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*Addendum: Please correct your fall issue of *Volunteer Administration*, Vol. XIII, No. 3, article entitled "Performance Appraisals of Employees in Business and Industry Who Volunteer Their Time in Community Service Agencies," to read:

Dr. Shelby P. Morton, assistant professor of Management at the University of Houston at Clear Lake City; and

Dr. Dale A. Level, Jr., professor and head of the Department of Management at the University of Arkansas.

Non-Profit Organizations, Recession, Volunteers and Fundraising

By Thomas W. Tenbrunsel, Ph.D.

Introduction

In a recession, non-profit organizations find themselves squeezed for operating capital, without money for new programming or simply bankrupt. The volunteer can often make the difference.

The number of non-profit organizations in this country has increased over the past decade despite economic decline and increased competition. There are currently over 500,000 tax-exempt organizations on file with the Internal Revenue Service and the actual number is estimated to be well over a million. They gross over \$100 billion annually from philanthropy, government grants, and service delivery (Tenbrunsel, 1980). A small number of these non-profits are hospitals, universities, museums, and the like. The rest are small, local in scope, have budgets of less than \$250,000 and are chronically under-financed. Recession hits them the hardest. They compete with one another for government, foundation, and corporate grants, individual donations, and volunteers within their communities. Yet these entrepreneurial enterprises are the backbone of human service, education and cultural development in this country.

In the sixties, funding was bountiful. Even in the seventies, non-profits continued to experience a growth rate in spite of a steady decline in the economy. It is evident that the eighties will be marked with inflation and recession. There will perhaps never again be a time so bountiful as the sixties. What then must non-profits look for in the hard times ahead?

Dr. Tenbrunsel teaches the fund-raising course at Michigan State University and is author of The Fund-Raising Handbook and co-author of the text, Fund-Raising and Grantsmanship: Getting Money from the Community for the Community, MSU Press, East Lansing, Michigan, 1980.

Recession means fewer dollars available and high unemployment. There will be less government money, and it will go primarily toward program maintenance. New program funds will be scarce. Some corporations will continue to thrive (oil) while others (auto) will greatly reduce their giving programs. United Fund agencies will feel the pinch first and hardest because of the direct effect unemployment has on payroll deduction.

Since foundations will be required by IRS regulations to continue their giving programs, the net effect may be that large foundations will survive but many smaller ones will be discontinued. In a similar vein, wealthy individuals will continue to satisfy their philanthropic tendencies by giving to community, religious, human service, educational, and cultural organizations.

Non-profits will compete for available dollars, and it will come as no surprise when those with long-standing credibility in the community (churches, hospitals, Red Cross, mental health centers, scouting, YWCAs, the local symphony, etc.) beat out their competition. Those organizations with small staffs and only one source of funds will suffer the most. Those agencies which seek multiple funding sources and make use of their volunteers will survive.

The Volunteer and Recession

The volunteer is the one element of a non-profit organization that is least affected by recession. In fact, there will probably be an increase of volunteers as a direct result of unemployment. To a small non-profit, the volunteer is the number one asset especially when it comes to raising funds.

How to Use Volunteers in Your Fight Against Recession

It is this writer's contention that unless

your organization is entirely volunteer-run, volunteers should be utilized first and foremost as fund-raisers, or perhaps as program people. Do not waste their energy and talent or risk their "burning out" by having them do clerical work.

If you have not already established an ad hoc fund-raising committee in your organization, do so and put your number one volunteer in charge. The unpaid volunteer who is a strong supporter will be more convincing in your fund-raising campaign.

Selecting Volunteers for Fund-Raising

Most volunteers are extremely capable and conscientious but you must, nevertheless, carefully choose those who will do your fund-raising. *You will be looking for someone who is sincere, enthusiastic, personable, is knowledgeable about your organization, is a talker, perhaps a good writer as well, is outgoing and enjoys people, is willing to make a time commitment and is not shy about asking for money* (Tenbrunsel, Tornatsky, and deZeeuw, 1980). Keeping in mind the old adage, "people give to people," it is preferable that your volunteer be wealthy as well; for in dealing with most funding sources, it comes down to "who knows whom." Thus, the single most important thing you will do as a non-profit organization is to choose your first volunteer. That person (often the board chairperson) will then set the level for fund-raising and recruiting within your organization.

Volunteers as Fund-Raisers

After you have arranged for your top volunteer to head up the fund-raising committee, see that he or she has a budget to work with and staff support. This will increase his/her productivity and increase your return on investment. You don't pay them a salary, but you can reimburse him/her for expenses and send him/her to an occasional grantsmanship or fund-raising workshop.

You next develop a plan to recruit further volunteers and proceed with the six-step funding strategy outlined below (Tenbrunsel, 1980):

Six-Step Process to Successful Fund-Raising

<u>Task</u>	<u>Person(s) Responsible</u>
1. Identify agency's charge, mission, and goals for the current year.	Board/Staff/Volunteer
2. Determine the need for outside funding.	Staff

- | | |
|--|-------------------|
| 3. Obtain tacit approval from agency to pursue outside funds for a specific project. | Board/Staff |
| 4. Identify granting agencies which are likely prospects. | Volunteer/Staff |
| 5. Cultivate these funding sources and select the most likely prospect(s) | Volunteer |
| 6. Ask for the gift (or write the proposal as the situation requires). | Volunteer/(Staff) |

The type and degree of volunteer involvement in identifying and cultivating (steps 4, 5, and 6 above) multiple sources of funding is shown below:

<u>Source</u>	<u>Volunteer Involvement</u>
Government	Minimal involvement except where board chairperson (volunteer) accompanies you to Washington, D.C., state capitol or local council meetings.
Foundations	Volunteer is preferably a member of the foundation's board or knows member(s) of the board.
Corporations	Volunteer owns, does business with, plays golf with, or socializes with corporate decision-makers.
Individual Donations	Same as for corporations.
Direct Mail Solicitation	Use staff or student volunteers or hire a professional for this one.
Special Events Fund-Raisers	Yes, everyone loves a party, especially if you also make money for the organization. Check out Joan Flanagan's <u>Grass Roots Fund-Raising Book</u> (1977). If you have an abundance of volunteers, start here and gradually work your way through the other funding sources.

Conclusion

The volunteer takes on additional importance in time of recession. They are least affected by economic conditions and can be utilized to secure new sources of funding. They are enthusiastic about your organization by choice and therefore make excellent fund-raisers. If you employ wealthy volunteers, your chances of success will be greater. Turn over the fund-raising to your volunteers and have them approach multiple sources of funding corporations, foundations, individual donors on your agency's behalf. Have your volunteers organize a special event fundraiser. The wise use of volunteers will determine which organizations survive the recession.

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Retirees as Volunteers: Evaluation of their Attitudes and Outlook

By Janet Stone and Edith Velmans

Introduction

Three years ago, an unusual approach to volunteerism was instituted in New York City. A project, called the Second Careers Volunteer Program, was set up to serve the vast pool of retirees whose skills and experience, coupled with new-found time and leisure, equipped them with unique resources which could be effectively put to use in the city's many government agencies and non-profit organizations. For New Yorkers, this was an innovative, unusual concept and, because of rapidly rising costs and a proliferation of both governmental and non-governmental agencies, an idea whose time had indeed come. Here was a means of mobilizing until now an untapped resource of competent and trained mature adult, many of whom were eager to donate their talent and time to the performance of necessary tasks in some meaningful project.

Rationale

The pilot program was a special project of the Mayor's Voluntary Action Center, the

Stone, before her retirement, was an editor at Grolier Publishing Company. She joined the Second Careers Volunteer Program as associate director in January 1979 and initiated several projects for the program including preparation of materials for radio promotion and writing and editing a newsletter sent periodically to several hundred program participants. She is currently writing a handbook which will serve as a guide to the structuring of a Second Careers Volunteer Program.

Velmans, an associate director of the Second Careers Volunteer Program, joined the program as a volunteer in February 1979. She is a psychologist with degrees from Amsterdam University and the Piaget Institute of Geneva University. She holds a master's degree in gerontology from Columbia University.

central agency for volunteer referral in New York City. For several years, the Mayor's Voluntary Action Center had been placing people of all ages in a wide variety of volunteer jobs. But many of those who applied were still working at paid employment and had limited time to give or had little specific experience and few professional skills to bring to the specialization job requests that were being received by the center in ever-increasing numbers. Active, mature people, retirees from business and professional life, seemed to offer a unique volunteer pool, and so, with a three-year grant from The Edna McConnell Clark Foundation, the Second Careers Volunteer Program was organized with the specific goal of placing retirees with backgrounds in the law, medicine, accounting, business, teaching and many other fields in interesting, meaningful volunteer assignments.

Procedure

The first step was to set up an office with an administrative staff. Space was donated by the city, a director and part-time secretary were engaged, and within a short time five or six retirees joined the project in various capacities — as interviewers, public relations coordinators and job developers. The next steps involved accumulating a sizable file of specialized assignments and publicizing the need for volunteers within the growing community of retirees. Over 400 retirees have requested job interviews and have been referred to volunteer assignments since the program's inception. The job request files are growing in number and improving in quality of the assignments as the work of the project is becoming better known, and a steady stream of retirees continue to seek placement.

Recently, the program undertook a comprehensive study to obtain a precise evaluation of its work thus far. Toward this end, a

scientific questionnaire was devised and analyzed by co-author Edith Velmans, a gerontologist and associate director of the program. The questionnaire, to be completed anonymously, was sent to 171 retirees who had registered with the project since it opened its doors. It was detailed and somewhat complicated, and its completion required considerable time and thought. A surprisingly high number of volunteers took pains to fill out the forms, more than enough to provide a meaningful sample. The results of this study* offer illuminating insights not only into the areas of success and failure of the Second Careers Volunteer Program, however, in addition, many of the conclusions that were revealed can be extrapolated and applied to the broad field of volunteerism in general.

The 10-page questionnaire form was designed to obtain a wide range of information from the respondents. The first group of questions dealt with the volunteers' attitudes toward the program and the reasons for their participation. Respondents were asked to indicate their reactions on a 0-to-10 scale that ranged from Not At All Important to Very Important in response to certain statements (i.e., "I'm just interested in keeping busy," "I am interested in supporting my community"). The next group of questions related directly to the assignments offered to the volunteer — how rewarding the assignment was; whether adequate training was provided; whether the work of the volunteer was appreciated. Also examined were the volunteers' attitudes toward retirement in general — the reasons that led to retirement; what hazards retirement posed; whether retirement had been voluntary or mandatory. A final section was designed to obtain a personal profile of the volunteer in terms of age, sex, education, family situation, and interests.

Within a month from the date of mailing, 109 questionnaires were returned to the Second Careers Volunteer Program office, and of these 104 had been completed. The responses were then coded and analyzed by computer. The information contained in this article is based on conclusions and analysis of the Velmans Study.

Analysis of Data

By far the greatest number of men and women who sought volunteer assignments through the Second Careers Volunteer Program — about 80% of the total number of applicants — were white middle- and upper-class professionals. The program attracted few Blacks, Hispanics, and other minorities. Six percent of the respondents were under 60 years of age; 58% were in their 60s, 34% were in their 70s, and 2% were over 80. In the 50 to 70 age group, women outnumbered men and in the 70 and older range, men outnumbered women, while overall the sex division was about equal. Questions

relating to marital status revealed that 45% of the applicants are married, 30% are widowed, and the remaining 25% are single, separated or divorced.

Women tend to seek volunteer assignments much sooner after their retirement date than do men. Most of the males involved in the study waited an average of four years before seeking volunteer work. These figures seem to suggest that women retirees prefer to continue with their work routines while men prefer to devote their time to hobbies or some type of part-time employment. Of all those still engaged in some part-time work, men outnumbered women three to one.

Several questions in the study related specifically to the retirees' reasons for becoming volunteers. For example, respondents were asked to state their reactions, on a 0-to-10 scale, to statements such as:

Following are different explanations that people have given us as reasons why they are participating in the Second Careers Volunteer Program. For each of these, please tell us — using the rating scales — how important these are to you personally as reasons why you have been participating.

Not At All	Somewhat	Very
Important	Important	Important
To Me	To Me	To Me

0 1 2 3 4 5 6 7 8 9 10

I'm just interested in keeping busy.

I am interested in supporting my community in an active way.

I am participating because I feel New York City is in trouble and I would like to help out in some way.

I have volunteered because I am interested in exploring new ways of life.

I am participating simply because I view this as an appropriate retirement activity.

I chose to volunteer because I am interested in meeting new and different people.

I chose to volunteer now, but would rather find paid work than volunteer work.

I am participating because I was bored with having little to do now that I am retired.

I chose to volunteer because I

want a new area of interest or would like to attain a new skill.

I am participating because I hope to find paid work through volunteering.

Other reasons (please specify):

The results indicate that volunteers were equally as concerned with "aiding the community" as they were with "seeking new meaning in living." A question relating to volunteer work as a possible means of re-entry into paid employment registered by far the lowest average importance, at levels substantially below "somewhat important." Broken down into sex differences, volunteering as "a way to keep busy" was more important to men than to women and slightly more men than women made up the small group of those who answered affirmatively the question about eventually finding paid work, while more women than men were interested in helping the community, but more men than women were interested in helping New York City. The age breakdown revealed that a majority of retirees over 70 chose volunteering as a way to keep busy, while those in the 50+ group placed primary importance on the desire to help the city and to develop new interests and social relationships.

Another group of questions related to general attitudes toward retirement and were measured by responses to the following statements:

The following statements all deal in some way with retirement. Please tell us how strongly you agree or disagree with each of them.

Strongly Disagree Uncertain Strongly Agree

0 1 2 3 4 5 6 7 8 9 10

For me personally, retirement was a crisis in my life.

I began planning for retirement quite a few years ago.

I view my retirement years as a time of great potential fulfillment and involvement.

A concern that I have about retirement is that I may be too idle and that the things that I do may be deemed by some as of little value.

Volunteer work for those who are retired can be seen by some as demeaning.

In our society, we tend to neglect and ignore those who are retired.

I retired because I did not want to work any more.

My retirement was mandatory, not voluntary.

In analyzing the responses in this area, Mrs. Velmans found that the strongest agreement as a whole appeared in answer to the statement "retirement is a time of great potential." She also found indications of some positive relationship between that statement and the following one — "I planned my retirement years ago," though differences in mean scores in these two statements suggest that although people might anticipate retirement, it does not necessarily follow that they will make concrete plans for it.

At least four times as many participants looked at retirement as a time of potential fulfillment as those who did not, while the number of respondents who feared idleness or regarded involvement in activities as being of little value was almost equal to those who did not. This measurement seems to indicate that looking forward to retirement does not necessarily exclude feelings of crisis. A significant minority was concerned that retirement would mean either idleness or considerable diminution of value.

Predictably, these general attitudes toward retirement bear a close relationship to the way in which retirees view the work of the Second Careers Volunteer Program specifically. Those people who view retirement as a time of potential fulfillment and who believe that they have something valuable to contribute are those who respond most positively to the work of the project. Conversely, those who see retirement as a time of problems and conflicts regard the program's goals with a greater amount of reservation and skepticism. The satisfaction factor is closely linked to how people view themselves in retirement.

One section of the questionnaire sought to elicit volunteers' evaluations of how the Second Careers Volunteer Program functioned in specific areas — how the staff performed at initial interviews; what kind of volunteer assignments were offered; how they appraised their most recent job assignments. For example, respondents were asked, "How would you describe the attitude of the staff when you first talked to them about a job assignment?" Over 71% indicated that they considered the attitude of the staff very helpful and cooperative; about 14% scored the staff between somewhat and very helpful; about 10% found them only somewhat helpful and one person (1%) was dissatisfied.

Other factors that bear a direct relationship to retirees' attitudes toward volunteering are age, physical health, and living arrangements. Those participants in the youngest age group (50 to 70) tended to be more critical of the program and more difficult to place in jobs they considered satisfying than those in the older groups. The most readily satisfied group were those in the best physical condition. People living with spouses were less enthusiastic than those living alone. This last finding might indicate that people with limited or no companionship not only have fewer options, but also have fewer responsibilities and more leisure time to give. Mrs. Velmans' findings showed that, in general, retired people are willing to spend a reasonable amount of time doing volunteer work, provided they feel that they are making a significant contribution. Given certain factors — proximity to home, pleasant atmosphere and the interest of work — retirees are willing to spend a large portion of their leisure time volunteering. A majority of the questionnaire respondents worked three or more days a week.

In appraising their most recent job assignments, the key factor seemed to be whether or not the participants felt that they were making a meaningful contribution, and not just performing "busy work." A significant number felt that what they were accomplishing was rewarding and useful to the agency and helped to decrease its workload. Whether the work was rewarding to the volunteers themselves was another matter, and one not so affirmatively stated.

In connection with your most recent voluntary job assignment, please tell us how strongly you agree or disagree with each of the following statements. If the statement does not apply to you, just circle the number 5.

Strongly Disagree Uncertain/ Doesn't Apply Strongly Agree

0 1 2 3 4 5 6 7 8 9 10

The assignment was rewarding and useful to me personally.

The assignment was rewarding and useful to the agency that supplied me with work.

The location of the job assignment was important to me.

The job description I was given did not at all match the actual assignment I was asked to carry out.

I felt that I was not given adequate training to carry out the assignment asked of me.

Volunteers at the agency to which I was assigned are not treated as well as are paid employees.

At this job assignment, I felt I was contributing in a constructive and meaningful way to the work load.

At this job, I felt I was just being given "busy work" because I am retired and am a volunteer.

The job assignment ended up a burden for me, because of the personal costs involved in getting to and from work.

At this job, I feel I attained a second career and learned new skills.

In this assignment I had difficulty adjusting to a role of a subordinate.

In the assignment I was given, I did not really feel needed; only tolerated.

In this job, I wish I had received compensation for carfare or for my luncheon expenses.

Conclusion and Recommendations

The results of the in-depth study undertaken by the Second Careers Volunteer Program point up certain conclusions that are applicable to any project of a similar nature. There is no doubt that the caliber of volunteers such a program attracts is superior, and that city agencies and non-profit organizations could turn to these programs as a source of competent, willing, conscientious volunteers to fill assignments where certain specific skills are necessary. Realistically, no retiree volunteer program can be expected to place every applicant in the most appropriate assignment. But with proper interviewing, sensitive treatment, and good rapport with agency volunteer coordinators, a program focusing on placement of skilled retirees can be a valuable source of specialized assignments for volunteers and a valuable source of expertise for government agencies and non-profit organizations.

The role of the agency volunteer coordinator in providing accurate job descriptions cannot be overestimated. One of the serious hazards to any retiree volunteer program is that information supplied by the coordinator about available assignments is not specific enough and so sometimes misleading. Through repeated contacts with interviewers and field representatives of the retiree program, coordinators can request the specific skills their agencies need. In addition, coordinators can, through adequate orientation, on-the-job training and personal supervision, increase the potential of the volunteers

sent to them. The more accurate the job description and the more thorough the orientation to the agency and its need for the volunteers, the better satisfied will retirees be with their assignments and the agencies with the volunteers' performance.

Perhaps in no other area of volunteer work do attitudes — both of the volunteer and of the coordinator — play a greater role. Reference has been made to how volunteers' views of retirement affect their feelings about their assignments. Attitudes of coordinators toward these volunteers are no less important. A primary responsibility of coordinators is to impress upon salaried staff the fact that these volunteers will in no way threaten their positions. The Second Careers Volunteer Program referrals are to supplement not replace paid staff. This direct approach should go a long way toward removing feelings of antagonism in what might otherwise be a delicate situation. The atmosphere in which the volunteers work, the way in which they are regarded by their co-

workers, supervisor and by the coordinator, all of these factors play an enormously important role in the satisfaction volunteers find in their work and in the level of competence and performance the agencies can expect.

*"An Evaluation Study of Second Careers Volunteer Program (of the Mayor's Voluntary Action Center) by Edith Velmans"
(c) Edith Velmans, 1980.

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Informal Support in the Long-Term Care System for Older Persons

By Valeria Scott

An essential component of long-term care systems, both in-home and institutional, is that of "informal support." This component consists of the family, the neighbors and friends of older adults, and local voluntary groups, particularly the church/synagogue community. The label "informal" should not minimize the importance of these groups to older people and also to the continuum of long-term care. Rather, in order to provide comprehensive, holistic care for the frail elderly and to intervene on their behalf, this informal support system must be recognized and its motivation understood. It must be encouraged to a fuller participation in the community and in facilities. It must itself be supported.

Where good care is being given, the informal support has the potential to enhance. Where care is inadequate or lacking, the informal support component can exert an influence, subtle to regulatory, to bring about change as will be detailed later in this paper.

The family. Older people living in the community receive services from family, neighbors and friends, which constitute a supportive network, with the family providing as much as 80% of services related to activities of daily living and psychological and emotional support. This seems to be especially true of ethnic families; indeed it has been suggested that Black families and the families of the Spanish-speaking are of stronger support to their elderly members than is true of White, Anglo families. (However, if this assumption is based on the disproportionate numbers of the elderly Black and Spanish-speaking in facilities,

Scott is currently the director of the Department of Aging of Catholic Community Services. She has an M.A. in gerontology and has participated in national and international conferences on aging.

other reasons may need to be identified: economic, for one, or simple entry into the long-term care continuum. If long-term care was readily available and financially accessible to them, the numbers of institutionalized minority elderly could well be increased.)

While this concept of family support may be accurate, recent Congressional hearings on the abuse of the elderly indicate that families need assistance in dealing with the stresses that arise in caring for the elderly at home. Respite care is an example of such assistance, that is, providing short-term care of older people so that family members may take the necessary time off which allows them to continue in their role of care-givers. Out-of-home respite ideally should also be available, including community residential and nursing home facilities as providers.

Providing training in care-giving would not only alleviate the tension and frustrations but would also enhance the family care of older people, especially when coordinated with the care provided by in-home health agencies. While of significant help to adult children, this training would be even more valuable to the aged spouses of those who require such care. These spouses, often elderly themselves and sometimes frail, are easily debilitated by the responsibility of care even when freely and deliberately taken on.

Research literature indicates that in the parent-child relationships affected by age-change and role reversal, adult children assume new and important functions. For instance, they intervene with the bureaucracy, they secure services and, ultimately, they make decisions regarding institutionalization and any heroic measures to preserve life.

When institutional long-term care is sought,

it is often after adult children have exhausted their own resources to provide care. Thus, institutional care may be seen as family reliance on the formal system. It then becomes important to provide counseling and assistance to families who are making a transition from the more traditional caring function of the family. Family members, sometimes the grandchildren as well, often need to deal with guilt as they "surrender" their elder. They need help and encouragement to involve the older adult in the decision when possible and assistance in making a choice of facility. An important function of the family at the time of admission would be in the assessment of the older person by institutional staff.

If the family continues to be closely involved in the emotional and social well-being of the institutionalized older person, they can be important in monitoring that person's care and even play a role in the required review of facilities. A member of the American Association of Homes for the Aging is quoted as welcoming such input "which . . . would add a necessary human touch to a process which has become one of merely filling in empty boxes on a form." This last statement recalls Recommendation #4 of the Special Session on Long-Term Care for Older People in the 1971 White House Conference on Aging, "that the Department of Health, Education and Welfare work to change the primary emphasis in nursing home inspections from physical plant standards to direct patient care."

Other community informal support. Neighbors, friends, and voluntary agencies are other elements of the informal support system. While this community support has always existed, it is slowly becoming more active and taking a more deliberate role. It needs to be stimulated, sometimes prodded, and strengthened.

One way to achieve this is through volunteer development, with volunteers seen as members of the community who choose to respond to a need with an attitude of social responsibility. Training must be added to good will. In order to develop sensitive, knowledgeable volunteers, training — plus commitment, supervision and coordination — is required.

San Diego Diocese Volunteer Development Program

One such volunteer development program has been conducted in San Diego County by the San Diego Diocese Department on Aging as an ecumenical effort to recruit congregation members to reach out to the home-bound and the institutionalized. This base of "parish neighborhood" is a logical one when the church is perceived as a center or source of human services as well as of religious services and when the institutions are acknowledged

as part of that parish neighborhood.

The potential volunteer, the church community, and the facilities were seen as topics that would need to be interrelated in the training content, with primary focus being the older person to be visited. To all these was added the topic of San Diego agencies and programs of significance to the elderly. *Around these five elements — the elderly person, the volunteer, the institutional setting, the religious and spiritual needs of older adults, and community agencies — the format of training was developed.*

1) *The older person:* The aging process was addressed, both to stress age-changes as normal aging and to situate the volunteers in the aging continuum (this to remove the "we-them" barriers). Sensory changes and their impact on daily living and interaction with other people, including the "Unfair Hearing Test," were included, as well as the life-review and reminiscing to sensitive volunteer visitors to the meaning of the twice-told tales and even the dreams of the elderly. Demographics were used, with the implications of the projected increase in the elderly population in San Diego County and the impact on services and programs.

2) *The volunteer:* Motivation and intent of volunteering in which it was emphasized that being a friend, a consistent friendly visitor, was the goal of the volunteer of this program, and neither a proselitizer nor a reformer/investigator of any facilities involved. Communication skills, especially important for participants who had had little or no usual contact with the elderly, were included; small group activities and one-to-one were very useful since the age-range of participants in these training workshops typically ranged from late teens/early 20s to 80 years and older. The volunteer was also presented as the intervener on behalf of the older person vis-à-vis facility staff or clergy or agency staff.

3) *The facility:* The discussion at this point was intended to change the stereotypical view of nursing homes (and other such facilities) as warehouses that had as inmates older people dumped there by their families. Administrators and staff were invited to describe the various aspects of care, the function levels of patients and residents, and the volunteer's role in a facility. The volunteer was viewed here as part of a caring team, as co-carers.

4) *The church as caring community:* This included the volunteer's capacity to be the church's outreach to the elderly person, alerting the clergy when an ordained minister was wanted, the volunteer seen as the "unordained" representative of the church to respond to spiritual and religious needs.

5) Community agencies: While this training stressed that the volunteers were friendly visitors and not would-be social workers, it was important to provide them with information on significant programs and services and how to initiate contact so as to be of assistance when special needs became obvious. Protective agencies, health programs, Social Security and SSI among others were discussed.

The training culminated in the participants' individual commitment to visiting programs or to specific facilities. Certificates of training were awarded to those who completed the training sessions. Six workshops, 16 to 20 hours in duration, were attended by approximately 500 persons, with 415 receiving certificates. These people came from professional and non-professional occupations, retirement living, schools, and even the institutional facilities themselves, to commit themselves to become co-carers in community and institutional settings. The response of staff and patients/residents to a year of such volunteer involvement has been enthusiastic, with commitment, attitude and taking on of responsibility by volunteers described as significant of these trained volunteers.

This volunteer response can be seen as the San Diego community's expression of grassroots concern and involvement. The training has become a learning experience, understood as having achieved a change in attitude and behavior. There have been interesting spillover effects, one being the decision of one facility to involve its professional staff in providing its volunteers with additional input so as to enhance their interaction with patients/residents.

Paid and professional staff of government and private agencies and long-term care providers can learn to relate to such volunteers as rightful members of the caring team effort, not as rivals or threats or as "cheap labor." Rather, the function of professional staff can be enhanced through the volunteer involvement.

Both the local church/synagogue community and the national religious bodies are resources that need to be further tapped. In the 1971 White House Conference on Aging, a Special Concerns Session on Long-Term Care for Older People was requested by the National Association of Jewish Homes for the Aged, and other religious bodies participated in the eventual Special Session, including Lutheran, Catholic Charities, Presbyterian and Methodist representatives. The focus of the Special Session was on the individual older person and on "making the right to adequate long-term care a reality."

On the local level, the church/synagogue community also has a concern for the individual older congregation member and for the

frail elderly population, a natural expression of Judeo-Christian tradition. Being voluntary groups by nature, they see the development of volunteers as important, not only to reach out to the members of their own congregations but as a means of bringing about needed changes within community support of the frail elderly and within the facility setting.

Such volunteers have the added potential of interacting with ombudsman programs when abuse or neglect occur in facilities. In some areas of the nation, there already exists a tie-in between volunteers and the local ombudsman program, where problems of nursing home patients are being resolved through such interaction.

Informal support is not a trivial element of well-wishing bystanders. Rather, it is a component that has the potential to bring about community and individual change. However, education and coordination with planners and providers are necessary before that goal can be achieved.

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Corporate Volunteerism: The Helping Hands Approach

By Lloyd Brown

"... corporate responsibility is more than a social obligation or a luxury that business can or cannot afford. It is a necessary commitment in our own best interest. Contributions alone will no longer suffice. Corporations will have to exert their influence, and their people must become personally involved in working out acceptable solutions to the major social and economic problems facing our society today."

Those words, delivered during an annual corporate conference by Allstate Insurance Co. chairman and chief executive officer, Archie R. Boe, exemplify the energies and undertakings of many major corporations to live up to their role as the nation's leaders.

Check writing to fulfill social responsibility is becoming a thing of the past. Business is making a commitment to "get involved."

Corporate volunteerism, coupled with the traditional financial support of non-profit, civic and social service organizations, has become an integral part of Allstate's commitment to social responsibility, according to Alan Benedeck. Benedeck is Allstate's corporate relations manager in charge of employee activities and community action planning.

"It takes the expertise of business to get involved and discharge a sense of social responsibility," he says. "A corporate volunteer, who is knowledgeable in a given area, can go into an organization and make an impact that will be noticed and appreciated. Not only that, employees who volunteer to aid agencies find their work worthwhile. It reflects on their work performance and keeps the company in touch with the community it serves," Benedeck says.

At Allstate, it is a corporate responsibility

Brown is an Allstate corporate relations representative with prior background in the news media.

ity for all officers and upper-management personnel to become involved in a civic, charitable or community activity of their choice.

The feeling that the corporate community cannot fulfill its social responsibility with financial contributions alone, however, is understood by all employees of the company.

In 1977, Allstate's Milwaukee regional office began a "Helping Hands" project designed to match the talents and interests of employees with agencies they wished to devote volunteer time to. The pilot project soon developed into a national program and now involves thousands of Allstate employees.

How Helping Hands Works

Allstate's Helping Hands program, which Benedeck takes pride in as "unique to the field of volunteerism," is operated by the employees without mandates from company management on how the program will be run. The committee selects the agencies with which it will work, determines the criteria agencies must comply with, and recruits employees to fill the volunteer openings.

The committee also is charged with setting up the one-time activities in which the Helping Hands volunteers participate. Some of the most successful activities volunteers instituted were a Special Olympics conducted by the Indianapolis regional office, the home office's Action Fair, where volunteer agencies were invited to meet with employees for possible match-ups, and the Jackson, Miss., region's Adopt-A-School and Good Samaritan programs. The Jackson programs were aimed at motivating and providing financial support to the local school community and assisting in a facelift of a store-front social service center.

Apart from the common approach of a coordinator heading up the volunteer program, the

committee concept is one that "gives other employees the opportunity to develop leadership talents by operating the program. That, in turn, opens avenues for more employee input which makes them a part of what they are doing," Benedeck says.

Starting A Corporate Volunteer Program

Starting a corporate volunteer program can be a difficult task, Benedeck says. "With Allstate's Helping Hands program, we followed a definite plan and had our coordinators conduct follow-up."

Reflecting back on the beginning of the Allstate Helping Hands program, Benedeck advises companies interested in starting a volunteer program that their first priority should be developing a plan of action. "Begin by contacting a volunteer coordinating agency in the nearest city to the company. A list of agencies is usually available from community Voluntary Action Centers, Volunteer: National Center for Citizen Involvement or the local United Fund," Benedeck says.

"When meeting with the coordinating agency, let them know about the type of program you are planning and what the criteria will be for participating agencies. The coordinating agency will then be able to match the company with community agencies that can be contacted," he says.

Problems In Setting Up A Corporate Volunteer Program

Setting up the corporate volunteer program can have its problems, Benedeck notes, but some of them can be anticipated and headed off before it's too late.

"Be on the look out for bad match-ups and don't waste talent. Too often a volunteer coordinator will like a program and match volunteers with it because he or she thinks they will like it also. Or, an agency may use a volunteer in a different way than was expected.

"It's important to find volunteer assignments that tap the best in an individual. Feelings of frustration and underutilization can result if a volunteer finds he or she is misplaced," Benedeck says.

"Look realistically at the work force that you are trying to place. While you may be pleased to offer numerous youth counselors, you've got to deal with the talent on hand. In other words, make sure everybody knows what the volunteer assignment is all about," he says.

Other problems that Benedeck says can be expected in setting up a volunteer program are "overwhelming a project, insufficient

training and orientation of volunteers, turnover, sagging support, and company overlap.

"Building up a program that needs 25 volunteers may bring in five times that number. The result is frustration, anger and lost opportunities. Pre-planning and advance work by the volunteer committee can prevent this," Benedeck says.

Proper orientation is a must for the volunteer. The agency must describe its overall mission so that even routine duties become significant. Although the orientation should be general, it should be relevant to the responsibilities of the volunteer. A follow-up orientation on the total functions and goals of the agency also is recommended by Benedeck.

"The responsibility for providing specific job training should rest with the agency requesting volunteers. It should be the responsibility of the company, however, to inform the volunteers of the organization's training requirements and to encourage them to take it. This is especially important when volunteers work in a setting where people have unusual personal problems or handicaps," he says.

"Also, there should be on-the-job supervision for the volunteers. The person responsible for providing this supervision should give a definite amount of time to the volunteer and should be the same person to whom the volunteer reports," Benedeck says.

People occasionally lose interest in their volunteer projects, redirect their attention to personal priorities or relocate, and these things are to be expected. Because this may disrupt the relationship between the company and the community agency, you should work to identify drop-outs in advance, recruit replacements, and keep the agency informed of the pending changes.

If several companies in the same city develop volunteer programs, duplication of effort and even competition for community volunteer openings could arise. To minimize that problem, Benedeck suggests establishing a coordinating group, if one does not exist. These can be set up through local Voluntary Action Centers.

Who Benefits From Volunteering?

The benefits of corporate volunteering, although immeasurable, is invaluable for the corporation that realistically wishes to look at the service. The corporation will receive prestige, good-will and acceptance from its community, adding to the legitimate image of a concerned institution of society.

A company can tie itself closer to the network of community decision-makers, social

activists, citizen lobbies, social service organizations, political bodies and the like. The program will usually generate increased information about what's current in a given community, and companies can use that information to plan and act.

The volunteer employee frequently will become better informed, more enthusiastic and more confident about their work. Additionally, the volunteer's evaluation of an agency's efficiency and impact on the community might prove helpful if the agency petitions for corporate funds.

From the community point of view, an agency benefits when it gets skilled manpower from a company volunteer. The physical and mental work done, as well as the psychological impact of having a volunteer on the side, adds a boost to the typical community agency. The community also benefits if a businesslike relationship develops between the agency and the volunteer.

Is It Working?

Evaluating a corporate volunteer program can be a full-time job in itself, but is best when kept simple, Benedeck says.

- 1) Decide what the goals of your program are;
- 2) Measure results against those goals;
- 3) Decide why they were or were not accomplished.

"You should evaluate to catch flaws, mistakes and oversights before they occur again or become serious. To do a thorough job of assessing the results of volunteerism, you need to look at the impact a volunteer has on the agency, the community and the problem being attacked. You need to consider changes that take place in the employee's morale, work performance and self-confidence. Then, consider the merits of spending corporate funds on volunteerism against spending them on other kinds of social action programming."

A list of questions Benedeck asks to assess the effectiveness of a volunteer program includes:

- *Is the volunteer doing work that satisfies the needs and interest he or she expressed in the beginning?
- *Does the agency show (not tell, but show) progress as a result of volunteer manpower?

*Can the volunteer agency evaluate what your volunteer has done?

*Is the community showing gains and benefits as a result of the agency's performance?

*Has the agency gained any greater awareness of the company volunteer in the community?

*Has the company gained any material or attitudinal benefits from the experience?

Keeping The Volunteer Spirit

After the volunteer program has begun, the need to keep employees motivated and involved is imperative. After all, without them, there is no program. Benedeck suggests generating enthusiasm about projects and highlighting the importance of getting a job done.

"Personalize the appeal to the employees," he says, "so that people will feel a part of the program. They want to see that they belong to a group that is doing something worthwhile and visible.

"At the same time, it's very important for anyone who works, whether paid or volunteer, to know that something is being accomplished. One way to do that is to know what results a person wants to see when they set out to do a job," Benedeck says.

Crossing The Bridge

Volunteerism, as we see it now, is a resurgence of early America's philosophy that people, rather than government, should act to solve the nation's social problems. The idea that government is responsible for correcting those problems is taking a backseat to the new corporate philosophy that business must help create the healthy and stable environment it needs for prosperous growth.

The act of volunteerism, however, will always be considered an exception. Some of us will participate, more of us never will. To know that our involvement lends a "helping hand" generates a feeling of satisfaction for the employee and a feeling of involvement for the company.

Volunteers in Britain Today

By Mildred Katz and Becky Proudfoot

Early last summer, we visited with 22 volunteer leaders in London, Edinburgh, Sheffield and Coventry in a 21-day visit to Great Britain. We began with tea on our first day at the home of Dr. and Mrs. Alec Dickson (Dr. Dickson is founder and honorary director of Britain's pioneering Community Service Volunteers) and ended with visits with six agencies in Coventry on the day before our departure. Throughout our visit, our British colleagues were gracious, well-informed and generous in sharing information, ideas and literature.

We have some concerns about reporting our impressions, for it is easy to over-simplify or to over-generalize. Nevertheless, we do want to share our experiences and our enthusiasm to generate more interest in international exchange and to encourage a broadened perspective on volunteerism and voluntary activity. What follows are bits and pieces of our three weeks.

Volunteers and voluntary organizations are regarded with the utmost seriousness in England and Scotland. They are part and parcel of many health, welfare and educa-

Katz, CAVS, is coordinator for Experiential Education at the University of Nebraska at Lincoln. She is a long-time member of AVA, and has been chairman of a committee to look into international exchange. She was the program coordinator for the tour planned for AVA members this year which had to be cancelled because of rising transportation costs.

Proudfoot, CAVS, is coordinator of Volunteer Services in the Pueblo County Department of Social Services in Pueblo, Colorado. She is a long-time member of AVA, and was on the committee for international exchange. Mrs. Proudfoot has prepared a report on each of the agencies visited. For a list of the reports and how to obtain them, write to her at 212 West 12th, Pueblo, CO 81003.

tional services. In some cases, or situations, their involvement and roles are hotly debated. We found, for example, that the volunteer administrator in the Lothian (Edinburgh) Social Services had been recently terminated. The reason given was that recently-elected regional councilmen who are community organizers persuaded the rest of the council that volunteers have a negative effect on the initiative and self-help efforts of low-income people. On the other hand, in Sheffield we found that a crucial component of St. Luke's Hospital is a large corps of about 300 volunteers who work in all aspects of its programs — in-patient, day center, and community care. The nature and support that volunteers and staff give each other is basic to maintaining the caring atmosphere of this hospital which, along with St. Christopher's in London, has pioneered in helping the terminally ill die with peace and dignity.

Another example of how highly volunteers are regarded (and regard themselves) is the network of Citizen's Advice Bureaus operated by volunteers with help of very few paid staff. They are recognized by both the government and the local communities as a central place for dependable information on everything from securing the theater tickets to how recently enacted legislation affects a particular citizen's personal problem. Their excellent reputation for accuracy depends on the willingness of the volunteers to accept their responsibility for keeping the Bureau's information up-to-date and readily available.

Volunteering in Britain has a tradition of support from the private sector. Since the late sixties, citizen involvement has been greatly expanded with the encouragement of and financial support from central and local governments. The Volunteer Centre, a national organization, has been funded by two conservative governments and one labor govern-

ment since its founding in 1973. Its small, but highly competent and dedicated staff focuses on three areas — information, advising those who are directly involved with the training of volunteers and voluntary service coordinators, and development work designed to extend voluntary participation in both statutory (government) and voluntary agencies.

The current economic problems of inflation and unemployment are impacting voluntary activity. This, along with recent cuts in funding for health, social services and education affect the role of volunteers. "What can volunteers do when services are cut?" "What should they be allowed to do?" "What will volunteers be willing to do?" "Should community service be an alternative for the unemployed?" These are some of the questions being asked.

There is considerable effort to define appropriate roles for volunteers and to facilitate understanding between volunteers and unions. The Volunteer Centre published a carefully prepared statement on the subject titled "Guidelines for Relationships Between Volunteers and Paid Non-Professional Workers." This was drawn up by a working group of union officers and leaders of several major voluntary organizations. The guidelines include the following major points.

1. Any change in the level of voluntary service should be preceded by full consultation between interested parties.
2. Agreements on the nature and extent of additional voluntary activity should be made widely known among interested parties.
3. Voluntary work should complement the work of paid staff, not substitute it.
4. The action of volunteers should not threaten the livelihood of paid staff.
5. Voluntary workers should not normally receive financial reward.
6. There should be recognized machinery for resolution of problems between paid staff and volunteers.
7. Volunteers in the situation of industrial action (strike) should undertake no more voluntary work than they would do in normal situations.
8. If the volunteers are faced with a picket line which is not prepared to agree that the volunteer workers should cross, the volunteers should not attempt to do so, but discuss the situation with their organizer of the voluntary service who should, in turn, discuss it with union and management officials."1

Several volunteer organizers spoke with us about their relationships to the employees of their facilities and to the union representatives. One said he routinely checks new job descriptions for volunteers with the union leadership.

Despite all the problems a sagging economy presents to volunteerism, our view is that voluntary activity in Britain is strongly based and capable of adaptations which will not destroy its heart. Volunteers and voluntary agencies in this social welfare state play a vital part in both advocacy and services to the elderly, the mentally ill, legal offenders and many other at-risk groups. Many voluntary agencies receive grants from the central government and local authorities. Both statutory and private non-profit voluntary agencies involve thousands of citizens in direct service volunteering. Self-help groups are much in evidence for single parents, mothers of young children, offenders, elderly, mental health clients and others.

As in the United States, we found that advocacy volunteering is naturally more controversial than service volunteering. SCARP (Student Community Action Resources Programme), according to reports in the papers while we were there as well as interviews with several of its leaders, stands to lose its central government grant because its social activism displeases the current Tory government.

The close administrative relationship between health and social services seems to bring about helpful collaboration in sharing valuable volunteer services. We found, for example, a very close working relationship among volunteer coordinators from the health and social services in the Hammersmith-Fulham area of London in assuring that the frail elderly discharged from the hospital receive support from regular volunteer visitors. And it is our impression that on the local level there is a strong sense of partnership among the volunteer administrators in the statutory and voluntary agencies.

We also sensed a close relationship between the professions of social work and volunteer administration. In fact, a number of the volunteer coordinators we met were social workers by training. One volunteer bureau director we talked with saw volunteer work itself as a preparation or natural introduction to social work, and she was considering offering an introductory social work course to volunteers.

While the broad outlines of health and welfare services are set by central government policy, we were impressed by the extent of local initiative and the uniqueness of programming emphasis in the several communi-

ties we visited. In Edinburgh, as has been previously mentioned, the Social Services Department no longer had paid volunteer organizers. Its governing board has voted to terminate those staff positions. On the other hand, in Coventry there is strong involvement with several volunteer service officers employed by its Department of Social Services.

Volunteers, we found, may play the major service and decision-making roles in some direct service programs with a few paid employees to supplement their efforts. In a social club for mental health clients in one community, and in a neighborhood house in another, volunteers were doing the major share of the work and were making the principal decisions. In each case, the volunteers had hired a person or two as assistants and, in both places, the volunteers we spoke with saw themselves as teachers and supervisors of the staff they employed.

The word "volunteer" came up for discussion a number of times. Several volunteer leaders told us it would be helpful if a better word could be found. For some, the word has an unpleasant social class ring about it. One community organizer who works with hundreds of school-age volunteers said he preferred "community service or neighboring," but both of these terms, he added, were not quite right either. Serious effort is being made to involve working people and males as volunteers and to get away from the stereotype of volunteers as middle-class females. One program at the Edinburgh Volunteer Exchange is called the Job Shop and is located, by design, in a store-front building in a working class district. Its staff was proud of the fact that this approach has indeed attracted many males and ordinary working folk to volunteering.

"Neighborhood" is both an important word and concept in the planning and delivering of services in which volunteers participate. Much attention is given by both voluntary and government agencies to help neighborhood people help each other. At least 20 of the publications of the Volunteer Centre refer to projects where neighborhood involvement or care is an important ingredient.

In Scotland, neighboring has taken a turn toward citizen involvement in the Children's Panel program. In Edinburgh, Alan Finlayson, the director, explained that the trained volunteer panel members replace the traditional juvenile court and decide on activities for juvenile non-violent offenders which will help the children toward more productive pursuits. Social workers, teachers, and other experts serve as resources to the panel as it deliberates and reaches its decision. The activities prescribed are usually task oriented and are carried out

under the supervision of natural enforcers in the community, i.e., parents, teachers, police, etc.

In Britain, there are many community programs designed to keep people out of hospitals and nursing homes. Volunteers have important roles in these programs. Day centers of all sorts, visiting health staff, and what are called "home helps" are common with volunteers adding many support and quality-of-life services to the basics offered by paid staff. AGE CONCERN, a nation-wide advocacy, educational and service organization has many visiting, respite, holiday, and social/recreational projects reaching out to elderly in their own homes. In London, we saw a social club serving, during an average week, 100 former mental hospital patients with daily activities and noon or supper meals. It is run by volunteers with some help from young people who are paid. In Coventry, we visited a day center staffed by four professional and 22 volunteers. Located in a church, it has a weekly client census of about 70 people with psychiatric problems. St. Luke's, the hospice in Sheffield, has, in addition to its small in-patient unit, a day hospital and a community care team with volunteers working in all of these programs.

We found a strong interest in the impact of radio and TV on voluntary activity and social services in general. The Volunteer Centre has a grant, recently renewed, for on-going study of the media's effect on volunteering and on such activities as fostering children. The project was also designed to bring about improved communication between the staff of social services and the staff of public and commercial radio and TV stations and networks. Efforts to accomplish this include a regular publication, Media Project News, and a number of studies of the impact of specific TV and radio programs on audiences, for example, in the recruitment of volunteers.

British youth by the hundreds and thousands are volunteers in many sorts of projects designed to help the elderly, the mentally handicapped, small children and others. Most children and young people volunteer through their "social education" classes or youth organizations. Often, leadership for these projects is provided by Community Service Volunteers who are full-time volunteers similar to our VISTAs. The agency or organization pays the subsistence stipend on which the volunteer lives. In other schools, the community organizers with the local social services departments or the teachers themselves give the necessary leadership. For example, in Edinburgh, a community organizer based in the Volunteer Exchange (a private volunteer placement agency) was offering leadership to projects involving

over 700 children from the schools.

We talked with several volunteer organizers (volunteer coordinators or directors) about the major professional organization for administrators of volunteer programs, the National Association of Voluntary Help Organizers (NAVHO) which might be seen as the counterpart of the Association for Volunteer Administration (AVA). We were told that its membership includes only a portion of the voluntary organizers in Great Britain and that most of the membership comes from the National Health Services. There are 300 volunteer help organizers employed by National Health, but all do not belong to NAVHO. Concerns of NAVHO are similar to those of AVA — standards, training and recognition. There is a difference of opinion on whether or not the voluntary help organizers should become a separate profession. Those in favor of it feel there is a body of knowledge which is applicable to voluntary organizers in any setting and that there are identifiable skills needed by any person who organizes volunteer programs.

Those opposed to a separate profession feel that an organizer is attached to the setting in which he/she is organizing volunteers either by education or by skill. For instance, a social worker who is a voluntary help organizer in a social service agency is still a social worker by profession. A teacher is still an educator when he/she is organizing students to do some helpful volunteer activity. Those who are not attached to their setting by education feel they are still attached by skills. That is, a voluntary help organizer in a hospital feels the skills he/she needs are different from those skills needed by a voluntary help organizer in a community center.

Importance is attached to meaningful evaluation of volunteer programs. The serious shortage of funds limits efforts, but research to find out if, indeed, the use of volunteers accomplished the stated objectives is common. For example, the Job Shop in Edinburgh was carefully monitored for three years, the period of its initial grant, to determine if more working class people and more males did actually volunteer when the location, format and approach were made more appealing to these groups. The director of the Good Neighbor Project in Fulham, a section of London, has recently completed a study of the relationship between volunteer visitors and the frail elderly whom they visited. Again in Edinburgh, at a private agency, we spoke with a social worker/volunteer coordinator who, over a three-year period, researched the impact of volunteer companions on single parents in terms of the project's objectives. Because of the nature of the agency which sponsored this project, it was possible to compare the group of

clients with volunteers to a like group without volunteers. This successful project continues under new leadership, and the social worker who did the original research is now embarked, with the aid of a three-year grant, on a study of the retention of volunteers in government and voluntary agencies.

Interest in talking about the philosophical base or rationale for volunteer involvement is high. Many of the volunteer leaders with whom we spoke took an intellectual as well as a practical approach and were fond of discussing voluntary activity and the use of volunteers within a particular political, economic or social framework. There seemed to be no hesitancy to analyze or to criticize. Publications about volunteer projects reflect this, as, for example, in some 40 case studies published by the Volunteer Centre called, "A Case in Point."² These studies analyze the reasons for the successes and failures of a variety of programs.

Dr. Dickson, founder and leader of Community Service Volunteers, talked with us about the "why" of voluntary activity in terms of the value of volunteering to the volunteers and to the total society. It is, at least in part, from this point of view that Dickson's efforts have led to the involvement of juvenile offenders, police trainees and bureaucrats along with young adults in the work of Community Service Volunteers. The humanizing and democratizing aspect of voluntary activity is well understood by all of the British volunteer leaders with whom we spoke.

We found a strong interest in face-to-face sharing. Various exchanges have taken place not only in the United States, but also with Western Europe. We believe AVA has an important role in increasing international exchange not only through working to make possible informal visits such as ours, but also by seeking funding which will make feasible work exchanges among ordinary practitioners of volunteer administration.

The real enrichment of our art as practitioners of volunteer administration will come when we have opportunities to experience in depth each other's cultures and day-to-day problems.

Footnotes

¹The Volunteer Centre, "Guidelines for Relationships Between Volunteers and Paid Non-Professional Workers," (Published by The Volunteer Centre, 29 Lower King's Road, Berkhamsted, Herts, HP4 2AB, England, Ian Bruce, Director.) September 1977.

²The Volunteer Centre, "A Case In

Point," a series of 40 articles each dealing with a specific situation in which volunteers are involved. (Published by The Volunteer Centre, Berkhamsted, Herts, England, Ian Bruce, Director.) Published at various times.

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A Tax Break for Iowa's Volunteers

By Gail Krambeck

On May 21, 1980, a new law providing an increase in the mileage income tax deduction for volunteers was signed by Iowa Governor Robert D. Ray. The law will allow volunteers to take a 20 cent per mile deduction (for miles driven to and from the volunteer job as proven through the keeping of a "contemporaneous diary") when computing their 1981 Iowa income taxes. (Previously, the Iowa Tax Law regarding volunteer mileage was in compliance with the federal code and volunteers could deduct only eight cents per mile.)

The passage of the volunteer mileage bill and its subsequent signing culminated a two-year effort by the Legislative Task Force on Volunteerism. Comprising the Task Force were volunteers from the Des Moines Volunteer Bureau Research and Issues Committee and representatives from DOVIA (Directors of Volunteers in Agencies).

Research — The Beginning

After the Task Force identified the mileage issue as its advocacy target, two state legislators were invited to attend a Task Force meeting in November 1978. State Representative Pat Thompson and State Senator Julia Gentleman were asked two questions. Was it feasible to pass legislation in Iowa that would increase the volunteer mileage deduction? Would they agree to cosponsor the bill? In both cases the answer was affirmative.

Immediately following this meeting, goals and objectives were set. Research and education became the primary objectives during the first year. Information was gathered regarding the history of the volunteer mileage deduction from the Internal Revenue Service. The Office of Volunteerism network provided a sampling of what was happening to the mileage

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issue in several other states. Statistics on volunteer hours of service were compiled and given a dollar value using the U.S. Department of Labor figure of \$4.76 per hour (minimum wage plus benefits). The Iowa Department of Revenue was contacted in an attempt to determine the cost to the state of Iowa to increase the mileage deduction. (This was never specifically determined and became one of the greatest obstacles for the Task Force faced when lobbying. It was finally estimated at less than \$100,000.)

The Task Force also determined the need for state-wide support. A list of approximately 200 volunteer organizations was developed. Initially, they were contacted for their endorsement and support. Subsequent mailings provided progress of the legislation and requested letter-writing campaigns to local and key legislators.

The first bill requesting an increase in volunteer mileage deductions was introduced in the Iowa Senate and House in February 1979. Three members of the Task Force (with no previous lobbying experience) were designated as lobbyists and registered in both the House and Senate. Task Force members agreed that volunteer lobbyists could best advocate change for all volunteers. The bill remained in sub-committees for the remainder of the year and was referred to a legislative interim study committee during the summer recess. Although a formal presentation was made by Task Force members, the study committee's response was not favorable. It was determined that the language of the bill was causing several problems. The bill would need to be amended or a new bill drafted. The latter alternative was chosen and a second bill was introduced in the Iowa House in January 1980. The bill requested a volunteer mileage income tax deduction equal to the state employee mileage reimbursement. The intent was to have volunteer mileage deductions increase whenever there was an increase made in mileage reimbursements for state employees.

One other very important element entered the picture at this time. Jerry Parkin, lobbyist and manager for government affairs for Iowa Power and Light Company was serving on the Volunteer Bureau Board of Directors and offered to help.

Volunteer Lobbyist — A Personal View

An entire year had come and gone and the mileage bill had made little progress. We had endorsements — we had state-wide support — we had a state network we could call to have letters written and phone calls made to the appropriate legislators. But we were unable to "move" the bill. With a professional lobbyist on our team, we had a "quarterback." Strategy became the prime objective. A meeting was set with other interested professional lobbyists to seek their guidance and support.

We received a crash course on identifying the "power structure." We learned how to track a bill. We attended Ways and Means Committee meetings. We became visible and vocal.

We lobbied to have the new bill assigned to a favorable sub-committee in the House. Efforts were then concentrated on the Chair of the Ways and Means Committee and the most influential committee members. Once the bill was out of committee, other key members of the House were lobbied. On April 3, 1980, the House approved the bill 79-13.

A similar, though much more difficult, process was followed in the Senate. One-page information sheets were developed describing our purpose and the need for the bill. Senators were polled and potential votes were counted and recounted. On April 21, the Senate passed the bill 41-6. The bill "allows for an itemized deduction for certain expenses including the use of a motor vehicle in performing voluntary charitable services. The amount of the deduction may include mileage at the rate provided for state employees,

currently 20 cents per mile." Previously, the allowable deduction was eight cents per mile, and the same as for federal tax purposes. "If the federal itemized deduction is used on an Iowa tax return as currently authorized, the individual may, in addition, claim the difference between the state employee mileage rate and the federal rate." Five days later the Sixty-eighth Iowa General Assembly adjourned.

The support for this effort was far-reaching. Financial support for mailings was supplied through DOVIA, secretarial support through the Volunteer Bureau and staff support from Joey Bishop, director of Volunteer Services; Pat Rice, who was serving as president of the Volunteer Bureau; and Connie Thomason, who was serving as president for DOVIA.

Without question, elation followed the passage of the bill. In the face of rising gasoline prices, rampant inflation and legislative budget cuts, Iowa's volunteers would receive a mileage income tax deduction that was long overdue. As volunteer lobbyists, we were challenged and we grew. We gained more than we could ever have given. We worked within the framework of the system to seek change and we learned not only how the system works, but that it does work.

Volunteer Lobbyists

Nancy Shafer—director of volunteer services at Iowa Lutheran Hospital; former president of DOVIA; member, Volunteer Bureau Advisory Board; former member, Legislative Task Force on Volunteerism.

Jacquie Rosebrook—administrative volunteer; former member, Legislative Task Force on Volunteerism; former member, Volunteer Bureau Research and Issues Committee.

Gail Krambeck—administrative volunteer; former chairperson, Legislative Task Force on Volunteerism; former chairperson, Volunteer Bureau Research and Issues Committee; former member, Volunteer Bureau Advisory Board.

Understanding Transitional Volunteers

By Mary Ann Caesar

Most people have some understanding of the special needs of someone in a wheelchair or of someone who is mentally retarded, but the needs of the mentally ill are not always clear. Our understanding of mental illness has been absorbed through the news media, television and movie screens. These images of the mentally ill are often distorted and shrouded with myths.

The general term "transitional volunteers" refers to volunteers who have special needs because of a handicap. The individuals may be physically, mentally or emotionally handicapped or may have a combination of problems. Traditionally (if tradition can be established in 10 years or less), the term "transitional volunteers" has been associated with people suffering from emotional illness.

Mental Illness — What Is It?

Mental illness is a disorder that affects the way a person thinks, feels, and behaves.¹ Two types of disorders are psychosis (the more severe of the two) and neurosis.

A person with a psychosis may be experiencing any number of things. Hearing voices, living in an imaginary world and having feelings of paranoia are just a few. Part of the difficulty is that there is generally a combination of ways in which the problem manifests itself. Hearing voices may be a part of the imaginary world and if those voices are unfriendly or even hostile, becoming paranoid may be the only defense available to them.

Being neurotic may not be so severe a problem as being psychotic but it can greatly limit a person's ability to function. Neurotic symptomology includes feelings of being un-

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loved, inferior, inadequate, having excessive fears or phobias, tension and psychosomatic illnesses. Neurotic and psychotic symptoms may be present in the same individual, which further complicates matters. Many people who are mentally ill have a very poor self-concept; many have alienated family and friends; many are isolated, lonely and frightened.

Myths

There are many myths that cover a wide variety of subjects, but perhaps none so convincing as those that surround mental illness. Perhaps one of the most prevalent and most misleading myths is that mental illness discriminates among people and does not strike the average person. One person out of seven will require professional psychiatric intervention at some time in life. This results in one of every four families having a close member who will need professional counseling. This means a good number of us will be closely (if not personally) touched by this illness; we owe it to ourselves and our families to understand mental illness.

Mental health disorders do not discriminate — they affect the young and the old, the rich and the poor. They take no notice of race, sex, religion or national origin and have no regard for educational attainments. The very similar suicide rates of white-collar workers (professional, managerial) and blue-collar workers (laborers, clerical) and other suicide statistics all demonstrate the widespread problem of mental illness.

The news and entertainment media may be largely responsible for perpetuating the myth that "people who are mentally ill act crazy."² Since violence sells papers, magazines and movie tickets, a distorted image has been portrayed of all emotionally disturbed people as psychotic killers. Just as most people never receive any press coverage about their

day-to-day activities and achievements, neither do millions of mentally ill individuals, who are coping with their problems in a constructive manner, receive any press coverage.

The threat of bizarre behavior is probably one of the greatest concerns among non-mental health professionals. The fact is that inappropriate behavior can be, and often is, controlled by medication and/or by behavior modification. It might also be helpful to know that bizarre behavior is just as painful and uncomfortable to the individual exhibiting it as it is to the person observing it. However, I do not wish to imply that bizarre behavior is prevalent in all who suffer mental illness. It is common to specific disorders, but not to all. Many famous people made their greatest contributions to society while they were mentally ill. They functioned well without exhibiting any "crazy" behavior. Lincoln led the United States through the Civil War; Churchill guided England through the Second World War; great literary and scientific contributions were made by Hawthorne, Poe and Darwin. All were mentally ill at the time.³

In a nation that has promoted self-sufficiency from its inception, it is easy to see how the myth that people should be able to manage their own emotional problems came into existence. This myth may also have gained momentum from our misunderstanding of the problem. A weakness of character, not illness and especially not mental illness, was seen as the reason a person could not cope with the daily activities of life. The findings of the Mental Health Association indicate that mental health difficulties are "never a matter of will power, and expecting a mentally ill person to 'snap out of it' without professional help is the same as expecting someone with appendicitis to forget about it."⁴

This, by no means, covers all the myths that shroud mental illness. There are many other unsubstantiated beliefs that are held out of fear, lack of information or lack of understanding. Only by maintaining an open mind and increasing our knowledge can we break down the myths and stereotypes which we meet every day in ourselves and others.

Need For Support

The road back from mental illness to mental health is often long and difficult. A supportive environment where minor achievements can be built upon may be vital for recovery. This is the area in which we, as directors of volunteers, can be of greatest help. Through a careful interview and placement process, transitional volunteers (the mentally ill) can start building the self-confidence they need to recognize their capabilities and self-worth. Meaningful work is an important aspect of building self-esteem. Those of us

who have worked with the mentally ill are aware of the many talents they possess. Creative writing, clerical work, tutoring, greenhouse work are some of the things they can do. They can be receptionists, tour guides, activity aides, nursing home visitors, child care aides and many others. Moreover, with proper support, they are able to provide the same type and caliber of volunteer services as anyone else in the community with similar skills, talents, education, and qualifications.

Transitional volunteers have a wide variety of skills and interests, but their ability to utilize their skills may be hampered by their lack of confidence. For example, a woman with more than 10 years experience as a registered nurse believed all she was able to do was to stuff envelopes. This may not seem like much in terms of what her actual abilities were, but it was a start; she lacked self-confidence, not ability. It was a means of accomplishing a small achievable goal before moving to a more challenging one. In her present volunteer position, her nursing background has been an asset.

Another volunteer had a great fear of leaving her home which was coupled with the fear of meeting people. Needless to say, I was very much concerned when she indicated a strong desire to staff the information booth at an agency that has hundreds of visitors a day. Her strong attraction to the agency enabled her to overcome her fears. She has been volunteering there for six months now, has been successful, and "enjoys meeting all those interesting people."

Volunteering is also a means by which transitional volunteers can explore a new career and, for some, employment has been a direct outcome of their volunteer experience. One young man has never worked with mentally retarded people before, but thought he would like to give it a try as a volunteer. Within a few months, this transitional volunteer was hired as a temporary employee; more than a year and a half later, he is part of the permanent full-time staff and is considered by his employer to be one of the most valued employees.

Unfortunately, just like all the other volunteers we recruit, not all transitional volunteer placements work out the way we would like. Some do not follow through, their fear of something new is too great, while others are not ready for the demands and stress of volunteering (remember what is stressful for them may never occur to us as being stressful).

In a variety of ways, transitional volunteers are not any different from anyone else who volunteers. The reason for providing a community service is the same; the desire to help others, to be needed, to learn a new

skill, to meet new people — the list could go on and on. They share the need for recognition, appropriate work, and feedback. Many do very well, others do not.

As directors of volunteers, it is essential, in dealing with transitional volunteers, that we understand mental illness, that we can dispel the myths in ourselves and others, and that our expectation be realistic. Initially, additional time is required to help the volunteer feel welcome and needed. The duties they will be required to fulfill should be clearly stated (written job descriptions are helpful). Our support, encouragement, supervision, gentle feedback, and patience may enable a volunteer to achieve a goal that seemed unattainable just a year ago. It has also been very gratifying for some directors of volunteers to watch a person with emotional problems unfold and blossom before their eyes. Of course, it does not happen overnight, but during the course of a few months many transitional volunteers have grown tremendously in a warm, accepting atmosphere.

For some, volunteering is seen as just something to do to keep busy, for many it becomes an enjoyable way to meet new people, learn new skills, and to be themselves. In my experience with transitional volunteers, I have found them to be kind, sensitive, and caring individuals. The majority of them are passive and withdrawn; others are outgoing and friendly (you would never know they have any more problems than you or I have). In the words of one of my volunteers (now employed full-time and living independently), "I have gained a sense of achievement in relating to people and a sense of belonging, realizing that relationships are formed on the grounds of what I am now, not what I was like before."

The Transitional Volunteer Program enables emotionally disturbed people to return to the community through their volunteer work. Since each Transitional Volunteer Program operates differently (there are approximately 16 in various areas in the United States), contact your local program for information on how you can become involved. If there is no program in your area, the local chapter of the Mental Health Association may be able to provide you with additional information on how to help the mentally ill.

Footnotes

- 1 Mental Health Association, *Some Things You Should Know About Mental and Emotional Illness*, Arlington, Virginia. (Pamphlet)
- 2 McLean Hospital, *The Myths of Mental Illness*, Belmont, Massachusetts, 1976 Annual Report, p. 7.
- 3 Ibid.
- 4 Mental Health Association, loc. cit.

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Pre-Med Summer Volunteer Program: A Rotation Concept

By Marcy Sanders

Program Origination

Hospital volunteer directors often receive requests from pre-med college students for placement. Critical care areas of hospitals, traditionally, offer a stimulating clinical experience which complements the students' academic endeavors.

At Albert Einstein Medical Center, Northern Division, the Department of Volunteer Services was aware of a need to provide a controlled volunteer experience, designed specifically for the pre-medical student. With the goal of enhancing the students' volunteer experience by acquainting them with the total hospital picture and, in particular, the role and responsibilities of physicians, a pre-med summer program was designed and implemented in 1979.

The efforts of several disciplines were involved in the extensive planning for the program. As assistant director of Volunteer Services and coordinator of Student Programs, this author worked with Dr. David White of the Division of Surgery and Les Sampson, R.N., C.C.R.N., patient care coordinator, on the project.

Program Description

Pre-medical students are assigned to a three-part rotation over a three-month period of time (June, July, and August) in the emergency unit, intensive care unit, and the recovery room. The actual time served depends on the individual volunteer assignment with a minimum time of four hours per week. The summer program lasts approximately 12 weeks.

Students have the opportunity to attend all lectures, seminars, and review boards offered

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to medical staff and residents. Observation in the operating room is arranged through the pre-med program's medical staff liaison or the O.R. staff trainer. Students may also arrange to make rounds on Saturdays by contacting the medical staff liaison.

Screening and Selection

Students are chosen for the program on a first-come, first-served basis. The pre-med summer program is open to college students who are presently enrolled in courses leading to medical school entrance and have completed their second year of school. They must be able to work a minimum of four hours per week and attendance is mandatory at the training and orientation sessions.

Candidates are interviewed by the assistant director of Volunteer Services. They must display a mature attitude toward the responsibilities and privileges of the pre-medical volunteer program.

Orientation and Training

The Albert Einstein Medical Center, Northern Division's pre-med volunteer program is unique in that it offers students an opportunity to work in three critical care areas alongside the nursing staff on these units, to gain experience with patient care.

The students must attend a general orientation at the beginning of the program where they meet the head nurses of the emergency, intensive care and recovery areas, the patient care coordinator and the medical staff liaison. Orientation is scheduled through the Department of Volunteer Services. Department policies and job descriptions are explained and students are taken on a tour of the areas. Special aspects of the program are explained in detail.

Students have a "buddy system" with the R.N.'s on the units and are assigned to

specific patients. They are encouraged to actively participate in all aspects of patient care, under direct supervision. The staff of these units is tuned in to insure that the pre-med volunteers observe a variety of interesting procedures and attend teaching rounds when available.

The objectives of the three-part rotation are to provide the pre-med volunteer with: 1) learning opportunities consistent with self-defined goals as a potential physician; 2) practical bedside experience with direct one-to-one supervision; 3) opportunities to learn the roles and responsibilities of health care professions and providers other than physicians; and 4) a holistic view of patient needs and care.

Students are expected to respect the dignity, rights, and beliefs of individual patients and maintain the confidentiality of information regarding individual patients.

Written Information

Each student is provided with a job description for each of the three units in which he or she will work. Also distributed are 1) a volunteer rights and responsibilities pamphlet; 2) hospital safety and disaster procedures; 3) a medical center map; and 4) an Albert Einstein Medical Center, Northern Division fact sheet. The Volunteer Department provides a pre-med general information list with details on picking up scrub suits from Linen (required for recovery room and intensive care unit placements), arranging for rounds and operating room observation, and basic scheduling information such as sign in and out requirements, reporting absence or tardiness, lunch and parking privileges.

Lectures

Informal lectures are held by Dr. David White devoted to reviewing the pre-med volunteers' experiences at Northern Division. He also answers questions pertaining to medical school. Questions range from how to take the

MCAT's to the chances of an older student being accepted.

Phyllis Taylor, a counselor from the hospital's Hospice Services Program, addresses student concerns about the terminally and critically ill patient: how to deal more effectively with the patient's family at extremely stressful times and how to field difficult questions from patient and family. She emphasizes the need for medical staff to be aware of the patient's emotional as well as medical needs.

This year, Northern Division's pre-med students were invited to Abington Hospital to join their pre-med group in meeting with a dean of admissions of one of the area medical schools.*

Summary

Both staff and pre-med volunteers have been highly enthusiastic about the program. Dr. White, medical staff liaison, commented that most pre-med students do not really know what the hospital world entails. He felt it is important that students realize medicine is not a nine-to-five job, but takes much dedication. Students felt that the program encouraged their own personal growth and understanding of the medical profession. It also presented them with a more realistic view of what medicine is about and helped to prepare them for a medical career. The rotation concept particularly allowed them to see many aspects of patient care and to take a good look at a clinical setting.

The pre-med program has run successfully for two summers and 25 students have participated. Several students have continued to volunteer throughout the academic year as a result of having such a positive summer experience. Follow-up studies will be conducted to determine the number of students who actually do attend medical school.

*Thanks to Nancie MacBain, director of volunteers, Abington Hospital, for sharing her ideas from her own pre-med program with us.

Factors Affecting the Identification, Recruiting, and Training of Volunteer 4-H Adult Leaders in Texas

By Kenneth L. Denmark, Ph.D.

Introduction

The 4-H Club program in Texas has been the youth phase of the Texas Agricultural Extension Service for more than 60 years and is conducted cooperatively by the United States Department of Agriculture, Texas A&M University, and county commissioners courts across the state. The main purpose of 4-H work according to Martin, is the development of boys and girls from nine to 19 years of age so that they might become efficient, public-spirited, and useful citizens. Aiton described the primary aim of 4-H Club work as assisting boys and girls to develop trained minds, useful skills, sound bodies, healthy personalities, and good citizenship attitudes.

Although 4-H work is commonly identified as being a program of, by, and for youth, the role of the adult cannot be overlooked. Volunteer 4-H adult leaders who serve in advisory, teaching, guidance, and counseling roles play an extremely important part in the continued success and effectiveness of the 4-H program in Texas.

To date, much of the emphasis has been on the involvement of volunteer 4-H adult leaders to meet existing needs, often with limited opportunity for selectivity or consideration of leadership potential of the individual. Efforts to expand the current 4-H and youth phase of Extension education will place greater responsibility on the volunteer, as demands upon the time of identifying, recruiting, and training volunteer 4-H adult leaders is further influenced by the changing nature of programs as well as by persons served.

Purpose

The purpose of this study was to obtain and

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analyze data concerning volunteer 4-H adult leaders in selected counties of Texas in order that recommendations might be developed for use by Extension staff members in identifying, recruiting, and training 4-H adult leaders. Specific objectives within this broad purpose include:

1. To identify selected biographical characteristics of those now serving as volunteer 4-H adult leaders in Texas.
2. To determine the level of association between selected biographical characteristics of volunteer 4-H adult leaders and leader effectiveness ratings provided by Extension agents.
3. To identify methods of recruiting as preferred by volunteer 4-H adult leaders.
4. To determine training needs as perceived by volunteer 4-H adult leaders.
5. To develop recommendations for identifying, recruiting, and training volunteer 4-H adult leaders.

Rationale

One of the most vital areas in assessing ways to strengthen and improve the 4-H program concerns the volunteer 4-H adult leader. Past experience has shown that 4-H work has been most successful when adult men and women have volunteered to serve as 4-H leaders in giving guidance, instruction, and assistance to 4-H members. The local volunteer 4-H adult leader is an important key to the 4-H program. The local leader expands the reach of the professional Extension worker by assisting 4-H members at the local level in planning and carrying out programs and objectives.

For many years, professional Extension workers have recognized a problem developing from a growing need for more effective

methods of identifying, recruiting, and training volunteer 4-H adult leaders to strengthen and improve 4-H work. This was pointed out by Shinn when he wrote:

... it is becoming increasingly important that new and greater emphasis be placed on two phases of Extension work which vitally affect leadership. These are (1) a more careful selection of local leaders, consideration being given to their personality and potential ability to become leaders; and (2) adequate training programs for those who are chosen to become leaders.

Skelton and Clark gave further emphasis to this problem when they wrote that finding people who will volunteer to serve as leaders for several years is one of the major problems. According to Carter, however, the historical approach to identifying, recruiting, and training 4-H adult leaders has been grossly ineffective in attempts to strengthen the 4-H volunteer leader program.

Procedure

The population of this study was comprised of those individuals who were serving as volunteer 4-H adult leaders in each county in Texas. From this population, a sample consisting of all active 4-H leaders in 25 counties were selected at random, using a table of random numbers.

The 25 counties drawn for the sample were well-distributed over the state with at least one county in each of Extension's geographical districts.

Extension agents in the 25 counties selected for the sample were asked to place each of their leaders into one of three categories of effectiveness including group one as most effective, group two as somewhat effective, and group three as least effective. A mailing address and effectiveness rating were obtained for each of the 1,083 volunteer 4-H adult leaders in the sample counties. Questionnaires were sent to 1,083 volunteers. Six hundred and thirteen, or 56.6 percent, of the questionnaires were returned. Data for this study were based upon the 613 responses.

The leader effectiveness ratings were used as the dependent variables. These variables were then correlated with the selected independent variables of age, sex, marital status, tenure, degree of self-acceptance, level of education, level of annual family income, number of children, number of children in 4-H, number of organizations affiliated with, place of residence, and former 4-H membership to determine the level of association.

Analysis of Data

The majority of leaders, 62.3 percent, were between 31 and 45 years of age with an average of 41 and a range of 20 to 72. Most leaders, 47.6 percent, had served as leaders for three years or less with an average of 5.1 and a range of 9 to 45. Females accounted for 76.8 percent of the leaders responding. Almost all leaders, 95.9 percent, were married. The number of children that leaders had ranged from none to 12 with an average of 2.8. Most leaders, 73.2 percent, had from one to three children. The number of children leaders had in 4-H also ranged from none to 12 with an average of 1.96. Most leaders, 82.7 percent, had from one to three children in 4-H.

More than half the leaders, 55.8 percent, had from nine to 12 years of formal education. The average for years of formal education was 12.7 with a range of two to 19. Only about a third of the leaders, 36.4 percent, had been in 4-H themselves. Most respondents, 89.2 percent, indicated their parents had not been 4-H leaders. The number of siblings leaders had ranged from none to 13 with 60.4 percent having from one to three.

Leaders affiliation with organizations other than 4-H ranged from none to 14 with an average of 2.8. Over 67 percent of the leaders were affiliated with from one to three other organizations. Of the respondents, 61.8 percent listed their occupation as homemaker. Most leaders, 68.1 percent, lived on a farm, ranch, or other rural area with 13.5 percent living in towns of less than 10,000 in population. Only 11.7 percent were living in urban areas of 50,000 or more population. Leaders had lived at their present place of residence for an average of 12 years.

An annual family income of \$5,000 to \$14,999 was listed by 64.1 percent of the leaders. The majority of leaders, 85.8 percent, spent less than five hours per week serving as a leader. The average number of hours spent per week by leaders was 2.91 with a range of none to 20. Of the 613 respondents, 259, or 42.3 percent, classified themselves as project leaders; 184, or 30 percent, as both project and organizational leaders; and 97, or 15.8 percent, as organizational leaders.

Effectiveness of leaders was associated at the .05 level of probability with number of years of formal education. Leaders rated as most effective had the highest number of years of formal education with an average of 13.2 as opposed to an average of 11.8 for least effective leaders. Only 21.2 percent of the least effective leaders had above a high school education while 53.3 percent of the most effective leaders had education beyond the high school level.

Effectiveness of leaders was associated at the .05 level of probability with the level of annual family income. There was a higher percentage of the most effective leaders in the higher income levels. Of the most effective leaders, 69.4 percent had an annual income of \$10,000 or more, while only 37 percent of the least effective leaders had an income this high. On the other hand, only 20.6 percent of the most effective leaders had an annual income of less than \$10,000 while 63 percent of the least effective leaders indicated an annual family income of less than \$10,000.

Effectiveness of leaders was associated at the .05 level of probability with the number of children leaders have. Leaders rated as most effective had the highest number of children with an average of 3.02 while least effective leaders had an average of 2.74 for number of children. Effectiveness of leaders was also associated at the .05 level of probability with the number of children leaders have in 4-H. Again, the most effective leaders had the highest average for number of children in 4-H with 2.2 while the average for least effective leaders was only 1.7.

Effectiveness of leaders was associated at the .05 level of probability with organizational affiliation. The most effective leaders belonged to more organizations than did the least effective leaders. The most effective leaders belonged to an average of 3.2 other organizations while least effective leaders belonged to an average of only two. Of the most effective leaders, more than a third, 36.1 percent, belonged to four or more other organizations. Only 11.9 percent of the least effective leaders belonged to four or more other organizations.

Effectiveness of leaders was associated at the .05 level of probability with the degree of self-acceptance leaders possessed. The self-accepting person is characterized by an attitude of responsibility, an objective acceptance of criticism, a sense of self-worth, and absence of self-consciousness or shyness. The most effective leaders had the highest average score for self-acceptance based on a scale designed to measure self-acceptance. Out of a maximum possible score of 180, the most effective leaders had an average of 157.3. The least effective leaders' average score was only 136.9.

Effectiveness of leaders was associated at the .05 level of probability with tenure. The most effective leaders had served longer with an average of 5.4 years while the least effective leaders had served an average of only 4.2 years.

Effectiveness of leaders was associated at the .05 level of probability with place of

residence. More of the effective leaders, 15.6 percent, resided in places of 30,000 or more population as opposed to only 11.9 percent of the less effective leaders.

Effectiveness of leaders was not associated at the .05 level of probability with age, sex, marital status, or former 4-H membership of the leaders.

When asked who they would have preferred to recruit them, 39.2 percent had no preference, 19.4 percent indicated their own children, 13.7 a committee, and only 11.4 percent preferred Extension agents. Almost half, 43.6 percent, indicated that the main reason they agreed to serve as 4-H leaders was because their own children were 4-H members. More than half, 51.2 percent, indicated no preference when asked through what method they would have preferred to have been recruited. The next largest response was 32.6 percent for home visit. The majority of leaders, 82.6 percent, agreed to serve as a leader after being asked one or two times. The range for times asked to serve was from none to seven with an average of 1.4. Least effective leaders were asked an average of 1.7 times compared to 1.2 times for most effective leaders. Twenty-nine leaders, or 11.1 percent, of the most effective leaders, were not asked to serve, but simply volunteered on their own. Only 3.3 percent of the least effective leaders volunteered on their own.

Almost all, 92.7 percent, of the leaders indicated there had been no set agreement on the length of time they would serve as a 4-H leader. When asked for what length of time they would have preferred to agree to serve, 58.7 percent indicated no preference. In response to the question, "How would you prefer to serve as a leader?" 54 percent indicated a preference for a specific job such as projects and activities, while 44 percent preferred to serve in a general capacity as needed such as organization and planning. The remaining two percent preferred serving in some other way.

Almost all leaders felt a need for training in one or more areas, including understanding youth, organizational methods, project work, and recreation. Only 0.7 percent felt they needed no training. Most leaders, 63.7 percent, indicated they would prefer to receive training through a combination of training meetings and through the mail, depending on the subject matter concerned. The number of training meetings leaders were willing to attend per year ranged from none to 24 with an average of 4.5. Most leaders, 67.7 percent, indicated they would attend from one to four meetings a year to get the training they needed. When asked what teaching method they would prefer used at training meetings, 81.3 percent preferred a combination of lecture, discussion, demonstration, and workshop de-

pending on the subject matter being presented.

Almost half, 48.3 percent, preferred to attend a training meeting at night while 25 percent preferred morning, 14.2 percent the afternoon, and 12.4 percent had no preference. Tuesday was the day of the week most preferred by leaders to attend a training meeting. The majority of leaders, 96.1 percent, preferred a training session that would last from one to three hours. The most popular length of time preferred for meetings was two hours.

In response to the question, "Who should present the leader training sessions held at the county level?" 83.4 percent indicated they preferred a combination of other 4-H leaders, Extension staff, and other resource persons, depending on the subject being presented. Most leaders, 67.4 percent, preferred having the leader training sessions at a local area which was convenient for them, such as a school or community center.

Conclusions and Recommendations

It should be pointed out that these findings are specifically from volunteer 4-H leaders in 25 counties in Texas. It is of course possible that similar studies in other states or other volunteer programs would yield different findings. It is also quite possible that other volunteer characteristics exist which would have a high level of association with volunteer effectiveness. Based on this particular study, however, the following recommendations are suggested to improve the effectiveness of Extension staff members in identifying, recruiting, and training volunteer 4-H adult leaders.

1. Volunteer 4-H adult leaders should be selected from those individuals having higher levels of education, higher annual income, more children, more children in 4-H, and affiliation with a higher number of organizations other than 4-H.
2. Volunteer 4-H adult leaders should be selected from those individuals exhibiting higher than average degrees of self-acceptance as characterized by an attitude of responsibility, an objective acceptance of criticism, a sense of self-worth, and a low level of self-consciousness or shyness.
3. The factors of age, sex, marital status, and former 4-H membership should not be considered as factors in the identification and recruitment of volunteer 4-H leaders.
4. A file containing the biographical data of education, income, number of children, number of children in 4-H, organi-

zation affiliation and self-acceptance on 4-H leaders and potential 4-H leaders should be maintained at the county or local level. This would provide valuable information which could be used in making plans for leader recruitment and training.

5. Training of 4-H leaders should be accomplished through a combination of training meetings and materials sent through the mail, depending on the subject matter.
6. A well-balanced leader training program should be developed which would include training in the areas of understanding youth, 4-H organizational methods, and 4-H project work.
7. There should be approximately four training meetings held per year at a location convenient for leaders. These training meetings should be approximately two hours in length.
8. Leader training sessions should be presented by a combination of Extension personnel, other 4-H leaders and resource persons depending on the subject matter being taught.
9. Leader training sessions should include a variety of teaching methods such as group discussion, demonstrations, workshops, and lectures and should employ the use of various audio-visual aids.
10. Individuals should receive some basic training concerning their duties and responsibilities as leaders soon after they are recruited.
11. Leaders should continue to receive training as long as they are active in the 4-H program.
12. Further research should be conducted in the 4-H and youth phases of Extension education to determine the most effective methods of volunteer leader involvement.

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Volunteerism, Volunteer Coordinators and Continuing Education

By George M. Kreps, Ph.D.

The new role of volunteers is bringing about changes in the concept and practice of volunteerism. This situation calls for volunteer coordinators with the appropriate training and the management skills to assist volunteers to apply their talents to a wide variety of tasks. Continuing education provides the means for an effective in-service training program which is adapted to the particular skill level of the volunteer coordinators.

It is not the purpose of this article to discuss in detail the new dimensions of volunteerism except as they relate to functions of volunteer coordinators. For a detailed presentation on volunteerism, the reader is referred to Jon VonTil's excellent article, "In Search of Volun---ism," Volunteer Administration, Vol. XIII, No. 2, Summer 1979.

For the purpose of this article, a volunteer is defined as, "The person who freely contributes his/her service without remuneration commensurate with the value of the services rendered to public or voluntary agencies engaged in preventing, controlling or ameliorating the effect of social problems experienced by individuals, groups or the community." (Source unknown)

The new thrust of volunteerism is channeling the efforts of volunteers in new and more effective ways. Today's volunteers can and should expect a rewarding experience. Four key examples of volunteer rights (out of 13) (1974: Responsibilities and Rights in Volunteer Relationships):

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- . . . Be assigned a job that is worthwhile and challenging, with freedom to use existing skills or develop new ones.
- . . . Be provided orientation, training and supervision for the job he/she accepts; know why he/she is being asked to do a particular task.
- . . . Expect that his/her time will not be wasted by tasks of planning, coordination and cooperation within the organization.
- . . . Know whether (his/her) work is effective and how it can be improved; have a chance to increase understanding of self, others, and the community.

These examples describe the major thrust of volunteerism as defined in this article. This new volunteerism is a significant factor in the need for well-trained, capable, and enthusiastic persons as volunteer coordinators. This function of coordinating the volunteer effort has been described by Harriet Naylor in several HEW publications and by the Dictionary of Occupational Titles, 187.162-022, 1977 Fourth Edition. Coordinator, Volunteer Services (social ser.) volunteer coordinator.

Coordinates student and community volunteer services programs in organizations engaged in public, social and welfare activities: Consults administrators and staff to determine organizational needs for various volunteer services and plans for volunteer recruitment. Interviews, screens, and refers applicants to appropriate units.

Orients and trains volunteers prior to assignment in specific units. Arranges for on-the-job and other required training and supervision and evaluation of volunteers. Resolves personnel problems. Serves as liaison between administra-

tion, staff, and volunteers. Prepares and maintains procedural and training manuals. Speaks to community groups explaining organization activities and role of volunteer programs. Publishes agency newsletter and prepares news items for other news media. Maintains personnel records. Prepares statistical reports on extent, nature and value of volunteer service.

The coordinator of volunteers is a key link in the system of enabling persons to volunteer their time, talents and resources in a meaningful manner for the client, the agency, the volunteers, and the community.

Harriet Naylor, Ivan Scheier, and Marlene Wilson have all written extensively on training and management practices for coordinators. Their writing, it seems to this author, grows out of the basic premise that *coordinators are trained, not born, and that training can enhance the effectiveness of the coordinator as well as the personal satisfaction received from doing a job well.* The following examples highlight the need as well as the opportunities in the training of coordinators. (Wilson: 1976)

Dr. Tess Okin, professor of the School of Social Administration at Temple University, says, "Modern volunteers are a unique breed whose ancestors helped build this country. Their potential is incalculable. Key persons on the American scene, closely involved with the volunteer citizen in action are the directors (coordinators) of volunteers, a group moving toward professionalism. The largest impact on masses on citizen volunteers may be had appropriately training directors of volunteers." (1976: 22)

"Dr. Ivan Scheier, instructor, consultant and author, recently stated that volunteer program administration is just emerging as an exciting profession which partakes of many traditional disciplines, though it is owned by none." (1976: 22)

"If we can learn how to recruit good volunteers, design meaningful jobs for them to do, interview and place each one carefully and create a climate in our agencies that allows them to function effectively and creatively, just think of the astounding inroads we can make into the problems that confront our communities today." (1976: 22)

These references illustrate the need to help volunteer coordinators prepare themselves for the challenging task of channeling volunteer resources to aid in the solution of the social problems of today, along with helping volunteers enlarge their own potential.

This brings us to the main point of this article, the training of volunteer coordina-

tors. The majority of volunteer coordinators in this writer's experience have a wealth of life experiences which they bring to the position, but often very little specific formal training as an administrator, recruiter, PR person, trainer, and personnel counselor. Also, many coordinators are fully employed which limits their opportunity for additional training to in-service and continuing education types of training. Therefore, the continuing education approach provides a way for the coordinator to participate in training, while continuing to work full time.

The following is a definition of continuing education or, as it is sometimes called, "adult education." It consists of a combination of on-campus and off-campus courses of instruction which focus on work-oriented learning activities. These activities, according to Lauffer (1977: 3), have become increasingly important in human service agencies as vehicles of providing individual learners with means for expanding knowledge and skill-increasing opportunities for career and occupational mobility and improving job satisfaction, raising professional standards, protecting or expanding the domains of existing occupational groups, and bringing non-professional and sub-professional personnel into the system of service delivery.

Closely allied with this definition of a functional continuing education program is the utilization of the methodology based on andragogy to train adults. "Andragogy" can be defined briefly as *the art and science of helping adults learn based on their own prior experience.* (1970) A continuing education program for volunteer coordinators based on the methodology of andragogy will:

1. Recognize and use the varied life experiences of the coordinators.
2. Structure training experiences around the coordinators and how they perceive their learning needs.
3. Develop learning experiences which relate to the problem and concerns of the person-learner rather than to impersonal academic subjects.
4. Plan for active and productive learner in the learning process.
5. Recognize that the coordinator is making a considerable contribution of time and energy and money to the training experience and, therefore, is ready and eager to learn.
6. Foster a spirit of equality and individuality.
7. Recognize that the learner-adult and the instructor are equally responsible

for the outcome of the training.

In 1972, a group of volunteer coordinators in which the author participated decided to develop an in-service training program for coordinators. The geographic area was central Ohio, with Columbus as the largest city where many volunteer coordinators were located. Columbus as a metropolitan area and the surrounding communities have a large number of social service agencies, both public and private, many of which have volunteer programs. There is a potential group of 100-120 coordinators of volunteers in this area.

The training needs of volunteer coordinators and directors were identified in several ways. The local Volunteer Action Center, the Division of Continuing Education of Ohio State University, and its Citizens Advisory Committee and the core group of 8-10 coordinators worked together to identify training needs and propose specific programs.

The first training opportunity was a series of five sessions on the basic elements of volunteer management over a six-month period.

The same course was repeated a half-year later for another 20 persons. These two initial training sessions identified several factors. The first was that there was a sufficient number of coordinators interested in training. Second, it was a way to bring coordinators together from a wide variety of agencies, both public and private. There were coordinators from the public school system, private and public hospitals, crisis intervention centers, settlement houses, mental health and mental retardation facilities, public welfare, child welfare agencies, and churches. Third, these meetings also provided the initial thrust to what eventually became a regional association for volunteer coordinators called the Mid-Ohio Association of Volunteer Coordinators. Fourth, these sessions further identified the type of training needed and the educational methodology of andragogy as an appropriate teaching approach.

The result of the preliminary effort was the organization of the Volunteer Management Certificate Program through the Division of Continuing Education of Ohio State University. This program was designed to assist volunteer coordinators to broaden their understanding of the management of volunteer programs, and to expand their use of basic management skills. The six sessions were divided into the following subject areas:

1. How to Succeed with Volunteers

This introductory session surveys the field of volunteering in general and volunteer management in particular.

2. Planning and Evaluating Volunteer Programs

Participants learn to assess the volunteer needs of their agency, design systems to meet these needs and develop evaluation tools to measure their effectiveness.

3. Developing a Functional Volunteer Recruitment Program

The following essential components are examined: needs assessment, job descriptions, and recruitment techniques for specific recruitment efforts.

4. Designing a Creative Volunteer Training Program

The components of planning, designing and executing a training program are combined to make an effective program for orientation, on-the-job training and continuing education training.

5. Human Relations and Personnel Practices

Theories and practices are presented to design a program based on why people volunteer and how to keep them.

6. Advanced Topics in Volunteer Management

Topics include: types of management, types of organization, integration of volunteers into the agency service delivery systems.

A number of observations grew out of this volunteer management program during the past four years.

1. *The presence of coordinators from a variety of social service agencies enriched the flow of ideas and discussions.*

2. *The discussions, coffee breaks and luncheon time were utilized to exchange ideas and "how to do things," on a personal, one-to-one basis.*

3. *The interchange of persons from a variety of situations helped to highlight the commonality of certain problems (in recruitment, turn over of volunteers, recognition) and also fostered a kind of esprit de corp among the participants which carried over into their daily work contacts. They would call each other to discuss specific problem areas.*

4. *There was the opportunity to exchange information about other training opportunities and about possible job openings. Several participants utilized the sessions for their own career orientation. It gave them some ideas about what a coordinator could do.*

5. *There is a need to better identify the level of training desired by the parti-*

participants. There were several in each session who were either overwhelmed or bored by the level of presentations. A more adequate training device is needed for participants so that the level of training is more precisely identified.

6. Participants requested homework assignments via their regular evaluations. However, when these were given, only a small percentage responded favorably. The reason for this needs to be analyzed more completely.
7. There is a need to develop a second and a third round of more specialized or advanced sessions to supplement and build on this volunteer management training program.
8. A follow-up review needs to be done of the 87+ volunteer coordinators to learn from them the effectiveness of the training they received as they now perceive it one, two or three years later.

In conclusion, it appears that a start has been made to provide an entry-level training program for volunteer coordinators within a continuing education format. More needs to be done to provide for on-going education efforts. More needs to be done to identify the specific training needs both of new coordinators as well as those who have job experience and who have completed the initial certificate training program.

The use of the continuing education format permitted persons who were full-time coordinators to attend the sessions, since the sessions were one day per month over a period of six months.

The granting of continuing education units and the certificate were useful because they provided verification of the courses taken to the agencies of the coordinators. It also gave them something tangible to add to their resume and, just as important, it signified that the University considered their training of sufficient importance to recognize it.

This author also wants to emphasize that the andragogical method as used in the certificate program is an effective way to train. It stresses the knowledge and experience that the adult learner brings to the

educational experience and that this is the base upon which the training effort was carried out. Many times, the instructors were used more as discussion leaders and conveners of the session, rather than the primary resource persons. It provided for a more stimulating learning experience for the participants and gave them additional support to use the same approach with their own volunteer programs.

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Leadership Abstracts in Volunteer Administration (Second Issue)

This section in Volunteer Administration is designed to provide practitioners with summaries of current literature.

VOLUNTEER ABSTRACTERS FOR THIS ISSUE

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The abstracter's name also appears in parentheses at the end of each abstract.

JOURNALS AND NEWSLETTERS IN THIS ISSUE

Notes: (1) The total set of abstracts over a one-year period should achieve satisfactory balance between subject areas and journals. No single issue is likely to do so.

(2) From some journals peripheral to the field of volunteer administration, e.g., Harvard Business Review, articles are abstracted only when deemed relevant to our field.

BUSINESS QUARTERLY is published by the School of Business Administration, The University of Western Ontario, London, Ontario. Subscription is \$16 yearly.

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.

HARVARD BUSINESS REVIEW is a bi-monthly journal for professional managers. Yearly subscription, \$23, Subscription Service Department, P.O. Box 8730, Greenwich, Connecticut 06835.

JOURNAL OF VOLUNTARY ACTION RESEARCH is a quarterly publication of the Association of Voluntary Action Scholars, S-211 Henderson Human Development Building, The Pennsylvania State University, University Park, Pennsylvania 16802

RECONNECTION is the newsletter for former Peace Corps and VISTA volunteers and is not available to the general public.

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 St., NW, Washington, D.C. 20036.

VOLUNTARY ACTION NEWS is published quarterly by the Voluntary Action Resource Centre, 1625 W. 8th Avenue, Vancouver, British Columbia, Canada, V6J 1T9. Subscription is \$3 annually.

VOLUNTEER ADMINISTRATION, back issues 1978-79.

THE VOLUNTEER LEADER is a quarterly publication of the American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois 60611. \$5 yearly subscription.

THE CLASSIFICATION SYSTEM

This system remains provisional, awaiting experience and reader suggestions for final development. A more refined classification system will be offered with the third or fourth issue 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. This 0/1 indexes the first listed abstract in the 1980 year of Volunteer Administration's publication.

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

ABSTRACTS

Boards

(0/30) Loeser, Herta & Falon, Janet. "Women Board Members and Volunteer Agencies." Volunteer Administration, Vol. X, No. 4 (Winter 1978), pp. 7-11.

- 1) Under-representation of women on Boards is shown by survey statistics and a listing of the composition of sex of Boards for 15 major foundations.
- 2) Steps are suggested for achieving better representation of women on Boards. (Linda Cerajewski)

Fundraising

(0/31) "Creative Volunteer Idea." CIVICS, Vol. I, No. 3 (Sept. 1980), p. 3

Appeal for cloth labels from clothing for the construction of quilt of labels to be raffled for the benefit of some volunteer programs in Colorado. The theme of the quilt is: "Individually and collectively, volunteers are a force — creating beauty where there was none — providing warmth — creating a new fabric in society." (Ann Hamilton)

History, Philosophy, Values, Definition

(0/32) Allen, Kerry Kenn. "A Volunteer Agenda for the 1980s." Voluntary Action Leadership, Summer 1980, pp. 22-25.

Allen's agenda:

- 1) Articulate our values. It's all right to care. Problem-solving, with a goal of putting ourselves out of business. Empowerment — helping citizens achieve power over their own lives.
- 2) Define relationship to the "helping establishment." Rather than an imperialist's attitude toward those in need, will professionals allow citizens to do for themselves and each other what they say?
- 3) Come to grips with internal relationships in the volunteer community.
- 4) Define our relationship to government. A strong anti-government mood reflects the ineffectual use of human and financial resources. But, do we wish to forget the effort that volunteers have devoted to achieving social legislation to meet human needs? Can government aid the volunteer movement as a means of empowering citizens and building a participatory society? (Janice Gerdemann)

(0/33) Ryan, William. "Philosophy of Citizen Involvement." Volunteer Administration, Vol. X, No. 4 (Winter 1978), pp. 1-6.

The need for more citizen involvement within our human services agencies is stressed. Agencies which truly involve the public, will be able to effectively deal with larger caseloads. Citizen involvement will also lessen depersonalization and alienation in our agencies so that we can better deal with each individual's problems and needs. (Linda Cerajewski)

(0/34) VanTil, Jon. "In Search of Volunt---ism." Volunteer Administration, Vol. XII, No. 2 (Spring 1979), pp. 8-19.

An in-depth analysis of the definitional similarities and differences between "volunteering," "voluntary action," and "voluntary association." (Linda Cerajewski)

(0/35) Wilson, Ruth D. "The Deeper Meaning of Volunteerism." Voluntary Action Leadership, Winter 1980, pp. 2, 45.

Citizens must be reintroduced to decision-making/problem-solving in their own communities, with the support of voluntary agencies. Town meetings in Mississippi have been effective. Government, which has become distrusted, can best aid by supporting incentive funding of citizen initiatives. (Janice Gerdemann)

Insurance, Liability

- (0/36) Chapman, Terry. "Volunteer Insurance." Voluntary Action Leadership, Winter 1980, pp. 23-25.

Insurance companies need to understand the volunteer organization in order to assess the risks they are to cover. Non-profit organizations need to know what their liabilities are, and the kinds of insurance available. Members of boards of directors may be held personally responsible for negligent acts of an organization. This article attempts to explain some of the maze. (Janice Gerdemann)

International (outside Canada and the United States)

- (0/37) Proudfoot, Mary. "Volunteering in the British Isles." CIVICS, Vol. I, No. 3 (Sept. 1980), p. 4.

- 1) Volunteering is flourishing in the British Isles, with trends in England and Scotland toward organizing volunteers in neighborhoods to solve problems.
- 2) Concerns include: some problems with stereo-typing and recruitment especially after the government turned to socialism; inflation, recession, unemployment, tight money and loss of government grants, especially those stressing client advocacy and rights; and opposition from labor unions (England's national Volunteer Centre has published volunteer-staff guidelines). (Ann Hamilton)

- (0/38) Zeldin, David, and Keynes, Milton (Eds.). "Special British issue of JVAR." Journal of Voluntary Action Research, Vol. 8, Nos. 1-2, January-June 1979.

"In Britain, there is a long tradition of voluntary effort, and voluntary action is deeply embedded in the edifice of British life." The theme of this entire eleven-article issue of JVAR is volunteering in Great Britain. Specimen titles are: "Citizen Participation in Britain: A Widening Landscape" and "The Creation of Scotland's National System of Official Voluntarism." (Ivan Scheier)

- (0/39) "RPCVs Report on Work in Refugee Camps." Reconnection, Vol. II, No. 4, February-March 1980, pp. 4-5.

Impressions of three former Peace Corps volunteers working in refugee camps in Indochina. Volunteer workers are desperately needed throughout the United States for resettlement work. Work of UNICEF/Red Cross is also described and 13 refugee relief groups operating in the United States and overseas are listed with addresses.

Reprints of this article may be obtained by sending \$1.00 plus \$1.00 for postage and handling to Volunteer Development Institute, Suite 1622, Rosslyn Center, 1700 North Moore Street, Arlington, VA 22209. (Mary DeCarlo)

Manager Skills and Characteristics

- (0/40) Collins, Eliza G. C. "When Friends Run The Business." Harvard Business Review, Vol. 58, No. 4 (July-August 1980), pp. 87-102.

Attributes of friendship, candor, lack of competition among individuals and deep mutual concern become the attributes of a company. Interviews show how relationships contribute to making effective decisions and allow a company to motivate people in ways that go against such traditional management practices as MBO and performance appraisal techniques. Applications can be made to any situation where creative individuals blend their talents and where the goals are unsure, the means ambiguous, and no one has a blueprint. (Mary L. Stewart)

- (0/41) Kruckle, David. "The Art of Negotiation — An Essential Management Tool." Business Quarterly, Vol. 45, no. 2 (Summer 1980), pp. 19-32.

Negotiations is defined as the art of securing agreement between two or more parties, each of whom usually wants to get more than he/she has and yield less than the other party would like. Three essential steps are outlined:

- 1) Identify all of the major objectives of each party.
- 2) Place the objectives in categories.
- 3) Identify those objectives which are shared by more than one party and those which are not.

The main tasks of the negotiator are to eliminate or compromise incompatible or unattainable objectives and to increase areas of overlap. (Mary L. Stewart)

- (0/42) Levinson, Harvey. "Criteria for Choosing Executives." Harvard Business Review, Vol. 58, No. 4 (July-August 1980), pp. 113-120.

The author reminds us that no one person has all the qualities of an ideal leader; real people are more like diamonds with facets of personality, and flaws. Some dimensions of personality are more important than others depending on the organization and its environment. What the author offers is a list of dimensions that he has found most important most often, and a scale of characteristics to use in evaluating leadership behavior against the dimensions. (Mary L. Stewart)

- (0/43) McConkey, Dale D. "Across the Hierarchy: A Look at the Future." Business Quarterly, Vol. 45, No. 2 (Summer 1980), pp. 44-50.

The environment in which an organization must manage has undergone — and is continuing to undergo — changes of a most dramatic nature. Several specific issues are identified: multiple objectives, less use of capital and material resources, better utilization of human resources, from the inside to the outside (i.e., from internal efficiency to external orientation), allocation of innovative dollars, diffusion of power and authority, management style, better asset management. Supplemental approaches to organizing, such as project and matrix are suggested to assist managers in adapting to a changing environment which is daily becoming more complex, hostile and often conflicting. (Mary L. Stewart)

- (0/44) Proudfoot, Mary. "Communications Skills." Volunteer Administration, Vol. XI, No. 1 (Spring 1978), pp. 32-37.

The article discusses styles of communication for effective leadership of volunteers. Topics include the use of language as a tool, and the development of listening skills as a part of communication. A six-item bibliography is provided. (Linda Cerajewski)

Program Types (Hospitals, energy, criminal justice, etc. This category will eventually be subdivided by major program types.)

- (0/45) Harmon, Pat. "Calling All Former Patients." The Volunteer Leader, Vol. 21, No. 2 (Summer 1980), pp. 1-3.

The article gives a brief history of the problems in surveying discharged patients and then outlines how a Phoenix hospital established a program of volunteers to phone discharged patients. Included also are changes made in the initial survey process, to refine the procedure. (Nancy Moffatt)

- (0/46) Morgan, Mary, and Allison, Grace. "Mini-City." The Volunteer Leader, Vol. 20, No. 4 (Winter, 1979), pp. 8-11.

Mini-city is a project which prepares a child for starting hospitalization while he is well. Volunteers take a slide show starring a stuffed toy monkey into grades K-4. The article summarizes the content of the slide show and presents the procedure for initially getting the program accepted by schools. An evaluation of the project is also given. (Nancy Moffatt)

- (0/47) Feinberg, Norma. "The Researcher As A Volunteer Advocate." Volunteer Administration, Vol. XII, No. 2 (Summer 1979), pp. 21-27.

This article deals primarily with crimes against the elderly and the volunteers who are trained to help them. The article takes us step-by-step through volunteer training sessions; describes a working crisis intervention facility, and the hectic pace involved; and describes a preliminary hearing, a court trial and a home visit. (Linda Cerajewski)

- (0/48) "Volunteers in Mental Health." CIVICS, Vol. I, No. 3 (September 1980), p. 2.

A brief description of the third annual workshop on Volunteers in Mental Health at Keystone Lodge on October 23, 1980, preceding the 1980 Mental Health Conference. (Ann Hamilton)

- (0/49) "S.A.V.E. (Save America's Vital Energy)." CIVICS, Vol. I, No. 3 (September 1980), p. 5.

An update on the community volunteer energy conservation abstracted in the first issue of Leadership Abstracts (under code 0/4). (Ann Hamilton)

- (0/50) "Energy: New Challenges, Old Resources." Reconnection, Vol. II, No. 3 (December 1979), pp. 2-8.

A series of articles describing the work of Peace Corps and VISTA volunteers assisting the poor in conservation or development of alternative forms of energy.

There are many resources available to assist in the replication of these projects, including Peace Corps and VISTA volunteers. Reprints of these articles may be obtained by sending \$1.50 plus \$1.00 for postage and handling to Volunteer Development Institute, Suite 1622, Rosslyn Center, 1700 North Moore Street, Arlington, VA 22209. (Mary DeCarlo)

Recognition, Incentive, Motivation, Growth

- (0/51) Hardy, Pat. "Volunteer Recognition That Counts." Volunteer Administration, Vol. XI, No. 1 (Spring 1978), pp. 27-31.

This article provides guidelines for and examples of the use of volunteer experience in transitioning to the 'paid job market. Recording experience, training and other information on resumes are among the topics covered. (Linda Cerajewski)

- (0/52) Loeser, Herta. "Volunteer Careers and Skills Development." Volunteer Administration, Vol. XI, No. 4 (Winter 1978-79), pp. 14-17.

This article describes volunteering as a stepping-stone for obtaining experience to be used in the paid workforce and as an excellent way to brush up on skills that the volunteer already has, or to develop new skills. The article provides several accounts of volunteers who have used this method to enter the paid work world and shows how many different fields they were qualified for. (Linda Cerajewski)

- (0/53) "Community Volunteer Career Development." CIVICS, Vol. I, No. 3 (September 1980), p. 5.

This describes a systematic internal and external evaluation of skills written for Junior League members by Alene Noris through a Kellogg Foundation grant and now being offered by the Junior League of Pueblo in adult and youth classes throughout the school year. (Ann Hamilton)

- (0/54) Shannon, Patricia. "Service Before Salaries: Volunteers Test Job Skills." The Volunteer Leader, Vol. 21, No. 1 (Spring 1980), p. 7.

This short article discusses a pre-employment recruitment and placement program for hospital volunteers. Volunteers are placed in departments willing to accept pre-employment volunteers. A 50-hour commitment is made by the volunteers. The program has been well received by all parties involved. (Nancy Moffatt)

- (0/55) Baynes, H. L. "On Volunteering in State Government." The Volunteer Leader Interview in Voluntary Action Leadership, Summer 1980, pp. 38-39.

The story of one man's growth from Voluntary Action Center advisory committee member to assistance in creating the Virginia State Office on Volunteerism. (Janice Gerdemann)

Recruiting, Marketing

- (0/56) Selvidge, Norma. "Marketing Volunteering." Volunteer Administration, Vol. X, No. 4 (Winter 1978), pp. 12-15.

The article provides a list of five steps for marketing volunteering; a diagram relating product, medium and audience; suggestions for getting the marketing message across; and a list of selling motives: social, ego, and biological. The coordinator must have image awareness when selling volunteerism to the public. (Linda Cerajewski)

- (0/57) Coinner, Jacqueline. "The Challenge of Television in Volunteer Recruitment." Voluntary Action News, No. 20 (September 1979), pp. 1-5.

A Dutch TV program, whose purpose was to increase community involvement, is described in terms of how the shows were presented for maximum effectiveness in recruitment. A 1977 study on television recruitment in England is also summarized, including reports on four television series and the results obtained. A similar program in the United States is also discussed.

A summary briefly outlines the elements necessary for a successful TV recruitment program. (Valerie A. Ahwee)

- (0/58) Berdiansky, Harold. "North Carolina Volunteer-A-Thon." Volunteer Administration, Vol. XII, No. 1 (Spring 1979), pp. 2-7.

During September 1977, North Carolina held a Volunteer-A-Thon (not much different from a tele-a-thon). This article details how it was set up, who was involved, follow-up, evaluation, and results. The article also describes use of a Volunteer-Job-Bank for the people who called in to volunteer, but were not sure of the area that they wanted to work in, and generally issues faced in the transition from first pledging of volunteer involvement to actual work as a volunteer. Charts are included. (Linda Cerajewski)

Resources and Career Concerns

- (0/59) Coinner, Jacqueline. "Volunteer Directors/Coordinators: The Evolution and Development of a New Breed." Voluntary Action News, No. 21 (November 1979), pp. 1-6.

A historical perspective is presented of the development of the volunteer coordinator's role, including the eventual establishment of an organization in British Columbia, which presently serves to promote the professional goals and objectives of coordinators. A 1975 study in England concerning the training of coordinators is summarized, and includes a brief description of some training courses offered. Similar training programs in the United States and Canada are also discussed. Also provided are the names and addresses of organizations which offer training programs. (Valerie A. Ahwee)

- (0/60) Burns, Robin. "Now Let Us Praise Good Men and Women." Voluntary Action Leadership, Summer 1980, p. 2.

The coordinator of Volunteer Services for the South Carolina Department of Social Services urges volunteer administrators not to sell themselves short for "we have the opportunity to let people be their best." Better ways to work together to upgrade the field, and to achieve legislation beneficial to volunteers, are needed. (Janice Gerdemann)

- (0/61) Katzman, Rita L. "Justifying the Position of Volunteer Administrator." Voluntary Action Leadership, Winter 1980, pp. 26-28.

A caseload standards study of 22 local welfare agencies in Virginia is the basis for the development of standards for volunteer coordinators. In a "Class B" agency, the coordinator should be responsible for 35 volunteers who provide a minimum of 4,500 hours of yearly service. Definitions of jobs, and reporting requirements are described. (Janice Gerdemann)

- (0/62) Baron, Alma. "Management Women Ask: "Where Can I Go From Here?" Business Quarterly, Vol. 45, No. 2 (Summer 1980), pp. 33-36.

This research project was addressed to 605 women who had attended a Management Development Seminar at the University of Wisconsin within the past five years. The 40 percent of the women wishing to advance in management and perceiving their chances to be "very good to excellent" offer further proof that Affirmative Action legislation is working. Women are beginning to understand that progress may come faster to those who are prepared. Nearly 25 percent of graduate students in MBA programs today are women and this percentage is on the rise. The 15% of women who indicated that they were content where they were, and did not wish to advance have tasted the jobs of family and professional achievement and are committed to finding a way to combine them. Men and women alike who perceive life to be holistic will benefit from the change that indicates that work (in its place) is exciting and fulfilling, but need not be all. (Mary L. Stewart)

- (0/63) CIVICS, Vol. I, No. 3 (September 1980)

This issue of CIVICS contains:

- 1) Remarks expressing concern by the director of the Colorado Office of Voluntary Citizen Participation, on the reclassification of the position of volunteer coordinator to probation officer IV, by the Colorado judicial system.
- 2) Details on the successful all-volunteer development of a volunteer clearinghouse in Pueblo, Colorado.
- 3) Description of additional resources being developed by the Colorado office, mainly through the use of volunteers. (Ann Hamilton)

Self-Help and Volunteering

- (0/64) Keenan, Carol. "Self-Help Groups Offer New Service Options." The Volunteer Leader, Vol. 21, No. 3 (Fall 1980), pp. 1-5.

This article identifies the many and wide-ranging self-help groups in a health care setting. It also discusses the professionals' reactions to these groups and suggests the role of the volunteer services director in dealing with these groups. (Nancy Moffatt)

- (0/65) "Project Approach: The New Village." CIVICS, Vol. I, No. 3 (September 1980), p. 6.

A mixture of self-help and other help volunteering powers the start of a new small town in southwestern Pennsylvania. The community of about 600 residents intends to become a national model of voluntary self-reliance. The community is a partnership between New Village members and the Institute on Man and Science, Rensselaerville, NY 12147. (Ann Hamilton)

Status, Surveys, The State of the Art

- (0/66) Carter, Novia. "Tapping the Untapped Potential: Towards a Canadian Policy on Voluntarism." Volunteer Administration, Vol. XI, No. 2 (Summer, 1978), pp. 28-33.

A major national survey on volunteerism in Canada, with statistical highlights and a short summary of program funding sources. (Linda Cerajewski)

Student and Other Youth Involvement

- (0/67) "In Service to the Nation." Reconnection, Vol. II, No. 5 (June 1980), pp. 2-6.

These perspectives on national service by policy makers include a case study of the National Service Model Program supported by ACTION. One commentator maintains that the concept of national service needs further analysis in order that the "impact" be administratively sound.

Legislative initiatives and resources for more information or concepts related to national service are included. Reprints of these materials may be obtained by sending \$1.50 plus \$1.00 for postage and handling to Volunteer Development Institute, Suite 1622, Rosslyn Center, 1700 North Moore Street, Arlington, VA 22209. (Mary DeCarlo)

Training and Education

- (0/68) Zauher, John. "Lights, Camera, Action . . . Volunteers!" The Volunteer Leader, Vol. 20, No. 4 (Winter 1979), pp. 1-3.

The use of volunteers in the operation of audio/visual equipment at an Rahway (N.J.) hospital is described. In addition to equipment operation, volunteers also coordinate training sessions, handle correspondence, develop program schedules, and survey patients' needs to make the closed circuit TV channel a success. (Nancy Moffatt)

- (0/69) Weber, John. "As You Like It — Degrees, Certificates, and Other Educational Programs for Volunteer Administrators." Voluntary Action Leadership, Summer 1980, pp. 33-37.

A list of colleges, universities, and voluntary organizations that offer specialized training for volunteer leaders. (Janice Gerdemann)

Volunteer-Staff Relations

- (0/70) Bouse, Patty. "Volunteers Are Not A Project." Volunteer Administration, Vol. XI, No. 4 (Winter 1978-79), pp. 30-31.

This article describes how the author attempted to introduce volunteers into a social services agency, and the pitfalls encountered with older members of the staff. The author learned from her mistakes. She concentrated on the enthusiastic members of the department, using them to persuade less receptive staff. (Linda Cerajewski)

- (0/71) Hollingsworth, Becky Jo. "Help, I'm Havin' A Crisis." Volunteer Administration, Vol. XII, No. 1 (Spring 1979), 8-11.

This article explains how personal stress of staff members and volunteers can help build a crisis situation within an organization. The article describes sources of crisis situations in an organization with instructions on how to analyze and deal with them. The manager's role includes crisis intervention agent. (Linda Cerajewski)

- (0/72) Coinner, Jacqueline. "The Ostrich Syndrome On Volunteer/Labour Relations." Voluntary Action News, No. 19 (May 1979), pp. 1-4.

The current state of volunteer/labor relations (in Canada) is outlined, including some reasons for mutual distrust and misunderstanding. A similar situation in England is discussed together with some solutions which were suggested by a newly-formed group of public service representatives, trade union members, and voluntary organization representatives. An eight-point guideline for volunteer/labour relations is given, and some disputes in Canada are discussed. (Valerie Ahwee)

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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