Voluntary Action Leadership

SUMMER 1988

As I See It

Can Self-interest Volunteering Also Serve the Most Needy?

By Patrick Saccomandi

Patrick Saccomandi, a leading expert on computers and data base management applications for community-based organizations, currently manages VOLUNTEER's distribution of donated Apple computers. He has directed the Mayor's Volunteer Corps for the City of Los Angeles as well as a national organization of former Peace Corps and VISTA Volunteers.

Demographics are changing the face of volunteering . . . again. The "boomers" have entered the prime family-raising years.

Popular analysis of the past three decades has made us all too familiar with the "passages" made by this generation. From an early activism that was unable to fulfill inflated expectations to a period of retrenchment where growth was focused on the individual to the current family centeredness, the baby-boomers follow their own star. This is a generation that does what it wants when it is ready to do it. And so now it (we/me) is doing families.

Is this good news for volunteering? It certainly could be, as study after study shows that people with families have the highest levels of volunteer and community involvement. But, there is a real concern about the direction of this increased level of volunteering. Will the community as a whole benefit? Or, will we only see a re-circulation of time and talent among the already fortunate, while the poor and others fall even further out of sight?

Will the demands of family life result in self-interest volunteering to the detriment of the less fortunate and isolated?

Looking closer at the issues here, it is quickly understandable why people with families become more active in the community. They need the supportive ties of church, school, neighborhood groups and government organizations. Raising children is a tremendous challenge, and a quality education, safe and attractive neighborhoods, good moral training and everything else that gives kids a happy, secure and enriching environment will be hard fought for by caring parents. Volunteering to help the school and church is one very effective way for a mom or dad to make a difference.

Now, step back for a second and get a look at the bigger picture. Less than one in six American families still fits the traditional model of a working father and a mother who stays at home with the kids. Where there are two parents, both typically work. Where there is only one parent, that person almost always has to work, or receive some form of public assistance.

The resulting time pressures on parents are immense. When a working couple or single parent comes home at the end of the day, there are only a few precious hours to be a "family" . . . cooking a meal, having some relaxed time together, doing household chores and having some individual private time. Church and school are going to get big chunks of any remaining moments, with Little League, ballet classes, and assorted child-centered activities usually next in line. And, if the neighborhood has problems with drugs, zoning fights, gypsy moths or other maladies, there go a few more evenings.

How does the average family turn its attention from volunteering for its own self-interests to attending to the needs of the homeless, poor kids needing tutoring, and all the other community needs that are not part of immediate family concerns? Are not the poor and the needy with few family connections of their own likely to get very short shrift, if any volunteer help at all?

I believe a pathway of involvement leads from the concerns of the family to those of the community at-large, including the most needy. Part of the issue is seeing the "enlightened self-interest" of helping others so that one's own family is more secure and happy. Another factor is the practical requirements for creating and managing useful community projects and activities that can involve very busy people. And a third element is identifying leadership among volunteers and volunteer administrators that will put all the pieces together and keep them running.

But before I talk of things that need to be done, let's look at some good fortune that gives encouragement for success.

- Community institutions. At least those in the relatively affluent areas are now stronger than ever, in large part because of the increased involvement brought on by the needs of the families that participate in them. These are potentially wonderful vehicles for translating individual action into larger-scale and more sophisticated projects that benefit the whole community.
- Human resources. People in their 30s, 40s and 50s are at the peak of their skills and energy. For the next couple of decades, the bulk of the boomers will be passing through these years, which means in pure terms of available numbers, these will be the richest of times.
- Experience. As a country, we have learned much from the social service efforts of the past 50 years. Unlike the hurried experimentation of the 1930s or the inflated expectations of the 1960s, these are times where the tone is more one of measured effort for realizable goals. Witness, for example, the voter's preferences for candidates of a more practical and workman-like mind.

Now, what might be done to activate our good fortune to assure that volunteering means more people helping others who are more needy than themselves?

Starting with the issue of increasing the awareness of "enlightened self-interest," almost everyone will say that helping the poor has the potential of raising their own quality of life. People generally accept the fact that crime, urban blight and a

Continued on page 30

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Published by VOLUNTEER—The National Center

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Voluntary Action NEWS

Seventh Annual President's Volunteer Awards Program Honors 18 Outstanding Individuals, Groups

Eighteen individuals and groups have been named the 1988 recipients of the President's Volunteer Action Awards, a program cosponsored by VOLUNTEER and ACTION, the lead federal agency for volunteer service, and funded by private corporations and foundations.

Selected from a field of nearly 2,100 nominations, the winners represent outstanding achievement in ten categories: arts and humanities, education, environment, health, human services, international volunteering, mobilization of volunteers, public safety, youth, and the workplace.

Two members of VOLUNTEER's board of directors joined members of the National Volunteer Advisory Council, private citizens appointed by the President to advise ACTION on policy and program, for the judging. They reviewed approximately 70 finalist nominations and from those chose the group to be submitted to the President for his final selection.

President Reagan will present the awards—sterling silver medallions provided by Avon Products Inc.—to the winners at a White House luncheon in June. The citationists receive certificates from the President for their exemplary volunteer contributions, and all of the remaining nominees receive special cards of appreciation from the President.

Now in its seventh year, the President's Volunteer Action Awards program was created during the first year of President Reagan's administration to call public attention to the contributions of the nation's volunteers and to demonstrate what can be accomplished through voluntary action. On April 28, 1987, Reagan signed an Executive Order institutionalizing the President's Awards program so it will continue after the end of his term.

And the Winners Are . . .

Zachary Fisher
New York, N.Y.

For the past ten years, Zachary Fisher has taken the lead in the development of the Intrepid Sea-Air-Space Museum

This billboard appeared during National Volunteer Week in Lackawanna County, Pennsylvania, to recognize and thank its many volunteers. The Volunteer Placement Services Program of the Voluntary Action Center of Northeastern Pennsylvania had the poster designed and posted by Patrick Outdoor Media, Inc.

in New York City. Commissioned in 1943, the USS Intrepid, a 41,000-ton aircraft carrier, served as the flight deck for U.S. planes in battles over Tokyo and was one of the most decorated ships in U.S. naval history.

Fisher formed a unique partnership with the city and state governments, personally contributed over half of the funds toward the refitting of the ship and has served as the museum's chairman since its beginning. Now berthed on Pier 86, the Intrepid has five exhibition halls, one of which honors recipients of the Congressional Medal of Honor. In 1986, the ship was declared a national historic landmark.

Fisher is also one of the most active members of the Veterans Bedside Network, a nationwide volunteer program that involves Veterans Hospital patients in recreating radio and television shows for broadcast in other veterans facilities. He also serves as chairman of the honorary board of the Marine Scholarship Foundation, as a trustee of the National Jewish Hospital in Denver and as a director of the Marine Corps Memorial Association.

Following the death of U.S. Marines in Lebanon, he began the Lebanon Fund, which has raised over $100,000 for the servicemen's children. He formed the Elizabeth and Zachary Fisher Armed Services Charitable Foundation to enhance the public perception of the armed services and to provide educational financial assistance to current or former members of the armed services and their immediate families.

Harriet Hodges (left) in Korean clinic where children heart patients register and see a doctor.

Harriet H. Hodges
Seoul, Korea

Harriet Hodges began helping indigent Korean children with heart problems in 1972 when her husband, a retired U.S. Army colonel serving as director of the American Korean Foundation, told her about the child of the cook at his Seoul golf club who needed heart surgery. At that time, open heart surgery was not available for children in Korea.

Working through the Children's Heart Fund in Minneapolis, Hodges was successful in getting the child to the U.S. for the necessary treatment. Soon after the child returned to Korea, parents began appearing at her door asking for help. Although the surgery is now available in Korea, most Korean families are unable to obtain it because of the cost and lack of private health insurance.

To meet this need, Hodges has developed a network of 15 U.S. hospitals that absorb most of the costs and whose surgeons perform the operation for no fee. American and Korean Rotary Clubs, Rotary International and the Variety Club Lifeline help with the cost of air transport, the major cost in the treatment process, as well as some financial assistance to the cooperating hospitals. Approximately 100 children receive treatment each year.

Since her first trip, Hodges has arranged for nearly 2,000 children to be flown to the U.S. for treatment and for several teams of doctors and medical personnel to visit Korea to screen children and determine priorities for treatment.

In November 1983, when President and Mrs. Reagan traveled to Korea, they heard about Hodges and offered to bring her and two Korean children back to the U.S. for treatment on Air Force One.

Operation Comeback
Orlando, Florida

Operation Comeback was founded in 1976 by William Prentiss, chairman of the Valencia Community College Social Sciences Department, to provide support to troubled adolescents referred by the Juvenile Court. The youngsters, most of whom are boys, come from low-income homes, many of which lack basic family structures. Most of them have been arrested or have experienced severe problems in the school system. Some are on probation; others have a history of drug abuse. Since Operation Comeback's founding, it has served over 1,300 young people and their families.

The program involves college students working towards careers in counseling, law enforcement, teaching and coaching as one-to-one counselors and friends to the boys, who are often called the "Comeback Kids." The mechanism through which the matches are made is a unique Boy Scout Troop and Explorer Post sponsored by the college.

The counselors participate in extensive training and orientation before working with the youths. Then they spend at least four hours a week with their young friend, participating in activities of mutual interest and developing a close relationship of friendship and trust. They also counsel the youngster with legal, family, school or personal problems.

Through the Explorer Post, chartered in 1978, and the Boy Scout Troop, added in 1983, the counselors and youths participate in numerous group activities. Developed around a high-adventure concept with a focus on camping,

canoeing, environmental service and other projects, these activities provide opportunities for personal development. The varied environmental projects allow the young people to offer volunteer service to the community.

Mission Air Ministries, Inc.

Charlotte, North Carolina

Mission Air Ministries was founded in 1981 to provide no-cost air transportation to patients who cannot afford the airfare to hospitals and medical centers. It was begun by a small group of caring pilots who wanted to do something worthwhile with their flying skills.

The first flight was in a small single engine plane capable of flying short distances with non-critical patients. The organization now owns four planes, one of which is a jet that can provide nationwide transportation for stretcher-bound critical care patients.

To provide the most efficient and cost effective transportation, the jet is equipped to handle two patients at one time. The service provides transportation for people suffering from cancer, leukemia and other life-threatening diseases as well as those who have a critical need for organ transplants. It is unique in that it is equipped to transport people with AIDS. Mission Air also provides transportation home for people who have been injured in accidents while away from home.

A Mission Air volunteer nurse prepares an IV solution prior to an air ambulance flight in the organization's Citation jet.

The organization has three full-time and two part-time paid staff, one of which is a pilot and one a flight nurse. Since each flight requires two pilots and two medical personnel, all others are volunteers. There are over 400 volunteers active with the organization including 50 medical personnel. Other volunteers raise funds, assist in the office, coordinate flights and fly missions.

Roberta R. Roper

Upper Marlboro, Maryland

For the past six years, Roberta Roper has been active in developing and guaranteeing the rights of crime victims since her college age daughter was kidnapped and murdered. When two men were convicted of the crime and given life sentences with parole eligibility in less than 12 years, Roper formed the Stephanie Roper Committee and Foundation to help safeguard the rights of crime victims.

Since its formation, the Committee has been successful in getting 14 major pieces of legislation passed, the first of which increased the life sentence from 15 to 25 years before eligibility for parole in capital cases. Other bills passed during the first year include one that excludes alcohol and drugs as mitigating circumstances in capital cases and one that mandates the use of a written statement on the impact of the crime on the victim and family in the pre-sentencing investigation.

The Committee was also instrumental in the passage of laws that establish the right of a witness not to give addresses and telephone numbers as part of courtroom testimony; the right of a victim to remain in a courtroom following testimony; and the right of a victim or witness to be advised of his or her rights by law at all steps in the process, from the arresting officer to the parole commission.

The Foundation operates a program of victim assistance in which trained volunteers humanize the judicial process for crime victims and their families. They provide compassionate support and assistance before, during and after trial, referrals to other service agencies and legal assistance in filing civil suits and/or applying for criminal injuries compensation. Court watch volunteers monitor court activities to ensure that officials are aware of and enforcing the Roper laws and to identify those court activities for which future legislative reform should be recommended.

SHARE, Inc.

Los Angeles, California

SHARE, Inc. is an organization of 100 women in the entertainment industry who raise funds to assist a variety of nonprofit organizations. When it began 35 years ago, SHARE raised money for programs serving mentally handicapped children. In its first year, the group produced a show starring Dean Martin and Jerry Lewis and turned over the $5,000 proceeds to the Exceptional Children's Foundation.

SHARE now raises over one million dollars each year and makes grants to many different organizations. All of its activities are accomplished by volunteers; its only operating costs are an answering machine and post office box.

The Boomtown Party, its major fundraiser, is a variety show organized, produced and directed by SHARE members. In addition to the film stars who contribute their time and talent, the show features many SHARE members. Money is raised through ticket sales, an auction, a raffle and program advertisements.

The organization also produces an annual Day by Day calendar book, which accounts for over $100,000 in income. In addition, SHARE frequently is the recipient of large anonymous contributions for which the members determine the use. In 1987, SHARE received a gift of one million dollars, which will fund the SHARE's Child Disability Center, a research facility on mental retardation at Cedars Sinai Medical Center.

Kaye Kiker

York, Alabama

Kaye Kiker was instrumental in forming Alabamians for a Clean Environment (ACE) in 1983 to educate the citizens of Sumter County—a largely agricultural area with over 30 percent of its residents living below the poverty line—about the impact of a local toxic waste landfill on local and state politics, the environment and future economy of the county and state. Since its founding, ACE has grown from seven members to more than 300.

As president of ACE, Kiker has linked ACE with similar organizations around the state and country, traveling extensively in the eastern United States, attending conferences and speaking on toxic waste and related issues. She has been invited to make comments at formal environmental hearings in several southeastern states and has testified, both in her state capital of Montgomery and in Washington, on environmental and toxic waste issues. She also has been an advocate for alternative disposal technologies such as recycling, reuse, reduction and exchange.

In addition, Kiker has organized a coalition of southeastern environmental groups through which she encourages citizen participation in local governmental decisions and actions. She believes that this encouragement and direction especially helps poor, uneducated and politically weak citizens to become aware of their rights and inspires good citizenship and leadership practices for other community issues and activities.

Red River Revel Arts Festival
Shreveport, Louisiana

The Red River Revel Arts Festival was developed by the Shreveport Junior League in 1976 as the local Bicentennial project. The Festival's initial success led to its institution as an annual event that now attracts 350,000 people annually over an eight-day period. In 1978, the Louisiana Bank and Trust Company and the City of Shreveport joined the League as sponsors and in 1983, the Revel became a separate nonprofit corporation.

The Revel provides a variety of participatory experiences for visitors, including activities designed for different age and grade groups. Over 7,000 school children visit the Festival on field trips sponsored by many area public and private schools. The afternoon program is open to the general public and features activities for children ages 5 to 12, such as sky sculpture, face painting, clay modeling, stenciling, wood sculpturing, a graffiti wall and a mock archeological dig. Visiting artists conduct workshops in music, juggling and pottery.

In 1986, the Children's Exploratorium, a hands-on museum, was introduced. The following year it attracted nearly 7,000 daily participants. Special grants allow Revel volunteers to visit children in ten local hospitals.

A youth volunteer "at work" at the annual Red River Revel Arts Festival.

The Festival is planned and implemented by over 125 volunteers serving on 52 committees. During the eight-day Revel, over 3,000 volunteers contribute more than 120,000 hours to run the activities. The Exploratorium alone requires 700 volunteers. In addition, many of the 100 visual artists and over 80 performance groups participate as volunteers, and sponsors allow 24 local nonprofit organizations to operate food and sales booths as a way of raising funds.

Dr. Luis A.N. Gomez
El Paso, Texas

Since 1980, Dr. Luis Gomez has assisted people suffering from leprosy in Juarez, Mexico. Born in Cuba, he came to the U.S. as a refugee and eventually became a U.S. citizen. He completed his undergraduate work in the U.S. and obtained his medical degree in Mexico.

While doing required service in Juarez, Dr. Gomez discovered numerous cases of leprosy, a disease which many people think has disappeared. Leprosy is particularly devastating to its victims because of the stigma attached to it, especially in developing countries. While the disease is not curable, it can be treated and its progression arrested or slowed.

Dr. Gomez commutes daily to Juarez to conduct his medical practice, much of which consists of caring for the indigent suffering from the disease. He also has obtained permission from the U.S. government to bring several of his patients to the United States for treatment by doctors who have volunteered their services. He is currently treating more than 50 cases of leprosy.

Because his patients have neither health care insurance nor money to pay for the care, Dr. Gomez treats them at no charge. He has developed contacts in the El Paso medical and pharmaceutical communities who often donate medicines. When necessary, however, he pays for the medicines out of his own pocket.

To help purchase medicines and equipment for his work, Dr. Gomez established the Father Damien Fund, a charity that is administered by a local Knights of Columbus chapter.

Mrs. I.E. (Arnolta) Williams
Jacksonville, Florida

Arnolta Williams, 91, has been an active volunteer since she moved to Jacksonville more than 70 years ago. She is the only living founder and lifetime member of the Jacksonville Urban League. She was one of the founders and a president of Gateway Nursery and Kindergarten, which serves children of low-income working mothers, and is chairperson of the Foster Grandparents Program. She has been a volunteer with the Boys Club, the Red Cross, Council on Aging, Volunteer Jacksonville and the Y.W.C.A. She has served on the foundation boards of Methodist and

University Hospitals and on the board of Florida Community College of Jacksonville. She has been a member of the Mayor's Commission on the Status of Women and was a Florida delegate to the 1981 White House Council on Aging.

The work Williams considers most important is her influence during the racially troubled 1960s in Florida when her moderating influence was largely credited with the continuing harmonious race relations between the black and white communities in Jacksonville. Because she was a respected figure, both within the black community and also in the community at large, her leadership and her message of conciliation and moderation has been credited with the smooth transition to a peacefully integrated Jacksonville society.

Known in Jacksonville as "Mama Williams," her volunteer career began when she followed the wishes of her late husband, a highly respected physician and the first black chief of internal medicine at the Brewster Hospital for Blacks (now merged with the Methodist Hospital of Jacksonville). Instead of becoming a teacher, she promoted her husband's medical practice, raised their daughter and became a volunteer. Following Dr. Williams' death in 1971, she became even more active.

Barberton Council of Labor Free Clinic Development Project
Barberton, Ohio

The Barberton Council of Labor established a free medical clinic for residents of Summit County to help meet a need in a community with a 33 percent unemployment rate.

After the closing of several plants in the county, general medical care became an issue that the Council wanted to address. Many unemployed persons in the area lost their health insurance and many who obtained minimum wage jobs weren't offered medical coverage. After initial public apprehension about the feasibility of such a clinic, the Council has proven that a free clinic is possible.

The first clinic opened in 1984 in the Council of Labor Building. A new facility, donated by the former Ohio Brass Union, opened in 1988 after extensive remodeling by Council member volunteers and craft union members. Hospitals and doctors have donated equipment, and the unions, churches and businesses have contributed money for supplies.

The clinic serves approximately 1,200 to 1,300 people per year and is staffed by more than 100 volunteers. They are recruited by the Barberton Council of Labor and include ten doctors with various specialties, 25 nurses, medical students, a pharmacist, a psychologist, a dietician, social workers and others. The clinic also encourages the patients to return to the clinic as volunteers, thereby offering an opportunity for training, job experience and an improved sense of self-worth and community involvement.

In addition to the free clinic, other activities sponsored by the Council of Labor include a food co-op and feeding program, Christmas "giveaways" of clothing and toys for low-income families, a tenants' support organization, "stop foreclosure" workshops and labor history classes.

Verlyn R. and Martha J. Roskam
Glen Ellyn, Illinois

Verlyn Roskam began Educational Assistance Ltd. (EAL) to provide scholarships to students unable to find college financial assistance elsewhere. He was motivated by the fact that he had been given the opportunity to attend college by a family who had lost their son during World War II.

A bartering system, EAL solicits contributed goods from companies and gives them to colleges, which then make scholarships available to needy students in the name of the company. Working primarily with small liberal arts colleges, EAL grants scholarships to average students who must maintain a C average.

Contributions are limited only in that the goods must be something that the college would otherwise have to purchase. One college received a nuclear magnetic resonator valued at $17,000. Another received used office furniture. A resort in Wisconsin contributes rooms during the off-season for college faculty conventions. Allied Van Lines provides most of the transport for the donated goods, giving the value of the transport as scholarships.

To manage EAL, Roskam has been granted a leave of absence by his employer, Oil-Dri Corporation of America. Mrs. Roskam has given up her job as a school teacher to work at EAL, where she has volunteered for the past 18 months. Oil-Dri has made scholarships available through the donation of various products and provides office space, secretarial help and services to EAL.

Over 125 colleges and nearly 100 companies nationwide participate in the project. Nearly $3 million in scholarships has been generated, benefiting over 450 young people. In early 1987, the EAL/Eighth Grade College Opportunities Program was launched in four communities to provide a four-year college preparatory program to economically disadvantaged junior high school students. Participating communities develop a student selection board and pay for a full-time counselor in exchange for scholarship guarantees for the students who complete the program.

Time Inc. Time To Read
New York, N.Y.

The Time To Read tutoring program uses corporate and community volunteers to teach functionally illiterate people to read. The tutors use specially designed curriculum and popular reading material published by Time Inc.

Since 1985, Time To Read (TTR) has grown from a company volunteer program to a national effort operating at 20 sites in 15 cities. Nearly 30 businesses, including Polaroid, Xerox, Budget Rent-A-Car and Brown-Wooten Mills, now sponsor the program by providing volunteers and dollars. Coordinators from nine schools, three prisons, six community-based organizations and five work sites have joined with corporate coordinators to manage the program. In 1987, 500 volunteer tutors were teaching 600 learners.

After the first year of the program, 71 percent of the learners improved their reading scores and 77 percent improved their comprehension. After two years, three out of four learners continued to show improvement in reading skills. More than half of the tutors have reenlisted after their initial one-year commitment.

The Community Relations staff at Time Inc., along with senior management support, recruited hundreds of volunteers to write, design and imple-

ment TTR in five Time Inc. offices. These pilot programs include volunteers from Book-of-the-Month Club who work with inmates from a correctional institute and Southern Progress Inc. employees who tutor junior high school students in Birmingham, Alabama.

In 1987, all Time To Read site managers were brought together at a program evaluation retreat. Representatives from other national literacy programs were also invited to present their programs and to plan joint efforts.

Robert Mosbacher, Jr.
Houston, Texas

For the past two years Robert Mosbacher, Jr. has served as co-chairman of the Houston Committee for Private Sector Initiatives (PSI), which fosters the development of collaborative private sector-sponsored programs to address community needs. Two of the most important Houston PSI projects are directed at problems that have become even more important in the past several years: unemployment and "latchkey" children.

The drop in oil prices has affected Houston's economy and by 1986, 12 percent of the workforce, or 175,000 individuals, was unemployed. Mosbacher was instrumental in the formation of the InfoNet Task Force, which brought together city and county government resources, the Chamber of Commerce, area personnel consultants, the Job Training Partnership Council, the Texas Employment Commission, United Way and the Houston PSI.

Designed to provide referral and information services to the unemployed, the program assisted over 16,000 people—up to 223 callers each day—in its first 20 months of operation. Over 40 trained volunteers, most of whom are unemployed, work four hours each week providing information and assistance ranging from resume writing tips to child care referrals for people going on job interviews. InfoNet also sponsored a series of job search seminars, which attracted over 3,000 people to sessions on writing effective resumes, interviewing tips and maintaining a positive attitude during the job search.

Because Houston has over 300,000 latchkey children, who return from school to homes where there are no adults present, PSI developed a partnership with the Houston Independent School District to create a program model to serve these children. The result was After School Partnership, located in 14 elementary schools and operated under contract by five nonprofit organizations. The program includes both academic enrichment and recreational activities for up to 60 children at each of the sites. Parents pay on a sliding scale up to $3 a day for the care with scholarships available for those unable to pay. Mosbacher led the development of the program's funding, which comes from a combination of school district funds, corporate support and fees paid by parents.

Margaret A. Gallimore
Dallas, Texas

Margaret Gallimore, a nurse for many years, has provided a home for 20 people with AIDS since May 1987. She initially rented the house next to her home, which she named Mathis House, as a place to care for sick homeless people. The increasingly desperate plight of people with AIDS, however, convinced her that helping them would be a more appropriate use of the house.

Because Dallas attracts people from other parts of the country, many of its residents with AIDS have no immediate family in the area. Unable to work, those afflicted with the disease are eligible for welfare, but the payments are not sufficient to cover housing and associated costs. Even utility bills are higher than normal because frequent severe chills require that the heat be on even on the warmest days.

One of the first people Gallimore helped was a young man whose stepfather had asked him to leave home. When she discovered he had nowhere to live and was unable to work, she provided him a place at Mathis House. She also provided a home for a convicted arsonist with AIDS who had not been able to obtain housing.

Those who live at Mathis House are the most difficult to place. The one apartment building for AIDS victims in the area requires that the residents be ambulatory. Gallimore receives referrals from the AIDS ARMS Center, Parkland Memorial Hospital and the city welfare department.

With her 18-year-old daughter Pamela and two sons, Phillip and Willie James Green, Gallimore cares for the men, nursing and bathing them, cooking and cleaning house. The owner of the house, a personal friend, also assists regularly.

On several occasions, Gallimore has made funeral arrangements or accompanied the body of a deceased resident back home for burial. Of the 20 young men she has taken in, 12 have died while living at Mathis House.

Margaret Gallimore cares for AIDS victim in Mathis House.

Thomas W. Evans
New York, N.Y.

In 1983, Thomas W. Evans, an attorney in New York City, founded the Mentor Program, which exposes New York City public high school students to the law as a profession and instills in them a respect for the law and court system. Co-sponsored by the New York Alliance for the Public Schools and the Federal Bar Council, the program in its first year paired each of five law firms with a local school. Two years later, Mentor had grown to 24 pairings. Now the program is active in more than a dozen other locations.

Mentor Programs begin with a classroom orientation conducted by one or more sponsor lawyers. Then the students visit a federal courtroom to witness civil litigation and a state courtroom to see criminal law in action. Mentor Programs also often include a visit to a family court judge's chambers, a legal writing and research project, or a classroom talk by an attorney who explores a specific issue. Each law firm develops program activities around its own area of practice. Individual Mentor Programs may include mock trial competitions, role playing in empty court rooms or visits to court rooms during trials.

While the program gives an exceptional perspective to students planning careers in law, Mentor's greatest impact is on students who are not college bound. Independent studies have shown that participation in the program improves students' attitudes toward school and teachers.

As chairman of the educational committee of the Presidential Board of Advisors on Private Sector Initiatives, Evans developed the National Symposium on Education, convened annually since 1983. A common theme of the symposia, which attract over 1,000 participants each year, has been the need to make optimum use of available community resources. Each symposium exposes community educators and bnsinesses to new partnership ideas and assists in strengthening existing ones.

NATIONAL VOLUNTEER WEEK:
April 9-15, 1989

Special Olympics participant in 1987 Games.

1987 International Summer Special Olympics Committee, Inc.
South Bend, Indiana

The seventh International Summer Special Olympics Games, held in South Bend on the campuses of the University of Notre Dame and Saint Mary's College in August 1987, involved over 5,000 mentally retarded athletes and more than 23,000 volunteers. Held every four years, the Summer Games are the culmination of the Special Olympics program, which gives developmentally disabled children and adults tbe opportnnity to strengthen their character, develop physical skills and fulfill their human potential. Athletes represented every state and 70 countries.

The most successful Games in Special Olympics history, the 1987 event involved volunteers in all aspects of the event, during both the planning phases and the Games. The working board of directors and all of the planning committees were totally volunteer. The volunteer fundraising committee raised over $6 million to conduct the games. Each of the sports and all other special events were managed by volunteers.

The five-member volunteer planning committee began its work nine months before the Games. The committee originally estimated it would need to recruit 15,000 volunteers to help out during the Games. It developed a special community education program about working with mentally retarded people which included a film on Special Olympics. By the end of the recruitment period,

20,000 volunteers had signed up and an additional 3,000 arrived to help at the time of the Games.

More than 90 percent of the volunteers came from the immediate area. The others came from around the United States and several foreign countries. They opened up their homes to out-of-town visitors, lined up the athletes, operated stop watches, staffed refreshment stands, and most importantly, shouted encouragement to the participating athletes.

First Bank System Community First Program
Minneapolis, Minnesota

First Bank System developed the Community First Program ten years ago to provide a mechanism through which its employees and retirees could become involved in community service activities. A 23-member metro employee Community First Council selects special volunteer projects, invites participation and recognizes the contributions of employee volunteers who have initiated their own community volunteer involvement.

The bank has an official employee policy that encourages volunteer activity and permits released time. All new employees are introduced to the Community First Program through a video presentation and a brochure. The bank's monthly newsletter contains stories about employee volunteers and lists volunteer opportunities. The bank also sponsors ongoing recognition events for its employee volunteers. In 1987, the Council sponsored a metro volunteer celebration for employees and provided grants totaling $15,492 to agencies in which outstanding employee volunteers were active.

In addition, the bank annually surveys employees to learn about the kinds of community activities in which they have been involved. The findings show that 60 percent of all metropolitan bank employees volunteer. In 1987, the Community First Program involved over 2,000 employees in 23 ongoing or special projects, providing nearly 600,000 hours of service. Company retirees provided over 3,400 hours of service to 22 additional agencies. The bank evaluates projects in which employees are active, both in terms of community impact and volunteer satisfaction.

Boy Scouts Tackle 'Five Unacceptables'

By Barclay M. Bollas

Drug abuse. Child abuse. Unemployment. Illiteracy. Hunger. The Boy Scouts of America (BSA) is tackling these very contemporary problems through a variety of activities.

It's an updating of the classic story of the Scout helping the little old lady across the street, say the organization's officials. It's Scouting's proactive challenge to society's challenges of the 1980s and the 1990s ahead.

In the past year, the BSA has distributed in support of a massive anti-drug campaign 6,805,966 brochures (most of them free), 227,592 teacher's guides, 4,365 video tapes and 37,199 large posters.

"Drugs: A Deadly Game" material has gone not only to youth and adult members of the organization; it has overflowed into schools, churches, synagogues, service clubs, other youth agencies, corporations, unions, correctional institutions, and city, county and state governmental units.

"Drugs are menacing our society," says Chief Scout Executive Ben H. Love. "They are threatening our values and undercutting our institutions. They are killing children and adults. The leadership of our country has declared war on drugs. We must be part of that."

The anti-drug message will become part of Scouting literature, an ongoing campaign to alert the organization's more than five million members to the dangers of alcohol and substance abuse.

In addition, the BSA is challenging an abuse of a different kind—child abuse. "We must be concerned with helping society come to grips with it," says Love.

To that end, the BSA has issued a publication, *Child Abuse: Let's Talk About It*, and has developed a curriculum—mandatory for all BSA professionals, staff employees and camp leaders—which reviews the problem and outlines preventative steps. Major articles in such BSA publications as *Boys' Life* and *Scouting* are designed to reach both youth and adult audiences. In addition, leadership selection procedures are being re-evaluated.

Illiteracy, unemployment and hunger are the other three of what Love calls "the five unacceptables" in American society today.

Barclay Bollas is the Boy Scouts of America's national news editor.

BSA intends to reach both its youth and adult members through campaigns to combat the "5 Unacceptables."

Through its magazines and other publications, BSA hopes to help do something about illiteracy, which studies say is hampering the quality of life for as many as 20 percent of U.S. residents.

And later this year (November 1988), millions of Scouts will take direct action against hunger with a Scouting for Food Good Turn, which is expected to bring in tons of nonperishable food for distribution by cooperating agencies to the hungry.

By successfully combating the other "unacceptables," progress can be made toward easing unemployment, argues the BSA's top official. One major step toward this end has been BSA's Career Awareness Exploring program conducted in cooperation with school systems across the country. Through this program, which currently attracts more than a half million young men and women, teenagers can discover not only what is required to enter the workforce, but with "hands on" experience can find out whether a particular vocational field is of interest.

A few years back there was a slogan, "Scouting today is a lot more than you think." The little old lady may still occasionally be helped across the street, but it is these new initiatives toward meeting contemporary problems which, says Love, demonstrate Scouting's relevance today.

'Gentle Teaching' Introduced to Midlands ARC

"Presence, participation and human valuing are the three most important goals of teaching," says Dr. John McGee, a psychology professor at Creighton University in Omaha, Neb., who has developed a set of values, goals and strategies for teaching people with mental retardation.

In a talk to members of the Midlands (S.C.) Chapter of the Association for Retarded Citizens, he said, "Work is not the main focus of our lives. We can create machinery to perform our working tasks. Interaction with other people is the most important aspect of our lives. It is also the most important aspect of teaching."

McGee calls his idea "gentle teaching" and says it is especially useful in helping people with severe mental retardation control undesirable and self-abusive behavior.

McGee spoke to ARC-Midlands members the night before conducting a seminar for the South Carolina Department of Mental Retardation.

He told both audiences their responsibility to people with mental retardation is to have firm values. "Teaching and parenting are mutual acts. If we are angry or frustrated when we interact with people with mental retardation, it will have an impact on their behavior," McGee said. "Your responsibility is to demonstrate warmth, tolerance and affection in spite of unwanted behavior. At the worst moments, we have to be the best teachers."

Most teaching programs for people with mental retardation are based on compliance or obeying, McGee said. This teaching method came about as a result of the behaviorism movement, developed in the early 1900s.

Behaviorists use a reward/punishment system to achieve compliance, and their teaching theory is still used by many educators today. The reward/punishment concept places materialism at the center of human satisfaction.

"By using this theory to teach people with mental retardation, we lose the spirituality of what a caregiver should be," McGee said. "Gentle teaching is based on the concept that humans are spiritual beings and human bonding is the most important aspect of life. If we treat humans with punishment, we detach them from our environment."

McGee used videotapes to show the audience behavior problems of a number of people with mental retardation. People with mental retardation and severe behavior problems have the greatest risk of being sent to institutions, because they have detached themselves from society, McGee explained.

Spitting, cursing and throwing objects at others; biting, head banging and gouging themselves are behaviors these people may exhibit because they do not feel interacting with people is safe, secure or rewarding. By exhibiting this type of behavior, they can usually prevent interaction.

"To help these people return to human interaction, we must teach them that human presence signals safety and security," McGee said. "They must also learn that our words and touch are good and that interacting with other people is rewarding. Once these three teaching goals have been met, human bonding can be accomplished."

McGee believes human bonding is the key to helping people with mental retardation control undesirable and self-abusive behavior. "Once they realize that interacting with others is rewarding, they will stop exhibiting behavior to detach themselves from human participation," he explained.

The gentle teaching method for changing behavior centers on making all interaction rewarding. McGee suggests that caregivers select a task to focus the person's attention on. If the person exhibits undesirable behavior, the caregiver should ignore the behavior and redirect the person's attention to the task.

"This means if someone is spitting in your face, wipe the spit off and ignore the behavior," McGee said. "This is very hard to do, but it is necessary."

Above all, McGee said the caregiver must make all of his or her words and touch rewarding—they should be used to express affection and warmth. "Remember, the task should be secondary. It's a method for structuring the interaction," he explained.

McGee said caregivers will begin to see results gradually. The person's facial expressions will change and he or she will begin to feel safe and secure. This person exhibits the undesirable behavior less often, and finally, it will stop. He or she will begin to focus on human interaction and then on the task.

The time period for achieving these results can be hours or weeks, depending on each person's personality and the severity of his or her detachment from human interaction.

"Gentle teaching is based on a human value system, rather than special training," McGee said. "It is based on human interdependency—the idea that we all want to be able to live together, work together and depend on each other. If you believe in this value system, gentle teaching will work for you."

—Reprinted with permission from the April 1988 Forum, *the South Carolina Department of Mental Retardation*

STUDY MEASURES SUCCESS OF GENTLE TEACHING

A recent study measured the success of gentle teaching programs for people with mental retardation. Dr. John McGee, a pioneer of the gentle teaching program, conducted the study of 73 people with mental retardation and self-abusive behavior problems.

Participants represented all degrees of mental retardation and many had other developmental disabilities, such as seizure disorders and cerebral palsy. The largest age group contained young and middle age adults, but children and older citizens were also included in the study group.

All participants were admitted to the gentle teaching program at the Creighton-Nebraska Universities Health Foundation, Department of Psychiatry. Their average length of stay was 28 days.

Daily activities included highly structured self-care, daily living and prevocational activities. These activities were used to bring about participation, so caregivers could give rewarding communication, rather than punishment or restraint.

Caregivers ignored undesirable behavior, while constantly redirecting participants toward structured activities and making all words and teaching rewarding. Participants began to accept and reciprocate human interaction.

After completing the gentle teaching program, participants returned to a range of community residential and day programs. Their primary caregivers were trained to reinforce gentle teaching techniques.

McGee studied the intensity of participant's self-abusive behaviors before treatment, after completing the teaching program, and up to five years later.

Of participants entering the program, 86 percent had intense self-abusive behavior, such as head banging over 1,000 times per day with physical damage. None displayed this intensity after completing the gentle teaching program, or up to five years later.

About 75 percent of participants displayed no self-abusive behavior up to five years later, and only 13.6 percent show any tendency toward displaying self-abusive behavior now. (These are non-harmful behaviors, such as occasionally using one's hand to tap the face.)

Sam was one of the participants in the study. He had a violent behavior pattern—slamming his head into sharp edges and his knees, pulling his hair out, biting himself and others and hitting others if they prevented him from hurting himself.

Sam has autism, severe mental retardation and cerebral palsy. He lived with his mother, because no regional center or community program would serve him. Sam's mother protected him from physical harm by using a straitjacket and masked helmet.

Caregivers began Sam's gentle teaching program by removing the straitjacket and helmet, while providing him with one-to-one staff support. Sam's caregiver was responsible for shadowing his blows to prevent injury and redirecting his attention to structured activities, so bonding could take place.

At first, Sam became very violent and two caregivers had to soothingly hold his arms so he could not harm himself. After this, no restraint was used, since caregivers were able to prevent his self-injurious attempts more easily.

During the second training session, Sam's attempts to injure himself dropped to 4.2 percent of their previous rate per hour and were less intense.

Teaching goals for Sam included focusing his interaction on participation rather than self-injury, teaching him that human presence signals safety and security and teaching him that human participation is rewarding.

As these goals were accomplished, Sam's attempts at self-injury became less intense and lasted for shorter periods of time. More importantly, human bonding took place—Sam began smiling, reaching out to touch, paying attention for longer periods of time and appreciating interaction with others.

When Sam finished the gentle teaching program, his behavior had been reduced to touching a hand to his face—without force—for an average of 42 seconds per day.

Sam has lived in a community residence for two years. No restraints, punishments or drugs have been used, and he has not harmed himself during this time.

—From the April 1988 Forum, *South Carolina Department of Mental Retardation. Both articles by Leslie M. Christy.*

Dr. John McGee explains gentle teaching to ARC members.

Disabled Youth Cite Recognition, Increased Self-Confidence as Volunteering Benefits

By Ruth Thaler

Volunteering gives disabled youth an important sense of self-worth and independence, according to participants in a Michigan-based project called "The Next Step," which gets disabled young people involved in volunteer leadership roles. The young volunteers met recently in Washington, D.C. to attend a White House youth volunteer recognition ceremony and enjoy the sights of the nation's capital as guests of VOLUNTEER, project cosponsor along with five Michigan Volunteer Centers.

What makes these volunteers and their volunteer assignments unique is that they cope with the same—and sometimes worse—disabilities as their "clients." For them, volunteering has become a matter of pride and demonstration of independence. Volunteering puts them in the unusual position of giving as well as receiving service.

The young volunteers run the gamut from being wheelchair-bound from injury or progressive illness to those with Down's syndrome and other birth disabilities that affect mental progress.

Funded by the W. K. Kellogg Foundation, the project provided the support for these young people and their chaperones to make the trip to the nation's capital. Enjoying informal tours of the city and a variety of sights, the visitors agreed that the highlight of their tour was the White House, where they were among a group of youth volunteers honored by President Reagan for their contributions.

"The best thing about volunteering is when I get awards for good work," said Missy Ambertson of Kalamazoo, a volunteer with the program.

Ambertson had been a volunteer in office work for three years at a community outreach center and had a mentorship at a local bank. The work she performs may not be management level—"I do stapling, folding, stamping," she said—but it makes her feel valued.

Ruth Thaler is a Washington, D.C.-based freelance writer/editor.

"Getting an award says I'm doing a good job, that they're glad I'm there," Ambertson said. "I had my picture in the newsletter!"

The thrill of recognition is a recurring theme among these volunteers. "I like it," said Todd Davis of Kalamazoo. "I was on TV!" A Down's syndrome youngster, Davis works at a local school helping teach younger children how to swim. "I feel excited about volunteering," he said.

Davis enjoys volunteering so much this his present assignment is his second volunteer job. His first involved cafeteria work. He also had a mentorship at the Kalamazoo Friendship Village, where he learned about firefighting and police canine training.

Michael Evans, also of Kalamazoo, has found volunteer work to be exciting and challenging, he said. He answers the phone for a caravan service for people in wheelchairs and enters data into a computer system that tracks pick-up sites and schedules. It is work that relates directly to his own needs, since he is wheelchair-bound like the clients he helps.

"I like not sitting at home," said Evans. "Through volunteering, I meet new people." He sees volunteering as opening doors to a career in art. "I'm trying to get a mentorship at an art center," he said. "I'll help out after hours because I want to do comic books for Marvel Comics."

Next Step project participants see the nation's capital.

Evans also sees volunteering as more than a way to get out of the house. It means enough to him that "I put in extra time during vacations." Through volunteering, he develops skills that otherwise would be unused and unpolished.

Kim Leahy of Detroit also gives extra time to her volunteer work. She is wheelchair-bound with a degenerative disease. Leahy works with children in music therapy, serving as a volunteer during her school vacation at a developmental center for the mentally impaired. She already has translated her first volunteer job into a paying job as a teaching assistant.

"I love the people," Leahy said. "I like working with kids, helping them, seeing them develop over time. I'm also meeting a lot of other people through my volunteer work."

For Leahy, the most important aspect of being a volunteer is the opportunity to give to her clients. Her pleasure is selfless and moving. "The best moment I've had was when a little boy I worked with walked for the first time," said this youngster who cannot walk unaided herself.

Volunteering at a hospital has given Kathy Veenstra of Grand Rapids skills training and confidence to go to college. "I'm getting good experience," she said of her work on computers, with which she verifies deposits and enters payments. After logging more than 400 hours in two years, she received a volunteer award.

Through The Next Step, Scott Koets has worked a variety of volunteer jobs—from trail maintenance at a nature center to physical therapy at a rehabilitation hospital to tutoring elementary school students. For him, volunteering has allowed him to see the direct results of his efforts.

"At the school, one student wouldn't do his homework, so I went through the work with him for awhile and he started doing it on his own," said Koets.

For Michael Blizman of Detroit, volunteering is an opportunity. Wheelchair-bound, he works in the office of a

vocational-technical center school, putting payments on the computer and performing other office tasks. "They tell me they like what I do," he said. "I like the recognition."

In previous volunteer jobs, Blizman was a museum tour guide and interned at the Center for Independent Living, organizing caravans for other people in wheelchairs. The latter assignment brought him a moment of great pride: "I worked with a guy who was shot," he said. "I talked with him, and he said my name. He hadn't spoken to anyone since he had been shot."

Blizman also sees volunteering as a route to future employment and independence. "Being a volunteer will be helpful after school," he said. "I'd like to be a veterinarian. I worked at the zoo and led people on tours. I like meeting the public."

Disabled youth rarely have the opportunity of being on the receiving end of admiration and respect. Volunteering has brought both to Lucy Rojas of Saginaw. She serves as a volunteer teacher's aide at a child development center, where "I help tbe little children with art activities and to play games."

"The thing I like most is that I love working with children," said Rojas. "I want to be a teacher."

Volunteering has become a part of life for these Next Step project participants. All said they would find someplace to volunteer if their current assignments or programs ended unexpectedly.

"Volunteering relaxes me," Evans said. "It takes my mind off other stresses, such as school, especially when I like what I'm doing. I have gained confidence by volunteering."

All of the disabled volunteers also said they encourage their friends to be volunteers. To get more young people involved in volunteering, said one, "I'd tell them it's OK to volunteer, that it's not uncool, that it's better than sitting around doing nothing or doing drugs. When they start doing it, they'll find out how gratifying it is."

One unexpected benefit of being a volunteer for these project participants is the opportunity of turning the tables—positively. "Our kids appreciate the volunteers they've had in their lives," said Leahy's mother, who participated in the Washington trip as a chaperone and works with the program in Michigan. "This is a chance for them to give something back."

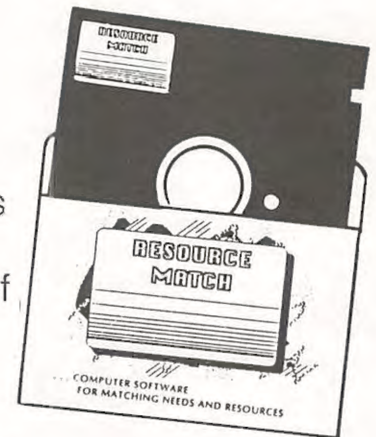
Being a volunteer also gives disabled youths a chance to prove something to other people, Leahy noted. "It has made a difference with people who may not know about people with disabilities," she said. "We are able to change their perceptions. As a volunteer, you show people you're capable of doing everything they are doing."

Blizman summed up the importance of volunteering for disabled young people in a way that brooks no argument. Although his friends often tease him about working for free, "just being needed is payment enough for me," he said.

A New Software Program from VOLUNTEER . . .

RESOURCE MATCH

This "industrial strength" software for the volunteer administrator registers all you need to know about resources (volunteers, in-kind donations, workshops, etc.) and the requests for these resources. It matches resources to needs and needs to resources and handles the follow-up tracking, reporting and computer-generated letters. Also ideal for special requirements of court-referred, RSVP and corporate volunteers.



The package is menu driven for ease of use. Readily customized to handle local geographic, skill and client type categorizations. Purchase of the package entitles the registered buyer to six months of telephone and mail technical assistance on its use.

Available in two versions:

- IBM/IBM-compatible; needs hard disk and 512K memory: $779
- Apple IIe; needs 128K memory: $295

Also available: Resource Match Presentation Booklet, 50 pages: $10

Volunteer Readership, c/o VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209 (703) 276-0542

Advocacy

H.R. 2156: Community Service Could Reduce Student Loans

By Kay Drake-Smith

Most college graduates are unaware that their student loans can be deferred if they make at least a one-year commitment to serving their community. Congressman Gerry Sikorski (D-Minn.) and Senator Dale Bumpers (D-Ark.) have introduced legislation that would allow those who choose to take low-paid positions with nonprofit organizations a maximum 35 percent reduction on National Direct Student Loans (NDSL), in addition to deferment.

H.R. 2156 has been written "to amend the direct student loan program under the Higher Education Act of 1965 to provide for partial loan cancellation for full-time volunteer service with a tax exempt organization and for other purposes."

This "forgiveness bill," as it is called, would supplement the current loan deferral program by partially forgiving repayment of student loans for service with charitable and community service organizations. This program builds on a loan forgiveness program adopted last year for graduates who serve as Peace Corps and VISTA volunteers. An identical bill, S.760, has been introduced by Senator Bumpers in the Senate.

The formnla given in H.R. 2156 would allow a 15 percent reduction for the first or second year that a person gives service and a 20 percent reduction for the third or fourtb year for which the NDSL is deferred. Representative Sikorski feels that adoption of the bill will help provide graduating students with an incentive to serve a charitable organization for up to four years.

"We must encourage America's young people to reject the corruption seen at the White House, on Wall Street and on some television pulpits, and become involved in their communities," Sikorski said.

Some feel that the recent higb number of student loan defaults would not make the government very sympathetic to H.R. 2156. However, Rebecca Tillet, legislative counsel to the Subcommittee on Human Resources where the hill has been referred, defends, "It is incorrect to think that students who are only interested in getting out of paying their debt will use this mechanism. There are two reasons: First, we are talking about forgiving a relatively small amount of a relatively limited loan program, and second, any student who would be willing to spend at least a year working for the equivalent of what a Peace Corps or VISTA volunteer makes is obviously doing this out of commitment, not to avoid responsibility."

In addition to promoting community service, Congressman Sikorski has been working to promote the existing loan deferment program. Sikorski has also introduced legislation that directs the Department of Education to advertise and promote the loan deferment program.

"This loan deferment program has been underutilized partly because students don't know ahout it," Sikorski said.

The current requirements for loan deferment state that the person applying must:

1. Serve with a tax-exempt organization.
2. Provide service to low-income people and their communities, and to assist them in eliminating poverty and poverty-related human, social and environmental conditions.
3. Not receive compensation in excess of what a Peace Corps or VISTA volunteer receives.
4. Not give religious instruction or proselytize or fundraise for any religion.
5. Agree to serve for at least one year.

In "Reports from Washington," Sikorski explains that promoting utilization of the current loan deferral program does not involve any new appropriations. Hiring these volunteers directly as government employees would cost the government many times the amount to maintain the deferral program, according to Sikorski, "therefore making the current deferment program one of the most cost-effective programs the government sponsors to assist people in need."

For more information about this legislation or to show support, write to:

Rep. Gerry Sikorski
414 Cannon House Office Building
Washington, D.C. 20515

or

Senator Dale Bumpers
229 Dirksen Building
Washington, D.C. 20510

Update: Employment Credit for Volunteer Experience

The Concurrent Resolution, "Volunteers Are the Importance of Volunteerism," pending before Congress stands in need of more cosponsors, particularly on the House side (HCR 61), according to Ruth March of Involvement Corps. The resolution calls for private employers and government agencies to give credit for volnnteer experience when making employment decisions. It states that provision should be made on job applications to list and describe volunteer work.

Authored by Representative Augustus Hawkins (D-Calif.), HCR 61 has 70 cosponsors. Senators Charles E. Grassley (R-Iowa) and Dennis DeConcini (D-Ariz.) submitted a similar resolution in the Senate (SCR 32), which now has 21 cosponsors. Both resolutions are expected to be considered by the subcommittees to which they have been referred sometime this year.

Those interested in assisting in passage of these measures sbould write to their Representatives and encourage them to cosponsor either HCR 61 or SCR 32.

Kay Drake-Smith, VOLUNTEER's director of information services, tracks volunteer-related legislation.

Communications Workshop

Getting the Word Out to the Media through News Releases and News Advisories

By Katrine Fitzgerald Ryan

Getting the word out to the media is accomplished primarily by sending news releases. A news release is a concise, factual announcement covering a single topic. There is a universally recognized format for news releases so that the media always knows how the information will be presented. This saves time, plus helps them decide coverage on the merits of the facts.

Use the news release format as shown below. Presenting your information in any other way usually means it won't even be considered.

Follow Media Standards

Gather all your information about the topic to be covered.

Write in a journalistic style—just the facts.

Use the inverted pyramid format. The most important information comes first. After that, information is presented in decreasing importance. Stories are shortened to fit available space, starting at the end of the story.

Inverted Pyramid Format

The first paragraph is called the "lead" and should answer the questions who, what, when, where, why.

The second paragraph is called the "bridge." It is the transition paragraph from the summary information in the lead to the detailed information in the rest of the release. It explains the "how" of the story.

The next few short paragraphs (the body) further explain the story. Present your facts in diminishing order of importance. Try to include a good quote in your release—from someone closely associated with the story.

The next-to-last paragraph in your release should explain clearly what your organization is and what it does.

The last paragraph should give some information on your program: when it started, the number of members/volunteers, the name of your president, chair or director.

Next, reread your release and edit out all unnecessary information.

Write a brief headline on the subject of the release. (It may be changed by the headline editor, so don't agonize over it.)

Finishing Touches

Your release must look good: neat, no errors, no smudges. Send originals or clear copies only. Never send carbon or mimeographed purple copies.

Type the release on your organization's letterhead or news release stationery (8-1/2" x 11").

Leave a left margin of 1-1/2".

Always type the release doublespaced, and use one side of the paper only.

If you go to a second page, type "-more- at the bottom of page one.

Always end a paragraph at the bottom of page one. Never continue a word, sentence or paragraph to page two. The lead, bridge and, maybe, one paragraph of the body will be on page one.

At the top of page two, type your organization's name and the page number.

At the end of the release, type "-30-" or "###." That says "The end" to the editor.

If there are two pages, staple them.

Keep your release to two pages, at most. One is better. If the media wants more information, they'll call you.

Therefore, make sure there are one or two contact people with their day phone numbers listed at the upper right of page one.

Some Tips

When writing, be brief. Short sentences, short paragraphs, short words. Use specific nouns and action verbs. Be clear, concise, factual. A news release is no place for subjective, descriptive adjectives such as "beautiful," "wonderful" and "very good." A news release should read as an objective report.

Give opinions only in the form of a person's quote and only if important to the release topic. The person quoted must be connected to the news story.

Avoid slang, cliches, current phrases, sports terms or local terms.

Be positive in your tone.

Don't add a list of names to your release, such as "Volunteers participating were . . . . " That's not news. Instead, list volunteers' or members' names along with their accomplishments.

Send a news release only if you have something to say. You want reporters/editors to know that when you send a release it's not a waste of their time to read it. It's a real story.

Keep your stories slanted toward local interest. That's what your media is there to report because their audience is local.

Watch for opportunities to tie your pro-

Katrine Fitzgerald Ryan is the director of public relations for Future Homemakers of America. Her article is excerpted with permission from FHA's new Public Relations Manual, *which Ryan wrote and edited.*

gram's or organization's news with topics that have wide appeal, such as National Volunteer Week. It's called a "news peg."

Remember, the release must be addressed to a specific person (at best) or a specific title (if it's a big paper where people rotate jobs). Otherwise, your release may end up in the wastebasket.

Hand address the envelopes neatly. It's more personal.

Ideally, deliver your release in person. If you can't, mail it so your release arrives at its destination within the required time frame:

- Ten days for a weekly
- Two to three days for a daily
- Two days for television and radio

The News Advisory

A news release may cover any number of topics, and it may be sent both before and after an event. Also, it can be sent to feature writers with the hope that they might develop a feature article (a longer, more in-depth story based on interest rather than just news).

But, if your intent is only to alert the media to an upcoming event, send a news advisory. This is a one-page fact outline containing information found in the "lead" of a news release.

The news advisory format starts out the same: on letterhead containing organization name and address and the contact names and day phones on the right.

Then, answer the questions from the lead, but in the following format, using these headings:

Who:
What:
When:
Where:
Why:

The last section may contain pertinent information not answering those five questions, such as the presence of a special guest, or an historical act associated with the event. Label it "Other."

Or, you may want to alert the reporter to a "hot opportunity" or two at the event that would complement the story. If you send a news advisory to television, this last section should be labeled "Visuals" and include what part of the event or which people would be best for television. (Think action!)

If you send your news advisory to radio, the last section sbould be labeled "Sound Opportunities" and include the names of good interviews or the specific time of an important announcement or speech or award presentation.

Research

Social Characteristics and Role Commitment of Volunteer Firefighters in the U.S.

By Kenneth B. Perkins, Ph.D.

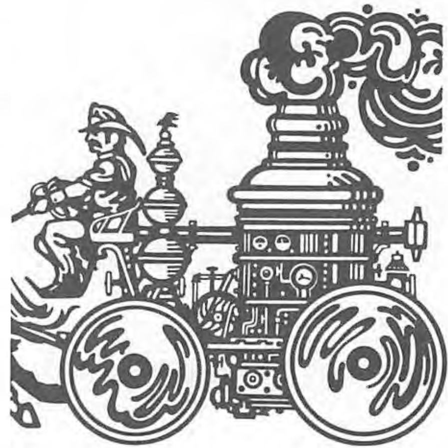
How important are volunteer firefighters? First, three-fourths of the geographical area of the United States is defended by volunteer firefighters. The National Fire Protection Association estimates that there are between 900,000 and 1.2 million of these volunteers (80 percent of the fire service) in the U.S.

Second, there seems to be a slight net growth in the number of volunteer fire departments in the U.S. (Welter, 1986). Third, community leaders and fire service officials often worry that areas with an increasing "fire load" can quickly go beyond the limits of a volunteer department.

These issues about the volunteer fire service demand objective study. Communities and fire service leaders need such study. Because there have been far too few base line data building studies, the public has had to rely on speculation about what is happening in the volunteer sector of the fire service.

The simple objective of this study was to provide a profile of the sociological characteristics of volunteer firefighters in all volunteer departments in the U.S. The utility of such a project is in the creation of a benchmark for future comparisons, and to learn what general directions the fire service might take in recruitment and retention efforts.

Kenneth Perkins, a professor at Longwood College in Farmille, Virginia, conducted the firefighter study under a partial grant from the Center for Volunteer Development, Virginia Cooperative Extension Service, at Virginia Polytechnic University.



Research Plan and Structure

The states chosen for this study—Alabama, Delaware, Minnesota, Oregon and Texas—were selected by using two rules: First, states from different regions of the U.S. were necessary. Second, the study could not be accomplished without the help of National Volunteer Fire Council state directors who were very familiar with the volunteer fire service in their own states and with which I had established communication channels.

The percentage and numbers of firefighters by state were: Alabama, 5.8% (187); Delaware, 7.6% (243); Minnesota, 48.3% (1,541); Oregon, 15.5% (495); and Texas, 22.6% (722) for a total sample size of 3,188. Departments were systematically selected by NVFC directors.

The response rate was 65%. Volunteer fire departments and their members are not very easy to study. Most departments are grassroots in origin and decentralized to the point that it is difficult to get a survey research instrument into and out

of the hands of a large number of volunteer firefighters.

All packets of questionnaires were administered by a department leader at one of the department's regular monthly meetings. Therefore, of course, not all members in a department had the opportunity to participate. However, this appeared to be the only practical way to get a large sample because, from my experience, these events are attended by the active as well as the not-so-active firefighters.

The questionnaire was developed during research on a sample of Virginia firefighters. Its objective was simple: to measure basic social characteristics and assess certain attitudinal dimensions such as commitment to the role and reasons for joining and quitting.

The Concept of Volunteer Fire Fighting

The social scientific literature on voluntary groups and voluntary action generally has been nearly silent about volunteer fire departments. This is somewhat surprising when we consider their number—around 25,000—and the number of community studies which undoubtedly overlooked this group.

Smith's (1981) conceptual distinction between voluntary organizations and volunteer organizations, and his notion of "pure" volunteers is a good starting point. Although the terminology is subtle, Smith wrote that the general term "voluntary organizations" (non-governmental and not for profit in legal status and purpose) encompassed two sub types—the paid staff nonprofit organization, and the "volunteer" organization. The former achieves "its goals mainly through the efforts of paid staff rather than volunteers, even though volunteers are likely to be present" at various levels of the organization.

The second subtype is the "volunteer organization" in which "goals are mainly accomplished through the efforts of volunteers rather than paid staff." The volunteer fire department seems to fit neatly into the latter subtype. "Pure volunteers," Smith said, "would be individuals receiving no remuneration whatsoever while performing very valuable services."

The majority of volunteer firefighters fit this description, although others do receive small stipends for each fire alarm responded to and some are eligible for pension and tax breaks after a certain number of years of service. We should also add to our conceptual distinction that there are volunteer departments that employ paid or those who are sometimes called "career" firefighters. This "combination" department often occurs in locales that have undergone urbanization. A typical arrangement is for the volunteers to own the station and equipment but employ paid people for quick first response, especially during the day. This arrangement is efficient and cost effective, but often characterized by internal tensions between usually unionized employees and the volunteers.

Unique Features

The typical volunteer fire department exhibits several unique features. The following are some of the more outstanding that have been studied by Jacobs (1976), Lozier (1976) and Perkins (1987).

Volunteer fire departments date back to the 1700s. They are one of the oldest American volunteer groups. George Washington, Thomas Jefferson, Ben Franklin, Samuel Adams, John Hancock, Paul Revere, Alexander Hamilton, John Jay, Aaron Burr and Benedict Arnold are all acknowledged to have been volunteer firefighters. This form of public service embodies the American values of democracy, patriotism and individual freedom (Jacobs, 1976). In volunteer departments, there is a traditional sense of fraternity and pride among "America's bravest."

Like most community organizations, volunteer fire departments arise from the grassroots level. They are not transplanted by state government, but originate from the citizenry itself. Communities become aware of the need for fire service and respond by creating their own fire fighting unit, with recruits from the local area. Consequently, these units are usually very strong, with a high level of commitment among members. The recruits can be committed to many things at once—a team, a community, powerful values, protection of one's own family and property, etc.

Perhaps the key feature in understanding these organizations is solidarity. Two kinds of solidarity can be seen. The infrastructure of a fire department is a highly solid unit of people who will risk their lives for each other and the public. Fire fighting, whether by paid, combination or all-volunteer fire departments, is functionally based on the team. The consequence of this is powerful in-group solidarity, punctuated by the fact that other team members are people from one's own community.

Second, as Lozier, Jacobs and Perkins have found, volunteer fire departments are strategic in engendering community solidarity and identity. Many communities are known, not by their churches (which are popular voluntary organizations) but by their own local fire department. Fire departments that often depend heavily on the community for financial support, provide entertainment and even a self awareness for their communities.

The role of firefighter is a conscious preparation for immense danger attendant to fighting a deadly force. It is, almost without exception, organizationally based. One cannot be a legally sanctioned volunteer firefighter outside of being a member of a fire department. The role carries vast legal authority. At the fire scene the officer in charge (whether chief or firefighter in the absence of a line officer) has supreme legal authority. He or she can stop railway and highway traffic, forcefully enter buildings, evacuate populations, control crowds and have anyone arrested including the property owner or even law enforcement officials for interfering with the department's execution of duties.

This role is characterized by a constant state of readiness. The volunteer firefighter, like a modern Minuteman, must organize much of his or her life around this role. When the alarm sounds, he or she must respond as quickly as safety permits, abruptly disengage from family and other activities, and assume the duties of firefighter all within a few seconds. Finally, as noted above, the role is firmly based on dependence upon others for one's own performance and safety. Team reliance is consequential in development of informal friendship networks and is a cherished part of the reality of being a firefighter.

Participation in a volunteer fire department can be conceived as a leisure time utilization. Bosserman and Gagan (1972) and Henderson (1981, 1984) have noted the correspondence of voluntary action and leisure. That fire fighting can be a leisure activity may sound unusual; but when we consider the time investments necessary to create and maintain a fire department (and the presentation of image necessary for public approval and support), individuals must give great amounts of their disposable, non-working time for the department to have a

respectable, physical plant and a constant state of readiness. Without the contribution of leisure time by members, the organization would not function. It is doubtful that there are many other organizations which demand more leisure time.

Profile

The firefighter respondents were essentially married white males around 36 years old (96%). There were so few minorities (3.7%) that these groups coded as simply a minority category. When whites and this minority category were compared, it was found that this minority group had not been in the fire service as long as whites (5.7 years, compared to an average of 10 years for whites). The same pattern was observed for females, who had an average length of service of 4.1 years. The average age for the "non-traditional" volunteer firefighter was significantly less than that of white males. Educational level of the volunteers in this sample was concentrated in the high school graduate category (42.9%) but with another 34.1% of the sample having attained some college credit. About 15% had an educational level of college graduate or beyond.

Occupations of volunteers in this sample were fairly evenly distributed among the Census occupational categories, with the exception of farming, fishing and forestry occupations. Managerial, administrative and professional jobs represented 19.4%; technical, sales and support jobs accounted for 16.8%; service occupations represented 12.2%; farming, forestry and fishing jobs were held by 2.8%; 23.3% were employed in production, craft, repair jobs; 19.3% were operators and laborers; and a residual "other" category accounted for 6.3%, including retired individuals and students.

The findings about the departments to which our sample of firefighters belonged were compromised somewhat by a low response rate (134 out of 253). However, since there is no reason to believe anything is unusual about this small sample, the findings should be considered. The average number of calls per year was between 150 and 200. Most volunteer departments in this sample defend areas of 10,000 or less. The average size of departments was 36 members. The perception of the severity of turnover was in the vast majority "slight" or "no problem" (75%). The following are some implications from this project:

1. The volunteer sector of the fire service appears to be stable in terms of personnel, at least as far as this sample demonstrates. However, areas that are economically expanding or contracting are likely to have significantly more difficulty in maintaining an all-volunteer service. No hard data, to my knowledge, exist on this question.

2. Two great recruitment pools (women and minorities) are not being tapped adequately by the volunteer fire service, although these individuals appear to be entering the service.

3. The human capital of the volunteers in this service appears to be adequate to meet the demands of more professionalism and administrative skills necessary to keep departments viable.

4. The role of firefighter is somewhat like a "total role" in that it has an impact on all the other important roles around which an individual organizes his or her self concept.

5. Fire departments are unique organizations and have many immensely attractive features that can be marketed to a recruitment pool. Excitement, being part of a non-trivial team, and the special symbolism of "firefighter" present broad themes for recruitment strategies.

6. Departments must structure activities to include all members to insure that members' expectations are channeled productively and that loss of interest in fire fighting does not present too great an obstacle for retention. With an average number of calls around 150 to 200 per year, many departments have to be able to provide quality time.

Training, of course, is one of the most meaningful "down time" activities one can do. Public relations programs and other lower-level services such as fire safety and inspections should be promoted. "Outreach" efforts cost little but win many benefits in terms of departmental image, recruitment, retention and financial support from the community, etc.

7. Young firefighters and new recruits must be promptly integrated into meaningful activities, and their attitudes consciously directed to fit the department's outlook and posture.

8. Firefighters need the support of the public like local, state and federal government incentives for employers to accommodate their employees who are firefighters. Acknowledging the contribution of the volunteer department (whether this recognition is local, state, national, or international) creates an attractive visibility for an organization of which the public is only vaguely aware.

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RURAL VOLUNTEERING
A Kaleidoscope of Needs, Opportunities and Successes

By Ida Rush George

Rural volunteering is a kaleidoscope of creative, multi-faceted programs—each sparkling, vibrant and particularly designed to meet its community's needs. These volunteer programs are the bright, colorful spots in a grim statistical picture of poverty pockets and steadily increasing migration from rural to urban places. In the rural South, for example, there is a disproportionate number of areas with some of the very highest national poverty rates, and the economic disparity between southern rural and urban communities continues to grow.

All rural areas have different needs and different resources, and they will have to develop rural volunteer programs to meet their specific needs and their resources. They cannot duplicate any other area's program. In Alabama, volunteers from rural areas with some of the highest poverty and unemployment rates have created successful programs from economic development, prevention of substance abuse, support for and development of the arts, care and support of terminally ill patients, and job training and placement for welfare clients. These programs are all highly individualistic, but they do have certain common denominators: effective coalitions developed by local leaders, county-wide or multi-county organizations, and plans designed to meet the rural area's needs.

Ida George is president of Organizational Development Inc., in Montgomery, Alabama, which develops and presents training programs for the public, private and nonprofit sectors.

Coalition Building

Coalition building always creates a strong volunteer program, for it offers additional expertise and resources or resource-raising potential; but agencies and institutions in the rural South often have jealously guarded their territories. Lacking in needed resources, they are fearful of losing what little they do have if they dare to share.

Keen competition for warm bodies and cold cash has created the most notable barrier to forming coalitions. Traditional rivalries in sports also foster competition, and the great distances between some rural communities have naturally hindered communication.

Rural communities are also noted for their skepticism of outsiders—even outsiders from areas within the same county, and this has hindered a county-wide or multi-county approach. These are serious barriers to the development of county-wide or multi-county coalitions, yet many rural volunteer organizations are today overcoming these traditional barriers.

Overcoming the Barriers

Volunteer groups that have overcome the barriers to rural coalition building in some instances have been required to do so as a requisite for funding. But in other instances, an aware community leader has recognized the need for combined efforts and set about as an individual to create an effective coalition of individuals, agencies, institutions, civic organizations and churches. Each coalition is unique, for both the needs and the partners in coalition building will vary from community to community and region to region.

The Catalyst: A Local Leader

The first prerequisite in creating an effective rural volunteer program is the emergence of a local leader. Often, an influential community leader spontaneously arises, or a local representative of a re-

gional, state or federal agency who understands the need for combined effort will serve as a catalyst during the development of the rural volunteer organization. A recognized community leader is a more effective catalyst than an outsider, for rural communities often have closed memberships. As Randy Shoults of the Alabama Council on the Arts and Humanities succinctly observes, "You gain membership in a rural community by living there, not by paying dues."

Forming the Coalition

The communities, the county or the group of counties that would have a natural interest in, need for and benefit from the volunteer program will determine the program's geographical boundaries. To form a strong coalition, the leader will invite representatives from the organizations, agencies, institutions and populations most affected by and most concerned with meeting the needs of the rural area.

As the group develops, those who are interested will become active members of the organizations, and those who are not will fade away. It will be essential to have representatives from each community within the area, and the size of the area will be determined naturally by those who express an interest in being actively involved.

Successful Rural Coalitions

When Pearl Collier, an RSVP (Retired Senior Volunteer Program) director from Marshall County, Alabama, attended an interregional meeting in Florida, she learned that federal funds were available for substance abuse prevention programs. She wondered, "Why couldn't some small community in Alabama like Marshall County pull together a great program and benefit the people there?" She immediately set about assembling a group of community leaders who would share her willingness to attempt the project, who would have the needed expertise, and who would be willing to involve others.

First, Pearl called the sheriff; then she called Shirley White with the Marshall/Jackson Mental Health Department; and the next thing she knew she had a coalition. Her coalition core group consisted of law enforcement representatives, mental health professionals, educators and RSVP volunteers. She told them in no uncertain terms that to be successful they would have to involve the county's most influential, outgoing and dedicated people.

At this first meeting, they created a list of all the people within the county who they felt should be involved in a successful coalition to prevent substance abuse; then, they divided the list among the people present and each person took 12 names of people to invite to the next meeting. The response was overwhelming, and public awareness was so heightened that Pearl, unsure that funding would be forthcoming, met with her four coalition-building partners and determined that somehow Marshall County would meet the need—with or without federal funding.

While coalitions form quite naturally around a field of interest such as substance abuse prevention, a rural area is not limited to the formation of only one coalition. There are many possible fields of interest that could involve different populations—even within sparsely populated rural areas. For example, another Marshall County program, Target Success, involves a different group whose coalition has created a model, award-winning program for welfare reform in Alabama that emphasizes job training and job placement.

Target Success is a cooperative volunteer effort among public service agencies in Alabama that traditionally never have worked together: state departments of human resources, economic and community affairs, education, post-secondary education, and industrial relations. Their coalition also includes representatives from civic groups, local churches and interested individuals.

Wayne Sellers, Marshall County's Human Resource professional says, "The idea of taking dependent families and making them self-sufficient is something that everyone seems excited about." The feeling that "together we can make a difference" is the fuel that sustains coalitions and fortifies those who previously felt their community's needs were too great to be addressed by one individual, one group or one agency.

Another successful coalition, the Black Belt Tourism Council, is the brainchild of attorney Charles Morris. The Black Belt region of Alabama, known for its rich, black soil, was perfect for growing cotton: the main reason for its antebellum glory, controversial heritage and current predicament of high unemployment and low industrial opportunities. The idea of capitalizing on his area's great natural beauty and rich civil rights history struck him as he was driving back from a hunting trip in west Alabama, and he mentally began making plans to create a regional council to encourage tourists to spend more than a few hours in Selma and other Black Belt towns.

Morris also realized the need to form a coalition. To an initial meeting, he invited anyone connected with local historical societies, arts groups, museums and other typically tourist-oriented groups. He also emphasized the need to involve black community leaders if the region was to be successful in capitalizing on its civil rights history.

After a filtering process, seeing who wanted to be involved and who could be counted on as leaders, a coalition formed with representatives of six different cities in six different counties. This coalition has been quite successful, and Morris recommends the same type of umbrella tour group for the entire state. "Right now," he says, "the left hand often doesn't know what the right hand is doing."

Another rural Alabama coalition is the result of many porch conversations and funding provided by the Southern Arts Federation and the Alabama State Council on the Arts and Humanities. This coalition includes six rural counties in West Central Alabama that comprise one of the most depressed agricultural regions. Yet, this area also has some of Alabama's richest cultural resources, which are being nurtured and developed through the establishment of a rural center for the arts. Housed in the Coleman Center, a combined museum, arts and craft center and public library established through volunteer effort, this project represents the essential key elements needed for a successful rural arts program. Hank Willett, National Endowment for the Arts regional representative, defines these elements as:

- An institutional base,
- A multi-county organizational structure,
- Professional training,
- Local commitment,
- Development of indigenous arts resources and
- A partnership between the rural arts programs and the state arts agency.

Coalition building keeps all those concerned with the region's needs actively informed and involved, increases the abilities of everyone, uses available resources, and builds community pride and spirit. Coalition building removes the responsibility from one leader and one group to many leaders and many groups; it creates a synergistic approach to meeting community needs; it gives concerned community members an awareness of problems that they can alleviate or solve;

it opens communication among groups and individuals with common interests; and it just plain works.

Planning for Success

Planning for success is vital to all rural volunteer programs. With limited resources, rural volunteer programs cannot count on luck or the law of averages. The successful rural volunteer program will follow a carefully considered plan—whether the plan exists in a carefully worded response to grant criteria or whether the plan resides entirely in the mind of its creator, the organization's leader. Without a plan, however documented and preserved, a rural volunteer organization stands little chance of success.

Realizing that plans can exist only in the minds of the leader or the leadership group is a bit difficult for an urban, corporate mind to grasp; this is, however, often the case in the South, and the nature of the plan's storage does not negate the plan's potency—but communication of the plan and implementation of the plan are crucial to the volunteer organization's success.

In communicating and in actually working toward the achievement of goals, the leader must be very careful to inform all members of the plan, its goals (short-term and strategic) and the steps necessary to achieve the goals. Short-term, identifiable goals that the group can accomplish are absolutely necessary. The group must always be able to see that they are making progress. What the group is about at the current time and what it plans to do next week, month, year and in years to come must always remain before the organization as its Holy Grail.

The Organization's Mission and Role

The organization must first reach agreement concerning its mission or purpose; and its mission must be simply stated so that all members can remember it and tell others the reason their organization exists. In creating a formal plan, the organization would first consider the multitude of roles it could assume and choose a role suited to the needs of its beneficiaries and its resources. It could function as an enabler, a broker, an advocate or an activist; or it could combine some of the characteristics of several roles.

Enabling organizations will help members of rural communities to define their needs and organize to meet them, but they will not be part of the efforts or programs that seek to fill the needs. Brokers assume a neutral role as they help community members locate and use various resources; they merely further transactions or exchanges of services between institutions and beneficiaries of the institution's services or programs. Advocates will speak on behalf of the community or volunteer program and represent them as an attorney represents a client, and activists will engage in action of all sorts. The most successful rural volunteer coalitions will vary their roles to meet the area's needs, and they may find themselves at some time or another assuming each of the possible roles.

The Target Success coalition serves not only as enablers, brokers, advocates and activists but also as individuals who are intimately involved in the needs of the individual beneficiaries of the program. One success story involves a young lady who needed a letter of support from a potential employer before she could be accepted in a truck driver training program. After the program director presented this need, a member of the coalition notified a friend in the trucking business, who, in turn, sent a letter stating his willingness to hire her after she completed her training. As a result of the personal interest, networking and sponsorship within the coalition, this young lady successfully completed the program, was employed and is now earning more than most of the coalition members!

Organizational Structure

Just as the organization's role may change according to the need or the situation, rural volunteer organizations also have found that their organizational structure may be quite flexible and loose. In fact, organizational structure should arise from the organization's mission and plans and be no more elaborate than the plans require.

Many rural volunteer groups have no formal structure as such—no officers and no minutes. They function as consensus groups, and they find that quite satisfactory. Some groups hold regular, frequent meetings and others meet infrequently. Some multi-county organizations move their meeting places from county to county; some always meet in the same place.

Volunteers with the Hospice group in Scottsboro, Alabama, only meet quarterly for in-service training; nonetheless, their members experience feelings of unity and have a sense of belonging. Gini Stone, the Hospice director, says, "Even though they meet together infrequently, whenever they do meet, they see the need that brought them all together; and they have something in common regardless of their culture, education or standing in the community. They are a part of something that is unique and rewarding." This feeling is a sign of excellent planning and organizational development.

Opportunities

The need is great in many rural areas, and the opportunities are plentiful. No problem is insurmountable if individuals work together. Selective volunteerism can no longer provide for the great needs in many rural communities, and the time is ripe for working together. Rural volunteering today offers unlimited opportunities for creativity, rewarding experiences and unique organizations.

Resource People

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EVALUATING VOLUNTEERS, PROGRAMS AND EVENTS

By Sue Vineyard

To many people the word "evaluation" means "judgement" and conjures up pictures of final exams, parental assessments, boss's pronouncements or promotion considerations.

"Evaluation" brings shudders to others as they recall times when they were judged harshly, unfairly or inappropriately. Though most managers know it as a part of management, few relish this critical phase of the process.

What is it that causes such negative vibes? Why do so many people dread having to give or receive evaluations? Why is this part of the management process so often omitted in working with volunteers?

The answer is simple: Evaluation has been done inappropriately in the past and therefore has had very negative consequences.

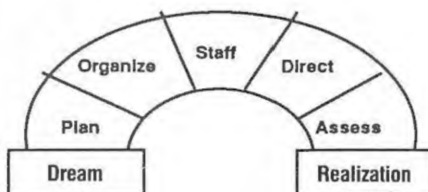
In the case of assessing volunteers, inappropriate evaluation has led to their departure. In the case of paid workers, it has resulted in disillusionment and defiance. And with programs and events, it has caused discouragement and disassociation.

All of these results, even when they happen infrequently in an organization or agency, are too high a price to pay!

It is up to those of us who are charged with the responsibility of managing programs and people to understand evaluation and use it as a positive tool for growth and success.

Evaluation and the Management Process

To understand evaluation, we must first understand where it fits into the management process. For many years I have used the symbol of a bridge, which spans the dreams we have and the realization of those dreams, to characterize the entire management process:



Evaluation falls in the fifth function, "Assess," and is the final link between our dreams and their realization.

The stage for evaluation is set during the first and second management functions where what is to be accomplished is determined and mapped out.

The Planning Function and Evaluation

During the planning function, goals and objectives are set very specifically. This tells us what is to be accomplished by individuals, programs or events and is *specific* (how much? when? etc.), *measurable* (for evaluation purposes), *achievable* (realistic) and *compatible* with the overall goal of the agency or organization.

This goal setting is fundamental to good evaluation, which must focus on events and specific accomplishments, never personalities. It tells us the expectations we have at the outset for results and therefore establishes a gauge by which actions and results can be measured.

If we set an objective that states a volunteer will make three public presentations regarding our agency over a two-month period and this is accomplished, the evaluation will reflect the success of this accomplishment. If the three presentations are not made, focus can be placed on the objective agreed on rather than any personal failure of the volunteer. "Let's talk about why only one presentation was made rather than the three agreed on" is a better approach than "Why didn't you make three presentations?" which is a negative "You" message.

The Organizing Function and Evaluation

Under the second function of management—organizing—plans of action and job designs are created that spell out expectations and action steps even more clearly.

Remember, the goal of evaluation is to help people feel successful by specifically acknowledging their progress. The best way to accomplish this is to insure that the person carrying out the responsibility for

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Sue Vineyard is a nationally recognized trainer and consultant on nonprofit management, fundraising and volunteer involvement. Her article belongs to a new monograph series on volunteer management published by her company, VMSystems. The complete Volunteer Management Series will be available this fall from Volunteer Readership.

the action understands clearly what is to be done. The plans of action and the job create this understanding.

The plans of action should tell who is to do what, when, how and at what cost (time, energy, resources, etc.) The job design, which is the most critical tool leading to the evaluation, should be very specific telling:

■ **Title:** Use simple truth in packaging here! If the person is to coordinate mailings, the title needs to be Mailing Coordinator, not Director of Communications Management, Handling and Interaction, Discipline"! (Gag)

■ **Responsible to:** Be specific as to whom this person reports. You may even want to supply information on your chain of command so the person knows he or she reports to Mary Smith who reports to the Board of Directors, etc.

■ **Responsible for:** Specifically list duties here, i.e., "Set up and deliver three speeches to membership organizations in town by June 30th with the goal of recruiting five volunteers from each to work on our September 5th health fair at Edwards Hospital."

■ **Skills Required:** Again, be specific, i.e., public speaking, motivation, knowledge of agency/causes/needs, organization, etc.

■ **Time Required:** In this section, try to share two perspectives of time commitments: (1) how long they will have this job (I urge one-year limits) and (2) how much time during that year it will take (three hours per week; ten hours per month; 50 hours during the year at their choice? etc.)

■ **Parameters:** In this section of the job description, you describe any additional information that would clarify the volunteer's job and responsibilities. This often "fleshes out" expectations, rules, regulations, past history, assistance and training provided, etc. It always tells the person how he or she will be held accountable, i.e., "An informal discussion to explore results will be held by the entire committee one week after the event" or, "We'll schedule an evaluation of results of the work with you using the attached form during the 12th and last week of your work," etc.

The job description is the key tool to effective evaluation, because it spells out expectations and responsibilities and therefore defines what areas of accountability will be addressed in the future.

The Dual Evaluation System

During the first discussion of the job and the review of the job description, any evaluation form to be used for an individual or group needs to be given to the person accepting the responsibility.

This then allows the person(s) involved to know from the outset how they are to be held accountable.

Before the pre-set evaluation time is held, by mutual agreement (surprise evaluations are unfair), both the supervisor and the job holder fill out the form from their perspective, comparing their judgements. Obviously, the supervisor's copy, sometimes adjusted because of the input of the job holder, is placed on file for future reference.

Clarity—A Key to Good Evaluation

All of this process is dependent on the clarity of the job design as it sketches out for the volunteer, committee, job holder, etc., what is to be done, when, how, where and with what results expected.

The goal of evaluation is to help people feel successful by specifically acknowledging their progress.

It is also critical, as the person accepts a responsibility, that he or she clearly understands the overall goal or mission of the organization.

If a person works for Meals on Wheels for instance, he or she must understand that the ultimate goal is as much personal interactions, nurturing and bonding as it is nutrition!

To truly provide positive, accepted and effective evaluation, we must first set the foundation of well thought-out direction, expectations and objectives.

We must then insure that the person accepting the responsibility understands it thoroughly. Nothing should be left to assumption. Everything should be spelled out in writing and everyone interacting with the responsibility should have a clear understanding of its objectives and placement in any larger picture.

Much of this understanding is dependent upon clear communication, which is another key to good evaluation and must be checked frequently through direct feedback for its continued effectiveness.

Remember that it is not unusual for a person who understood his or her duties as described clearly in May to forget subtle or even blatant points by September. This is especially true of volunteers who accept an assignment in the spring for duties that aren't into full swing before the fall.

Do not assume everything you have explained about an assignment has been understood and kept clearly in mind over a period of time! Check clarity and direction continuously and put all expectations in writing!

A golden rule for any communication is: Never use quarter words when nickel words will do!

Remember that evaluation, to be fair, can only focus on understood responsibilities. A person should not be held accountable for that which they did not know they were to do.

When the Evaluation Is Omitted

In working with volunteers, the assessment or evaluation part of the management process is the most likely to be omitted.

Please understand that by doing so, the volunteer administrator, chairperson or supervisor is sending a double message: On the one hand, they are saying (usually during recruitment and assignment): "We really need you to do this important work; it is essential," and on the other hand (by omitting accountability), they're saying: "It really wasn't important, we're not even taking note of your effort."

A second, subtle message we send by not evaluating volunteer efforts is: "Volunteers do not need to be held accountable." Since the general population is aware that paid staff are always held accountable, we're saying that volunteers are of a different, lower status. This simply is not true.

Volunteers need to be seen as a part of any group's staff with their only variance being the way they are rewarded, through personal satisfaction rather than monetarily. To lower standards for volunteers simply because they do not work for a paycheck is to do them a great disservice.

Evaluation is a critical part of managing people, programs or events and when done well and effectively can lead to pride, satisfaction and future growth and success.

Do it!

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TOTAL PERFORMANCE ENHANCEMENT

Winning the Organizational Performance Race

By Charles V. Sords and Curtis K. Bayer

Is your organization a competitor in the race? Unlike the Indianapolis 500, the not-for-profit performance race is contested every day of every year. Do you know what makes the difference between a winner and an also-ran? This question is as critical for a not-for-profit as it is for an Indy 500 racing team.

The Race

Before the race, fans, sponsors and teams alike debate what will separate competitors from also-rans and what will determine the winner. Everyone wants to back—or be—the winner. Everyone has a definite idea of what is required to take the checkered flag. Identifying, before the race, what distinguishes also-rans from true competitors may be relatively easy, but picking out what makes a winner is far more difficult!

In a race like the Indy 500, you won't win with the wrong car or with an uncommitted driver. The wrong performance enhancement vehicle or half-hearted efforts won't win the organizational performance race, either. While almost any type of vehicle can become competitive in its class, only a winning combination of equipment and people will take the checkered flag in the major races.

Organizations, like race teams, experiment to improve performance. They try one vehicle after another, each a little more sophisticated than its predecessor, in an effort to find a winning machine. Even the most sophisticated vehicle, however, will not win the race unless it has the support of the people who have to use and maintain it.

The not-for-profit organization has to meet the competition every day of every year: a quest for funds, members and the opportunity to serve. At any given time, you will find also-rans, competitors and winners. In this race, organizations try to compete in performance enhancement vehicles that are completely outclassed. It is as if the race were being run on a seven-lane course with an odd mix of vehicles: a unicycle in the outside lane, a race car in the inside lane, and in between them a bicycle, motorcycle, touring cycle with a side car, dune buggy and sports car. It should be obvious who will be in contention at the end of the race, yet some organizations hope to win with a dune buggy or worse.

Backed by a real commitment to succeed, a not-for-profit can identify what kind of performance enhancement vehicle it currently has and then learn how to move up in class and work its way to the inside track where it can win the organizational performance race.

1. Unicycles—A Delicate Balance

Some people have the skill and balance to ride a unicycle. Most of us don't. Even for those who do, a few spills are inevitable over a demanding course. In any case, it is an inefficient way to get where you are going and certainly isn't competitive in an open race. Yet many organizations provide their volunteer and paid staff members with one-wheeled performance vehicles and expect them to win.

When the primary one-on-one contact between supervisor and subordinate is a once-a-year performance evaluation, people are kept off balance. This makes it awfully hard to stay on, let alone finish, the course.

Many bosses put off performance evaluations as long as they can because they have neither the skills nor inclination to counsel others, particularly on less-than-satisfactory performance. Unfortunately, some bosses use the performance appraisal to beat up on their staff—to establish their superiority. In either circumstance, staff members look forward to this "chat" with their supervisor with all the excitement of someone about to undergo a root canal without anesthesia.

For some individuals, an annual evaluation without well-defined performance requirements is a waste of time. For others it is a disaster—a time to learn, too late to do anything about it, all the things that were done wrong or not done at all during the past year. The chances of a disastrous appraisal are high when staff (volunteer and paid) members are not clear from the start on what they are supposed to do, how they are to do it, what resources are available to them, and what the consequences of success or failure are. When all they know is that sooner or later the boss will be on their case for failing to perform, guess what happens.

No wonder performance appraisal gets such a bad name!

A once-a-year performance evaluation, with little other contact with the boss, is

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Charles Sords is president of Performance: Planning & Review in Fairfax, Virginia. His article is adapted from his book, Managing Performance Improvement in Not-For-Profit Organizations *(see listing in Tool Box). Curtis Bayer is an associate of Performance: Planning and Review.*

like a unicycle—of questionable utility and difficult to manage well. It is a matter of balance.

There must be a better way!

2. Bicycles—On Two Wheels, But Wobbly

Professional cyclists weave and dodge among their competitors and at just the right moment put on a burst of speed to cross the finish line, hopefully a winner. In their class they are competitive. In an open race, they'll quickly fall behind.

Some organizations use a two-wheeled approach to managing people. By involving staff members in formulating annual work plans, they've moved up in class and from the outside lane to a more competitive position—compared to a unicycle.

Individual performance planning should and can be rewarding for the staff member and the supervisor. A results-oriented, Management By Objectives (MBO) planning system can be a definite help to those who use it well, just as the second wheel helps the bicycle rider move past the unicycle. However, both an organization using MBO as the basis for performance rating and a cyclist are easy to push off balance.

A bicycle is wobbly because it has only two wheels. An organization that manages through planning and reviewing only for results is wobbly too. The way a person rides a bicycle has as much impact on success as does the design and quality of the bike itself. In an organization, the way people work is as key to success as the structures and systems they work with.

For a staff member lacking guidance on how to do the job, the resources to do it with, and reinforcement when a job is well done, the prospect of a review is painful and guts the value of planning. It keeps the staff member—and sometimes the supervisor—off balance and thus out of the race.

Some organizations have learned to be more effective than this. They have switched lanes, moved up in class, and have become more competitive by paying attention to the way people act at work—their work-related behavior.

3. Motorcycles—Style and Belonging

Motorcycles are a step up and one lane closer to the inside track on our race course. People move up to motorcycles for many reasons; style and image among them. Motorcycles can be exciting and fun. They make a statement about their owners. There is much to be said for the feeling of power and freedom that cruising on a cycle can give and for the kinship—the sense of belonging—they foster with other riders.

A not-for-profit that pays attention to work-related behavior imprints its style and promotes a sense of belonging to the organization. It recognizes that the way people relate to each other on the job is worth talking about, planning for and improving. Focusing on the way people set objectives, schedule their time to get things done, solve rather than tolerate problems, exercise initiative and assure quality makes the organization more competitive. Paying attention to these important work-related behaviors can take an organization past those who take these behaviors for granted.

But even work-related behavior and goal-based planning and review are insufficient to compete in the big races. Two-wheeled vehicles are just too unstable.

4. Touring Cycles with Side Car—Adding A Vital Third Wheel

Moving up to a touring cycle with a side car can provide, in addition to greater power and endurance, more stability, safety and utility. The added stability makes it better able to survive the occasional driver handling error, while the additional carrying capacity of its side car allows it to handle greater and more diverse loads. All things considered, it can be a far more efficient and competitive vehicle.

An organization that provides each member and team with the right resources when they are needed to do the job has upgraded its performance enhancement vehicle. It has added a side car with a third wheel. But while it has moved up a class and closer to the inside track, it will not win the major race against even more stable and more powerful vehicles.

5. Dune Buggies—The Basic Four-Wheeler

A dune buggy with its four wheels is much more stable than any cycle, and over the long run it can carry more power, speed and load.

Some organizations have four-wheel performance enhancement systems. Supervisors plan with the staff members, helping them see how what they do is related to the organization's goals. They review work plans and performance, adapting duties and goals as circumstances change during the year. They take care to see that each person has the resources needed to get the job done. And they add the fourth wheel to their performance enhancement vehicle—they reinforce what people do and how they do it. This fourth wheel makes the organization more stable and competitive.

When success and initiative are rewarded—by recognition, opportunity, promotion, bonus, etc.—people are motivated to perform well and to take personal risks to help achieve organizational goals. On the other hand, if they feel that the rules of the game are being bent for some individuals—especially when the ones who benefit are not carrying their share of the load or are seen to be exploiting a "special" social, club or religious affiliation with their superior—equity and fairness can become real and debilitating reinforcement issues. People want protection from such situations.

In case of a spill, a dune buggy's roll bar may not offer much protection, and when it rains, life can get pretty uncomfortable for all aboard. While it represents a major step up in ability to compete, the dune buggy lacks the refinements necessary to make it a winner against major competition. An organization that tolerates the fact or appearance of inequity, particularly when it claims the moral high ground, is not going to win the performance race. It may even find itself out of the race and in court instead of the winner's circle.

6. Sports Cars—Safety with Flash and Dash

Most of the differences between a dune buggy and a sports car are readily apparent. The sleek body, comfortable interior and sophisticated suspension system of sports car show that the car has been designed for speed and style, while providing protection and comfort for its riders.

An organization that moves up in class from a dune buggy to sports car adds elements to its management system that are not as readily apparent to a casual observer. However, they are more than obvious to the people in the organization.

An organization that is this near to an Indy 500 level of performance already pays close attention to planning, resourcing, review (adaptation) and reinforcement. What moves it to this next level of competitiveness is the way it promotes equity and fairness. A performance evaluation and evaluator review process with teeth, an ombudsman, or a neutral griev-

ance process—each or all can help staff members feel that they have protection from arbitrary and capricious treatment. To its basic "dune buggy," such an organization has added a body for rider protection and a suspension system to dampen and cushion the inevitable shocks along the way.

At this point something surprising happens. It is the same phenomenon you can see displayed most Saturdays when people are out caring for their cars—washing, waxing, maintaining and improving them—exhibiting that unique pride that comes from knowing "this baby is mine!" Organizations that plan with their people, that provide the means to get the job done, that keep in touch with how things are going and adapt as necessary—and that reinforce results and work-related behavior fairly—find that staff members develop a pride in themselves, their teams and their organization. They feel they have a personal stake in the organization, a piece of the action. They want to protect the organization and move it ahead. They start finding ways to move the organization to the inside track.

7. Challengers—On the Inside Track to the Checkered Flag

The differences between an Indy competitor and a sports car are subtle—a more aerodynamic body and custom-designed, racing-tuned systems are among them. Such differences are designed to maximize efficiency, effectiveness quality and image. Turbo-charging the engine is one of these differences.

Fuel (a car's gasoline or an organization's resources) has a potential for results that is rarely exploited to its full potential. Most cars and organizations are notoriously inefficient. They do not get the most out of the fuel or resources they consume. In an engine, turbo-charging helps. An engine's exhaust, with its unburned fuel, is recycled to exploit the unused energy.

An organization can be turbo-charged too. By installing systems and rewarding work-related behaviors that are productive, efficient and innovative, an organization will find itself going further and faster on less resources than before. Turbo-charging the "organizational auto" is not only, or even primarily, the result of management's grand design. Just as a race car's improvements often come from a mechanic's tinkering rather than an engineer's drafting table, improvement to an organization's efficiency and effectiveness, to the quality of what it produces and to its image will come from its members. In a turbo-charged organization, everyone looks for problems to fix. They offer ideas and refinements, or uncover hidden efficiencies that the organization's management and analysts could never command or discover unaided.

The organizational performance race, like Indy 500 time trials, soon eliminates the weak entries. Those that remain have earned the title "challenger" and the opportunity to go for the checkered flag. While only one entry will be declared "Winner," many will set the pace for a while. Most, if not all, will be motivated to try again, sure that next time around they will hit on the combination of skills, systems and people that will lead to victory. An organization that adds an honest guarantee of equity will find that combination.

Winners—Taking the Checkered Flag

A race like the Indy 500 allows only one winner. In the organizational performance race any organization that improves its competitive position wins something. The closer an organization moves to the inside track—the further up in competitive class it moves—the greater the payoff to the organization, its sponsors, volunteer and paid staff, and clients.

The difference between winners and challengers, both at Indianapolis and in not-for-profit organizations, is usually in their attention to detail, planning effectiveness, and team-building commitment. Watch the performance of Indy pit crews during the race and you'll see that this is true. The winner's pit team is inevitably faster, better-coordinated and more prepared to handle the unexpected, and always the most enthusiastic about what they're doing.

Everyone competes, if not at Indianapolis, then with themselves if with no one else. Most of us have a personal "best" in one thing or another that we want to improve. We also have "not best" things we would like to improve as well.

While the desire to become the best of the best may not motivate all of us, most of us are drawn by personal pride to become all that we can be. Organizations, because they reflect the qualities and needs of people, are no different.

The most successful not-for-profits are those that make it easy for their members to want to make themselves, their teams and their organization the best that they can be. They say that "good enough" just isn't good enough.

How about you? What lane are you in? If you find yourself in the outside lanes, you could just wobble along and hope that you will get a little better. The trouble is that in the competition for funds, members and the opportunity to serve, those in the outside lanes are left behind and may not finish the race.

On the other hand, now that you know where you are and what it takes to be all that you can be, are you ready and willing to move on up? Are you ready to:

- Plan with your volunteer and paid staff members?
- Provide the resources to get the job done?
- Review and adapt as necessary?
- Reinforce results you want and the way you want them obtained—and do this fairly?

When you win the performance enhancement race, everybody wins. The choice is yours.

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WHICH PERFORMANCE ENHANCEMENT STAGE HAS YOUR ORGANIZATION REACHED?

- ☐ **Unicycle** - performance evaluation as a dread event
- ☐ **Bicycle** - some performance planning; evaluations still painful
- ☐ **Motorcycle** - better planning, better review and attention to work related-behavior
- ☐ **Touring Cycle w/Side Car** - resources matched to needs and responsibilities
- ☐ **Dune Buggy** - reinforcement available, but equity lacking
- ☐ **Sports Car** - equity issues put to rest; teamwork increases
- ☐ **Competitor** - individuals and teams actively finding ways to improve competitive position of the organization.

As I See It

Continued from page 2

great many other societal ills that affect us all are connected to poverty, racism and the like. So, the enlightened self-interest of helping others as a way of improving our own community is at least a dim candle burning in the back of our brains. Now, how does the flame grow?

I look foremost to our community institutions, where I see a pivotal point for directing self-interest volunteering to include the community at-large. These institutions can offer the time-oppressed parent (and children) an opportunity to do something for themselves and, at the same time, channel a significant amount of resources to others in need.

Churches and synagogues offer a clear example. They usually have the view that religious worship and the support of fellow members are advanced by helping the poor and others in need. There are many obvious examples, such as special collections for the poor, missions, giving shelter to the homeless, and even sponsoring low-income housing projects. Religious bodies set a supportive atmosphere for helping others—making it a shared value of the fellowship of the church—through the following approaches:

1. Build upon the community involvements already underway by individual church members. It is certain that many church members, as individuals and as members of civic or other organizations, are already working on behalf of the homeless and others in need. Churches enlist broader support from among fellow church members in these projects by:

—Using church bulletins and other publications to regularly highlight these activities and to identify how to come to the aid of these projects.

—"Skills banking" church members who have an interest in community work. In this way, members who are already active can quickly identify which other members might be interested in working along side them on a project. Skills banking, of course, also serves to identify resources for the needs of the church members and the church proper.

—Establishing a special donation fund to which applications can be made by church members on behalf of their community projects; and, creating a procedure for recommending projects that merit contributions directly by other church members.

—Encouraging the use of church facilities for members' community projects

2. Develop new, church-sponsored projects that are a step above what the church members are doing individually. There is a sparkling record of churches that have created and operated low-income housing projects, job training programs and even community investment funds for minority businesses. These are projects that deal with the structural causes of poverty. By participating in community forums and other fact-finding efforts, church leaders are able to seize upon the issues and projects that they can handle. Knowing the capabilities and interests of the church members through skills banks and other means, of course, means that the church can be even more effective in marshalling the manpower for these larger-scale projects.

3. Focus on the children. Over 70% of the poor are children, so if an impact is to be made on poverty, this is the place to start. The kinds of assistance needed by the young are also often of the person-to-person type that is most suited to voluntary action, such as tutoring, big brother and sister companionship, recreation and sports activities, and the many forms of counseling. Church programs that have their own youth reaching out to more needy children are an especially effective means of instilling moral values and involving the whole family in the concerns of the poor.

But even a for-profit corporation has great capabilities and the incentives for encouraging its workers to help those in need. The Workplace in the Community project of VOLUNTEER—The National Center has collected stacks of examples of employees and union members doing community service. This is because corporations and unions increasingly understand that the community's well-being directly affects the job satisfaction and productivity of workers.

The techniques for organizing and managing these activities are very similar to those listed above for religious organizations:

- Highlight the involvements that are occurring through newsletter stories, recognition events and the like.
- Organize individuals' skills into a skillsbank so that they can be matched to appropriate requests and ad hoc teams requiring multi-disciplinary talents can be assembled.
- Back-up employee efforts with financial donations, use of company facilities, endorsements, etc.
- Participate on community boards and task forces so that projects are developed as part of area-wide efforts and the more structural causes of poverty are identified and made priorities.

Local schools, civic associations, day care cooperatives, recreation clubs and other support groups for the family all offer their own opportunities for catalyzing volunteer service beyond the immediate needs of their own constituencies. The approaches cited for churches and corporations work in these additional settings as well.

We cannot use as a barometer of the success of volunteering the gross number of hours or percentage of the population engaged in volunteer work. We need to be certain that an equitable share of the tremendous human resources released through volunteer effort goes to those in greatest need. Too many societal forces in education, jobs, housing and all the rest are already widening the gap between the haves and the have nots. Self-interest volunteering contributes greatly to that problem by seizing the great bulk of available time and talent for the institutions and programs of the more affluent at the expense of the poor.

Leadership among volunteer administrators and volunteers can make a difference. This requires not a changing of the tides, as the increased activity of families in community affairs is a very good force. The key is channeling this energy by highlighting, wherever possible, the benefits to be gained by including the needs of the poor. We must be ever assertive in our advocacy of the special needs of the poor in whatever volunteer programs we administer or participate.

Note: References have been made here on how churches and corporations have provided an atmosphere conducive to this broad-based volunteering. I ask that you send your own examples on how self-interest volunteering can be directed to the needs of the poor. I will collect these and arrange to distribute them widely. Send them to me at VOLUNTEER.—Pat Saccomandi

ABOUT OUR CONTRIBUTORS

Ida George ("Rural Volunteering: A Kaleidoscope of Needs, Opportunities and Successes," page 22) has worked with state, regional and national groups as a trainer and consultant. As president of Organizational Development Inc., she develops and presents training programs for the public, private and nonprofit sectors. Prior to forming ODI, she was the administrator of corporate management training for South Carolina National Bank.

She recently has written two books for the volunteer field: *You Can Teach Others* and *Beyond Promises: A Guide for Rural Volunteer Program Development*, which she wrote for the Alabama Office of Voluntary Citizen Participation. As part of her work on the rural volunteer guide, she developed a training program for and worked with community leaders interested in forming organizations to benefit their rural populations.

She has received the President's Award from the American Society for Training and Development and is listed in the 1988 edition of *Who's Who in American Women*.

Sue Vineyard ("Evaluating Volunteers, Programs and Events," page 25) is a well-known trainer, author and consultant on volunteer management, marketing, fundraising and motivation. She has trained thousands of people in seminars across North America and Europe.

Her article on evaluation is part of a new "Volunteer Management Series" of monographs by different authors published by VMSystems. It will be distributed this fall by Volunteer Readership. Some of her other books include the best-selling *Finding Your Way Through the Maze of Volunteer Management* and *Beyond Banquets*. With Steve McCurley, she has published *101 Ways to Raise Resources* and *101 Ideas for Volunteer Programs*.

Since 1969, **Charles V. Sords** ("Total Performance Enhancement: Winning the Organizational Race," page 27) has helped a broad range of organizations to improve their image, service level, effectiveness and efficiency. Those served include social, regulatory, and defense agencies, for-profit companies and nonprofits such as the American Red Cross. As a volunteer or paid staff member, he has taught, spoken or consulted in university, adult, secondary and elementary school settings and for groups as varied as automotive sales meetings and international volunteer conferences.

Sords has done graduate work in administration and human behavior and holds a master's degree from the University of Notre Dame. He is author of *Managing Performance Improvement in Not-for-Profit Organizations,* a newspaper columnist and president of Performance: Planning & Review, a performance enhancement company that specializes in helping both nonprofit organizations identify and solve their performance problems.

Curtis K. Bayer ("Total Performance Enhancement: Winning the Organizational Race," page 27), an associate of Performance: Planning & Review, is a long-time volunteer and well respected senior executive. He has helped found, reorganize and administer many local and regional cause-related and youth programs. For the past 15 years he has been a direct service and leadership volunteer with the American Red Cross in safety programs, disaster services and fundraising.

He is a 1964 graduate of the Air Force Academy, and spent 24 years in uniform as a pilot, civil engineer and operations research analyst. He is also an honors graduate of Mississippi State University, where he obtained an M.S. degree in industrial engineering.

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Tool Box

Good Deeds in Old Age: Volunteering by the New Leisure Class. Susan Maizel Chambre, Ph.D. Lexington Books, 125 Spring Street, Lexington, MA 02173, (800) 235-3565. 1987. 135 pp. $22 + $2 shipping/handling.

A study of more than 2,000 older volunteers (over 60), which finds that besides being active, this group tends to be well educated, affluent and possessed of desirable skills or prestige. The older volunteer is not typically the widowed or retired in search of a substitute for lost role. The author also describes methods of recruiting the socially less active and outlines recommendations for creating or redesigning volunteer roles more attractive to retired professional men and to the less educated.

Managing Performance Improvement in Not-for-Profit Organizations. Performance: Planning & Review, 9817 Bronte Drive, Fairfax, VA 22032, (703) 323-8606. 1988. 200 pp. $65 (make check payable to: P:P&R). Quarterly supplements available. Satisfaction guaranteed.

"Beyond Performance Management" is the subtitle of this management toolkit that can help you efficiently identify and solve the specific problems that hurt your organization's image and its ability to provide services, generate income and control costs. This concise package includes worksheets and instructions for many remarkably effective administrative tools including: the Performance Enhaucement Diagnosis, Performance Planning & Review and other elements of the integrated PARR System of Performance Enhancement. Three quarterly supplements to this toolkit are free to those who order (with payment) by August 15, 1988.

Nonprofit World. The Society for Nonprofit Organizations, 6314 Odana Road, Suite 1, Madison, WI 53719, (608) 274-9777. Monthly. $15/year.

"The National Nonprofit Leadership and Management Journal" contains 10 regular departments plus a number of feature articles that focus on all aspects of running an effective nonprofit organization and on important changes in the sector.

Official National Directory of Service and Product Providers to Nonprofit Organizations. The Society for Nonprofit Organizations, 6314 Odana Road, Suite 1, Madison, WI 53719, (608) 274-9777. 1988. Free. $2.50 postage/handling (includes *Resource Center Catalog* described below).

Categorized alphabetically, the *Directory* highlights the mission and goals of iudividual and organizational providers. The providers are then cross-referenced by the services and products tbey offer, by the geographical areas in wbich they operate (from local and regional, to national and world-wide operations), and by the specific types of nonprofit organizations which they serve (i.e., arts and cultural, educational and research, governmental, health, religious, social service and trade/professional associations).

Resource Center Catalog. The Society for Nonprofit Organizations, 6314 Odana Road, Suite 1, Madison, WI 53719, (608) 274-9777. 1988. Free. $2.50 postage/handling (includes *Directory* described above).

A companion to the *Directory of Service and Product Providers to Nonprofit Organizations,* this catalog is also a clearinghouse, providing low-cost, high-quality educational materials at one point-of-access. It describes and summarizes over 300 publications, videotapes and audiotapes availahle for sale, covering such essential nonprofit topics as boards, volunteers, fundraising, marketing, management, finances, insurance, public relations, legal concerns and education, and more.

Hunger Action Forum. The Hunger Project, 1388 Sutter St., San Francisco, CA 94109, (415) 928-8700. Monthly. 4 pp. Free.

A monthly report on poverty and hunger in America and on the individuals, actions and ideas contrihuting to their resolution. Distributed as a public service to those who work directly with the poor and hungry, academic specialists, policy makers, government officials, journalists and other concerned citizens.

IS Nonprofit Management Series. INDEPENDENT SECTOR, 1828 L Street, NW, Suite 1200, Washington, DC 20036. 1988. 9 booklets. $5 each or $35 for series.

This new series by Brian O'Connell, IS president, contains guidelines in nine key areas of nonprofit management: (1) *Role of the Board and Board Members;* (2) *Finding, Developing and Rewarding Good Board Members;* (3) *Operating Effective Committees;* (4) *Conducting Good Meetings;* (5) *The Role and Relationships of the Chief Volunteer and Chief Staff Officers;* (6) *Recruiting, Encouraging and Evaluating the Chief Staff Officer;* (7) *Fund Raising;* (8) *Budgeting and Financial Accountability;* and (9) *Evaluating Results.*

State of the World 1987. Lester R. Brown. Worldwatch Institute, 1776 Massachusetts Ave, NW, Washington, DC 20036, (202) 452-1999. 1987. $9.95.

The fourth in a series of annual reports that measure worldwide progress in achieving sustainability—the extent to which our economic and social systems successfully adjust to changes in the underlying natural resource base. Some of the 11 chapters cover "Analyzing the Demographic Trap," "Rethinking the Future of Urbanization," "Reassessing Nuclear Power," "Realizing Recycling's Potential" and "Designing Sustainable Economies."

The Complete Guide to Planned Giving: Everything You Need to Know to Compete Successfully for Major Gifts. Debra Ashton. JLA Publications, 50 Follen St., Suite 507, Cambridge, MA 02138, (617) 547-6372. 1988. 407 pp. $37.50 (postpaid).

Covers every aspect of planned giving—the fastest-growing area of fundraising. It tells how to establish, run or enhance a planned giving program, integrating the essential tax-related strategies employed by the most experienced planned giving professionals into a comprehensive development program. Includes proven techuiques on gaining board support, working with a fundraising consultant, developing goals and objectives, identifying prospects and cultivating them, and more.

The Ultimate Benefit Book. Marilyn E. Brentlinger and Judith M. Weiss. Octavia Press, 3546 Edison Road, Cleveland, OH 44121, (216) 381-2853. 1987. 231 pp. $22.95.

"A complete blueprint for mounting a *money-making* benefit," this book contains step-by-step instructions and descriptions of 20 successful Cleveland benefits. Covers such fine points as picking the right chairperson, ticket-pricing strategies, recruiting and motivating benefit committee workers, communicating effectively with paid staff, guaranteeing a sellout. Also includes a variety of planning aids that can be photocopied and adapted to individual use.

Catalog of International Society for General Semantics. ISGS, PO Box 2469, San Francisco, CA 94126, (415) 543-1747. Free.

Includes many of the very reasonably priced publications and audio cassettes published by ISGS, including *Words, Meaning and People* ($7), *The Language of Wisdom and Folly* ($6), *Understanding and Being Understood* ($4), *Why Do We Jump to Conclusions?* ($3). Please call or obtain catalog before ordering.

Communications: The Transfer of Meaning. Don Fabun, ed. International Society for General Semantics, PO Box 2469, San Francisco, CA 94126, (415) 543-1747. 48 pp. $3.85 + $1.25 postage/handling (prepaid).

A revised and expanded version of an issue of *Kaiser Aluminum News*, published by Kaiser Aluminum & Chemical Corporation, this 8-1/2 x 11 booklet is amply illustrated (and fun to look at) to answer such questions as "How Do We Create Symbols?" and "How Is It We Know Something to Communicate?" Other sections cover "The Trouble with Is, Is Is," "In Search of the Meaning of Meaning," "As a Matter of Fact," and more.

Parents' Role in Transition for Handicapped Youth. ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4851; in Ohio, Hawaii, Alaska, (614) 486-3655. 1988. Free.

Handicapped adolescents often need special help with the transition from school to work and parents can help provide that assistance, according to this Educational Resources Information Center (ERIC) digest. Contents stress that parents familiarize themselves with the legal rights of handicapped students and workers and that their child's education plan includes a specific transition plan, emphasizes functional living skills and provides supported work experience. They should also be able to compare their child's limitations and strengths to the requirements of entry-level jobs and be aware of current work site modifications.

Congressional Toolkit. BJ Toolkit Software, Alexander Lane, Croton-on-Hudson, NY 10520, (914) 271-8271. 1987. Software. $39.95.

The Congressional Toolkit—"the easy way to voice an opinion in the state capital or Washington"—is a software system that covers all aspects of one-time mailings or mass mailings to members of Congress. Includes a full-feature word processor, address merge and database of state or federal legislators, all of which give user the ability to print letters, labels or listings of legislators by state, district, house, party, committee or a specific individual. The Add/Changel/Delete options allow users to keep the database up to date. Requires a two-disk drive or hard disk IBM or compatible and printer.

Handbook for Personal Productivity. Henry E. Liebling. Skill Builders, Inc., PO Box 1411, Hoboken, NJ 07030-1301. 1986. $3.00 + $1.00 postage/handling. Quantity discounts available.

A pocket-sized handbook that provides a useful reference to improving one's personal effectiveness. Topics: time management, self-esteem, setting and achieving goals, communication skills, relaxation and mental imagery techniques and more.

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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.

July 10-15 — **Boulder, CO:** *Volunteer Management Program, First Level Workshop*
Part of a three-level certificate workshop series, this one-week course is for individuals who are relatively new to the profession. Presents specific skills training and current topics of concern. Write for brochure.
Contact: Office of Conference Services, University of Colorado, Campus Box 454, Boulder, CO 80309, (303) 492-5151.

Sept. 26-28 — **Washington, DC:** *Effective Nonprofit Organization Management Seminar*
One of a series of training seminars for nonprofit youth-serving organizations sponsored by the Denver-based Institute for Nonprofit Organization Management. Topics include resource development, governance, strategic planning, financial management, program evaluation and more.
Contact: INPOM, (800) 334-6766; in Colorado, (303) 825-0800.

Sept. 14-16 — **Koinonia, MN:** *11th Annual Lake Sylvia Conference*
Plan to join your colleagues in the relaxed setting of the Koinonia Retreat Center for this annual conference designed for volunteer leaders. Sponsored by the Minnesota Association of Volunteer Centers.
Contact: Vi Russell, Community Volunteer Service, (612) 439-7434 or Mary Evans, Voluntary Action Center, (218) 726-4776.

Oct. 13-16 — **Denver, CO:** *1988 AVA National Conference on Volunteerism*
"Designing Tomorrow Today" is the theme of the Association for Volunteer Administration's 1988 national conference.
Contact: AVA, PO Box 4584, Boulder, CO 80306.

Oct. 19-21 — **Raleigh, NC:** *National Conference on Community Service*
"Defining Our Purpose, Shaping Our Future, Sharing Our Skills" will focus this third annual symposium of the National Community Service Sentencing Association. The conference, which will concentrate on community service sentencing and public policy, is open to anyone involved and/or interested in alternative sentencing for adults and juveniles.
Contact: Cres Van Keulen, Executive Director, NCSSA, 1368 Lincoln Ave, Suite 108, San Rafael, CA 94901, (415) 459-2234.

Nov. 6-11 — **Boulder, CO:** *Volunteer Management Program, Third Level Workshop*
One week of highly concentrated, in-depth learning experiences for those who have completed most of the available training in the field of volunteer administration and are asking for more. Tracks are led by top trainers in the volunteer field. Limited enrollment allows for intensive small-group work.
Contact: Office of Conference Services, University of Colorado, Campus Box 454, Boulder, CO 80309, (303) 492-5151.

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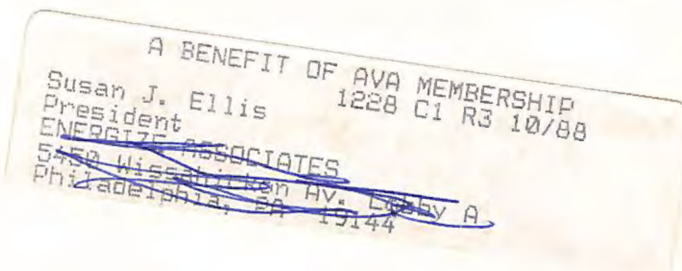

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