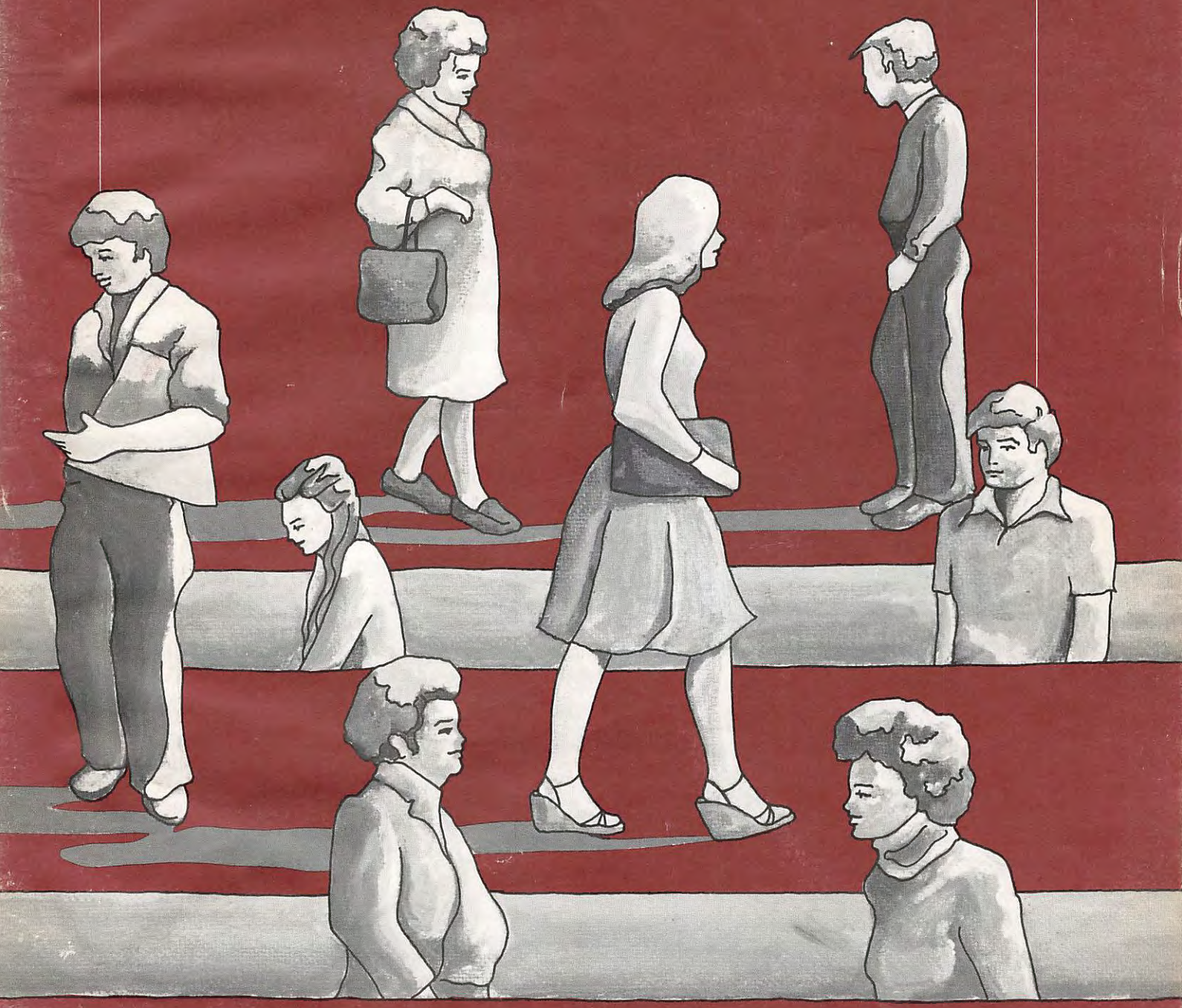
Voluntary Action Leadership

SPRING 1981

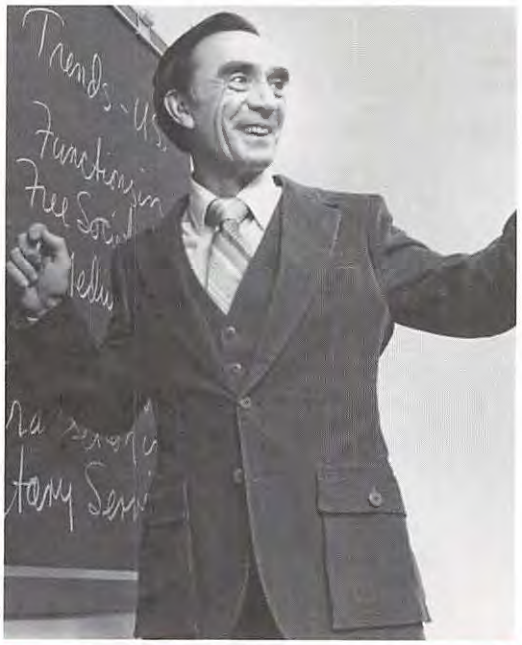


Volunteer/Staff Relations

As I See It

Some Thoughts on Helping Others Voluntarily

By James T. Peterson



James Peterson is an associate professor of social service at Cleveland State University, and an advisory committee member of Community Volunteer Services, the local Voluntary Action Center. The following editorial was originally a paper entitled, "Greater Cleveland's Commitment to Volunteerism." It was prepared for Cleveland's Eighth Annual Volunteer Forecast Recognition Event last October.

IMAGINE A CHILD WELFARE PROGRAM WITHout foster families, a community agency without a board of directors or advisors, a school without a parent organization, a patient without a visitor, an older person without family or friend, yourself not being helped or being able to help. These situations are almost impossible to imagine.

In a caring relationship we speak of caring for and being cared for, but the act of caring often becomes a mutual one and often is mutually satisfying. No one can make one person care for another; caring is a voluntary act. Voluntary relationships are those which develop between those people and organizations of people who seek mutual satisfaction for complementary needs. They are not easily categorized into a giver part and a receiver part. They are relationships that neither partner is forced to accept; they are freely developed because both partners are free to make choices.

Just as it's hard to imagine a child welfare program without foster parents (I can't imagine being ordered by the government to care for someone else's child; I can't imagine being cared for by someone who doesn't want me; I can't imagine being paid to love a child; I can't imagine loving someone who is paid to care for me), it is impossible to imagine an American society without volunteers. The essence of an American society is the voluntary participation of its members. The more we must do things because we are ordered to or because we have no other choice, the less free we are. The more choices we have about what we will do with our talents, money and time, the more that we do as a result of our own volition rather than someone else's—the freer we are.

If we look beyond giver-receiver in the concept of voluntarism, we can see that the concept is fundamental to the working of our free enterprise system. Down deep we believe that people ought to care for themselves but that those who can't should receive needed care from others able and willing to provide it. Down deep we believe that people should be responsible for their own—parents for children, children for their parents and even grandparents if they are able. But if they are not willing or not able, the helpless child, the injured parent, the impoverished grandparent should not suffer for lack of family. Those willing and able should step in.

We think of our free enterprise system most often as a competitive system. Those with talent who work hard, who plan ahead and who are willing to risk their resources for the future, should be rewarded in our society. But we know that in a society as open as we want ours to be, as unfettered as we want ours to be, we need to make sure that our citizens have access to the competitive system. We have an education system, but we provide scholarships for those with the talent and zeal. We bequeath our rewards to our children, but we want all children to have a fair chance for success. We bridle the competitive nature of our system with the assurances to one another that we can all enter the race, that one of us doesn't start too far behind or ahead of the mark, that the distance to the reward line is about the same for each of us and that the prizes are there if you get in and win. Our competitive system is based on the assumption that it's fair, that we all have a chance, and that the winners will take responsibility to see that the game stays fair. We organize a government to set and enforce rules, but it is our voluntary participation that encourages, prepares and rewards the runners toward different goals.

We don't often think of our free enterprise system as cooperative, but it is based as much on cooperation as it is on competition. The voluntary, cooperative efforts of businesses in neighborhoods, even in the associations of busi-

(Continued on p. 44)

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A Note about the Last Issue

A few bad copies (misprints) of the winter 1981 *VAL* (the status report issue) have turned up. If you received one, you are entitled to a replacement copy. Write or call, Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306, (303) 447-0492.

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A Matter of Survival

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

- **Decrease funding for VACs in California after Proposition 13.**
- **Recent layoffs of volunteer directors and/or diminishing of volunteer programs in many parts of the country.**
- **Reluctance to add staff to manage new volunteer programs that are being added.**

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

We must begin to develop credibility with them so volunteer programs are no longer considered "nice, but expendable." These people are the ones—and the only ones—who have the power and authority to make our ideas for change happen, since they determine priorities and resource allocation.—*Marlene Wilson, at VOLUNTEER's national conference in Estes Park, Colorado, May 1980.*

The major barrier to effective volunteer involvement lies in the inability or unwillingness of paid helping professionals to accept volunteers as legitimate partners in the helping process."

This problem was deemed the most critical in the field of volunteering today by the panel members of the recent future-oriented National Forum on Volunteerism. The Forum's findings are being widely disseminated as part of an ongoing process to strengthen the effective involvement of volunteers. What to do in the meantime, however, concerns most administrators of volunteer programs. They recognize the need to balance their efforts in seeking long-range solutions to volunteer/staff conflicts with immediate actions necessary to improve their organization's volunteer "climate."

In this issue, we present some aids and suggestions for improving volunteer/staff relations. Taken as a whole, they can be used as a starting point for long-term consideration. For present use, each piece has value in that they all are products of first-hand experience or testing.

Marlene Wilson presents the opening challenge, reiterating the findings of the National Forum in which she participated. The volunteer/staff problem, she believes, will become a matter of survival in this decade. She outlines a few "down-to-earth approaches" for dealing with staff resistence.

Kathy Brown's survey of volunteer/staff problems, "What Goes Wrong and What Can We Do about It?", came to us unsolicited. Yet, it became the core for this important feature. Once the VOLUNTEER staff reviewed her article, we realized we could supplement it with some of our own project findings and publications.

As a result, beginning on p. 25, you will find two useful forms for assessing the attitude of staff to volunteers in an agency. They were originally published by the National Information Center on Volunteerism, one of VOLUNTEER's two predecessor organizations.

Also, Laurie Bernhardt, former VOLUNTEER staffer who is now on board as a consultant, reports on an important new project in which VOLUNTEER is involved. Called "Voluntarism, Volunteers and Social Work Practice," this one-year funded project represents an organized first attempt to explore the problems of volunteer/staff relations in the social work field.

In the summer *VAL*, we'll be featuring a collection of portrayals of women in volunteering, 1980's style. See you then.

Brenda Hanlon

Voluntary Action NEWS

TV Workshops Open Family Communication

By Linda Thornburg

In Miami, four generations, including a 93-year-old great grandmother and her 12-year-old relation, gather at a community center to watch a television special about a young girl's first love. When the program ends the family begins to talk. For the first time, the great grandmother reveals that she was 17 and pregnant when she married.

Throughout the country, families are participating in a volunteer program that uses television to enhance, rather than inhibit, communication. Called the Parent Participation TV Workshop, the project is funded by NBC. It is designed to let parents, grandparents and children start talking about television programs. Then, when the moment is right, they switch to subjects closer to their hearts.

"The central goal of the Parent Participation TV Workshop," says Gloria Kirshner, former elementary school teacher and PPTVW cofounder, "is to show parents how to use television, not as a babysitter, but to open communication with their children."

Kirshner suspects that the communication gap between the generations has increased as modern living has made them less dependent upon each other. "The isolation of frontier life in the 19th century has been replaced by a new kind of isolation," she says. "TV is here to stay. The question is, How can we, as parents who seek to help our children grow into their full humanity, make it work for instead of against us?"

PPTVW is trying to do just that. It has the support of more than 30 volunteer groups, including the Boy Scouts of America, the National PTA, the National Council of Churches and Congressional Wives. Twenty-one states now have PPTVW projects. Twenty-five major cities and several hundred schools, school districts, churches and community groups also are involved in the projects.

"TV workshops can he as simple as two or three families and their children getting together in their own living rooms or as complex as a statewide project tied into a school curriculum," Kirshner says.

Anyone interested in conducting a workshop requests written material

NBC photo

Bette Davis stars in "Family Reunion," a four-hour NBC pilot movie to be aired this fall.

Linda Thornburg is a freelance writer, who lives in Arlington, Virginia.

from Teachers Guides to Television, a New York-based organization formed to enrich the use of TV in the schools. The volunteer leaders receive a family discussion guide containing questions about the television program, more general questions about moral choices and values, and quotes from authorities on such volatile subjects as prejudice, death and sex. The discussion guide also contains a bibliography of films and books on related subjects.

Workshop leaders also can get video tapes of previous workshops. The tapes illustrate the various stages of an average workshop. Kirshner says the tapes help parents recognize "the parentable moment, when drama has reached below the surface to deeper feelings and emotions. Then the sensitive parent recognizes the child's emotional arousal and the opportunity to open communication on sensitive subjects that may be difficult to jump into at the family dinner table."

One video tape, which explains the project in detail, contains excerpts from a Congressional Wives workshop built around the TV special, "Freedom Road," starring Muhammad Ali. It closes with a six-minute discussion between a mother and daughter who "peel the onion." First, they talk about abstract concepts, such as freedom and responsibility. Then they reveal their inner thoughts. Finally, they explore the daughter's concerns about entering a new high school. The mother refers to the black man in "Freedom Road", who had to find the courage to leave his home for the South Carolina Constitutional Convention 100 years ago.

The workshops, which have been conducted in libraries, schools, churches, and community centers, are used frequently to give young people information for responsible decisionmaking. But one of the advantages of PPTVW is its flexibility. Local groups can choose areas of concentration that will meet their own perceived needs. For instance, they may want to involve people in commnnity activities. Or they may want to stimulate reading, help prevent violence, or get parents more involved in school curricula.

"The experience can be as meaningfnl and structured as the group leader wishes to make it," Kirshner says. "We provide a smorgasbord to choose from. It's the leader's responsibility to be sure the group gets a balanced diet."

PPTVW began almost four years ago when Kirshner, editor of *Teachers Guide to Television*, and Edward Stanley, former director of public affairs for NBC, approached the network with their idea of using television as a tool for communication. Since that time workshops have been conducted on such specials as the television adaptations of *Treasure Island* and *The Miracle Worker*, and "Hot Hero Sandwich," a 12-week feature on such adolescent role models as Olivia Newton-John, Geraldo Rivera and Barbara Walters. This year "Peacock," 20 prime-time specials for young people, is providing a biweekly opportunity for workshops.

According to Kirshner, the average parents and their children have about three minutes of meaningful communication a day. If the PPTVW Project can change that situation, it's worth watching.

For further information, write Teachers Guide to Television, 699 Madison Avenue, New York, NY 10021.

Burglaries Increase, So Do Citizen Patrols

By Christopher P. Winner

The following article is excerpted, with permission, of The Washington Star. Copyright ©1981 The Washington Star.

The mustard yellow compact slips almost unnoticed into a secluded McLean, Va., driveway, engine purring and a CB radio crackling faintly behind rain-smudged windows. "There it is," homeowner Pat McCormick exclaims cheerfully as she walks out her front door, "Rover One!"

McCormick is head of the Franklin Area Citizens Association's Neighborhood Watch committee, and Rover One is part of a concerted neighborhood effort to make the sprawling 600-home community in Fairfax County, Va., burglar proof.

On any given day, and into the night, the occnpants of Rover One and its companion cars randomly patrol miles of winding roads looking for what are generally but somewhat vaguely referred to as suspicious movements. "Cars without neighborhood stickers, people who look like they don't belong, anything that just doesn't look right," McCormick explains.

In cooperation with local police, the National Sheriffs' Association and the federal Law Enforcement Assistance Administration, dozens of area neighborhood groups have begun round-the-clock citizen car patrols in what they say is an all-out effort to combat striking increases in residential burglaries.

Burglaries increased an average of 21 percent throughout the area in 1980, led by a striking 38 percent increase in nearby Montgomery County, Md.

"Since we put it [the Neighborhood Watch program] into effect [Dec. 20], we haven't had a single reported burglary," McCormick says. Random episodes of vandalism have all but disappeared.

Dozens of neighborhood residents—"they range in age between 18 and 79," McCormick smiles—take turns riding in private cars marked FACA (Franklin Area Citizen's Association) Security Patrol. Women ride in tandem by day; men and couples ride by night.

"If they [the patrols] spot anything strange they then use their CB to call the command post, which then calls local police," she explains. Under no circnmstances, she says, are citizen patrol members allowed to leave their cars.

Each of several key blocks is assigned by a captain who draws up schedules and whose home serves as the "command post" on an alternating basis.

Founded in 1972 by the sheriffs' as-

sociation, Neighborhood Watch is a nationwide program sponsored by local police and promoted through citizen advisory groups. Using pamphlets and lectures, it has trained homeowners in some 20,000 communities to lock their homes carefully, place color-coded neighborhood decals on their cars, inform neighbors when they leave town and stick alarm-warning labels on doors and windows.

The final ingredient, which Neighborhood Watch Director Ben Gorda calls "one step beyond" normal procedure, has been the introduction of the CB-equipped car patrols.

Gorda has serious questions about the value of the citizen patrols though he stops short of actually condemning them.

"If that [patrol cars] is a response to burglary, I think it's a poor one," he says. "You may have to resort to patrol cars when you live in an area plagued by serious violent crime, but otherwise your own house may be burglarized while you're out on patrol."

More than 40 Fairfax communities numbering about 24,000 homes have undertaken Neighborhood Watch, and police say another 20 are considering the program. Areawide, approximately 75 communities in the District of Columbia, Montgomery, Prince George's and Arlington counties are involved.

The District, which experienced a 28 percent increase in burglaries last year, had no Neighborhood Watch programs until two months ago. Now it has five, and another three are forming.

"The interest is directly tied into the increase in crime and the capture of Bernard Welch," says District police Lt. Allan Herbert, community relations officer for the 2nd District, which covers a sprawling, mostly affluent section of Northwest Washington, D.C.

Welch, the master thief who allegedly burglarized hundreds of area houses, is charged with murder in connection with the fatal shooting of Washington cardiologist Dr. Michael Halberstam outside his Northwest home in December. The shooting occurred shortly after Halberstam found Welch prowling inside his house.

"We figure that Welch was responsible for about 60 of the house burglaries in this area," Herbert says. "And the residents are now aware they have to help each other out."

"Some people call this vigilante work, which is silly," he says. "We're just trying to get people to know their neighbors and their neighborhood."

In Potomac Hills, a wealthy 440-home community near McCormick's subdivision, coordinator Ray Clarke claims 325 active volunteers and 95 percent contribution to its Neighborhood Watch fund. As former American hostage Thomas L. Ahern, a Potomac Hills resident, spoke to his cheering neighbors after his return from Iran, a white marked patrol car circulated on nearby streets.

"Since we put our forces to work in December 1979," Clarke says, "we have had a reduction in burglaries from 90 in the 10 months before the program to five through the end of last year."

In Montgomery, where residential burglaries rose an alarming 38 percent last year, police officials admit that although they credit neighborhood self-help programs with reducing crime they lack the facilities to encourage them.

"Wherever the programs have been initiated there has been a drop in crime," says Montgomery crime prevention division officer Robert Renne. "But in order to expand these programs you're talking about getting the word out, and that means man hours and manpower."

But the problem, in the view of one high-ranking Montgomery police official, goes beyond manpower.

"To get people involved with something like this you need some galvanizing event," he says, "an event that makes a number of communities realize they have a problem on their hands." That event, in the District and Fairfax County, the official says, was the apprehension of Welch and the subsequent discovery of stolen goods worth more than $3 million in the basement of his plush Great Falls home.

"That really opened everyone's eyes," McCormick says.

The Art of Helping

'I Am Important as a Volunteer'

By Chris Marohn

The Art of Helping is an occasional column written by or about volunteers and the joys, sorrows, problems and satisfactions derived from their assignments.VAL invites you to share such experiences with other readers.

What is a volunter? It is much more than stuffing envelopes, licking stamps, answering the phone. If it weren't, I wouldn't be here! I'm from Plymouth, Indiana, and I drive to the Bowen Center once a week, usually on Mondays. I bring a client with me for her appointment.

For 15 years, my only jobs outside my home were in sales clerking and office work, neither of which I enjoyed. With my only child in junior high, I began to feel the need to fulfill myself as a person outside my home. I thought about going to work, but was determined not to take a job I didn't really enjoy. And I didn't want to work more than 30 hours a week.

Someone mentioned volunteer work. I immediately reflected on a few volunteer jobs I'd tried. One was stuffing envelopes, the other sitting on a board where all I did, literally, was sit.

But I was open to suggestions. So, last December a friend asked me to help at a Christmas party for the mentally ill at Logansport Hospital. I was reluctant, but I went and really enjoyed it. That one experience really made my holiday. It was there that I met someone who said, "We need someone like you at Bowen Center." I said, "Okay, maybe!"

The push that I needed was an article on the front page of my local paper, "We Need Volunteers at the Bowen Center." It included a list of their needs in different areas of volunteer work.

The day I went to the Center, I saw the workers in the Volunteer Services Office typing booklets and newsletters. I asked, "Is this what you have in mind for me? That's not what I want." When I was asked what I'd like, I replied, "People. All kinds of people and not just in passing or at a distance, but in a one-to-one situation." They said, "Wonderful, Partial Adjunctive Staff might be the place for you. At least, give it a try. If not, we'll try something else."

What was so great was that I was making a choice to volunteer in an area where I felt I could do a job and fulfill my need to help people. I also knew if this job wasn't right for me, they wouldn't let me get away. They would help me find another place in the center that was right.

(Note: Volunteers are not professional therapists. Volunteers need staff members available for on-the-spot verbal okays and permission to act in areas where we aren't sure if we can or should. We also need that support to be trained and educated to do the very best job we can. A volunteer program really works and becomes a success when there is open and available communication between staff and volunteers.)

My typical Monday (which is the day I'm here) consists of brown bag brunch, community meeting, exercise group, communications, assertiveness training, art therapy. Brown Bag is probably most important for the volunteers because the clients meet with us in the lounge to eat a sack lunch and socialize. During that hour and a half, we encourage participation in table games, cards, show-and-tell hobbies and other interests. We also have special guests and speakers from the communities, outings, even classes on nutrition and hygiene. Clients do not have to participate, but part of our job is to encourage them to find a special interest. Sometimes, if we can only get two or three involved, many others become involved out of curiosity. Some-

Chris Marohn is a volunteer at the Otis R. Bowen Center for Human Services in Warsaw, Indiana. Her article was submitted by Adj Kitt, the Center's coordinator of volunteer services.

times a client just wants to relax or sit and talk. I find it's an excellent time to get to know the person on an individual basis and become more aware of what the client needs from me as a volunteer and (I hope) as their friend.

I love what I do here at Bowen Center! When I'm away from here, I love to talk about it. I don't talk about specific clients or their problems—that is confidential—but about how much I care, how great the Center is, and how fulfilling a job like this can be. Sometimes I get negative responses from my friends, or people in my community. I hear, "Oh, how depressing," "Why waste your time.", "You're not really important," "How do you deal with those people?" This has taught me how unaware a community can be about mental health.

So I continue my volunteer work back in my community, but I find it different and more difficult. I tell them about the great people I meet (including staff). I tell them about the experiences I've had, most all of them good. But most important, I tell people I am important as a volunteer—because I fulfill a need someone else has, and at the same time, I myself, am being fulfilled!

Organization/ Agency News

● The **American Red Cross** has introduced a video-taped counterpart to *The Good Neighbor*, its monthly newspaper. Called "Pulse," this video tape series consists of 30-minute, quarterly programs. It is designed to help Red Cross volunteers and staff become more familiar with their organization's people and programs. The spring 1981 edition of "Pulse" profiles Von Eulert, a volunteer Braille chairwoman for the Midway-Kansas Chapter/Division in Wichita. She is internationally recognized as an expert in Braille mathematics and science codes and currently works on a research project involving computer Braille.

In the second edition's other feature, "Pulse" cameras visit the Marion Correctional Institution branch of the Marion Co., Ohio, Chapter, the first and only chartered Red Cross branch in a prison. Approximately 70 inmate volunteers are active in the branch, which has established disaster action teams, provides veterans services, conducts quarterly blood pressure screenings for staff and inmates, and has developed a corps of Red Cross trained First Aid and CPR instructors.

"Pulse" videocassettes are distributed to Red Cross divisions and field offices.

● The **Andrus Gerontology Center** at the University of Southern California has received a grant from the Administration on Aging to establish a National Aging Policy Center on Employment and Retirement. The Center's goals are:

—to enhance communications networks among key national leaders around employment and retirement issues;

—to collect, analyze and distribute information, review and critique policies and programs, and conduct research on employment and retirement concerns;

—to consult with other organizations about developing programs;

—to offer educational seminars; and

—to provide literature searches.

For further information, contact Dissemination Office, National Policy Center on Employment and Retirement, Andrus Gerontology Center, PO Box 77912, University of Southern California, Los Angeles, CA 90007, (213) 743-6816.

● The **Foundation for Public Relations Research and Education** has funded a program called Public Relations for Community Service to develop new ideas and approaches to public relations challenges facing nonprofit organizations that provide health care and social services. The program also will strengthen the credibility, accountability and performance of nonprofits, and encourage more public relations students and professionals to work as staff and volunteers for charities.

Working with faculty advisers on their campuses, teams of undergraduate students studying public relations will implement the public relations projects for 501(c)(3) charities in their areas. The teams will submit reports of their projects, to he completed by midsummer, to a review committee of public relations educators and professionals. The three best projects will be awarded educational grants which will go to the colleges and universities represented by the winning teams.

For further information, contact Rea

"Pulse" producer Linda Hammack (right) discusses plans for the first show with hostess Rhea Feikin.

W. Smith, Executive Director, Foundation for Public Relations Research and Education, Suite 1006, New York, NY 10022, (212) 838-2965.

● The **Peace Corps** is in the midst of a year-long celebration of its 20th anniversary. It all began when Presidential candidate John F. Kennedy proposed an international youth service program at the University of Michigan, Ann Arbor, on October 14, 1960. Eighty thousand Americans have served as Peace Corps volunteers, with nearly 6,000 currently serving in 62 developing countries.

● Big Brothers of America founder Irvin F. Westheimer recently died at the age of 101. An investment banker and securities broker, Westheimer will be remembered best for a lifetime of community service. The Big Brothers movement was his greatest pride, founded in 1903 to give young fatherless boys the companionship and support of an adult male friend. Now a national organization, **Big Brothers/Big Sisters of America** serves 150,000 children each year through 400 affiliated agencies.

Westheimer was also cofounder of the Cincinnati branch of Junior Achievement and served on many boards, including the American Jewish Committee in Cincinnati, the

Catherine Booth Home of the Salvation Army, the Wise Temple, K.K.B.Y., and the Cincinnati Museum of Natural History. He was responsible for bringing the atomic energy exhibit, "Man and the Atom," to Cincinnati in 1948.

● The **Public Relations Society of America** recently formed a Social Service Section, whose members represent private and public organizations in child welfare, family service, social work, community service, religious organizations and the United Way. Don Bates, an accredited public relations professional and consultant in New York, is the volunteer coordinator for the new section, the eleventh now sponsored by PRSA.

For further information, contact Donna Erickson, PRSA Sections Coordinator, 845 Third Ave., New York, NY 10022, (212) 826-1764.

Brown Baggers Collect Food for Elderly Iowans

By Donna M. Hill

The idea of a volunteer food distribution program was accepted the way many great ideas are with ridicule and skepticism.

"A lot of people laughed because they didn't think it would work," said Roger Bleeker, member of Local 838 of the United Auto Workers in Waterloo, Iowa. But in 1979 Bleeker went ahead with his plans to provide older, low-income residents of Black Hawk, County, Iowa, with supplemental food to reduce their living expenses. Today, he is the coordinator of this successful program called the Brown Baggers.

The project collects and distributes fresh produce, canned goods and other surplus food, including live chickens, to older area residents through several sites operated by the senior citizen program. Brown Bagger volunteers, who are both active and retired workers from Local 838, collect the food donations from community givers, pick produce from gardens and orchards, bag food, plant and harvest gardens, and assist with fundraising activities. During the first year, they distributed 10,000 pounds of fresh produce to senior citizens, and more than doubled that amount to 21,000 pounds in 1980.

Bleeker attributes the program's success to "a fantastic volunteer force." He says the union is the largest single labor organization in Iowa, with some 13,000 active members. Many are accustomed to volunteering.

Bleeker has a list of more than 120 names — people he can call if he needs help. He describes the list as "a drop in the bucket."

Donna Hill is a frequent contributor to the News section of VAL.

Potential volunteers find out about Brown Baggers through the news media, word of mouth and union publications, such as *Labor Line* and *Unity*. In addition, five retired workers on the Brown Bag committee play an important role in drawing volunteers from the retiree force.

According to Mark Atkins, *Labor Line* newspaper editor, Brown Baggers got off the ground because Bleeker "did this by himself, rather than sit down and wait for people to decide what to do."

When the program began, Bleeker spent eight to ten hours a day on it. He still gives Brown Baggers an average of fours every morning after coming off his 11 to 7 work shift. "I'm single," Bleeker says, "so it doesn't interfere with family life."

It all started in 1979 when Bleeker say that many garden vegetables were going to waste. He knew that any person who raises a garden overplants, and there definitely was a need for the surplus food.

Now, potentially wasted food is being put to good use. In 1980, one gentleman donated 1,500 pounds of pears off a tree with limbs so loaded they almost touched the ground. Another man gave 1,200 pounds of sweet corn that had ripened too fast. Many goods are brought to the labor temple, but Bleeker says it's not unknown for a busload of retirees to go out and pick the food donations.

Bleeker selected senior citizens as

Brown Baggers—active and retired members of Local 838, United Auto Workers—at work (top row) and with the "fruits" of their labor (bottom row).

recipients for several reasons. He felt that sticking with one group would help Brown Baggers recognize what they were accomplishing. Then, Bleeker said, seniors are his favorites.

"They're a dynamic bunch of people," he says,"who have already paid their dues."

A typical recipient is a senior in her 80s who lives alone on an income of $150 per month. In addition, she has a disease that causes light, though not crippling, strokes. After one hospital stay, Brown Baggers lined her up with a visiting nurse and provided the food she needs for her special diet.

Bleeker particularly admires the way seniors look out for one another. He recalled one woman who, after receiving a basket of food at Christmas, phoned to find out if she could share the contents with a woman upstairs who was worse off. Brown Baggers saw to it that the second woman received a basket.

But working with seniors also creates problems. One woman who received a live chicken died later the same day. Bleeker says deaths such as hers, inevitable when working with the elderly, were very hard to take. Now Brown Baggers distributes the food through such agencies as the Jesse Coshy Neighborhood Center and the Hawkeye Valley Area Agency on Aging, whose personnel are trained to handle such situations.

Another problem was the program's rapid expansion, which necessitated an efficient method of distribution. Initially, when the volunteers distributed the food, Bleeker said they usually gave too much. The several agencies that now handle the distribution have the resources to discover where the need is.

Brown Baggers already has expanded its program. The group has set up a crisis pantry, which helps elderly persons whose money has run low make it until the next check arrives. Brown Baggers also wants to install a walk-in cooler and a canning kitchen.

Bleeker has no worries about finding additional volunteers for the expanded services. He credits the lack of a problem to the volunteers' reasons for helping out.

"Ninety percent have had hard times and are having good times now," he says. "Most of us haven't forgotten the bad times, so we're trying to help people where we can."

Students Get Down to Business

The following article originolly oppeared in the summer 1980 issue of Profiles, *a publication of the W. K. Kellogg Foundation, under the title, "Top Management Brings New Dynamics to the Classroom." It is excerpted here with permission.*

Project Business students in Jackson, Miss., view the maze of machinery at Ergon, Inc.'s oil refinery.

Since when do students want to spend more time in class? Since when do they ask for more work? Since Project Business.

Project Business has sparked an interest in learning among high school students because it accomplishes what traditional education often cannot — it gives practical application to what is taught.

Through the program, business leaders, in cooperation with classroom teachers, volunteer their time to instruct eighth and ninth graders on economics, consumerism, and other business issues. In the process, students, teachers, administrators, and business consultants profit from the others' knowledge and experience.

Project Business is a program of Junior Achievement, Inc., of Stamford, Conn. The traditional Junior Achievement program utilizes the business community in an advisory role to student-run companies at the senior high level. Junior Achievement began experimenting with Project Business in 1972; the prototype of the current model, however, was developed in Jackson, Miss. and Orlando, Fla., in 1974-75.

In 1976, the W.K. Kellogg Foundation of Battle Creek, Mich., provided a three-year grant of $755,910 to foster the research and development of the program and to provide seed money for its expausion to new locations. During that year, 17 cities with Junior Achievement franchises—spanning from Providence, R.I., to Houston, Texas, became participants in the program. In the following year, an additional 14 cities joined in the Foundation's grant program.

The program has continued to grow rapidly. During the 1979-80 school year, Project Business included 5,032 classes involving 132,000 students in 90 areas. Project Business' goal for 1984 is set for 401,000 students in 16,041 classes.

Responses from students participating in the project explain the rapid growth of the program:

"I've learned things from the business world that you wouldn't learn in a regular school class—like stockmarkets, writing checks, and balanciug a checkbook."

"I've learned basic laws of supply and demand and exactly where the consumer's dollars go."

"Management is the field I would like to go into. I say just how much planning and organization it takes to run even a small business."

One student admitted, "I used to think that all businesses were started by the federal government."

And another student said gravely, "It made me realize that you have to really get in there and work for what you want."

Project Business directors and community leaders also cite a variety of benefits provided by the program. In Jackson, Miss., business consultants teaching in widely divergent locales admit to learning more about what youth from varied social strata think, want and need from society.

Dr. Robert N. Fortenberry, superintendent of the Jackson Public Schools and vice president of the National PTA, believes that Project Business has helped the desegration process in Jackson by briuging influential people

from the community into direct contact with black and white children and with integrated staff.

Project Business also has helped Jackson's schools to meet the state mandates for career education. Mary Ann Hatten, occupational counselor at Chastain Junior High School, indicated that more than 100 ninth graders have asked to review their academic records. "They want to know what they need in order to get the jobs they've learned about," Hatten says. "It makes them think at an earlier age what they have to do to be prepared."

The Project Business national office already has begun development of other programs based on the Project Business model. Currently, Junior Achievement is experimenting with a program called "Business Basics" targeted to fifth and sixth graders.

Whether it is elementary school children or junior high school students grasping for meaning and direction in a world where they will soon be adults, programs such as Project Business offer positive avenues for channeling youthful energies into productive learning experiences.

Abe Hammer Sleeps Little, Volunteers Lots

By Donna M. Hill

Three things make you remember volunteer Abe Hammer of Freeport, New York: his age, his years of experience in community service work, and the multitude of volunteer activities he currently and previously has been involved in.

Hammer is 75 years old, has been volunteering for approximately 64 years and works on a list of ongoing and one-time projects that would appear to take up a full 24 hours per day.

"That's the advantage of being old," Hammer says. "You don't sleep more than three or four hours per night."

One of his recent projects was the Italian Relief Fund. Hammer was given desk space and a telephone by the volunteer office at Nassau Community College to solicit donations for Italian orphans whose families were earthquake victims. The goal for the entire state of New York was $1 million; the college's one-day fundraiser brought in about $225,000.

"We were the third highest contributors in New York State," Hammer said proudly.

Not content with just one role in the relief effort, he also assisted in an effort to get people to write to their members of Congress in support of a bill that would relax the immigration laws to permit those same orphans to come to the United States.

Another of Hammer's volunteer activities involves promoting fire prevention. He has been instrumental in getting fire inspectors to check for violations in hotels, public meeting places and senior citizen buildings.

Often having worked on projects related to security and safety in senior citizens' homes, Hammer feels that the United States lags far behind other countries in its treatment and protection of the elderly. He recalls working 14 years ago on plans for a senior citizen housing project with adequate security; last year it was finally built.

Although his age makes him eligible, Hammer doesn't live in senior citizen housing. "With all the noise I make," he says, "they wouldn't let me in."

Hammer spends a great deal of time serving as project director of the Baruch Bench Senior Citizens. Founded on a park bench nine years ago, the group's aim is "to help old people in any way we can." The 12 to 14 members, ranging in age from 68 to 91 years, perform such services as hospital visiting, taking the elderly on shopping errands and to the doctor's office, and assisting churches in collecting and distributing food for the holidays.

"We intervene wherever somebody is strapped or needs assistance," Hammer says.

In addition, the group receives calls from community organizations for assistance with their volunteer projects, such as fundraising, developing plans to prevent the advent of chemical recycling plants, and educating parents about unsafe toys.

The Baruch Bench Seniors will only work with organizations on other community projects, declining to take the lead themselves. Despite their slogan, "We may be paunchy, but we're not punchy," the group has overextended itself on occasion. "The problem is," Hammer says, "we can't turn anybody down if they work with us."

One project started by the Baruch Bench Seniors has grown so quickly that it is beyond the ability of the group to implement efficiently. Called the Baruch Bench House Sitters, it started as a means of helping seniors get part-time jobs. They would care for the homes of people on vacation or out of town for a period of time by taking in papers, switching lights on and off and checking mail. But the project received so much publicity, and group members received so many calls a day and night, that they are now trying to find an agency to operate and expand the program.

Hammer's first experience in volunteering was much less complicated or time-consuming. "During World War I," he said, "I was very active in school as a seller of war stamps and war bonds." That was in 1917. During World War II, he collected scrap because metals were scarce.

Hammer continued volunteering during the 40 years he worked as a freelance photo reporter. After he retired, his list of volunteer activities kept increasing. Naturally, he finds time to work with students in camera clubs at Nassau Community College who want to improve their photo skills.

Hammer frequently does volunteer work connected with the college because he spends so much time there. He says that in New York, anyone over 62 years old can audit any course at the state university.

"So I'm auditing anything they let me audit," he says. He has taken such diverse courses as nutrition, satire, health concepts and criminal justice.

Hammer enjoys bicycling and swimming, but between his course work and volunteer projects, there's not much time left over. When asked why he involves himself in so much volunteer work, Hammer says, "It gives me something to look forward to. Instead of getting out of bed at 5 o'clock and saying, 'Oh, it'll be a long day,' I jump out of bed and get to work."

Communications Workshop

How to Set Up a Speaker's Bureau from Square One

By Richard White

BEFORE SETTING TO WORK this step-by-step guide to establishing a speaker's bureau for your group or organization, a clear definition is in order: A speaker's bureau is a group of professionally trained volunteers, who by speaking on your group's behalf, help get a message, cause or story to the public, thereby motivating a particular form of action.

These valuable emissaries can be found within your own organization as well as from the community-at-large.

Whoever recommends establishing a speaker's bureau at a meeting of your organization should be armed with the benefits the bureau can bring to your group. Here are just a few:

A speaker's bureau will:

- Give your group visibility in the commuuity.
- Promote your programs and projects.
- Build relationships and mutual support with other groups.
- Provide a rewarding experience for volunteers.
- Legitimize your group in the eyes of critics or doubters.
- Serve as a source for free publicity.
- Acquaint the public with your programs as well as the programs of others.
- Open the door to future fundraising efforts.

With this in mind, here are a few basic steps that should be taken to establish a speaker's bureau from "square one":

1	2	3	4	5	6
7	8	9	10	11	

1. Establish a need for a speaker's bureau in your community or within your organization, depending on your purpose.

1	2	3	4	5	6
7	8	9	10	11	

2. Appoint a committee and chairperson to organize the first meeting where people from the community and your group will meet to discuss the creation of and participation in a speaker's bureau. The more volunteers on the committee the better.

1	2	3	4	5	6
7	8	9	10	11	

3. Designate time, place and date for the first meeting. In choosing the place, take into consideration its accessibility, size, atmosphere, comfort, lighting, convenient parking, etc.

To review your progress at this point: Your organization agrees that it wants to establish a bureau, you have appointed a committee, you have identified a suitable meeting location and time, and you have recruited volunteers to carry out the sundry tasks that will ensue. Now you are prepared to move into the actual planning stage, beginning with the agenda for the first and most crucial meeting.

1	2	3	4	5	6
7	8	9	10	11	

4. Plan the agenda. Keep it brief, but include a brief history and description of your organization, its goals and programs. Allow plenty of time to explain why you are establishing a speaker's bureau and how they (the participants) can play an integral part in its success. Another agenda item will be making it clear that everyone will be a volunteer and that each volunteer speaker will be trained by an expert in public speaking. They will also receive professional training from experts in the specific fields that they will speak about.

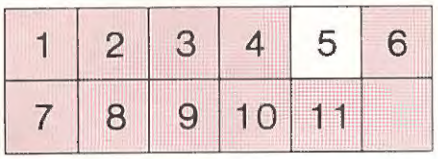
Don't forget to:

- Leave plenty of time for questions at the end of the meeting.
- Provide refreshments.
- Have another meeting date and place scheduled and written on a handout.
- Prepare an informational packet with brochures, newsletters, position papers, news clippings about your organization.
- Hand out lists of topics that volunteers would speak on.
- Have registration forms and name tags ready when participants arrive.
- Ensure that by the end of the meeting you know how many volunteers you have with names, addresses and phone numbers.

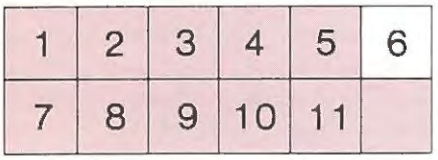
Committee members will be polishing the agenda and moving ahead with the logistics of the meeting while another

Rich White is the director of public information for Women in Community Service in Washington, D.C.

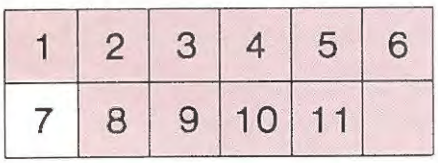
group will be planning and implementing steps 5, 6 and 7:



5. Send a letter to every organization, agency, group and club in the area asking them to attend the meeting. Here are just a few places to send letters: press clubs, neighborhood art centers, United Way, corporations, advertising agencies, foundations, civic organizations (Lions, Kiwanis, Rotary, Elks, Jaycees, Soroptimist, Pilot, Quota), police department, fire department, high school service clubs, church groups, women's clubs, auxiliaries, colleges and universities, banks, businesses, newspaper feature editor, radio and television public affairs departments, local, county, state and federal government agencies, Junior League, B'nai B'rith, NAACP, Urban League, Chamber of Commerce, school boards, Knights of Columbus.

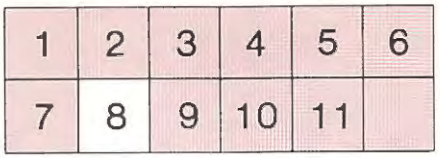


6. Send news releases to newspapers and radio and television stations announcing the meeting and urging interested persons to attend. Be sure to include in the release the five Ws: who, what, when, where and why.



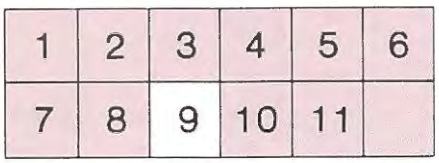
7. Poll your membership for volunteers interested in becoming speakers or becoming involved in the bureau in some nonspeaking way.

Later that month—Congratulations! Your meeting was a great success because of good planning. You now have a list of volunteers interested in being speakers and being involved in your bureau in other areas, such as publicity, training, logistics secretarial, audiovisual, transportation, art/design. You are ready for the next step:



8. Schedule an organizational meeting to form the structure of the bureau. If you wish to incorporate, try to get a lawyer involved in the bureau as a volunteer. This organizational meeting would not include the volunteer speakers, but rather the bureau planners and organizers.

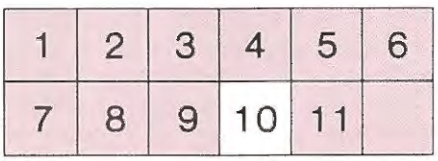
At this meeting you must review the roster of volunteers and divide them into separate interest groups based on the information gathered during the first meeting. Each group must then be trained.



9. Recruit professional trainers from the community to train each of the groups. A teacher or professor from the university's speech department, for example, would be a likely candidate for training the volunteers in public speaking.

A newspaper reporter or editor or possibly a television or radio public affairs director would be ideal to train those volunteers who signed up to help with publicity for the bureau.

A graphic artist from an area business, corporation or advertising firm would be a great help to volunteers involved in designing posters, brochures, flyers, training packets, press kits, newsletters, stationery.



10. Schedule training seminars once professional trainers have been identified. Set dates, times and places for the training seminars. Do not combine training seminars with organizational meetings of the bureau. Seminar content, length and time will depend to a great extent on the personal schedules of the professionals.

11. Publicize your bureau now that the speakers are trained and ready to speak. Your best publicists are the bureau volunteers themselves, so keep them totally informed about your organization and its programs, projects, trends and staffing changes. This can be done periodically through letters, newsletters, meetings or phone calls.

We all know that nonprofit and not-for-profit volunteer groups have small, if not nonexistent, public relations budgets. Thus, paid advertising is out of the question. And you can only write so many "news" releases every week. These alternate sources of free publicity have worked for other groups and could just as easily work for yours:

Letters to the editor
Posters
Billboards
Displays in banks and public buildings
Open house
Surveys and polls involving face-to-face interviews
Luncheons, breakfasts and dinners
Tours of your facility
Bus placards
Interviews on television and radio talk shows
Literature kiosks, made from cardboard, staffed by volunteers on street corners
Stuffers in local merchant mailings
Flyers
Brochures
Newsletters
A film or slide shown at local drive-in or movie house
Complimentary ads in local magazines arranged by an ad agency
Ads in other organizations' newsletters
Radio contests
Community service messages imprinted on grocery bags and milk cartons, courtesy of supermarket chains
Free printing from local businesses and corporations

As in any smooth-running organization, you will need to keep accurate records. One person within your organization should be responsible for handling all requests for speakers from the public. That person should also be responsible for preparing and keeping biographical sketches of each speaker.

Two standard forms should be

developed and used by your bureau to ensure uniformity and efficient data retrieval. One is a speaker's assignment sheet, which would have space for the speaker's name, date of speech, organization requesting speaker, address, telephone number, contact person, description of audience, approximate size of audience, topic of speech, audio-visual aids needed, any other special instructions.

The second form is an evaluation paper, which would be filled out by the audience following the presentation. These feedback tools are most helpful in evaluating a speaker's performance (perhaps they need more training) and the information presented.

Well done!! The bureau is established, the speakers are trained, you have publicized, requests for speakers are coming in, and your files are in order. Now it's up to you to keep the bureau operating efficiently and keep the volunteers happy. Here are a few suggestions from people experienced in establishing and running a speaker's bureau.

- Maintain up-to-date and accurate records.
- Stay in touch with your speakers through regular meetings.
- Keep members well-informed through regular mailings.
- Don't hold meetings just to be meeting because volunteers are busy with other projects.
- If certain volunteers turn out to be poor speakers, use them in another way. (Be diplomatic.)
- Make the training of volunteers an on-going process.
- List specific topics your speakers can talk about when advertising the bureau.

Although setting up a speaker's bureau takes a great deal of organization and work, don't be discouraged. The benefits can be tremendous—and at a minimal cost. A good example is the Child Abuse Prevention Speaker's Bureau that was established in Dolton, Illinois in 1975. Since then its volunteers have given more than 10,000 presentations to 250,000 people. That's quite a bit of free publicity.

Thanks to Diane Kreiman of the Child Abuse Prevention Speaker's Bureau, Dolton, Ill., and to Kathryn Hale, president of the Dalton, Ga., Voluntary Action Center, for sharing their experiences and ideas. ♥

Arts and Humanities

Volunteers Are the Answer!

By Marie MacBride and Joan Kuyper

"I WAS GRASPING FOR ANY INformation on behalf of my group which desperately needs volunteers."

This statement sums up the status of cultural groups in Bergen County, New Jersey, when the local Voluntary Action Center began its Volunteers in Arts and Humanities (VIAH) program more than two years ago.

The Volunteer Bureau of Bergen County, in addition to operating a recruitment/referral program, creatively seeks ways to improve volunteerism in the county by analyzing the needs of community organizations and then providing appropriate training and consultative services.

VIAH, then, was a natural follow-up to the Volunteer Bureau's successful research and training project in volunteer management for social service agencies. It formed at a time when the county's arts groups did not have access to the kind of funding large organizations could command. Some local groups had depended on workers funded under the Comprehensive Employment and Training Act, but when CETA funds dried up, the cultural groups did not have the faintest idea how to keep going.

Volunteers were the answer, but they had to be attracted. We had to get people to realize a person doesn't have to be a musician or an artist to volunteer for cultural groups; there are all kinds of jobs for volunteers in cultural organizations.

The first step was to establish an advisory council, consisting of executive directors, presidents and managers of various types and sizes of cultural groups. Then, under the leadership of Dr. John C. Canavan, executive director of the Rutherford, N.J., Museum, the advisory council designed a needs-assessment questionnaire, which was mailed to all identifiable cultural groups in the county.

Fifty-seven groups responded. They included visual arts, performing series, orchestral, choral, ethnic, arts council, women's arts, dance, concert hall, friends of the arts, historical, educational and theatre groups. The average age of the mostly nonprofit organizations was 16 years; the average annual budget—$30,000. Together they served a public of 236,630.

In response to their requests, we held an all-day workshop in December 1979,

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Joan Kuyper was the project director for Volunteers in Arts and Humanities. Now she is the executive director of the Bergen Community Museum. Marie MacBride, training consultant for the VIAH program, is the volunteer director of Volunteers for The Hermitage, which is on the National Register of Historic Places. She is also the author of Step by Step: Management of the Volunteer Program in Agencies.

to explore their application of volunteerism. More than 50 representatives of a wide range of cultural groups learned from speakers about new and important ways of working with volunteer help. They discussed their concerns with others from similar groups, and they delineated the kind of help they could use from VIAH in the future. To our question, "What do you wish had been different at today's workshop?", we heard, "More time, more workshops, more sharing."

In early 1980, we wrote grant applications and met with many people and organizations in an effort to secure funds for a series of workshops. It was difficult, because arts funds are given to artists, not to ancillary projects, such as VIAH. The National Endowment for the Arts encouraged us to submit a grant request but, in the end, refused the request; there was too much competition with large organizations and projects.

We also had no success with the New Jersey State Council on the Arts. The Geraldine R. Dodge Foundation, however, came through with a grant requiring matching funds, which we obtained from The Liggett Group, Inc., Thomas J. Lipton Foundation, Exxon Corporation, and the Business Arts Foundation of Bergen County.

During May and June, 1980, we worked out the training design and methods for six workshop sessions to be held on three Saturdays, one each in September, October and November. The workshop series was called "Volunteers: The Way to Go." During the summer, we wrote and produced promotional materials. We recruited and briefed resource persons from community groups (potential sources of volunteers) and from cultural groups with successful volunteer programs. We obtained trainers from the Junior League and in-kind services—such as use of an overhead projector and easels for newsprint, a place for the workshop, paper and graphic design—from corporations.

At the end of August, we mailed out invitations to the free workshop series, then began the arduous task of calling each organization. In spite of the busy fall period, we attracted 70 people from 53 groups to the workshops. Not all attended every session; sometimes an organization sent a different member each day.

The workshops covered a wide range of topics on volunteer management: volunteers as valuable assets, identification of volunteer jobs, the community as a source of volunteers, job description writing, interviewing skills, volunteer contracts, orientation, training, retention and recognition. Emphasis was on group participation.

Using case studies in an exercise to identify jobs volunteers can do, the participants met in the following groups: visual arts, concert series, historical museums, dance studios, botannical gardens and community theatres. Each group listed an average of 25 volunteer jobs.

An important part of the workshops was the large amount of supplementary printed materials distributed at each session, including a summary of each day's activities. These materials provided the participants with a reasonably complete text for future reference.

During the workshops, a member of the Old Church Cultural Center, Demarest, New Jersey, was inspired to write an article for the center's newsletter, inviting people to volunteer for specific tasks. The response was dramatic; 12 new volunteers immediately signed up. The center also sent job descriptions to the Volunteer Bureau and garnered two highly experienced office workers.

Another success story came from the director of Civic Music, a 30-year-old concert series. Inspired by the workshops, he wrote a manual defining all the tasks needed to complete a concert season. He hopes his "labor of love" will be used many years after his retirement.

At the closing session, participants received certificates to get a first-hand feel for recognition. In teams of two, each wrote down a goal to work toward in the coming year; then each team set a date to meet and report progress to each other. We asked for evaluations of each workshop and an inventory of what the bureau could do for them in the future. One person wrote, "These workshops strongly brought home the idea that a well-managed program is a combination of good organization and a sincere caring for the people helping you."

Marie MacBride and Joan Kuyper lead a VIAH workshop.

Follow-Up

Follow-Up is a column of current developments and discussions as well as additional resource information on key topics reported in previous issues.

Education for the Volunteer Leader

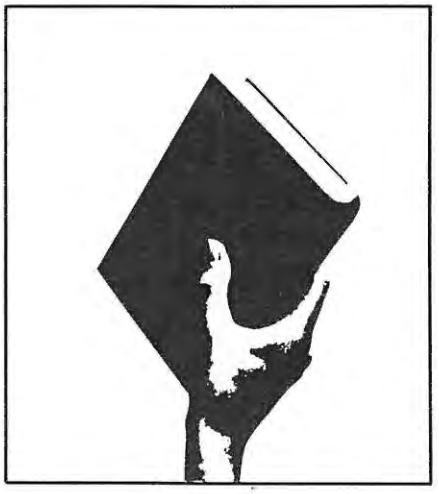
THE LISTINGS BELOW ARE A follow-up to *VAL's* special issue on education for the volunteer leader (summer 1980). Copies of the summer 1980 *VAL*, which contains 60 descriptions of education and training programs for volunteer leaders, are available for $2 each from: Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.

Certificate Program for Volunteer Administrators

The Calgary Association of Directors of Volunteer Resources is cosponsoring a **Volunteer Management Certificate Program** with the Faculty of Continuing Education, University of Calgary, Alberta, Canada. An Admissions Committee representing both sponsors, oversees the development of this program.

The program requires members to complete seven courses or 240 hours of study, of which four courses are compulsory:

- *Practicum*—20 hours of instruction plus practicum activity. A waiver is possible in some cases for experienced managers of volunteers.
- *Managing Volunteer Programs*—An overview of the role and tasks of the volunteer manager. Content emphasizes the analysis of managerial work and the role of the manager in such areas as: setting goals and objectives, planning, managing resources, personnel administration, finance, public realtions.
- *Human Relations in Managing Volunteers*—Emphasis on issues of internal organization and human relations in managing volunteer programs. Topics include: value of the volunteer to the organization; recruitment, orientation and training; recognition, motivation and job satisfaction; career ladders in volunteer programs; communication; leadership styles and skills; working with staff, boards and committees.
- *Management Communications*—Covers theory and provides important practice in effective communication skills in relating to others both on and off the job. Topics include the psychological factors of communications as well as listening and speaking effectively, helpful group behavior and leadership.



Graduate Training for Public Management

Boston University offers qualified men and women a Master of Business Administration with a concentration in Public Management on either a full or part-time basis.

Initiated in 1975, the program combines traditional management training with an emphais on the unique skills required of managers of arts, educational and governmental organizations. To train people to work in this environment, the curriculum has been designed to focus on the special constraints and challenges faced by public sector managers. Core courses use decision-oriented case studies to develop in-depth analytic and strategy-making skills, emphasizing an ability to understand and deal effectively with the environment, the internal resources and the operating context of public and nonprofit agencies.

The admissions policy of the Public Management Program places value on work experience as well as academic excellence. The average age of entering students is about 30 and most of the full and part-time students have had significant public sector experience. Among the jobs they have held are: resource director for a metropolitan cultural organization, unit manager for a public TV station, assistant commissioner of a state public health department, director of operations analysis of a metropolitan transit authority, business and finance manager for a college, and director of a nonprofit multi-service agency.

These students—and others with less work experience—have entered the program to acquire strong management skills. Some will apply these skills to their current job situation; others will qualify for positions of greater responsibility.

Inquiries about Boston University's Public Management Program may be directed to Lisa Zankman, Assistant Director, Public Management Program, 212 Bay State Road, Boston, MA 02215, (317) 353-2312.

Degree Programs in Nonprofit Management

Beacon College, headquartered in Washington, D.C., is a fully accredited

and highly innovative institution which operates nationally. Over the past few years it has built a reputation for offering degree programs (through the M.A.) related to community development and human service. Beacon is now working to expand these efforts to offer additional degree programs for the voluntary sector. It will announce soon the availability of both B.A. and M.A. programs in Nonprofit Management.

The College has already done considerable work in the field of community organization administration. Through this experience, Beacon has seen the need for a comprehensive degree program in non-profit management appropriate to more established voluntary and other public service organizations, as well as to community-based groups. The College is collaborating with the Institute for Non-Profit Management Training, the National Association of Public Service Organization Executives, the Planning and Management Assistance Project/Center for Community Change, and the Taft Corporation in the design and implementation of this new degree program.

Beacon matches each student with a program advisor and that team then designs an individualized cirriculum. Education takes place through a series of learning projects, also designed by the team, which draw upon resources in the student's own community and which employ a wide range of methods, such as tutorials, independent reading and professional training programs. Curriculum plans are approved by an academic council, which also awards credit when projects are completed, documented and evaluated.

Most of Beacon's students are working adults. They frequently utilize past and present vocational experience and voluntary service as creditable components of their degree programs.

Beacon has a "rolling admisssions" process which allows application and enrollment throughout the year. Its existing community/nonprofit-focused degree programs operate in the Washington, D.C., and New England areas. It also works with individual students in about 75 locations around the country. Persons interested in these opportunities and in the new degree programs in nonprofit management are encouraged to contact: Beacon College, Central Office, 2706 Ontario Road, N.W., Washington, D.C. 20009, (202) 797-9270.

What About Correspondence Courses?

By Linda Evenson

The 4-H program, conducted as a joint effort of the Department of Agriculture's State Cooperative Extension programs and counties throughout the United States, long has depended on the efforts of volunteers to extend university resources to youth. Counties employ university faculty members to work in the county, assess needs, design educational programs and recruit and train volunteers to carry them out.

The principle is sound and the system has worked for more than 30 years, but as times change, so do the needs of the clientele, including volunteers. The program expands and the old methods just don't work as well anymore.

This was particularly the case in Rock County, Wisconsin, where the program has expanded to include two faculty members working with 1,100 volunteers to meet the needs of the 2,600 youth enrolled.

It became virtually impossible for the two faculty members to give each of the volunteers the attention needed to train them effectively. Although a comprehensive training course was conducted each fall for new volunteers, only about 25 percent attended in 1978 and 1979. The number of volunteers remained relatively stable over the last three years, but 250 first-year volunteers enrolled in 1978 and only 186 reenrolled in 1979 as second-year volunteers—a 26 percent "drop-out" rate. This seemed to indicate a need for improved quality and quantity of training.

The majority of today's Extension volunteers are working mothers with less time to devote and with numerous responsibilities to church, school and other organizations. Since 4-H has expanded to include urban clientele, many of the volunteers have not had previous contact with the program. As a result, they do not have the high level of commitment that 4-H "leaders" once had. Furthermore, with the economic pressures and energy shortage facing today's families, volunteers are increasingly hesitant to drive to a central location to attend meetings.

In response to the needs of changing clientele, the Rock County staff designed a correspondence-type training course for volunteers. The objectives that were established for the course, called "Stepping Stones," were:

- To reach more than 25 percent of the new volunteers.
- To cover training information more completely than is possible at a two-and-a-half-hour training session.
- To provide a measurable means of assessing comprehension of basic concepts.
- To establish individual contact with new volunteers.

The 70-page course was written by the Rock County faculty members in 1979, critiqued by both new and experienced volunteers, and revised to contain four units: Basic Goals and Philosophy of 4-H, Responsibilities of a 4-H Volunteer, How to Work with Youth, Organizing for Action (hints on setting up project meetings, available resources, etc.).

Seventy five copies were distributed at random on a trial basis in January 1980. Participants were asked to complete and return the study sheets within one month and an evaluation form at a later date. Fifty-one sets of study sheets were returned—a 75 percent response—indicating a 200 percent increase from the previous training response.

Statistics of 1981 show that 47 or 92 percent of the 51 volunteers who completed the correspondence course reenrolled as second-year volunteers. If these figures could be expanded to include the entire volunteer force, they would indicate an 18 percent increase.

The use of "Stepping Stones" successfully met all of the established objectives, and it has been further revised based on evaluations by participants and distributed to all new 4-H volunteers in Rock County. Only continued use for several years can fully prove its effectiveness. Colleges and universities have used correspondence courses with success for many years; so why not volunteer organizations? ♥

Linda Evenson is an instructor in the department of youth development, University of Wisconsin-Extension, Janesville, Wisconsin.

Advocacy

Should Paid Staff Replace Volunteers?

By Stephen H. McCurley

SHOULD PAID STAFF REPLACE volunteers? This question is prompted more by reading one book and three articles on volunteer fire-fighting within a short period of time than by any sustained philosophical investigation. What struck me in reading the material was that it dealt with the reverse side of a question which the volunteer community nimhly has been avoiding for some time.

We usually ask, "Should volunteers replace paid staff?" It's equally instructive to reverse the question—"Should paid staff replace volunteers?"—and inquire whether or not, and under what circumstances, volunteers should be supplanted hy paid staff.

Example: Volunteer Fire Fighters

Since the earliest days of this country, volunteers have provided the manpower for community fire-fighting efforts:

> Smaller towns could not afford paid departments even if they wanted them, and in many cases they do not. The volunteers are as much part of the community's civic life as the Rotary Club and the Fourth of July parade, and are part of a tradition that began with Benjamin Franklin, who founded the first volunteer fire department in 1736. More than half the signers of the Declaration of Independence are said to have been volunteer firemen. *("New Conditions Give Rise to Hard Look at Volunteer Fire Units," by James Barron,* New York Times, *December 31, 1980)*

In recent years, however, a rift has developed between volunteers and a new group of paid "professional" firefighters:

> Once the main line of defense against fire ... volunteers have been replaced in increasing numbers in recent years by professionals. In most suburban areas, the two work side by side, but the relationship has led to a running feud, with the professionals accusing the volunteers of being irresponsible and even dangerous. *("Fire Wars: The Professionals Versus the Volunteers," by Loretta Tofani,* Washington Post, *February 7, 1981).*

The Causes of Complaint

The specific complaints lodged against the volunteer fire-fighters may sound familiar. They include:

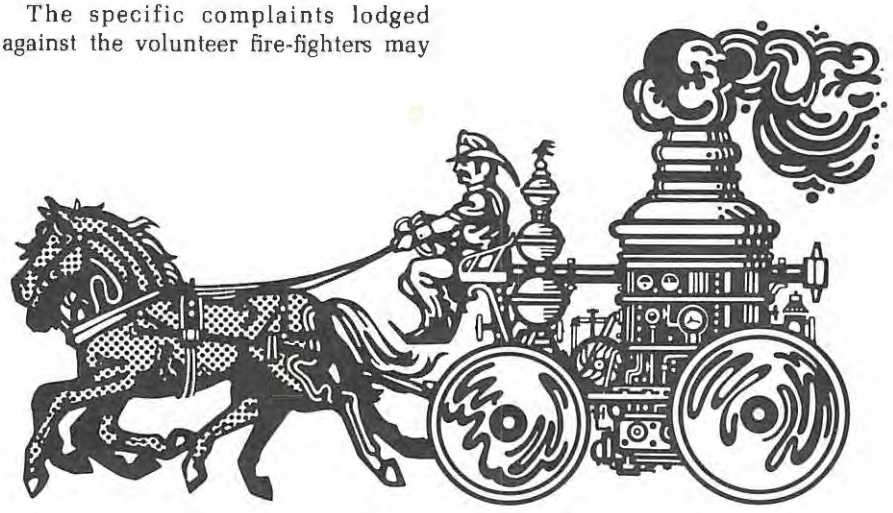
- An overall lag in recruitment
- Unavailability of volunteers during midday hours
- Undependability—some volunteers don't show up when they're supposed to
- Lack of professional skills
- Absence of uniform standards for volunteer fire-fighting programs
- Lack of in-service training
- Higher insurance rates

This list consists of the traditional fears and the traditional accusations of those who oppose volunteers. If true, they provide adequate justification for paid staff supplanting volunteers. However, an equal list of complaints against paid staff—expense, burnout, dedication to bureaucratic survival rather than service—would, if true, provide adequate justification for volunteers replacing paid staff. And if you substituted "volunteer" for "paid staff" and vice versa in each question, you still would have adequate justification for a change.

Artificial Distinctions

In point of fact, we are more interested in certain traits of competence and commitment than in the artificial distinction of payment for service. No one really believes receiving a wage payment automatically makes one a professional; no one should believe that serving without pay automatically lifts one to a state of grace.

We would all be well-served by avoiding the false dichotomy that our original questions suggest. That distinction in no way addresses the real purpose of putting the right people in the right place at the right time. If we paid more attention to that problem, we'd all be better off. ♥



Steve McCurley is VOLUNTEER's director of constituent relations. The book he referred to in the first paragraph is The Volunteer Fire Company *by Ernest Earnest, Stein and Day, 1979.*

Marlene Wilson:

Reversing the Resistance of Staff to Volunteers

Marlene Wilson presented the following challenge to the participants of VOLUNTEER's 1980 Frontiers Conference in Estes Park, Colorado. It is only part of a speech entitled, "Impacting the Future: Are We Ready for the '80s?", the complete version of which was reprinted in the fall 1980 issue of Volunteer Administration. A copy may be obtained for $2 from the Association for Volunteer Administration, PO Box 4584, Boulder, CO 80306.

I CAN ALMOST HEAR THE GROANS as you say, "Not that again!" We have been hashing that over for 10 years. It is one of those things everyone talks about—but very few really have done much to change the situation. It is almost like it has been a comfort to have a common enemy: THEY (reluctant staff) versus WE (volunteer directors/volunteers).

We must look at this again, for it was, in my opinion, the number one problem in volunteerism nationally and in Canada in the '70s. And it will escalate to become a critical, survival issue in the '80s for volunteer programs in agencies and organizations. I agree with Ivan Scheier when he writes:

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

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

I think one of the most difficult aspects of this challenge is that it has been around so long; we are tired of it and we have had more failures than successes in dealing with it. I would urge us to deal with our own attitudes again.

A dear friend of mine, who happens to be a quadraplegic, has a motto: "Never stumble on anything behind you!" Just because we have tried and failed in the past, let's not let that keep us from trying again. Instead, let's carefully and honestly reexamine some of the "why's" behind staff resistance and see if we can suggest a few down-to-earth approaches to deal with each:

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

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

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

4. Lack of staff training to understand and work with volunteers as team members.
Suggestions:

- Better staff orientation and training regarding working with volunteers (including attitudes as well as skills).
- Team training regarding volunteer management seminars as suggested earlier.
- Professional schools (education, social work, health, seminars, etc.) must start including this in ongoing curriculum as well as short refresher workshops. (We keep churning out new classes of professionals each year who perpetuate the problem!)

5. Lack of apparent rewards for staff for utilizing volunteers well. (We have not dealt honestly with the critical question—what's in it for them?)
Suggestions:

- Get top-level executive and board commitment to the volunteer program.
- Then, include appropriate staff members in recognition ceremonies as team members with volunteers.
- Include a place for rating "use of volunteers" on staff performance evaluation forms.
- Include letters of commendation in staff personnel folders for exceptionally fine utilization of volunteers.
- Learn from Dr. Jackson Grayson of the American Productivity Center:

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

He states this is as important in nonprofit and government agencies as in industry.

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

Marlene Wilson is an internationally known authority and trainer in the field of volunteer/staff management. She is the author of The Effective Management of Volunteer Programs *(Volumteer Management Associates, 1976) and* Survival Skills for Managers, *(VMA, 1980).*

Kathy Brown:

What Goes Wrong and What Can We Do about It?

In the last two VALs (winter '81 and fall '80), we have dealt with the future of volunteering as well as the challenges that confront the volunteer community in the years ahead. With this issue, we begin to bring you a different view of those challenges—that of the practitioner who must cope with them on a day-to-day basis. Here, Kathy Brown writes from her work experience on the relationship between paid staff and volunteers.

Other readers are invited to share their experiences in coping with inflation, paid staff resistance, volunteer demands for empowerment, the energy crisis, the relationship of government and corporations to volunteering, and other issues and problems facing the volunteer movement in the '80s.

DURING MY SEVEN YEARS as coordinator of volunteers in first, a psychiatric facility for teenagers, and second, a home health care program for advanced cancer patients, I have found the issue of professional staff/lay volunteer relations to be of great concern. In analyzing the problems I've encountered and working toward their solution, I have reached some conclusions I'd like to share with other volunteer program administrators.

I believe there are several keys to the development of good volunteer/staff relations; the attitudes of staff toward volunteers in general, the expectations and needs of both volunteers and staff, the supervisory situation itself, and the climate of the entire organization. Looking carefully at each of these factors helps us find the source of any problems we're having in this area.

To be successful, a volunteer program must have the commitment of staff behind it; staff attitudes, however, can get in the way of this commitment. Staff sometimes feel that volunteers are free labor and that any old job can be dumped on them. Other staff members don't think that the jobs volunteers do in the organization really have much value. And some staff seem to be threatened by volunteers, either because they're afraid of losing their jobs to a volunteer or because they recognize that volunteers can give something to clients that staff can't—love and attention not compensated by salary or restricted to the workday. For example, some staff counselors at the psychiatric facility where I worked found it hard to share their clients with volunteers even though the volunteers expanded the services offered by the organization. Furthermore, certain staff members had had bad experiences with volunteers in the past and were lukewarm in their enthusiasm for working with volunteers now.

Unrealistic expectations on the part of both staff and volunteers can also cloud their relations. If volunteers have not been carefully screened and selected for their jobs, they may be seeking something the job doesn't offer. I remember from my elementary school teaching days, for instance, that volunteers wanting to work with children often ended up running the ditto

Kathleen Brown is the coordinator of volunteers at the Hospice of Marin, San Rafael, California.

machine for hours. If staff members want someone to do office work, that should be made clear in a written job description so potential volunteers can say no if they want a different kind of job. Careful job design, recruitment, selection, and placement are thus keys to clear expectations and smooth volunteer/staff relations.

Written policies and procedures for volunteers (covering things like confidentiality, what to do if you're going to be absent, which meetings volunteers should attend, etc.) also help make expectations clear. I give a copy of these policies and procedures to each volunteer and each staff person so everyone knows what is expected of volunteers in the organization. As for what the volunteers expect, we should be finding that out in our initial interviews: Does the volunteer want job experience, training, social contact, or just to keep busy? Knowing what a volunteer wants from the job helps us put that person in the right placement.

Sometimes volunteer/staff problems occur because no one is clearly designated as the volunteer's supervisor. For a volunteer placement to work well, the volunteer needs someone to report to, get direction from, and feel needed by. This will only happen if the staff member really wants to work with the volunteer and accepts the fact that supervising volunteers takes time and energy. Even if the staff member wants a volunteer, he or she may not want *this* volunteer, and such personality clashes need to be resolved. The volunteer/staff supervisory situation, then, needs to be clear and positive for both.

Organizational climate as a whole also affects volunteer/staff relations. Is there staff coherence and is the agency's program working? Is staff morale high or low? Does the organization as a whole value the contribution of volunteers? Does the organization consider the volunteers' work an integral part of its services or a frill without much real value?

All of these factors have a subtle effect on the satisfaction volunteers get from working in the organization. If the program isn't working and morale is low, staff have little to give to volunteers. If the organization doesn't value the contribution of volunteers, staff who work with them subtly convey that message. Organizational climate is an elusive dimension, but a favorable climate is vital to good volunteer/staff interaction.

Now, given all these factors to analyze, what do we do next if we feel there are volunteer/staff problems in our organizations? I suggest talking first to staff. Find out what their attitudes and expectations are, and find out which staff members really want to work with volunteers and which don't. If you find that the staff as a whole really wants to work with volunteers but doesn't know how to use them effectively, you can do some staff training in this area. If staff expectations are unrealistic, you can redesign volunteer jobs so that placements will be more attractive to potential volunteers. If some staff members say they no longer want volunteers assigned to them, you can reassign any who presently are working with them or try to save the placement by some other intervention. And, if staff as a whole doesn't seem to recognize the value of volunteers, you can remind it of all the things that wouldn't get done and all the services the organization could no longer provide if volunteers weren't involved.

What if particular volunteers are causing problems for the staff and thus undermining the entire program? The first step is to talk with these volunteers and find out what's wrong from their point of view. If they don't find the job satisfying, perhaps you can reassign them or suggest that they volunteer at some other organization which would have a job more appropriate for their needs. If they have disagreements and clashes with a particular staff member, you might want to assign them to someone else. If their attitudes or capabilities just don't fit your organization, you may have to counsel them out (not fire them but help them see that the situation isn't working out and neither they nor the organization is benefiting). That's a very difficult thing to do, but it's preferable to having someone jeopardize staff commitment to the entire volunteer program.

If organizational climate is a problem, you may not be able to do much to improve volunteer/staff relations until the climate improves. Perhaps the only thing you can do in a bad situation is stop placing volunteers until the organization can utilize them well. I did this with one unit in the psychiatric facility where staff repeatedly forgot to let volunteers know that the kids the volunteers were working with were on restriction and couldn't see them; the volunteers would arrive only to be turned away. I believe that sometimes we as directors of volunteer programs must stand up for the volunteer's right to be carefully placed, well supervised, and genuinely appreciated for their contribution to the work of the organization.

These extreme situations aside, what else can we do to promote good volunteer/staff relations? I've found that including volunteers in case discussions is very helpful, since staff get to know the volunteers better and come to appreciate their insight. Inviting volunteers to staff in-service training is also valuable since learning together promotes better communication. In fact, the more common experiences volunteers and staff can have, the better. Including volunteers in staff parties helps too; it's good for people to get to know each other in social as well as business settings.

Making sure volunteers get the recognition and appreciation they need from staff is another way to promote good relations. I have found that doing formal performance evaluations on each volunteer accomplishes this as well as other goals. By asking staff for feedback on the volunteer as I fill out the evaluation form, then sharing that feedback in a meeting with the volunteer, I often pass on positive comments from staff that they have neglected to say directly. I also encourage staff to say thank you frequently and give appreciation for a job well done whenever it's due. When staff offer time to discuss a problem, listen to and accept a volunteer's suggestion, or seek a volunteer's input in decision-making, the volunteer also gets the feeling of being useful and appreciated.

Finally, I believe volunteer/staff relations are improved when the entire volunteer program is well planned and organized. We as volunteer program directors need to do our jobs well—to design jobs, recruit, select, train, place, and evaluate volunteers in a manner that shows our professional capabilities. If volunteers don't really know what they're doing or why they're doing it (a complaint I've heard from a number of former volunteers), then staff either will ignore them or resent them for being in the way. So the responsibility for good volunteer/staff relations ultimately rests with us, the directors of volunteers in agencies, as we develop and manage effective volunteer programs.

Laurie Bernhardt:

Improving Volunteer/Staff Relations in the Social Work Field

VOLUNTEERS LONG HAVE played an active role in the delivery of social services. In recent times, however, while volunteers have continued to serve in such traditional capacities as board member, tutor and aide, the social work profession has been resistant to using volunteers to supplement their own activities.

There are numerous reasons for this reluctance, ranging from job insecurity to prejudice of the volunteer's qualifications to a general lack of understanding of how to use volunteers. In most cases, this attitude can be traced back to the social worker's early training.

For more than a year, VOLUNTEER has been meeting regularly with five other national volunteer organizations to discuss this problem and how to use volunteers more effectively in the area of social service delivery. The other members of this inter-agency group are the Association of Junior Leagues, Family Services Association of America, the National Assembly of National Health and Social Welfare Voluntary Organizations, the National Council of Jewish Women and the Alliance for Volunteerism. These meetings produced a one-year project funded by the Lois and Samuel Silberman Fund. Called "Voluntarism, Volunteers and Social Work Practice," the project began last September.

"The goal of this project is two-fold," reports Project Director Florence Schwartz. "We hope to improve the attitude of the social work community towards volunteers and also to improve the structure of social service agencies to make them more viable for using volunteers effectively."

Schwartz, who is an associate professor in the School of Social Work at Hunter College, explains, "Even though social workers have probably volunteered as students themselves, as professionals they do not value volunteer help. Either their own experience was not a positive one or the importance of the experience was minimized at the time and has long since been forgotten.

"Consequently, the best approach to changing these deep-rooted opinions is through greater emphasis on the importance of voluntarism in the educational system."

With this philosophy serving as a base, the task force selected six study sites. Each site includes representatives from the local members of the inter-agency network, interested volunteers, and a senior faculty member from the graduate school of social work from an area university. The participating schools of social work and sites are: The University of Atlanta/Atlanta, the University of Texas/Austin, the University of Maryland/Baltimore, the University of California/Berkeley and the San Francisco Bay Area; Case Western Reserve University/Cleveland, and the University of Toronto/Toronto.

"These sites are a good sample of the existing 87 graduate schools of social work," explains Schwartz, "which is exactly why they were asked to participate in the project. These are schools located in both large and small cities, there are public and private schools, and there are schools with various ethnic and racial make-ups.

"However," Schwartz continues, "in each case, the school of social work has a good graduate program and the city has an active volunteer community." Also, in each case, the school expressed a sincere interest in the project, assigning a senior faculty member to participate, whether or not that school includes any attempt to educate its students about the use of volunteers in its existing curriculum.

The local units have 12 to 15 members, with one of the participating agencies serving as the convener for that site. In Atlanta, Baltimore and Toronto, the Junior League representatives are the site conveners. In San Francisco, the Family Service Association of America is the convener; in Cleveland, the National Council of Jewish Women; in Austin, the Govenor's Office of Volunteer Services.

"The local task forces began meeting in December," reports Schwartz, "and have been meeting regularly at four to six-week intervals throughout the winter and spring."

While the sponsoring inter-agency group developed a suggested guide for the network units, each site is encouraged to approach the problem from its own perspective and to examine solutions to local situations.

Final reports and recommendations from the project sites are not expected until the end of May, but at a March meeting of the six faculty representatives and Schwartz, general areas of agreement were uncovered.

"Social workers must see the volunteer as part of the team, and not as a replacement of the social worker," Schwartz states. "Volunteers are best used as an extension to what social workers can offer their clients."

Structural recommendations for agencies include developing a well-organized, systematized volunteer component. Schwartz warns that the position of volunteer administrator should not be an additional burden for an already overworked social worker. Rather, the director of volunteers should be assigned to an administrator who is interested and understands the needs of both the volunteer and the agency.

In the school, the social work student should be exposed to experiences in which volunteers participate in a positive manner. Courses in administration and volunteer management should be included in some curricula.

The final report on the project will be completed in August. Schwartz will present the project's findings and recommendations to the Council of Social Work Education. The inter-agency group hopes that work on the project will not end with that report.

With Schwartz serving as editor, an upcoming issue of the *Journal of Voluntary Action Research* will cover the topic of volunteers in social services.

For further information, contact Florence Schwartz, c/o Association of Junior Leagues, 825 Third Ave., New York, NY 10022.

Laurie Bernhardt is a frequent contributor to VAL.

Staff Reactions to Volunteer Programs:
A Basic Feedback Form

The staff feedback form is designed for paid employees who work directly with volunteers; for example, social workers, nurses, probation officers or teachers. The form assesses paid staff's impressions of the volunteer program—their levels of understanding, commitment and satisfaction. If used regularly, it should help the volunteer administrator identify the initial stages of staff resistance while the problem is still manageable. This form can also aid in reorganizing the program towards staff needs.

1. How long have you had any sort of contact with the volunteer program? _____

_____

2. How much time during an average week are you in any sort of contact with volunteers? _____ hours

3. What are the main things volunteers you supervise do? _____

_____

_____

4. What do you think is the best way of organizing volunteers for your agency? (Circle one.)
   a. In an organization of their own, as a separate auxiliary.
   b. Integrated within the agency as "unpaid staff."
   c. Undecided.

5. In relation to the total number of clients served by your agency/organization, what would be the best or highest ratio of volunteers to clients you would want? (Circle one.)
   a. One volunteer to 50 or more clients.
   b. One volunteer to 20 clients.
   c. One volunteer to 5 clients.
   d. One volunteer to 2 clients.
   e. One or more volunteers for every client.

6. Could your agency now use (circle one):
   a. More volunteers?
   b. Fewer volunteers?
   c. About the same number?

7. What concerns you more about the volunteer program? (Circle one in each line.)
   a. Insurance (liability) *or* b. Volunteer training
   a. Volunteer turnover rate *or* b. Spending too much time with volunteers?

8. What useful jobs, if any, could volunteers perform that they don't now?

_____

_____

_____

9. Could any jobs volunteers now perform probably be done better or more efficiently using paid professional or paid paraprofessional staff?

10. What are some of the things you see as particularly helpful in the volunteer program?

_____

_____

11. What are some of the things that could be improved?

_____

_____

_____

12. What are the best ways of involving volunteers in your organization or agency? (Circle one on each line.)
    a. Working directly with clients *or* b. Administrative duties
    b. Serving as individuals *or* b. Serving as groups

13. Were you ever a volunteer in a service area similar to the one you are in now?
    a. Yes
    b. No

14. Any other comments or suggestions you would care to make would be most welcome.

_____

_____

_____

_____

_____

Signature (optional) _____ Date _____

SCORING

(Note: Some important responses are not categorized in this scoring index.)

____ 2: 0 hours = 0. Beyond that, points *up to 10* for the number of hours reported divided by 2 and rounded to next highest whole number. Thus, if 7 hours is reported = 3½ points rounded to 4 points; 20 hours = 10 points.

____ 3: (1) 0 listed = 0 points; 1 listed = 1 point; 2 listed = 3 points; 3 or more = 4 points.

____ (2) For every one of first three which appears *responsible,* add 1 point.

____ (3) For every one of first three involving direct significant contact with clients, add 1 point.

____ 4: (a) = 0 points; (b) = 10; (c) = 5.

____ 5: (a) = 0 points; (b) = 2; (c) = 4; (d) = 6; (e) = 10.

____ 6: (a) = 10 points; (b) = 0; (c) = 5.

____ 7: (a) = 0 points; (b) = 5 (line 1).

____ (a) = 5 points; (b) = 0 (line 2).

____ 8: None listed = 0 points; one = 3 points; two = 5; three = 8; four or more = 10.

____ 9: 0 or "none" = 10 points; one = 5 points; two or more = 0.

____ 10: None = 0 points; one thing listed = 3 points; two things = 5; three things = 8; four or more things = 10.

____ 12: (a) = 5 points; (b) = 0 (line 1).

____ (a) = 5 points; (b) = 0 (line 2).

____ Total number of points (raw score)

NORMS

The norms for the Staff Reactions to Volunteer Programs form are based on responses from a total of 184 paid staff working directly with volunteers:

If your staff support raw score is:	You are higher than *approximately:*
0-39	5% of programs
40-45	10%
46-47	15%
48-49	20%
50-51	25%
52-53	30%
54-55	35%
56-57	40%
58-59	45%
60	50%
61	55%
62	60%
63	65%
64-65	70%
66-68	75%
69-70	80%
71-72	85%
73-75	90%
76-79	95%
80-100	You are in the top 5%

Within the limits of standardization, a staff volunteer support index below the 25th percentile may be a warning signal. At least, it suggests a heart-to-heart talk with the staff persons concerned. There may be reasons which can be worked out. It also suggests working first with staff who have a more promising volunteer support index.

The staff reactions questionnaire is reprinted from Basic Feedback Systems: A Self-Assessment Process for Volunteer Programs *by Bobette W. Reigel. The manual provides concise, ready-to-use checklists for each of the basic constituencies of a volunteer program: volunteer administrator, volunteer, line staff, top management, client, board member and local resource center. It may be obtained from Volunteer Readership, PO Box 1807, Boulder, CO 80306, (303) 447-0492. (Ask for free catalog with current prices.)*

A Checklist
for Determining an Organization's Volunteer/Staff 'Climate'

The following checklist is designed to identify key factors influencing the state of staff-volunteer relations in an agency-sponsored volunteer program. It is adapted from the Volunteer Staff Relations Diagnosis form in *Winning with Staff: A New Look at Staff Support for Volunteers* by Ivan Scheier, 1978. Available from Volunteer Readership, PO Box 1807, Boulder, CO 80306. (For price, write for most recent, free catalog.)

_____ Our organization is stable, healthy and free of conflict and survival tension.

_____ Top management has issued a clear, specific, forceful policy statement, assigning high priority to involving volunteers in the agency or organization.

_____ Roles of staff and volunteers are clearly defined and distinguished, both generally and in terms of specific tasks.

_____ Most volunteer job descriptions are based on staff work assistance needs; information about these needs is provided by staff themselves.

_____ We have a wide variety of volunteer jobs and roles from which staff may select those they are most comfortable with.

_____ Our goals for increased numbers of volunteers are realistic.

_____ A significant, well-planned part of preservice volunteer training emphasizes sensitivity and sympathy to staff problems.

_____ Volunteers are rewarded and recognized only in conjunction with their staff supervisor or associate.

_____ Staff receptivity to volunteers is carefully diagnosed; volunteers primarily work with receptive staff.

_____ We have a system of concrete, specific rewards for staff who work productively with volunteers.

_____ Receptivity to and experience with volunteers are two of the criteria actively used in recruiting and selecting new staff.

_____ We have a well-planned program for orienting and training staff to work with volunteers.

TRAINING VOLUNTEERS

A Process for Learning

By Rick Lynch

IN THE FALL ISSUE OF *VAL*, I DISCUSSED THE process of choosing the right training method when you are designing learning experiences for your volunteers. I stressed the importance of choosing a training method that is most appropriate for the kind of training you are doing. Just as burros, surfboards and jet planes each may be the best means of transportation under certain circumstances, so each training method can be an appropriate or inappropriate choice given the type of learning, the time available, logistical constraints and other factors discussed in that article. Choosing an atomic submarine as a more appropriate form of transarctic travel than a dune buggy is not, however, the only thing you have to do to make sure you get from Kamchatka to Thule. There are other things to do to make sure your volunteers learn from the training methods you have chosen.

Experience-Identify-Analyze-Generalize

The simplest, most economical way to present the process of training design is to use a four-step model which goes by the letters EIAG. EIAG is not, as you might expect, Tarzan's favorite noun of address, but stands for the first letters of the four steps in a tested adult learning model. EIAG can guide you in making sure your volunteers get the most from the training you provide.

The "E" in EIAG stands for *experience*. People learn from experiences; therefore, one way of looking at your job as a trainer is to see it as one of creating experiences from which your volunteers can learn. These experiences are the methods outlined in the preceding article—the lectures, role-plays, panel discussions, case studies and other training techniques. They should be chosen and created with care to make sure they are appropriate to the type of training, achieve the objectives, offer variety in a long program, and maximize the trainee's feeling of involvement.

The "I" in EIAG stands for *identity*. Once volunteers have experienced what you have created for them, the next step is to have them identify what it was and what it meant to them. For example, following a panel discussion, some questions you might ask in helping your volunteers identify the experience are:

"What point sticks out most in your mind?"

"How did you feel about the positions the various speakers took?"

"What did you hear that most appealed to you?"

"Which speaker dominated the discussion?"

"What were the main points of speaker X's position?"

In designing a training event, have a number of such questions prepared in advance so you can help the volunteers identify the experience from which they are supposed to learn.

The next step in learning from experience is to *analyze* it. Again, have questions prepared that help trainees identify *why* the experience was as it was. For example, after new volunteers at a crisis clinic observe another volunteer handling an emergency call (the experience) and discuss what happened (identification), the questions the trainer asks might include:

"Why did the volunteer say what she did at the beginning?"

"What's wrong with saying that?"

"Why did the caller react the way he did?"

"Why did her approach to calming him down work so well?"

"G" is for *generalize*. To be useful, the learning must *apply* to the volunteer's own experience; it must be generalizable beyond the training experience. In this last step, try to help volunteers build such generalizations based on their analysis of the identified experience. Examples of questions that help trainees do this include:

"How can you use this in your own situation?"

"If you were going to give another person a list of do's and don't's to guide them in doing your volunteer

Rick Lynch conducts training sessions for VOLUNTEER's family and handicapped volunteer projects, and will lead workshops on designing volunteer jobs and time management at the National Conference on Citizen Involvement in June. As a management consultant, he also does work in the areas of supervising volunteers and staff for results. Based in Washington state, he can be reached at (206) 595-2285.

assignment, what would you tell them, based on this experience?"

"As a general principle, what should you do in such situations?"

Let's examine EIAG further. Say you are a school volunteer coordinator, and you are going to train volunteers to help severely handicapped children learn basic skills, such as getting themselves undressed. How would you design training in this area for Haskell, a volunteer who never has done this before?

EIAG to Provide Information

First, you need to give Haskell a lot of information. If he never has worked with mentally impaired students before, you might give him some background on the handicapping condition. Explain the objective of his working with Johnny, that he is to teach him to take his shirt off as part of the larger objective of dressing and undressing himself. You want the volunteer to know how this fits into the broader educational plans for Johnny this year. You also want him to understand the reason for doing all this—that it is important to Johnny's future happiness. Finally, you want Haskell to know what to do, that he is to give the command to Johnny to take off his shirt and reward Johnny with a spoonful of applesauce when he completes the task.

To provide Haskell with the information, you might use a method that combines reading and lecture. The next step is to get Haskell to identify what he has learned, then to analyze it, and finally to generalize or to apply it to his situation. For example, a sequence of questions might go like this:

"What do you know about severely impaired children now that you didn't know before?" (*identification*)

"How has this changed your attitude toward working with Johnny?" (*identification*)

"Why are you even more eager to work with Johnny?" (*analysis*)

"Why is it important for Johnny to live as independently as possible?" (*analysis*)

"How do you see your involvement with Johnny as helping him lead a more independent life?" (*generalization*)

You do each of these steps—identify, analyze, generalize—after each experience, whether it is a lecture, a panel, a book to read, a discussion of Johnny's learning objectives, or a talk with current volunteers. In this way, you make sure learning takes place, rather than leaving it up to chance that Haskell does all these things in his head.

While the old maxim that learning is the trainee's responsibility is true, it is also true that the trainer is responsible for creating a structure in which learning can take place most efficiently. And that is what you do by following the EIAG format.

EIAG to Demonstrate the Skill

The next thing we want to do with Haskell is to demonstrate the skill we want him to learn. One of the easiest ways to do this is to have Haskell observe a teacher conducting the undressing program with Johnny. But again, it isn't enough merely to show Haskell what to do. To make sure he learns from that experience, we need to include the next three steps in the EIAG model. So after he has observed the teacher, you might have a discussion with him in which you ask the following questions:

"What did you see the teacher doing with Johnny?" (*identification*)

"What problems did she encounter?" (*identification*)

"What techniques did she employ that seemed to work well?" (*identification*)

"Why did these techniques work better than some others she tried?" (*analysis*)

"Based on what you saw, what are some things you will avoid and some things you will do when you work with Johnny?" (*generalization*)

It is more important that the trainer have questions than it is to have all the answers. People learn best when they do their own analysis and generalization. They also retain knowledge for longer periods than if you merely tell them everything there is to know.

EIAG to Role-Play

The next thing you might do in training Haskell is to role-play the situation he is being trained for, perhaps with you or another volunteer or staff member playing the role of Johnny. By role-playing, we create a safe situation in which Haskell's mistakes can be used as learning experiences rather than causes for concern about the impact on Johnny.

At the end of this experience, you go through the remaining steps of the EIAG process:

"Haskell, how would you describe what just happened here?"

("I don't know. I seem to have gotten my own clothes off.")

"Why do you think that happened? Were my instructions for the role-play unclear? Did you think you were supposed to play Johnny?"

("No. I guess I really wanted some applesauce.")

"I see. Do you see any drawbacks to doing the program this way?"

("I guess I might be kind of embarrassed in front of the other volunteers, them being women and all.")

"Well, are there any good points you can think of in what you just did?"

("Hmmm. Well, I guess it was pretty good modeling. I got my shirt off in five seconds flat. I'll bet Mary Ellen never did that.")

"That's true. You did very well. Do you think if you were to try modeling for Johnny in the future, that you'd do anything differently?"

("Yeah. I guess I'd make sure it was part of the program, something well-planned and not just a spur-of-the-moment urge of my own.")

"Very good. Based on this insight, what would you tell someone else about working on a similar program with another student?"

("Well, it seems that when you're in the classroom, one of the things that's sometimes hard to keep in mind is that your behavior has a big effect on the kids. You need to keep the learning objectives in sight at all times. You have to think of the child first and your own needs second. You have to remember why you're there.")

After this discussion, you might role-play the situation several more times, each time following the experience with the IAG part of the process.

EIAG and Volunteering

But when Haskell does try the lesson with Johnny, we can continue to help him grow by using this as another learning experience. During his first few days or weeks on the job, you can meet with him after he works with Johnny and do the same sort of thing you did after the role-play—help him identify what happened, analyze why, and develop generalizations which can guide him in the future. In fact, many successful managers of volunteer programs do this kind of thing with all their volunteers at regular intervals during the year to make sure they continue to grow and develop on-the-job.

The examples I have used have shown the trainer very much in control of the learning discussion. In fact, while the trainer needs to structure the discussion s/he need not be present at all. Following a film, for example, the trainer might break the trainees into small groups and tell them to discuss three or four questions written on the board, such as:

"What points that stick out most in your mind?"

"Why are they important?"

"How will you use this information on the job?"

This approach gets everyone involved in the IAG process. When the groups report their conclusions, everyone can profit from the analysis and generalizations of others.

Often, you can use the trainees' previous life experiences as the basis for learning instead of creating a new experience for them. If you are training volunteers to work with families in a Planned Parenthood program, for example, you might start out with an orientation to helping skills that proceeds this way:

"Individually, I'd like you all to think of a time when you were given important help in your life by another person, help that you truly found 'helpful.'

"Then I'd like you to think of a time when someone tried to give you help and the assistance was not so 'helpful.'

"Once you've done this, I'd like you to take a few minutes and write down some thoughts about why one situation was more helpful than the other. What differences were there in the way the helper tried to give help? What other factors made a difference?

"After you have done this, I'll ask you to share your thoughts in groups of six and to draw some conclusions about helping, which you will want to keep in mind as you work with families in this program."

Here you have asked the volunteers to *identify* two life experiences, *analyze* what made them different, and *generalize* about the helping process. Of course, you could also proceed by giving them a lecture on the theory of helping or by having them view a film on ways of giving help. But why go to the trouble of coming up with such artificial experiences for them when they already have had some which will do just as well? In fact, their own experiences are probably better because they are more personal and vivid than many you can create.

In conducting a training session, it is easy to fall into the trap of assuming that because the volunteers are intelligent and capable, they will see the obvious conclusions in the experience. Therefore, you needn't take the time to go through the IAG steps. This is especially true when trying to cover a lot of material in a short time.

We need to remember, however, that it is our role to help people learn, not to cover a lot of material. Even the most intelligent people may have difficulty applying unfamiliar information. They go away frustrated because you only told them about the manufacturing process and not about making widgets. As a general rule, if you have to choose between giving people more material and making sure they can apply the material you already have given them, it is best to opt for the latter.

As you begin to use the EIAG model, it is important that the sequence of questions you use be natural. Sometimes we have a tendency to get locked into our prepared sequence of questions, while a trainee's response might naturally bring up other questions. If you have prepared a series of identification questions, and you get an unexpected response to the first one, it might be better to go on and analyze that response than to proceed with your other questions.

The EIAG learning model is effective because it is a natural one. It merely makes conscious the unconscious method we employ to learn all the time. When you employ it, you are merely making sure your volunteers complete all the steps in the learning process instead of leaving it up to chance that they will do it on their own.

Some Principles, Reflections, and Suggestions

By John C. Schwarz

Volunteers undertake such a vast variety of roles and tasks that no points on training apply to all or perhaps even to most of them. These observations, however, are probably applicable to many needs and many training situations. They are presented in no particular order of priority. Good sense and experience will suggest many points not included here.

- **Who trains?** Choice of instructors or moderators is important, and a careful orienting of that person to your volunteers' needs is important. Random or semi-random speech-making is not training.
- **Planning.** Who participates in designing the training? What are the real needs of the volunteers (and agency) and what are the objectives? Just what problems do the volunteers encounter? Ask them and learn from them. Build that into the training, definitely and emphatically.
- **Staff involved.** When possible, useful to incorporate into training those staff members with whom volunteers will be in contact on the job.
- **Orientation.** Distinguish between orientation and real training. Both are important, but generally one is not the other. Perhaps they sometimes blend, yet real job training generally calls for something more specific.
- **Seriousness.** Depending on the tasks to be performed, it is important to aim at a middle target of impressing trainees with the seriousness and responsibility involved. But raising undue alarm is useless.
- **Atmosphere.** Learning is best accomplished in a climate that is relaxed and comfortable and encouraging. "We plan to embarrass no one; our aim is to put no one 'on the spot.' "
- **Handouts.** Not all training is done in verbal form. Printed materials are useful, including some sort of "Guidelines for Volunteers."
- **Experiential.** Whereas the lecture method is probably here to stay it nevertheless is seen as less and less useful. Training should, insofar as possible, involve experience, practice, rehearsal—role plays, analysis of real situations and problems, etc.
- **Supervision.** In many volunteer roles the best form of training is probably supervision available and applied on the job, in the work context. Supervision here means not 'bossing,' but directing and supporting and available to guide as needed. Not all training is labeled "training," nor does it always need to occur at the beginning. Supervision is 'along the way.'
- **In-service.** Clearly important and useful, if you can manage it. In some situations in-service training is essential, in others it is more of a stimulus or refreshment or reward.
- **Socialization.** Training is also a socialization process in the life, customs, style, ethos of an agency.
- **Audio cassettes.** Inexpensive, individualized. You can put good material, often, on tape cassettes for use by individuals when and as needed. Can be a very flexible training tool.
- **Participation.** Important, when appropriate, that trainees contribute from their own experience. Draw out that experience and build on it, as it applies to the tasks in view. Affirm and support that experience, insofar as possible.
- **Sequence.** Often there may be little need for orderly or logical sequence of subject matter. With adults you can sometimes begin anywhere, especially in a discussion context. This assumes the organic nature of much knowledge.
- **Tasks in training.** Small or group or individual projects can be useful in training. "You have 45 minutes in which to design your own community mental health center, chart it out, set priorities, and be ready to explain it."
- **Mini-professionals?** Is a volunteer a small-scale imitation of the professionals in your agency? Is that the aim in training? Is the aim of training to get volunteers to 'ape' or imitate the professionals? Maybe yes, maybe no? Maybe somewhat? Is it more desirable to let volunteer trainees *watch* professionals demonstrate and model the behavior—or let the volunteers explore and work it out under direction, or both?
- **In the agency's name.** Volunteer must realize that she/he now acts in the name of this agency. Fundamental point with many implications, just as with any staff person.
- **Individual Styles.** Respect the individual styles of individual volunteers. Bring this out rather than stifle or bury it.
- **Correction.** Let correction be with courtesy and candor. Let commendation be equally candid, and frequent—insofar as it can be genuine. Avoiding correction will likely do harm in the long run.
- **Evaluation.** All training should be evaluated, if you hope to improve on it the next time.

John Schwarz works in the Volunteer Services division of the Washtenaw County Community Mental Health Center in Ann Arbor, Michigan.

Free U's
Where Knowledge is Shared

By William Draves

The following excerpts are from a new book, The Free University: A Model for Lifelong Learning, *by William A. Draves. Foreword by Malcolm S. Knowles. Copyright © 1980 by Follett Publishing Company, Chicago. 324 pages. Hard cover, $12.95.*

IN CINCINNATI, RECORD STORE clerk Jim Hatch, a college dropout, teaches a class on the anthropology, history and religion of "The Mysterious Maya."

- In Pawnee Rock, Kansas, population 400, a seventy-year-old gentleman teaches a class on wood splitting.
- In Boulder, Colorado, a class in 1973 on "How to Start a Radio Station" leads to the formation of a new public radio station, which began broadcasting in 1978.
- In Olsburg, Kansas, popoulation 170, twelve-year-old Sarah Nelson briefly stuns her mother by telling her she has just signed up for a class in blacksmithing.
- In Kansas City, Missouri, East German-born Georg Moncki teaches a class in "Conversational German" in a bar.

These are a few of the thousands of examples of an exciting trend in adult learning through a free university. From Washington, D.C., where you can learn how to crash a foreign embassy party, to rural Oklahoma, where you can learn how to make beef jerky, hundreds of thousands of Americans are participating in free universities, in what United Press International calls the "hottest current development in adult education."

There are now approximately 200 free universities and learning networks in the country, and they enroll more than 300,000 participants a year, according to the National Center for Ecucational Statistics. Both the Educational Testing Service and the College Board list free universities as one of the major providers of adult learning.

A free university is defined as an organization which offers non-credit classes to the general public in which "anyone can teach and anyone can learn." Citizens offer to lead classes and may teach practically anything they want in any manner they wish. The free university acts as a link between those who want to teach and those who want to learn.

Free universities differ in structure. About half of the free universities are sponsored by a traditional college or university; about one-third are completely independent organizations; and another 12 percent are sponsored by a community agency like a library or YMCA. Half of the free universities charge no fees to the learner. Some allow their teachers to charge fees; many do not. The Denver Free University has both teachers who charge and volunteer teachers. The structure of the free university usually is determined by the character of the community it serves.

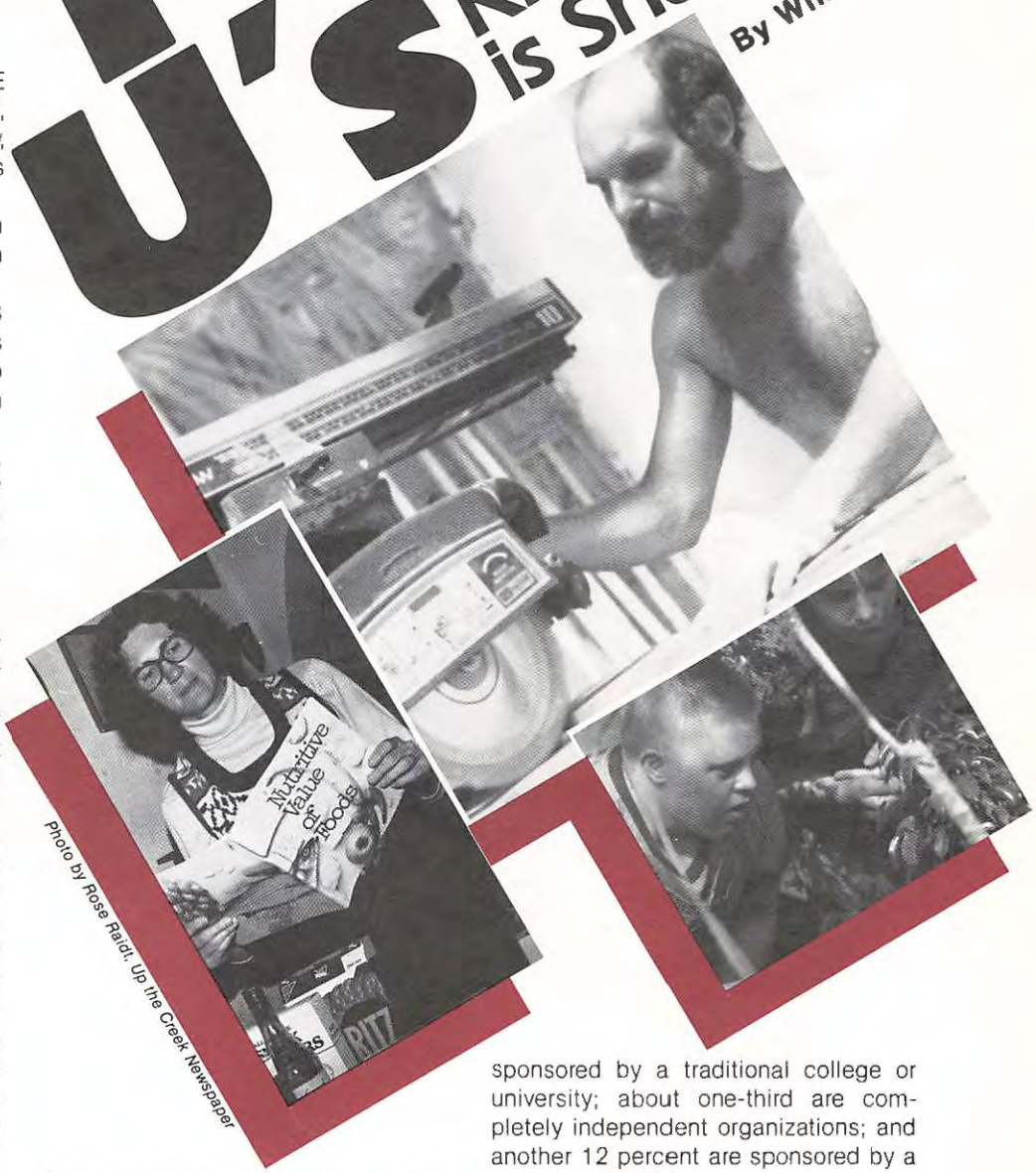


Photo by Rose Raidt, Up the Creek Newspaper

William Draves is the national coordinator of the Free University Network in Manhattan, Kansas.

A VISIT TO TWO FREE UNIVERSITIES

The Denver Free University

The Denver Free University (DFU) is part of the bustling city in which it is set. The second largest free university in the nation, DFU enrolls more than 17,000 participants a year. Formed in 1969, it is also one of the older free universities. Although DFU started on a college campus, it quickly separated from the university in 1970 and became an independent organization. It has a board of directors, a staff, volunteers, teachers, and of course, the learners.

DFU has between 200 to 250 teachers a session, and four sessions a year. Teachers must volunteer their time the first session, after which they can charge for their services. Surprisingly, a good many teachers choose to remain volunteers after the first session.

DFU's courses reflect the modern man and woman, exploring the latest trends. For Winter 1981 there are approximately 400 courses. Standard adult learning subjects are offered, such as fine arts, arts and crafts, dance, repair classes and recreation. But DFU also has courses for children, in social issues, spirit, holistic health and personal growth.

Some teachers are professionals. Some have had no experience teaching before. Don Marchese works for Xerox Corporation. He wants to be in employee training and development some day but was told he needed some teaching experience. So he started teaching astronomy at the free university.

"I hadn't taught before," he says. "So it was pretty much of a challenge. I didn't learn astronomy in school but by being observant. I learned celestial navigation from my father."

About thirty people sign up for Marchese's class every session. Many of

them are campers who want to identify the stars they see so clearly at night.

"Sometimes we use a basic classroom," Marchese explains. "But we also get out of the city and view the sky. We also use the local planetarium. People talk to each other. The teacher is the hub, but we learn from each other."

Although he could charge, and his classes are popular, Marchese continues to be a volunteer for DFU. Why doesn't he charge for teaching? "I don't know. I may. I wasn't really thinking about that. I'm more interested in meeting new people."

The rewards for teaching at DFU almost seem greater than the money a teacher could make from it. That seems to be the attitude of another DFU volunteer teacher, David Margolis, whose business is making money. Margolis has run a successful financial planning agency in Denver for eleven years.

Why does David Margolis teach at the free university? "I love to talk," he freely admits. "The little guy needs help, and I get a kick out of doing it. It's a catharsis. I ought to be paying the students. A waiter who took my class wrote me this summer and said he had gotten into real estate sales and that I had been the impetus to change his profession."

Clay County Education Program

The second free university we shall visit is representative of a relatively new type of free university that is blossoming in rural America—the small town free university. One of the more vibrant of the small town free universities is the Clay County Education Program (CCEP) in Clay Center, Kansas.

Clay Center is located in north central Kansas, forty miles from the nearest four-year college and community college.

To get to Clay Center, you drive through the gently rolling hills of Kansas, where the sky is big, the farms are apart and the wheat is golden. Clay Center is a typical small town.

The free university offices are now in the courthouse, symbolic of the central and accepted role that CCEP has gained in the community. But like other free universities across the country, the office is not much more than a phone, desk and a few files. The real activity takes place all over town; and in CCEP's case, all over the county.

The people who teach in CCEP are volunteers, and there are no fees for the classes except for materials. A board of advisers oversees the program and advises and supports two part-time paid coordinators of CCEP, Coni Witters and Judy Bigler. The board members reflect a cross section of the community: a retired woman, a minister, a school principal, a farmer and a banker.

CCEP brings people together in an informal and relaxed atmosphere that stimulates learning, enjoyment and community pride. People find out their neighbor knows about Korean cooking. A fifteen-year-old boy teaches macrame to a group of older women and bridges a generation gap.

CCEP classes are popular. In the spring of 1979, it offered fifty-nine classes and had 936 participants register, just for that one session. About half the people come from the county rather than the city of Clay Center, an achievement which took years.

The free university in Clay County radiates a folksy rural charm. Its brochure is filled with drawings that according to former director Bev Wilhelm, are "quite tacky but people love them."

CCEP, like other free universities, plays a big social role in bringing people together, providing entertaining evenings, and meeting new friends.

But CCEP also fills a major educational need in the community. With higher educational institutions far away, it is the only extensive adult education program in the county. Not all the courses are in tractor repair and macrame, by any means.

There is yoga for people over fifty, and biofeedback was a big course in the late seventies. There is a course on women in jazz, and others on foreign languages, philosophy, religion and other intellectual topics.

Both the issues courses and the arts get a fair hearing at CCEP. Dorothy Roebke has offered several drama presentations on artists through CCEP, including ones on the painter Grandma Moses and musician Pablo Casals. Roebke researches the artists thoroughly and then presents a one-person dramatization of the artist. With Casals, the famous cellist, she attempted to familiarize people with the cello and something about it. She is now planning to do something on women's poetry, examining women's search for themselves in the modern world.

Roebke's goal is to increase the community's knowledge about the arts. She also had a hand in getting CCEP off the ground. "I had an eye on the arts and saw community education as a vehicle to bring the arts to the people," she says. "And when the program was having trouble in the early stages getting off the ground, I said 'stay in the buggy, we'll get it done.' "

As a free university teacher, Roebke subscribes to the philosophy about sharing knowledge. "People just bloom when they teach. They have so many hidden talents, and some feel like they are a dummy if they didn't come out of college. But when they teach through community education, they feel their own worth."

Like most rural free universities in Kansas, CCEP got its start with help from University for Man, a large free university in Manhattan, Kansas.

As University for Man Outreach Director Jim Killacky documented in his report on the first rural free university projects,

> In nearly all cases in all of these projects leaders are from the community. This has had a profound effect, for it has created an enormous awareness of the boundless talents and resources that exist within the community when many folks thought there 'was nothing to do except cruise Main on Friday nights'; it has created a sense that one need not be dependent on 'outside experts' for every little thing, for by looking hard enough one can nearly always find such expertise right at one's own doorstep.

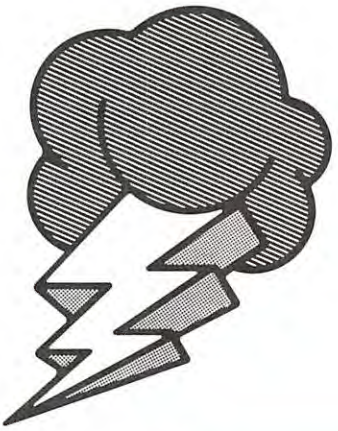
Free universities have discovered that learning can be joyful, that sharing one's skills, ideas and knowledge with others is a positive and necessary experience for all people, not just a select few. They have uncovered a huge vein of human talent and expertise in our society, and they have found that the kinds of ideas and skills people have to offer are as unlimited as the universe, changing and expanding every day. Rooted in our American heritage of First Amendment rights and academic freedom, free universities have gone beyond mere talk to link learning to positive community and social change.

In the coming decade, as in past ones, the free university model will have much to offer those who want to be lifelong learners. For those who are curious, for those whose natural state is a perpetual sense of wonder, for those who want to rediscover that million-year state of life-wisdom in their blood, the free university has something exciting to offer.♥

Readers' Advisor

If you have a question or answer for the Reader's Advisor column, send it to the Editor, Voluntary Action Leadership, 1214 16th St., NW, Washington, DC 20036.

Volunteer/ Staff Conflicts



WE ARE A VOLUNTARY AGENCY WITH TYPICAL growing pains. The main growing pain that I write to you about is the conflict between paid staff and volunteers. Of course being paid staff myself, I am going to be very defensive of the necessity for paid staff. Defense or not, my question to you is, can you advise me of any pertinent literature on the age-old controversy of paid staff versus volunteers?—*Gary Frampton, Executive Director, Big Brothers/Big Sisters of Maui, Inc., Wailuku, Hawaii.*

Most volunteer administrators and other professionals in the field would agree that the conflict between paid staff and volunteers is probably the single most common managerial problem in organizations that utilize volunteers. Since this problem is exclusive to this type of organization, the topic is only discussed in managerial literature specifically for volunteer administrators. The majority of published works on personnel management do not address the problem at all.

In this issue of *VAL*, three separate articles consider various aspects of paid staff/volunteer relations. Marlene Wilson (p. 21) and Kathleen Brown (p. 22) both discuss possible causes of conflicts and present some ways of preventing or repairing volunteer/staff friction. In his Advocacy column (p. 20) Steve McCurley discusses the reverse of the most common cause of volunteer/staff discontent—paid staff replacing volunteers. More commonly, friction occurs when paid staff see their positions threatened by the use of volunteers.

Finally, Ivan H. Scheier's manual, *Winning with Staff: A New Look at Staff for Volunteers*, deals exclusively with this issue. This 77-page, 1978 publication can be ordered from Volunteer Readership, PO Box 1807, Boulder, CO 80306, (303) 447-0492. (Write for most recent, free catalog.)

Fundraiser Suggestion

Donna Milander, volunteer coordinator for the Junior Volunteer Program at St. Cloud Hospital, St. Cloud, Minnesota, has written *VAL* about a fundraising project that has been highly successful for that hospital's Junior Volunteer Program. The project, a "Volunteer-A-Thon," began in 1979 with 25 participants. In that year more than $450 was raised for a field trip. In 1980, with 56 Junior Volunteers participating, nearly $800 was raised, or an average of more than $14 per volunteer. Milander believes that the program is worthwhile not only because it earns money, but also because it gives recognition to the volunteer program without requiring a lot of work by the office staff. Milander submitted this outline of the Volunteer-A-Thon and related forms to share with other *VAL* readers:

VOLUNTEER-A-THON

Purpose

The purpose of the Volunteer-A-Thon is to help the volunteers raise money for their organization and at the same time give recognition to these outstanding volunteers in their community.

Outline for a Volunteer-A-Thon

A. Have printed pledge cards for sponsors to fill out.
B. Distribute to each member for participation.
C. Participants will contact people to sponsor them in this fundraiser.
D. Sponsors will pledge so much for each hour that a volunteer works as a volunteer during the time limits of the Volunteer-A-Thon. (We counted the month of April, from the first of the month to the 30th, as our Volunteer-A-Thon time. This is because April contains National Volunteer Recognition Week).
E. Send out a verification note to each participating volunteer verifying how many hours s/he volunteered during the time limit.
F. The volunteers collect the monies by a specific day with a smile and thank you and turn the monies into the sponsoring committee.

Projection for a Volunteer-A-Thon

If 100 volunteers each received 10 sponsors to pledge five cents per hour and they volunteered 20 hours of service, the organization would collect $1,000.

ST. CLOUD HOSPITAL JUNIOR VOLUNTEER VOLUNTEER-A-THON PLEDGE CARD

The month of April is National Volunteer Month and the St. Cloud Hospital Junior Volunteers are sponsoring a Volunteer-A-Thon. It will be held during the month of April and your assistance is asked.

I would appreciate you sponsoring me for any amount for every hour that I volunteer my services to the St. Cloud Hospital in a designated area, during the entire month of April. The funds raised will be used for an educational field trip this summer.

P.S. I usually work an average of _____ hours per month.

Thank you,

Junior Volunteer

NAME | AMOUNT PLEDGED PER HOUR OF SERVICE

SAINT CLOUD HOSPITAL

Jr. Volunteer

MEMOGRAM

Telephone 251-2700
ST. CLOUD, MINNESOTA 56301
1406 Sixth Avenue North

MAY 1, 1979

THIS IS TO VERIFY THAT _____
HAS VOLUNTARILY WORKED _____ HOURS OF SERVICE AT THE ST. CLOUD HOSPITAL DURING THE NATIONAL VOLUNTEER MONTH OF APRIL 1979.

WE APPRECIATE YOUR PARTICIPATION IN THIS VOLUNTEER-A-THON PROGRAM.

SINCERELY YOURS,
Donna Milander
DONNA MILANDER
VOLUNTEER COORDINATOR

For further information, you may contact Donna Milander, Volunteer Coordinator, Saint Cloud Hospital, 1406 Sixth Avenue North, St. Cloud, MN 56301.

Tool Box

Compiled by
Laurie A. Bernhardt

Success with Volunteers: Steps in Management. Pauline Wagner Ripple. Methods, 20030 Lichfield Rd., Detroit, MI 48221. 1979. 8 pp. Free.

A step-by-step approach in outline form for administering a volunteer program. Topics begin with assessing the organization's need for volunteer help to recruiting, training, and evaluation of the program at year's end.

Training the Volunteer Co-ordinator: A Course Handbook. Compiled by John Anderson, Larry Moore and Pat Ross. Voluntary Action Resource Centre, 1625 W 8th Ave., Vancouver, BC V6J 1T9. 167 pp. Can. $6.50, $1.00 postage/handling.

A course book designed to provide a practical introduction to administrative topics essential to managers of volunteers and volunteer agencies. Workbook includes course outline, related exercises, and reading lists.

Helping People Volunteer. Judy Rauner. Marlborough Publications, PO Box 16406, San Diego, CA 92116. 1980. 95 pp. $10.50.

This workbook is designed for those who assume short-term leadership roles in volunteer programs. Management topics ranging from delegating responsibility and writing job descriptions to the effect of community influences on the program are discussed.

The New Revised Checklist for Proposal Review. Linda Mundel and Jerry Mundel. Tandem Training Associates, 2578 Verbena Dr., Los Angeles, CA 90068. 1980. 18 pp. $2.00.

This checklist on proposal writing is also appropriate for reviewing proposals and for planning activities before preparing grant applications. The final section includes suggestions for packaging the application and a check-off list.

Fund Raising in the Private Sector. National Committee for Prevention of Child Abuse, 332 S. Michigan Ave., Suite 1250, Chicago, IL 60604. 1980. 45 pp. $4.00, postage/handling $2.50.

This booklet is primarily a compilation of material presented at a NCPCA fundraising workshop. Chapter titles include Corporate Giving, How to Write a Grant Proposal by Really Trying, and How to Sell and How to Ask for Money. Reading list included.

Funding Sources for Neighborhood Groups. U.S. Department of Housing and Urban Development, 451 7th St., SW, Washington, DC 20410. 1980. 63 pp. Free.

This book presents an overview of the various sources that can be used to fund neighborhood self-help groups and revitalization projects based on the experience of existing groups across the country. Also provides information on proposal writing and organizing a neighborhood group.

Organizational Training Films. CRM McGraw-Hill Films, 110 15th St., Del Mar, CA 92014. 1981. 12 pp. Free.

An annotated catalog of all organization training films available for purchase or rental from CRM McGraw-Hill. Includes six new releases and the CRM Multimedia Modules. While expensive to buy, films can be rented from one to four days for $25-$55.

Two Perspectives on Our Future. Donna Erickson, Section Coordinator, Public Relations Society of America, Inc., 845 Third Ave., New York, NY 10022. 1981. 26 pp. $5.00 for PRSA members; $10.000 for others.

Based on a transcription of the Novemher 1980 meeting of PRSA's new Social Service Section, tbis report discusses public attitudes toward charity and social services and the impact of Reagan Administration policies on national and local social programs. Complete texts of guest speakers' remarks included.

Bookstore at Your Door. Galloway Publications, Inc., 2940 NW Circle Blvd., Corvallis, OR 97330. 1981. pp. 16. $1.00.

An annotated listing of nearly 100 books of interest to "people who work with people." Includes 17 books that have not been listed previously.

Opening Doors for Adult New Readers. Linda Bayley. New Reader Press, Box 131, Syracuse, NY 13210. 1980. 17 pp. Single copies free.

A comprehensive guide to every aspect of starting adult new reader collections in a public library. Topics include the selection, organization and display of adult new reader material.

Organizing a Community School: A Primer for Citizens. William J. Slotnik, Joseph S. Baron, Lindra L. Best, and Janet L. Hookailo. Coalition for Newton Community Education, Inc., c/o Newton Community Schools, 492 Waltham St., West Newton, MA 02165. 1980. 34 pp. $4.00.

A product of a recently completed grant entitled "Expanding Community Education Through Citizen Volunteerism," this manual examines several issues related to organizing a community schools program.

Down Syndrome: . . . This Baby Needs You Even More. National Down Syndrome Society, 146 E. 57th St., New York, NY 10022. 1980. 18 pp. $.75.

The booklet provides a concise explanation of the causes of Down Syndrome and discusses candidly the potential of these children. Using a series of quotes from parents of DS children, it answers many basic questions for new parents of DS babies.

Health Fair Guidelines. Auxiliary Services Program, Hospital Association of New York State, Inc., 15 Computer Dr. W., Albany, NY 12205. 1979. 64 pp. $3.000.

Provides a brief outline for planning a hospital health fair. Also includes lengthy appendices with sample layout plans, news releases and activity lists.

Locating, Recruiting, and Hiring the Disabled. Rami Rabby. Pilot Books, 347 5th Ave., New York, NY 10016 1981. 64 pp. $3.95.

Designed for personnel administrators who want to increase their hiring of disabled persons, this booklet describes several strategies for locating qualified candidates from the disabled community. Appendices list helpful government and private agencies.

CDF Reports. Children's Defense Fund, PO Box 7584, Washington, DC 20044. 1981. 8 pp. Annual subscription rate, $30/organization, $15/individuals.

A monthly newsletter that provides information on national, state and local developments on a wide range of children's issues, including child welfare, education, health and juvenile justice.

American Indian Civil Rights Handbook. U.S. Commission on Civil Rights Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314. 1980. 71 pp. Free.

A revised edition of the 1972 publication, this issue includes recent changes in the law. The handbook informs American Indians about their basic rights under federal law both on and off reservations.

Lend a Hand and Improve Your Block. Citizens Committee for New York City, Inc., 630 5th Ave., New York, NY 10020. 1980. 14 pp. Free.

In a question-and-answer format, this pamphlet explains how to set-up a block association and the benefits of having one.

Neighborhood: The Journal for City Preservation. New York Urban Coalition, Inc., 1515 Broadway, New York, NY 10036. 60 pp. Four-issue annual subscription $12.00; single issue, $3.50.

A quarterly journal concerned with neighborhood preservation issues in New York City. Features include an interview, profiles of various New York neighborhoods, and discussions of such related issues as energy.

Lend a Hand in Your Community Board. David Kornbluh and Gordon Milde. The Citizens Committee for New York City, Inc., 630 5th Ave., New York, NY 10020. 1980. 14 pp. Free.

This booklet is designed to explain how New York City residents can use that city's authorized network of Community Boards to improve the quality of life in their neighborhoods. Provides a list of the 59 Community Board offices with phone numbers.

The Community Newsletter Handbook. Neighborhood Organization and Development Unit, Neighborhood Service Organization, 10140 W. McNichols, Detroit, MI 48221. 1979. 26 pp. $1.50.

A step-by-step guide to community newsletter production. Includes instructions and explanations for planning, coordinating, format, lay-out and design.

A No-Budget Manual for Newsletter Editors and Publicity People. Valerie M. Dunn, Highway BookShop, Cobalt, Ontario P0J 1C0. 1978. 50 pp. Can. $4.95.

Designed to assist the novice in all areas of newsletter editing, production, design, and general publicity. Advertising, reproduction methods, and typeface choices are discussed. Bibliography included.

Books

Mobilizing for Collaboration

By John C. Briggs

BUILDING THE COLLABORATIVE COMMUNITY. Eva Schindler-Rainman and Ronald Lippitt. University Extension, University of California, Riverside, CA 92521, 1980. 163 pp. $6.50 + $1.50 handling (make check payable to: Regents-UC).

DURING THE LAST FEW YEARS, those involved in citizen affairs have spoken increasingly of the need for collaboration between all segments of the community in solving societal problems and planning positive futures. Agency executives, leaders of volunteer citizens' groups, governmental officials and business leaders have called for community groups to work together rather than at cross-purposes. More recently, these leaders have been calling for the formation of public-private partnerships for community improvement. Yet, while there are some models to follow in developing such ventures, little has been published on how to proceed in exploring or creative collaborative community projects.

In *Building the Collaborative Community*, Eva Schindler-Rainman and Ronald Lippitt have taken an important step in filling this knowledge gap. They describe their experience as consultants to groups working to develop collaborative projects in more than 80 communities between 1970 and 1977. In doing so, the authors' basic approach is to use the start-up community conference as the means to initiate on-going collaboration efforts. The tone and basic message of their work is best summarized in a single paragraph:

> Collaborative meetings can take many forms. They can have small, medium, or large participatory groups. They can have a single purpose such as improving decision-making skills or a more global one like improving the quality of life. Regardless of the purpose of the collaborative conference, the size of the group or community, or who initiates it, it becomes very clear that a participatory conference design is essential. Given such a design, people who come to collaborative events can leave with a better knowledge of their community and a feeling that they can improve it. Additional skills and new knowledge of the resources, strengths, and liabilities of the community, will enable participants to move ahead for themselves and for all who live in their community.

With the various forms of community conferences serving as a centerpiece, every possible consideration in the development of a conference and potential continuing collaboration is covered. The authors describe:

- The need for developing collaborative projects. Here we find all too familiar statements from citizens-consumers-clients, board members, volunteers, staff, administrators, and students of community life. They bemoan such realities as the lack of service coordination, gaps in community leadership, and their inability to organize continuing collaboration to address pressing community needs.
- General and specific models for creative collaborative conferences and projects. Drawing heavily on documentation from the communities the authors assisted, case examples range from a one-day local conference to more extensive state-wide gatherings. The examples are written in story form, clearly describing the process from a leader's interest in collaboration to results following the conference.
- Different ways a collaborative project might get started, factors in the planning process, and variations in design. Crucial for anyone considering a collaborative process, these sections ask the right questions, give pointers, list necessary planning steps, and impart valuable advice.
- Factors leading to success and results. The authors describe the reasons some conferences led to concrete results and continuing collaboration while others did not. Woven through their examples and listed in several sections are traps which planners must avoid.
- Competencies required of both collaboration leaders and consultants. A full range of necessary skills are described with examples of how new skills can be acquired by those participating in collaborative endeavors.
- Practical tools and resources. Those planning for collaboration will find this section most useful. Among the full complement of tools included are checklists, charts, sample letters, program designs, instruction sheets, follow-up questionnaires, and some helpful advice.

Building the Collaborative Community should be required reading for any *VAL* reader who is considering the development of a collaborative project. While it assumes the use of a conference or series of conferences as a basic strategy, those using other approaches will he guided by its advice on process and on traps to avoid. Those using the conference approach will find this work invaluable. Even those people not presently considering collaborative projects will find its basic advice on planning for

John Briggs, the former director of the National Self-Help Resource Center in Washington, D.C., is now an independent consultant to neighborhood and community groups in Rochester, New York.

conferences, major meetings, and events most helpful.

Some will find fault in *Building the Collaborative Community* because it relies so heavily on the conference approach and on the use of consultants. Others will suggest that it focuses primarily on getting a collaborative process started and only deals in limited ways with how to manage the process for results once the conference is over.

The authors have oriented their book toward process and human relations which can be seen as its greatest strength by some and a weakness by others. As Malcom B. Knowles says in the foreword, " . . . The authors are not prescriptive—they don't tell you what should be done; they are descriptive—they tell you what has been done that you can draw on."

I found the authors' approach helpful and enlightening, rather than too limiting. Their purpose was to describe some ways to mobilize citizens for collaborative community action rather than to offer a smorgasbord of approaches or the definitive document on how collaboration must be fostered. They fulfill their purpose well.

Following their descriptions of past conferences and projects, Schindler-Rainman and Lippitt inspire readers with "Images of Potential: Adaptions to Other Systems." Their scenarios include how collaborative projects can be generated by a mayor's office, community college, university or national organization. They go so far as to speculate on how the White House might facilitate a public-private-business collaboration on volunteerism and how various multinational organizations might collaborate. These visions are close to what could be reality, but for the lack of informed collaborators and the resources to set them in motion.

The wide dissemination and use of *Building the Collaborative Community*, at the very least, can help potential collaborators understand the challenges before them when planning a broad-based conference. Through its descriptions and advice, it could save many community groups valuable time and resources as well as limiting the risk of poorly conducted collaboration. At most, the authors may inspire effective collaboration in many local, state, national, and multinational arenas, helping to mobilize a broad-base of citizens for action.

DIRECTING HEALTH-CARE VOLUNTEERS. Nancy Kieffer. Medical Economics Books, Box 157, Florence, KY 41042, 1980. 245 pp. $13.95.

By Rochel Berman, M.S.W.

DIRECTING HEALTH CARE VOLUNteers in essence is a 245-page job description for an administrator of volunteers. But unlike most job descriptions, it should not be stored in a filing cabinet but kept on the desk for easy and quick reference. It is a "must" for anyone entering the field anew and for those who have only moderate experience and need guidance on setting up systems that work.

At the same time, the book should not be discounted by the more experienced volunteer coordinator because it offers a variety of suggestions for sharpening insights and tightening up procedures. It may also be helpful to an administrator whose facility does not have a formalized volunteer program and who is wondering what are the advantages of having a volunteer coordinator as part of the staff.

Firing a volunteer tends to ruffle people's feathers and may lead to a period of insecurity.

In addition to dealing with the outgoing volunteer, the director of volunteer services must also be tuned into the morale of the remaining volunteer corps.

A quick look at the table of contents, which outlines 23 different roles of a director of volunteers, certainly would convince any administrator that his/her facility would be enormously enhanced by this multi-faceted, multi-skilled professional.

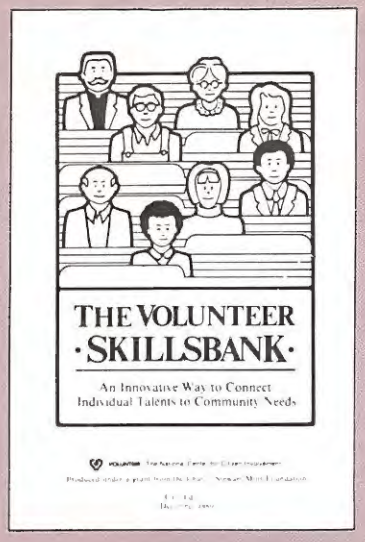
The first three chapters deal with getting started and take the reader through the job interview, setting up an office and outlining a program. If you are the first director of volunteer services hired by your facility, you will certainly find the suggestions on setting up a functional office and the lists of office equipment most helpful. While I agree with Kieffer on the importance of "making do" and being practical, I part company with her on the notion that the coordinator should do his/her own typing. This is a serious misuse of time and energy which should be devoted to planning and directing. If you do not have your own secretary, insist that your typing be done by an existing clerical pool or a shared part-time secretary.

The chapter on organizing the program will help dispel that overwhelmed feeling as one wonders, "How do I get started?" It supplies the reader with a step-by-step plan—meeting with the administrator, meeting with the staff, outlining a program, establishing a budget and preparing volunteer job descriptions. The author suggests visiting other facilities in the early phase of the job. It is probably best to walk around, talk to patients and staff and be visible in your own agency before you move out into the field. You will be in a better position to integrate ideas you have picked up elsewhere if you have a good basic working knowledge of your own facility first.

The next 14 chapters—the body of the book—deal with the major operations of a volunteer department: recruiting, training and planning for volunteers. It addresses the day-to-day tasks of interviewing, screening, teaching, encouraging, motivating and communicating. "You as a Listener," "You as a Liaison," and "You as a Group Facilitator" are spelled out in an easy-going and engaging manner.

Kieffer is task-oriented and supplies the reader with guidelines, lists, and forms that are clear, concise and workable. A model recruitment flyer, complete with eye-catching and appealing graphics and text, can be adapted easily to represent the volunteer opportunities available in your facility. Similarly, the

Rochel Berman is the director of volunteer and community affairs at The Hebrew Home for the Aged at Riverdale, New York. She is the author of "Strike, Stress and Community Response" for the issues feature in the summer 1979 VAL.



What is a skillsbank? A skillsbank is a practical efficient system for identifying and utilizing individuals for short-term volunteer assignments.

The Volunteer Skillsbank manual presents the preliminary findings of the Citizen Volunteer Skillsbank Project, funded by the Charles Stewart Mott Foundation and conducted by VOLUNTEER: The National Center for Citizen Involvement and 11 participating Voluntary Action Centers. Its easy-to-follow narrative, combined with illustrations and sample forms, leads the reader through the following areas of skillsbank development:

- What skills should be registered in your skillsbank
- Who has the skills and where they can be found
- What information is needed
- How the intake process is handled
- How you introduce the skillsbank concept to potential user groups and agencies
- How you handle the referral and placement process
- How to management the skillsbank system And more!

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(303) 447-0492

Volunteer Readership is a service of VOLUNTEER: The National Center for Citizen Involvement

several sample forms recommended in "You as an Efficiency Expert" provide the necessary mechanisms for effective record keeping.

Of particular interest are the chapters on writing and public speaking. Even if one does not possess natural-horn talent in these areas, the suggestions provided will help achieve a satisfactory degree of proficiency.

The final chapters deal with special problems and concerns: evaluating program, applying for a grant, delegating responsibility, detecting and handling problem situations.

In giving advice, Kieffer creates a fictional dialogue to talk the reader through the rough spots. Most of the advice is sound, but in a few instances it is incomplete or questionable. I concur with the sensitive, soft approach suggested in firing a volunteer when it is deemed necessary. In addition, however, to dealing with the outgoing volunteer, the director of volunteer services must also be tuned into the morale of the remaining volunteer corps and possible administrative and community response. Firing a volunteer tends to ruffle people's feathers and may lead to a period of insecurity. If you must respond to the question "Why?", you are on safer ground if you stick to the issues and avoid any discussion of personality. Finally, if the volunteer is a V.I.P., make sure you inform your administration before you take final action.

In the chapter, "You as a 'Troubleshooter'," the author suggests enlisting the help of volunteers to aid in identifying trouble spots. I think this is a questionable tactic because it may involve informing on a staff person or another volunteer. It potentially places the volunteer in a triangular position which can in turn lead to a host of other conflictive situations.

Kieffer only alludes to the ways in which the director of volunteer services interfaces with other staff members and with professionals in the field of volunteer administration. These are both important roles and should have had their own chapters entitled, "You as a Team Member," and "You as a Growing Professional." The latter could have outlined the advantages of membership in associations of volunteer administrators, and the possibilities for professional growth through courses, workshops, seminars and professional journals.

In an age of excessive jargonism and pretentious flowery language, Kieffer's folksy style in *Directing Health Care Volunteers* is straightforward and refreshing. She immediately involves the reader in measuring and evaluating his/her working style and performance. Kieffer's greatest strength lies in getting to the kernel of a problem and quickly spelling out how to approach a solution.

SECOND CAREERS VOLUNTEER PROGRAM. Janet Stone. Second Careers Volunteer Program, 51 Chambers St., Room 1215, New York, NY 10007, 1980. 56 pp. $7.00 prepaid.

By Steve McCurley

AS A BASICALLY LACKADAISICAL sort myself, I appreciate thoroughness in others, particularly when they're involved in something that I might later want to use. *Second Careers Volunteer Program* is a handbook which creates that sense of appreciation.

The Mayor's Voluntary Action Center of New York City is operating the Second Careers Program as a volunteer opportunity for retirees. The program is designed to match the needs of a relatively new volunteer population—retirees—with the growing need of nonprofit agencies for professional, technical and managerial skills.

If you're interested in that sort of program, this handbook definitely will help you get started. It begins with a little of the basics for any program ("How do we decide what we want to do?"), with helpful leading questions, then takes you systematically through selecting staff, identifying volunteer assignments, recruiting volunteers, classifying volunteer skills, etc. It has sample everythings: volunteer application form, job description, recruitment brochure, orientation brochure, public service announcements. It suggests what might be done and then shows you how they tried it in New York.

This is one case where what worked in New York might well be exportable to the rest of the country. ♡

Steve McCurley edits VOLUNTEER's bimonthly newsletter on advocacy called Volunteering.

As I See It

(Continued from p. 2)

nesses in the same competitive arenas, of employees and consumers, are only a few of the kinds of voluntary and cooperative associations that are essential to our way of life.

Voluntarism and volunteers are a part of the fabric of America. In the good old days we had barn raisings and shared holidays. If we had a car, we would see that the neighbors would get to the hospital on time for the delivery of their firstborn. Times have changed, but the fabric is still there; the need for cooperation, mutual assistance, self-help is still there. Individuals, groups and organizations, and communities across the span of the continent achieve their humanity through participation in our volunteer heritage.

Professional Service and Voluntary Service—Adversaries or Allies?

There are some things that money can't buy. There are some things that are too important to do alone. There are some life-saving, health-restoring treatments that a doctor can't deliver. There are some things that belong to us that are so precious we can't sell them; we must share them with others.

A "volunteer-in-transition," well on the way to recovery after several weeks in a locked ward in a community hospital, speaks to a patient now being treated in the same hospital. He not only can give the time that no one else seems to have, he has an understanding *from the inside* that outsiders can't achieve; he has the credibility, he has the example of hope. He's not paid; he's there because he knows and cares. He provides a service that money can't buy.

Several students in a local university graduated by the skin of their teeth. They didn't have trouble academically. One had grown up like Topsy, handed off between relatives, welfare workers and children's institutions; another had been an alcoholic; another a mother of four going it alone; another had spent 10 years completing her degree between surgeries, physical rehabilitations and financial crises. They became friends with classmates who also had enjoyed, appreciated and thanked the Good Lord for the freedom their educations had made available to them.

As they found each other, they agreed that too many people don't have the important freedom and opportunities they now held in common and wanted to share them with others. They decided that some things are too important to do alone; small, separate gifts and efforts are not enough. To really share their freedom they are working together and including others in getting a job done that neither the government nor the university can do, but that urgently needs doing. They are now helping inner-city children include a university education in their life plans, ex-patients, ex-housewifes, ex-convicts and others find a new hope of freedom. The beautiful part of their doing it together as volunteers is that those they help, being helped, become helpers and reach back to share their newly won freedom with those behind them.

Recently a doctor astonished a team of social workers, nurses and community workers with his outburst at a conference about a baby in the pediatrics ward of a local hospital. The child had recovered and he wanted the baby discharged immediately. The baby had no home. The best the team could offer was to move the baby to a small nursing facility. The doctor's outburst was that if the child did not have the nurture of a loving, caring person, the treatment was in vain; the child needed that nurture like it needed air to breathe, warmth from the cold and milk to drink. The scene wasn't pleasant, nor was the end of the story.

The baby languished in the ward for weeks and died before that essential loving, caring life could be found for her. This doctor realized that there are some life-saving, health-restoring treatments that the medical profession can't provide. He now devotes much of his energy to working as a volunteer himself in our community, finding those life essentials for children.

Many of us believe that our blood is a priceless gift, easily, importantly shared and urgently needed. Our skills, talents, experience, even sensitive ears, are often the means by which we voluntarily help, and in helping are helped.

We need the knowledge, expertise, ethics and technology of professional services. Volunteer service in no way does the job. Professional services, however, cannot provide all the essential ingredients of human service themselves. They can't put all of the needed humanity in human services without voluntary service. Therefore, the professional services of a community must be complementary to that community's voluntary services.

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Professional Leadership and Voluntary Leadership

It's clear that volunteers are essential to the community's human services. The most important question that the Cleveland community faces today, however, is how volunteer services are to be developed, coordinated, improved and properly applied to the needs of the people and the community. How can professional and volunteer leadership in

volunteer services be brought together to address creatively all aspects of the volunteer field?

We've said already that volunteer service is part of the fabric of the community and the nation's heritage and way of life, that volunteer participation brings the essential spark of human concern and the ingredients of humanity to human service. While these things are true, it's also clear that times have changed. The human problems and the needed human answers have changed as well. But the basic

There are some things that money can't buy. There are some things that are too important to do alone. There are some life-saving, health-restoring treatments that a doctor can't deliver. There are some things that belong to us that are so precious we can't sell them; we must share them with others.

issue of helping others voluntarily is as important and as difficult today as it always has been.

Today I don't travel a road to Jericho—it's too dangerous, filled with muggers, robbers and desperate people: I take the Shoreway or I-90. Still, I would try to help a man lying beside the road. I see him as my neighbor. More than that, I would get together with other neighbors to see what can be done about that road to Jericho and the desperate people and their children who live along the way.

By myself I can't find that man; alone, I can't do much about the road. Without some organized comprehensive plan, we don't know what help is needed. Today we need to turn our efforts toward careful planning in the field of volunteerism. We need that plan, study, organization, leadership and coordination to bring human problems and human answers together. We need professional and voluntary leadership to identify and sort out problems, to mobilize and organize answers quickly, efficiently and effectively. We need facts, data to support our convictions about the impact volunteers can make. It's really that simple. There is just one catch, though.

Is a program of community volunteer services really voluntary, really in keeping with our heritage and fabric, if we turn its leadership over to paid professionals? Isn't there a danger of dampering the spontaneity and stifling the love and care in voluntary organization? Well, we've developed the answer for that too: have the professional leaders led by voluntary leaders. And that's what we've done in all of the voluntary agencies and services in Cleveland.

We have a committee of informed and concerned citizens whose pay checks have nothing to do with their decisions and services on the committee. They serve to guide the program freely. They serve freely in the sense that they serve without expectation of favors or remuneration and freely in the sense that they are not fettered or bound by anything other than their sense of service and fairness and their awareness of human need. We do not abdicate our responsibility as citizens and neighbors by developing and employing professional leadership. We direct it and use it to meet the complex problems of our community.

Cleveland's Community Volunteer Services at the Crossroad

As with any program or service, Community Volunteer Services (the local Voluntary Action Center) needs to be planning now for next year. Should we be continuing our efforts to expand volunteer service in Cleveland area high schools and colleges? What commitments about the future can we make with these groups? Where should we be going with our volunteers-in-transition, winding up or winding down? Should our education and training programs for volunteer directors, coordinators and leaders of public, voluntary and proprietary agencies and services be negotiated and planned this year for delivery next year? Do we need to shift priorities in view of the present economy and the increasing need for volunteers? Should we be meeting

Is a program of community volunteer services really voluntary, if we turn its leadership over to paid professionals? Isn't there a danger of stifling the love and care in voluntary organizations? Well, we've developed the answer for that too: Have the professional leaders led by voluntary leaders.

with the boards and committees of other professional volunteer programs to identify issues and recommend solutions?

While planning for the immediate future, voluntary and professional staff have to keep in mind the long-range outlook for the volunteerism field. This planning, in order to be effective, has to include the participation and support of not only one or two interested groups, but all agencies, organizations and persons involved in or affected by volunteerism. Everyone has to recognize the need and importance of sharing those talents, gifts and abilities, that knowledge and expertise, and that listening ear in order for Greater Cleveland's commitment to volunteerism to remain strong and have visible, positive influence on the human services systems.

The VAL Index for 1980

This index to Voluntary Action Leadership lists every article that appeared in each quarterly issue (winter, spring, summer and fall) of 1980.

The index is organized by title (then author, department, issue and page number) in chronological order by category. (Note: Book reviews are listed by book title in italics.)

Back copies of VAL *are available for $2 from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.*

Letters

The Budget Cuts

With Reagan budget-cuts affecting all of us, it is important that we reflect upon the importance of volunteers to human-service agencies and communities at large. It is vital because volunteers more than ever will spell the difference between success and failure of programs and possibly entire agencies.

In an effort to recruit more volunteers during times of rigid budgets, it may help to concentrate on a paradox we all sense. This is the paradox of power—a characteristic of this country commented on by various social critics. In brief, it states that while we collectively gain steadily more control over our physical world and evolutionary fate, as individuals we feel a continual loss of control over our personal world and private life.

Many people have found they can regain this control, have a personal input in their community, and become part of an organization or personal cause through volunteering. In very practical ways volunteering allows people to show that they are unique with talents and skills all their own, to exert their individuality in the face of an efficient technocratic state that more and more reduces its citizens to a mere statistic.

In response to limited finances and to meet volunteer needs, this perspective of personalized service should be emphasized increasingly by those creating and implementing volunteer positions. With withdrawal of federal funds, two things will simultaneously occur.

One is an increased need for volunteers to assume a wider spectrum of responsibilities. This can only be a step forward for volunteerism, for responsibility has never posed a problem to volunteers. Positions which challenge their abilities and creativity are the most sought after. It will, though, call for the utilization of more thorough interviewing techniques on the part of volunteer placement and referral counselors, in order to match specific interests, talents and degree of responsibility each potential volunteer can assume with the increasing array of positions available.

This withdrawal of federal funds also will spur the sister benefit of additional "home-rule." It will give us all—service employees, volunteers and community members alike—the opportunity in the face of necessity to join together in providing services unhampered by those federal regulations which accompanied the federal money and all too often did not apply to needs of particular localities.

But this is not to say that all new areas that will open for volunteers will be free from concern. One in particular that needs close examination is volunteering in the work place. Although many referral services may choose to represent only non-profit, human-service agencies, others see definite benefits in representing profit-making organizations. If one major motive for volunteering is to gain job skills, what more logical place to do so than in the job setting. Also, serving in a doctor's or similar professional's office is as old as any other type of volunteering and often an unstated requirement to entering that profession.

But exploiting volunteers in the name of trimming the budget by those who can actually afford to hire is of utmost disgrace to the organization. This practice insults the volunteer and reflects very poorly on the referral agency. Therefore, each of the various and many cries for volunteers must be carefully scrutinized by those making the referrals.

Although the increased need for volunteers in these times of financial shortages should be met with an eye out for exploitation and emphasis on personalized service, other motives for volunteering must not be forgotten. To acquire job skills, to share talents, just to do something different are still of vital importance.

While the recession reached all of us through soaring prices, job tightening and minimum-wage raises; while more people have been forced to work, to work longer and often at second jobs, the desire to reach out to others has not faltered. Instead, more than 560 people last year alone—137 more than in 1979—have called our Center in Somerville, N.J., seeking to perform some volunteer job. More often than not these individuals gave up precious evening and weekend hours to do so. Nothing can demonstrate better our strong commitment to reaching out in a time of need.

Certainly, volunteerism is stronger than ever. It is up to directors of volunteers to support it by stressing personal service, watching for exploitation and utilizing thorough interviewing techniques to match potential volunteers with just the right position in the expanding field of volunteer service.

—Edward Van Arsdale
Publicity Director/Placement Counselor
Voluntary Action Center of
Somerset County, N.J.

A Positive TV Portrayal of Volunteers

The recent CBS TV movie "The Pride of Jesse Hallam" portrays the role of volunteers in America's fight against illiteracy. Marion Galucci (Brenda Vaccaro), a Laubach Literacy reading volunteer, teaches illiterate widower Jesse Hallam (Johnny Cash) how to read.

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

June 5-6 **Richmond, Va.:** *Seventh Statewide Conference on Volunteerism in Virginia*
Under theme, "Volunteering: A Celebration of Community," conference will consist of 18 workshops on a variety of topics of interest to people involved in volunteering. Susan Ellis is keynote speaker.
Contact: Betty Biehn, Virginia Divsiion of Volunteerism, 825 East Broad St., Richmond, VA 23219, (804) 786-1431.

June 7-11 **New Haven, Conn.:** *National Conference on Citizen Involvement*
VOLUNTEER's first national conference on East Coast (at Yale University). Focusing on theme, "Citizen Action for a Changing World," conference will address a wide range of topics, including Issues for the '80's, Corporate Responsibility, Partnerships with Government, Work Worth Doing, Building Human Resources, Where Will the Money Come From, and more. Featured speakers are Tom Hayden and Elliot Richardson.
Fee: $200 (Organizational and Resource Associates of VOLUNTEER receive a 25 percent discount; 10 percent discount for multiple registrants.)
Contact: VOLUNTEER: The National Center for Citizen Involvement, PO Box 4179, Boulder, CO 80306, (303) 447-0492.

June 16-18 **Washington, D.C.:** *Jobs for the '80s*
A conference to inform community-based organizations about emerging trends in federal programs and policies to create jobs for low-income, unemployed people. The Center for Community Change, conference sponsor, has invited key policy-makers from White House, Congress and Labor Department.
Contact: Ronnie Jill Kweller, Center for Community Change, 1000 Wisconsin Ave., NW, Washington, DC 20007, (202) 338-4712 or 338-6484.

June 16-20 **Philadelphia, Pa.:** *1981 National Conference of Big Brothers/Big Sisters of America*
"Sharing a Child's Tomorrow" is theme of this annual conference featuring 30 workshops utilizing the track system initiated at last year's conference. Workshops will be divided by design for board members, professional staff, and volunteers.
Contact: BB/BSA, 117 S. 17th St., Suite 1200, Philadelphia, PA 19103, (215) 567-2748.

Oct. 11-14 **Virginia Beach, Va.:** *National Forum on Volunteers in Criminal Justice*
The annual meeting of the Association of Volunteers in Criminal Justice.
Contact: Steve Hurwitz, Henrico County Juvenile & Domestic Relations Court Volunteer Service, PO Box 27032, Richmond, VA 23273, (804) 747-4693.

Oct. 14-17 **Philadelphia, Pa.:** *National Conference on Volunteerism 1981*
The annual joint conference of the Association for Volunteer Administration, Association of Voluntary Action Scholars, and Association of Volunteer Bureaus. Purpose: to provide a forum for issues facing volunteerism, to increase skills areas related to development and management of volunteer programs, to enhance understanding of contemporary issues affecting volunteering, and to conduct the annual meetings of the three sponsoring organizations.
Contact: Christine Franklin, Conference Chairwoman, AVA, PO Box 4584, Boulder, CO 80306, (617) 934-6951 or (303) 497-0238.

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