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Impacting the Future:

Are We Ready for the Eighties?

By Marlene Wilson

Address given at the Frontiers Conference, Estes Park, Colorado, on May 5, 1980.

I recently read this observation on progress by Morris Mandel:

> *After several thousand years, we have advanced to the point where we bolt our doors and windows, and then turn on our burglar alarms--while the jungle natives sleep in open-doored huts.*

Ironic, isn't it--what we call progress! So far in the 80's, it has been difficult to find good news among all of the headlines graphically reminding us of problems abroad and disaster at home. The encouraging word is becoming a rare and precious commodity.

So when we consider the topic before us--"Are we ready for the challenges of the 80's"--it is apparent we are dealing with more than just a catchy, trendy title. I believe this question is especially important to those of us in the field of volunteerism. The reason I say that is, I fear the most serious problem by far facing our country today is one of flagging spirits and fading optimism. Spirit and optimism have been unique hallmarks of this country from the beginning and I agree with Edward Lindeman as to where this Spirit has traditionally come from:

> I wish I knew how to induce volunteers to appreciate the significant contributions they make to the democratic enterprise. They are to democracy what circulation of the blood is the organism. They keep democracy alive!

So you see why it's critical that those of us in volunteer leadership deal with this issue. If volunteers are indeed the unique nurturers of democracy--then we must help keep them alive and well. It just may mean the difference between preserving this country or not. For you all know--it's the volunteers with this voluntary spirit that have throughout our history, taken problems and turned them into challenges--and then set about finding answers to them. No human dilemma has been too awesome or overwhelming for them to tackle; education, health, disease of every kind, old age, poverty. . . the list is endless.

What we have today is simply a new litany of dilemmas or problems:

Inflation *Unemployment*

Wilson is the author of The Effective Management of Volunteer Programs and the soon to be released Survival Skills for Managers. She is also a nationally and internationally known consultant, board member and educator in the profession of volunteer administration.

Energy *Big government and business*

Tax Revolt *Scarce resources, etc.*

Can we, as leaders of volunteer efforts, see these as challenges which are simply problems waiting for solutions? Do we see them as new and creative opportunities for volunteers to tackle? Or, have we too succumbed to the gloom and doom of the day. How are our own spirits faring?

I would like to suggest some of the challenges before us as leaders in this field of voluntarism in the decade ahead.

James Baldwin cautions "Not everything can be changed, but nothing can be changed unless it is faced."

And Peter Drucker observed "A time of turbulence is a dangerous time. But its greatest danger is a temptation to deny reality."

Denying the reality of change in the 80's would be to fall into the trap portrayed in a little poem called "The Calf Path"

One day through the primeval wood

a calf walked home as good calves should;

but made a trail all bent askew,

a crooked trail as calves all do.

since then three hundred years have fled,

and I infer the calf is dead.

But still he left behind his trail,

and thereby hangs my moral tale.

the trail was taken up next day

by a lone dog that passed that way;

and then a wise bellwether sheep

pursued the trail o'er vale and steep

and drew the flock behind him, too

as good bellwethers always do.

and from that day, o'er hill and glade

through these old woods a path was made.

and many men wound in and out,

and dodged and turned and bent about,

and uttered words of righteous wrath

because 'twas such a crooked path;

but still they followed . . . do not laugh,

the first migrations of that calf.

this forest path became a lane

that bent and turned and turned again.

this crooked lane became a road,

where many a poor horse with his load

toiled on beneath the burning sun

and traveled some three miles in one.

and thus a century and a half

they trod the footsteps of that calf.

the years passed on in swiftness fleet;

the road became a village street;

and this, before men were aware,

a city's crowded thoroughfare.

and soon the central street was this

of a renowned metropolis.

and men two centuries and a half

trod in the footsteps of that calf.

a hundred thousand men were led

by one calf near three centuries dead.

for men are prone to go it blind

along the calf-paths of the mind

and work away from sun to sun

to do what other men have done

they follow in the beaten track,

and out and in, and forth and back,

and still their devious course pursue,

to keep the path that others do

they keep the path a sacred groove

along which all their lives they move,

but how the wise old wood gods laugh

who saw the first primeval calf!

--Author Unkown

Drucker calls this sort of blindly following tradition being "passive custodians of the past." Today's realities require much more of us!

What are some of these challenges before us?

Challenge I - Keeping our own attitudes and perspectives healthy

Challenge II - Understanding trends and their impact on the world of voluntarism

Challenge III - increasing our ability to influence decision makers

Challenge IV - Understanding and reversing the increasing resistance of paid staff to volunteers

Challenge V - Working as full partners (as the Third Sector) with the Public and Private sectors

Challenge VI - Learning how to make the most of what we have through networking

Challenge I - Keeping our own attitudes and perspectives healthy

Robert Greenleaf defines a leader as "someone who is better than most at pointing the direction" . . .

Where are we pointing?

Mike Murray enriches the concept of leader even further when he says: "A leader is someone who dreams dreams and has visions and can communicate those dreams and visions to other prople in such a way that they say YES!"

What dreams and visions do we have? Are we so busy coping we've forgotten to have any? If so, we will rightfully have a hard time getting other people to say "yes" to what needs to be done.

We must avoid that subtle seducer--"burn out"--especially as needs escalate and resources diminish. It is so tempting to try to be all things to all people. We end up working longer and longer--harder and harder--faster and faster. . . and eventually run out of steam. We must realize both our own potential and our limitations and not delude ourselves with a Messiah complex.

We need to replenish ourselves. Two areas of study I have found helpful here are stress management and time management. John Gardner warns "an individual cannot achieve renewal if he/she does not believe in the possibility of it; nor can a society." The key is to decide and act!

It is critically important--for as a Nebraska friend once said--"You can't anymore give what you ain't got--than you can come back from where you ain't been!"

Walt Disney advocated the value of recycling--both for ourselves as leaders and for those who work with us. We should keep moving through four levels of learning (from 4 to 1)

1. *Unconscious Competence*
2. *Conscious Competence*
3. *Conscious Incompetence*
4. *Unconscious Incompetence*

Whenever you reach level 1--recycle a part of your life, so you are again learning and growing. But you will not have the time to recycle if you do not delegate. (Doers burnout--Delegators don't!) That is the positive side of the changing, turbulent world in which we live. . .it provides endless opportunities for recycling everyone.

You may be tired, or frustrated or discouraged enough at the moment that this sounds impossible. If so--remember Alice in Wonderland--One day she commented to the Queen--"There's no use trying--one can't believe in impossible things!"

The Queen smiled and replied--"I dare say you haven't had much practice. When I was your age, I always did it for ½ hour a day. Why sometimes I've believed as many as 6 impossible things. . .before breakfast!"

We must keep our own optimism and spirit alive and well!

Challenge II - Understanding trends and their impact on the world of voluntarism - We also must be realists!

There is a story about a physician who had this continuing dream of a long line of patients, streaming into his office--all with the same problem. Everyone had sprained ankles from stepping into a deep hole right outside his office. His frustration was that he was so busy treating the ankles, he had no time to go fill in the hole!

Unfortunately this is a vivid description of how too many leaders/managers function much of the time. We are so busy treating symptoms, we rarely get at the cause of our problems.

Take recruitment of volunteers, for instance. For those institutions that are still treating the problem as simply finding more traditional volunteers (like in the good old days)--they are missing the boat entirely. Erma Bombeck is quite clear about that:

> I cover the utility room beat. You cannot imagine the changes that have affected the American housewife during the last 10-15 years.
>
> She's down ¼ of a child
> Works outside the home
> Her marriage made in heaven is virtually impossible to get parts for
> The pushbuttons are fighting back
> She's no longer being fulfilled by visiting her meat in the food locker and putting lids down
>
> In fact, she is all but extinct. What has emerged is a brighter, more aware human being who does what she wants through choice. (And I might add--she has become very discriminating in what she is choosing to do as a volunteer!)

On the other hand, those agencies/organizations who have tried to examine the causes of the decreasing numbers of traditional volunteers, see clearly why it has happened--and know it will not only continue, but escalate in the 80's.

In The Statistical Abstract of the U.S.--1977 we discover why these changes are occuring:

1. One in every three marriages in the U.S. ended in divorce in 1976 (the time of the last census).

2. There were three million more female heads of households in 1976 than in 1960 who were responsible for themselves and/or themselves and children.

3. The number of working women nearly doubled between 1950-1976. (Another resource indicated that in 1979, 42.2% of the total U.S. workforce was female and 49.4% of all married women worked outside the home).

4. The number of two person households almost doubled between 1960-1976. This represented both young couples not having children and older couples living longer.

5. The percentage of our population over 45 years of age was 31% in 1976. It is projected to be 42.5% by 2050. (I also read a Denver Post article stating that by the year 2000, one in every eight Americans will be over the age of 65.) And the fastest growing poverty group in the U.S. is single women over 50.

Dun's Review, May, 1979 added to these startling predicions:

1. By 1985 there will be more divorces annually than first marriages.

2. Almost one out of every three households will be headed by a single person by 1985.

3. By 1990 women will account for 45% of those employed.

4. By 1990 only ½ of the nation's children will live with both parents (2 out of 3 do today).

We also know where the new volunteers are coming from--YOUTH, MEN, SENIORS, NEIGHBORHOODS, SELF HELP, WORKING PEOPLE, CLIENTS. The volunteer world is now greatly enriched due to its greater diversity.

And we also must heed the trends that are affecting the workplace because most of our organizations have paid employees and because working people are now the fastest growing segment of the volunteer work force nationally.

*Five Major Shifts**

Shift #1: The Coming Shortage of Youth. Because of the low birth rate of the 1960's, the number of young workers will drop sharply in the 80's. The 16-24 year old group of workers will decline 6% or 2.8 million youth between 1980-1985.

Shift #2: The Middle-Age Bulge. There will be an amazing demographic bunching up of the 25-44 age workers in the 1980's. "In 1975, there were 39 million workers in this age bracket, and by 1990 there will be 60.5 million, an extraordinary jump of 55%." They will comprise 52% of the total work force. This would lead the experts to anticipate intense competition for promotion and severe disappointments due to limited opportunities for upward mobility. "Some of the major personnel and management problems of the eighties will revolve around this critical group in the work force."

Shift #3: The Expanding Role of Women. The participation of women in the workforce is expected to increase until by 1990, 61% of all American women will be working for pay, outside their homes.

Shift #4: Competition for Desirable Jobs. The rise in the number of qualified minority and female workers will add to the competition referred to in Shift #2.

Shift #5: Increased Employment of Older Workers. American retirement patterns are changing primarily due to the extension of mandatory retirement to age 70, the increasing number of older persons and the effects of double-digit inflation.

---

* *Jerome M. Rosow, "Organization Issues in the 80's: Shifts in the Work Force, Changing Values, New Patterns of Work", OD Practitioner, Vol, II, No. 2, July 1979.*

We must be first in line to study the results of the 1980 census--so we can understand the newest demographics and use this knowledge to plan realistically for the future.

Challenge III - Increasing our ability to influence the decision-makers.

A truism is: Powerful people influence outcomes . . . so the question becomes, do we care enough about what we say we believe that we're willing to learn to become effective and powerful advocates for volunteerism. It's essential . . . for some of the outcomes (that powerful people have recently determined) have been less than hopeful:

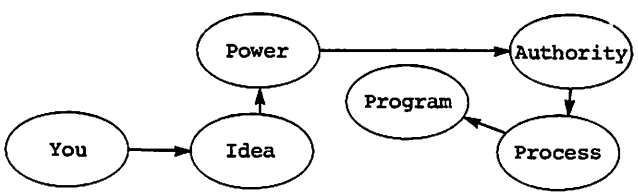
--Decreased funding for VAC's in California after Proposition 13.

--Recent layoffs of Volunteer Directors and/or diminishing of the volunteer programs in many parts of the country.

--Reluctance to add staff to manage new volunteer programs that are being added.

Too frequently, boards, executives and city fathers have fallen into the trap Robert Townsend defines as "continually pulling up the flowers to see how the roots grow."

We must begin to develop credibility with them so volunteer programs are no longer considered "nice--but expendable". These people are the ones--and the only ones--who have the power and authority to make our ideas for change happen since they determine priorities and resource allocation. The system works like this:



Gordon Mauser cautions organization/institution volunteer programs:

> Because today's volunteer has so many calls on his/her time. . .we as organizations wanting them must face the responsibility of utilizing them well. . .A volunteer program can no longer be an add-on, or a casual activity to which executive attention is given intermittently. It must be an integral, ongoing part of the organizational structure.

One avenue to get this kind of commitment from the top might be to begin some team training in volunteer management principles with the team consisting of the Executive, a Board member, 2-3 key staff members, some administrative volunteers and the Volunteer Director.

If the support for volunteers among the top leadership in your organization and your community is lip service, benign neglect or indifference, it is almost inevitable that the 80's will see those volunteers moving on to other ventures.

How can each of us become advocates for voluntarism? We must heed the advice of Teddy Roosevelt:

"Do whatever you can
Wherever you can
With whatever you have!"

Challenge IV - Understanding and reversing the increasing resistance of paid staff to volunteers

I can almost hear the groans as you say. . .not that again! We've been hashing that over for 10 years. It's one of those things everyone talks about, but very few have done much to really change the situation. It is almost like it's been a comfort to have a common enemy; THEY (reluctant staff--alias "bad guys") vs. WE (Volunteer Directors/volunteers--alias "good guys").

Whether we like to look at this again or not--we must--for it has been, in my estimation, the number one problem in volunteerism nationally (and in Canada) in the

70's. And it will escalate to become a critical, survival issue in the 80's--for volunteer programs in agencies and organizations--both non-profit and government. I agree with Ivan Scheier when he writes:

> The next decade (80's) will either see a decisive improvement in the helping establishment's treatment of volunteers or it will see a parting of the ways after a half century of imperfect alliance.

(He believes these volunteers from institutions will simply quit--or move on to neighborhood and self-help groups to "do their thing.")

I think one of the most difficult aspects of this challenge is that it has been around so long--we are tired of it and we have had more failures than successes in dealing with it. I would urge us to again deal with our own attitudes. A dear friend of mine, who happens to be a quadraplegic has a motto: "Never stumble on anything behind you!"

Just because we have tried and failed in the past--let's not let that keep us from trying again.

Instead, let's carefully and honestly re-examine some of the "why's" behind staff resistance and see if we can suggest a few down-to-earth approaches to deal with each:

1. *Lack of staff involvement in planning for volunteers in the first place.* Suggestion: Involve staff in both planning and defining the job descriptions for volunteers.

2. *Fear of losing control of the quality of the services when these "free people" get involved.* (This stems from the belief that staff cannot supervise, evaluate or ever fire a volunteer.) Suggestion: Help staff consider volunteers as "non-paid staff"; hold volunteers accountable; never lower standards for them.

3. *Fear of staff for their jobs--afraid they will be replaced by volunteers* (especially in times of tight budgets). Suggestion: Help staff realize that volunteers make great advocates in the community for services they believe in and are involved in delivering. They become enlightened voters and help tell your story to others. Volunteers historically have created jobs for professionals--not taken them.

4. *Lack of training of staff to understand and work with volunteers as team members.* Suggestion:
   a) Better staff orientation and training regarding working with volunteers (including attitudes as well as skills).
   b) Team training regarding Volunteer Management seminars as suggested earlier.
   c) Professional schools (Education, Social Work, Health Seminaries, etc.) must start including this in ongoing curriculum as well as short refresher workshops. (We keep churning new classes of professionals out each year who perpetuate the problem!)

5. *Lack of apparent rewards for utilizing volunteers well regarding the staff's own professional evaluations in an agency* (We have not dealt with the critical question--What's in it for them!) Suggestion:
   1) Get the top level Executive and Board commitment to the volunteer program; and then
   2) Include appropriate staff members in recognition ceremonies as team members with volunteers;
   3) Include a place for rating "use of volunteers" on staff performance evaluation forms;
   4) Include letters of commendation in staff personnel folders for exceptionally fine utilization of volunteers, and
   5) Learn from Dr. Jackson Grayson of American Productivity Center:

> The only way to keep jobs in this country is with higher productivity. . .Also the growth in real wages in the

U.S. during the past 20 years tracks almost exactly with the productivity rate (during the past few years, the productivity rate in the U.S. has been at zero or below--and real wages are also at zero or minus level). The only way for people to increase their paychecks is to improve productivity. . .and it is absolutely essential that workers should share in the benefits that accrue from productivity improvement.

He states this is as important in non-profit and government agencies as in industry.

We believe volunteers improve and extend services (when utilized well). That is productivity in our field. . .service. How do we make this pay off for staff--in jobs and paychecks? I do not know, but I think our field ought to challenge Dr. Grayson and his Productivity Center to find out.

Challenge V - Working as full partners (as the Third Sector) with the other two sectors (Government and Business)

We are at a point where the three sectors are so intertwined that our question needs to be, who is going to ultimately impact whom? We need both of the other sectors as never before--both for money and manpower. . .but let us never forget that they need us just as much. . .for checks and balances and for that essential vitality and spirit that keeps America alive and well. Without citizen involvement we will fail as a nation!

This is where we must acknowledge the vital need for effective national leadership of the Voluntary Sector. . .and well-trained, articulate advocacy and legislative volunteers. Yes. . we even need lobbyists who can make our views known at the highest levels of government. Such movements as formation of the Independent Sector and Durenburger's proposed Commission on Voluntarism and such legislation as tax credit for volunteer mileage (raising it from 8¢ to 18+¢) and the Connable bill regarding charitable giving are all efforts to coalesce and give needed muscle to the Voluntary Sector. But we must not be too timid or self conscious about these advocacy efforts. The other two sectors have grown in size, influence and dollars during the past decade. To be a credible balance we must increase not decrease our clout. To do this, we need to support our national professional associations (AVA, AVB and AVAS)--with memberships and time; we must demand excellence of all national organizations who seek to serve and represent us and we must each become knowledgeable and outspoken advocates for volunteerism whenever and wherever we get the opportunity.

We cannot afford to be perceived as self-consciously going hat-in-hand to government or business, gratefully accepting whatever they choose to give us--no matter what strings might be attached. Instead, let's help them understand that we come fully prepared to exchange value for value (a basic marketing principle!)

Some examples:

Business

1. Pre-retirement programs for employees relating to volunteerism
   --We receive newly retired, skilled volunteers
   --They get a desperate employee problem dealt with more effectively--they do not offer good retirement options now (The suicide rate in the first three years after retirement is shocking!)

2. Labor negotiations options regarding time off with pay (UAW President states the thrust regarding bargaining this year will be paid time off to save jobs).
   --We should negotiate to get some of those paid days off of blue collar workers for community service (like release time and loaned executives).
   --They get improved corporation/labor images in the community.

Government

1. Placement, training and supervision of proposed citizen service corps (if passed along with or as option to the draft)
--We get vast new numbers of stipended volunteers
--They get expertise and networks already trained and in place to handle these people (rather than creating a new, costly bureaucratic monster to deal with it).

Here again, in no way am I suggesting a "pollyannish" attitude. All of these suggestions require work, pilot ventures, the pain of risk (and some failures). But we must not let that stop us from exploration.

Rollo May says--"Courage is not the absence of despair or doubt, but the willingness to move ahead in spite of them."

Ann Morrow Lindburg identified the symbol of courage as the plum tree--"for it begins to blossom even while the snow is still on the ground"!

And finally, let's fully acknowledge support and applaud the efforts of our volunteer partners: the rapidly expanding neighborhood and self-help groups who are doing so much to revive the vital "Can Do" spirit in communities and citizens. They are demonstrating so beautifully what can be done with people power and without government dollars.

Challenge VI - Learning How to Make the Most of What We Have by Networking

This business of getting a lot done with minimum resources has been one of the hallmarks of volunteerism from the beginning. This is reflected in a poster on the wall of a Volunteer Director:

> We, the willing, led by the unknowing are doing the impossible for the ungrateful We have done so much, for so long, with so little--We're qualified to do anything with nothing.

In networking, we are simply talking about sharing whatever we have in the way of resources (money, staff, volunteers, time) to get a job done.

As a framework for my brief comments on networking, I'd like to share with you the mental image that comes to my mind when I think about the concept of networking. It is the image of quilting.

A very fond memory I have of my early childhood in Montana is of the "quilting bees" my mother would have occasionally. A couple of my favorite aunts and two or three neighbor ladies would come to our house several afternoons for a few weeks and gradually together they would create a beautiful masterpiece of color and warmth--a quilt. I shall never forget laying under the quilting frame, watching the needles go in and out, listening to the gossip and smelling the fresh coffee and goodies always handy in the kitchen. There was a sense of order, warmth, peace and industry about it all that returns whenever I think of it.

And that is exactly the way I view networking; *a positive interaction of people with like needs and concerns--coming together in harmony to get a job done that can better be done together than alone.* I would like to follow our quilting analogy a bit and see if it can help us understand some things about the process we must go through to either quilt or build a network.

Step 1: Determine why we need a quilt in the first place. (Needs Assessment)

For many of us, the only reason to make a quilt in recent years has been for recreation (hobby) or for the beauty. For warmth we probably all have had our own blankets (and they have usually been electric at that). When one wore out, we just went and got another. And the only time we paid much attention to those around us was if they tried to take our blanket.

Now, applying this to the business at hand, networking among organizations and groups in a community have some startling correlations.

In the last couple of decades, most of our agencies, organizations and communities had more dollar resources than ever before in history. Sometimes instead of collaborating we competed. . .just to be sure we had our own store of blankets. Our blankets equalled our turf!

But we are now entering an era of scarce resources. We all know it and are experiencing it both personally and professionally. The competition must once again become collaboration--or we might all end up out in the cold. Serious issues of:

...Inflation
...Energy crisis
...Tax revolts
...Competition for both dollars and volunteers
...Unemployment

all suggest that the need for learning how to quilt today is two-fold:

1. The store is about out of some of our blankets, and
2. If we share the pieces we all have, we can probably put together something that will cover most our needs (and maybe we will have some fun in the process!)

Step 2: Decide on the design or pattern. The design we choose will determine everything else: How, who, when.

In any reading I've done about solving problems, the importance of correctly defining the problem is always stressed. (So often we waste time solving an effect of the problem instead of the problem itself.)

A very concise and workable system of problem solving and planning is:

Accept the Situation	Accept the problem as a challenge
Analyze	Get both facts and feelings (size up the situation)
Define	Determine and clarify the main issues of the problem
Ideate	Generate all the options possible to solve the problem
Select	Choose the best solution from all alternatives
Implement	Take actions on the decision (make it happen)
Evaluate	Review progress--plan ahead--make corrections as needed. Re-plan.

At this point--you also need to determine how big your quilt is going to be (neighborhood, city, county. . .the world!)

Step 3: Determine who needs to be involved: Recruitment and Job Design. (Who has the pieces we need?--the material, time, equipment, and commitment)

The who's need to be determined by the design or plan: the best rule is, everyone affected by the outcome should be involved in the decisions. Each has something to offer.

A BAG OF TOOLS

Isn't it strange

That princes and kings,

And clowns that caper

In sawdust rings,

And common people

Like you and me

Are builders for eternity?

Each is given a bag of tools,

A shapeless mass,

A book of rules;

And each must make. . .

Ere life is flown. . .

A stumbling block

Or a steppingstone.

r. l. sharpe

Whenever we are tempted to think only the experts can solve problems, let us remember the story of the truck that got jammed underneath an underpass in California. Engineers could not find a way to extricate it, no matter what they tried. Then a small boy in the crowd said, "Why don't you let the air out of the tires?" And it worked. The non-expert saw the problem from a different perspective. . .and this is often what leads to creative solutions.

Step 4: Deciding who is responsible for calling us together and how we are going to get the job done. (Where is the quilting bee going to be held? and Who is in charge?)

The two key ingredients are leadership and meetings.

--We've all had some bad experiences here. Someone once defined a committee as an arrangement enabling us to share the blame with others--and my experience has been all too often the agenda seems to be: Let's all get together and decide why it can't be done.

This problem of how to improve cooperation and coordination between agencies--and between agencies and clients or consumers--remains a mystifying one to most communities.

One of the obvious ways to bring this about is to sit down and dialogue together. And thus we have meetings. Unfortunately many such meetings fail to accomplish much because the necessary home work, planning and follow up is never done. I have learned to use a simple 3-step formula to help meetings progress (and to save my sanity):

1. Early in a meeting, if it is unclear what the purpose is --I ask "Why are we here and what is the agenda?"

2. Midway through a meeting, I ask "What have we accomlished?"; and

3. At the end of the meeting, when everyone brings out calendars to set the next meeting date, I ask "Why do we need to meet again?" (If no one knows, I do not go.)

Members of a group have many of the same needs as they do as individuals if they are to feel good about their work. Fredrick Herzberg identified the motivators relating to work as:

1. *A sense of achievement*
2. *Recognition*
3. *Challenging Work*
4. *Increased responsibility*
5. *Growth and development*

If leaders of groups will keep these in mind and bring the appropriate people together around a clearly defined purpose, collaboration will begin to happen.

Will Shutz once observed, "People's feelings about time spent and the people they spend it with are determined by the product."

Step 5

How are we going to determine if we have made a good quilt? [Evaluation]

Does it keep us warm? Did it do what we planned for it to do? Have we made the stitches close enough together--and with enough love and care that our quilt will hold up

under wear and tear? Did we even finish what we started?

If it falls apart with the first signs of stress or conflict, then we have created a flimsy covering indeed. Will our masterpiece of collaboration really wash?

When people interact during times of change--there is bound to be some stress and even conflict. Can we deal with that? Times of conflict can be growing times, creative times for a group, if we do not submerge or deny the conflict. We need to understand and deal with it. Is it over

--Facts or information
--Process
--Goals
--Values?

Carl Sandburg once observed:

"Life is like an onion--you peel it off one layer at a time and sometimes you weep!"

In summary--here are the steps necessary to make collaboration/ networking or quilting work successfully:

A. Determine why we need a quilt in the first place... NEEDS ASSESSMENT.

B. Decide on the design or pattern... PLAN.

--Accept the situation
--Analyze the facts and feelings
--Define the problem
--Ideate--get all alternatives
--Select--best solution from alternatives
--Implement--Do what you plan
--Evaluate--Check progress and outcomes in regard to plans and then re-plan.

C. Determine who needs to be involved... RECRUITMENT AND JOB DESIGN (Dividing up the work).

D. Decide where the quilting bee is going to be held and who is in charge... LEADERSHIP AND MEETINGS (where, when and for what).

E. How are we going to determine if our quilt is good? EVALUATION (Did we do what we said we would. If not, why not?)

--Coming together is a beginning
--Keeping together is progress
--Working together is success

In conclusion, may I raise the concern each of you undoubtedly feels; How do we, individually, address all of these various challenges? It seems almost overwhelming! I'd like to share the story from Robert Greenleaf's childhood, recounted in his book Servant Leadership. It's a story about a dog sled race in his home town. Most of the boys in the race had big sleds and several dogs. Greenleaf, then only five years old, had a small sled and one little dog. The course was one mile staked out on the lake.

As the race started--the more powerful contenders quickly left small Greenleaf behind, in fact, he hardly looked like he was in the race at all.

> All went well with the rest until, about halfway around, the team that was second started to pass the team then in the lead. They came too close and the dogs got in a fight.

Pretty soon the other dog teams joined in and little Greenleaf could see one big seething mass of kids, sleds and dogs about one half mile away. So he gave them all wide berth--and was the only one that finished the race. He concluded:

> As I reflect on the many vexing problems and the stresses of our times that complicate their solutions, this simple scene from long ago comes vividly to mind. And I draw the obvious moral: No matter how difficult the challenge or how reasonably sure of your course--just keep going!

Effective Use of Your Volunteers in Political Camps

By Catherine Smyth, Volunteer

Often the reaction of an agency staff member to political involvement of their volunteers is one of query and apprehension. "Why should we concern ourselves with politics?" "My volunteers don't want to have anything to do with politics!" "We concern ourselves only with the needs of our clients, *why should we care about politics?"*

Stop for just a moment. *Who makes the laws and regulations that control your agency? Which level of government determines the financial grant or budget allocated to your agency?*

Please consider encouraging some of your volunteers to participate in the campaign of a candidate or elected official who will make decisions affecting the operation of your organization. Win or lose, that candidate will be in the position to effectively influence the future of your agency. If the candidate your volunteers choose to support is a winner he or she will be more receptive to communication or suggestions to a known campaign worker than to a total stranger. If your volunteers have backed the opposition candidate, the elected official will still pay more attention to requests in an effort to avoid active opposition in the next election.

First, determine the level of government that has the most influence on your organization. Second, carefully select a candidate competing for a position in county, state, or national government. Individually interview the candidates; evaluate their past performance in the community or in their elected position; weigh their receptiveness to the concerns of people and decide which one most closely identifies with the value, needs, and future of your agency. *Then, encourage volunteers to actively participate in the campaign of your selected candidate.*

Elected officials can be helpful in many ways. Contact their offices and request information on any pending legislation that affects you and your volunteers. Urge your volunteers to write their elected officials urging passage or defeat of such legislation.

Learn how to "lobby" for your agency. Invite elected officials to come and tour your offices and/or centers of activity and provide as much news media coverage as possible. This effort will publicize your activities and also provide the elected officials with sought-after publicity and name identification with a worthy cause.

Teach elected officials the agency jargon we all take for granted. Do they understand what

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you are talking about when you are making reports or requests? Educate them and they will better understand your service to the community.

Include elected officials in your agency mailing list. Request a copy of all of their newsletters. Invite them to your annual meetings and parties. Even if the elected official is not able to attend, often a staff member will come and in the long run, may be your most effective contact.

Emphasize the size and sphere of influence of your agency and the clients you serve. An elected official will translate your figures into votes in the next election. Do not underestimate your clout.

Most important of all, be organized in all your transactions with the elected officials and their offices. Your contacts with them will reflect upon your operation of your agency. Be prompt, punctual, concise, and considerate of their time limitations. Prepare a discussion agenda prior to your meeting; one copy for you, one for the elected official, and one for your files. Follow up on telephone conversations with written memos summarizing any discussions or commitments. Whenever possible, limit letters to one page and capsule your remarks as best you can without omitting vital information.

You and your volunteers have the ability and opportunity to strengthen your agency by increasing your involvement in political camps. Each year we seem to have keener competition for volunteers who are seeking meaningful and constructive involvement and who are fewer in number due to increased employment. In addition, we all face greater financial needs and fewer resources. *We can no longer afford a "who, me?" attitude in terms of political involvement.*

The Task Enrichment System: A First Outline

By Ivan H. Scheier, Ph.D

INTRODUCTION: A NEED BALANCING ACT

Day one is the most important day in the life of volunteers, for on this day they begin the work designed for them. The administrator of volunteers does nothing more important than building work

--which satisfies volunteers because they are doing what they want to do and can do,
--satisfies paid staff or unpaid leadership because they genuinely need help with the task and want volunteers to do it, and most of all,
--directly or indirectly serves real client needs, otherwise hard to meet.

The motivational fuel on which volunteer programs run, depends on all three kinds of people being pleased with what volunteers do. Maximizing these incentives for all three constituencies at once is a skilled and sensitive juggling act. The results are worth the effort because:

--volunteers receive inbuilt motivational support from the work itself, from staff, and from consumers of services
--staff resistance wanes because volunteers are doing things staff really needs help with, and want volunteers to do, and
--clients are better served, which is what it's all about, after all.

Success in this need balancing act requires intuition backed by systematic procedures. Three such procedures are:

Need Overlap Analysis in Helping (Scheier, 1977; Lewis, 1979)

"Organic" Intergration of Task Elements (Lewis, 1979; Scheier, 1980)

Exploring Volunteer Space (Scheier, 1980)

The Task Enrichment System attempts to integrate these three approaches and incorporate recent refinements in each of them. The refinements are based on field feedback from practitioners, who thus become the true authors of strategy.

The most obvious use of the system, is for development of new and fresh volunteer job designs. But the same procedures also apply to re-development and re-enrichment of "fixed" roles, such as Big Sister or Volunteer Probation Officer.

A simplified outline of process is all we have room for here. Elaboration is available in the cited references, and in the practical imagination of practitioners.

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OUTLINE OF THE TASK ENRICHMENT SYSTEM

The system is keyed to ten statements describing steps in the total process. The sequence of steps is logical but not rigid. The order can be altered to give earlier primary input to clients or volunteers. In any ordering, later steps can cycle back to influence earlier steps.

1. 2. *Staff Work Assistance Needs As Primary Input*

The direct ancestry of these two steps is in the Need Overlap Analysis Process (Scheier, 1977; Lewis, 1979). The procedures enable staff to delegate precisely, tasks with which volunteers might help them. This assures staff ownership of the volunteer program, and therefore their support for volunteers.

The key statements are:

Step 1: *The task is solidly based on staff or volunteer leader work assistance needs via tasks they'd rather not do* [*Staff Spinoffs*]

Step 2: *The task is solidly based on staff or volunteer leader work assistance needs by helping them achieve things they want to do and can't do now* [*Staff Dreams*].

The Figure 1 worksheets sketch the process. (Pg. 17)

Dreams are usually more interesting than spinoffs, and can therefore "sweeten" the work for volunteers. There is nevertheless no assurance of attracting volunteers to a relatively raw mixture of spinoffs-plus-dreams, at this point in the process. Usually, task elements must first be meaningfully integrated with other task elements, to form a more purposeful and unified whole.

3. 4. 5. *Meaningful Integration of Tasks and Task Elements*

These three steps are further described elsewhere under the rather florid title: "Organic Gardening of Volunteer Jobs" (Lewis, 1979; Scheier, 1980). The general principle is: the whole work is greater than the sum of its parts, motivationally speaking.

The process is participative. Recommended size of group is 6-10, usually including the volunteer coordinator, and at least one representative of staff, clients, and present or potential volunteers.

The job growing process usually begins around a staff spinoff item (Step 1); for example, wrapping gifts. This "seed" or starter is usually selected because, though staff would like help with the task, it is relatively routine and probably unattractive to volunteers[1].

Three key statements summarize steps or principles in the job growing process;

Step 3: *Task elements are linked over time to show evolving purpose* [*principle of main sequence*].

Step 4: *The end of the work process feeds back into volunteer input for performance of the next work cycle* [*principle of feedback loops*]

Step 5: *The opportunity to do a different but meaningful thing is capitalized on, wherever possible, for each task element* [*principle of parallel opportunity/variety*].

Figure 2 illustrates a simplified application of the three principles. (Pg. 18)

FIGURE 1

WORKSHEETS FOR STEPS 1 AND 2

FOR INDIVIDUAL STAFF (PAID OR UNPAID) OR WHOMEVER KNOWS ORGANIZATION'S NEEDS

1. Make an activity list: the specific things you do over a period of 3 to 5 days at work. These need not be listed in order of priority.

_____ _____

_____ _____

_____ _____

2. Mark Spinoffs in the above list. Place a star next to each activity you'd rather not do, because your training or experience fits you better to invest your time elsewhere.

_____

_____

FOR PROCESS COORDINATOR OR COORDINATING COMMITTEE

1. The Spinoffs and dreams represent the total raw work assistance needs of staff and/or the organization. Combine and collate identical or similar ones over all staff and list in order of frequency, thus:

Would like help writing newsletter (12)

Need people to help with community fundraising (9)

Want someone to paint a picture for my office (1)

(Remember: single-mention work assistance needs can still be important.)

2. Delete from the above list items which fail to pass the authority check; that is, tasks which volunteers would be prohibited from doing by policy, regulation, or law, in your organization. But keep trying to change this.

3. The remaining list represents staff work assistance needs. These feed into all subsequent steps in the Task Enrichment Process.

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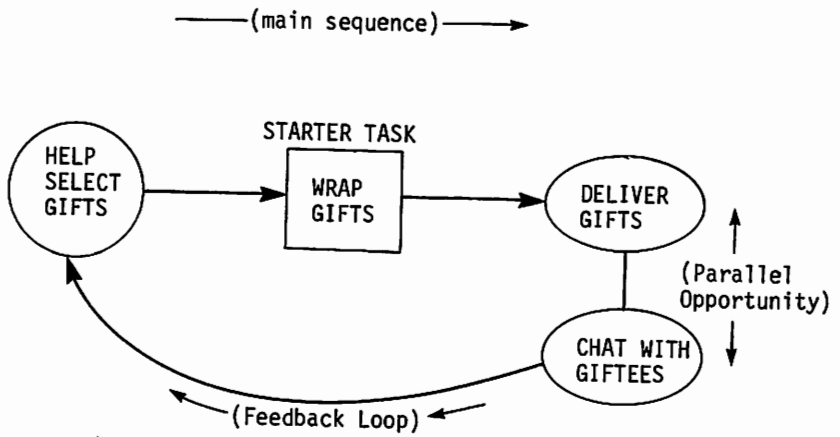
Figure 2

SIMPLIFIED APPLICATION OF STEPS 3, 4, AND 5



This meaningfully connected set of tasks probably would motivate volunteers more than the starter task by itself.

The process generally requires some ability to take overall work ideas and break them down into task elements, which are then built up again.

The building can get very big. Full application of the three principles produces complex and extensive work-diagrams. Indeed, the work sometimes gets too large for any individual person to handle. In that case, an individual might still take on meaningful sections of the total diagram, or groups could tackle the entire task.

Our simplified illustration used one staff spinoff item as starter. Other spinoffs might appear naturally in the diagram as the work expands. You can also try to insert several related spinoffs as co-starters.

The process can also start with a staff dream (Step 2). Even dream-y items can be further enriched by applying the three principles; they can certainly be better understood in a "how to" sense through diagram layouts.

Finally, the dream as starter may succeed in upgrading the attraction of staff spinoffs which become attached to the dream in the job expansion process.

6. *Identify and Welcome a Wide Range of Helping Styles*

A variety of volunteer opportunities is more likely to include one job which naturally motivates any particular person. This variety should include styles as well as types of work. The recruiter of baseball volunteers is ill-advised to insist on only right-handed style batters. This loses some good lefties and switch-hitters (other styles for batting as a type of work).

If a person is reluctant to be a prison visitor as an individual (one style), maybe they are still sufficiently motivated to do it with a group (another style).

The person who for any reason declines to tutor on a regular, continuous basis, might yet agree to help occasionally, on-call (the alternate style here).

Many people today are traumatized by the price of gas or homebound for other reasons. They won't travel to the elderly to provide in-person companionship. Shall we give up and lose these people? Instead, why not engage imagination to discover ways these people could help at a distance, via telephone companionship, as pen pals, even by radio.

The person who doesn't feel up to direct service with the developmentally disabled, isn't necessarily lost for that reason. Maybe there's still motivation to advance the cause in an advisory or policy capacity.

This same person may refuse formal involvement on your advisory board. Don't give up yet. Maybe they would agree to contribute significantly in a more informal stlye as a "floating" advisor; you call them every now and then and bounce some ideas off them.

In other words, if you can't motivate volunteers to do it one way, try another way. This gets us closer to The Recruiting of a Nation, which happens to be the subtitle of a new book devoted to style-diversification strategies. The main title is EXPLORING VOLUNTEER SPACE (Scheier, 1980). For the Task Enrichment System, the key statement is:

> Step 6: *Accomplishment of overall work purpose is clearly conceived as possible via a variety of helping-style options.*

How many distinguishable helping stlyes are there? At least a thousand, according to the analysis in EXPLORING VOLUNTEER SPACE. Of these thousand, we've seriously looked at perhaps fifty. The simplified procedural illustration which follows, has even lesser scope; only 25 helping style variations are considered.

> (a) Ponder the full significance of the style options listed below, and briefly illustrated earlier in this section.

Five Style Options in Volunteer Space

1. As an individual... With a group
2. On a regular, continuous basis... Occasionally, On-call
3. Travel To, In Person... At a Distance
4. Via Service...In an Advisory or Policy Role
5. In a Formal, Organized setting...More informally.

(b) Think of a job for which you need volunteers or more volunteers. This might be the job produced by Steps 3-5 of the Task Enrichment process.

(c) Describe this job as now conceived by making a choice on each of the five style options listed above. Thus, verbally you might describe a prison visiting group as: With a Group/Occasionally/ In Person/Organized/Service. You might also do this visually by placing a dot to the left, right or middle on each of the five style "dimensions". This visual mode can recognize style as a matter of degree with many intermediate points between the two poles of a dimension. Thus, a group visiting prison once a month might be laced somewhere between occasional and continuous. A job-sharing volunteer pair or a volunteer family is somewhere between the individual and a larger group.

Even without these intermediate points, there are 25 possible style combinations or variations in this simplified list of options.

(d) Broaden the volunteer job (par. b) to a more general purpose or goal which this job contributes to.

For example:

Tutor ——→ Help People Learn

Job Advisor ——→ Help People Get and Keep Jobs

Friendly Visitor ——→ Companionship for the Lonely

(e) Look at your style profile (par. c) and identify as many other style combinations as possible by which the same general purpose (par. d) could be accomplished. Every one of these alternative volunteer styles might attract to your cause people willing to participate in this style, but not the style you were originally locked into (par. c).

7. Scope for Volunteer Growth

The key statement is:

Step 7: *The design of the work provides clear scope and pathways for volunteer growth in responsibility, challenge, and status.*

Staff-volunteer-client participation throughout the Task Enrichment Process should lead to more meaningful volunteer jobs, with more responsibility, challenge, and status.

Because the Task Enrichment System is responsive to staff work assistance needs, staff are more likely to value and respect volunteers and therefore support volunteers' needs for growth. Thus, volunteer growth potential is a by-product of virtually every step in the Task Enrichment System. The closest special method would be re-applying the three principles of organic gardening to an existing volunteer job, in order to "grow" it further.

8. *Volunteer Satisfaction: Glad Gives and the Enthusiasm Index*

The Task Enrichment system builds satisfaction through participation in volunteer job design, by staff, clients, and volunteers. Thus far, volunteers have had direct input in Steps 3-5. Steps 6 and 7 further adjusted the work to volunteers' perferred helping styles and needs for growth in status and responsibility.

But now we concentrate on volunteer motivation. The key statement is:

Step 8: *The task relates fully to the well and truly sampled "glad gives" of actual and potential volunteers, things volunteers want to do and can do pretty well.*

Step 8 is based on Need Overlap Analysis (Scheier, 1977; Lewis, 1979). The concept of a "glad give" is central to this process and indeed a basic building block in all volunteer programs. The two references elaborate the "glad give" concept; its most beautiful expression is in a children's book I've recently discovered (Maiden, 1960).

Figure 3 summarizes a procedure for identifying glad gives in a sample of present, prospective and potential volunteers.

Figure 3

FIRST WORKSHEET FOR STEP 8

- - - - - - - - - - - - - - - - - - -

FOR INDIVIDUALS

List below the things you most WANT TO DO and CAN DO and which MIGHT HELP OTHERS. Please make these as specific as possible and be sure they are glad gives:

_____ _____

_____ _____

FOR PROCESS COORDINATOR OR COORDINATING COMMITTEE

1. Remember: clients or consumers of services can also be volunteers and fill out this worksheet.

2. Take all individual worksheets from volunteers and combine indentical or similar glad gives, noting for each, frequency of mention by volunteers, thus:

   Like to share my interest in hiking.....(15)
   Enjoy doing graphics.....(11)
   Like to type manuscripts.....(1)

   (Don't delete single-mention glad gives--they could be very important, especially because rare.)

3. Cross out all glad gives on the above list which fail to meet the authority check; that is, the potential host organization(s) is subject to policy, regulation or law which prohibits volunteers from doing these things. But keep trying to change this.

.....

This pattern or pool of glad gives can also influence several earlier steps in the Task Enrichment Process:

a) as input during or right after Steps 1 and 2, to stimulate staff thinking about additional spinoffs and dreams which might match these glad gives, and

b) as background for the volunteer contribution in Steps 3-5.

Thus the job design should be somewhat responsive to the volunteers' preferences even prior to Step 8. This step begins by recognizing degrees of gladness in any giving for any individual; not just all glad vs. all gloom.

For example, most people asked to do volunteer fundraising for the KKK, would rate it zero in motivation, and maybe minus for repugnance.

My enthusiasm index for rapping with young people about solar power, would be about 4 on a scale of 1-5. Your glad give rating for that task might be lower, the same, or higher.

Figure 4 is a simplified, hypothetical example of glad give ratings by a volunteer or group of volunteers, for alternative job designs from Steps 1-7. Glad give ratings are on a scale of 1-5 and circled.

Step 8 is a checkpoint. Suppose glad give ratings are dangerously low for the work design thus far developed in the process, e.g., the Type A work in Figure 4. This prompts return to steps 3-7, until higher motivational preference ratings are achieved from volunteers, while still remaining responsive to staff work assistance needs (Steps 1-2).

To guide this motivational recycling, volunteers might separately rate each segment of the total task, e.g., each of the five elements in the Type B work, Figure 4. This might show one low-rated element pulling the whole task down motivationally; this element might then be de-emphasized or dropped. Similarly, a high-rated element might be given more prominence to pull the whole work up in enthusiasm index.

9. *Consumer Review*

The best possible service to consumers is what it's all about, whether you be volunteer or paid staff. They key statement is:

> Step 9: *Client/consumer support of volunteer involvement in this work has been assured by systematic consumer review for relevance to client needs.*

Client representation should occur throughout the Task Enrichment Process. Thus, staff should be sensitive to client needs as they develop their work assistance needs (Steps 1 and 2). Direct client participation was recommended in the organic gardening committee (Steps 3-5).

Still, a major client review of planned volunteer work is a bit much for some people. They might doubt the competency of their clients seriously to review proposed volunteer work. Actual experience suggests pleasant surprises in store for many of these doubters, if they only try it, with juvenile delinquents, retarded

Figure 4

SECOND WORKSHEET FOR STEP 8

I. TYPE OF WORK (Steps 3-5)

TYPE (A) HELPS SELECT GIFTS ⟶ WRAP GIFTS = (1)

or

TYPE (B) HELP SELECT GIFTS ⟶ WRAP GIFTS ⟶ DELIVER GIFTS = (4)

CHAT WITH GIFTEES

II. STYLE OF TYPE A OR B WORK (Step 6)

STYLE (A) OPTION — as an individual = (2)

or

with a group = (3)

STYLE (B) OPTION — on a regular, continuous basis = (1)

or

on an occasional on-call basis = (4)

etc.

*****

people, nursing home residents, etc. True, the world is hardly ready for actual client veto of what is planned to be done to them. However, client perceptions, suggestions and even recommendations have proven useful. When seriously considered they help assure consumer support of volunteers.

Adapt style of consultation to make it as comfortable as possible for consumers: individually and/or in a group, informally, and anonymously if that helps. If your clients really can't conduct a review alone, or if your organization is too threatened by client input, you can still involve reviewers who are close to consumers and can speak for them: friends, relatives, volunteer advocates.

The late position of consumer review in the process implies no value judgment about client participation as an afterthought.[2] Rather, the object is not to waste clients' time. Thus, by Step 9, volunteers and staff should have their act together on who does what for whom. Clients should not have to resolve staff-volunteer conflict on that score, or otherwise waste time on poorly conceived volunteer work plans.

You're the expert on tailoring the review process to your clients and organizations; only general guidelines need be given here. The proposed volunteer work is described to clients and discussed with them. The essential questions are:

1. Does this work meet real needs you have, not other wise being filled now?
2. If this work does meet a real need of yours, is it still possible you could do some or all of this for yourself, perhaps with a little outside help?
3. If this work does not fill a real need of yours, what changes would make it more useful to you?

An affirmative response to question 1 means we're on track so far. But if the response to question 2 is also affirmative, consider adjustment of the job design to make the volunteer role more facilitative of self-help, and less "doing for".

Question 3 input can help make the job more relevant to clients. Nevertheless, client rejection is not necessarily decisive. For example, clients cannot always be expected to see the value of indirect volunteer support, as in office work. It's still an illuminating exercise to try justifying indirect functions to clients.

10. *The Volunteer Job Description*

Steps 1-9 have thoroughly massaged the work motivationally. We're now ready to preserve results for clear, complete communication to volunteers and staff. The key statement is:

> Step 10: *The work, or optional ways of doing the work, is presented clearly, completely and meaningfully in a volunteer job description, job design, or "personal growth plan."*

The most meaningful volunteer job in the world can still demotivate when vaguely presented. A good job description prevents the disaster of ambiguity, and still allows reasonable flexibility.

There are references aplenty on preparing a volunteer job description, and only one new suggestion here. Incorporate with Wilson's (1976) "area of responsibility" or Naylor's (1967, 1973) "major responsibilities" a diagramatic layout and style-option description as in Figure 4 (without the glad give ratings, of course). Diagrams do help in understanding.

The job description comes at the end of the task enrichment process, not the beginning. Don't whip up a job description in the

sanctity of your office, expect staff, volunteers and clients to like it, and call that task enrichment. The job description records the results of a preceding task enrichment process; it should not influence that process substantially.

THE TASK ENRICHMENT CHECKLIST

Figure 5 combines the ten key statements in a Task Enrichment Checklist. This checklist is not a sophisticated evaluation instrument. Its only purposes are to raise awareness of volunteer job enrichment possibilities and provide a rough measure of progress in implementing them. Such progress is indicated by higher intrinsic motivation scale ratings in the "post" vs. "pre" application columns of the checklist. Please note that the intrinsic motivation scale is not quite the same as a purely volunteer enthusiasm index. Instead, the intrinsic motivation scale should reflect the degree of support for the job by all concerned people, wherever applicable. This includes clients and staff as well as volunteers.

Suggested use of the checklist is as follows:

a) Familiarize yourself with the steps and principles involved in each checklist statement, as this article has begun to do.

b) Complete the checklist for currently existing or planned volunteer work, which has relatively poor prospects of attracting volunteers, or an inadequate track record in doing so (Pre-application Column).

c) Apply to this task, the job enrichment strategies indicated in each of the ten checklist statements. Presumably, you will tend to concentrate on lower-rated statements in the pre-application column.

d) Re-rate the task after application of the task enrichment strategies (Post application column).

THE CONCLUSION AS BEGINNING

Someday, with your help, we'll see more advanced Task Enrichment Systems II, III, IV, etc. Ultimately, the system opens up exiting vistas for extending the scope and importance of the volunteer leader's role. Even now, we are the unacknowledged world's experts on task enrichment. We have to be, because we cannot offer money, that "other" curicial inducement to work.

I see futures in which task enrichment principles originally designed to motiate volunteers will be re-applied in translation to build pride and enthusiasm for all work: government, business, industry, housework, parenting perhaps, and even child-ing. This aspiration merits a more considered sequel to a preliminary exploration elsewhere (Scheier, 1980). The concept could trigger a truly noble enterprise for our century, and we should be at the center of it.

****

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Figure 5

THE TASK ENRICHMENT CHECKLIST

Think of a fairly well defined task or work currently planned for or offered to volunteers. Rate it before and again after application of the ten job enrichment strategies.

The suggested "intrinsic motivation scale" is from 1 (lowest, poorest) to 10 (perfect, excellent).

	Intrinsic Motivation Scale 1 (lowest) to 10 (highest) Pre	Post
1. The task is solidly based on staff or volunteer leader work assistance needs via tasks they'd rather not do [staff spinoffs].	____	____
2. The task is solidly based on staff or volunteer leader work assistance needs by helping them achieve things they want to do and can't do now [staff dreams].	____	____
3. Task elements are linked over time to show evolving purpose [principle of main sequence].	____	____
4. The end of the work process feeds back into volunteer input for performance of the next work cycle [principle of feedback loops]	____	____
5. The opportunity to do a different but meaningful thing is capitalized on, wherever possible, for each task element [principle of parallel opportunity/variety]	____	____
6. Accomplishment of overall work purpose is clearly conceived as possible via a variety of helping-style options.	____	____
7. The design of the work provides clear scope and pathways for volunteer growth in responsibility, challenge, and status.	____	____
8. The task relates fully to the well and truly sampled "glad gives" of actual and potential volunteers, things volunteers want to do and can do pretty well.	____	____
9. Client/consumer support of volunteer involvement in this work has been assured by systematic consumer review for relevance to client needs.	____	____
10. The work, or optional ways of doing the work, is presented clearly, completely and meaningfully in a volunteer job description, job design, or "personal growth plan".	____	____
INTRINSIC MOTIVATION TOTALS (Range is 10 - 100)	Pre	Post

Wilson, M. The Effective Management of Volunteer Programs. Boulder, Colorado: Volunteer Management Associates, 1976. See Chapter VI.

FOOTNOTES

1. "Organic gardening" is not the only remedy for routine tasks. A fun social context can also involve volunteers in such tasks, and so can sheer sense of obligation.

2. A related process, which centers on client-designed volunteer programs is Self-Help and Helping (Scheier, 1977).

Performance Appraisals of Employees in Business and Industry Who Volunteer Their Time in Community Service Agencies

By Shelby D. Morton and Dale A. Level, Jr.

Introduction

Business organizations today have begun to recognize the benefits they receive when employees volunteer their time in community service activities and, therefore, encourage their employees to do so. There is an emerging thought that people who volunteer time in community service activities are more desirable to have as employees than those employees who do not volunteer their time. Consumer movements have prompted organizations to realize the importance of good public relations and believe that participation in community service activities is one way to enhance their image. Commitment of time and money, such as Xerox's program of giving employees time off from their work day if they volunteer their time, is one example of company recognition and commitment.[1]

Another company, Levi Strauss, has long been a pioneer in community involvement. Each plant of Levi Strauss has a Community Involvement Team (CIT) which consists of employees who raise money and give their time to projects in their hometown.[2] The company gives their CIT workers one hour of work time a month for team planning sessions. The plant manager can authorize more business hours for projects, but most of the actual volunteer work is done in off-work hours. Levis Strauss provides the team with $1 per plant employee, but money above that budget is raised by the team. Improved employee morale and fewer lost-time hours, the company surmises, were a direct result of this program.

Benefits

One particular benefit to organizations in which employees volunteer their time in community service activities is that of *leadership training.* Many executives believe that real involvement with volunteer organizations can supplement other kinds of management development programs.[3] If employees are active in the management functions in volunteer organizations, they can utilize their experience and skills in their employing organizations as well. Participation in voluntary organizations gives the employee the opportunity to operate in an organizational setting; it gives people a chance to improve their ability to interact with others; it increases responsibility; and provides experience in the planning and decision-making process.

Participation in voluntary organizations is considered so important by some executives that this activity may even be required by some companies. Aileen Ross found such participation to be expected behavior of many executives.[4] A study by Fenn also shows a growing sense of obligation among high level American executives to participate in leadership

roles in voluntary organizations and programs.[5]

According to Toffler in FUTURE SHOCK, as our society becomes more complex, many institutions in our communities will depend more and more on voluntary assistance.[6] Companies are not only sanctioning participation, but in fact are encouraging it. There is a strong relationship between a person's opportunity for promotion and the employees' level of community involvement. Pay and promotional benefits are often built into the company policy favoring volunteerism as incentives, and many companies feel that if a good executive is on the way up, the employee almost has to be a leader in the community.[7] This may explain why many executives have a history of volunteering.

If this is true, it would seem relevant to determine if employees who volunteer their time in community service activities are perceived any differently in their job performance than employees who do not volunteer their time. If in fact these employees are also the highest performers on the job, this would be additional evidence to support the contention that management needs to be able to identify the potential volunteers. If companies do in fact desire such employees, would a company policy to that effect aid in attracting these employees? In other words, if employees are given support and encouragement to be active in community service activities, would this aid in attracting such employees to the organization? If the person who possesses the traits found in people who volunteer their time in outside community service activities are viewed as high producers by their supervisors, these are the people management will want to employ. Not only will they aid the company in public relations, but they will be higher producers than employees who do not volunteer their time outside of the busines organization.

Purpose

The purpose of this study was to identify and analyze the job performance of employees in business and industry who volunteer their time in community service activity as compared to employees who do not engage in voluntary activity off the job. Specifically, the objectives of this research were to:

1. *Determine if employees who volunteer their time off the job differ in their job performance, as perceived by their employers;*

2. *Determine if a company policy supporting voluntary activity on the part of our employees aids in attracting such employees;*

3. *Aid companies and institutions, who believe that one way to improve company image is through voluntary activities in the community, evaluate potential employees.*

To accomplish these objectives, a wide variety of organizations that would be representative of the business world was obtained. Special care was taken to include representative organizations. Hopefully, comparisons can be made, making this study more universally applicable and, therefore, relevant to the real world.

The sample selected for this study consisted of 156 supervisors in five organizations. All organizations were in Arkansas. All participants were first-line and middle-management supervisors from the following organizations: a financial institution, a unit of a major university, a public utility, a durable goods manufacturer, and a multinational food processor.

Data for the study were acquired through three methods: (1) classification questionnaire, (2) Gordon's Personal Profile and Personal Inventory, and (3) management's perception (evaluation) of the supervisor's job performance.

The classification question-

naire accomplished three purposes. The questionnaire was used to classify the employee as one who did or did not perceive their employer as encouraging voluntary activity in the community. Last, the questionnaire was used to obtain personal background information about the participants.

Gordon's Personal Profile and Personal Inventory were used to determine what differences, if any, there were in the personality traits of the respondents. The data secured were also used to determine any differences in personality traits of the highest versus the lowest rated employees. The personality traits were: ascendancy, responsibility, emotional stability, sociability, cautiousness, original thinking, personal relations, level of self-actualization, and vigor.

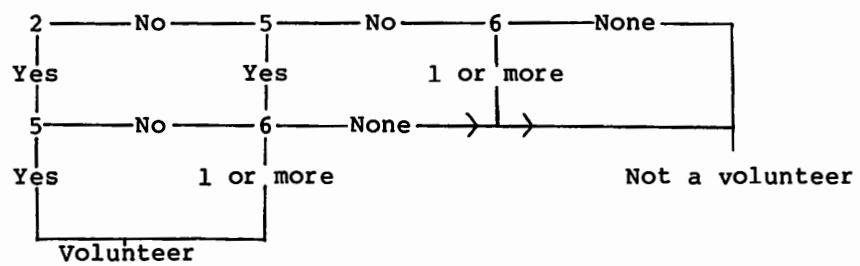
The participants in this study were rated by their immediate supervisor. They were instructed to force rate the participants as "superior, above average or average" and to place approximately one-third of the participants into each group. The supervisors were instructed to use their regular in-house evaluation procedures in this evaluation process.

Data were analyzed by the use of regression analysis, chi square analysis, Kruskal-Wallis One-Way analysis of variance by ranks, the use of the t-test and simple correlation. A minimum significance level of .05 was established for all statistical tests.

Each employee was asked a standard set of questions. The responses to the questions in Chart 1 were used to identify the employee as either a volunteer or a nonvolunteer. The employees were then asked to complete the Gordon's Personal Profile and Personal Inventory questionnaires with the assurance of complete confidentiality.

Chart 1

Decision Tree for Classification of Employees as a Volunteer



The questions used to classify the supervisors into a group are as follows:

2. Do you consider yourself a volunteer? Yes___ No___

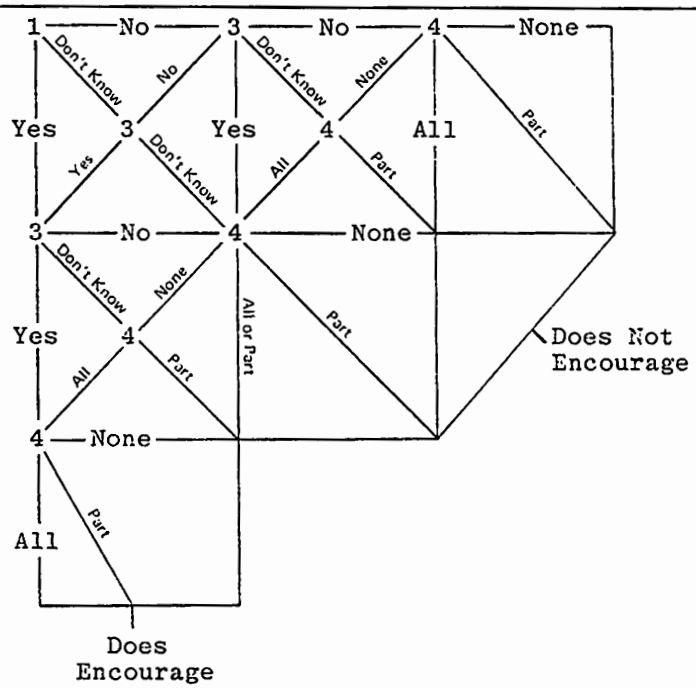
5. Are there any community service organizations in which you used to be active but have since dropped (within the last 5 years)? Yes___ No___

6. How many community service organizations are you currently a member of?
None____ 1____ 2____ 3____ 4____ 5 or more____

The company representative was asked questions concerning the company philosophy on voluntary activity. The decision tree on Chart 2 was used to classify the organization as encouraging or not encouraging voluntary activity.

Chart 2

Decision Tree for Classification of Employees' Perception of Employing Organization as to Their Philosophy on Voluntary Activity



1. Does your company have a stated policy encouraging volunteer work? Yes____ No____ Don't know____

3. Is volunteer work considered by your supervisor or company as a factor in promotion and/or pay raises? Yes____ No____ Don't know____

4. To what extent would your employer cover expenses you incur in your volunteer work? All____ Part____ None____

Personal Background Information

Personal background information was obtained from the entire population of the 156 participants that were surveyed. The background information for the group is presented in Table I.

(See Table I on Page 32.)

Of those surveyed, the majority (89 percent) were males. The age group reporting the largest number was 36 to 45, with 32 percent of the participants in this category. The second largest group was 26 to 35 (27 percent), followed by 46 to 55 (20 percent), and 56 and over (14 percent). A relatively small number of participants (6) were 18 to 25 years old. Ninety percent, or 141 of the participants, were married.

Except for one organization where a graduate degree is a prerequisite for the job, the majority of the participants were high school graduates. Fifty of the 51 participants with a graduate degree were from one organization, making this the largest category with 33 percent of the total. High school graduate was a close second, with 27 percent of the respondents. Nineteen percent of the participants were college graduates; 17 percent of the participants had some college and 3 percent indicated they had some graduate study. Only two participants (1 percent) did not have a high school diploma.

With respect to length of service with each organization, the majority of the participants (67 percent) had been employed in their organization more than 5 years. Fifteen percent of the participants were employed 3 to 5 years and 14 percent were employed between 1 to 3 years. Six employees (4 percent) had been with their organization less than one year.

Responses to total yearly family income indicated the ranges of $30,000 or more, and $15,000 to $19,999 were the two largest groups with 27 percent and 26 percent of the participants in each respective category. The income of $20,000 to $24,999 was third, with 22 percent, followed by $25,000 to $29,999 and $10,000 to $14,999 a year -- 17 and 8 percent. Two participants, or 1 percent, indicated yearly family income to be under $10,000.

Chart 1 was used to classify the employees as to their voluntary activity. Ninety-six participants (62 percent) engaged in voluntary activity off the job, while 60 participants (38 percent) did not engage in voluntary activity.

Seventy-two percent did not perceive their company encouraging volunteer work, while 28 percent did perceive their company as one that encouraged volunteer work.

Personal Background of Volunteers and Nonvolunteers

Table II compares the personal background information obtained from the volunteers with the employees not considered to be a volunteer. Of ther males in the study, a larger percentage were classified as volunteers (92 percent) as opposed to nonvolunteers (85 percent). There also was a relationship between age and voluntary activity. The older the participant, the more likely she or he was a volunteer. Seventy-three percent of the volunteers were 36 years of age or older while only 55 percent of the nonvolunteers were over 36 years of age.

Ninety-four percent of the volunteers were married while the percentage of married people who were not volunteers fell to 85 percent. There was also a relationship between voluntary activity and education. Thirty-seven percent of the volunteers had graduate degrees and all had at least a high school education. Four percent of the nonvolunteer group (all non-high school graduates in this study) were not volunteers, while only 25 percent of the nonvolunteers had a graduate degree.

(See Table II on Page 33.)

TABLE I

PERSONAL BACKGROUND INFORMATION CONCERNING

SUPERVISOR PARTICIPANTS

Factors	Responses	
	Number	Percent
Sex:		
Male	139	89
Female	17	11
Age:		
Under 18	0	0
18 to 25	6	4
26 to 35	42	27
36 to 45	50	32
46 to 55	31	20
56 and over	22	14
Marital Status:		
Married	141	90
Not married	15	10
Education:		
Under 9 years	1	.5
9 to 11 years	1	.5
High school graduate	42	27
1 to 3 years college	27	17
College graduate	30	19
Graduate studies	4	3
Graduate degree	51*	33
Length of Service with Organization:		
6 months or less	2	1
More than 6 months to 1 year	4	3
More than 1 year to 3 years	22	14
More than 3 years to 5 years	23	15
More than 5 years	105	67
Total Yearly Family Income:		
Under $10,000	2	1
$10 to 14,999	12	8
$15 to 19,999	40	26
$20 to 24,999	34	22
$25 to 29,999	26	17
$30,000 or more	42	27
Volunteer:		
Yes	96	62
No	60	38
Perceived Company Policy Encouraging Volunteer Work:		
Yes	44	28
No	112	72

*All but one of these respondents are employed by the College of Agricluture.

TABLE II

PERSONAL BACKGROUND INFORMATION CONCERNING

VOLUNTEERS AND NONVOLUNTEERS

Personal Background Factors	Volunteers		Nonvolunteers	
	Number	Percent	Number	Percent
Sex:				
Male	88	92	51	85
Female	8	8	9	15
Age:				
Under 18	0	0	0	0
18 to 25	4	4	2	3
26 to 35	22	23	25	42
36 to 45	35	36	15	25
46 to 55	19	20	12	20
56 and over	16	17	6	10
Marital Status:				
Married	90	94	51	85
Not married	6	6	9	15
Education:				
Under 9 years	0	0	1	2
9 to 11 years	0	0	1	2
High school graduate	25	26	15	25
1 to 3 years college	19	20	10	17
College graduate	13	14	17	28
Graduate studies	3	3	1	2
Graduate degree	36	37	15	25
Length of Service with Organization:				
6 months or less	0	0	2	3
More than 6 mo. to 1 yr.	2	2	2	3
More than 1 yr. to 3 yrs.	12	13	10	17
More than 3 yrs. to 5 yrs.	8	8	15	25
More than 5 yrs.	74	77	31	52
Total Yearly Family Income:				
Under $10,000	1	1	0	0
$10 to 14,999	6	6	6	10
$15 to 19,999	20	21	20	33
$20 to 24,999	20	21	14	23
$25 to 29,999	19	20	7	12
$30,000 or more	30	31	13	22
Perceived Company Policy Encouraging Volunteer Work:				
Yes	33	34	11	18
No	63	66	49	82

The person who was with the organization for a long period of time tended to be a volunteer. Seventy-seven percent of the volunteers had been with their company more than 5 years while the percentage of nonvolunteers in this group fell to 52. There was no significant difference in yearly family income and voluntary activity.

An interesting and important fact was revealed by the employee's perception of their company's policy regarding volunteer work. *The participants who perceived their company as encouraging volunteer work were much more likely to volunteer their time in community service activities than participants who did not believe their company encouraged such activity.* Only 18 percent of the nonvolunteers felt their company encouraged voluntary activity, while 34 percent of the volunteers said their company encouraged such activity. Eighty-two percent of the nonvolunteers did not believe their company encouraged voluntary activity. This percentage dropped to 66 percent for the volunteers. There is, therefore, an implication that a company policy might result in more employees engaging in voluntary activity off the job.

Job Performance and Voluntary Activity

Regression analysis was used to determine if the job performance was related to whether or not an employee was a volunteer. While there were marked differences among each organization, as indicated in Table III, the results were not significant at the .05 level. To further substantiate these findings, all employees were considered as one group and the chi square test was conducted on voluntary activity and job performance ratings. As shown in Table IV, there was no significant difference between voluntary acitivity and job performance. The conclusion is that we cannot predict employees' job performance ratings by looking soley at whether or not the employee is a volunteer in community service activities.

TABLE III

REGRESSION ANALYSIS OF VOLUNTARY ACTIVITY AND JOB PERFORMANCE

	Organization	Degrees of Freedom	Mean Square	F Value	Probability F
A:	Financial Institution	1	.9643	1.57	.22
B:	College of Agriculture	1	.1300	.20	.65
C:	Electric Company	1	.0079	.01	.91
D:	Office Forms Manufacturer	1	.0438	.08	.78
E:	Multinational Food Processor	1	1.5666	2.60	.11

TABLE IV

CHI SQUARE ANALYSIS OF VOLUNTARY ACTIVITY

AND JOB PERFORMANCE FOR ALL

ORGANIZATIONS COMBINED

AS A GROUP

Job Performance Rating	Volunteer	Nonvolunteer	Total	Percent	Likelihood Ratio Chi Square
Superior	33	18	51	.33	.742
Above average	33	22	55	.35	
Average	31	19	50	.32	

Job Performance and Company Policy Toward Voluntary Activity

Volunteers and nonvolunteers were separated according to whether or not they perceived their organization to encourage voluntary activity. This was done so that meaninful statements could be made on how a company policy might affect the types of people who volunteer. As shown in Table V, volunteers working in companies they perceived to encourage such activity were more likely to be rated higher than volunteers working in companies perceived not to encourage voluntary activity. Although this was not significant at the .05 level of confidence, the trend was in that direction. The indication here is that if the company has communicated to the employee they desire voluntary activity, the volunteer tends to be rated higher than the nonvolunteer in that company.

TABLE V

REGRESSON ANALYSIS OF VOLUNTARY ACTIVITY AND

JOB PERFORMANCE FOR ORGANIZATIONS PERCEIVED

NOT TO AND TO ENCOURAGE

VOLUNTARY ACTIVITY

Organizations	Degrees of Freedom	Mean Square	F Value	Probability F
Perceived Not To Encourage	1	.6706	.38	.53
Perceived To Encourage	1	.6203	2.62	.11

Personality Traits and Voluntary Activity

The objective of this part of the study was to determine if there were any differences in personality traits and job performance ratings of volunteers and nonvolunteers. Summary results are presented in Table VI. When considering personality traits, the "superior, above average and average" rated employees did score differently on some traits in each organization. When analyzed by type of goods or service, only the traits of ascendancy and emotional stability did not show a significant difference.

When all employees were analyzed together, three personality traits proved to be different at the .05 level of confidence or greater. Highest rated employees were more sociable, less cautious and more vigorous that the lowest rated employees. The conclusion drawn is that, while there is no

TABLE VI

SUMMARY TABLE

	Superior Rated Employees	Average Rated Employees
Differences in Personality Traits According to Rating	More Sociable Less Cautious More Vigorous	Less Sociable More Cautious Less Vigorous
	Volunteers	Nonvolunteers
Differences in Personality Traits According to Voluntary Activity	More Ascendant More Sociable* More Original in Thought More Vigorous	Less Ascendant Less Sociable Less Original in Thought Less Vigorous
	Volunteers	Nonvolunteers
Differences in Personality Traits of Volunteers and Nonvolunteers Who Perceive Their Employers to Encourage Voluntary Activity	More Ascendant More Sociable* Less Cautious* More Original in Thought More Vigorous*	Less Ascendant Less Sociable More Cautious Less Original in Thought Less Vigorous
	Volunteers	Nonvolunteers
Differences in Personality Traits of Volunteers and Nonvolunteers Who Perceive Their Employers Not to Encourage Voluntary Activity	More Original in Thought More Vigorous*	Less Original in Thought Less Vigorous

*Scores same as Superior rated employees all significant at the .05 level of confidence.

significant difference in voluntary activity and performance on the job, there is a significant difference in performance on the job and certain personality traits.

When investigating differences in personality traits of employees who were volunteers as compared to employees who were not volunteers, significant differences were also found. The volunteers in the financial institution were more ascendant, more sociable, more original in thought, more vigorous and more self-actualized--all at the .05 confidence level--than the employees who did not volunteer. The volunteers in the unit of a major university were, at the .10 level of confidence, responsible and, at the .20 confidence level, high on ascendancy, lower on emotional stability and more vigorous than nonvolunteers. The volunteers in the utility company were higher on ascendancy and sociability at the .05 level of confidence, higher on vigor at the .10 level of confidence and more responsible at the .20 level of confidence than nonvolunteers. The volunteers in the manufacturing organization were higher on ascendancy--at the .20 level of confidence--than the nonvolunteers. The volunteers in the food processing company were more sociable at the .05 level of confidence and more self-actualized at the .20 level of confidence than nonvolunteer.

When all supervisors were conbined into one group, the following conclusions can be drawn: volunteers are more ascendant, more sociable, more original in thought and more vigorous than nonvolunteers. All of these scores were significant at the .05 level of confidence or greater.

Volunteers working for companies perceived to encourage voluntary activity were found to be: more ascendant, more sociable, less cautious, more original in thought and more vigorous than the nonvolunteers, all at the .05 level of confidence. Volunteers working for companies perceived not to encourage voluntary activity were found to be more original in thought and more vigorous (at the .05 level of confidence) than the nonvolunteers in this group.

Many of the personality traits of volunteers are the same as those of the superior rated employees. In no instances were any personality traits on nonvolunteers the same as those of the superior rated employees. Nonvolunteers' traits were the same as the "average" rated employees, which are the lowest rated employees in this study.

Conclusions

Based on the findings of this study, the following conclusions seem appropriate:

1. Job performance cannot be predicted according to whether or not the employee is engaged in voluntary activity off the job.

2. Superior rated employees are more sociable, less cautious and more vigorous than the lowest rated employees.

3. Volunteers are more sociable, more original in thought and more ascendant than nonvolunteers. To a lesser degree (.10 level of confidence) volunteers are more vigorous than nonvolunteers.

4. Volunteers who perceive their employers to encourage voluntary activity are rated higher than nonvolunteers who perceive their employers to encourage voluntary activity. This tends to be true, but is not significant at the .05 level of confidence.

5. Volunteers who perceive their employers not to encourage voluntary activity are not rated higher than nonvolunteers who perceive their employers not to encourage voluntary activity.

6. Volunteers who perceive their employers to encourage

voluntary activity are more ascendant, more sociable, less cautious, more original in thought and are more vigorous than nonvolunteers in this group.

7. Volunteers who perceive their employers not to encourage voluntary activity are more original in thought, score higher on personal relations, and are more vigorous than nonvolunteers in this group.

8. Having a stated policy, or making sure the employees perceive their company to encourage voluntary activity may have an effect on the types of people who volunteer their time in community service activities.

Recommendations

The conclusions from this study serve as the basis for the following recommendations:

1. Since volunteers tend to have similar personality traits as the highest rated employees, business and industry may want to employ such persons.

2. If the organization is interested in improved community relations, that organization would do well to employ persons who volunteer.

3. Organizations that want social, ascendant, vigorous employees, and people who are original in thought, should seek out volunteers.

4. Organizations who are looking for employees with the previously mentioned characteristics may want to seek out that information about the potential employee.

5. Companies who desire community involvement on the part of their employees should have a policy to that effect.

From a practical point of view, there are some distinguishing characteristics that the highest rated employees possess. Many of the characteristics are also possessed by people who volunteer in community service activities. If a company is looking for employees who have similar characteristics as their "best" employees in their organization, it might be advisable for them to look for a person who is involved in community service activities.

Footnotes

[1]Steven V. Roberts, "The Employee As Volunteer, With Company Support," THE NEW YORK TIMES, November 19, 1978.

[2]Pat T. Patterson, "Levi's Workers Give Time, Funds To Help," ARKANSAS GAZETTE, June 27, 1979.

[3]Christopher J. Quartly, "Upgrade Your Leadership Skills In A Voluntary Organization," PERSONNEL JOURNAL, 52:9 (September, 1973), 811.

[4]Aileen Ross, "Philanthropic Activity In The Business Career," MAN, WORK AND SOCIETY, eds. S. Nosow and W. Form, (New York: Basic Books, 1962), p. 515.

[5]Dan H. Fenn Jr., "Executives As Community Volunteers," HARVARD BUSINESS REVIEW (March-April, 1971), 4-13.

[6]Alvin Toffler, FUTURE SHOCK (New York: Bantam Books, Inc., 1971), pp.112-135.

[7]Fenn, op. cit.

Involvement of 3-5 Year Old Children as Volunteers

By Hedy Peyser, ACSW

The Hebrew Home of Greater Washington has been successful in involving children ages 3-5, with their mothers, in visiting residents of the institution on a weekly basis.

In developing the volunteer program to better meet the psychosocial needs of the 264 residents of the Hebrew Home, we found many with no families (i.e. no children and/or grandchildren). Coincidentally, one of our new volunteers, Mrs. S., asked whether her family (husband, three teenagers and 3-year old David), could "adopt a grandparent, preferably an individual with no family". She stated that her children were isolated from seniors since their grandparents lived some distance away, and their suburban environment consisted exclusively of younger people. This phenomena of family separation is typical of the Washington, D.C. metropolitan area, but with increased mobility in our society, certainly not unique.

Mrs. S. and David were assigned to visit Mrs. R., who had no family. Mrs. R. was alert, lonely and depressed; a chronic complainer; had few friends and failed to participate in social activities. She had little pride in her personal appearance and wore housedresses daily.

Mrs. R. liked David from the start and positive interaction was immediate. In fact, she seemed to prefer David's company to that of his mother. Within four weeks, improvements were noted in her physical appearance. She began wearing dresses, going to the beauty shop and attending activities even outside the Home. For example, she attended a country club luncheon because "Mrs. S. asked her to go." For many months, however, she would make statements to the volunteer which reflected her underlying depression and self-depreciation such as, "I don't understand why you come to see an old and ugly lady - I have nothing to offer you." She felt better when Mrs. S. and David started visiting an elderly couple living in the Home with no grandchildren, who sought out David and his mother. In addition to her two hours a week with David, Mrs. S. did additional volunteer work on another day, and her husband and three teenage sons were frequent visitors on weekends. Mrs. R's feelings toward the S. family can best be reflected in her comment to the supervising nurse, "I've never had children but now I have four boys without bellyaches."

RECRUITMENT OF OTHER CHILDREN

Within three months after Mrs. S. and David began their volunteer activities, a number of residents

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asked for David to visit them. For some, having a young friend was a status symbol; others enjoyed seeing children.

This innovative approach of utilizing a mother-child team to visit residents was discussed with the staff and volunteers. Many were enthusiastic, some indifferent and one expressed concern and stated, "It isn't fair to expose young children to old and sick people." Most agreed that the mother's attitude towards seniors was the important factor.

An intensive effort was made to recruit additional mothers with young children. Articles were published in the local press. Volunteers were encouraged to publicize this program among their friends, and those with young children were asked to participate in the program.

PHILOSOPHICAL IMPLICATIONS OF MOTHER-CHILD TEAM

Today, in an era of increasing family mobility, there is an artificial separation of the elderly, especially from children. Our institutions for the elderly tend to further separate and isolate the elderly from the young, to the disadvantage of both generations. From the viewpoint of the elderly who have the need to be needed, it is unfortunate that they are deprived of the opportunity to give of themselves to a child. It is apparent that a wealth of experience is being lost.

Older individuals readily and easily identify with young children. A child has the unique ability to pose no threats and make no demands. It is easier for a child to be non-judgemental than it is for an adult, and young children enjoy hearing the stories that older people love to tell.

Most experts in the field believe that contact of children with old people contributes to personal development. Children brought up without prejudices toward others grow up to become more accepting individuals, without biases toward the aged or to other minorities. The Jewish concept of "tzedakah," of concern for others through deeds of justice and charity remains only a 'concept' unless it is taught by direct example. Indeed, it is never too early to begin teaching children how to help others.

CHARACTERISTICS OF MOTHER-CHILD TEAMS

Since the onset of the program in 1971, there have been a total of over 35 mother-child teams. Of these, ten were chosen for the purpose of this study, during a two year period. Four of the ten dropped out due to illness, pregnancy, or departure from the area.

The mothers seemed to share many similar characteristics; warmth, articulativeness, sensitivity and assertiveness. Most important, they had positive feelings toward seniors. The children (two boys, four girls - average age 4) were generally well-behaved-disciplined, and articulate.

ADMINISTRATION OF THE PROGRAM

At the first meeting the mother was asked to come in alone to meet with the Director of Volunteers so that she could be oriented to the facility and to the general needs of the elderly residents. Included in this orientation was fact-giving was well as role-playing. For example, the question was posed, "How would you respond if a resident said 'I wish I were dead.'" The mother received a thorough briefing on the two or three residents assigned. More than one resident was assigned to each team since; 1) Residents are not always available to receive visitors and 2) Should loss and separation occur as a result of death, it would be less traumatic if there were other residents being visited. Goals were set which often included forming a relationship, and then attempting to motivate the resident to go outside for a walk or to attend programs at the Home.

The Director of Volunteers introduced the mother-child team to the supervising nurse and then to the resident. Mothers were encouraged to bring coloring books and games in case the children became restless. These games often served a a joint activity with the residents. The duration of these visists ranged from half to 1 1/2 hours for each resident. Each team averaged 1 3/4 hours per week. The number of residents visited by each team ranged from one to four with an average of two residents visited per week.

After each visit, the mother-child team met with the Director of Volunteers to discuss their feelings about the visit and analyze the child-resident and mother-resident interaction. The Director of Volunteers developed rapport with the children by asking direct questions about their visits, about their personal life, e.g. nursery school, interests, etc.

METHOD OF MATCHING RESIDENTS TO MOTHER-CHILD TEAMS

The entire resident population was reviewed and lists tabulated by the Director of Volunteers to determine the following:

a) The never-married
b) residents with no children or grandchildren
c) residents who had children of their own and were known to be particularly fond of children

These lists were screened to exclude those residents too disoriented to interact with the children. Conferences were held with each floor social worker and nurse to determine the following: a) residents who could benefit most from these visits, b) residents having problems in adjusting to the Home and c) residents diagnosed as being depressed.

A number of varying criteria were used to match resident and mother-child team. One question asked was whether a child might enjoy visiting a particular resident. In one case a resident and volunteer team was matched on the basis of the mother's and residents interest in philology and religion. Other criteria used were: place of origin or other geographical similarities; language similarities; interest in music, etc. In general it was useful to look for and match those with socio-cultural similarities.

Seven of the thirteen residents who were chosen to participate in this project were selected because they were new admissions to the Home (one week to one month) and had no families. It was believed that the period of adjustment would be facilitated if the resident had a "surrogate family." Four residents were chosen because they had made a poor adjustment to the Home. All four had been at the Home over a year and were experiencing difficulties in many areas with the most prominent problem being severe depression. An elderly couple with no grandchildren chose the mother-child volunteer team.

RESIDENT INTERACTIONS

Ten residents accepted the mother-child team during the first visit. Their interaction was immediate and friendly. In two cases where the resident accepted the team with great enthusiasm, problems developed later on in the relationship.

CASE I: Miss P., new resident, with a history of hypocondraisis. For the first few weeks, she was too busy complaining about the food and did not have time for somatic complaints. She related very well to the child. When somatic complaints increased, she told the child not to come near her because "you'll get sick," and warned the child not to go near other residents because they were sick. This was followed by endless descriptions of her physical prob-

lems and resulted in the child totally ignoring her. Regular visits were discontinued.

CASE 2: Miss T., a new resident, was very desirous of coming to the Home as she was unable to take care of herself in her apartment due to a serious visual loss. However, as soon as she came to the Home she constantly complained about the other residents who she felt were not of her social class and to whom she referred as "KIKES." During these tirades, the child played by herself. Another difficulty arose due to her compulsive cleanliness. If the child sat on the bed, Miss T. would become flustered. However, despite these problems, interaction took place and the visits continued.

In only one case was there what appeared to be initial rejection of the child. The volunteer's impression was that Mrs. M. did not want to be bothered, and that the child's presence was annoying to the resident who was suffering from severe depression. After four visits the volunteer was ready to give up, but was encouraged to continue. Shortly thereafter, the resident began looking forward to the visits and refused to leave her room until the child came. Eventually, she became quite possessive towards her. Mrs. M. always had a candy bar ready and took pride in showing the child to others, but was jealous if other residents paid too much attention to the child. Within two months there was a noted improvement in her physical condition and in her relationships with the staff and other volunteers. She said she felt "wanted" by the child. An attempt was made to discourage this extreme possessiveness and Mrs. M. was asked to become a resident-volunteer grandmother to the nursery school children at the Jewish Community Center. At first, she resisted, stating that she already had a child ... However, with the volunteers' and staff encouragement, she tried it reluctantly. Mrs. M. complained all the way to the Center but ended up enjoying it immensely.

All efforts to involve Mrs. M. in the Occupational Therapy program failed until she decided to make a gift for the child ... she now attends regularly. The volunteers also succeeded in getting her to attend a show, her first venture outside of the Home. One can only speculate that her initial reluctance to enter into a relationship was due to a fear of becoming involved with others, only to lose them.

Our other two reluctant residents were both single males whose initial reactions can be described as cool acceptance. After a period of time, however, marked verbal interaction occurred and one of the men now enjoys reading to the child.

IMPACT OF VISITS ON RESIDENTS:

In four of the thirteen cases there was marked deteriorated physical appearance prior to the mother-child visit. All four were diagnosed as chronic depressives. Within 4-5 visits, marked improvements were noted in all four cases. Housecoats were replaced with dresses; the beauty shop was frequented. One resident who needed to gain a few pounds, did so.

Six of the thirteen residents were diagnosed as suffering from mild to serious depression. They presented the following symptoms; poor physical appearance, lethargic behavior, self depreciation, and lack of feelings of self-worth. Three had never married, and the others never had children. In four of these cases, marked improvements were noted after introducing the mother-child team. The frequency

and duration of the depression diminshed considerably.

In the eight cases where the residents were non-participants at social functions, six started to attend. The mother-child team efforts were a major factor in this increased socialization.

The improved relationships of the residents to other residents and staff was observed in two cases, eight have had good-excellent relationships with other residents; two remained socially isolated. Some improvement in relationships with staff was noted in six cases, primarily in terms of fewer complaints.

IMPACT ON THE CHILD

The mothers were asked to evaluate the impact of their volunteer activities on their children. Without hesitation, all stated that the experience was excellent. They found that the children developed a positive sensitivity to the residents which carried over into their relationships with other senior adults. They had a greater tendency to stop and talk to the elderly on the street or in the supermarket.

All the children seemed to accept the residents immediately. Of course, most of the residents fussed over them. In one instance, a mother thought that her child would be bored and was surprised to find that the child was excited. Another child, described by his mother as always being a good child, noticed that he was much more sensitive to his own grandmother when she visited their home. For example, he told his grandmother to cover her ears because "I'm going to make noise."

Most mothers felt that the interaction with the residents made their child a richer person and provided a foundation for them to develop as warm, caring and compassionate human beings. All the mothers agreed that young children do not find the elderly offensive unless taught otherwise by their parents.

With the exception of periodic illness or vacations, the attendance of the mother-child teams was slightly better than the average adult volunteer.

DEATH

Two years after the visits began, Mrs. R., the first resident involved in this program, passed away. It was inevitable that eventually we would have to face and deal with death. This matter was discussed with the mothers during the first interview. Most believed that they were prepared and could handle this with their child. Mrs. S. was notified of Mrs. R.'s death and was one of a handful of people who attended the funeral. She informed David who asked "how and why" and expected to see Mrs. R. in her room the following week. David was depressed for a week and told his mother "I don't want to be unadopted." Neverthesless, he continued visiting other residents.

Another child, Saul, age 4, was told by his mother of the death of his "friend" Max. The next day Saul appeared in the volunteer office and requested a private conference with the Director of Volunteers to "talk about Max." In a most serious, forthright and mature manner he said, "Max was very, very old. He did not die because he was very old but because he was very, very, very ... sick." He then proceeded to describe Max's physical problems, reiterating the "very, very" and talked about funerals and added that a monument would be erected over the grave. He appeared to be comfortable discussing the subject of Max's death. According to his mother, Saul did indeed seem (in his own way) to accept the finality of death.

Another volunteer found it impossible to tell her three-year-old son that the resident they visited passed away. Extensive efforts were made to help her work out her own feelings about death, but she was unable to deal with her own early losses. However, she continued visiting another resident until a difficult pregnancy forced

her to curtail all activities.

CONCLUSIONS

The success of this program is evidenced by the numerous requests from our social service and nursing departments, as well as residents, for a "child" volunteer. These youngsters have been accepted as an integral part of the Volunteer Department.

We know that volunteer visits in general are productive and stimulating for most residents in a long-term care facility. All the residents who were visited by the mother-child team had previously received visits from other volunteers. Many of these relationships had been meaningful, but few observable improvements were noted until we introduced the mother-child team.

We found one unexpected finge benefit. This program allows a number of women to volunteer who ordinarily would not be able to because they would need baby sitters. In one case, a mother continued her volunteer activities after her child entered the first grade and still brings her to visit when time permits. We have been fortunate in finding the right combination of mother and child.

This program of involving young children as volunteers is also an investment in the future. Only time will tell whether these children will continue their volunteer efforts as adults. However, from what we know they are more likely to do so than those who have not had the parental example and first-hand experience.

Based on our nine year experience, we can conclude that involving 3-5 year olds as volunteers is a positive and constructive experience for both resident and child. This program has geat potential for expansion and replication in long-term care facilities for the elderly.

LEADERSHIP ABSTRACTS *in* Volunteer Administration

This begins a regular section in Volunteer Administration designed to provide practitioners with summaries of current literature. Rationale and background for this service are described in the Summer, 1980 issue of Volunteer Administration (Vol. XIII, No. 2).

VOLUNTEER ABSTRACTERS FOR THIS ISSUE

(The name of the abstracter also appears at the end of each summary.)

Mary DeCarlo, Ph.D., President, Volunteer Development Institute, Arlington, VA.

Janice Gerdemann, Staff Associate, Voluntary Action Center of Champaign County, Urbana, IL.

Ann Hamilton, Assistant Director, The Colorado State Office of Voluntary Citizen Participation, Denver, CO.

Janet Richards, Coordinator of Volunteers, Gloria Dei in Evangelical Lutheran Church, 570 Welch Road, Huntington Valley, PA.

Michael Williams, Research Assistant, National Association on Volunteers in Criminal Justice, University, AL.

Ivan H. Scheier, Ph.D., Abstracts Editor.

JOURNALS AND NEWSLETTERS IN THIS ISSUE

THE ALLIANCE FOR VOLUNTEERISM: NEWS AND NOTES, is a quarterly newsletter published by the Alliance for Volunteerism, 3706 Rhode Island Avenue, Mt. Ranier, Maryland 20822.

CIVICS is a quarterly newsletter published by the Colorado Office of Voluntary Citizen Participation, Room 617, State Services Building, 1525 Sherman, Denver, Colorado 80303. The newsletter is free to Colorado residents. Both residents and non-residents should inquire of the State Office.

EXCHANGE is a magazine published quarterly by the United Church of Canada. The Fall of 1979 issue was devoted to "Volunteer in the Church."

The NAVCJ EXAMINER formerly the VIP Examiner is published quarterly by the National Association on Volunteers in Criminal Justice. If you wish to receive this periodical, send your request to Circulation, NAVCJ, P.O. Box 6365, University, Alabama, 35486.

RELIGION AND VOLUNTEERING is a subject-area category for a range of journals.

SYNERGIST, a quarterly journal, is available to Libraries and Profit-making Organizations by sending $5.00 Domestic; $6.25 Foreign to Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Staff

Members of Schools, Agencies, or Organizations may ask to be placed on the National Center for Service-Learning mailing list. Write to ACTION, 806 Connecticut Avenue, N.W., Room 1106, Washington, DC 20525.

VOLUNTARY ACTION LEADERSHIP is published quarterly by VOLUNTEER: The National Center for Citizen Involvement. For current availability, write Editor, VAL, c/o VOLUNTEER, 1214 16th Street, N.W., Washington, D.C. 20036.

Notes:

1. We expect to cover four or five more journals in the next issue of Leadership Abstracts.

2. Eventually, some back issues of Volunteer Administration will be abstracted. Readers of this journal will, of course, have full texts of current articles along with each issue of the abstracts. However, some current articles may also be abstracted, for readers who wish to assemble abstracts over a longer period, in their reference library.

THE CLASSIFICATION SYSTEM

This system is currently rough and provisional, awaiting experience and reader suggestions for more final development. A more refined classification system will be offered with the third or fourth edition of Leadership Abstracts. This system will cross-refer to the essentially arbitrary code numbers currently assigned each abstract. This code number will begin with the last digit of the current year of publication for Volunteer Administration. Thus, 0/1 indexes the first listed abstract in the 1980 year of Volunteer Administration's publication.

The more refined classification system will recognize that the typical abstract should be referenced under more than one category.

ABSTRACTS

(Categories are presented alphabetically)

Criminal Justice Volunteering

(0/1) Thornhill, Mark. "Editorial". Examiner, Vol. 8 No. 4 (Fall, 1979) p 2.

1) Thornhill reflects on the Ninth Annual Criminal Justice Volunteer Forum, on October 7-10, 1979.

2) A major speaker, former U.S. Attorney General Ramsey Clark called the Criminal Justice System "conceptually flawed" and went on to say that law enforcement should focus on white-collar crime.

3. Citizen participation was stressed as a social imperative to effect change in the Criminal Justice System.

4. Thornhill argues that volunteerism is not adolescent idealism, but a well-founded alternative for the 80's.

Abstracted by Michael E. Williams

(0/2) "VIP-NCCD Conducts National Survey-Questionnaire on Juvenile and Criminal Justice Volunteerism." Examiner, Vol. 8, No. 4 (Fall, 1979), pp 4-5.

1) A national survey of the number of criminal and juvenile volunteers and volunteer programs indicates 176,443 volunteers in 1,970 programs.

2) Projected figures estimate 1,936 other programs not included in the suvey with 154,880 additional volunteers for an estimated total of approximately 350,000 volunteers in approximately 4000 programs.

3) A six-page questionnaire was sent to the first 1900 programs responding to the survey. Some examples of replies are given.

4) A more complete description of survey and questionnaire results is available from VIP-NCCD Business Office, 200 Washington Square Plaza, Royal Oak, Michigan 48067. VIP-NCCD asks that $1.00 be enclosed with your request to help defray postage and handling expenses.

Abstract by Michael E. Williams

History of Volunteering

(0/3) Sigler, Robert. "From Charisma to Technical Management: The Development of a Movement". Examiner, Vol. 9, No. 1 (Winter, 1980 pp 1 and 3.

1) An overview is provided on the historical development of criminal justice volunteering in the modern era (ca 20-25 years).

2) Three types of volunteer leaders are described: charismatic leaders, charismatic technical managers, and techical managers.

3) The article summarizes the historical transition from charismatic leaders to charismatic technical managers to technical managers.

Abstracted by Michael E. Williams

Other Program Types (in addition to religion, student, etc. (To be subdivided later)

(0/4) CIVICS. Vol. I, No. 2 (June, 1980), p 1 ff.

A new energy volunteer program is described in Fort Collins, Colorado. Entitled Save America's Vital Energy (SAVE), this is a community-wide Domestic Energy Conservation Project. The article includes:

1) Statistics showing need for energy conservation measures in the Fort Collins area.

2) History of why Fort Collins was chosen for the pilot project.

3) Overall project goals of reducing energy in at least 6000 homes during the fall campaign through workshops on energy audits and weatherization techniques at energy centers through the area. The task force will plan publicity, hire a coordinator, select neighborhood sites, recruit and train volunteers, develop energy audit procedures and decide steps to be emphasized.

4) Resources and donations provided by the community task force are listed.

5) Anticipated benefits of the project are described.

Abstracted by Ann Hamilton

(0/5) Goodman, Lois K. "Matching Talents to Community Needs". Voluntary Action Leadership, Spring, 1980, pp 31-33.

Describes a program, "Match", located at the Cleveland Jewish Vocational Service, which links vocational counseling and career exploration with volunteer jobs. New volunteer job opportunities have been developed, with concrete description emphasing vocational application. Student internships, senior projects and released time vocational projects for Jr. High to Graduate Students are possiblities. The program operates with one paid staff member and 8 volunteer counselors. Today's shrinking job market and service program needs make this a logical way to increase volunteer services.

Abstracted by Janice O. Gerdemann

Religion and Volunteering

(0/6) Richards, Janet. "Church Volunteer Administration: Similarities and Differences: Volunteer Administration, Vol. XI, No. 3 (Fall, 1978), pp 49-52.

1) The focus of the article is on the fact that churches, depending heavily as they do on volunteers, should begin to manage those volunteers with the same tools for effectiveness as other agencies.

2) Some of those tools, which are not generally utilized, are:

   a. Job descriptions.
   b. Assignments equivalent to skills.
   c. Training.

3) Managing volunteers in the church is different because:

   a. Volunteers and "clients" are the same people.
   b. Church members "feel" they have the right to perform a service regardless of qualifications.
   c. Entire church membership constitutes a body of potential volunteers.
   d. All staff members can recruit church members.

Abstracted by Janet Richards

(0/7) Richards, Janet. "Church Volunteer Administration, Part II: Several Programs under One Roof" Volunteer Administration, Vol. XIII No. 2 (Summer 1980), pp 18-20.

1) Church members are considered a resource for a variety of volunteer opportunities both inside and outside the church.

2) A church's volunteer program can be classified under at least five categories:

   a. Traditional: choir, ushers, teaching Sunday School, etc.
   b. Congressional Care: a follow-up program after church members have passed a life crisis such as death in the family or illness.
   c. Volunteers for denominational or inter-denominational service.
   d. Resource for community agencies.
   e. Advocacy role of churches.

Abstracted by Janet Richards

(0/8) Prison Fellowship "Hope" Examiner, Vol. 9, No. 1 (Winter, 1980) pp 5-6.

1) Founded in 1976 by Charles W. Colson, Prison Fellowship aims to implement a coordinated, nationwide ministry to the imprisoned.

2) Prison Fellowship's services and programs are described, including visting inmates, vocational training and assisting in Bible study.

3) Prison Fellowship's involvement with John Evans, an inmate on Alabama's Death Row, is supplied as an anecdotal example of their work.

Abstracted by Michael E. Williams

(0/9) Balas, Laura "Reflections on Volunteering". Exchange. Fall 1979, Vol. 4, No. 1 pp 4 and 5.

1) A review of traditional and fresh views of church volunteers.

   a. Many of the same persons have continued to volunteer for eighteen years.
   b. They are committed to the work of the church and see it as a lifelong ministry to which they have been called.
   c. People are responding to the challenge of ministry.

2) Changing family patterns affect the church's volunteers.

a. Both parents working.
b. More one-parent families.
c. Greater mobility resulting in involvement at both a summer and a winter home church.

3) Church's volunteers are extending their ministry into the community, supporting and involved in social and political issues.

Abstracted by Janet R. Richards

(0/10) Klassen, Betty-Jean. "Keeping Green Branches Green or How to be a volunteer in a concilar church and survive". Exhange, Vol. 4, No. 1, Fall 1979 pp 6,7. The United Church of Canada is designed to be national, regional, presbyterial and local simultaneously in its mission and ministry.

Some members may be inspired and stimulated through volunteering for a project, task or committee somewhere in the system while others retreat feeling discouraged, bewildered and stifled by the demands and expectations.

Volunteers need to experience recognition, appreciation, new learning, fellowship, confidence, acceptance, and honest feedback. They need a sense of sharing in the planning, implementation and evaluation of a worthwhile task.

Abstract by Janet R. Richards

(0/11) Challer, Lyle E. "How Do You Motivate?" Exhange Vol. 4, No. 1, Fall 1979, pp 8-10.

Six basic factors in the motivation of lay volunteers:

1) Feedback - Members of the congregation need feedback on what is happening in the congregation as well as feedback on an individual effort.

2) Terminal date - Clearly defined responsibilities and a precise termination date alleviate the "lifetime sentence" to which church volunteers are often subjected.

3) Satisfactions - This is achieved through (a) feelings of accomplishment, (b) humor and enjoyment lubricating the task, and (c) learning something useful and/or interesting in the process.

4) Support - Volunteers need to feel support from (a) the team-teaching or co-chairing approach, (b) training to increase competency and (c) mutual support groups.

5) Motivation -Theory X is the carrot and stick approach. Theory Y motivates people by encouraging commitment through participation, satisfaction or self-actualizating needs and acceptance of responsibility.

6) Which button? - Three approaches to motivating a congregation to social action: a) guilt; b) legalistic - act because you are Christian: c) love. Time proved that the last button (c) produced the best effort.

Abstracted by Janet R. Richards

(0/12) Lord, Bill. "Recruiting Volunteers - An Organized Approach for Congregations." Exchange. Vol. 4, No. 1, Fall 1979. pp 11 - 14.

1) Eight reasons are listed for increasing difficulties in recruiting volunteers for Christian Education programs in the United Church.

2) Three basic approaches to organizing the management of human resources as seriously as financial resources are discussed:
a) A card file of members' skills and talents.
b) Include a record of previous experience.
c) Careful and deliberate recruiting.

3) Value of and ideas for showing ongoing care and concern for the volunteer.

Abstracted by Janet R. Richards.

(0/13) Ramsay, M. "Leadership Development at Village United". Exchange. Vol. 4, No. 1, Fall 1979, pp 15 - 17.

1) The real experiences of a fictional church in developing lay leadership are addressed.

2) The transition from the minister-led to group-led Bible study is described.

3) The dynamics of group processes are evident.

4) Members learned to articulate their faith. They also developed leadership skills for other roles within the congregation.

Abstracted by Janet R. Richards

(0/14) Bradley, Evelyn. "Helping One Another in Ministry". Exchange. Vol. 4, No. 1, Fall 1979. pp 18 - 20.

1) Explores the possibility of placing more responsibility for Conference (snyod, diocese) work in lay hands, in view of diminishing dollars.

2) Thoughtfully addresses the issue of the massive structure of the institutional church.

3) Cutting staff need not be synonymous with reduced programming. Greater reliance on volunteers can be exciting.

4) Assumptions:
   a) A potential of volunteers available to do necessary work which might not get done otherwise.
   b) Payoff for volunteers in the church is in discovery of their gifts, growth in personal and spiritual maturity and engagement in significant ministry.
   c) Such a volunteer system requires budgetary and administrative support.

5) Discusses the issues of the difference between the laity and the clergy as ministers.

Abstracted by Janet R. Richards.

(0/15) Green, Ruby. "Supporting Teachers and Leaders". Exchange. Vol. 4, No. 1. Fall, 1979. pp 21 - 23.

1) A Christian Education committee has a leadership development program which focuses on:
   a) Recruitment - careful selection, planning, job description, and commitment.
   b) Training - Methods and resources; teens as teachers.
   c) Support - Dedication service; reports to Church Board; articles in church's newsletter; adequate budget; time for mutal support; personal growth; back-up assistance.
   d) Appreciation - Christian Education Sunday; fun and fellowship time and/or thank you letter to each Church School worker.

Abstracted by Janet R. Richards.

Resources and Career Concerns (see also: Training and Education)

(0/16) CIVICS. Volume I, No. 1, (April, 1980)

This first issue of CIVICS provides considerable background on the planning and launching of a new state office, the Colorado Office of Voluntary Citizen Participation. Areas covered are the planning task force, the board of advisors, volunteer regional directors, and early volunteer recognition efforts. Messages from Colorado's Governor and the

ACTION State Director are included.

This issue also contains a review of current federal and state legislation pertinent to the volunteer movement.

Abstracted by Ann Hamilton

(0/17) CIVICS. Vol. 1, No. 2. (June, 1980), p. 2.

This article describes the organization of a statewide resource bank for volunteer leadership in Colorado. The article includes:

1) Explanation of and reasons for the "bank".
2) Listing of 20 categories, in which technical assistance services will be offered.
3) Appeal for additional applicants to serve as resource people.
4) Suggestions on how organizations and programs might use the resource bank.

Abstracted by Ann Hamilton

Student and Other Youth Involvement (Volunteering, Service Learning, National Service)

(0/18) Hesburg, Theodore M., Rev., Seymour Eskow, W. Clyde Williams, and John B. Davis, Jr. "Views From the Top". Synergist, Vol. 9, No. 1 (Spring, 1980) pp. 19-23.

1) Four college presidents explain why institutions cannot separate meeting the needs of the students and of the community. Experience of each college's attempt to relate to their respective community is explained.

2) Community linkages, networks locally and nationally are described including the system for delivery of the service-learning program.

3) Some form of systematic planning and administrative structure is required in order to make service-learning an integral part of the educational experience of young people.

Abstracted by Mary DeCarlo

(0/19) Hedin, Diane and Dan Conrad, "Study Proves Hypotheses and More". Synergist Vol. 9, No. 1, (Spring, 1980) pp. 8-13.

1) Results are presented of a two-year study conducted by the Center for Youth Development and Research, University of Minnesota, St. Paul, assessing the impact of experiential education programs.

2) Descriptions include a list of what students learn in experiential and service learning programs, research methods, sample questions and a list of references.

3) The hypothesis that students develop more positive feelings toward the kind of persons (government officials, the elderly, etc.) with whom they were in primary contact in their field placement was supported by the data.

4) Those who wich to receive a notice of the availability of a comprehensive report, a compilation of the instruments used, and a combination of anecdotal and statistical material should send a stamped, self-addressed envelope to the authors ath the Center for Youth Development and Research, University of Minnesota, St. Paul, MN.

Abstracted by Mary DeCarlo

(0/20) Tsongas, P., Paul N. McCloskey, John Cavanaugh et. al., "The National Service Debate". Synergist, Vol. 8, No. 3. (Winter, 1980) pp. 11-22.

1) Three legislators, two members of the Committee for the Study of National Service, a brigadier general who is also an educator, a high school student, a com-

munity organizer, and the Director of ACTION give their views on whether the U.S. should initiate some type of national service.

2) The proposed national service legislative proposals--similarities and differences--are described.

3) The general conclusion is that a National Service program is desirable, and that there is optimism regarding the implementation of such a program.

Abstracted by Mary DeCarlo

(0/21) Woods, Harold D. "Form and Essence". Synergist, Vol. 8, No. 2, (Fall, 1979) pp.33-38.

1) A philosophical, reflective piece by the Director of the Center for Service Learning at the University of Vermont, after a decade of administering a service-learning program.

2) The article describes the essence of service learning and educators' skills for assisting students to express the dimension of inner meaning from their experience.

3) Service Learning is growing into an educational speciality with a body of knowledge, a methodology, a developing national interest, and strategies for linking service to learning.

Abstracted by Mary DeCarlo

(0/22) The National Center for Service Learning. "Education That Empowers," Synergist, Vol. 8, No. 2 (Fall, 1979) pp 4-9.

1) The National Forum on Service Learning challenged educators to blend elements of developmental psychology and social action into educating students as if people mattered.

2) Complementary concepts were advanced by the speakers. All stressed the necessity of developing facets of the self (including commitment to others) which are neglected in most classrooms today.

3) Problems with traditional academic programs were described, and development of the "liberally-educated," "whole person" thorough a service learning educational experience was highlighted. Emphasis was placed on the service component as an important element in the empowerment process.

Abstracted by Mary DeCarlo

(0/23)The National Center for Service Learning, "Service Learning in Secondary Schools," Synergist, Vol. 8, No. 3 (Winter, 1980) pp 2-5.

1) Results are presented for a survey of a random sample of high school community service programs, undertaken by the National Center for Service Learning.

2) The article provides description, profile and nature of the community service programs including availability through extra-curricular activity, relationship to academic programs, academic credit, coordinator's involvement and the public's view.

3) The survey indicates that service learning in secondary schools is strong and growing stronger throughout the country.

4) A more complete report is available from the National Center for Service-Learning, ACTION, Room 1106, 806 Connecticut Ave., N.W., Washington D.C. 20525. Ask for the High School Survey Report.

Abstracted by Mary DeCarlo

(0/24)The Alliance for Volunteerism: News and Notes, Vol. 1, No. 3 (July-August, 1980).

A main theme of this issue is information resources and a prospective Presidential Committee on National Youth Service.

The newsletter also reports on cities honored for volunteerism by the National Conference of Mayors in June, 1980.

Abstracted by Ivan Scheier

Training and Education

(0/25)Presson, Bob. (compiled by). "Training Volunteers". Voluntary Action Leardership, Spring, 1980, pp 23-28.

The Director of VOLUNTEER's National Leadership Development Program has compiled a guide for those training volunteers. Trainers need to understand the components of the jobs which the volunteers will be doing, and analyze their needs to be trained to fit. Factors to consider are the heterogenous make-up of the volunteers, their motivation, the efficient use of time, and methods of increasing self-concept. Articles excerpted list a 14-step planning guide, the trainer's 6 tasks, and give a profile of a Boy Scout Training Program.

Abstracted by Janice O. Gerdemann

(0/26)Egginton, Mary. "Education for Giving". Voluntary Action Leadership, Spring, 1980, pp 31-39

Reports on Adelphi University's Center on Volunteerism's conference on volunteerism and higher education. Faculty from nine universities, in education, health services, nursing, public administration, and social work, met with agency volunteers and professionals.

Discussions dealt with defining roles, new trends, and observing volunteerism as the cutting edge of social change - matters of which the academicians were little aware. It was recommended that volunteerism should be part of all course content in the helping professions, and that future dialogues should also include faculty from law, library, and criminal justice.

Abstracted by Janice O. Gerdemann

(0/27)CIVICS. Vol. I, No. 2, (June, 1980) p. 5

This article summarizes the 1980 New Frontiers conference, from an attendee's viewpoint.

Summaries of four major conference speeches are provided.

-Kenn Allen, Executive Vice President, VOLUNTEER. Keynote address, "Challenges for the Eighties".

-George Gallup, Jr., President of Gallup Poll. Lecture on "The Public's Blueprints for a Better America".

-Pablo Eisenburg, President of the Center for Community Change. Address on "Volunteer Involvement in Community Organization".

-Marlene Wilson, President of Volunteer Management Associates. Concluding remarks on "Impacting the Future".

Abstracted by Ann Hamilton

Volunteer-Client Relations

(0/28)Conner, Donnie G. "Volunteers in Today's World". Examiner, Vol. 9, No. 2 (Spring, 1980) p. 1.

1) The primary objective of a volunteer working with a teenager is to establish rapport with the client.

2) The method of accomplishing this objective is effective communication.

3) Five kinds of pitfalls are described, leading to ineffective communication

(a) Ordering, Directing, Commanding
(b) Warning, Admonishing, Threatening
(c) Exhorting, Moralizing, Preaching
(d) Judging, Criticizing, Disagreeing, Blaming
(e) Probing, Questioning, Interrogating.

Abstracted by Michael E. Williams

(0/29)"Volunteerism: A Personal Perspective". Examiner, Vol. 9, No. 1 (Winter, 1980) pp 1 and 3.

1) A criminal justice volunteer relates an experience with her client who violates probation, and is found guilty by "that stern judge".

2) This volunteer shares some personal feelings about the system and volunteerism. Thus: "Hopefully justice was served, but the harsh realities of the courtroom frightened me. They did so because as an ordinary citizen volunteering some of my time in a quiet, private manner, I wanted to believe that my efforts made a difference in my friend's life. I know he made a difference in mine." The volunteer goes on to say that though "...the critics of social policy...find hardly measurable the differences for which I have been awkwardly groping and struggling." "...if and when my young friend is released from jail, he knows someone will be there."

Abstracted by Ivan H. Scheier

INVITATION TO COMMENT

Reader's comments and suggestions on any aspect of Leadership Abstracts will always be welcome, and are particularly needed for this first issue. Please write to Chris Dolen, Editor-in-Chief of Volunteer Administration.

Volunteer Administration provides a forum for the exchange of ideas and the sharing of knowledge and information by publishing articles dealing with practical concerns, philosophical issues, and significant applicable research.

It encourages administrators of volunteer programs and the volunteers themselves to write from their experience, knowledge, and study of work in which they are engaged.

The editorial staff is currently seeking administrative articles dealing with the following volunteer programs or topics:

* Hospitals
* Mental Health Centers
* Churches
* Volunteer Action Centers
* Zoos
* Senior Citizens
* Handicappers
* Education (all levels)
* Recreation/Leisure Services
* Rehabilitation
* Courts
* Fine Arts
* State Offices
* Training or education for administrators, i.e., stress management, power, motivation, communication ideas, conflict management, etc.

Guidelines for Submitting Manuscripts to VOLUNTEER ADMINISTRATION

1) Manuscripts should deal with issues or principles related to volunteer administration. Program descriptions are acceptable only when they are conscious demonstrations of an issue or a principle.

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

   Christina Dolen
   Service-Learning Center
   Vice President for Student Affairs
   Michigan State University
   East Lansing, MI 48824

3) Manuscripts should be five to 20 pages in length, with some exceptions. Three manuscript pages approximate one printed page.

4) Footnotes should appear at the end of the manuscript, followed by references listed alphabetically.

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

6) Unpublished manuscripts will be returned to the authors with comments and criticism. Published manuscripts will not be returned to the authors.

7) The author should send a cover letter authorizing *Volunteer Administration* to publish the article submitted, if found acceptable.

8) The author should not submit the article to any other publisher during the period when it is under consideration by *Volunteer Administration*.

9) The review process for a submitted article usually takes six weeks to three months. Each article will be reviewed by at least two consulting editors and an association editor.

10) Authors of published articles will receive two complimentary copies of the issue carrying their article.

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