THE JOURNAL OF VOLUNTEER ADMINISTRATION

Spring 1988

A Sampling from the 1987 National Conference on Volunteerism:

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers. AVA is open to both salaried and nonsalaried professionals.

AVA also has a special membership category that enables organizations with mutually-compatible goals to AVA to become Affiliate Members. Affiliates range from local associations of directors of volunteers, to statewide volunteerism groups, to national organizations. Affiliates, each with its own membership base, broaden the networking possibilities open to all AVA members.

AVA is an association run by its members. Active national committees include: Public Information; Professional Development; Resource Development; and Public Policy. Members also plan the annual "National Conference on Volunteerism," a major event held each year in a different city in the United States or Canada. This Conference provides participants the opportunity to share common concerns and to focus on national issues of importance to volunteerism.

AVA is divided into twelve geographic regions, each of which develops a variety of programs to serve its members. These can include annual regional conferences, periodic local workshops, newsletters, and informal "cluster group" meetings.

Two major services that AVA performs, both for its members and for the field at large, are Certification and Educational Endorsement. Through the Certification process, which recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA Educational Endorsement is given to those workshops, courses, conferences and training events that provide opportunities for professional growth in volunteerism.

Finally, AVA produces publications, including several informational newsletters and booklets, and THE JOURNAL OF VOLUNTEER ADMINISTRATION.

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact AVA, P.O. Box 4584, Boulder, CO 80306.

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A Sampling from the 1987 National Conference on Volunteerism

Chicago, Illinois

Each year, THE JOURNAL OF VOLUNTEER ADMINISTRATION devotes its Spring issue to a report on the previous October's National Conference on Volunteerism, sponsored by the Association for Volunteer Administration. This is not intended to be a "proceedings" in the usual sense, but rather is a "sampling" of the diversity of presentations made by those on the cutting edge of volunteerism.

In the following pages you will find thirteen articles and one speech that offer practical management suggestions, interesting new approaches to volunteer utilization, and thoughtful comments to widen your horizons.

You might wish to contact the presenter or author for more detailed information regarding the topics discussed.

Some of these articles read the same as the regular submissions to this JOURNAL. Others are more like synopses of what was presented in a workshop format during the National Conference in Chicago. As always, we invite your reactions to these authors . . . and we invite you to attend the 1988 National Conference on Volunteerism coming up in Denver. At the end of this issue, we are giving you a preview of this exciting upcoming event. JOIN US!

One way that you can be sure to keep informed about the National Conference and other important events is to become a member of the Association for Volunteer Administration. See the inside front cover of this JOURNAL and the last page for more about AVA and how to get involved.

Association for Volunteer Administration Distinguished Member Service Award *Acceptance Speech*

Joanne Holbrook Patton

At the 1987 National Conference on Volunteerism, Joanne Patton was presented with AVA's Distinguished Member Service Award. Ms. Patton is founder, owner and director of Patton Consultant Services in Hamilton, Massachusetts, a national brokerage of trainers, consultants and speakers. The firm is dedicated to the improvement of volunteer service. A tireless worker for AVA, Ms. Patton is the former coordinator for the Certification program, chairs the Association's Task Force on Higher Education, and has been Vice Chair of the Professional Development Committee.

For a volunteer who only in recent times has learned to accept the label "professional," this is a nearly-overwhelming experience! To be invited to take a place behind the giants of our field and in front of so many more of my mentors and teachers from whom I am still learning is truly staggering. But the greatest thrill for me at this moment is to have my name linked with that of the great and wonderful Harriet Naylor. Flooding back to memory tonight is a day, long but not long enough ago, when I first met her:

I was a brand new AVA member, really only one on paper. Still in uniform as a "volunteer volunteer administrator," and believing myself slightly unworthy of membership in a professional organization, I was still feeling somewhat out of place. I knew that the volunteer world of the military was different. It used other terminology, operated in other sectors, and seldom shared the civilian milieu at that time. Of course, I had been privileged to attend a workshop in Boulder for volunteer managers, where I was surprised to find that others had problems and concerns similar to mine. Still, when I was leaving and the course director, Marlene Wilson, pressed a note into my hand, saying, "When you are back in Washington, you really should look up Harriet Naylor. Here's her number," I tucked it away. Certainly, the author of *Volunteers Today* wouldn't want to see *me*!

But on this day, I was browsing through my AVA Region's membership roster, looking for my own name, when I found to my astonishment, the name, address, and even the phone number of Harriet Naylor on the same page as mine! Remembering Marlene's encouragement, I got up my nerve, called for an appointment and went on down to HEW (Department of Health, Education and Welfare), carrying my dog-eared copy of Harriet's book, for security and maybe an autograph.

I found her in a cubbyhole office, so obscure that it told me HEW didn't know what a jewel they had there. Timidly, I opened her office door and said, "Good morning, Ms. Naylor . . ." Before I could go any further, that little, bouyant, smiling person jumped out of her chair, her hand extended, and came over to me, saying, "Hello, I'm Hat!"

So there went the formalities! Harriet had taken me right in, and so, I found, had AVA. We were colleagues from the beginning and to stay.

In accepting from you this extraordinary honor, named for that incomparable "inspirer," I sense its vivid parallel to the message Harriet's welcome gave me that long ago day. It says to me that together we have matured into a professional association which accepts and even celebrates the rich variety and differences among us: the range of programs, cultures and specialities we represent, our geographical stretch (soon to cross even language barriers), and the overdue recognition of kinship between the volunteer who is an administrator and the administrator who in another part of life is a volunteer. We are educating each other, we are enriched by each other, we are supporting one another with enthusiasm for "reaching new heights." We are fully engaged in what Harriet Naylor referred to as the "gift relationship": that precious exchange between giver and receiver which blesses us both. It is the heart of volunteerism and it is the heart of colleagueship in AVA.

Your endorsement of my life by sharing yours with me is a precious gift indeed. I will do my best to earn it . . . and to honor Harriet Naylor . . . by passing it along. I count on each of you to continue to do the same for me.

Thank you all.

Volunteer Manual Development

Leigh Klein

INTRODUCTION

The following is the work product of myself and thirty-one participants in a volunteer manual workshop conducted at the recent AVA convention. I wish to express sincere appreciation to the participants for their very thoughtful input. In addition to serving as a workshop on volunteer manual production, I had an auxiliary goal that the workshop would also serve as a model for adult training.

I have long held the conviction that participation is central to successful training of adults. A facilitator of adult training should never allow the training to degenerate into a sharing of ignorance, but with good facilitation adult training can be a confident sharing of experience and expertise. Flip charts and handouts can certainly be a very useful tool for workshop facilitators, yet I fear they can also inhibit participation. A very carefully charted and rehearsed presentation may carry with it an implied message, "Do not participate for you will upset the structure of my presentation." Thus, I promised the participants in this workshop that they would get a handout from me, after they had generated it.

VOLUNTEER MANUAL

Many coordinators of volunteer programs, though feeling a strong need for a volunteer manual, often experience difficulty in getting started. This lack of motivation stems, I believe, primarily from three things. First, not really understanding and articulating the reasons for having a volunteer manual; second, having to overcome very many organizational barriers to start and complete a manual; and third, coming up with a logical sequence for the development and production of a manual.

REASONS FOR A VOLUNTEER MANUAL

There are many good reasons to have volunteer manual materials. Training, information, and a ready reference are among the most easily understood. A volunteer manual imparts to volunteer staff what the organizational structure is, what organizational procedures are, and also contains important kinds of documentation. Very often it is the volunteer manual which provides unity to the whole volunteer program.

Volunteer manuals are often a very important part of recruitment. A prospective volunteer must be favorably impressed by a well written, well produced manual for it imparts a very clear message that the organization cares about volunteers. Prospective volunteers, especially if they are approaching a complex task, want to know what kind of training and support they will have. A good manual is a strong indicator that training and support needs will be met.

Volunteers will not remain in a position if they feel inadequately prepared to do the job. The good volunteer manual gives them the information they need to get started, as well as the information they need to stick with a task. Thus, the volunteer manual, in addition to being a recruitment tool, is also a tool for motivation and maintenance of volunteers.

Ms. *Klein* has a Masters Degree in Public Administration from the University of Missouri, Kansas City and is a member of the National Honor Society for Public Affairs and Administration. Currently the Executive Director of the Johnson County (Kansas) CASA (Court Appointed Special Advocate) Project, she has served as a consultant in board development and volunteer management to the National CASA Association, the Missouri Association of Family Planning, the Kansas City Department of Parks and Recreation, and others. She is also vice-chair of AVA Region VIII and presented two workshops at the 1987 AVA Conference.

A volunteer manual is also a way to avoid miscommunication either among volunteers or between paid staff and volunteer staff.

A very compelling reason for volunteer training manuals is risk management. As more and more non-profit organizations deal with the issue of insurance liability, risk management is something which deserves careful attention. We not-for-profit managers have to set ourselves apart as a group and demonstrate to insurance underwriters that non-profit organizations are in fact an excellent risk.

The possibilities of legal action for not making reasonable efforts to train volunteers are multiple. There may be action taken against board members and staff by volunteer staff and/or clients. A written manual may be the first, only, and strongest defense against such actions. No action is too innocuous for liability risks. A volunteer in a small museum shop threatened a legal cause of action, slander, when she was terminated because museum staff believed she was mishandling funds. The volunteer claimed that she did not know that she was doing anything wrong. In the absence of clearly written procedures, the museum was unable to defend its position. As volunteers are dealing with sensitive issues and handling very complex tasks, an organization must be able to prove that volunteers are well indoctrinated in issues such as confidentiality and ethical procedures.

OVERCOMING THE BARRIERS

Once the reasons for having a volunteer manual are clearly understood, the obstacles to development of a manual must be attacked. The person most often in the position of having to deal with barriers is the coordinator of the organization's volunteer program. Participants in the workshop listed the following as reasons for not being able to get started on a manual:

- Lack of endorsement
- Lack of time
- Competing priorities
- Cost
- Questions of style
- Lack of skill
- Lack of focus
- Fear of failure
- Scarce resources

As a veteran of the volunteer manual battles, I was able to tell those present in the workshop that the good news was all of these things can be overcome.

The first and most important step is to obtain the blessing from organizational hierarchy. Such hierarchy may consist of a combination of board president, powerful board members, executive director, or supervisors. Attention must also be paid to the informal structure in the organization, and powerful persons within that structure must also be courted for their implied support.

The cost barrier can be overcome by getting the production of a volunteer manual into the organizational budget. It should also be kept in mind that there are special grants available for training which would cover manual cost. In-kind contributions such as paper, binders, or printing costs for manuals can also be solicited. Another organization may agree to sponsor or underwrite the cost for the organization's volunteer manuals. Of all the obstacles, cost should be the easiest to overcome.

In seeking the blessing from the hierarchy, the volunteer coordinator should pay careful attention to his or her job description. It may become necessary to negotiate a change of job description so that the production of a volunteer manual becomes a priority and the coordinator is given some guarantee of being allowed the time to pursue the task. A written job description which incorporates the responsibility of writing a volunteer manual will overcome lack of endorsement.

An important cost in the writing of a volunteer manual is clerical support. Just as a volunteer coordinator must have a very clear mandate to write a manual, clerical support staff must also be given the time to do the necessary typing.

There are many ways that questions of style and lack of skill can be overcome. A volunteer manual writer/editor can be recruited. Contents of the manual do not need to be entirely original. There is never any good reason to reinvent the wheel. Materials may be begged or borrowed, but never stolen, from other organizations. I have, on numerous occasions, asked permission to use materials from other organizations for manuals that I have been editing. Imitation really is the sincerest form of flattery, and I have never been refused. Always include in your manual what all the information resources are, and give credit and acknowledgement to all sources.

In my view, one absolute necessity for the successful writing and production of a volunteer manual is a word processor. I would not even begin this task without access to a word processor because rewriting and editing is just too difficult without one. Knowing that revision can be simply handled on a word processor can overcome much of the volunteer coordinator's fear of not being sufficiently skilled to handle the task.

Looking at the "lack of focus" issue in connection with the feeling that the job is too big, I would suggest that volunteer coordinators begin to overcome this by taking a careful look at their organization's tasks and complexity. Some organizations are very simple, having only one primary activity, but the tasks involved may be very complex, dealing with many unknowns and requiring the volunteer to engage in a lot of independent decision making. Other organizations may be very complex, having many departments and volunteers doing many different tasks, simple or complex, within each of those departments. In any event a flexible approach to manual editing is needed.

If the organization is complex with many different activities, one manual does not need to be written to cover every volunteer task in that organization. A general section can be written which would contain information about the mission and the background of the organization, the budget, board members, and organizational structure. That section could also contain other kinds of general information such as address, phone numbers, parking, and other things that any volunteer in the organization would need to know. Then one section could be written for each volunteer task and given only to the volunteers doing that task. As volunteers may expand their involvement in the organization, additional information could be given to them. For instance, a volunteer coming into an organization to work primarily on fund raising would be given a manual with a general information section plus information on such things as stuffing and sorting letters for mailing. If that volunteer wanted to move on and become a member of the organization's speakers' bureau then he or she would be given the additional information needed to carry out that assignment successfully.

Finally, the biggest inhibitor of all is probably fear of failure on the part of the volunteer coordinator. A good way to overcome this is to form a committee to help develop the manual. Standard objections to committees are that they complicate any task and we have all heard the old chestnut that a camel is simply a horse that has been designed by a committee. In response to that, I would point out that a camel is uniquely able to withstand the rigors of a very difficult environment. A volunteer coordinator who pays very close attention to developing and chairing a committee can have a very useful tool for manual development. A committee will broaden the ownership of the manual; should improve the end-product; and, if the volunteer manual fails, at least the volunteer coordinator will not fail alone.

In developing a volunteer manual committee I would suggest that four basic groups be represented on the committee: veterans and newcomers to the paid staff; and veterans and newcomers to volunteer staff. A committee with that kind of nucleus should have a clear understanding of what volunteers need to know to successfully operate in a particular organization. Also in recruiting members for this committee, the volunteer coordinator must keep in mind those persons in both the formal and informal structure who can be very powerful and very helpful. The volunteer manual committee may be an excellent way to involve a staff person or a board member who has not been a strong supporter of the volunteer efforts in your organization. Once such a person has some ownership in the volunteer program you may find that that individual becomes one of the program's strongest supporters.

DEVELOPMENT AND PRODUCTION

After looking at the reasons for having a volunteer manual and how to overcome the typical inhibitors of writing and producing a volunteer manual, the participants in this workshop developed this list of materials and resources which would first have to be marshalled:

Research and library materials, and other organizations' manuals to use as models.

Personnel such as a typist and a writer and/or editors who perhaps could be professionals donating their time.

Word processor.

Funding for the printing and for the costs of materials.

Time.

Cooperation from volunteers in order to get input.

Demographic information.

Demographic information is important because it helps you understand who your volunteers are. Not all volunteers are well-educated members of the middle class. Literacy may be an issue. A manual may need to be developed which has more pictures, charts, and illustrations and fewer words. A volunteer manual may have to be translated into one or two other languages in order to be useful in a particular volunteer pool. In order to generate the cooperation from volunteers and the acceptance by the volunteers of a new manual, it will be important to understand the educational background of the organization's volunteers.

As with any good recipe, once the ingredients are listed they must be put together in some logical sequence so that the end-product will be palatable. Workshop participants identified many steps to getting to the final product. However, there were some very well-thought-out differences of opinions as to exact procedure. There was a final consensus that the organization, specifically the board and executive director, would have to be well understood for the volunteer coordinator to begin to get this job done.

In the general classification of things that must be done first were:

Blessing from the hierarchy, and "significant others."

Define the purpose of the manual.

Recruit a manual committee.

Develop a plan or project proposal.

Define a target audience.

Good arguments were put forward for almost every possible sequencing of these steps. For instance, a good plan might be to first get together a committee which would then define the purpose of a manual, develop a proposal, and target the audience before going for blessings from the hierarchy. In other organizations, the hierarchy may look with disdain on a volunteer coordinator who would show so much initiative before first coming to them for a stamp of approval. Again, know your organization.

The next steps were centered around deciding on the content of a volunteer manual. Suggestions about simplifying structure were made earlier in this article. Things which should be included in the content of any manual are the background or history of the organization as well as the organizational mission. There should also be an organizational chart available to all volunteers in their manuals. Basic organizational policies and procedures should also be included. For example, an organization may have a policy on how to handle contacts from the news media. Financial information such as budgets (formats and contents) and funding sources should be included.

Sources of information, as mentioned earlier, can be manuals from other organizations. Also, an organization may have a staff manual which will have information that can be incorporated into a volunteer manual. Another source of information will, of course, be research. Volunteer and paid staff, both the newcomers and veterans, will also be a good source of information.

The writer or editor of the volunteer manual may like to use a survey for input.

Volunteer and paid staff, as well as board members, can be asked for suggestions about manual content. It is important to keep in mind that the return on surveys is seldom as good as hoped for. The manual editor should be prepared to follow up the survey with indepth interviews, especially with key paid and volunteer personnel.

Once the information has been gathered and the writing done, the manuscript should be submitted to exhaustive proof reading and meticulous correction. Each page should be read by two or three individuals who should be asked to initial each page they proof. Even after corrections are made, the proofed and initialed manuscripts should be kept on file indefinitely. The payoff to the volunteer coordinator who goes through this kind of procedure is that his or her fear of failure will be considerably reduced. Not only is the manual carefully checked, but ownership in the manual becomes very broad-based. Errors and omissions will be the responsibility of many.

When the manual manuscript is considered perfect, it should be duplicated and distributed to a test market. A few volunteers and staff members who were not involved in the original writing and revision of the manual should take it and use it. The size of the test market and the length of time for testing is something which will need to be determined by the manual committee. After testing and revision is completed, the final product can be produced.

How should the final product look? The manual should be as streamlined as possible. Scrutinize everything that is included to make sure that it is succinct. A table of contents and page numbering are absolute necessities. The first page of the manual should be one on which the volunteer can list or have listed for him or her basic important information such as work station and phone number of his or her supervisor, and how to reach a supervisor both during office hours and after hours.

A spiral bound manual is usually very compact, but its disadvantage is that it lacks flexibility. Most organizations find that a loose leaf notebook is more desirable as pages can be easily taken out and added. The use of tabs and different colored paper is a way to very clearly delineate various sections in a manual should that be called for. The models collected will be very helpful and an excellent source for format ideas.

Having gone through the long and arduous process of creating the perfect volunteer manual, the volunteer coordinator will want to insure its acceptance by the volunteer staff. Workshop participants came up with several clever approaches. A special training session may be devoted to introducing a new manual. A new manual might be introduced at the time of and as part of volunteer recognition. Volunteers would have to know that they count when presented with a carefully produced volunteer manual. The introduction of the volunteer manual could also be a social occasion. Everyone in the organization should know about the challenging process of creating a manual and its introduction should be accompanied by some kind of fanfare.

As the volunteer coordinator will be receiving profuse congratulations on the quality of the manual, he or she will probably also be getting some suggestions for revision. Do not be discouraged. Your manual is on a word processor and revision can be handled very easily. If something is wrong with page 19, make the changes and send the new page to all your volunteer staff and their supervisors. Don't forget: it will be helpful if you punch holes in the new page so it can easily be inserted into the manual. Also note on the new page the date of revision. You will want to keep a master manuscript of your manual, as well as a file of all pages that have been revised.

If the revisions on page 19 are extensive to the point that new pages will have to be written, don't panic. The additional pages will be number 19.1, 19.2, and so on.

In conclusion, I can make two guarantees about a carefully written and produced volunteer manual. One, it will not be easy, but it is possible. With careful planning, obstacles can be overcome. The second thing I promise is that a really good volunteer manual is worth the coordinator's time and the organization's commitment to it. The benefits of a good volunteer manual to an organization are much greater than its cost. The process and the product will strengthen the volunteer program as well as the entire organization.

1987 National Conference on Volunteerism

Supervision: Step Back and Examine the Process

Betty Schnettler and Marge Twiname-Dugan

In our hurried working world many of us who work with people find ourselves bombarded with crisis situations that keep us constantly acting and busy. As Confucius said: "We are so busy doing the urgent that we don't have time to do the important."

We have an awareness that we may not be proceeding toward our goals but rather reacting to immediacy and other people's demands but we may not be able to easily alter this pattern.

Supervision is something we practice every day without necessarily understanding or appreciating it. It too often becomes a reactive response rather than a proactive process.

In this article we will ask you to step back from your immediate situation to forget the urgent phone calls, mounds of paperwork and persistent knocks on the door, to step back and examine the process of one part of our working world, supervision.

We're talking about investing several minutes of time now, in the midst of everything, and actually focusing on this subject, which involves a good part of our work time, whether we're involved with paid or non-paid personnel. By really paying attention to the supervision process we feel you'll be able to understand and use the process better and therefore perform this part of your work more effectively and comfortably.

We come to the subject of supervision with a history of individual and joint experiences with it:

—we've been supervised

—we supervise

—we've observed supervision

—we've taught supervision to supervisors

—we've researched the subject

—we've been "workshopped" on it and presented a national workshop on it

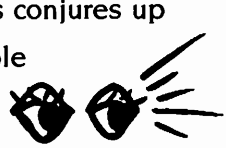
With this mass of history it could be said that by now we would truly have "super vision."

Think of the image this conjures up

—seeing through people

—reading their minds

—predicting the future



We do not possess these powers. Our ideas are tentative, growing and still evolving. But we have some insights because we have taken the time to "examine the process" of supervision and we invite you to now do the same.

In beginning to examine supervision we need to realize that we all practice dual roles—supervisor and supervisee. To apply our information to your own situation we suggest that you complete this exercise.

Betty J. H. Schnettler, Program Director of United Way's Voluntary Action Center (VAC) in St. Cloud, Minnesota has ten years of experience in supervising paid employees, volunteers, and over 50 staff interns. Prior to originating the VAC program in 1982, Schnettler served as Director of the Retired Senior Volunteer Program, St. Cloud. *Marge Twiname-Dungan* is currently an Associate Professor of Social Work at St. Cloud University where she serves as Field Coordinator of the Internship Program. She is an active volunteer serving as Advisory Council Chairperson of the St. Cloud Area Retired Senior Volunteer Program and as a friendly visitor at a long term care facility. *Schnettler* and *Twiname-Dugan* have jointly presented workshops on Supervision and Intern Usage at AVA Conferences and have previously published an article on "Interns: A Valuable Staff Resource" in *The Journal of Volunteer Administration*.

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Exercise #1

A. Write down the name of your direct supervisor—

   —is it fuzzy?

   —is it somewhat unclear?

   —is it a board, advisory council, director, president?

B. Whom do you directly supervise? Write down name(s) or category of people.
   Do they perceive you as a supervisor? Is it clear? Written down?

C. Whom do you indirectly supervise?

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This and the following exercises should help you think about how our ideas connect with you, and the people you supervise or are supervised by.

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Exercise #2

A. Write down 3 words to describe you as a supervisor.

B. List 3 words that describe your supervisor.

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Our definition of supervision is the challenging process of helping paid and unpaid personnel function at their best. There are several assumptions inherent in this definition.

1. Supervision is *challenging* for both supervisor and supervisee. It involves taking risks, making mistakes. It is creative and growth producing for both sides. It's additionally challenging because most supervisors come to their positions without specific training in the supervision process. Additionally, time for supervision is often limited.

2. Supervision is a *process*. It builds, it grows, it's ongoing. It has stages and involves specific skills. Lawrence Shulman (1982) has studied and written about this aspect of supervision. It is a progression toward goal achievement and involves both administrative and educational aspects.

3. It involves paid and nonpaid personnel such as volunteers and interns. Whether or not money is exchanged does not affect the basic process of supervision which demands respect, belief in people and their abilities.

4. Supervision involves helping people be "their best" not our best. This requires being nonjudgemental and accepting, recognizing that it takes all kinds of people to make a team. Supervisees need to be helped to discover the best that they can be, to be encouraged to grow toward their own goals.

5. Supervision is an interactive process. Both parties must participate.

6. The supervisor must balance his/her support of the supervisee with the fact that the supervisor's ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively, in congruence with agency policies and procedure.

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Exercise #3

In order to further connect this with your own situation we'd like you to identify a supervisory relationship that you need to focus on, one in which you are supervisor or supervisee.

A. Write down the names of the people in that relationship.

B. List three skills you see yourself possessing in that relationship.

C. List three skills the other person possesses.

D. List one skill the other person lacks or needs to build.

E. List one skill you lack.

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This exercise focuses on the fact that you have power to change this particular relationship. You have skills and so does the other person. (This is sometimes hard to remember when a relationship is a difficult one.) You've also identified a skill you can start to work on yourself to effect change.

We have identified components of the supervisory process. We feel that a more clear understanding of these elements will result in more appreciation of the process and more focus on carrying it through. It is our experience that investing time and energy considering these components pays dividends in terms of building positive, effective supervisor-supervisee relationships.

The key components of the supervisory process are:

1. Bonding—involves creating connectedness, establishing a base of trust. This begins in the initial contact with the agency and in the initial interview with the supervisor. Trust building is not an easy process but our experience leads us to believe that orienting a supervisee well to the agency and to his or her position builds trust, as does modeling clear communication.

2. Contracting—involves being clear about roles, functions and authority. This sets the style and climate and brings issues out in the open and allows them to be dealt with now rather than facing them later with consequences. Contracting may need to be done periodically as a preventive technique.

3. Mediation—relates to the linkage role of the supervisor. It may involve connecting supervisee and the agency or the supervisee with community resources so that he or she can better meet personal or professional goals. In order to implement these linkages, the supervisor requires these skills: technical knowledge, empathy, communication skills, time management, delegation, goal setting skills, and skill in referring.

4. Communication—People working with people spend a great deal of time listening and communicating. Unless we take the time to tune in to these processes we may become lazy in their use and less effective. We may adopt the correct physical posture for listening without actually concentrating on what another person is saying verbally or nonverbally. We need to periodically evaluate our use of our listening skills. Using audio-visual aids to record ourselves listening and then observing and critiquing our process may be useful even though it may feel uncomfortable.

In listening effectively we must be conscious of the words, the undertones, the display of emotions and the other nonverbal communications. The verbal and the nonverbal may be congruent or at odds.

When we communicate we use eye contact, we reflect feelings and allow silences. Our questions are asked to understand a point. They are open-ended and sometimes tentative.

We are conscious of the stereotypes we hold and our prejudices and how these may be unconsciously communicated to the listener. We are aware that categorizing people or accepting the opinions and biases of others limits our acceptance of other individuals and our ability to communicate with them.

Our written communication (for example, position descriptions, evaluations, and letters of recommendation) is clear and specific.

We risk taboo subjects in our relationships in order to get at barriers and help the supervisees better reach their goals. For example, if a person has difficulty meeting deadlines, the supervisor may need to bring this up as a problem that needs change, even though the supervisee may not want to discuss the issue. If a new supervisor is experiencing resistant behavior from supervisees, he/she may need to bring this out into the open for discussion.

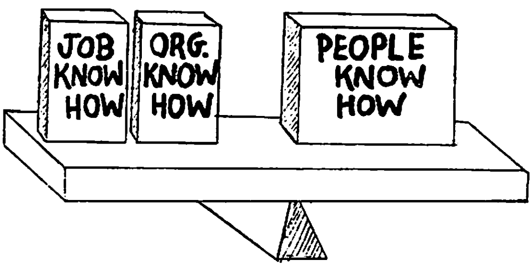
In addition to individual supervisor-supervisee communication, the supervisor must also be aware of communication within the organization. He/She must keep staff aware of information and act as an information link from staff to administration.

5. Handling Conflict—Many people worry about conflict and confrontation and, therefore, it often goes unexplored. It is our feeling that confrontation is a necessary element in supervision and one which can be handled comfortably. Rather than creating hostile reactions, confrontation can unmask distortions and help discontinue feelings and behavior that are destructive. Confrontation should be directed at patterns of dysfunctional behavior rather than individual instances and should help the supervisee see how

behavior may effect action in negative ways. It should always benefit the supervisee and should be done tentatively and respectfully through the use of clear, specific feedback. This feedback should focus on changeable behavior and the confrontation should allow time for response from the supervisee and discussion of the topics.

The supervisor may or may not reach his or her goal in a confrontation but may be able to help the supervisees see barriers which are obstructing their progress. The supervisor may also be the subject of confrontation by the supervisee and must be open to hearing feedack as well as supplying it. A particular challenge to the supervisor will be confronting his or her own supervisor on a particular issue.

6. Self-Balancing—speaks to the vital importance of balancing supervisory concerns. Lester Bittel (1985) sees that one of the greatest challenges of the supervisor is to be as employee-centered as job-centered.



The supervisor requires technical knowledge of the job and the system; organizational knowledge related to how to function in the agency appropriately; and people know-how. This latter relates to the ability to communicate and engage with others, to empathize and work with individuals and groups. The supervisor must maintain a fine balance between these demands and avoid leaning too far in one direction or another. Focusing on only one aspect of this scale will lead to problems in supervision. Constant maintaining of the balance is required.

7. Motivation/Respect Building—People have reasons for behaving in particular ways. These reasons are sometimes logical but are often emotional. A supervisor must realize that that which motivates him or her may be different from what motivates supervisees. Some people are influenced by money or title, but many people respond more favorably to other forms of recognition or remuneration, *e.g.*, interesting work, appreciation for involvement, or good working conditions. We have observed that fear is a short-lived incentive; whereas, being respected and involved seem to be strong motivators.

There are ways to pull staff members together, to increase their respect for each other and to focus on improving morale in an agency. Such techniques as sharing success stories at staff meetings, sharing written job descriptions and allowing discussion and sharing help each team member understand and value what others do and accomplish.

8. Increased confidence—It is our feeling that attention to the first seven elements of the supervisory process leads to increased confidence in the supervisory role. This develops from congruence and clarity and processing of experiences.

We've described our preferred definition of supervision and examined the elements we see as integral to the supervisory process. This fits into the supervisory cycle illustrated on the following page.

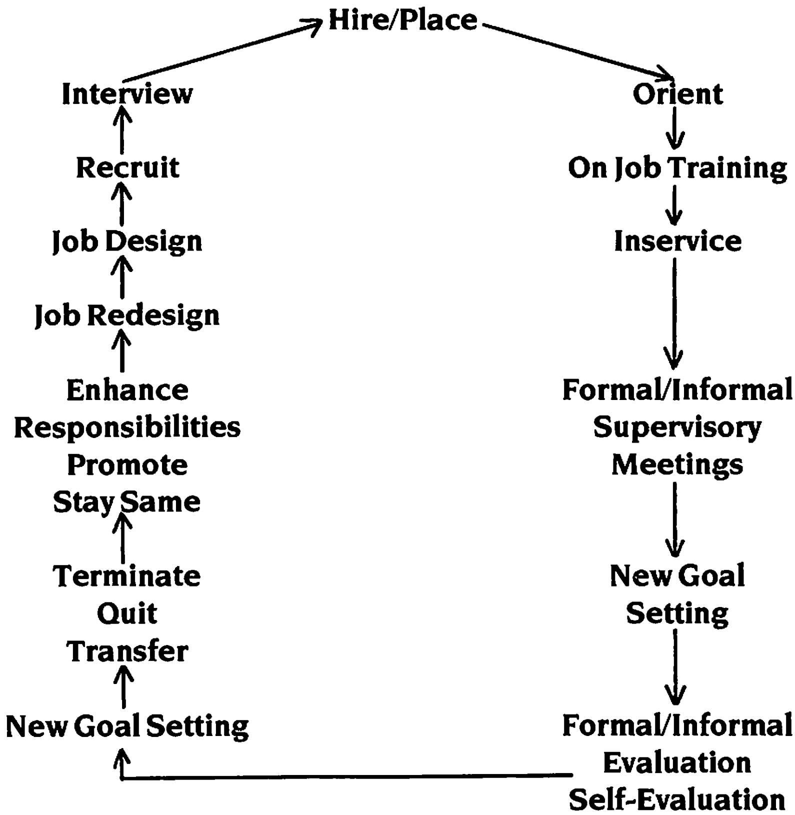
Included throughout this cycle is a focus on recognition. We believe it is integral to all steps of the cycle beginning with the supervisees' introduction to the agency where they are accepted as individuals and treated with respect. Later, when a relationship has developed, recognition is based more on demonstrated abilities and skills as well as task accomplishment.

This supervisory cycle creates the environment in which people can work well together. It is the structure through which the supervisory process can occur. The cycle supports the process.

In this article we have provided a discussion of supervision, the concepts involved in making the process work, a look at the supervisory cycle and described how the process makes the cycle work. Hopefully, you've been able to connect our points with your own situation.

We would like to recognize that there are issues related to supervision that need further attention, *e.g.*, supervising

Supervisory Cycle



the person who is doing well, male/female issues in supervision, age difference issues, cultural differences and language issues, the community service volunteer.

In conclusion, we suggest you complete this exercise—

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Exercise #4

A. On the top of a page write the date of one year from today.

B. Below that write one point related to supervision that you will have accomplished or are accomplishing on that date—
   e.g., I am a member of a supervisor's networking group that meets once per month.
   or
   I have set up regularly-scheduled meetings with all my supervisees.

C. Place this paper in your desk calendar at a date three months from now. When you reach that date your paper will remind you to work toward your future goals regarding supervision.

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1987 National Conference on Volunteerism

You Are Invited To A Party In Your Honor

Nancy B. Shafer

As volunteer programs become more and more complex and as volunteer directors learn an increasing amount of technical information, there is a need to keep in mind the basics of volunteer management. One of the most crucial of all the basics is *recognition*. Volunteer programs can add computers, video orientations and decentralized services, but unless volunteer directors properly and frequently recognize volunteers, they will leave through that infamous revolving door. Volunteer directors then will need to spend an increased amount of time recruiting, placing and orienting new volunteers. Anyone willing to donate time and talent deserves to be recognized.

Recognition of volunteers has always been near and dear to my heart. My first cake and punch end of year recognition was in the fall of 1976 when as a Director of Volunteer Services, I invited all my volunteers at Goodwill Industries of Des Moines. Low attendance and low enthusiasm for the event sent me back to the drawing board. My studies combined with twelve years of experience have resulted in the DOSE recognition system (D-daily activities; O-ongoing activities with staff; S-special events; E-end of year events). This is a system I have taught using experiential methods to numerous volunteer management professionals through classes and workshops in Iowa and, most recently, to those present at the 1987 AVA Conference in Chicago. What follows is an explanantion of the system and some reactions to it. So sit back, relax, and imagine all these different ideas and this party given in your honor.

DAILY ACTIVITIES

The first part of the DOSE recognition system is Daily Activities. These are small actions to convey large gratitude. Volunteers deserve to be recognized on a daily basis throughout the year. First of all, you do need a plan for what you will do and when you will do it. Secondly, you need to ask the following questions before you plan any activities:

1. What is the budget? Is it within your recognition budget guidelines?
2. What is the preparation time?
3. What is the implementation time?
4. Will some of the volunteers enjoy the activity?

Nancy B. Shafer is Director of Volunteer Services at Iowa Lutheran Hospital in Des Moines, Iowa. Her experience in volunteer management with the YWCA of Elgin, Illinois and Goodwill Industries of Des Moines, Iowa, and currently at Iowa Lutheran Hospital has given her insight into a variety of recognition techniques. She has her masters from Purdue University. She is also an instructor in the Volunteer Management Certification program at the Des Moines Area Community College. She is an active volunteer in the Junior League as a trainer and inter city Urban Dreams with a youth employment training project. She is the past president of the Des Moines DOVIA (Directors of Volunteers in Agencies) and ISDVS (Iowa Society of Directors of Volunteer Services in hospitals).

Here are some examples of daily recognition activities:

Activity	Explanation
1. Individually wrapped hard candy with photocopied message stapled to it.	1. At holiday times or for National Volunteer Week. In a bowl next to sign-in book.
2. Birthday cards to volunteers.	2. Administrative volunteer tracks all volunteers' birthdays on birthday calendar. Design contest for card once a year. Photocopy in your organization. Birthday volunteer prepares cards and gives them to Volunteer Services staff one week in advance of birthday.
3. Thank You Gram Board and Thank You Gram section in Volunteer Newsletter.	3. Design Thank You Gram using clip art or call on a volunteer for the design. Distribute Thank You Grams to people receiving service from volunteers. Post returned Thank You Grams on bulletin board. Print contents in Volunteer Newsletter.
4. Homemade Cookie Week.	4. Staff from departments assisted by volunteers bring homemade cookies for volunteers.
5. Self Help Tips.	5. Appropriate tips photocopied on one sheet of colored paper. Available at sign-in book or distributed through a mailing.
6. Bookmarks.	6. Volunteer designs bookmark with appropriate quote. Photocopied and distributed to volunteers.
7. Photo display.	7. Volunteer takes pictures of volunteers and then creates bulletin board or Newsletter insert.
8. Flower Give Away.	8. Volunteers bring in garden flowers. Distribution of flowers at an event or during a regular week in volunteer office.
9. Exotic Beverage Week.	9. Pots of hot water are available for volunteers to create their choice of beverage. Choices range from unusual teas to instant soups to flavored coffees.
10. Nifty Notes.	10. Volunteer creates stationery for Director of Volunteer Services. Director sets weekly quota for personal notes to volunteers. (Director may go home Friday evening after quota is completed.)

ONGOING ACTIVITIES WITH STAFF

The second element of the DOSE recognition system is Ongoing Activities with Staff. Activities in this section include arrangements made with staff to develop a good working relationship between staff and volunteers. (Note: In this section the word "staff" refers to staff members within your organization who directly or indirectly work with or are affected by volunteers. Volunteer Services staff are not included in this group.)

It is often assumed that good relationships will exist between staff and volunteers. It is my feeling that nurturing activities are necessary to enhance this not-made-in-heaven relationship. Staff often feel threatened by volunteers and they lack skills in giving feedback to volunteers. The following activities will help you to create a good volunteer/staff working relationship:

Activity	Explanation
1. Inclusion of staff in daily activities (mentioned in the last section).	1. Invite staff to activities. This recognizes volunteers by saying staff cares; recognizes staff by saying the volunteer department cares; and increases staff awareness of volunteers.
2. Staff training session on recognition of volunteers.	2. Plan and develop a ten-minute dog and pony show on methods staff may wish to use to recognize volunteers. Schedule this session with numerous departments. Consider video taping it.
3. Feedback sheets.	3. Administrative volunteer distributes these sheets on a monthly basis to key staff who work with volunteers. Volunteer tallies results. Questions include: With your volunteers— a. What is going well? b. What needs improvement? c. What changes do you recommend? d. Other comments:
4. Recognition ceremony for staff who volunteer in the community.	4. Administrative volunteer coordinates this event. Discovers which staff volunteers. Develops publicity and certificates for event.
5. Host JAVFAH* day (* Join A Volunteer For An Hour).	5. Plan a day where staff shadow volunteers for an hour. Honor staff who participate.

SPECIAL EVENTS

The third section of the DOSE system is Special Events. These are low hassle, low cost events scheduled throughout the year to honor volunteers and to help volunteers build relationships with each other. A Special Events committee (composed of volunteers) plans and implements activities keeping in mind the four questions mentioned under Daily Activities. During the past eight years when I have had a Special Events Committee, the retention rate has increased in my volunteer program and many volunteers have commented on how many friends they have made in the volunteer program. Special events ideas:

Activity	Explanation
1. Attend existing community activities as a group.	1. Publicize activity. Meet and attend activity as a group. Examples: School concert, travel show, art show, holiday event.
2. Happy Birthday Potluck.	2. Publicize event. Sit according to birthday month. Organization orders cake.
3. Brown bag lunch with administration.	3. Low hassle/low cost way to increase communication between volunteers and administration.
4. Educational event - A Thinking Thank You.	4. Uses education as a means to draw people together and to learn something to benefit their performance as a volunteer. Iowa City Mercy Hospital can provide you with sample programs.
5. Paperback book exchange.	5. Volunteers bring in books to donate one week. Receive card with number of books they brought. Volunteers return next week to cash in their card for different books.
6. Movies and popcorn.	6. Popcorn and check out movies from your library.
7. National Volunteer Week Celebration.	7. Buttons. Ribbons. Signs. Pictures. Celebrate this week with class and charm. (Usually scheduled the 3rd week in April.)

END OF YEAR EVENT

The last element of the DOSE system is the End of the Year event held to honor volunteers.
It is important to:

1. host one big event each year.
2. invite to speak briefly: administrator and president of your organization.
3. give a tangible favor.
4. present a meaningful program which will draw crowds. (This is a difficult challenge.)

5. involve key staff who work with volunteers.
6. include a mixer so participants will have yet another chance to meet each other.
7. focus on volunteers using humor.
8. be extremely creative.
9. involve a committee composed of volunteers to complete #1-8.

Ideas for end of year recognitions with themes follow:

Event	Explanation
1. Academy Awards for Volunteers.	1. Based on Hollywood's version, recognize volunteers in a flashy manner with key presentors in black tie garb. Each printed program has paper sunglasses that volunteers put on whenever anyone is honored.
2. Homecoming.	2. Based on high school class reunions, each volunteer sits with the group marked with the year each member joined the organization. Program involves looking back at good memories.
3. Volunteer County Fair.	3. Based on county fairs, volunteers dress accordingly. Booths presenting information about the organization's programs are scattered throughout the room.
4. Holiday Related theme.	4. Based on any holiday, volunteers feel the holiday spirit. Thanksgiving in June is an example.

In order to implement your version of the DOSE recognition system into your program, you need to pick and choose what you like about it, and then plug and chug dates into your already busy calendars. As always, volunteers are our best resource for successful implementation of this program.

After all this information was presented at my workshops, I then staged a cake and punch end of year event, involving workshop participants. Each received a plastic heart favor, a heartfelt handshake, a piece of cake, a cup of punch and a certificate. They heard abbreviated versions of entertainment and the president's speech. They saw a portion of a slide show. And, of course, they were thanked. Both at Iowa workshops and at the AVA Conference, there were many reactions to the question "How did you feel about each of the variety of ways you were recognized?" Reactions were as follows:

1. It takes more than cake and punch to honor today's volunteers. They need highly creative and meaningful programs.
2. Some love certificates. Some hate certificates. Some talk about a wall filled with framed certificates. Some talk about a drawer crammed full of unwanted certificates.
3. The idea of volunteers planning their own recognition is controver-

sial. Some love the idea. Some feel it is not fair. (Note—my answer to negative reaction to this idea is a question: do you like to be asked what you would like as a birthday gift?)

4. The use of photography throughout the year is appealing.
5. Many agreed that spending more administrative staff time to plan recognition and involving volunteers, both in planning and implementation was food for thought.
6. Many remarked on the wealth of ideas. People left inspired and ready to increase recognition efforts.

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Take some time and decide what DOSE of recognition your volunteer program needs. Talk to your volunteers, your key staff and your boss about recognition. Evaluate what you are currently doing and improve it. Here's hoping you have enjoyed this DOSE system and the description of . . .

A PARTY IN YOUR HONOR.

Reaching Out: Helping Church Members Volunteer in the Greater Community

Deborah Schroder

One night after work my six-year-old son happened to overhear me telling my husband about my day, which had included a woman who had stopped by my office to chat because she was having a problem with angels flying around her apartment. Jonathan was immediately concerned that I was in over my head—"I don't think you should handle that, Mommy," he said with a very concerned look on his face, ". . . that's a job for Pastors or Ghostbusters!"

Although we are often confused about "who" should do "what" both inside and outside of the church, it is at least apparent to most communities and most church leadership that community involvement on the part of church members is increasingly important. Although most seem to agree on that basic premise, the difficulty in actually making that linkage happen is often frustrating to those working in the volunteer community.

There are two basic questions involved, depending on which side of the church wall one happens to be standing—"How can I encourage our members to share their time and talent with the greater community?" and "How can I reach church members and interest them in my agency/program/organization?" Before one even attempts to answer either quest on, however, it is necessary to take a close look at churches in terms of:

1. Theology of Stewardship
2. Community
3. Mission

Understanding the theology of stewardship held by any given church is central to the encouragement of volunteerism outside the church walls. The theology of stewardship determines how church members, pastors and lay leadership view the use of each others' time, abilities and energy. From "inside" the church we need to ask if we truly value the gifts that each individual is born with (and how deliberate we are about the wise use of those gifts) or if we are primarily concerned with finding a name to fill every opening on our roster of church volunteer opportunities. If a church is continuously caught up in filling slots, it will develop a very negative attitude toward "sharing" any of its potential "turn-takers" or "slot-fillers" with the outside community.

It is easy for a church to slip into the habit of hoarding human resources. In the struggle to recruit enough Sunday School teachers, find enough ushers, or come up with a list of people to do a bulk mailing, it is often hard, if not impossible to encourage whomever does the volunteer coordination even to think about helping church members expand their volunteer efforts beyond the church walls. And yet the thoughtful stewardship of time and talent must be a conscious, deliberate effort to help people discover and fully use their abilities—abilities that often cry out for use outside of the church itself.

While abilities are often first recognized and nurtured in a warm, supportive church setting, skill and leadership development may naturally move a person

Deborah Schroder is the Director for Growth in Ministry at Our Savior's Lutheran Church in Milwaukee, WI. Her position involves volunteer administration, new member integration, public relations work and community outreach. Prior to this she was the Executive Director of the Lewis-Clark Volunteer Bureau in Lewiston, ID. She has also worked in volunteer administration for Girl Scout and Camp Fire Councils. She is currently the president of AVA/Southeastern Wisconsin.

on to other responsibilities and roles in the wider community, if the church encourages such growth and volunteerism. From both "inside" and "outside" the church we can advocate for the full use of members' abilities, even if that means that the church needs to give them some time off from church responsibilities so that they have the time and energy to give to community causes. The act of recognizing that those community volunteer efforts are in fact the church active in the world, gives those efforts the legitimacy and stature that they deserve.

From "outside" the church, agencies and organizations need to be aware of individual church stances on the theology of stewardship as those churches are sought out and approached for volunteers.

Along with determining church views on stewardship as it relates to volunteerism, it is important to investigate the actual community of the church. What is the geographical community like? What is the socio-economic community like? Does the church have a strong neighborhood base or do people commute from other areas to attend on Sunday morning? Where do members live, work, spend their time?

Most non-profit agency executives are extremely careful to investigate foundations or businesses prior to submitting funding proposals. Unfortunately, the same care is seldom taken before approaching potential volunteer populations. The range of interests and concerns in any given church can be surprising—an urban congregation, for example, may have strong ties to the farm community through members' backgrounds or relatives; a suburban church might feel compelled to support inner-city food pantries.

A church community can be very neighborhood-oriented or as far-flung as a global community—people sharing a sense of community through shared beliefs and concerns. What functions as a particular congregation's community will help determine what social causes, organizations, programs and agencies are most likely to be able to attract volunteers from that church.

Hand-in-hand with the sense of community is the third variable, the mission or mission statement. All churches have missions—not all are carefully worded statements, not all are even known by all church members—but each church has a reason for existing and a purpose for being in a particular place. How a church chooses to live out its mission will be yet another factor in how and where it encourages its members to volunteer.

Doing the detective work and uncovering church stewardship theology, sense of community and mission can certainly be time consuming and yet establishes the necessary foundation for the encouragement of volunteerism beyond the church walls.

From this foundation it is possible to move on to more task-oriented advice on helping church members volunteer in the greater community, and it is perhaps easiest to look at the issue from the two different perspectives—working from "inside" the church and from the "outside," while recognizing that many people will find themselves in both positions.

"How can I encourage our members to share their time and talent with the greater community?" is the often-heard question from those working "inside" the church. The following list of ideas is a starting point for answering that question.

1. Keep CURRENT information about "outside" volunteer opportunities visible and available. Information needs to be more accessible than "Volunteers wanted" ads placed sporadically in Sunday bulletins.

2. Volunteer recognition is just as important in the church as in any other volunteer organization. Not only do people who volunteer their time for or at the church need appropriate recognition, but people who volunteer outside the church need to know that the church values the volunteer work that they do. People may sit in the same pew together for years and not be aware of each others' volunteer activities—recognition also is an educational recruitment tool.

3. Keep an open mind about "who" can do "what." (For example, don't box the church youth into traditional "youth-type"

volunteering—raking, window-washing, etc.)

4. Partnershps—same denomination and ecumenical—can be the best way to tackle concerns or issues. Often, projects that are too big for one group to tackle by itself simply get put on the shelf and not tackled at all.

5. Choices are always good. The more ways that there are to serve, the more people who will serve. Sometimes churches have "pet" projects and may try to steer members in one direction. An example of this would be a church with a meal program that only encouraged members to volunteer with the meal program. This approach again denies the fact that not everyone can or should volunteer at a meal site. How much better it would be for all concerned if the church encouraged a wide variety of volunteer opportunities and invited non-members with the skills and inclination to volunteer at the meal program.

6. Encourage career volunteering—churches have a tendency to stick people in volunteer positions indefinitely. A person will not feel free to experiment with "outside" volunteer opportunities if he or she hasn't felt free to move or progress on a path of volunteer opportunities within the church.

7. Groups of churches can get together to do information sharing—"volunteer fairs," for example. Local Volunteer Centers are important resources for churches to remember.

8. Can churches be as flexible as businesses that give employees time to do volunteer work? The answer has to be yes—churches need to acknowledge that there are only so many hours in a week and they won't lose active members by allowing those members the time to do other kinds of volunteer work (work that again, is, when we remember to think of it that way, the work of the church).

9. Gimmicks have their place—sometimes it takes a fresh approach or a gimmick to catch peoples' imagination. Bus or walking tours of non-profit agencies, *local* "Mission Sundays," invitations to try out different volunteer opportunities around town—these are all examples of ways to market outside volunteer opportunities inside the church.

Being part of a church that is trying to encourage its members to broaden their community volunteer efforts is very satisfying and of course, challenging. It is equally as challenging to be on the other side of the issue, posing the question "How can I reach church members and interest them in my agency/program/organization?" Again, the following are some suggestions that can form a starting point for working on that question.

1. Do the important preliminary homework (investigating the theology of stewardship, the community, the mission) and then try visiting the church on a Sunday. If you are attempting to work with a large number of churches this may not be possible, but it is worth the time if you are serious about developing a good working relationship. You will have the opportunity to see and hear what the church is all about on a Sunday—you will come away with a clearer picture of who the members are and what their interests and concerns are.

2. Keep in mind that there are basically four ways to recruit volunteers from the church:

A. Group/Short Term—A group of volunteers is recruited to tackle a specific short term project. This is probably the easiest way to initially involve new people.

B. Group/Long Term—A group is recruited to participate in a more continous manner. A larger group may be needed for this type of commitment and this is slightly harder to recruit for than the short term project.

C. Individual/Short Term—Individual volunteers are recruited for projects with specific time limits. (A volunteer is recruited to help a new mother with child care for two weeks.) This is progressively more difficult to recruit for than A. or B.

D. Individual/Long Term—Individual volunteers are recruited for longer commitments, perhaps agreeing to volunteer for a year after being trained. Whlie this can certainly be the most fulfilling kind of volunteer opportunity, it is the most difficult to recruit for.

3. Be sensitive to the church year.

4. If possible, offer family volunteer opportunities. If a current job can be done by one volunteer, consider if it could also be done by a parent-child team.

5. Be careful in presenting your request for volunteer involvement that you do not inadvertantly belittle the church's present involvements. Most churches are already doing something somewhere—the key is to simply offer another opportunity to serve, not negate what has already been done.

6. Work with the church is recognizing volunteers at church. Recognizing a volunteer's hard work and ability at that volunteer's church can be a very meaningful and effective way to say "thank you" to the volunteer and also recruit more interested church members who probably did not have a clue about where their fellow member volunteered.

7. Use appropriate marketing tools. Agencies seem to think that putting written material or brochures in the Sunday bulletin is magic—church members will be swamping the agency with phone calls on Monday morning. Unfortunately things do not work that way! There are Sundays when church members are virtually hit with a "paper blizzard." Keep in mind that any way that has been found to be an effective way to tell the agency story will probably also be effective in the church setting, including presentations, videos, slide shows, and others.

8. As with any volunteer situation, clarity of the job description is of the utmost importance. People must thoroughly understand what it is they are being asked to do.

9. Stay in touch. If a recruitment effort is attempted at a church and only one person volunteers, it is still important to keep that church informed about the program or agency. Churches don't or can't often move quickly on issues—what may be perceived as low interest on the part of the church may simply be a need for more time for the church to study an issue or request. Just as a church may enjoy hearing from a sponsored missionary on a regular basis, the church should also be kept informed and updated on agencies or organizations with which it becomes involved.

Although the effort involved in bringing together church members and community needs often seems monumental, the benefits to all concerned can be truly monumental. Helping the church be alive and active in the community through the work of individual volunteers is exciting, whether one is on the inside or the outside of the church wall. We may always be slightly confused about "who" should be doing "what" in our communities, but through working together we are at least attempting to ensure that people's abilities are used and community needs are met.

1987 National Conference on Volunteerism

Effective Feedback Techniques For Training and Supervising Volunteers

Cheryle N. Yallen

We give and receive feedback daily without even being aware of it. When we smile and say "Hi," we are giving feedback. A certificate of recognition given to a volunteer is a form of feedback. Walking out of a meeting or workshop is again a way of giving feedback. The problem is, these forms are indirect, not specific. The receiver cannot know what caused this feedback to be given. It is through feedback that we can learn to see ourselves as others see us. Unfortunately, what we receive from others is not truly feedback, but compliments, criticism and putdowns. We cannot learn from these statements. The primary purpose of feedback is to cause the receiver to think, learn and grow.

Feedback focuses on a person's behavior, not his or her intentions. Intentions are private and personal. They are known only to the person. Unless the intentions are explained, other people can only speculate about them. Causing further confusion is the fact that many people perceive behavior as being negatively intended, when in fact it may not be. For example, a person's leaving a workshop before it is over can be construed to mean that the presenter was boring, when, in fact, the person left because s/he had to go to the bathroom.

Unless one checks with the other person, one really has no way of knowing for sure whether or not it is correctly understood what the words and behaviors mean. In this case, one is soliciting feedback. Using the previous example, if someone left a workshop before it was over, the presenter could feed back this behavior and ask the receiver to explain his/her intentions.

Giving feedback is reacting to another person's behavior in terms of how the individual feels about or perceives that behavior. Receiving feedback is getting a reaction to one's own behavior in terms of how others see it or how it is affecting them. Feedback itself is not of value unless the receiver can use it. This article will show ways of giving feedback which better enable the receiver to utilize the information for his/her own learning and growth.

GENERAL GUIDELINES FOR HELPFUL FEEDBACK

1. *Give feedback directly with open body language.* Before feedback can be given, a relationship must exist between the two people. That relationship includes trust, caring, acceptance and openness. When you give feedback, look directly at the receiver. Your arms should be open or down to your side, rather than crossed over your chest. If seated, you should sit straight up, not hunched over. This helps build trust between the giver and receiver.

2. *Give feedback that is descriptive* of what the receiver is doing and of the effects s/he is having. This is more helpful than

Cheryle N. Yallen, President and Owner of CNY Enterprises, brings over fifteen years of consulting, staff and volunteer experience working with volunteer organizations. Ms. Yallen has designed and implemented an array of training, recruitment and fundraising programs. An active member of the social service community, Ms. Yallen has presented workshops and seminars to youth agencies, colleges, local and national conferences and community groups. Academic qualifications include degrees in Psychology and Marketing Communications.

judging or explaining. The feedback should describe a behavior and state how that behavior is affecting the sender. For example, if you are trying to explain a procedure to a volunteer who continually does not do it correctly you might say, "I am frustrated because you seem to be missing what I am saying because you continually give the wrong information to callers." If, instead, you said, "You are stupid because you always do this procedure wrong," all you have accomplished is to judge the volunteer and are not specific in describing the troublesome behavior.

3. *Give feedback at a time when the receiver appears to be in a frame of mind to accept it.* You cannot expect someone who is visibly angry to hear objective constructive feedback. Likewise, someone who is crying will not focus on or hear what you are saying.

4. *Do not tell the receiver more than s/he can handle at any particular time.* To overload a person with feedback is to reduce the possibility that s/he may use what s/he receives effectively. Likewise, if a person receives too much feedback at any one time, s/he probably will not remember most of it. In order to learn from feedback, a person must have time to sit back and process what s/he has heard to fully understand the behavior in question and determine how that behavior will be changed.

5. *Always balance positive and negative feedback.* If you only give negative feedback, no matter how constructive, it will sound like criticism and will not be heard by the receiver.

FEEDBACK SHOULD FOCUS ON:

1. *The sharing of ideas and information rather than on giving advice.* By sharing ideas and information, we leave the person free to decide for him or herself how to use the ideas and the information. When we give advice we tell the person what to do with the information. In that sense we take away his/her freedom to determine for him or herself what is the most appropriate course of action. Remember, the idea-sharer is not the one who will live with the decision; the receiver is.

2. *Exploration of alternatives rather than answers.* The feedback should focus on a variety of options and means of changing a specific behavior. When we focus only on answers, the behavior may be changed for only a short while because a solution was chosen too quickly. For example, if giving feedback to a volunteer who is consistently late for his/her assignment, the feedback should include an exploration of ways for the volunteer to be on time.

3. *The value it may have to the recipient not on the value or release that it provides the person giving the feedback.* Help and feedback need to be given and heard as an offer, not an imposition. We have a tendency to give feedback to satisfy some need in ourselves, rather than focusing on the person who will receive it. An example would be someone who is angry and wants the other person to know it. This type of feedback tends to be given in general terms. The sender may feel better, but the receiver only will feel bad and will not learn anything.

4. *What is said rather than why it is said.* The parts of feedback which relate to the what, how, when and where are observable characteristics. The why it was said takes you from the observable to the inferred, and brings up questions of motive and intent.

TYPES OF FEEDBACK:
POSITIVE AND NEGATIVE

Remember, feedback, whether it is positive or negative, must enable the receiver to think and learn. Feedback must focus on a behavior. The following has, in part, been adapted from *The Assertive Workbook*, published by The Phoenix Institute.

Positive Feedback

Smiles, touches, being sought out, attention, and compliments are forms of positive feedback. These give us the information that we are valued and appreciated. Unsolicited positive feedback is an important foundation in any relationship. It is always nice to hear something good about ourselves, but for this to be feedback we must learn something from it. Too often, positive feedback is indirect. A compliment is an example of this type of feedback. We expect people to live on subtle, indirect positive feedback alone, leaving people to guess at what, or how much, we value, like or care about them. For example, one would want to say "I value your opinion about my presentations because you are a careful listener and I know you will be truthful with me about my effectiveness," rather than "I would like your opinion on how effective my presentation was." If using the alternative statement, the receiver must guess one's meaning—that one feels the person is constructive or one never likes what everyone else does. Direct positive feedback is a more effective communication tool.

As stated earlier, it is important to balance positive and negative feedback. Too often, feedback only focuses on the negative. When this happens, the relationship begins to emphasize what is wrong or what needs to be changed, and the message you get (or give) is that things do not quite measure up. The staff/volunteer relationship can easily focus on the negative because of the need for training and evaluation. Positive feedback is essential to a cooperative working relationship. Unless positive feedback is ongoing, consistent and direct, the balance of working relationship will be skewed toward the negative.

Negative Feedback

While it is from positive feedback that we feel good, valued and appreciated, it is from negative feedback that we learn and grow. Before learning what negative feedback is, one must first learn what negative feedback is not. This specifically refers to criticism and put-downs.

A criticism is negative information that comes as a shock, is aggressive and arises within a relationship with no agreement for that kind of feedback. The receiver getting this type of feedback has two options to respond—to shut off or open up. Opening up turns the criticism into negative feedback. In some instances, a person may choose to shut off even if s/he thinks the criticism is true: when there is no agreement for negative feedback or when the criticism comes at a time when the receiver does not want it.

Shutting off the conversation (or stopping the action) occurs when the receiver responds with a short statement, such as "That's not true," "That's ridiculous" or "I don't buy that." Opening up, or turning the criticism into feedback, are statements such as, "I want to hear more about this" or "I'm not aware of that, but I'm willing to talk about it."

A put-down is uninvited negative information that is delivered indirectly. There are several strategies for responding to put-downs. The decision in choosing a response should be based on the relationship with the sender, rather than on the content of the put-down. The receiver's options include stopping the action ("I don't want to hear any more about that."), confronting the put-down directly ("I feel really rotten about what you just said. I'd like to talk with you about it."), playing the game and exchanging put-downs ("It takes one to know one."), terminating the conversation (walking away), or replying with stock phrases ("I don't agree.").

When giving negative feedback certain ground rules must be followed:

1. *An explicit agreement must exist for the feedback* to be heard by the receiver. Without this, or if the agreement is implied or assumed, the sender is simply giving criticism to the receiver. If there is no explicit agreement, the person wishing to deliver the negative feedback must get permission to do so. For example: "I have got some concerns about what you have been saying to other people about me and I want to talk to you about it tonight. Are you willing to do that?" First, the speaker has given the receiver the option of whether or not he or she wishes to hear the feedback. Secondly, the receiver is given the option of when to hear the feedback.

2. *The speaker's feelings must be emphasized,* using "I" messages. When receiving feedback, it is important to not only describe a person's specific behavior, but to let that person know how that behavior effects you. The receiver should express the feelings that are caused by the behavior. For example: "I feel angry about what you've been saying and I want to talk about it."

3. *Stick to one issue* to avoid mixed messages and confusion. If more than one

issue is discussed, the receiver will not listen to any of it, or will forget the purpose of the feedback.

4. *Avoid good news/bad news statements.* This happens when the speaker sets up the receiver with a nice remark before delivering the negative information. For example, "I am really happy to see you tonight, but you are always late." The listener will only be confused by this message. H/she will not know whether to feel good or bad.

In order for negative feedback to be effective—that the receiver will hear it, process it, and act on it—the feedback must be direct, clear and concise. The speaker must understand the feedback before s/he can give it. The following is a process to go through to assure effective feedback:

1. What behavior am I observing?
2. How do I feel about that behavior?
3. Why do I feel as I do?
4. What do I want from the other person in regards to this behavior?

The speaker has the option of saying all or some of this to the person to whom s/he is giving feedback. Even if it is never said to the other person, to what one is reacting will be much clearer, as will how and why one is reacting in a particular way and what is wanted from that other person. Additionally, the receiver will be sure of what specific behavior is being fed back.

GUIDELINES TO REDUCE DEFENSIVENESS

Most people get defensive when receiving negative feedback. As seen, one reason for this is that most people do not know how to give effective, constructive negative feedback, such as with the criticisms and put-downs. It is possible to minimize a person's defensiveness and to maximize his/her ability to use it for his/her personal growth. Regardless of how accurate feedback may be, if a person cannot accept the information because s/he is defensive, then feedback is useless. Feedback must be given so that the person receiving it can hear it in the most objective and least distorted way possible, understand it, and choose to use it or not.

The following are guidelines for constructive feedback:

1. *Use direct expression of feelings*: This can be difficult because the direct expression of feelings risks rejection. On the other hand, indirect expression of feelings is safer because it is ambiguous and offers an escape from commitment. It is more direct to say "I like you" rather than "You are a likeable person." Indirect statements also tend to include opinions or perceptions, not observable behavior. For example, an indirect statement may be "I feel that you are angry." The word angry is an opinion, something that the receiver cannot react to because he or she does not understand where the speaker is coming from. Instead, if the speaker said "I am anxious because you look angry," this is something the receiver can react to, understand and think about. People frequently assume that they are expressing their feelings directly when they state opinions starting with "I feel that . . .," but they are not.

2. *Describe behavior rather than interpret it*: Rather than say "You are hostile," one should describe the observable behavior that led one to think the person was hostile. For example, "you appeared hostile to me when you slammed down the telephone." The word hostile is an interpretation of that behavior, and may be the wrong interpretation. If you used the first statement, the receiver is not given the chance to agree or disagree with your interpretation.

3. *Give specific feedback rather than generalizations*: If one says "you are being hostile," one is giving feedback in general terms. The other person may not know to which behavior the speaker is referring. If s/he wanted to change s/he would not know which behavior to change. However, when the speaker is specific, the receiver knows to what behavior the sender is responding, which s/he can then change or modify. Using the above example, by specifying that the behavior is slamming down the telephone, the receiver now knows what behavior is being questioned.

4. *The receiver should have the freedom to change*, not be pressured into changing. Telling a person to change assumes that the sender knows what is right or wrong for the receiver of the feedback. Imposing standards, rather than options, on another person and expecting him/her to conform causes resistance and resentment. By giving the receiver the option to change, you also give the receiver the responsibility for his/her decision. For example, the volunteer who is consistently late for the assignment, upon hearing the feedback has the option of whether or not to change this behavior. By opting not to change, the volunteer understands that s/he may be asked to leave the organization.

5. *To be most effective, feedback should be given immediately after the event.* When feedback is given immediately, the event is fresh in everyone's minds. There are fewer questions about the observed behavior. When feedback is delayed, interpretations overshadow the recalled observation. There is a tendency to delay feedback—the sender may be nervous or embarrassed, fear hurting the receiver, fear exposing him or herself to other people's criticisms. Nevertheless, one must remember that feedback is given, not to criticize, but to help the receiver learn and grow and should always be given.

6. *If in a group situation, feedback should be group-shared rather than given separately.* When the group shares the feedback, members can also learn and grow from the experience.

7. *Give feedback only on those behaviors that can be changed or modified*, not on those that cannot (an example would be a foreign accent that one finds hard to understand or a person's mannerism which may be annoying). In giving feedback one must determine whether the receiver perceives his or her behavior as modifiable. Many behaviors can be easily changed through feedback and the person's conscious desire to change his or her behavior. If the behavior is unmodifiable, then the sender is wasting time and the receiver only becomes self-conscious and uncomfortable.

In summary, when giving feedback, the speaker must be specific and direct. The focus must be on observable behaviors rather than intentions or assumptions. To be effective, the person giving the feedback is exposing him or herself, taking a risk, because s/he is discussing his/her own feelings about the behavior. Feedback, to be effective, must be done intentionally, rather than unconsciously. This will assure that the receiver will hear it, understand it and be able to act upon it.

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ACES: A New Role For Hospital And Health Clinic Volunteers

Ellen E. Bach

A growing number of low income and elderly people leave the hospital without necessary benefits and services. Senior volunteers, with training and supervision, can provide entitlement counseling and advocacy to help hospital and clinic patients apply for and receive entitlement benefits and services.

When carefully planned, a volunteer entitlement specialists program can become an integral part of the provision of services and an important supplement to the entitlement assistance already being proided by social service staff in hospitals. The ACES (Area Center for Entitlement Specialist) program of the Retired Senior Volunteer Program in New York City was developed three years ago. It has grown to a service with 120 volunteers providing services to over 600 patients each month.

The project described below established ACES in sixteen hospitals in New York City. The ACES model can be replicated in hospitals as well as in social service organizations in other communities.

WHAT IS ACES?

The Area Center for Entitlement Specialists Program is a senior volunteer staffed service which helps low income and elderly hospital patients obtain public entitlement benefits and information regarding community services. Public entitlements are government assistance programs such as Medicaid, Food Stamps and Social Security. ACES volunteers interview patients, provide information, assist in filling out applications, make appointments with benefit agencies and advocate on the patient's behalf when benefits have been unfairly denied or cut off. ACES volunteers work as a team under the supervision of the hospital's social work staff and in close coordination with the volunteer department.

As the proportion of elderly and low income people in the population grows, an increasing number of hospital patients require medical insurance assistance and social service support. Many patients are unaware of the benefits available to them. In addition, tightening of regulations means that patients require more intense help to obtain entitlements. The program's value to the patient is great. He/she is guided through the complex entitlement application process, thus making it easier to obtain benefits. The ACES program also benefits the hospital by providing an important community service. As patients obtain Medicaid, and other income support programs, the hospital is reimbursed for services rendered to low-income people.

ACES volunteers are carefully selected individuals, 60 and over, who though retired, wish to continue being active in their community and work in a challenging assignment. Why seniors? Because senior citizens often make long term commitments and are able to give an adequate number of hours each week. Seniors want to be ACES volunteers because they enjoy the challenge, the training opportunity, the chance to learn new skills, and most importantly, the opportunity to give back something to their com-

Ellen Bach is the Director of the ACES program of the Community Service Society's Retired Senior Volunteer Program in New York City. She has a Master's degree in Social Work from Columbia University and has assisted low income people as an advocate and counselor. As an extension of the ACES program she is working with community agencies to implement volunteer staffed entitlement counseling services and currently she is working on a city wide entitlement manual for volunteers and advocates.

munity and help in a way that really impacts positively upon people's lives. Their lifetime of experience to share and knowledge and skills gained through the training offers a great service to the community.

ASSESSING THE NEED

While entitlement counseling and advocacy services can be valuable in most communities, the degree of need must be assessed to determine if an ACES program is needed in a local institution. Perhaps the best way to begin this process is to talk to key people in the hospital and community including social service staff, patient accounts office, and community social agencies. The following questions should be answered:

— Does the hospital serve a low income community?

— Does the hospital serve a large number of medically uninsured people?

— Are elderly patients a large proportion of admissions?

— What is the social service department doing at present to assist discharged patients with entitlements? What more could be done?

— What other agencies and services are there in the community providing a similar service?

These questions will help explore the kinds of needs the institution has and will be the basis for program planning.

A COOPERATIVE EFFORT

An ACES program can best be described as a collaborative effort involving cooperation between different departments within the hospital. Central to the effort are the volunteer department and the social service department representatives.

Others that may need to be involved in the process, depending on the hospital, include:

— Public Relations/Community Affairs

— Patient Relations/Patient Representatives

— Administration

— Patient Accounts/Finance

— Nursing Staff/Labor Union Representation

— Registration/Admissions Staff

— Pastoral Care

— Key community agency representatives and entitlement office staff

Initially, the general concept as well as plans for recruitment, training and implementation must be presented to the people who are able to maximize success. Take note of their suggestions and ideas and foster their interest in helping develop the program.

Use this checklist to determine if the program is feasible.

— Will the necessary departments cooperate, or at least be receptive to planning the service and referring appropriate patients?

— Is there adequate staff to plan, supervise and coordinate the service?

— Is there space for the volunteers to work, equipped with a desk, telephone, and filing space that will be adequate to meet with patients and carry out their responsibilities?

— Is there a "pool" of volunteers to recruit from? Will volunteers with the skills necessary to carry out this assignment be found?

Positive responses to these questions would indicate that the need and feasibility for the program has been assessed and the project should move forward. The ground work for planning the service has been laid.

PLANNING THE SERVICE

Sufficient lead time should be allocated before the start-up date. Approximately three months should be allotted for the planning, recruitment, selection and training steps. A staff person in the volunteer department and social services should be designated to plan and coordinate the service. Each should be clear on his or her role with the project.

The ACES volunteer usually works under the direction of the social services department. One social worker should be designated to coordinate and supervise the volunteers' activities. The supervisor ensures that volunteers provide quality entitlement information and advocacy service to hospital patients. Other responsibilities include designing the model for service delivery, acting as a liaison to hospital staff, training of volunteers, and assisting with interviewing and selection.

The volunteer department has a different but equally important role, as this department serves as a "home base" for the volunteers. This office should handle some of the coordination aspects of the program including attendance and scheduling as well as recruitment, selection and orientation of the volunteers.

DEVELOPING A REFERRAL PLAN

The model for ACES service delivery must be carefully thought through and planned before volunteers begin the assignment. The most important question to ask is, "how will patients in need of entitlement services find their way—or be referred to the ACES volunteers?" It is critical to the program's success that this be planned to meet the needs of the hospital. The referral system established should ensure that volunteers receive enough referrals to keep them sufficiently busy and reach all the patients that need help.

An entitlement program can function as either an inpatient service where volunteers interview at bedside, or as an outpatient service, where volunteers staff a desk or office and assist clinic patients or walk-ins from the neighborhood as a community service for the hospital. The service should address the needs of the population the hospital serves. If the hospital has a large out-patient clinic and serves a low-income population, a clinic-based service might be needed more. If the hospital serves a great number of low income elderly in need of discharge plans involving entitlements and services, an inpatient program may be more appropriate. If the hospital does a great deal of community outreach, the service might be offered to the local community as part of the hospital's outreach.

After determining the best location for an entitlement service, a plan for the patient referral process—or a system for getting patients in need of services to the volunteers must be developed. Below are examples of systems which have been used in ACES programs.

Inpatient Service

- Social work staff make referrals to volunteers of inpatients who have entitlement needs. A referral form should be used to provide background on the patient and services needed to provide the volunteer with a starting point.
- ACES volunteers "case find" by conducting screening interviews with all newly admitted patients to determine need and eligibility for public entitlements.

Clinic Based Service

- An ACES office or desk is located in a highly visible area and marked with a sign. Patients are self-referred. Signs describing hours and location should be posted throughout the clinic, registration and waiting areas.
- Patient referrals come from hospital staff including social work, clinic registration, patient accounts, and medical staff. A flyer or referral card should be developed to distribute to patients in need of services.

Before recruitment and training begins, the number of volunteers needed to adequately provide the service should be determined. Each volunteer should contribute a minimum of six hours per week. Volunteers who work less often have difficulty gaining the experience and knowledge necessary to be effective. To determine the number of volunteers needed, answer these questions:

- When will the volunteers' services be most needed? Hours and days need to coincide when social work supervision is available and when entitlement offices are open.

- What is the anticipated volume of work? Should one or more volunteers be available each day? Keep in mind that often volunteers work better and can be more independent when working in pairs.
- What adjustment will need to be made for volunteers' schedules? Will volunteers prefer to work full days or half days?

These staffing considerations need to be carefully planned. Volunteers who are recruited need to know in advance what hours and time commitments will be expected of them.

DUTIES OF THE ACES VOLUNTEER

As with all volunteer assignments it is important to develop a volunteer assignment description. This should include the services that the volunteer will provide to the patient, as well as the duties and responsibilities needed to maintain the program.

It is important that staff and volunteers understand that the work the ACES volunteer performs is supplemental to the social worker's role. As the social worker is involved in the total case management of patients, they often do not have the time to fill out lengthy entitlement application forms, or spend a great deal of time calling an office on the behalf of the patient. The ACES volunteer can bridge this gap and enhance the social service offered by the hospital.

Services the volunteer provides include:

- providing basic information about entitlements, available benefits, application and eligibility guidelines
- entitlement screening to determine what entitlements a patient may need and whether the patient meets eligibility requirements
- assistance in filling out applications
- advocacy on the telephone with public entitlement offices and community agencies
- referral to public entitlement offices and/or community resources
- follow-up with patients to insure they receive entitlements for which they are eligible and have applied

Additional responsibilities of ACES volunteers may include:

- maintaining program files, community resource information and a patient record-keeping system
- keeping up-to-date information on public entitlements
- completing records, reports and statistics for hospital administration
- being a spokesperson for the program with hospital staff and patients
- attending meetings of ACES volunteers to review services provided and problems encountered
- assisting in publicizing the program both within the hospital and community

The volunteer should keep records of all patients who have been interviewed. These records are important for supervision, accountability, evaluation of ACES services and as a reference for the ACES volunteer. A system for the volunteers to keep records and maintain files should be developed.

RECRUITMENT AND SCREENING

The volunteer for this project is a person with special qualifications. This person need not have prior experience in this area of helping. Potential volunteers should have the following qualifications:

- good interpersonal skills, ability to communicate and to listen
- ability to be objective, or nonjudgmental, not letting their feelings interfere with helping someone
- confidence in making telephone calls and advocating on a person's behalf
- sensitivity and compassion towards people in need

— ability to make the necessary commitment to stay with the program on a long term basis

— ability to learn detailed and complex entitlement guidelines

Retirees from various careers have something to offer to this assignment. ACES volunteers can come from both professional and non-professional backgrounds.

The next step is to plan a recruitment strategy. This must be well organized and broad based. Promotional literature should be developed which provides a description of the program, the assignment, and the contact person and telephone number;

— RECRUITMENT BROCHURE describing the program in brief, including a description of the assignment, volunteer qualifications, training involved, benefits, and whom to contact. This can be handed out or posted.

— PRESS RELEASE for local papers and newsletters which includes a description of the program, brief outline of the assignment, a description of the training program with an estimated starting date and whom to contact for an interview.

— FACT SHEET which gives a more detailed description of the program, including services provided, how it operates, and its importance.

A broad-based recruitment strategy should include the following:

1) Publicity
   — Press release sent to local newspapers, church bulletins, retiree groups' newsletters, housing development newsletters, local politicians' newsletters, etc.

   — Brochures posted on bulletin boards in community centers, housing developments, educational institutions with programs for seniors, merchants, banks, post offices, government offices, etc.

2) Presentations to community groups such as churches and synagogues, corporations, union and professional retirees groups, AARP's (American Association of Retired Persons) men's and women's clubs, political and civic organizations.

3) Volunteer organizations, for example, volunteer clearinghouses, RSVP's (Retired Senior Volunteer Program), government offices for voluntary services.

Each potential volunteer should be interviewed in person. The interview should serve as an orientation to the assignment and establish the commitment and guidelines necessary for participation in the program. During the course of the interview the volunteers may screen themselves out if they feel the assignment is not a good match for their skills and interests. However, it may be necessary to turn down interested volunteers.

To determine if the volunteers have the necessary skills, experience, and level of commitment, some of the following techniques may be used during the interview.

— Use hypothetical situations of real cases they may encounter. Ask how they would handle these situations, for example, an angry, hostile patient, or a patient who did not wish to discuss his personal situation with the volunteer. This provides insight into their interpersonal skills.

— Ask the volunteers for examples from their own experience, of when they have been an advocate for another person in a daily life situation. If they have ever been a hospital patient, what was the experience like?

— Show the volunteers an entitlement application or eligibility screening chart to see whether they would feel comfortable working with this kind of information.

TRAINING

The foundation for the ACES assignment is the training the volunteers receive to prepare them for their work. The training should provide the volunteer with a background in public entitlements that the hospital's population is most likely to need. Some or all of the following should be covered:

Social Security Programs

Food Stamps

Medicaid

Medicare

Public Assistance

State Disability

HEAP (Home Energy Assistance Program)

Community Resources

Housing Programs

Emergency Services

Unemployment Insurance

Veterans Benefits

Publicly Funded Day Care

WIC (Women, Infant and Children) Nutrition Program

To enable the volunteers to carry out their activities, it is essential that training include an orientation to the hospital, introduction to selected hospital staff, interviewing structure and skills, including working with agencies on the telephone, record keeping procedures, and patient referral process. It is important to allow enough time for the training process. This includes both in-classroom and on-the-job training. A training agenda can be planned to include speakers from the community, from government entitlement offices, legal services, hospital social work staff, and other hospital staff.

The training should also include written materials pertinent to the topics being covered. Ideally, an entitlement manual should be used. This can be developed by compiling information on entitlements from community organizations and entitlement offices. It is possible that such a manual has already been developed for the community. Local social service organizations or legal services may be aware of such a manual. The information given to the volunteers regarding entitlement programs should include eligibility guidelines for the programs, documentation guidelines, steps to take when benefits have been unfairly cut off or denied, where to call with questions, and location and telephone numbers of all offices.

Adult learners retain information and learn best when exposed to a variety of training techniques. It is particulary important that during the training volunteers participate actively in the learning process and are given the opportunity to relate new concepts and ideas to their own life and career experience. Teaching methods should include lecture, group discussion, role playing and case examples. The training should provide orientation to the hospital, the work space, and as much exposure to the patient population and volunteer role as possible. Volunteers should be asked to read pertinent materials handed out prior to each session.

ONGOING PROGRAM SUPPORT

Volunteers should start their assignments soon after the training is completed, while enthusiasm is high. The first few months will require much supervision and guidance from the designated person. The volunteers will not only need guidance with the entitlement regulations, but also with hospital systems, difficult cases, record keeping procedures and other aspects of the assignment. Daily supervision of the volunteers is essential at the onset. As volunteers become more familiar with the systems and procedures they will become more self-sufficient.

In addition to individual supervision it is advisable to establish monthly ACES team meetings. The purpose of these meetings is to coordinate program efforts, disseminate information, and establish policies and procedures. Volunteers can help plan the agendas of these meetings and can present difficult cases to discuss.

As volunteers' skills progress, they should receive more advanced training and develop skills in new areas. Continuing education not only enables the volunteer to provide more comprehensive service, but also recognizes the value of the volunteers' work, motivates them and enhances commitment.

Volunteer attrition is a problem that needs constant attention in all phases of the program. Some attrition is unavoidable and should be planned for in recruitment. Focusing efforts in these areas will avoid excessive attrition:

- Careful screening in selecting the team is an important first step. Volunteers selected need to be committed and able to do the work.
- Volunteers must be kept busy and challenged. However, as often is the case with a new program, the beginnings are slow. Volunteers must be willing to "ride out" the slow period. The ACES role should be adapted and expanded to meet the needs of the hospital and ensure volunteer skills are fully utilized.
- The program should be recognized by the hospital. Hospital administration staff need to be aware of the services the volunteers provide and be willing and receptive to working with volunteers.
- Volunteers may be overwhelmed by the problems and needs of the patients they assist. They may experience burnout. The volunteers need an opportunity to discuss these feelings with their supervisor and their peers.
- Volunteers need recognition for the service they provide. This may be words of encouragement, a special party or recognition event or an article in the hospital newsletter. Every showing of support and praise for the volunteers will go a long way in keeping them committed and motivated.

CONCLUSION

The "aging of the population," *i.e.*, the increasing percentage of the population over 65, presents both new problems and new opportunities for those concerned with health and welfare. There is a growing number of older people requiring health and social services, and hospitals and community agencies must devote increasing proportions of their resources to serving this population. The growing pool of retired persons interested in and available for volunteer work in their community represents a major community resource. Seen together, these problems and resources represent a unique opportunity for program development.

Established ACES programs in New York City hospitals have become an integral part of the system of care. Senior volunteers have found a challenging and effective way to contribute to their communities. Hospitals are looking at senior volunteers in a new light. RSVP/ACES is currently working on a comprehensive manual on how to develop and operate an ACES program including samples of recruiting materials, record keeping forms, volunteer assignment descriptions, training agendas, case examples, role plays and training materials. ACES staff are also completing a New York City-based entitlement advocacy manual which includes guidelines of all major benefit programs as well as sections on interviewing, advocacy skills and how to use community resources effectively.

Training Adult Volunteers

Nancy L. Macduff

Volunteer managers train on a daily basis. Whenever a volunteer is asked to do something new, or change past behavior, teaching and learning are at work. The adult volunteer is the learner and the volunteer program manager is the teacher.

Training new board members, problem solving staff-volunteer communication, changing to new forms, correcting substandard work or teaching agency policies are activities made easier by knowing the adult learner.

Information on adult learners comes from a variety of sources. Malcolm Knowles, author of many books on the adult learner, is the best known of the modern adult educators. Harriet Naylor is considered a pre-eminent theorist in applying adult education principles in the volunteer field. Adult learners are another source of information. Adults vote with their feet, either mentally or physically. The adults' response can tell us techniques, methods, and processes that work most effectively. Research on adult motivation, participation rates, and information from those who work with adults have provided a foundation for some principles of adult learning that can be applied in the volunteer setting.

The effective volunteer manager is one who sees his/her role as a teacher/mentor of adults. In the teaching role, the volunteer manager helps adult volunteers grow and develop rather than show off their own knowledge. This can be achieved by understanding the principles of adult learning that motivate volunteers. Knowledge about adult learners is growing daily. Here are 10 principles about adult learning from the experts that can guide the volunteer program managers (please note references at the end of the article).

1. *For an adult few experiences are new. She/he fits new information into an already organized body of information about society.* Adult volunteers probably have encountered policies before. Given the chance, they can write the policies for a volunteer program. The volunteer program manager must design a learning environment where volunteers can select from previous experience and apply that knowledge to the new task.

2. *Adults are sensitive to failure in a new situation.* Adults take mistakes personally and let it affect their self-esteem. Careful planning must be done to avoid potential for a bad first experience. For example giving clear directions on time, place and parking instructions can enhance the volunteers' introduction to the organization.

3. *The ability to learn is not impaired by advancing age.* Loss of visual acuity, hearing, or slow psychomotor skills should not limit a volunteer's ability to serve. A recent study showed that 90-year-olds can learn new things quite readily when their "teachers" take into consideration their physical limitations. A variety of techniques can enhance their learning experience. Type size is but one consideration as the teacher plans the training session. Self-paced learning activities is another.

4. *There will be a wide variance in the age, experience, motivation, and goals of adults who are learners.* No two volunteers are alike. The volunteer manager must plan all ac-

Nancy L. Macduff is president of Macduff/Bunt Associates, a training and consulting company in Walla Walla, Washington. She has served as a volunteer and as Executive Director of the Camp Fire organization. Ms. Macduff has a master's degree in Adult and Continuing Education and has taught at Washington State University; she is active in professional organizations in both volunteer administation and adult education.

tivities with this fact in mind. Escort duty in a hospital for a 20 year-old college sophomore is a different experience than for a 58 year-old retired accountant. The job requires flexibility to take into account the age, experience, motivation, and goals of the person holding the job.

5. *Adults are more motivated when they are involved in the decisions which affect their lives.* The volunteers bring years of experience to the volunteer situation. They are a resource to be tapped. Adults, when asked "where do you learn the most when attending conferences?" will cite the bar. The fact is that adults prefer self-directed learning about 7 to 1 over "traditional" teacher-directed learning. The volunteer program manager who selects a self-directed activity is harnessing the maximum in motivation power.

6. *Leadership in an informal situation should be shared.* Adults learn well—some even say, best—from each other. Training sessions, orientation meetings, practice sessions work best when "teaching" is shared by those participating. New policies and procedures, written with volunteer expertise, will have wider acceptance.

7. *Learning is an evolutionary process, harvested after a period of time in constructive effort.* New knowledge has to be integrated with old. Integration takes time and focused effort. Administrators who think it is more efficient to pour information into the heads of their learners need to think again. Adults retain knowledge that is received through a variety of techniques and that requires hands on experience. Immediate application of new knowledge makes it understandable and useful.

8. *Adults seek out new experiences that involve learning to cope with specific life changing events.* Retirement, moving, children leaving home, a new job, marriage, divorce, a death can be factors that prompt the choice of a new experience. Sometimes this includes choosing a new volunteer activity. It is often a method of coping with change. Volunteer program managers need to acknowledge this as a reason for volunteering and to help adults build problem solving skills that can be used inside and outside the organization.

9. *The learning environment must be both physically and psychologically comfortable.* A job that requires 8 hours of sitting with no breaks might create a retention problem. A training session with long lectures on hard chairs in a poorly lit room will cause irritation. Volunteer managers telescope their respect for volunteers with the physical environment in which they are asked to serve.

10. *The principles of adult learning suggest a multifaceted approach to the learning environment.* A skillful volunteer program manager will consider all these principles when working with adults. The volunteer program manager does not however apply a single theory or principle all the time. The ability to stand back, analyze, and set personal ego needs aside are critical skills for the effective volunteer manager.

These 10 principles are important considerations when working with adult learners. Motivation and learning are personal processes for individuals. Volunteer program managers need to involve adults in learning activities that utilize their previous experience, are problem oriented, and solution directed.

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Energizing Corporate Volunteerism

Jeanne Klug

Are you waiting for workplace resources to come to you? This information will enable you to reach out, identify and establish mutually beneficial corporate relationships.

What non-cash resources are available from corporations?
(See Appendix A)

What is a mutally beneficial partnership?
A win/win joint effort. The non-profit agency's need is met at the same time the corporation's need is met.

Identify corporations that have a "match" with the community need, *i.e.*:

1. a product or service "match"

   For example, a home for unwed mothers needs personal products for their clients. A "match" would be manufacturers or retailers of personal products.

2. an issue "match"

   For example, a non-profit agency working on adult literacy needs tutors. A "match" would be a large employer in the area that is having difficulty finding qualified applicants for entry level jobs.

3. a key stakeholder "match"

   For example, a senior center wants to put on a seminar on retirement financial planning. A "match" would be a corporation which has a training program for its employees preparing for retirement.

Where do you find these resources?

- Use the Yellow Pages, Board of Trade or Chamber of Commerce to determine which companies deal in products/services your non-profit needs.
- Some United Ways are active in workplace programs.
- Corporate Volunteer Councils are networks of businesses that are involved with employee volunteer programs and in-kind services. CVC's are located in more than 30 metropolitan areas. Some CVC's publish community "wish books."
- Some companies have employee retiree volunteer programs. Telephone Pioneers of America is nationwide and one of the largest.
- Unions can have volunteer programs.
- Support Centers, Management Assistance Programs, etc. Local Voluntary Action Centers usually are aware of what is in the area.
- Some Junior Leagues are involved with workplace volunteer programs.

What are limitations of corporate resources? What are some solutions to these limitations

Limitations	Potentials
• finite resources	• varied resources if tapped beyond dollars
• volunteers can't get time off the job	• on site events; use retirees; schedule/involvement after hours
• volunteers don't respond to opportunities	• offer short term commitments. Offer choices of jobs requiring various skills

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Jeanne Klug, Staff Manager - Community Relations for C&P Telephone Company, serves many community organizations. These include the Wheaton Chamber of Commerce, the National, D.C. and Montgomery Corporate Volunteer Councils, the White House Committee on Food Drives, the D.C. United Way and VOLUNTEER the National Center.

• not motivated by traditional recognition	• ASK the company and the volunteer what they feel is meaningful recognition for involvement
• company has no volunteer program	• offer to provide volunteer opportunities and in-kind needs for company newsletter, bulletin boards. Post in lounges, lobbies, etc. Run a volunteer fair in an office complex

Government programs and traditional funding sources may become scarce. The resourceful non-profit will gain expertise in using corporate volunteers and in-kind services that are beneficial both to the community and the company.

An excellent reference is the publication, "Building Partnerships with Business: A Guide for Non-Profits," available from VOLUNTEER the National Center, 1111 N. 19th Street, Arlington, Virginia 22209.

APPENDIX A
NON-CASH RESOURCES

compiled by
ALEX J. PLINIO
Vice President of Contributions
The Prudential Insurance Company

*Purchasing
*Employee Access
*Loaned Executives
*Volunteers From The Workplace
*Employee Committees
*Board Members
*Surplus Equipment And Supplies
*Products
*Produce Advice
*Help With Publicity And Public Relations
*Developing Promotional Materials
*Printing And Duplicating Services
*Audio-Visual Services
*Mailing Services
*Transportation Services
*Computer Services
*Financial Services And Advice
*Legal And Tax Services And Advice
*Providing Contacts With Other Non-Profit Organizations
*Pro-Bono Consulting Services
*Lobbying
*Voting Of Company-Owned Shares of Stock
*Faculty Loan And Exchange
*Demographic And Actuarial Projections And Information
*Internships And Career Exposure
*Free Use Of Company Art Collections
*Piggyback Advertising And No-Cost Advertising Production
*Telecommunications Services
*Fund Raising Assistance
*Survey Development And Implementation
*Strategic Planning Assistance
*Company Facilities
*Market Research Advice
*Providing Objective Dispute Resolution Or Negotiation Service
*Consultation On Office Administration Procedures
*Energy Conservation Audits
*Land
*Special Event, Conference And Meeting Planning
*Investments
*Loans: Interest-Free Or Below-Market Rate
*Rental Space
*Real Estate Technical Assistance
*Personnel Policy And Practice Reviews
*Training Of Supervisors And Managers
*Public Service Advertising
*Bartering By Making Use Of Unused Capacity
*Awards
*Office Parties
*Design
*Crafts
*CPR
*Facilitator/Broker
*Convenor
*Advocate
*Initiator

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How To Approach A Corporation For Money And Not Go Away Empty-Handed

Rosa Bunn

For most corporations, community involvement translates into community investment, and that means supporting non-profit organizations not only to increase the company's public image but also its bottom line.

But with over 300,000 U.S. non-profit, tax-exempt organizations now competing for corporate contributions, American companies have begun to feel the pinch. And corporate charitable giving has tightened up like everything else. So what is the secret to obtaining corporate support? According to Ross Perot, the Texas billionaire who's given away more than $100 million to charities, non-profits searching for corporate support should deliver results, have effective leadership and use corporate funds on the people or causes that need it rather than wasting it on overhead costs.

Most corporations agree with Perot, and some impose even more stringent guidelines. Key questions most often asked to grant applicants are: 1) what will be the results of the contribution? 2) How will the non-profit evaluate whether or not the outcome has been achieved and 3) How will the non-profit be accountable to the corporation?

Following are some ways non-profit organizations can be better prepared to answer those questions.

STEP ONE: RESEARCH AND TARGET

Targeting the appropriate companies is the first and most critical step for the non-profit organization seeking corporate support. Begin by conducting preliminary research to determine which companies are most likely to contribute based on their past giving patterns, giving philosophy and past recipients of contributions. It's also helpful to determine what internal department oversees contributions and who within that department is a key decision-maker.

This information enables non-profits to approach the corporations whose policies and philosophy mesh with their own. For example, a health and human services non-profit agency may want to approach the marketing department of an insurance agency, whose corporate goals are to support and increase health maintenance among its policy holders. A bank will most likely be interested in non-profits which address economic education. Likewise, a fast-food chain may wish to build relationships with a growing ethnic group and therefore will be sensitive to concerns such as job training and education.

The non-profit organization must be able to explain how the contribution program will serve the corporation's best interests. In doing so, the non-profit demonstrates to the company that it can help meet corporate goals.

STEP TWO: GATHER INFORMATION

Once your non-profit has targeted a corporation with compatible goals, you will need additional information before preparing a written proposal or request. For example, obtain past copies of the corporation's annual report on charitable con-

Rosa Bunn is manager of Community Affairs for Adolph Coors Company, the Golden, Colorado-based brewer which has provided over $3 million yearly in funding, material goods and services to approximately 900 civic, cultural and community organizations. Bunn's career at Coors began in 1969 and has included positions in employee relations, communications and management. In 1986, she formed the Coors Volunteers in Community Enrichment (V.I.C.E.) Squad, an employee volunteer group that has since grown to include over 2,000 members.

tributions. Find out if the company has contributed to your non-profit organization before and if so, be prepared to explain how the funds were used. Be familiar with the organizations and types of projects the company has contributed to in the past. A phone call to the corporation should yield answers to the following:

- Does the corporation use a specific form for requests? If not, can they provide an example of the information the company needs in order to reach its funding decision?
- What is the fiscal year? When does the corporation prefer to receive requests during the year?
- Is there a contact within the corporation that you (or a board member) know? Is the person at such a level within the organization that it would be appropriate to channel the request through him or her?
- Is there a possibility that your organization would like to invite a member of the corporation's management team to sit on your board of directors?
- How long does it take for the corporation to process a request? How soon would it be convenient for you to follow up by phone?
- How will they let you know whether or not the corporation has decided to contribute?

After you have checked the spelling of the corporation's name, received the address, specific mail stops or numbers and double-checked names and spelling of individuals, be sure to ask when is an appropriate time to reach them and if there's an assistant or coordinator who might take your call. Although this advice seems basic, the non-profits who fail to attend to these simple details may sabotage their funding requests.

After this information is compiled, you are now ready to begin drafting a request proposal.

STEP THREE: THE WRITTEN REQUEST

As the key link between the non-profit organization and the corporation, the written request is one of the most crucial elements of the contribution process. Before you begin writing, assemble all information available about your organization. This might consist of, but is not limited to:

- annual report
- brochure on the organization
- names and titles of the board of directors
- budget information for current time frame
- description of request with information on what it will be used for; designate program or general operating budget
- organization's mission
- who will oversee the project
- your organization's audiences
- if available, news clips as further background of the non-profit organization

Remember your audience as you are writing the proposal. Be sure to specify the benefits of contributing to your organization. Explain that the company's involvement can affect the quality of future employees and can contribute to community support and increased visibility. Clearly explain what the corporation can expect to receive from its contribution whether it's publicity, recognition, image enhancement, establishment of a new, mutually rewarding relationship, signage, exposure to new audiences. Be prepared to articulate these positives if you get a follow-up call from the corporation.

STEP FOUR: ESTABLISH A TIMELINE

As you begin drafting the formal proposal, establish a reasonable timeline for the contribution request process. Allow enough time for unanticipated delays during each step of the process. A good time table might be:

Initial research—2 weeks

Information gathering—1 week

Writing the proposal—2 weeks

Processing time—30-45 days

Follow-up phone call—as required

Thank-you letter—1 week following notification.

STEP FIVE: OUTLINE ORGANIZATION'S NEEDS

Take an inventory of the non-profit organization to determine non-monetary needs such as printing, graphic design work, media expertise, professional writers, office equipment (new or used), training for volunteers, space procurement, office management expertise, public relations or advertising assistance or a speakers bureau. Although these in-kind services may not be as desirable as a monetary contribution, they are often easier to negotiate with large corporations who have the services readily available.

Be sure to state in the proposal that your organization would gladly consider in-kind services and list specific needs.

STEP SIX: COORDINATE YOUR REQUEST

If your organization has several levels and/or branches within your immediate area, make sure to coordinate requests for donations. Corporations bombarded with requests from different levels within the same organization will probably view the non-profit as disorganized and deny the request.

If possible, allow the corporation to consider a menu of contribution options spanning a year's period. Most companies prefer to make their contributions yearly rather than to receive a different request each month. Be sure to include information on whom to contact within your organization and how he or she can be reached. Then make sure the person is indeed available.

STEP SEVEN: FOLLOW UP

Always follow up with a thank you letter regardless of whether your organization received a contribution. If you received a rejection, use it as the first step of your request for the following year. Be sure to indicate your intention of contacting the corporation in the future.

If your organization is fortunate enough to receive a contribution, send a thank-you letter immediately and then invite a company representative to visit and see what their contribution will help to accomplish.

There's no denying that government cutbacks and a weakened economy have hurt non-profits seeking relief in America's boardrooms. But the non-profit which has done its homework is less likely to go away empty-handed.

How To Take Care Of You

Sue Vineyard

In the last few years of my traveling around the U.S. and Canada, training thousands of people a year in volunteerism and human service, I began to ask a critical question of the audiences:

How many of you feel today or have felt recently severe stress or burnout in your life due to all the demands on you?

Amazingly, about 80% of the hands would go up and that simple question—usually unrelated to the training I was offering—would elicit coffee-break horror stories from individual participants who had a desperate need to talk about the pressure they felt.

I heard tales of breakdowns, depression, ruined relationships, physical ills, sleeplessness, inability to concentrate and spiritual loss. I also heard themes of guilt, "shoulds" and "oughts" they heaped upon themselves as they struggled to keep everything going in their work and personal lives . . . juggling the needs of family, friends, clients, co-workers, bosses, volunteers and the public.

One noticeable absence among their long list of people they were trying to care for was themselves. When I pointed this omission out, it usually stopped them in their tracks, bringing on an incredible look of amazement at the idea of even having time (let alone energy) to think of that.

The challenge I have offered verbally to people I've met and others through my latest book, *How to Take Care of You* is simply this: If you don't take care of you, how can you take care of others?

Sadly, I had to learn this lesson the hard way, by months of recuperation after surgery for a colostomy following the rupture of my colon in 1986. This stress-related illness almost cost me my life and drew me up short as to taking my own challenge to heart.

In struggling to learn about personal wellness for myself, I began to realize that most caregivers in social and human services tend to put themselves further and further out on a limb as they try to be all things to all people. They set unrealistic goals for themselves as they try to help, cure or salve everyone's ills . . . from the volunteer feeling left out to the co-worker experiencing burnout to the family demanding that their needs come first.

A juggling act results with too many demands that are too heavy to begin with. Rather than letting anyone "down," we tend to sublimate our own needs for renewal, care and uplifting. In our desire to "fix" everyone we stretch our bodies and souls further and further, telling ourselves it's just for a short time, that everyone else is so important we can do nothing less and that next week we'll catch our breath.

Along with "it's in the mail" and "I gave at the office," these messages rank among the great lies of our age.

The truth is that we learn to shut our eyes and ears to our own needs as we attend to others. We deny our clock,

Sue Vineyard is a widely acclaimed author, trainer and consultant in the field of volunteerism with over 30 years experience. At one time she was the National Director for an international charity where she managed 30,000 volunteers raising $17,000,000 in pledges. For nine years she has been traveling around the U.S., Canada and Europe training up to 10,000 people per year in volunteer management, marketing, motivation and fund raising. For the past two years she has focused heavily on the wellness issue for helping professionals and volunteers and has just published her 7th book, *How to Take Care of You . . . So You Can Take Care of Others* available, through Heritage Arts Publishing, 1807 Prairie, Downers Grove, IL 60515. She is the managing partner of VMSystems, a joint venture with Steve McCurley and has her office in a Chicago suburb.

calendar and little physical, emotional, mental and spiritual pangs that should warn us of impending disaster. When soulmates caution us about being overextended, we dismiss their admonitions with either denial or promises to take it easy tomorrow.

When feelings of exhaustion, fatigue, hopelessness, anger, grief and resentment crop up regardless of our efforts to bury them, we feel guilty and give ourselves a head-talk spanking that includes lots of shoulds and oughts.

What's going on here? How do we regain our balance so that we can recapture the joy we once felt at helping others? How do we cope with all the demands on our professional and personal lives?

The first step, I believe, is to peel back the layers of our life for a thorough examination of what's really going on. Frequently, I find people unaware of all of the pressures on them.

We need to look at the demands on us physically and assess our current physical wellness: How is our general health? What hereditary factors do we carry? How much exercise do we get? What is our stamina like? Where and when is our energy level the highest and lowest? What physical demands come from our work, home and play, for example?

We then need to examine our mental or intellectual wellness: What mental stimulation do we have in different sections of our life? Which are most enjoyable? Which are draining? How can we promote the enjoyable times and decrease the draining ones? Which people stimulate us intellectually and how can we interact with them more frequently?

Next we need to look at the emotional wellness we carry with us: What is our general outlook on life? When we have "head-talk" with ourselves is it positive or negative? Who supports us most? Who are our soulmates? How can we increase contact with them? What is our attitude toward play? Humor? Fun? How do we increase all of these factors in our lives? How do we express love, anger, disappointment, fondness, friendship? What do we do with fear, hate or rage when we feel them? When do we feel guilty and how can we loosen the grip of this quiet killer? How realistic are our expectations for ourself and others, our work and personal life? Where can we go to restore emotional balance when things get off-center?

Last is our spiritual dimension and an examination of its wellness: What is our relationship to our spiritual side? Do we deny its existence, accept that it's a part of us but with little impact or see it as a major factor in our wellness? What is our relationship to God? How do we define God . . . as a "God of Gotcha!" who can't wait for us to err so He can punish us; as a mean God who plans disasters, or as a loving God who cares for us deeply and with compassion? Where and when do we feel spiritual renewal . . . in church or temple? In nature? In study of spiritual issues? With someone we consider to be ahead of us in spiritual growth? How can we increase our spiritual wellness and attend to it regularly?

In addition to examination of our four primary dimensions, we need to also look at how we relate to all four so that we can, even when ill or disabled for example, feel at peace with ourselves.

We also must look at the events that have occurred in the past year or so to see if there is an accumulation of stressful happenings that could be taking a high toll. In addition, we need to examine the relationships in our lives to see which are tonic and which are toxic and also look at the changes we have experienced and measure any grief process that is going on in relationship to these changes.

After such a self examination we will have the information we need to move on to coping with the stress pressures in our life. We can then compile our personal survivors' list of caring for ourselves which might include:

1. Learning to communicate . . . expressing feeling, needs and wants; exploring new thoughts.

2. Working on good general health . . . eating right, exercising regularly, getting quality rest, avoiding drugs and alcohol.

3. Learning to relax . . . using positive imagery, relaxation techniques, journaling, and others.

4. Keeping things simple . . . avoiding complexity whenever possible.

5. Expressing and accepting affection . . . being surrounded by people we care about and who care about us and EXPRESS it! (If you live alone, get a pet . . . I suggest my personal favorite, a Black Labrador, but only if you like a 65 pound lap dog!)

6. Initiating positive self talk . . . developing a positive perception of reality, avoiding negative mental reflexes.

7. Having integrity . . . truth and quality feel great!

8. Using humor . . . looking for opportunities to laugh, finding playmates and then playing.

9. Increasing spirituality . . . putting ourselves in touch with ways to strengthen faith and spirituality.

10. Strengthening our careers . . . getting them in order, finding ways to see our work as a challenge, balancing career with other aspects of our lives.

11. Enjoying relationships . . . encouraging those that are wholesome, balanced, suppportive and healthy; ridding ourself of those that are toxic and drain our energies.

12. Being kind to ourselves . . . lightening up! Playing! Celebrating our success and surrounding ourselves with significant others who do the same. (Take time just for you . . . have a "joy jar" on your desk with slips of paper each listing a thing you consider enjoyable . . . when things get rough, reach in your joy jar, extract a slip of paper and DO whatever it says!)

Wellness for caregivers is critical for everyone concerned. We must constantly attend to the business of caring for ourselves so that we can continue to have the energy, attitude, options and strength to continue to care for the others in our lives who so desperately need and deserve our best efforts.

After all, if we don't take care of ourselves, how can we take care of others?

Student Volunteer Programs At Western Carolina Center

Marjorie B. Livsey

PURPOSE

To promote the involvement of young people beween the ages of 13 and 16 in volunteerism, service to the mentally retarded and the exploration of careers in mental retardation and mental health.

HISTORY

The Summer Volunteen Program began at Western Carolina Center in 1964, when Marsha (Brown) Riddle, a nurse at The Center saw the need for services for the mentally retarded living there. At the time there were over 900 residents, many of them only mildly retarded. Marsha began the program at the same time as she began the Volunteer Services Department at the State Institution for the Retarded.

She invited teens from the local schools to come to the new Center to be special friends with residents, be involved in recreation programs and to be the brothers and sisters they had left at home. The Center had a swimming pool, the only one at that time in the rural county, so the teens were happy to be involved in a new program where they could swim, play sports and be special friends to those who needed them.

Pretty soon the summer program became a popular pasttime for teens. They went on bus trips with residents to assist staff, and were helpful in working with residents in day camps and special summer programs giving the staff extra hands to enhance the programs for residents.

Special activities were planned also for the teens, apart from their regular duties as Volunteens.

Appropriate training was offered to each Volunteen. The Volunteens were given a general orientation to The Center and to mental retardation, and on-the-job training by their immediate supervisor in the cottage. Recruitment was by word of mouth and visits to the local schools by Volunteer Services staff.

A very important factor in this program was the fact that teens could use their volunteer involvement as job experience. Many have since had references that helped them obtain college scholarships. The teen who was undecided about his/her future was able to explore a career in a learning environment with support from staff and the Volunteer Coordinator.

Student Benefits from Volunteering:

1. Develop academically by being able to integrate their learning experience with their practical experience.
2. Define personal values. Get away from peers, family to meet people with different ponts of view and experience.
3. Develop resume and career experience, practical work experience that is documented for future job reference.
4. Increase interpersonal skills. Learn how to communicate with others in the workplace, how to make decisions in a new environment and how to be a part of the team.

Marjorie Livsey has been a volunteer in the five states in which she has lived, working in schools, community service projects, on boards of directors and in political campaigns. She completed her M.A. in Political Science and Community College/Adult Education in 1977. She was Executive Director of the Burke County Community Resource Center in Morganton, N.C. and has been employed as a Volunteer Coordinator at Western Carolina Center since February 1979 with a special interest in working with student interns and Volunteens. She has been a member of AVA for a number of years and has served as President of the North Carolina Association of Volunteer Administration and Volunteer Burke, the local DOVIA.

5. Develop time management skills.
6. Develop skills that teach how to use people as resources rather than just books.
7. Learn how to channel their idealism. They are at an age where they are really searching for answers to the many questions they have. They are not really as self-centered as people think they are, but need visible ways to participate.
8. Develop skills to learn to identify personal strengths and skills.

Agency Benefits from Volunteers:
1. Provides staff assistance.
2. Contributes to development of young people. Builds an enlightened citizenry.
3. Increases contact with the general public. Agencies and institutions are usually isolated from the general population.
4. Students bring in new ideas about how to get things done. Keeps staff from getting and staying in a rut.
5. Establishes relationships with families and teachers of the Volunteens. This is an additional resource for the faculty that has a Volunteen Program. The families of Volunteens feel good about the facility and they tell the news to others in the community.
6. Agency gains new visibility in the community and is seen in a broader sense.

Community Benefits from Volunteen Program:
1. More unity in the community by linking youth from different schools and different backgrounds. (Usually they have only one method of contact—sports, which are very competitive). And . . .
2. Students/Volunteens become more aware of their need to be good citizens. They establish a pattern of volunteering and giving service to their community at an early age.

VOLUNTEEN PROGRAM OVERVIEW

Volunteens (age 13-16) are involved in one-on-one activities with profoundly retarded residents at Western Carolina Center. Some teens work in offices as secretarial assistants, receptionists, and computer operators. Teens are placed in areas of interest, especially those who are interested in a particular health care field such as Psychology, Physical Therapy, Nursing, Dentistry. Staff serve as supervisors and mentors for these Volunteens during the 10-week summer program. The goal is to provide services and friendship for the residents and self-esteem and job experience for the teens.

STEPS IN ORGANIZING A VOLUNTEEN PROGAM

Early Spring	Volunteen Job Description forms are sent to staff.
Late Spring	Staff who have returned job descriptions are invited to an orientation about the program, and are given a supervisor's handbook. Letter is sent to all Volunteens from the year before, inviting them to return for the summer. They are asked to call or come by Volunteer Services Office to have first choice of jobs that have been requested.
Late May	Returning Volunteens are matched for jobs and mailed their assignments. The assignment copy is also sent to the supervisor, along with the starting date for the assignment. Announcement in local newspaper of orientation date and time for new Volunteens. (Orientation is always scheduled the first Monday after school is out). This first orientation requires 7 hours.
Orientation	Volunteens pre-register and make reservations for lunch. Orientation provided by Volunteer Services and Staff Development. It includes a tour of campus, orientation to mental retardation and the campus, and lunch, which is provided by Volunteer Services.

One week after Orientation	In-service provided for returning volunteens. This is an update by Volunteer Services and Staff Development and requires about 2 hours.

Each new and returning Volunteen is given a Volunteen Handbook, a Volunteen T-Shirt, and forms that must be signed by parent or guardian for them to work at The Center. Any special forms for off campus trips, swimming or other off campus activities also must be signed by parent/guardian.

End of Summer Program	Recognition given for all Volunteens. (Certificates) Awards for Outstanding Volunteen of The Year Direct-Care and Indirect Care are given, as well as Volunteen Supervisor of The Year. Teens nominate their supervisors and the supervisors nominate teens in their areas. All time records, job descriptions and evaluations are collected and placed in Volunteens' files for future reference.

STUDENT VOLUNTEER PROGRAMS AT WESTERN CAROLINA CENTER

Volunteens	Age 13-16 years (7th, 8th, 9th grades) Jr. High
Student Volunteers	Age 16-18 (10th, 11th, 12th grades) High School Included in Summer Volunteen program, but assignments are more career-oriented.
Health Occupations	Service learning opportunity for students in their Senior year at local high schools, who have had one year of Health Occupations Classes. They work two class periods a week.
College/University Interns	Service-learning for college credit. Assignment in their major field. (Exam: Physical Therapy, Occupational Therapy, Recreational Therapy, Music and Art Therapy, Communications, Nursing, etc.)
Graduate Level Internships	Research, psychology and special projects.
Foreign Students	On-site experience in Programs for Mentally Retarded. Includes also research and experience with innovative programs.
Covenant Chapel	Seminary Students gain hands-on experience in working with retarded citizens and their families, and problems that they will face when members of their churches have handicapped children or other members who are disabled.

The Dream of Eugene Lang

Susan J. Ellis

The excitement he generated was visible at every table in the grand ballroom. Those of us who heard Eugene Lang's presentation at the 1987 National Conference on Volunteerism in Chicago were captivated and motivated. He is his own best representative of his unique philanthropic philosophy: "money is not enough."

Eugene Lang's notoriety began on June 25, 1981, when he delivered the commencement address to the sixth grade graduating class at P.S. 121 in East Harlem, New York. He had been invited to make this address because he had attended the same school as a boy and now, as a self-made industrialist, was presumed to have words of wisdom to impart to the graduates. Lang had indeed prepared remarks stressing the importance of planning for the future and other similar exhortations. But when he arose to speak, he took a good, hard look at his audience. What he saw was 61 underprivileged black and Hispanic students with little realistic hope for genuine advancement.

Acting on impulse and "before consulting with my accountant," Lang stunned the graduates and their families by discarding his written text and making an amazing offer. He wanted them to believe in their own futures and in all the possibilities of those futures. So he guaranteed a college scholarship to every youngster in that sixth grade class who stayed in school and earned his or her high school diploma.

In the weeks after that tumultuous graduation ceremony, Lang wrote each graduate a personal letter to reaffirm his commitment to the scholarship. "Keep this letter. It is my bond."

This promise alone deserved the headlines it got. But the story had only begun. As he took the steps necessary to secure the funding for the scholarships that would be claimed six years later, Lang realized that money alone would not insure an education for these students. Without remedial tutoring, career guidance, and caring support through the difficult teenage years, the odds were against most of those 61 youngsters. Lang would have to become involved—and stay involved—with each boy and girl for the next six years.

Lang developed the mechanism for this involvement by forming the "I Have a Dream" project, now a self-incorporated Foundation. The participating students were called "Dreamers" and the form of the program evolved as that first class encountered each teenager crisis. Lang hired a full-time Project Coordinator who was assigned the task of keeping tabs on each and every Dreamer—how s/he was doing in school and at home, what help might be needed, etc.—with regular reports to Lang himself.

Lang recognized that the sixth graders were soon going to be scattered to junior high schools and later senior high schools in different locations. So he arranged for a permanent and convenient place for the

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Susan Ellis is founder and president of ENERGIZE Associates, a national consulting and training firm that specializes in volunteerism. She is recognized as a national leader in the volunteer field and was editor-in-chief of THE JOURNAL OF VOLUNTEER ADMINISTRATION until 1987. She is author or co-author of more than thirty articles and five books, and now serves on THE JOURNAL staff as Manuscript Developer.

Ed. Note: When THE JOURNAL approached Eugene Lang for permission to reprint the text of his luncheon speech delivered to AVA in Chicago, he offered a counterproposal. He preferred to have an article written by someone else more familiar with the interests of our readership, for which he would agree to be interviewed and provide background information. THE JOURNAL therefore asked Susan Ellis to develop the following article. She interviewed Lang in January 1988.

class members to use as a formal and informal meeting spot. This proved important to maintaining the group's sense of identity and mutual support.

Over the ensuing years, the "I Have a Dream" project offered group and individual tutoring, trips to downtown Manhattan (to expose the teenagers to the business and cultural opportunities of the city), visits with business leaders, and information on colleges and vocational training programs. Recognizing that college would not be the best choice for every student, Lang broadened his scholarship offer to include any post-high school training option.

Perhaps most important, Lang established an open-door policy to give each student unlimited access to him, personally. It is this personal commitment that distinguishes the "I Have a Dream" concept and that intertwines the essence of volunteering with dollar funding. Students were able to come and go from Lang's office, even without an appointment. He was available to talk by phone at any time. He got to know his Dreamers as individuals and they grew to adore him. The supportive, non-judgmental relationship they developed is as much a factor in the success of the project as anything else.

When Eugene Lang addressed our AVA audience, he was able to report on the results of his first Dreamer class. In the face of overwhelming statistics such as a 75%-plus "normal" dropout rate for minority students in inner-city areas, Lang had kept 50 out of his 51 New York City students in school (ten had moved away)! And all but perhaps three of these had earned their high school diploma. The graduates included five students who had become pregnant during high school, had their babies, and still continued their education—with the support provided by Lang, their Dreamer classmates, and the project staff.

The first student to finish his education did so in prison—earning a G.E.D. and reporting his achievement on the prison pay phone directly to Eugene Lang, who interrupted a business call to accept the call from his Dreamer. After congratulating the young man, Lang asked, "What now?" The graduate admitted he was thinking about medical school! In a few months, Lang helped to arrange parole for the Dreamer, paid for his tuition in paramedic training and helped to line up a hospital job.

The first class of Dreamers had their share of traumas, disappointments and backsliding. But Lang would not give up on them and helped them not to give up on themselves. By October 1987, Lang was able to tell us about their successes and about his continuing support as they moved through their college years.

The "I Have a Dream" concept has inspired others and the program is being replicated in other schools and other cities. In June 1986, nine new IHAD projects involving approximately 500 students were started in five of the poorest areas of New York City. Each had a different Sponsor, but all accepted the same guidelines and structure. When Lang spoke to AVA, he could further report that IHAD had gone national. As of the end of 1987, there were new projects at various stages of development in twelve cities, involving 100 Sponsors and approximately 4,000 youngsters.

Then Lang pointed down at two centrally-located tables in the ballroom, introducing AVA to representatives of the newest IHAD project—right there in Chicago. As he introduced the Sponsor of the Chicago project, Lang spoke words that echoed through the large room: "You may have made your fortune by being a good businessman, but you will be remembered by history for being a Sponsor of the I Have a Dream project!"

GUIDING PHILOSOPHY

The IHAD Foundation has produced an informational handbook outlining the program for prospective organizers. Its concluding section summarizes the philosophy started by Lang and evolved through the experiences of the various projects:

> *There is a good reason to hope that, as developed to date, the* IHAD *Program has shown a way to deal effectively with three national problems that, regardless of the amount of*

money provided, cannot be dealt with at institutional levels alone. The problems—

1. *To assure the education of minority and disadvantaged students generally, at least to a point where they can be functional in our society. Aspects of this problem include dropouts, crime, teenage unemployment, drugs, pregnancy.*
2. *To create new perceptions, understanding and cooperation across ethnic, economic and community lines. Dreamers begin to see themselves, not as outcasts, but as members of the total community. This may be considered the most reliable path to true social integration.*
3. *To develop a more effective way for the private and public sectors to cooperate in supporting educational and community objectives.*

In that belief, the expanding roster of Sponsors, Coordinators, Volunteers and Dreamers look to the future.

REPLICATING THE MODEL

The "I Have A Dream" Foundation has proven what elements must be present for the plan to work:

1. A "Sponsor" able to fund the scholarships (done by purchase of an interest-accruing bond that increases in value so that sufficient money will be available six to ten years later) . . . and willing to commit *personal* time to become involved with all the students in one graduating class.
2. A community youth center able to house the project's staff, provide convenient meeting space for the students, and be accessible for formal and informal sessions.
3. A paid "Coordinator" to monitor the progress of each student, recruit and involve volunteers, set up tutoring sessions, arrange for trips, etc.
4. "Volunteers" who tutor students in any necessary subjects, or who provide career exploration trips or lectures, or who organize social events, etc.
5. A cooperating Public School System that works with the project, particularly in selecting the most needy schools.
6. The student Dreamers themselves and their families.

When interviewed, Lang emphasized what he considered to be an important point. "This is not a rich man's hobby." He stressed that relatively few of the Sponsors are millionaires and that funding can come from a variety of sources. For example, in Los Angeles a newly-formed project is receiving most of its money from local foundations but individuals willing to give six years of their time are acting in the role of Sponsor.

Additionally, Lang has been busy trying to get colleges to agree to give scholarships to graduating Dreamers. He has succeeded in getting a long list of excellent private schools to agree to this but is delighted at the news that New York's Governor Cuomo was announcing the "Liberty Scholarship Program" that provides financial assistance for Dreamers to attend schools run by New York State. The announcement of this program was made in January 1988, and Lang sees it as a first step in lifting some of the financial burden of sponsorship. His goal is to find a variety of ways to subsidize the scholarship money while bringing in a greater variety of volunteers to provide the personal support that he feels is the real key to making the program work.

IHAD has been praised from every quarter, and the United States Department of Education wants to see it replicated in as many places as possible. Lang likes to describe the program as "a mechanism for focusing as many resources as possible directly on the needs of a child." He believes that IHAD operates as a catalyst to bring together all of the many community resources that exist. It can do this in a way not possible by government alone. The program's entire focus is the individual child. Again, Lang stressed that scholarships alone mean nothing without the attention and support to enable each Dreamer to become successful.

IMPLICATIONS FOR VOLUNTEERISM

Eugene Lang's philanthropic concept has ramifications for education, youth development, urban sociology . . . and volunteerism. In a time when many volunteer leaders find it difficult to recruit volunteers willing to give long-term commitments to assignments, IHAD relentlessly demands involvement for no less than six years. Though working with a population often stereotyped as "hard core," IHAD projects routinely gain the assistance of volunteers from all walks of life, male and female, all ages, etc.

I asked Lang what he thought made the difference. He answered that the program "hits a chord that has drawn an enormous response." He feels that the spirit of volunteerism in the United States has a long tradition and that people want to be of service. At the present time, he is being inundated with inquiries about starting new projects in different cities—he almost has too many requests to handle.

Another strength of the project is that people can become volunteers in a wide variety of ways and not always for the entire six years. He thinks of IHAD as "an ideal Christmas tree on which you can hang anything that anybody can do." This means that the youngsters in the program have a great number of needs and volunteers can assist in fulfilling them. "Every additive you can bring is a plus." Volunteers do tutoring in all subjects, lead day trips and expeditions into the city, act as role models by communicating their own experiences, and work in many other "enrichment capacities."

On the other hand, Lang noted that "using volunteers is not an undiluted privilege or opportunity." The IHAD projects do not always have the time to work closely with volunteers, and some people are not willing to give the commitment that might be required. During the last few months, however, they have hit upon the idea of utilizing "volunteers to make other volunteers effective." For example, while the Dreamers need tutoring, they do not always want to be tutored. This can be daunting for a volunteer who knows his or her subject but not how to get through to a reluctant teenager. Lang was delighted to tell me that he has just negotiated an agreement with the United Federation of Teachers which will now recruit teachers (as volunteers) for the specific purpose of training tutors. This will improve the quality of tutoring and extend the viability of volunteer effort.

Lang mentioned that quite a number of the program volunteers are members of minority groups. I asked whether there has been any negative feedback from a program that so clearly involved wealthy, white Sponsors with predominantly black and Hispanic Dreamers. He immediately responded that "it is not our purpose to accentuate our differences . . . we want to let the youngsters know that they are part of the total community." While differences are apparent, "we don't want to make that critical." By opening doors to the youngsters and showing them that they too can participate regardless of their color or background, the project tries to foster a sense of unity. In Lang's opinion, the experience so far "indicates that substantial progress is possible."

I was also interested in how the families of Dreamers are involved in the program. Lang said that families are always invited to participate in trips and group events and that siblings of Dreamers come along naturally to many of the sessions. IHAD recognizes that there is a need to educate families about the need for an education. What occurs is "a contagion" that the Dreamer provides "when inspired by a dream." Each family group is positively affected when one of the children begins to believe in his or her future. According to Lang, this "elevates the aspirations, the dreams of everyone around them." There is even some indication that this has a ripple effect on the rest of the students in a school and in a particular neighborhood.

When I asked Lang to share other thoughts he had on the role of volunteers in his project, he said that "effective volunteerism is, like anything else, associated with effective communication." He feels that once people are motivated to care and act, they will give their best. Further, he believes strongly that it is important to "recognize you can't do everything yourself and that it is futile to try." Therefore, he has had to rely on others to spread the IHAD concept further. He tries to "serve as a multiplier," to duplicate his energy and his ideas elsewhere. He sees this as the essence of the volunteer commitment to "I Have a Dream·

THE LANG OPPORTUNITY GRANT

The "I Have a Dream" Foundation is not Eugene Lang's first or only involvement in volunteerism. He is Chairman of the Board of Trustees of Swarthmore College, Swarthmore, Pennsylvania, recognized as one of the finest small liberal arts colleges in the country. He has been a generous donor to Swarthmore, enabling the college to build several buildings. Less visible, however, is his funding of something known as the "Lang Opportunity Grant."

I first became aware of this program when a Swarthmore student visited the ENERGIZE office to do research for a community service project. She told me that she was a recipient of a Lang Opportunity Grant and was making use of it during the summer of 1987. Grants are awarded to as many as five incoming freshmen who have demonstrated—in high school—a commitment to volunteerism and community involvement. As described in the Swarthmore literature, the Grants are:

> *. . . designed to help attract to Swarthmore College high-achieving, creative young people with a conscience demonstrated in action; to meet their financial need and enhance their opportunities for engagement with the world beyond the campus; and to assist their plans for graduate study with high potential for service to society.*

As part of my research for this article, I interviewed Janet Smith Dickerson, Dean of Swarthmore College. She explained that the Lang Opportunity Grant is awarded at the same time as admission to the school. Applicants to the College can apply for the Grant but the Admissions Committee can also identify potential recipients from their admissions materials. The Committee looks for a particular "profile" of extracurricular achievement and interest in social action. Once the Committee has identified a student, he or she is invited, at the expense of the College, to interview in person for the Grant which is then awarded competitively. Approximately a dozen applicants are considered annually and there is some thought to increasing the number of grantees to seven in the coming year.

The entire funding for this program comes from Eugene Lang. If a student has financial need, the Grant includes a scholarship to the College which can be as extensive as covering total charges. But regardless of whether or not the student needs scholarship assistance, the Lang Opportunity Grant provides a stipend of up to $7,500 to support one or more summers, a semester, or an academic year in research or community service.

By having this grant money available, students can select a project any time in their college career with the freedom of taking a summer or even a semester off to do the project without concern for earning money for college expenses. The money can be used in many ways in addition to a personal subsidy for the student. It can cover travel expenses, be paid to one or more other students who might assist in the project, or be an outright donation to the organization in which the student is active.

The projects are entirely designed by the students themselves. A written proposal and budget are submitted for approval and a written report must be filed by the student at the completion of the project. The only stipulations for the type of project selected are that it should "facilitate social change in a significant way" and "involve the Scholar with political, social or economic issues confronting our world, and to enhance understanding of them and of the knowledge and skills required to deal with them."

Inaugurated in the 1980-81 school year, Lang Opportunity Scholars have participated in a wide variety of community involvement projects. Some seek to do a hands-on project while other students approach their time off campus from a research perspective. Here are just a few of the projects that have been supported by the Lang Opportunity Grant:

> *The student who contacted* ENERGIZE *spent the summer as a staff member of an inner-city day camp, designing a camp curriculum to*

introduce the youngsters to the concept of volunteering to help others.

Through her interest in young students' perceptions of disability, one Grant recipient spent her time designing a curriculum for schools on diversity and handicapped children. She further developed a community playground in a low income community near Swarthmore College, helped to form a community garden in the same neighborhood, and used part of her funds to bring in a traveling, performing troupe of disabled children who gave a performance for local students and then engaged in discussion with them.

Another Grant recipient went to Lima, Peru to study the role of mass media in social education and community organizing. He then returned to the United States and continued studying the role of the popular press in social change.

Spreading the project across several summers, one Scholar began by going to England to study the system of socialized medicine, and then worked in various American hospitals that treat the poor.

Another Swarthmore student was interested in the effect of rape on women and used her Grant to go to Florida and work in a domestic abuse center there as a crisis counselor.

Another Scholar used the money to travel and interview people about the role of public policy in determining American defense strategies. Now in law school, his semester with the Department of Defense gave him a new perspective on public policy issues.

Another student took a semester to work in the Sanctuary Movement in Mexico and Arizona, taking a special interest in new methods of civil disobedience.

Another student is working with CARE in New York City helping to plan a conference on world food policy. Part of the money will go to subsidizing a trip to Africa to look at the effect of arid climate on food supplies there.

It should be noted that Eugene Lang not only funds this Program but—true to his philosophy—takes a personal interest in the Opportunity Grant recipients. In Chicago, he told me: "I keep a file on everyone of the Grant students. I love learning about their projects and keeping track of what they do later in life." Dean Dickerson confirmed Lang's continuing involvement with the Scholars. Four times a year the Program has a dinner to which students and faculty involved in the Program are invited to discuss their progress, and Lang frequently attends.

Dickerson noted that one of Lang's reasons for setting up this Program was to add diversity to the student body at Swarthmore. He wanted to develop a core group of students that would influence other students on campus to become more active and altruistic. By including a financial aid package for those students who could otherwise not afford to attend Swarthmore, the entire Program serves to recruit social-change-minded young people who will receive a first-rate education and, it is hoped, will continue to work for social good.

In addition to the Opportunity Grants given to students, there is also a faculty component to the Program. Current Swarthmore faculty may apply for a paid sabbatical to permit them to pursue social change projects. In addition, there is a Eugene M. Lang Visiting Professor for Social Change, funded by Lang, that brings activists to the Swarthmore campus as teachers. A variety of resource people have come to the School under this Program to share their social concerns with the students. These visiting professors are invited to attend the Lang Opportunity Grant dinner meetings and often share their ideas with the Scholars about possible projects.

Dickerson felt that the Lang Opportunity Grant Program has certainly had the desired ripple effect on Swarthmore. She can see the impact on the entire College and expresses admiration for Lang's commitment to supporting social activists. Though the Program encourages students to take at least a semester off to do their community work, at Swarthmore this is not a concern. Over 50 percent of the student body takes at least a semester off, with the support of the School. For example, students who choose to take such a hiatus do not lose their financial aid package. The major downside that Dickerson sees to the Opportunity Grant is the burden of having to develop a project, do something significant, and then write it up—all in addition to a very heavy scholastic work load.

We discussed the possible replicability of this Program at other schools. Though Lang is the ingredient that provides the financial support, the concept of a school rewarding community concern is one that deserves closer attention in other academic settings.

THE EUGENE LANG COLLEGE

Eugene Lang has gone on record as saying that he plans to give away all of his money. He is very specific about the kinds of programs he wishes to fund and is very proud of his newest project. He has endowed the undergraduate component of the New School for Social Research in New York City. In honor of his commitment to this venture, the School has been named The Eugene Lang College. Now in its third year, the College is structured entirely as small class seminars. As Lang states it, they are "looking for overachieving students," who are often minority members with low SAT scores but high motivation. The focus is on individual student development and an important part of the curriculum is the encouragement of volunteerism.

Experiential learning opportunities are built into the academic program. The goal is to develop a sense of personal responsibility for social issues. As Lang so beautifully put it, the School wants to show students the importance of "investing your passions along with your intelligence."

In many ways, this last quote sums up the enthusiasm of Eugene Lang for stimulating and supporting community involvement. He genuinely sees the community as a unified force bringing together people of many backgrounds working together toward mutual social goals. Whether through the "I Have A Dream" Foundation, through the Lang Opportunity Grant Program, or through the Eugene Lang College, Lang is a philanthropist with a mission. He serves as a role model for those who are looking to make a difference with their money and their time. His own vision is what drives his projects forward. But all of his programs are eminently practical in application and therefore are guide posts to others who want to make a difference in their communities.

Readers interested in learning more about the "I Have A Dream" Foundation—and possibly in offering volunteer support—can contact:

"I Have A Dream" Foundation
122 East 42nd Street
Suite 1007
New York, NY 10168
(212) 687-4741

The following cities have incorporated their own "I Have A Dream" Foundations:

Albany, NY	Hartford, CT
Atlanta, GA	Kansas City, MO
Chicago, IL	Los Angeles, CA
Cleveland, OH	Mount Vernon, NY
Dallas, TX	New York, NY
Detroit, MI	St. Louis, MO
East St. Louis, IL	Washington, DC

Four projects are in the early stages as of this writing:

San Francisco, CA
Seattle, WA
Springfield, MA
Trenton, NJ

Commentary

Thoughts On Our Profession

Melanie Ghio

Having just returned from the 1987 National Conference on Volunteerism, thoughts of professionalism and related issues are uppermost in my mind. We are being urged by the leaders in our field and by the very forces of change in our society to develop into a certifiable, legitimate, recognizable profession, and there is a great deal of value in that. As we in AVA struggle with increasing professionalism, the value of certification, development of career paths and similar issues, it is imcumbent on us to thoughtfully consider the questions that continually crop up in these discussions, not pushing them aside as of less immediate concern. Because I feel this way, I attended the crackerbarrel sessions on certification and ethics. The exchange between participants in these sessions spurred the writing of this article.

In an article published in *Voluntary Action Leadership* in 1984, Laura Lee Geraghty examined the "Changing Profession of Volunteer Administration." Laura Lee points out that we have many of the accoutrements of professionalism already. Researchers and scholars are actively examining this enterprize called volunteerism; colleges and universities are creating programs to teach the theory and skills necessary for effective performance; organizations that support the profession in its many contexts are providing the collegiality and collaboration required for fruitful professional growth; national, state and local governments are involved programatically and legislatively in the endeavors which our profession seeks to administer.

And yet, while recognition as a profession in the traditional sense may be very near, we will not be doing our field a favor until we re-write the definition of "professionalism." Of major concern to me is finding a role model for our profession as a *profession*. I do not know if one exists. Social work and many other professions that began as caring responses to human need have followed paths leading to detachment, stringent guidelines, strict definitions of appropriateness and limitations on inclusion. In striving for objectivity, practitioners sometimes lose warmth and humaneness. What it means to be a professional is often confused with certain types of behavior. Guidelines and definitions sometimes replace knowledge, understanding, ethics and experience. Limitations on inclusion often result in insensitivity and condescension towards clients and "non-professionals" alike. This may work in other fields, but I do not believe it will be tolerated in volunteerism.

The movement toward professionalism is not at fault here, but the individual interpretation of "professional" made by each of us must be continually examined. Few fields bring to their early development the rich tradition of enthusiasm, warmth and caring that ours has. It is this aspect of our profession that we must jealously guard despite our rush to prove legitimacy. It is imperative that we develop as cohorts, colleagues and collaborators—a model which must be the guiding spirit of volunteer administration. While other professions jealously guard educational preparedness, legal sanc-

Melanie Ghio is the Director of Volunteers for Associated Catholic Charities of New Orleans. She is the manager of three volunteer programs and does training and consultation outside of her own agency. *Ghio* is a member of the Board of Directors of the local volunteer center. Currently enrolled in a master's program in pastoral studies for the laity at Loyola University, she has completed the certification program of the University of Colorado in Volunteer Program Management.

tions, professional guidelines and admittance into the ranks of the profession, we must maintain the warmth, inclusiveness and creativity that mark our field.

We must never lose the ability to improvise, nor should we be ashamed of our ability to be resourceful outside of the normal way of doing things. While we may indeed need to learn to say "no" sometimes, and allow volunteers to say the same, we must not build a wall of "no's" justified by our professional guidelines. At the Chicago conference, we were told that Chicago is the home of improvisation in the entertainment world. Our profession acknowledges the importance of improvisation, creativity and resourcefulness in solving problems, attaining goals, and completing tasks. If we become too serious about our professionalism, we may lose one of the things that makes us unique.

So our definition of "professional" must recognize a much broader educational/experiential preparation; it must allow for ingenuity and resourcefulness rather than standard operating procedure; it must view expressive warmth and caring as valued hallmarks of the true professional. But if this is indeed our definition of the word, we must also take the opportunity to model the new professionalism to the rest of society. We certainly have examples enough of this definition. Marlene Wilson, Sue Vineyard, Ivan Scheier and others model this type of professionalism daily; the memory of Hat Naylor sets the highest standards for them and, in turn, for us.

Thus far, I have written in general about rewriting the meaning of "professional." I would now like to focus on the issue of professional exclusivity versus volunteer inclusiveness. One of the hallmarks of any profession is the limitation of admittance to that profession. Many such limitations have very good reasons for existence, and some not so good. Many professions are limited to those who have successfully completed certain courses of study or apprenticeship; doctors and plumbers are among these. Here in Louisiana, a particularly lucrative profession is that of Mississippi river boat pilot. For generations, only the sons of river pilots have been eligible to learn the specialized skills of that profession. While we are far from creating a dynasty of volunteer administration (only our daughters would be accepted!), we must look at the "exclusiveness" of our profession, for better or worse. Let me share a couple of vignettes from the Chicago conference that served to make this examination necessary for me.

Because of a last minute change in plans, my original traveling companion could not go with me to Chicago. The nonrefundable ticket was given to one of the agency secretaries, a young black woman who has no connection with professional volunteer management. Her observations upon strolling through the conference areas with me were telling. She viewed us as representative of the profession of volunteer administration and were revealed to be "exceptionally well-dressed, prosperous looking, middle-to-upper-middle class, white women." Please do not think that my companion was displeased by what she saw. Her comments reflected admiration for the attractiveness and "professionalism" of the participants. But we were, in her eyes, and are in reality, a rather exclusive group—exclusive of cultural diversity, exclusive of gender diversity, and exclusive of economic diversity. We were, in fact, pretty good stand-ins for the volunteers that all of us know are an endangered species.

Another revealing comment was made by a gentleman I met after the session on certification. Reflecting on a comment that we would begin to be paid like professionals when we are acknowledged by others as professionals, this gentleman laughingly said that we would effectively raise the salaries in this profession in direct proportion to the number of men who join! As a former educator, he had witnessed the increase in compensation and professional respect accorded teachers when education was no longer seen as a woman's job. Afer years in social services, I can attest to a similar phenomenon in social work.

Each of these little stories reveals some very painful truths, some statements about society and professionalism that likely go against all our fondest hopes and beliefs. If nothing else, they certainly represent a challenge to us in our professional development, the challenge of exclusiveness versus inclusiveness. If it were a question only of equality, our apparent exclusiveness might be less troublesome. After all, there are many professional volunteer managers who cannot attend a conference who would, were they in attendance, help balance the picture. The fact that those in the profession who participate in AVA are predominently white, middle class and female is well-documented in the survey published earlier this year, but the true demographics of all people in this field may be less weighted in that direction. The only way we can assure ourselves that we are not perpetrating the inequality (and therefore excluding the richness of variety) is to consciously attempt, as individuals and as a profession to attract non-white, non-affluent, non-female members. This is nothing revolutionary; every profession in our country (with the exception of a few river boat pilots) is making strides in this type of affirmative action. We have the opportunity to make those strides at such an early stage in the development of this profession as to be truly revolutionary.

In summary, as we mature as a profession and in our individual careers, we must go thoughtfully into that future. Making for ourselves a profession which maintains its unique identifying characteristics is a challenge. We do not have a well-marked path to professionalism except one that may strip us of our traditions. We are challenged, too, to become reflective of our society by removing the many subtle and unseen barriers as well as the obvious ones. We are challenged by our growth and recognition; we are challenged by our dreams and aspirations. We will best meet the challenge by maintaining our rich tradition proudly and by building a new model of an inclusive profession.

THE JOURNAL OF VOLUNTEER ADMINISTRATION

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GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism, and significant applicable research.

B. Articles may focus on volunteering in *any* type of setting. In fact, THE JOURNAL encourages articles dealing with areas less-visible than the more traditional health, social services, and education settings. Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.). Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.

C. Please note that this JOURNAL deals with *volunteerism*, not *voluntarism*. This is an important distinction. For clarification, here are some working definitions:

volunteerism: anything related to volunteers or volunteer programs, regardless of setting, funding base, etc. (so includes government-related volunteers)

voluntarism: refers to anything voluntary in our society, including religion; basically refers to *voluntary agencies* (with volunteer boards and private funding)—and voluntary agencies do *not* always utilize volunteers.

Our readership and focus is concerned with anything regarding *volunteers*. A general article about, for example, changes in Federal funding patterns may be of value to executives of *voluntary agencies*, but not to administrators of *volunteer programs* necessarily. If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your manuscript subject for you.

D. THE JOURNAL is seeking articles with a "timeless" quality. Press releases or articles simply describing a new program are not sufficient. We want to go beyond "show and tell" to deal with substantive questions such as:

—why was the program initiated in the first place? what obstacles had to be overcome?

—what advice would the author give to others attempting a similar program?

—what might the author do differently if given a second chance?

—what might need adaptation if the program were duplicated elsewhere?

Articles must be conscious demonstrations of an issue or a principle.

II. PROCEDURE

A. The author must send three (3) copies of the manuscript to:

AVA
P.O. Box 4584
Boulder, CO 80306

B. Manuscripts may be submitted at any time during the year, but the following are the deadlines for consideration for publication in each issue:

for the *October* issue: manuscripts are due on the *15th of July*.

for the *January* issue: manuscripts are due on the *15th of October*.

for the *April* issue: manuscripts are due on the *15th of January*.

for the *July* issue: manuscripts are due on the *15th of April*.

C. With the three copies of the manuscript, authors must send the following:

1. a one-paragraph biography, highlighting the author's background in volunteerism;
2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable;
3. mailing address(es) and telephone number(s) for each author credited.

D. Articles will be reviewed by a panel of Reviewing Editors. The author's name will be removed prior to this review to assure full impartiality. The review process takes six weeks to three months.

1. Authors will be notified in advance of publication of acceptance of their articles. THE JOURNAL retains the right to edit all manuscripts for basic writing and consistency control. Any need for extensive editing will be discussed with the author in advance. Published ms. will not be returned and will not be kept on file more than one year from publication.

2. Unpublished manuscripts will be returned to the authors with comments and criticism.

3. If a manuscript is returned with suggestions for revisions and the author subsequently rewrites the article, the second submission will be re-entered into the regular review process as a new article.

E. Authors of published articles will receive two complimentary copies of the issue of THE JOURNAL carrying their article.

F. Copyright for all published articles is retained by the Association for Volunteer Administration.

III. STYLE

A. Manuscripts should be *ten to thirty pages* in length, with some exceptions.

B. Manuscripts should be typed, double-spaced on 8½" x 11" paper.

C. Manuscripts should be submitted with a title page containing title and author and *which can be removed* for the "blind" review process. Author's name should not appear on the text pages, but the article title may be repeated (or a key word used) at the top of each text page.

D. Footnotes should appear at the end of the manuscripts, followed by references listed alphabetically (please append an accurate, complete bibliography in proper form).

E. Authors are advised to use non-sexist language. Pluralize or use he/she.

F. Contractions should not be used unless in a quotation.

G. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article.

H. Authors are encouraged to use interior headings to aid the reader in keeping up with a lengthy article. This means breaking up the text at logical intervals with introductory "titles." Refer to issues of THE JOURNAL for sample headings.

I. Illustrations (photographs, artwork) will only be used in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.

J. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript. Because of the difficulty we have in typesetting figures and charts, authors are requested to submit such pieces in *camera-ready* form. Figures and charts will generally be placed at the end of an article.

THE JOURNAL OF VOLUNTEER ADMINISTRATION welcomes your interest in our publication. We are ready and willing to work collaboratively with authors to produce the best possible article. Please feel free to submit outlines or first drafts to receive initial response from us. If your work is not accepted on the first try, we encourage you to rewrite your manuscript and resubmit.

Further questions may be directed either to our administrative offices in Boulder or to Anne Honer, Editor-in-Chief (401-294-2749, evenings).

THE JOURNAL OF
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Guide to Publishing a Training Design

When submitting a training design for publication in *The Journal of Volunteer Administration*, please structure your material in the following way:

TITLE OR NAME OF ACTIVITY

GROUP TYPE AND SIZE: This should be variable so that as many groups as possible can use the design. Optimum group size can be emphasized or ways to adapt the design to various group sizes can be described.

LEARNING OBJECTIVES: One or more sentences specifying the objectives of the activity.

TIME REQUIRED: Approximate time frame.

MATERIALS: List all materials including props, handouts, flip charts, magic markers, and audio-visual equipment.

PHYSICAL SETTING: Room size, furniture arrangement, number of rooms, etc.

PROCESS: Describe *in detail* the progression of the activity, including sequencing of time periods. Use numbered steps or narrative, but clarify the role of the trainer at each step. Specify instructions to be given to trainees. Include a complete script of lecturettes plus details of the *processing* of the activity, evaluation, and application.

If there are handouts, include these as appendix items. Camera-ready handouts are appreciated.

VARIATIONS: If other ways of conducting the design are applicable, describe briefly.

Include a three or four line biographical statement at the end of the design and any bibliographical references showing other available resources.

Please send three (3) copies of all materials to: THE JOURNAL OF VOLUNTEER ADMINISTRATION, P.O. Box 4584, Boulder, CO 80306.

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We're the international, multi-discipline membership organization of professionals in volunteerism and volunteer administration. We're AVA — your Association for Volunteer Administration.

Our mission is to shape the future of volunteerism, locally, nationally, and internationally by promoting and strengthening the profession of volunteer services management.

Together, AVA members share a vision of effective volunteer involvement and a commitment to developing their professional skills.

Advance your professional credibility. Membership in AVA is widely recognized as an important indication of an individual's commitment to a career in volunteer administration.

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Expand your opportunities. AVA members work together on national policy issues, promoting recognition for their profession. We encourage each other's professional development through information exchanges, conferences, workshops, publications and performance based professional certification.

Conferences provide contact with noted authors, trainers, educators, researchers, consultants, and volunteer administrators. The annual National Conference on Volunteerism, sponsored by AVA each October, includes workshops, presentations of papers, issue sessions, and panels conducted by national leaders. Regional conferences focus on both skills development and career advancement programs featuring outstanding speakers and program directors from the field of volunteer administration.

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- *Update*, AVA's bi-monthly newsletter.
- *National Issues Update*, a quarterly report on issues relating to volunteerism.
- *Voluntary Action Leadership*, a quarterly publication by VOLUNTEER. The National Center.
- *Professional Ethics in Volunteer Services Administration*, developed by AVA, is the only guide to professional ethics and standards for volunteer administrators.
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