Voluntary Action Leadership

Fall 1986

IMPROVING THE PAID STAFF/VOLUNTEER RELATIONSHIP

As I See It

Volunteering and the Future of Community

By Stuart Langton

Stuart Langton is Lincoln Filene Professor of Citizenship and Public Affairs and executive director of the Lincoln Filene Center at Tufts University. He is a vice-president of the Association of Voluntary Action Scholars, editor of Citizen Participation *mogazine, and director of the National Citizen Participation Development Project funded by the Ford Foundation. The following editorial is adapted from his keynote address at the Voluntary Action Fair and Luncheon sponsored by the Mississippi Governor's Office of Voluntary Citizen Participation in April.*

The future is so important in shaping the civic direction of one's state and its communities. While volunteerism poses some problems we need to overcome, it nevertheless offers tremendous potential for addressing our most pressing community needs.

The Potential of Voluntary Service

I would like to talk first abont the potential impact of volunteerism because I believe voluntary service, above anything else, can address the most critical problems in our communities. In particular, volunteerism can help us do three things to improve the civic life of our cities and towns:

First, volunteerism can reduce human alienation. By alienation, I mean those feelings that all of us have had at times and many of our neighbors have much of the time—of feeling isolated, nnconnected and unfulfilled. Serving others and helping to build our communities as volunteers is one of the most meaningful ways of overcoming alienation. As we all know, sharing and caring contains its own special reward by helping one to feel more fulfilled, centered and connected with others.

Second, volunteerism can be a key to meeting the needs of the most excluded groups in our society. In particular, there are five groups that do and will continue to need our help:

- The *elderly*, who now number over 60 million and whose numbers are growing dramatically
- *Youth*, who will increasingly feel great pressure to compete in a rapidly changing world economy and whose civic values continue to erode before the forces of careerism and materialism
- *Immigronts*, especially Hispanic and Asian persons who constitute an ever growing proportion of our urban population
- The *poor*, who now constitute 20 percent of our society and who experience exclusion from the economic prosperity of the 1980s
- The *disabled*, who seek to overcome their handicaps to achieve lives of independence and dignity.

While the specific needs of each of these groups differ, they have one thing in common: Programs of government assistance, while important and necessary, will not meet their greatest needs—to be included, to be appreciated and to be integrated into the community. Government cannot do this. Only we as citizens can do this by taking time to give of our resources, to care, to listen, to share values and concerns, and to provide the quality of human relationships reflected in voluntary involvement.

Third, volunteers can do much to improve public policy. Volunteers can provide substantial guidance in making policy in our communities because tbey are knowledgeable about community needs, they represent public values and priorities often forgotten in the policy-making process, and they are influential and respected.

Unfortunately, few of our communities know how to make use of volunteers as resources in policy making. There are some things that can be done, however. For example, government officials can reach out to organizations who use volunteers to invite them to participate in workshops, briefings or public hearings to sbare their views on issues about which they are knowledgeable.

Or volunteers who specialize as advocates for causes can spend more time and work with volunteers who provide direct service. There is too much isolation between these two types of volunteers. Direct service volunteers need to be encouraged also to be advocates or support the efforts of other volunteers who are advocating. And those who advocate need to stay close to direct service volunteers to remain informed about what they know and what they feel should be done to improve our communities.

There is one other thing—and that is to involve volunteers in public-private partnerships. These partnersbips are increasingly important as vehicles for developing public policy through the interaction of leaders from government, business and the nonprofit sector. One of the greatest dangers of partnerships today is that in some cases they become elitist, exclusionary, and dominated by a few "heavy hitters" from City Hall, large corporations and a few well-funded nonprofit groups.

One way of avoiding this tendency and assuring that part-

Continued on page 30

Voluntary Action Leadership

Fall 1986

Published by VOLUNTEER—The National Center

SUBSCRIPTION PROBLEMS?

If you need to change your address or have a problem with your VAL subscription, please fill out the handy form on the inside back cover. Please note that enclosing your label will assure prompt and efficient action.—*Thanks!*

Voluntary Action Leadership is published quarterly by VOLUNTEER—The National Center. Bulk postage paid at Washington, D.C. **Subscriptions:** $16 one year; $30 two years; $44 three years. Outside U.S.: Canada add $2; foreign add $4. **Change of address:** Send both old and new addresses, including zip code, to: CIRCULATION, Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209. Allow at least six weeks for change to take effect. **All other correspondence** should be directed to the editor, c/o VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

Cover photo: Sharing the job of Volunteer Action Center director in Bloomington, Indiana. For story, see page 24.

Contents

Features

Departments

PLUG IN..

...TO THE VOLUNTEER ASSOCIATE PLAN.

Designed to keep today's volunteer administrator and the leadership of volunteer organizations current on:

- new program ideas
- research
- topics of special interest
- legislation
- news of the volunteer community

There's an Associate plan designed especially for you:

- **The Basic Associate plan**—keeps the individual volunteer administrator abreast of news and trends in the volunteer community
- **The Resource Associate plan**—provides technical and special assistance to volunteer-utilizing organizations

Basic Associate Membership Plan $30

- *Voluntary Action Leadership* (quarterly magazine)
- *Volunteering* (bimonthly newsletter)
- Briefing papers on topics of special interest
- Ten percent discount on registration at National VOLUNTEER Conference
- Special membership number
- Priority handling of mail orders and information requests
- Billing privileges for *Volunteer Readership* orders
- Annual membership certificate
- Rolodex card with VOLUNTEER program and contact information

Resource Associate Membership Plan $150

provides *all of the above plus*

- *VAL* and *Volunteering* mailed first class
- *Workplace in the Community* quarterly newsletter mailed first class
- One special publication each year
- Twenty-five percent discount for unlimited registrants at National VOLUNTEER Conference
- Assignment of electronic mailbox and subscription to VOLNET electronic mail service for Associates with computers
- "Information Digest" (highlights from hundreds of publications received by VOLUNTEER)
- Ten percent discount on *Volunteer Readership* items upon presentation of membership number

VOLUNTEER
THE NATIONAL CENTER

YES

I want to plug in to the VOLUNTEER Associate Plan!

Check one:
☐ Basic Associate Plan $30
☐ Resource Associate Plan $150

Please complete and return this form, so your payment can be properly applied.

Name .....

Organization .....

Street address .....

City ..... State ..... Zip .....

Daytime telephone number (.....).....

Please check method of payment:
☐ Bill me
☐ Check enclosed ☐ MasterCard ☐ VISA

Card number .....

Expiration date .....

Signature .....

Mail completed form to:
VOLUNTEER—The National Center
1111 North 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

Voluntary Action NEWS

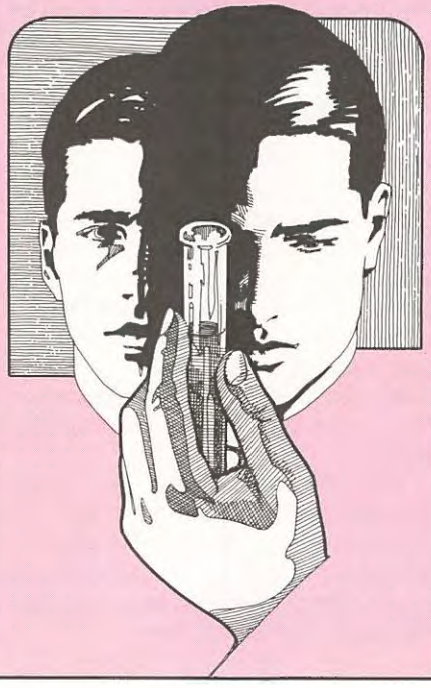
AIDS 'Buddies' Standing Fast Against the Sorrow

By Elizabeth Kastor

He sits down, vodka in hand, to tell his story, and something opens and the rush of words begins. The first death. The man whose cancer covered his body in purple blotches, darker and larger than leopard spots. The time he spent $450 of his own money for a cremation. The lies he's told at work. The friends who can't understand why he does this. The friends he's lost. The hours he waited with a dying doctor who could no longer speak, could only lie still in pain, desperately clutching the hand of stranger after stranger there to sit with him. The hysteria when he thinks he will die himself. The memorial service where every friend was asked to take one of the dead man's books and he, crying and laughing, fell upon a murder mystery called *A Queer Kind of Death*. One remembered laugh after another, one memorial service after another, one final meeting, one wasted body, one sudden death, one that took too long.

He has been caring for people dying of AIDS for three years. A successful Washington lawyer who believes his boss would fire him if he knew he was gay, he has spent nights and weekends and long days writing wills, cleaning dirtied bodies, deciphering the intricacies of Social Security, sharing meals, volunteering to face death again and again and again and teaching others how to do the same.

"I stand back and say, 'What am I doing being a death expert at 37?' " he says. "All the time I want to wake up and the nightmare's over. The only way you can balance knowing the nightmare won't end is to wake up and say, 'Thank God, another day.' "



There are now more than 500 volunteers working out of the Whitman-Walker Clinic in Adams-Morgan [in Washington, D.C.]. Some answer the hot line, raise money, educate the public. About 300 provide what is technically called "direct services."

In San Francisco, such volunteers are called counselors. Here, they and the people they help are "buddies," a deceptively lighthearted word, reminiscent as it is of childhood pals, for people who bring strangers into their lives knowing they will soon cease to be strangers, and soon after that die, and of a disease that may one day kill them as well.

If there have been no official buddies for victims of other diseases, that may be because there have been no other diseases like AIDS. It is almost entirely limited to young people, most of them unprepared for the massive hospital bills, the crises that accompany the ebbing of life. Despite a growing realization that AIDS is not limited to one section of the population, for many it is still thought of solely in connection with groups society labels undesirable—homosexuals and drug addicts. And although scientists repeatedly insist that AIDS is not transmitted through casual contact, fear of infection remains. So with the diagnosis comes a stigma as well as a death sentence; jobs are lost, friends—and often even family—disappear.

The [Washington, D.C.] metropolitan area is now home to about 800 people

Elizabeth Kastor is a staff writer for The Washington Post, *from which this article is excerpted with permission. The subtitle of her report is "The Pain and the Rewards of Volunteers Who Take Sufferers Into Their Lives and Hearts."*

with AIDS, and another 600 have died so far—small figures compared with those in New York and San Francisco, but devastating to the people who live within the battle lines. For them, the deaths are constant, the sense of the task ahead overwhelming.

Washington painter Sandy Shapiro says he can no longer count the friends who have died. He volunteered at Whitman-Walker 18 months ago and soon was spending 50 to 60 hours a week as a leader of a volunteer team. This June, exhausted, depleted, he realized he needed a break after reading scientists' projections that by 1991, 250,000 Americans may have died of or been diagnosed with the disease.

"I had a vision of standing at the bottom of a funnel with all these bodies falling down on me," he says. "All I could see was their feet, and my job was to shuffle them off in the right direction and there were so many more of them than me."

So he stopped. Everyone understood. One volunteer leader estimates that 60 percent burn out, at least temporarily, with the first death and certainly with the second. But several days after Shapiro left, a friend from the clinic called him. I know, I know, he said, but there is this one case . . . .

Shapiro returned to the shower of bodies.

The Volunteers

I really don't want to be doing this, quite honestly. It's time-consuming. It's draining. It's hard. I don't have the great need to nurture someone through their death. It's just that there are only so many people willing to do it.—Coleader of a volunteer team

Bob Barker got the phone call from New York two years ago this winter. A close friend—perhaps the most supportive one during the years Barker was settling in Washington and coming out of the closet—had AIDS. As he speaks of that call, Barker's eyes fill with tears. He went to New York to be with his friend.

"Without ever being a buddy, I was," says Barker, 41, a federal budget analyst and volunteer team leader. "I spent 24 hours a day with him—he was in very bad shape. I decided he was going to have the best Christmas ever." But by the time Christmas came, his friend was too sick to eat the lobster and caviar Barker bought. They spent the night sitting on the couch, quiet.

"He died on March 21, 1985. I knew I had to do something here. It was too intense and too intimate and too important to say, 'Well, that was something nice to do,' and stop. I wanted to construct a living memorial to a very dear friend."

It was, says Barker, a way to "make the tears productive"—the reason most prospective volunteers first call Whitman-Walker. But it is impossible to trace all of the impulses that draw people to the clinic. Religious faith. A need for human connection. A fervent desire to participate in the world.

As the lawyer who has been a volunteer for three years says, "No one reason is enough to make you get out there, to get you to do it. A lot of people get into the program with the motivation, 'If I do good deeds for others, I won't get it.' "

One woman was jolted into action when a friend called and asked her to help. "I said I was pressed for time," she says. "My friend just repeated, 'Pressed for time . . . . ' "

Others volunteer believing they will participate in a death with what Whitman-Walker administrator Jim Graham called "a Dickensian, storybook quality."

"If you think you're going to be wearing a halo and you'll be helping a dying person and you're talking about Life and Death, you're wrong," says the lawyer. "If your motivation is either fear or nobility, you will not last, because the reality of actually doing it is so far different. One woman who works with us says, 'Listen, 90 percent of what I talk about with AIDS patients is their bowel movements,' and that's true."

And those who look forward to an instantaneous kinship with their buddy usually have that expectation destroyed as well. "You may not be hooked up with a Maria Von Trapp," clinic services director Jim Ringer tells new volunteers. "Some may be nice, but there are other people who are really obnoxious."

Through several meetings, Barker found the first man he worked with unforthcoming and he chafed at a barrier he could not breach. Then, one night at a restaurant, the man began to talk about his disease and death.

"I was so thrilled we were having a real conversation about a meaningful subject, I pushed it much too far and kept it going for two hours, even after it was clear he had had too much," says Barker.

The man took it upon himself to end the discussion. He seized the table covered with nachos and tomatoes and other detritus of a Mexican dinner, and threw it over, leaving Barker wearing the meal.

Training

Don't think even if they say they want you that they welcome you with open arms. You remind them of things they don't really want to think of. If you think you're being a savior, then they're really going to resent you, because no one wants to be in the pitiable position of being saved. And besides, you can't save them anyway. An even worse situation about coming in as a savior is they might let you try to do it. That means they've decided to give up their power and give it to you. You're there to help them increase the control they have over their life.—A young therapist with AIDS to a group of volunteers in training

At Whitman-Walker, PWAs (most people involved with the disease prefer the acronym for Person With AIDS to words like patient or victim) are interviewed and then assigned to one of five teams of 25 to 55 volunteers. The team leader then matches the PWA with a buddy, and generally with a case manager.

The case manager will probably have several PWAs, and tends to look out for the bureaucratic concerns—the Social Security applications, the housing, the logistics of medical and legal services. The buddy does everything else.

Through a Saturday and Sunday of training, 50 or so prospective volunteers learn about the obscure diseases that attack people with AIDS, the legal problems they will encounter, infection control. They talk about AZT, the new antiviral treatment that has been vastly more successful than anything used before, just released from restricted testing for more generalized use.

They are asked to consider how they would respond if a PWA wanted to discuss suicide. Although few PWAs actually kill themselves, the subject comes up, and some volunteers have had to face more than just the prospect of talk-

ing about it. A volunteer who assists in a suicide to the point where he becomes legally liable must resign from the clinic.

There are other troubling issues. Almost half the clients are black, most of the volunteers white; more and more of the PWAs are intravenous drug users. Potential volunteers must decide if they would be able to work with someone of a different race or someone addicted to heroin.

Three men with AIDS sit down before the prospective volunteers. All three are still in remarkably good shape. The first and second are jokers, nudging each other constantly, laughing and mugging.

"I'm gaining weight!" the first announces, and the crowd laughs and applauds. The second has taken on a new part-time job and recently turned 40. "Lucky!" say the first, who probably won't make it that long. The third smiles less than the others and says he rarely leaves home. Chronic diarrhea dictates his life; he finds he has little interest in seeing people.

A tentative young woman stumbles through a question. How can she speak honestly about herself with someone her own age who is dying? Won't her plans for the future sound like a taunt?

"You're 22?" the first asks. "I think that's a lovely age, and you have a lot to look forward to. I would love each of you in this room to stand up and say what you hope to do in your life. I dream they're going to find a cure—I love to hear people's dreams. It makes me feel good, to know you're going to continue, you're not going to let your buddy's death stop you."

Hurdles

The lawyer: "One of the most difficult things about doing this kind of work is the dissembling you have to do all the time. It's not enough that we are at risk and that we have to take care of dying people, but we have to lie all the time. Rather than be proud of what is probably the most important thing I've ever done in my life, I have to hide it or act as if I'm ashamed of it."

Steven Zazanis, team leader: "One of the most difficult things for a person to accept in working with a terminally ill person is that just supporting them where they are is taking a very active role. Just sitting in a room even if there's no conversation going on—what can you say anyway?—just sitting there, you are supporting them. Sometimes you feel that old urge to say something to brighten the atmosphere, to nudge someone in a direction you would like them to go in; you will feel yourself pushing them to an acceptance you would prefer to see them have. That's wrong."

A team leader: "It doesn't take long to become a veteran at this work—three months at the clinic is five years. As a group leader and team leader and buddy, you're in such overload there isn't time to digest it. After my buddy died I was waiting for an elevator; it opened and closed before I could get in and I started to cry."

The Work

You pick up the dirty laundry. You take Pepsi because they only have Diet Pepsi in the hospital and he won't drink Coke. You take chocolate because he likes bittersweet chocolate. You run home and read a paper and rush to sleep and the next day you rush off to work and rush home and to the hospital. You stop at the snack bar and pick up some crackers. You shave him and you cut his fingernails and you wash his hair and you do all these good things and don't realize how appreciated these thing are.—A volunteer.

On Memorial Day, a pair of buddies spent the day together, eating at a Dupont Circle outdoor cafe, buying some lightweight pants to hide the Kaposi's sarcoma lesions on the sick man's legs.

Within a week, he was in the hospital. During one visit, after plumping his pillows and making him comfortable, the volunteer walked over to shake the hands of his buddy's parents. They turned away, refused to touch the hand that had touched their son.

By the time his buddy was released from the hospital, neurological damage had made walking difficult, and the man was obviously worried about climbing the stairs to his third-floor room in a house run by the clinic.

"He looked at me with his huge blue eyes—'Can I go to your place?'" remembers the volunteer. "I said, 'Sure you can go to my place.' Those turned out to be the best two weeks of my life."

The way he tells it, the decision to bring his buddy home with him sounds almost inevitable, such a logical course

of action one need hardly discuss it. Clinic organizers emphasize, however, that his actions are not standard procedure, that no volnnteer is expected to take his buddy into his house, but much that happens with this work doesn't follow standard procedure.

"I did things for him I wouldn't do for members of my own family—for them I'd call a nurse," he says. "It's amazing, what you find you can do that you never thought you could do—I'm talking physically as well as mentally."

On July 5, his buddy announced he wanted to return to the hospital. "I am sure he knew he was going to die. I am convinced he did not want to die at my house, he did not want to do that to me."

The two were together in the hospital when he died on July 11. Afterward, the volunteer waited for the parents to arrive, to discuss the will and the funeral. Most of what their son had left them they said they didn't want, including his ashes. The volunteer arranged for a memorial service at his church, friends from the Gay Men's Chorus sang and his priest said the ashes could remain iu the chapel until it was decided where they were to go.

"I cleaned out my house immediately, everything that was his, the bedpans and the canes, the stool he used so he could take a shower sitting down. Then I went to the clinic house to clean out his room. There were boxes and boxes of papers, the poems he'd written. That was a little too much . . . . "

He left the job unfinished, and only returned later when his strength had returned. He passed on the objects left to friends and took home several things for himself: an empty wallet, the manuscripts of the poems his buddy wrote and an earring.

"After the dust settled, I realized I probably got more out of tbe relationship than he did." Two weeks after the death, he began pestering Barker for more work. "I've gotta have another one. I've done all I could do for him."

Barker held out for a month, insisting the volunteer give himself time to grieve, then gave in. He has a new buddy now.

Changes

Barker: "I find myself oriented towards things that count, rather than paying attention to the next episode of 'Dallas.' Not that these things aren't important, but perspective is altered."

The lawyer: "Even having safe sex upsets the hell out of me. Even though I know literally I am doing nothing that is putting me at risk, it's like laughing in the face of the apocalypse."

Gary Raymond, therapist and co-chair of the clinic's AIDS Steering Committee: "I go out dancing twice a week faithfully. I used to be self-conscious when I danced, but now I remember talking to my buddy about when he got so weak that music would move him, hut he couldn't dance. So I started dancing for him. He's with me, and self-consciousness drops away."

Hope Reed, a volunteer: "I'm spending less and less time with friends. I'm not getting any support from my friends, and I don't know why, if they're afraid or what."

Shapiro: "People think I'm going to be painting like Goya, big black paintings with dark witches. If anything, I'm painting happier pictures. There's enough morbidity."

Surviving

Zazanis: "For me, the word depressing means something very specific. It's tied up with feelings of stasis—feeling useless, purposelessness, feeling life is not moving forward. It's a waste, time is going and it's going for nothing. I can't make things happen at the times they need to happen. It's daunting."

Keller: "We feel we're invulnerable, but here's this disease—it's a tiny virus but look at what it can do. I have tremendous respect for it. It's awakened us again to the world, to how this system works."

Shapiro: "When I get upset, I spend money. As I was leaving to go to Peoples Drugs to pick up some medicine for my buddy, a friend called. He had been diagnosed. I cried for an hour, but then I realized I still needed to get the medicine. I went to Peoples and spent $150. $150 at the drugstore! I thought, 'Thank God I didn't go to a mall! If I'd been near a furrier's, I would have come back with a bearskin rug!'"

The lawyer: "You have to look at it historically to retain your sanity. I have never seen or heard of a community of people coming forward in great numbers to literally take care of their owu the way gay people have. I believe some secret historian has been recording this, and someday people will look back and say, 'Look at what happened in the 1980s in the United States—one of the most incredible movements rising up for all the right reasons.' When it spreads—and it will—and the straight people start biting the dust, suffering this way, they will sit back and say, 'We underestimated you. We didn't know what real men you were.'"

Shapiro: "I'm not scared of the disease any more. I don't want to get it, and I'm afraid of what it would do to me. But it's like an enemy you know."

Raymond: "These are my people. This is my life. This is where I belong and for better or worse, this is where I'll stay and I'll make the best of it.

ADMINISTRATOR'S CORNER

Building Self Esteem with Volunteers

A sense of accomplishment helps develop anyone's self esteem. When the accomplished task is performed by people who have not had many "boosts" to their ego, however, it is a very rewarding experience for everyone involved.

The Children's Aid Society of Metropolitan Toronto has two programs run by volunteers in which the goal is to develop individual skills and build the participants' sense of accomplishment and worth.

They are a karate and a tennis group. The karate instructor, Mark, has a black belt in this field. He approached the Children's Aid Society about volunteering, as he felt a karate program presented structure, discipline and the opportunity to develop a skill that could be accomplished at one's own pace in a non-competitive environment. As the program grew, he recruited two other volunteers to assist him.

The participants are from 11 to 16 years of age, and they meet weekly. They begin their session with approximately 20 minutes of warm-up exercises, followed by an hour of skill developing techniques and ten minutes of "cooling down," unwinding movements. Everyone progresses at their own speed and when the instructor feels they are ready, he will test them on the required movements needed to move on to the next level.

For many, karate was a new experience that provided recognition and encouragement for their individual attempts without comparison or competition from others. It is indeed gratifying to see their satisfaction with themselves as they become more proficient in this area of the martial arts.

We were fortunate to receive a donation from another volunteer (her husband, in fact), and this money is used to buy the participants the official karate outfit and the appropriate colored belt as the students progress with their training. Some of them have grown since starting the program, and their outfits have had to be replaced. But we feel this is money well spent.

Our tennis instructor, Esther, approached the agency in the same manner as Mark. She is very interested and proficient in tennis, and wanted to share this skill with others who had not been exposed to the sport. She arranged for court time as well as racquets and balls for those who needed them. All the participants had to do was turn up for the lessons.

The program was offered to young teens in the care of the Children's Aid Society as well as children we serviced in the community. Initially, the in-care people were the most consistent, while our community group was very small. Esther, however, was very committed and felt sure that if we kept offering the program it would grow.

By the third year, it did just that. We had full enrollment this year, and the participants came out regularly (one of the mothers who brought her children even became involved). When the lessons were finished, the class asked Esther if it could still practice and play together as long as the weather was good. The group may not be ready for Wimbledon, but who can tell what the future may bring!

Participant in Toronto Children's Aid Society volunteer-run karate program gains confidence and self-esteem.

As the volunteer coordinator involved in these programs, I feel a great sense of satisfaction and delight in having the opportunity to work with such dedicated volunteers who are prepared to share their time and talents to help others develop their capabilities. It is also my pleasure to work with colleagues who appreciate the benefits that volunteers can offer the families serviced by the agency and who readily accept, support and make referrals to the programs that are offered. We are a great team and by working well together, we are able to enrich the lives of people we work with.

—Alberta Weinstein, Coordinator of Volunteer Services, Toronto Branch, Children's Aid Society of Metropolitan Toronto

Training, Talent—Hallmarks of Master Gardeners Program

By Judith Schwab and Diane Relf

Master Gardeners are people who not only know their beans and how to grow them, they are also volunteers who are willing to study hard in a horticultural training program and then utilize their knowledge to help others.

Since the Cooperative Extension Service in the state of Washington began this volunteer program in 1972, it has spread to more than 40 states. "The concept is to share gardening knowledge with a few, so that they in turn can share with many," says Tony Bilik, Extension agent in Pennsylvania.

Gardening is a very popular pastime in the United States. According to Gallup survey sponsored by the National Gardening Association, gardening is the number one outdoor leisure time pursuit of U.S. households—more popular

Judith Schwab is the coordinator of the Virginia Master Gardener Program at Virginia Tech, and Diane Relf is an Extension specialist in home horticulture at Virginia Tech.

than golf, fishing, camping or hiking. During the growing season, Extension offices are flooded with requests for information about horticulture. Master Gardeners initially volunteered their services to help meet these requests.

Today, they continue to meet these demands and work at a great variety of other jobs, which are all related to horticulture. In Virginia, there are more than 50 different jobs, ranging from gardening with the handicapped to conducting experiments in trial gardens and producing television gardening programs.

Master Gardeners in Virginia come into the program with a great interest in and considerable knowledge about horticulture. They are trained (often for as much as 50 hours) by specialists from Virginia Tech University, Extension agents and professionals from commercial horticulture. Training covers such basics as botany, plant propagation, plant disease, insects and soils. Then it focuses on specific types of gardening such as vegetables, flowers, indoor plants, trees and shrubs.

This rigorous course is highly valued by the volunteers. Some feel the training itself serves as payment for their volunteer services. In some states, the training is in such great demand that potential Master Gardeners are placed on waiting lists and must go through a screening process before entering the program.

Classes are held in the winter so that Master Gardeners are ready to work when gardening fever hits in the spring. They have one year to contribute their volunteer time. The number of volunteer hours equals the number spent in training. Frequently, Master Gardeners not only exceed the committed number of hours but come back year after year, generously donating their talents to the program.

In Hampton, Virginia, for instance, Master Gardeners Irene and Mercer Christian, Jr. regularly work at Bluebird Gap Farm, a public farm with 100,000 visitors a year. The Christians each put in 86 hours in the farm's garden in only one month last year. Both are retired; he has recurring back trouble and she has arthritis.

"I might as well hurt," Irene says, "doing the thing I enjoy." They both enjoy the children who visit the farm as much as they enjoy the gardening.

In the Washington, D.C. area, the Metro Master Gardeners have demonstration gardens at the National Zoo and on Independence Avenue across from the Smithsonian's National Air and Space Museum. The produce from the zoo garden is fed to the animals. Exotic backgrounds and inactivity can lead to finicky eating habits among the animals, and the fresh vegetables are usefnl in overcoming this problem.

"Master Gardeners at both sites talk with people from around the world who express interest in the garden, the plants and the cultural practices," says Liz Montgomery, Arlington, Va., Extension agent who was instrumental in starting these gardens.

Extension agents around the country have found that after training Master Gardeners, they have a useful and very talented group of unpaid employees in their offices. In some urban areas, there is an incredible demand for horticultural information. The Master Gardeners answer phone requests, staff plant clinics at shopping malls, libraries and other public places, and work in plant disease labs within the Extension office.

In Virginia, agents encourage Master Gardeners to coordinate their own programs and take as much leadership responsibility as possible. Agents find that the second year's new Master Gardeners, in cooperation with the inevitable veterans from the first year, often supply enough manpower not only to meet the public demand for information, but also to generate new horticultural projects.

Since Master Gardeners are not professionals in horticulture, but accomplished amateurs, they bring the additional skills of their varied backgrounds to the program. Their private interests and talents as well as their job skills have been useful in working on such projects as horticultural therapy with the physically and the mentally handicapped, gardening with special groups such as young offenders, halfway house residents, Southeast Asian refugees, the elderly, school children, hospitalized children and others.

Sometimes the use of volunteers gives the agent enough time and staff to implement horticultural projects useful to the community that would not be possible without them. In Yorktown, Virginia, Master Gardeners have fielded gardening questions on a phone-in television program. Other times, the Master Gardeners come up with the ideas based on their own experiences and needs.

Virginia Beach Master Gardeners needed more horticultural reference books and raised plants and conducted plant sales in order to finance their own library. A Master Gardener in Minnesota is collecting names and addresses of people across the country who promote

Master Gardener logos from around the country.

the program. A volunteer in Oregon is conducting a survey of Master Gardener programs.

These projects are strengthening communication across the county and thus promoting the program. Open minded and creative agents are responsible for seeing the potential that Master Gardeners bring to their offices, and equally creative agents follow their lead so that volunteers in this program are offered a variety of ways to be of service to the community.

The Master Gardener program offers valuable models for the volunteer sector. The first is the volunteer training program, an important motivating factor that also helps identify the job to be done. Second is the diversity that the Master Gardeners bring to the program, which has led to management roles for some volunteers who have promoted far-reaching projects such as national surveys and, in 1987, the first national Master Gardener conference.

Utilizing the volunteers' non-horticultural talents has led to interagency projects. Experience shows that people who volunteer are likely to donate time to more than one project. Master Gardeners have worked with city recreation departments, the Boy Scouts, the National Park Service and other agencies because they knew the cooperation would get the job done.

The Making of FAMIL—A Manual for Families of Offenders

By Dorothy Berger

Maria Hernandez (not a real person) has just gotten her three young children to bed. She's worried about her husband. He's very late; that's not like him. Suddenly the phone rings. A voice on the other end advises her that her husband has been arrested. She hears strange words: custody, arraignment, bail. What do they mean? What can she do?

Dorothy Berger, a freelance writer in Alexandria, Va., has contributed other stories to VAL's News section.

For many families with no experience with the criminal justice system, little education or money, and a scant knowledge of the English language—learning that a family member has been arrested can create panic, bewilderment, confusion. Volunteers in New York City, who have worked to explain the process to those who have been arrested for a crime, have long recognized the need for a manual to explain clearly and simply what happens to a person from arrest to sentencing and the actions that a family member may take.

For a time, volunteers tried to get information on the criminal justice system to the families who needed it by working out of New York City's neighborhood services offices. But the demand for this service was so great that volunteer efforts alone were insufficient to handle it.

Recognizing the need for paid staff support, these volunteers were instrumental in starting the Mayor's Task Force on Criminal Justice. Established in 1973, it consisted of representatives from the Police Department's Community Affairs Division, Department of Corrections, Housing Authority Tenant Patrol, volunteer organizations and key individuals knowledgeable in the field. Other groups and agencies were already working on the problems of prisoners and ex-offenders, but none had worked on the problems of families of offenders. The new task force concentrated on this neglected area by compiling information for a manual.

The project—"a tremendous volunteer undertaking," according to Karen Zimmerman, project coordinator of the Mayor's Voluntary Action Center in New York City—took ten years to complete. "But now, for the first time," she says, "there are answers in one place—a manual explaining the entire criminal justice system in both English and Spanish. *Famil* was chosen as its title because it is the root of the word 'family' in many languages."

The manual traces the steps from arrest through sentencing, with a chart at the beginning that gives a clear, visual picture of the process. The format provides answers to such questions as "What happens?" and "What can you do?" A simple glossary defines technical terms like adjournment, warrant, bail, arraignment and docket number. Rights of a suspect are explained, as well as instructions on where and how to file complaints. Finally, the manual provides addresses and telephone numbers of "where to get help."

"Many volunteers gave up their time to help," Zimmerman said. "They spent long hours on the phone, asking questions, verifying answers, checking information. Without them, this manual would have remained just a dream. It would have been an impossible task—much too expensive if the city had to pay for the many thousands of hours it took to put it together."

Recruitment was never a problem, according to Zimmerman. "People heard of our effort from the media, at work, or from friends who worked for us," she said. "They were eager to help out."

Like so many other voluntary efforts, the volunteers came from all walks of life. Judges, lawyers and law enforcement people, for example, shared their specialized knowledge. Housewives, clerks, taxi and truck drivers, teachers, senior citizens, students and others put in the many hours of phoning. One enthusiastic group consisted of disabled students who studied at home through closed circuit television in the Queensborough Community College Homebound Program. Delighted to be able to help others, they worked long hours on the phone getting information from institutions and agencies and recording it for the project.

Although *Famil* has been published, the volunteers' task is not finished. "They're working on *Famil, Part II*, of course!" Zimmerman says. "This guide will cover varying rules and regulations of the widespread New York State criminal justice system.

In the meantime, the Mayor's VAC is distributing free copies of the first *Famil* to families who need them as well as various departments in the criminal justice system who work with detainees and their families. Since one department often has little knowledge of the functioning of other departments, Zimmerman says, having this information in a single manual fills the gap.

Copies are also available for $9.95 (plus $2.50 shipping/handling) from Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

Research

Views and Experiences of New Zealand Community Service Sentence Sponsors

By Julie Leibrich, Burt Galaway and Yvonne Underhill

The practice of sentencing convicted law breakers to perform unpaid community service for governmental or nonprofit organizations has been firmly established in the last 15 years. England introduced community service sentencing in five pilot areas in 1972 and made the sentence available throughout the country in 1975. The practice of sentencing offenders to perform unpaid community service is found in all 50 American states and ten Canadian provinces either as a condition of probation or as a statutory permitted sentence. The practice has gained support through the English-speaking world as well as several continental nations.

Community service sentencing provides both opportunity and challenge for human service agencies. Opportunities exist for a steady flow of "volunteers" to perform needed work and services for the agency and for the agency to assist in the community's response to offenders. But challenges exist in relating to criminal justice staff and offenders and integrating offenders into the volunteer programs of the agency. An extensive literature has developed regarding the community service sentence (Galaway, Novack, Hudson, 1984). Most of the literature examines the sentence from the perspective of offender and criminal justice officials. There is little known in regard to the experience and views of community service sponsors—the organizations that receive offenders and provide work opportunities for them.

The majority of sponsors reported their organization had benefited from participating in the community service sentence scheme. Several mentioned enjoying being a sponsor and an increase in social awareness as well as describing the jobs that had been done. All the sponsors thought at least some of the people they had had on community service had benefited from the placement, and 22 percent described continued involvement of an offender with the organization after the hours had been completed.

This study describes the views and experiences of community service sponsors in New Zealand. It was part of a larger survey of how the community service scheme is administered. Sponsors in seven probation districts were interviewed to gather information about their day-to-day experiences with the scheme and to discover their opinions about community service sentence aims, benefits and possible improvements.

The community service sentence was introduced in February 1981 and is administered by the Probation Division of the Department of Justice in each of 35 probation districts. Community service of between eight and 200 hours may be imposed on any person convicted of an offense punishable by imprisonment, provided that the sentence is appropriate given the offender's character and personal history, that the offender understands the purpose and effect of the sentence and consents to the sentence, and that suitable service is available. In 1981, 1,722 community service sentences were imposed; 1,991 in 1982, and 2,483 in 1983.

Methodology

Eight of the 35 probation districts were selected to provide a group that shared a sufficient frequency and range of characteristics to provide a general picture of community service throughout New Zealand. The final study group consisted of seven districts—Auckland, Dunedin, Gisborne, Invercargill, Levin, Lower Hutt and Nelson. Unfortunately, Rotorua, a district with a large Maori population, had to be dropped from the survey because of travel difficulties.

The sponsor population was all those organizations who had acted as a community service sponsor during the year prior to the study for any offender sentenced in a court served by one of the district probation offices. A list of all sponsors used in the past year was requested from each district office. A one in four random sample of sponsors was drawn from these lists, which yielded a sample of 80 sponsors.

An introductory letter requesting an interview was sent through the local proba-

Julie Leibrich is a research officer with the Department of Justice, Wellington, New Zealand; Burt Galaway is a professor in the School of Social Work, University of Minnesota, Minneapolis; and Yvonne Underhill is an advisory officer with the Department of Justice, Wellington, New Zealand.

tion officer, who followed this up two or three days later to set a time for an interview. Structured interviews were held with 65 (81%) of the 80 sponsors in the sample. Each interview took approximately an hour, was usually held during the daytime, and at the sponsor's home or workplace. Sponsors were mostly interviewed by one person but logistical difficulties occasionally involved use of a second interviewer. Both interviewers were members of the research team, not local probation officers.

The structured interview consisted of a pool of questions assembled from existing questionnaires in the same research area, suggestions from colleagues and the results of earlier open-ended interviews with sponsors. A final version was produced after revisions and a pre-test. Questions were designed to secure information about the sponsors, reasons for participating in the community service scheme, experiences with the scheme, perceptions of the purpose of the scheme, and views of benefits, strengths and suggested improvement in the scheme.

Findings

Types of Sponsors. The organizations who acted as community service sponsors varied in their activities and size. Thirty-two percent (21 of the 65 interviewed) were day and residential centers for people needing special care—hospitals, rehabilitation hostels, centers for the disabled, emergency accommodation homes. In many cases, the community work of these groups extended to private homes. Nineteen percent (12) were special interest groups, including conservationist organizations, political concern groups and Maori cultural organizations. Seventeen percent (11) were sporting and recreation groups, fifteen percent (10) were schools and pre-school centers, nine percent (6) were service groups and eight percent (5) were churches.

Fifty-four percent (35) of the sponsors used both paid and voluntary staff, 21 percent (14) used only paid staff, and 25 percent (16) depended entirely on volunteers.

Seventy-eight percent (51) were aware of the scheme before they were directly recruited; 46 percent (30) had read about the scheme in newspapers or leaflets or had seen something about it on posters or television; 19 percent (12) knew about it through links with the Justice Department, and 14 percent (9) had heard about the scheme through other community groups.

Two-thirds (43) of the sponsors had been recruited by the local probation officer and 23 percent (15) by an offender seeking a placement. Only 11 percent (7) of the sponsors initiated a request to take part in the scheme.

Reasons for Involvement. Sponsors offered a variety of reasons for becoming involved with the scheme; no reason predominated. Twenty-five percent (16) said they had jobs that needed to be done, 22 percent (14) thought they could help offenders by being sponsors, 11 percent (7) saw mutual benefit as their reason, 28 percent (18) became sponsors because of the strength of their relationships with the probation service, and 15 percent (10) cited a general commitment to being involved in the community.

The community service sponsors varied in size and activity:

- ***Day and residential centers for people needing special care—hospitals, rehabilitation hostels, centers for the disabled, emergency accommodation homes (32%)***
- ***Special interest groups—conservation, political concerns, cultural (19%)***
- ***Sporting and recreation groups (17%)***
- ***Schools and pre-school centers (15%)***
- ***Service groups (9%)***
- ***Churches (5%)***

Acceptable Offenders. Seventy-one percent (46) of the sponsors had some reservations or requirements about acceptable offeuders; the rest said they would "try anyone at all" on the scheme. The reservations included not wanting violent or sex offenders (13 sponsors); dishonesty being undesirable (8); not accepting a person with psychological or addiction problems (45); and tattoos being unacceptable (1).

Over half the comments related to positive requirements; 13 persons mentioned positive personality characteristics (e.g., nice, responsible, motivated, friendly), 11 sponsors wanted offenders who were particularly appropriate or interested in their organization (e.g., single parents, Maori, accepting of handicapped people), and eight sponsors wanted offenders with specific job skills.

Only 15 percent (10) of the sponsors reported that they had rejected an offender referred for community service. Seven offenders were rejected because of a lack of appropriate work or supervision and three because the offender was unacceptable to the sponsor.

Sponsors were asked what they thought they needed to know about the person to be placed with them. There was considerable variation about what and how much information they needed; 18 percent (12) said they did not want to know anything at all—"I take them on face value," "I accept them as I find them."

The majority, however, did want some information; 20 percent (13) needed only information particularly relevant to their organization, such as the assurance that they would be alerted to any special difficulties such as "if I can't trust them near drugs" or "if there is a medical problem." Twenty-three percent (15) wanted to know one specific piece of information such as offense or work skills or home circumstances; 39 percent (25) wanted a more complete picture, including the offense, personal circumstances and background—"Anything is helpful," when people would serve their hours. Sixty-eight percent (44) of the sponsors reported that set times were arranged. Nineteen reported the hours were set by the sponsor, eight by the offender, and 17 by negotiation between offender and sponsor often with the involvement of the probation service.

Where set times were arranged, 27 were day-time hours on weekdays, 13 were weekend or evening hours, and four offenders fulfilled their hours over a short, intensive residential period. Thirty-two percent (21) of the sponsors did not set regular hours for offenders, although in some instauces an agreement had been made to do a certain minimum number of hours per month. Several sponsors trusted the offender with keys if he or she needed to come to a building at off hours, and in two cases offenders did the work in tbeir own homes.

Type of Assignment. Twenty-three of the most recent offenders placed were women and 42 were men. Although offenders were assigned to a range of tasks,

cleaning and maintenance work were the most common. In several cases, however, an offender's specific skills such as sports, mechanics, knitting or carving were used to the benefit of the sponsor.

Most offenders spent a good deal of their time witb other people while doing community service. Seventy-seven percent (49) of the 64 most recent placements who had begun the job at the time of the survey spent at least half of their time with other people—34 of these were witb others all the time. Twenty-three percent (15) spent less than half of their time with other people, and nine of these offenders worked completely alone except for receiving instructions from their sponsor supervisor.

Thirty-nine percent (25) of the 64 offenders met only members of the group for which they worked. Most, however, also came into contact with people outside the organization, since in many cases services of the sponsor organizations were extended to the general public. Four offenders worked in private homes.

Twenty-three percent (46) of the 202 placements experienced by the sponsors had ended without all the honrs being completed. For 34 of the 46 cases, sponsors knew that the placement had ended and knew the reason. For the other 12 cases, sponsors believed the offender would not return but did not know what had happened; several complained about a lack of feedback from the probation agency.

Problems. Eighty percent (52) of all sponsors reported at least one problem relating to an offender. This included both problems caused directly by the offender and problems caused by other people's way of relating to the presence of an offender. Fifty-one percent (33) of all sponsors reported at least one problem relating to the probation service. Fifteen percent (10) of the sponsors said they had experienced no problems at all.

- Poor attendance was by far the most common problem relating to the offender with 63 percent (41) of sponsors having had some difficulty in this area.
- Many sponsors felt frustrated by poor attendance—"It put strains on the relationship," "What can I do?" "I need to know that a job will be done," "They let me down," and "It's wearing thin." A related prohlem of poor punctuality was identified by 20 percent (13) of the sponsors and prohlems related to finding a mutually convenient time for the work was mentioned by 23 percent (15).
- People not trusting the offender was identified as a problem for 22 percent (14) of the sponsors. Most trust problems were a general apprehensiveness and unease —"just an underlying feeling."
- Difficulty adjusting to having an offender around was identified by 20 percent (13) of the sponsors. Examples of this were one sponsor's arduous fight with its committee to accept a drug addict on the community service scheme and members of an organization unwilling to give an offender a ride to the job place. Occasionally staff members were openly resentful —"Why do we have to have them here?" In most cases, these problems were gradually resolved as people became more acquainted with the offender.

Sponsors offered a variety of reasons for becoming involved:

- ***They had jobs that needed to be done (25%).***
- ***They thought they could help offenders (22%).***
- ***Mutual benefit (11%)***
- ***Strength of their relationship with the probation service (28%)***
- ***General commitment to community involvement (15%)***

- Poor quality of work or the need for too much supervision was identified as a problem with at least one offender by 20 percent (13) of sponsors and unacceptable appearance by 14 percent (9). Problems arising from people treating the offender badly, the offender's unwillingness to accept supervision, the condition in which they turned up for work, or the offender thought of as taking work away from other people were each identified as problems by less than ten percent of the sponsors.
- Twenty-two percent (14) of sponsors mentioned problems not listed. These included inconvenience caused hy the offender's needs for transport, feeling uncomfortable about the relationship between offender and sponsor (too dependent, seen as authoritarian, not trusted by the offender, etc.) or material being wasted. The most unusual problem mentioned was that an acquaintance of one offender asked the sponsor if he could pay off the person's hours.
- Not having enough information about the scheme was the commonest problem relating to tbe probation service and was identified by 31 percent (20) of sponsors. Most wanted details about how the community service sentence usually worked, background of the sentence, and what other sponsors did. Many complained about a lack of feedback—what happened when a placement broke down, what happened to an offender after he or she had completed the required number of hours, and how did the probation officer think they were doing as sponsors?

Aims of the Sentence. Sponsors were asked to describe the aims of a community service sentence and were encouraged to identify as many as possible. The aims mentioned were later classified into five categories, three of which were more specifically subdivided. Six sponsors were asked to describe one aim of the sentence.

- The largest category (39 percent of all aims) was benefit to the offender. Aims that specified or implied beneficial changes to the offender were placed in this group. General notions of offenders' personal growth were most freqnently mentioned and included ideas of rehabilitation, increased self-esteem and learning one's value. Some sponsors focused more specifically on behavioral benefits to the offender—learning work routines and discipline, new skills and interests, meeting new people. Others felt minimizing disruption in the offender's life was an aim of this sentence.
- Benefit to the community constituted 23 percent (31) of all mentioned aims; most of these statements specifically incorporated a notion of paying something back. A few saw the benefit simply in terms of work done. Ideas of commnnity and offender integration such as two-way involvement, acceptance and help were expressed as 17 percent (22) of all aims. Punishment and provisions of an alternative sentence were ideas each expressed in 10 percent (13) of all aims. Nine of the 13 sponsors who mentioned alternative sentence related the alternative sentence aim specifically to prison.

Comments by sponsors about the helpfulness of the offenders on community service were enthusiastic and positive—"The tasks she did have really helped the school," "He did a job that wouldn't have got done otherwise," "It's a poor area—

now the local people can let their kids on the beach safely," "It's meant the people can have a community center," "We've had an extra pair of hands and technical skills at no cost," and "Everyday tasks are getting done around here."

Several sponsors (13) mentioned not only the johs done but also some extra positive outcome for the organization—"I've really enjoyed the contact with him," "They've created a good example for the trainees," "We gained a keen volunteer who did extra hours and eventually became a valuable employee," "He went beyond his hours—made and maintained a contact as friend with the kids," and "We've learned that given the chance certain people can come up with the goods."

A few (7) felt the organization had increased its awareness of other people's difficulties and there had been personal growth from the involvement—"Made me aware they are like us," "It created a good feeling at the home, and people can see someone improving themselves and helping themselves; I've enjoyed it," and "It's given us insight, more community involvement, more understanding of people and their problems."

All sponsors thought at least some of the people they had had on community service had benefited from contact with the organization. The most tangible examples of benefits to the offender came from the sponsors who reported continued connections between the offender and organization after the honrs had been completed.

Sponsors were asked to indicate what they liked best ahout the seutence. A flexible senteuce, one that could be used to keep people out of prison or save them from getting into further trouhle if unable to pay fines, was seen as the hest feature for 36 percent (22 of the 61 sponsors who said they liked the sentence).

They also saw it as a more positive seutence than other alternatives—"It doesn't divorce a person from society," "It doesn't label someone so much" or "It's more coustructive than a fine." The feeling that they were helping an offender was the best feature for 25 percent (16) of sponsors. It gave "the opportunity to help someone who wants to be helped," and gave "the ordinary persou a chance to be available aud know that there's not just a left-out-in-the-cold feeling."

A ueeded service given to the community was identified as the best feature by 17 percent (11) of the sponsors. The opportunity for personal growth and occasionally for "something special" to happen was most liked by 19 percent (12) of the sponsors, and several gave illustrations of the growth of relationships and mutual benefit for offender and sponsor.

Seventy-four percent (48) of the sponsors said that they would take more offenders on community service. A further 19 percent (12) would take offenders given certain conditions; for example, if there were johs to be done or if the person was suitable. Only eight percent (5) of sponsors said they would not take on more people because there was no work to be done, they had become worried about putting their good name on the line, or the procedure had been too much trouble.

The community service sentence sponsors learned of the program from different sources:

- ***51% were aware of the program before they were recruited.***
- ***46% had read about it in newspapers, leaflets or posters, or had heard something about it on television.***
- ***19% knew about it through links with the Justice Department.***
- ***14% had heard about it through other community groups.***
- ***66% had been recruited by the local probation officer.***
- ***23% were recruited by an offender seeking a placement.***
- ***11% initiated a request to take part in the program.***

Summary

The majority of sponsors reported their organization had benefited from participating in the community service sentence scheme. Several mentioned enjoying being a sponsor and an increase in social awareness as well as describing the jobs that had been done. All the sponsors thought at least some of the people they had had on community service had benefited from the placement, and 22 percent described continued involvement of an offender with the organization after the hours had been completed.

Although sponsors generally enjoyed their involvement with the community service scheme and were enthusiastic both about its present operation and potential growth, they also acknowledged difficulties in several areas. The most common problem was poor attendance by the offender. Other problems mentioned included inadequate information about the scheme, lack of feedhack about the progress of the placement, difficulties organizing time and staff, and volunteers not trusting the offender.

A variety of improvements to the scheme was suggested including greater involvement from the probation officer with routine calls, hours more fixed for the offender, reimbursement for sponsor expenses, better discipline to finish the hours, publicity aimed at getting more varied placements for offenders, clearer instructions for the sponsor, aud an initial meeting between the sponsor, offender and probation officer.

The study identified, from the perspective of the sponsor, three main issues that needed to be addressed in developing a community service program.

1. Many sponsors felt unclear about what was expected of them. In particular, they were curious about the division of responsibilities between themselves and the probation officer. The roles and responsibilities of the sponsor, offender and probation officer need to be clearly defined.
2. Almost a third of the sponsors reported that they had not been given enough information about the scheme, and several complained about the lack of feedback when a placement broke down. Routine communication between all three people would make it easier to deal with problems early on. Ongoing feedback might also enable sponsors to have a stronger sense of being supported and to feel confident abont things going well.
3. Although community service placements may be expected to suffer from any problem normally found in the workplace, poor attendance is clearly a major difficulty for the sponsor. Offenders' not turniug up was the maiu problem reported by sponsors, with nearly two-thirds of them having experienced some difficulty in this area.

CAN THIS MARRIAGE BE SAVED?

Thoughts On Making the Paid Staff/Volunteer Relationship Healthier

By Deborah Schroder

"It was a marriage made in heaven!" We don't often use this phrase to describe marriages these days. Most of us have come to the conclusion that good marriages are formed and sustained through hard work, cooperation and consideration.

Unfortunately, people frequently assume that paid staff/volunteer relationships "just happen," but actually these "marriages" are also formed through hard work, cooperation and consideration. The dynamics of paid and non-paid employees working through an agency or organization for the benefit of the community are complex. No matter how many theories on motivation one reads, several facts remain clear—individuals are working together, for whatever personal reasons, for the greater good of the client/organization/community and must respect each other's motivation, knowledge and time.

In almost every instance of paid staff/volunteer difficulty, the relationship was initially formed with the best of intentions. Good intentions are easy to set aside momentarily, however, as workloads increase, budgets decrease, and egos and tempers collide.

Assuming that the volunteer program manager has already developed some valuable preventative medicine in the form of clear, concise job descriptions, agency personnel are often startled when problems arise between paid staff and volunteers. If everyone knows what his or her job is, and is doing it, how can there be trouble?

Deborah Schroder is the director of growth in ministry for Our Savior's Lutheran Church in Milwaukee, Wisconsin.

As with any other kind of relationship, the potential for trouble often lies buried in the subconscious minds of the individuals involved. No matter how enlightened we may consider ourselves, unconsciously we may still be harboring some false stereotypes, misguided assumptions or unrealistic expectations about our working relationships with one another, whether we are paid staff or volunteers.

Some of the more common nonproductive scenarios of paid staff/volunteer relationships are as follows:

Nonproductive Paid Staff/Volunteer Relationships

1. Parent/Child—An easy relationship to fall into—we're all so familiar with it. The volunteer has very limited participation in the decision-making process of the organization. Paid staff tends to "talk down" to the volunteer and doesn't usually feel that the volunteer is as capable as a paid staffer. The volunteer is not held accountable for his or her actions; therefore, he or she does not feel a strong sense of responsibility for those actions. The staff person always knows best.

2. Child/Child—"It's mine, mine, mine!" Picturing this scenario is easy—one needs only to imagine two 3-year-olds fighting over a pile of blocks. Each participant is saying, "I want the decisions, I want the responsibility, I want the credit—this is my program, and I don't want to share. You can do the stuff that I don't want to do, isn't in my job description, you're getting paid to do, volunteers always do."

3. Trainer/Poodle—If the volunteer will only jump through enough hoops, he or she will earn the promised reward. Paid staff dangles some strange carrots, never bothering to find out why the volunteer showed up in the first place. Each volunteer wants a lapel pin after five years, right? Paid staff is not open to suggestions, comments or, heaven forbid, criticism.

4. Captives/Pirates—A small band of paid staff held captive by the whims of the volunteers. The captives are notorious for begging, pleading for more time, more energy, more commitment. These captives, or paid staff, rely heavily on guilt—trying to make the pirates give in and serve on that board, bake those cookies, raise those funds. The volunteers sometimes seem to enjoy the power they hold over the paid staff. After all, they can quit any time—they're "only volunteers."

While these scenarios are undeniably exaggerated to illustrate the situations, they do exist in many organizations and agencies.

Productive Paid Staff/Volunteer Relationships

Some examples of more productive paid staff/non-paid staff relationships are:

1. Teammate—Paid staff and non-paid staff work together as equals in order to accomplish the agency's goals. Paid and non-paid staff share a feeling of ownership of the program, each valuing the other's contribution. All positions are considered equally important to the good health of the program, with volunteers involved at all levels of planning and decision-making.

2. Employer/Staff—slightly more hierarchical than the "team" concept. Clearer lines of authority exist with non-paid staff usually directly responsible to paid staff. Volunteers are included in the planning

process, however, and their participation in it is an important facet to the success of this relationship.

3. Organizer/Entrepreneur—Paid staff essentially outlines what needs to be done or needs to happen (non-paid staff may also participate at this level), and volunteer staff "takes the ball and runs with it." This relationship features great flexibility and creativity for the volunteers, but to be optimally effective, must have some solid guidelines in place and periodic review sessions for purposes of accountability.

It becomes obvious that clear and frequent communication plays an important role in the development of productive paid staff/volunteer relationships. As with marriage, a sense of honesty and mutual trust is the best enabler for a healthy relationship. But one factor not touched on yet, and perhaps the most important of all, is a good sense of humor. We must all be able to laugh at ourselves as we work together to provide human services. If we can't, we risk denying the "human" element of human services.

As we continue to work together—paid and non-paid staff—it is beneficial periodically to evaluate our "way of work"—our working style. A good way to do this is to introduce some consciousness-raising entertainment into paid staff/volunteer meetings.

A skit or a one-act play is a fun way to "break the ice" and encourage people to open up and share feelings and concerns. Involve both paid staff and volunteers in the skit—it's fun to have them switch roles and have a chance to experience each other's position.

If we can laugh at exaggerated caricatures in a skit or play, we are often more able to see the tendencies for those same behaviors or attitudes in our own agencies or organizations.

A skit can be written to cover any number of situations or problems. The following skit has been used at a variety of meetings and workshops and usually promotes laughter followed by some thoughtful sharing.

"Secret Thoughts" (A Skit)

Our story takes place in a medium-sized nonprofit agency. "Maggie" is a paid staff person in the senior outreach program. "Laura" is one of the program's volunteers. The story also features "Maggie's Thoughts" and "Laura's Thoughts" (props—it's nice to have red devil's horns for the "Thoughts" to wear).

Maggie: I'm so happy to see you today, Laura. I'm sorry that I called at the last minute and didn't give you any notice.

Maggie's Thoughts: Good grief! You finally showed up! It's about time—probably had to drag yourself away from "As the World Turns."

Agency personnel are often startled when problems arise between paid staff and volunteers. If everyone knows what his or her job is, and is doing it, how can there be trouble?

Laura: Oh, it was no problem. I'm always happy to help out when I can. I never get that much done at home on my day off anyway.

Laura's Thoughts: I was only in the middle of cleaning the living room, doing nine loads of laundry and making a week's worth of casseroles.

Maggie: Sue called and said she couldn't come in and we are just swamped with paperwork. Would you mind getting her reports caught up?

Maggie's Thoughts: I want you behind that desk until the in-basket is empty!

Laura: Oh, I don't mind at all. I know how quickly the paperwork gets piled up around here.

Laura's Thoughts: If the staff at this place did more than just drink coffee, the paperwork would be *done.*

Maggie: I hope that these funding reports make sense to you—statistics can be so confusing.

Maggie's Thoughts: If you even came to any of the volunteer training sessions, you might have a clue about what needs to be done.

Laura's Thoughts: I sure wish you'd remember that I never said that I was good at this kind of stuff. Do you ever look over the volunteer registration forms?

Laura: By the way, how are the plans for the spaghetti fundraiser coming along?

Maggie's Thoughts: If you ever came to one committee meeting, you might know. And it's been in the agency newsletter—but then you probably just toss that in the trash.

Maggie: Oh, just great. We're hoping to raise 30 percent more than we did last year. I hope that you're still planning on serving.

Laura's Thoughts: Sure, slopping spaghetti around for 200 people sounds like great fun. And what will you be doing? Probably showing up in a designer dress to give a little thank-you speech at the end.

Laura: I'll be there—our spaghetti dinner is such a nice annual tradition.

Laura's Thoughts: It'll probably cost me $15 to bring my family so they can eat a dinner that would have cost me $5 to make at home.

Maggie: I just don't know what we'd do without the community's support for our fundraisers.

Maggie's Thoughts: I can't believe my salary depends on stuffing 200 people full of Italian food. Maybe I should have gone into some other line of work. Mother always said that I would have made a great dentist.

Laura: Have you ever thought about asking Karen Clark to help plan the dinner? You know, she's in charge of all the catering and banquets at the City Center Hotel.

Maggie: Well, I wouldn't want to ask someone to volunteer to do the same kind of thing that they do at work all week.

Laura's Thoughts: Well, I suppose I'd better get busy on these reports. I really enjoy volunteering here.

Maggie: I don't know what we'd do without you.

Laura's Thoughts: Volunteering is for the birds! It definitely should be illegal.

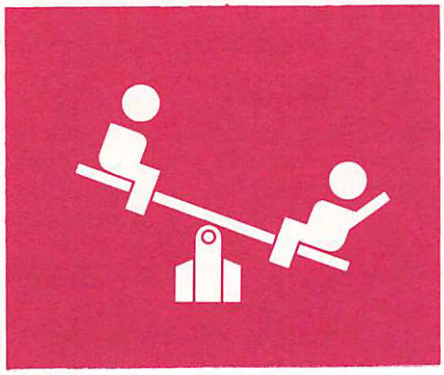
Maggie's Thoughts: Volunteers—can't live with them, can't live without them.

Maggie and Laura, in unison: This agency wouldn't last ten minutes without me!

THE END

Sometimes it may seem that getting a relationship to a productive, equally beneficial stage isn't worth the time and effort. In the case of the paid staff/volunteer relationship, a concentrated effort on everyone's part usually pays off in very positive results, to the benefit of not only those involved, but to the organization and the greater community.

Keeping the big picture in mind of what the combination of volunteerism and community organizations can accomplish often helps those of us involved in paid staff/volunteer relationships come to the conclusion that yes, "This marriage can be saved!" Not only saved but reinforced and strengthened through hard work, cooperation, consideration . . . and a dose of laughter.



IMPROVING THE PAID STAFF/VOLUNTEER RELATIONSHIP

ASSESSING YOUR SUPERVISORY SKILLS

By Nancy Macduff

Volunteers who are treated in a professional manner tend to become more professional. They see themselves as part of a professional team and not merely as free labor. Their self-esteem is enhanced. When people feel good about themselves and the work they do, their productivity increases.

Volunteers viewed as "volunteer-staff" work "hand in glove" with paid staff to achieve the goals of the agency. The two groups are mutually supportive. This spirit of teamwork and high morale is dependent in large measure on the style of supervision selected by the professional staff in a volunteer agency. The management team conveys attitudes to paid staff and volunteers through its perception and application of management principles.

Individuals with direct supervisory responsibility should be trained. Training volunteer supervisors and paid supervisors together says a great deal about the agency's philosophy of supervision. It can also build the team spirit.

No one supervisor has all the traits listed in the "art and science" checklist. When possible, they supplement their skills by bringing in other staff or volunteers who complement their personal characteristics. That is team building at its best.

The characteristics of a good supervisor are part of the personality. There are, however, principles of supervision that can be learned, measured and improved.

Volunteers Must Understand What Is Expected of Them

Volunteers need to have a full understanding of the organization and how it works. They especially need to see themselves in relationship to the whole—like those maps in shopping malls that show the entire complex with an arrow that says "You Are Here." The volunteers need to understand "where they are."

Volunteers' most immediate needs are related to the job they will be doing for the agency. If a volunteer has been asked to serve on a board or advisory committee, there would be an orientation session to help them understand their job and the expectations of staff, clients and other volunteers.

Once the volunteer understands the job, he/she needs to be told how the quantity and quality of work will be evaluated. Good supervisors should never let volunteers guess how they will be evaluated. There should be no surprises. Good supervisors spell out expectations.

Coaching

Modern American businesses are using a new term to describe the ongoing guidance people should have in their work. They use "coaching" to describe the process of continually providing information, offering techniques to do the job more effectively and suggesting steps for improvement.

In this context, coaching is used to describe the encouragement and direction that are akin to parenting. It is an apt word to describe the supportive nature of supervision.

Recognition

This is the one function of supervision that supervisors perform least well when rated by volunteers and staff. Most agencies are good at formal certificate and award programs, but it is the small thank yous and pats on the back for a specific job that are the most meaningful.

Constructive Criticism

Volunteers want to do a good job. They appreciate hearing from supervisors how to correct mistakes or improve on new skills. Adults are more apt to change through a process of positive suggestions, rather than by hearing the negative. Supervisors need to find ways to support desired behavior and let volunteers know when their behavior is not up to standard. If a volunteer is chronically late, for instance, the supervisor could start by suggesting a schedule change. If that fails, then perhaps a conversation about the problems causing the delay is in order. The supervisor is focusing on the problem but not shaking a stern finger at a hapless volunteer.

Opportunity for Growth

Volunteers need to be advised by the supervisor about growth opportunities within the agency, including employment. Supervisors should offer volunteers the opportunity to try new things. For example, if the manager of the volunteer program is establishing a short-term task force to evaluate recruiting, a supervisor might recommend one or two volunteers to serve on that committee. If that is successful, the volunteer could become a member of a standing committee.

Some volunteers are happy doing one job. A volunteer should not be rushed into a new job until he or she is ready. Supervisors should provide opportunities and freedom for them to say no.

Good supervisors persuade; they do not coerce.

Nancy Macduff is president of Macduff/Bunt Associates, a company in Walla Walla, Washington, that specializes in training and public relations to governmental and nonprofit volunteer organizations. She adapted this article for VAL *from her book,* Volunteer Recruiting and Retention: A Marketing Approach. *Her last article in* VAL, *"Know Your '4 Ps' Before Advertising and Promoting Volunteer Opportunities," appeared in the summer 1986 issue.*

THE 1987 PRESIDENT'S VOLUNTEER ACTION AWARDS

*The spirit of voluntarism is deeply ingrained in us as a nation. Indeed, when asked by pollsters, most Americans state their belief that no matter how big government gets and no matter how many services it provides, it can never take the place of volunteers. In other words, the American people understand that there are no substitutes for gifts of service given from the heart.**

Ronald Reagan

From the early patriots striving to build a free nation to neighbors helping in community barn-raisings to present day neighborhood and community groups, one common trait has continued to distinguish the American people—the desire to help one's neighbor through volunteer service. Today nearly half—or 89 million—adult Americans volunteer in time of emergency or disaster as well as in addressing longstanding community problems. They give of their time and talents through their churches, social clubs and civic organizations . . . they help as individuals and in groups. The recipients are family, friends, neighbors, total strangers. Volunteer service is such an integral part of the American way of life it often goes unnoticed and unrecognized.

The President's Volunteer Action Awards were created in 1982 to honor those individuals and groups who make unique contributions to their communities through volunteer service and to focus public attention on these outstanding and innovative volunteer efforts. The 94 recipients of the first five President's Awards include established national organizations with thousands of volunteers, newly developed grassroots movements with national scope, local organizations and groups of volunteers, individuals, groups of labor union volunteers and major corporations. Some of the award winners are well known; others, known only to those with whom they work.

Anyone may nominate an individual or group involved in volunteer activity. Specific guidelines governing the nomination process are on pages 2 and 3 of this form.

The President's Volunteer Action Awards will be presented in Washington, D.C. during the spring of 1987.

The President's Awards program is cosponsored by VOLUNTEER—The National Center and ACTION.

VOLUNTEER—The National Center, a private, nonprofit organization, was created in 1979 to strengthen the effective involvement of all citizens as volunteers in solving local problems. Among the wide range of technical assistance and support services VOLUNTEER offers to volunteer-involving organizations are the National VOLUNTEER Conference, a variety of publications on citizen involvement, *Voluntary Action Leadership* (quarterly magazine for volunteer administrators), a wide range of information, consulting and training services as well as sponsorship of demonstration projects and national volunteer advocacy and public awareness activities.

ACTION is the federal volunteer agency. Its purpose is to stimulate voluntarism in general and, in particular, to demonstrate the effectiveness of volunteers in ameliorating social problems. Its programs include the Foster Grandparent, Retired Senior Volunteer and Senior Companion programs, VISTA (Volunteers in Service to America), the Drug Use Prevention Program, and a variety of activities in the areas of assistance to refugees, runaway youth, illiteracy and neighborhood development.

*From remarks made at the Volunteer Action Awards luncheon, 1986.

Procedures for Completing and Submitting the Nomination Form

In order for a nomination for the President's Awards to be considered, page 4 of the nomination form must be completely filled out and a statement of not more than 500 words describing the nominee's activities must be attached. In addition, a nomination may include appropriate supportive materials (described in C below).

(A)The Nomination Form

Item I. Indicate the individual or group's complete name, mailing address and telephone number. If the nominee is a group, indicate the name of the appropriate contact person within the group along with his/her address and telephone number.

Item II. Awards will be made in the following categories:

- **Arts and Humanities**—cultural enrichment
- **Education**—pre-elementary, elementary and secondary education, informal and supplementary education services
- **The Environment**—volunteer service resulting in significant enrichment and conservation of the environment; recreation
- **Health**—medical care, mental health and developmentally disabled services, community mental health
- **Human Services,** to include **Jobs** and **Material Resources**—volunteer services to youth, family and elders; employment, job creation and training, economic development; food and nutrition, clothing and furnishings, housing, transportation, consumer protection; areas not specifically covered by other categories
- **International Volunteering**—ongoing volunteer work performed by individuals or groups whose primary residence or headquarters is within the U.S. or its territories and benefiting the residents of foreign countries or ongoing volunteer work performed within the U.S. or its territories and benefiting the residents of foreign countries
- **Mobilization of Volunteers**—to address a variety of problems
- **Public Safety**—crime and delinquency prevention, justice services, protective services, disaster relief, fire protection
- **Youth**—volunteer services by youth to age 25
- **Workplace**—volunteer activities sponsored by or supported by either a corporation or labor union. NOTE: Nominations must be submitted on special Corporate or Union nomination forms.

Check the most appropriate category. Some nominations can fit appropriately into more than one category. Please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into more than one category.

Item III. Indicate name, address and telephone number plus title and organization (if appropriate).

Item IV. Since award finalists' references will be contacted for verification of the scope and extent of activities, it is important that this section be completed. Nominations with fewer than three references will be disqualified.

Item V. In the space provided describe the goals of the volunteer activity nominated.

Item VI. Enter the name of the individual or group being nominated and signature of the person making the nomination. Nominations not signed by the nominator will be disqualified. A person may nominate him/herself.

(B)The Statement

Because nominations will be judged based on specific criteria, the statement of activities (of not more than 500 words) attached to the nomination must address the following items:

Community need for the activity—How important was the activity to the overall welfare of the community? For example, establishing an education and training facility for handicapped children in a town where there was none would be a more important contribution than expanding an existing recreation program.

Recipients' need for the activity—This may or may not be different from the community need. A facility which serves handicapped children may be equally important to both the recipients of the service and to the general public. In some cases, however, such as providing access to a kidney machine, the recipient's need for the service is total, while the community's need for kidney machines may be slight in relation to other needs.

Scope of the activity—The concern here is with the potential impact of the activity or service. Something that is national or regional in impact is not necessarily "better" than something that is local. Projects of very limited scope, however, such as sponsoring an annual picnic for 50 senior citizens, would not be considered to have a major impact.

Achievement—Actual accomplishments of the voluntary activity or service should be considered, as opposed to the stated goals or objectives of the project.

Unusual challenges overcome—Such challenges might include public apathy or hostility toward the project or program, a critically limited supply of resources, or a handicap on the part of the person or persons doing the volunteer work.

Method—Method relates basically to the way in which the activity or service was performed. Consideration should include the vigor, efficiency and overall organization of the effort; the extent to which the individual or group marshalled other volunteer resources in support of the effort; and, where appropriate, evidence of broad community or grassroots support for the activity or service.

Innovation—Innovation takes into consideration the degree to which the service or activity represents a new use of volunteers in a certain capacity and/or a significantly new approach to solving a particularly pressing problem.

(C)Accompanying Materials

Not more than 10 pages of supplementary material may be submitted along with the nomination. Accompanying materials can include letters, testimonials, news clippings, pamphlets, etc. Do not submit tapes, cassettes, display materials, films, scrapbooks, books, etc. as they will not be considered in judging the nomination. All materials submitted become the property of VOLUNTEER and will not be returned; thus, when preparing accompanying materials, keep the materials cost to a minimum and submit photocopies when possible.

I. NOMINEE: Please specify if nominee is an individual _____, a group _____, or a family _____.

NAME: _____
If individual, indicate Mr., Ms., Miss, Mrs.;
If nominee is group, enter full name of group.
(Area Code) Phone Number

_____
If nominee is group, enter name of contact person.
(Area Code) Phone Number

_____
Complete address | City | State | Zip

II. CATEGORY: Check one. Some nominations will fit appropriately into more than one category. Please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into more than one category.

_____ Arts and Humanities
_____ Education
_____ The Environment
_____ Health
_____ Human Services, Jobs and Material Resources
_____ International Volunteering
_____ Mobilization of Volunteers
_____ Public Safety
_____ Youth

III. NOMINATOR:

Name: _____
(Area Code) Phone Number

_____
Title and organization, if appropriate.

_____
Complete address | City | State | Zip

IV. VERIFICATION: In order to qualify for consideration, a nominee must have three references who may be contacted to verify the scope and extent of the nominee's volunteer activities. References should be persons familiar with the volunteer accomplishments for which the person is being nominated and may not include the nominee or any person related to the nominee.

Name: _____
(Area Code) Phone Number

_____
Complete address | City | State | Zip

Name: _____
(Area Code) Phone Number

_____
Complete address | City | State | Zip

Name: _____
(Area Code) Phone Number

_____
Complete address | City | State | Zip

V. SUMMARY: In this space describe in one sentence the goals of the activity for which the nomination is being made. Then attach a 500-word statement that addresses the criteria outlined in section B on page 3.

VI. NOMINATION: I hereby nominate _____
Name of individual or group nominated for the President's Volunteer Action Award.

_____ _____
Signature of Nominator | Date

Nominations may be submitted on this form or a facsimile thereof.

General Information

- An individual or group may submit separate nominations for as many different individuals or groups as desired.
- Only nominations accompanied by a self-addressed, stamped postcard will be acknowledged. Because of the volume of nominations the President's Awards screening committee will not be able to respond to any queries regarding the nomination form or the status of a specific nomination.
- A list of the recipients of the 1987 President's Award will be sent to those who include a self-addressed stamped envelope marked "WINNERS."
- Pertinent supplementary material may be submitted along with the nomination form. See "Procedures for Completing Nomination Form" (page 3) for guidelines. All nominations must be complete in one package when submitted. Separate letters, materials and other documents received later will not be processed or considered in judging.
- All entries and supplementary materials become the property of VOLUNTEER and will not be returned. Materials will be held by VOLUNTEER for six months following completion of the judging process.
- The screening committee may request additional information from applicants or references for the judges' consideration.
- All nominations must be submitted in English to be considered for the President's Award.
- Decisions of the judges are final. **All entries for the 1987 President's Volunteer Action Awards must be postmarked before midnight, January 16, 1987.**

Who is Eligible for the President's Volunteer Action Awards?

- Any individual, group or family actively engaged in volunteer activities that benefit the community, state or nation may be nominated.
- For those individuals or groups who are paid any amount for activities for which they are nominated (other than reimbursement for out-of-pocket expenses), the nomination statement must clearly indicate the extent of salaried or stipended activities.
- Individuals involved in "work released time" and student course credit are eligible but must clearly indicate that in the nomination statement.
- Except for the International Volunteering Category, all volunteer activities must be performed within the United States or its territories.
- No employees or immediate relatives of VOLUNTEER or ACTION or members of VOLUNTEER's Board of Directors or ACTION's National Voluntary Service Advisory Council may be nominated for awards.
- Recipients of previous President's Awards are not eligible for the 1986 awards.

Submitting the Nomination

Send all entries to:

The President's Volunteer Action Awards
Post Office Box 37488
Washington, D.C. 20013

Do not send entries to VOLUNTEER or ACTION.

Entries must be postmarked by midnight, January 16, 1987.

OMB Approved 3001-0097
Expires 9/88

Safe and Healthy Environment

All volunteers deserve to work in a safe and healthy environment. Good supervision requires an attention to lighting, ventilation and equipment. It is critical that safe working conditions prevail.

Supervisors of volunteers should periodically evaluate their skills. This can be done through self-testing, standardized tests, use of a consultant or by taking classes.

An honest appraisal of skills can lead to developing an improvement plan. Supervisors who want to improve their skills need to write measurable objectives and check them periodically.

Tips for Good Supervision

1. Know all you can about your volunteers. The more you know about their strengths and weaknesses, the better your ability to supervise. Outside factors have a way of interfering with the volunteer job. A knowledgeable supervisor can help volunteers with problem-solving, but only if they know what is going on!

2. Learn to give orders. Good supervisors find ways to outline clearly their expectations. The goals should be measurable and observable. This needs to be done directly, but in a non-authoritarian manner.

3. Ask volunteers to help. Getting help from volunteers starts with asking. The more informed volunteers are about the entire operation, the better chance of getting help. They need to be involved in problem-solving and even encouraged to dissent. Supervisors learn the most and make the best decisions by exploring all facets of an issue.

4. Make decisions. Do not stall decision-making. Devise a logical sequence of information gathering and opinion testing. Then decide. If you make decisions promptly, you can change direction if the original course of action proved incorrect. The longer decisions are delayed, the less flexibility for change.

5. Settle grievances. For most managers of volunteer programs, settling grievances is the most difficult supervisory problem. It is especially difficult when two volunteers, or staff and a volunteer, are in dispute. The good supervisor is objective. First, gather the facts. Get the best information from the most impartial people. Second, follow agency policies. Sticking with written policies can save heartache for everyone. The supervisor needs to move as quickly as possible to a solution. The faster you reach resolution, the sooner the volunteers and staff can return to providing client services.

6. Deal with problem volunteers. Start by checking your own supervisory techniques. What do you know about the volunteer? Do your volunteers know what is expected of them? Have you talked about the problem? Have you explained how their behavior affects the clients and the whole organization? Avoiding the problem is like setting a time bomb in the front lobby for everyone to see! The bomb becomes the topic of conversation instead of services to the clients. It will blow up eventually and then the supervisor has lost control.

7. Maintain a sense of humor. There are few problems in the world that will not benefit from a sense of humor. Even if you are not endowed with a generous sense of humor, look for what is amusing in any problem situation. Knowing when to be serious and when not to be relieves stress and tension for volunteers and staff.

The Art and Science of Supervision Checklist

Directions: Rate yourself on the characteristics of good supervisors.

	always	*sometimes*	*rarely*	*working on it*
1. Know that leading is hard work.				
2. Be interested in people.				
3. Have patience.				
4. Have sympathy and tolerance.				
5. Be loyal.				
6. Accept constructive criticism.				
7. Be tactful.				
8. Objective and impartial.				
9. Dependable.				
10. Cooperative.				
11. Democratic.				
12. Enthusiastic.				
13. Keep a sense of humor.				
14. Use imagination.				
15. Apply common sense.				

Supervision Skills Inventory

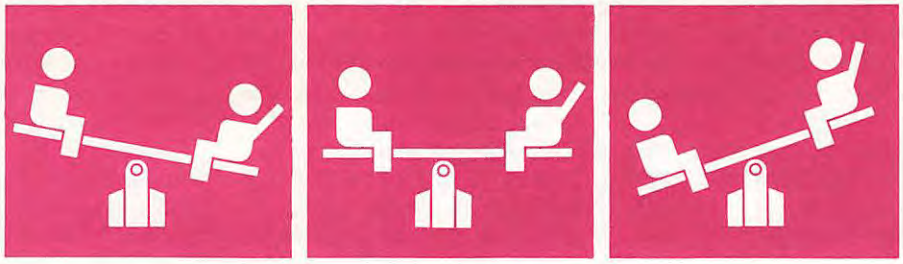
Directions: Think about your skills. Rate yourself honestly using the following descriptions:

A = Always S = Sometimes R = Rarely W = Working on it

	A	S	R	W
VOLUNTEER DEVELOPMENT				
1. Develop/use clear job descriptions.				
2. Recruit appropriate people for jobs.				
3. Interview fairly and effectively.				
4. Conduct standardized interview.				
5. Provide coaching/supervision process on ongoing basis.				
6. Evaluate performance regularly.				
PLANNING				
7. Set goals that are measurable.				
8. Set objectives with people that are achievable and challenging.				
9. Involve people affected in planning process.				
10. Develop back-up plans.				
11. Integrate budget and planning.				
12. Anticipate problems.				
13. Regularly evaluate plans.				
ORGANIZATION				
14. Coordinate functions of various areas of organization.				
15. Delegate tasks.				
16. Analyze and direct work flow.				
17. Try to improve or simplify tasks.				
DECISION-MAKING				
18. Participate in problem-solving process.				
19. Seek opinions of others in problem-solving.				
20. Solve problems early.				
21. Establish criteria for making decisions.				
22. Make decisions promptly!				

	A	S	R	W
COMMUNICATION				
23. Speak clearly and concisely.				
24. Encourage participation by others.				
25. Listen.				
26. Don't make assumptions too quickly.				
27. Write with clarity.				
28. Understand roles of people working in groups.				
29. Compromise.				
30. Mediate.				
31. Analyze group behavior.				
32. Be sensitive to personal feelings.				
33. Control dysfunctional behavior.				
34. Understand incremental nature of achieving change.				
MOTIVATIONAL				
35. Praise specific tasks well done.				
36. Consult with volunteers before making decisions that affect them.				
37. Provide promotion and growth opportunities.				
38. Be fair.				
39. Seek consensus.				
40. Support individuals in face of group pressure.				
PERSONAL DEVELOPMENT				
41. Manage stress.				
42. Work to resolve conflicts.				
43. Seek feedback.				
44. Delegate.				
45. Understand personal motivation.				
46. Manage time.				
47. Accept help willingly.				

Adapted from "Goals for Personal Development Inventory" in J.W. Pfeiffer and J.W. Jones (Eds.), *The 1976 Annual Handbook for Group Facilitators*, p. 59, University Associates, 1976.



12 TIPS FOR ACTIVE LISTENERS:

Learning to Detect the Real Meaning Behind a Volunteer's Words

By Diane Sherwood

Do you serve coffee? The question sounds innocent enough, and it is—to a volunteer administrator skilled in the art of interviewing and supervising volunteers. What a good listener hears with a question like this is a hidden wish—I'd like you to think well enough of me to supply me with a cup of coffee when I come to donate my time and services to you.

The art of listening is very important for a volunteer administrator or volunteer. By learning to hear the real question behind the stated question, a good administrator can keep a volunteer happy and involved in the program, or a volunteer can extend the kind of effort needed to have someone with a problem at last tell another human being the truth.

Practice is the only known method for becoming an expert listener. But watching for gestures, listening carefully to a tone of voice, or being alert to the context of the question—these things are all clues to proper interpretation of meaning. One psychologist called the ability to listen well and intuit what the speaker really means as "listening with a third ear." That third ear to use when listening is one's own intuition—a gut reaction to what the person is really trying to say.

Here are some practical tips to keep in mind whenever someone is interviewing.

Diane Sherwood is a freelance writer and consultant in Washington, D.C.

1. Catch the feeling behind the words.

One volunteer administrator said that once at an orientation session, a potential volunteer asked, "Is there parking?" The administrator felt that this senior woman was worried about walking back to her car alone at dusk when her work at the hospital ended. Sure enough. That was the problem.

He told her where the parking lot was—in this case, behind the hospital—and followed up on her question with a question of his own, asking whether she was afraid of the walk to the parking lot. When she admitted her fear, the administrator told her that she could use any hospital intercom and dial the security police who would walk her to her car. Then he thanked her for raising a question that may also have been on the minds of the other volunteers. A look of blessed relief spread over the volunteer's face. "And that woman is still with us, continuing to handle the information desk," the administrator said.

2. Pick up on a volunteer's special interests.

"But your face just lit up when you said that," a volunteer administrator told a potential volunteer in an interview. "Tell me, is it working with children, then, that especially interests you?" Very often it is the non-verbal clue that will tip off where the potential volunteer's feelings really are.

In an initial interview, a volunteer, in telling about her hobbies, might really brighten up when she mentions photography. A skilled volunteer administrator will make a note of that skill or interest and perhaps integrate it when appropriate into the program.

In one case, Linda Tossman, volunteer coordinator of New Phase Career Center in Montgomery County, Maryland, listened carefully when a potential volunteer told her about her real love of horses. "But, if that's the case," Tossman said, "I'm going to direct you to the Therapeutic Riding Center where you can volunteer because there your loves will be combined: helping people and horseback riding."

Needless to say, the woman was delighted to be redirected in her volunteer efforts, and she remains a constant and enthusiastic worker at the riding center.

3. "Know thyself."

An old adage, trickier than it sounds. If a person works toward understanding one's own likes and dislikes, convictions and biases, he/she can understand better a volunteers's likes and dislikes, foibles and quirks. This is really more of a lifelong goal than a casual half-hour's work. However, being aware that we are all limited by our parochialisms gives us that sense of humility needed to "stand under"—i.e., "understand" other people.

As a consequence, when an older woman calls volunteers "dear" and they inwardly cringe, they might be reflective

enough to recognize that for this woman, the term "dear" is acceptable and she means no inappropriate endearment. These volunteers can further recognize that they are faintly intolerant of persons who use language too familiar and sticky.

Sandra Roberts, volunteer coordinator of A Woman's Place of Montgomery County, Maryland, says, "Words have to be run through our own computer. Therefore, we need to know ourselves very well to know our own pitfalls. What we hear, after all, is running through our own personalities."

4. Try to determine what the speaker really means.

Determining what the speaker means is especially important for volunteers who handle hotlines or interview people to find out what they need. For example, a woman might call to enroll in a legal seminar, but a volunteer, trying to determine what the speaker is actually saying, might discover the nature of the real concern. That caller might be facing a separation or divorce or experiencing some domestic violence. It takes time, support and some good listening skills to make her feel comfortable enough to share the realities of her life that would otherwise be hard to share.

5. Listen, then use follow up questions.

If listeners are unclear about what someone is saying, they should not hesitate to follow up the volunteer's response with another question. In the parking situation, the administrator had the distinct feeling that perhaps this woman was afraid of going to the parking lot—so he asked her!

Sometimes, however, it is not so easy to guess what the problem is. Sometimes deep listening will prompt more questions. Certain questions elicit a factual response: "What time of day are you most comfortable volunteering?" "Do you like working with children?" Other questions probe for feelings or challenge the volunteer to risk sharing certain intimate details about his/her life.

Paula Long, manager of the Volunteer Support Program for Proctor & Gamble, tells of interviewing a company employee. The woman was expressing her interest in working with girls from neglected homes who often find themselves on the street and who are taking drugs.

"I asked her why she felt she could deal with these girls," Paula said, because she did not want to place a woman in this difficult drug scene without thinking the placement could be successful. "I knew this woman would have to have had experience with drugs; otherwise, the girls on the street would never listen to her. 'Go ahead,' I told her, 'You can tell me anything. What you say here is confidential. Were you ever involved with drugs?' "

After that direct follow-up question, plus all the non-verbal assurances Paula gave, the woman tearfully told of her manic depressive mother and alcoholic father, of her years of running the streets because she did not want to go home, of her involvement with drugs and her successful fight to steer clear of them.

If a volunteer administrator works toward understanding his/her own likes and dislikes, convictions and biases, he/she can understand better a volunteer's likes and dislikes, foibles and quirks.

Face value statements from potential volunteers sometimes need to be followed by a question: Why do you think you can do this job? What attracts you to working for the Cancer Society? Why do you want to work with old people? What makes you think you can work with dying patients?

Often it is this kind of follow-up question that will bring the tears, the depth of feeling, the confidence, the true motivation. But a volunteer administrator must create the space in which this confidence can occur, first by listening carefully, then by following up with the right question.

6. Create a "listening" atmosphere.

This is especially important for all ongoing volunteers. Somehow, they have to be made aware that when they are experiencing difficulty with a member of the staff or another volunteer, or if they do not like the program where they have been placed, there is someone to whom they can go and privately, confidentially, tell what is on their minds. They need to know, both verbally and non-verbally, that they are welcome to tell the volunteer administrator what their problems are.

Most organizations that involve volunteers have yearly or semi-annual meetings where this kind of information is most properly shared. Sometimes, however, the volunteer does not wish to wait that long to process the information. He or she wants to share it immediately. Hence, the attitude of the volunteer administrator towards the volunteers is very important in creating this atmosphere.

Some programs have no carryover. The initial interview with the potential volunteer might be the only contact. Denny Barnett, Volunteer Center development officer at VOLUNTEER, states that when he was the executive director of the Volunteer and Information Center of Sioux Falls, South Dakota, he created a "listening" atmosphere by just telling potential volunteers, "We may never see each other again, so let's be honest with each other. I want what's best for you and what's best for the organization that needs volunteers." This honest approach goes a long way towards creating a listening atmosphere where a person can feel comfortable telling the truth, expressing real motivation, sharing genuine needs and desires.

"I always start by asking who the person's boss is and sharing a story if I know one," says Long. "Or, I ask if the person is married and has kids. Then I tell a story about my kids." The idea here is that some shared common ground will help get the interview off to a good start, creating the listening atmosphere that makes communication click along.

7. Help the speakers listen to themselves.

Jim Warwick, director of crisis and information services, Green River Comprehensive Care Center in Owensboro, Ky., says, "A lot of times listening does more than just help you understand where a person is coming from. It helps the person understand where he/she is coming from. Listening is a dynamic process."

Active listening means that you are making an attempt to understand. If a listener does not understand what the person is saying, then the right questions or attempts to draw out the meaning of what is being said will help the person who may be confiding in another human being at this level of depth for the first time. By summarizing and giving feedback, the listener can finally get clarity about what is really troubling the other person—or what

he/she is really looking for.

Warwick recalls the time when he had a woman on the phone who was hysterical; her conversation was wild and seemed to be going nowhere, just around and around. Warwick had a hunch, a very strong hunch, and played it. "Are you being abused?" he asked point blank. "There was dead silence for what seemed to be an eternity," Warwick said. Finally, the woman acknowledged that that was the problem. She listened to herself for the first time admit she had a problem.

8. Listen to problem-solve.

Tossman says that when training volunteers, a volunteer administrator has to be especially attentive to what might cause them problems on the job. For example, she was listening most carefully when a volunteer asked her to go over the mechanics of handling the phones—how and when to put a call on hold, how to get back to the first caller.

Tossman thought it over carefully and then devised a solution to the volunteer's problem. "I showed her how to keep a blank sheet of paper by the phone so she could write down the names of each caller on each line, so that if she had to put them on hold, or if a staffer didn't pick up on the transfer, she could get back on the line and know who was there waiting."

9. Listen to the body language.

So much of this discussion also falls under this very dynamic point. Tense shoulders, a turn of a head in a painful way, a faint smile, the "ah!" look of recognition in the eyes, a person's general appearance, eye contact—the list is endless. There are so many ways we communicate with our bodies. "If the patient won't speak," Sigmund Freud once said, "their hands will cry out."

Tossman once interviewed a woman who was very well groomed and pleasant mannered. She had a superb educational background. She was articulate and took notes on a yellow pad she had brought with her. But she shook when she spoke, fidgeted with her pencil, and persisted in minimizing her skills.

"I realized that this woman had lost all her self-confidence," said Tossman. "She was a displaced homemaker. Because of the breakup of her marriage, she had lost all belief in her abilities. However, after listening carefully to her, and especially watching her body language, I concluded she had potential."

Tossman placed her in a project where she could grow. She accomplished one job after another, receiving external validation and feedback. Gradually her self image changed. From starting out as a vicarious achiever, she ended up achieving in her own right. "Her volunteer experience," Tossman concluded, "gave her the confidence, skills and experience she needed to get a good job and continue on with her life, which, of course, includes volunteering."

10. Be in shape to listen.

One volunteer coordinator never allows any of her volunteers to work on the phone for over four hours. If a phone handler has to say something 100 times a day and listen to the same questions or queries over and over, he/she can begin to show annoyance. If difficult active listening time is kept down to four hours a day, the chances of "blowing up" will be greatly reduced. Also, if a phone handler listens to a person who is anxious and frustrated, the temptation might be to mirror back that same anxiety and frustration.

Practice is the only known method for becoming an expert listener, but watching for gestures, paying close attention to a tone of voice and being alert to context are all clues to proper interpretation of meaning.

Getting enough sleep, having a solid breakfast, having the vitality that comes from good health—these basic health habits are important and cannot be overlooked. If anyone with a tough listening job is depressed and sick and does not feel up to answering phones, that person should stay home.

11. Listen for repetitions or inadvertent remarks.

The conversation kept returning to the subject of mental health until Warwick discovered that the woman he was interviewing had recently left a mental hospital. He was then able to place her as a volunteer in a sheltered workshop, which provided an environment she needed while simultaneously allowing her to make a contribution. A good listener will recognize that a topic continually alluded to has much conscious or subconscious content.

Barnett once interviewed a potential volunteer who inadvertently remarked that when her mother was in a convalescent home, she never really had the time to visit her. Barnett continued getting her reactions to a number of volunteering situations but kept her remark in the back of his mind. When he discussed her possible involvement with convalescent homes, he probed carefully. Sure enough, the inadvertent remark turned into the clue Barnett needed to place this woman properly in a convalescent home where she could take the time to visit old people—a luxury she could not afford when her mother was there.

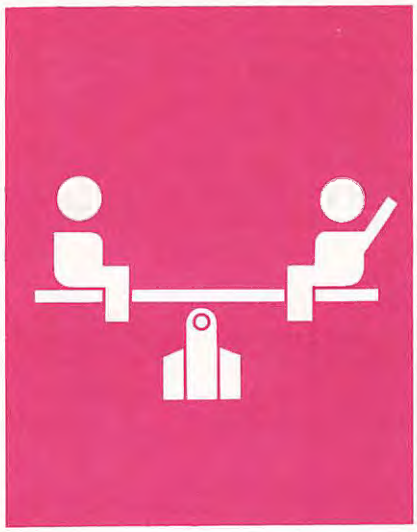
12. Train for listening!

That's what Sandra Roberts of A Woman's Place does with her volunteers. Sandra is in the process of working up a Listening Training component for A Woman's Place orientation session.

"In a place like A Woman's Place," says Roberts, "listening is very important. We have to interview the women who come here to us and try to understand what their needs are. We also need women who can quickly recognize when a caller needs a referral, rather than our services. We also need women, who by their presence on the phone, can invite the caller to share the information that is difficult to share—information we need to help her.

"Active listening is about being involved in what's going on. It's being with someone. This skill of attending requires that you be there for the person on the other end of the line, or sitting in front of you. The goal of our active listening component is communication."

A final word. Barnett says that good listeners can be empathetic—that is, they can understand; or they can be compassionate—that is, they can *feel* what the speaker is feeling. This quality of compassion, a grace upon whom it befalls, lifts the burden of loneliness from the offscouring, those in pain, and creates moments of human togetherness beyond any writer's ability to explain how to get there. Here, indeed, is the wonder and mystery of the human soul—in touch, affectively, at one. Is it toward this kind of meeting that we grope when we try to listen?



JOB-SHARING:

Benefiting the employer and staff involved, but most importantly—the volunteers and agencies served.

By Ann Armstrong and Bev Farrell

Why would a woman who had directed a successful Volunteer Center for two years suddenly decide to go half-time?

Bev Farrell: "In my case it was that I was pregnant and knew I couldn't give my best to my family, which already included a young son and a husband, if I continued to work full-time."

And why would a woman who already worked half-time want to start sharing her job instead of continuing to work on her own?

Ann Armstrong: "I welcomed the opportunity to move from working as a job developer to working again with volunteers, since volunteering had been a major part of my life before my husband died."

As colleagues in the Human Resources Department of the City of Bloomington, Indiana, we had observed each other's work habits and attitudes, and we believed that we would make a dynamic and productive team. For a few months, we researched job-sharing extensively and discussed it endlessly. We familiarized ourselves with current trends in alternative work-styles and became increasingly convinced that there were benefits to be gained not only for us but also for the department, the City and, most importantly, for the volunteers and agencies we served.

When we submitted our proposal to the Mayor, we outlined the benefits to the City, the department and our clientele and spelled out the division of responsibilities. The proposal also included a tentative work schedule and a suggestion for handling personnel benefits like insurance and sick leave.

Bloomington Mayor Tomilea Allison had been a long-time supporter of the job-sharing concept. In addition, having been an active civic volunteer herself, she was especially pleased to see the Volunteer Action Center forging ahead in this experiment. She agreed with our argument that the many diverse aspects of the job made it fatiguing and fragmenting when one person did everything.

So we were on! It was exciting to realize that we were part of a national movement towards permanent part-time work and certainly the first in our own city government. Our partnership began in October 1983, which gave Bev time to train Ann before taking a three-month maternity leave in November. Ann worked full-time for three months, dropping back to half-time when Bev returned.

We have now worked together for three years, developing ourselves into a smoothly operating team and fulfilling the director's job responsibilities more efficiently and effectively than either one of us could have done alone. Not only are two minds better than one, but we sustain a level of energy that is difficult if not impossible for a full-time person to maintain week after week. The time we take to get away from the work environment, to develop our other interests, and to attend to our other responsibilities brings us back to our job with renewed energy.

From the beginning, we had agreed that the job would be truly shared (the technical term for this is "job-pairing"); each of us would be responsible for the total job and program. Our other option was job-splitting, in which each partner is responsible for half the job. This division seemed to offer us less chance for professional growth.

During our first days together, we hammered out the details of the "pairing." First we divided the week. That was easy. Ann would work Monday, Tuesday and half of Wednesday; Bev would work half of Wednesday, Thursday and Friday. Then we turned our attention to the job itself, developing a system that has proven itself over time.

Beyond our volunteers and agencies, the rest of our center's activities fall into the category of projects. Every three months we develop a plan for the next quarter, based on our goals and objectives for the year. The three-month plan consists of a list of ongoing projects (like supervising our data entry volunteer), new projects, and old projects that haven't been completed yet. Each project is assigned a point value, depending on the time it will require. Then the tasks are divided so we each have an equal number of points.

Big projects, like our annual county-wide recognition event, usually need attention from both of us. The tasks for these shared projects are also assigned a point value and are part of the three-month plan.

Ann Armstrong and Bev Farrell shared the job of director of the Bloomington, Indiana, Volunteer Action Center for three years.

Adjustments are made in the plan as needed, such as when a new project comes up unexpectedly. This method allows both of us to stay involved in the major activities of the center while reducing the number of projects each is involved in at any one time. It also minimizes the problem that characterized the job when it was filled by one person—the fragmentation and burnout the director felt from being pulled in many directions at once.

Sharing the same office space—the desk, walls, files and bulletin board—was not difficult. Something that took more work was sharing the great amount of information for which we are responsible. Fortunately, we are both well-organized people, so we set up rules about how information would be processed and where it would be stored. Because each of us collects a lot of information about volunteers and agencies—information the other needs to know—we have devised a highly organized system for storing information and making it readily accessible.

Communication between us has never been a problem. On the contrary! Our two-hour overlap periods each Wednesday are fun, productive and always energizing. We do a lot of brainstorming during this time. Bouncing ideas around and tackling problems with someone whose enthusiasm and commitment to a program matches your own is wonderful.

At first, we felt we needed more overlap time. However, as we worked together, we learned to use the overlap period more effectively, prioritizing discussion items and relying on our written log to share informational items. During our respective halves of the week, we each keep a written log of information we need to share with the other person. Only items requiring a mutual, cooperative decision or items that would benefit from creative brainstorming are jotted down and kept in the file for our overlap session.

Short phone conversations round out our official avenues of communication, which have served our partnership well. Because our working relationship developed into a special friendship, we now sometimes lunch or run together, combining business and pleasure.

The partnership aspect of our job-sharing has been more valuable than we ever imagined. One plus one *does* equal more than two. Our synergistic relationship has developed into a comfortable give-and-take in which we are completely open, honest and trusting with one another. Because we share an equal and complete commitment to the mission, goals and philosophy of the center, we each feel comfortable speaking as the center director. Trust has been a critical key to our success. Each of us believes in herself, in her partner, and in our positive power as a team. We have grown to know and understand each other well, which has developed our friendship and strengthened our partnership.

Our distinctive skills as individuals blend and complement the other partner's skills. This enables us to expand the possibilities for services that the center can offer. Ann, with her 19 years as a Bloomington volunteer, understands volunteer needs and management, and is a lively source of ideas for modifying or expanding services. Bev is a volunteer, too, but her experience in administration is of special benefit to the program. She sees the steps needed to turn ideas into reality.

In addition to our clients benefitting from our job-sharing, we benefit personally as well. We are able to hold a highly responsible and challenging position while working only half-time. Each of us has time to meet our other responsibilities and to pursue interests in other areas of our lives. We see these "non-employment" responsibilities as essential to our lives as mothers and contributing members of the community.

After our four-and-a-half day break from work each week, we go back to our job with renewed vigor. And the backlog of work that greets an employee returning from vacation isn't there. The program has continued to operate full-time in our absence. Being physically away from the office for four-and-a-half days each week gives us a certain distance, a perspective that full-time work doesn't provide. Our morale is high, our absences low.

The program and the City of Bloomington, our employer, both share in the benefits of our job-sharing. While Bev did an excellent job as full-time director during her first two years, the implementation of job-sharing, which enhanced Ann's skills, has expanded the program's capacity. Simply stated, we can do more things better.

As in any close relationship, there have been some minor miscommunications—a piece of information that didn't get passed along, for example. But these glitches are part of working as a team, and the longer we are together, the fewer the problems and the smoother the whole operation.

The volunteers and the volunteer coordinators at our affiliated agencies have become accustomed to the concept of two directors and know that the two of us can usually speak with the same authority about a given topic. If not, they know we will put them in touch with the other partner as quickly as possible.

Georgia Schaich, the volunteer coordi-

Photo ©1986 by Herald-Times Inc.

Bev Farrell (l.) and Ann Armstrong share Volunteer Center director job.

nator at one of our affiliated agencies, had this to say about us: "Bev and Ann complement each other so well and have their work lives organized in such a way that they don't miss a beat and we, the agencies that the Volunteer Center serves, reap the benefits of their combined talents."

Some employers are concerned that job-sharing may mean that training and supervising are more time consuming than they would be with one person. Since job-sharers seldom leave their positions at the same time, training a new partner is easily handled by the remaining partner. In our case, Bev already had held the job full-time for two years. We are so committed to our job and have established such good lines of communication between us that supervision has never been a problem for our department head.

Carol Hoffman, our own Human Resources Department director, became a convert to the idea of job-sharing as a direct result of her experience with us. "I was not originally a strong advocate of job-sharing," she commented recently. "I thought that two part-time people would spend more time communicating and catching up with each other than actually producing quality work. Instead, I found that two job-sharing partners produced about 20 percent more work than one full-time person ever did. An added bonus was that I spent less time supervising the job-shared position because Ann and Bev were able constantly to improve on each others' ideas and projects."

Our job-sharing arrangement has proved beneficial to all involved: our employer—the City of Bloomington, our clients—our affiliated agencies and prospective volunteers, and ourselves. Our higher level of energy, the absence of the stress generated by many jobs, the friendship that has developed between us, and the increased productivity that comes when two people's skills are tapped are all benefits of job-sharing. We believe that it can be effectively implemented in a variety of administrative positions and is especially suited for the multi-faceted job of Volunteer Center director. We anticipate and hope that an increasing number of people will consider job-sharing.

Addendum: A few months after this article was written, Bev took a full-time position elsewhere. The position of Bloomington Volunteer Action Center director is still job-shared. Ann continues to find the job-sharing arrangement with her new partner rewarding and effective.

1986

TAX DEDUCTIONS FOR VOLUNTEERS

Prepared by VOLUNTEER—The National Center

A number of tax benefits* are available for volunteers under the general charitable contribution deduction of the Internal Revenue Code. The Internal Revenue Service explains this by noting that volunteers can deduct "unreimbursed expenditures made incident to rendition of services to a qualifying organization." Translated, this means that a volunteer may deduct out-of-pocket expenses incurred while doing volunteer work for certain groups approved by the IRA.

Qualifying organizations include, but are not limited to

- Units of government
- Organizations formed for scientific, literary or educational purposes
- Charitable groups
- Organizations for the prevention of cruelty to animals
- Organizations for national or international sports competition
- Certain veterans' groups

The following are representative types of expenditures that volunteers may wish to deduct:

- Direct gifts of money to an organization
- Automobile mileage and expenses
- Bus and cab transportation expenses
- Parking and tolls
- Special uniforms
- Telephone bills
- Entertainment and meals given to others
- Costs of meals and lodging, if away overnight
- Travel expenses above per diem allowance
- Tickets to charity benefits, above intrinsic value

The following items may **not** be deducted:

- Value of volunteer time donated
- Dependent care expenses
- Own meals (unless away overnight)
- Own entertainment

Automobile-related expenses may be deducted either at a 12-cents-per-mile standard rate or an actual expense basis. Under the standard rate method, parking fees and tolls are deductible in addition to the standard mileage rate.

The "out-of-pocket" requirement eliminates from deduction any amount that is to the direct benefit of the taxpayer (or the taxpayer's family) rather than to the organization. Thus, for example, most meals and entertainment are excluded.

Items for which a volunteer receives reimbursement may be deducted only to the extent that actual expense exceeds the amount of reimbursement.

In general, the following requirements may apply to the above deductions:

1. Must be amount actually paid during the taxable year, not just a pledge.
2. Must be made to a qualifying organization.
3. Must be actual out-of-pocket amount, i.e., if a banquet ticket is bought, the deduction is the amount in excess of the actual value of the meal.
4. Must be recorded. The volunteer should know the name of the organization to which the contribution is made, amount and date of each contribution, and method of valuing in-kind gifts.
5. Where possible, especially for large gifts, a statement of donation should be obtained from the donee organization.

For the more common out-of-pocket expenses, such as transportation costs and meals, voluntary organizations can assist recordkeeping by providing forms listing date, amount and beneficiary of the expenses.

A complete description of federal tax deductions for volunteers can be obtained from your local IRS office. Ask for Publication #526, "Income Tax Deductions for Contributions."

*The deductions outlined above can be taken by volunteers who itemize their deductions as well as those who take the standard deduction. With the passage of the Charitable Contributions legislation in 1980, even those taxpayers who take the standard deduction can receive a tax benefit for their contributions. For the 1986 tax year, all taxpayers can deduct 100 percent of their charitable contributions.

1986
VOLUNTEER TAX RECORDKEEPING SHEET

Name of Volunteer ______________________________

Organization (complete a separate sheet for each organization for which you volunteered) ______________________________

Date	**Nature of Expense** (bus fare, mileage, phone calls, etc.)	**Amount**
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$
		$

Signature of Supervisor ______________________________

Prepared by VOLUNTEER—The National Center, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

Books

Executives and the Nonsalaried Staff

By Jacqueline Gouse

FROM THE TOP DOWN. THE EXECUTIVE ROLE IN VOLUNTEER PROGRAM SUCCESS. Susan J. Ellis. Energize Books, 5450 Wissahickon Ave, Lobby A, Philadelphia, PA 19144, 1986. 185 pp. $16.75 plus $1.50 postage/handling.

Support of the top decision-maker for an organization's volunteer program can contribute to its success. Too few CEOs have had formal training or understand what is expected of them in this area. Most of the literature on volunteer programs is written for the direct supervisor of volunteers. The target audience of *From The Top Down* is the executive director of a nonprofit agency or its board president, the CEO of a large institution, or the director of a governmental agency. The author is deeply committed to volunteerism and "making the contributions of volunteers more visible and appreciated." This commitment is evident throughout Susan Ellis's well researched, thought-provoking handbook.

The book deals with management issues, both obvious and obscure, related to members of the volunteer staff and is a good source of practical information on budgeting and allocating resources, and on staffing and planning for the volunteer program.

Attitudes toward volunteer staff and the relationship between salaried and nonsalaried (volunteer) staff members are of concern to Ellis, who devotes chapters to promoting the understanding of this relationship, to defiuing special categories of volunteers, and to identifying strategies for creating teamwork.

I have only a few concerns with this book. One is the title, which is a minor concern. *From The Top Down* is catchy but doesn't dispel the negative image of the volunteer at the bottom of the staff ladder.

The first chapter serves as an introduction to explain why organizations should employ volunteers, but I don't always find the rationale convincing.

Chapter 11 (inappropriately enough entitled, "The Dollar Value of Volunteers") omitted from consideration the differences between full-time and part-time salaried workers with respect to benefits, retirement, paid time off, etc. Volunteers are often part-timers.

I would like to see an expansion of the section dealing with special categories of volunteers, since there is a need to encourage creativity so that organizations can benefit from the services of persons with special needs because of age, disabilities, time restrictions, etc. Also to be considered in the planning and staffing stages are the trends in volunteerism, which can have an effect on the program.

To identify possible problem areas and plan accordingly is preferable to dealing with a bad situation. While I recommend this plain speaking, easy-to-follow guide to the organization with an active program, top management will derive optimum benefit from reading this handbook prior to establishing a volunteer program.

Jackie Gouse, recent former president of the Fairfax County Area (Va.) Voluntary Action Center, is a consultant on corporate volunteerism. She served as liaison between the National Council on Corporate Volunteerism and VOLUNTEER before NCCV became a division of VOLUNTEER and consults with the Corporate Volunteer Council of Northern Virginia.

As I See It

Continued from page 2

nerships truly address community needs while being sensitive to the unique dynamics of the community is to involve volunteers. While volunteers may lack the status of more well-known leaders, they are frequently rich in community wisdom and sensitivity to the real grassroots needs and influential forces.

Some Recurrent and Emerging Problems

If voluntary service is to continue to be responsive to community needs and if we, as citizens, are to make the potential impact we can make together, then we should recognize that there are some problems that will make our efforts more difficult. Among these problems are:

1. The boards of many of the agencies on which we serve or through which we volunteer are just not effective. Although nonprofit management has improved in the last decade, board development has not kept pace. Today, most of our boards need to improve in planning, fundraising and policy making. They need to learn how to keep their hands on key policy issues and keep their hands out of administration. They need to include more women and minorities, and they need to use their meeting time more productively.

To overcome this problem will require a great increase in board training and a recognition among funders, including the United Way and foundations, that the quality of a board is critical to an agency's future.

2. Most nonprofit executives are resistant to or ineffective in working with volunteers. In some cases, this is because executives have not been trained in volunteer management. But more often it is the case that involving volunteers takes time and money, both of which most executives feel are in short supply. To tap the tremendous potential of volunteer involvement is a risk for most nonprofits because it means sacrificing other services or duties to invest in the development of volunteers whose contributions will not be felt for some time. I suspect that this problem will not be overcome until we provide better training for executives, until boards nnderstand and support investing in the development or expansion of volunteer activities, and until funding sources provide more grants for agencies to increase the use of volunteers.

3. Few nonprofit institutions are skillful in making maximum use of the new breed of volunteers. Today, volunteers are different. They include more single professionals, more older persons, more loaned corporate executives and more women who volunteer to gain entry into the job market. These volunteers tend to be more experienced, more skilled and clearer about what they want to do aud how they want to do it. They frequently are more demanding and want more involvement or say in the activities of the organization iu which they volnnteer. To make the best use of these volunteers requires more and better supervision, better training of staff in volunteer management, and more consideration of the views and concerns of volunteers in organizational decision-making.

4. America's growing liability crisis threatens volunteering. One reflection of this is tbat the cost of liability coverage for nonprofit organizations and their boards has more than tripled in the past few years. Increasingly, potential board members are cautious or reluctant to join boards due to liability exposure. Tbere bave also been reports of direct service volunteers who are unwilling to serve as volunteer drivers, have events in their homes, or chaperone trips because of liability concerns.

If the liability crisis continues to escalate, it will discourage volunteering and place an enormous and increasing cost on nonprofit institutions. To avoid this, we need to encourage every state to examine the potential impact of excessive litigation, court judgements and insurance costs on our civic life and to establisb policies that will protect volunteers and nonprofit institutions.

5. The media does little to support the effort and needs of volunteers and nonprofit institutions. Tbe message of the media is that big news is bad news. Seldom can we attract coverage of the good news of our efforts or the community needs we serve. Few of us in our business know how to influence the media, but we need to if we are to be as effective as possible. Yet with some imagination, planning and savvy, I believe we would increase media coverage substantially. Recently, for example, we saw how one volunteer effort for Africa relief was watched by 1.5 billion people in 152 countries.

Although nonprofit management has improved in the last decade, board development has not kept pace. Today, most of our boards need to improve in planning, fundraising and policymaking. They need to learn how to keep their hands on key policy issues and keep their hands out of administration.

In thinking about how to inflnence the media, I am reminded of the answer to the question, "What do you have to know to teach a dog new tricks?" The answer is, "More than the dog!" Well, while we may never know more than the media about its bnsiness, we should know that what influences it most is its advertisers. If there is any lesson in this for us, it is that assistance in encouraging greater media attention to positive civic concerns and stories must come from those who pay the bills—business leaders who advertise. If we can continue to attract their interest and support, tbere is no reason why they cannot assist us in encouraging greater media attention to the things that really matter most in our communities.

6. Recruiting new volunteers continues to be one of our greatest challenges. Half of our population volunteers. Many

of them would volunteer more, and many of those who do not volunteer would do so. For example, we know that 30 percent of those over 55 volunteer, but that 20 percent more would be willing to do so. We also know that the greatest reason most people become volunteers is because someone they knew and respected asked them.

House Speaker Tip O'Neill once told the following story to illustrate his greatest political lesson: On the eve of an election, he encountered one of his earliest supporters, a woman who had been a family friend for decades. "Did you vote for me?" he asked jokingly. To his surprise, she said, "No." "Why not?" he asked. She replied, "Because you didn't ask me."

If we are to recruit the volunteers we need in the future, we will have to recruit them in the right way. We will have to do more than place announcements in newspapers, send flyers or make requests on the radio. We need to organize to ask people personally. Volunteering is a special activity, and we need to make people feel special by asking them in direct and personal ways to join us in sharing and caring.

A Vision of Our Civic Future

Despite these problems, I believe it is important to acknowledge that they can be overcome and that the future potential of our volunteer efforts can have a profound impact on our society. As we approach the 21st century, we should be inspired by what generations of volunteers, like you, have done. We also need a vision of how much more could be done if we could achieve a quantum increase in the quantity and quality of civic involvement.

There is no reason, for example, not to hope and dream and plan:

- To double the number and hours of volunteers in your community and in the nation
- To double philanthropic giving
- To double the involvement of citizens in policy making
- To double the number of community partnerships in your community and in the nation.

These things can be done. To do so will require vision, commitment and leadership from individual citizens, business, government and the nonprofit sector working in concert. It will also require financial support—but the right kind of financial support.

In regard to financial support, I am reminded of the story of the man who bought a bird to sing to him so he would be happier. When the bird would not sing, he returned to the dealer who sold him a $500 cage to make the bird happy. The bird still did not sing. He then bought $500 worth of exotic plants for the bird cage. Still no singing, and worse, the bird died. The man returned to the dealer. The dealer asked him if the bird had said anything before he died. The man replied that yes, the bird said one thing: "Doesn't the dealer have any bird seed!"

There are two morals to this story: The first is that you can't throw money at a problem; but the second moral is that *everybody needs seed money!*

We need seed money and a lot of it to help us organize the very services that money can't buy. But if we can attract that money and match it with the will and caring of millions of Americans like us, we can leave a legacy to our children and grandchildren, and an example to nations throughout the world, to show how great people can be when they care.

ABOUT OUR CONTRIBUTORS

Nancy Macduff ("Assessing Your Supervisory Skills", page 18) is a second-time contributor to *VAL*. She wrote "Know Your '4 Ps' *Before* Advertising and Promoting Volunteer Opportunities" for the summer 1986 issue. As president of Macduff/Bunt Associates, a company in Walla Walla, Washington, she specializes in training and public relations consulting to governmental and nonprofit volunteer organizations. She has served as an adjunct faculty member at Washington State University, teaching classes on the management of volunteer programs; community resource coordinator for the state Department of Social and Health Services, Walla Walla office; council services representative for Camp Fire, Inc., Kansas City; and associated editor, *Citizen Participation*.

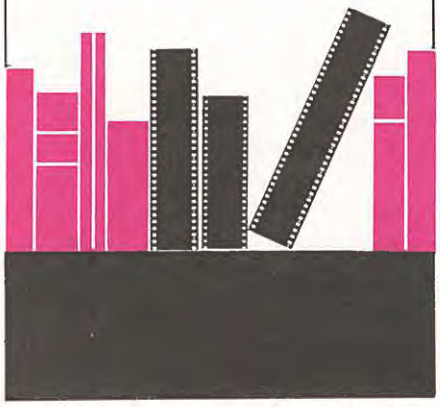
Diane Sherwood ("Twelve Tips for Active Listeners," page 21) is a freelance writer and consultant in Washington, D.C. She had her first volunteer assignment as a sophomore in high school when she played with toddlers at the St. Vincent de Paul Orphanage in Chicago. Her volunteer experiences have included such diverse stints as driver for the Red Cross, knitter for the Navy Wives Club, housing coordinator for a neighborhood organization, counselor for a women's health care center, religion teacher and information specialist for a women's group.

Sherwood did her undergraduate work at Mundelein College in Chicago, took her M.A. in English at New York University, and Ph.D. at Loyola University, Chicago. After teaching in the Chicago Junior College system and at the University of Illinois, Chicago Circle Campus, she moved to Washington, D.C.

Deborah Schroder ("Can This Marriage Be Saved?", page 16) recently began a new position as director of growth in ministry for Our Savior's Lutheran Church in Milwaukee, Wisconsin. She formerly was the executive director of the Lewis-Clark Volunteer Bureau in Lewiston, Idaho, where she had the opportunity to develop and present workshops in many different areas of volunteer administration, including paid staff/volunteer relationships. She also has worked in volunteer administration for Girl Scout and Camp Fire councils and was an active community volunteer in Lewiston.

Ann Armstrong and **Bev Farrell** ("Job-Sharing: Benefiting the Employer and Staff Involved, But Most Importantly—The Volunteers and Agencies Services") appear on the cover and talk about their work and backgrounds on page 24.

Tool Box



Charity Begins at Work. National Committee for Responsive Philanthropy, 2001 S St., NW, Suite 620, Washington, DC 20009, (202) 387-9177. 1986. 62 pp. $20.00 (prepaid).

"Alternatives to United Way Dramatically Change the Billion Dollar World of Workplace Fund Raising" is the subtitle of this guide to workplace fundraising for non-United Way charities. Examines "why it's so lucrative, who's raising money this way, how and where they're doing it."

Women's Funds. National Committee for Responsive Philanthropy, 2001 S St., NW, Suite 620, Washington, DC 20009, (202) 387-9177. 1986. 16 pp. $1.00.

This special report presents a comprehensive overview of the growing movement of women's foundations and fundraising federations founded to support women's causes. In 1985, they raised almost $4.8 million in gifts and pledges and distributed $1.1 million to programs serving and run by women.

Literacy. LVA Materials & Services 1986-87 Catalog. Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-7722. 16 pp. Free.

This catalog lists LVA materials notable for their practical, straightforward style. They are designed to help people without previous experience learn to tutor and to manage literacy programs as well as professional educators who wish to provide volunteer tutorial services.

The Ladder. PLAN, Inc., 1332 G St., SE, Washington, DC 20003, (202) 547-8903. Bimonthly newsletter. $10.00/year.

Published by Push Literacy Action Now (PLAN), this newsletter is written "for all who are concerned with the educational and social effects of literacy." Each issue contains editorials on policy and politics, articles by teachers and volunteers on literacy techniques, interviews with program participants and more.

New Dimensions in Adult Vocational and Career Counseling. Donald E. Super. National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 485-3655. 1985. 32 pp. $3.50.

The author discusses different conceptual models, then offers a new, more comprehensive career assessment model for adults.

Adult Education in the United States: Its Scope, Nature, and Future Direction. Dr. David Harman. National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 485-3655. 1985. 18 pp. $2.75.

Summarizes the status of adult education and explores implications adult education has for secondary and postsecondary institutions.

The Nature of Expertise. Robert Glaser. National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 485-3655. 1985. 20 pp. $3.00.

Written by the codirector of the Learning Research and Development Center at the University of Pittsburgh, this paper is directed at curriculum developers, instructors, trainers in business and industry and program planners. Glaser discusses the critical issues in training that distinguish a novice from an expert and convert a beginning learner to a mature performer.

Retired Senior Volunteer Program of Waukesha County. Ellen Morris-Gutierrez and Robert P. Overs, Ph.D. Signpost Press, Inc., PO Box 267, Sussex, WI 53089, (414) 252-3219. 1985. 44 pp. $3.00.

Describes the RSVP in Waukesha County, Wisconsin, from 1977 to 1984, and reports the results of a questionnaire study of the characteristics of 213 volunteers. Includes 21 tables, four illustrations, references, index and a copy of the questionnaire.

Enriching Professional Skills Through General Semantics. Edited by Mary Morain. International Society for General Semantics, PO Box 2469, San Francisco, CA 94126, (415) 543-1747. 1986. $7.50 paper (postpaid).

This second of a two-volume anthology contains timely articles from the Society's journal, *Et cetera*. Used successfully by leaders in many professional fields, the general semantics techniques and devices demonstrated have helped "expand the freedom to think and act by reducing stereotypes and other rigidities of language, improve working relationships by dissolving communication blockages," etc. An overview introduces newcomers to general semantics to key principles and applications discussed in the articles.

The Self-Help Sourcebook: Finding and Forming Mutual Aid Self-Help Groups. Self-Help Clearinghouse of New Jersey, St. Clares-Riverside Medical Center, Pocono Road, Denville, NJ 07834. 1986. 140 pp. $8.00 + $1.00 postage. *Make check payable to:* St. Clares-Riverside Foundation.

The *Sourcebook* describes the purposes and lists contacts of nearly 450 mutual aid self-help organizations that are either national groups or demonstration models. The groups cover a broad range of addictions, disabilities, illnesses, parenting concerns, bereavement and other potentially stressful life situations. Includes general how-tos for starting such groups, resources for rare disorders and a listing of toll-free national helplines.

Giving: Big Bucks, Bare Basics and Blue Skies. David Rockefeller. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100. 1986. 7 pp. $2.00.

This booklet contains David Rockefeller's keynote address at the 1985 INDEPENDENT SECTOR Annual Membership Meeting. Rockefeller's remarks addressed the question, Can we significantly expand giving and volunteering in America?

The Heart of the Matter: Leadership-Constituent Interaction. John W. Gardner. INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100. 1986. 24 pp. $1.00.

The third in a series on leadership, this paper deals chiefly with the interaction between leaders and followers as it occurs in the mainstream of American life. Gardner comments on the striking difference between the situation of political leaders and that of line executives in business or government, the role of effective two-way communication in the leader-follower relationship, conflicting demands facing leaders and the role of the leaders as one element in an organized system.

Government Assistance Almanac 1985-86. J. Robert Dumouchel. Foggy Bottom Publications, PO Box 57150, Washington, DC 20037, (202) 337-4352. 600 pp. $23.45 + $3.50 shipping/handling. Price includes updated list of government programs.

Describes the more than 1,000 government assistance programs including grants, loans, insurance, technical assistance, advisory services, training, federal employment, investigation of complaints and sale or use of federal property. Also provides addresses and phone numbers for over 3,800 federal program offices and an introductory "how-to-apply" chapter.

1987 Catalog of Scriptographic Books. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. 22 pp. Free.

Designed to meet the communications needs of employers and organizations, these booklets feature "scriptography—the friendly text-and-graphic style that presents information every reader can understand" on over 200 social and human concerns—family crises, drug abuse, crime prevention. Includes several titles on voluntary action and fund raising. Booklets can be personalized with organizational name, logo and special message on cover.

A Step-by-Step Guide to Christmas in April in Your Community. Christmas in April, Inc., 3318 Fessenden St., NW, Washington, DC 20008, (202) 362-1611. 1986. 100 pp. $20.00 + $2.00 postage.

Information and sample forms for starting a local Christmas in April program (featured in the summer 1985 *VAL*). Begun in Washington, D.C. in April 1985, Christmas in April is a neighbor-helping-neighbor-type program, which now has chapters in seven communities throughout the U.S.

Doing Good Can Mean Doing Well. Management Assistance Center, 1385 S. Colorado Blvd., Suite 504A, Denver, CO 80222, (303) 691-9610. 1986. 8 pp. $1.59.

A new "hard copy product" developed by the Management Assistance Center, a Denver-based management consulting firm, this booklet introduces managers to the benefits and options of a strategically planned company community relations program.

Employee Volunteerism Guide. Management Assistance Center, 1385 S. Colorado Blvd., Suite 504A, Denver, CO 80222, (303) 691-9610. 1986. 16 pp. $1.85.

Using a self-evaluation format, this booklet directs an employee through such considerations as "choosing the benefit you want from volunteering, analyzing yonr existing skills, volunteer responsibilities, practical factors influencing your choice," etc. Includes case studies of how individuals used this process to choose a volunteer opportunity that matched their needs.

Manual for Board Members of Not-For-Profit Organizations. Management Assistance Center, 1385 S. Colorado Blvd., Suite 504A, Denver, CO 80222, (303) 691-9610. 1986. 19 pp. $5.99.

Written to help insure that employees represent their companies well and make a lasting commitment in their board roles, this manual covers the following subjects: definition and types of boards, legal responsibilities, composition and selection of members, liability of a board member, officers and committees, board/staff relations, and responsibilities.

10 Ways

To Improve Your Performance As a Volunteer Administrator

1. Involve special groups.
Spring 1986 *VAL*

2. Place posters in prominent places.
Every *VAL*

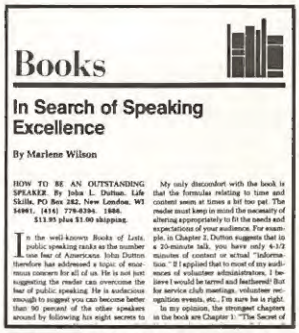
3. Educate your board members.
Winter 1983 *VAL*

4. Learn new ways to promote volunteering
Fall 1985 *VAL*

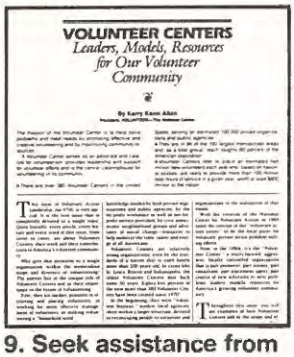
5. Order from our Tool Box.
Every *VAL*

6. Computerize your operations.
Summer 1985 *VAL*

7. Learn marketing techniques to recruit volunteers.
Summer 1986 *VAL*



8. Read the latest books for volunteer administrators.
Every *VAL*



9. Seek assistance from Volunteer Centers.
Winter 1986 *VAL*

10. SUBSCRIBE TO VAL.

In every issue of **Voluntary Action Leadership**, you'll find innovative volunteer program profiles and the most up-to-date tips and techniques on managing a volunteer program—all contributed by colleagues eager to share their new experiences and skills in the rapidly growing profession of volunteer administration.

YES. Please enter my subscription to **Voluntary Action Leadership** for:

☐ 1 year (4 issues) $16 ☐ 2 years (8 issues) $30 ☐ 3 years (12 issues) $44

Please check method of payment: _____ Check enclosed _____ MasterCard _____ VISA

Credit Card Number (All Digits): ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Card Expiration Date _____ Signature _____

Name _____

Organization _____

Address _____ City _____ State _____ Zip _____

Canadian postage add $2 per year, Foreign add $4. **Payment by check or credit card must accompany all orders.**

Mail to: **Voluntary Action Leadership,** CIRCULATION, 1111 N. 19th St., Room 500, Arlington VA 22209

POSTER

Thanks, Volunteers for having special hearts

and for sharing them!

This issue's poster was a joint project of several years ago of the Albany Voluntary Action Center, Schenectady Voluntary Action Dept., Troy Volunteer Bureau and Glen Falls Voluntary Action Center in New York. You may reproduce it for your own volunteer recruitment and recognition purposes. Use the white space to insert your organization name and phone number.

TO CHANGE YOUR ADDRESS—USE YOUR LABEL FOR FAST, ACCURATE RESPONSE

Attach your label here

New Address

Name *(please print)* _____

Address _____

City/State/Zip _____

Return to: *Voluntary Action Leadership*, 1111 N. 19th St., Suite 500, Arlington, VA 22209, ATTN: Subscription Dept.

Calendar

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

1987

Feb. 22-27 — **Boulder, CO:** *Volunteer Management Program, Second Level Workshop*
One of a three-part workshop series that offers a certificate upon completion of the third level. This one-week course focuses on the implications and challenges of volunteer management, rather than specific skills. Topics cover planning, conflict, training, personal and organizational management, creativity, power, advocacy, issues and more.
Contact: Office of Conference Services, University of Colorado, Campus Box 153, Boulder, CO 80309, (303) 492-8630.

Mar. 15-18 — **New Orleans, LA:** *NAVCJ National Forum '87*
"Volunteers in the Justice System: Contributions, Impact and Vision" is the theme of this national meeting of the National Association on Volunteers in Criminal Justice. Educational programs recognize past contributions of volunteers and people interested in criminal/juvenile justice volunteering, assess volunteers' contributions to the justice system, and articulate a vision for the future.
Contact: William Winter, University of Wisconsin-Milwaukee Criminal Justice Institute, PO Box 786, Milwaukee, WI 53201, (414) 963-6092.

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

June 21-24 — **Orlando, FL:** *National VOLUNTEER Conference*
VOLUNTEER—The National Center's annual conference for volunteer leaders and volunteers will be held at the Wyndham Hotel/Sea World. Brochure with program outline and speakers available after first of year.
Contact: National Conference, VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

July 12-17 — **Boulder, CO:** *Volunteer Management Program, First Level Workshop*
Part of a three-level certificate workshop series, this one-week course is for individuals who are relatively new to the profession. Presents the "nuts and bolts" of volunteer management, including specific skills instruction in computerized resource matching, interviewing, recruiting and training volunteers.
Contact: Office of Conference Services, University of Colorado, Campus Box 153, Boulder, CO 80309, (303) 492-8630.

Nov. 8-13 — **Boulder, CO:** *Volunteer Management Program, Third Level Workshop*
One week of highly concentrated, in-depth learning experiences for those who have completed most of the available training in the field of volunteer administration and are asking for more. Tracks are led by top trainers in the volunteer field. Limited enrollment allows for intensive small-group work.
Contact: Office of Conference Services, University of Colorado, Campus Box 153, Boulder, CO 80309, (303) 492-8630.

VOLUNTEER—The National Center
1111 N. 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

Nonprofit Org.
U.S. Postage
PAID
Washington, D.C.
Permit No. 6042

ADDRESS CORRECTION REQUESTED