

Voluntary Action Leadership

WINTER 1992



SPECIAL AUDIENCES



1992 National Community Service Conference Set for June in Chicago

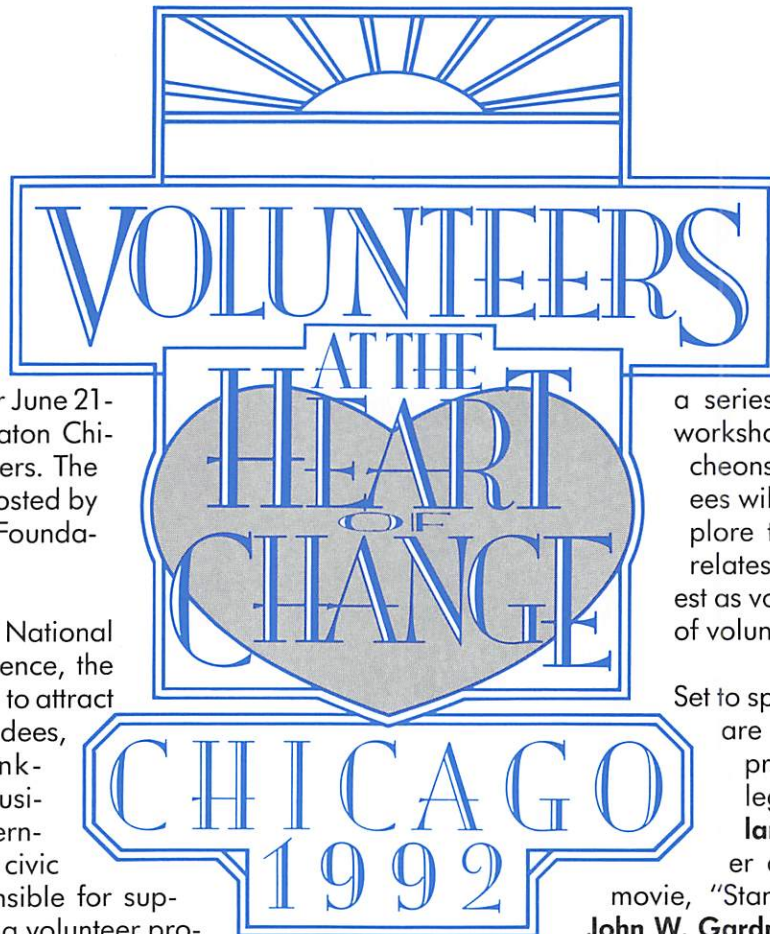
"Volunteers At the Heart of Change" is the dynamic theme selected for the 1992 National Community Service Conference set for June 21-24, 1992 at the Sheraton Chicago Hotel and Towers. The Conference will be hosted by the Points of Light Foundation.

Formerly entitled The National VOLUNTEER Conference, the gathering is expected to attract 1,000 to 1,200 attendees, stimulating the thinking of nonprofit, business, school, government/military and civic organizations responsible for supporting and managing volunteer programs in their communities.

During the Conference participants will have the opportunity to discuss and explore creative volunteer solutions already being applied to solve serious social problems in America's cities and towns, particularly problems that relate to children.

"Already, this looks like the biggest and best conference ever," said Carol Stone, president of the Orange County (Calif.) Volunteer Center. "The planners are coming up with leading edge topics and presenters to make my time worthwhile."

According to Conference organizers, plans are being made to showcase the best and brightest examples of volunteers as community problem solvers while sharing the vital ingredients necessary for successful volunteer programs.



Collaboration, Diversity, Innovative Management and Values are the four Conference plenary topics. Through a series of "mini" plenaries, workshops and regional luncheons, Conference attendees will have a chance to explore these themes as each relates to their area of interest as volunteers or supporters of volunteer programs.

Set to speak at the Conference are **Dr. Johnnetta Cole**, president, Spelman College; **Mr. Jaime Escalante**, outstanding teacher and subject of the hit movie, "Stand and Deliver"; **Dr. John W. Gardner**, holder of the Miriam and Peter Haas Centennial Professorship in Public Service; **Mr. Peter**

C. Goldmark, president, Rockefeller Foundation; and **Dr. Harold "Bud" Hodgkinson**, director, Center for Demographic Policy.

Hotel reservations are now being accepted directly at the Sheraton for a special conference rate of \$89 single, or \$99 double room. The Sheraton Chicago Hotel and Towers is located at 225 North Michigan Avenue, Chicago, IL 60601. The telephone is (312) 464-1000.

For further information on the conference, contact:
The National Community Service Conference
Points of Light Foundation
P.O. Box 66534
Washington, DC 20035-6534
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Voluntary Action Leadership

WINTER 1992

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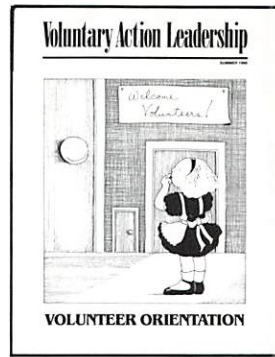
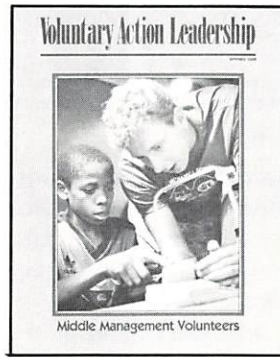
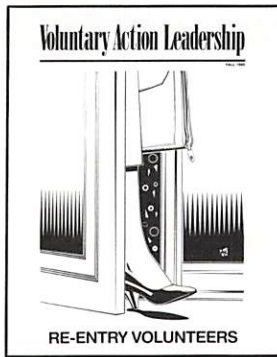
Compiled by INDEPENDENT SECTOR

Statistics you can use.

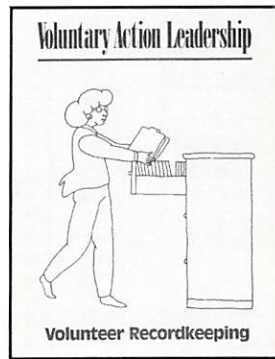
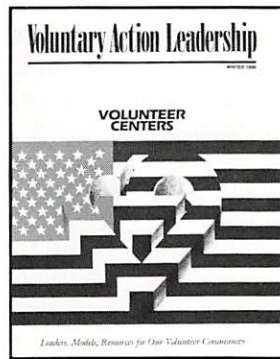
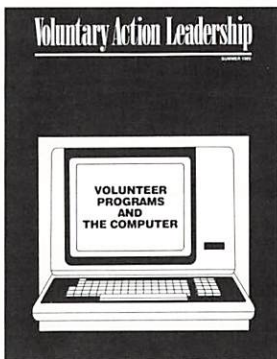
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for
Administrators
of
Volunteer
Programs**



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- How-to's on all aspects of volunteer administration—recruitment, recognition, record-keeping, interviewing, orientation, training, supervision and more.
- Reviews of the latest books on volunteering and volunteer administration.
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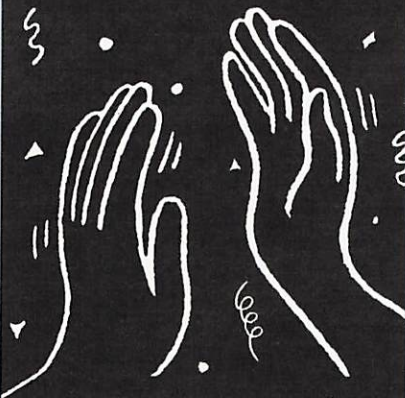
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Voluntary Action

NEWS

STANDING



OVATION!

For Minnesota

VOLUNTEERS

Volunteer Recognition Week

April 26 – May 2, 1992

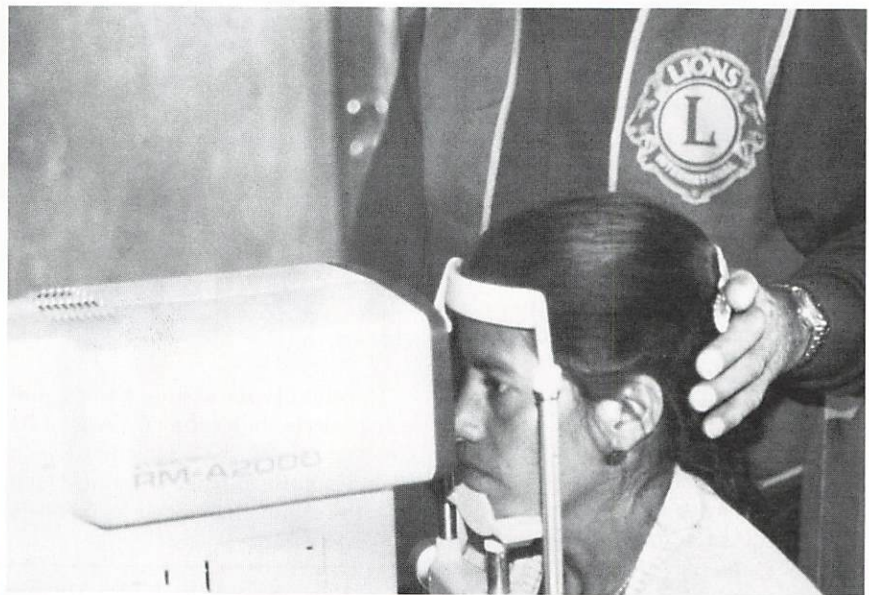
“Standing Ovation! For Minnesota Volunteers” is the theme of the state’s 1992 Volunteer Recognition Week, which coincides with National Volunteer Week, April 26-May 2. The Minnesota Office on Volunteer Services (MOVS) provides this logo for local groups to use as a focal point for their own recognition activities. MOVS provides kits containing logo sheets, a fact sheet on volunteerism for speeches and articles, a poster featuring the logo, a catalog of recognition items and a list of resources.

Lions Mission to Guatemala Delivers Supplies, Goodwill

Forty Lions Clubs International volunteers from Indiana, Wisconsin and Texas recently returned from the western highlands of Guatemala, where they delivered ten ambulances, one fire truck and a passenger van to towns and villages throughout the impoverished Central American country. The vehicles were loaded with food, clothing,

medical supplies and 10,000 pairs of used eyeglasses. The Lion volunteers were joined by a team of three U.S. eye specialists who flew to Guatemala to diagnose vision disorders and conduct minor surgeries.

The 1991 Lions Mission to Guatemala volunteers personally fitted nearly 2,000 Indians with used eyeglasses dur-



A Lions Mission to Guatemala volunteer assists a Guatemalan woman during her eye examination to ensure an accurate diagnosis of her prescription needs.

ing a three-day eye clinic at the Club de Leones in Quezaltenango, Guatemala. The volunteers conducted eye screenings and matched prescription needs from the inventory of pre-sorted eyeglasses. Many Indians walked for days to attend the clinic.

Before leaving the country, the Lions were hosted at a dinner given by the bomberos (volunteer fire fighters) in Guatemala City. At the event, it was announced that a new training facility for fire fighters will be named in honor of Mission of Guatemala Coordinator Jim Cameron. This year marks the seventh annual mission of mercy under the guidance of Cameron, an Indian cattle farmer and past international director of Lions Clubs International.

"This is our way of thanking Mr. Cameron for bringing supplies and vehicles from the United States that are simply not available in Guatemala," said Alfonso Barahona, a Lions club member from Guatemala City.

The 1991 Mission to Guatemala began on October 31, when the volunteers left Indianapolis for the 10-day, 3,200-mile drive to Guatemala City. The vehicles were driven caravan-style through six states and Mexico. Local Lions clubs along the caravan route held welcoming parties, provided meals, arranged lodging and donated additional eyeglasses and supplies for the caravan to take on to Guatemala.

"It was a long, difficult drive, and we had our share of delays along the way," Cameron said. "But after we began fitting eyeglasses on people who had never seen clearly before, their gratitude made everyone agree that the trip was well worth it."

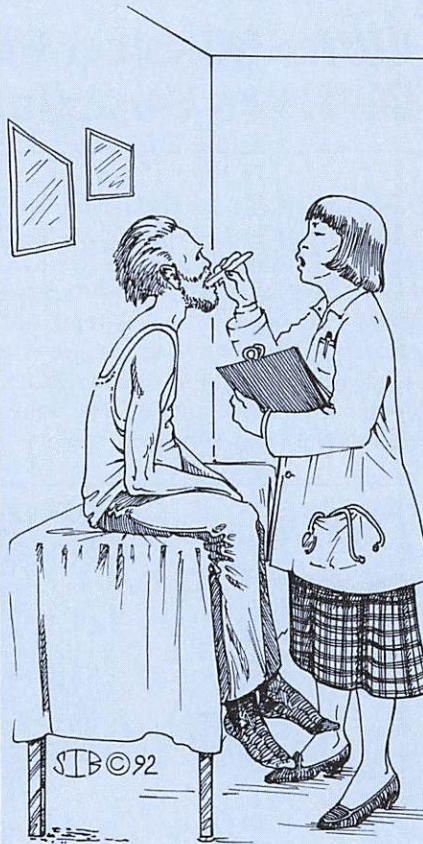
Since 1985, Lions club volunteers have fitted more than 30,000 Guatemalans with eyeglasses and left thousands of pairs behind for doctors to dispense at local medical centers. The group also has provided 42 ambulances, six fire trucks, 14 pickup trucks, four vans, two school buses and one boat to villages throughout the country.

Lions Clubs International, celebrating its 75th anniversary in 1992, is the world's largest service organization with nearly 1.4 million members in 40,000 clubs in 171 countries. The group's primary emphasis is SightFirst, a \$130 million initiative to rid the world of preventable and reversible blindness.

Georgians Reach Out to Homeless with Health Care Clinic

By Judy Haberek

Members of the Medical Association of Atlanta have provided free health care to homeless people in downtown Atlanta for two years. In 1990 alone, the member physicians who volunteered treated more than 1,000 patients. The clinic, which is open at least two evenings a week, is completely stocked with medical supplies and equipment donated by the physicians, local hospitals and pharmacies. Approximately 60 physicians take part in the clinic.



The effort is one of nine major volunteer projects under the auspices of the Georgia Society of Association Executives. Using the theme "Reaching Out in 91," the group challenged its members

Judy Haberek is a writer in Takoma Park, Maryland, and a frequent contributor to *Voluntary Action News*.

to donate a minimum of eight hours to public service causes in 1991 for a total of 4,800. It was so successful that the Georgia effort was one of five associations to capture the 1992 "Associations Advance America" award given out by the American Society of Association Executives. The 1992 winners were chosen from almost 200 entries submitted by associations across the country.

The clinic is sometimes open three nights a week if the weather is very cold and the homeless are having more health problems, explained the medical association's John Westenberger. In addition to the typical walk-in patients, the program has specialty clinics for the homeless, who suffer from a higher incidence of respiratory problems when the weather is cold. Dermatology is also covered in the specialty clinics, Westenberger said, because the homeless have a much higher rate of skin and fungal problems due to poor hygiene.

The health clinic, housed in Atlanta's homeless shelter, is set up much like a primary care doctor's office, Westenberger continued. For instance, in cooperation with the local health department, it offers flu shots. There is one doctor at the clinic each time it is open, and usually a different doctor serves each night. Each year, physicians in the Medical Association of Atlanta volunteer approximately 500 hours and treat about 2,000 homeless. Clinic hours are 6 to 8:30 p.m., including the prearranged specialty evenings such as the dermatology clinic. Psychiatrists volunteer once in a while, but it is hard to engage them in treatment because of the need for repeat visits.

AIDS is a big problem among the homeless, Westenberger said, but so are foot problems. "Some of these guys come in wearing only parts of shoes or shoes that don't fit properly," he said. Also, they rarely have clean socks, so doctors in the clinic got a local manufacturer to donate thousands of pairs of socks. The doctors, helped by some local hospitals, also donate most of the

medical supplies used by the clinic.

The health care clinic includes one large exam room equipped with an examination table. An EKG machine is the latest acquisition. Controlled substances are available under lock and key; over-the-counter drugs are purchased from discount outlets, but the clinic is now working with pharmaceutical companies to try to get some supplies. Their number one priority, Westenberger said, is antibiotics to treat all types of infections. Rubber gloves and cold and pain medications are also on hand. (Many patients are arthritic.)

The homeless population of Atlanta is about 90 percent men, mostly black, but of all different age groups. It is standard to ask for a family history, but patients are not required to supply that information.

Providing continuity for the different volunteer doctors and the patients at the clinic is Willie Smith, a medical assistant, who works at the shelter every day. Half his salary is paid by the Medical Association of Atlanta and Fulton County picks up the other half.

Clinic days are now Monday and Wednesday, he said, and it is typical to see 14 to 18 patients a day. In addition to the more routine problems, Smith sees patients who are epileptic, diabetic and often taking antipsychotic medications for suicide or depression problems. Many more serious problems have to be referred to a local hospital, Smith explained, but once he gets the patient's medical history from the hospital, he can monitor that person and their medication at the homeless clinic.

Although Smith has had to deal with knife wounds and a concussion when one man was hit in the head with a baseball bat, many of the problems are more ordinary. He takes care of patients with colds, for instance, but Smith explains that because of the environment the homeless exist in, a cold can easily develop into the flu or pneumonia. However, once they realize the health clinic is here, he added, most of the patients he sees are on a repeat basis, many scheduled for a follow-up visit as part of a procedure of monitoring all patients for at least a week.

The clinic also provides some social services such as arranging for disability payments or food stamps, providing AIDS education and holding a sexually

transmitted disease clinic each month.

Jobs—or actually the lack of them—are the main problem for these people, Smith said. They can't get a job because of their substance abuse or psychiatric problems, or if they know about a job, they are often turned down when the employer finds out they are homeless. Three-quarters of the patients Smith sees have alcohol or drug abuse problems, so the shelter holds Narcotics Anonymous and Alcoholics Anonymous meetings each week.

Smith added that he is also able to monitor patients who have been released from drug rehab programs, but "it's very hard," he admitted. "I'm only one person," he added, noting that he must deal with 150 to 180 people in any given day. (The homeless shelter can hold up to 200 persons and he is also the manager on duty there.)

Only about 18 percent who have gone through rehab are able to stay clean and sober, Smith estimated. They are out living in the same environment so they revert to old habits. Also, the alcohol and drugs "help them forget that they are homeless." There are more alcoholics than drug addicts, but among the drug addicts, crack is the drug of choice for 100 percent of the patients Smith sees. ■

Md. Governor Offers Volunteer Liability Seminar Around State

Maryland Governor William Donald Schaefer has announced that the Governor's Office on Volunteerism, in cooperation with a coalition of nonprofit and public agencies, will present "Volunteers at Work in Maryland: Legal Liability and Insurance Issues," a seminar to be held at five sites in early 1992.

"Individuals and organizations often have legal questions about volunteer services and administration," Schaefer said in announcing the seminars. "We want to explore ways to limit and manage the risk of people who want to volunteer."

Charles Tremper, the founding execu-

tive director of the Nonprofits' Risk Management and Insurance Institute, will be the featured speaker for the seminars. The author of dozens of publications on legal liability and insurance, Tremper has conducted workshops across the country and will suggest how to avoid legal problems and costly errors in volunteer agencies.

Four mini-workshops at each seminar will provide more detailed information and practical guidelines on board member liability and responsibilities, risk management and insurance, needs and risks of special population volunteers, and the personnel issues and labor law applications for volunteers. ■

'Do It 4 New York, Do It 4 Yourself' TV Station Tells Local Citizens

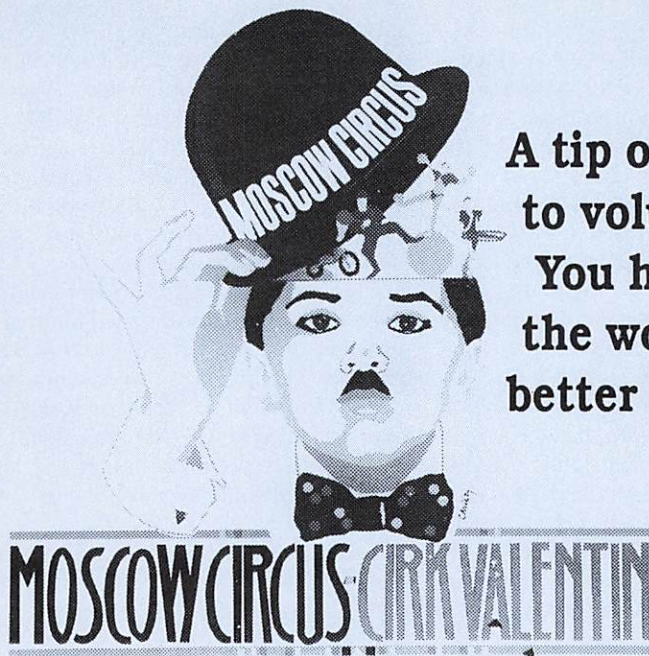
Ten seconds is a very short time to communicate anything to anyone, but some New Yorkers have gotten the volunteer message in that period of time through a public service ad campaign broadcast on WNBC-TV.

Begun last July by the United Way of New York City and the Mayor's Voluntary Action Center, with funding from Mutual of America, the program was to have ended on December 31. But because of its success, said United Way's Linda Gruskiewicz, the program has continued.

The ads end with a United Way "800" number that interested persons can call to volunteer their services to a variety of organizations. The United Way refers callers to the Volunteer center nearest the person's home or job, whichever they prefer. In 1991, 2,500 callers were referred to volunteer centers.

Gruskiewicz credits WNBC for airing many of the ads around news broadcasts and not just at 2 a.m. The television station gave the equivalent of \$1,092,000 worth of free air time, she said.

Also boosting the program was *Self* magazine, which saw the ads and sponsored a volunteer fair along with WNBC



**A tip of the hat
to volunteers!
You help make
the world a
better place.**

Thank You!
from ...



United Way of New York City



The Mayor's Voluntary Action Center

Do It 4 New York

To find out more about volunteering,
call 1-800-468-WNBC,
Monday - Friday, 9 am - 7 pm

Sponsored by Mutual of America

"Do It 4 New York" flyer.

at the center atrium area. In a two-hour period, 15 volunteer agencies recruited about 1,000 people. Agencies taking part included the United Negro College Fund, the Literacy Fund, the Actor's Fund (which uses often-unemployed actors as volunteers), the United Way and the Mayor's Voluntary Action Center.

Once a volunteer was referred to a

volunteer center, the United Way had no follow-up system, unless the person didn't get a placement and had to call back, Gruskiewicz said. Nevertheless, Gruskiewicz estimates that the Mayor's group got the most referrals.

Many of the callers asked to work with children, she said. Incidentally, many who volunteered last year were given free tickets to the Moscow Circus,

which donated 2,000 tickets and dedicated certain nights at the circus to the volunteers.

This year, the PSAs have been modified somewhat to show a volunteer doing a specific task and then showing the "800" number. That campaign is scheduled to run through June. Targeted projects include the New York Urban League, many children's programs and the Hispanic Federation, among others.
—Judy Haberek ■

**ADMINISTRATOR'S
CORNER**

Quick Tips to Attract Volunteers

This is a quick test of your program's ability to attract volunteers. Each one of the following items is a motivator for someone. Discover if a volunteer can get his or her needs satisfied by becoming part of your team.

Satisfied customers? The best way to sell a product is "word of mouth." Your sales staff are currently satisfied volunteers.

Autonomy? Can volunteers think and operate on their own because you provided clear job descriptions and work guidelines?

Advancement? Can a volunteer "move up" to jobs with increasing responsibility and autonomy?

Convenience? Are volunteer jobs available that acknowledge the way people live and work in North America today?

Money? Some volunteers need money to cover the cost of volunteering: gasoline, child care, uniforms, etc.

How-to? Can the volunteers learn skills? Computers, filing, talking with the public, conflict resolution, running an efficient meeting, chairing a board?

Prestige? Is your program or organization one held in high regard? Good people want to be affiliated with the VERY best.

Credentialing? Community service, youth service, internships are ways to provide "credit" to people who want to volunteer.

Self-Actualization? Can the volunteer grow in self-esteem and a sense of self-worth?

—Nancy Macduff in *Volunteer Today*, December 1991 ■

Boys & Girls Clubs Improve Crime Rate in Public Housing

As of last December, 145 Boys & Girls Clubs were operating in public housing developments in 34 states, the District of Columbia and Puerto Rico. Recently, both Columbia University and the U.S. Department of Justice have recognized independently that the presence of these clubs in public housing reduces crime and drug use.

Although Boys & Girls Clubs have been in public housing since 1954, the Justice Department's Office of Substance Abuse and Prevention awarded a \$300,000 demonstration grant in 1988 to open more clubs. Columbia University then evaluated these demonstration sites and concluded that the clubs cut juvenile crime, vandalism and drug use over a three-year period.

Looking at 15 locations, Columbia found that youth crime dropped 13 percent, drug activity was down 22 percent and crack presence dropped 25 percent. Researchers found that the presence of the clubs encouraged residents to organize and improve their community, and that they stimulated communication between public housing residents, police, housing authority managers and other community groups.



**BOYS & GIRLS CLUBS
OF AMERICA**

Boys & Girls Clubs were also linked to lower percentages of academic failure, repeated grades and behavior problems. Steven P. Schinke, Ph.D., who headed the Columbia evaluation team, concluded, "These results demonstrate that organized, permanent youth programs can offer a partial, but viable solution to drug use, crime and vandalism in public housing."

The effectiveness of the clubs was also recognized by the Justice Department with a \$2.5 million grant to the Boys and Girls Clubs of America. Funds

are earmarked for 15 new clubs in public housing projects and to expand services in 17 existing clubs in public housing.

"The key is working with children early on to encourage the development of the values needed to resist the temptations of the criminal life," said U.S. Attorney General William Barr in announcing the grant. "The Clubs do this well, and that's why we are investing in the expansion of this program."

—Judy Haberek ■

Double Duty for Minnesota Generator School Project

A five-year, \$747,000 grant was awarded recently to the National Youth Leadership Council (NYLC) by the DeWitt Wallace-Reader's Digest Fund of New York. The Minnesota-based youth council, a nonprofit group affiliated with the University of Minnesota, received the funds to support its new program, "The Generator School" project.

Through The Generator project, the NYLC hopes to develop service-oriented youth leaders. The demonstration project involves 33 grade schools who are encouraged to develop exemplary service-learning practices. Each Generator School starts with an \$11,000 "seed grant" awarded over a three-year period.

From this "seed grant," school administrators and teachers will consolidate service into their curriculum, placing special emphasis on low-income students, those least often expected, or asked, to be of service to others.

The NYLC says that "service learning" is a teaching method that has students apply what they learn in community service projects to their classroom studies. "Through structured reflection such as group discussion, daily journals and essays, lessons gained through service-learning can be incorporated into subjects ranging from civics and social studies to mathematics and the sciences."

However, for service-learning to meet its potential, the group warns that there

must be solid teacher training, high quality curricular materials and substantial pilot programs. As such, each school must identify a leadership team to run the program. This group would include a teacher/leader and at least two other professionals. It must develop a three-year plan to integrate service learning into the curriculum, communicate with other generator schools and submit locally developed lesson plans and study units to NYLC.

Betty Jenkins, an administrator and teacher leader in the Minnetonka Public Schools in suburban Minneapolis, described some of the existing programs already underway in her school district. Students in one school are saving up the rings tops on soft drink cans which are then taken to Ronald McDonald House, she said. The goal is to collect 100 gallons of the tabs. McDonalds then credits the school children with time for parents of a sick child to stay at Ronald McDonald House while their child receives health care away from home.

As part of this project, all pupils in the school collect the ring tabs, but one fourth-grade class has the responsibility of weighing the tabs, making graphs of their goals for the project, drawing school posters and taking the tabs to McDonalds. In this case, the volunteer project turned out to be a math exercise for the students.

Although the service-learning project is well established in this school district, Jenkins explained that the newest Generator Project will enable the district to expand the program.

The service-learning concept can be illustrated by some other projects in the Minnetonka district. For instance, a government class pledged to give something back to the community in the form of three hours of volunteer work per student. All of these eighth-grade students took part and then wrote and presented papers to the class (a simultaneous English exercise). The students worked in a food program and a nursing home, taught basketball skills to younger children, helped elderly neighbors, took part in a food drive and donated child care.

Teachers gear the volunteer project to the subject matter, Jenkins said. For one science project on wolves, a class baked more than a thousand cookies in the



school kitchen and sold them to classmates. They took the \$345 earned from the project and donated it to the Ely International Wolf Center in Minnesota, which used the money to buy wolf tracking devices and to pay for health care for wolves in captivity.

St. Judes Children's Research Hospital was the beneficiary of a \$7,089 donation from another school project called a "mathathon," a project that Jenkins noted was a "good chance to help kids help their own age group."

Students in two schools worked on 200 math problems at home and raised the funds for the hospital by getting friends and relatives to pledge funds if they completed the project. A school got a VCR out of the project, while 99 percent of the students finished the math problems within the two week deadline. —Judy Haberek ■

**1992
NATIONAL
VOLUNTEER
WEEK:
April 26-
May 2**

United Kingdom Surveys Its Volunteers

Up to 23 million adults are involved in volunteering in the United Kingdom each year, according to a new survey published by The Volunteer Centre UK. The survey found:

- Fifty-one percent of people over the age of 18 had volunteered on at least one occasion during the previous 12 months; 31 percent had volunteered at least once a month and 22 percent had volunteered in the previous week.

- More than 75 percent of respondents had been involved in informal, neighborhood activity of one sort or another.

- The proportion of the population involved in some voluntary activity over a 12-month period rose from 44 percent in 1981 to 51 percent in 1991.

- People aged 35-44 were the most likely to volunteer, with those aged over 75 the least likely.

- Fundraising was the most common type of voluntary activity. Sports and exercise, children's education and health and social welfare were the most common areas of volunteering.

- Most volunteers got involved because they were asked to help, or because the organization was connected with their own needs or interests. However, a significant number of people volunteered for altruistic reasons.

- The key benefits of volunteering were enjoyment and the satisfaction of seeing the results. Drawbacks were poor organization and a mismatch between the activities volunteers were willing and able to do and those they were asked to do.

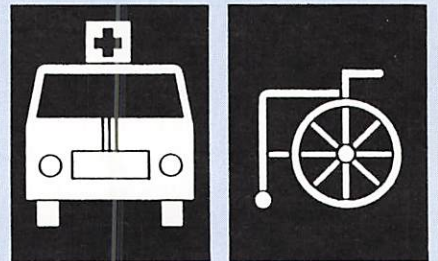
- Three-quarters of respondents felt that volunteers offered something to society that could never be provided by the state.

In 1991, The Volunteer Centre UK commissioned this survey to provide an up-to-date picture of the extent and nature of volunteering in the UK and to provide a comparison with the 1981 National Survey of Volunteering.

—From *Social Policy Research Findings No. 22, December 1991, Joseph Rowntree Foundation, York.* ■

Church and Community Connect in Kansas City

An uncommon blend of religion and health care is relieving some of the burdens of Kansas City's poor. While religious congregations traditionally have served community needs, combining their resources with a local health center and a school of nursing is lifting trained volunteers out of their pews and into their neighborhoods. In the process, they are opening more access-to-care opportunities for low-income and uninsured individuals.



The Health Ministry project, one of the Robert Wood Johnson Foundation's (RWJF's) Local Initiative Funding Partners grants, is directed by the Rev. Raymond Handy. It grew out of his and other ministers' concerns about their parishioners' mental health problems and the harmful effects of substance abuse. Handy worried that he and other ministers of Kansas City's African-American churches did not possess the skills to deal effectively with the issues his parishioners were facing day-to-day, including isolation of the elderly, mental illness, low birthweight infants and AIDS.

"Churches are not isolated from the problems of the community," Handy said. "And we can serve as an inroad to meeting people's health needs because people tend to accept information from pastors and fellow church members more readily than from health professionals."

Linking the Needy with the Caregiver

With the help of a \$243,000 grant from RWJF and funds from several local

charities, the four-year Health Ministry project was launched in 1989. It is part of RWJF's national matching grants program to help communities and their local foundations address unmet health care needs.

The project's health ministers are volunteers from nearly 100 inner-city churches. Although the ministers do not provide hands-on care, they do serve as the crucial link between the people and affordable health care.

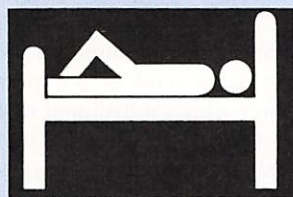
Training workshops conducted by the nursing faculty of Avila College in Kansas City teach the health ministers to determine—through a specially designed questionnaire—the health problems of parishioners and assist individuals to obtain professional health and social services. They also learn communications skills and to recognize any changes in behavior.

All-in-One Health Center

The Swope Parkway Health Center, located in midtown Kansas City, has agreed to accept Health Ministry referrals.

Swope Parkway, known as the family doctor to the poor, provides comprehensive health care—doctors' offices, dental lab, optical shop and pharmacy. The center also offers mental health services and provides transportation to and from Swope Parkway for more than 3,600 patients each month.

According to Handy, without Swope Parkway's participation, many elderly people, mothers and infants, physically and mentally disabled persons, and uninsured patients would either end up in a hospital emergency room or not get care at all.



Points of Light Shine in Kansas City

Mary, a retired Internal Revenue Service employee and health minister, answers a hotline for battered women. As a health minister, she helps elderly people who live by themselves with their grocery shopping, bill paying, Medicare forms, housekeeping and doctors' appointments.



"Elderly people don't want to see a doctor alone. Often, they need someone to speak for them," she said. "It's a blessing to help. I've learned to be a good listener."

Robert became a health minister after he retired from selling real estate. "There are a lot of people who need help but are too independent to ask for it," he said.

But Robert says he has accepted the challenge of reaching out to people who are hard to approach.

Not only does he visit fellow church members who are sick, he also distributes food in his community and has put his real estate talents to use giving free advice to his neighbors.

Not for Adults Only

The health ministers are a mix of the young and the not-so-young. Nearly 40 volunteers are young and serve as peer role models. According to the Rev. Handy, "We need to talk about AIDS, sexual responsibility and infant mortality in our churches."

A health fair was organized this past spring to recruit and involve more youth in the health ministry program.

Rev. Handy also organizes educational seminars for clergy, inviting experts to discuss ways to help parishioners who have mental illness.

At one such seminar, members discussed volunteers' progress, number of volunteers recruited and special event planning.

According to one board member, the Rev. Deborah Coleman, "The more we do, the more there is to do. We're concerned about preparing our youth for their futures and about how our growing elderly population will live out their days. The Health Ministry project is a whole person ministry."

—from *Advances*, the national newsletter of The Robert Wood Johnson Foundation ■

INDEPENDENT SECTOR Expands Program

INDEPENDENT SECTOR (IS), a national forum that encourages giving, volunteering and not-for-profit initiative, has kicked off a major campaign to support specific program priorities for the next three years.

Priority areas of new or expanded effort are as follows:

- Research, with growing attention to the application of research to the performance of philanthropic and voluntary organizations. IS's national surveys on giving and volunteering as well as its mapping and classification of the sector are becoming primary references for leaders, sector organizations and the media.

- Government relations, including greater work with policy makers to help them understand the role and value of philanthropic and voluntary organizations in the way this country does its public business and greater attention to problems at the state and local level relating to such issues as the definition of exemption and property taxes.

- Leadership and management, including implementation of the two-year study and report on "Ethics and the Nation's Voluntary and Philanthropic Community" and of the five-year study on "Profiles of Effectiveness and Excellence of Nonprofit Organizations."

- Increased giving and volunteering, with emphasis on accelerating the public's awareness and performance in relation to the standard "Give Five"—5 percent of income and 5 hours per week to the causes of one's choice.

- Internal capacity building, to put in place the systems, equipment and personnel desperately needed to handle the expansion of management and information needs.

In addition, INDEPENDENT SECTOR will be working to develop its role in international activities, conducting additional research surveys relating to patterns and motivations for giving and volunteering, expanding its work with publishers and editors to improve public understanding of this sector and expanding its "how-to" materials. ■

Research

Dimensions of the Independent Sector

INDEPENDENT SECTOR's *Nonprofit Almanac 1992-1993: Dimensions of the Independent Sector* is the fourth biennial profile of the independent sector of American society, which too often has been neglected in other statistical profiles about the United States. The goal of this report is to broaden public awareness and understanding of this aspect of American life by describing its size, scope and functions.

The diverse independent sector includes a vast array of voluntary and philanthropic institutions that provide a variety of services to Americans. The *Almanac*, compiled from numerous public and private sources, contains profiles of more than 500,000 nonprofit organizations as well as an overview of the nonprofit, independent sector and its place in the national economy; trends in private sources of support for the sector; employment trends; and the financial condition of nonprofit organizations.

The following briefly summarizes some of the statistical information found in the *Almanac*:

- **In 1990, the independent sector was estimated to consist of 983,000 organizations.** These included tax-exempt voluntary and philanthropic organizations such as schools, hospitals, social service organizations, advocacy organizations, civic/social/fraternal organizations, arts and cultural organizations, foundations, religious institutions.
- **In 1990, the independent sector's share of total national income was 6.8 percent, up from 5.8 percent in 1987.** This represented a substantial increase in its share in national income after showing a slight decline from 1982 to 1984.
- **From 1977 to 1990, the independent sector increased its share of total earnings from work from 6.4 percent (\$75.9**

billion) to 7.8 percent (\$254.8 billion). These figures include the value of volunteer time, which increased its share of total earnings from work from 2.4 percent (\$29.2 billion) to 3.0 percent (\$98.6 billion) between 1977 and 1990.

- **Americans rely on nonprofit organizations for many varied services as measured by current operating expenditures, and the independent sector accounts for nearly 90 percent of these organizations' total activity.** In 1990, such expenditures were \$389 billion—19.6 percent of all services in the personal consumption expenditures component of the gross national product.

- **Total private contributions were \$122.6 billion in 1990.** They represented 2.77 percent of national income in 1990 and reflected, except for 1984 and 1987, a steady increase in contributions since 1978 and 1979, when contributions had declined to a low of 2.07 percent.

- **In the 1980s, per capita individual giving in constant dollars had its highest growth rate in three decades.** During the 1980s, per capita giving in real terms increased 48 percent, in constant (1982) dollars, compared with 10 percent during the decade of the 1970s, and 19 percent during the decade of the 1960s.

- **In 1989, 75 percent of households contributed an average of \$978 or 2.5 percent of household income,** which marked an increase of 13 percent after inflation from 1987.

- **In 1988, total individual contributions in Great Britain were 0.75 percent of personal income compared with 2.12 percent in the United States.** Americans gave almost three times as much as a percentage of personal income than the Brit-

ish, whose nation has a national health plan and larger social welfare programs.

- **In 1990, 43 percent of the French reported household contributions, and 19 percent reported volunteering 4 hours per week.** This compares with 75 percent of Americans reporting household contributions, and 54 percent reporting volunteering four hours per week in 1989.

- **The incidence of volunteering has a direct relationship to contributions.** In 1989, respondents who reported household contributions but did not volunteer (27 percent of households) reported contributions averaging \$601, or 1.6 percent of household income. Respondents who reported both household contributions and volunteering (48 percent of households) reported contributions averaging \$1,192, or 2.9 percent of household income.

- **In 1989, of the estimated total volunteer assignments, 57 percent went to the independent sector, 9 percent to other nonprofit organizations, 28 percent to government, and 6 percent to for-profit organizations.**

- **Foundation giving amounted to \$7.1 billion in 1990.** Foundation giving as a proportion of total giving grew rapidly during the 1960s and peaked at 9 percent of total giving in 1970. Restrictive government regulations and inflation during the 1970s caused foundation giving to decline to a low of 5.1 percent of total giving in 1979. With some change in laws and regulations in the 1980s and a good economy, foundation giving as a proportion of total giving increased to 6.3 percent in 1987, after which it declined to 5.8 percent in 1990.

- **Corporate contributions as a percent of total giving peaked at 5.8 percent in 1984, after which it declined to 4.8 percent in 1990.** Between 1970 and 1980, contributions from corporations showed the greatest growth after individual giving. Corporations gave \$5.9 billion in 1990.

- **Volunteer time represented 41 percent of the total employment in the independent sector in 1989.** Volunteers accounted for 74 percent of total employment in religious organizations; 67 percent in arts and cultural organizations; 62 percent in civic, social and fraternal organizations; 43 percent in social and legal services; 22

percent in education; and 15 percent in health services.

(From Part I: The Size, Scope and Dimensions of the Independent Sector)

■ **In 1989, over 70 percent (327,000) of the 460,000 501(c)(3) independent organizations, excluding religious organizations and foundations, had total revenue below \$25,000, and therefore did not have to provide financial data to the Internal Revenue Service.** The independent sector is dominated by a large number of small organizations about which little is known.

■ **At the other end of the spectrum, the majority of charitable organizations (72 percent) that reported financial data had annual expenditures of less than \$100,000.** These organizations had less than 4 percent of total annual expenses, less than 6 percent of total assets, and about 11 percent of total grants and contributions from private and governmental sources.

■ **For every charitable organization that closes, three new ones open.** From 1987 to 1989 more than 110,000 charitable organizations were added to the IRS Master File while 41,000 were removed. Overall, this meant a net increase of 18 percent in the number of institutions from 360,668 in 1987 to 460,289 in 1989.

■ **Those groups of charitable organizations that showed the largest percentage increases in the number of institutions** were in the areas of the environment, animal-related issues, medical research, crime and legal-related issues, food/agriculture/nutrition, human services, international causes, community improvement, social sciences, religion and mutual/membership benefit.

(From Part II: Profiles of Organizations in the Independent Sector by Major Purpose)

The *Nonprofit Almanac 1992-1993: Dimensions of the Independent Sector* is available for \$49.95 + \$3.50 shipping/handling from INDEPENDENT SECTOR (Attn: Publications), 1828 L St., NW, Suite 1200, Washington, DC 20036. Phone: (202) 223-8100. ■

INDEPENDENT SECTOR, the publisher of this study, serves as a national forum to encourage giving, volunteering and not-for-profit initiative.

Advocacy

The National Movement to Increase Youth Community Service

By the William T. Grant Foundation Commission on Work, Family and Citizenship

The national movement to increase opportunities for youth community service is based on two beliefs: that youth derive an enhanced sense of self-worth and good citizenship from making a contribution to their communities, and that community service is a particularly valuable educational tool which brings relevance and passion to learning.

The renewed vigor and popularity of the youth community service movement is reflected in the enactment of the National and Community Service Act of 1990 (P.L. 101-610) and in rapidly expanding state and local community service networks. The new program, with an initial appropriation of \$62.5 million, will support a variety of grass-roots volunteer activities, including school-based and campus-based community service projects; conservation and service corps (aimed primarily at youth and young adults no longer in school); and intergenerational service projects.

Currently, more than 3,000 service programs operate in the nation's public and private schools, including major school systems like Atlanta and Detroit, which have instituted mandatory service as a requirement for graduation. More than 450 college campuses also encourage service under a "campus compact." In addition, there are now 55 year-round service or conservation corps and 20 summer youth corps, together enrolling about 20,000 youth up to age 26. A recent development is the growing use of federal Job Training Partnership Act funds for partial funding of such corps.

(For information about the broad range of volunteer service efforts around the country, contact Roger Landrum, Director, Youth Service America, 1319 F Street, NW, Suite 900, Washington, DC 20004, (202) 783-8855. YSA's *State Resource Guide* lists key state contacts, illustrative local and regional service programs, and national technical assistance organizations.)

The following are examples of statewide policies related to community service.

PennSERVE

PennSERVE: The Governor's Office of Citizen Service invests nearly \$7 million in state funds and \$3 million in federal funds to support a variety of community service and volunteer programs in the state, with a special focus on youth community service. Located administratively in Pennsylvania's Department of Labor and Industry, PennSERVE reports to a Cabinet Committee headed by the Secretary of Labor and Industry and the Secretary of Education. Among other things, PennSERVE

■ provides competitive grants to schools, colleges, local government and nonprofit agencies to establish school-based service, a literacy corps, and conservation and service corps;

■ serves as an advocate for community service, a vehicle for information and publicity about volunteering;

■ provides technical assistance to local groups interested in community service. This includes support of a statewide community service training institute,

The Pennsylvania Youth Institute for Service Learning; and

■ provides financial and technical assistance to other agencies in operating youth service programs. In 1991, PennSERVE helped eight municipalities create new local youth corps programs and assisted the state JTPA program to create a restructured Summer Youth Service Corps, which enrolled 2,000 young people in 200 projects across the state.

A key initiative administered by PennSERVE is the Pennsylvania Conservation Corps (PCC), with a legislative appropriation of \$6 million for FY 1992. Since its inception in 1984, 9,000 PCC members, all of whom were unemployed when they joined the program, have undertaken some 450 conservation, recreation and historical projects throughout the state.

PennSERVE supports a wide range of activities in the public schools, including mini-grants to support local school projects, regional workshops for teachers and students, and the Pennsylvania Literacy Corps, which in 1991 enrolled 1,000 youth to serve as literacy tutors. These activities enjoy strong support from the State Board of Education, which has formally resolved that "programs of community service should be an integral part of education at all levels and strongly urges schools, colleges and universities to institute or strengthen community service programs so that every student is encouraged to serve and participate in volunteer service."

The state Department of Education incorporates community service in its award-winning anti-drop-out program, Project Success, and includes community service as an alternative means of achieving graduation credit in newly proposed revisions to the State Code. Similarly, the State College System has appointed a task force to examine making community service a formal part of the admissions process and expanding service-learning in teacher training.

□ For further information, contact: John Briscoe, PennSERVE: The Governor's Office of Citizen Service, 1304 Labor and Industry Building, Harrisburg, PA 17120, (717) 787-1971.

Minnesota Community Service

Minnesota was the first state to organize a statewide, comprehensive youth service model for all young people. Two governor-appointed planning groups, the Governor's Task Force on Youth Service and Work (1985-1986) and the Governor's

Blue Ribbon Committee on Mentoring and Youth Community Service (1990-1991) have successfully advocated several state policies supportive of youth service

Legislation in 1987 allowed local school districts to levy \$.50 per capita for Youth Development programs through Community Education, including Youth Service. Legislation in 1989 allowed districts to levy an additional \$.25 per capita for service-learning programs. In 1991, the Legislature raised the total levy to \$.85, combining the two programs under the title of Youth Service. More than 300 school districts (including approximately 90 percent of the state's population) currently levy this special funding. An estimated \$3.5 million is generated annually by this local levy/state aid package—the highest per capita subsidy for youth service in the nation.

More than 3,000 service programs operate in the nation's public and private schools which have instituted mandatory service as a requirement for graduation.

In 1989, the State Board of Education passed a mandate that all schools should offer youth service opportunities. The mandate was overruled by the Legislature, making the program optional. In 1991, the State Board of Education published a service-learning learner outcomes document outlining how youth service is to be shaped in a curriculum context.

According to the Minnesota Department of Education, in 1990:

■ More than 40,000 youth, including 15,000 middle school youth, were involved in youth service activities.

■ Forty-nine local school districts grant credit for youth service.

■ Fifty-eight percent of school districts have peer or cross-age tutoring and 63 percent have peer helper programs.

In 1991 legislation, local Boards of Education are required to include student representatives or to establish a youth advisory council to make formal and informal recommendations to the Board.

Legislation in 1989 administered by the National Youth Leadership Council through the Minnesota Higher Education

Coordinating Board provided \$150,000 in seed support for service programs on 12 college campuses.

Like school-based service, the full-time, year-round Minnesota Conservation Corps has also experienced a steady increase in budget and program the past three biennial budget sessions of the Legislature to a current level of \$1.9 million.

□ For further information, contact: James C. Kielsmeier, President, National Youth Leadership Council, 1910 W. County Road B, Roseville, MN 55113, (612) 631-3672 or the Youth Service Program of Community Education, Minnesota Department of Education, 500 Cedar St., St. Paul, MN 55101, (612) 296-1435.

Maryland Community Service/School-to-Employment Requirements

Maryland is the first state requiring each school district to make service opportunities available on an optional basis. In order to further strengthen the connection between school and employment and enhance the sense of community responsibility of Maryland youth, the Maryland State Board of Education voted on July 31, 1991, to propose that students be required to perform community service as a requirement of high school graduation.

□ For further information, contact Kathleen Kennedy Townsend, Director, Maryland Student Service Alliance, Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201, (301) 333-2427.

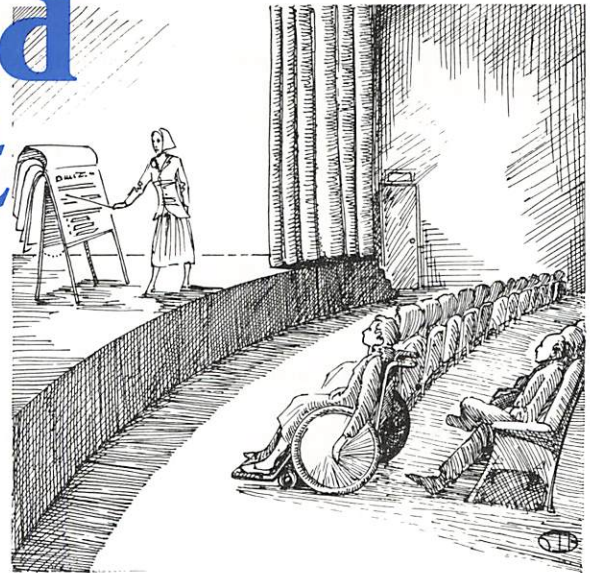
Other State Initiatives

A growing number of other states have also enacted legislation and funded the establishment of community service programs. These include the District of Columbia, as a requirement for high school graduation; Minnesota, for both K-12 and collegiate service; a variety of post-secondary programs: California first state to legislate in support of campus-based community service; Connecticut; Florida; Illinois and Washington.

—from State and Communities on the Move: Policy Initiatives to Create a World-Class Workforce, published by the William T. Grant Foundation Commission on Work, Family and Citizenship et al (Washington, D.C.), 1991. Copies of the report are available for \$5.00 (prepaid) from the Commission, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. ■

Research and Recruitment Strategies

What the American Red Cross Discovered



By Loretta Gutierrez Nestor and Carl Fillichio

In 1990, the American Red Cross completed targeted research on volunteer recruitment as a follow-up to its landmark Volunteer 2000 study (1987). Focus groups were conducted throughout the U.S. to discover what would motivate non-volunteers to volunteer. The following are some generalizations derived from the research, which may prove useful in your recruitment efforts.

Research Findings

The careful research and extensive planning that the National Office of Volunteers invested in preparing for the volunteer recruitment campaign reflect how important volunteers are to the Red Cross. The campaign was designed with the goal of having a large, diverse volunteer work force by the year 2000.

The focus-group testing and mall intercept testing provided a number of valuable insights that were used to create the volunteer recruitment communications

Loretta Gutierrez Nestor is director, National Office of Volunteers, American Red Cross. Carl Fillichio is a marketing specialist with Hager Sharp. Both work in Washington, D.C. Most of the information in this article was adapted with permission from the American Red Cross' Volunteer Recruitment Strategies. (Nestor and Fillichio were co-leaders in the project.)

strategies. Some of the most useful insights are listed below:

- Nearly all respondents believed that volunteering is a good thing to do, but some had specific reasons for not volunteering. The reason most commonly given was lack of time, especially when respondents had jobs. Teenagers felt that they would rather get salaries and job experience than volunteer.
- Typically, respondents were not sympathetic to the above excuse when judging others, and felt that some people who did not volunteer may be afraid of volunteering or may not be dedicated enough to make the time for it. Respondents speculated that people who say they don't have enough time have not yet found a cause that motivates them or don't understand how their skills could be put to the best use. Respondents also believed that some people are simply too lazy, too selfish, or too materialistic to volunteer.
- Church, school and hospital organizations were named most often as places where respondents volunteered.
- Respondents liked the theme "Together, We'll Make a Difference" because people volunteer to make a difference. Respondents did not want to "join" an organization, because the word "join" implied long-term commitment. However, the appeal "Lend Us Your Time" was received more favorably, since it gave people the

feeling that they could control how much time they could contribute. And respondents rejected the phrase "We'll Pay You Back...With Interest" because they found it misleading and repugnant.

- Most respondents said that working with HIV/AIDS patients would not affect the likelihood of their volunteering (38 percent); the likelihood would depend on the type of volunteer activity (16 percent). Many said they did not know how working with HIV/AIDS patients would affect the likelihood of their volunteering. In general, black/African-American and white working-age and older men are more reluctant to volunteer for HIV/AIDS-related work. However, Hispanic/Latino and Asian-Pacific Islander high school girls expressed a stronger desire to volunteer for work with HIV/AIDS patients.

- A sense of obligation is particularly strong among people of color. People of color often believe that their neighbors and local organizations have been especially helpful to them. They therefore feel an obligation to reciprocate this support so that others will have the same opportunities they had.

- People of color are especially likely to be active in volunteer activities that are community-centered. Quite often these activities are church-related. Cross-cultural people need to be assured that their service will make a difference not only in

their own communities but also in other communities.

Recruitment Recommendations

Based on results from the focus groups and the mall interviews, the Red Cross chose the "Close Encounters...of the Best Kind" creative concept for the volunteer recruitment materials. In addition, findings from both research stages contributed to the development of the communications plan. Here are some recommendations from the study:

1. Recognize and take advantage of the "era of volunteerism." President George Bush has said, "From now on, any definition of a successful life must include service to others." Volunteerism is growing more popular every day. Volunteerism—as well as new social commitment—has replaced networking and materialism as the vogue.

2. Invest the greatest effort in attracting new populations of volunteers. You must reach out to working women and strengthen your commitment to valuing diversity. The growing numbers and influence of racial and ethnic groups—especially blacks/Africans-Americans, Hispanics/Latinos, Asians/Pacific Islanders and Native Americans—make this commitment imperative. As a new "ethnic consciousness" emerges, agencies need to make special efforts to involve community leaders from racial and ethnic groups in recruiting.

3. Multicultural volunteers are important. Recruit mentally and physically disabled persons as volunteers.

4. The best method of recruiting volunteers is simply to ask one-on-one. Asking someone to volunteer one-on-one is still the best way to recruit volunteers. Yet many people have never been asked individually to volunteer. The research reaffirmed that a primary motivation for initially volunteering is being asked. Although posters, flyers and ads do increase awareness of volunteer needs, skill requirements and activities, the strongest appeal is still the personal one.

5. Use "hands-on" volunteer opportunities as a major recruitment theme. The new breed of volunteers in the U.S.—regardless of age—is choosing hands-on projects in which there is contact with people in need. People want to "really do

something" when they volunteer, and activities such as telephone solicitation and fund-raising activities do not provide the "meatier" and more interesting activities that are so important to them.

6. Use materials that emphasize altruistic reasons rather than personal reasons for volunteering. Test respondents did recognize that personal gains were possible from volunteering—work experience, building of self-confidence, and recognition from their community. However, such personal benefits are strongly perceived to be the wrong reasons for volunteering by those tested. Efforts to promote personal benefits as the most important ones are viewed negatively.

Nearly all respondents believed that volunteering is a good thing to do, but some had specific reasons for not volunteering. The reason most commonly given was lack of time, especially when respondents had jobs.

7. Develop the image of your organization as an organization to which people feel a strong "personal attachment," in order to position it as an organization worthy of personal commitment. Many people do not develop a personal bond to an organization until they are affected personally by its services. Most volunteers need to feel a bond to the organization they support. This bond has usually been achieved because an organization *directly* addressed a problem or concern experienced by the volunteer, or because the organization provided a direct benefit to someone the volunteer knew.

8. Show that volunteers will use their skills, whatever their level, and directly affect the quality of life of others. An organization's ability to use the skills of its volunteers effectively is critical. People want to know how well their skills match the needs of the organization.

9. Promote the most "attractive" activities available to volunteers. Research indicated that people were less interested in blood drives than in other volunteer activities—such as driving elderly people to doctors' appointments; teaching CPR, first aid, or water safety; helping in a veterans hospital; or teaching the community how to deal with people living with HIV/AIDS. Volunteer activities of greatest interest to people vary according to demographics. A variety of options for volunteer work should be presented.

10. Take advantage of new, "cutting edge" communications techniques. Traditional forms of communication, such as posters, brochures and print ads, are effective in recruiting volunteers. However, nontraditional forms, such as video technology in supermarkets, cable televisions and computer bulletin boards, may also attract new volunteers.

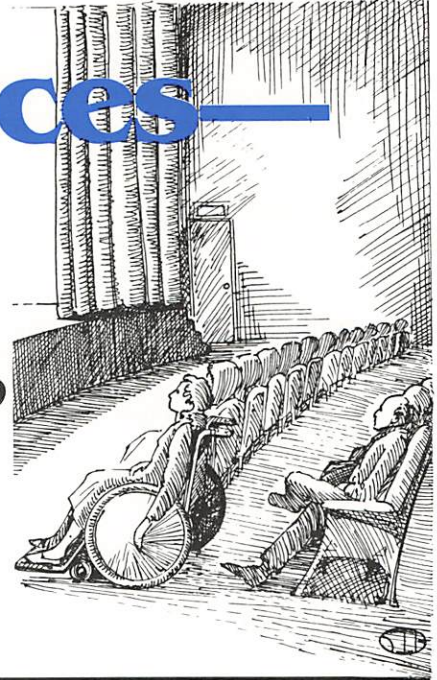
11. Establish your image as a community-based organization that benefits people at the local level and national level. Many people choose to work in a community-based organization rather than a national or international one. This fact is true because volunteers are often more motivated to help within their own communities where they can more easily see the results of their work and where their work benefits their neighbors.

12. Dispel the belief that your organization needs only volunteers with special skills (such as medical or disaster relief experience). Let your target audience know you can provide training to many persons who can provide valuable help in many situations.

13. Demonstrate that your organization needs volunteers from all racial and ethnic groups and values diversity. "Mainstream" organizations are perceived to be primarily white and middle class—especially by people of color. Recruitment materials should portray persons from a variety of racial and ethnic groups, and copy should be written with sensitivity to different cultures. ■

Special Audiences— Big Pay Offs

A Primer on What to Say and Do



By Loretta Gutierrez Nestor and Carl Fillichio

Once ignored by most major volunteer organizations, special audiences, such as the emotionally, physically and mentally disabled, represent a wealth of quality volunteers. The commitment of your organization to recruit and retain this important population as volunteers strengthens its quality and integrity.

Recruiting these people presents certain challenges. Organizations need to assess objectively how they involve volunteers from this special population and what these volunteers can expect from their experience. Organizations must also consider the special needs of this audience—especially transportation restraints, access to buildings and training schedules. Most important, volunteer managers need to commit more to this effort in terms of additional staff and volunteer training, paperwork and activity monitoring.

The payoff can be significant. Studies show that emotionally, physically and mentally disabled volunteers are extremely reliable, work very hard, and have lower rates of absenteeism than do other groups. It may be worthwhile for organizations to initiate separate campaigns geared specifically to special audiences that address their needs.

Some Things to Remember

■ Always ask the person with a disability if he/she would like assistance. There may be special instructions involved.

■ Someone's wheelchair is a part of his/her body space and needs to be treated with respect. Don't hang on it.

■ Speak directly to the person with a disability rather than as a third party. He/she can speak for him/herself. If the subject of the person's disability comes up, discuss it with that person rather than with others.

■ It is permissible to use expressions such as "Did you see that?" to a person who is blind, or "Hope to hear from you soon" to a person who is deaf.

■ See the person who has a disability as a person—like anyone else.

■ Understand that, although a disability may be caused by a disease, the disability is not the disease itself and cannot be contagious.

■ Appreciate what the person can do. Remember that difficulties may stem from society's attitudes and environmental barriers rather than from the disability.

■ Be neither patronizing nor reverential. Understand that the life of a person who has a disability can be interesting. Avoid appealing to others to respond to persons with disabilities out of "gratefulness" for not having a disability themselves.

■ Treat adults as adults. Call the person by his or her first name only when extending that familiarity to all others present.

■ Be considerate of the extra time it might take for a person with a disability to get things said or done.

■ Don't pat people who use a wheelchair on the head. This is very degrading to them.

What to Say

■ *Person with a disability.* Put the word "person" first instead of saying "disabled person." Other examples: Person with a seizure disorder. Person with epilepsy. Person who uses a wheelchair, crutches, cane, braces, etc. Person who is visually impaired, blind, hearing impaired, deaf. Person with cerebral palsy.

■ *Developmental disability.* A client, consumer, program member, etc. who has a developmental disability (DD) has mental retardation. He/she is gifted, has a learning disability, is in a coma. His/her muscles are spastic—people are spastic.

■ *Non-disabled or able-bodied.*

What Not to Say

■ *Handicap.* Persons with physical disabilities are not handicapped. This refers to barriers (attitudinal or environmental) that make it difficult for full participation or integration. It also refers to athletic events in which an advantage is given to the inferior to make their chances of winning more equal.

■ *Physically challenged, handi-capable, inconvenienced, differently abled.* Cutesy-pie labels rob people of their dignity. These are trendy terms.

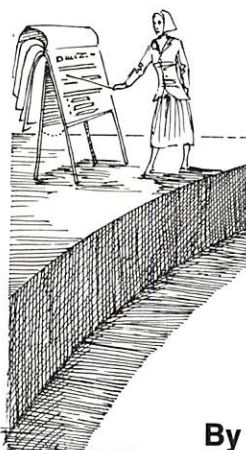
■ *Wheelchair bound, wheelchair.* This creates a false impression. Wheelchairs liberate people.

■ *Confined.* People with disabilities are no more confined to a wheelchair than persons with poor vision, who are not confined to glasses.

- *Afflicted* connotes pain and suffering.
- *Sightless, four-eyes, blind as a bat.*
- *Inspirational* or *courageous*. People with disabilities are not unusually brave and do not want to be thought of as super heroes.
- *Crippled, suffers from, stricken with, mentally defective, deformed, maimed, pitiful.*
- *Epileptic, arthritic, cerebral palsied*. These terms see people as their disabilities. (And *cerebral palsied* sounds like an inanimate object.)
- *Midget, dwarf*. These terms are mythical and deny reality.
- *Deformed, mis-shapen, hunchback, lame, paralytic, gimp, withered*. These are demeaning terms.
- *Mentally ill, crazy, insane, psycho, nut, maniac, former mental patient*. These are out-dated and stigmatizing terms.
- *Monster, creature, freak*. Any of these terms robs people of their humanity.
- *Spastic, spazz, has fits*.
- *Deaf and dumb, deaf mute, dummy*.
- *Invalid*. This means not valid. Everyone is valid.
- *Normal*. When this term is used to describe able-bodied people, it suggests that people with disabilities are abnormal or sub-normal.
- *Patient*. This term is used ONLY when someone is in the hospital or under a doctor's care. Most people with disabilities are not sick.
- *Poor*. This term refers to someone's financial status. It is not related to one's disability.
- *Sickness or illness*. People with disabilities are not sick or ill.
- *The handicapped, the disabled, the deaf, the blind, the mentally retarded, etc.* This sees people in terms of their disability and robs them of their individuality.
- *Unfortunate*. This term refers to one with bad luck, not a person with a disability.
- *Vegetable*. People are not vegetables; carrots and cucumbers are vegetables.
- *Exceptional, special, mongoloid, retard, idiot, imbecile, moron, feeble-minded, slow, simple-minded*.
- *He or she has overcome his or her disability*. People live with disabilities. They overcome attitudinal, social, architectural, educational, transportation and employment barriers.

This information was compiled from a statewide Cultural Diversity Conference sponsored by the Mile High Chapter, American Red Cross, Denver, Colorado, in April 1990. ■

A LABOR OF LOVE: Strategies for Recruiting Union Members



By Pam Sebern

Labor unions can be a new source of non-traditional volunteers. Here are some suggested strategies for recruiting volunteers in labor unions:

1. When recruiting in the workplace, recruit from both the union and the corporation simultaneously. Both groups can cooperate to support your organization's efforts and can provide unique skills and talents.
2. When possible, develop statements of understanding, agreements negotiated between labor unions and your agency. Some labor unions that encourage their members to volunteer include:

- International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Retired and Older Workers Department (UAW)
- AFL-CIO Department of Community Services
- American Federation of Teachers
- Allied Industrial Workers of America, International Union, AFL-CIO
- International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America
- Retiree's Department, International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America
- International Association of Machinists and Aerospace Workers
- United Rubber, Cork, Linoleum, and Plastic Workers of America

Pam Sebern is director of volunteers for the Mid-America Chapter of the American Red Cross in Chicago, Ill.

- International Brotherhood of Electrical Workers

In addition, several organizations consisting of union members have been formed to represent the interests of certain cross-cultural groups, including Hispanics/Latinos, blacks/African-Americans, Asians and Pacific Islanders:

- Labor Council for Latin American Advancement (LCAA), which services Hispanics/Latinos
- A. Philip Randolph Institute (APRI), which serves the interests of blacks/African Americans
- Coalition of Labor Union Women (CLUW), which is a support group of the AFL-CIO for women
- Alliance for Asian Pacific Labor (APL), which is a new Los Angeles organization
- ILA, which promotes the interests of Puerto Ricans

3. Approach a union with a specific project in which the entire union can participate. An example of such a project is the Coastline Disaster Project, organized by Red Cross chapters in the Southeast. Fifty local AFL-CIO union meeting halls are now equipped and ready to be used by the Red Cross along more than 2,000 miles of the Gulf and Atlantic coastlines. These halls will serve as emergency administrative headquarters for the Red Cross in case of disaster.

4. When working with organized labor, organizations should be careful not to recruit a volunteer to do exactly the same job as a union employee would do.

RETENTION: The + and – of Volunteers

By Nancy Macduff

Paid staff can make a dramatic impact on your agency's volunteer retention rate if they understand that having volunteers is worthwhile. Here is a short course on the advantages and disadvantages of using a voluntary work force.

Advantages

- The more people involved in a project, the more participation or membership or greater the outreach.
- "Natural helpers" have been shown to be quite effective with a variety of client groups including youth, seniors, those with ill health. Volunteers are often seen by clients or members as natural helpers.
- Many hands make light work! The more volunteers, the easier the work is for everyone.
- Volunteers grow and develop in their jobs, no matter what their age is! The staff who work with them are contributors and participants in that growth.
- Problem solving is creative and innovative when volunteers put their mind to "fixing" a situation.
- Volunteers are donors!
- Volunteers are supporters of programs that support them.

Disadvantages

- It takes time to plan for volunteers to be involved in a meaningful way.
- Scheduling volunteers and getting them to work on a project is harder than if you do it yourself.
- Planning must be done way in advance if volunteers are to be involved.
- The same volunteers do all the tasks and then they get burned out.
- Sometimes volunteers want to do things their own way, rather than the way you want them done!

Nancy Macduff is a consultant and trainer in the volunteer field and publishes Volunteer Today, a bimonthly newsletter for volunteer and professional staff in private nonprofit service agencies. (The retention notes presented here appeared in the December 1991 Issue.) She has written several books on volunteer management topics and is a frequent contributor to VAL.

- Plans and ideas have to be crystallized and communicated to recruit and use volunteer workers effectively.

Retention: Why?

The retention of volunteers is crucial! It is expensive, both in time and money, to train new volunteers all the time. How can you get to the bottom of who stays and who doesn't? There are five questions that can help determine who stays as a volunteer and who leaves. This information is useful to increase the number that stays.

1. Who volunteers? Who are your current volunteers (i.e., age, sex, income, education, previous volunteer experience, ethnic heritage, etc.)? Knowing who volunteers can give you an accurate picture of your program. For example, in a demographic study of her hospice volunteers, a volunteer coordinator found a wide diversity of religious beliefs that she did not realize existed in the current group of volunteers. This will help with placement and recruitment efforts.

2. Who doesn't volunteer? Who are you missing? Volunteers should represent the diversity in a community. Knowing who is missing can provide information to help plan recruiting efforts. It is also possible to target volunteers who are "different" and try to design opportunities to increase their retention.

3. Why don't certain people volunteer? Knowing you are missing volunteers in the 18-30 age bracket means nothing if you don't ask why. By finding out what will attract people to a position, you can effectively recruit and eliminate those things that drive them away.

4. Why do current volunteers give their time? Check it out! Don't assume! Ask. It helps the program or organization to keep doing the worthwhile things and eliminate those that are ineffective.

5. What benefits arise from volunteering? Ask experienced volunteers what they get from volunteering. Advertise these benefits to those still in the program and as a recruitment tool. ■

Some Notes on Recruiting and Retaining Minority Volunteers

By Brenda White Wright

Most of our organizations exist to address community needs and to improve our quality of life. The problems are often complex and staggering. We need all the talent we can muster.

An organization's credibility is enhanced when its volunteers come from all sectors of a community. In addition, our personal experiences are enriched by interacting with people whose backgrounds, opinions and experiences are different from our own.

Diversification is a process. It is an attitude of acceptance, an environment of inclusion, a culture and a commitment to a vision of your organization's future. It is a process that requires thought, planning, time, resources, risk and *change*.

When recruiting minorities as volunteers, it is important to consider your retention efforts *first*. Minorities in the workplace and in the volunteer sector enter and leave through a revolving door often because there was a greater priority placed on recruitment.

How do we keep them once we get them? The answer requires an examination of organizational goals and "culture." Is the objective only to diversify a mono-cultural organization, or is it to become a *multi-cultural* organization. Your answer directly correlates to your effective retention and recruitment strategies.

Multi-cultural perspectives increase an organization's decision-making capabilities and its insight into needs and services.

Brenda White Wright is executive director of Girls Incorporated in Kingsport, Tennessee. Her notes form the basis for a workshop on minority recruitment and retention she has conducted for groups around the country including The National VOLUNTEER Center.

MONO-CULTURAL FOCUS

1. The "majority" culture is viewed as the "norm" or accepted standard.
2. Appearance
3. Exclusive
4. Tokenism—Lose "one," get another "one"
5. Tolerance
6. Apathy
7. Membership
8. Minorities asked to "change" or assimilate
9. Insensitivity
10. *Resignation*

MULTI-CULTURAL FOCUS

1. Each individual's gender, culture, religion, and ethnic group are valued and respected
2. Atmosphere
3. Inclusive
4. Value—We each give our best time and energy where we are valued.
5. Acceptance
6. Involvement
7. Leadership
8. The organization "changes"
9. Sensitivity
10. *Retention*

Tactics for Increased Minority Involvement

1. Provide opportunities for creative, challenging and flexible placements based on *volunteer* needs.
2. Do a motivational analysis of your volunteers. Are they motivated by affiliation, achievement or power? Discuss the motivation theories—Maslow, Hertzog, McClellan-Atkinson.
3. Reward volunteers! What gets rewarded gets done!
4. Pay attention to where/how people group themselves at meetings.
5. Advertise your agency's projects, programs and outreach goals in the minority media in your community.
6. Provide "sensitivity" training for your leadership.
7. Conduct a demographic survey of your community and adjust your "minority" involvement strategies accordingly.

8. Incorporate diversity objectives into your long-range plans at all organizational levels.
9. Pay attention to subtle and overt sexist/racist slurs and jokes used in the organization and in your presence.
10. Make sure that your organization's calendar is developed in consideration of ethnic/religious holidays; i.e., Rosh Hashana, African-American, History Month, Cinco de Mayo, etc.
11. Examine your organization's publications for their use of ethnic photographs. How is your organization reflected in the community?
12. How is your commitment to multi-culturalism reflected in your organization's culture; i.e., art, magazines in lobby, posters, pictures, decor, etc.?
13. Identify and support minority vendors.
14. Collaborate with a diverse group of organizations. ■

MENTORSHIP: Timeless Strategy or Latest Fad?

By Bill Stout

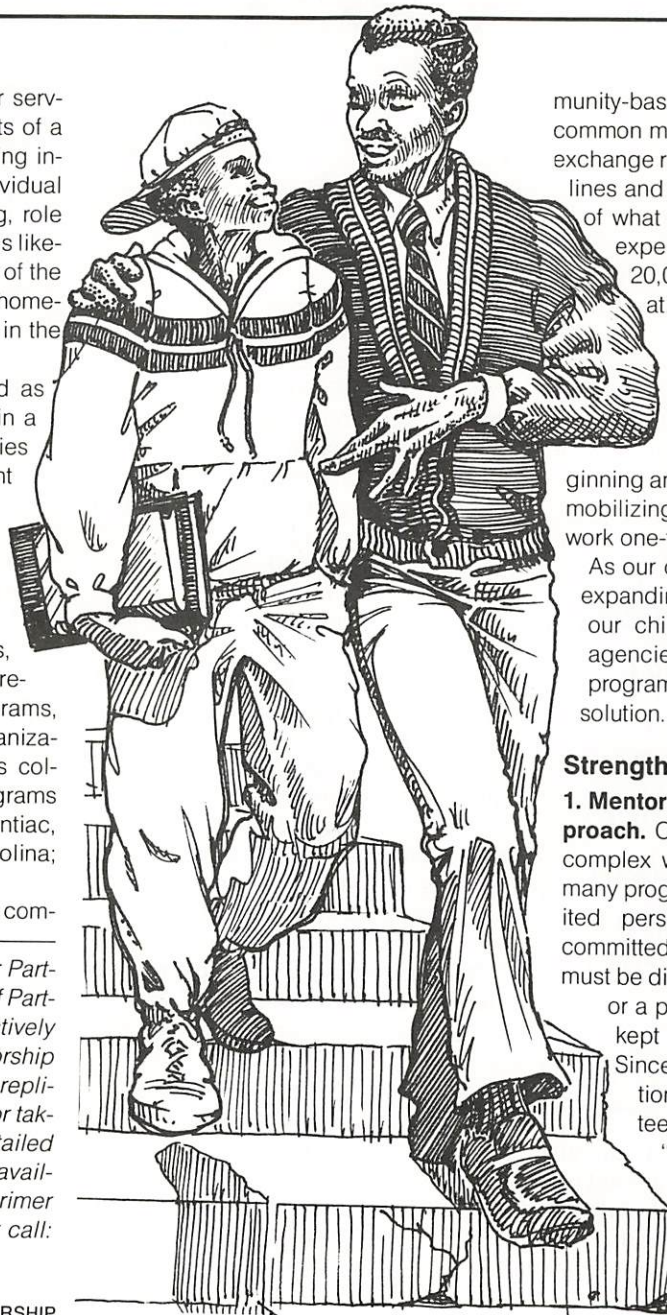
Mentorship as a strategy for serving youth typically consists of a former program for matching individual adult volunteers with individual youth who are in need of coaching, role modeling and emotional support. It is likely that mentorship will become one of the "hot" ideas of the '90s, much like homelessness became a popular cause in the '80s.

Mentor strategies were identified as the best way to help at-risk youth in a 1989 national survey of youth agencies conducted by the Points of Light Foundation.

Many fine mentor programs are represented in the International Association of Justice Volunteerism (IAJV). Some are sponsored by courts or other justice agencies, many are nonprofit organizations created specifically to offer mentor programs, and others are sponsored by organizations with a broader focus such as colleges or churches. Successful programs operate in such diverse areas as Pontiac, Michigan; Winston-Salem, North Carolina; and Beaumont, Texas.

Partners, Inc. is a coalition of nine com-

Bill Stout is the program director for Partners, Inc., the national association of Partners programs. Partners, Inc. is actively seeking existing or emerging mentorship programs that may be interested in replicating the Partners program model or taking advantage of its expertise. Detailed training and program materials are available. Contact: Partners, Inc., 1675 Larimer Street, #730, Denver, CO 80202, or call: (303) 595-4400.



munity-based nonprofits which offer a common model of mentorship, share and exchange resources and jointly set guidelines and accreditation standards. Most of what follows is based on Partners' experience in serving more than 20,000 at-risk youth since its creation in 1968.

Partners was founded by Bob Moffitt, who also helped create IAJV. Partners has been affiliated with the Denver juvenile court from its beginning and consistently has focused on mobilizing community volunteers to work one-to-one with at-risk youth.

As our country grapples with an ever expanding series of crises affecting our children, many communities or agencies will consider mentorship programs as a promising part of the solution.

Strengths of Mentor Strategies

1. Mentorship offers a holistic approach. Children are often caught in a complex web of related problems, yet many programs see the child from a limited perspective—a delinquent who committed a specific act, a child who must be diverted from substance abuse, or a potential dropout who must be kept in school.

Since every youth in a mentor situation is served by one adult volunteer, there is less pressure to "force a square peg into a round hole." If a mentor program offers a menu of available services and activities, each mentor may work

personally with one youth to customize their participation in the program. For example, Partners offers monthly recreational activities, semi-monthly life skills courses, and special programs of children of alcoholics, abuse victims, offender restitution, pregnant teens, etc. Each "Partnership," as we term the match, takes part in the program components that are appropriate to it, and professional staff members make informed referrals when outside services are required.

2. Mentor strategies are flexible enough to accommodate a variety of specific needs and types of clients. Recent research in the fields of substance abuse, mental illness and delinquency agrees that an important resiliency factor for at-risk youth is a stable, supportive role model and friend, even if he/she is outside the family.

Pregnant teens can benefit greatly when matched with a mentor who has borne and raised children. Family effectiveness training can be offered to families at high risk for domestic violence. Abuse victims or children of alcoholics can be offered therapeutic support groups to accompany the extra training their mentor receives on these issues.

In Partners' experience, a synergistic effect is created when mentorship and related services are offered making each component more effective when offered in tandem.

Youth respond when they realize the new adult in their new life is a volunteer who has chosen to be their friend, rather than another teacher or caseworker with a pre-formed agenda.

3. Mentor programs offer a quantity and quality of services that are not otherwise possible in a time of shrinking budgets and growing caseloads. Youth respond when they realize that the new



adult in their new life is a volunteer who has chosen to be their friend, rather than another teacher, PO or caseworker with a pre-formed agenda. Volunteers bring a special enthusiasm to a Saturday ski trip or a Halloween costume party that is rarely duplicated by professionals who work with clients daily. This is not a criticism of professional case workers, for Partners believes that each adult mentor and youth should be monitored by a professional counselor. The average Partners volunteer who is professionally trained, screened and supervised, and who is in contact with teachers or caseworkers, spends 4.5 hours of "quality time" with a child weekly for one year. Many matches continue for several additional years. This level of personal attention is made possible because one professional caseworker supervises 20 to 40 volunteers who in turn provide direct services to clients.

4. Good mentors play multiple roles in the life of a troubled child. Partners trains its mentors, called "Senior Partners," to be supportive friends, role models and advocates for their "Junior Partners." As a role model, Senior Partners help children interpret the adult world and the culture outside their family or neighborhood. (This is similar to what researchers term "pro-social bonding.") As advocates they help a hard-pressed or dys-

functional parent look out for the best interests of the individual child.

5. Mentoring is a timeless, proven strategy. A wide variety of research and actual experience documents the effectiveness of carefully managed mentor programs. One study of delinquent youth involved in Partners found that recidivism was reduced by 65 to 75 percent. Self-esteem and a sense of personal responsibility have been found to be significantly increased in Partners youth. Studies of other programs document improvements in behavior, school performance and parental relations.

In Partners' experience, two of the most important qualifications for a mentor are a sense of humor and flexibility.

Limitations of Mentor Strategies

There is a risk that as mentorship becomes more popular (or even—heaven forbid—trendy) it may be seen as the latest quick and easy fix for complex problems. While Partners has unshakable faith in the efficacy of mentor programs, our experience has shown that there are drawbacks and limitations that program planners should be aware of when considering a mentoring strategy:

1. Recruiting enough volunteers is a never ending challenge. Demand for Partners services consistently exceeds our capacity to recruit, screen and train mentors. Most mentor programs resort to waiting lists, which means some youth will not get the support they need in time for it to make a difference. This problem can be reduced slightly by providing interim services and activities for waiting youth as Partners does, but these are poor substitutes for a one-to-one relationship.

Emerging programs should stress marketing and recruiting, and seek formal relationships with groups which can offer a large pool of potential recruits. Racial, ethnic, gender and geographic issues further complicate matching. Thus, recruiting of the needed type of volunteer becomes even more of a challenge.

2. Mentor programs are not “cheap,” especially if in-depth screening, training and supervision of volunteers are provided. Cheaper perhaps than the alternatives, but if a program is going to be successful it requires surprising amounts of staff time and program money. In Partners' experience, it costs about \$1,000 to make and support a first-year match, even with extensive use of in-kind support and other money-saving strategies. However, these costs may be trimmed if a program chooses not to provide as much structure or supervision as Partners, or serves low-risk clients.

Volunteers should have appropriate motivations and realistic expectations. They should also be mature, have good interpersonal skills, and be free of unresolved critical issues in their own lives.

3. Mentoring is not quick or easy. A successful program may require a longer time than expected before really hitting its stride. If a school system, court or similar group chooses to sponsor a mentor program, it is vital to make a long-term commitment of support to give a program time to overcome the inevitable snags and learning curve. Two budgetary years of upfront commitment are probably a minimum.

4. Mentoring is not suitable for many volunteers or youth. Youth who participate may certainly pose a behavioral challenge or face critical issues in their lives, but program staff should know their volunteers' comfort and experience levels and try not to exceed them. Lay volunteers can rise to the challenge and serve extremely needy youth effectively, but most are not equipped to be matched with children who have a history of significant violence, arson, etc.



In Partners' experience, two of the most important qualifications for a mentor are a sense of humor and flexibility. Volunteers should have appropriate motivations and realistic expectations. Of course, they should also be mature, have good interpersonal skills, and be free of unresolved critical issues in their own lives.

Successful mentors are not too intent on imposing their personal agenda or worldview onto the youth they are matched with. Once a personal bond is established, a mentor's lifestyle and daily behavior usually proves to be the most powerful teaching tool for youth struggling to interpret the adult world and its values.

5. Introducing youth and adults to one another is easy; the real challenge is facilitating the genuine relationships that are necessary to change lives. Partners believes that mentor programs must hold themselves accountable for doing more than performing introductions. While long-term, rigorous, scientific research on outcomes is desirable, it is beyond the scope of most programs.

Frequency of time spent together and longevity of the relationship can easily be reported by the mentor. Pre- and post-test of clients can measure attitude and knowledge changes. Parents, teachers or case

workers can subjectively rate behavioral changes. Simple tracking of grades, disciplinary actions, or recidivism rates may also be feasible.

Partners programs emphasize structured relationships and careful staff support to promote true bonding between Junior and Senior Partner. In 1990, Partners programs aggregately achieved a 64 percent completion rate. This means that 64 percent of the Partnerships reached their one-year anniversary successfully by spending an average of three hours together weekly, and by completing the contract requirements they set at the outset of the match. Approximately half of the matches, which did not last a year, dissolved due to circumstances beyond the control of the Junior and Senior Partner, such as a family move. A Partnership is open ended, so that of the 64 percent who reached their first anniversary, most will remain active for successive years and gradually taper off as the youth enters adulthood.

Ultimately, these success stories, while unscientific, may provide the most eloquent argument for accepting the challenge of creating and staffing a one-to-one mentorship program.

Occasionally, we receive letters or visits from former Junior Partners who report that they are doing okay and tell us how much the mentorship experience meant to them. Others ask for the address of their mentor from years ago so they can say “thank you.”

Ultimately, these success stories, while unscientific, may provide the most eloquent argument for accepting the challenge of creating and staffing a one-to-one mentorship program. ■

TO MEET OR NOT TO MEET: Advice and Tips

By Steve McCurley

When Not to Have a Meeting

- There is no real reason for having the meeting.
- There is no agreed-upon leader for the meeting.
- There is no agreed-upon agenda for the meeting.
- There is inadequate information or poor communication about the topic to be discussed.
- There is inadequate time for you or for group members to prepare for the meeting.
- Key participants will be unable to attend the meeting.
- Something could be communicated better by telephone, memo or a one-to-one discussion.
- The subject matter is so confidential or secret that it can't be shared with some group members.
- Your mind is made up and you already have made your decision.
- The subjects to be discussed do not interest, involve or affect all of the group.
- The subject is trivial.
- There is too much anger and hostility in the group and people need time to calm down before they begin to work collaboratively.

When to Have a Meeting

- You want information or advice from the group.
- You want to involve the group in solving a problem or making a decision.
- You need to get a sense of the mood of the group.
- You want to build a sense of group identity and solidarity.
- There is an issue that needs to be clarified.
- You have concerns you want to share with the group as a whole.
- You wish to share information in a manner that provides more emphasis than in a written communication.
- The group itself wants a meeting.
- There are conflicts or differences of opinion among group members that need to be brought to the surface.
- There is a problem that involves people from different groups.
- You need group support for a decision or action.
- There is a problem and it's not clear what it is or who is responsible for dealing with it.

Preparing for the Meeting

- Make sure that you have a real reason for meeting.
- Send out minutes of the last meeting as soon as possible.
- Send out a pre-meeting agenda item request form soliciting input.
- Send out confirmation of meeting site and timeframe.
- Check with all officers and committee chairs for input on agenda.
- Encourage committee chairs to provide a brief written report in lieu of a long, boring oral report at the meeting; limit oral presentations to items that require a decision or to questions about the written report.
- Determine agenda and assignments for the meeting.
- Send out agenda and supporting reports and information.
- Arrange meeting logistics: room, materials, refreshments, equipment.
- Determine if there are any problems that will probably arise during the meeting, and devise a plan for how these will be addressed.

On the Meeting Day

- Arrive early and double-check all logistical arrangements.
- Bring duplicate copies of materials for participants who did not receive them or who left them at home; bring extra copies for visitors.
- Start on time even if some members are not present.
- Stay on time, if at all possible. If the timeframe looks impossible to maintain, get group to consider changing agenda to maintain timeframe.
- Follow the agenda, both in content and time allocation, unless new information or an emergency warrants alteration.
- Ensure that important decisions are recorded accurately.
- Determine clearly who will be held responsible for what delegated actions.
- Set timeframe for reporting back on actions that are delegated.
- Strive to make decisions rather than deferring or avoiding controversial items. If it is important, it won't go away; if it is not important, you shouldn't waste any more time with it.
- Strive for participation from all attendees.
- Set time, date and location of next meeting.

After the Meeting

- Collect written reports given during the meeting.
- Prepare minutes of meeting for distribution.
- Start all over again.

Steve McCurley is a partner in VMSystems, a publishing and consulting group, and a regular contributor to VAL.

Books

Advice for the Volunteer

We are pleased to offer VAL readers excerpts from two new releases that offer advice and guidance to people interested in volunteering.

Making Things Happen: How to be an Effective Volunteer. 2nd edition. Joan Wolfe. Island Press, Washington, D.C. and Covelo, Calif., 1991. 223 pp. \$14.95 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

The following excerpt is from the chapter on "Staff and Volunteers: Toward An Easier Alliance," pp. 138-141. Reprinted with permission of Island Press. Copyright © 1991 Joan L. Wolfe.

Volunteer organizations are always glad when they finally become large and affluent enough to afford a paid staff. Nevertheless, the relationship between staff and volunteers has potential for problems.

Dealing successfully with the various organizational elements can be a challenge for the executive. Board members and other volunteers change constantly—hence, personalities, expectations, priorities and demands change. Pressure comes from individual board members and other active volunteers to do things differently, to emphasize one priority over another, to change direction. Eager members propose ideas (often hastily thought out) for getting things done. The executive is buffeted from all directions. Just finding time to talk to people can be a major problem. In addition, volunteers come and go, so new people are always needed. Some aren't reliable. They promise to get a job done and then don't do it;

they agree to show up every week and then feel free to appear only at their own convenience.

Hardworking volunteers can cause another kind of problem. Volunteers usually place a lot of personal emphasis on time devoted to the "cause" (justifiably so). However, some volunteers expect a similar commitment from the staff during their off-hours. When staff members do donate their personal time, it isn't considered anything special. Yet staff members, most of whom are already making a financial sacrifice working for a nonprofit organization, may have other causes, responsibilities, and personal needs that are important to them. Also, time away from the constant demands of a job is critical to productivity and creativity. It is counterproductive and demoralizing for staff not to feel free to lead an outside life.

A particularly distressing situation is caused by board members who go directly to the staff and tell them what to do. This upsets the staff and causes endless problems for the executive, including undermining the executive's authority.

A justified fear of many executives is the lack of loyalty from their boards. An executive may have a legitimate reason for being unable to satisfy a "power person" on the board who makes unreasonable demands or has a personal agenda. Yet the executive may shortly be out of a job if a board member of community stature unfairly calls for that person's head, and other board members fail to rise to the executive's defense.

Chief executive officers and their staffs take their jobs because they believe in the cause and thrive on its challenges. Nevertheless, it is no wonder that they often feel frustrated, weary and embattled.

For different reasons, volunteers can

feel the same way. Their lives are often hectic. They give up time they could enjoy for themselves and with their families. Those who are self-employed give up earnings when they volunteer during working hours. That is also true of volunteers who deliberately choose to serve instead of taking a paying job. In addition, all volunteers incur expenses such as travel, parking, lunches, child care, postage and telephone calls. Although such sacrifices are made willingly, most volunteers consider them significant.

Therefore, intangible rewards are essential if volunteers are to keep on serving. The benefits of their service must outweigh the personal costs. Benefits include the fun and sure sense of worth derived from serving a cause.

In the lively volunteer organization without a staff, the process of getting things done gives constant feedback. Volunteers receive information directly. They know what is happening and are in on the excitement. They call each other; they congratulate each other. Everyone feels equal. They use their talents and take initiative in ways they think best. They enjoy being part of a group that gets things done.

Unfortunately, in some organizations with a staff, the very people hired to support the effort get in the way of the process that makes volunteering enjoyable and productive. Some staff members think of volunteers as intruders, more trouble than they are worth. Others don't attach much value to volunteer service; they think of volunteers merely as gofers. Then there are the busy staff members who don't understand why it is important to be more informative and helpful.

The need to get as much done as possible is thwarted when staff personnel forget to communicate interesting or important information, fail to express genuine appreciation, inhibit initiative, or assume responsibilities that volunteers could meet. Intelligent and hardworking volunteers, regardless of how much they believe in the organization, feel inhibited, dispirited and sometimes angry.

Fortunately, there are many steps the executive can take to build an easier alliance between volunteers and staff.

Joan Wolfe has been a volunteer for local and national groups, including the National Audubon Society and the Boy Scouts. She has been honored for her work on successful environmental initiatives in Michigan.

The Volunteer's Survival Manual: The Only Practical Guide to Giving Your Time and Money. Darcy Campion Devney. The Practical Press, Cambridge, Mass., 1992. 192 pp. \$15.95 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, 1-(800) 272-8306 or (703) 803-8171.

This excerpt is from the chapter, "Promises, Promises: Volunteer Opportunities," pp. 37-42. Reprinted with permission of the author. Copyright © 1992 Darcy Campion Devney.

What are your responsibilities? As a volunteer, you owe it to yourself, your organization, and your cause to behave responsibly. The following list may seem obvious, but a surprising number of volunteers feel entitled to show up late or not at all; to do sloppy good-enough work; or to procrastinate past deadlines. What a waste of time for you and for the organization!

Your Volunteer Responsibilities

- Pay dues.
- Attend meetings.
- Be punctual.
- Keep accurate records, financial and otherwise.
- Be supportive, loyal, enthusiastic.
- Keep informed on policies and procedures.
- Question, but accept majority decisions.
- Complete jobs you accept.
- Be friendly to new members.
- Maintain your balance; don't get over-involved.

While most nonprofit organizations give volunteers a lot of leeway—and many volunteers learn on the job—a volunteer who expects to be treated professionally must behave professionally.

Stealing for a Good Cause Is Still Stealing

The photocopier at your paid job is not a free photocopier. You are doing a disservice to all when, without permission, you use supplies or time at your paid job for volunteer activities.

Suppose you are the newsletter editor for a neighborhood association. Each month, you use the photocopier at your paid job at the insurance company to make 100 copies of the newsletter for distribution to members. You are stealing supplies and machine use from your em-

ployer, and making it harder for the next newsletter editor, who won't be able to produce the newsletter on the same budget.

Instead, ask if the company is willing to donate the paper and photocopying, or not charge for photocopier use if your nonprofit organization supplies the paper. Offer to use the photocopier off-hours or on weekends, so you don't slow down office work.

Put It in Writing

Undervaluing your volunteer experience is sadly typical, unless you are donating your professional skills. Virginia McCullough, who volunteers her public relations services to Chicago-area nonprofit organizations, declares, "I consider that I am offering them high-class, professional skills that took me 16 years to learn."

Research the real-world paid job description, and you quickly gain respect for your contribution of labor.

A surprising number of volunteers feels entitled to show up late or not at all; to do sloppy good-enough work; or to procrastinate past deadlines.

Job Description Elements

- Job or office title, committee, or special project
- Purpose, importance to program goals
- Term of office, appointed or elected by
- Report to/supervised by/supervises
- Amount of salary if job were paid, scheduled hours
- Description of specific responsibilities
- Areas of responsibility (include geographic areas, budget, number of volunteers and staff)
- Reports prepared/other records kept
- Equipment used, (office) machines operated
- Award/promotion system
- Evaluation schedule and features
- Working conditions
- Qualifications/special qualifications
- Training requirements
- Organizational chart

A businessman told a student government volunteer that their duties were similar. And the student appreciates that. "It's really good experience. I'm sitting

on the board of directors of a \$3 million corporation while I'm still in college. And I will definitely point that out in job interviews."

Carolyn Neal, former assistant to Congressman Michael D. Barnes, urges, "Put it on your résumé. I got my first job with a Congressional office by convincing them that my leadership skills from my volunteer experience were relevant." As a résumé/job interview tool, a description presents your contributions in a format that your prospective employer understands.

An organizational chart is always part of a complete job description; show where you and other volunteers and staff fit.

Do I Really Need a Contract?

A volunteer contract is a formal document between you and the organization; it is especially important if you intend to use your volunteer experience to secure a paid position. Think in terms of the legal notion of a contract: You are exchanging something of value with the organization (your time and energy for a job recommendation, or your expertise for a portfolio piece, etc.).

And benefits may be spelled out; for example, the volunteer contracts from the Fish and Wildlife Service, Park Service, or Forest Service divisions of government promise that volunteers are covered by workmen's compensation and liability insurance.

Your contract must include a schedule of evaluation meetings (at least twice a year).

Can You Measure Success?

Joan Patterson, who works with volunteers every day, is convinced: "I think a volunteer should be treated like a staff member. I am a real advocate for having a job description, a contract, training, and orientation. Volunteers deserve to be evaluated and to evaluate the program."

And, she points out, evaluation can be a boon for the organization, as well. "We've gotten great ideas on how we can make the program better. It's worth it to include an evaluation."

List the benchmarks by which you will be measured.

If you edit the newsletter, for example, you could track your progress with circulation figures (quantity goals), budget figures (financial goals), production sched-

(Continued on page 29)

Tool Box

So You Want to Make a Difference: Advocacy is the Key. Nancy Amidei. Order from: OMB Watch, 1731 Connecticut Ave, NW, Washington, DC 20009, (202) 234-8494. 1991. 61 pp. \$10 + \$1.45 shipping/handling.

This booklet was written with three goals in mind: to help citizens feel more confident about getting involved in policy advocacy; to provide local leaders with some tools to teach others about policy advocacy; and to stimulate involvement in democratic decision-making and provide information about key resources. Includes information on the legislative, executive and judiciary branches of government, how a bill becomes law, commenting on a regulation, successful advocacy techniques, planning for action, working the media, the fringe benefits of advocacy, and more.

Secrets of Motivation: How to Get & Keep Volunteers and Staff. Sue Vineyard. Heritage Arts Publishing, 1991. 35 pp. \$7.50 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, (800) 272-8306 or (703) 803-8171.

"There are no easy answers, but there are some simple ways to stimulate others to action" says the author, who divides this book into five chapters: "Motivating and Volunteering," "Why People Volunteer," "Getting the Facts on Volunteer Motivation," "What Turns People On (and Off)," and "How to Keep Volunteers and Paid Staff."

Secrets of Leadership. Rick Lynch and Sue Vineyard. Heritage Arts Publishing, 1991. 81 pp. \$8 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, (800) 272-8306 or (703) 803-8171.

Presented in a quick, easy-to-read format, with one topic per page, *Secrets* addresses the definition of leadership, characteristics of leaders, motivation, empowerment, climate, vision and purpose, systems, relationships, mentoring and personal growth.

Altruists and Volunteers: Life Histories. Dr. William N. Stephens. MBA Publishing, 1991. 87 pp. \$18.95 + \$2.75 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, (800) 272-8306 or (703) 803-8171.

This study of altruism and volunteering is based on interviews with active volunteers. Reveals the relationship of one's life history to volunteering as well as the influence of organizations in shaping volunteer careers.

Organizing: A Guide for Grassroots Leaders. Si Kahn. 1991. 320 pp. \$22.95 + \$4.25 shipping/handling. Order from: Volunteer Readership, PO Box 221586, Chantilly, VA 22022-1586, (800) 272-8306 or (703) 803-8171.

A step-by-step guide on how to unite people to effect change. Kahn shows how to influence existing power structures, how to become successful organizers and fundraisers, and how to bring about social change through grassroots organization and mobilization.

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

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

Compiled by Kate Whalen

Books

(Continued from page 27)

ules (time goals), or letters to the editor (quality goals).

If you organize a special event, at a minimum use attendance records to judge success or failure (if it's a fundraising event, compare your profit figures with those for previous years).

Be sure you are evaluated on your work, not the organization's; for example, did you and every other volunteer sell fewer tickets than ever before because the play was not a popular one?

Always keep accurate records of your participation (number of hours, description of projects, outline of tasks), and convince the organization to keep corresponding files.

As a student working for academic credit, you are usually asked to keep a journal of your volunteer time and tasks, as well as to produce papers or reports.

What About Recommendation Letters?

One of the best forms of feedback, especially for major projects, is a personal letter of recommendation. Of course, you expect and need these as a volunteer member; so, be sure to willingly write detailed ones as a supervisor. Event managers and chapter presidents are most frequently asked for letters of recommendation.

The letter of recommendation should be as much like a business letter of recommendation as possible. Include your name and organization office, the volunteer member's name and organization office, an abbreviated job description, the length of the job, and the number of years the person has been involved with the organization. Don't forget to explain the organization's purpose (if it might be unclear to nonmembers), and any objective and subjective evaluations of the volunteer member's work. Keep a photocopy for yourself and for the organization's files. ■

Darcy Champion Devney has been an active member of many organizations, including the Girl Scouts, International Thespian Society and National Writer's Union. As a volunteer she has produced special events, chaired meetings, taught classes, counseled students on résumé-writing and more. Her last book was Organizing Special Events and Conferences: A Practical Guide for Busy Volunteers and Staff.

Good Governance: Answers to Seven Common Questions. National Center for Nonprofit Boards, 2000 L St., NW, Suite 411, Washington, DC 20036, (202) 452-6262. 1991. 14 pp. \$3.95.

Based on actual queries made to NCNB's Information Center, "Answers" offers practical strategies for developing conflict-of-interest policies, creating a board manual, organizing a board and its committees for working effectively, and more.

Self-Assessment for Nonprofit Governing Boards. Larry H. Slesinger. National Center for Nonprofit Boards, 2000 L St., NW, Suite 411, Washington, DC 20036, (202) 452-6262. Kit includes Facilitator Guide, 45 pp., and Individual Board Member Questionnaire, 18 pp. 1991. \$95 for guide and 20 questionnaires.

Self-Assessment explains how a board can assess its own performance and provides a detailed outline for each step of the process. The individual questionnaire for board members allows them to evaluate the board's performance confidentially and their own participation.

At-Risk Youth Buyer's Guide. The Bureau for At-Risk Youth, 79 Carley Avenue, Huntington, NY 11743, 1-800-99 YOUTH. 24 pp. Free.

This 1992 edition lists publications, videos and prevention programs for organizations working with at-risk and mainstream youth. Contains information on drug prevention programs, positive parenting information centers, self-esteem building classroom materials and "Values for Life Activity" books, which encourage children to develop and maintain values needed for successful interaction in today's society.

American Youth: A Statistical Snapshot. James R. Wetzel. W.T. Grant Foundation Commission on Youth, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. \$5.00 prepaid.

Comprehensive documentation on the current status of American youth and the demographic trends that affect their future.

Thinking Collaboratively: Questions and Answers to Help Policy Makers Improve Children's Services. Charles Bruner. W.T. Grant Foundation Commission on Youth, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. \$3.00 prepaid.

Ten questions and answers ranging from understanding what problems collaboration can solve to knowing when it's working. Includes a series of checklists to help policy makers increase the likelihood that local collaboratives will serve as genuine catalysts for reform.

Current Federal Policies and Programs for Youth. J.R. Reingold and Associates. W.T. Grant Foundation Commission on Youth, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. \$5.00 prepaid.

An easy-to-use guide through the maze of hundreds of federal funding programs for adolescents and young adults in five major government departments.

The Forgotten Half: Pathways to Success for America's Youth and Young Families. W.T. Grant Foundation Commission on Youth, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. 1990. 208 pp. \$5.00 prepaid.

Summarizes an array of interdisciplinary research and promising practices to help older adolescents succeed as workers, parents and citizens.

The 1992 International Workcamp Directory. Volunteers For Peace International Workcamps, PO Box 202, Belmont, VT -5730, (802) 259-2759. 112 pp. \$10 prepaid.

An annual booklet listing more than 800 opportunities for creative travel in Western and Eastern Europe, the Commonwealth of Independent States, North and West Africa, Asia and The Americas. Workcamps are inexpensive ways that Americans of all ages can promote international goodwill through community service projects in 37 countries. Two- to three-week programs are \$125. Free copy of newsletter available.

Facts and Figures on Volunteering

How many Americans volunteer?

In 1989, 98.4 million Americans aged 18 or older volunteered—that represents over half (54%) of the American adult population.

How much time did they donate to charitable causes?

In 1989, volunteers contributed an average of 4.0 hours per week, down from 4.7 in 1987. The amount of volunteer time totaled 20.5 billion hours, which represents a 10% increase from the 19.5 billion hours contributed in 1987.

What is the dollar value of volunteer time?

During 1989, the dollar value of volunteer time, excluding informal volunteering, was estimated at \$170 billion.

Why do people volunteer?

- 62% — to do something useful to help others
- 34% — enjoy doing the work
- 29% — family or friend would benefit
- 26% — religious reasons

Which gender group volunteers the most?

- 56% females
- 52% males

How many Americans reported giving to charities?

In 1989, 75% of American households reported making a contribution to one or more charitable organizations.

Source: INDEPENDENT SECTOR

POSTER



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

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Address _____

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

Calendar

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

April 26-May 2 **Nationwide:** *National Volunteer Week*

Sponsored by The National VOLUNTEER Center/Points of Light Foundation, 736 Jackson Place, NW, Washington, DC 20503, (202) 408-5162.

May 3-6 **Denver, CO:** *International Assn. of Justice Volunteerism and Volunteers In Prevention, Probation & Prison Forum 92*

"Soaring to Great Heights: Past Accomplishments—Future Dreams" is the theme of Forum 92, which features two pre-Forum intensive training workshops (for the beginning justice volunteer manager and the advanced practitioner); workshops on topics of interest to justice volunteers, volunteer managers, line staff, agency administrators, judges, correctional staff, educators and others involved in justice volunteerism; roundtable discussions, panels and major speakers.

Fee: Approximately \$125

Contact: IAJV International Office, UW-Milwaukee Criminal Justice Institute, PO Box 786, Milwaukee, WI 53210, (414) 229-6092.

June 21-24 **Chicago, IL:** *The National Community Service Conference*

Formerly The National VOLUNTEER Conference, this annual event once again will feature prominent speakers, plenary sessions, workshops and informal exchange focused on managing effective volunteer programs. See ad on page 2.

Fee: \$355 before May 1, 1992 (\$325 for VOLUNTEER Associates; \$280 for NCCV/VOLUNTEER members, Volunteer Center Associates, State Office Associates)

Contact: The Points of Light Foundation, P.O. Box 66534, Washington, DC 20035-6534, (202) 408-5162.

June 28-30 **Dunmore, PA:** *8th Annual Pennsylvania Association for Volunteerism Conference*

This event will feature prominent speakers, workshop presenters, plenary sessions, structured networking. Entitled "Volunteers: The Heritage, Heart and Hope of Pennsylvania," the conference is sponsored by the Pennsylvania Association for Volunteerism in cooperation with Penn SERVE: The Governor's Office of Citizen Service.

Contact: Volunteer Services Program, Voluntary Action Center, Park Plaza, Lower Level, 225 N. Washington Ave., Scranton, PA 18503, (717) 347-5616.

Oct. 28-31 **Minneapolis, MN:** *1992 International Conference on Volunteer Administration*

Sponsored by the Association for Volunteer Administration (AVA), this annual conference will be held at the Hyatt Regency Hotel in Minneapolis.

Contact: Association for Volunteer Administration, PO Box 4584, Boulder, CO 80306, (303) 497-0238.



**The National VOLUNTEER Center/
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