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Voluntary Action Leadership

SPRING 1984

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CORRECTION

In the 1983 Gallup Survey on Volunteering summary that appeared in the winter 1984 *VAL*, please note that the titles for tables 2 and 3 are reversed. Table 2 should read, "Percentage of active adult volunteers involved in various activities," and Table 3 should read, "Percentage of total adult population volunteering by activity area (1981)."

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Voluntary Action
NEWS

Cincinnati's Police/Clergy Team Reduces Crime, Costs

By Donna M. Hill

Whenever Janet Mitchell, a psychiatric social worker, talks someone out of attempting suicide, she pays a slight toll.

"I almost always feel good afterward," she says. "I know I'm doing the right thing, but it is emotionally draining."

Yet, the next time the police cruiser comes by to pick her up for her volunteer assignment, Mitchell never hesitates. She is the only professional social worker and one of the few laypeople who serve on the Cincinnati Police Clergy Crisis Team, a group of volunteer clergy and skilled laity who assist Cincinnati police in crisis intervention.

She rides with police officers twice a month from about 6:30 in the evening to 2:00 in the morning. She is there mainly to intervene in domestic violence matters and suicide attempts. Sometimes she offers comfort to traffic accident victims. She also listens to police officers discuss their personal problems or how it feels to be shot at.

Mitchell is particularly useful in dealing with suicide prevention. The police officer usually will direct the person to her. Mitchell said many of these victims view her as clergy. The police officers are just glad she's there.

"They are usually happy to have someone available they can rely on and who's had experience," Mitchell said.

Those same traits apply to all volunteers on the Police Clergy Crisis Team, which began 13 years ago when the Cincinnati Police Division approached the Council of Christian Communions of Greater Cincinnati and asked for more than the traditional police chaplaincy program. They wanted clergy involved in the community's counseling needs.

So Reverend David Rogers, Crisis Team director, set up the riding program in which Mitchell and 90 other volunteers participate. Clergy members also are on call for police, who may contact them when they are about to deal with a crisis. Rogers calls the program "an organized grassroots response from a broad-based ecumeni-

Crisis team volunteer listens to dispute witness in Cincinnati neighborhood.

Donna Hill is a frequent contributor to VAL.

cal community to meet the crisis and conflict needs of Cincinnati."

Rogers said the Cincinnati program is the oldest and largest of the few that exist in this country. Volunteers are involved in death notification, suicide prevention, domestic disturbance (particularly repeat domestic violence), hostage situations, rape cases and spouse/child abuse. A subsidiary program, the After-Crisis Care Team, handles followup to these same crises.

Mitchell discovered the Police Clergy Crisis Team two years ago through the Cincinnati Voluntary Action Center. She called and asked for a volunteer job that would use her clinical and counseling experience.

"I wanted something different," she explained, "something where I'd be working with people but not in an office."

Mitchell was interested in working witb the police, since she was curious about the kinds of people they encountered. She went through screening and interviews, tben took an accredited ten-week course in crisis intervention taught at the Police Academy. She learned how to deal with the various forms of crisis and bow to help the police in different kinds of situations. Upon completing the course, Mitchell was interviewed again and then assigned to a field supervisor.

She was one of the lucky ones to be accepted on the team. Not everyone is. "We have more people applying than we can accommodate," Rogers said. "Some applicants we shift to the After Crisis Care Team."

Mitchell enjoys the experience of working with clergy, who have an abundance of the caring, consoling and healing qualities needed.

"They respect everybody," she said. "They don't judge; they just decide who's hurting and how to make them feel better."

She admits to feeling apprehensive at the beginning and to still feeling that way occasionally because there is some risk involved.

"One woman has had a gun pointed at her twice," she said.

Rogers said the volunteers are taught how to minimize danger in the ten-week training program. He contracts with a martial arts training school to teach the volunteers noninjurious forms of self-defense. Crisis team candidates learn how to face a person with a weapon and how to "de-escalate the potential for violence" in an individual. Rogers said that bullet-proof vests and radios are available to members when needed.

Rogers is trying to spread the program, which already has received national attention from a CBS news documentary, to other communities. He has statistics that show the existence of a crisis team such as Cincinnati's reduces the number of homicides and costs a fraction of what a police department would have to pay for crisis intervention.

He currently has a proposal pending with three major religious denominations to establish a one-year pilot testing program in six major cities.

For further information, contact Rev. David Rogers, Council of Christian Communions of Greater Cincinnati, 1836 Fairmount, Cincinnati, OH 45214, (513) 251-4666.

DST Launches National Campaign To Aid Black Single Mothers

By Donna M. Hill

The problems and concerns of the black single mother are the focus of a national campaign launched this year by Delta Sigma Theta, a service sorority and the largest black women's group in the country.

Delta's statistics show that an estimated 2 million black single mothers live in the United States and that nearly 50 percent of black families are headed by women. Many of their children are raised in poverty; in 1982, the median income for such families was $7,458.

The sorority has planned a series of meetings with other organizations to focus on the needs of these mothers that include support services for their children, training and education, emotional and mental support, and economic assistance, such as financial management and planning.

Ella McNair, Delta's program director, says that several groups, including her sorority, have offered programs that address some of these problems.

"But we need to mount a concerted effort," she said, "to bring all these issues into one arena so the campaign won't be fragmented and so services provided by different organizations in the same community won't be duplicated."

Delta President Hortense Canady emphasized the group's deep concern for education and training.

"Some of the recent studies tend to show that across the board, women get less financial aid (in education) than men," she said. "Somehow, some discriminatory factors are built into the system. These mothers need more aid because they usually have children who need to be cared for and other expenses, but they receive less. Tuition and fees are all they are allowed."

Canady announced the campaign in January.

"Now is the time to seek solutions," she said, "because it is obvious that if we do not, no one else will. And if we

don't, why should anyone else?"

She said the blame for a lack of attention to the problems of single black mothers rests partly on "the rapid erosion of the nation's commitment to civil rights in general, to women's rights in particular, and to an alarming and disproportionate degree—to the black woman and her children, especially if she is the head of her household."

Canady brings her own personal experience to this campaign.

"My father died when I was 10," she said. Her mother was educated, but the family still moved in with Canady's grandparents. "I saw that kind of sacrifice. I think it was a sacrifice for her to live with her parents. She never complained, but I knew it could not be an easy thing to do."

May is the target month for summit meetings in 30 cities, including Washington, D. C., Chicago, Detroit, Los Angeles, Houston and Columbia, S. C., to identify local issues and solutions.

Participants include representatives from organizations who work with, are involved with or are concerned about black single mothers. With the assistance of Delta site coordinators, they will raise issues in each community, form a picture of what the needs are, and then caucus to develop strategies for solutions. They also will determine which of the participating organizations are able to coordinate how each group will fulfill certain needs.

Canady expects some men to participate.

"We are not just talking about other women's organizations," she said. "The whole idea is to bridge schisms that sometimes are very artificial. We talk about the schism of socio-economic levels—the poor versus those who have. These are myths that we have allowed to be built up about us. I don't know a single black extended family that doesn't have members who are very poor. I suspect there is not a single black family that doesn't have a single mother who heads a household."

The Delta Sorority, founded in 1913, has 125,000 members across the country. Long proponents of self-help, the group last year allotted $1 million for education, housing and business programs.

This year, the summit meetings are just the beginning of an ongoing effort.

"This is just the kickoff," McNair said. "And we hope to continue our relationship with these other organizations."

VISE Projects Begin To Take Shape

As part of its effort to involve volunteers in the education of handicapped children, VOLUNTEER is bringing to light existing projects to aid the development of similar innovative programs.

At its recent VISE (Volunteers in Special Education) conferences in Tampa and San Francisco, for example, Bill R. Meyer and Richard Mouriam, representatives of the Surrogate Parent Bank in Maumee, Ohio, described their program. Sponsored by the Lucas County Children Services Board, the program involves volunteers as surrogate parents to assist handicapped students residing at a county-operated children's home for abused, neglected and dependent youths. The volunteers are carefully screened—they must submit an application, skills survey and references—and receive nine hours of training.

The surrogate parent is assigned to a child following an assessment of his/her skills and desires and the prospective youth's needs. The assignment is reviewed periodically via reports, meetings and evaluations of services delivered.

The presentation of the Surrogate Parent Bank ended the introductory portion of the VISE "network model development" conferences (one also was held in Chicago where Meyer and Mouriam attended as participants), which brought together teams of volunteer leaders and special educators for one-and-a-half day meetings. Volunteer centers were the primary volunteer groups represented, although representatives from other organizations, such as senior citizen groups, participated. The special education

partner was represented by directors of special education at the city or state level, university professors who teach special ed, school principals and other policy-making officials.

"The conference format was process-oriented, rather than straight training," said Dr. Guy McCombs III, VISE project director and VOLUNTEER vice president.

The major part of each conference was devoted to teamwork, in which the VAC/special ed representative from the same city began to investigate the concept of networking.

"The special education person would state his or her unit's needs for volunteers," McCombs explained. "Then the volunteer leader stated the VAC's capabilities to meet those needs. With such information exchanged, they next addressed the question, 'Can we put together a match?'"

On the second day, the VISE teams began developing an operating model and action plan for their projects, which varied according to the community's special education priorities and its volunteer center's capabilities. The result was the birth of a variety of projects, representing the participants' creativity as well as the many possibilities for involving volunteers in meeting the needs of handicapped youths.

For example, a senior citizen volunteer recruitment and training model was established in conjunction with the Saginaw, Mich., school district learning center. In San Francisco, participants devised plans for a city-wide multiple-services network to include San Francisco State University's Department of Education, the San Francisco Unified School District's Special Programs Office, the San Francisco School Volunteer Program and the VAC.

The VISE project was initiated by VOLUNTEER to address the problems of educators who must comply with Public Law 94-142 (which requires that handicapped children and youth be educated in the least restrictive environment), but who do not have adequate funds to do so. VOLUNTEER's primary goal is to bring together volunteer service agencies with leaders in special education to involve volunteers as an integral component in special education projects.

If they succeed, programs such as the Surrogate Parent Bank and those that were planned at the VISE conferences, eventually will exist in many pockets of the country.

VISE's next step toward that end is to provide follow-up in the form of support services and planning for additional conferences to serve the East Coast and the south central area of the country in the fall.

For further information, contact Guy McCombs at VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209, (703) 276-0542.

Arroyo Volunteers Reach Out To Meet Community Health Needs

In northeast Los Angeles, almost one-third of all households in the primarily Hispanic community are below poverty level. A high birthrate is coupled with a high premature death rate.

Located within that community is the Arroyo Vista Family Health Center, whose Outreach component has the difficult task of providing vital health care services. Often, such programs never extend to those for whom they are primarily intended. Yet, Outreach has been successful so far, perhaps because, since its inception, it has involved clients as volunteers in the job of solving their own health problems.

The Outreach program began with a grant from the Charles Stewart Mott Foundation. The center then employed six community residents to be a combination of social worker, community organizer, volunteer coordinator and health educator.

"The task of Arroyo Vista's Outreach Network," said Rachel Ruiz, the center's volunteer coordinator, "has been to try to incorporate a greater understanding of preventive health measures and community members' personal responsibility for their own proper health care and the health care of their neighbors."

Volunteer involvement began three years ago, almost as soon as the Outreach program began. Before Ruiz started recruiting, she asked herself, "How does one encourage people to donate their time to a health center or to promote good health when they are more concerned with the day-to-day struggle for survival?"

"We learned very quickly," she said, "that a traditional volunteer structure requiring an 'X' amount of time every week or month does not work."

So Outreach workers went from door to door and recruited neighborhood leaders to serve as block captains. These block captains (who now number 100) were trained by Outreach staff to distribute information about clinic services and special activities, check on patients and help residents come to the clinic.

"Block captains are the eyes and ears of the Outreach worker," Ruiz said. "They help the worker stay in contact with a larger group of patients."

Other volunteers are trained to share information that's provided to the community through home meetings. In a series of five sessions, Outreach staff inform residents about the center and good health education, and teach them such simple things as how to take a temperature. Volunteers then conduct other home meetings, where they instruct friends on the same topics.

Patti Overstreet, Outreach staff member, gives these volunteers credit for much of the program's success in informing the community about the clinic and providing workers with avenues for health education services.

Still other residents who have expressed interest in volunteering fill out an information form, which asks about previous experience and areas of interest. They may be called upon to handle such short-term assignments as baking cakes for a sale, assisting with a special event such as a health fair or babysitting for a client who needs to go to the clinic.

Volunteer turnover is low. All volunteers are fairly steady in their involvement, Overstreet says. In fact, regular volunteers recently have initi-

ated monthly meetings to discuss the clinic's progress and any upcoming events and activities, or to collect flyers that need to be distribnted.

Rniz primarily handles recrnitment of new residents interested in volunteering. She also makes an effort to recognize current volunteers for their contribntions by awarding them certificates and pins on appropriate occasions.

"Involving people who never have volunteered before takes effort and dedication," Ruiz says. "A point must be reached where individuals are willing to take responsibility for their own health and the health of their neighbors. The Arroyo Vista Center was designed to be the community's own, to be the responsibility of community members who maintain it and see that it runs properly. As such, it is both unique and successful."

Lend A Hand Campaign Now Underway

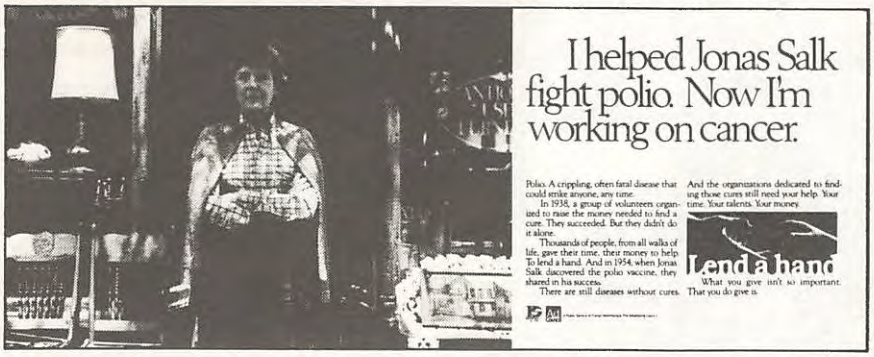
"Lend A Hand," a new nationwide media campaign to promote individual giving and volunteering, was officially lauuched at the beginning of the new year by INDEPENDENT SECTOR and The Advertising Council at a news conference in New York City.

Originally proposed by the President's Task Force on Private Sector Initiatives and IS, the Lend A Hand campaign is designed to convince givers of the importance of donating time and money to all types of nonprofits. To help emphasize the campaign's intent, VOLUNTEER adopted the theme for 1984 National Volunteer Week, May 6-12.

Lend A Hand advertising has been prepared for use in all media. Public service print ads for transit cards, magazines and newspapers depict individual Americans and their volunteer efforts. Public service announcements for television feature the "Lend A Hand" theme song in conjunction with a visual film montage of volunteers in action. Radio announcements also utilize the song. Business press advertising stresses the importance of corporate giving.

"America is unique in its voluntary and philanthropic spirit, and we should feel a sense of pride in what we've already accomplished," said John Elliott, Jr., vice chairman of the Ad Council and chairman emeritus of Ogilvy & Mather International, the volunteer advertising agency that developed the campaign and materials. "But much more remains to be done."

Ad materials already have been distributed to every licensed TV and radio station in tbis country, to all major print media contacts and transit advertising agencies, according to John Thomas, IS vice president. To maximize the campaign's appeal, he stresses, volunteer groups can reinforce use of the materials by contacting their local television and radio stations, newspapers, magazines and transit companies, urging them to use the ads. IS has available a "tips" sheet for making such contacts. Write or call John Thomas or Mary Malecha, INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100.



Lend A Hand transit card ad.

Volunteers Model Their Jobs in Green Bay Fashion Show

Last fall, participating agencies held a brainstorming session to come up with an idea for the main feature of a United Way campaign kickoff in Green Bay, Wisc. One participant suggested a "fashion" show in which volunteers paraded on stage while a commentator described their volunteer jobs. When the Voluntary Action Center agreed to put it together, "Fashions for Volunteering" was born.

"It's been fun, informative and the audience was excited," said VAC Director of Community Services Nancy Phoenix when the show was over.

So excited, in fact, that the VAC has tried it twice more, once at the celebration dinner following United Way's successful campaign, and again at the VAC's own ten-year anniversary celebration.

Phoenix said the anniversary fashion show ran from 20 to 25 minutes. Approximately 23 volunteers paraded across the stage as the commentator, the current United Way director and former VAC board member, read 30- and 45-second scripts that described each person and his/her volunteer work. All "models" brought their own props, which visibly represented their volunteer jobs.

One volunteer, a senior citizen who delivers meals to other seniors and does carpentry work, wore a jumpsuit and hat whose separate halves portrayed him as a cook and carpenter. A volunteer coordinator pinned registration forms, motivation profiles and job descriptions to her outfit. A volunteer secretary marched onstage carrying a toy typewriter and play telephone with the cord wrapped around her.

Phoenix said the shows take one to two months to pull together. She and other VAC staff start with a list of 30 to 35 volunteer jobs and select from them a variety of jobs, including those that are most misunderstood, most needed and least appreciated. Then, they look for volunteers to represent those jobs, either through individual selection of ones they know or through letters to agencies that have the representative volunteer jobs. Finally, the scripts must he written.

Phoenix, who writes them, said, "Getting started is tough, but not bad once you get the swing of writing a fashion script."

Scripts are short and may list key points in a volunteer job, focus on the volunteers or explain how the props relate to the work.

The "fashion" commentator is then selected. Phoenix looks for a theatrical person who is well-known and has a good voice. The first show was commentated by two local radio announcers.

"The most time-consuming job is locating the volunteers," Phoenix said. Volunteers are sent a letter asking them to participate and choose their own props. They are told to call the VAC if they need ideas. Phoenix said approximately ten percent usually call.

The program can be used at numerous events, such as a noontime feature at a volunteer fair or entertainment at a banquet. It is an effective fundraiser and volunteer recruitment technique. It's also a good vehicle for giving volunteer recognition and increasing a program's visibility.

"It's very useful," Phoenix said. "The audience sees volunteers' impact on the community. It's a visual reinforcement for citizens of what they hear all the time—and it's very entertaining."

A copy of one of the scripts is available for $1 from the Green Bay VAC, 411 St. John St., Green Bay, WI 54301.—*Donna Hill*

Barney DeGroat (left) shows how he spends half his time as a carpenter and half as a homebound meals deliverer. Diane Ewart, secretary, and Art Fenske (right), teacher, "model" their volunteer specialties.

As I See It

The Changing Profession of Volunteer Administration

By Laura Lee M. Geraghty

Laura Lee Geraghty is the director of the Minnesota Office on Volunteer Services, Department of Administration, and president of the Association for Volunteer Administration.

WHEN ASKED TO BE PLACED ON THE BALLOT for president-elect of the Association for Volunteer Administration (AVA), I agreed because of my long-standing commitment to the profession of volunteer administration and my belief that, as a professional, I had a responsibility outside of my own program to the larger volunteer community.

I believe that all volunteer administrators need to address some important questions that impact our profession:

- What can we do individually and collectively to improve the "professionalism" in our field?
- What responsibilities do we have to ourselves or other volunteer leaders as professionals?
- What responsibilities do we have to serve as advocates for volunteerism?
- What actions can we take to improve our field and to ensure the continuation of volunteerism for future generations?

Historically, the profession of volunteer administration often has been misunderstood, particularly by those outside the field. Much of this is due to a lack of professional identity for both paid and unpaid volunteer administrators.

With our nation's long history of citizen involvement, there is also a strong history of volunteer leadership. However, until fairly recently volunteer administration has not been recognized as a separate and distinct profession requiring specialized skills, talents and experiences.

Volunteer administration is relatively new as a paid profession. Most of us currently working in the field were not trained or educated to be volunteer administrators. Instead, we were prepared for careers in other fields, such as social work, nursing, corrections, teaching and as ministers, environmentalists, business managers, etc. This often has created a conflict in professional identity (i.e., volunteer administrator or corrections professional, or park worker, or corporate manager). Most often we are the only one, or one of very few, in our organization who has the job of volunteer administrator.

In addition, specific training, publications and other resources in volunteer management have not been widely available until the last decade or two. As a result, many of us were left to train ourselves in the field.

The conflict of professional identity, absence of skills-building resources and lack of recognition of volunteer administration as a legitimate profession often has resulted in frustration and a high turnover in the field.

Today, the field is different. It is expanding, with more volunteer administrators in different types of settings (i.e., zoos, museums, nursing homes, schools, co-ops and corporations). Many professional disciplines are now represented in the field and the number of volunteer administrators is growing. There is a greater recognition that volunteer administration is a profession and heightened awareness of our needs as professionals.

The recent economic crisis and national visibility given to the importance of volunteerism certainly has created some increased credibility to those in the field. However, many other resources have been developing over the years that are having a profound impact on our profession.

We have developed communication and support networks at the local, state and national levels. This most often occurs through professional organizations that were developed as a result of our recognition that, despite our job setting, volunteer administrators do share common goals, issues and concerns that can best be addressed as a group. These organizations provide support to those who are alone in their jobs, as well as provide opportunities to share resources and learn from one another. The organizations may be formal or informal, staffed or unstaffed, single or multi-discipline. Whatever their structure, they are an important asset to volunteer administrators. I would recommend involvement in local, state and national organizations for those who seek to strengthen themselves as professionals.

Some of the national membership organizations are the

- Association for Volunteer Administration
- Association of Voluntary Action Scholars

Continued on page 35

Advocacy

How Much Are Volunteers Worth?

By Stephen H. McCurley

THIS IS THE SECOND-BEST article ever written about calculating the value of a volunteer's time. The best article written on this subject was written by Neil Karn (see box), and it is wonderfully accurate and awesomely complete. It also is very complicated.

This article is designed for readers who haven't yet read Karn's article and wish an introduction to this subject, or for those who have read Karn's article, yet wish for a less definitive (e.g., easier) introduction to this subject.

In short, this is the lazy person's guide to calculating the value of volunteer time, complete with shortcuts.

Why Should You?

The decision to attribute a value to the time donated by volunteers is one governed primarily by need. It is not something one does just for fun, since it involves a certain amount of work. One might "need" to record the value of donated services for any of the following reasons:

1. To utilize the value as a "matching contribution" in a proposal submitted to a foundation or corporation, in a contract bid to a governmental agency, or in a United Way funding request.
2. To show internally within your agency that the volunteer program is of economic benefit and worth supporting.
3. To use for community public relations purposes.

It is important to determine in advance why you want to calculate a value for volunteer time, since your method of calculation must be one that will satisfy those whom you wish to impress. Rough estimates, for example, are fine for public relations work, but they don't go over as well with potential funders. They don't go over at all with the IRS.

It is also important to decide how much work you can put into the calculations. Some of the methods discussed below are much simpler than others, in terms of initial research and preparation, record-keeping and numerical computation. They also are necessarily less "accurate," since precision requires time.

In short, do not start this process until you know what you want from it. Decide whom you wish the data for; what form of data and proof will be acceptable to them; and what you are willing to allocate in order to generate the necessary data.

How Can You?

There are three different methods for calculating the value of a volunteer's time:

- **The Minimum Wage System.** The Minimum Wage System involves an estimate of what volunteers *would earn at a minimum* if they were being paid.

There are two principal variations of the Minimum Wage system. The first is to choose an arbitrary hourly wage figure that is so small no one will argue with it. This method is commonly used in some of the volunteer benefit legislation periodically proposed in Congress.

CONVERTING ANNUAL WAGES TO HOURLY WAGES

To convert the annual wages discussed in this article to hourly wages, do the following:

1. Determine the length of the basic working day in your agency.
2. Multiply that number of hours by 5 days in the week.
3. Multiply that total by 52 weeks.
4. Divide that figure into the annual wage figure for the position.

There are some refinements that can be considered based on the reasonable theory that since volunteers are only going to be "paid" for when they are actually working, one ought to adjust the figures to represent "pure" working time. That means subtracting from the figure produced in step 3 above whatever time is given to employees in vacation and sick leave, holidays, emergency leave, etc. One can also adjust the annual wage upward under thesame theory, by adding in the cost of all fringe benefits (pensions, Social Security, health care, etc.) given to employees as part of their compensation package.

Steve McCurley is VOLUNTEER's director of constituent relations.

(HR 2698, for example, uses a $2-per-hour figure in computing tax credits.) It has no justification, however, other than ease of numerical computation.

The second variation is to utilize an existing legislated minimum wage. The federal government has established a standard minimum wage payment that is currently set at $3.35 per hour. That figure is a recognized and accepted figure for basic wages. If you prefer, you can opt for the minimum wage as established by the individual states. Alaska, for example, sets the state minimum wage at $3.85 per hour, representing the more expensive cost of living in that state.

The justification for utilization of these legislative minimum wage levels is that they represent a level of salary officially mandated by law as the *least* one could be paid for working.

• **The Imputed Wage System.** The Imputed Wage System involves an estimation of what volunteers *might reasonably be earning* if they were being paid.

There are several variations that might be used to determine this imputed wage. One is to assume that a volunteer, as an average member of the community, would be capable of "earning" at least the average per capita income for his/her area. In 1980, for example, the average per capita income in Illinois was $10,521. Data for each state can be obtained easily from state departments of labor. Or, as a second system, one might assume that a volunteer would be capable of earning as much as the average wage-earner in the community. An examination of average annual salaries for your state would give you a figure that might range (in 1982) from a high of $27,904 in Alaska to a low of $12,702 in South Dakota, with an average of $16,372 for the entire U.S.

Either of the above methods can be refined further. One refinement is geographic in nature; for instance, instead of utilizing annual figures at the national or state level, you can narrow the geographic limits. This would allow greater accuracy in reflecting the wage differentials in urban versus rural areas, or for wealth vs. depressed communities. Per capita income figures in Illinois, for example, varied in 1979 from a high of $12,080 for DuPage County to a low of $4,471 for Pope County.

A second refinement involves examining the characteristics of your volunteers and obtaining average wage levels of working individuals who match those characteristics. The primary variables to examine are usually the age and educational levels of the volunteers. The 1981 estimate of the national value of volunteer time utilized this method (see box).

• **The Equivalent Wage System.** The Equivalent Wage System attempts to establish what a volunteer *would be earning* if paid. The system depends on the ability of the volunteer administrator to classify correctly and track the type of work done by each volunteer.

CALCULATING A NATIONAL VALUE FOR VOLUNTEER TIME

Most of you may be familiar with the figure of $64.5 billion generated by INDEPENDENT SECTOR in 1982 in connection with the 1981 Gallup Survey on Volunteering. That figure was generated as follows:

1. Breaking down volunteers in the Gallup Survey according to their educational status: grammar school, high school and college educated.
2. Calculating the total number of volunteer hours donated within each educational group.
3. Multiplying the total hours for each group by the average hourly wage earned by those within each educational category, as determined in a 1980 survey conducted by the Census Bureau.
4. Adding the total number of volunteer hours donated by teenagers multiplied by the minimum wage.

This method thus combined two of the approaches discussed in this article and produced a very rough, but perfectly respectable, estimate.

GETTING THE WHOLE TRUTH

For the full story, see the two-part article, "Money Talks: A Guide to Establishing the True Dollar Value of Volunteer Time," *Journal of Volunteer Administration*, winter 1982-83 and spring 1983. Copies may be obtained for $6 from the Association for Volunteer Administration, PO Box 4584, Boulder, CO 80306.

The first step is to classify the type of work to be done by the volunteer. If widely different types of work are to be done by the same volunteer, these disparate types must be separated. One method for starting this classification system is to look at job definitions maintained by local departments of labor and use their titles for job types.

Step two is to determine the wage level for each job type. This figure may be obtained either from local labor department records or from having the personnel department of your agency provide an estimate of what salary would be paid for that type within your organization if you were to hire staff.

Step three is to record each volunteer's hours according to job type. This means that you must keep separate hourly records for the time donated in each volunteer job category.

Step four simply involves multiplying the total hours within each job category by the wage figures for that category.

The intent of the Equivalent Wage System is to produce, as nearly as possible, an accurate estimate of the prevailing salary rate for the actual type of work being done by each volunteer. This necessarily requires the commitment of staff time to classify accurately each volunteer's work and to record accurately the hours spent on each type of work.

If you are interested in utilizing the Equivalent Wage System, you would be well advised to see Neil Karn's article for a full description of how best to work the system.

While more complicated than the Minimum Wage and Imputed Wage Systems, the Equivalent Wage System alone possesses the justification that it is an accurate depiction of the actual value of volunteer-donated time.

Thoughts On the Supervision of Volunteers

By Kathleen M. Brown

"Sometimes it takes only one enthusiastic staff member to convince the rest of the staff that taking the time to supervise volunteers is not only rewarding to clients but also can be of tremendous help to the staff as well."

AS A TRAINER IN VOLUNTEER program management, I often cover volunteer supervision. To introduce this topic in my workshops, I ask people to think of an example from their own lives when they were very well supervised, either as a volunteer or a paid staff member. We then list the qualitites of that interaction that made it so positive. Answers from all groups usually include some variation of the following:
"Willing to share expertise."
"Trusted me."
"Gave frequent feedback."
"Had clear expectations."
"Gave me credit when I deserved it."
"Treated me with respect."

I next ask workshop participants to think of a time when they were poorly supervised. Almost all people can, with a shudder, recall a time when their productivity and morale suffered grievously due to a nonsupportive or even destructive relationship with their supervisor. Comments elicited from groups include
"Took credit for my work."
"Never gave me any feedback."
"Changed expectations in the middle of a project."
"No appreciation for my work."
"Wouldn't give me the information I needed."
"No flexibility."

The purpose of this exercise is to extrapolate from our own experience the basic principles of good supervision. I have used the qualities of a good situation mentioned by participants in my workshops to create the following "rules" for supervising people.

- Give plenty of feedback—both constructive criticism and praise.
- Set clear expectations.
- Give instruction on how to do the job when needed.
- Encourage creative solutions and new ways to do a job.
- Respect the person as an individual.
- Give credit when it is due, publicly and privately.
- Show flexibility in dealing with work issues.

These principles are general ones that apply equally to paid and unpaid workers, but there are additional things we must consider in supervising volunteers. From my own experience as a director of

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volunteers as well as the comments of people in my workshops, I would like to make the following observations:

1. Who Supervises?

The question of who should supervise volunteers in an organization sometimes becomes a major issue among staff. In many cases, the volunteer administrator can supervise the volunteers, but in others, it makes much more sense for other staff members to be the supervisors. Examples are found in schools where classroom teachers supervise their own volunteers, in multi-service agencies where each program director supervises his or her volunteers, and in multidisciplinary health care teams where volunteers work under the supervision of the professional who is team leader. The job of the director of volunteers in these programs is to work with staff in designing volunteer jobs, then to recruit, select, orient, train, monitor and evaluate volunteers—all with input from other staff.

A common problem in programs where the director of volunteers is not the supervisor is that many staff members are reluctant to give up their time to supervise a volunteer, even if that volunteer would be particularly helpful to clients. An example from my experience was found in a residential treatment facility for emotionally disturbed teenagers where counselors wanted a volunteer to give a child guitar lessons, but no staff member was willing to spend time with the volunteer to give necessary background information on the child or to "debrief" the volunteer after each lesson. Without this minimal supervision, the volunteer could not deal effectively with the troubled youngster. The volunteer placement did not work out.

Sometimes it takes only one enthusiastic staff member to convince the rest of the staff that taking the time to supervise volunteers is not only rewarding to clients but also can be of tremendous help to staff as well. In the early days of school volunteer programs, for instance, one teacher in a school where I was teaching convinced all of us who were reluctant to bring an "outsider" into our classrooms that volunteers really increased her effectiveness by giving more students individual help. Most of us overcame our misgivings and quickly found out she was right.

Difficulties can occur for the volunteer administrator who *is* the supervisor as well because day-to-day supervision is time-consuming. Doing that job well can prevent the director of volunteers from having enough time to further develop the program, recruit for the program in the community, and maintain contacts with staff whose goodwill the program needs. Having a career ladder of volunteers with one or more promoted to supervising other volunteers may be the answer in some organizations.

"Even if there is a very good pre-job training for volunteers, they still need on-the-job training from their supervisor. Problems can occur when the supervisor's expectations as to how fast a volunteer can become productive are unrealistic."

2. It Takes Time

It may take more time, and therefore more patience, to train a volunteer than it would a paid staff person to do a particular job. This is not because the volunteer cannot learn as well, but simply because volunteers usually spend only a few hours a week at a task rather than putting in a 40-hour (or even 20-hour) week. This infrequency sometimes leads to forgetting between work times, and can lead to frustration on the part of the supervisor. Even if there is a very good pre-job training for volunteers, they still need on-the-job-training from their supervisor. Problems can occur when the supervisor's expectations as to how fast a volunteer can become productive are unrealistic.

3. Confrontation Is Difficult

Staff supervisors of volunteers often have a hard time confronting those volunteers on inappropriate behavior, or even just giving them constructive advice on how to do their jobs better. The prevailing attitude seems to be, "Oh, he/she's just a volunteer," or "I can't say that to a volunteer." Yet volunteer workers, just like paid workers, *should* be confronted on their inappropriate behavior and terminated if the offense is serious enough. Furthermore, volunteers deserve from staff constructive criticism that can help them improve their performance. Almost everyone who takes on a job wants to do it well, and volunteers will stay longer, feel more satisfied, and be of greater help to the organization if they receive constructive feedback from those who supervise them.

4. Appreciation Is Recognition

In my opinion, the best form of volunteer recognition is frequent appreciation shown to the volunteer by the staff of the agency, especially the volunteer's supervisor. Annual recognition dinners, pins, birthday cards and the like are important, but nothing can surpass "thank you" or "we really missed you last week when you were on vacation." This was clear to me personally when I was a volunteer receptionist at a family planning clinic. One nurse never failed to thank me at the end of my shift for simply being there. As a volunteer supervisor, I made sure that I thanked each individual as he or she left for the day. All workers need appreciation from their supervisors, but volunteers need it more frequently, since they do not receive regular rewards in the form of a paycheck. If volunteers are not appreciated, they will leave.

5. Each Person Needs Individual Supervision

Good supervision of individual volun-

"A good supervisor will encourage volunteers to ask questions and will take time to answer those questions. Informed volunteers do their jobs better, feel more commitment to the organization and stay longer."

teers involves understanding each person's motivation for being with the organization and making sure those needs are filled. There are many general motivations for volunteering: wanting to learn a skill, wanting to be needed, wanting to belong, filling free time with meaningful work, and so on. But each volunteer has his or her own very precise expectations, and only if these are met will he or she remain involved in the activity.

To illustrate this idea, you can think about a voluntary activity you are (or were) engaged in and make a list of the precise reasons you went into that activity. The list for a man working as a Boy Scout leader might look like this:

—Opportunity to be with son.
—Opportunity to teach about outdoors.
—Opportunity to go backpacking.
—Opportunity to re-learn things learned as a boy.
—Male comradeship.
—Leadership role—move up in organization.

Once you have a list for your activity, you can rate each point on the degree to which your expectations are being met. If the degree is high, you are probably planning to stay with the activity for a while. If it is low, you are probably thinking of leaving (or have already left) the activity.

The connection of this exercise to the supervision of volunteers is that each individual comes to the job with precise expectations, even if they are not entirely conscious. The more the supervisor knows about each volunteer's expectations, the more likely the supervisor can see that they are met. Or, if the volunteer's expectations are unrealistic, the supervisor can help channel the volunteer into a more appropriate position. Having a volunteer do an exercise like that above will help the supervisor and the volunteer clarify expectations and make appropriate modifications to meet them.

6. Volunteers Can Be Shy

Volunteers are sometimes reluctant to ask questions of their supervisors for fear of appearing ignorant. Often, despite the best efforts of the organization to recognize their value, volunteers feel they are "just a volunteer" and do not feel they have the right to question staff about things they do not understand. A good supervisor will encourage volunteers to ask questions and will take the time to answer those questions. Informed volunteers do their jobs better, feel more commitment to the organization and stay longer.

7. Volunteers Need Flexibility

Volunteers, like all workers, need to be treated as whole people, not just job-fillers. Most volunteers will feel more confortable working with a supervisor who is interested in the rest of their lives as well as in the job they are doing for the organization. In addition, supervisors should realize that a volunteer job is seldom one's first priority, and they may need to be more flexible in excusing volunteers for family or employment obligations than they would be for paid workers.

Supervising volunteers often involves balancing the needs of the volunteer for flexibility with the needs of the agency for consistency. Giving a volunteer a month off for a vacation may inconvenience staff, but having that person come back refreshed and eager to resume volunteer work may offset the inconvenience, especially since training a new volunteer can take much longer than a month. Sometimes the opposite is true; no matter how good some volunteers are, their frequent absences make them ineffective in a particular job. In that case, the volunteer administrator might try to find another slot where frequent absence does not cause problems for the organization.

8. Be Available

In supervising volunteers, one of the biggest problems occurs when the staff supervisor is simply never available to talk to the volunteer, give feedback, answer questions and provide adequate on-the-job training. If staff members cannot be available at least part of the time, they should not take on the supervisory role. I have seen staff members ask for a volunteer's help, then never find the time to train him or her to do the job correctly. I also have observed a rather naive attitude ("Oh sure, I'll supervise that volunteer—it's no effort") on the part of staff members who do not understand how to work effectively with volunteers. Better training for staff can solve these problems.

Conclusion

Supervising volunteers has many more similarities than differences with supervising paid staff, but the few differences need attention. One of the most crucial functions of a volunteer program manager is to understand the principles of good volunteer supervision and teach other staff members how to be successful in the supervisory role. When volunteers are not well supervised, all the time and effort spent in job design, recruitment, selection and training can come to nothing. Good supervision is vital for the ongoing development of volunteers, both for improving their job performance and for increasing their commitment to the organizations. Volunteers *deserve* good supervision, and it is the job of the volunteer program manager to see that they get it.

Adapting the Volunteer Management Process To Involve the Handicapped As Volunteers

The following article is excerpted from VOLUNTEER's new book, Involving the Handicapped as Volunteers: A Guidebook. *This curriculum is the final product of a three-year project funded by the W. K. Kellogg Foundation called "Citizen Involvement for Physically Disabled Youth Project." It is available for $5 (postpaid) from Volunteer Readership, 1111 N. 19th St., Room 500, Arlington, VA 22209.*

THE EFFECTIVE MANAGEMENT of human resources, whether they are paid or unpaid workers, is of increasing importance in our complex, fast-changing society. For those seeking to involve volunteers, the management process includes job development, recruitment and matching skills with needs, as well as the ongoing tasks of training, supervision and evaluation.

Managers of volunteers must deal with a range of motivations, skills and commitment without benefit of the "carrot" of a paycheck to stimulate and control those with whom they work. Thus, their task is more challenging than that of their counterparts in the world of paid work. But it is also more rewarding when one sees the "product"—the work done, the problem solved, the people helped and the growth of the volunteers themselves.

Those rewards are increased immeasurably when working with people who, for whatever reason, have not had the full opportunity to participate in the life of their community.

Involving physically disabled people as volunteers is not easy. It will take time and work. It will take an understanding and adaptation of the volunteer management process. But the result is well worth the effort—for the community, for the volunteers and for those who give leadership to the creation and operation of these very special and very important volunteer jobs.

Job Development

At the heart of any volunteer assignment is the work to be done. Ideally, the design of a volunteer job involves both the manager who will give oversight to the work and the volunteer, providing an opportunity from the outset for the job to be tailored to the volunteer's interests and skills as well as to the work to be done. Here are some important guidelines for that process:

- The work must be worth doing and appropriately suited to the handicapped youth. It should be work that is legitimately needed for the agency to function.
- Honesty is the best policy. No job, paid or unpaid, provides all of the benefits or rewards one might desire. Every job has its unpleasant aspects, its darker side. Honest discussion of the total job to be done at the beginning can offset problems later on.
- The work must be within the reasonable skill range of the volunteer, not so simple as to be condescending and not too difficult to be frustrating rather than challenging.
- The best jobs are those that are built around specific desired results. Recognize that everyone has ideas about how to get the work done and that needlessly confining volunteers to the strict parameters of step-by-step tasks may frustrate and alienate.
- Use job announcements and descriptions that explain why the job is important and what results are needed as well as a detailed description of tasks. But be prepared to adapt these to the special needs of physically disabled volunteers who have not had a previous work experience and may need extra attention and support.

If you are helping to create a program to involve the physically disabled, another important aspect of job development will be working with the agency or organization that will be utilizing the volunteers to prepare them to work with this particular group. Remember that they may not be familiar or comfortable with physical disabilities, no matter how mild or unconfining those disabilities may be.

You obviously will assess the physical

"Involving physically handicapped people as volunteers is not easy. But the result is well worth the effort — for the community, for the volunteers and for those who give leadership to the creation and operation of these very special and important jobs."

barriers that may exist at a particular work site and make suggestions for how they can be removed or offset. But don't forget the psychological barriers that may exist on the part of the staff who will be supervising volunteers. Not inappropriately, they may be worried that their already busy routine will be complicated by the special needs of disabled volunteers. Encourage them to talk with you about their concerns and be willing to respond with factual and honest information about each potential volunteer, his or her skills and capabilities and problems that may be encountered. It is much better not to make a placement than it is to create a situation that is awkward for both the volunteer and agency staff.

The goal in job development and working with job sites must be to create the maximum opportunity for a successful volunteer experience for everyone involved.

Identifying Interests and Skills

The other half of the volunteer equation is gaining an understanding of the interest and skills of the potential volunteers. For people who have not previously had a work experience, that exploration process may be as important as the job itself. It may be as simple as responding honestly to the questions, "What things do I do well?" or "What do I most like to do?" or "What have I never done that I would most like to try?"

For some people, these questions can be answered and discussed in the setting of a small group. For others, it will be more appropriate and productive to address them in individual meetings where they can be supported in thinking honestly about themselves and their capabilities and can be challenged to consider the implications of their answers.

Making the Match

When potential jobs have been identified and the volunteers' skills and interests catalogued, the next step is to bring the two together. Like so much of management, the volunteer matching process is more common sense than magic. One would no more send a person in a wheelchair to a volunteer job in a site that is totally inaccessible than one would ask a devoted hater of athletics to coach a baseball team. Care and critical thinking, combined with close consultation with and between the site and the volunteer, are the key elements of appropriate matching.

At the same time, it is important to realize that no part of life is perfect. Mistakes will be made, whether through oversight, lack of needed information or factors far beyond anyone's control. Part of becoming self-sufficient is learning to deal with disappointment and problems. While we should never intentionally program in unneeded adversity, we also should not be devastated by its appearance. Rather, we must be prepared to support both our volunteers and the people with whom they work when difficulties arise.

Preparing People to Volunteer

New experiences are frightening to all of us, no matter how independent we may feel. For those whose experience is limited and whose physical disabilities may have been impediments to their full involvement, their first volunteer job may carry with it a tremendous insecurity and concern. Thus, preparing youth to volunteer is a critically important element in the overall volunteer management process. Here are some suggestions for doing that:

- What would you like to know if you were going off to volunteer? That's what everyone would like to know. Be sure to include such things as the name of agency, the address, the phone number and any relevant information about where to enter, how to get there, the date and time of appointment.
- Consider doing a "rehearsal visit" to the job site with you accompanying the volunteers. This will be a good chance for them to get more comfortable with the physical environment in which they will be working and to anticipate any prob-

"Like so much of management, the volunteer matching process is more common sense than magic. One would no more send a person in a wheelchair to a volunteer site that is totally inaccessible than one would ask a devoted hater of athletics to coach a baseball team."

lems they may have.

- Help the volunteers to understand the nature, scope and importance of the work they will be doing. Delivering food to elderly people in their rooms or moving patients within a hospital may not seem important unless seen in the context of the need to provide friendly contact with someone from outside the institution.
- Be clear about the "work rules" of the job site. What is appropriate and inappropriate behavior on the job? What is appropriate and inappropriate dress? Be sure to stress the importance of punctuality and dependability.

Providing Support

With placement, only half the job is done. The remainder is in providing an appropriate ongoing support structure for the volunteer. This can be done through regular feedback sessions that encourage the volunteer to share his or her successes and problems, discuss difficulties encountered and devise new approaches to stressful situations on the job. Occasionally, it may be advisable to make it a three-way conversation and include the volunteer's supervisor on the job, using it as a chance to give the volunteer feedback on his or her performance.

Such sessions also are an excellent opportunity to identify any problems that may be arising because of the volunteer's physical disabilities. In cooperation with the volunteer, then, you can determine whether some kind of outside intervention is appropriate to deal with those difficulties. Remember—all of us may have difficulty confronting a difficult situation caused by people's attitudes or inappropriate expectations. Without making the volunteer dependent, it may be appropriate and advisable to assist him or her in learning how to deal with such situations.

Recognition

Say "thank you." Call attention to volunteers' accomplishments. Give certificates, plaques, pins or trophies. Take pictures. Arrange newspaper interviews. Nominate them for a local or national award.

All of these are appropriate and important ways to give recognition to volunteers. But there are other ways to consider as well. They include

- documenting and certifying skills learned or tasks accomplished;

"While we should never intentionally program in unneeded adversity, we also should not be devastated by its appearance. Rather, we must be prepared to support our volunteers and the people with whom they work when difficulties arise."

- providing additional training to learn new skills or to move to a higher level of expertise;
- allowing and encouraging participation in planning and decision-making within the job site;
- providing enabling funding to attend a conference or workshop;
- arranging a job interview as a first step toward making the transition to paid employment;
- providing an accurate, honest and supportive letter of recommendation.

Building Support

If all of this sounds overwhelming, it need not be. When undertaken in the context of a school or other agency that serves the physically disabled, much of the contact with and support for the volunteers potentially can be integrated into one's ongoing work with them. More importantly, there are other resources that can be tapped to help make a volunteer program for the physically disabled real and successful.

Each of the demonstration communities in VOLUNTEER's project supplemented the paid staff resources available for the program with the active involvement of volunteers in virtually every aspect of the work.

Central to the project was a task force of interested citizens, some representing organizations and agencies directly involved with either volunteering or the disabled—groups such as the local volunteer center, the special education department of schools, rehabilitation centers, etc.—and some were there because of their individual interest in the work. One important role of the task force was to aid in overall planning of the project: how the project would be managed, how the special needs of the volunteers would be met, etc. They brought a variety of perspectives, creative energy and ideas. Many of them also brought human and financial resources that could be made available for operation of the program.

As a result, volunteers were involved in virtually every aspect of the volunteer management process—from initial contact with the agency, to counseling with potential volunteers, to providing transportation to job sites, to organizing recognition events at year's end. In addition, they were instrumental in helping to raise the money needed to keep the project alive at the end of the national demonstration project.

Perhaps the best single resource—to help create either a formalized task force, a pool of volunteers that can be drawn on for specific tasks or one or two leaders who can organize the project—is the volunteer (voluntary action) center. Through it, one can gain access to civic clubs, churches and voluntary organizations that may be seeking special projects to undertake.

Also, don't overlook self-help and mutual assistance organizations, particularly those of parents with disabled children or of the disabled themselves who may want to help others achieve increased self-sufficiency and independence.

In short, initiating the project may turn out to be a management task itself, recruiting and providing initial organization for other volunteers who are willing to take responsibility for making the program a reality.

Developing a Community-Service Curriculum for Disabled Students

By Helen McCabe

WHEN THE NATIONAL TECHNICAL Institute for the Deaf (NTID) decided to offer a service-learning course for credit, it faced the challenge not only of organizing students, but also of performing that task for students who were themselves disabled. That the course succeeded and that hearing-disabled students have become capable and even sought-after service workers can be attributed to the careful provisions that were made to help them deal with their lack of experience and confidence and their physical limitations. The development process and the curriculum that grew out of it could provide valuable assistance to program planners seeking to design a course for either disabled students or able-bodied students with little or no experience in community service.

Research at NTID had shown that hearing-impaired students, when compared to hearing students, lack many of the personal and social skills needed for successful job effectiveness. For this reason, the Division of Developmental Education created a volunteer service program as an extracurricular offering to allow students opportunities to interact with the community. Because students initially seemed reluctant to make a regular commitment to community volunteer work, a series of classroom developmental courses was designed in human sexuality, personal finance, drug abuse and community services to encourage participation.

Once the Student Volunteer Program had been well established and operational for two years, developing a course involving service for credit became a priority in the Division. NTID faculty in the field of social work, faculty working with students who had not decided on a major, and the counseling staff became the primary supporters of the course.

About a dozen community agencies that had utilized the volunteer services of deaf students with some success supported the course-for-credit concept because they felt that the volunteers, through classwork, would receive a better orientation to the role of volunteering and would be willing to service additional hours in the agency if they received academic credit for their efforts. The tradeoff was the expectation that the agency staff, having responsibility for supervising the students, would provide more comprehensive training, help the students fulfill commitment contracts and complete evaluation forms for them.

Before developing the curriculum, an analysis was done to determine what the content should be. Resources used for content analysis were the "American Red Cross Leader's Guide For Training Volunteers" and materials published by the National Center for Service-Learning. Course content would focus on individual student learning goals and preparation for helping roles.

To begin development of a community service curriculum guide, we needed a plan stating the learning needs, goals and instructional methods to be used to obtain the desired outcomes. Several systems were evaluated to determine the most appropriate method of meeting the goals established for the course. Lanny Sparks' "Prototype Specification Manual: A Guide for Instructional Development" was chosen as the primary model because it was detailed and outlined a sequential system. This resource also helped us in writing clear, concise and meaningful objectives. Sparks' method

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is especially good for those who have little or no experience in curriculum design.

Learning needs were based on previous research at the Institute and input from career educators. The five course goals, based on student needs, were to

1. Prepare the students for the learning experience.
2. Provide a service-learning experience.
3. Help students relate the experience to job motivation and development.
4. Develop personal/social competencies associated with a successful service-learning experience.
5. Develop person communication skills and help students self-assess the learning acquired through the experience.

We next determined the methods that would be used by the instructor to present the material, provide practice for the students and evaluate their performance. There is little difference in the strategies best used to present information to a hearing population and to deaf students. For the hearing impaired, more visual media often are developed, and a slower presentation pace adopted, but these adaptations in presentation are effective for hearing students as well. We relied on instructor experience and input from other faculty to select the most appropriate strategies. For this course the instructional strategies were lecturette (a combination of lecture, brainstorming and class discussion), audio-visual materials (including slides showing former students in action in the community), captioned films, video cassettes on how to be a helping person, role playing, overheads and individual conferences with the instructor.

Many of the materials chosen had been developed earlier for the Student Volunteer Program, which had been operational for three years. The materials included a student contract, an intake information sheet for placement, a journal guideline, and student self-assessment and agency supervisor evaluation forms.

> "That the course succeeded and that hearing-disabled students have become capable and even sought after for service workers can be attributed to the careful provisions that were made to help them deal with their physical limitations."

The Pilot Course

The course was first offered during the fall quarter of 1978 to a pilot group of 12 students. They were required to attend class for three hours a week and to volunteer a minimum of four hours a week for one 10-week academic quarter.

Effective matching of deaf students to agency needs was critical to the success of the experience. The placement process is unique to this population. We considered not only the students' schedule, needs and skills, but also their method of communication, i.e., fingerspelling, lipreading, speech, or both speech and sign language. Students

Hearing-impaired students gain confidence and skills through National Technical College for the Deaf's volunteer services program.

with good speaking and listening skills were placed in an environment where they could easily communicate, such as hospitals, recreation centers and day-care centers. Students who had some difficulty communicating with hearing people usually worked with retarded or disabled clients, where simpler forms of communication—even body language—are more highly valued. Agency staffs serving these kinds of clients often have sign language skills, which facilitated the experience for less communicative students.

Students were required to keep a personal journal and give it to the instructor each week. The journal was graded on a weekly basis; they were encouraged to use it to discuss their feelings about their experiences rather than to write a sequential account of everything that occurred each time they went to the agency. Students also were required to write a paper for the course in which they were to discuss the organization of the agency, its purpose, function, client profiles, their role as volunteers and the personal effect the experience of working with people had for them.

Students completing the course were asked to rate their effectiveness in the agency and to assess the credit experience relative to the individual goals that they had written on their contracts. Their agency supervisor was asked to complete a similar evaluation form that not only assessed the students' performance, but also their development in relation to their personal objectives, as stated on the learners' contract.

Learning to Help

We found, in some situations, that students simply did not know how to be helping persons. They were hesitant about approaching clients, especially in a group situation. It must be remembered that we are dealing with atypical students; not only were they hearing impaired, but most also had had no previous volunteer or paid work experience. For some it was the first time they had worked exclusively in a hearing environment. Therefore, feedback from some supervisors and the students themselves indicated that they needed to develop their helping skills further.

To aid students in learning and practicing to be helping persons, we wrote and produced a video lecture and role-playing tape. As a resource for content for the tape we used R. R. Carkuff, "The Art of Helping," and Garard Egan's "The Skilled Helper." The instructor served as narrator and student actors were used in the filming. "How To Be A Helping Person" illustrated four basic steps in helping:

> "Even though academic credit was granted, the students' reward for their services often seemed elusive. Therefore, it became the responsibility of the instructor and the host agency to acknowledge the services of the volunteer."

COMMUNITY SERVICE 1
Course Outline

Community service is designed to provide a service learning experience in the community. The community service curriculum focuses on: preparing for the experience, self-assessing and analyzing the experience throughout, developing personal/social, communication skills, and relating the experience to job motivation and development.

All students, enrolled in community service, are expected to

1. Be prepared for the service learning experience. To accomplish this, students will
- Be orientated to the course
- Be interviewed by the instructor
- Select an agency to visit
- Discuss appropriate interview behavior
- Visit and observe an agency
- Be interviewed by the agency and decide on a placement

2. Participate in a community service learning experience. During their involvement, students will
- Evaluate the experience in relation to meeting their individual learning objectives
- Utilize agency resources to describe organizational structure, goals, functions, and funding sources of their placement agency
- Given a description of the five categories of community service agencies, give four examples of each
- Describe the profile of the clients served
- Specify four types of assignments for volunteers in the agency
- Obtain a list of personal assignments on volunteer duties
- Participate in an on-going agency and/or an individualized training program for volunteers
- Satisfactorily meet the requirements of training as specified and rated by supervisor
- Name supervisor and list four of his/her responsibilities

3. Relate the volunteer experience to job motivation and development. To do this, they will
- Compare the process of choosing a volunteer placement to job selection
- Relate their volunteer duties to eight work dimensions as outlined in the "people" orientation in the *Dictionary of Occupational Titles*
- Contrast the organizational structure of the agency to a hypothetical business organization
- Gather and extract information about the agency (refer to 2), relevant to career concepts
- Explore and consider alternatives to actual work
- Assess five job motivators and compare to volunteer service environment

4. Develop personal and social competencies associated with a successful service learning experience. To attain this goal, they will complete the following:
- List individual skills to be tested and/or developed through service-learning experience
- Match their individual needs in terms of agency/client needs
- Exhibit nine types of behavior associated with management of self in the environment as indicated on the rating scale completed by supervisor
- Demonstrate and list four skills necessary for successful interaction with others in the helping process
- Recall three personal/social skills needed to be able to manage the environment of the service agency
- Rate their level of performance and development in the personal/social areas of: management of self, interaction with others, and management of the environment

5. Develop personal communication skills associated with placement, orientation/training and supervision connected with the volunteer experience. To accomplish this, students will
- Give an oral personal introduction to the class
- Complete two placement interviews
- Summarize the interview activities in the journal and orally to the class
- Maintain a weekly journal to record and analyze their learning experience
- Participate in class discussions and listening exercises
- Participate in the preparation of a written student service contract
- Commence compiling documentation for a personal resume
- Recognize the two communication criteria included on the supervisor's evaluation form
- List five receptive/expressive communication skills, giving oral examples of each (reading, writing, listening, talking, signaling)

6. Students will assess the learning acquired through their volunteer experience. To do this at the end of the experience, they will
- Complete a self-evaluation form and compare it to supervisor's completed evaluation form
- Review learning goals as recorded on service-learning contract, and discuss accomplishments and areas needing improvement with instructor
- Complete a final exam with 70 accuracy
- Review journal and record information regarding performance and growth on term paper.

1. Establish a rapport with clients by introducing themselves and telling why they were there.
2. Actively listen to clients' needs.
3. Take action or help the client take action.
4. Terminate or transfer the relationship.

After seeing these steps in their basic forms on the tape, students acted out similar situations in the classroom. At the end of the quarter, students were able to show, by example, how they thought of themselves as helping persons.

Ninety percent of the students in the course preferred to provide direct service to clients with physical and/or mental handicaps. They felt comfortable in relating to clients with disabilities, such as those with low verbal skills, because they could use body language to communicate. Sometimes, ending the relationship between student and client was painful. Students were encouraged in these cases to use what they had learned in class about the helping process. They needed to be open and honest about their role as volunteers, to tell the

clients how long they would be working, and to say a final good-bye. In one or two situations, students befriended clients and continued to work with them on a one-to-one basis throughout the year without receiving additional credit.

The Value of Service

Even though academic credit was granted, the students' reward for their services often seemed elusive. Therefore, it became the responsibility of the instructor (program director) and the host agency to acknowledge the services of the volunteer. This recognition was provided in many and varied ways, including documenting the experience for students' transcripts, personal expressions of appreciation, expressions of gratitude from clients, and letters to students from their supervisors for their permanent records. It has not been difficult to elicit expressions of gratitude from agency personnel. Although the first agencies to take deaf students were taking somewhat of a risk, the students long since have proven themselves. Now the agencies ask for them. The course has run for seven quarters, placing 12 to 15 students each time.

In many secondary and postsecondary schools, academic credit is granted for service-learning. At the Institute, it was felt that designing and developing a curriculum-for-credit course enhanced our overall goals and objectives by helping the students fine-tune their direction through class discussions, exercises and outside work that involved them more thoroughly in the process and gave them added incentives to continue doing a satisfactory job.

We hope that the spirit of community service does not end for the students when the course is completed and the contract fulfilled, but rather continues with each of them for a lifetime. It is our hope that, after serving as volunteers, the students will be better prepared for paid employment, have a better understanding of their personal interests and capabilities, and be more sensitive to the needs of others.

For more information, contact Helen McCabe, Program Director of Community Services, Rochester Institute of Technology/National Technical Institute for the Deaf, Rochester, NY 14623.

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A National Survey of Characteristics of Drivers and the Agencies That Employ Them

By Thomas C. Hood and George L. Segebade

ALTHOUGH TRANSPORTATION IS recognized as extremely important in insuring the ability of persons to participate in the regular activities of the typical American community, very little published information is available about the use of volunteers in the provision of these services. Therefore, in 1980, the University of Tennessee's Transportation Center performed a nationwide survey of 406 agencies thought to have at least one active volunteer driver. They received replies from 186 agencies located in 44 cities in 20 states and the District of Columbia. The respondents provided the following information on 865 volunteer drivers:

Thomas Hood is an associate professor and chairman of the department of sociology at the University of Tennessee-Knoxville. George Segebade is a graduate student, working on a Ph.D. in sociology. Hood and Segebade conducted the volunteer driver survey under a grant from the Department of Health and Human Services to the University's Transportation Center.

Personal Characteristics of Volunteer Drivers

Almost 70 percent of the drivers about whom information was given were described as not employed or retired (see Table 1). In addition, more than 13 percent were employed in part-time jobs.

Of the 17 percent who were employed, many held the sorts of jobs that seemed conducive to their availability as volunteer drivers. Almost 45 percent fell into either the "professional and technical" category or the "managers, officials and proprietors" category. Such persons seem likely to have flexible work schedules. Another 17.6 percent fell under the "service, not private household" grouping, a category that could include some persons with flexible schedules. Others, such as the 15 percent under the "clerical" heading, might be expected not to have much freedom of scheduling. Thus, this group would be the most likely to be constrained in its availability for volunteer work as a driver.

Dependent children at home also limited the availability of the volunteer drivers. Seventy-five percent of the sampling had no children at home. One dependent child was attributed to 9.5 percent of the volunteers, and 9.6 percent had two dependent youngsters. Less than 6 percent of the volunteer drivers sampled had three or more dependent children living at home.

The survey revealed some personal characteristics that could put constraints on volunteer drivers, such as a variety of physical handicaps of which hearing problems and arthritis were the most common. In addition, over 53 percent of the drivers in the survey wore glasses. However, vision problems should prevent very few volunteers from driving.

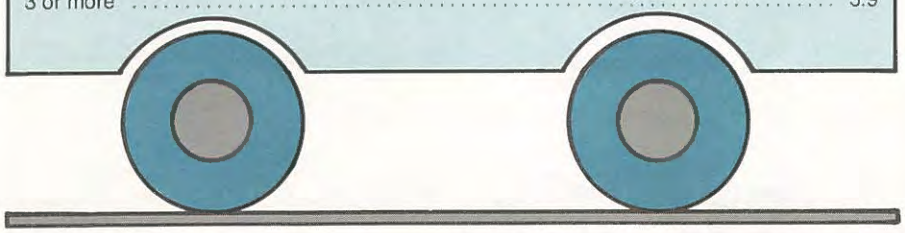
Other personal characteristics of

Table 1—Volunteer Driver Profile

Employment Status	% of Sampling
Full-time	17.1
Part-time	13.2
Not Employed	65.7
Retired	4.0

Career Background	% of Sampling
Professional, Technical	34.7
Managers, Officials, Proprietors	10.0
Clerical	15.1
Sales	7.1
Operatives	7.1
Service, Not Private Household	17.6
All Other	8.4

Dependent Children At Home	% of Sampling
0	75.0
1	9.5
2	9.6
3 or more	5.9



these volunteer drivers included married (69 percent) and a volunteer "employment" rate with their agency of three or more years (53 percent).

Driving-Related Characteristics of Volunteer Drivers

While all drivers held a regular license, over four percent held either a chauffeur's or bus driver's license. Over half of the volunteer drivers had 31 or more years of driving experience. The positive safety record of volunteer drivers is evidenced by the over 91 percent who had no accidents during the previous three years, and the almost 92 percent who had received no traffic citations during the past three years.

Comparing the Volunteer Driver Survey to the Gallup Survey

While the Gallup survey of volunteers and the general public found that adult volunteers were slightly younger than the adult general public, the volunteer drivers of the University of Tennessee survey were considerably older than the members of either of the other categories. While adult women outnumber adult men by four percent, and adult female volunteers outnumber adult male volunteers by 12 percent, among the volunteer drivers surveyed, women exceeded men by 16 percent.

Gallup found that adult volunteers have considerably more education than the general public. The volunteer driver survey found that this type of volunteer was more educated than either of the other groups, regardless of whether the indicator is completion of high school, attendance at college or graduation from college.

Agency Characteristics

Services Offered. Among the 186 responding agencies, transportation was provided by volunteer drivers for at least 22 types of trips. As Table 4 illustrates, the most common types of trips involved medical treatment, shopping, senior nutrition programs and attendance at church or other meetings.

Numbers of Volunteer Drivers. For purposes of analysis, the survey divided the agencies into the following categories on the basis of how many drivers were utilized: small (1 to 5 drivers); medium (6 to 30 drivers); and large (31 or

Table 2—Driving Related Characteristics of Volunteer Drivers

Driver License Status	% of Sampling
Regular	95.7
Chauffeur	3.0
Bus	1.3

Years of Driving Experience	% of Sampling
0-15	18.1
16-30	29.9
31 and over	52.0

No. of Accidents in Last 3 Years	% of Sampling
0	91.1
1	7.6
2	1.0
3 or more	0.3

No. of Traffic Citations in Last 3 Years	% of Sampling
0	91.9
1	7.2
2	0.6
3 or more	0.3

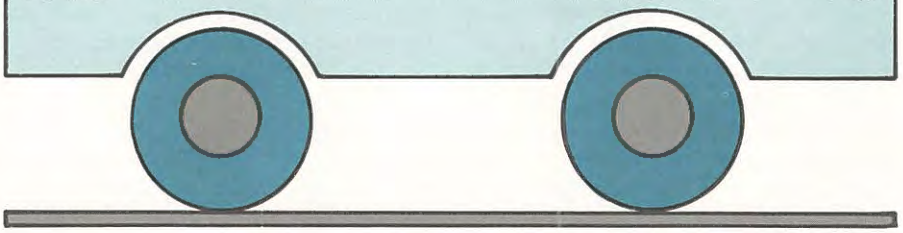
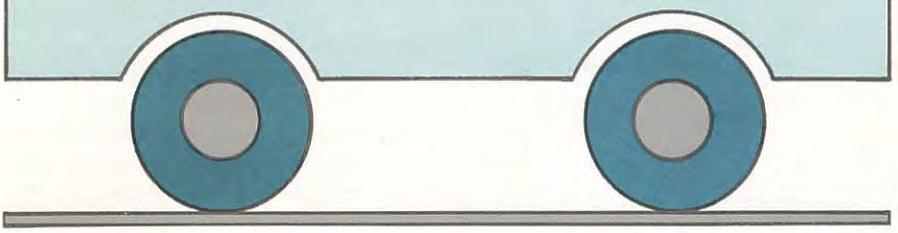


Table 3—Comparisons of Volunteer Driver Characteristics with Gallup Survey
of Volunteers and General Public

Age	% of Vol. Drivers	% of Adult Vols.	% of Adult Gen. Public
18-34	16	42	38
35-49	17	27	24
50-Older	67	31	38
Sex			
Male	42	44	48
Female	58	56	52
Education			
College Grad.	36	21	14
College Incomplete	16	21	16
Tech. or Bus. School	6	6	**
High School Grad.	41	35	34
High School Incomplete	4	9	15
Grade School or No School	3	8	15

***Not ascertained*



more). The medium category encompasses over half of the surveyed agencies, while nearly one-third fell into the large grouping.

Recruitment, Recognition, Training. Agency respondents reported 19 different means by which they recruited new volunteer drivers. Leading aids included referrals by current volunteers, presentations to groups, assistance from the local volunteer center and use of newspapers. Volunteer respondents reported that the most effective recruitment techniques included referrals by other volunteers, presentations to groups, personal contacts and assistance from volunteer centers.

Small and medium-sized agencies overwhelmingly did not use displays or posters in recruiting volunteers. Among large agencies, almost half did use recruitment displays.

A different pattern appeared in the relationship between number of drivers and recruitment of drivers by means of presentations to groups. Small agencies used presentations only 44 percent of the time; medium and large agencies used presentations almost 78 percent of the time. Agencies with fewer drivers tended to make less use of brochures to recruit drivers than did agencies with a greater number of drivers. For example, only 12 percent of small agencies employed this technique. From another view, less than 30 percent of small and medium agencies recruited their volunteers from a brochure, while more than 50 percent of large agencies did so.

The biggest difference appeared in the use of newsletters to recruit volunteer drivers. Only 12 percent of small agencies employed this technique, while over 55 percent of medium and large agencies used newsletters to help recruit volunteers.

Volunteer centers were used to recruit volunteer drivers by a majority of agencies in almost every size category, but small agencies tended to employ the centers more frequently. Seventy-two percent of these agencies with the fewest drivers used volunteer centers, while only about 58 percent of agencies with more drivers called on volunteer centers to help recruit drivers.

Referral by current volunteers was the most common technique used by agencies to recruit drivers, and this method tended to become more popular as the agencies increased in size. Seventy-two percent of small agencies used such referrals, while more than 85 percent of large organizations followed suit.

Recognition. We found 17 different means by which agencies recognized the contributions made by their volunteer drivers. Leading techniques included ceremonies, personal reinforcement, certificates and publishing of accomplishments. (See Table 4.)

Training. Of all agencies surveyed, 17.2 percent reported that no training was given to their volunteer drivers. An additional 11.3 percent did not respond to the question, and some of these probably did not arrange for training for their drivers. Thus, somewhere between 71.5 and 82.8 percent of all agencies did see that their volunteer drivers received some sort of training. Of those who did provide training for their volunteers, about 45 percent used combinations of types of training.

For example, 39 percent of the sampled organizations educated their volunteer drivers about the programs they provided; 36.8 percent provided or arranged for general, unspecified training; 12.8 percent had their drivers receive first aid or cardio-pulmonary resuscitation lessons; nine percent of agencies provided special information on client(s) with whom each would be dealing; and smaller percentages of agencies provided six other types of training.

Among responding agencies, almost one-third did not specify when their volunteer drivers received training. Nearly 60 percent provided at least some of the training when the volunteer first became involved with the agency. Other agencies gave "on-the-job" or "in-service" training.

Among agencies who provided training, 56.1 percent did not specify how often that training was given. Training was administered only once by 16.7 percent of the agencies. Over 28 percent offered at least some of their training at only one time. About 25 percent of responding agencies provided at least some of their training on a periodic basis.

The responding agency provided all of the training for volunteers in 55.6 per-

Table 4—Agency Characteristics

Types of Trips Provided by Vol. Drivers*	% of Agency Providers
Medical	68.3
Shopping	43.7
Senior nutrition program	23.5
Attend church meeting	22.5
Visit friends or relatives	17.5
Gather/deliver material aids	16.1
Welfare, housing	12.9
Social activities	10.2
Attend daycare/school	10.2
Eat at restaurants	9.3
Agency programs/projects	9.1

Other types of trips are provided by less than 5% of agencies surveyed.

No. of Vol. Drivers	% of Agencies Utilizing
Small (1-5 drivers)	17.4 (median = 17.25)
Medium (6-30 drivers)	53.6 (mean = 80.57)
Large (31 or more)	29.0

Recognition of Vol. Drivers	% of Agencies Utilizing
Ceremonies	67.4
Personal reinforcement	66.3
Certificates	60.7
Publishing of accomplishments	52.2
Pins	39.9
Vol. of Year/Month awards	26.0

Recruitment Methods	% of Agencies Utilizing
Referral by volunteers	77.3
Presentations to groups	69.9
Volunteer center	60.0
Newspapers	51.1
Newsletters	45.5
Radio and TV	36.9
Brochures	31.3
Displays and Posters	25.0
Personal Contacts	11.3

cent of the cases, and part of the training in an additional 16.6 percent. Slightly over 25 percent of responding organizations did not specify who educates their volunteer drivers for agency-related tasks.

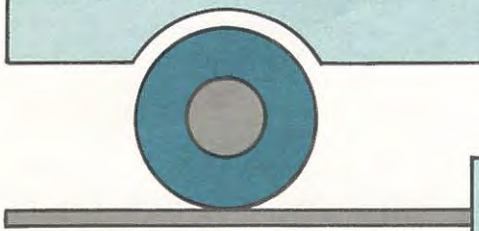
Over 81 percent of responding agencies did not specify whether their volunteer drivers received training in oral or written form; 8.3 percent provided exclusively oral training; 2.3 percent provided only written training. The remainder gave combinations of oral, written and unspecified training.

Use of Volunteer's Own Vehicle

In over 80 percent of all agencies, at least some volunteer drivers drove their own vehicles when doing agency-related traveling. All volunteers drove their own vehicles exclusively in more than 65 percent of the agencies.

Turnover among volunteer drivers was a problem for just over one-third of the responding agencies. Turnover appeared to be more of a problem for small agencies than it was for medium- or large-sized agencies.

The relationship between turnover and the number of volunteer drivers who drove their own vehicles was a rather complex one. Agencies for whom either (1) no volunteer drivers drove their own vehicles or (2) six to 30 volunteers did so, overwhelmingly reported that turnover was not a problem. But agencies for whom either (1) one to five volunteers drove their own vehicles or (2) 31 or more drove, reported turnover problems in about half of the cases.



The Volunteer Driver

Table 5—No. of Volunteer Drivers Who Drive Own Cars*

None	20.4%
1-10	34.2%
11-20	13.8%
21-30	10.8%
31-50	9.0%
More than 50	1.8%
TOTAL	100.00%

*Four agencies responded "all," and 15 agencies did not respond to the question, "How many volunteer drivers use their own vehicles when carrying passengers or goods for your agency? Please estimate actual number."

The *No-Apologies* Budget

How to Justify the Financial Support a Volunteer Program Deserves

By G. Neil Karn

INADEQUATE OFFICE SPACE, second-hand equipment, insufficient office supplies, no travel funds for mileage reimbursement, a volunteer recognition banquet featuring meatless spaghetti on paper plates in the high school cafeteria, no funds for travel to an out-of-town conference. Sound familiar? This is certainly the scenario in many volunteer programs, yet it doesn't have to be this way.

Why is it that volunteers, who give so freely and unselfishly of their time and talents, are also expected to pay for their own gasoline, supply their own typewriter, forego any protections that liability insurance affords, and miraculously produce the art supplies for the crafts workshops?

Why is it that because we do not have to budget for the salaries of volunteers we cannot budget for operating expenses? A double standard applies when administrators refuse to loosen the purse strings to support a volunteer program, yet they routinely budget for administrative overhead for programs run by paid staff.

Changing such situations begins with a change in attitude by the volunteer leaders. Long accustomed to getting along on a shoestring budget, we too often collude with the double standard by not even putting forth a reasonable budget request. In the words of Pogo, "We have met the enemy, and he is us."

It may even call for some soul-searching. Ask yourself, "Do I really believe in my heart of hearts that I'm the manager of a component of this organization that is as important as any other?" "Am I being an advocate?" "Am I fighting for the respect and support that the volunteer program and I deserve?" Self-image is everything. Remember Spiegel's Napoleonic maxim, "You can't lead a cavalry charge if you think you look funny on a horse!" Believe in your program. Believe in yourself. Be aggressive. Be bold. Be unapologetic.

But you should not go into battle armed with courage and moxie alone. You will need some other weapons. After the attitude check, try the following process. The four steps are concrete strategies for justifying the level of financial support a volunteer program deserves.

1. Be prepared to demonstrate the level of overhead invested in parallel programs run with paid staff. It is a useful exercise to analyze a standard budget for any helping agency. In contrast to the administrative support usually allocated to volunteer programs, decision-makers figuratively back a truck up to the bank vault and pour in the funds for overhead for programs run with paid staff. You can demonstrate this by extracting the salaries of the staff who perform a direct service to clients. *The rest of any budget is all overhead!*

The service workers have supervisors and may even work for a hierarchy of managers, which may include unit supervisors, bureau or section chiefs, and directors and deputy directors. There is always some sort of clerical support, a finance and payroll section, and probably some form of personnel function. Some agencies also have staff for plan-

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Neil Karn is the director of the Virginia Division of Volunteerism. His last article in VAL *was on the rights and responsibilities of the nonprofit board member (winter 1983).*

ning and budgeting, fund development, public relations, and perhaps a training unit. When you add in office equipment and maintenance, space rental and/or retirement of capital obligations, insurance, building maintenance, janitorial services, office supplies, postage, telephone and travel funds, you begin to appreciate that the overhead of a standard helping agency can run anywhere from 50 to 400 percent of the salaries of the people who perform direct service! (See box for formula.)

Come equipped with these figures to a budget conference and more than a few eyebrows will be raised. The context for your budget request has been set.

2. Brainstorm the "perks" that can make volunteering with your agency special. Volunteering should not penalize people financially; at a minimum, there should be a sufficient budget to reimburse volunteers for all out-of-pocket expenses. Some far-sighted programs go even further and add a few perks. At a metropolitan hospital in Virginia, for example, the volunteers all park in the premium pay lot directly in front of the facility. They walk in the front door and get their parking tickets stamped for the duration of their stay. The paid staff? They park in the satellite lot and take a shuttle bus.

Another agency bordering on a university solved its parking problems for a new volunteer program this way: Like many college towns, student cars overran the campus, and parking was at a premium. The agency lot was inadequate for the needs of the paid staff, who each day jockeyed for available spaces and routinely blocked each other in. When the prospect of adding a volunteer component was presented, an obvious barrier was parking.

The solution? A long-term municipal lot offering metered parking was adjacent to the agency's offices where the volunteers were told to park. Each Monday morning the receptionist was equipped with two rolls of dimes to hand out to volunteers as they walked in the door. Two philosophies prevailed with this approach. One, the volunteers were not to be burdened with cumbersome accounting procedures. They simply initiated a chit for what they took. Two, the idea was not to hoard the dimes but to give them away to the point that the receptionist chased volunteers down the hallway with a cheery, "Hey, you forgot your dimes for your meter!" Imagine what a positive climate for volunteering this created in the agency.

You can achieve the same result by conducting an audit of your agency's environment for volunteering. Be particularly alert to barriers. Do you have sufficient office space? Is it attractive and well equipped? Will it cost your volunteers to park? On the basis of your assessment, prepare a proposal for creative ways to remedy the situation. Cost out the strategy and set the options in priority order in terms of cost effectiveness and program impact.

Then go an extra step. Brainstorm the special touches that could make your program particularly attractive to volunteers. A museum in Virginia thought it needed more security guards for its galleries. Upon reflection, officials realized that at no time in recent memory had a guard been forced to pull a revolver on a patron who was fingering a Rembrandt. What was really needed was the occasional reminder to children to look but not touch. The museum opted for a program of volunteer gallery hosts, equipping them with attractive blazers and offering them lunch in the members' dining room if they worked a specified shift.

When you have assembled your list of perks, analyze them for cost effectiveness and potential program impact. Opt for the special touches that promise to return the most for the investment and add them to the first list of support necessary to offset the costs of volunteering to the volunteers. Assemble a total proposal in a businesslike format that specifically costs out each support request; for example, five lunches a day in the cafeteria at $3.50 a day equals. . .and so on.

You can imagine how well such a display budget requesting $5,800 in administrative and material support for a volunteer program might be received by most decision-makers. But when you illustrate that this supports the equivalent of 10.5 full-time staff, it is very reasonable indeed. In fact, it is a bargain. No need to make apologies.

3. Augment your financial proposal with a display budget that emphasizes the number of volunteers for which you are legitimately requesting support. Budgeting science increasingly emphasizes allocating resources in proportion to staff being supported. Many budgeting systems have formulas as specific as recommended square footage of office space per employee or the amount to budget for consumption of office supplies per staff member. These formulas frequently operate on the basis of FTE (full-time equivalent) positions.

Volunteer directors can put these recognized systems to their advantage by translating their cumulative volunteer hours into equivalent man years and geographically depicting the level of volunteer staffing for which they are requesting administrative support.

The boxed example shows how a respite care program serving a local department of social services in a rural area might depict its budget request.

4. Finally, if upon review of your no-apologies budget request, your top administrators still believe your agency cannot afford what you are asking, encourage a holistic view of the way funds are currently expended. They may find they cannot afford not to fund you.

Most managers feel locked in by their budgets. This era of static resources has forced them to think, "There's no new money. . .there are no additional funds for new programs. . .there's not the least bit of slack in the budget document

FORMULA

$$\frac{\text{Total Budget} - \text{Salaries of Staff Who Directly Deliver Services}}{\text{Salaries of Staff Who Directly Deliver Services}} \text{ or } \frac{\text{All Other Operating Costs Including Supervisory Costs}}{\text{Salaries of Staff Who Directly Deliver Services}} = \text{Administrative Overhead \%}$$

MODEL BUDGET FOR A RESPITE CARE PROGRAM

Salaries and Fringe Benefits			
Family Service Worker (1/4 time)	0.25 FTE	($14,800/year)	$3,700
6 Site Supervisors (12 hrs/week)	1.80 FTE	(donated)	-0-
48 Respite Care Workers (6 hrs/week)	7.20 FTE	(donated)	-0-
12 Drivers (5 hrs/week)	1.00 FTE	(donated)	-0-
4 Mom's Club Coordinators (20 hrs/month)	0.50 FTE	(donated)	-0-
		Total/Personnel	$3,700
Consultant & Special Services			
Trainers (state univ. soc. work faculty)		(donated)	-0-
Cooks (public schools)		(donated)	-0-
Cosmetologists (beauty school for Mom's Day Out)		(donated)	-0-
Travel			
County Vehicle (800 mi/month x 20 cents/mile x 12 months)			$1,920
Operating Costs			
Meals ($120/week x 39 weeks—public schools)		(donated)	-0-
Rent (2 community centers)		(donated)	-0-
Office Supplies			300
Training Materials/Refreshments			$1,200
Volunteer Recognition Materials & Annual Banquet			$1,000
Volunteer Insurance			$ 250
Training Tuition (for seminars/conferences)			$ 400
Promotional Brochures			$ 250
Reproduction			$ 480
		Total Operating/Travel Budget	$5,800
		TOTAL BUDGET	**$9,500**

. . .show me where the funds will come from." This is a business-as-usual way of allocating resources and assumes that we will maintain this same level of effort.

In the holistic view, the manager thinks, "I may not have all the funds I would like to have, *but I do have every dollar assigned to me and my job is to get the most out of every single one.*" The far-sighted manager analyzes what it costs to provide a service or to perform an activity—the total cost. For example, it costs an agency $25 for a social worker to spend two hours taking a client to a doctor. A two-hour staff meeting with eight people in attendance costs an average agency in excess of $200. Ever come home at the end of a day and say, "What a waste—missed appointments, delays waiting for the agency car to be fixed, unreturned telephone calls"? You are right. Your wasted day cost your agency $80-$100.

The short-sighted managers economize by counting pencils and paper clips and limiting the photocopying bill. The far-sighted, holistic managers economize by analyzing where the money goes and costing out the way business is done. They fix a real price to every unit of service delivered and compare alternative ways of achieving the same results. Given a correctly calculated comparison, most managers invariably conclude that one of the most efficient uses of funds is for staff and material support of volunteers.

Think you don't have funds for dimes for your volunteers' parking meters? Those two rolls of dimes in the university town example cost the agency $10 a week. That's about the cost of having a secretary re-type a single letter.

Final Thoughts

There you have it: a system for boldly, yet legitimately, constructing a defensible budget for a volunteer program. Hesitant to proceed? Afraid to rock the boat? Ask yourself why. Your apprehensions may be self-imposed. Remember, you have an obligation to yourself and your volunteers to advocate for what is justly yours. The volunteer director with the no-apologies approach proudly instructs her volunteers, "March down the hallway. Go straight to the supply cabinet and get some legal pads and pens. And while you're there, if you see anything else you need, help yourself!"

The VAL Index for 1983

This index to Voluntary Action Leadership *lists every article that appeared in each quarterly issue (winter, spring, summer and fall) of 1983. It 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.)*

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ADMINISTRATION/LEADERSHIP

Improving Your Program Through Evaluation. Peter G. Beeson, Mary Jo Pankoke, Vi Percell See, Kim Singleton, SPRING 1983, p. 22.

Keys To Making A Volunteer Program Work by Kathleen Brown. Reviewed by Stephen H. McCurley, Books, SPRING 1983, p. 34.

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Your Program Is Worth More Than You Think. R. C. Hodgkins, Jr., SPRING 1983, p. 27.

How To Generate Conflict Between Paid Staff and Volunteers. Stephen H. McCurley, SUMMER 1983, p. 19.

Designing Volunteer Jobs for Results. Richard Lynch, SUMMER 1983, p. 20.

Developing Your Own Leadership Style: Learning and Practicing A Set of Skills. Leslie Griffin Lawson, Franklyn Donant and John Lawson, FALL 1983, p. 20.

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How To Work With Groups: Guidelines for Volunteers by Julita Martinez Stone. Reviewed by Steve McCurley, Books, FALL 1983, p. 25.

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As I See It

Continued from page 11

- Association of Volunteer Centers
- National Association of Volunteers in Criminal Justice
- National School Volunteer Program
- National Council on Corporate Volunteerism
- American Society of Directors of Volunteer Services.

Similar organizations exist at the local and state level (i.e., DOVIAs, state associations of volunteer directors).

Other types of resource organizations also have been developed to assist us in our jobs. These include organizations such as VOLUNTEER: The National Center for Citizen Involvement, INDEPENDENT SECTOR, state offices on volunteer services, and volnntary action centers/bureaus.

Great strides also have heen made in providing a variety of training opportunities in volunteer administration. Ten or 15 years ago little training was available and there was a tendency to attend anything offered in order to meet with our peers. Today, there are many more training opportunities, and we must be selective about choosing those that best meet our individual needs.

It is important for professionals to be familiar with the literature in the field. Many and varied books are now available on a diversity of topics relating to volunteer administration and citizen involvement. To make these publications more accessible, many resource organizations have developed libraries that specialize in publications in our field.

Periodicals now are also available to assist us in keeping up to date in our field. These include *Voluntary Action Leadership*, *The Journal of Volunteer Administration*, *Journal of Voluntary Action Research*, *Volunteer Leader*, *Options*, *Volunteering*, *Exchange Networks*, newsletters of state offices on volunteerism and voluntary action centers.

Today, we are more conscious of career mobility and stability. While we still struggle with problems of career identity, community perceptions of the profession, widely diverse compensation schedules and high turnover in the field, we are beginning to address some of those concerns. We are aware of how our skills can be transferred to other professions (personnel and business management, adult ednca tion, etc.). However, more volunteer administrators are choosing to remain in the profession and are recognizing their needs for growth in this profession. We, collectively, have some challenges before us as we strengthen our profession:

Development of Standardized Competencies Needed in the Profession. Although we work in a diversity of settings, many of our responsibilities as volunteer administrators are similar, as are the skills, talents and experiences needed by those chosen to perform these responsibilities. The Performance-Based Certification in Volunteer Administration program, sponsored by AVA, addresses this need but must be taken further. Not only does this information need to be shared more fully with volunteer administrators, but also with prospective employers. This will raise the awareness of employers of the specific qualifications needed by volunteer administrators and ensure the hiring of qualified professionals. It also has the potential for raising the broader "community" awareness of the profession.

Preparing People to Enter the Field of Volunteer Administration. We must ensure that, in the future, professionals are prepared to serve as volunteer administrators during their normal educational experience, rather than after the fact. This means that we must assist in the development of college curricula designed to prepare students for a career in volunteer administration. We should also he developing volunteer management courses in continuing adult education programs.

Historically, the profession of volunteer administration often was misunderstood, particularly by those outside our field. Much of this is due to a lack of professional identity for both paid and unpaid volunteer administrators.

Preparing Other Professionals to Work with Volunteers. We must also work with colleges and universities to prepare other professionals to work with volunteers. Although the volunteer administrator may have primary responsibility for managing volunteers, most other staff will, at one time or another, interact with them. Therefore, components on working with volunteers should be incorporated into their regular coursework. If this is not done, we will be dealing with problems of "staff-volunteer relationships" forever.

Development of Career Ladders. We must work towards the development of career ladders within volunteer administration. At present, there are too few opportunities for advancement and new challenges. We also need a medium for disseminating information on vacancies and career opportnnities in the field.

Communicating the Values of Volunteerism and Volunteer Administrators. As the spokespersons for the field, we must communicate the valnes and ethics of volunteerism and our profession to administrators and coworkers, allied professionals, educational institutions, public and private sector policy makers, civil service systems and other credentialing bodies, volunteers and the general public. We also must "practice what we preach" by serving as volunteers ourselves—perhaps within our own agencies, in our local, state and national membership organizations, or in positions of leadership within our communities.

Following Administrative Practices Comparahle to Other Professions. As a profession, we can learn from other more established professions. We should make sure that we operate with written policies and procedures, a professional code of ethics, consistent standards of performance and evaluation techniques. We should be involved in continuing education and learn to recognize the value of, and adapt

for our use, the resources (i.e., training, consultations, publications) of other professions.

Sharing Our Resources with Others. Those of us who have experience in the field need to make a special effort to provide assistance and consultations to new volunteer administrators, as well as to share other resources such as training and materials. Like all other professions, we need mentors. This may be done on an individual basis or in a group setting through professional organizations.

Recognize Responsibilities to the Larger Volunteer Community. Volunteer administrators must increasingly serve as advocates for their programs, their volunteers, the larger volunteer community and the future of volunteerism. Advocacy should mean taking stands on legislation and regulations that have an impact on the volunteer community such as volunteer mileage deduction bills, charitable contributions, nonprofit postal rates, lobbying by nonprofit organizations (OMB Circular A-122), etc.

There are also many other ways in which we can affect public policy that has an impact on volunteerism—by lending our expertise in public discussion of issnes and by working through our professional membership organizations to address concerns. Some of the issues that need to be addressed in these fornms are promoting employment and academic credit for volunteer experience, bnilding relationships between labor and voluntary organizations, developing alternative sources of volunteers, ensuring equal access to volunteer opportunities, providing benefits and protections to volunteers, and developing new types of public/private partnerships to meet community needs.

This is truly an exciting time to work in the field of volunteerism. Numerous changes are occurring in our profession. There are many challenges to address. Although new resources, networks and coalitions are being developed, many more changes must occur. We mnst be part of molding those changes and the future of volunteerism. The alternative is to be put in a position where we are constantly reacting to situations that impact our profession. I believe that, as paid and unpaid professional volunteer administrators, we have the knowledge, experience and responsibility to be pro-active on issues and concerns that affect volunteerism, in order to preserve and enbance this tradition for future generations.

Today, the field is different. It is expanding, with more volunteer administrators in different types of settings. Many professional disciplines are now represented and the number of volunteer administrators is growing.

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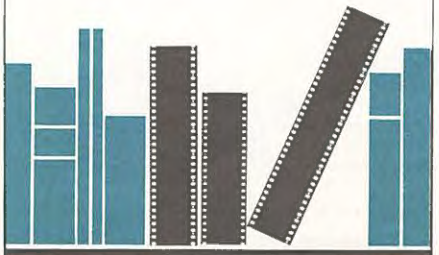

Compiled by Donna Hill

The Process for Development of Ideas. Third edition. Association for Affiliated College and University Offices, 1701 K St., NW, Suite 701, Washington, DC 20006. 1984. 172 pp. $15.

The latest update of a book that presents the process of nurturing an idea through its various stages until it becomes a proposal for foundation or government funding. Covers in detail the steps in that planning process and includes an updated Yellow Pages section that contains an annotated bibliography, sample forms, foundation criteria review sheets.

Talking Back. Public Media Center, 25 Scotland St., San Francisco, CA 94133. 1984. $12 ($9 each for 26 or more copies).

A guide that unravels the complexities of broadcasting for activists, students and teachers while defending the Fairness Doctrine—the electronic-age equivalent of the First Amendment's free speech guarantees for the print media. Takes readers step-by-step through the intricacies of broadcast law, the subtleties of negotiating with stations for airtime and the proper procedures for formal complaints to the FCC.

National Directory of Runaway Programs. Fifth edition. National Youth Work Alliance, 1346 Connecticut Ave, NW, Washington, DC 20036. 1984. $9.95.

Contains a program description of runaway shelters and programs in all 50 states. The directory is published to foster the exchange of ideas between programs and advise volunteers of the runaway services available in their area.

Bread and Roses Catalog. Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012, (212) 260-2010. Free.

A selection of working people-oriented books, posters and records available from Bread and Roses, a cultural project of the National Union of Hospital and Health Care Employees, AFL-CIO.

Ludlow Clip Art Books. Norman Ludlow, Publisher, 516 Arnett Blvd., Rochester, NY 14619. 1983. 23 pp. Free.

A catalog of books of clip art for flyers, announcements, newsletters and other publications. Includes clip art for associations, senior programs, family and small group activities, kids and grown-ups doing things.

A Women's Rights Agenda for the States. Conference on Alternative State and Local Policies, 2000 Florida Ave, NW, Washington, DC 20009. 1984. $7.95 prepaid.

A book filled with background information and ideas that current officeholders and candidates can use to build a sound platform on women's issues. Articulates a concrete progressive strategy for states to act on employment and economic issues, family crisis problems, human services and education, political and human rights. Provides background facts, a critical analysis of each problem, recommendations for state action, and resources for further information.

New Trends for Instructing Deaf People '83. Videotape catalog available from Public Information Office, Dept. MTPS, National Technical Institute for the Deaf, c/o Rochester Institute of Technology, One Lomb Memorial Drive, PO Box 9887, Rochester, NY 14623.

A listing of closed-captioned videotapes for hearing-impaired persons offered by Modern Talking Picture Service. MTPS has a well-established loan service for 3/4" U-Matic videotapes. In addition, NTID videotapes are available for purchase in 3/4" U-Matic, 1/2" Beta, and 1/2" VHS formats.

Special Olympics Publication Catalog. Joseph P. Kennedy, Jr. Foundation, 1701 K St., NW, Suite 205, Washington, DC 20006. Free.

A catalog of publications that guides an organization in the development and administration of Special Olympics competition.

How to Have Successful Meetings. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. 1984. 15 pp. 100 copies minimum; write for sample.

A booklet offering suggestions on how to make meetings more productive and enjoyable. Emphasizes the importance of participation, and discusses how people can express their views more effectively. Covers a variety of related points, such as preparation for meetings, good meeting etiquette, communication and presentation skills.

What You Should Know About Grassroots Lobbying. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. 1984. 13 pp. 100 copies minimum; write for sample.

A booklet designed to motivate readers to communicate their views to their elected officials. It clearly explains the procedures for lobbying by mail, in person or by phone, and emphasizes the rights of individuals to make their voice heard and be active in their government.

NARF Legal Review. Native American Rights Fund, 1506 Broadway, Boulder, CO 80302. Free.

A quarterly newsletter published by the Native American Rights Fund, a nonprofit organization specializing in the protection of Indian rights. NARF priorities, which are covered in its newsletter, are the preservation of tribal existence, the protection of tribal natural resources, the promotion of human rights, the accountability of governments to Native Americans, and the development of Indian law.

Citizen Participation. Lincoln Filene Center, Tufts University, Medford, MA 02155. $12 for one year. Sample issue available.

The newspaper of the Lincoln Filene Center for Citizenship and Public Affairs, whose purpose is "to improve the quality of citizen participation in social and governmental institutions and to understand the factors that define productive participation."

Managing Voluntary Organizations. Mel S. Moyer, editor. The Voluntary Sector Program, Faculty of Administrative Studies, York University, Downsview, Ontario, Canada M3J 2R6. 1983. 179 pp. Free.

A book detailing the proceedings of a conference held at York University in October 1983 to stimulate and share scholarly research aimed at strengthening the management of voluntary organizations. Chapter titles include The Nonprofit Board, Strategic Planning in Voluntary Enterprises, Collaboration and Combat in Networking, Changing Authority Patterns and The Future of Institutional Management.

Steering Non Profits: Advice for Boards and Staff. Conserve Neighborhoods, c/o National Trust for Historic Preservation, 1785 Massachusetts Ave, NW, Washington, DC 20036. 1984. 20 pp. $3 prepaid.

A special issue of the National Trust's newsletter, *Conserve Neighborhoods*, written by staff of the Management Assistance Group (MAG), a nonprofit organization that has helped several hundred nonprofit, social-purpose groups strengthen their management, resolve internal problems and implement new policies and procedures. "Steering Non Profits" has sections on personnel management, fundraising and financial management, planning and building good working relationships between board members and staff.

Speak Up With Confidence. Jack Valenti. Quill, 105 Madison Ave, New York, NY 10016. 1982. 152 pp. (paper). $5.00 plus tax. (Available in local bookstores.)

"How to prepare, learn and deliver effective speeches" is the subtitle of this book by the well-known president of the Motion Picture Association of America and former top assistant to and speech writer for President Lyndon Johnson. Valenti taps his experience to give advice on all aspects of planning, writing, memorizing and delivering a speech, with particular emphasis on length, content and the importance of knowing when, where and to whom one is speaking.

Getting Yours: A Publicity and Funding Primer for Nonprofit and Voluntary Organizations. Contact Center, PO Box 81826, Lincoln, NE 68501. 1984. 84 pp. $6.

A guide to help nonprofit and voluntary organizations sharpen their skills in public relations and funding. Gives practical information on such topics as forming a coalition, making media contacts, working with other groups and individuals in a community, planning and carrying out publicity and fundraising events.

The Proposal Writer's Swap File: 15 Winning Fund-Raising Grant Proposals. Third edition. Taft Corporation, 5125 MacArthur Blvd., NW, Washington, DC 20016. 1984. 162 pp. $14.95 plus $1.75 postage/handling.

A book for grant proposal writers that includes examples of how proposals are organized, styled and presented—from title page to detailed budget layout. Includes examples from the science, education, art, humanities, youth, aging and handicapped areas.

Fund Raising for Philanthropy. Gerald Soroker. Taft Corporation, 5125 MacArthur Blvd., NW, Washington, DC 20016. 1984. 190 pp. $15.95 plus $1.75 postage/handling.

Explores every aspect of the fundraising process—from information on why people give, role of the professional fundraiser and the capital fund campaign to methods of solicitation and building/maintaining the campaign climate.

Community Dreams. Bill Berkowitz. Impact Publishers, PO Box 1094, San Luis Obispo, CA 93406. 1984. $8.95.

A book that offers a "banquet of ideas of *what might be* in any town." Gives human-scale ideas for bettering community and neighborhood life that require little time, money, technical expertise and no outside intervention. Dream vignettes appear in 30 topic areas, including neighborhoods, street life, libraries, skills, housing, workplaces.

ATTENTION *VAL* Readers

Did you know that VOLUNTEER publishes two timely newsletters containing unique information on volunteering not found in *VAL*? Each keeps you up to date on what's happening in the field and the latest trends in volunteering.

EXCHANGE NETWORKS, an eight-page quarterly, is VOLUNTEER's primary technical and resource-sharing tool. Here are some of the features in the spring 1984 issue:

- A reproducible ***1984 tax-deduction recordkeeping form*** for volunteers
- ***A report*** by VOLUNTEER's Computer Project director on how VACs and other volunteer organizations are sharing resources to computerize many of their operations
- ***A reprint*** of INDEPENDENT SECTOR's guidelines for nonprofits on permissible political campaign activities
- ***Innovative ideas*** for raising money.

In addition, the winter 1984 issue presented "Keys to Successful Volunteer Fairs," a profile of the Columbia (Mo.) VAC's successful, annual event in a shopping mall...and a supervisory checklist for a nonprofit board and its executive director.

VOLUNTEERING is published bimonthly to keep associates up to date on VOLUNTEER and volunteering. The March/April issue, for example, presented

- ***A report*** on the first Anglo-American corporate volunteer conference sponsored by VOLUNTEER and England's Volunteer Centre
- ***The latest Senate action*** on the important volunteer mileage equity bill
- ***Mini-reports*** on VOLUNTEER's current projects, such as Volunteering and Unemployment, Volunteers in Special Education and the Computer Project
- ***News from all over*** —the Junior League's latest efforts to strengthen its advocacy function, a local advertiser's support of Volunteer Macon, Ga., the increasing support of volunteering at all educational levels in California
- ***Up-to-the-minute details*** on the 1984 National Conference on Citizen Involvement—speakers, workshop presentations, new accommodations packages.

These two newsletters—***plus VAL***—are available only ***as a package*** to VOLUNTEER's ***Associate*** members.

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The Basic Associate Plan is designed for the individual or organization who wants to stay informed about developments and opportunities in the volunteer field. Subscribers receive

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Plan B, The Organizational Associate Plan ($80) and ***Plan C, The Resource Associate Plan ($200),*** offer a range of additional services and discounts on VOLUNTEER publications and conferences. A brochure that outlines in detail the benefits of each of these plans is available from VOLUNTEER.

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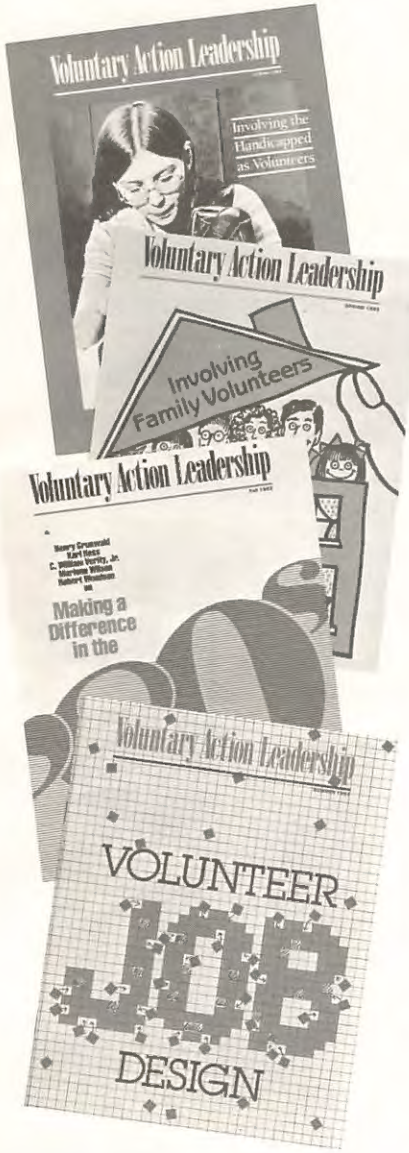

Published 4 times a year, each issue of **Voluntary Action Leadership** magazine contains regular columns on volunteer legislation, communications techniques, reviews of the latest books on volunteer program management, a calendar of workshops and conferences on volunteering and volunteer administration, and a resource listing of inexpensive how-to materials.

Take a look at some of the topics covered in depth by VAL in the past year:

Volunteer/Staff Role Review • A Volunteer Program Evaluation Checklist • Mileage Deductions for Volunteers • Getting Your Story on Cable TV • How to Evaluate—and Enhance—Your Meeting • The Role of Women in Volunteerism—A Short History • Volunteering With the Handicapped—A Fresh Look at a Time-Honored Resource • The Making of a VOP* (*Volunteer Orientation Portfolio)

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Calendar

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

June 6-8 — **University Park, Pa.:** *1984 Pa. Statewide Symposium on Volunteerism and Education*
The theme of this annual meeting is "New Frontiers: The Changing Volunteer Market." Sue Vineyard will be the keynote speaker. Workshops on children as volunteers (led by Susan Ellis), elderly as volunteers, students as volunteers, corporate volunteering, volunteering in the criminal justice field. Also, a major topic will be development of a statewide organization.
Contact: Mary Ann Solic, Conference Center, J. Orvis Keller Building, Penn State University, University Park, PA 16802.

June 6-10 — **San Francisco, Calif.:** *Nonprofit Management Association National Conference*
Addressing the theme, "Professional Challenges for An Emerging Community," this conference is for management support organization staff, independent consultants, educators, researchers, fundraisers and others who provide support to the nonprofit sector. Conference design includes three tracks on leadership, technology and changing environment. Dr. Lester Salamon of the Urban Institute's Nonprofit Sector Project will be the keynote speaker.
Fee: $295/members; $375/nonmembers.
Contact: Jean Dietrich, Conference Coordinator, Nonprofit Management Association, c/o United Way of the Bay Area, 410 Bush St., San Francisco, CA 94018, (415) 772-4437.

June 17-21 — **New Haven, Conn.:** *The 1984 National Conference on Citizen Involvement*
VOLUNTEER's annual conference returns to the East Coast at Yale University with special accommodations packages available both on and off campus. Conference will feature a diverse line-up of speakers and workshops for special-interest groups. See ad on inside front cover of this issue.
Contact: Kris Rees Daly, Conference Coordinator, VOLUNTEER, 1111 N. 19th St., Room 500, Arlington, VA 22209, (703) 276-0542.

July 8-13 — **Boulder, Colo.:** *First-Level Volunteer Management Workshop*
A one-week course for individuals who are relatively new to the profession, which offers students the "nuts and bolts" of volunteer management. Specific skills instruction in management, creative program design, interviewing, motivating, recruiting, training, evaluating volunteers.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80310, (303) 492-5151.

Sept. 12-14 — **Annandale, Minn.:** *Lake Sylvia VIII Conference*
An advanced-level annual conference for volunteer administrators cosponsored by the Voluntary Action Center of the St. Paul Area, Community Volunteer Service of the St. Croix Valley Area and Minneapolis United Way's VAC.
Contact: VAC of St. Paul, 518 Bremer Bldg., 419 N. Robert St., St. Paul, MN 55101, (612) 227-3938.

Oct. 14-17 — **Asheville, N.C.:** *The 1984 National Conference on Volunteerism*
Sponsor: Association for Volunteer Administration (AVA), PO Box 4584, Boulder, CO 80306, (303) 497-0238.

Nov. 12-16 — **Boulder, Colo.:** *Third-Level Volunteer Management Workshop*
One week of highly concentrated, in-depth learning experiences in a specific topic area, such as survival skills for managers, innovative volunteer program models, training of trainers.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80310, (303) 492-5151.

VOLUNTEER: The National Center for Citizen Involvement
1111 N 19th Street, Room 500, Arlington, VA 22209

ADDRESS CORRECTION REQUESTED