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# **The Changing Nature of Women's Volunteer Organizations: The Case of the Daisy Ducks**

**Marion S. Goldman and Dwight Lang**

Volunteer organizations serve as social glue binding together diverse elements in a fragmented American culture. These organizations have been viewed as vital, normative components of a healthy democratic society (Gallup, 1980), appealing to "moral" concerns of a wide range of citizens (Etzioni, 1961). As such, the typical volunteer might be described as highly motivated to work in a particular organization for a variety of personal, altruistic, and social reasons (Schindler-Rainman, 1982). The stereotypic volunteer in the post-World War II era was a middle-aged, middle-class married woman with time on her hands and a desire to maximize her own skills and prestige (see *Life Magazine*, 1956), while satisfying altruistic impulses (Vroom, 1964). Today, however, volunteerism has expanded as a form of work and involvement (Jenner, 1982), in direct and indirect response to various forms of structured social isolation (Zurcher, 1977; 1978).

In addition, as increasing numbers of women have entered the American labor force in the last two decades it would appear likely that fewer volunteers might be available to work for better schools, crusade for social equality, or raise money for needy children overseas. In ten years, from 1965 through 1974, however, volun-

teerism actually increased to include 13 million more people (Mueller, 1975), from all age ranges (Schindler-Rainman, 1982), in various stages of marital stability and instability (McPherson and Lockwood, 1980), and who are both in and out of the workforce (Jenner, 1982). By the mid-1970's nearly a quarter of the population, age 14 and over were volunteering an average of eight to nine hours per week (Mueller, 1975; Jenner, 1982).

This paper<sup>1</sup> will explore the changing nature of women's volunteer organizations. As more of their members and potential members enter the public sphere, such organizations will have to provide them with new types of personal gains and offer the wider community different types of services. Members will gain recognition and develop networks in the public sphere through organizational participation and these volunteer groups will link working women with full-time homemakers, bridging the gap between the two groups in the community. Further, professional women will utilize volunteer organizations to gain access to previously male-dominated leisure and work environments. We will use the case of a unique organization, the Daisy Ducks, to develop some hy-

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Marion S. Goldman is associate professor of Sociology at the University of Oregon. Her Hamilton prize winning book on the Comstock Lode examined the role of voluntary organizations and charity work in respectable women's lives. Dwight Lang, Ph.D., is now a postdoctoral fellow at the Center for Studies in Higher Education at the University of California Berkeley, but wrote this article while a research associate in the Department of Sociology at the University of Oregon. He specializes in the sociology of higher education.

potheses about the new social functions of volunteer organizations.<sup>2</sup>

### WHAT IS A DAISY DUCK?

At the end of their membership drive in fall of 1979, there were about 185 dues-paying Daisy Ducks in the Eugene, Oregon area. The Daisys are a female booster group for inter-collegiate sports (the teams are known as the Fighting "Ducks") at the University of Oregon but, with the exception of a handful of staff, coaches, and coaches' wives, the adult women who comprise the organization are not affiliated with the university as either students or employees. Former Duck Football Coach Dick Enright organized the group in 1971 to generate community enthusiasm for his ailing football team and response was so positive that the organization continued to meet and support basketball and spring sports.

Coach Enright brought the Daisy Ducks together by public advertising and by sending letters to about 350 wives of members of the Oregon Club, the intrepid male boosters who raise thousands of dollars each year for Oregon athletics. The original group met weekly to attend lectures and discussions organized by coaches from the football squad, and while those educational functions are still important to the Daisys, they have been supplemented by other volunteer activities as membership has expanded to include a majority of women with no connection to Oregon Club men.

Nowhere is this gradual transformation in the group and its functions more apparent than in its emblems. The original symbol was the curvacious quacker spouse of Donald Duck, mascot for the University of Oregon's Fighting Ducks. The lady duck is still part of the Daisy Duck tradition, but at social occasions and on bumper stickers, name tags, and other paraphernalia, dainty flowers provide another meaning for "daisy" and proclaim the organization's message that its members perform uniquely feminine functions.

Part of this feminine function is to provide a positive, nurturing environment for coaches and athletes. The current president believes that coaches, who speak to the Daisys at weekly meetings, are able to "open-up" and provide insights into Oregon athletics. There are two dimensions to the accepting/personal atmosphere. First, the women respond as nurturers. Second, they respond as sports fans by asking pointed questions about absent passing attacks or basketball centers who cannot shoot. These questions might sound far more hostile coming from the all-male Oregon Club. Daisys may also ask coaches about their families, inquire about the recent birth of a baby, or gently tease them about their clothes and hair. At the Oregon Club, according to the Daisy president, the emphasis on winning and success may cause coaches to be more defensive and less willing to discuss the inner life of the athletic program.

Daisys primarily work as volunteers serving the Athletic Department and the athletes. One officer of the group stated, for example, "The men [Oregon Club] just raise money, but we put our bodies on the line." As such, fundraising efforts such as raffles and banquets sustain the organization and provide teams with small extras such as stationery and dividers for swim lanes.<sup>4</sup>

One of the group's central manifest purposes is to humanize the Athletic Department and offer maternal support to young athletes. Daisys bake cookies for teams, send birthday cards and homemade cakes to players, invite homesick newcomers to their houses, and visit injured athletes while they are recuperating. They also decorate for sports banquets, participate in homecoming events, greet teams returning from road trips, and organize special bus tours to attend Oregon football games at Pac-10 schools. Some of their unusual services have included wrapping Christmas presents for a coach to give to his assistants and sitting in a special cheering section

to recruit (unsuccessfully) a local star high school basketball player.

One of the most prestigious volunteer assignments involves working as a receptionist at the Athletic Department where, said one Daisy, "You get in on all the inside stuff." In an experiment in 1979 a skilled secretary contributed her services one-third time and the university donated what would have been her salary to the athletic fund.

This variety of Daisy activities might be perceived as a form of useful work provided for a specific organization--the University of Oregon's Athletic Department. In addition to the obvious altruistic components of these services, which are often perceived as a minor predictor of volunteer participation (Smith, 1981), the Daisys' involvement also appears to constitute a formal exchange of duties between a volunteer group and a specific organization. In many ways this volunteering parallels the worker/employer relationship (see Kemper, 1980; Sharp, 1978), where a job needs to be completed, a person utilizes one's knowledge and abilities to achieve a specific goal, and achievements are recognized (Gidron, 1983).

Of particular benefit to the Oregon Athletic Department is the cost-free nature of the work. In addition to specific psychic benefits derived from volunteering (Smith, 1981), some women of the Daisy Ducks appear to be volunteering as a form of work and, as we shall see later, as a way of pursuing other career interests, maintaining work skills, and developing work contacts (see Gidron, 1978; Loeser, 1974; Mueller, 1975 for analyses of volunteerism as work).

No Daisy is required to perform volunteer tasks and many women simply belong to the organization without joining in any activities. The lowest common denominator of participation is attendance at luncheons held weekly during the school year. Every Tuesday at 12:00 Daisys meet

at an inexpensive local restaurant where a buffet is served in a private room with a head table and long tables seating about 20 diners. Football season draws the most women to luncheons and during the fall of 1979 attendance fluctuated from about 65 to 90, with the most enthusiastic, largest crowd lunching the week after an upset victory<sup>5</sup> over Washington State University.

A typical luncheon features one of two speakers who talk briefly about women's athletics or a less visible men's sport such as wrestling. A keynote speaker from the football squad may offer Daisys some technical information about the sport and the upcoming game of the week, while encouraging them to get out and support University of Oregon athletics. Student athletes are also invited to luncheons to get to know the Daisys and occasionally to speak-- the event preceding basketball season featured a raffle to determine which women would sit next to team members.

A rich and diverse literature documents a variety of factors which motivate individuals to volunteer. Altruism (service to the community or organization) and association with one's peers are two of the most commonly cited reasons for volunteering (Rushton, 1980; Schindler-Rainman, 1977; Vrom, 1964), especially among those individuals who have not completed high school (Anderson and Moore, 1978). Volunteers, regardless of educational background, tend to be more empathetic, when compared to non-volunteers, consistently possessing a more positive outlook, and are happier, more self-accepting (Allen and Rushton, 1983), more compassionate (Knapp and Holzberg, 1964), and more emotionally stable (Smith and Nelson, 1975).

When the college educated are considered, particularly those who are employed outside the home, self-fulfillment and personal development take precedence over more altruistic motivations (Anderson and Moore,



1978), although many volunteer to be part of a wider, ongoing activity and to regularly interact with others (Gidron, 1978; Ginzberg, 1966). So while altruism may constitute an initial motivator for volunteerism, self-interest (Phillips, 1982; Naylor, 1967), personal gain (Jenner, 1982) and career preparation (Gidron, 1978) appear to be subsequent motivating factors, especially for college-educated women who are part of the workforce (Anderson and Moore, 1978). Volunteer activities, then, are often used as a method to increase status and as a vehicle for the enhancement of employment opportunities. In this sense, volunteering is "career instrumental," as well as a "primary" and "supplemental" activity (Jenner, 1982).

Not surprisingly, the Daisys exhibit many of the above motivating factors of volunteerism. Getting to know coaches and athletes (organizational involvement) is the part of being a Daisy Duck that most respondents (67) mention they liked best. Many women list more than one aspect of membership and some of those most frequently mentioned are: companionship and friendship with similar women (47); obtaining information about various sports (29); participating in activities and making a contribution to athletes and athletics (18); supporting the University of Oregon through its Athletic Department (9); and boosting new, developing women's sports (4).

Most respondents wrote brief answers to the question, "What do you like best about being a Daisy Duck?" Some, however, articulated their reasons for joining the organization in answer to that question. The themes of service and participation frequently appear in these longer replies:

*I do think it's good to support young people in all healthy beneficial endeavors. Sports provide that for athletes and a good outlet for spectators also. The dedication and training that go into an*

*athlete benefit him or her all life long. Participation in volunteer work is a fine way to make friends and share common concerns. My favorite thing about Daisys is their great treatment of athletes.*

or

*. . . the involvement, no matter how small in helping shape young people's lives just being there with a smile or encouragement. After all, being an active spectator we get lots of enjoyment watching these athletes and it seems like the least we can do in return.*

One woman writing about serving athletes acknowledges that service provides her with a sense of personal worth and recognition: "I enjoy the opportunity to be involved with athletes and the feeling of being needed and appreciated." Others voiced satisfaction with other personal gains they received from being Daisy Ducks:

*It is a marvelous opportunity for a single divorced woman to remain in contact with the athletic events, coaches and athletes at the University. A chance to make new friends, have fun and help back the Athletic Department.*

Some women use the organization for various types of self-improvement. One respondent viewed it as "solution to my depression." Several others saw involvement in the Daisys as a means to add to their family relationships. Said one, "I can enjoy sports more and also communicate on a higher level with my son and husband." A commonly-voiced theme among women who particularly appreciate the sociability within the organization is that "it gets me out of the house occasionally" and provides "a chance to be away from my little ones." Finally, for those women who are employed full- or part-time, participation in the Daisy Ducks may also be linked to personal gain and career enhancement. This

possible relationship is discussed later in the paper.

### WHO ARE THE DAISY DUCKS?

Comments such as those mentioned above may support the expectation that some Daisy Ducks are homemakers, yet the majority of women in the organization are actually part of the labor force. These findings reflect the well-documented tendency for volunteers to be employed, either full- or part-time (Jenner, 1982). Sixty-five of the 103 respondents are currently employed, five are retired, and only 33 list no occupation other than homemaker. Moreover, most of the women who are employed (51) work full-time. But with the exception of seven bank officers and six middle-managers, the Daisys are involved in traditionally female occupations and nine of them work in businesses owned by their husbands.

Previous research has consistently identified marriage as a key predictor of volunteer participation (Berelson and Steiner, 1964; Jenner, 1982). It is not surprising, therefore, to find that most Daisys are currently married. Only five are single, four separated, eight divorced, and seven widowed. Of those women who are not currently married, four identify themselves as full-time homemakers and four others are retired from the labor force. Like other volunteer women who often combine employment and full-time family responsibilities (Jenner, 1982), many Daisys (50) both work outside the home and also maintain marriages, contradicting the stereotype of a volunteer as someone with large reserves of leisure time.

Most Daisys, however, do not have children living at home. Fifteen are childless and an additional 46 have no children under 19 years of age. These "empty nests" allow married women additional time for volunteer work, even if they are actively involved in the labor force as well. The average number of children for

all Daisys is 2.07, with 17 women having one child, 37 with two, 20 with three, eight with four and six with five.

Although most members have older children, eight Daisys have children under four years of age and another seven have children under nine. The mix in the family life cycles of organization members partially reflects the heterogeneous ages within the group. Most volunteers range in age from 20 to 50 (Jenner, 1982; McPherson and Lockwood, 1980), and a majority of the Daisys fall in this typical age range. A sizeable proportion, however, are 50 and over, perhaps reflecting a diverse community support for University of Oregon activities. Only six women are under 25 years of age, twenty-nine are from 25 to 34, twenty-two are from 35 to 44, twenty-six are from 50 to 54, seventeen are from 55 to 64, and six are more than 65 years old.

A number of Daisys note the wide range of age and experience in the organization as one of the most pleasant aspects of membership. Observations at luncheons indicate that most officers are between 35 and 50, but a number of other women active in special projects and on sports committees are older. Daisys who are long-time members often sit with friends with whom they appear to be fairly intimate, but there is little age-grading by table and some of those friendship groups spanned two or three generations. An 81-year-old organizational activist liked:

*. . . keeping young with young people. Helping to promote women's athletics . . . I was honored by being made an honorary Oregon Women's Letter-woman. I was given an Oregon athletic letter and also a lemon and green blanket lap robe. All this to an Oregon Stater?*

The wide range of ages in the Daisy Ducks contrasts with the organization's relatively narrow class

composition. Social class has been identified as one of the strongest predictors of participation in certain types of volunteer activity (Smith 1972; Smith and Freedman, 1972; Hyman and Wright, 1971). Volunteers consistently have high rates of educational attainment (McPherson and Lockwood, 1980), with a majority often having at least a bachelors degree or more (Jenner, 1982). Higher occupational status and family income are also strongly associated with volunteer participation (Axelrod, 1956; Wright and Hyman, 1958). On all of these indicators of social class background the Daisys are solidly upper-middle and middle class.

We have already seen that many of the Daisys work in the professional, managerial, or sales realms, as well as contributing to the family income in a clerical capacity. About a quarter of the Daisys husbands are mid-level professionals, such as city planners, accountants, or teachers. Others own their small businesses or are middle managers, and another sizeable number of members' husbands are employed in sales. Only five spouses are unskilled blue collar laborers. Family incomes reflect middle-class status and generally range from 15 to 30 thousand dollars (43) or 30 to 50 thousand dollars (33). Sixteen women have family incomes under 15 thousand dollars a year and only ten have family incomes over 50 thousand dollars a year. While only twenty-one of the fifty married Daisys who work outside the home contribute more than 30 percent of their total family income, even smaller contributions undoubtedly make a difference to family lifestyle. The Daisys are also a well-educated group. Forty-five have some college, eleven hold bachelors degrees, and 20 have done graduate work.

Surprisingly few Daisys attended the University of Oregon (14). Other members who have not attended the University themselves have ties to the University through their parents,

brothers or sisters, husbands or children (36). The majority of Daisy Ducks, however, have no close connections to the University of Oregon as either alumnae or students themselves or as the relatives of alumnae or students. Given the wide range of female volunteer organizations in Eugene, choices ranging from the Junior League to battered women's shelters, why then would articulate, independent, middle-aged, middle-class women chose to invest their time and effort in a group as unusual as the Daisy Ducks?

#### WHY BECOME A DAISY DUCK?

Imagine a room full of attractive middle-aged women with carefully done hair. They are seated at banquet tables, chatting pleasantly over their after-lunch coffee, watching a fashion show of outfits for women's sports at the University of Oregon and listening to narration by women's coaches who are appealing for more moral and financial support from the community. The Daisys respond with more politeness than warmth, but their energy and attentiveness visibly increase when an assistant football coach begins to speak.

Complementing the Daisys on their beauty, he warms up his audience by holding up an enormous Athletic Department T-shirt and offering it to the first woman who guesses his birthday. After that he discusses what went wrong with the Fighting Ducks in the last three games out of four and why they are certain to improve. He finishes his speech by leading cheers. The walls almost shake as the coach calls out "Daisy" and the women respond with "Duck." But when the coach requests a traditional football warmup "Blood"--"Guts"--"Guts"--"Blood," there is near silence interrupted by embarrassed giggles. About half the women in the group gather up their things and leave to get back to work or to their children, and the rest remain to watch a ten-minute game film of the Ducks' recent loss to Purdue. Those who stay shout



players' names when the coach asks and discuss the individuals plays. About 20 women remain to chat briefly in small groups after the film ends.

This was a typical Daisy Duck luncheon in the fall of 1979. At others, women hear different coaches and some players, laugh at new jokes, and respond with continued pride and enthusiasm although Oregon athletics became tainted by scandals which eventually caused the Pac-10 to bar them from participating in bowl games. Almost every one of the nearly 50 different women talked with at luncheons obviously enjoyed herself and contributed to the friendly atmosphere. The officers and other leaders in the organization are extraordinarily bright, verbal, and ambitious. They could sit at the head table in any volunteer group, or under different circumstances, in the boardroom of a corporation. They and others, however, choose to devote hours each week to Oregon athletics, and one reason for their devotion is the plain fun Daisys have at luncheons and in other activities.

Not all Daisy Ducks are committed members, and many (42) respondents had just joined the group during 1979. Thirty-seven women, however, had been active members for four years or more, and they made up most of the organization's officers (12) and active committee members (18). Like most volunteer groups, the Daisys have a small core of activists and a larger periphery of interested but comparatively inactive members, with friendship networks linking the two segments. A few women object to the core group's cliqueishness, but most assert that meeting new people and developing friendships are important benefits of being a Daisy Duck. The Daisys, therefore, provide an important social function and, as most other volunteer organizations, allow individuals to interact on a regular and informal basis, while providing service to a community organization (Cohen and Ely, 1981).

A second obvious function which the group serves for its members is legitimating women's right to be as boisterously involved sports fans as men. Seventy Daisys follow some professional team as well as University of Oregon sports. A number of them (23) follow both professional football and basketball teams, but most are single-sport women, preferring basketball (19) or football (16). Others like professional baseball (12) or some combination of basketball, football, baseball and another sport such as ice hockey or soccer. The only "professional sport" played in Eugene is baseball during three summer months when the Emeralds, the class-A farm team of the Kansas City Royals, suit up. College sports are really the only game in town, if not in the state, where the Portland Trailblazers is the only noteworthy professional franchise. People in Eugene who wish to attend games and organize part of their social lives around sports must follow college athletics, and many adult women who choose to do so find necessary social support among the Daisy Ducks.

Football is the University of Oregon sport which the most Daisys (101) follow, and it is an obvious choice, for it marks the beginning of a new school year and is the college sport in most of America. Men's basketball is nearly equal in generating interest (98), and it is the college sport which the largest number of Daisys like most (51) with football clearly behind in second place (33). The interest in basketball probably reflects both the Trailblazers' prominence in the state and also the strong basketball reputation the University of Oregon enjoyed in the mid-1970's when thousands of spectators jammed Mac Court to arduously cheer the "Kamikaze Kids" on former Coach Dick Harter's teams. A number of Daisys also follow women's basketball (66) and women's track (54), but only one member listed a women's sport as her favorite.

Some Daisys offer laundry lists of college sports they follow, and most are interested in three or more sports (67). They are obviously fans, rather than sportswomen themselves. While 47 Daisys had been active in high school sports, only eight participated during their college years and only 12 continue to mention sports among the organizations and groups to which they now belong. The Daisys' general lack of active sports participation undoubtedly reflected the fact that sports' ability was usually considered "unfeminine" during their adolescent years. One respondent remarked "sports were not allowed or encouraged in Texas." Being a fan and cheering men, however, was among the most feminine of all pastimes.

An emergent third function of the Daisys, then, relates to the affirmation of a past dominant role (cheerleading) which members are re-enacting within a specific organizational setting. Eighteen Daisys have been both high school cheerleaders and members of their drill teams or rally squads in high school, an additional 14 women had been cheerleaders, and 20 had been rally squad or drill team members. Moreover, 20 of the 76 women who attended college had been cheerleaders during those years. There was great prestige in being an active, very attractive spectator—a cheerleader, in contrast to being a girl-jock. The Daisy Ducks can remain cheerleaders as adults, reliving important and previous roles through their organization and the legitimation and group support it provides. The organization and the service Daisys offer the University also transform spectatorship from passive consumption to active production of useful work.

In the United States, in particular, sports hold much of their fascination for spectators and athletes because apparently trivial activity is invested with great meaning and seriousness (Lasch, 1978). The Daisy Ducks also invest ostensibly frivolous activities with value. Their serious-

ness and dedication allow them to remain actively involved in pastimes usually reserved for women who are many years younger. Most importantly, the Daisys can relive and extend certain aspects of their youth, reinforce their current feminine role, while at the same time being active participants in a typically male dominated sports world. Zurcher (1978) has identified this type of volunteer activity as an "affirming ephemeral role" which enacts and reinforces the legitimacy of a past dominant role. For the Daisys, however, this reaffirmation is combined with other important roles: wife/mother (nurturer); worker (full- and part-time); active sports spectator; and colleague.

A fourth and final function may be linked to the Daisys efforts and desires to play a larger role in the male-dominated leisure and work worlds. We have previously observed how some members hoped that their involvement would increase their knowledge of sports activities, thus enabling them to have more in common with their sons and husbands. For the majority of Daisys, who work in professional and semi-professional occupations, this type of voluntary action may also be linked to specific economic benefits (Jenner, 1982). As "quasi-volunteers" (Smith, Reddy, and Baldwin, 1972), Daisys can fulfill their community altruism, while simultaneously developing career inroads. If males informally accept women as nonthreatening, fellow sports enthusiasts, women may be able to easily function in a formal context within the professional world. The key elements which may make this career development possible are multiple roles which the Daisys can play. As nurturers, cheerleaders, and knowledgeable sports fans, professional women may move into the male work environment, but from nonthreatening, supportive positions. They evince interest in the male world of sports, and at the same time remain separate, allowing men to retain their traditional solidarity.

The Daisy Ducks probably give far more to the University of Oregon and to the community than they receive in return. However, their organization provides members with several obvious intrinsic rewards. Members enjoy Daisy activities, they establish and cement friendships, and they have formal and informal support for changing the deviant role of a middle-aged women sports fan into the positive image of an adult altruist who happens to be interested in college athletics. Through an organization with close informal ties to the University of Oregon Athletic Department, women who might otherwise appear as overage cheerleaders can also perform useful volunteer work, while some may simultaneously pursue career interests. The traditional sexuality usually associated with avid female spectators is thus subtly changed into nurturance through organizational membership.

#### THEORETICAL IMPLICATIONS

The Daisys are an intrinsically interesting group, but they also represent a new type of volunteer organization. The majority of the Daisy Ducks are part of the labor force, functioning in both professional and semi-professional capacities. Leaders in the group are obviously attuned to this dimension and luncheons usually last only an hour and are held at a restaurant convenient to downtown. Many events and committee meetings are scheduled at night and the organization is structured to allow women to participate at different levels. The backbone of organized altruism, then, may increasingly be composed of middle-class women working in middle-status professions, sales, middle management, and clerical jobs. In this sense, the Daisy Ducks may represent a typical volunteer organization of the future.

Many Daisys attend luncheons with colleagues from work and join in other activities with them as well. Working women with families, how-

ever, are still responsible for most household tasks and they do not have the same extra time or social approval that men have to spend leisure hours with co-workers (Vanek, 1978). Engaging in volunteer activities also allows women to relax and socialize while performing traditional wives' tasks of enhancing their families' prestige within the community. As more married women join the labor force it would be expected that the volunteer groups with the most growth will resemble the Daisys in providing intrinsically rewarding, relaxing experiences and also offering members opportunities to perform the altruistic social services traditionally associated with feminine volunteer work.

The Daisy Ducks also allow members to develop and sustain three types of interpersonal networks. First, the organization puts professional women in touch with one another and with prospective clients. At one luncheon, for example, a bank officer and a real estate agent made an appointment to discuss financing the sale of a large commercial property. Second, Daisy professionals can develop and nurture formal and informal contacts with professional men who also support the University of Oregon athletic program. Common interests in and enthusiasm for college sports lays the foundation for greater male/female interaction in a male-dominated work world. This increased involvement, however, may continue to be linked to traditional female roles.

Third, and probably more important, the Daisys and organizations with similarly small size and cohesiveness provide homemakers and working women with a chance to maintain common grounds of interest and discourse. Thus, the Daisys serve a useful community function by socially integrating working women and homemakers, groups which may become increasingly separate over time. A common interest in volunteerism allows housewives to have an

area of self-definition outside the home and permits working women to have leisure interests within the public sphere. It would be expected that volunteer groups which integrate both professional women's networks and also homemakers and working women will be increasingly attractive to married middle-class women with jobs.

The concept of nurturance is most important for understanding the Daisys and the broad future of women's volunteer organizations. Nurturing behavior and the maternal qualities associated with it have been fundamental in reconciling women's participation in the disparate public and private spheres. In the 19th century, when less than fifteen percent of all women worked outside the home (and only five percent of all married women worked), middle-class women brought their maternal traits into the public world through secular and religious volunteer work. By providing their communities with visible, often necessary services they enhanced their own social status and received public recognition (Goldman, 1972). At the same time, volunteer organizations reconciled the spheres of the home and the wider community by drawing housewives out toward the larger world.

An important latent function of volunteer organizations like the Daisy Ducks is to do almost the reverse and draw working women in from the public sphere to the private one. The Daisys allow working women to demonstrate that they have not lost their traditional feminine skills and nurturing qualities. They are public "mothers" to the young athletes attending the University of Oregon. Like her sheltered Victorian counterpart, the modern volunteer receives social esteem for performing traditional women's work, and it is the traditional femininity associated with volunteerism that makes it so attractive to women combining families and careers.

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## FOOTNOTES

<sup>1</sup>An earlier version of this paper was delivered at the 1981 meetings of the American Sociological Association, Toronto, Canada. We would like to thank the Center for the Study of Women in Society at the University of Oregon for supplying funds to print and mail questionnaires. We are grateful to colleagues who took the time to discuss this project and are most indebted to the Daisys for their cooperation at every stage of this study.

<sup>2</sup>The Daisy Ducks are the only women's booster group of its kind in the United States. Their unique status reflects both the size and isolation of the community, Eugene, Oregon, and also the spirit of the women involved in the organization. We had originally decided to try to preserve their anonymity by calling them the Dandy Lions of a Northwest town. But the group is so easily recognizable, they could not be disguised and some features of the group are best described by using their actual name. In the Fall of 1979 Daisy luncheons and other functions were attended. A number of respondents were interviewed, including the organization's officers, new members and college athletes who had contact with the Daisys. In January of 1980, 175 questionnaires were mailed and 103 of them were returned. They are the source of quantitative information in this study.

<sup>3</sup>As of December 1983 there were approximately 150 dues-paying members. This slight drop in the Eugene area membership, however, is compensated by the prospect of establishing a Daisy chapter in Portland, Oregon. The current president of the Daisy Ducks indicates that, despite the popularity of the Oregon State University Beavers (Corvallis, Oregon) in Portland, approximately 35 to 40 women have expressed an interest

in expanding Daisy operations to the northern part of the state. These women were one-time Eugene residents and have held an initial organizing meeting with current club officers.

<sup>4</sup>Most recently (1981-83) the Daisys have initiated Bingo Night and Duck Bingo to supplement fundraising activities. This appears to represent a substantial increase in money-making efforts, perhaps reflecting recurrent Athletic Department budget crises of recent years.

<sup>5</sup>The current Daisy president, a long-time member herself, feels that the organization has always revolved around a core membership of 50 to 75 women who are consistently involved, regardless of athletic season. Additional involvement varies, with football season generating the greatest activity.

<sup>6</sup>During the last year (1983) the current Daisy president feels that a few more women in their mid- to late twenties have joined, thus lowering the average age of the membership.

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In the last issue of THE JOURNAL (Summer 1985, Vol.III,No.4) the closing sentences of Jerry Greer's article, " Volunteers in Resource Management : A Forest Service Perspective," were inadvertently not printed on page 9. Our apologies to our readers and the author! Here is the missing material:

volunteer areas together will help to dispel the public image of volunteers working only in the social services. And that will help to broaden support for all volunteers.

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*The author's personal views do not necessarily represent USDA positions The manuscript was reviewed prior to submission and was approved for publication with revisions by the USDA Forest Service Office of Information.*

# **Court-Referred Community Work Volunteers: A Library Case Study**

**Kay Taylor**

Durham County Library consists of a main library, seven branches, and two mobile units serving a population of 153,000 residents of the city of Durham, North Carolina and surrounding Durham County. The library has a collection of some 280,000 volumes plus audiovisual materials. Annual circulation exceeds 730,000 items.

The library employs 72 full-time people, two part-time permanent staff, 19 part-time pages, and one part-time intern. Very little has been automated in the library. Acquisitions and cataloging are handled on-line, but the physical processing of materials and maintaining the card catalog are still done manually. The administrative office and the reference department have a micro-computer each. None of the circulation functions have been computerized.

Volunteers have been utilized in the library system for many years. Prior to the 1980's they were used primarily for special projects such as taking a user survey and assisting with large children's programs. The library was unable to use much volunteer help because of severe space limitations. There was hardly any room for staff, much less volunteers. There was only one regular weekly volunteer at the main library.

Late in 1979, anticipating moving into a new, much larger main facility, the library recruited two additional volunteers to help begin taking inventory. About the same time, Offender Aid and Restoration of Durham County contacted the library to

see if first offenders could perform required community service at the library. The Assistant Director completed a questionnaire describing the types of work that needed to be done and an agreement was reached. Initially the court volunteers cleaned books which were stored in the very filthy basement of another county agency. When the new building was ready for occupancy, volunteers were immediately recruited to assist with taking inventory and many were persuaded to continue helping with daily tasks.

The library underwent a major organizational change in the summer of 1982. At that time, management of the volunteer program was moved from administration to the newly formed Community Services Department. The new library director indicated a strong commitment to utilizing volunteers; hence, the volunteer program was formalized at that time.

As time went on, the volunteer program began to rely more and more heavily on its court-referred volunteers. In 1984 a study was undertaken to evaluate how well these volunteers were fulfilling their community service obligations and to make some comparison with the regular volunteer program. All court-referred volunteers were studied. Selected volunteers from other sources were used for the comparison. Statistics were gathered over an eleven month period from January to November.

## **SOURCES OF VOLUNTEERS**

The library uses people referred

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**Kay Taylor is Head of Community Services for the Durham County Library in North Carolina and developed the program she describes in this article.**

through many sources. Briefly, those discussed in this study were referred from the following sources:

**Non-court:**

RSVP (Retired Senior Volunteer Program, age 60 and up)

Volunteer Services Bureau (youth and adults)

N.C. School of Science and Mathematics (high school students, required to perform community service)

Self referred (youth and adults)

**Court:**

DSRP (Durham Service and Restitution Program, a first offender program for persons cited or arrested for a misdemeanor. This program was reinstituted when the Offender Aid and Restoration program mentioned earlier ceased to exist)

DWI (Driving While Impaired, punishment of 24, 48, or 72 hours community work in lieu of jail sentence for driving under influence of drugs or alcohol)

ReEntry, Incorporated (a felony diversion program)

Adult Probation (adults on probation)

Juvenile Probation (youth under 16 on probation) Direct Placement (persons referred directly by a judge or district attorney and who were ineligible for participation through DSRP)

## STATISTICAL STUDY

Analysis of statistics for the various groups of volunteers proved to be quite interesting. A comparison of hours scheduled versus number of hours worked was made. The findings are summarized in the accompanying chart.

Of 2327 hours scheduled for DWI clients, 2136% or 92% were completed. There were 80 persons involved, 69 completed, 10 were terminated for poor attendance, and 1 was transferred to another agency to complete his work. Of the 69 completions, 48% were ranked as per-

forming excellent work, 25% good work, 20% adequate work, and only 6% poor work.

The figures for DSRP were almost impressive. Of 2341% hours scheduled, 1973 or 84% were worked. There were 46 people involved, 38 completed, 7 were terminated for poor attendance, and 1 was terminated for falsifying his time sheet. Of the 38 completions, work was ranked as excellent for 71%, good for 18%, adequate for 5%, and poor for 5%.

ReEntry had the next best statistical record: 176% hours completed of 216 hours scheduled, or 82%. Unfortunately, both of the people placed through this program proved to be supervisory problems.

Direct Placement also did well. The two people referred were scheduled for a total of 80 hours. One completed all of his hours; the other working one-quarter of her hours, for a combined total of 65 hours or 81%.

Adult Probation volunteers did not do so well. The one federal probation case worked out very well and actually worked more hours than scheduled; however, the four cases from district court were for the most part unsatisfactory. Altogether, the adult probationers were scheduled 518 hours and completed 320 hours, 62%.

All totalled, court volunteers were scheduled for 5533% hours. They completed 476% for an 85% rate. The figures reported for court referrals do include people who were interviewed and assigned even if they never reported for any of their hours.

To calculate the number of hours scheduled for long-term volunteers, the number of hours each worked per week was multiplied by 46, the number of weeks in 11 months, minus 2 weeks for vacation. In addition, the days the library closed for holidays and staff training sessions were subtracted for each individual affected. The statistics show that 1168 hours were scheduled for RSVP members of

which 919½ or 79% were worked. For other long-term adult volunteers, 814 hours were scheduled and 598½ or 74% were actually worked.

A sampling of youth volunteers showed 117½ hours worked of 153 hours scheduled, for 77%. However, this figure does not include youth who were placed and quit before the ending date of their volunteer agreement with the library.

All totalled, the non-court referred volunteers sampled were scheduled 2099½ hours. They completed 1671 hours for an 80% rate.

Clearly, Durham County Library is experiencing a better fulfillment rate from court referrals as a whole than from general volunteers.

## PROFILE OF COURT PARTICIPANTS

What are the court volunteers like? There has been a tremendous variety. Ages range from teens to 60's. They have been male, female, black, white, oriental, foreign, low income, and high income. Education and intelligence have ranged from semi-literate, mildly retarded to college-degreed, highly intelligent. Employment runs the gamut also: unemployed, student, clerical, sales, construction, medical, engineering, artistic, food services, and even college faculty. In short, there is no typical participant.

From January to November 1984, offenses included the following:

### Driving offenses:

- driving while impaired
- driving without a license and damage to property
- hit and run and property damage

### Substance offenses:

- possession of drugs
- aiding underage purchase of beer
- selling beer to minor
- transporting mixed beverage
- possession or consumption of alcoholic beverage
- underage contributing to the delinquency of a minor by giving beer to underaged

### Theft:

- shoplifting (person is apprehended in store)
- concealment (person has concealed goods, such as in pocket, inside store)
- accessory to a felony
- possession of stolen goods

### Property damage:

- broken window
- damage to personal property
- and assault on an officer
- breaking and entering an automobile

### Assault (fighting)

Falsifying federal tax returns for other people

By far the most common offenses have been driving while impaired (90 cases) and shoplifting, concealment, or larceny (25 cases).

The offenders have been well mixed by race and sex. For example, in the DWI program, there were 36% white male, 25% white female, 28% black male, and 11% black female. In the DSRP program, there were 28% white male, 30% white female, 22% black male, and 20% black female.

## TYPES OF WORK PERFORMED BY VOLUNTEERS

These court-referred volunteers have been active in every department of the library. Ideally, of course, each would be placed strictly according to his/her skills, abilities, and interests. In reality, placement is determined largely by the availability of the client (hours of day, days of week) and supervisors' requests for help. The library has utilized so many volunteers that it is impossible to list all jobs performed; however, sample jobs are listed below:

Typing - reports, overdue notices, book cards, delinquent borrowers' list\*, large print catalog\*, list of juvenile filmstrips\*, etc. (The \* items probably would not have been done if there had not been a volunteer to do it.)

Filing - putting daily circulation cards in order (often there are

more than 1000 cards in a day), sorting and shelving books, filing in card catalog, withdrawing cards from card catalog\*. (\* Item is done entirely by volunteers.)

Telephoning

Checking books in and out

Inspecting and cleaning returned audiovisual materials

Collating, stapling, mimeographing, making signs, preparing bulk mailings, rubber stamping, etc.

Assisting with programs by running projector, working with children's summer reading program, serving refreshments

Filling in book order cards, checking bibliographies, writing annotations

In short, the court-referred volunteers help with nearly all the daily operations of the library. Their help is indispensable in major projects such as moving vast numbers of books (shifting the collection, as it is known in library terminology).

The library's regular volunteers perform many of the same tasks. They are, however, given much more choice about what tasks they would like to perform. Their interviews include discussion of their motivation, skills and interests as well as a description of available volunteer opportunities. As stated before, court referrals are generally placed based on immediate needs of the library and the volunteer's availability.

Most of the youth volunteers choose to run the film projector for programs or to work with circulation functions such as searching for reserve books or filing. The youth usually work on a short term basis, i.e., summer vacation or one school semester.

Half of the library's seventeen long-term adult volunteers work independently at a public service site, greeting the public and directing them to parts of the book collection,

meeting rooms, and the administrative offices. Of the other half, four work with children's services (primarily assisting with clerical duties), two with reference staff, and one each with audiovisuals, technical services (preparing books for discard), and overdues.

## EVALUATION OF COURT-REFERRED PROGRAM

Overall, the use of court-referred volunteers at Durham County Library has been highly successful. It has not been without problems, however. Relations with the probation system, ReEntry, Incorporated, and court officials making direct placements has been far less than satisfactory. The distance between Durham and Raleigh may account for the problems with ReEntry, since limited budgets prohibited frequent long distance telephone contact. There were difficulties with both placements from this program. One did not attend regularly as scheduled. The other required constant supervision.

DSRP and DWI have established written standards (see Appendices A to D). The probationary programs and direct placements lack the firm guidelines provided by the DSRP and DWI programs. Follow-up generally has not been provided by these placement sources.

The one federal court placement was referred through the Volunteer Services Bureau. He did well because he turned out to be a very responsible individual. The federal probation officer made no contact with the library.

Experience has shown that a good relationship with frequent contact must be maintained for the success of the program. In Durham County Library's case, contact is made at least two to three times a week with the DSRP/DWI program to receive new placements and to make reports on current volunteers. There are usually six to twelve persons referred from these programs on the library's current volunteer list at any time.

# COMPLETION RATES FOR VOLUNTEER HOURS SCHEDULED JANUARY - NOVEMBER 1984

Source of Volunteers	Hours Scheduled	Hours Worked	% of Scheduled Hours Worked
+ DSRP	2341½	1973	84%
+ DWI	2327	2136½	92%
+ Juvenile Probation	51	8	16%
+ Adult Probation	518	320	62%
+ Direct Placement	80	65	81%
+ ReEntry	216	176½	82%
<b>TOTAL COURT</b>	<b>5533½</b>	<b>4678½</b>	<b>85%</b>
+ RSVP	1168	919½	79%
++ Other Adults	814	598½	74%
* Youth	117½	153	77%
<b>TOTAL NON-COURT</b>	<b>2099½</b>	<b>1671</b>	<b>80%</b>

+ represents all persons in this category

++ represents current (as of December 1, 1984) volunteers, not including those who quit or were terminated during the year

\* represents selected youth, excluding all those who did not work until the end of the agreed -upon time.



The most annoying problem with individual volunteers has been attendance. This problem is not limited to the court referrals. Staff members need to know when to expect their volunteers so that adequate supervision may be provided and effective use made of the volunteer's time. The problem with attendance of court referrals was addressed by the adoption of a strict attendance policy (see Appendix E). If a person violates the attendance policy, the volunteer coordinator questions the immediate supervisor as to whether the person should be given a second opportunity to meet his/her obligations. If so, a warning is given to the volunteer. If not, the volunteer is terminated at that point and paperwork returned to the appropriate referral source. One of the best features of the program is that volunteers who do not meet the library's regulations may be sent back to the referring agency at any time. This eliminates a great deal of nuisance.

Other minor problems have been improper dress, eating, drinking, or smoking on the job, or bringing a radio to work. Such situations have been virtually eliminated since a volunteer handbook has been written. The library's expectations of volunteers are reviewed point by point with each individual as a part of orientation. (See Appendix F for rules sheet taken from the handbook.)

Major problems have been suspected theft (three incidents in four years) and falsification of time sheets (two incidents and an offer of a bribe to falsify a time sheet or to accept a contribution to the library in lieu of working required hours). These were difficult to deal with but, again, the referral agency was helpful in resolving the problems.

Supervision problems sometimes occur. In these cases, the coordinator may counsel staff or the volunteer. Sometimes the volunteer is reassigned within the library. If the problem cannot be resolved in that

manner, the supervisor opts either to retain the volunteer despite a less than ideal situation, or to request the volunteer be terminated. The problems have generally occurred when the volunteer required close supervision and detailed instruction. Due to the volume of work to be done, the library must have volunteers who can work well with a minimum of instruction and supervision. Fortunately, a high percentage of those referred are able to do so.

The use of court referrals at Durham County Library has proved to be a very positive experience for the library. In addition to receiving a great deal of service, the library has benefitted by working with many people who did not ordinarily use the library. Most have been amazed by what the library does have to offer. The result has been good public relations and increased public awareness of the library. One placement was hired as a page in the library. Two others continued to volunteer additional hours upon completion of their required hours.

There has been some negative impact on the regular volunteer program. Sentiment was expressed by one volunteer that the court referrals should have badges designating them as "aides," or some term other than "volunteer." Another volunteer reported that some of her fellow civic group members did not want to volunteer at the library because so many court placements worked there that they feared people would perceive them to be offenders also.

Staff has overcome any initial reluctance toward working with court placements. An explanation of what they should expect (and tolerate) from the volunteers and the volunteer coordinator has helped the program run smoothly. Supervisors recognize the valuable contribution the volunteers make and generally are diligent about making them feel welcome and appreciated.

From a volunteer administrator's point of view, the program is rela-

tively easy to administer. Persons may be turned down without an interview if the library cannot use them at that time or if their offenses are considered to be of such a nature that successful placement is unlikely. Persons may also be turned down after placement interview at the discretion of the volunteer coordinator. Placement interviews require much less time than regular interviews, generally about 30 minutes to arrange a placement, set up a schedule, review the handbook, show the volunteer where the staff room is, where time sheets are kept, and introduce him or her to the supervisor. Supervisors usually spend a minimum of time instructing these volunteers because they are short term and are only taught to do a few things.

Record keeping is simple, with just a registration card rather than a formal application, an agreement sheet, and a time sheet (see Appendix for samples). Follow-up paperwork to the courts can be completed in approximately five minutes per case. Formal recognition is not done, although a certificate may be awarded or a thank you note sent to persons whose performance is particularly outstanding.

All in all, Durham County Library's experience has been that the court program is certainly worthwhile.

## RECOMMENDATIONS

Volunteer administrators faced with the decision of whether to use court referrals will want to keep these considerations in mind:

1. Can my program use short-term commitment people?
2. Does the referral source have firm written guidelines governing eligibility for participation and written regulations for the defendants? (See Appendix A for eligibility guidelines and participant regulations used by DSRP/DWI program.)
3. Does the referral source have a written agreement with recipient agencies, outlining responsibilities and rights of all parties? (See Appendix B for agency agreement form.)
4. Do the guidelines include having the participant abide by my agency's rules and standards?
5. Must the client perform at a certain standard in order to receive credit for hours served? (See Appendix D for participant evaluation form.)
6. Does the referral source pre-screen the volunteers, keeping agency needs in mind?
7. Does the referral source assist the recipient agency with problems?
8. Can the placement be terminated by my agency? On what grounds?

Having a written agreement and a clear understanding of the rights of the recipient agency are very highly recommended. A court program with enough staff to maintain sound volunteer management practices can certainly be effective in working with agencies for a successful community work program.

## APPENDIX A

### Eligibility Criteria for Community Service Defendants

Community Service Punishment is certainly not appropriate for all convicted defendants. The safety of the community and the protection of the on-going community service program should be considered. The agencies where the defendant must be assigned to work are not usually capable of supervising a hostile or emotionally disturbed defendant. Therefore, the following criteria of eligibility are recommended for consideration by the Trial Judge:

- (1) consider only non-violent offenses
- (2) exclude defendants:
  - (a) who have had a history of assaultive or violent behavior
  - (b) who have previously been unsuccessful in performing community service work
- (3) exclude:
  - (a) minor traffic violations
  - (b) drug offenses
  - (c) sex offenses

Permission should be granted to the community service coordinators to promptly report to the Court information gained by the coordinator in screening the defendant for community service work which was not made known to the Court and which indicates the defendant's unfitness for community service.

## APPENDIX B

### COMMUNITY SERVICE WORK PROGRAM Recipient Agency Agreement

\_\_\_\_\_, hereinafter referred to as recipient agency, and the Community Service Work Program mutually agree to the following conditions:

#### THE RECIPIENT AGENCY AGREES TO:

1. Provide work for defendants and any necessary working materials.
2. Provide safe working conditions.
3. Refrain from assigning defendants to any activities that are not ordinarily performed by employees or volunteers.
4. Provide supervision of work participants.
5. Notify CS Coordinator immediately if defendant fails to show or is continually tardy.
6. Notify CS Coordinator immediately if defendant performs community service work below average or poor. The defendant will not receive credit for work performed at these levels.
7. Notify CS Coordinator immediately if defendant violates any Requirements and Regulations.\*\*

#### THE COMMUNITY SERVICE WORK PROGRAM AGREES TO:

1. Provide agency with explanation of defendant's offense before placement.
2. Provide defendants, when available, to recipient agency.
3. Notify recipient agency of changes, relative to any defendants reporting to that agency.
4. Maintain scheduled contact with defendants.
5. Promptly and effectively handle any problems that may arise as a result of work placement.
6. Provide medical insurance for accidental injury.

The undersigned have affixed their signatures this \_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

\_\_\_\_\_  
Authorized Rep. of Recipient Agency      CS Coordinator

This contract will be null and void by mutual consent of the authorized representative of the recipient agency and the community service coord.

\* One signed copy should be maintained by each party.

\*\*A copy of the Rules & Regs. should be attached to the agency's copy.

## APPENDIX C

### DWI COMMUNITY WORK PROGRAM Requirements & Regulations

Defendants Name: \_\_\_\_\_ Docket No. \_\_\_\_\_  
Court Date: \_\_\_\_\_ No. of Hours \_\_\_\_\_

#### I. REQUIREMENTS FOR COMPLETION OF DWI COMMUNITY WORK PROGRAM

1. To successfully complete the Community Work Program a defendant must satisfactorily complete the required number of hours ordered by the court.
2. The defendant must participate in an interview with the DWI Coordinator to insure successful community work placement. It is the defendant's responsibility to schedule this interview within \_\_\_\_\_ Location of Community Work Program: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

This form is verification of your referral  
to the DWI Community Work Program and must  
be presented to the DWI Coordinator.

3. The defendant must complete all written forms by the court and the DWI Coordinator.
4. The defendant must pay the administrative fee of \$50 or \$100 whichever is appropriate. The defendant must present a copy of the receipt to the Coordinator.
5. The defendant must maintain contact with the DWI Coordinator as indicated below:

Monthly \_\_\_\_\_ Weekly \_\_\_\_\_ Other \_\_\_\_\_

#### II. DWI COMMUNITY WORK REGULATIONS

1. Every effort will be made by the DWI Coordinator to accomodate each defendant's personal schedule for both interview appointments and work placement hours.
2. The DWI Community Work Program will not permit a defendant to be tardy nor absent for a placement site or an interview. The only exceptions to this rule are:
  - a. Illness a letter from a licensed physician must be furnished.
  - b. Death of an immediate relative.
3. No defendant will be permitted to report for community work placement or an interview, who is under the influence of alcohol or drugs. This violation is grounds for defendant to be returned to court.
4. Conduct at the work placement:
  - a. All defendants must report to the on-site supervisor.
  - b. Defendants must follow all instructions given by the supervisor.
  - c. Defendants are required to wear clothing appropriate to the setting or agency in which they are placed. Shoes must be worn at all time, no open shoes are permitted for

- outside work, no sandals at any time. For outdoor work, clothes should be worn for protection from the sun; sunscreen, sunglasses, and gloves are also recommended. Supervisory personnel reserve the right to determine whether or not clothing or attire is appropriate to the setting.
- d. Depending on the work schedule at the placement site, lunch and beverage may be brought.
  - e. No visitors of any kind are permitted at the placement site.
  - f. Defendants are expected to demonstrate a good attitude and willingness to perform the duties assigned in a professional manner.
  - g. Defendants are expected to abide by all rules and regulations of the recipient agency.
5. If a defendant has been returned to court for non-compliance of community work requirements or violation of the court order, he/she will not be eligible for re-enrollment in the DWI Community Work Program .
  6. Any violation of these conditions is grounds for defendant to be returned to court.

No refund of Community Service Work fees will be made.

By my signature, I acknowledge that I have received, read, or have had read to me, and understand these requirements and regulations. I agree to comply with the conditions stated herein.

Defendant's Signature \_\_\_\_\_  
DATE \_\_\_\_\_

DWI Coordinator \_\_\_\_\_

#### APPENDIX D

#### DWI COMMUNITY WORK PROGRAM Evaluation Form

#### PREVIEW FORM WITH DEFENDANT BEFORE HE/SHE BEGINS COMMUNITY WORK

This section is to be completed by the recipient supervisor, after the DWI defendant completes the required number of hours. A signature on this form verifies the hours worked by the defendant as listed on the reverse side. Please give an honest evaluation, with any helpful comments.

1. Did the defendant abide by established schedule for completing community work?

Yes \_\_\_\_\_ No \_\_\_\_\_

If not, did the defendant call prior to his/her absence or tardiness with reasonable cause to miss, such as illness?

Yes \_\_\_\_\_ No \_\_\_\_\_ Comments \_\_\_\_\_



2. Was the defendant cooperative, and willing to do tasks which he/she was capable of doing?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Comments \_\_\_\_\_
3. Did the defendant stay on task without constant prodding?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Comments \_\_\_\_\_
4. What type of community work did he/she perform? \_\_\_\_\_
5. Did the defendant conduct himself/herself in an appropriate manner for your work setting? Yes \_\_\_\_\_  
No \_\_\_\_\_ Comments \_\_\_\_\_
6. Did he/she indicate a desire to become a volunteer in your agency?  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Other comments, if any \_\_\_\_\_
8. In summary, how would you rate his/her performance of the community service work, according to criteria discussed below?
- |                     |                      |
|---------------------|----------------------|
| _____ Excellent     | _____ Below Average* |
| _____ Above Average | _____ Poor*          |
| _____ Average       |                      |

\*Defendants performing community work at below average or poor levels should be referred back to the DWI Coordinator immediately. Work performed at these levels will not be acceptable.

Signature of recipient agency representative \_\_\_\_\_  
Date \_\_\_\_\_

Mail this form to DWI Coordinator after defendant completes his/her assigned community work hours.

APPENDIX E  
Durham County Library  
Attendance Regulations  
Required Community Service Volunteers

Placement

All volunteers must have a placement/scheduling interview with Kay Taylor, Head of Community Services. Interviews are held between the hours of 9:30 a.m. and 4:30 p.m. Monday through Friday.

Occasionally, interviews may be scheduled on Saturdays. Interviews must be arranged in advance.

Schedules

Every effort will be made to accommodate each volunteer's personal needs; however the needs of the library will always be given precedence in establishing a work schedule. Once the specific schedule has been agreed upon, it must be kept. Changes in schedules are permitted only if:

- a. they allow you to finish ahead of schedule.
- b. they are agreeable to your supervisor(s)

If your schedule on your paid job changes, it is your responsibility to let your employer know you have this commitment which must be fulfilled.

Absences

The only absences which may be excused are:

- a. illness requiring you to be absent from your paid job (if more than one scheduled date is involved, doctor's certification is required)
- b. death in your immediate family
- c. DWI classes

Your supervisor must be notified in advance of these absences. Arrangements must be made with the supervisor to make up the missed hours at a mutually convenient time before your court date.

Any other absence will be considered unexcused and may be grounds for dismissal from the library's volunteer program.

## APPENDIX F

### WHAT THE LIBRARY EXPECTS FROM YOU AS A VOLUNTEER

- Transportation:** You are responsible for providing your own transportation to and from work.
- Attendance:** You must notify your on-site supervisor in advance if you cannot work at your scheduled time. If you cannot reach your supervisor, leave a message or ask for the volunteer coordinator. Failure to do so may result in suspension or termination from the volunteer program.
- Babysitting:** You must make your own child care arrangements.
- Time Sheets:** You are responsible for recording your hours worked on a volunteer time sheet. Your supervisor or the volunteer coordinator will show you where the time sheets are kept.
- Badges:** Badges are provided by the library. Please be sure to wear your volunteer badge while on duty in the library. The badge should be left at the work site at the end of each work session.
- Dress:** Volunteers are to dress neatly and be well groomed at all times. The following apparel is not appropriate: shorts, halter tops, hats, mesh shirts, shirts that do not overlap pants or skirts; tube tops, tank tops, flip flops. Combs and curlers in hair are not permitted. (When working in a branch library, talk to the supervisor about appropriate dress. It will not necessarily be the same as in the Main Library)
- Attitude:** You are expected to show a positive attitude and to conduct yourself in a business-like manner. You are representing the library when you work here.
- Service to public:** When approached by the public with questions, answer if you are positive of your facts; otherwise refer person to a staff member.
- Confidentiality of library records:** Library records are confidential. Users, what they check out or any fines they owe, are not to be discussed with others.
- Delinquent materials or fines:** If you owe fines or have long overdue materials, you must clear your record before you begin your volunteer work.
- Performance:** Work must be of a quality acceptable to the supervisor.

# **Administrative Lessons from Volunteer Profiles**

**Anthony E.O. King I, PhD and  
David F. Gillespie, PhD**

The importance of knowing why people volunteer goes beyond the frequently cited justification of wanting to better understand human behavior and motivation. Knowing why people volunteer may provide important clues as to what people expect from a volunteer program in return for volunteer participation (Anderson and Moore, 1974; Frisch and Gerrard, 1981). Knowing who volunteers and why may aid organizations in their quest to increase the size of their volunteer pool or reduce the rate of volunteer drop-out. In order to hold current volunteers and attract new ones, program administrators must have knowledge of their task-related expectations, and the needs of those who volunteer. Acquiring information of this type on a regular basis may help individual agencies assess the stability of their volunteer personnel, as well as place them in a better position to adjust recruitment programs and volunteer positions to changes in the environment. This type of data would contribute to more efficient management of volunteer personnel and volunteer programs.

Surveys of volunteer personnel conducted on a regular basis are capable of detecting changes in the goals underlying individual participation (Deci, 1975; Gillespie, 1977).

The data gathered from such studies can also uncover shifts in motives for specific or identifiable subgroups such as men or women, the young or elderly, and so forth (Gillespie and King, 1985). On the basis of a clear understanding regarding developing trends, administrators might respond in a variety of ways. For example, they could rewrite job descriptions, add or delete specific job descriptions or specific job tasks, or even restructure whole departments to meet the changing needs and priorities of volunteer personnel. Of course, there are limits to the extent that organizations can be flexible and adaptable in changing to volunteer needs (Mileti and Gillespie, 1976).

Generally speaking, however, very few voluntary organizations conduct regular surveys of their volunteer personnel. Those agencies that do survey their volunteers do so sporadically and rarely solicit information regarding attitudes toward volunteer experiences. In order to provide volunteers with more satisfying work experiences, agencies must know who their volunteers are, why they volunteer, and what attitudes they hold toward their volunteer experiences. This study provides some preliminary answers to these questions. The study describes a sample

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David F. Gillespie, Ph.D., is currently an associate professor in the George Warren Brown School of Social Work at Washington University, St. Louis, where he is director of the Ph.D. Program in Social Work and principal investigator on a research project funded by the National Science Foundation to describe the network of organized volunteers prepared for disasters in the St. Louis metropolitan area. Anthony E.O. King I, M.S.W. and Ph.D., is currently an assistant professor of social work at the University of Missouri-St. Louis. His dissertation research examined the reasons people gave for volunteering to the American Red Cross.

of American Red Cross (ARC) volunteers, as well as the reasons they gave for volunteering and their attitudes toward several key facets of volunteer experience. The findings from this study provide data that illustrates the manner in which administrators and coordinators of volunteer programs might use regular surveys of volunteer personnel to make their volunteer settings more compatible with the needs and goals of volunteer staff.

## METHOD

### Sample and Population

The respondents for this study were drawn from a cross-sectional mail survey of volunteers to a chapter of the ARC located in a major midwestern city. Questionnaires were mailed to current and former volunteers. The addresses were obtained from a "master" list on a computer file maintained by the ARC. Out of 5,000 questionnaires distributed 1,346 (26.9 percent) completed and usable questionnaires were returned. The return rate was surprisingly low, suggesting some problems with the file of volunteer addresses. Surveys of the general population typically report return rates of 35 to 50 percent in the absence of any follow-up procedures, as was the case in the present study. No doubt the return rate could have been bolstered through the use of some follow-up procedures, but this by itself is insufficient to account for the discrepancy between what one might normally expect in returns and what in fact was returned. The most likely interpretation of this outcome is that the 1,346 questionnaires that were returned represented a stable 35 to 50 percent of the ARC volunteers and that the mailing list was an inaccurate sampling frame for the ARC volunteer population. This interpretation is supported with the observation that the average American family changes their address every four years, thus suggesting that 1,000

of the questionnaires were non-deliverable.

The mailing list is a matter of concern because its weakness reduces our confidence in generalizing findings from this study. One way of increasing the level of confidence in generalizability of these findings is to compare key demographic characteristics of respondents in this survey with those of other surveys of volunteers. The differences between this survey and several national surveys on three important demographic variables, sex, age, and marital status were minimal in each case except sex (U.S. Department of Labor, Manpower Administration, 1969; U.S. Department of Commerce, Bureau of the Census, 1981; Independent Sector, 1981; VISTA, Action Annual Report, 1974; VISTA, Action Annual Report, 1979; Babchuk and Booth, 1969; Independent Sector, 1981). The proportion of women to men is significantly greater than what is generally found in national surveys. Nevertheless, the direction of difference remains consistent and, therefore, does not undermine the comparability sought through this study. We believe that the sample of volunteers used in this study is comparable in many respects to volunteers in general.

### Data Collection

The respondents to the ARC survey were asked thirteen questions pertaining to their experiences as volunteers. Six personal characteristics--age, sex, ethnic affiliation, marital status, number of children at home, and family income--were elicited through both open-ended and fixed-choice questions. Two employment attributes--number of hours of paid weekly employment and occupation--were elicited in the same way. The manner in which the data for this study were measured is described below. Respondents were asked to rate six facets of their volunteer experience by how much they enjoyed that particular aspect. A four-point summative scale was used to rate six

categories of the volunteer's experience. Respondents were then asked to identify the single most important aspect of their experience. The respondents were also asked to rate the extent to which the skills they developed during their ARC experience contributed to five categories of career events.

## FINDINGS

Table 1 presents the demographic characteristics along with the percentage and number of respondents characterized by each of them. These ARC volunteers were predominantly female, white, married, and lived with family incomes similar to those within the general population. The median family income in the United States in 1980 was \$21,904, which appears to be slightly below that of the ARC volunteers (U.S. Bureau of the Census, Statistical Abstract of the United States, 1981). The marital status of the Red Cross volunteers was very similar to the general population.

The differences between the Red Cross volunteers and the general population in terms of marital status vary from slight to moderate. Almost 66 percent of the general population was married compared to 65.2 percent of the ARC volunteers; 20 percent were single compared to 30.8 percent of the ARC volunteers (U.S. Bureau of the Census, Statistical Abstract of the United States, 1981). The differences among the various subcategories of single persons are considerable in every instance. Of the general population, 20.2 percent were single and have never been married, compared to 16.6 percent of the ARC volunteers; 7.7 percent of the general population were widowed, compared to 11.9 percent of the ARC volunteers; and 6.1 percent of the general population were divorced, compared to 3.6 percent of the ARC volunteers. These differences are better understood when the ages of these volunteers compared to the general population are examined.

Most of these volunteers are middle aged, the average age being 45. A wide standard of deviation of 17.3 and an age range of between 16 and 97 indicates that the full age spectrum is represented with the ARC volunteers. Table 2 presents the age categories, the frequencies, and percentages for each age bracket.

The mean number of children at home (1.0) was very similar to the mean number of children per family (1.28) in the general population (U.S. Bureau of the Census, Statistical Abstract of the United States, 1981). Table 3 presents the frequencies and percentages for this variable.

The most frequently cited occupation (39%) was housewife/homemaker/retired (18.9% housewives, 12.4% retired, and 7.7% homemakers). Professionals (a white-collar salaried position) comprised 37% of the responses. The clerical/skilled occupational category accounted for 16.9% of the responses (10.9% clerical and 5.4% skilled). These findings (see Table 4) indicate that many of the Red Cross volunteers do not work outside the home because they are either retired or managing a household.

The current employment status was ascertained by asking them how many hours a week they worked in paid employment. The mean number of weekly hours worked was 14.4 with a standard deviation of 19.3 hours for 1,349 volunteers. This finding is understandable, given the demographic profile of the ARC respondents described above. This finding is also relatively unique in that national studies of volunteers seem to consistently report that most volunteers come from the ranks of the employed, especially individuals employed full-time (See Action, 1974, Independent Sector, 1981, and Gallup Poll, 1983).

## VOLUNTEER EXPERIENCES

Many of these volunteers had worked at the ARC for a fairly substantial length of time (7.08 mean



**Table 1**  
**Frequencies and Percentages for the Sex, Ethnic, Affiliation,**  
**Marital Status, and Family Income of 1,297 Red Cross Volunteers**  
**During Spring 1980**

Personal attributes	Categories	Percent	N
Sex	Female	77.6	1,041
	Male	19.1	256
	Missing Data	3.3	49
Ethnic Affiliation	White	76.2	637
	Black	3.1	26
	American Indian	0.0	0
	Spanish-Speaking	0.5	4
	Asian	0.1	1
	Other	0.0	0
	Religious Response	13.3	111
	American, etc.	6.8	<u>57</u>
Total			836
Marital Status	Married	65.2	877
	Single (single, never married, divorced, widow/widower)	30.8	<u>415</u>
Total			1,292
Family Income	10,000 or below	13.2	178
	10,000 to 19,999	22.6	304
	20,000 to 29,999	23.0	309
	30,000 or above	21.6	<u>291</u>
Total			1,082

**Table 2**  
**Frequencies and Percentages for Age of 1,346 Red Cross Volunteers**  
**During Spring 1980**

Personal attribute	Categories	Percent	N
Age	18 - 25	19.4	248
	25 - 32	10.9	147
	32 - 38	14.9	200
	38 - 54	25.7	346
	54 - 65	12.7	171
	65 - above	17.4	234

**Table 3**  
**Frequencies and Percentages for the Number of Children at Home**  
**for 1,346 Red Cross Volunteers**  
**During Spring 1980**

Personal attribute	Categories	Percent	N
Number of Children at Home	0 - 1	64.2	864
	1 - 2	19.2	257
	2 - 3	11.9	160
	3 or more	4.8	65
Total			1,346

**Table 4**  
**Occupations of 1,346 Red Cross Volunteers During Spring 1980**

Category	Percent	N
Housewife/Homemaker/Retired	38.2	420
Professional	37.0	407
Clerical/Skilled	16.3	179
Student	6.1	67
Unskilled	2.4	26
Missing Cases	18.5	247
Total		1,346

years); yet a wide standard deviation of 8.45 shows considerable variation with many of the volunteers having worked much less than the mean score at around seven years and many having worked more than seven years. Most volunteers worked during the day on an average of nine (8.92) days a month. Evenings and weekends ranked second and third, respectively. Although fewer individuals volunteered on weekends, those that did averaged almost 9.5 (9.49) days a month.

The importance of face-to-face and word-of-mouth communication with regard to attracting volunteers was evident in these findings. Learning of volunteer opportunities through a friend or another agency are predominantly the ways that these volunteers heard about the ARC programs (see Table 5).

The respondents were asked to rate six facets of their volunteer experience by how much they enjoyed that particular aspect. They were given four categories from which each facet could be rated. Table 6 represents the response categories and means, standard deviations, and number of respondents characterized by each category.

Table 6 shows highly skewed distributions on all facets of the ARC volunteer experience. The overwhelming majority of respondents in each instance rated their experience as being enjoyed very much or a great deal. We found that pride in being a volunteer was the most highly rated experience, followed by assigned work, other ARC volunteers, ARC staff, non-ARC volunteers, respectively.

Respondents were asked to identify the single most important aspect of their volunteer experience. Table 7 presents the response categories and the percent and number of respondents characterized by each category. The volunteer experiences have been rank-ordered according to the percentage of respondents indi-

cating each category as the single most important aspect of their volunteer experience.

Table 7 shows a clear-cut ranking of the aspects associated with the volunteer experience. The top two most important aspects--pride in being a volunteer, and assigned work--reflect a distinction between contributing service for personal reasons and contributing service with some idea of exchange in mind. Those who indicated that the single most important aspect of their volunteer experience was the pride that it brought them would not seem to be asking for much, if anything, in return. On the other hand, those who indicated that the nature of their assigned work was the single most important aspect of their volunteer experience would seem likely to become disenfranchised if the work was not contributing to their own skill development or goal satisfaction.

The respondents were also asked to rate the extent to which the skills they developed during the ARC experience helped them to achieve or secure the following: a paid job, return to school, make career decisions, develop new interests, accept other volunteer jobs, none of the above, other. Table 8 presents the response categories, the means, standard deviations, and number of respondents characterized by each category.

The information in Table 8 suggest that the ARC experience can and does contribute to the development of new interests on the part of those who have volunteered and that the ARC experience does seem to contribute toward one's accepting other volunteer jobs again, indicating a rather favorable assessment of the experience. In addition, volunteer work sometimes contributes to securing a paid job, but typically this is not the case. Although volunteer work rarely plays a part in one's decision to return to school, it can be helpful in making career decisions.

## ADMINISTRATIVE LESSONS

There are a number of administrative lessons and insights that can be gleaned from surveys such as the one reported here. For example, the demographic profile of these volunteers provides a useful picture of the volunteers in this agency. More importantly, the demographic profile identifies several under-represented groups that may be a source of volunteer support if approached directly. Minorities are severely under-represented on this agency's volunteer staff; a situation that is interesting in light of the fact that the central administration of this particular chapter is located in a predominantly black area and in a position of high visibility. Moreover, the metropolitan area this ARC covers is approximately 30% black. It would seem that this category of citizens might prove to be a potentially valuable source of volunteers. In particular, volunteer programs which meet the needs and goals of minority citizens might be expanded and developed in order to attract and retain these volunteers.

The mean number of children in the homes of those who volunteer with the ARC is low. This finding seems to suggest two things. First, families with three or more children are grossly under-represented on the Red Cross volunteer staff, possibly because of the additional child care responsibilities. If volunteering at the ARC is problematic for larger families or families with significant child care responsibilities an increase in volunteers from this group might be enhanced by developing some type of child care arrangement for these families. Private business and corporations have been providing child care services for quite some time and they have been instrumental in helping to reduce child care related absences from the job. No doubt similar types of services might also benefit volunteer agencies and personnel.

The importance of face-to-face and word-of-mouth communication

with regard to attracting volunteers was clearly evident here. Learning of volunteer opportunities through a friend or another agency were the predominant ways that these volunteers heard about the ARC programs. This finding also suggests that for this agency and others in similar situations, a significant amount of recruiting can be accomplished through the time and effort devoted to maintaining a relatively satisfied volunteer staff, as they are the ones most likely to have significant impact on volunteer recruitment.

Most of the ARC volunteers volunteered Monday through Friday during the day. How many ARC volunteers would increase the number of hours and days that they volunteer for the ARC if more weekend and evening opportunities were provided cannot be estimated from this data. Surveys such as the one reported here, however, might provide the type of data to answer this question, which would result in an increase in both per capita hours volunteered as well as provide more opportunities for non-volunteers to get involved.

When asked to rate various facets of their volunteer experience on the basis of how much they enjoyed it, the overwhelming majority of respondents in each instance rated their experience as being enjoyed very much or a great deal. This finding can be used by volunteer directors and administrators in several ways to improve their programs. First, such data provide a baseline from which changes in volunteer attitudes toward their experiences at the agency can be measured. Secondly, these data may be used during recruiting drives to emphasize and underscore the quality of volunteer opportunities. Finally, these data can be used to identify sources of volunteer discontent and dissatisfaction, all of which may adversely affect the volunteer's decision to continue volunteering. Since current volunteers serve as important and valuable recruiters, minimizing and eliminating

Table 5

Number and Relative Percentage of 1,346 Red Cross Volunteers  
Informed About Volunteer Opportunities  
Through Nine Forms of Communication

Ways Learned of Volunteer Opportunities	Percent	N*
Friend	34.6	261
Referred by another agency or professional	23.3	176
Can't recall specifically	19.6	148
Speaker	13.1	99
Newspaper	4.1	31
Relative	3.1	23
TV Announcement	0.9	7
Church	0.8	6
Radio	0.4	3

\* The total N is less than 1,349 because of 389 cases no longer volunteering and 146 cases were missing (non-response).

Table 6

The Extent of Enjoyment Attached to Six Facets  
of the Volunteer Experience by 1,346 Red Cross Volunteers  
During Spring 1980

Facets of Volunteer Experience	Degrees of Enjoyment		N
	Mean	S.D.	
Pride in being volunteers	3.55	0.57	1141
Assigned work	3.46	0.56	1010
Other Red Cross volunteers	3.41	0.56	1042
Red Cross staff	3.26	0.62	893
Non-Red Cross staff	3.23	0.59	771
Non-Red Cross volunteers	3.20	0.61	753

negative aspects of their experiences might enhance the volunteer recruitment process substantially.

The findings from this survey indicate that the two most important aspects of these ARC volunteer experiences--pride in being a volunteer, and assigned work--reflect an interesting and useful distinction in terms of the reasons these individuals have for volunteering. Those volunteers that indicated that the single most important aspect of their volunteer experience was the pride that it brought them would not seem to be asking for much in return. On the other hand, those who indicated that the nature of their assigned work was the single most important aspect of their volunteer experience would seem likely to become dissatisfied if the work was not contributing to their own skill development or goal satisfaction. The ratio of people volunteering for personal reasons to those volunteering on an exchange basis has administrative implications in that a preponderance of one over the other will determine the type, complexity, and number of incentive or reward systems established by the volunteer administrator. More specifically, this type of information will help those individuals responsible for organizing and managing volunteer programs decide how agency resources earmarked for volunteer incentives will be allocated.

Finally, for these individuals, the ARC experience can and does contribute to the development of new interests. For some volunteers the ARC experience contributes toward their acceptance of other volunteer jobs and for a minority it contributes to securing a paid job. This information may be helpful in developing new ways of presenting the Red Cross volunteer experience to those who have not yet had the opportunity to contribute some of their time and expertise (Zakour, 1985), and has similar implications for other organizations.

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Table 7

Rank-Ordered Percentages and Frequencies of Eight Facets Associated with the Single Most Important Volunteer Experiences

Rank Order	Facets of Volunteer Experience	Percent	N
1	Pride in being a worker	37.2	308
2	Assigned work	28.6	237
3	Other Red Cross volunteers	14.7	122
4	Personal satisfaction	5.3	72
5	Red Cross staff	3.6	49
6	Non-Red Cross staff	1.3	17
7	Non-Red Cross volunteers	1.1	15
8	Red Cross training	0.6	8

Table 8

The Extent to Which Skills Acquired During the Red Cross Experience Contributed to Other Career Events for 1,349 Red Cross Volunteers

Other Career Events	Means	S.D.	N
Develop new interests	3.15	0.84	705
Accept other volunteer jobs	2.66	1.11	563
Secure paid job	2.20	1.30	509
Make career decisions	2.19	1.16	485
Return to school	1.64	1.01	455
None of the above*			257

\* The "other" category resulted in very little additional information; 1-6 people checked the addition aspects as having been derived from their Red Cross experience: gained knowledge, helped to feel good about self, helped in caring for own children, just wanted to be helpful, reduced fear of giving blood, helped to stay in shape, gained confidence working with people, and learned to appreciate others.

# **In Search of Volunteer Management: Ideas for Excellence**

**Karla A. Henderson, PhD**

While volunteering is as "old as the hills", the focus on volunteer management is a new thrust of the late twentieth century. Certainly, volunteers are unique from employed staff, but many of the principles for "managing" volunteers have been taken directly from the personnel management literature. Marlene Wilson's book, **THE EFFECTIVE MANAGEMENT OF VOLUNTEER PROGRAMS** is an excellent example of applying personnel management principles to volunteer management.

Good reasons exist for broadening the approach to working with volunteers from strictly business management techniques, but there are many reasons why we ought to look at the business models which are available for us to use. These business models do offer some parallels for volunteer management and these ideas are being widely discussed and researched. The field of volunteer management can be enhanced by analyzing what the business models have to offer.

The purpose of this paper is to discuss primarily the ideas presented by Thomas J. Peters and Robert H. Waterman, Jr. in their best selling book, **IN SEARCH OF EXCELLENCE**. This will be supplemented by some comments from another bestseller, **MEGATRENDS** by John Naisbitt.

While **MEGATRENDS** has been applied to a number of societal issues, **IN SEARCH OF EXCELLENCE** has been largely applied to the busi-

ness community, since it describes in detail how specific successful corporations function. From among the ideas in **IN SEARCH OF EXCELLENCE**, the eight principles of excellence can give volunteer managers some "food for thought":

1. A bias for action: a preference for doing something (anything) rather than sending a question through cycles and cycles of analyses and committee reports.
2. Staying close to the customer--learning his (her) preferences and catering to them.
3. Autonomy and entrepreneurship--breaking the corporation into small companies and encouraging them to think independently and competitively.
4. Productivity through people--creating in all employees the awareness that their best efforts are essential and that they will share in the rewards of the company's success.
5. Hands-on, value driven--insisting that executives keep in touch with the firm's essential business.
6. Stick to the knitting--remaining with the business the company knows best.

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Karla A. Henderson, Ph.D., is assistant professor in the Department of Continuing and Vocational Education at the University of Wisconsin-Madison. She has contributed to **THE JOURNAL** in the past and submits this article to our readers as an attempt to adapt current business management literature to volunteer administration.



7. Simple form, lean staff--few administrative layers, few people at the upper levels.

8. Simultaneous loose-tight properties--fostering a climate where there is dedication to the central values of the company combined with tolerance for all employees who accept those values.

The conclusions drawn by Peters and Waterman are not earth-shaking. However, their descriptions of how the principles are embodied in the 50 best-run American companies have many direct implications for the volunteer administration field even though we may have never really thought about volunteer management in those terms.

Volunteer administrators can take hints from the best run companies and from those who are watching the pulse of societal changes. One of the complaints against the business schools of this country has been that numerative, rationalistic approaches to management have predominated with little regard for the customers and the workers. While volunteer administrators have certainly cared about the people involved, they have also found it necessary to find a balance between concern for people and concern for the task at hand. Peters and Waterman suggest that without the people connection, nothing is possible.

Peters and Waterman say it is important to note that not all eight of their principles are abundant in every best company they studied, but all had a predominance of the eight. Therefore, if you are interested in evaluating your volunteer management style and system in relation to these suggested principles, it may not be possible to adhere to all the principles. However, the principles do offer insights for improving and justifying the work of volunteer administrators.

## A BIAS FOR ACTION

A preference for doing something rather than sending ideas around and around through staff or committees is what Peters and Waterman call a "bias for action." In this sort of organization, the leaders (volunteer administrators) are willing to try new things, to experiment. Experimenting is considered a way to learn new things cheaply and has always been a function of nonprofit organizations in this country.

The volunteer administrator encourages volunteers to have a bias for action also. Positive reinforcement should be given to those who complete an action or a goal. Opportunities can be found for "good news swapping," where people tell what actions they were able to do or complete. A system of informal communication is also established within an organization which has a "bias for action."

To reach goals or to solve problems, small groups are the building blocks. Peters and Waterman refer to "chunking"--breaking things up to encourage organizational fluidity and action. This should not be confused with organizational charts, but rather it is the use of task forces, ad hoc committees, etc. The purpose is not to produce paper (as often occurs in hierarchies), but to produce solutions! The often-quoted business phrase KISS (Keep It Simple, Stupid) is applicable here as well. The volunteer administrator must strive to keep the organization from becoming overly complex because complexity only inhibits action.

Momentum is built in an organization by small successes. These require a bias for action. The world cannot be changed in one day, but plans can be made to lead to steps to result in action.

In MEGATRENDS, which explores major social changes of this decade, Naisbitt discusses two trends which also relate to the "bias for action": the move from representative to par-

ticipatory action; and the transition from hierarchies to networking. Both are examples of how people get directly involved in the action as opposed to having it come to them from above.

### CLOSE TO THE CUSTOMER

People are the most important aspects of our organization, but we do not always administer in that way. It is true that all business success rests on something labeled a "sale," which at least momentarily weds the company and the customer. In our volunteer organizations, much success rests on something labeled an "experience" which hopefully weds the organization through the volunteer with the client, participant, or whatever we call the clientele.

As the best companies have learned to do and as successful volunteer administrators have done all along, we must continue to listen to the users (both the clients and the volunteers) with whom we work. All complaints must be answered. (Peters and Waterman say the best companies answer complaints within 24 hours.) Our "customers" must see our volunteer organizations as offering quality, reliability, and service. If clients and participants do recognize these qualities in us, they will continue to make use of our services and they may even become volunteers themselves.

Staying close to the "customer" is also a goal which we must instill in those volunteers with direct client service assignments. Each customer, client, participant is an individual with whom the volunteer must interact. The principle of staying close to the customer essentially applies at all levels. Volunteers must believe this almost as much as volunteer administrators.

MEGATRENDS describes two trends related to the idea of staying close to the customer. The movement from "high tech" to "high tech/high touch" has implications for the personal contact which is needed with customers (and with the volun-

teers themselves). The movement from institutional help to self-help is also an example of allowing volunteers to use the services of the organization as a way to build their own self-worth.

### AUTONOMY AND ENTREPRENEURSHIP

The best-run companies push employee autonomy and let employees take control of the work that needs to be done. This has direct implications for enabling volunteers within an organization to accept autonomy and plan the work of the organization. Sometimes an idea posed by a volunteer will not be right at the beginning, but if it is allowed to grow through the freedom the volunteers are given, it just might work.

An environment where people can "blossom," develop self-esteem, and become excited participants is necessary. Networks which allow this to happen must be developed. Communication systems must be informal but have intensity. Networks and communication opportunities give volunteers the tools with which to show their autonomy. Volunteers must be trusted as an important natural resource of the organization for reaching its goals. The volunteer administrator must be able to let people "go" and facilitate their creativity. This is not possible in all situations, but the opportunity should be nurtured if the organization is to be successful.

Within MEGATRENDS we see some parallel trends occurring related to these ideas of autonomy and entrepreneurship--the move from centralization to decentralization of authority, the opportunity for "multiple-options" coming from a previous philosophy of "either/or," and the use of networks rather than hierarchies.

### PRODUCTIVITY THROUGH PEOPLE

The previous principles have dealt to some extent with the concept of "productivity through people," but this principle seems to speak especially to volunteer administrators.

The essence of the idea is "respect for the individual." The system is not designed for a we/they relationship, but rather one of partnership. It is the aspect of dealing with people directly and asking them to shine. The adage "nothing succeeds like success" is definitely true in this case. The prime factor is simply the self-perception among the motivated subjects (in this case, volunteers) that they are doing well. It is not a focus on environment, but a focus on the person.

Peters and Waterman suggest that to get productivity through people, we must treat people (volunteers) as adults, as partners. We should treat them with respect--treat them as the primary source of gain within the organization. Respect is shown in individuals by training them, giving them reasonable and clear expectations, and giving them an opportunity to step into the job.

Developing team spirit is a part of productivity through people. Allowing people to be involved in decision making through techniques such as quality circles may also be important. The important aspect is the focus on the people. We must not tell them what they cannot do, but what they CAN do.

In MEGATRENDS, Naisbitt talks about institutional to self-help and hierarchies to networking, which are both examples of how productivity through people is becoming more evident in the society as a whole. As volunteer administrators, we have always relied on "people." Productivity through people must continue to be the focus of our organizations.

#### **HANDS-ON, VALUE DRIVEN AND "STICK TO THE KNITTING"**

The two principles of hands-on, value driven and stick to the knitting will be discussed together since their implications to volunteerism are similar.

These two principles suggest that the company or organization knows what it stands for, has values that

are clear, and is guided by a set of beliefs about the purpose of the organization. The company in turn makes decisions by "sticking" to what it does best. While the values and beliefs of the organization must be instilled in volunteers, it is up to the volunteer administrator to continually manage the values of the organization to keep in step with societal needs. The volunteer administrator must "breathe excitement and life" into those values and help others understand them. This is what is known as inspiration at the top.

While all these principles of success require great amounts of effort, persistence is vital to keeping the volunteer organization in tune with its "business" of helping people.

The basic philosophy of the hands-on, value driven organization is usually stated in qualitative terms describing what it does well. The values, as Peters and Waterman suggest, are presented at the highest level of abstraction, but action occurs at the most mundane level. The second aspect of this is to "stick to the knitting" and do what you do best, staying close to the goals that have been established. This does not mean the goals may not change from time to time, but the central mission must always be there. All levels of the volunteer organization must understand what the mission is, but the volunteer administrator will be responsible for carrying out those values and plans.

In MEGATRENDS, Naisbitt describes the movement from short-term to long-term planning. This trend has particular application to volunteer management in defining of mission and then in attaining goals.

#### **SIMPLE FORM, LEAN STAFF AND LOOSE-TIGHT PROPERTIES**

Since the focus of the volunteer organization is on people, it must be easy for the people (volunteers) to have access to the staff. Thus, there is a need for a simple structure with the main amount of reorganizing oc-

curing around the "edges." Decentralizing and allowing for networking are ways that this can also be carried out.

Simultaneous loose-tight structures are also necessary in organizations although these may at times be difficult to manage. A number of paradoxes exist in internal and external control, simple to complex organizations. Control must exist as well as entrepreneurship. In successful profit-making companies, these dichotomies can occur and are indeed healthy. The successful volunteer administrator must be able to see these paradoxes and continue to achieve the goals as well as solve the problems of the organization. It is not easy to "manage" an organization.

## CONCLUSIONS

As mentioned earlier, none of these principles are uniquely new or earth shattering. They serve to underline many of the aspects of management and volunteer administration which we have known all along. It is good, however, to take time to reflect upon the most important aspects of what makes our volunteer organizations effective and to see what the business world offers to our perspective. In summary, we might suggest the following as the basic principles to help us be more effective volunteer administrators:

1. A bias for action
2. Staying close to the clientele
3. Productivity through people
4. Identifying and sticking to the values of the organization

We might hypothesize that the most successful volunteer organizations do uphold these principles. Perhaps there are others which apply more succinctly in our situations. However, Peters and Waterman do give us some principles for evaluating

our success in the volunteer management field. These ideas can assist us in our own search for volunteer administration excellence.

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# ***Introducing a new service for JOURNAL readers . . .***

## **VCI**

### ***Volunteerism Citation Index***

**Katherine H. Noyes, Citation Editor**

#### **AN OPEN LETTER TO READERS:**

As the field of volunteerism has developed and grown, the body of literature surrounding the subject has also expanded. Many of the abstract services and periodical indexes now have subject headings for "volunteers" or "volunteering" and the number of articles appearing in both scholarly journals and popular magazines increases each year.

Yet, because there is no centralized listing of these articles, it is difficult for leaders of volunteer programs to keep track of current writing about the field. They may be familiar with articles pertaining to their particular "specialty"--juvenile justice, hospice care, recreation, etc.--but have no easy way of knowing what other articles are appearing which may be of interest. Volunteerism stretches to include a wide range of settings and professional disciplines, and there is much to be learned from a broad eclectic look at writings from many types of sources. In past years THE JOURNAL has tried to assist readers by abstracting selected articles related to volunteerism. Due to the current volume of articles, however, a new format was needed.

In an effort to determine the quantity and scope of articles published in recent years I conducted an extensive search of the major abstract services and periodical indices. The list which resulted was astounding, both in the number of articles and the diversity of publications in which they appear--everything from Coastal Zone Management Journal to Saavy! It is clear that both academicians and practitioners have discovered volunteerism as a topic worth writing about and are now actively sharing their ideas, theories, and experiences.

Though the sheer number of articles makes it impossible to continue publishing full abstracts of each one, THE JOURNAL remains committed to providing readers with information about current articles which may be helpful. To that end, we are pleased to introduce a new service:

#### **Volunteerism Citation Index (VCI)**

It is intended as a tool for learning what is being written about volunteerism by those in other professions, and as an on-going guide to current trends affecting volunteerism. VCI will also assist those who are conducting research, and adds another dimension to the definition and formalization of our field.

VCI includes citations from both popular and scholarly sources generally available in libraries. Articles are selected because they relate directly to volunteerism and volunteers, as defined by the subject matter, not the source. Pamphlets, newsletters, dissertations, unpublished papers and most newspaper articles are excluded because they are too "fleeting" in availability and often difficult to track down in their entirety.

This first edition contains articles published from 1980 through 1984, a kind of historical re-cap of the past five years. Henceforth, VCI will be published semi-annually in THE JOURNAL, thereby capturing new articles as they appear. In order to capture more fully the "essence" of each article, future editions of VCI will include a brief annotation with each citation. In addition, a few key articles will be fully abstracted in order to provide readers with more on-the-spot information.

At first glance, the list on the following pages may seem somewhat overwhelming. But a few minutes of careful reading soon reveals an abundance of thought-provoking material that is bound to pique your curiosity along the way. It is an exciting way to get acquainted with the ever-changing boundaries of our field and the forces that shape it.

So read on...and happy exploring!

Katherine H. Noyes  
Citation Editor

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THE JOURNAL OF VOLUNTEER ADMINISTRATION welcomes the new Executive Director of the Association for Volunteer Administration: Jacqueline Callahan. AVA is moving into a new era with the expansion of its national staff. Now is the time to join AVA and help it grow even further.

The 1985 National Conference on Volunteerism in Seattle will break the 1,000 registrant mark! Plan now to be part of the 1986 National Conference in Buffalo, NY (October 19-22) and the 1987 National Conference in Chicago, IL (October 8-11). Be where the action is!

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