets. Along with those hikes have come tighter underwriting practices that can hit nonprofits especially hard.

"Insurers are not discriminating against nonprofits per se. Nonprofits suffer because, given the way the health insurance system works, insurers must be careful about whom they insure to protect the financial integrity of the health plan. Even a self-insured plan consisting exclusively of nonprofits must be selective or risk bankruptcy."

If a nonprofit employs people who are



likely to have above average medical expenses, it will have trouble with health insurance. For example, a drug rehabilitation program may not be able to obtain health insurance if it employs former substance abusers. If coverage is offered, some employees may not be covered or their pre-existing conditions may be excluded.

To address these problems, the project is taking several approaches. Beginning immediately, Institute staff will work with nonprofits to improve their use of managed care options and employee wellness programs. The first phase also includes collection of data regarding coverage for nonprofits and a review of currently available programs.

The next phase will feature a national conference and regional focus groups on health benefits for nonprofits. Strategies to assist small nonprofits will receive special emphasis.

The final phase will feature a report, recommendations and assistance with the design and administration of improved health insurance arrangements. For the longer term, the Nonprofits' Risk Management & Insurance Institute will support advocacy for governmental health policies that reduce the burden on nonprofits.

Throughout the project, attempts will be made to work with the insurance industry to examine assumptions about the medical expenses of nonprofits' staffs and alternative ways to finance health care. To foster that dialogue, the Institute has expanded its Council of Technical Advisors to include representatives from the insurance and benefits industries, as well as other health benefit experts.

New members of the Council come from the Center for Risk Management and Insurance Research, the Employee Benefits Research Institute, the Intergovernmental Health Policy Project, the International Foundation of Employee Benefit Plans, the Group Health Association of America, the Health Insurance Association of America, the Self-Insurance Institute of America, and the Society of Professional Benefit Administrators.

"By itself this project will not solve nonprofits' health insurance problems," cautions Charles Tremper, the Institute's executive director. "Our objective is to get nonprofits more actively involved in controlling health care costs. The best way we can do that for all the small operations across the country is to combine efforts as part of this project." ■

WHAT MAKES AN EFFECTIVE VOLUNTEER ADMINISTRATOR?

VIEWPOINTS FROM SEVERAL PRACTITIONERS

By Linda Thornburg

What makes an effective volunteer administrator? VAL asked several volunteer administrators and one volunteer consultant. They run very different types of volunteer programs, from collecting and distributing food and firewood in Corvallis, Oregon, to supporting the Boston Symphony Orchestra. But their answers are surprisingly similar. They include:

- Volunteer "ownership" of the program.
- Empowering the volunteer, who should have authority (and accountability) for significant decisions and actions.
- Eliminating the "us vs. them" mentality of staff toward volunteers and, sometimes, volunteers toward staff.
- Communicating well—with all the different constituencies with whom the volunteer administrator must work: volunteers, staff, executive director, board of directors, even clients or program beneficiaries.
- Formalizing the volunteer job, including job description, proper orientation and training, evaluation, prospects for "promotion," and non-monetary compensation and benefits.

The opinions were offered by:

Linda Thornburg is a freelance writer in Alexandria, Va., and wrote the feature on motivating volunteers in the spring 1992 VAL.

Lisa Miller-Gray, Volunteer Services Coordinator, Austin, Texas Public Library
Margaret Hilliard-Lazenby, Director of Volunteers, Boston Symphony Orchestra Association

John Mason, Director, United Way Crusade of Mercy Volunteer Center, Chicago

Heller An Shapiro, Director of Volunteers, Friends of the Kennedy Center, Washington, D.C.

Sharon Walkinstik, Director, Community Services Consortium, Corvallis, Oregon

Cheryl N. Yallen, President, CNY Enterprises, Chicago

Running Your Volunteer Program Like a Business

The standards you set for nonprofit programs should be every bit as stringent as those you would set for profit-making enterprises, according to Cheryl Yallen, a consultant and trainer who specializes in volunteer programs. "It's a very competitive world and volunteer coordinators are competing for program money and for volunteers," she said. "This means you can't take every Tom, Dick or Mary that comes through your door. If you do, you will spend more time in supervising and counseling volunteers than in serving the needs of your clients. Your program will suffer. We've got to get away from the no-

tion that volunteering is a bleeding heart industry."

John Mason, director of the Chicago Volunteer Center, agrees. "One should not have different qualifications for staff than one has for volunteers doing the same work," he said. "You wouldn't hire a secretary who couldn't type and you shouldn't hire a volunteer receptionist who can't answer the phone correctly. A job description is absolutely essential for every volunteer position."

Mason thinks stringent qualifications for each volunteer position elevates the position and makes the program more effective. "People don't have any 'spare' time, just as they don't have any 'spare' money," he said. "They have discretionary time, and there are many activities competing for it. When you ask for someone's time, you are asking for a valuable commitment. Make sure you clearly define responsibilities so that you can recruit and screen properly, and so strengthen the program's effectiveness."

Communicating Responsibilities Through Job Descriptions

Margaret Hilliard-Lazenby's experience in her employer's summer home taught her "as nothing before how valuable a job description can be." She works for the Boston Symphony Orchestra Association,

which involves 800 volunteers in the Boston area and another 800 in the Berkshires. The Berkshires group, along with a small staff, has responsibility for the well-known Tanglewood music festivals held each summer in the open air.

Tanglewood volunteers have a long history of involvement with the symphony. They originated the idea of holding concerts at Tanglewood, and many in the generally older population of the Berkshires have been involved with the Tanglewood program almost since it was started more than 50 years ago. The community is largely retired, and Tanglewood plays an important part in defining the culture of the area.

Each summer one third of the staff from the Boston offices of the symphony moves to Tanglewood. Last summer, Hilliard-Lazenby, who is responsible for all Association volunteers, spent the summer at Tanglewood for the first time.

"Tanglewood staff were happy managing their own programs, but when it came time to help with other projects, such as the annual meeting, some of them lost interest quickly," she said. "There was animosity between staff and volunteer leaders."

So throughout the summer, she met with Tanglewood's volunteer chairman, members of the volunteer executive committee, and volunteer project chairs to write job descriptions for project chairmen and executive committee members.

"This was a really positive process," she said. "We showed the job descriptions to everyone involved, including staff responsible for these projects, and we found that staff and volunteers did indeed have different perceptions of responsibility and different expectations about what the other group should do."

Hilliard-Lazenby wanted a big picture of how volunteer projects fit into the total scheme of Tanglewood, who key staff members for various projects were, what the managing director expected of staff and volunteers, and what the volunteer project chairs and their volunteers saw as their responsibilities. She found that negotiation among her different constituencies was necessary, and that the more specific the tasks listed in the job description, the better. Responsibilities had to be laid out clearly, or one group assumed the other group had the responsibility.

"What we got from the process of sharing the job descriptions with all of those affected was extremely valuable," Hilliard-Lazenby said. "First, it clarified re-

sponsibilities. But it also opened communications between staff and volunteers, helped us all focus on what was really for the good of the symphony, and set a precedent for future volunteer positions. If someone comes to me with an idea, I tell them now that I can't go any further until I have a job description to go along with it. The description may change as we think and talk about it, but we need a place to start, in considering why this position is needed and what the expectations are."

Hilliard-Lazenby established a procedure to review and update job descriptions at the end of each summer musical session. Incoming project chairs can use the new job description as an orientation for their upcoming responsibilities.

Evaluation Essential to a Healthy Program

Evaluating volunteers is something nobody seems very comfortable doing, but it is essential to the health of the program, Cheryl Yallen believes. An annual evaluation serves several purposes, not the least of which is to give the volunteer an opportunity to get and give feedback. From a yearly formal evaluation, a volunteer administrator can document the validity of using volunteers in the program, clean up the volunteer list so that those who are no longer active don't continue to appear, and contribute to the volunteer's sense of program ownership.

"If you have a volunteer who constantly comes in late and or doesn't show up and nobody says anything, that volunteer certainly isn't going to feel needed," Yallen said. "You must constantly be sending the message to the volunteer that he or she is important, and one of the ways to do that is to evaluate their efforts seriously."

As a part of the evaluation you can gain valuable information from volunteers about their satisfaction with the program, how easy it is to work with clients, if their expectations are being met and their thoughts about how to make the program stronger.

Compensation and Benefits

"Nobody volunteers out of the kindness of their heart," Yallen said. "They volunteer to meet people, to contribute to a special cause, to learn new skills. They need a form of paycheck, just like paid staff members. It's the coordinator's job to see what that paycheck has to be, and paychecks have to be individualized for individual volunteers."

John Mason says you have to read be-

tween the lines to determine the appropriate paycheck for each volunteer. "Most people can't articulate exactly what they need and want, but you can learn these things if you are sensitive," he says. "I have a volunteer who edits our newsletter because she wants to maintain her writing skills. Her paycheck is recognition from me and others of her writing excellence."

Sharon Walkinstik, in coordinating the collection and distribution of food for a community in Oregon, works with some low-income volunteers. Their paychecks are sometimes gift certificates for haircuts, or new clothes that they can wear comfortably in the office.

Providing the Opportunity for Ownership in a Program

Similar to the concept of a paycheck is the concept of ownership, or having a meaningful stake in the program and its success. Ownership is easier when you share most of the information you have about the program. Sharon Walkinstik tells her volunteers how their work, no matter how small the job, affects the total program. She says it's important that her volunteers know what's going to happen with the fruits of their labor, what types of obstacles the program may run up against, and what types of funding the program has.

She holds monthly meetings with key people to inform them of underlying developments that may affect her food distribution programs, such as actions by the U.S. Congress, any new legislation or procedures from the state of Oregon, and any local ordinances. Walkinstik's volunteers, in 11 nonprofit gleaning and distribution groups, distributed one-and-a-half million pounds of food to 56,000 people last year. She thinks it is important that those involved with the program know this.

"Sharing information is really important, especially if you are forced to make changes in program content or procedures. If we only tell people what we think they need to know, we degrade them, we don't empower them," Walkinstik said.

Yallen remembers an organization involved in providing housing. The program used both direct service volunteers, who were quite familiar with the houses and their tenants, and clerical workers, who coordinated mailings for fundraising. "The fundraisers wanted to go to the houses and see what they were like and who lived in them," Yallen said, "but until they made the request, nobody had thought about their ownership of this particular aspect of the program."

Staff Respect for Volunteers

Not only do volunteers need ownership in the program, but staff need ownership in the volunteers, a condition sometimes even more difficult to establish. "Staff often don't trust volunteers a lot," Cheryl Yallen said. "They have misconceptions about them—that they won't be reliable, that they are going to take over the job or show up the staff, that it's easier to do it alone."

Yallen and Mason agree that it's important to involve staff in creating the job description, recruitment and screening, and orientation and training for volunteers. "If they are involved from the beginning, they are better able to conceptualize how volunteers also can be professionals," Mason said.

Lisa Miller-Gray has more than 500 volunteers and 18 branches to oversee as director of volunteers for the Austin City Public Library. Her volunteers help with or run a number of programs, including a reading and math tutoring program which has gained some attention from the city as a prototype for similar endeavors, partly because of its use of skilled engineers in higher math tutoring.

Miller-Gray says she wrestled with challenges of trust from staff when she assumed her position five years ago. There had been no one doing her job for six months, and staff had become comfortable with the idea of not using volunteers, or using them in individual and sometimes idiosyncratic ways. She developed a strategy for gaining the interest and support of staff that included keeping her office open and accessible, making her volunteers wear badges to identify them so that the public would know how many were working, coaching volunteers about dress and behavior, and sending the best volunteers to fill jobs where staff members were the most skeptical.

"These people turn out to be my best advocates," she said. "But the most important thing you can do to help your staff take ownership of volunteers is to involve them in orientation and training. This means the volunteer gets really good training and the staff person has an interest in seeing that the volunteer succeeds. It also leads to some volunteers being hired for staff positions, a 'try before you buy' opportunity for staff."

Heller An Shapiro, whose Friends of the Kennedy Center for the Performing Arts volunteers in Washington, D.C. put in 71,000 hours at an estimated value of \$953,000 in 1991, says she encourages

staff to give volunteers those back burner projects they have to do but hate. "Staff will miss volunteers when they don't show up then," she said.

Shapiro recognizes staff who work well with volunteers in her volunteer newsletter. She succeeded in making working with volunteers a category on which staff are evaluated in their performance reviews.

Shapiro's last training was an all-day affair, in which she tried to capture the same excitement one might experience at an all-day conference. Volunteers were trained by Shapiro and staff and had lunch with a key staff person. Volunteer supervisors also participated in the training by conducting their own workshops. She says it energized everyone involved.

Communicating Change and Working with Volunteers to Accept It

The longer your volunteers have been a part of your program, the harder it will be for most of them to accept major changes—such as changes in key staff people, in procedures that at one time may have seemed set in stone, or in the program's mission. Two key points to remember: Eliminate as many surprises as possible by giving people information far in advance of the change, and solicit the input of volunteers who will be affected by the change.

Heller An Shapiro gives a wonderful example of a change which could have wreaked havoc with her volunteers but resulted in more ownership in the program. Many of the Kennedy Center volunteers work in gift shops and information booths where they deal continuously with visitors to the Kennedy Center. A major renovation of the building, which took two years to accomplish, included reconstructing the gift areas and the desks of these volunteers. Shapiro held volunteer-wide meetings to talk about the changes and had those volunteers directly affected meet with the architect to relay ideas about what would work best.

When she learned a staff member who worked closely with gift shop volunteers was to be laid off, Shapiro announced this immediately to her volunteers, both through their supervisors, who are volunteers themselves, and in writing, through a "blue book" that she uses to give every volunteer information about policy and procedure changes.

"We talked about this for six weeks before it happened," she said. "I made sure

volunteers knew that the employee would have severance pay and outplacement help, and that the termination was because the Kennedy Center had to cut back on staff. We don't want people shaken when they walk in the door; things should go according to plan."

Sharon Walkinstik remembers when she had to change some monthly reporting forms so that they could be entered in a computer data base. "For three or four months I talked about the forms, telling people what information I needed. I asked them how they wanted to put the forms together. I had meetings in my office to discuss this. I had the consultant designing the database explain what we were doing. It made the volunteers feel privileged to help make these changes. When I had the proof copy I called them and asked them what they thought. We changed it again.

"If you don't involve your volunteers in these changes, you will spend a lot of time on damage control."

John Mason thinks that you need to use several ways to communicate, both when training and when communicating change. "People learn in different ways," he said. "Some people need to hear the words; others need to see them written. Still others, a smaller percentage, need to feel them, to have this knowledge experientially. You can sometimes tell which works best for an individual by listening to how they talk. Some will say 'I see that.' Others will say 'that sounds right.' The third group might say something like 'that doesn't feel right.'"

Volunteer Committees Can Be Very Helpful

A good way to communicate change and establish ownership is through volunteer committees. "I'm a big believer in committees," Cheryl Yallen said. "You need to choose people with the right skills, set up the rules ahead of time, and be clear about who has to approve what. You want your volunteers to come up with policies. They will be well designed, but the executive director and board need to have final say."

The Boston Symphony Orchestra Volunteer Association has a number of committees that work to coordinate the various responsibilities of the Association. With a total of 1,600 volunteers, a highly structured hierarchy is necessary. There is an executive volunteer committee, to which nine staff members were recently added to facilitate communication between staff

and volunteers. The executive committee includes volunteer program chairmen. There is a board of overseers, of which each member represents various committee responsibilities. And there is a board of trustees, the members of which are selected from the board of overseers.

This hierarchy gives the Association something Yallen calls "mobility on the career ladder." Margaret Hilliard-Lazenby says a committed volunteer chairperson at Tanglewood whose term was up was able to move to the board of overseers as an adjunct member and continue to use her expertise. Had this option not been available, this volunteer would have worked against some of the changes necessary because she cared so much about Tanglewood and couldn't see the value of the changes.

Heller An Shapiro uses her volunteer advisory committee at the Kennedy Center to help communicate difficult changes. The committee members serve two-year terms, half rotating every year. Their photos are always posted so that everyone knows who they are. The agenda for their meetings are distributed ahead of time, so that volunteers can come to them with special concerns before the committee meets.

Empowering Volunteers Results from Good Supervision

An empowered volunteer will add the most value to your program. In supervising volunteers, volunteer administrators, supervisors who are volunteers, and staff who supervise volunteers all face the same challenge: how to give up control without giving up standards for the program. Supervision is more of an art than a science, John Mason says. You have to intuit which people need to have everything laid out for them and which like to be given the desired results and left the freedom to achieve them the way they best see fit.

Good supervision requires open communication between the supervisor and the volunteer, clearly defined responsibilities for each, sensitivity to the things that motivate individuals, a firmness in pointing out mistakes and letting the volunteer know when their actions are not acceptable, and a willingness to listen to volunteer's ideas.

"Don't come with a finished attitude; come with the attitude, I need your input," Heller An Shapiro said. "We have several programs in the Kennedy Center which wouldn't have been started if we hadn't

listened to our volunteers. They are the closest to the visitors, and they know what visitors want."

Shapiro said one of the best programs at the Center is a self-guided tour for those visitors who can't come between the hours of ten and one, when guided tours are given. "Our volunteers suggested this and designed it. I gave it to our advertising department, who just put the final touches on it."

Sharon Walkinstik is writing a manual on how to put together a gleaning group. She wouldn't think of doing it without asking her volunteers for their input. "My philosophy is to make sure to give every volunteer dignity in some way," she said. "I haven't yet found a volunteer who doesn't live up to my expectations. If you see volunteers right, they get what they want and you get what you want."

Learning from Other Programs

Lisa Miller-Gray is a valuable resource for other volunteer administrators in Austin. She is the past president of the Austin DOVIA (Directors of Volunteers in Agencies) group, and is known for her ability to put her hands on the right material for whatever challenge comes up. But Miller-Gray also is learning all the time from others in the volunteer community.

She attends orientation sessions of other groups just to get ideas for what works and what doesn't, and she volunteers in literacy programs and pet therapy groups to be reminded of what it's like to be the volunteer. She says giving a workshop is a wonderful way to learn. "You have to do enough research to become an instant expert, and you learn by teaching." Miller-Gray picks one theme a year to research. This year it's liability.

John Mason says it's important not to give up volunteering. "There is no substitute for networking and learning, for trying out things you might not be comfortable getting paid for in a volunteer setting."

He also thinks volunteer administrators need to get out of their own settings to stimulate a wider perspective. "Businesses call it benchmarking," he says, "which means looking at the best practices for various areas. Volunteer administrators can do the same, and it's most effective when you go to an agency or program that is out of your discipline. You can learn how they approach the old standards—interviewing, orientation, training, supervision, recognition and rewards, and some of their ideas may benefit your own unique program." ■

APPLYING BENCHMARKING TO VOLUNTEER ADMINISTRATION

The following definition of benchmarking have been excerpted, with permission from the winter 1992 issue of HR Horizons. It was written by Jac Fitz-enz, Ph.D., who is recognized as the pioneering developer of the total system method of managing the return of investment of staff functions. His methods on the design and implementation of staff strategic management and measurement systems are currently being applied in over 400 companies in the U.S.

Like most newly discovered ideas, benchmarking, currently one of the most talked about business monitoring processes, has been around in various forms for more than a decade. Its present popularity is due largely to publication of the work Xerox has done in benchmarking. Since then stories of other benchmarking efforts have come out and many organizations have jumped on the bandwagon.

What is Benchmarking?

In its simplest sense, benchmarking is a process for searching out best methods. However, it is much more than a field research activity. Benchmarking is a proactive process that yields data used by managers to construct objectives based on current leading practices and metrics. It is not a mechanism for setting resource reduction targets. Rather, its objective is to redeploy and more efficiently use resources. The result may even suggest an increase of resource commitment to a given process.

Benchmarking fits very well with quality and customer service improvement projects. In fact, the use of benchmarking in these types of activities is what generated its current popularity. Benchmarks are reference points and models toward which quality program managers drive their efforts. Rather than focus solely on internal improvement goals, most quality programs now look outside as well. The purpose is to locate and study how the best organizations are managing given processes and to learn what types of results they have obtained. This information then serves both as a goal and as a measure of progress.

NETWORKING: 'An Essential Tool for the '90s'

By Linda Thomburg

Donna Nelson-Ivy had a vision. She wanted to see her community celebrate National Volunteer Week with flair. Nelson-Ivy is the director of a two-year-old Voluntary Action Center in Springfield, Massachusetts, a city that had never celebrated National Volunteer Week. Through careful planning and an orchestrated campaign involving all segments of the community, Nelson-Ivy realized her vision. The week-long volunteer recognition event utilized the talents and got the support of 44 nonprofit agencies, 45 businesses, local officials and hundreds of volunteers.

The key to its success? Networking—what Nelson-Ivy calls "an essential tool for the '90s." Here's how it worked:

■ **Mid-January, 1992.** The Community United Way of Pioneer Valley's (Springfield) Voluntary Action Center explains in writing to more than 140 nonprofit agencies Nelson-Ivy's vision. This includes a public thank-you to a specific group of volunteers each day of National Volunteer Week, proclamations from elected officials, and volunteer recognition in general through the distribution of red ribbon Vs.

The agencies are divided into seven groups with similar missions, publics or interests. They include special needs, health care, educational resources, seniors, youth, people in need and those who have been placed through the VAC. Agency representatives are invited to attend an exploratory meeting at which they will decide what they want to do to recognize their volunteers. The letter makes it clear that the VAC, under the direction of Nelson-Ivy, will do most of the work.

"This is one of the secrets to networking," Nelson-Ivy says. "If you want to ask

people to devote their energies to these things, you have to make it easy for them. You have to give them a reason for wanting to be involved. Many of these groups don't have the money to have their own recognition events, and most don't have the time to plan anything very elaborate. We made it clear that we'd do the work, they could take the credit, and it wouldn't cost them anything. That's why we had a good response rate."

■ **Late January, 1992.** About 40 groups have responded to the mailing. VAC staff hold meetings all week with the different groups. The participants discuss what they would like to do to recognize their volunteers. The events begin to shape up, with the participants of individual meetings building upon each other's ideas. A representative from one of the special needs agencies thinks a dance would be fun. Another special needs agency representative says her volunteers wouldn't come to a dance. They agree to have a "buffet dance" with food first and dancing later.

And so it goes, participants compromising and clarifying what the events for each day will be. Wine and cheese for health care volunteers. A reception at a nature park for educational volunteers. Another reception for VAC-referred volunteers at the VAC offices. One for those who work with food programs and homeless shelters. A brunch for seniors and another for youth and youth volunteers.

"I told everybody to leave their egos at the door," Nelson-Ivy said. "And they did. What they came up with is what actually ended up happening. Many people wanted to do this. They were looking for an excuse to do it, and we gave it to them.

The agencies really jumped on this idea."

■ **Mid-February.** The second round of meetings for the May event is held. Between the first and second group of meetings the VAC has contacted elected officials to ask for proclamations and invite officials to the events. Students from a college and a career development institute are enlisted to help with decorations, set-up and clean-up for the events. A prominent VAC board member gets the vocational high school to make a banner to hang across city hall pillars.

At the second round of meetings agency representatives confirm time and place for events. All locations are donated by agencies or contacts that Nelson-Ivy or other agency representatives have. Children's Study Home, Baystate Medical Center, Springfield College Campus, the Boys Club, a restaurant, and the Laughing Brook Education Center, which also houses a nature park, are approved. Meeting participants decide what type of food and decorations they want. Nelson-Ivy promises to do her best to get what is needed.

"I didn't want these agencies to have to ask businesses for anything at this time," Nelson-Ivy said. "They have to tap the business community enough during the year. The Junior League had donated \$1,000 for the week, and I thought I could get in-kind donations from some businesses. We ended up paying at cost for the food and the paper products because of the bad economy. But we had the money to do it. We only exceeded our budget by \$199.26."

Agency representatives decide they will send their volunteers individualized invitations on their own letterhead, but that



Banner made by Putnam Vocational High School students in park across from Springfield City Hall.



An afternoon outing for youth volunteers in Springfield.

content will be the same to maintain consistency. Ten thousand volunteers receive invitation letters.

"After each meeting I typed up the minutes and sent them out immediately, so that if someone made a commitment during a meeting, they would be reminded of it," Nelson-Ivy said. "People did what they said they would do because they weren't overburdened with the project. They only volunteered what they could actually deliver."

■ **Late February.** At the third group of meetings preparations are finalized. Different events call for different refreshments. Some agency representatives request more than others, some give more than others.

The education group, which will hold its event at Laughing Brook Education Center and nature park, wants to show slides of volunteers in action. They decide to have refreshments on the first floor, the slide presentation on the second, and let guests walk the animal trails out back if they desire.

RSVP groups agree to make 2,000 red Vs to be pinned on volunteers as they come in the door.

* * * *

"These meetings gave the agency representatives a chance to interact with other agencies that provided similar services," Nelson-Ivy said. "Agencies were able to come across tables to find each other and network. The planning also gave agencies a chance to get to know our VAC, which is only two years old. It was a positive experience for everybody involved.

"You can bet we'll do it again next year."



A thank-you brunch for senior volunteers.



■ **Setting up for youth volunteers brunch in Holyoke.**

VOLUNTEERS AND THE HIV EPIDEMIC

Living with AIDS

By Loretta Gutierrez Nestor and Karen J. Peterson, Ph.D.

HIV infection brings personal tragedy. It also challenges society. The spread of HIV, the virus that causes AIDS, threatens to unravel social and economic development in countries across the globe. Everyday, 5,000 more people become infected with HIV. By the year 2000, experts predict that about the number of people infected may reach 30 million worldwide.¹

In the United States, by the end of the 1990s, AIDS may kill 1.18 million Americans. By 2000, the cumulative impact of HIV/AIDS on the United States—on our population, our economy and our personal lives—may equal that of any war in our history.²

"HIV/AIDS, although already in epidemic proportions, seems easy to ignore since it does not yet touch many of us personally," says Benniville N. Strohecker, president of Harbor Sweets. "But it will. And it will touch us with disastrous potential."⁷

Loretta Gutierrez Nestor, a frequent contributor to VAL, is the manager of transformation training, Blood Services, American Red Cross (ARC) in Washington, D.C. and former director of the ARC's National Office of Volunteers. She is a member of the Points of Light Foundation and a board member of the International Association for Volunteer Effort.

Karen J. Peterson, Ph.D., quality assurance associate with the Office of HIV/AIDS Education, American Red Cross, Washington, D.C., is gratefully acknowledged for reviewing drafts and providing a great deal of technical information.



Volunteers historically have responded to broad social problems, including drug abuse, homelessness, illiteracy and disenfranchisement. Now, we must expand these efforts to include HIV and AIDS. As community leaders, we are uniquely equipped to confront the HIV challenge, to dispel people's fears about the dread disease, and encourage prevention efforts as well as services to those already infected.

"The HIV and AIDS epidemic is a rip in the fabric of our society," says Robert D. Hass, chairman and CEO of Levi Strauss & Company.⁷ "Left unattended, it will unravel. But we can pull together as a nation to face this emergency of national proportion." Albert Bowers, Ph.D, chairman and CEO of the Syntex Corporation, adds, "All of us should be asking ourselves the following questions: What will you do when an employee (or volunteer) becomes HIV infected? When an employee (or volun-

teer) is believed to be infected with the HIV virus? When co-workers refuse to work with a person thought to have HIV? When an infected employee (or volunteer) asks for your help? I urge you to take action. Because this is a crisis situation."⁷

If your organization thinks it's time to become involved in HIV and AIDS issues, it will be important to ask these questions:

- What is the need in your community?⁹
- How many volunteers are needed?
- What are the functions they will perform?
- Who is already active in this arena in your community?¹⁰

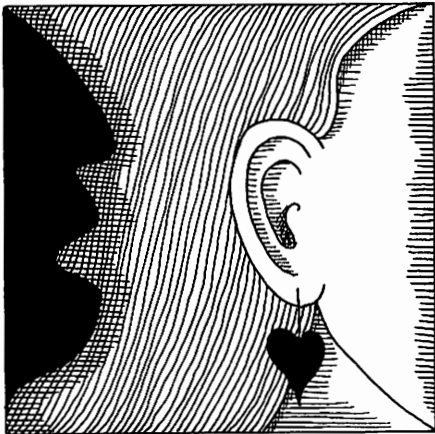
Hundreds of volunteers are already responding across America. They are involved in the following activities and many more:

- Prevention education
- Shopping for food and other needs
- Driving to doctors appointments
- Helping in support groups
- Buddies/friends/listeners
- Legal help with wills and discrimination
- Home care
- Spiritual support
- Referrals for other sources of help
- Telephone hotlines
- Training trainers on HIV/AIDS
- Media/promotion
- Fundraising
- Community activist
- Legislative advocate
- Social support
- Etc.

Of course, a volunteer administration system should be in place for HIV/AIDS volunteers as for any volunteer program. Any number of resources are available which outline proper procedures for re-

cruitment, orientation, training, retention, record-keeping and recognition.

Volunteers and volunteer administrators face added challenges in helping people with HIV/AIDS. There are two major ones: First, volunteers must learn to serve people with a new and unfamiliar disease—to treat and comfort people with HIV/AIDS



Buddies/friends/listeners.

who face great suffering and possibly death, and to provide information, treatment and solace to others infected with the disease but show few or no clinical symptoms.

Second, volunteers must provide this help while coping with their own fears and pain in caring for people who do not get well or whose outcome is uncertain. Adding to the strain is the need to be especially mindful of behaving respectfully and sensitively toward individuals who some consider to be social pariahs. Caring for people who have developed AIDS can be emotionally threatening to volunteers. Specifically, problems arise from the following:⁴

1. Although much is known about the special circumstances under which HIV is transmitted, some volunteers unfamiliar with this evidence may still consider caring for people with HIV or AIDS as potentially threatening to themselves and their families. (Risk to them is very low, as has been shown by studies of health care workers and family members who have had close contact with HIV-infected patients.)
2. As noted, special emotional stamina is needed to care for people infected with HIV who, in what should be the prime of life or in any age group, may be rapidly deteriorating and dying.
3. Some people with AIDS get very sick

and place unusual burdens on paid and volunteer staff because of the intensity of their physical and emotional needs. Many with AIDS go through the "roller coaster" phenomenon. In other words, not all who have developed AIDS are always sick—their health goes up and down with opportunistic infections and their treatment. Some caregivers may become overtaxed, fatigued and overwhelmed by the intensive care required by people with AIDS.

GET THE FACTS

HIV/AIDS is spread by:

- Sexual contact involving the exchange of blood, semen or vaginal secretions
- Sharing contaminated needles or syringes
- Infected mothers to their children before or after birth
- Blood transfusions. (The risk of becoming infected through a blood transfusion is now very low. Since 1985 blood centers have tested all donated blood. Any blood testing positive for HIV antibodies is destroyed.)

HIV is NOT spread by:

- Donating blood
- Casual contact, such as hugging, hand shaking and "social" kissing
- Use of public bathrooms or swimming pools
- Sneezing, coughing or spitting
- Dishes, food or beds used by an infected person
- Mosquitoes or other insects
- Pets

(Source: American Red Cross, Washington, D.C.)

4. Perceptions founded on fears and incomplete information about people with HIV or the risk of contracting HIV may impair a volunteer's ability to care for individuals. (Though many who become volunteers, such as family members or friends, have a strong commitment—beyond fear. Many volunteers are committed to the larger societal health issue, and want only to serve and share their love with others.)

5. Some people with HIV/AIDS are infants and children whose uncertain future can be especially emotionally draining for paid and volunteer staff. Since some of these children have been abandoned by the parents, paid and volunteer staff are

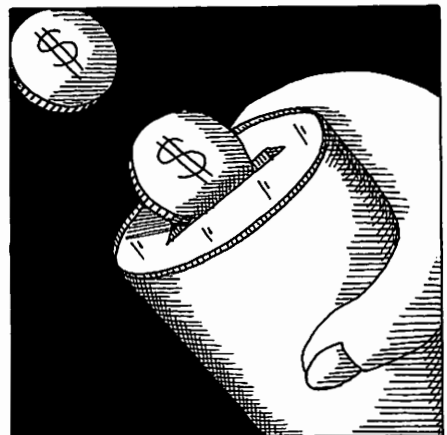
likely to feel an added sense of responsibility for nurturing them.

6. Paid and volunteer staff must deal with families and other loved ones who may be under stress that is even more severe than that usually faced by those close to dying patients. With a thorough understanding of these problems, paid and volunteer staff can play a critical role in effecting the psychological outcome for people with HIV.

People with HIV as Volunteers⁶

In HIV work, the boundaries between providers and receivers of service sometimes become blurred. A rich resource of skill and willing volunteers to consider lies in the over 1 million people living with HIV, according to Irene K. Wysocki, director of volunteer services of the San Francisco AIDS Foundation. They offer first-hand personal experience, enormous talent and an extraordinary motivation to help others. As volunteers they become role models for other people infected with HIV.

While people with HIV may be unable to maintain a full work schedule, they are nonetheless productive and can often provide substantial volunteer hours. Many are also young, well-educated and professionally trained. Many want to make a meaningful contribution to society—not only as a way to reciprocate the love and understanding they have encountered in their lives, but also to counter the feelings



Fundraisers.

of frustration and powerlessness that often accompany a potentially fatal disease.⁶

According to Wysocki, there are many effective ways to recruit these volunteers. For example:

- Contact the HIV/AIDS agencies in your area and, if they publish a newsletter, ask them to mention the volunteer opportuni-

ties that exist at your agency.

■ Speak with these agencies' volunteer managers and inform them of your needs; not only could these managers refer volunteers who have decided they would rather not work in HIV/AIDS, but you also might be able to "share" volunteers who have a lot of hours to donate but who will



Support Groups.

burn out if they allocate their time solely to HIV and AIDS.

■ Place a classified ad or listing in the local gay press or in HIV/AIDS-related publications, as well as Latino, African American or general community publications.

■ Post a notice on bulletin boards at the public health department, hospitals, clinics, the social services department, churches, synagogues and other places of worship, and HIV/AIDS service organizations in your area. Involvement of people with HIV or AIDS not only will enhance the acceptance and civic pride of the individuals, but also will do much to broaden the definition and value of volunteerism in this country.⁶

Cultural Diversity and HIV/AIDS

Some culturally diverse urban areas (which include experienced and recovering drug users as well as some gay and ethnic communities) have been hit particularly hard, such as New York, San Francisco and Los Angeles. Though African Americans and Latinos make up about one fifth of the population, they make up nearly half of the diagnosed AIDS cases in America. HIV has struck these groups in disproportionate numbers. Three times more African American babies and one and a half times more Latino babies than white are born with HIV/AIDS.² It is especially important to involve culturally di-

HIV/AIDS VOLUNTEERS DOs AND DON'Ts¹¹

By Loretta Gutierrez Nestor

DOs

- Have organizational policies on HIV and AIDS.
- Educate yourself and others.
- Define expectations of volunteers and write job descriptions.
- Keep confidentiality of people with HIV and AIDS.
- Make resources available.
- Dispel myths.
- Avoid burnout—take care of yourself.
- Realize that you may not be suited for this type of volunteer work.
- Comply with Americans with Disability Act.
- Operate with complete integrity.
- Know that you will encounter some controversy.
- Give hugs to HIV-infected people who want them, be sensitive to those who don't.

DON'Ts

- Don't refer to people with HIV or AIDS as victims.
- Don't give medical advice if you are not qualified.
- Don't make promises you can't keep.
- Don't deny your own fear and pain.
- Don't let bias and prejudice get in the way.
- Don't contribute to myths and rumors about HIV or AIDS—get the facts.³
- Don't discriminate against or stigmatize people with HIV or AIDS.
- Don't deprive people with HIV or AIDS of the opportunity to volunteer.
- Don't say you're open-minded when your actions reflect something different.
- Don't avoid people with HIV or AIDS.
- Don't be afraid to talk about the disease.

(Some items adapted from *Simple Acts of Kindness: Volunteering in the Age of AIDS*, published by United Hospital Fund, New York, N.Y.)

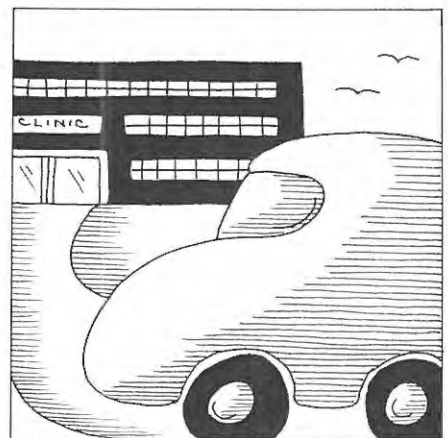
verse people as volunteers. It is also important to provide materials in appropriate languages for your specific target groups and to provide cultural sensitivity training to volunteers who have little experience dealing with people of color.



Advocates.

Partnerships Needed

The volunteer community cannot do this alone. "We need partners," said Levi Strauss Chairman and CEO Robert D. Hass. "It will take corporate effort—federal, state and local governments, business, labor, our educational institutions, the religious community, health care professionals, and private citizens working together. Men and women have a responsibility to their fellow human beings not to abandon or discard them when they most need our care and concern. It's not someone else's fight. It's ours. We have the resources to do it. We have the ability to make a difference.



Drivers.

The question is, do we have the will?"⁷

"AIDS challenges every segment of society," according to Admiral James D. Watkins (Ret.), secretary of the Department of Energy and former chairman of the

Presidential Commission on the Human Immunodeficiency Virus Epidemic, (1989). "Why are we waiting to do something until we are in a crisis situation? I can't tell you the passion that's out there in this country waiting for the leadership to say 'Okay, we're beyond the rejection and the denial and the vilification of others and we're ready to wage war on the virus rather than on groups of people.' It won't be an easy war."⁷



Legal Aides.

Sources of Information and Footnotes

¹ "The Rising Cost of AIDS," by Siddharth Dube, *Choices* magazine, April 1992.

² "The AIDS Plague," Marvin Cetron and Owen Davies, *American Renaissance*, 1989.

³ "Get The Facts," *Red Cross News*, July/August 1987.

⁴ *Coping With AIDS*, U.S. Department of Health and Human Services, 1986.

⁵ *Caring For Someone With AIDS*, U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control.

⁶ "An Untapped Volunteer Resource: People With HIV Disease, ARC or AIDS," Irene K. Wysocki, *The Journal of Volunteer Administration*, Spring 1991.

⁷ *Business and Labor Speak Out on AIDS*, National Leadership Coalition on AIDS, Washington, D.C.

⁸ *Volunteer Recruitment Strategies* (ARC 3318), American Red Cross, Washington, D.C., November 1990.

⁹ *AIDS Needs Assessment Manual* (VC10672), United Way of America, Alexandria, Va., 1990.

¹⁰ *The Community Collaboration Manual*, The National Assembly, Washington, D.C., January 1991.

¹¹ *Simple Acts of Kindness: Volunteering in the Age of AIDS*, United Hospital Fund, New York, N.Y.

¹² The original "Ten Principles for the Workplace" were developed by the Citizens Commission on AIDS for the New York City and Northern New Jersey Region (February 1988). This document can be obtained from the National Leadership Coalition on AIDS in Washington, D.C.

HELP FOR THE CARE GIVER⁵

Providing care can be a stressful and emotional experience. You may feel very frustrated watching a person become sicker despite your efforts. To help cope with feelings of frustration, share your feelings with others, including other care givers, counselors, clergy or health professionals. Call your local HIV/AIDS service organization for support.

Try to arrange some backup help so you can have some free time occasionally. This is especially important during times when the person with AIDS is very ill. You may need to be relieved of your responsibilities periodically so you can also maintain your energy level.

When caring for someone who is very sick, it is important not to ignore your own needs. Unless you take care of yourself, you will not

have the inner resources to care for the person with AIDS.

Remember that you are not alone. There are others like you who have gone through this experience before. You gain knowledge and strength from what they can tell you.

If you would like more information about caring for a person with HIV or AIDS, if you would like to volunteer, or if you would just like more information about HIV and AIDS, contact a doctor, your local health department, your local American Red Cross, your local HIV/AIDS volunteer health group, or call 1-800-342-AIDS. The Spanish hotline is 1-800-344-7432. The deaf access hotline is 1-800-AIDS-TTY.

(Sources: Departments of Health and Human Services, Centers for Disease Control and Public Health Service.)

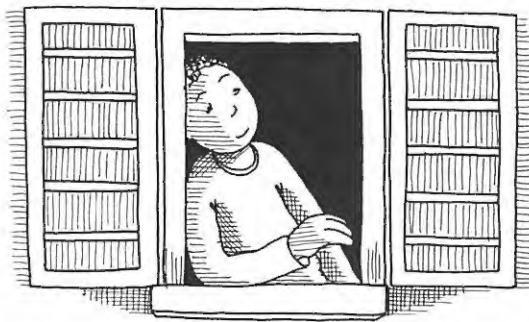
American Red Cross HIV/AIDS Instructor's Manual, Stock No. 329572, revised 1992.

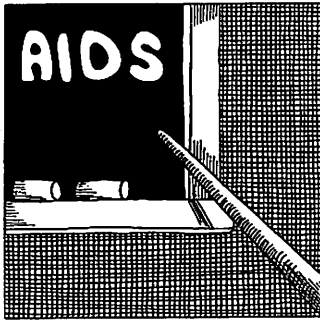
Daedalus Journal, Spring and Summer 1989, Vol. 118, Nos. 2 & 3, covered different aspects of living with AIDS.

Helpers in the War on AIDS: A Community Responds to an Epidemic. Edited by C. Adams.

San Francisco: San Francisco State University Journalism Department, 1988.

Other resources include *Volunteer Readership* catalog published by The Points of Light Foundation, United Way of America, local Red Cross chapters and local Volunteer Centers.





TEN PRINCIPLES FOR AN ORGANIZATION'S POLICY ON HIV/AIDS IN THE WORKPLACE¹²

1. People with HIV/AIDS infection are entitled to the same rights and opportunities as people with other serious or life threatening illnesses.
2. Employment and volunteer policies must, at a minimum, comply with federal, state, and local laws and regulations.
3. Employment and volunteer policies should be based on the specific and epidemiological evidence that people with HIV/AIDS infection do not pose a risk of transmission of the virus to co-workers through ordinary workplace contact.
4. The highest level of management and volunteer leadership should unequivocally endorse nondiscriminatory employment and volunteer policies and educational programs about HIV/AIDS.
5. Management and volunteer leadership should communicate its support of these policies to all paid and volunteer staff, in simple, clear and unambiguous terms.
6. Management and volunteer leadership should provide all paid volunteer staff, in all roles—leadership, professional, and support—with a sensitive, accurate and up-to-date HIV/AIDS education program. This program should include information on the disease's epidemiology, symptoms and progression, personal risk-reduction behavior, work relations, employee assistance and benefits, volunteer rights and responsibilities, and local community resources. As part of the program, resource material should be available to all paid and volunteer staff.
7. Management has a duty to protect the confidentiality of paid and volunteer staff's medical information.
8. To prevent work disruption and rejection by co-workers of an employee or a volunteer with HIV/AIDS, management should undertake education for all paid and volunteer staff before such an incident occurs and as needed thereafter.
9. Management should not require an HIV/AIDS testing screening as part of pre-employment or general workplace physical examination.
10. In those special occupational settings where there may be a potential risk of exposure to HIV/AIDS (for example, in health care, where paid or volunteer workers may be exposed to blood or blood products), management should provide specific, ongoing education and training as well as the necessary equipment, to reinforce appropriate infection control procedures and ensure that they are implemented.

THE VOLUNTEER NEEDS PROFILE

The Volunteer Needs Profile, developed by Ray Francis, was introduced in the spring 1992 issue of VAL. The headings in the two right-hand columns, however, were incorrectly transposed. We present here the correct version for use with your volunteers. Use the score sheet that appears on page 24 of the spring issue.

The Volunteer Needs Profile measures several areas in which people may be motivated. The Profile gives feedback as to which needs most strongly motivate a particular individual. There are no GOOD or BAD motivations.

Instructions to the Volunteer

To answer these items, there are two steps:

1. Each statement has two sides. Decide which side

is *most* like you. Even if neither side is much like you, pick the side that comes the closest.

2. *On that side only*, decide whether that side is "Almost Always True" for you or only "Sometimes True" for you. Please mark the corresponding box below.

Only mark one box (out of four) for each entire statement.

Do not skip any statements.

You will find several statements that are very similar, but they are slightly different, so your answers may not always be the same.

Please be as honest as possible in your answers. Only by being honest can an accurate profile of your needs be obtained. The results will be used to match you better in a volunteer assignment.

NAME: _____

AGE: _____ SEX: Male Female Today's Date: _____

	Almost Always True For Me	Sometimes True For Me			Sometimes True For Me	Almost Always True For Me
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they have so much that they should share	- BUT -	other people are not too concerned about having more than someone else.	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not care what other people expect them to do	- BUT -	other people volunteer because someone else expects them to do so.	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to be thanked for what they do	- BUT -	other people are not concerned if the people they help say thanks.	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not feel they will be rewarded for their efforts	- BUT -	other people feel they may need help someday and their efforts now will pay off later.	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to know their efforts make a difference in someone's life	- BUT -	others like to help out even if it seems their efforts make little difference.	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not care if their volunteer work is different from their job	- BUT -	other people want to do things that are different from their daily work.	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer to have social contact with others	- BUT -	others do not care much about social contact with others.	<input type="checkbox"/>

(continued)

	Almost Always True For Me	Sometimes True For Me			Sometimes True For Me	Almost Always True For Me	
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer as long as they feel they can do perfect work	- BUT -	other people will help even if they do not feel their work is perfect.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people can work hard even when they do not see much progress	- BUT -	other people like to see concrete progress in what they undertake.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are satisfied with their daily jobs and do not volunteer to get new experience	- BUT -	other people volunteer to get experience to see if they might like a different job.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have time and energy to work on the problems of others	- BUT -	other people do not feel they want to volunteer to help solve problems.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not care about the values of others	- BUT -	others volunteer to compare their ideas, norms, and values with others.	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to hear others say how nice it is they are helping others	- BUT -	other people do not care if anyone recognizes their efforts or not.	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people believe that if they help others they will be helped when they need it	- BUT -	others don't believe helping will affect their getting help when they need it.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people want volunteer work that makes progress or has an end	- BUT -	other people are not concerned if the job seems hopeless or endless.	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer entirely on their own	- BUT -	others volunteer because they are pressured by someone.	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer with no thought about what they may learn	- BUT -	others hope they will learn a new skill or get better at something.	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer to get out and be with others	- BUT -	other people are not concerned about being around others.	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not pay much attention to what others want	- BUT -	other people care a lot about doing what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some people get discouraged if their efforts seem to be for nothing	- BUT -	others work hard even if it doesn't seem to make much difference.	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel volunteering is a way to achieve personal growth through new experiences	- BUT -	other people are not concerned about new experiences or personal growth.	<input type="checkbox"/>	<input type="checkbox"/>

	Almost Always True For Me	Sometimes True For Me			Sometimes True For Me	Almost Always True For Me	
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think it makes sense to do things because others expect you to	- BUT -	others are concerned about offending or displeasing if they go against others' expectations.	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to receive plaques and certificates as recognition for their work	- BUT -	others are not concerned whether they get plaques or certificates for recognition.	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they will be judged by the life they live	- BUT -	other people do not worry about being judged for what they do.	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are not concerned about working on community problems	- BUT -	other people are interested in doing something about problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they will be rewarded in one way or another for the good they do	- BUT -	other people do not feel there is much justice in life anyway.	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like things that are new and different	- BUT -	other people are more comfortable with the familiar.	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to be alone a lot of the time	- BUT -	other people are more comfortable around people.	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like the feeling of being admired for their efforts	- BUT -	others do not care if their work is noticed by anyone or not.	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel it will be their fault if people suffer unless they try to help them	- BUT -	others feel everyone is responsible for themselves and should take care of themselves.	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some people volunteer entirely on their own	- BUT -	other people volunteer because someone else expects them to do so.	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they have to do their part to solve problems of others	- BUT -	others feel government and social agencies can solve problems people have.	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are comfortable even if others do not look up to them	- BUT -	other people like to be looked up to and respected.	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel useful and have a sense of belonging	- BUT -	others feel their life is meaningless, and no one really needs them.	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel good deeds give one a sense of power over others	- BUT -	other people feel powerful without doing good deeds.	<input type="checkbox"/>	<input type="checkbox"/>

Tool Box

Given the Opportunity—A Guide to Interaction in the Workplace. Meridian Education Corporation, 236 E. Front St., Bloomington, IL 61701, (800) 727-5507 or (309) 827-5455. 1992. Write or call for a preview copy or more information.

This educational tool was developed in response to the Americans with Disabilities Act of 1990 to provide guidelines to appropriate, professional behavior among co-workers with and without disabilities. Its objective is to increase public awareness and dispel common misconceptions. The program consists of a 25-minute videotape of interviews with professionals who are disabled and experts in the field of occupational development, an implementation guide, a slide presentation with a Leader's Guide and a 32-page employee reference booklet. It was designed for presentations at staff inservices, orientation programs, sensitivity training workshops or professional development seminars. It can also be used in the classroom to prepare students who are entering the workforce.

Management and Leadership Resources for Non-Profits. Applied Research & Development Institute (ARDI), 1805 S. Belaire St., Suite 219, Denver, CO 80222, (303) 691-6077. \$3.50 for up to 5 copies; \$9.00 for 50 copies.

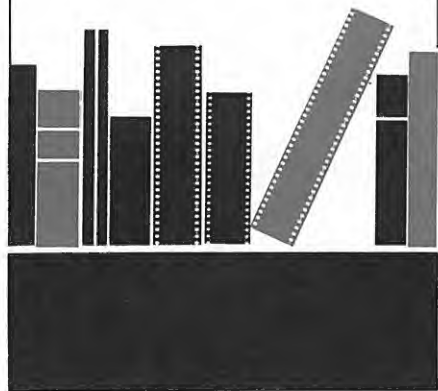
This catalog, compiled by ARDI—a national division of the Support Centers of America—describes more than 500 resources (books, articles, guides and tapes) prepared by 96 publishers and nonprofit organizations. The listings offer nonprofit and volunteer managers help with management and leadership issues on 14 specific subjects, including general management and leadership, resource development, evaluation, information systems, planning, marketing and communications. Complete order information is listed with each resource.

Strategic Communications for Nonprofits. The Benton Foundation and the Center for Strategic Communication. 1992. 400+ pp. Set of 9 media guides. \$50/set. Order from: The Benton Foundation, 1710 Rhode Island Ave, NW, 4th floor, Washington, DC 20036, (202) 857-7829.

This is a series of nine guides by leading practitioners on mass media technologies designed to help nonprofit organizations master the demanding and increasingly "high tech" world of modern media and to use new technology to reach their targeted audiences more effectively. The set contains case studies and how-tos, and documents the successful efforts by nonprofits to use media tools. Many of the techniques discussed are both low-cost and "low-tech." The nine guides are: "Media Advocacy: Reframing Public Debate," "Talk Radio: Who's Talking? Who's Listening?" "Op-Eds: A Cost-Effective Strategy for Advocacy," "Strategic Media: Designing a Public Interest Campaign," "Electronic Networking for Nonprofit Groups: A Guide to Getting Started," "Voice Programs: Telephone Technologies and Applications," "Cable Access: Community Channels and Production for Nonprofits," "Using Video: The VCR Revolution for Nonprofits."

Raising Money & Having Fun (Sort Of): A "How To" Book for Small Non-Profits. Charlene Horton. Order from: May Dugan Center, 4115 Bridge Ave, Cleveland, OH 44113. 121 pp. \$18.95 + \$1.40 shipping/handling.

The May Dugan Center received a three-year grant from The Cleveland Foundation to document the creation of its fundraising program, which grew from the bake-sale variety of fundraising to a well-focused program that raised \$1.2 million in three years. This book contains practical information, including sample solicitation letters, work plans and "to do" lists.



A Simple and Compelling Idea: Linking Retiree Volunteers with People in Need.

Harlan Cleveland. National Retiree Volunteer Center, Minneapolis, MN, (612) 341-2689. 54 pp.

This essay by statesman, philosopher, journalist and past chair of the National Retiree Volunteer Center makes the point that retirees want to work at something useful, and community social problems badly need the wisdom, energy and leadership of these "seasoned citizens." Chapters include "An Untapped Resource," "The Senior Boom," "Paradoxes of Need," "The Win-Win-Win Game," "The Go-Givers."

Volunteer Protection Action Kit. American Association of Association Executives (ASAE), 1575 I St., NW, Washington, DC 20005-1168, (202) 626-ASAE or fax (202) 371-1673. 15 pp. Free.

Because potential threats of legal liability today discourage many people from serving on association boards and committees, or performing any volunteer activity, ASAE and the Nonprofits' Risk Management and Insurance Institute have produced this "action kit" to holster passage of stronger state and local laws protecting volunteers. The kit explains the liability crisis in understandable terms. It is the first in a series of ASAE kits for local organizers of volunteer protection campaigns. It includes 17 actual volunteer lawsuit examples as well as the White House's model law.

Six Keys to Recruiting, Orienting, and Involving Nonprofit Board Members. Judith Grummon Nelson. National Center for Nonprofit Boards, 2000 L St., NW, Suite 411, Washington, DC 20036, (202) 452-6262. 58 pp. 1991. \$13.95 + \$4 shipping/handling.

This handbook offers a step-by-step approach to help organizations maintain governing boards by attracting qualified and committed new members. Detailed suggestions and hands-on tools such as model forms, sample letters and checklists can be used as is or modified to meet specific board needs. Covers assessment of current board make-up, identifying and cultivating prospects, and recruiting and involving new board members.

Support Centers of America. National/International Office. 2001 O St., NW, Washington, DC 20036-5955, (202) 296-3900.

Founded in 1971, the Support Center is the country's oldest and largest provider of nonprofit management training, consulting and information. A tax-exempt organization, it exists solely to increase the effectiveness of nonprofit organizations through training, management assistance and information on strategic planning, financial management, board development, fundraising, marketing, computers and supervision. SCA offices are in the following areas:

Atlanta, (404) 668-4845
Chicago, (312) 606-1530
Houston, (713) 739-1211
Massachusetts, (617) 338-1331
New Jersey, (201) 643-5774
New York, (212) 924-6744
Oklahoma City, (405) 236-8133
Palo Alto, (415) 323-0873
Rhode Island, (401) 781-3338
San Diego, (619) 292-5702
San Francisco, (415) 552-7584
Tulsa, (918) 588-6636
Washington, DC, (202) 833-0300

Organizing Special Events and Conferences: A Practical Guide for Busy Volunteers and Staff. Darcy Campion Devney. Pineapple Press Inc., P.O. Box 16008, Southside Station, Sarasota, FL 34239, (813) 952-1085. 250 pp./paper. \$16.95 + \$1.50 shipping/handling.

A handbook that contains "all the tricks and techniques of the professional event organizer"—step-by-step instructions, checklists, schedules and lists of helpful organizations, addresses and publications. Also includes hints and anecdotes from professionals and volunteers working with all types of organizations.

AIDS Health Services at the Crossroads: Lessons for Community Care. The Robert Wood Johnson Foundation. Order from: The Intelligent Services, 1115 Parkway Avenue, Trenton, NJ 08628. Free.

Description of nine AIDS projects which, after five years, have learned enough to begin sharing their experience with communities just coming to grips with AIDS.

A Guide to Building Your Board: Six Keys to Recruiting, Orienting, and Involving Nonprofit Board Members. Judith Grummon Nelson. National Center for Nonprofit Boards, Suite 411, 2000 L Street, NW, Washington, DC 20036, (202) 542-6262, fax: (202) 542-6299. 1991. \$13.95 + \$2 shipping/handling.

This recruiting handbook presents a step-by-step approach and more than 20 ready-to-use forms to help organizations build active governing boards by attracting qualified and committed board members. The book guides boards and nominating committees through the process of assessing current board make-up, identifying and cultivating prospects, and recruiting and involving new board members. Also contains model forms, sample letters and checklists that can be used or adapted to meet specific needs.

The Governance Guide: 90 Key Resources on Nonprofit Boards. National Center for Nonprofit Boards, Suite 411, 2000 L Street, NW, Washington, DC 20036, (202) 542-6262, fax: (202) 542-6299. 1991-1992 edition. \$6.25 + \$2 shipping/handling.

This updated annotated bibliography identifies and describes more than 90 of the most useful books, articles, video and audio tapes, and other sources on nonprofit boards. Issues covered include board-chief executive relations, board assessment, the board's role in fundraising, liability and risk management, financial oversight, planning, higher education and more.

POSTER



You may use this camera-ready art for your own volunteer recruitment and recognition purposes.

**TO CHANGE YOUR ADDRESS—USE YOUR LABEL
FOR FAST, ACCURATE RESPONSE**

Attach
your
label
here

New Address

Name (please print) _____

Address _____

City/State/Zip _____

Return to: Voluntary Action Leadership, CIRCULATION, 736 Jackson Place, NW, Washington, DC 20503.

You can make a difference

WOULDNT IT BE great if everyone spent one day helping others?

That simple idea led to the first Make a Difference Day challenge, sponsored by the national newspaper magazine USA WEEKEND. On the first Make a Difference Day 68,000 readers in nearly 1,400 cities cleaned up neighborhoods, fed the hungry, built and repaired homes for the needy, visited the sick and gave hope and help in thousands of other ways.

The outpouring of good will on that day changed lives. And the impact grows as people continue their projects.

Because of the outstanding success of this first, and only, national day of community service, USA WEEKEND has established its Make a Difference Day as an annual event.

The second Make a Difference Day will be Saturday, Nov. 14.

In recognition of the day's good deeds, USA WEEKEND will honor 16 different volunteer projects and award \$8,500 in charitable donations.

How you can help

Plan and carry out a volunteer activity in your community on Saturday, Nov. 14.

Your effort can be a one-time event. Or you may take an ongoing commitment and give it an extra push on that day.

Bigger isn't necessarily better. Our judges will look for impact and imagination.

Local volunteer centers can provide

information about what projects will help your community most.

Here are just a few of the things people did on the first Make a Difference Day:

- A California car club painted over graffiti on downtown buildings.

- An Ohio elementary school held a pet fair and volunteered at an animal shelter.

- An Indiana man was butler for a day at a women's shelter.

- A North Carolina couple cooked hot meals and delivered them to 50 people.

- 444 soldiers and their families in Texas cleaned up their town, worked at soup kitchens and donated 263 pints of blood.

- 1,000 residents of Wenatchee, Wash., swarmed over a wide variety of projects and won the first Make a Difference Day award.

Your reward

The panel of judges shown below will select six national winners; each will receive \$1,000 for a charitable cause. Key participants will be brought to Washington, D.C., for an awards ceremony during National Volunteer Week in April 1993. In addition, 10 honorable-mention projects will receive \$250 donations.

All winners will be featured in a special issue of USA WEEKEND in April — and all participants will know they've taken steps to improve their corners of the world. **W**

For more information call 703-276-6432.



HOW TO ENTER

Save this entry form. After you complete your community service, mail us a filled-in form and a description — no more than 250 words, preferably typed — of your effort. Tell in detail what you or your group accomplished; list all the participants. If possible, include a snapshot of the day's events. Only activities taking place on Nov. 14* will be considered.

Mail by Nov. 30 to:
 USA WEEKEND Award
 1000 Wilson Blvd.
 Arlington, Va. 22229-0012

PLEASE TYPE OR PRINT

Person submitting entry

Address _____

City _____

State _____ ZIP _____

Work phone () _____

Home phone () _____

Entries will be judged in six categories. Which one best describes who participated in your project?

- ¹ Individual
- ² Family
- ³ Club, religious or civic group
- ⁴ Community-wide project
- ⁵ Co-workers
- ⁶ School

How many volunteers participated? _____

* If you can't participate on Saturday for religious reasons, you may do your project on Sunday, Nov. 15.

Employees of Gannett and of newspapers that distribute USA WEEKEND are ineligible to participate. Entries become the property of USA WEEKEND and will not be returned. Winners must sign an affidavit of eligibility and a liability/publicity release.

THE JUDGES

Julian Bond,
civil rights
activist



Marcia Bullard,
USA WEEKEND
editor



Edward James Olmos,
actor



Richard Schubert,
president and CEO,
Points of Light
Foundation



Alvin Poussaint,
Harvard
psychiatrist



Betsy Tontini and Margie Kerr,
of Wenatchee, Wash.,
winners of the first
Make a Difference Day award

Calendar

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

- Oct. 1-3 **San Antonio, TX: AARP's Widowed Persons Service 15th National Conference**
"Taking Charge of Change" is the theme of this conference featuring speakers, workshops, resources. Sessions will address program mechanics, self-help, training and personal development. The Widowed Persons Service is a service of the American Association of Retired Persons (AARP).
Fee: \$65/AARP/WPS program participants and newly widowed persons; \$95 non-WPS attendees (incl. materials, refreshments, banquet and luncheon)
Contact: AARP/Widowed Persons Service NC 15, 601 E St., NW, Washington, DC 20049.
- Oct. 15 **Aston, PA: Focus on Recruiting Volunteers**
This one-day workshop, led by Susan Ellis, is designed to enable leaders of volunteer programs to plan and implement successful recruitment campaigns as one part of effective volunteer management. Segments will cover why people volunteer, the value of volunteer job descriptions, steps to successful recruitment and special recruitment concerns.
Fee: \$69 (includes materials, breakfast and lunch)
Contact: Neumann College, Office of Continuing Education, Aston, PA 19014 or (215) 558-5529.
- Nov. 4-7 **Newport, RI: NSIEE National Conference**
"Powerful Partnerships: Linking Education, Work and Communities through Experiential Learning" is the theme of the annual conference of the National Society for Internships and Experiential Education. Focus to be on partnerships which employ experiential learning to "help us all move forward on issues of diversity, the environment, literacy, changing demographics, the economy, technology and global interdependence."
Contact: Conference Chairs Bob Gemma, (401) 277-6782 or Pat Yates, (617) 573-8312.
- Nov. 8-13 **Boulder, CO: Volunteer Management Program, Level II**
This second level (out of three) is for volunteer administrators with some experience. Topics include program planning, delegation, balance vs. chaos, trends and realities, building strong volunteer/staff teams. Offers certification credit and CEUs. Faculty includes Marlene Wilson, Elaine Yarbrough, Mike King, Arlene Schindler, Mike Murray, Jane Justis, Donna Ewy, Sue Vineyard.
Fee: \$265
Contact: Office of Conference Services, University of Colorado at Boulder, Campus Box 454, Boulder, CO 80309-0454, (303) 492-5151.



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