

# Voluntary Action Leadership

WINTER 1991



**Managing Cultural Diversity  
in Volunteer Programs**

# As I See It

## 'We Can Find Meaning and Reward'

By President George Bush



*The following remarks are excerpts from President Bush's State of the Union Message on January 29, 1991.*

Mr. President, Mr. Speaker, members of the United States Congress, I come to this house of the people to speak to you and all Americans, certain that we stand at a defining hour.

Halfway around the world, we are engaged in a great struggle in the skies and on the seas and sands. We know why we're there. We are Americans—part of something larger than ourselves.

For two centuries we've done the hard work of freedom. And tonight we lead the world in facing down a threat to decency and humanity.

What is at stake is more than one small country, it is a big idea—a new world order, where diverse nations are drawn together in common cause to achieve the universal aspirations of mankind: peace and security, freedom, and the rule of law. Such is a world worthy of our struggle, and worthy of our children's future.

The community of nations has resolutely gathered to condemn and repel lawless aggression. Saddam Hussein's unprovoked invasion—his ruthless, systematic rape of a peaceful neighbor—violated everything the community of nations holds dear. The world has said this aggression would not stand, and it will not stand.

\* \* \* \* \*

For two centuries, America has served the world as an inspiring example of freedom and democracy. For generations, America has led the struggle to preserve and extend the blessings of liberty. And today, in a rapidly changing world, American leadership is indispensable. Americans know that leadership brings burdens, and requires sacrifice.

But we also know why the hopes of humanity turn to us. We are Americans; we have a unique responsibility to do the hard work of freedom. And when we do, freedom works.

The conviction and courage we see in the Persian Gulf today are simply the American character in action. The indomitable spirit that is contributing to this victory for world peace and justice is the same spirit that gives us the power and the potential to meet our toughest challenges at home.

We are resolute and resourceful. If we can selflessly con-

front evil for the sake of good in a land so far away, then surely we can make this land all that it should be.

If anyone tells you America's best days are behind her, they're looking the wrong way.

Tonight, I come before this house, and the American people, with an appeal for renewal. This is not merely a call for new government initiatives, it is a call for new initiative in government, in our communities, and from every American—to prepare for the next American century.

America has always led by example. So who among us will set this example? Which of our citizens will lead us in this next American century? Everyone who steps forward today, to get one addict off drugs. To convince one troubled teenager not to give up on life; to comfort one AIDS patient; to help one hungry child.

We have within our reach the promise of a renewed America. We can find meaning and reward by serving some purpose higher than ourselves—a shining purpose, the illumination of a thousand points of light. It is expressed by all who know the irresistible force of a child's hand, of a friend who stands by you and stays there—a volunteer's generous gesture, an idea that is simply right.

**What government can do alone is limited, but the potential of the American people knows no limits.**

The problems before us may be different, but the key to solving them remains the same; it is the individual—the individual who steps forward. And the state of our Union is the union of each of us, one to the other: the sum of our friendships, marriages, families and communities.

We all have something to give. So if you know how to read, find someone who can't. If you've got a hammer, find a nail. If you're not hungry, not lonely, not in trouble—seek out someone who is.

Join the community of conscience. Do the hard work of freedom. That will define the state of our Union.

Since the birth of our nation, "we the people" has been the source of our strength. What government can do alone is limited, but the potential of the American people knows no limits.

We are a nation of rock-solid realism and clear-eyed idealism. We are Americans. We are the nation that believes in the future. We are the nation that can shape the future.

And we've begun to do just that, by strengthening the power and choice of individuals and families.

Together, these last two years, we've put dollars for child care directly in the hands of parents instead of bureaucracies, unshackled the potential of Americans with disabilities, applied the creativity of the marketplace in the service of the environment, for clean air, and made home ownership possible for more Americans.

The strength of a democracy is not in bureaucracy, it is in the people and their communities. In everything we do, let us unleash the potential of our most precious resource—our citizens. We must return to families, communities, counties, cities, states and institutions of every kind, the power to chart their own destiny, and the freedom and opportunity provided by strong economic growth. That's what America is all about. ■

# Voluntary Action Leadership

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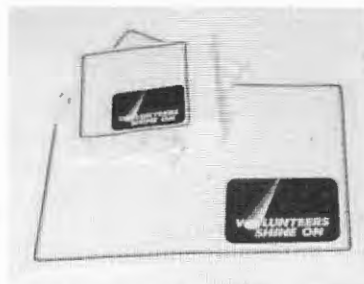
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# Voluntary Action

# NEWS

## Community Building for Fun and Future in Duluth, Minnesota

By Mary M. Evans

Duluth, Minnesota is a city which stretches 22 miles along Lake Superior and the St. Louis Bay. In the last few years there has been a great effort to develop a central activity area with a convention center, an arena, an auditorium, an old depot which houses many cultural organizations, an ore boat open to tourists, a boardwalk, eating areas, shops and an open area for concerts. There was one thing lacking, however—an outside play area for children. The Junior League decided to take on such a project and contacted Robert Leathers, nationally known playground architect in Ithaca, New York, for help in designing a children's park. He agreed and the Junior League committee set in motion procedures which in the end produced an imaginative, multilevel playground.

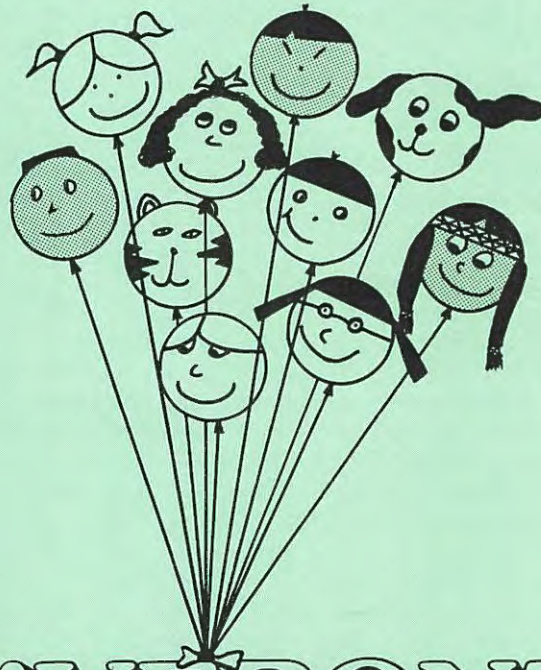
Between the thought of the park and

Mary Evans, CVA, was the volunteer coordinator for the more than 2,000 volunteers who built the Duluth Playfront Park. She has been the director of the Duluth, Minn. Voluntary Action Center, president of the Minnesota Association of Volunteer Centers and a member of VOLUNTEER's first Volunteer Center Advisory Council. At present, she is doing workshops at the University of Wisconsin, Superior, for its Certificate Program in Nonprofit Administration. She recently received the Junior League Sustainer of the Year Award.

the thrill of children playing on the equipment, a lot of work had to be done. Since the Junior League was the impetus, each committee was co-chaired by a League member and someone from outside the League. Committees included land and lighting, legal, fundraising,

children's, public relations, volunteers, food, child care, donated materials and tools.

The League donated funds toward building the park and sought additional funds from foundations, businesses, individuals and fundraisers. The children's and fundraising committees worked together to collect pennies from schools, businesses and malls, raising approximately \$20,000. Parties, gift wrapping, a carnival and T-shirts also provided sources of funds.



# PLAYFRONT

PARK ON THE BAY

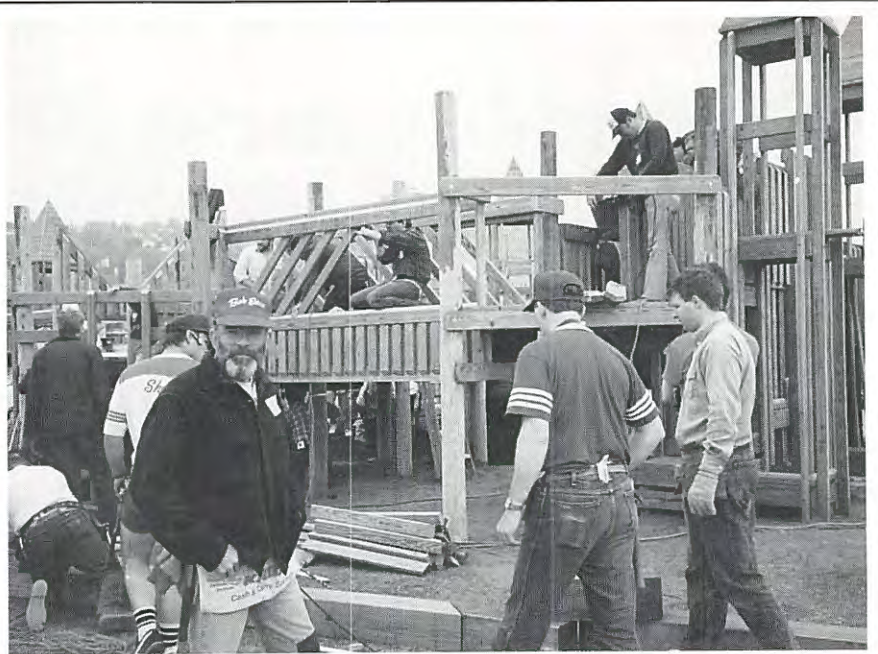
Involving the children was an important part of the success. When Bob Leathers came for design day, he met with children in schools and at one of the malls after school. Their ideas went into the park's design. As one boy said, "If adults design it then we may not like it."

A contest among the children produced a wonderful logo which the public relations committee incorporated into a flyer about the park and the need for funds, materials and volunteers. The name, Playfront Park on the Bay, came from the children.

As in any project which is really a success, the planning stage is long and needs to be well done. In September, the core committee met and developed time lines. May seemed far away at that time, but committees had to be organized, tasks had to be planned and duties had to be assigned. How would we get 3,000 volunteers, enough food to feed them, tools to build the park, materials needed for construction, and money to pay for what wasn't donated? It almost seemed overwhelming. If we paid for everything it would cost about \$350,000. We were planning to raise about \$80,000 and obtain the rest through donations of materials and time.

As the other committees set out to accomplish their assignments, the volunteer committee began the recruitment of enough bodies to build the 10,000-square-foot play park in less than a week. Skilled carpenters, good managers and dedicated people all needed to be contacted and committed. An important link to do this was the public relations committee. They made a video about the children planning the park, and then produced public service announcements for radio and TV which told about the park and the chance to help build it. Speakers went out to senior and youth groups, PTAs, business and service groups to explain the park and ask for help. Newsletters also carried information about the park.

During the recruitment of the general volunteers, a core of work overseers had to be found. For a dozen work overseers, the selling point that the project would last less than a week was countered by the fact that they would have to be at the site at 7 a.m. each day and would work until after dark. In addition,



**Volunteers were organized by a dozen "overseers."**

tion, these managers had to be good with people, understand a variety of building procedures, and be able to respond to problems immediately.

Sure, there were a number of people who balked at the commitment; yet the core committee was on the lookout for people who might be asked. People who had done such things in the past were considered. Stories about the park in the paper brought calls to help and an interest in meeting new people.

In the end, we recruited from all parts of the city six women who enjoyed carpentry and six men whose talents ranged from electricity to fine woodworking. Two meetings were held a couple of weeks before the actual construction so that the overseers could meet each other, choose the area where they would be in charge, and have a chance to ask questions. It helped bring them together as a team which could work well together.

The search for the other volunteers was ongoing. Besides the use of the media to recruit, volunteers were signed up at a benefit dance held to advertise the park, at the counting of the pennies, at a home show, and at programs on the park. A home computer was used to set up a database containing name, address, phone, work area (builder, food server or child care helper), day and shift work, tools available to lend, and contact made.

The computer produced a list for a call-a-thon to check areas and times people would be willing to work. The food and child care committees especially needed to know who would be helping and at what times. The time and number of children coming for child care were also very important to know. Mailing labels were produced from the computer list a few weeks before the start of building and postcards with information on what to bring and wear, child care and food, and work schedule were sent to signed-up volunteers.

During the time the volunteer committee was finding workers, tools were obtained from companies and individuals; money was raised; children spread the word about the park and got their parents involved; legal matters were taken care of; materials were donated and bought; food was donated; child care space, programs and activities were set; billboards about the park went up; a future site sign appeared where the playground would exist; bond pages appeared in the paper; and the core committee kept meeting. Time lines became shorter as preparation became more intense.

The starting day was a day earlier than we had planned because of the fear that the landfill of past buildings on the site would slow the digging process. But we were lucky. By the end of the



**The completed Playfront Park at dawn.**

day all the pole holes had been dug, the wood delivered, and the tents erected.

With up to 500 volunteers arriving at each of the three daily shifts, the volunteer tent had to be ready. Key information about the park building was presented on a large board where the volunteers gathered after signing in at the tent. As volunteers arrived they read and signed release forms and obtained their name tag. If the volunteer could cut a straight line with a circular saw then the person received a red ribbon. Those with children were sent to child care where they received a wrist band with their child's name on it in case of emergency, and learned the child's schedule for that shift. Before being taken out to the site by runners, the volunteers received information about meals, the site, the tool area and toilets.

On the site, we gave the volunteers lots of support. Our work overseers wore bright orange vests and were always available to answer questions or give new work. The core committee wore pink shirts with the logo and were available for questions and special tasks. The food committee brought around snacks during all the shifts. The pre-fab area had the big saws but there was also access to saws on the site. The check out and in for tools was smooth running. A public address system gave information and could locate parents. Trash containers were available. A large sign listing the major contributors was placed on one of the tents. There was always something to do even if it was sanding.

The morning shift was from eight until noon with a half hour for lunch. The work overseers ate first, which gave them a chance to be together to discuss work. They were back before the volun-



**Kids at play in their new park.**

teers finished eating so they could help the next-shift volunteers get started. The two supervisors from Leather's office worked closely with this group. The 7 a.m. meetings helped lay out the work for the day, and the supervisors directed the units of volunteers made up of a skilled and two unskilled workers to the work overseers. The afternoon shift went from 12:30 to 5 p.m. when dinner was served. The last shift last from 5:30 p.m. until dark.

Making it fun really made it successful. In fact, we found that people who signed up for early shifts stayed on to help. They became a part of the park and the area they were building was

theirs. Companies brought whole groups to work certain shifts. Some of those same people came back again on their own.

We had school classes bused to wash tires and we had handicapped people help serve food and provide entertainment for the children. We had a variety of activities for the children under 10 years of age and they kept bringing their parents back because they wanted to come. Children from 10 to 14 could work beside a parent or stay in the day care area if they tired. We stuck to this rule and had little trouble. Children made trips each day to view the progress and helped with washing tires, sanding and soaping screws.

Excitement began to grow as boards became mazes, castles, boats, a dragon, and bridges. Slides appeared at different spots. Tires became swings, bouncing broncos and swinging platforms. Saws, sanders, routers, drills, screw drivers, shovels, wheel barrows, and rakes were checked in and out of the tool trailer. Everything was going well and the weather was great. The next day's opening was moved up five hours.

Yes, we were ahead of schedule and felt the excitement of nearing the end. Then the rain came and tarps went up. Some volunteers left, and others didn't show. Using mobile phones from the volunteer tent and the main area, the media was contacted and interviews were done on the need for help. People did show up on Sunday in spite of the strong cold wind off the lake and the rain that made May feel like November. Dedicated volunteers returned and ones who had signed up came. The afternoon brought sun and the removal of the tarps. Last minute sanding was done before the tools were removed from the playground and returned to the tool trailer.

The children from the day care assembled. As the countdown started, the small leaning bodies towed the edge of the park. At "go," swarms of children filled the park and tried out everything from the phones, a cork screw slide from the dragon, and tic tac toe, to sliding down a fire pole, traversing a rubber bridge, and steering a ship. The adults knew that what they had done would remain a treasured memory and a well used park for many years to come.

## Community Service for All Law Students—Goal of Pro Bono Student Group

By Judy Haberek

Is volunteerism necessarily voluntary? Not if you take into account a plan by Law Students for Pro Bono, which would compel law students to do free legal work for the poor as a requirement for law school graduation.

The law students' goal is to make pro bono work a requirement of the 175 accredited law schools in this country by the year 2000, thereby adding millions of hours of legal services for the poor. (Organizers figure that sum would be realized if each of the nation's 129,000 law students did 100 hours of pro bono work per year.)

However, participants hope for another benefit. The students say only about 17 percent of lawyers do any pro bono work now. If they are introduced to it in law school, the theory goes, hopefully they will voluntarily continue the practice into their professional careers.

Quoting the American Bar Association, the student group notes that nine out of ten legal needs of the poor go unmet. "In the United States, the principle of 'equal justice under the law' really means 'equal justice under the law for the few,'" said Sandra Hauser, a third-year law student at Harvard and an organizer of the campaign. (The National Legal Aid and Defender Association claims that federal funding for legal services has dropped 40 percent per capita in the past 10 years.)

The American Bar Association backs the plan, but individual law schools have responded differently. So far, four schools require pro bono work for graduation: Florida State, University of Pennsylvania, Tulane and Valparaiso. Other schools have voluntary pro bono programs and more are considering a mandatory one.

Tulane's has been in place since 1987. The New Orleans law school requires its students to complete 20 hours of community service to graduate. During half the 1989-90 school year, about

575 students handled 191 cases, which the school defined as advice, referrals or actual adjudication. The 1990 class, the first to graduate under the requirement, did more than 5,000 hours of legal service.

A group of faculty and students at American University's Washington College of Law in Washington, D.C. is in the process of setting up a pro bono requirement for students there, although the faculty will ultimately have the final word on the project.

Matt Nicely, a third-year law student at American University, is president of the Student Bar Association and a founding member of Law Students for Pro Bono. He assumes that the faculty and students will adopt some sort of program, but specifics about requirements and grades for pro bono work are unknown at this time.

Talk about the idea has been going on for months in the law school community and the consensus seems to Nicely to be that something should be adopted to teach students about their pro bono responsibilities and provide an easy mechanism to do so.

Law students cannot take on clients of their own because that would be malpractice for the students and a legal liability for the school, but they can work with public interest groups and individual lawyers in an internship program, Nicely explained.

Should the law school faculty also be required to do pro bono work? "If professors really want to get their point across, perhaps they should be required to do so," Nicely said. However, his primary goal is to make an impact on future attorneys, so Nicely sees the faculty requirement as a "diversion."

In his efforts, he has also run up against some students who are opposed to the requirement because they feel the school would be trying to legislate morals. The program is not intended to berate students, he answers, but to fill the dire need for law services for the poor.

If law students are facing this requirement, should medical students have a similar requirement? Yes, Nicely feels. Both occupations have a monopoly on the field, he said, although he was not sure if the medical code of ethics gives doctors a mandate to do free work. There is a strong history of lawyers feeling they have a higher responsibility

than the average citizen to provide service to the poor, he added. However, the fact that there is no medical student requirement should not be used as an excuse to quash the law student requirement, he said.

The University of Pennsylvania law school in Philadelphia is in its debut year of a mandatory student pro bono program. Judith Bernstein-Baker, director of the public service program, explains that second-year law students must perform 35 hours of free work and must do another 35 hours in their third year. If a second-year student fails to complete the 35 hours, he or she must do a total of 55 hours of pro bono work over the summer before going on to the third year.

Bernstein-Baker has computerized projects available to the students by cross-referencing them by name of project, subject area and type of work, for instance. Recipients of the law students' volunteer efforts must conform to certain school guidelines, although they are allowed to specify work arrangements. Some work under court deadlines, for instance, while others want a measured amount of time from a student each week. The work must be law related and not just administrative, for example. All government agencies are eligible for the program, as are non-profit groups, but not trade associations. A student may also work for a faculty member or a private attorney working on a pro bono basis.

There are approximately 270 students taking part, she said. Typical assignments include client interviewing, working under the supervision of an attorney, research and legislative analysis. The breakdown of placements for students is fairly evenly distributed, she added. However, many students have chosen to work in projects in the public schools, teaching children about legal issues. More are interested in this work than there are positions available, Bernstein-Baker said.

Students have also worked on cases involving child custody and child abuse issues, food stamp benefits and women who are victims of spouse abuse. Prevalent right now are bankruptcy cases involving low-income persons. Students help the business people file bankruptcy, while helping them keep their homes.



## California Trucking Companies Volunteer to Distribute Food

"Deadheading" to truckers has nothing to do with picking spent flowers off plants or being a Grateful Dead fan. It means the inefficient, but sometimes unavoidable, situation of driving an empty rig in one direction. Truckers in California, however, who have teamed up with Food Partnership, are doing less deadheading and are using those empty trucks to deliver food to food banks around the state.

A dozen of the largest food banks in Southern, and now Northern, California are recipients of Food Partnership's coordination efforts. These huge food banks warehouse food, which is then distributed to individual homeless shelters and hunger programs that feed the approximately two million needy in the state.

These food banks had long complained that one of their major expenses was shipment of the food from suppliers to the warehouses. So they got together with the United Way to help their already existing emergency food system in Southern California save transportation costs.

Carolyn Olney, program coordinator for Food Partnership in Bell, Calif., explained how the system works. There are about 80 trucking companies who have agreed to make these deliveries and are therefore familiar with Food Partnership and how they work, she said.

A food bank will call the partnership and say they have a source of surplus soup, for instance, that needs to be delivered to them. The partnership basically acts like a dispatch office. It checks its records to see which trucking company uses the same route from that supplier or corporate donor to the particular food bank. They then call the company to see if they have an empty truck available that can make the delivery.

The partnership does not usually deal with truckers who own and operate their own rigs, so they don't have to arrange for the actual drivers. Instead,

the trucking company schedules and pays the regular wages of its own drivers as part of its volunteer effort. It is efficient for the company to do so, because they are usually traveling in that direction anyway, Olney said.

The California Trucking Association says that more than \$600,000 in transportation costs have been donated and that 12 million lbs. of food have been delivered.

Food Partnership operates out of a small trailer office on a former Army air base. They share space at the facility with a Salvation Army homeless shelter. The project began in December 1987 and now has seven full-time employees and two part-time truck drivers. Funding is provided mainly by the United Way, but also from foundations, the city of Los Angeles, a federal community food nutrition project, fundraising and individual donations.

In addition to its coordination efforts for food banks, Food Partnership helps small hunger and homeless agencies get their supplies from those food banks. Often, Olney explained, the small programs have to make do with broken down pickup trucks and volunteers' automobiles to get supplies.

So many needed transportation services that the Partnership now operates its own delivery service, which includes four "bobtail" or 18 ft. trucks, two full-time and two part-time paid drivers.

They pick up supplies at food banks and deliver to about 55 different organizations. These soup kitchens, food pantries and homeless shelters average about a delivery a week. Each delivery can be anywhere from 500 to 15,000 lbs. of anything from government surplus butter to corn meal, peanut butter, rice, beans or cereal.

Finally, Food Partnership also gives technical assistance to these food pantries on how to get food from other sources. They also advise them on other benefits such as food stamps and how to network with other homeless or hunger groups.

This effort also ties food banks into the public policy arena. Food Partnership alerts them to pending state and federal legislation, because "they are the best kinds of advocates," Olney said. These are the people who should really communicate with their congresspeople, state legislators and county supervisors, she added.

### CORRECTION

In the summer 1990 VAL article, "What Do You Do After You Say Hello?" attribution was missing for the following Red Cross materials mentioned: *New Paid and Volunteer Staff Orientation* (ARC 2477) (Leslie Traub) and *Volunteer Administration Manual* (ARC 3317) (Laverne Campbell).



Food Partnership volunteer loads truck.

## Volunteer Group Proves 'New York Cares'

In only about five years, one volunteer group has enlisted about 4,500 New Yorkers who are helping to dispel the image of America's largest city as dangerous and impersonal. Pointedly named "New York Cares," this organization encompasses 75 to 100 hands-on volunteer projects each month in tandem with other nonprofit social service groups in all five of the city's boroughs.

Even as New York has its stigma, the volunteers at New York Cares are also categorized negatively. Many of them fit into the typical definition of "yuppy": They are young, aged 25-35, upwardly mobile, usually single and work at professional jobs full time.

The Manhattan-based program averages 130 new volunteers each month and is operating on a budget of \$346,394. It has five full time staffers headed by Kenneth Adams, the executive director. They operate out of a four-room walk-up near Bloomingdales and pay rent of only \$6,000 a year thanks to the largesse of the landlady.

About 75 people a month attend orientation sessions there for new volunteers. In 1989, 906 new volunteers attended orientation sessions. Three evenings a week after work, the group holds meetings for five to ten new members. Until recently, the group organized recruitment events and spoke at volunteer seminars. Because of its success in attracting new volunteers, however, the group has reduced its direct recruitment activities.

New York Cares has dozens of volunteer success stories to its credit. For instance, they collected 20,963 coats in less than a month for the city's needy. The first donation was a camel-haired coat directly off the back of Mayor David Dinkins. This year's drive was twice as successful as the previous year's 10,000-coat tally.

The coats were donated by New Yorkers at drop-off points at 15 city police precinct stations and transportation terminals such as Penn Station and the Port Authority Bus Terminal. Volunteers then sorted and distributed them to community groups who give them to

the poor and homeless.

Despite its success, the drive could have used double the amount of coats it collected, according to Adams. For example, New York hospitals all asked for garments for their indigent patients, who cannot be discharged in the winter unless they have coats.



### New York Cares

Once the coats were collected, they were sorted by size by the City Volunteer Corps, a service program for 17 to 20-year-olds. Working out of a warehouse in Queens, the young people discovered suede and leather coats, in addition to cloth coats and parkas. They even found an occasional fur. Most of the garments were in excellent condition, although some needed mending.

The coat drive was one of many New York Cares projects that owe their success partly to their willingness to allow volunteers to have flexible hours in which to work. Some volunteer once a week, once a month or whenever their schedules permit. Projects take place on weekends, weekdays and before and after normal working hours. More than 50 team projects are organized each month, in addition to individual efforts.

As an example of a group project, 10 to 20 volunteers meet each month to set up recreation activities for homeless children, prepare and serve food in soup kitchens, renovate housing for low-income families and provide support to hospitalized children, the homebound and institutionalized elderly and people with AIDS. The same project coordinator leads a project each month with the same group of volunteers, who are asked to make a six-month commitment to a team.

In 1990, this translated into 150,000 meals served to the hungry and homeless and 1,800 hours of "hard labor" on

housing renovations, plus recreation and education programs for thousands of needy children.

On the other hand, special events at New York Cares require only a one-day commitment from a volunteer. These special events are ideal for new volunteers who want to get their feet wet or are unsure whether they want to make a longer-term commitment.

Also, these special projects are critical to agencies that need emergency volunteer help sporadically. About 20 to 30 times a month, these special projects get volunteers to clean up a city park, for instance, or set up a holiday activity for children.

The diversity of projects at New York Cares reflects the diversity of the city itself. Last New Year's Eve, for example, a volunteer could show up in formal attire for a party—complete with live band—at the Jewish Home and Hospital for the Aged. The next morning, that

### I CARE!

The future of this city and its people matters to me.

- Call me about volunteering opportunities with New York Cares, Inc. I am interested in projects that serve:
- Homeless  Children  Elderly  Other \_\_\_\_\_
- I would like to set up a service project at work.
- Call me so I can find out more about New York Cares' individual and corporate sponsorship programs.
- My company has a Matching Gift Program.
- I am enclosing a check payable to New York Cares, Inc. in the amount of:
- \$25  \$50  \$100  \$250  \$500  Other \_\_\_\_\_

NAME \_\_\_\_\_

COMPANY NAME (OPTIONAL) \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

(HOME) TELEPHONE NUMBER \_\_\_\_\_ (WORK) \_\_\_\_\_

BEST TIME TO CALL \_\_\_\_\_

Please complete this reply card and mail it today to:

New York Cares, Inc.  
140 East 58th Street, New York, NY 10022



New York Cares

same volunteer could dish out an early meal to the homeless at a church.

In January alone, those two volunteer efforts could be followed by helping a homesteading team or spending a morning at a public library with homeless children. Ice skating with children was also on the agenda for January, plus a theater trip, a winter hay ride in Central Park, a Juilliard music recital at a nursing home, plus hospital and museum-based activities.

Previous efforts involved 111 volunteers who helped more than a thousand city children attend Fresh Air Fund camps. A dozen teams of volunteers helped hundreds of developmentally disabled athletes train for and compete in regional Special Olympics tournaments.

—Judy Haberek

## D.C. Program Finds Jobs for the Poor and Homeless

One fundamental cure for poverty and homelessness is a job. But for just those very people who need it most, a job is one of the hardest things to find and harder yet to keep.

The poor, uneducated, homeless or those with a mental illness, for instance, are those who need a little extra help to get that all-so-important first entry-level job. It is at this point that Jubilee Jobs of Washington, D.C. steps in. Jubilee is a nonprofit employment agency that serves as a connection between job openings and capable inner-city applicants.

Since its beginning in 1981, it has placed more than 4,000 applicants in entry-level jobs in the metropolitan area. No fees are charged to applicants or employers. Typical jobs are cashiers, child care, cooks, custodians, data entry, desk clerks, housekeepers, landscapers, secretaries, security guards and waiters.

Compared to the rest of the U.S., the Washington, D.C. area has a relatively low unemployment rate and is more recession proof because of the stability the federal government provides the workforce. Still, from 1980 to 1986, the rate of poverty in the District rose, even

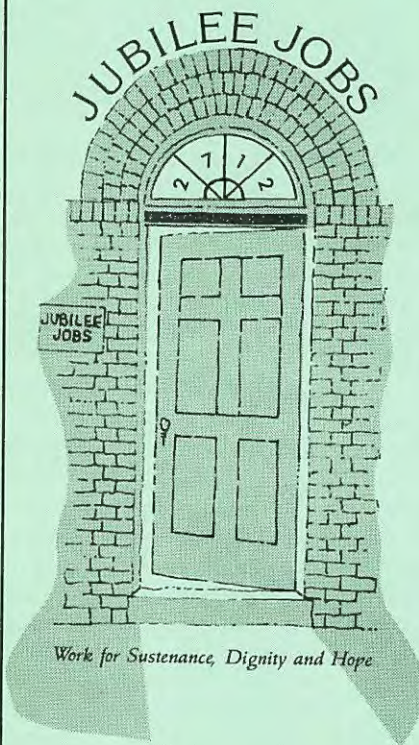
though service jobs are the fastest growing component of the workforce and account for most new jobs.

Poor people in the area faced many barriers to employment such as low levels of skill and education, a lack of work history, a history of drug abuse and/or criminal activity, lack of transportation, no proper interview clothes and lack of money.

To add to employment difficulties, a double standard frequently exists that expects the middle class to move from one job to another as a means of advancement. However, frequent job changes for those holding entry-level, dead-end jobs are often viewed with suspicion.

At the first interview at Jubilee, then, these applicants fill out an application that covers their work history and job requirements. References are checked by a job counselor, who arranges interviews with employers who have listed job opportunities with Jubilee.

Employers who use Jubilee include a large local property management company, a major insurer, retail stores and the Marriott Corporation. Once a business hires a Jubilee worker, the employment agency stays in contact with the employer to follow-up on the appli-



cant's progress.

Finding a job for an applicant is just the beginning, however. Job retention is a critical component. Support is given the successful job seeker for one year by telephone follow-up, occasional gatherings and participation in the Job Friends Program. It is this last feature of Jubilee's services that involves volunteers.

If they wish, applicants can be matched one-on-one with a volunteer mentor for additional support. Ideally, the volunteer has some experience in common to share with the applicant. Both may be working mothers, for instance, or the job friend may have started a career in the same field as the newly employed person.

Volunteers hear about the program through friends or their church or they are Jubilee job clients who have been working for a year or more and are interested in helping those just starting out. The two are told about each other and a Jubilee staff person sets up a meeting at a time convenient to both participants.

The two are matched for a year and both agree to get together once a month to talk. They also talk by telephone at least one other time during the month. They can meet separately or both can attend monthly Job Friend meetings together.

The pair also has the responsibility of setting goals for the job applicant for the next six months. The volunteer will hold the applicant accountable for meeting these goals and keep tabs on progress. After six months, a new set of goals is established. In some cases, goals will deal with developing stability and dependability on the job.

It is this process of regularly scheduling and attending meetings with a volunteer that helps the new employee develop responsibility and dependability. If they cannot attend a scheduled meeting, they are trained to call and reschedule a new appointment. In addition to the volunteer, a Jubilee counselor will check in monthly with the employee or volunteer to tell them about the next group meeting.

The monthly meeting is currently a dinner meeting on the third Thursday of each month. Resources such as speakers and training information are provided at these meetings and Jubilee Jobs staff also attend. At an annual cere-

mony, Jubilee also awards one-year pins.

Meanwhile, a volunteer may have to help a worker face new difficult situations he or she is encountering. Another goal may be to help the employee move on to a better job. A volunteer would help the worker find training or classes to learn new skills or to help target new opportunities.

Through experience, Jubilee has learned not to be discouraged if an applicant fails the first time around. Those from poor backgrounds are frequently more isolated and steps to employment are steeper than for most. However, Jubilee has found that a willingness to try again eventually leads an applicant to stable employment.

As an example, they discuss Melissa, who first came to Jubilee from a shelter. She was nervous and shy, had no work history and a social worker who felt she would never be self supporting.

Melissa started as a dietary aide at a senior citizens' home. That job lasted five months and she returned to Jubilee. She was next placed in a fast food restaurant, but left after a short time. She then found work at a store, where she stayed for a year. Finally, she shifted her job search and found a cashier position and arranged to take the GED exam.

In addition to its job placement activities, Jubilee also has a homeless outreach program that placed 57 persons with employers in 1989. It also worked with 20 area teenagers in 1989, conducting interview training sessions, holding a post-summer jobs event and finding them jobs for after school hours, while encouraging them to stay in school.

For those not yet ready for the outside workplace, there is Cana Industries, a work training program for the disabled or those with little or no work history and those who are in need of structured time while recovering from addictions or illnesses. Cana Industries operates an actual bulk mailing business that processed a half million pieces of mail in 1989, thereby providing work for the applicants.

Funding for Jubilee and its programs comes from individuals, churches, foundations and corporations. For information, contact Jubilee Jobs, Inc., 2712 Ontario Rd., NW, Washington, DC 20009, (202) 667-7390.—J.H.

## Helping Victims Survive the System in Northern Virginia

Helping crime victims through the system and through recovery from the trauma of victimization is the goal of a volunteer-staffed program in Fairfax County, Virginia, a suburban area outside Washington, D.C. Crime victims are often surprised to find that they still feel victimized long after the incident is over, say officials of the Victim/Witness Assistance Program (V/WAP).



Either a crime victim or a witness is assigned to one of three volunteer coordinators for telephone or personal interview to determine what they need. A coordinator is on-call daily for crisis intervention and walk-ins and services are coordinated with the Commonwealth's attorney, the police department and the department of human development, rape and spouse abuse programs and mental health agencies.

Victims suffer four kinds of injuries, according to a training manual and handbook from the Greene County Prosecutor's office, Zenia, Ohio. Their injuries are physical, financial, emotional and what some call the "second injury," or "the exacerbation of all other hurts, a secondary harm caused by family, friends, community and the criminal justice system."

All these injuries can be more serious than what is apparent on the surface. For instance, an elderly mugging victim with a broken leg or hip may have to be put in a nursing home after the crime, causing even more than normal suffering. A theft of even a relatively small sum of money can be very serious if the victim is on a fixed income, needed that money for food and is not able to replace it or go to other sources.

The emotional trauma may be the most devastating, the training manual continues. Emotions may range from

anger, resentment, humiliation, shame, fear and depression. These lead to anxieties that can mean continuing behavioral changes affecting the person's future. For instance, one study suggests that half of all married rape victims get divorced six months after the attack because of the emotional impact of the crime on families, husbands and children.

The final injury occurs at the hands of the community and criminal justice system that should be providing a supportive network, but often ends of compounding the problem. Victims may have to take unpaid time off from work to show up in court or be available to the police. They may have to pay for extra transportation and child care costs. If they are robbery victims and property is recovered, a long wait may be in store before they can reclaim that property because it is evidence.

"Humiliation and shame are often inflicted upon a victim by even well-meaning friends and family," the training manual adds. "The first question often asked of a victim of a burglary is: 'Didn't you have your door locked?' The first question asked of a sexual assault victim: 'Why were you on the street at night?'"

To counter the devastation of these added injuries, Fairfax's program offers a variety of services provided by volunteers: court notification, witness preparation, court escort, referral to other agencies, victim impact statements, crime victims' compensation claims, transportation, child care and support groups.

A coordinator is on-call daily and a phone answering system augments the service. Messages are checked periodically. If victims need immediate help, they may call the police emergency operations center and ask for a victim counselor. The program has a staff of five and has some contact with an average 125 victims each month.

Formal training for volunteers includes lectures on stress theory, crisis intervention and the trauma of victimization. Panel presentations by representatives of the criminal justice system are also a feature of training, as are role playing, values clarification exercises, small group discussions and court observation.

—Judy Haberek

# Advocacy

## Contributors Beware

From the Capital Research Center

**W**ith the number of U.S. charities now in the hundreds of thousands, and increasing rapidly, the Capital Research Center (CRC) advises "caveat contributor"—contributor beware.

Citing a 40 percent increase in the number of charitable organizations registered with the Internal Revenue Service in just the last eight years, with more than 77,000 organizations registered in California alone, CRC says it is now virtually impossible to monitor all of them properly.

Three organizations try, CRC says, but even the best efforts of the National Charities Information Bureau (NCIB), National Health Council (NHC) and Philanthropic Advisory Service (PAS) of the Council of Better Business Bureaus leave a huge "information vacuum." In addition, says James T. Bennett of George Mason University, author of the Capital Research Center report, "Caveat Contributor," the three organizations use different and sometimes conflicting standards to judge the charities they monitor.

More important, they focus almost entirely on well-known national charities, Bennett says. The National Charities Information Bureau, for example, the largest of the three organizations, publishes an annual *Wise Giving Guide*. But the guide provides information on only about 400 charities.

Although the need to focus on certain large charities is understandable, Bennett says, it also has an unintended consequence, implying that the better-known or better-financed charities are more

worthwhile or effective than smaller, lesser-known organizations. This may actually discourage some people from giving to organizations not listed in the *Wise Giving Guide*.

Here are some excerpts from Bennett's report:

**The proliferation of charities, legitimate and otherwise, causes intensified competition for contributions, compounded by the fact that 1986 tax reform made charitable contributions less readily deductible.**

There is no question that charity is highly lucrative; but some individuals exploit the generosity of Americans with schemes through which little, if any, of the money raised for ostensibly worthwhile causes is used for charitable purposes.

Health charities, for example, being widely known, are frequently victimized by "look-alikes" which dupe donors into thinking they are supporting one charity when in fact they are giving to another with a similar name. Says Don Henry, the American Cancer Society's vice-president for crusade and income development, "Anything you put out that has the words cancer or cancer research on it is

going to have a very strong appeal."

The proliferation of charities, legitimate and otherwise, causes intensified competition for contributions, compounded by the fact that 1986 tax reform made charitable contributions less readily deductible. The result: between 1985 and 1986, contributions increased by 14.5 percent; but between 1987 and 1988, the gain was only 6.7 percent.

Recent decisions by the U.S. Supreme Court have made it increasingly difficult for government at all levels to weed out fraudulent charities.

In 1988, for example, the court overturned a North Carolina law that prohibited professional fundraisers from keeping an "unreasonable" (more than 35 percent) share of the total collected from a charity.

\* \* \* \* \*

Even the conscientious donor may find that the evaluations or information provided by NCIB, PAS, NHC, and the offices of state attorneys general are not without their limitations. Although the evaluators' intentions may be above reproach, the process itself may create unforeseen negative consequences.

■ Consider the sheer weight of numbers. With hundreds of thousands of organizations active nationally, vast resources would be required to gather and analyze data on even a small proportion of the total.

■ Even in the best of circumstances, mistakes are inevitable. Covenant House, one of the nation's fastest-growing charities, was approved by NCIB in March 1990; less than a week later, its founder, Rev. Bruce Ritter, resigned amid allegations of sexual misconduct and a secret trust fund that made loans to a member of the board of directors, to Ritter, and to Ritter's sister.

■ The most important standard is arbitrary. From the donor's perspective, the critical issue is the proportion of expenses used to carry out the charity's programs. NCIB requires that at least 60 percent of a charity's expenses be used for programs; PAS requires 50 percent.

Differing standards can generate confusion. The Paralyzed Veterans of America is in full compliance with PAS guidelines but was disapproved by NCIB because it failed to meet the 60 percent standard.

■ Deciphering financial reports can be difficult, even for a trained professional.

(Continued on page 15)

*The Capital Research Center, based in Washington, D.C., monitors charitable giving in the United States.*

# Communications Workshop

## Ten Tips for Faster Writing

By Robert Byler

It's five o'clock, and you haven't finished the writing you began working on after lunch. Well, you didn't really "work" on it. You fiddled around with ideas, had some interruptions, took too many breaks, and stared at that blank page instead of getting words on it. Now, you'll have to stay late or take the work home to meet your deadline.

Association communicators are used to producing under pressure, but they are not immune to writer's block. It's an awful malady. It drains energy and creativity, disrupts deadlines, and can cause self doubts.

Here are some tips, proven in practice, to help write faster and better:

**1. Set priorities.** Make a daily or even half-daily "to do" list, in priority order, and estimate the time needed for each task. Weekly and monthly task calendars will also help planning ahead. Set deadlines earlier than needed, and stick to them. This leaves time to mull over what you've written and enables you to do a better final revision.

One step at a time is the golden rule for getting words on paper. It's better to accomplish one or two tasks than to become frustrated because you attempted too much in a limited time. Be realistic. Determine your average output and aim for it regularly. Your speed will increase gradually.

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*Robert Byler is a journalism professor at Bowling Green State University, Ohio. His tips are reprinted with permission from Communication News, a monthly newsletter published by the Communications Section of the American Society of Association Executives.*

**2. Outline and organize.** An informal handwritten outline is a time-saver. It lets you map a path to the end of a manuscript, anticipate transitions, and avoid repetition.

Organize your notes and other materials in the same order as your outline topics. Retype these notes by categories on large index cards, or cut handwritten notes and sort them by topic. Put materials for each writing job in a separate folder and list them on its cover.

**Association communicators are used to producing under pressure, but they are not immune to writer's block. It's an awful malady.**

You can even use an indexed outline for complex material. I did for one 6,000-word article. Taped interviews were transcribed into 18 pages of typed notes. I numbered 20 specific outline topics and used the numbers to key sections of the notes. I marked out each section with a red pen after using that material. One payoff was that only two pages of the article needed major revision. The three hours spent outlining and indexing the notes saved me about 20 hours in writing time.

**3. Talk out your story.** Good writing is like an interesting conversation with a typical reader. When stymied by a tough sentence or paragraph, say it out loud to a

friend, to a pet, to your office wall, or to an imaginary reader. That helps you focus on the audience and improves the conversational quality of the article. Or, dictate into a tape recorder and type the article as you listen to the playback. Then edit to clean up any glitches. A well-written feature should "sing" in a reader's mind.

**4. Focus on your focus.** Every article needs a clear focus, or theme, that you can state in one sentence. Write a working title and subtitle to help pinpoint the focus. If the lead stumps you, write the ending or another part of the article first. The ideal focus of the article or anecdote for the lead may pop into your mind as you write other sections.

**5. Keep the ideas flowing.** It's easier to keep a big boulder rolling than to start it; and so it is with our thoughts. Once you start to write, don't stop to correct minor errors. A word processor makes it easy to revise as you write, but it may slow down the job. Print out a copy of your article before you edit the final revision on the word processor. You're likely to catch more errors using this system.

To restart the creative flow each day, stop and start at midpoints—in the middle of a paragraph or sentence—rather than at a logical ending. Or, go back and retype your last paragraph to get your brain and fingers working. You can also type some throwaway material just to jump-start the writing process.

**6. Try a new time.** Changing the time you write may help in the writing process. If you can choose the daily writing period, work on flextime or write at home. I was a night owl writer until I had to churn out a 400-page book in three months. Surprisingly, I found that I could write faster when I got up at 5 a.m. Alternate your writing time to see what works best. Some companies have established "quiet" days or hours, when phone calls are intercepted so time is left for writing or for other jobs requiring concentration.

**7. Change your writing environment.** A change of place may speed up your pace. Maybe a different balance of in-office and at-home writing is needed. Spartan surroundings also encourage concentration.

If your office is too attractive, you may do more sightseeing than writing. A comfortable chair may also relax your mind as well as your body. My computer kneeling chair makes me try to finish the job faster so I can take a "comfort break." I know one writer who stands up at a tall table to write more efficiently.

Soft easy-listening music helps my writing rhythm and masks out other distracting background noises. Keep notes on your writing output in different situations and see what works best.

**8. Limit drinks, snacks, and breaks.** Too many Black Russians may produce blank pages. Use snack breaks as a reward for getting a certain number of words on paper, not as a substitute for a steady writing diet.

Plan ahead for breaks and use them for a purpose. A good physical condition contributes to a better mental effort. If your fingers won't do the walking, get your feet moving. Exercising or doing physical tasks may generate useful ideas.

**9. Sleep on it.** The subliminal mind is a writer's best collaborator. Feed your brain some ideas before retiring, and awake inspired. Plan your schedule so you can leave a couple of days between a draft and its revision. You'll come back to it with more objectivity and new ideas.

**10. Always carry a pencil and paper.** Don't let those great ideas that come randomly get away. Write ideas down whenever you get them: on a train or plane, carpooling, at a meeting, and so forth.

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## The Many Uses Surveys

Private grantmakers are expanding their repertory of information tools to include surveys and public opinion polls. Such activities are high-quality fodder for communicators.

What can surveys do? According to Humphrey Taylor, president of Louis Harris and Associates and featured speaker for a recent Grantmakers In Health gathering of approximately 20 private grantmakers, surveys can measure a wide range of social phenomena:

- attitudes
- behavior
- experiences
- motivation
- influences on behavior, which can provide clues about how to change behavior
- who is involved, including analysis according to age, gender and geographic location, and
- changes over time.

Survey results can be used in a grantmaker's communications efforts in a variety of ways. Serious attention should be given to how survey results will be used

before deciding to conduct a survey or design the instrument.

Taylor suggests a number of major uses of surveys:

1. Surveys can help define the size, magnitude or severity of a problem or need. This can be helpful in documenting the scope of a problem, which communicators need to know in crafting messages about their program choices.

2. Surveys can confirm or challenge wisdom. For example, the premise that "older Americans are not willing to work after they reach retirement age" was challenged when the results of a public opinion poll sampling Americans of all ages revealed contrary opinions. This is "news."

**Surveys can help define the size, magnitude or severity of a problem or need.**

3. Survey results can be valuable in developing a persuasive case to colleagues in the private grantmaking world—and public agencies, as well—to become collaborative funding partners. For communicators, a marketing opportunity.

4. Surveys can be used to help balance the demands of outspoken groups (i.e., "the squeaky wheels") by drawing out low-profile viewpoints.

5. New policies and program ideas can be test-marketed through surveys.

6. Surveys can serve as a catalyst for change by directing attention to specific issues.

7. Surveys can be used to assess the impact of communications activities. For example, before-and-after surveys can measure how much information was absorbed by viewers of a foundation-funded television program or public information campaign.

8. Surveys can be used to help identify trends and predict the future.

9. Communicators can use survey results as material for news releases, media briefings, and op-ed development, helping the grantmakers gain recognition as a source of information on a topic of its concern.

One word of caution: Be aware that sometimes survey findings can conflict with the world view of conservative trustees. Taylor notes that although ap-

proximately 70 to 80 percent of survey results yield anticipated findings, 20 to 30 percent reveal surprises.

—From Communications Update, Council on Foundations, Spring 1990 ■

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## Advocacy

(Continued from page 13)

Charities have an incentive to inflate income—to give the impression they enjoy widespread public support—and program expenses . . . The accounting rules governing charities permit them to classify many fundraising expenses as "public education" because "pleas for cash are wrapped in verbiage that might raise public awareness of a problem . . ." According to NCIB President Kenneth Albrecht, "There's a vast misrepresentation of expenditures going on right now, and it's growing."

\* \* \* \* \*

To the extent they perform their intended function by directing contributors to approved groups, ratings like NCIB's, despite their obviously good intent, can penalize newer charities which are held to the same standards as long-established organizations but which also may have higher fundraising costs. They also favor large organizations and give national charities a distinct advantage over local groups, all of which are not rated.

Because of the inherent difficulty of deciphering financial data—caused by the flexibility in reporting program expenses (for example, counting fundraising expenses as education) and the lack of attention given to the effectiveness of programs—even approved charities may be engaged in activities far removed from their statements of purpose and fundraising appeals, or of dubious value from the donor's perspective. This is especially prevalent when approval is granted to a national organization but fundraising is done by affiliates.

The best advice to the concerned donor remains "caveat contributor." The most effective course probably is to contribute to local charities and to become personally involved in charitable activity, which affords the opportunity to evaluate first hand how a charity operates, who it serves, and which of its programs really work as advertised. ■

# Research

## New Survey Reveals Surprisingly High Levels of Teen Volunteering

From INDEPENDENT SECTOR

American teenagers, often criticized for lack of caring and commitment, are volunteering at the same rate as adults and are also sharing their limited financial resources to help others, according to a new INDEPENDENT SECTOR report recently released.

Surprising results from a national survey, "Volunteering and Giving Among American Teenagers 14 to 17 Years of Age," conducted for INDEPENDENT SECTOR by The Gallup Organization, reveal information that contradicts the theory that generosity is eroding with each generation. The survey provides comprehensive information on trends and motivations in giving and volunteering, including comparisons with the recently released survey on giving and volunteering by adults (see Research, fall 1990 VAL). That survey showed marked increases among those over 18 years of age. "This news, coupled with that of the adult survey, paints an optimistic picture of the future capacity for volunteering and giving in America," said Brian O'Connell, INDEPENDENT SECTOR president.

The teen survey revealed that 58 percent of American teenagers volunteered in 1989. Fifty-four percent of adults volunteered that year. Teens averaged 3.9 hours of volunteer time each week and

*INDEPENDENT SECTOR is a nonprofit coalition of more than 750 corporate, foundation and voluntary organization members with national interest and impact in philanthropy and voluntary action. Its mission is to create a national forum to encourage giving, volunteering and not-for-profit initiative.*

over one fourth of the teen volunteers gave five or more hours each week. This effort brought a total of 1.6 billion hours of volunteer time by teens in 1989. Forty-eight percent of teenagers also contributed money to causes last year, with average contributions of \$46.

The survey also shows that approxi-

**"It certainly reinforces the advice to nonprofit groups that reaching out and asking Americans of almost any age to volunteer has a high success rate."**

mately 29 percent of all voluntary assignments for teenagers were performed as extra-curricular activities at school, while 79 percent were conducted outside school. The most frequently reported volunteer tasks were babysitting (10%), assisting the elderly or handicapped (10%), or serving as an aide or assistant to a paid employee (9%). On average, teens had 2.6 volunteer assignments over the course of the year.

"It is not surprising but nevertheless reassuring that, like adults, a very high percentage of teens said yes to volunteering when asked directly by another," noted Virginia Hodgkinson, IS vice president-research. "This is as impressive as the 87 percent of adults affirmatively responding to being asked. It certainly reinforces the advice to nonprofit groups that

reaching out and asking Americans of almost any age to volunteer has a high success rate."

The survey also points to schools and churches as the primary institutions that get teenagers involved in voluntary activities. Fifty-two percent (52%) of the teen volunteers indicated that they got involved through their school and 50 percent indicated it was through their church or synagogue. Through their schools, teen volunteers were most likely to get involved in areas of arts, culture and humanities (78 percent), education (74 percent), human services (55 percent), and environmental causes (52 percent).

A growing emphasis on community service by schools is apparently having a particularly positive impact on teen volunteering. Among the 61 percent of respondents who reported that their schools encouraged community service, 69 percent actually volunteered. Among the 28 percent who reported that their schools did not encourage community service, only 44 percent volunteered.

Ten percent of the teenagers reported that their schools required a certain number of hours in community service for graduation. Twenty-six percent reported that their schools offered one course or more in which community service was required.

"One of the reasons for the specific study of teenage charitable behavior was our concern that those who came before them, the 'baby boomers,' were not showing up in surveys as particularly generous of time and money," said O'Connell. "INDEPENDENT SECTOR wanted to see if the problem began at even younger ages. Since commissioning the teen study we've learned from our earlier report that 'baby boomers' have now caught on and are contributing time and money in generous degrees. With this second study, which now indicates that the younger generation is even more involved in service, we can be relieved and encouraged about the prospects of active citizenship and personal service for many decades. The task is to be certain that we nurture and recognize these encouraging patterns of generosity."

The survey also revealed some interesting attitudes of American teenagers. The teen respondents expressed more confidence in health and social service organizations, federated charitable appeals, public higher education and the media than in all other major institutions



of society, including government, organized labor or Congress.

### Survey Methodology

During March and April 1990, The Gal-

lop Organization conducted 301 nationwide, in-home personal interviews with teens 14 to 17 years of age. The error rate for the total sample is plus or minus 7 percent. Respondents were asked a series

of questions about their volunteering and giving behavior, programs in their schools, their reasons for volunteering and their levels of confidence in various institutions. ■

## SURVEY HIGHLIGHTS

■ Fifty-eight (58%) percent of teenagers volunteered an average of 3.9 hours per week in 1989. More than one-fourth of this group volunteered five or more hours per week.

■ Forty-eight (48%) percent of teenagers contributed in 1989. They gave an average contribution of \$46.

■ Teenage volunteers gave an estimated total of 1.6 billion hours in both formal and informal volunteering. (Formal volunteering involves regular work with an organization; informal volunteering involves helping neighbors or organizations on an ad hoc basis, such as babysitting for free or baking cookies for a school fair.) Teenagers who volunteered formally in 1989 gave 1.2 billion hours. These hours represented the equivalent of 766,000 employees.

■ Teens are nearly four times as likely to volunteer when asked than when they are not. Among the 51 percent of respondents who reported that they were asked to volunteer in the past year, 90 percent volunteered. Among the 49 percent who reported that they were not asked, only 24 percent volunteered.

■ Approximately 29 percent of all voluntary assignments for teenagers were performed as extra-curricular activities at school; another 71 percent of their volunteer activities were conducted outside of school.

■ The most frequently reported volunteer tasks among American teens were babysitting (10 percent), assisting the elderly or handicapped (10 percent), or serving as an aide or assistant to a paid employee (9 percent). On average, teens had 2.6 volunteer assignments.

■ The primary institutions that get teenagers involved in voluntary activities are schools and religious institutions. When asked how they got involved in their volunteer activities by each type of charity, the majority of volunteers reported that they got involved in their volunteer activities through their school (52 percent) or their church or synagogue (50 percent). Through their

schools, the volunteer activities they were more likely to get involved in were in the areas of arts, culture, and humanities (78 percent); education (74 percent); human services (55 percent); and environmental causes (52 percent). Through their church or synagogue, they were most likely to volunteer for religious institutions (85 percent).

■ Schools have a major impact on the incidence of teen volunteering. Among the 61 percent of respondents who reported that their schools encouraged community service, 69 percent actually volunteered. Among the 28 percent of respondents who reported that their schools did not encourage community service, 44 percent volunteered.

■ Ten percent (10%) of respondents reported that their schools required a certain number of hours in community service for graduation. Twenty-six percent of respondents reported that their schools offered a course(s) in which community service was required.

■ When volunteers were asked how they first learned about their volunteer activities, the most frequently cited answers were: through participation in an organization (47 percent); or they were asked by someone (43 percent). Those who responded that they learned about their volunteer activities through participation in an organization, most frequently cited were religious institutions (64 percent). Those respondents who were asked by someone were most likely to respond that they were asked by a friend (48 percent), a teacher or school official (27 percent), or a family member or other relative (20 percent).

■ The most frequently cited reasons teens gave for why they started to volunteer were that they wanted to do something useful (47 percent), and that they thought they would enjoy the work (38 percent). The same reasons were most frequently cited as reasons why they continued to volunteer.

■ Fifty-three (53%) percent of teen volunteers reported that they were current-

ly volunteering more hours than they did two years ago.

■ Teen volunteers were most frequently likely to cite that getting along with and relating to other people (32 percent), and how to be kind, helpful and respectful (20 percent) were the major skills they learned from their community service that could be used in other parts of their lives.

■ An overwhelming majority of teen volunteers (85 percent) rated their volunteer experience as good or very good. Less than 1 percent of them rated their volunteer experience as not good at all.

■ When teens were asked what would get them to volunteer again, the most frequently cited response was if they were asked (36 percent).

■ Membership in religious institutions has a major impact on the incidence of volunteering and contributing. Among the 75 percent of teen respondents who reported that they were members of religious institutions, 62 percent volunteered, and 56 percent contributed. Among the 25 percent who reported that they were not members, 44 percent volunteered, and 25 percent contributed.

■ Active involvement in religious organizations has a marked impact on the proportion of teenagers who volunteer and give. The proportion of the population that volunteered increased from 34 percent among the 16 percent of respondents who reported never attending religious services to 73 percent among the 41 percent who reported attending religious services weekly. The proportion who contributed increased from 17 percent among those who never attended to 69 percent among those who attended services weekly.

■ Teens expressed more confidence in health and social services organizations, federated charitable appeals, public higher education, and the media than in all other major institutions of society, including government, organized labor or Congress. ■



# Managing Cultural Diversity in Volunteer Organizations

By Loretta Gutierrez Nestor

**A**s early as the year 2000, cross-cultural people will be the majority in 53 of America's 100 largest cities and will comprise 29 percent of the workforce. Now that's significant for all of us as we plan the future of volunteerism.

And that is only the beginning. Given today's immigration and birth rates, by the turn of the century, one of every three Americans will be Latino, African Ameri-

can, Asian/Pacific Islander or Middle Eastern.

In the more distant future, around 2030, people of color will make up more than half of the American population.

The task of coping with these changes will be one of the key issues for you in the 1990s. It will be far from complete as the new century dawns.

"White males, thought of only a genera-

tion ago as the mainstays of the economy, will comprise only 15 percent of the net additions to the labor force by 2000," says *Workforce 2000*, a report prepared by the Hudson Institute for the U.S. Department of Labor last year.

The rest will be American-born white females, immigrants and a rich multicultural mix that includes Afro-Americans and a wide variety of Hispanics, Asians,

Native Americans and Pacific Islanders.

### Paradigm Shift

Little by little, senior executives and volunteer leaders across America are recognizing that these vast demographic changes demand a paradigm shift, a new way of running things—an approach often called “managing diversity.” This means recognizing that diversity is already a fact of life, learning to understand “culturally different” paid and volunteer staff and creating an environment in which they will flourish.

### Diversity Within Diversity

Although race and gender issues are given top priority when managing diversity, the concept of valuing diversity applies equally to issues of religious and regional differences, class, age, disability, veteran status, sexual orientation and lifestyle. Many also occur across educational lines, leaders versus worker bees, or paid versus volunteer staff.

“Culture” is a word that can be applied to any group. There certainly are regional, professional, class and lifestyle cultures. Women are socialized differently from the way men are. Even disability has a culture with its dos and don'ts.

Many organizations lose good people because they fail to teach them the rules. But now the rules may be changing, as different players enter the game. With the growing diversity of the American workforce, organizations are beginning to reassess recruitment and management policies, and are designing approaches to accommodate cultural differences among paid and volunteer staff.

Many are steering clear of EEO and affirmative action language. Why? Because, as one EEO manager put it, “EEO is passé. It's ho-hum. People don't want to hear about it anymore.” Others fear that “EEO has a stigma. To many people, it's the law, it's forced quotas, it's promoting incompetents, it's reverse discrimination.”

### Managing Diversity

By contrast, managing diversity approaches paid and volunteer staff differences not from the legal or moral standpoint, but from a practical perspective (without losing sight of EEO requirements), because it makes good business sense.

Managing diversity is much more than EEO regulations. Rather, it is part of the corporate strategic plan. We must go beyond numbers crunching and begin to

value diversity. The shrinking volunteer pool means more competition for existing talent, and that in turn requires a greater commitment by managers and volunteer leaders to recruiting, developing and retaining paid and volunteer staff of all kinds.

Managing diversity can help cut costs and increase productivity by tapping and developing seriously underused human resources. Also, employee and volunteer turnover can be reduced by recruitment, hiring and promotion policy based on merit.

## Ten Steps to Making the Most of Diversity

*(Adapted from Lennie Copeland of Copeland Griggs Productions)*

Typically, managing diversity includes the following:

- 1. Recruitment:** to increase the number of people of color through improved college relations programs and diverse recruitment through cross-cultural community outreach.
- 2. Career development:** to expose people of color with high potential to the same key developmental jobs that traditionally have led to senior management and top volunteer positions for their white, male counterparts.
- 3. Diversity training for managers and leaders:** to address myths, stereotypes and real cultural differences as well as organizational barriers that interfere with the full contribution of all.
- 4. Diversity training for paid and volunteer staff:** to improve the understanding of corporate culture, success requirements and career choices that will affect their advancement.
- 5. Upward mobility:** to break the “glass ceiling” and increase the numbers of people of color in the higher salary groups or volunteer leadership positions through mentoring, executive appointment and other programs.
- 6. Diverse input and feedback:** to move from asking managers and volunteer leaders what they think people of color need, to asking the people of color what they need.
- 7. Self-help:** to encourage and enable multicultural networks and support groups.
- 8. Accountability:** to hold managers accountable for development of their diverse paid and volunteer work forces.
- 9. Systems accommodation:** to respect and support the diversity of cultures through the recognition of different cultural and religious holidays, diet restrictions, and the like.
- 10. Outreach:** to develop a reputation as a multicultural leader (and hence visibility as an organization attractive to people of color) through supporting multicultural organizations, vendors, programs and services.

Virtually all those working in managing diversity believe that whichever of the above steps they take, top management leadership is a must.

“Cultural inclusiveness means not only tolerating differences but also supporting and nurturing them,” says Gwen T. Jackson, national chairman of volunteers for the American Red Cross.

Changing the attitudes and assumptions that prevail at an organization is far from easy.

Many times we can only hope to change behaviors rather than deep-seated attitudes. We must continuously remind ourselves that what we are doing is new, and that it may be frightening for those who prefer the status quo, or who fear that they are not ready to face the difficult and sometimes threatening issues raised by diversity. But we know that such resistance is no excuse for avoiding change.

Nonprofit organizations that deliver essential health and human services have little hope of continued success unless they mirror the diversity of their community. The message is clear. Diversity can be a revitalizing force for carrying your organization into the twenty-first century. And you personally can be the catalyst to make that happen.

You must be the visionaries who take the first steps.

A reduction in short-run and long-run costs can be achieved when all company operations are efficient. When paid and volunteer staff are not judged solely and objectively on the basis of their qualifications, inefficiencies can result.

Inefficient allocation of human resources in the short-run may occur when individuals are not recruited, assigned or promoted to the position for which they are best qualified. In the long run, paid and volunteer staff may become convinced that they will not attain a desirable position, and lose hope of attaining the education or training necessary for advancement. As people quit their "dead-end" jobs, the organization and the individual both lose when human resources are underused.

### For Help in Learning to Manage Diversity

■ You can buy or rent a three-part film/video training series, "Valuing Diversity," produced by Copeland Griggs Productions. The series deals with the issues of race, gender and cultural differences in the workplace and is accompanied by a training manual for each part. Call (415) 668-4200.

■ The American Institute for Managing Diversity offers two-day seminars called "Managing the Diverse Work Force." For information and dates, call (404) 524-7316.

■ ODT, Inc. provides products, services and training systems in Diversity Awareness Training, Upward Influence and Appraisal Systems. ODT's resources on managing a multi-cultural workforce include "ODT's Complete Cultural Diversity Library"; a diversity assessment tool entitled "The Questions of Diversity"; and a tip sheet, "Working with People from Diverse Backgrounds." For a free brochure of Empowerment Resources and any other inquiries, contact ODT, Inc., P.O. Box 134, Amherst, MA 01044, (413) 549-1293.

■ "The Nonprofit Sector in the United States and Abroad: Cross Cultural Perspectives" is a new three-tape videocassette series produced by INDEPENDENT SECTOR (IS). The tapes, which can be obtained independently or as a package, feature IS's first research conference on worldwide nonprofit endeavor. The series includes (1) an overview video highlighting several major presentations from the forum and commentary from many of the international participants (25 minutes,

### GETTING STARTED ON THE ROAD TO DIVERSITY

The first step is broadcasting a policy statement which tells the view of the organization's top leadership.

For policy statements to be effective, they should serve the following functions:

1. Express the organization's commitment to the goal of cultural diversity.
2. Reflect realistic and measurable objectives.
3. Be communicated in a way that leaves no doubt at any level of corporate management about the organization's intentions.

\$35); (2) a general session involving a panel of representatives from Japan, Germany, the Soviet Union, Argentina and Australia (17 minutes, \$45); and (3) a conversation with selected participants who offer views from key forum presenters (40 minutes, \$40).

The complete set is \$95. Contact Sharon Fitzgerald at INDEPENDENT SECTOR, (202) 223-8100.

*Loretta Gutierrez Nestor is the national director of volunteers for the American Red Cross in Washington, D.C. She and Gwen T. Jackson, American Red Cross national chairman of volunteers, presented this material at The 1990 National VOLUNTEER Conference in San Diego. Both serve on President Bush's Points of Light committees.* ■



# Valuing Diversity

By Loretta Gutierrez Nestor and Carl Fillichio

**N**onwhite volunteers in a predominantly white organization need ladders with every rung in place to grow within the organization. It is vital that the agency establish itself as a strong presence in the life of a person of color at a very young age, so that he or she becomes comfortable with the organization.

To accomplish this task, activities should be conducted at grade schools, junior high schools and community centers that are racially and ethnically diverse. If possible, volunteer recruiters for these groups should be bilingual, bicultural and familiar with the local ethnic community, including their schools, churches and community centers.

Another consideration related to people of color concerns the recent immigrant to the United States. He or she may expect a very different organization than the one you represent. For example, in Lebanon the Red Cross runs the ambulance service and has been awarded the Nobel Peace

Prize for this work during the country's civil war. A Lebanese who recently has arrived in the United States may expect to volunteer as an ambulance driver for the Red Cross in his new community, or may not want to volunteer because he does not wish to be an ambulance driver. Volunteer recruiters must therefore keep in mind the different customs of the volunteers throughout the world.

Volunteer recruiters also must consider the differences within targeted multicultural communities. For example, many members of ethnic groups have been in the United States for a few generations and thus know about some American traditions. But other members may have arrived only recently in this country and therefore are unfamiliar with American traditions.

*Carl Fillichio is a marketing specialist with Hager Sharp in Washington, D.C.* ■

Another difference that must be accounted for is the immigrant's country of origin. "Asians and Pacific Islanders" is a general category that really does not define a specific culture. A person in that category may be Japanese, Japanese-American, Chinese, Chinese-American, Vietnamese, and so on. Recruiters for a multicultural population must recognize that it includes people from different countries with different traditions.

### Maintaining the Commitment

As people of color become more aware of your unit, you can start asking for support through volunteering. Such an appeal is easier once the unit has become more connected with the community it serves. Volunteer appeals for people of color will be strengthened if your unit

1. states publicly that having a culturally diverse workforce is a top priority;
2. recruits more people of color, and places them in both paid and volunteer leadership positions;
3. ensures a welcoming spirit among current paid and volunteer staff for people of color. Special training can support this goal.

### Making the Message Real

To recruit and retain a culturally diverse workforce successfully, the organization needs to recognize three important points:

1. The "quality" of the volunteer's environment is critical to his or her success.
2. The success of volunteers from culturally diverse backgrounds greatly affects the ability of the organization to attract more people from culturally diverse backgrounds.
3. Since white staff often control the quality of the environment for nonwhite volunteers, they should be sensitive to cultural differences.

An effective way to recruit people from culturally diverse backgrounds is to represent a broad mix of cultures in your volunteer recruitment materials. However, these materials should not convey any "tokenism" or pandering to any particular group. People from culturally diverse backgrounds need to know that the messages are not addressed exclusively to them. They need to see that other people besides themselves are concerned with building a culturally diverse organization. Furthermore, whites need to know that the institution values the contribution of people of color—that they do belong as part of the team.



**Diversity is valuable to every paid and volunteer staff member of your organization.**

**Such diversity supports other goals of the organization by exposing volunteers to new issues, ideas, information and cultures.**

**Diversity creates opportunities for character development of paid and volunteer staff by teaching tolerance and respect for other people and by encouraging concern for racial and social equity.**

**A culturally diverse organization that values and nurtures people from all backgrounds is worthy of active participation.**



# SUSTENANCE: PROVIDING SUPPORT FOR THE SHORT-TERM VOLUNTEER

By Nancy Macduff

In my first installment on episodic volunteers (spring 1990 VAL), I defined two types of episodic—or short-term—volunteer programs and discussed the importance of a needs assessment as well as job descriptions, screening and recruiting. The development of a short-term volunteer program, however, does not end with bringing the recruits through the door to an organization, agency or program. An episodic volunteer program also includes strategies to sustain and support the volunteer during his/her time of service.

Notice that the word used to describe support for the episodic volunteer is *sustenance*. Sustenance is the process of "supplying with the necessities of life, nourishment" (*Webster's Collegiate Dictionary*). The process of supporting the long-term volunteer is often referred to as maintenance. This means "to continue to support or preserve" (*Webster's*). The difference between sustenance and maintenance is a subtle but significant one for the short-term volunteer.

Any supervision or support of the epi-

sodic volunteer should be grounded in nourishment and the immediate care necessary while the person is doing the job. It is important to check the attitude of your agency or organization toward short-term volunteers. A goal to lure volunteers with the promise of a short-term assignment, only to send messages that you really want them to stay forever, can lead to disaster.

A key to how episodic volunteers are treated rests with your current corps of volunteers. Their attitudes and behavior can determine the success or failure of the program. It is best to involve them in the planning, beginning with the needs assessment. They should be an integral part of planning the "sustenance" strategies to support the short-term volunteer.

This is best done by creating the episodic volunteer program the same as you would a program for youth volunteers. It is a separate entity—a specialized program to attract a certain type of volunteer. This gives it credibility with the current volunteers and allows the volunteer administrator to engage long-term volunteers in building a program that will be successful. It is a change strategy designed to revise attitudes and beliefs about what kind of volunteering is "appropriate" in an organization or program.

## Training

The best place to begin is with training. The episodic volunteer does not have time

to attend 35 hours of required training. The nature of appropriate jobs for short-term volunteers rarely requires that amount of training. The best method to develop and design training is to engage current experienced volunteers and some experts in adult education and training on a volunteer training committee.

Suppose the short-term volunteer is going to serve as a registration assistant for an all-day event. They will work about four hours. The volunteer training committee should review what is absolutely essential for them to know to complete the job successfully, such as the necessary tools (identifying clothing, pin or badge, etc.). Then the task of the group is to decide the most effective means to prepare the person to do the job. This might include a notebook or a videotape prior to the event, on-the-job training and a follow-up to determine what additional information would have helped them to do their job effectively.

Training for episodic volunteers needs to use the most efficient and effective means to organize and deliver training that will help the volunteer be successful. Adults can be nervous and fear failure in new situations. The volunteer program plans to reduce that fear through effective instructional strategies. A variety of training techniques that are self-directed can go a long way in preparing the volunteer. Audiotapes, videotapes, short workbooks, a one-to-one visit with another volunteer

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*Nancy Macduff is a nationally known volunteer trainer, author of several books on volunteer management and publisher of the newsletter, Volunteer Today. She is publishing a small book on episodic volunteering, which contains more information on the subject. Watch for listing in the next (spring 1991) ToolBox section of VAL.*

can begin the training process and build confidence in the volunteer that they are capable of doing the job.

### Supervision

The supervision and support of the short-term volunteer are similarities to the supervision of temporary help in an office. You are not building a long-term career volunteer, but rather capitalizing on the strengths of the individual. Feedback needs to be prompt, direct, courteous and designed to bring about immediate changes in behavior.

Volunteer programs that wish to attract a steady corps of episodic volunteers need to examine the training they provide for volunteer and paid staff supervisors. A special training course, "Supervision of the Short-Term Volunteer," could be required. Topics might include examination of the reasons people prefer short-term assignments, how to determine individual skills very quickly, practice in giving quick, direct feedback to enhance job performance, opportunities for supervisors to explore their own attitudes toward the short-term volunteer, and means to evaluate and reward performance.

Supervision of short-term volunteers can be done quite effectively by long-term volunteers. A large, national volunteer organization is exploring the idea of designing programs to recruit a small number of long-term volunteers who agree to serve 15-20 hours per week for a minimum of three to five years. The agency will dramatically change the support and educa-

triguing idea is best done in a field study situation, but has extremely interesting possibilities for such organizations as hospice, the humane society, orchestras, hospital volunteer programs, youth agencies, and so many more.

### Recognition

A key to effective supervision and sustenance of episodic volunteers is recognition. This is the formal and informal system of acknowledging performance. As with long-term volunteers, the episodic volunteers need to have their work recognized through a variety of different methods. It is inappropriate to use the current volunteer reward and recognition system to acknowledge the work of people who only do one-time service.

The recognition system for episodic volunteers needs to be a part of the whole recognition system for paid and unpaid staff. It will undoubtedly be less formal than the rewards given to someone with 20 years of service. Current volunteers should be involved in designing the recognition system for episodic volunteers. These are people who will guard tradition to ensure that long-term volunteers are not offended by the system used with short-term volunteers. They also should be able to identify those effective and quick recognitions and rewards that are related to a specific job.

The committee planning recognition might consider developing a list of "things" supplied to supervisors of short-term volunteers. This might include buttons or pins, small 3 x 5-inch fill-in-the-blank certificates for exemplary performance, pencils, pens, note pads all with the organizational logo, coupons for free meals or hair cuts or other services, and a list of tips to acknowledge good work.

Volunteers who return year after year should be recognized through a sequential volunteer process. A benefit auction that "hires" the same volunteers, only once per year, needs to make sure that returning volunteers are not receiving pencils year after year. A simple 3 x 5 record keeping system can record the volunteer's name, job, year serving and the recognition given all volunteers that year. It is a simple task to see that appropriate acknowledgements are given to the right person.

It is important to remember that over-recognition of a short-term volunteer can backfire. All volunteers expect acknowledgement of their work, but loading them down with things can make them feel

guilty that they did not do more. That guilt could keep them from volunteering again. Most people volunteer not to get a prize, but to help a project that is important to them. A sincere thank-you from a long-

**A key to how episodic volunteers are treated rests with your current corps of volunteers. Their attitudes and behavior can determine the success or failure of the program.**

term volunteer, client or member, or paid staff can sometimes mean as much as the pin or badge. The balancing act between too much and not enough can best be sorted out by volunteers. It also needs to be evaluated continuously and updated with input from current short-term volunteers.

It is also important to have variety in recognition. Two new studies being conducted in Pennsylvania and Wisconsin tell us that volunteers are motivated by a wide variety of things. The variety of needs of episodic volunteers is no different than that of the long-term volunteer. For that reason a variety of "things" and acknowledgements need to be available.

### Evaluation

Evaluation can be one way to provide recognition to volunteers. For example, auction volunteers might receive a short report on the effect of the event and thus their work. You could include total receipts, attendance, net receipts, the money earned and its relationship to client services. This short report and a thank-you letter can be a powerful way to acknowledge the volunteer's job and reinforce the agency's mission.

In addition, you can use the collection of this information as a tool to assess the use of short-term volunteers. Is it cost-effective to use episodic volunteers for this activity? How could they be used more effectively? What is the benefit of using people with short assignments? What are the challenges you face in using episodic volunteers?

**A goal to lure volunteers with the promise of a short-term assignment, only to send messages that you really want them to stay forever, can lead to disaster.**

tion provided to the long-term volunteer. The long-term volunteer then becomes a key player as supervisor and planner of the much larger episodic volunteer corps. This makes the volunteer program director or manager the supervisor of volunteers who supervises other volunteers. This in-

Likewise, you should be evaluating the performance of the individual volunteer. In long-term volunteer programs individuals receive feedback about performance. This helps them to act more effectively when they return. In contrast, the episodic volunteer only receives feedback directly during the time of performance. They have little time to correct mistakes to improve performance. So how do you evaluate volunteer performance?

This is an ideal place for an Evaluation Committee. A group of paid staff, long-term volunteers, and some of the short-term volunteers could meet for one session to examine the event or activity and the performance of volunteers in a general way. This is different than a program evaluation in that it focuses directly on the performance of the workforce.

An attitude scale survey could be distributed to members of the Evaluation Committee or key volunteers. The survey would ask people to respond to statements related to volunteer performance. Such statements might say such things as, "Volunteers were punctual." "Volunteers performed the cashier task easily." Then each committee member has the opportunity to indicate whether he or she agrees or disagrees with the statement. At the meeting the participants review the

portunity to indicate whether he or she agrees or disagrees with the statement. At the meeting the participants review the

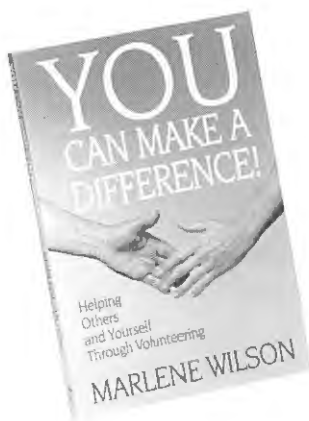
**Remember that over-recognition of a short-term volunteer can backfire. All volunteers expect acknowledgement of their work, but loading them down with things can make them feel guilty that they did not do more.**

results of the survey and share their perceptions and observations from the activity, event or assignment and make suggestions for the next time.

This process can do two things: (1) Identify areas in which it is inappropriate to place episodic volunteers, and (2) identify areas in which training can be used to enhance short-term volunteer performance. In addition, you might learn information about specific volunteers' performance that would help in their placement should they decide to participate again.

The sustenance of episodic volunteers does not happen accidentally. Like the recruitment, selection and screening of short-term volunteers, it is best done in a planned and organized manner.

Futurists and studies like that done by J.C. Penney/The National VOLUNTEER Center tell us that short-term volunteering is the wave of the future. Futurists predict that 3000 voluntary associations, organizations and programs will be lost between now and 2010. The organizations that survive will be those, that like their brothers and sisters in the for-profit sector, have learned to diversify. Youth volunteer programs, programs to attract volunteers who are disabled, and episodic volunteer programs are an effective means to diversify and reach out to new markets of volunteers. ■



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# A Consultant's View of Volunteer Management

By Michael F. Murray

*The following interview appeared in Volunteer Impact: New Ideas for Growing Churches, June 1990, a newsletter written by trainers Marge Morris and Jessie Stephens to "bring new professionalism to volunteer management programs in churches" (listed in ToolBox section of Summer 1990 VAL.)*

**Q: As a consultant, what questions are you most frequently asked by volunteer directors?**

The #1 issue is conflict—people who don't deliver what they promise or people disagreeing with each other. The most common question is, "Yeah, but what do you do about a person who . . . ?"

We've been taught that conflict is a bad thing. But we wouldn't have a New Testament, we wouldn't have a New Testament church if it weren't for conflict. One of the crucial skills of any successful volunteer manager is the ability to be a good resolver of conflicts.

You don't prevent them. You don't try to eliminate them. You can minimize them. But they will happen. That's just a given. The issue is not to run away from them, or not to treat them as some kind of failure when they arise.

**Q: What are some positive ways to deal with conflict?**

The critical issue whenever one person is having difficulty with another is for the one raising the question to become clear about his/her goal. That is, if you solved this problem—if this was fixed—what would the situation look like? When they're not clear about their goal, they say, "I don't know what to do about it." "Doing" is designed to move the situation toward some kind of goal. If you don't know what your goal is, you don't know what to do about the situation.

So that's what I work on first. If this person was behaving the way you wanted him or her to, how would he or

she be behaving? Sometimes, when they try to describe that, they say, "Oh, but that will never happen." And I say, "Then you need another goal." You cannot solve your problem until you're clear about your goal and whether it is a realistic one.

**Q: What are some of the ingredients essential for a successful volunteer ministries program?**

I spend a lot of time talking about the issue of "psychic pay" for volunteers. At the heart of the matter is a person's need to feel noticed, capable or valued. Volunteers have differing needs, such as: "Does anybody know I'm here?" "Do I have a sense of competence?" "Do my ideas have impact?" "Does anybody know (and value) me as a person?"

One of the ways we communicate "worthwhileness" is to celebrate when we succeed. One of the difficulties in the church is that we don't pay attention to that.

**Q: How might we be more intentional about acknowledging our successes?**

You don't need big celebrations. People don't want huge banquets. Affirm accomplishments during the stewardship period.

**Q: What can the volunteer director do to ensure a positive, nurturing climate that encourages volunteer involvement?**

Make sure the volunteers are collecting their "psychic pay." See that volunteers feel significant, influential, worthwhile. If our volunteers don't have it, our message becomes like a clanging symbol. We preach it, but we don't experience it.

My own image of volunteer directors [in the church] is that they are like personnel managers in corporations. They have as much responsibility for the stewardship of personnel resources as any vice president of a corporation does. They need to be in touch with who and what the resources are in the congregation. How are those resources currently being used?

It doesn't make any difference whether volunteers are

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*Michael F. Murray is a trainer and consultant for corporations, nonprofits, government agencies and churches. He also serves as parish associate at First Presbyterian Church, Arlington, Texas.*

being used inside the church or in the community. I wish that at least once a month we would affirm, recognize, baptize and claim those people who are investing their God-given gifts of time, energy and skills outside the church walls. For example, one Sunday during worship, the pastor would say, "I'd like all members of local PTAs to please stand up. We want to thank you for your investment in enhancing the quality of education in our community. You are using God's gifts in that way, and we affirm that and want to be supportive of you."

On a rotating basis, you could celebrate the stewardship of volunteers as choir members, church officers, committee members, hospital auxiliary workers, and so forth. *The church needs to reclaim the work of its people.*

**Q: What importance do you place on the position of volunteer director in the local church?**

Without a volunteer manager, there is a danger of burning out volunteers and losing people to other places and programs that better utilize their skills. We lose people by never saying to volunteers—specifically and concretely—"Here's how and where we need you." Or, we *broadcast* announcements: "We need Sunday School teachers. We need choir members."

That's called "spray and pray." Spray the message out there and pray it will hit someone.

One of the volunteer director's critical skills is an eye for spotting gifts. They spot potential.

**Q: What are some of the crucial issues in maintaining a sound volunteer management program?**

A very thorough, organized data base. Although it requires an incredible investment of time and effort to maintain, it is essential for quality management. It prevents us from throwing out a bunch of surveys, hoping to get them back, losing track of the information, failing to update them. As a result, we have to keep putting out new forms, new surveys and the information is still not used.

Volunteer directors shouldn't try to maintain the data base themselves, because that's all they'll end up doing. In a church of 200 or more, it can be almost a fulltime job. Recruit data base managers to keep the program effective.

Another issue is targeted recruitment. We need to go out and recruit powerfully, not apologetically.

Finally, we need a broader view of the whole issue of volunteer management. Our vision might be that we would wisely and creatively utilize the gifts, talents and energies of the members of the congregation to serve both the church and the world. ■



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# SIX KEY FACTORS IN MANAGING VOLUNTEERS

By Dawn Kepets-Hull

**V**olunteers are a vital portion of the workforce of many organizations. In fact, some organizations would not be able to sustain themselves if it were not for the tremendous effort put forth by their volunteers.

The cultivation of personal relationships is one of the most important aspects of a volunteer manager's job. Once the manager becomes sensitive to the volunteer's motivational, developmental and job-related needs, and the volunteers develop a sense of trust in "their staff," a good, mutually productive working relationship can begin.

This article focuses on six key factors in volunteer management as they pertain to the operation of Youth For Understanding (YFU), an international high school exchange organization. YFU has offices in over 29 countries. YFU-U.S.A. has about 2,000 volunteers (in addition to 5,000 volunteer host families). They are supervised and supported by approximately 50 paid regional staff members located in ten regional offices around the country. Each regional office, with an average of five paid staff, has between 150 to 250 volunteers to manage. The U.S. national office, located in Washington, D.C., has a paid

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*Dawn Kepets-Hull was on the staff of the Southeast Regional Office of Youth For Understanding (YFU) for over three-and-a-half years. Currently, she conducts volunteer training workshops for YFU as one of the organization's volunteer trainers.*

staff of around 40 who administer all aspects of YFU's program.

Some of YFU volunteers' responsibilities include

- recruiting U.S. host families, matching international students with these families,
- providing support to both the host family and international student to maintain a good relationship and address any problems that arise,
- orienting both families and students,
- interviewing American students who want to study abroad,
- acting as local public relations staff,
- coordinating alumni activities, and
- conducting training sessions for other volunteers.

Because the organization's revenue comes primarily from fees paid by American students going abroad and international students coming to the United States, the role of the YFU volunteer is crucial to the financial sustainability of the organization.

## **Factor 1: Job Descriptions**

YFU has developed 13 written job descriptions for individuals interested in becoming volunteers with the program. Before making a commitment to volunteer, each individual decides which "job" would be the most appropriate and interesting. These job descriptions are useful in defining specific responsibilities of a given volunteer position, clarifying expectations of the organization with regard to the volunteer's involvement and assess-

ing a volunteer's performance over time.

The job description also provides an appropriate means for suggesting that a volunteer, who has not been able to perform the duties attached to a chosen position, reassess his or her involvement with the organization. Job descriptions are an effective tool in monitoring the quality of volunteer participation, and they enable the organization to maintain the standards with regard to the service provided.

## **Factor 2: Motivation**

What motivates a volunteer? To keep a volunteer interested in working with an organization, it is essential that a volunteer manager understand the motivating forces behind the individual's involvement. If one consults Maslow's hierarchy of needs, the categories of "belonging" and "self esteem" best coincide with the needs of the volunteer.

YFU volunteers have indicated a variety of reasons for their involvement with the organization. Some say they want to learn about another culture. Others want to share their own culture with students from another country. Some want to make a contribution to society by promoting peace and understanding. Still others are interested in building a network, getting to meet people, and simply having fun in their community.

It is important to acknowledge the reasons why a volunteer is participating and to recognize the time, effort and significant contribution that each individual



**Volunteers make presentations to high school students, and also get publicity about local exchange students.**

makes to the organization. YFU volunteers work around the clock, sometimes during their normal working hours, to seek advice on how to handle an adjustment problem, to assist with an emergency health situation, to comfort a homesick student, to try to explain cross-cultural differences as a mediatory in a host family/international student dispute, to explain YFU's overseas program to interested American students and their parents, and to arrange educational and social events for students and families.

### **Factor 3: Recognition**

The YFU volunteer is the "frontline" of the

organization. YFU volunteers need to be recognized and thanked continuously for all of the time and energy they devote to the organization. Appropriate recognition helps to satisfy Maslow's hierarchical need of "self-esteem." At annual volunteer training conferences, volunteers receive international flags, one for each international student they have placed or American student they have interviewed. Some regions also award certificates for efforts made to work through very sensitive adjustment situations, for years of service with the organization, for recruitment of new volunteers, or for special community involvement.

According to Janet Simoni, regional director of YFU's Southeast Regional Office, for volunteer recognition to be effective, it must be an on-going process—not just an annual recognition event. It is important to maintain phone contact with volunteers to acknowledge their individual contributions.

In addition to YFU-specific contributions, regional office staff try to keep abreast of volunteer birthdays, births of children and grandchildren, marriages, illnesses, unusual family situations, and deaths giving support or kudos as called for. Special acknowledgements at these times help to satisfy the need that Maslow describes as "belonging." YFU volunteers are, in essence, the "extended family" of the regional office.

### **Factor 4: The Volunteer Management System**

How does one best manage an extended family of approximately 250 who are spread over a seven-state area? YFU has developed a very effective system of *volunteer* field managers who are located in areas with concentrations of volunteers. Field committees are formed in these areas. In the Southeast Regional Office, for example, a field committee could consist of three to 25 volunteers.

YFU's volunteer field managers are frequently managers by profession. They act as an extension of the regional office and are able to provide "on-site" support for other non-manager volunteers. Because they have more frequent face-to-face contact with volunteers than the regional office staff, the field managers are able to keep the regional office informed about important situations that may be taking place in a volunteer's YFU or personal life, which may have an effect on the volunteer's work for the organization.

Thus, it is important for the office to maintain a personal relationship with each volunteer. The volunteer field managers help to make this relationship possible with the volunteers they supervise on behalf of the regional office.

How can the regional staff best influence the work of its volunteers? In 1959, J.R.P. French, Jr. and B. Raven developed a taxonomy that classifies managerial power into five distinct types, including authority, reward, coercive, expert, and referent power. The latter, referent power, is particularly applicable in managing volunteers. It is defined as subordinate loyalty to the leader and desire to please him or her.

To continue with the idea of an extended family, the regional office staff can be most effective if they are able to cultivate the loyalty of their volunteers. Loyalty must develop over time. Therefore, it is important to acknowledge that a low turnover rate of regional staff is a key factor in effective use of referent power.

As volunteers establish relationships with the regional staff, and vice versa, loyalty develops. Because a "personal" relationship then develops, the volunteer will assist with a situation, in part, as a favor to the regional staff person. The more comfortable a volunteer is with a regional staff person, the more effective and efficient the working relationship will be. Volunteer management is a very personal business, and by nature of this fact, it consumes a lot of time.

In other situations, such as handling a difficult cross-cultural adjustment problem, preparing to deliver an orientation to host families/students, or matching a specific student with a host family, expert power is very applicable. Again, it takes time for the volunteer to build a sense of trust in and respect for a given staff member's task-relevant knowledge and competence. However, once established, expert power is effective in giving support to the volunteer and in maintaining the quality of the program.

Which models of organizational behavior can be applied to volunteer management? In "Evolving Models of Organizational Behavior," published in the *Academy of Management Journal*, March 1968, Keith Davis describes four models, including autocratic, custodial, supportive and collegial. The two latter models are applicable to YFU's volunteer management system.

The supportive model emphasizes the manager's primary role as one of providing psychological support and indicates that individuals are more content and productive when they perceive that they are working in a supportive environment. In the 1940s-50s, Rensis Likert and his associates explored the "employee-oriented supervisor." Likert's description of the support model can be applied to YFU's approach to volunteer management:

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will, in light of his background, values and expectations, view the experience as supportive and one which builds and maintains his



Ken Music Photography

**Educators sometimes become Youth For Understanding International Exchange volunteers after seeing how much their students gain from exchange.**

sense of personal worth and importance." (*New Patterns of Management*, New York: McGraw-Hill, 1961, pp.102-103)

The supportive model also addresses the volunteer's need for affiliation by cultivating a sense of personal worth and importance in the volunteer. As the individual's personal needs are met, the organization hopes that he or she will be motivated to work toward the organization's goals and objectives and remain an active volunteer for a period of time.

The collegial model is also particularly applicable to the work of the YFU volunteer. Most YFU volunteers work out of their homes with no direct supervision. They must be self-disciplined and personally responsible for completing assignments. Each volunteer must feel that he or she is making a worthwhile contribution to the organization, which in turn contributes to the development of the volunteer.

In the collegial model, it is important that each volunteer feel needed and wanted. Regional staff spend substantial time ensuring that this feeling is enhanced. An effective regional director is not seen as a "boss" by volunteers, but as a member of the extended family. The regional staff and field managers work hard to preserve an enthusiastic feeling among volunteers, and morale is measured by the volunteer's commitment to the task and to the field committee.

#### **Factor 5: Managing Burnout**

Just as volunteer retention is important to the organization, so is burnout an important issue to address. There are a number of factors that contribute to burnout. These factors include over-stimulation, personal problems, mismatch of volunteer to job description, insufficient training, regional staff turnover, and insufficient regional or field support.

Over-stimulation may result from a shortage of volunteers in a given area, or a very difficult and time-consuming situation with a host family/international student. Or it may be the result of over-enthusiasm on the part of a new volunteer, which sometimes results in the need to give support in too many situations at one time.

Regional staff turnover, insufficient training, and lack of regional or field manager support may lead to frustration on the part of the volunteer. In the former case, frequent change in staff positions requires that the volunteer "prove" himself or herself all over again, and decide whether this new staff member is to be a "trusted" expert. Insufficient training leads new volunteers to feel overwhelmed, and lack of support requires them to be more responsible than they want to be.

An effective volunteer manager tries to nip burnout in the bud. This can be accomplished if the manager has a good sense of what is going on with a volunteer

personally. It is important for a manager to be aware of what each volunteer's "case-load" is and to try to recruit an appropriate number of volunteers in a given area. Field managers are relied on heavily by regional office staff to indicate specific situations where burnout may occur.

If burnout has occurred, there are a few routes a manager can take to correct the problem. Trula Duane, former regional director and current program director for American Overseas Admissions at YFU's U.S. national office, has a few suggestions for treating burnout. She says it is always important to acknowledge the problem with the volunteer and discuss the causes.

Duane believes that a change of roles (a new job description) can often help to rejuvenate a volunteer. A suggested sabbatical from volunteer responsibilities can give volunteers time to reassess their primary interest in volunteering and to decide if they want to continue in the future. And, sometimes, said Duane, it is just as important to acknowledge all that the volunteer has contributed to the organization and allow him or her to say good-bye.

### Factor 6: Human Resource Development

Human resource development means providing training and education for the volunteer. YFU's on-going process of training and educating both new and more experienced volunteers needs to serve a number of purposes, so the organization has developed a comprehensive training program for volunteers that enhances their skills in a variety of areas, such as cross-cultural communication, problem-solving and effective presenting. Through training, volunteers develop confidence in the work they do for the organization, and they are able to provide higher quality service to YFU participants.

Improved volunteer performance with host families, for example, means that families will receive the assistance they need and may decide to host again in the future. (Assistance is non-financial, since all YFU host families are volunteers.) As host families are difficult to find, host family retention is a very important factor in the sustainability of YFU's exchange program.

Training also provides the volunteer with the opportunity to grow personally. Skills acquired at YFU training workshops can be transferred to the volunteer's professional career, and in some cases may lead to promotions or new professional positions. ■



A volunteer host family in North Carolina found hosting a Norwegian exchange student to be fun and educational.

Photo by Susie Fitzhugh



Intercultural training makes Youth For Understanding International Exchange volunteers better able to assist families and students.

Photo by Valda Perry

# BUILDING YOUR BOARD

By Brian O'Connell

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*The following article is one in a series of columns on "The Voluntary Spirit," provided by INDEPENDENT SECTOR. It is an excerpt from Chapter 7, "Finding, Developing and Rewarding Good Board Members," of The Board Member's Book (The Foundation Center, NY, 1985) by Brian O'Connell, president of INDEPENDENT SECTOR.*

**F**or the head of a board, having enthusiastic and reliable board members is almost as good as having an enthusiastic spouse and reliable children—and some days, such as just before the annual board meeting, you might trade the kids two for one.

The problem is that most of us wait until those moments of crisis to give adequate consideration to solid board membership. We fail to spend time to find, develop and reward good board members. It's like trying to build a professional sports team without thorough scouting, signing, training and rewarding.

Businesses have their recruiters and search firms their scouts; for us, it's the nominating committee. The difference is that the other groups take it seriously. Almost all of us would say that the nominating committee is one of our most important entities, but if you look at the number of meetings held and hours spent by members and staff, I'll bet the contradiction is glaring.

The search begins with careful analysis of what talent, experience and representations are needed; this in turn requires a charting of the characteristics of the existing board. The committee should then think hard about the imbalances and determine what skills, experience and representations are needed to strengthen the board. I can almost guarantee that if you don't think hard about the categories and balances you need, you'll end up taking the easy course of simply choosing from among the names put forward.

When you begin to think about people, look first within the organization. The board members should represent those individuals who, in the significant majority, have proven their interest in the cause and their ability to help it. There is a great tendency to overleap the people who have proven themselves in hopes of getting bigger names or greater influence. My experience is that you

build impact by building with the people who have proven their commitment.

When the nominating committee is convinced that the organization needs an infusion of outsiders, that too should be handled with thoughtfulness and investment. Look on yourselves as a search firm with all attendant exploration, checking and cultivation. If you were in business, you'd probably spend a great deal of time planning for and recruiting the right directors.

Promotion and enlistment should include some deliberate turnover of top leadership. The emphasis ought to be on development of an increasing number of persons who are qualified and interested in top leadership posts. I don't suggest rapid turnover. An organization needs some people who carry forward the history and institutional culture.

Board terms should be limited. Generally, a three- or four-year term with a chance for one additional consecutive term makes sense. After a year off, the best persons can come back on the board.

Persons who cannot be active should be dropped. My approach is to provide a clause in the bylaws or board policies that automatically drops persons who have missed a certain number of consecutive meetings, unless the board votes forgiveness.

As important as it is to be sure that the board is representative of the various constituencies and other factors necessary to the board's work, it is equally important to look for individuals who possess those human qualities that lend themselves to working as a board.

I was consulted recently by the organizers of a new foundation. When I looked at the list of people they had selected for the board, I was dismayed that although they had covered the categories of professional expertise, they had included only individuals noted as much for abrasiveness as accomplishment.

The founder explained that they were determined to be different, aggressive and innovative. I tried to make the case that boards need a good sprinkling of equally bright people who also have the qualities of judgment, patience, fairness and team building. It's another argument for choosing people from within the organization who have not only proven their commitment and ability, but who have demonstrated attractive human qualities. ■

# Tool Box

**You and Volunteering: How to Reap Practical Benefits.** Center for Volunteer Development, CEC/CVD Suite, Virginia Tech, Blacksburg, VA 24061. (703) 231-7966. 1990. 84 pp. \$10 prepaid (includes postage).

This series of five lesson plans was outlined by a team of volunteers representing the National Extension Homemakers Council, League of Women Voters, Am-Vets Auxiliary and American Association of University Women. The lessons are entitled, "Using Volunteer Work for Your Own Benefit," "Documenting Volunteer Work and Accomplishments," "Analyzing Volunteer Skills," "Using Volunteer Work in Resumes," and "Getting College Credit for Volunteer-Based Knowledge and Skills."

**Effective Involvement of Volunteers in Head Start Programs.** Center for Volunteer Development, CEC/CVD Suite, Virginia Tech, Blacksburg, VA 24061. (703) 231-7966. February 1989. 81 pp. \$7.50 prepaid (includes postage).

This manual was prepared by a task force of Head Start training officers and parent involvement coordinators. Covers topics such as components of a successful volunteer program, program management, needs assessment, program goals and objectives, job descriptions, matching jobs and volunteers, staff training, volunteer orientation, record keeping, recognition, evaluation, working with special needs children, liability and policies.

**Volunteer Emergency Medical Systems: A Management Guide.** Center for Volunteer Development, CEC/CVD Suite, Virginia Tech, Blacksburg, VA 24061. (703) 231-7966. 1990. 101 pp. \$12 prepaid (includes postage).

Prepared by EMS executive directors in Virginia, this publication provides information relating to common operating concerns of squads. The 12 chapters cover organization and administration, corporate structure and state licensure, risk management, financial management, fundraising, organizing the membership, effective leadership, planning and evaluation, public relations, and participation in the EMS system and sources of help.

**Strategies for Success in Volunteer Services Administration.** The Ohio Society of Directors of Volunteer Services of the Ohio Hospital Association, 21 West Broad Street, Columbus, OH 43215. (614) 221-7614. 189 pp. \$60.

A resource guide that shows how to develop or revitalize a volunteer services program. Contains step-by-step strategies and helpful forms.

**Everybody Can Be Great Because Everybody Can Serve.** 13-minute videotape. Youth Service America, 1319 F Street, NW, Suite 900, Washington, DC 20004. (202) 783-8855. \$15.

This video captures the spirit and commitment of youth community service. Contains scenes from youth corps, high school, college and community programs, and documents for the first time the national scope and breadth of the youth service movement. Senators Bill Bradley and Nancy Kassebaum, YSA's honorary co-chairs, are featured, along with Roger Landrum and Frank Slobig, YSA co-directors, and volunteers from every stream of youth service.

**Spotlights on Service.** By Jeff Drumtra for Youth Service America, 1319 F Street, NW, Suite 900, Washington, DC 20004. (202) 783-8855. Complete package of 10 items in folder, \$5. The Big Picture, \$1. Individual Spotlights, \$.50 each.

"The Big Picture" of the youth service movement, plus individual programs and people across the country (6 pp). Individual Spotlight sheets describe programs at the San Francisco Conservation Corps; Wisconsin State Conservation Corps; Ramapo, New York high school/elderly; New York City Volunteer Corps; Washington State Service Corps volunteer; St. Louis, Missouri Metro High School; Minneapolis, Minn. high school program/individual volunteer; Union, S.C. High School; Montgomery County MD Conservation Corps.

Compiled by Cindy Vizza



**The Adventure of Adolescence: Middle School Students and Community Service.** Catherine A. Rolzinski. Youth Service America, 1319 F. Street, NW, Suite 900, Washington, DC 20004, (202) 783-8855. 137 pp. \$14 (\$9 for YSA affiliates).

Explores the experiences of seven middle school youth service programs in Colorado Springs, Baltimore, Los Angeles, Minneapolis, Pittsburgh, San Antonio and Springfield, Massachusetts. Through interviews and personal site visits, the author gives the reader a sense of the fun and learning that typify these programs. Students developed a heightened sense of responsibility, belonging, identity and personal achievement.

**The Time is Right: A Report on the Youth Service Leadership Conference at Brown University.** Youth Service America, 1319 F Street, NW, Suite 900, Washington, DC 20004, (202) 783-8855. \$2.

Leaders of the youth service movement—Marion Wright Edelman, Governor Rudy Perpich, Governor Richard Celeste, Howard Swearer, and others—devise a “bottoms up” action strategy for youth service at the YSA Youth Service Leadership Conference held at Brown University.

**The Community Collaboration Manual.** The National Assembly of National Voluntary Health and Social Welfare Organizations, 1319 F St., NW, Suite 601, Washington, DC 20004, (202) 347-2080. 1991. \$10.95.

This new resource offers practical step-by-step instructions to help communities and nonprofit organizations form and utilize collaborations. It provides step-by-step guidelines for forming a collaboration and discusses pitfalls and barriers. Chapters are divided so that more advanced collaborators can turn directly to those topics of greatest interest. Contents include an overview of collaboration, starting a collaboration, building one, maintaining momentum, youth involvement, business involvement, the media's role.

**A Manager's Handbook to Partnerships.** Partnerships in Education Journal, P.O. Box 210, Ellenton, FL 34222-0210. (813) 776-2535. 55 pp. 1990. \$15.95 plus \$1.60 postage.

Written by 17 corporate- and school-based partnership experts, this guide tells you how to create, implement and operate partnerships with schools. Includes a resource section for each of the authors.

**The Kid's Guide to Social Action.** Barbara A. Lewis. Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401, (612) 338-2068. 1991. 185 pp. \$10.95.

Contains stories about environmental and social changes that kids have been able to achieve as well as sample forms and extensive instructions that help kids writer letters, get interviews, make speeches, conduct surveys, initiate laws, gain representation on local boards and councils, and more. The author and her students used the steps outlined in the Guide so successfully that they won a couple of national awards.

**Video News Release Handbook.** Media-link, 708 Third Ave., New York, NY 10017. (800) 843-0677 (in New York, (212) 682-2370). 1990-91. 24 pp. Free.

This new guidebook tells nonprofit organizations how to gain major television exposure through the use of “video news releases” (VNRs). VNRs are the television version of written press releases. The handbook includes case studies of successful VNRs and guidelines for effective VNR production and distribution.

**Voluntary Simplicity.** By Richard Gregg. Co-Evolutionary Journal, Summer 1977. Available from Whole Earth, Sausalito, CA, (415) 332-1716.

A response to environmental problems and thoughts on simple living. (Advanced readers/adults.)

**Frank C. Laubach Heritage Collection.** New Readers Press, 1320 Jamesville Ave., Syracuse, NY 13210. (800) 448-8878. 1990. Four-book boxed set. \$34.50 plus \$5.42 postage & handling.

This collection features selections from Dr. Laubach's best-known books and articles. The books are organized according to three major emphases: *Teacher, Man of Prayer*, and *Man of Justice and Peace*. A 56-page biography, *One Burning Heart*, completes the set. In the preface to the biography, Dr. Robert S. Laubach notes that with this collection of his father's writings, “readers will have a chance to appreciate the range of Frank Laubach's interests, and the many ways that he blended his deep spirituality, his literacy work, and his attempts to mobilize people, leaders and nations to the cause of justice and peace.”

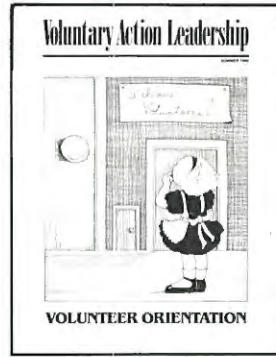
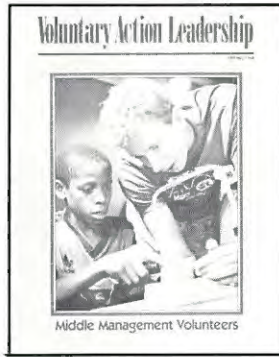
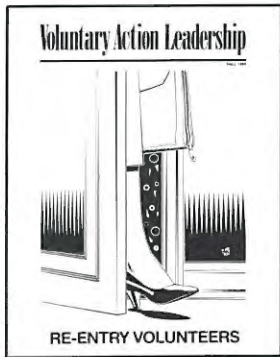
**The Self-Help Sourcebook.** American Self-Help Clearinghouse, St. Clares-Riverside Medical Center, Denville, NJ 07834. (201) 625-9565. September 1990. 138 pp. \$10 prepaid.

This third edition provides information and contacts for over 600 national and model self-help groups, as well as contacts for local self-help clearinghouses, national toll-free numbers, and ideas and resources for starting a group.

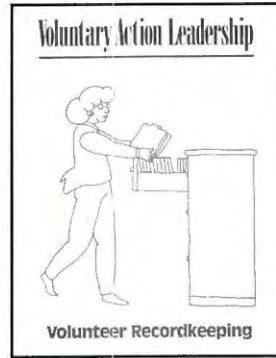
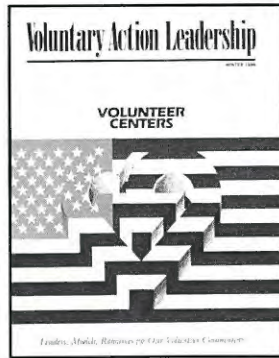
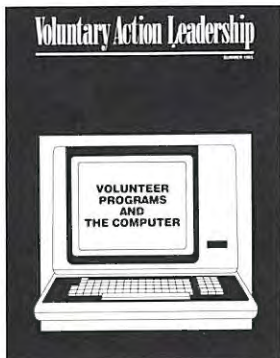
**The National Directory of Volunteer Accounting Programs.** Second edition. Accountants in the Public Interest, 1012 14th St., NW, Suite 906, Washington, DC 20005. 1991. \$6.00.

The programs listed in the directory offer a wide range of volunteer accounting and financial management services on a short-term, not long-term ongoing basis. Services include basic financial advice and counseling, tax return preparation, accounting and management seminars and workshops, staff training and service on nonprofit boards. API, with a grant from the American Institute of Certified Public Accountants, produced this directory to help nonprofits find volunteer accounting assistance and to help accountants locate volunteer accounting programs through which to volunteer their time and expertise.

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# Calendar

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

- April 21-27     **Nationwide: National Volunteer Week**  
Sponsored by The National VOLUNTEER Center, the 1991 theme is "Volunteers—Hearts at Work."
- Apr. 27-30     **Boston, MA: Tenth Annual Conference of the National Court Appointed Special Advocate (CASA) Association**  
A chance for CASA volunteers, program staff, judges, attorneys, social workers, and other child advocates to join forces for abused and neglected children.  
*Fee:* NCASAA early registration - \$175, after March 15 - \$250; non-members early registration - \$225, after March 15 - \$300.  
*Contact:* National CASA Association, 2722 Eastlake Avenue East, Suite 220, Seattle, WA 98102, (206) 328-8588.
- June 3-4        **Medford, MA: Eighth Annual Management and Community Development Institute**  
Held at Tufts University, this institute provides professional training for board, staff and volunteers of community development organizations, human service providers and grassroots groups. Course catalog available.  
*Contact:* Management and Community Development Institute, Lincoln Filene Center, Tufts University, Medford, MA 02155, (617) 381-3549.
- June 6-8        **Edmonton, Alberta, Canada: Vitalize '91: A Provincial Volunteer Conference**  
Sponsored by the Wild Rose Foundation, an Alberta government foundation, Vitalize '91 will provide opportunities for volunteers to gain information ranging from volunteer boards and committee members to nonprofit community service organizations.  
*Contact:* Winston McConnell at (403) 422-9305.
- June 16-19     **Nashville, TN: The National VOLUNTEER Conference**  
Sponsored by The National VOLUNTEER Center, this 11th annual event will feature nationally prominent speakers, five workshop tracks and various settings for intimate discussion and information exchange with peers. Write or call for a program.  
*Fee:* \$355 before April 30; \$375 after April 29. Reduced rates for additional registrants and groups of 15 or more.  
*Contact:* Pat Waddy, The National VOLUNTEER Center, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.



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