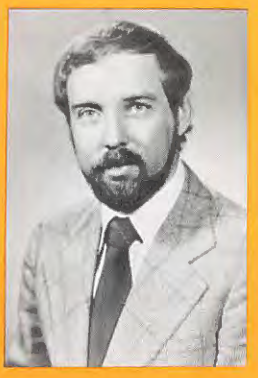
voluntary action
leadership
WINTER 1979

Volunteer Recognition

AS I SEE IT

Organizational Renewal: —Key to Success



By John R. Stoeckel

John Stoeckel is the director of the Lucas County Adult Probation Department in Toledo, Ohio.

I RECALL THE MEETING CLEARLY, ONE HOT August day in 1973. I found myself in a rather large room in Minneapolis with approximately 100 others who represent volunteer programs of various social service agencies in the greater Minneapolis-St. Paul metropolitan area. I was representing Hennepin County Court Services as the director of volunteer programs. The discussion was on volunteer recruitment; the issue, how to recruit volunteers more effectively. The rhetoric was similar to what I'd been hearing for years throughout the country. It focused on issues of selective recruitment, specific vs. general recruitment strategies, appropriate needs assessments, methodology of recruitment campaigns, and the like.

As I sat there, it struck me that perhaps we who concerned ourselves with effective volunteer programming, including recruitment, were continuing to miss the point; or perhaps not focusing on the real issue. I suddenly found myself speaking to the group, using words which were obviously unfamiliar to most ears: "The real issue is whether I can compete with each of you effectively.... I will compete through influencing my organizational culture so that volunteers will choose my organization over yours.... I am a strong competitor."

The startled and confused looks I got reaffirmed my position: *We largely had ignored the importance and the magnitude that the cultures of our agencies play in the success and the failures of our volunteer efforts.* Instead, we had continued to focus on the credibility of volunteer programs without examining the organizational credibility of the sponsoring agencies.

Social scientists who concern themselves with organizational development clearly make a point for studying the health of the entire organization before examining the health of those subsystems within the organization. It is my contention that, far too often, we have attempted to study the health, or the failing health, of our volunteer organizations without looking at the social service agencies which they are designed to aid. We have become preoccupied with the LEAA monies for research, or the pressure to prove single program effectiveness, only to ignore the much more pervasive issue, *the ill health of our organizational cultures.* We have seldom "diagnosed" our organizations.

Through my organizational development work, I painfully have concluded it is almost self-evident that a healthy, volatile volunteer program cannot flourish in an unhealthy, organizational climate. This does not mean it necessarily will survive in a healthy organizational climate; it only means that it cannot survive unless an organization has some "healthy signs" and is not infested with dry rot, which slowly eats away at the core and fiber of our organizations.

Let's take a hard look at a few of the important variables we might review critically to grant renewal to our organizations—renewal which should have direct positive effects not only on our volunteer efforts, but also on other program efforts:

Direction—An Organizational Wide Sense of Mission

Far too often agencies lose their sense of mission or purpose. Personnel within the organization don't really understand why the organization exists. Each give their own explanation. The mission hasn't been discussed recently by all or, just as important, written down.

In the case of a probation department, for example, some might feel its purpose is to protect society, while others might conjecture that it is to recommend appropriate sentencing to the judges. Personnel in the organization don't understand or believe that they make a difference, because

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About Our Cover

There are many ways to recognize volunteers, and NCVA's National Volunteer Activist Awards Program is one, providing a national spotlight for outstanding individual and group volunteer achievements. The volunteer coordinator for this year's national awards program is Harry Irwin, who appears on page one in *VAL's* first cover photo. A retired Navy captain residing in Annandale, Va., Irwin also volunteers as a docent at the historic Sully Plantation in northern Virginia.

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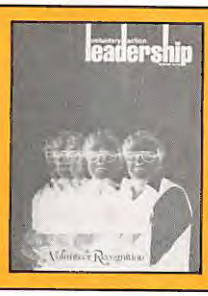
COMMENT



Recognition is to volunteer administration what volunteers are to most social service organizations: vital. **Volunteer recognition** is a daily requirement for successful motivation and retention of volunteers, recruitment and placement efforts, appropriate training events. It is recognition of the individual as well as the volunteer; it is an understanding of the meaning and benefits of volunteering.

Many organizations epitomize their volunteer recognition activities during National Volunteer Week (April 22-28). With the culmination of NCVA's national awards program during this week, volunteer-involving organizations follow suit with their own formal and/or public recognition activities. Others take advantage of the publicity potential Volunteer Week offers for promotional purposes. They make posters, tape radio spots, appear on TV talk shows, speak to such membership organizations as unions, civic clubs, neighborhood associations.

It is this spotlight-type of activity we feature on pages 19 through 25—two citywide approaches to volunteer recognition. In "The Mechanics Hall Celebration," Barbara Stewart describes how the Worcester, Mass., Voluntary Action Center coordinated an evening of tribute and entertainment for all of the city's volunteers. The Glens Falls, N. Y., VAC, with the Council of Churches, also worked with their community's volunteer groups by sponsoring an Involvement Day. This event was scheduled for a warm Saturday in spring for the area's citizens (all ages) to demonstrate their volunteer spirit through a helping activity of their choice. Planners included a park festival at day's end to celebrate the community's demonstration of caring. Kirby Udall's report on Involvement Day outlines the details of this joint planning effort.

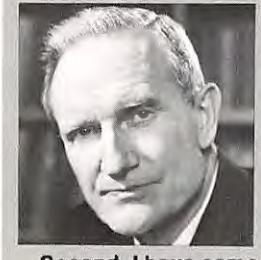
In our roles as promoters of volunteering, we are constantly broadening the volunteer image. In the summer *VAL*, for instance, our guest editorial celebrated volunteers traditionally considered *objects* of volunteering—teens, prisoners, physically handicapped people, etc. In this issue, Mary Stanton gives recognition to **the mentally handicapped volunteer** ("What About the Outpatient Volunteer?"). Four areas should be explored carefully, she cautions, to ensure a successful program involving psychiatric outpatients as volunteers.

In this issue *VAL* also gives recognition to a topic of growing interest to volunteer administrators: **ethics in volunteerism.** Ivan Scheier and Put Barber, two leaders in the field, last summer taped a dialogue for *VAL* on their experience with this relatively unexplored subject. Their discussion (NICOV Takes a Look at . . .) includes a description of the process they used at various conferences to elicit feedback from the field.

Education is another area of increasing interest to the practitioners of voluntary organization management. In "A Professional Education for Volunteer Administrators" (Follow-Up), Dr. John McClusky proposes objectives, content, and teaching/learning processes for a professional program in the field.

Finally, a warm thanks to our new volunteer advisors—YOU! With the departure of dear Addie in the fall issue, we turned the column over to the readers—and you didn't let us down. The results are on page 42 in our new Readers' Advisor column.

CANDID COMMENTS



Over the years, when I have tried to express my deep feelings about the rich tradition the third sector has represented throughout our history, I have always referred to it as philanthropy. I realize now that I have been wrong on two counts. First, philanthropy is a word that simply does not communicate well. It suggests privilege and wealth. The man who sends a $25 check to his college every year or the woman who volunteers her time to a local hospital almost certainly do not think of themselves as philanthropists. And yet in those actions they are definitely a part of the third [private nonprofit] sector.

Second, I have come to realize that philanthropy is but one element of the much larger dimension of our national life that I now call the third sector. It denotes the act of voluntary giving. It is thus the main support mechanism for the third sector, a means but not an end in itself. Government is supported by taxes, business by its profits, the third sector by voluntary contribution.

The motivation which characterizes the third sector is a belief in being of service to one's community and to other people independently of government and without expectation of personal profit. At the heart of it is individual initiative and a sense of caring.—*The late John D. Rockefeller 3rd, in a speech before the Conference of Corporate Chief Executive Officers, Duke University, October 1977.*

Oral History Project Sparks Pride, Interest in Texas Town

By Martin Miller

"Well, the first thing I want to tell you is when my daddy come to this country. He came from Memphis, Tennessee in a covered wagon. They was six months getting here and they moved down there below Uhland, out to a place they called Hale's Crossing. He said there was just a bunch of people come—oh, forty or fifty wagons."

This historical anecdote came from 93-year-old Lizzie Kirksey, daughter of former slaves. She was interviewed by a volunteer participating in the Caldwell County, Texas, Voluntary Action Center's Oral History Project.

"The project was an idea that originated among [Caldwell County] residents and the VAC board members," said Claudette Harrell, a VAC director and project administrator during part of the project. "The object of the game was to give a voice to the people who didn't have a written history. We interviewed the 'hidden people' so to speak—a cross-section of the people who built the communities, Anglo-Americans, blacks, and Mexican-Americans. It was a democratic project."

Supported by a grant in 1976 from the Department of Health, Education and Welfare, through the Emergency School Aid Act, a three-person staff of administrator, secretary/bookkeeper, and oral history coordinator took charge of the project.

Volunteers were recruited through a "word-of-mouth" publicity campaign. "Everyone in the county knows everyone else," said Harrell. As a result, "Almost every day someone would call in with the name of somebody in the county."

The VAC board collected the names of possible memorists and screened them for their ability to recall and retell past experiences and the potential value of their contributions for the project. Literally hundreds of volunteers taped, transcribed, edited and catalogued over 158 interviews for use in historical research. The collection found a permanent location at the Dr. Eugene Clark Memorial Library, where it is available to the public for historical research. Selected interviews were published in a book entitled *Earth Has No Sorrow.*

Dee Azadian, a local freelance writer and photographer who acted as oral history coordinator, edited the book and provided photographs of the area and its residents. Plans then were made to introduce the study of local history into the county schools and place sets of *Earth Has No Sorrow* in classrooms as a resource tool for students.

Thad Sitton, a doctoral candidate in curriculum development at the University of Texas, joined the staff as curriculum specialist. His work resulted in a second publication, *Caldwell County Local History Ideas.*

Ideas is a collection of projects for student use in continuing the project on a more personal basis. It includes such ideas as "Mapping Family Geography," where students use maps to trace the movements of previous generations to their own present-day location, and "Thingamajig? Thingabob," in which artifacts are brought to class for discussion of their use and origin.

In one instance, students in Anne Brown's social studies classes at Lockhart Junior High School, traced their family history back two generations. "The students were surprised at the things they had never known about their own families before that time," Brown said.

"Too often, they (the students) get the impression that 'history' is an impersonal thing," Sitton explained in his introduction to *Ideas*, "something that always happened long ago, far away, and to somebody else—something written down in textbooks, and having almost nothing to do with them.... Hopefully, these projects can awaken students to the realization that history is 'all around them.' "

***Florence Whitehead, born in 1886, talks of lynchings, Indians, tintypes and stagecoaches in* Earth Has No Sorrow.**

Originally, Sitton felt that *Earth Has No Sorrow* was too advanced for students below the junior high school level. Teachers in the 4th and 5th grades, however, reported students sitting in the halls, trying to read the books by themselves.

Interest extended to adult members of the community, often coming from unexpected quarters. "We had farmers driving their pick-ups in from remote areas to try and get a copy of the book," Sitton said.

To accommodate the widespread interest generated by the project, the Voluntary Action Center, along with the Lockhart Independent School District and the Caldwell County Historical Commission, sponsored a "Local History Month." Activities were planned to spotlight local history in the community as well as the schools. Staff and volunteers put together slide presentations, lectures and displays of locally gathered artifacts, such as old newspapers, a wedding dress circa 1800, railroad lanterns, and antique photographs. A two-day local history fair gave everyone interested in the

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Martin Miller is a freelance writer and a part-time consultant to NCVA on magazine circulation.

Rosie Lee and Hiram Hardeman

project a chance to participate and exchange information and experiences.

Continued interest has been so great that the original 1,000 copies of *Earth Has No Sorrow* have become, in many cases, dog-eared collector's items. However, the Caldwell County VAC has received permission from HEW to print a second edition of the book and presently is negotiating with private publishing houses.

Soon, people all over the country will be able to share in the rich and colorful history of Caldwell County. History as it affected the lives of people like Tom Brown, who worked for over 40 years as deputy sheriff, sheriff, and county commissioner, or Sadie Baylor, evangelist and faith healer. It will be possible to make a vicarious visit to the farm of Rosie Lee and Hiram Hardeman with the volunteer who heard them tell how, "We first met them one autumn night when we went down into their hollow and stood with them in the shadows to watch a full moon rise."

For further information, contact Voluntary Action Center of Caldwell County, PO Box 449, Lockhart, TX 78644, (512) 398-3661.

Aid Association for Lutherans

Fraternal Benefit Societies Portray Vintage Volunteerism

By John L. Dutton

Many people think of Aid Association for Lutherans (AAL), a fraternal benefit society, in terms of life or health insurance only. Of the 1,800 life insurance organizations in the United States, AAL ranks in the top 30 in size. It employs about 1,000 people in the home office in Appleton, Wisconsin, and has approximately 1,200 sales representatives located throughout the country.

But the volunteer activity statistics of AAL and fraternals in general are equally impressive. In 1976, this country's 200 fraternals were responsible for 469,000 events, 22 million acts of goodwill, $26 million distributed for benevolent purposes, and 7.5 million hours of various kinds of volunteer activity, according to the National Fraternal Congress of America.

John Dutton is the director of branch administration for Aid Association for Lutherans, a corporate patron of NCVA, and a member of NCVA's board of directors.

Aid Association for Lutherans, the largest fraternal in terms of assets and insurance in force, has 1,200,000 members in 5,125 local branches. In 1977, AAL branches held more than 60,000 volunteer activities attended by almost four million people, including members and nonmembers.

These activities, usually developed by the three elected officers of each branch, can be social, such as a picnic or reception for the newly elected officers of the congregation; service-oriented, such as helping a disabled farmer with planting or harvesting; or of a fundraising nature, such as holding a dinner to help a family in dire financial need due to sickness, fire, flood, etc.

AAL money flows to the various branches based on a rating system which measures the activity of every AAL branch. Through the AAL Cooperative Benevolence Program, branches receive funds from the Association which supplement those raised locally. In 1977, the branches raised and contributed more than $2.5 million to institutions and families in need.

This tradition of helping others has continued from the days of over 100 years ago when fraternal benefit societies were sometimes called burial societies. They were organized along ethnic, religious or trade group lines. Members paid a small sum into a fund which was paid to the survivors of any member who died. Then, every member contributed another small amount. (This was known as "assessment insurance.") At their meeting places, members provided other kinds of mutual support—for enjoyment as well as for comfort in time of personal or family crisis.

Today, fraternals still are helping members protect their loved ones against the dangers of sickness and premature death. But now they offer "legal reserve insurance," which is based on statistical life expectancy and is more financially sound and economical. Fraternals are not taxed because they exist for the mutual benefit of their members. They are controlled by insurance laws, or fraternal codes in every state. These laws generally require a society to have a democratic form of government, a functioning branch or local unit system, and to provide insurance for their members.

But the activities of today's fraternals stretch far beyond the legal requirements. Some AAL branches, for example, have accepted the challenge

AAL: Common concern for human worth.

of developing projects which respond to unmet human needs in their communities. There's a dental care program for disadvantaged children in Austin, Texas, an Information and Re-

ferral Service in Idaho Falls, Idaho, facilities and a summer recreation program for children in Milan, Illinois, and a center for senior citizens in Lombard, Ill.

Another major emphasis in AAL fraternalism is family health. AAL branches are offering a series of preventive and educational programs to help people through the stress periods in their lives—the times when illness is most likely to occur. These sickness-preventing programs are aimed at emphasizing and strengthening the family unit as the primary (and most effective) support group.

AAL has made a significant corporate commitment to being a viable and effective fraternal benefit society in 20th century terms. The branch system is substantial, and the challenge for the future is to strengthen our local units and increase membership participation in high quality, useful programs. We believe these goals are both achievable and eminently worthwhile. They grow out of our commitment to the words and values with which AAL has become identified: *common concern for human worth.*

Volunteer Work Helps Welfare Clients Obtain Jobs

By Frances S. Vaughan

Public assistance recipients in Prince William County, Va., have the chance to do volunteer work as preparation for entry into the world of paid work in a new and innovative program of the county's Department of Social Services.

Mrs. D., a homemaker in her early 40s, already has benefitted from the opportunity. About five years ago, her husband deserted her and their four sons. She had married shortly after completing high school and never had held a paid job. As a housewife, she helped out on the family's small farm while her husband was at his job. When she was left with no means of supporting her children, she turned to public assistance.

Frances Vaughan is an administrative planner with Prince William County's Department of Social Services, Manassas, Va.

After years of being at home, she was frightened by the thought of competing for a job with younger, better qualified and more experienced people. When she heard about Social Services' new program, she applied and received an assignment to assist the department's administrative secretary with a variety of clerical tasks. The volunteer work gave her the opportunity to enter the working world, and to get some experience in a low-risk, nonstressful situation, on a part-time basis.

During her 13 weeks with the department, Mrs. D. performed her assignments capably. She learned about new developments in office work, such as modern word processing equipment. The major benefit, however, was the self-confidence she gained, enabling her to take the county typing test and to withstand the disappointment of failing on the first try. After a few more weeks of practice,

she passed the test and began to job-hunt seriously.

The program was the idea of Garnetta Hunt, employed by Social Services a year ago as its volunteer coordinator. Her experience as a volunteer in a welfare advocacy center in Milwaukee, Wisc., convinced her that clients can be particularly helpful to other clients. Since they understand "what it feels like" to be on welfare, she says, they often have a special rapport with other clients, and can share their experiences in coping with their problems. So, when Hunt began recruiting volunteers for the department, she made a special effort to attract welfare recipients.

The Work Incentive Program (WIN), which helps welfare clients find employment, provided a source of recruitment for the volunteer program. The surprising response enabled Hunt to place a number of clients in volunteer positions in the department within a short time.

Some of the client-volunteers provided direct help to other clients, such as by developing a housing referral service. Others assisted with clerical or secretarial tasks. They not only proved useful to the department and to other clients, but they also began to talk about how helpful the experience was to them. They found the office work was helping them overcome the anxieties and fears that so often interfere with successful job hunting.

Also, many of them were able to brush up on rusty or never-used skills, such as typing and operating office machines. As a result, the WIN program began to use the project as a way of providiug "job-readiness" training. In this way, a small payment could be made to participants to cover their expenses. These payments, however, were limited to a 13-week period.

Several of these volunteers now are seeking employment actively, and two bave found jobs. They report that their volunteer experience gave them a great deal of self-confidence and courage to follow through with this.

Meauwhile, the Department of Social Services has been so impressed with this program that it has decided to expand it. Since there are limited opportunities for volunteers within the department itself, a memorandum recently was sent to other county agencies asking them to help by creating opportunities for welfare recipients to gain job experience through volunteer work. Several agencies responded, and volunteer placements now are being arranged for the Consumer Affairs Office, Planning Office and Health Department.

For further information, contact Garnetta Hunt, Volunteer Coordinator, Dept. of Social Services, 9127 Euclid Ave, Manassas, VA 22110, (703) 361-4131.

THE AIR FORCE AND BIG SIBB

Air Force Staff Sergeant Tony R. and Sergeant Jeanne Beck are the only military volunteers in Cumberland County, N.C.'s Big Sibb program. (Sibb is short for sibling.) Big Sibb matches adults, with at least two hours per week of spare time, with children from single parent households or orphaned children. The Becks, who are stationed at Pope Air Force Base, made a phone call to E. Marie Carter, director of volunteer services in the county's department of social services. They wanted to volunteer and that was all it took. The couple currently is involved in the lives of six children. They have no children of their own, but they are kept busy with six on a part-time basis. Here, they romp with four of their "little sibbs."

NCVA Assists Grassroots Groups With LEAA Grant

NCVA has received a grant from the Law Enforcement Assistance Administration (LEAA) to provide technical assistance to a portion of the 150 community organizations who have received funds from the LEAA Community Anti-Crime Program.

This direct funding to community groups—in grants ranging from $40,000 to $250,000 for 12 to 18 months—allows the groups flexibility to develop creative approaches to combatting crime in their city. The program guidelines also emphasize the development of stronger community organizations and healtbier communities through the use of organizing strategies. And this is where NCVA plays an important role.

NCVA helps grantees successfully implement their programs. Project staff have designed two areas of technical assistance—management and organizing—to assist LEAA-funded community organizations. Staff based in NCVA's Washington, D. C., office provide approximately nine days of on-site management assistance in such areas as finances, personnel, board training and fundraising. Organizing assistance is supplied by regional consultants who concentrate on the programmatic relationship between the community group and its administration of a major new program, such as their LEAA-funded anti-crime activities. NCVA field staff also help develop training sessions for staff, leadership development and board involvement.

"This may be the only LEAA program in which success of a program is judged not by the reduction in number of crimes committed in a community but rather by the number of people the community organization has involved in its anti-crime programs," says Angie

Martin, project director for NCVA. "At the same time, this grant provides NCVA a unique opportunity to expand its involvement in the voluntary sector."

Progress of NCVA's LEAA project will be reported in a regular column in future issues of *VAL*. For further information, contact Angie Martin, Director, NCVA Community Anti-Crime Project, 1214 16th St., NW, Washington, DC 20036, (202) 467-5560.

NCVA, NICOV Merge Training Divisions

The National Center for Voluntary Action and the National Information Center on Volunteerism are pleased to announce a new National Leadership Development Program. This program combines the training and education divisions of NCVA and NICOV in an effort to offer the most comprehensive local, regional and national training schedules to volunteer leaders and administrators.

Training and leadership development for those who direct volunteer programs or work with volunteers is unique in many respects. It demands a knowledge of how to motivate and involve people, design satisfying job roles, retain volunteers, and work with paid staff and volunteers. The focus of the National Leadership Development Program is to help prepare volunteer leaders with skills to develop strategies, materials and resources necessary to plan, manage and sustain programs requiring the involvement of volunteers in direct service, policy-making and advisory roles.

The National Leadership Development Program is dedicated to the development of human resources and volunteer potential through quality training for successful program management and administration. This philosophy is based on the recognition that informed and experienced adults bring a special dimension to training sessions. As such, NLDP workshops and institutes are highly participatory and deliberately designed to make the experience and resources brought by participants an integral part of all activities. New information is presented in a variety of ways so that adult learners can select and utilize situations to facilitate the immediate transfer and application of new skills and awareness to everyday performance.

Together, NCVA and NICOV provide training to more than 10,000 volunteers and volunteer leaders annually. Participants at these events have included such diverse groups as Voluntary Action Centers, state offices on volunteerism, national voluntary organizations, churches, hospitals, schools and corporations. Training services under contract are also available to individual agencies and organizations.

Check the *VAL* calendar and the Regional Frontiers ad in this issue for specific details of the 1979 National Leadership Development Program. For further information on training events and services, contact Ann Harris, NICOV, PO Box 4179, Boulder, CO 80306, (303) 447-0492.

Local Groups Review Patterns Of Giving

"We're bringing together people who have never been in a room with each other. We don't know the full impact of that yet. We're breaking through a vacuum."

The people are representatives of a wide variety of social change oriented charitable organizations that are coming together primarily for one reason—frustration with the way philanthropic money is allocated in their community.

The comment was made by Rich Dieter, a long-time community organizer who has been helping a group called the Chicago Coalition for Responsive Philanthropy bring people together. But the phenomenon of nonprofits uniting to discuss and attempt to change the funding practices of local foundations, United Ways and corporations is happening not just in Chicago but in an increasing number of cities across the country.

The effort is being coordinated by the National Committee for Responsive Philanthropy, an organization formed three years ago primarily to increase the low level of philanthropic funding for groups working with those who lack social and political power, including minorities, the poor, women, the handicapped and the aging. The Committee is also concerned with making philanthropy more accessible to all organizations seeking funding and more accountable to the public.

Its local organizing effort, which was started a little more than a year ago, now involves groups working in more than a dozen communities, ranging from Philadelphia and Cleveland to Seattle and San Francisco. The idea underlining the effort is that local philanthropy will only change in response to a locally based movement.

One of the first activities of the local groups has been research. "There's almost nothing known about the funding pattern of local philanthropy," explains Robert Bothwell, NCRP's executive director.

The studies completed so far suggest that funding patterns on a local level are skewed even more than national philanthropy toward traditional, noncontroversial organizations. A soon-to-be released study done by the Colorado group found that less than four percent of the money given by Colorado's 25 largest foundations goes to a broad array of "nontraditional" recipients. Research is also addressing issues such as representation of minorities and women on philanthropic boards and the accessibility of information about philanthropic institutions.

The other major activity of the local groups has been organizing. The goal is for a broad-based coalition of advocacy and minority-run organizations, such as the one in San Francisco, which has more than 140 members. Developing a broad base is essential, according to one of the National Committee's two local organizers, James Abernathy.

"There's no way it can be done by organizations working alone or even by one part of the social change constituency; philanthropy can always say it is serving some other part of that constituency," Abernathy explains. He says that it is often not an easy task bringing groups together, many of which have never really talked to each other despite having similar concerns about the need for change.

"People have to realize that they make the decision," Abernathy says. "They can leave the system the way it is and keep struggling with one

another for scraps or they can work to change the system."

"People must also realize that they have a right to question the system," Abernathy says. Most people now view private philanthropy as a private affair, the exclusive domain of the donor. But Abernathy says private philanthropy has a very clear public responsibility because much of its money is, in essence, public money. This is because of two key tax benefits enjoyed by philantbropic institutions and ultimately paid for by the public—the exemption of their income from taxes and the deductibility of gifts made to them.

Abernathy believes the effort to change local philanthropy is vital. Institutional philanthropy—foundations, United Ways, corporations—amount to more than $5 billion a year. "If even a small percentage of that was changed," Abernathy says, "there would be enormous consequences."

To help foment that change the National Committee has prepared an "Action Guide for Assessing Local Philanthropy," which suggests questions that should be asked about local philanthropy and explains how to get access to information that would answer those questions. Copies of the pamphlet ($1.36) as well as further information about the Committee's local organizing effort, can be obtained from the Committee at 1028 Connecticut Avenue, NW, Suite 822, Washington, DC 20036, (202) 293-5474.

Passing the BUCCS To Debt-Ridden Clients

Are you at your wit's end at month's end when the hills start piling up? Do you wonder where your money has gone? Has a family crisis or sharply reduced income ruined your carefully planned budget? The Budget and Credit Counseling Service (BUCCS) in New York City will help anyone who answers yes to these and other questions about personal financial problems.

A program of the Community Service Society (CSS) of New York, BUCCS trains volunteers to counsel people who want to learn to manage money more wisely and meet their financial obligations.

A BUCCS volunteer with clients.

"Our seasoned volunteers have become skilled paraprofessionals," says Luther Gatling, BUCCS director, "and well acquainted with laws concerning garnishment, entitlements, contracts, interest rates and personal bankruptcy."

Most of the BUCCS volunteers are college-educated housewives with some professional background. "Several have undertaken a volunteer assignment with BUCCS as a first step towards returning to full-time careers outside tbe home," says Gatling. "Three are currently in graduate school in social work, counselling and public administration, and five volunteers came to us through the instructor of a paralegal course in family law who requires that students undertake some related volunteer work to qualify for certification."

Other volunteers are recently retired professionals, such as lawyers and guidance counselors, and a few who still work full-time—a stock broker, a public health nurse, and two writers, one a specialist in consumer affaris.

A BUCCS volunteer will sit down with a client to discuss his or her problem. The client must have an appointment; otherwise, there are no restrictions as to income, race or religion. Nevertheless, the majority of clients are employed or recently unemployed people with low or moderate incomes. Many have overextended their credit, do not know how to cope with heavy debts and turn to BUCCS at a time of crisis—they are about to be evicted, their salaries are heing garnisheed, or their furniture or car is being repossessed.

As a result, the counselor's role is more often one of crisis intervener rather than credit counselor. For instance, a volunteer might meet with a divorced, middle-aged white mother of two adolescent children. The woman has two jobs, yielding a net income of $720 per month. With 22 credit cards in her possession, the client has accumulated a debt of $20,000 requiring monthly payments totalling $1,000.

Another case could involve the harassment of a black widower hy a finance company for nonpayment on a loan. The client has fallen behind in his bills as a result of being laid off his engineer's job by the city. He heard a public service announcement about BUCCS and called for an appointment.

In addition to budget and credit counselling, BUCCS volunteers assist staff in providing related services, such as personal loans, financial assistance, and case advocacy, in which a volunteer helps a client having problems with a utility company, landlord, health service or government agency.

Volunteers are required to serve one day a week from 10:00 a.m. to 3:00 p.m. or from 5:30 to 7:30 p.m. They receive 10 hours of training covering such topics as the counselling process, budgeting, advocacy, credit laws and regulations, consumer rights and personal bankruptcy.

For further information contact Luther Gatling, Director, Budget and Credit Counseling Service, 105 E. 22 St., New York, NY 10010, (212) 254-8900.

Give til it feels good!
National Volunteer Week
April 22-28, 1979

Free Clinic Movement is Alive and Well

By Calvin Zon

Among the phenomena of the 1960s was the Free Clinic Movement, which began as alternative medical care for the drug emergencies and venereal diseases of the flower children who inhabited the streets from San Francisco's Haight-Ashbury to Washington, D.C.'s Georgetown.

The flower children have faded into the past, but the free clinic movement, although it has changed considerably with the times, is still very much alive.

Indeed, the movement appears well on the way to becoming a medical institution, a permanent, if relatively minor, fixture in our complex of health care services.

In a time of soaring medical costs and complaints about the impersonality and red tape of traditional medical treatment, the free clinic offers an alternative for those in need of general medical care.

The half-dozen free clinics in the Washington, D.C., area continue, as in past years, to offer free and confidential diagnosis and treatment from their church basement homes, where they are staffed mainly by dedicated cadres of volunteers.

As always, FM rock music wafting through reception rooms plastered with bulletin board notices and colorful posters lends an atmosphere of informality to the clinics, where doctors in their informal dress may be mistaken for patients.

Yet the walk-in patients of today are generally older and more a part of the social mainstream than the hip young patrons of yesteryear. There also are more black and Spanish-speaking visitors.

And despite outward appearances, the clinics themselves are different.

The old volunteer staff coordinators have in many cases become paid, semi-professionals. The physician on duty may even receive a stipend.

There are now carefully kept records and statistics, which often are used in applying for foundation grants and even the kind of government assistance previously scorned as inviting unwanted controls.

In addition, free clinics, which always have led a hand-to-mouth existence, aren't quite so free as they once were.

No one is turned away for lack of money, but the old tin can has been discarded for earnest pitches to patients for donations and even lists of suggested donations according to one's income or the type of service rendered.

"We're serving a sort of gray level of the population—people with near-poverty level incomes who can't afford private care but who don't qualify for puhlic assistance like Medicaid or Medicare," said Tom O'Grady, administrator of the Washington Free Clinic.

Rachel Levinson, a 26-year-old cancer researcher at the National Institutes of Health and a volunteer worker in the laboratory of the Bache Memorial Free Clinic in Bethesda, said that in her work at the clinic, unlike her regular job, "I get the satisfaction of seeing live patients—people who are likely to walk out better than they walked in.

"The volunteers are here because they want to be here, because they're really interested in treating people. The doctors are motivated toward the patient."

Volunteers at the Bache clinic are trained to give birth control and pregnancy counseling.

Roger Kligler, a senior at the Georgetown University School of Medicine, said he was first sent to the Bache clinic as part of his school's training program but stayed on as a volunteer.

"I like doing preventive medicine," which is stressed by the free clinics, said Kligler.

"Here there's an opportunity for follow-up and for teaching things like self-breast examinations at an early age. I prefer teaching birth control to seeing patients after their second pregnancy as I did at D.C. General (Hospital)."

COMMUNICATIONS WORKSHOP

How to Be a Compelling, Convincing Communicator

By Vivian Buchan

Unless a compelling communicator is a reincarnated orator, that person's an amateur at birth. No accomplished speaker springs full-blown into life. A talkative child may show evidence of becoming an effective speaker, but that doesn't necessarily guarantee that he/she will be. Glibness and garrulousness usually don't result in effectiveness.

Most of us could be better than we realize. William James said, "Compared to what we ought to be—we are only half awake." Let's paraphrase that to read, "Compared to the way we could speak, we're only half doing it."

I believe that if you want to become a compelling, convincing communicator you should work for more curiosity, courage and continuation.

Without those attributes, the run-of-the-mill speaker will remain just that. With them, he/she will become a superior speaker. And because I believe that no speaker is going to be any better than the person he/she is, working on the three CCCs will improve effectiveness on stage ... and off.

Let's talk about curiosity and what it does for us. Webster defines it as "a blamable desire to seek knowledge, and interest leading to inquiry ... nosiness." Curiosity isn't something tossed in at birth by the Good Fairy for a chosen few. It's something acquired through imagination. It's the ability to retain the childlike wonder about the wonderment of the world. It is also a characteristic of the mentally superior person.

Dr. Rollo May wrote in his book, *Courage to Create*, "We coddle our minds until they become lazy. We must continually beat our minds into activity by keeping them crackling with 'what if,' 'how so,' 'why,' 'supposing.' "

The curious person has a busy, active mind that doesn't stop working or thinking. And the more he/she thinks, the more he/she thinks. Thinking feeds upon itself because the thinker has more to think about.

When I was in graduate school, I attended a summer session at Chicago University and took a course in creative communication. The professor talked the first day about innovative communication that was more than imitative. He explained what he meant. "This class will cover the work of one semester in six weeks, so it will be intensive. I'm dismissing you, however, for three days. I want you to spend the time wandering around Chicago. Only the curious ever learn how fascinating this city is. I want you to be curious—very curious. Ride the buses, visit the foreign sections, go to art galleries and museums, eat in foreign restaurants, talk to police officers and people in the parks. You'll learn more than you would sitting in this classroom. And everything you learn will make you a more innovative communicator."

It seemed a strange assignment. But he was right. I added dozens of new words to my vocabulary and gained many new insights into people.

Words are the tools of thought. The more we know, the better we can think. Today there are over one million words in our language, ten times as many as we had in 1066. Thousands of those words we rarely use, and thousands are unknown to most of us. But they've been coined because of the increased demand for words to explain the new inventions and new developments. So the more words we can call our own, the more we understand others and make them understand us.

Jargon is the glue that holds the in-groups together who work in various occupations. The jargonauts understand each other, but outsiders hear what they say as a foreign language.

One of the most enjoyable assignments I gave my students in their public speaking classes was to prepare a speech using the jargon of various segments of society. They could choose circus peo-

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Vivian Buchan is a freelance writer in Iowa City, Iowa. Her last article on public speaking for VAL, *"How to Put Stage Fright Backstage," appeared in the Communications Workshop department of the fall 1978 issue.*

ple, street gangs, narcotics agents, drug pushers, prisoners, truckers, railroaders, waitresses, stamp collectors, or whoever appealed to them.

Although they didn't use their newfound jargon in everyday communication, they were astounded at how little they'd known about the language used by persons different from themselves. Their horizons were expanded because they were forced to be curious.

As long as students remain in school, their vocabularies have to grow. But during the 25 years after graduation, their vocabularies change no more than they did in two years of college work.

Why? Because we grow lazy and sag into a comfortable rut that gets deeper instead of wider. We lack the curiosity that prompts a person to keep on learning. The one who takes up a new craft, a new hobby, a new art learns new words and gains new insights into different worlds and the people who occupy them. The more we probe into the humanness of us all, the better communicators we become everywhere.

You may not be consciously aware that you're becoming a more creative communicator as you become a more curious person. But as you add to your knowledge, you'll have more to talk about. You begin to hear, "I had no idea you knew so much about oceanography and scuba diving. And I didn't know you were taking guitar lessons. It seems there isn't a subject I bring up that you can't talk about."

Curiosity makes us ask questions ... and get answers. And the more answers we get, the more we have to talk about.

Now, a public speaker needs courage. Webster defines courage as "mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty."

It takes courage to venture into anything new that sets up anxiety, as exploration of anything unknown creates. It takes courage to look like a fool when you're tackling something new. Robert Louis Stevenson said, "Give me the young man who's not afraid of looking foolish," which doesn't necessarily relate to public speaking. But it can. All poised and self-confident speakers were once amateurs who probably looked as foolish as they felt until they progressed from amateur standing to professional.

But we need a certain amount of tension to be a compelling speaker. William Jennings Bryan admitted that his knees "fairly smote together" when he first began speaking in public. Mark Twain confessed that the first time he gave a lecture his mouth was full of cotton and his pulse speeding to win a prize cup. Disraeli admitted that his first speech was a ghastly failure. He remarked he would rather lead a cavalry charge than face the House of Commons the first time.

While we're attempting to learn something new, we never advance on a steady front. We improve by sudden jerks and abrupt starts. We may reach a plateau and stay there or even slip back. Psychologists call these stagnant or regressive periods "plateaus in the curve of learning." Those who have the spunk and grit to keep working even when they're not seeing much progress suddenly take a gigantic leap forward and take off like a rocket.

Dr. May wrote, "There's a vast difference between a mere desire to do a thing and burning passion to do it—the determination to accomplish it at any

cost. A mere desire is like warm water in a locomotive. It will never produce steam. It takes fire and force and enthusiasm to generate the steam that propels the successful artist."

An effective communicator is an artist in that he/she creates with words something as compelling as a score of music or a piece of sculpture. Public speaking is an art.

We're cowards about tackling something new. We're so fearful we're afraid to begin. And fear cripples creativity and stifles imagination. We're afraid of looking foolish, afraid of failing, afraid of our limitations.

The fear of looking foolish keeps many a competent person from standing up and expressing opinions. Even an authority in a field may be hesitant about speaking up on his/her own subject—let alone on others.

The fear of failing keeps us from trying. We think, "Well, if I try and fail, everyone will know it. If I don't try, no one will ever be sure I couldn't have succeeded."

The fear of limitation holds us back. We think, "I don't have the education many people have," or "There are so many people smarter than I am about this subject, I'd be presumptuous speaking up," or "After I heard my voice on a tape recorder, I vowed I'd never give a speech in my life."

It's the struggle with limitations that produces success. We need limitations just as a river needs its banks. The tension set up between the flowing water and the banks is necessary to keep the river within its boundaries.

Working within our limitations forces us to be imaginative and innovative to create something unique and compelling. We must conquer the fear of looking foolish, of failing, of limitations by simply forcing ourselves to have the courage to begin and then keep on.

If you continue long enough and hard enough at anything, you conquer it. So it takes continuation to master the techniques of public speaking. Practice—practice—practice speaking just as you practice your golf skills.

Thomas Edison said, "Genius is one percent talent and 99 percent persistence." And Dr. May said, "Don't ever bet on the talented—bet on the tenacious."

Like the bumblebee that doesn't know it's biologically impossible for it to fly but flies anyway, the courageous person spreads his/her wings and flies. And he/she keeps right on flying through defeat and despair until achieving a goal.

Abraham Lincoln advised a young man who wanted to study law, "If you are resolutely determined to make a lawyer of yourself, the thing is more than half done already. Always bear in mind that your own resolution to succeed is more important than any other thing."

And he knew whereof he spoke. With

only one year's schooling, he continued to educate himself. He walked 20 and 30 miles to hear outstanding speakers and then returned home to practice his own speeches using their techniques. He talked to the trees, to the crops, to people gathered at Jones' grocery store in Gentryville. He joined debating societies in New Salem and Springfield and practiced speaking. He was always shy and suffered feelings of inferiority. Yet he reached such a a level of eloquence he's regarded as one of the greatest speakers of all time.

Listen to these examples of continuation that resulted in success: Thomas Edison tried 1,600 materials before he found carbon as the filament for the light bulb; Oscar Hammerstein II had 55 flop shows before *Oklahoma* that ran for 2,244 performances and grossed $7 million on an $83,000 investment; John Creasey, mystery writer whose books have sold more than 60 million copies, collected 743 rejection slips before he got one word in print. The list goes on and on.

Of course, it takes courage to continue in the face of defeat, but every time a failure is ignored we gain in self-confidence. Without courage, a person often stops just one step short of the goal. E. H. Harriman said, "Much good work is lost for the lack of a little more." Ralph Waldo Emerson said, "They can conquer who believe they can. He has not learned the first lesson of life who does not every day mount a fear." It's not how many times you're knocked to your knees that count, it's how many times you get up.

The curious person has a storehouse of information that makes us feel we're seeing only the tip of an iceberg when we're talking to that person. We get the impression that person could tell us the market value of a three-legged Buffalo nickel as quickly as giving us the correct time of day.

It was curiosity that started Charles Lindbergh and his Spirit of St. Louis across the Atlantic, but it was courage and continuation that took him to the landing strip in Paris.

The compelling and convincing communicator can express ideas so effectively that he/she can inform, persuade, entertain and convince others everywhere—on stage or off. And one way to become such a peson is to work on the three CCCs: curiosity, courage, continuation.

FOLLOW-UP

Follow-Up is a column of current developments and discussion as well as additional resource information on key topics reported in previous issues. Copies of the back issues indicated here are available for $2.00 each from NCVA Publications, 1214 16th St., NW, Washington, DC 20036.

A Professional Education For Volunteer Administrators

(A follow-up to "Educational Opportunities," spring/summer 1976)

By John E. McClusky, Ph.D.

Many voluntary organizations traditionally have been led and administered by persons lacking formal education in administration. Such persons worked their way up to management and executive positions through the organizational ranks. Either they began as volunteers or they were experts in the content area of their organization's mission, such as community development, family and children's services. If they had advanced academic training, it was primarily in social work, counseling, education or human services.

Volunteer leaders are aware of the need to broaden their knowledge and competency in administration as well as political process. For instance, voluntary organizations of all types and sizes are being pressured externally by prospective donors, professional and governmental agencies, and the public to operate more efficiently and he more accountable in their programming. The growing sophistication of the volunteer force as well as the growing political awareness of the clients of voluntary organization programs also intensify the expectation for more effective management.

What educational opportunities are available for these managers? Traditionally, formal training has been limited to worksbops and other offerings provided by such nonacademic agencies as VACs, NCVA, NICOV, United Way, Junior League, and the National Council of Jewish Women. Many of these have been and continue to be of excellent quality. Staff, hudgetary and other restraints, however, necessarily limit the scope of such training programs. Designed as short courses, they are not intended to suhstitute for the comprehensive education a college or university program can offer.

And what do colleges offer? Until recently, very little. National surveys indicate that numerous higher educational institutions offer one or two courses in volunteer program management. A few community colleges offer associate degrees in the field; a handful of liberal arts colleges offer bachelor's degrees; and apparently three or four institutions offer master's degree programs, including Antioch College at Baltimore, Md., The Lindenwood Colleges of St. Charles/St. Louis, Missouri, and Michigan State University.

Information about these programs is extremely sketchy and difficult to gather. Surveys conducted by David Horton Smith and others report that college courses in voluntarism and voluntary administration frequently have a short life span. New ones emerge each year while others are terminated. Nevertheless, the interest on the part of practitioners of voluntary organization man-

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agement is so great that they, along with educators, have a significant opportunity to shape the contours of this emergent field of professional education.

So what should the educational objectives, content, and teaching/learning processes of such a college program be? In general, their nature and scope must be tailored to the type of learner and his/her professional and personal needs. The following objectives and subject matter focus upon a professional education for the primary population pursuing professional degree programs in this field. They are mature adult learners, ranging in age from mid-20s to at least 70s. They have had some practical experience as leaders of voluntary organizations/programs, or other experience which leads them to consider moving into such positions. And they are practitioners or activists—consultants, trainers, administrators or volunteer leaders—rather than research scholars.

Objectives

To develop distinctive administrative competencies in voluntary, nonprofit enterprises. These competencies are wide-ranging. In part, they are skill areas important to managing any sizable organization and would include basic management functions of planning, controlling, coordinating, etc.; general leadership functions of problem-solving, communicating, etc.; human resources management (e.g., recruiting, selecting, staffing, training, supervising, and evaluating personnel); computational skills for using quantitative data for accounting and marketing; managerial accounting, budgeting, and other aspects of financial management; and marketing.

In part, these administrative competencies involve skill areas more particular to managing voluntary organizations. Thus, in human resources management, special attention would be given to membership development, including board development, and the recruitment, training, placing, supervising, and evaluating of all types of volunteers. In financial management, special emphasis would be placed on fund-raising and grantsmanship. In addition, such voluntary management functions as program planning, implementation and evaluation, would be central competencies.

To broaden the student's understanding and knowledge of voluntary organizations, their dynamics, functions and membership. The study of structural models of voluntary organizations and of interaction patterns between board, staff, client and volunteer is important. Similarly, an understanding of general approaches to management, theories of organizational development, and interpersonal communications is also important. The broader a practitioner's knowledge of management and organizations, the more flexible, imaginative, and resourceful she/he may be when solving problems, motivating groups toward collective goals, and otherwise administering organizations.

To help practitioners develop their political knowledge and skills about the issues and processes of voluntary action. Such leaders need to know how their organizational activities fit into the broader political and economic environment. The achievement of their organizational mission is vitally dependent upon the actions of corporate, governmental and voluntary organizations. Their ability to mobilize resources for their programs and objectives requires an understanding of the policy-making process and where they can make an impact upon it; of the power structure and the location of financial, political, technical and other resources in their communities.

To help practitioners develop an understanding of the values of voluntarism and the significance of the voluntary sector in a democratic society. What are the benefits of voluntarism for individual volunteers, their organizations, and society at large? What are some of the potential difficulties and disadvantages of various forms of voluntary action, including citizen participation? What are the value dilemmas facing leaders of voluntary organizations as they go about their work?

In the subject matter outline which follows, an explicit attempt is made to examine the "whys" and "so whats" (justification and significance) of what we do, as well as the skills and methods (technical competence) for doing it. It is my opinion that such inquiry is absolutely essential to a professional education in our field. It distinguishes an *education* from training. It helps the learner understand the meaning and significance of his/her experience.

Subject Matter

The educational objectives are reflected in the following subject matter outline. It is a list, based upon Lindenwood's curriculum, of 11 core areas which might be included in a comprehensive degree program in our field. Other programs with different objectives would construct a somewhat different list. For example, they might offer a more systematic study of economics, policy research, or statistics than is represented in the curriculum.

Organizational Theory and Management Studies—knowledge of organizational development and behavior, including psychology and sociology of organizations, as well as various approaches to management (humanistic, behavioral, systems, Management by Objectives).

Human Resources Management—understanding personnel and staff supervision, selection and training, staffing systems, interviewing and testing, labor-management relations, job satisfaction, women's and minority concerns.

The Voluntary Organization: Dynamics of Membership and Management—structural models of voluntary organizations; group process, decision-making, communications and leadership; membership development: recruiting, training and evaluating; organizational behavior and change (board, staff and volunteer relations, etc.).

Computational Skills—basic quantitative knowledge and skills needed by managers to analyze statistical reports and effectively use quantitative data for accounting and marketing.

Managerial Accounting—uses of budgeting for projections and forecasting, knowledge of financing and assets.

Marketing—knowledge related to nonprofit and voluntary enterprises, including how to plan and market new services and programs to different target populations.

Financial Aspects of Nonprofit Management—fiscal management in nonprofit organizations; budgeting; funding resources and grantsmanship.

Communications and Program Development—action research: resource assessment and needs assessment; program planning, development and implementation; program evaluation and feedback systems; public relations and the mass media; information processing and systems.

Political Process: Voluntary and Nonprofit Organizations as Change Agents—policy-making process: advocacy through voluntary organizations and impact of voluntary organizations on public policy; community power structure: systems and hierarchies, power and influence; strategies for change: conflict management, collaboration and coordination; community development and community organization.

The Role of Voluntary Action in a Democracy—public policy and voluntarism; interaction of profit-making, governmental and voluntary agencies; citizen participation and voluntary associations; voluntary associations, pluralism and democracy.

Issues in Voluntarism—voluntary organizations and the law; values (personal, organizational, and societal goals, etc.); futurism and voluntarism.

Teaching/Learning Process

Mature adult learners are likely to have acquired levels of experience and responsibility which make them excellent resource persons for their student colleagues. Particularly on practical topics such as budgeting, fundraising and public relations, these students can serve as seasoned instructors of their peers. Therefore, the overall pedagogical approach (ensemble of teaching strategies and methods) we suggest is designed to cultivate peer instruction as fully as student resources allow. It also is designed to connect academic with practical, didactic with experimental learning. Here are some suggestions for specific pedagogical strategies:

"Cluster groups." Clusters are learning groups of not more than 10 students with a faculty member. These groups can study two or three core areas outlined above in each academic term. They provide a more realistic opportunity to develop group skills and processes, because students are allowed to stay within the same small group of peers for all of their semester's studies, rather than splitting their time among different groups in separate courses. The student's active involvement in the learning experience is promoted further by a format in which the cluster group meets for one 3-5 hour session each week rather than three 1-hour sessions. The longer session allows for more student participation and a more natural evolution of group processes and dynamics. Cluster group sessions are characterized by dialogue and discussion. Students' oral presentation skills are cultivated, including workshop directing.

Group as well as individual learning assignments and skill development. The leadership of voluntary organizations is a group phenomenon. Thus, learning exercises on group dynamics, group problem-solving, etc., are essential. So are assignments which help students analyze their attitudes and styles regarding interpersonal and intergroup conflict, the exercise of power, and other important social processes.

Individualized study. This is a learning contract approach in which each student shapes her/his own objectives and study plans in consultation with faculty. While covering all the core areas identified above, students nevertheless are encouraged to determine their own emphases regarding both subject matter and skill development. A student who wants to specialize in training can emphasize work in planning and conducting workshops; while a student who wants to specialize in board development and evaluation may do just that.

Practical and academic requirements. Written projects which integrate academic research with practical applications to issues confronting students in their professional lives are important. Thus, a student interested in learning about social marketing can apply his/her knowledge to his/her role in religious programming in a church federation; a student interested in improving volunteer board effectiveness can write a master's thesis synthesizing research on group dynamics with a detailed handbook including workshop plans, questionnaires, training guides, and other materials for developing and evaluating board members.

Careers Motivate Student Volunteers

(A follow-up to "College Students as Volunteers," spring 1978)

The days of "gopher work," envelope stuffing and the menial tasks associated with volunteer activities are vanishing, according to Jane Smith, Michigan State University's director of volunteer programs.

Because today's student volunteers are motivated by career development concerns as well as by altruistic proddings, students "demand meaningful placements, appropriate training and proper supervision in return for their commitment," Smith says.

Citing the results of a survey of more than 1,000 MSU student volunteers during 1977-78, Smith said the two major motivations for students were the desire "to gain experience in a career field" (70.2%) and "to help people" (66.9%).

Smith sees an evolution of motives since MSU's volunteer program began in 1962. "The program has been characterized by a service orientation in the early '60s, then a 'change-the-world' attitude in the late '60s," she said. "Now, there is much more of a pragmatic orientation. This is beneficial to the client, who feels more comfortable with the students' reasons for volunteering."

More than 2,400 students were placed last year as volunteers in a variety of positions through MSU's Office of Volunteer Programs, the largest campus volunteer program in the country. Volunteer placements, ranging from conducting horticulture therapy at Lansing Sparrow Hospital to providing income tax assistance for low-income and foreign students, provide students with practical experience in a potential career field.

The volunteer experience also gives students the hours of experience needed for admittance to some special education programs like medical technology or veterinary medicine, Smith says, and volunteer experience may improve students' chances for acceptance into law or medical school.

Future employment contacts as well as valuable references for resumes are other benefits of the volunteer experience.

ALLIANCE ALERTS

Network—Alliance-Style

By Susan R. Greene

Beginning with this issue, the board of directors and I are delighted that the Alliance becomes a regular contributor to *VAL*. We are most grateful to NCVA and NICOV for extending this invitation.

One of the most fashionable buzz words these days is "network," and folks aren't referring to either the media or the movie! "Networking" is what we're continuously promoting here in Washington, trying to mobilize, strengthen and draw upon the unlimited and talented human capital we have in this country, in order that the volunteer community will begin to he included in the decisions and programs developed by government.

You are part of that network—we all are—and we hope to learn from you, either directly or through national organizations which already may be part of the Alliance. We'd like to know your opinions on public issues, your ideas on local collaborations, your concerns and success stories about volunteerism.

The goals of the Alliance are:

- To facilitate active collaboration among Alliance members, and to provide a vebicle for cooperation among individuals, organizations, and institutions concerned with volunteerism;
- To increase the citizen participation and impact of volunteers in the voluntary sector;
- To strengthen and make the volunteer force more effective;
- To advocate for volunteerism in the private and puhlic sectors.

The 19 Alliance members (soon to be 21) are among the most experienced national organizations that serve, support, or represent the volunteer community. Our total constituency comprises millions of volunteers; over 5,000 local units or response points; ties to VACs or volunteer bureaus in over 300 American cities; direct ties to the corporate and business world, churches, universities, media, schools, neighborhood groups, state and local government, and providers of technical services; and is representative of the racial, ethnic, economic, and religious diversity of American life. Each member organization is represented on the AFV board of directors. Current members are:

The Assemhly—an informal coalition of the state directors and state offices of volunteerism.

Association for the Administration of Volunteer Services (AAVS)—promotes volunteer administration as a profession through member volunteer program administrators.

Association of Junior Leagues (AJL)—represents over 235 Junior Leagues and 125,000 members whose primary purpose is to promote voluntarism through training, advocacy and community projects.

Association of Voluntary Action Scholars (AVAS)—scholars and professionals concerned with research, scholarship and program design in the field of voluntary action.

Association of Volunteer Bureaus (AVB)—exchanges information and experience among professionals in community-based volunteer agencies/bureaus.

Call for Action—an action and referral service, affiliated with radio/TV stations, to aid persons in handling consumer problems and in dealing with public agencies.

Church Women United—an ecumenical movement of Protestant, Roman Catholic and Orthodox women committed to fellowship, study and cooperative community action in over 2,000 local units.

International Association for Volunteer Education (IAVE)—individuals promoting international understanding and development through volunteerism worldwide.

Involvement, Inc.—works to develop corporate participation in voluntary action and social responsibility.

Literacy Volunteers of America (LVA)—trains volunteers to tutor adults in hasic reading and conversational English.

National Association of Volunteers in Criminal Justice (NAVCJ)—promotes volunteerism and volunteer services in the field of criminal justice with over 200,000 volunteers.

National Association of Neighborhoods (NAN)—a coalition of neighborhood organizations to promote involvement in governmental decision-making at all levels.

National Black United Fund (NBUF)—helps organize the human and financial resources in black America through the establishment of Black United Funds in U.S. cities.

National Center for Voluntary Action (NCVA)—promotes greater recognition, utilization, and coordination of volunteers through training, information and advocacy.

National Council of Negro Women (NCNW)—concerned with housing, hunger, education, employment, child and youth services in minority communities.

National Information Center on Volunteerism (NICOV)—provides training, needs assessment, evaluation and consultation to volunteer leadership.

National School Volunteer Program (NSVP)—helps support and extend the work of millions of volunteers in education.

U.S. Conference of Mayors—a forum for over 800 American mayors which has as one focus increased volunteer participation.

Volunteers in Technical Assistance (VITA)—mobilizes volunteers to help solve specific technical problems of developing nations.

Clearly, no one organization could, or should, encompass the entire volunteer movement. Yet there are times when volunteerism, citizen participation, voluntary action—whatever it may be called—is a single cause and requires a unified voice.

Your questions, responses, opinions and comments are welcome. Alliance for Volunteerism, 1214 16th St., NW, Washington, DC 20036.

Susan R. Greene is executive director of the Alliance for Volunteerism.

VOLUNTEERS FROM THE WORKPLACE

Beginnings: The VAC/Labor Partnership

By Shirley Keller

As Voluntary Action Centers (VACs) become more active in recruiting and involving volunteers who are employed, some are finding that contact with organized labor—through statewide organizations, Central Labor Councils and local unions—is another way to reach non-management-level workers. In addition to the obvious benefit of a new source of volunteers, VACs who involve union members cite that it also results in better working relationships between the VAC and the labor community and a more positive involvement of labor into the community's social service network.

In some instances, VACs approach their local United Way/AFL-CIO community service representative (CSR), located in approximately 375 communities. The CSR's job is to involve organized labor in social service to the community. The VACs who make use of this method usually are programs of the local United Way. But they emphasize that contact with the local labor representative does not have to depend on the VAC-United Way relationship at all.

"Since community service activities are mandated in the AFL-CIO charter," Mary Sullivan of the Louisville, Ky., VAC says, "the labor representatives and locals are glad to hear about the volunteer opportunities which exist." The Louisville VAC also works with the state AFL-CIO and central labor council and suggests that if a local United Way does not have a CSR, the state or central labor body can identify unions which might be interested in volunteer activities.

Other VACs have gained entree into the labor community through a union member serving on their governing or advisory board. For example, as a result of the interest of a union representative on the Quincy, Ill., VAC's board, his local volunteered for a weekend Meals on Wheels program. Another means of recruitment has been through some VACs' involvement in labor-sponsored union counsellor training programs which train union members as on-the-job community service information and referral agents for fellow workers.

Jerry Lynes of the San Diego Voluntary Action Center reports that not only do the counsellors often refer their fellow workers to the VAC for placement, but they also involve themselves at times. For example, one counsellor became a regular evening entertainer at a local senior citizens home, while another volunteered to work in a residential treatment center for disturbed youth.

Once VACs make contact with a union, they utilize any or all of the "regular" recruitment methods which seem appropriate. Some give annual talks to locals to acquaint members with the importance of voluntering and discuss available placements. Some place "help wanted" volunteer columns in union newspapers; others help organize in-plant recruitment drives using union members who already are involved volunteers as head recruiters (the subject of the *VAL* reprint, "How to Get a Man," by the Kalamazoo VAC).

Whatever method is used, VACs generally agree that it's essential to "do your homework" with the agencies before recruitment of union members begins. Making sure that the agency understands the time constrictions of utilizing employees as volunteers, having placements—both individual as well as group—readily available, explaining to the agency the importance of good orientation, supervision and follow-up—are just a few of the suggestions offered by VACs who successfully have linked union members with community volunteer jobs.

VACs differ in opinion as to what kinds of volunteer placements most effectively utilize the talents of union members. The VAC in San Diego, for example, feels that group projects oriented toward such physical work as resurfacing playgrounds, renovating buildings, repairing clothing from a Salvation Army Christmas drive, seem to attract the most union volunteers.

The VACs in Kalamazoo, Mich., and Louisville, Ky., on the other hand, successfully have involved individual union counsellors and other union members in ongoing one-to-one types of volunteer assignments, such as Big Brothers/Big Sisters, teaching tennis for an inner city league, working with the physically or mentally handicapped, participating in after-school recreation programs, serving as counsellors to runaways and their families.

The VAC in Quincy, Ill., which involves individuals as well as groups of union volunteers, advocates short-term or one-shot projects, such as Meals on Wheels delivery or driving hospital personnel or other essential community employees to work during blizzards.

Working with organized labor to recruit volunteers for community service projects is like working through management to involve employees. As one VAC director put it, "It takes time and careful planning to make the necessary connections. It requires the commitment of staff and resources, and patience and perseverance to make the relationship work. But these ingredients are necessary for any volunteer recruitment/placement effort to be successful."

Shirley Keller, as NCVA's director of corporate services, is responsible for the Volunteers from the Workplace project—a one-year program funded by the Charles Stewart Mott and J. M. Foundations to study and report on worker volunteer programs.

Volunteer Recognition

1. Say "thank you."
2. Persuade "Personnel" to equate volunteer experience with work experience.
3. Send a birthday card.
4. Provide good preservice training.
5. Nominate for volunteer awards.
6. Provide opportunities for conferences and evaluation.

From Vern Lake's list of "101 Ways to Give Recognition to Volunteers"

VOLUNTEER RECOGNITION takes many forms. From the daily "hellos" and "thank yous" to the weekly invitations to staff meetings to the monthly volunteer meetings to the yearly ceremonies of honor and awards—recognition of volunteers is a continuous, diverse activity. It is an umbrella which covers almost every aspect of volunteer administration. For example:

By recognizing a volunteer's worth as an individual and to our organizations, we can make a successful **placement** in a job suited to that person's abilities. By recognizing the need for and value of *all* segments of our population—handicapped, low income, male, teenaged, minority Americans—we can improve our **recruitment** results by promoting volunteerism as a unique aspect of American life. By recognizing that each volunteer has a different set of attitudes, knowledge, beliefs and needs, we can **motivate** him/her to find self-fulfillment in a job. By recognizing our volunteers' need for a certain amount of information and skill to serve our organizations effectively, we can offer pre- and in-service **training,** a big factor in the elusive task of **retaining** volunteers.

The result? A number of one-, two-, five- and ten-year volunteers. It is this accomplishment that prompts many volunteer administrators and organization directors to "go public" with their volunteer recognition efforts. On the list of 101 ways to recognize volunteers, these activities include planning occasional extravaganzas, conducting community-wide events, planning annual ceremonial occasions, celebrating outstanding projects and achievements.

They are the type of public event that is popular during National Volunteer Week—a time to salute volunteers by publicizing their achievements to the whole community as well as an opportunity to promote volunteerism, particularly through interagency cooperation. They are the type of event featured here—one, an evening's program of entertainment and tribute for *all* the volunteers in Worcester, Mass.; the other, a special "Involvement Day" for people in New York's Glens Falls area to demonstrate their spirit of community and caring by doing something for others.

Both were sponsored by the local Voluntary Action Center (and the Council of Churches in Glens Falls), both began planning in January for a spring event, and both were cooperative efforts by each city's agencies and organizations which involve volunteers. They are typical of a large-scale recognition event which both organizers and the public deemed "a great success." In each instance, careful and thorough planning was the key to the realization of a creative idea that many believed was an impossible dream.

The Mechanics Hall Celebration, Worcester, Mass.

By Barbara M. Stewart

Photos by Kurt Edgren

The Salisbury Singers entertain volunteers in historic Mechanics Hall.

ANYONE INVOLVED IN VOLUNteering is aware of the great importance of recognition. It is what National Volunteer Week is all about. It is why volunteer bureaus and organizations utilizing volunteers all across the country rack their brains each year to come up with a unique way to honor those who give of themselves.

As 1978 began everyone involved with the Worcester, Mass., Voluntary Action Center (a division of the United Way of Central Massachusetts) realized that time was of essence in establishing a

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Barbara Stewart is a secretary and coordinator for public relations for the Worcester VAC. She served as the staff liaison for the public relations committee for the Mechanics Hall celebration.

Live music...

for Worcester's volunteers.

recognition program for the new year. Planning should have begun much earlier, but the past year was a bit hectic for the Worcester VAC: A new director, Helen Mahoney, came on board; there was no assistant director for several months; and a grant ran out for the Teen Program.

When Mahoney came up with a plan to use the newly renovated Mechanics Hall, an historic building in Worcester, for a celebration to honor the city's volunteers, she was greeted with shocked awe. How could two full-time people, one half-time staff person and a volunteer interviewer/elder service representative possibly undertake such a project? It meant filling a building which could accommodate 2,000 people!

By taking a "first things first" approach, Mahoney and VAC Committee Chairperson David Grossi took their proposal to Julie Chase Fuller, executive director of the Mechanics Hall Association. Her reaction was enthusiastic; the hall's restoration itself had been a massive voluntary community effort.

With a heritage dating back to pre-Civil War days, the hall once played host to such dignitaries as Charles Dickens, Enrico Caruso and Theodore Roosevelt. But through the years the building had become shabby and run down. It became the home of wrestling matches; its beautiful hardwood floors were scarred from the wheels of thousands of roller skates; and its ugly pink walls seemed to call only to kids as a great place to hang out.

But in 1976 a group of concerned citizens rallied to the cause. Through the efforts of individuals, families, businesses, industries, philanthropic foundations, clubs and organizations, a restored Mechanics Hall opened its doors on November 26, 1977. As a result, the VAC was able to reserve this symbol of volunteer involvement in the community for April 20 of Volunteer Week.

The next step was to draw up a plan of action. It included the creation of three committees—program, public relations and refreshments. Each was staffed by one of the VAC's three employees. Committee chairpersons were recruited from the VAC Committee, and committee members were solicited in the *Communicator*, the VAC's bimonthly newsletter which goes to approximately 500 agencies and organizations in the Worcester area. The response was great. Those who could participate actively were dedicated people who "knew the ropes." Others called to offer support and ideas.

The Program

Kay Seivard, director of volunteers at Friendly House, a neighborhood multi-service center, chaired the Program Committee. Members included volunteer administrators, city department employees, a performing arts school director, and persons with theatre experience.

They began by drawing up a preliminary program outline, which held up throughout the preparations. For entertainment, the committee selected students from the Performing Arts School of Worcester, a private institution with mostly volunteer teachers. (The school's director, John Cox, served on the committee.) The students would present string, guitar, early music and dance ensembles. The committee also booked the Salisbury Singers, a volunteer concert group led by Malama Robbins, head of the music department at Anna Maria College. In addition, they invited appropriate dignitaries to address the audience, and a couple of dance bands to round out the evening's entertainment.

Despite the soundness of the three-part program, the committee felt something was lacking. Carolyn Dik and Lois Green came up with an idea to assure that the program would appeal to *everyone*. "How about a scroll?", they asked. Something imaginative and artistic, to be signed by a representative from each participating agency and organization.

In addition, the committee felt the need for a "name" to draw as many volunteers as possible. Someone suggested Joan Mondale, a known advocate of volunteerism and patron of the arts. A state senator agreed to send her an invitation and packet of information on Mechanics Hall, Worcester and the VAC.

Publicity

The Public Relations Committee, under the leadership of David Kean of the Worcester Office of Planning and Community Development, met once a week in the VAC office. Its first priority was to compile a mailing list so that information and tickets could be distributed. Keeping in mind that the celebration was for *all* volunteers—direct service, hospital, school, church, boards, committees—the PR committee obtained names of groups and organizations from every spectrum of the community. At the time of the final mailing, it had a list of over 2,000 names.

The committee also came up with a sound PR idea: The VAC had sent for the Volunteer Week kit from NCVA. It con-

tained a graphic design of a hand holding three flowers, each with a different label—appreciation, recognition, celebration. The committee adopted these words as the theme for the event, and all communications regarding the celebration displayed this graphic. It became a recognizable symbol with the message, "Join us at YOUR celebration—A SPECIAL THANKS TO *ALL* VOLUNTEERS."

The PR committee also was responsible for the printing of the invitation and ticket, a flyer and the program. Members secured a master for the invitation from a local printer, after doing the paste-up at the VAC. The Chamber of Commerce took care of printing 5,000 tickets. They purposely printed more than were needed, knowing that probably half of this number would not be used because of the random mailing.

The flyer was an 8" x 11" blow-up of the invitation, with good black and white contrast for duplication on United Way's copying machine. The VAC also photocopied the program for the evening. Everything was printed in black on bright yellow stock for easy recognition.

Turning to the media aspect of publicity, the committee prepared and hand delivered press releases to contacts at the two major local newspapers. (Both run a monthly "Volunteer Now" column for the VAC.) They cooperated with a total of seven precelebration write-ups, including photos of Program Chairperson Kay Seivard and of volunteers working with youngsters at the Girls' Club. This publicity made a big difference: Telephone requests for tickets came in fast and furiously the day after these articles appeared.

After contacting the major city papers, the committee sent the releases to house organs, town and specialty newspapers. Two committee volunteers visited local radio stations to inquire about news coverage. United Way's Communications Department prepared and sent out tapes for public service announcements and contacted the local TV station. This coverage was difficult to monitor, but from outside reports, it appeared to be adequate. The TV station used the information as a news item on the day of the event.

Another PR source was the Volunteer Week Proclamation issued by Mayor Thomas Early. He presented it to VAC Chairman David Grossi in City Hall at the beginning of Volunteer Week, then read it to the audience during the second phase of the evening's program.

The committee sent out a packet, "To: All Those Who Promote Volunteerism," approximately two weeks before the big day. It contained a letter explaining the celebration, four tickets (each admitting two people), a flyer for posting or reproducing, and a form to be mailed back to the VAC with the name of the organization's designee who would sign the scroll. The packet also contained an announcement that tickets were available on a first come-first served basis.

Shortly after the mailing went out, phones rang constantly. Many agencies requested additional tickets, in combinations up to 300. Dorothy Cronin, the VAC's volunteer interviewer and senior citizen representative, was responsible for handling all reservations.

In the meantime, the VAC still hadn't heard from its invited guest of honor, Joan Mondale. Initially, the feeling was that a celebrity would assure a good attendance. But by the time her telegram arrived, regretting that she was not free to attend, it had become apparent that the program, with good local talent, would fly on its own. Mrs. Mondale's impressive telegram, describing her commitment to volunteerism and wishing success for the evening, would be read to the audience.

Refreshments

The Refreshment Committee, chaired by Father George Smith, director of the Age Center of Worcester, solicited food and labor donations. Assisted by VAC Assistant Director John Brown, the committee obtained punch, napkins, cups and volunteer servers as well as such goodies as cookies, coffee rings and a large sheet cake inscribed, "Thank You Volunteers."

The committee decided to hand out refreshment tickets with the programs to assure fair distribution. Late in the evening, ticket rules would be relaxed and guests could help themselves.

With the major planning work in the hands of the three committees, VAC staff attended to the nitty-gritty jobs so necessary on the evening of the celebration. Helpers were right before their eyes—the sons and daughters of committee and VAC staff and the many friends vicariously involved throughout the weeks of preparation. These volunteers ranged in age from 8 to 21, the older group recruited by Mary Bianchini, a VAC student intern and director of the Teen Program, from her classmates at Assumption College.

They distributed programs, staffed the coat room, assisted with the signing of the scroll, and gave general directions as needed. Besides helping out, they had a glorious time. One of the youngest was quite upset when she could no longer "sell" programs. Another said she would "...*never* forget this night as long as I live."

Another task was to obtain security for the night of the celebration. The Worcester Police Department cooperated by sending three courteous and friendly representatives of the local police auxiliary.

On the day before the big event, staff and volunteers worked frantically on finishing the printed program. The last ones were folded and delivered as guests began to enter the hall.

By this time most involved in the planning were in a "high zombie" state. They felt they had done their homework well, but as with all events, there was no way of knowing what kind of turnout there would be. This was a program that in order to be successful, *had* to draw people. After all, it was their celebration—*they* were the guests of honor.

At 6:00 p.m., one hour before the start of the program, the guests began to climb the stairs to enter the hall. They kept filing in until the audience numbered approximately 1,500 volunteers from the Worcester County area.

The program began with Master of Ceremonies Thomas Gorham III, operations manager for radio station WTAG, extending a welcome and thank you to all present. Then the students from the Performing Arts School of Worcester displayed their talents, followed by the Salisbury Singers, whose performance was enhanced by the acoustically perfect Mechanics Hall.

The second segment of the program consisted of brief remarks by several people directly involved in the preparations. In addition, Massachusetts State Senator Gerard D'Amico greeted the volunteers on behalf of everyone in state government. He also presented citations from Massachusetts Governor Michael Dukakis and the state senate. The scroll, entitled "We Believe in Volunteerism," was read by VAC Chairperson David Grossi, and presented to Mayor Early to hang in City Hall. The Mayor then read

his proclamation and the telegram from Joan Mondale as well as letters from U.S. Senator Edward Kennedy and NCVA Chairman George Romney.

The intermission proved a good diversionary tactic. Music for dancing began with a group of young musicians called Moving On, led by Reverend Charles Seivard. The second band, the Ragtime Rowdies, was courtesy of the Worcester Parks Department and the American Federation of Musicians Local 143.

One of the keys to the evening's success was that the entertainment was geared to all ages and tastes. From the classical dance and chorus presentations, to the light rock of Moving On and the versatile music of the Ragtime Rowdies, there was something for both old and young to enjoy.

Important Points to Consider:

- Involve professional directors of volunteers in your area.
- Get organized early. While a large steering committee is helpful for initial direction, small task-related committees get the work done.
- Investigate community resources and involve representatives on the committee.
- Capitalize on local resources, such as special buildings, unions, town and city departments, businesses, local politicians.
- Somebody, probably staff, has to be in charge of details as program takes shape. The list of details includes facilities, parking, fire laws, accommodations, props, electronic equipment, decorations, etc.
- Visit media early. Make plans for coverage before, during and after the event. Keep in touch as plans progress.
- Find a theme—both graphic and written—for use in all public relations.
- Don't count on any one source to get the word out—use media, mailings, word-of-mouth, newsletters, bulletins, flyers, etc.
- Find a "draw" to catch the interest of less involved community organizations, i.e., a scroll.
- Don't get discouraged! There will be hills and valleys as you go along. One secret is to have contingency plans ("If this doesn't work, then we will....").
- Write a *personal* thank you note to every individual or entity involved. If you recover, you may want to do it again.

Involvement Day,

First full committee meeting in VAC office. Presentation of idea, suggestions and delegation of areas of responsibility. Discussion of logo appropriate to both organizations. january 9	Meeting with director of WWSC radio station to explain project and enlist cooperation. january 10
	Volunteer calls to agencies about Involvement Day project form to be mailed shortly. Calls made to agencies not already told through regular contact about upcoming project. january 25
Small write-up sent to Warren County Publicity Office for calendar. Coordinator met with community college student to discuss feasibility study on improving landfill as an Involvement Day project. february 1	Committee meeting at VAC office. february 6
Publicity team and coordinator met to discuss service club list to be used and to identify one person within each organization to be contacted personally by a project committee member to reinforce request for cooperation at the next meeting. february 15	Volunteer enlisted to call many agencies who had not returned project forms. (Timing was important in order to write brochure giving examples of agency projects.) Envelopes typed for second letter to service clubs. february 17
Coordinator contacted proposed festival committee members to enlist their help. These included Jaycees, two VAC volunteers, and one person in volunteer entertainment field, as well as VAC board member serving as festival coordinator. march 3	march 10

Glens Falls, N.Y.

By Kirby McCaw Udall

INVOLVEMENT DAY. A SPECIAL DAY set aside for all citizens of the Glens Falls, New York, community to volunteer, to demonstrate their spirit of caring and helping. Cosponsored by the Voluntary Action Center of Glens Falls Area and the Council of Churches, Involvement Day was based on a similar event staged by the Voluntary Action Center of Kalamazoo, Mich. Individuals were encouraged to choose their own activity, while the project coordinator matched groups who needed or could provide service. A Saturday in spring was chosen as the date when the ground would be dry enough for such outdoor projects as clean-ups, gardening, painting.

A festival was planned as an end-of-day celebration of the community-wide voluntary accomplishments. Junior and high school bands and a student singing group were recruited to entertain the volunteers, while the Jaycees arranged for clowns, balloons and a demonstration by balloonists in The Spirit of Glens Falls hot air balloon for the children. Planners encouraged picnicking and provided free orange drinks donated by McDonald's.

The following outline highlights the main features of Involvement Day and of the coordinated planning effort. The project was approved and proposed committee members were contacted in December 1977, with Involvement Day scheduled for May 13, 1978. The planners learned, however, they could have accomplished more by starting earlier.

Kirby McCaw Udall was last year's project coordinator for Invovement Day.

Goals

- Encouragement of voluntarism by providing a variety of short-term volun-

Letter to agencies drafted. **january 11**	VAC director and volunteer coordinator (coordinator for project) meeting with editor of local newspaper to explain project and enlist cooperation. Agency letter to printer. **january 12**	Appointment with director of WBZA radio station to explain project and enlist cooperation. **january 13**
Mailing of letter and Involvement Day project form to list of agencies using volunteers, members of the board of supervisors and VAC board members. Letter to service clubs drafted. Meeting with volunteer director and chief of services at Wilton Developmental Center re coordination of their field day with our Involvement Day to secure volunteer help. This was a major project requiring up to 400 volunteers. **january 27**	Meeting with Queensbury supervisor to explain project and enlist cooperation, as well as to discuss possible projects. **january 30**	Meeting of Council of Churches. Local musician agreed to write an Involvement Day song. **january 31**
	Contacted bank re donating 1,000 printed balloons for festival. **february 10**	Meetings with superintendents of Queensbury and Glens Falls schools to explain project and enlist cooperation. **february 13**
Lum's contacted re donation of frisbees for festival. **february 22**		Involvement Day Committee meeting at VAC office. **march 8**
WBZA radio interview with Glens Falls mayor and Queensbury supervisor on occasion of proclamation of Involvement Day. Picture taken for local newspaper and WWSC interview with Involvement Day coordinator. Newscasts began at 12 noon. **march 14**	Proclamation and picture scheduled for paper, but not printed until 16th. Accompanying article included contents of brochure. **march 15**	Initial festival brainstorming session. Delegation of tasks, suggestions for entertainment groups and poster project chairman appointed. **march 17**

teer opportunities for people of varied ages and interests.
- Increased awareness of how many needs can be met in one day and by a "spontaneous" effort.
- Awakening of a continuing caring spirit and community concern.

Kinds of Participation

- Helping an elderly neighbor with grocery shopping or yard clean-up.
- Baking cookies for a friend.
- Visiting a shut-in.
- Roadside and park clean-up.
- Preparation of a garden for the blind.
- School children making posters.
- Bands and singing groups entertaining at the Wilton Developmental Center and at nursing homes.
- Redesign and landscaping of a children's playground.
- Newspaper collection for the recycling van.
- Knitting for the Cancer Society and hospital's maternity ward.
- Bloodmobile sponsored by the Council of Churches.
- Senior citizen museum tour and tea.

Management Structure

- Voluntary Action provided a project coordinator, who was the VAC staff coordinator of volunteers, phone and secretarial assistance. The Council of Churches provided a person, who was also on the VAC board, to coordinate and encourage church-related activities.
- A representative from each of the local governing bodies was asked to participate in the Involvement Day Committee.
- Two VAC board members formed a team to handle publicity, covering for each other when necessary, but in general dividing their areas between radio and press.
- A marketing and advertising professor from the community college was an active member of the committee.
- The VAC director assisted with personal contacts with the media.
- The Festival Committee was headed by a VAC board member with experience in this area, and the project coordinator served as liaison. Due to scheduling difficulties, these meetings were held separately from the Involvement Day Committee's meetings. This committee began its work in early March with a brainstorming session by a member of the Jaycees, two VAC volunteers, and a person deeply involved in local amateur entertainment.
- A poster committee evolved from the festival planning. The committee contacted school principals and art teachers for grades K-3 to have children design posters. The committee selected and placed posters in store windows for two weeks prior to the festival. On Involvement Day the posters were strung on clothesline between trees in the park and were used as decorations for the bandstand.

Cost

- Involvement Day was a low-cost, community-wide effort: The Council of Churches contributed toward the expense of a loud speaker system, paint for a senior citizen's house, postage and minimal printing. The VAC took care of the balance, including the project coordinator's time.
- Loud speaker system ($40), paint ($52), postage ($25), printing ($5), miscellaneous supplies ($10), coordinator's time (180 hours—$765).

Resources

- A local artist designed two coloring sheets with a helping theme for children and others participating in Head Start programs, a day care center, and a center for the developmentally disabled.
- The advertising and marketing classes at the local community college printed and distributed brochures, coloring sheets and reminder slips to be placed in grocery bags at all local stores.
- The City of Glens Falls provided insurance for the day's activities in the

Letters to school principals sent by poster committee chairman explaining Involvement Day and asking that children be encouraged to make posters to be displayed in park on Involvement Day. march 23	Member of publicity team on Glens Falls mayor's cable TV interview program re Involvement Day and VAC. march 27
Festival Committee meeting in VAC office. april 4	Council of Churches meeting re allocation of flyers to area clergy to be distributed to their parishioners the following Sunday. april 6
Coordinator spoke to Junior Senate meeting of Glens Falls Junior High School. Publicity meeting re VAC board's desire to "go national." It was learned a four-month lead would be necessary for a national magazine. april 19	Council of Churches noted to donate $50 towards Involvement Day expenses. april 20
Mayor's TV program on Involvement Day taped. Contacted Bay Fire Company re selling hot dogs in park. (They were not able to do this, as time period was too short and it was difficult to estimate sales.) Posters put up in downtown stores and malls. april 28	
	Project coordinator and Council of Churches coordinator on "Speak-Up," a one-hour live talk show. may 10

park, chairs for the bands, the continuing assistance of their special projects coordinator, and publicity through interviews on two of the mayor's weekly TV shows.

- A local bank contributed 1,000 balloons for release from the park during the festival.
- McDonald's donated orange drink and cups for 1,000 and a server.
- Two balloonists gave a demonstration in The Spirit of Glens Falls, a hot air balloon, at the developmental center and agreed to participate in the festival.
- A local musician composed a song for Involvement Day.

Publicity

- Initial coverage (TV, radio, newspaper) began March 14 with the Queensbury town supervisor and the Glens Falls mayor jointly proclaiming May 13th as Involvement Day.
- Pictures and story appeared in *The Post Star* on March 15. Radio stations covered the event as a news item.
- *The Post Star* ran regular feature stories and a "cut-out square" asking for suggestions of projects (to be returned to the VAC). It devoted a full page to coverage of activities on Involvement Day which was published the following week.
- "Headliner" show with Peter Rief on March 19 (taped March 16 with publicity team and the VAC director).
- Brief TV news coverage of the event on May 13.
- Radio stations shared spot announcements. WBZA ran spot announcements for two months; WWSC ran spots continuously and did an interview on its "Speak-Up" program. The community college's radio station and Rock 99 in the Albany area also ran spots.

Results

- Public was given opportunity to think and talk about their choice of involvement.
- Widespread participation of children.
- Some agency clients gave of themselves to others. For example, clients of a sheltered workshop made containers and started plants for shut-ins served by the Friendly Visiting Program.
- An exciting project which released a spirit of community, of caring and sharing. Everyone was a winner that day!

Contacted interested professor at community college re his recruiting success with student volunteers. march 29		Taping of "Headliner," Sunday am radio program, by publicity team and VAC director. april 3
First taping of Involvement Day song. april 7	Contacted hot air balloon people re timing for festival. april 10	School poster project article in paper. april 14
Posters collected from elementary schools. april 21	Selected posters for locations in downtown stores and malls, as well as ones to be saved for display on clotheslines between trees in park. Retaping of song delivered to radio station. Arrangements confirmed with Red Cross emergency van for festival. april 28	Coordinator met with publicity person to plan subjects for further newspaper coverage. april 27
Newspaper photograph in VAC office with coordinator and two members of The Women's Civic Club. Program with mayor of Glens Falls interviewing coordinator on progress of Involvement Day plans aired on TV. Confirmation of 13th Day Singing Group participation and rental of sound system for festival. may 1	Involvement Day song sheets, printed by the Council of Churches, distributed to festival entertainment groups. may 3	Coordinator spoke on Involvement Day to Interfaith Council. may 9
	Call from out-of-town newspaper for article. may 12	**INVOLVEMENT DAY.** VAC volunteer photographer took pictures to be incorporated in a display of volunteers at work. Coordinator manned phone from 9:00-1:00 p.m. to handle any problems, last minute volunteers or requests for help. Festival rained out just before starting time. may 13

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The 1978 VAL Index

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Back copies of VAL, *except the summer 1978 issue, are available from us for $2.00 each (prepaid).*

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

ADMINISTRATION (See **BOARDS, EDUCATION, PROGRAM PLANNING, RECRUITMENT, TRAINING**)

Make the Most of Your Time (Management). Anthony Arnieri, WINTER 1978, p. 13.

The Valuable, Vital Volunteer Job Description. John H. Cauley, Jr. and Hope M. Martin, SPRING 1978, p. 26.

The Intriguing World of Modern Management. Cara Lehmann and Dolores Glenn. Reviwed by Elaine Kohn, Books, SUMMER 1978, p. 42.

Money Isn't Everything: A Survival Manual for Nonprofit Organizations. John Fisher. Reviewed by John H. Cauley, Jr., Books, FALL 1978, p. 39.

ADVOCACY (See **RESEARCH, TAX DEDUCTIONS**)

Crediting Volunteer Work. Stephen McCurly, Advocacy, SPRING 1978, p. 22.

Debunking the Lobbying Process. Richard W. Clark, As I See It, SPRING 1978, p. 2.

Crediting Volunteer Work. Stephen McCurely, Advocacy, SPRING 1978, p. 22.

AWARDS

The 1977 National Volunteer Activist Awards. SPRING 1978, p. 13.

Volunteer Activists Honored in Washington. News, SUMMER 1978, p. 5.

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What About the Outpatient Volunteer?

By Mary Stanton

VOLUNTEER COORDINATORS seldom are pulled from professional ranks, although we come from almost every other quarter. If you are a volunteer administrator but not a social worker, psychologist, or vocational rehabilitation counselor, don't even consider using psychiatric outpatients as volunteers before doing a little research.

Sure you want to help. We all do. We wouldn't be in the profession we're in if we didn't like people and believe everyone is entitled to a chance for success. But wanting to help is no guarantee of actually helping. Without professional guidance real harm can result. Nevertheless, psychiatric outpatients *can* be incorporated into volunteer programs.

Many programs that involve outpatients are successful beyond all expectations. Such programs, however, have three factors in common: careful planning, periodic evaluation, and ongoing guidance by counselors who know their clients well. Before you expand your present volunteer program to include mentally handicapped volunteers, ask yourself if your facility is equipped to handle workers who may require a great deal in terms of space, support staff, and your own time.

My own success with outpatient volunteers has been mixed. On the basis of my experience, I suggest that four areas should be explored very carefully before accepting psychiatric outpatients as volunteers on your staff: your own attitudes about mental health; the makeup of your present volunteer staff; the flexibility of your organization; and each outpatient candidate's potential.

Mary Stanton is the director of volunteer services at Goldwater Memorial Hospital, New York, N.Y. Her article is based on her experience as director of volunteers for the Brooklyn Bureau of Community Service.

Your Attitude

Let's begin with you. As volunteer coordinator you are paid to perform personnel service, not casework. You are in the business of supplying and motivating unpaid staff. Complaints and requests for arbitration will be coming to you.

What are your attitudes about mental health? Are you likely to place a limit on the growth potential of someone who has suffered a bout with mental illness? Or are you more likely to be unrealistically optimistic about the extent of that potential? In other words, are you prepared to relate to emotionally disturbed people as people?

A friend of mine is a placement counselor in a large psychiatric outpatient pilot program in New York City. Recently he told me that one of the greatest obstacles his clients face is the initial reaction of their employers who perceive them as "handicapped." When an outpatient is placed, he says, coworkers and supervisors usually smile more than usual and nod approvingly at opinions they don't share. Everyone becomes maddeningly agreeable! This performance, my friend says, may make employers feel good, but it disrupts the normal give-and-take through which all people, emotionally disturbed or otherwise, learn how to deal with other people.

Ask yourself if you can be candid about a disturbed volunteer's unsatisfactory performance without being destructive or condescending. Will you be able to resist the temptation to say "Everything's going just fine," when it isn't? Sometimes it takes courage to be honest. It's easier to gloss over difficulties, but covering up won't help a volunteer who's trying to reestablish her/himself in a work situation.

In my own program at the Brooklyn Bureau of Community Service, I once placed a disabled veteran as a clerk-typist. Jerry suffered from a recurrent nervous disorder. From time to time this affliction rendered him incapable of sitting still or concentrating very well. On those days he preferred not to come in. Jerry's supervisor was a kind, but overprotective, lady who believed that because of his condition he needed a great deal of attention. She made it a point to chat with him every day he reported for work. Soon the "chats" began to last for an hour or more, since Jerry, who lived alone, was pleasantly surprised by her interest and took full advantage of her listening ear.

The supervisor finally complained that the placement was not working out. When I told her to put Jerry to work and leave him alone she was horrified—that would be rejection! Finally, I had to transfer Jerry to another department. He had no idea how much work piled up in his old department since he never saw it. He assumed he was transferred because the department's work was slow. He also assumed that was the reason so much conversation had been allowed. In his new placement Jerry was kept busy—the reason he sought volunteer work in the first place!

A necessary postscript to the exploration of your attitudes about mental health is a quick check of your motives. Be careful of accepting outpatients into your volunteer ranks in an attempt to satisfy your own needs. Playing social



worker will insure failure from the start.

I once accepted a volunteer as a youth aide against my better judgement and was eternally sorry for it. The man was elderly, unhappy at home, and really looking for a place to stay for eight hours each day. I felt sorry for him—and that's always bad motivation in our business. Willis was ineffective with the children, but quite willing to be a "go-fer" for the program. While he enjoyed the field trips, he soon came to resent not being paid.

Willis had no conception of the volunteer role in an organization, and that was my fault, not his. I felt good about being able to take him under the Bureau's wing, but he became a thorn in my side. The last thing Willis needed was to feel cheated after a long and unhappy life. We convinced him to try therapy after many unpleasant scenes. He taught me a valuable lesson.

Volunteers' Attitudes

The second area to consider is your volunteer staff. Evaluate volunteers in terms of their backgrounds, obvious prejudices, and levels of flexibility. Are they, as a group, the kind of people who readily will accept a handicapped volunteer into their ranks? This is a consideration you really can't afford to ignore.

In a recent study at the University of Kentucky, a group of social work students was asked to rank a list of disabilities on the basis of the amount of social distance they felt toward handicapped people. Researchers found that such hidden handicaps as asthma and diabetes generally were acceptable to the group. Mental illness, however, ranked with alcoholism and mental retardation as least acceptable. Stigmas and taboos, unfortunately, are still very much a part of life in the 1970s.

Will your volunteers bend over backwards on the other hand, and do harm in the opposite direction? Overacceptance can be as destructive as rejection. If your volunteers overreact and become overprotective, their new coworkers will resent it. It might be a good idea, therefore, to call a general meeting of your volunteers for a round-table discussion of their feelings about psychiatric outpatients. Attitudes, questions, suggestions and fears raised at such a meeting would give you an idea of the obstacles to be overcome before you proceed with recruitment.

I learned never to underestimate volunteers. They had a tendency to come through when least expected and most needed. Once I had a problem with two volunteers who both wanted to stuff and address envelopes. One was a recently widowed nonstop talker who never let reality get in the way of her many prejudices. The other was a black woman whose husband had left her with three small children. She was trying to make a comeback after a deep depression. I had one room and one table available for the job.

I asked them to start the project, and told them they would be needing more room. Then I frantically searched our building to find it. After much moving and a lot of grumbling from my staff, I made another room available only to find the two ladies smiling at each other and working very peaceably together. The talker, it seems, needed to talk, not really caring if anyone listened, and the depressed lady appreciated a diversion which required no concentration. Each filled the other's need and spent a very pleasant week together!

Staff Flexibility

And what about the paid staff? An attitudinal check also should be applied to them. In addition, ask yourself if staff supervisors have the necessary time and patience to give to a volunteer who may require it. One of the chief disabilities a bout with mental illness promotes is a loss of confidence. If a new outpatient volunteer becomes overly dependent, his or her lack of a good relationship with or lack of sufficient attention from a supervisor may prove overwhelming.

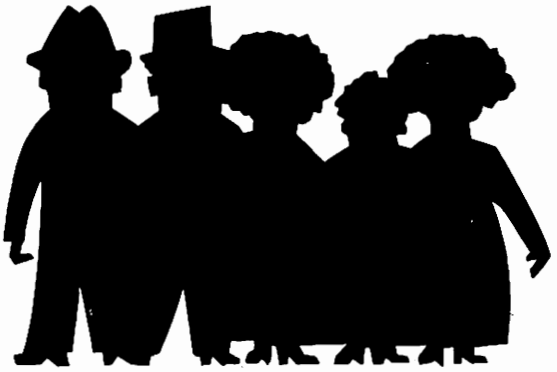
While a relationship such as the one Jerry had with his supervisor is undesirable and stifling, you do want your supervisors to devote sufficient time to teaching volunteers their assigned tasks. Those who fear mental illness tend either to avoid handicapped volunteers or to be impatient with them. If you do not have the faith you would like to have in your staff supervisors, it might be a good idea to invite them to your volunteer roundtable discussion before you begin to recruit outpatients.

Outpatients as Volunteers

In a recent article in *Rehabilitation Literature,* Stanford Rubin and Richard Roessler noted that while follow-up studies of patients discharged from mental hospitals show that the majority are rehospitalized within one year, employment seems to be a major factor which reduces the rate of readmission. For that reason, recruitment never will be a problem for you. V.A. hospitals, state hospitals and a variety of "half-way" programs usually will respond favorably to a call for volunteers. Indeed, you already may have been approached by any one of these institutions for placement, since volunteering often is considered a midway step between institutionalization and a return to competitive employment.

You must realize that if you employ psychiatric outpatient volunteers, your program will become both a testing ground and a training experience for them. The assignment will provide the applicant with an opportunity for what rehabilitation workers call "reality orientation"—a chance to test a person's functioning outside a supportive, protective environment.

Most outpatients desperately want to get back into the mainstream of com-



petitive employment. If you agree to bring them into your work situation, you should not hinder them. This is why honest evaluation is so important. Handicapped workers need structure, and if you are unable to let them know when they are doing a poor job you are fostering an unreal atmosphere. They will go on doing a bad job, believing it is satisfactory. This sets them up for failure. It robs them of the chance to test their capabilities "on the outside."

If everything seems to check out, and you feel confident that you have or will be able to get the necessary space, time and staff cooperation to include psychiatric outpatients in your volunteer program, I have one final piece of advice: Work closely with your volunteer's social worker or rehabilitation counselor. The counselor has the outpatient's case history and is trained to anticipate problems—on the job and off—before they become too difficult to manage. Should you feel you are capable of doing the counselor's job, you're doing your own job badly.

Once I employed a young, attractive outpatient as a volunteer typist. She was a fantastic typist and consistently was complimented on her work. But she always looked dreadfully unhappy. Elaine would glare at me hatefully, and when I asked her what was wrong, she'd deny there was a problem. Finally her counselor called me and explained the puzzling situation. It seemed that Elaine wanted to be assigned to our homemaker aide program when she applied for volunteer work.

She was not assertive enough yet, however, to state what kind of work she preferred. During the interview I discovered she could type and asked her if she would consider a typing assignment in our public information office. She readily agreed. If her counselor had not won her confidence and related the problem to me, Elaine still would be glaring and I'd still be wondering why. Today, she is a homemaker aide, happily working with cerebral palsy and stroke victims three days each week.

There are some problems you just can't cope with effectively unless you have been trained. For example, recuperating mental patients often relive their problems on the job. If they have failed in a previous training situation they may become overanxious in a similar situation, even on a voluntary basis. Old fears simply are rekindled.

Another problem which may arise is one of simple transference. If a volunteer is unable to get along with a supervisor, it may be because the supervisor represents a kind of authority figure with whom the outpatient always has had trouble relating. The counselor can help with these temporary setbacks. The counselor knows the full extent of a client's disability. He/she is aware of a client's educational background, work history, family situation and how it affects his/her behavior, financial background, interests, aptitudes and readiness for competitive employment. The counselor's judgement can be trusted in all matters concerning his/her client.

Cooperating with a counselor is added work for you. It will involve additional phone calls and monthly reports, but it must be done because feedback is essential to the progress of each patient. Suppose, for instance, a problem develops with a volunteer's appearance. Perhaps he/she begins to dress in an unsuitable manner or becomes careless about personal hygiene. Such sensitive problems can and should be passed on to the counselor who is not afraid to confront them. Without continued professional support a disturbed volunteer often is apt to make your program a goal in itself. He/she will nest at an enjoyable assignment and make no further progress. A good counselor, however, will see that his/her client uses your program to progress toward personal goals while performing productively for you. In that way everyone benefits.

Finally, when you begin to screen psychiatric outpatients as potential volunteer candidates you must accept or reject according to the same basic criteria used in assessing all applicants. This means a volunteer must be able to work independently. It is the ability to cope with both a heavy and light workload—sometimes both within the same day. Ask yourself if your applicants will be able to accept the free time available when their workload levels off. If they say they are nervous and "must keep busy," think twice. Most volunteer assignments are not distributed evenly time-wise. If a volunteer cannot cope with a fluctuating work schedule, you both are in trouble.

A volunteer also must be able to work with other people. Will your applicants be able to function successfully in a group? How might they react to coworkers who sometimes may be too busy to talk with them or sometimes forget to include them in their conversations or activities? Overt hostility is easy to spot; supersensitivity often is more difficult.

Evaluate your present position with a clear business head before taking on responsibilities you may not be able to fulfill. Although outpatient pilot programs are successful in many facilities, base your decision on your own organization—always mindful of the strengths and weaknesses of your own staff and your own volunteers. Remember, you are responsible for the volunteers already in your program and for the success of the overall program. You are a program administrator, not a social worker.

And so, what is the bottom line on outpatient volunteers? They can be a fine addition to your nonpaid staff, but you must be willing to expend a little extra effort. In the process, remember what business you are in, know your own limitations, and help where you can. It is demanding, challenging and often frustrating work. It takes maturity and courage on your part. You have a tough job—but then, you always knew that!

ADVOCACY

The Confusing History of the Child Care Tax Benefit

By Stephen McCurley

Of all proposals to create a benefit for volunteer work, none has had so speckled a history as the child care tax benefit for volunteers.

The concept is very basic: Any person who must pay for child care services in order to do volunteer work will be able to take a tax benefit for the amount paid out. The impact of such a tax benefit could have a significant impact, both on the total amount of volunteer time donated in this country, and on the time of day during which volunteer work could be done.

The Historical Labyrinth

At the national level, this simple idea has had an unduly complicated past. The confusion has stemmed from gaps in the Internal Revenue Code, and their subsequent interpretation by the courts and the Internal Revenue Service.

Under current tax law, all out-of-pocket expenses a volunteer can deduct must fall within the Internal Revenue Code's allowance of charitable contributions (as interpreted in section 1.170A-1(g) of the Income Tax Regulations). Under that provision a volunteer can deduct unreimbursed expenses made incident to the rendition of services to a qualifying organization.

But does that provision allow for deduction of child care expenses? As Hamlet would say, "There's the ruh."

In 1972 a volunteer named Susan Meehan in Washington, D.C., asked the Internal Revenue Service for an opinion on whether she could deduct the child care expenses she was incurring to do charity work. Ten months later, in early 1973, following the usual ponderous IRS processes, Meehan received a personal letter ruling from the IRS. The letter informed her that she could legitimately deduct her child care expenses as long as she was doing work for a tax-exempt charity and the work was the reason for having a babysitter. (Note: *Personal letter* rulings apply only to the individual under discussion, and not necessarily to anyone else.)

In December 1973, however, the IRS apparently decided that its previous decision, as expressed to Meehan, was not acceptable. In Revenue Ruling 73-597, IRS ruled that child care expenses did not constitute allowable charitable contributions, reasoning that:

> Since expenses for child care and household services have been held to be 'personal' expenses that have only an 'indirect and tenuous' connection to a taxpayer's rendition of *business* services, expenses for child care and household services are 'personal' expenses that have the same 'indirect and tenuous' connection to rendition of *charitable* services.

"Personal" expenditures do not qualify as being "charitable" in nature, since they are considered to be for your own benefit rather than that of the receiving organization. They aren't considered "out-of-pocket," since presumably you are the one receiving the benefit from them. This is the same reasoning that prevents you from deducting the cost of your own lunch when you do volunteer work: You can't deduct the meal because you had the benefit of eating it.

To the IRS, then, child care expenses were considered disallowable as charitable contributions. (Revenue rulings apply to everyone.)

This situation remained stable, basically, from 1973 to 1978. Then, in early 1978, the U.S. Tax Court's Small Tax Case Division rejected the IRS' argument and decided that a volunteer's child care expenses should be deductible. The court reasoned that child care expenses were analogous to auto expenses, which volunteers may deduct from their taxes.

Unfortunately for us, however, the decisions of the Small Tax Court are, like personal letter rulings, individual in nature and not binding on the IRS in regard to other cases. The only decision of widespread application on this subject is the 1973 revenue ruling disallowing the deduction of child care expenses by volunteers, and that is still the current position of the IRS.

The only decision of widespread application . . . is the 1973 revenue ruling disallowing the deduction of child care expenses by volunteers, and that is still the current position of the IRS.

You can, of course, strike a blow for principle and try to deduct it anyway. They can, of course, disallow it. And they will.

Doing Something About It

If this makes you angry, or at least makes you wonder about the omniscience of the IRS, you're in good company. Ever since the 1973 revenue ruling, people have been trying to change this situation.

At the national level, Rep. Quillen of Tennessee has introduced a bill in the past few sessions on Congress that simply would change the Internal Revenue Code itself to allow for the deduction of child care expenses. That is how child care expenses for working parents came to be deductible. Quillen's bill would allow a deduction of up to $400 per month for volunteers for governmental, charitable, and social welfare organizations.

Stephen McCurley is NCVA's director for public policy.

Recent changes in the tax code, however, have given us a potentially better alternative than the Quillen proposal: The Tax Reform Act of 1976 made the deduction for working parents into a child care tax credit; the volunteer child care benefit could be piggybacked onto that.

At the state level, similar proposals have been introduced. In 1973, for example, the California legislature considered a child care tax deduction bill. It stalled, among other reasons, due to the inability of the sponsors to provide estimates of the revenue impact of the bill. NCVA is now attempting to remedy this problem through economic examinations of past studies of volunteer work and charitable giving.

Like all volunteer bills, none of these proposals stands much chance without strong support from the field. If you're interested, and willing to do a little work, raise the subject with your local volunteer group. We'll be willing to provide whatever information we can, as will the other national volunteer groups and associations.

Let us know what you think. Send your suggestions and opinions to:

National Affairs
NCVA
1214 16th St., NW
Washington, DC 20036

Prop. 13's Impact On Volunteerism-A Report

By Ann Roberts, Jane Turner and Linda McKinney

Proposition 13 has created tremblers in the California volunteer community that could produce a major eruption. The California Volunteer Network (CVN), as an organization which identifies issues and enables collaboration among all sectors of the California volunteer community, finds itself in the eye of the storm.

An arm chair analysis of the overwhelming voter support for the initiative seems to indicate at least two strong strains of sentiment: the obvious economic burdens of escalating property taxation, and the belief that government is inefficient, costly and too distant and abstract in the services it provides. In that the initiative addressed itself to public sector funding, the impact on volunteer services both within government and community-based efforts only now is being identified.

In April 1978, Governor Brown stated publicly that voluntarism is a necessary part of our culture, making it more human, sensitive and progressive. He likewise has urged that citizen participation in government be encouraged to provide the kind of compassionate concern and individual attention not readily possihle in a larger faceless bureaucracy. California volunteer leaders, professional volunteer managers and line volunteers applauded this recognition of the value of the millions of hours that Californians give freely to help themselves, each other and their communities.

Since the June 6th election, Governor Brown's interest in voluntarism has become a bandwagon, attracting politicians, heads of government and community agencies, and conscience-ridden supporters of the Jarvis-Gann Tax Initiative who fantasize about an epidemic of good neighborliness that will sweep the state in a collective volunteer effort to restore any services lost as a result of Proposition 13 budget cuts.

Voluntarism has enjoyed a long, equal and dual tradition of helping others and self-help. Most of the time they coexist comfortably. In situations where members of self-help groups help themselves hy helping each other, they merge. This kind of activity is the romance in the soul of voluntarism—the elderly who collect food from harvested fields and bag it for distribution among their own; the neighborhood that builds its own pocket park after city hall says its too expensive and not a priority item. Indeed, such community self-help has deep roots in our nation's development and all can rejoice in the sense of pride that comes from "doing it yourself and not asking or expecting the government to do it for you."

Such need-generated, self-help volunteer groups are doing exciting things and deserve attention and support as an alternative to dependence on government services. But, it is clear that people have come to need and expect services and assistance that are beyond their neighborhood's current capability and their neighbor's willingness to give on such a personal level. Agencies—both government and private—undoubtedly will need to assume new leadership roles in the future.

A great number of private agencies enjoyed the involvement of volunteers long before Jarvis began his campaign. The degree to which volunteers have been integrated into government agencies ranges from token efforts to pacify demands for citizen involvement to well managed programs that truly complement the service objectives of the agency.

It is in the area of volunteer involvement in public and private agencies that the Proposition 13-induced eruption is building force. Here is where people's desires to help and be helped collide with the need of agency workers to maintain their jobs.

"Volunteers don't replace paid staff. They are here to help and to supplement, not supplant." This has been a basic and traditional premise of agency volunteer programs. Since June 6, in California, this position may not be defensible.

Volunteers are now caught between their desire to serve the agency clientele and the knowledge that that very service may place an agency employee in a position of even greater need than the client.

Volunteers are now caught between their desire to serve the agency clientele and the knowledge that that very service may place an agency employee in a position of even greater need than the client. Agency staff who have been supportive of community involvement in the form of volunteer activity may find themselves training someone who will replace them or a fellow worker.

In this confusing situation, the profes-

Ann Roberts and Jane Turner are staff members of the Los Angeles Country Probation Department and Linda McKinney is the deputy director of the Governor's Office for Volunteerism in Sacramento. The authors wrote this article on behalf of the California Volunteer Network.

sional volunteer manager or coordinator discovers that his/her job is one of the proposed agency budget cuts. These volunteer program managers, often the champions of volunteer activity, find they may be championing the death of their own career. Long time volunteers who recognize the absolute need for the agency linkage provided by volunteer coordinators are mourning their loss—and looking for other places and ways to give.

By late June, CVN became the discussion arena for a number of apparently competing interests seeking support. Several DOVIAs (Directors of Volunteers in Agencies) wanted CVN endorsement of strong statements that would discourage, if not demand, cessation of volunteer involvement in agencies and organizations which did not have professional volunteer managers.

Voluntary Action Centers were receiving requests for volunteers from government agencies without established volunteer programs and from citizen activists who proposed to step in and manage libraries and recreation programs. The VACs wanted a CVN discussion of the implications of these requests and some help in how to handle them in everyone's best interests.

The Governor's Office for Volunteerism had supported both service volunteering and community self-reliance efforts. Recognizing the wealth of accumulated skills and resources within the volunteer community, and the needs of linking these resources in the Proposition 13 era to community efforts in self-reliance models, the Governor's Office also looked to CVN to support and offer the necessary leadership to a broadened constituency.

At its June Steering Committee meeting in Sacramento, CVN responded to these various bids for support by calling an open task force meeting in both northern and southern California to hammer out a CVN position. Through a discussion process focusing on the commonalities of various statements by individuals, VACs and DOVIAs, the steering committee (a core group of 15 CVN participants plus any other CVN participant who chooses to show up—in this case approximately 30) developed the following statement:

Volunteerism/Proposition 13—A CVN Statement

Volunteers historically have been a vital part of our community. Whether volunteering in a hospital, a youth organization or in government citizen involvement is deeply embedded in the American tradition of people helping people. In addition, voluntary participation has been essential in sustaining and improving our democratic society.

In light of the adjustments caused by the passage of Proposition 13 there has been a greater need for volunteer help. In many instances citizens have given tremendous amounts of volunteer assistance to provide needed services being eliminated by budgetary cutbacks. The California Volunteer Network applauds these efforts and encourages others to join in and volunteer.

The California Volunteer Network also believes it is urgent for volunteers to support and assist with the provision of essential human services within organizations and associations where there is first a commitment of some paid staff time, some dollars or some "in-kind" contributions; where that service helps maintain people in their mental or physical health, safety or life support or fulfills stated goals of the helping organization or association; or where needs are being met by community based groups that spring up independently.

The California Volunteer Network calls on agency boards and executives and government officials to act responsibly by establishing policies which recognize:

- the rights and needs of volunteers serving in organizations and associations to be treated with dignity and provided with an adequate support system;
- the rights of citizen volunteers to play a meaningful role in establishing service policies and priorities;
- the sensitive situation which is created as volunteers move into service areas previously performed by paid staff and actively seek ways and means to build new and constructive relationships between paid and unpaid staff;
- the value of community based efforts of people to provide services to themselves in their own neighborhoods and communities and actively support these efforts with financial, legal and technical assistance.

With this statement, CVN has addressed its concerns of ensuring a public understanding of the support systems essential for successful volunteer efforts within a variety of settings. Proposition 13 has presented an unexpected, but not unwelcome, challenge to reexamine the role of the volunteer sector and has provided the impetus for what must be a continuing dialogue with public officials as new policies and priorities are established.

NICOV TAKES A LOOK AT...

ETHICS IN VOLUNTEERISM

Edited by Debbie Boswell
National Information Center on Volunteerism

A Beginning Dialogue

By Putnam Barber and Ivan Scheier

Editor's note: The authors used the words "ethics" and "values" interchangeably thoughout their dialogue. From their limited experience with this topic, they are convinced that many active volunteers and staff in the field welcome and are strengthened by the opportunity to take part in discussions on values/ethics. It is their hope that others who work with the volunteer community will explore this topic, use or adapt the process model presented here, and correspond with them about their results.)

Narrator: The dialogue format is used here to convey the real sense of struggle to understand this subject.

SCENE I

(1975, Boulder, Colorado, 5,428 feet above sea level)

Narrator: NICOV board members Put Barber and Ivan Scheier are reviewing recent patterns in NICOV technical assistance requests—questions asked at workshops, queries addressed to the library coordinator, etc.

Scheier: Here's one on the mechanics of recruiting.

Barber: Here's another from a director of volunteers: "Our agency is suffering serious budget cuts, though things might get better next year. Because paid staff are being laid off, I'm being asked to increase recruiting, maybe even to replace staff with volunteers. What's my best policy?"

Scheier: Here's one asking about the latest techniques for training boards.

Barber: This one is from a person who volunteers as a board member: "I believe deeply in what this agency is trying to do for the elderly. I also have reason to believe our agency director and some of our board members deliberately are overstating the effectiveness of our program in reports to our primary funding source. If I blow the whistle we could suffer serious funding loss, hurting our clients. If I don't .... Do you have a guidebook which tells me what to do?"

Scheier: Here's a question on how to conduct a screening/placement interview.

Putnam Barber is the administrator of the Washington State Office of Economic Opportunity and a NICOV board member. Ivan Scheier is the president of NICOV.

Barber: This one is from the executive director of a youth-serving agency which involves volunteers as companions: "We have many boys who could benefit from the services of a volunteer companion. Fairly far along in a screening interview process, an applicant stated that he was a former mental patient. Upon request, he gave us the name of his most recent therapist. The therapist told us he felt this person was reasonably well recovered, and that the volunteer experience would do him good. What screening methods will resolve this issue?"

Scheier: Maybe we should change NICOV's name.

Barber: Why?

Scheier: The key word in it is "information," right?

Barber: I see what you mean. Some of these questions can't be answered simply by giving information.

Scheier: Right, there doesn't seem to be any purely technological answer. Beyond a certain point, there's no "how to."

Barber: And whatever it is that's more-than-information, it isn't easy. I don't see any possible cookbook answers.

Scheier: Nor do I. It's uncomfortable. I want at least to identify the mysterious "other."

Barber: Suppose we think about that. Roughly speaking, there's a dilemma in each instance. The board volunteer is hesitating between wanting to be honest and fearing reduced agency services to the elderly. She values both honesty and the well-being of the elderly.

Scheier: Right. The director of volunteers seems torn between her belief that more volunteers should be involved, and her concern not to justify permanent job loss for deserving paid employees.

Barber: And the agency director likewise is in a conflict situation. He values the dignity of the volunteer applicant, and his right to participate and benefit from it. At the same time he values the well-being of the youth his agency serves. Also, he doesn't want to excite fears of people who might be future clients.

Scheier: I think what's more than information in this thing is values or ethics, the "why" kinds of questions, rather than the "how" kinds.

Barber: Approximately yes, but not all of it is ethics. None of these instances seem to question the *why* of volunteering in the first place, the social and personal values which prompt people to participate. Volunteers already are in-

...the why of volunteering, the social and personal values that prompt people to participate.

volved here, or are at least wanting to be involved. We're not questioning the value-based rationale *for* volunteering. We're talking about the ethical issues which arise when volunteers are already on the scene in service, policy or advocacy roles, interacting with career leaders of volunteers, paid staff and clients served.

Scheier: Well put.

Barber: Don't congratulate me. Jessie Kinnear of the Church Council of Greater Seattle, said it.

Scheier: Roughly then, ethics *within* volunteering as distinct from ethics *of* or *for* volunteering. I wouldn't push the distinction too hard; they probably overlap, but it will serve, for now.

Barber: And it still leaves a lot of ethics mixed in with the information.

Scheier: It also leaves me a little scared. We get a lot of these kinds of questions. We have much of the information needed; that's our business. But we're no better than anyone else on ethics or values. Maybe we should simply refer people to their pastors, ethics professors, or the like.

Barber: I don't deny that would be helpful. But I do say it's a serious abdication of a responsibility on the part of NICOV as well as pastors, ethics professors, and other volunteer resource organizations.

Scheier: But NICOV does not stand for National Information Center on *Ethics*.

Barber: Maybe it should! Look, our broader justification—and the same for any organization like us—should be to give people all the help we can in practical day-to-day situations in which they find themselves. And these ethical questions are coming up daily in the lives of volunteers and their leadership. They're not something *we* made up; nor are they classroom exercises. Besides, we've already agreed you can't really separate information from ethics in such practical situations. In fact, more information may sometimes help focus attention on the truly ethical parts of decisions.

Scheier: How do you mean?

Barber: Well, if our board member *knew* the funding sponsor was likely to cut funds when given a more honest appraisal of program effectiveness, her decision might not be that much easier. But she would know more clearly *what* had to be decided. And suppose our agency executive had solid information on past performance of ex-mental patients in similar situations? He at least would know whether there were, in fact, an ethical choice which had to be made between the well-being of client and volunteer applicant. In other words, ethical decisions are tougher when made in situational ignorance. With more information, we can dissect out the hard questions of ethics or values and focus on them.

Scheier: So NICOV needs to be working in this area?

Barber: Yes, definitely.

Scheier: A good speech. I think you talked yourself into helping us do something about it.

Barber: Ethics prompts me to say "yes," but where's the information to focus my decision?

Scheier: It's here: You say we have a responsibility to be responsive, but if there's such a thing as competency in ethics, we don't have it.

Barber: What's your competency in volunteerism?

Scheier: I'm not sure, but enough for the responsibility to try, if ethics is an essential part of volunteerism.

Barber: We've just agreed it is.

Scheier: Ethics *in* volunteerism, then. We've left the definition of ethics/values loose thus far, hoping we and others know generally what we mean even if we can't say it explicitly. But we also need an equivalent understanding of what we mean by "volunteerism."

Barber: *Two* undefined terms are too much. What's your suggestion?

Scheier: A broad definition of volunteerism we've been using with reasonably good acceptance: Any relatively uncoerced work, intended to help, and done without immediate thought of financial gain.

Barber: People will accept that well enough for us to go on to talk about ethics in volunteerism.

Scheier: As for the third word, "in," we know what that means, I hope.

Barber: And we've resolved to do something about the conjunction of the three words. Let's think about it and meet again.

Scheier: Good.

SCENE II

(Several months later at sea level)

Barber: You recall our conversation of a few months ago?

Scheier: Yes.

Barber: How does it set now? Was it a temporary high altitude mood, or the meat of the thing?

Scheier: The meat. I've checked with some colleagues and most seem to see the sense and the need for it.

Barber: I found the same feeling about it, too. The question is, what now?

Scheier: We should proceed to do something about it.

Barber: What's the first step?

Scheier: It's been taken. Carol Moore of the Association for the Administration of Volunteer Services (AAVS) just sent me a draft copy of a code of ethics they're preparing for directors of volunteer services. I'm impressed, first of all, by the basic ideas running through it, such as the dignity of the individual human being. I'm also impressed by a professional association that finds the issue important enough for investment of their time and talent. After all, AAVS is not primarily an ethics study group. They must see this as a vital part of the professionalism they encourage.

Barber: True. So the job's been done already?

Scheier: Not quite, and I don't think AAVS would claim that either. We now have something important to build on, but extensions are still possible.

Barber: Such as?

Scheier: AAVS naturally concentrated on ethical issues from the perspective of the administrator of volunteer services. Well and good. We can try to extend that to the viewpoints of other significant actors in the ethical dramas of volunteering.

There are some recurring patterns and themes related to ethical issues.

Barber: Volunteers.
Scheier: Paid staff and management.
Barber: Board members.
Scheier: Clients.
Barber: Anyone involved in a volunteer-related situation.
Scheier: Right. The scope is large. Who are the experts I wonder?
Barber: You've just named them—the people involved. They hold the answers. All we need is a process which helps them articulate instances and issues.
Scheier: And solutions, if any. Later, we can gather them all together in a set of principles.
Barber: Much later, and only if that much coherence actually comes out of it.
Scheier: It wouldn't be the first time our trainees have become our trainers.
Barber: Speaking of trainees, will anyone be interested?
Scheier: Last time we met, we saw that a lot of people were asking questions involving ethics or values. I assume they're interested.
Barber: And we can pilot test the process briefly in the context of a conference, then evaluate participant reaction.
Scheier: Right, but who will risk this with us?
Barber: We're both connected with NICOV, which describes itself as willing to take such risks through exploration at Frontiers conferences.

INTERLUDE
Events and Process

Narrator: In 1976 NICOV sponsored a half-day workshop on ethics in volunteerism, and the feedback process began. The next such discussion group participated in a two-day conference at Lake Wilderness, Washington, in the fall of 1977. (The conference was convened as a follow-up to NCVA's National Congress on Volunteerism and Citizenship.) The third session occurred in late October 1977 at the Minnesota Association of Volunteer Directors' Conference, which included a half-day workshop on ethics on its agenda.

A total of about 150 people participated in these three feedback sessions conducted by Barber and Scheier. Each followed a similar process. In the first step, participants were asked to record, in brief written form, "critical incidents" involving ethical problems or dilemmas which had happened to them or which they personally knew about. Usually they were about one paragraph in length. These instances, called "The Anecdotes," did *not* include the solution which may have been adopted, nor any identifying information which conceivably could embarrass any of the actors in the ethical drama.

After some introductory discussion, the anecdotes were distributed to small groups to discuss the situation and its implications, and to devise and defend suggested solutions or recommended action. In one case the small groups also were asked to develop a less-preferred solution, then analyze the differences between their preferred and less-preferred solutions.

The participants first were organized into dyads, then into larger groups of three or four dyads. Barber and Scheier recommended that each participant choose a person from a different volunteer context as his/her dyad consultant-partner. This was intended to enhance objectivity of perspective as well as to force each dyad partner to explain clearly the background of his/her solution to the other partner.

After the dyads' discussion, the sets of dyads worked over the anecdotes and recommended solutions, which were reported to the group at large. Then the groups worked on summarizing and categorizing the picture they provided of the day-to-day strains and challenges of living ethically within the field of volunteerism. Finally, these groups were reshuffled to give participants a choice of general ethical issue areas to work on.

SCENE III

(Early July 1978, a phone call from Boulder to Olympia)
Scheier: Put, we're under pressure to put it together. NCVA wants a *VAL* article delivered by late September. We also have a request to do a workshop session in late September at the Lake Sylvia conference in Minnesota.
Barber: Can we be ready?
Scheier: I think so. We've got good records on all three workshops, including copies of anecdotes and how people analyzed them, main conclusions reached, attendee evaluations, tapes, etc.
Barber: I think we should begin with participant evaluations. These people produced the material. We first need to know what they thought about it. Will you look it over and write me? Meanwhile, I'll be thinking about main substantive conclusions.
Scheier: Good.

[August 1, 1978, in a letter from Ivan to Put]
Dear Put:

Here's my overview assessment of attendee evaluations at the three workshops on ethics in volunteerism.

On the up side, most people felt the process increased their awareness of ethical issues in practical volunteer-related situations. They thought they'd be more sensitive to their occurrence in the future, less likely to blur or avoid them, or confuse them with technical questions.

Beyond this, people tended to feel the process helped them reexamine and clarify their own assumptions about their own value systems as expressed in practical situations. (Some people were surprised at what their operative values really were.) But some people wished they'd gotten more direction from us—or from ethical experts—in such matters as definition of ethics and how one goes about making ethical decisions in practical situations. Somewhat related to that was a quite pervasive sense of incompleteness. Time was too short for full closure; it didn't seem to matter whether the workshop took three hours or two days. I do think we have the opportunity to achieve somewhat more closure in more leisurely examination of workshop records.

Attendee evaluations confirmed what you and I saw in person. The subject vitally concerns people. Whatever their frustrations at a less than complete wrap-up, they were excited about it, and many of them intended to do more work on their own.

I think we have the same responsibility. Let's get together and go ahead with it soon.

SCENE IV

(Early August 1978, Tacoma, Washington)

Scheier: Where do we go from here? What did you think of my letter?

Barber: I agree with the gist of it. Certainly, that's the kind of thing people said on the evaluation forms after our sessions. In addition, the most frequent comment I recall was to this effect: "We need more practice in finding the ethical core of events, and in living with what we find."

Scheier: Which is consistent with what the philosophers say—no one can really do it for you in the realm of ethics.

Barber: Nevertheless, it's more than practice; there are some recurring patterns and themes related to ethical issues in the field. And the discussions people had in the course of the sessions do throw some light on what those issues are and what makes them special.

Scheier: We'd better list them.

Barber: Okay, I've got two: Finding a balance between the needs of clients and the rights of volunteers, and steering a course between the need for frankness in dealing with the public and the confidential, risky nature of what goes on in many programs.

Scheier: I've got two more: The volunteer coordinator has to accept responsibility for what volunteers do without either claiming the credit or giving up his or her self-respect. And the agency or program has to be sure there are sufficient rewards and satisfactions in the volunteer's work without abdicating long-term responsibility for program and clients.

Barber: Is it fair to generalize that many of the key issues arise out of the volunteer director's role as a broker or go-between?

Scheier: I think so. The business of being a matchmaker is well-known for its pitfalls.

Barber: That suggests we might get one sort of handle on the range of ethical issues by reviewing the working environment of a typical volunteer program or effort.

Scheier: Better look at people. Ethics is a *personal* subject.

Barber: Then we can start with the ethical decision-maker.

Scheier: And the cross-cutting loyalties that position is exposed to.

Narrator: Using handy butcher paper, Scheier sketches a "loyalty wheel" like the one he had worked out in Minnesota in 1977. See diagram.

Barber: That's great! A "map" like that will tell us where the hard questions are likely to come up, who the people or groups are that might be affected by your ethical decisions, and where the weight of your ethical decision is going to help or hurt.

Scheier: But it won't say what those questions will be, or how to answer them.

Barber: No. That's the point of the practice our colleagues have said they need and want. But the "loyalty wheel" does provide a convenient way of organizing the subject. It helps you identify the significant actors who might be helped or hurt by a particular decision. Then, when the hard choice comes, you can be more aware of your own value priorities.

Scheier: I think that's a key point our colleagues came up with: the almost inevitable conflict in all practical ethical situations. No matter how well developed your ethical position is, you rarely can help *everyone* concerned.

Barber: Right. All persons have dignity; every person deserves our respect and concern. But in many, if not most, volunteer-related situations you can't help one person (or one type of person) without endangering, damaging, or helping less another person or type of person. Rejecting the questionable volunteer may hurt him/her, but ultimately help the client. Accepting him/her may have the opposite consequence.

Scheier: The other part of the loyalty wheel that might help is the difference suggested between the left and right sides of it: roughly between values in relation to individuals and values in relation to groups.

THE LOYALTY WHEEL

Note: "Yourself," at the decision-making center, could be any person or group represented on the rim of the wheel. Up or down position on the wheel does not imply value priorities: the wheel can be rotated to change these at will.

Many of the key issues arise out of the volunteer director's role as a go-between.

Barber: It's not quite the same thing, but another pretty general theme among our participants was the possible conflict between personal and organizational values. If there is serious divergence, you've got to decide at some point whether to confront the difference, decide to live with it, or quit.

Scheier: I agree. The loyalty wheel could he developed to reflect these issues, too. In fact, I think it will work best when the person faced with an ethically conditioned decision designs his/her own chart or wheel specifically for that decision situation. The very process of designing your own decision chart or wheel may help you clarify the decision.

Barber: One case where reinventing the wheel is useful. But before we quit, we should say more about where volunteerism's key ethical issues come from. I still think they are related to the special situation of volunteers. Because there isn't a paycheck to balance the books, each volunteer represents an unknown potential "obligation" for others in the agency or program (including other volunteers). Good planning, good communications, and good interpersonal relations can set limits around that obligation, but the volunteer director is constantly on deck, responsible for making sure the whole thing stays in balance.

Scheier: Yes, but isn't the field well accustomed to the idea of nonmonetary rewards?

Barber: But we still must recognize that these rewards differ from person to person, program to program, time to time, and situation to situation.

Scheier: Right, a reward which may be perfectly okay in one place and time may be disastrously inappropriate in another. The volunteer coordinator has to be checking that balance all the time, and so do other decision-makers who may be involved.

Barber: I think the numerous anecdotes we got about volunteers' "rights" to preferential consideration for paying jobs in an agency are a case in point. In some cases, it's legitimate to offer this as an incentive for volunteer service. In other cases, it's definitely not ethical; for example, when you know the volunteer never could qualify for the job in the agency, or when you know the agency hiring policy is unlikely to permit it, however qualified the volunteer.

SCENE V

(Late August 1978, Denver airport)

Barber: Well, where are we?

Scheier: In the midst of a process, still exploring.

Barber: Yes. We've found a lot of interest in this subject. And we agreed before we began that a large part of it was always going to be up to individuals. People have to find the bedrock of their own values for ethics to enter everyday life.

Scheier: If we've been able to advance the subject any, it's because of the insights of the 150 or so colleagues who've taken part in the sessions.

Barber: You wrote something about that in your last letter to me.

Narrator: Barber gets the letter out and they look at it together.

Dear Put:

Drawing on our last talk, here are some further thoughts on themes emerging from the ethics workshops.

I asked myself what were the kinds of things in our colleagues' conclusions which would help other people confronted with ethically conditioned decisions in a volunteer context. I came up with this list:

1. Sensitivity awareness of when you are in an ethically conditioned, rather than a purely technical, problem situation. Otherwise, the danger is you will treat an ethically conditioned situation as if it were purely a "how-to" proposition. That is at least confusing and it might be disastrous.

2. Clear awareness of "where you're at" in your own personal values/beliefs. The "loyalty wheel" was one attempt to provide people with an aid in doing this. Sheer practice or rehearsal was another process we agreed would help with both of the points above.

Beyond that, the responses indicate it may be helpful to the decision-maker to refer to essentially similar values we all seem to share. At any rate:

The importance of human dignity is a main one. This includes the need for honesty in dealing with one another, and the desirability of offering all people the fullest opportunities for self-realization or self-actualization.

For recognizing volunteers as people, we value the need to express concern for other people and our special responsibility to help make this happen.

For recognizing clients as people, we want to help them define the circumstances and nature of help offered them and reject this help if they think it unsuitable. The client's right to privacy is a strong consideration.

We tended to consider these values quite fixed because they tended to be shared in common among our 150 colleagues who also confirmed the values previously identified in the AAVS code of ethics.

We did recognize, however, that such values may vary somewhat via cultural conditioning. We also recognized a certain "dilution" of pure ethics at survival or near-survival levels: stealing food on behalf of your starving family, dissembling by a starving organization. I am not sure how much we agreed to "excuse" this, and this leads to another major conclusion, unanimous, I would say. However clear you may be, or become, about your own values, they are often extraordinarily difficult to apply to decision-making in practical situations.

The next three points were thematic suggestions on improving this process of application:

3. **A policy statement of the organization(s) you're working with or for, if and as this policy statement clearly reflects the organization's mission and values.** This gives you and others concerned a clear, consistent and "fair" reference point for ethical decisions.

4. **Information—the more, and more relevant, information the better.** Please recall our earlier discussion of this in Scene 1.

5. **A systematic practical process for analyzing practical ethical problems and arriving at best possible solutions.** I

think we can claim some credit, with the help of our 150 colleagues, for making a contribution here. We've demonstrated that this process helps, after familiarization via rehearsals and regular practice thereafter. Incidentally, the process doesn't require a workshop. You can practice it in the relative privacy of a dyad or small group, back at the office, or in the board room.

As I look back over this letter, I can't help noticing how the theme of awareness and clarity runs through all five points, whether the clarity comes from information, policy statements, or rehearsal of an analytic process. This awareness certainly doesn't guarantee easy ethical solutions; nothing does. But at least it avoids the additional confusions and anxieties of ambiguity. I doubt if ambiguity ever helps resolve an ethical conflict situation.

Barber: Your points are also my sense of practical principles emerging thus far. But I'd like to add something to your first point about recognizing what's ethically conditioned and what isn't.

Scheier: What's that?

Barber: Ethics is not expediency. Sometimes what's ethical also may happen to be expedient; sometimes it may not be.

Scheier: Nice guys finish last?

Barber: Sometimes, at least in the short run.

Scheier: Yes, I see the point. Sometimes I felt our colleagues were struggling for solutions which were both expedient and ethical, when such solutions simply couldn't be found. The attempt to compromise literally compromised both ethics and expediency.

Barber: Agreed. I think we also need to say we have yet to isolate any special "causes" of ethical dilemmas in volunteer-involving situations. When we first talked about this subject I was absolutely sure that there's only one ethical topic worth talking about in the field of volunteerism: the special difficulties deriving from nonmonetary rewards for volunteers. You were, to your credit, less certain.

Scheier: I'm not sure what it means that no one in our workshops has brought that topic up. I don't think it's because exploitation of volunteers isn't an issue. But it's clearly not as central for the participants we've worked with as it is for commentators from outside the field.

Barber: People in the field already are committed to the idea that there are nonmonetary rewards.

Scheier: And people in the field see all the other problems on a day-to-day basis. They know, from everyday experience, that ethical problems are always with us. They come up, in practice, from unexpected quarters.

Barber: That's why the effect of having a code of ethics for the field can't be to get rid of ethical problems.

Scheier: My guess is that it works the other way. Once you have a code, you see ethical issues more easily and find that they require more and deeper thought to resolve.

Barber: I believe the code and the rehearsal process can be more effective together than separately.

Barber: What we learn from colleagues in the future will help.

Scheier: I'm particularly eager to see other things written on the experience of ethics applied within volunteering. Let's make sure we ask people to send us copies of ethical writings they've found useful or helpful.

Narrator: Send copies or criticisms to NICOV, PO Box 4179, Boulder, CO 80306.

AS I SEE IT

(Continued from p. 2)

they don't really understand why they are there. Unless all truly understand and can verbalize clearly the mission, they can't answer the question, "Is what I'm doing right now really important?"

A Fluid Internal Structure

Most organizations have a structure designed to solve historic problems that no longer exist. Line charts seem to be set in concrete. Archaic structural arrangements of divisions, branches and departments make it literally impossible for new programs to thrive and develop. While lip service is given to new programs, the structure itself does not allow for creative growth and development.

A System of Individual Objectives and Measurements

So much has been said about the importance of setting individual objectives. So much has been written on Management by Objectives, yet so few public service agencies truly practice this system. MBO can create a true sense of individual accomplishment and individual growth within the organization. Discouragement and despair flourish. The challenge to each individual is absent. The cliche, "how to survive from nine to five," too often becomes the objective in a culture which does not support qualitative measurements and individual growth.

A Common Organization and Management Language

Verbal confusion abounds in our public service agencies. Jargon and "alphabet soup" become so commonplace, it is difficult to communicate with those around us. We don't know if we should speak in medical model jargon, social science jargon, or public administration jargon. Everyone becomes confused. The words "logical consequences," "negative reinforcement," "punishment," and "being held accountable" all might mean the same thing, or they may have entirely different meanings depending on the user.

Decentralized Decision-Making Using Various Approaches

Centralized decision-making in a nonparticipatory climate still too often prevails. We still promote planning and evaluation by the top administrators, while we limit the workers to "doing." This limits the worker's stake in the organization. We still haven't learned to trust through a delegation system, and we haven't truly understood the meaning of such words as "responsibility," "authority" and "accountability." Decision-making still too often is done unilaterally at the top with not enough emphasis placed on the importance of many decisions made at all vertical levels in the organization, including the lowest levels. A redefinition of the golden rule for the organization too often is pervasive: "Those who have gold, set the rules."

Humor—A Significant But Too Often Forgotten Tool

I am convinced one can learn much about an administrator by viewing his/her office walls. My 12"-diameter Mickey Mouse watch on my wall constantly pulls me back to reality—or sanity—putting work in some proper perspective. Far too often I view social services workers as people who, from physical appearance, look as though a giant bird were clawing at their stomachs, or a 50-pound weight were placed on their backs forcing them to stoop down and walk slowly. Seldom do I see a twinkle in their eyes and the wit which would bring work into proper focus. Seldom do I see them standing tall and proud. It is important that we not become martyrs, flogging ourselves for not curing the ills of the world, or at least those clients we serve. This modeling often starts at the top and is adapted by those who work with us and for us. I increasingly have become aware of how my staff quickly picks up my mood or disposition. Our humor often becomes hard hitting at the expense of others, or becomes pointless.

Conflict Resolution—The Art of Managing Differences

Agency administrators take great pride in indicating to outsiders that they have no problems. One administrator once told me, "We operate at a steady pace. ... People do what's expected of them. ... We have no problems in our organization." It's impossible for me to believe administrators have no problems. It's also understandable that they would try their best to hide conflicts at times, pretending they don't exist.

A more realistic approach would be to admit that conflict and problems do exist and concentrate on becoming experts at identifying reasons for problems and attempting to resolve underlying causes. While it is easy to pretend problems simply will go away, we know they will not. Instead, they often disguise themselves in new forms and expose themselves in different places. Dynamic administrators working in dynamic organizations will have problems—perhaps many problems. It is the other administrators who are stagnant, who are "present but absent," who smugly can indicate the smoothness with which their agency is operating.

Personnel Who Are Reflective About Their Behavior

I often am asked by new employees, "What is expected of me?" While simplistic, the most appropriate answer in a progessive organization might be only that *they be expected to learn*. Mistakes would be expected and tolerated if learning was the end result. Given this philosophy, people become freed up to be creative and innovative. Learning takes place not only through the supervisor, but also through peers and others in the organization.

Recently I have found in directly observing employees (the best way of being helpful), they learn best through my asking questions rather than giving answers. Three key questions which promote learning and self-actualization I have found to be helpful are: What do you think you have done well?; what would you do differently if you could repeat your performance?; and, how can I be helpful? Candor is promoted and there is a demonstration that it can occur without rancor. I like to make a point of stressing the fact that most employees need to be helped at working more wisely rather than needing "assistance" in working harder.

High Mindedness and High Expectations

How important it becomes to expect great things of ourselves and those who work around us. *We are what people expect us to be.* There is much evidence to suggest that people who are given challenging tasks perform better than people who are given unchallenging or routine tasks. We've all heard much about the self-fulfilling prophecy. Professionalism and high quality of services, coupled with a code of ethics, reinforces this high mindedness, constantly challenging those in our organization to do and be the best possible.

Futuristic Orientation

The key to a healthy organization is in looking not at what it has been, but what it is going to become. The past practices, precedents and procedures are viewed only for what can be learned from them. Optimistic planning becomes more important than past failures. Human and organizational potentials are stressed. Leadership is hopeful and encouraging. Issues beyond immediate control are minimized so as to avoid constant failure and cynicism.

Room for improvement in our organizations? Of course, if we strive for a high level of excellence. And our organizational improvement will be noticed by all, *including volunteers*. We will become more competitive, for we are competing for something very valuable—people and their time. Let's face it, volunteers around us observe our behavior, our style of doing business. Volunteers simply cannot be fooled. While they may not share their observations with us, they will convey them to others. Not only will their impressions be conveyed, but more important, their behavior will be influenced.

Old cliches, such as the speed of the train being dictated by the engineer or the beauty of the orchestra lying in the artistry of the conductor, have direct implications for us, the public service administrators. The *success* of our operations must start with our own behavior. Let us never diminish our importance to those around us, for they are watching and learning.

READERS' ADVISOR

Readers Respond

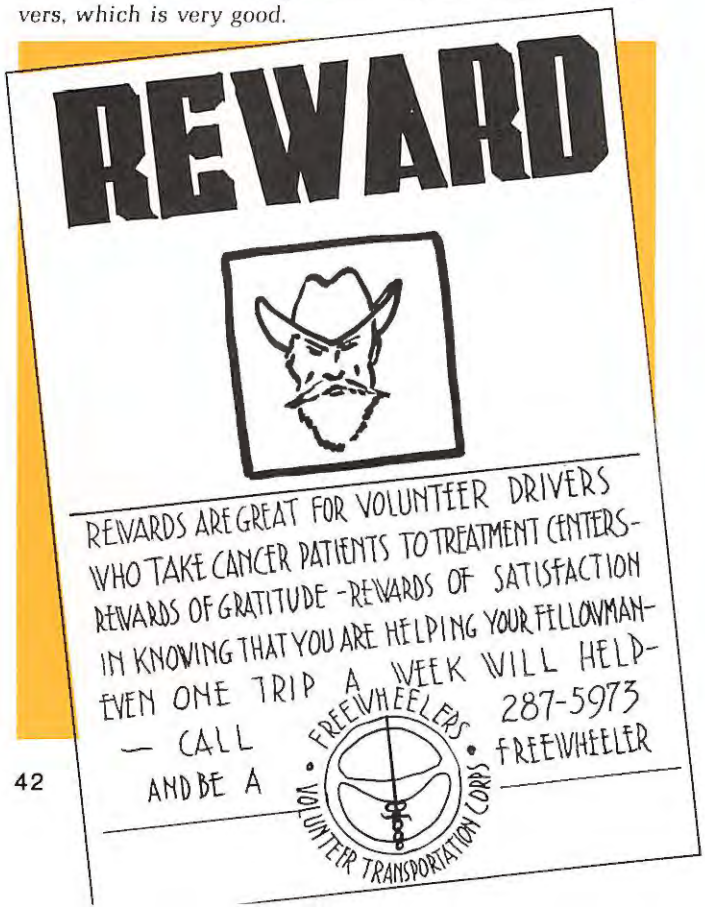
In the last issue, our dear Addie bid its farewell to *VAL* readers. (It was time for a well-deserved, indefinite leave of absence.) At the same time, Addie appealed to its readers to take over the column. To our delight, they have more than filled the void created by our errant volunteer advisor. Hence, a new name for the column: Readers' Advisor.

If you can help any of our readers who have specific program-related problems, send your suggestions to: Editor, Voluntary Action Leadership, 1214 16th St., NW, Washington, DC 20036. We'll publish them in the next issue so all readers may share your creative solutions.

On recruiting transportation volunteers (fall 1978, p. 42):

We also have a constant need for volunteer drivers to transport patients to their medical treatment. Recruitment is difficult and ongoing.

Enclosed is a poster developed by one of our volunteers. We have distributed it to all area churches with a request to post it on their bulletin boards and to mention our need in their church bulletin. So far this has produced five new drivers, which is very good.



We will be looking eagerly for responses from other agencies with creative new ideas on recruiting transportation volunteers.—***Ilse E. Rowe, Coordinator of Volunteers, American Cancer Society, Santa Clara, Calif.***

(Editor's note: NCVA's publications department sells for $1.50 a booklet, *Volunteer Drivers*, which contains specific transportation program descriptions and a related reference list of national resource organizations and publications. The reference list is also available separately for 50 cents.)

On women and volunteering for paid work (fall 1978, p. 42):

I suggest that you contact the larger colleges in Cincinnati and ask if they have an Upward Mobility or Women in Transition program with services similar to those listed on the enclosed flyer. If none are available in your town, you may wish to come to Hawaii (February is a very good month) for the course. (I've enclosed housing cost information.)

Meanwhile, I am sure you will find volunteer work excellent for exploring a variety of fields with a minimum of stress. Aloha—***Rosalind Cole, Coordinator, VOLINCOR, Corrections Volunteer Services, Honolulu, Hawaii***

(Editor's note: Rosalind Cole enclosed a flyer on the Hawaii Pacific College's Upward Mobility Program for Women, which offers intensive three-week training to help women with career development. The program is for women in transition—homemakers now seeking a career, women changing careers, those who want to expand their current job. The students receive either a certificate or college credit for the course, which focuses on decision-making, life goals, time management, assertion, and communication.)

Readers Need Your Help

Stressing Volunteer Commitment

I am interested in developing training around the concept of a "professional volunteer," emphasizing commitment and responsible performance, such as showing up for work on time or when promised. I've tried some very simple contracting, but keeping appropriate records is difficult. We have had to rely on individual sign-in and out which is only so-so in effectiveness.

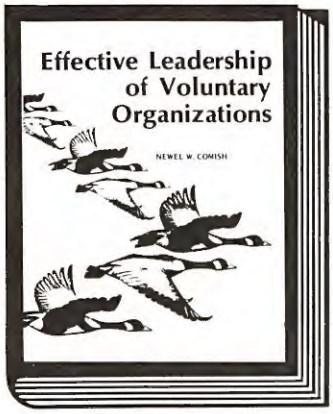
I have a primary concern in making volunteer work a satisfying and enriching experience for the volunteer, as well as a personal or professional development experience.—**Mary Anne Hayes, director of psychological services in a rehabilitation hospital, Winston-Salem, N.C.**

Diversional Therapy for Hospital Patients

We are a shortterm, community nonprofit hospital in the midst of a special corporate volunteer project: A local business is helping with funding and staffing of a diversional therapy program. This program will include a cart of craft projects to be taken to patients' bedsides and also the setting up of a special diversional therapy workroom/patient library.

Rather than "reinvent the wheel," we would like to profit from the experience of others who have developed and experienced such programs in similar settings—**Louise T. Berry, a volunteer director in Middleburg Heights, Ohio**

BOOKS



EFFECTIVE LEADERSHIP OF VOLUNTARY ORGANIZATIONS. Newel W. Comish, Ph.D. Anna Publishing, Inc., 2469 Aloma Ave, Suite 222, Winter Park, FL 32792, 1976. 205 pp. $12.95.

By Dorothy Birnham

Dr. Comish has put together a readable book which attempts to show how optimum leadership, with all of its many complexities, can be achieved. He does this in a simplistic manner, yet achieves what he set out to do, mainly by thoroughly explaining a variety of modern management techniques. These techniques appear to be both practical and useful for solving the problems of management leadership.

Comish has divided the book into two parts. The first section deals with "How Organizations Usually Operate," while the second part covers "Methods Leaders Use to Improve the Effectiveness of Voluntary Organizations." The author's handling of this material in this manner tends to emphasize the management effectiveness we are all striving for. The language is easy to understand and is constantly reinforced by clever, amusing and meaningful illustrations.

At the end of each chapter, Comish summarizes what he has discussed throughout the chapter. Bringing together the important facts in a summary gives the reader a handy guide to refer to merely by turning to the end of each chapter.

An excellent and rather extensive bibliography is presented for those readers who want to take advantage of researching further many of the topics he addresses.

It should be noted that the following paragraph appears in the Introduction and cannot be treated lightly:

"The final term which needs to be defined is EFFECTIVE as it applies to organizations and leaders. An *effective organization* is a group of people which is relatively more efficient in achieving its goals with the resources available than other similar groups with similar resources. An *effective leader* is an individual who influences the group he leads to be an effective organization."

The book gives the answer as to "how to" accomplish this in addition to giving many other answers for effective leadership.

. . . a readable book which shows how optimum leadership, with all of its many complexities, can be achieved.

The one bit of criticism I found was the incorrect usage of the word "sextant." This appears in the organizational charts as well as in the body of text. The correct word should be "sexton," when referring to a minor parochial official.

Although the book is small in content, its impact is quite the opposite. Leaders of voluntary organizations should find the book a worthwhile addition to their library shelves.

Dorothy Birnham is the director of the Voluntary Action Center of Suffolk in Smithtown, N. Y.

Frontiers

Regional Workshops

As one of the new National Leadership Development Program training events sponsored by NCVA and NICOV, the Regional Frontiers series brings you workshops of the caliber of the annual national Frontiers conference. Regional Frontiers gives you the opportunity to participate in workshops of national character and scope close to home at an affordable cost.

Where and When:

Frontiers Southwest—Albuquerque, N.M., April 3-5

Frontiers New England—Amherst, Mass., May 22-24

Frontiers Adelphi—Long Island, N.Y., May 30-June 1

Frontiers Mid-Atlantic—Philadelphia, Sept. 26-28

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(303) 447-0492

THE TOOL BOX

Compiled by Matthew Zalichin

The Liberty Cap: A Catalogue of Non-Sexist Materials for Children. Enid Davis. Academy Press Ltd., 360 North Michigan Ave., Chicago, IL 60601. 1977. 236 pp. $4.95.

The first part of this bibliography contains discussion of various issues involved in the process of making nonsexist materials available; the second part includes over 700 short-reviews of books and other materials arranged by age and subject.

Listen to the Children! Cancer Care, Inc., Department P, One Park Avenue, New York, NY 10016. 1977. 36 pp. $2.50.

The results of a study of the impact of a parent's terminal illness on the mental health of children. A clear and interesting presentation of findings which include increased deviant behavior, correlation of the child's behavior to the nature of the parent's disease and the parent's reaction to it, duration of illness, etc. Includes list of references.

By Sanction of the Victim. Patte Wheat. Timely Books, PO Box 267, New Milford, CT 06776. 1978. 208 pp. $5.25.

A nonsensational book about child abuse, written from the point of view of the victim (who did not survive) after years of research into the case. The author feels we must face problems like child abuse squarely if we are to hope to combat them effectively.

Resource Kit on Battered Women. Women's Bureau, Office of the Secretary, U.S. Department of Labor, Washington, DC 20211. ND. Free.

This kit provides lists of commissions on the status of women, regional offices of the Department of Labor's Women's Bureau, programs for battered women, legislative issues affecting them, etc.

Sexual Assault: A Statewide Problem. Eileen Keller. Minn. Program for Victims of Sexual Assault, ND. 141 pp. Free to Minnesota residents, $5.00 others. Residents order from: MN Program for Victims of Sexual Assault, 430 Metro Square Building, St. Paul, MN 55101. Nonresidents order from: State Treasurer—Documents Section, Room 140 Centennial Office Building, St. Paul, MN 55155.

Chapters include law enforcement investigation of sexual assault crimes, medical treatment of the victims, counseling the victim, prosecution of sexual assault crimes, and the child as victim. Appendices.

Self-Evaluation Career Guide. Ruth Crane and Marcine Goad. Pilot Books, 347 Fifth Ave., New York, NY 10016. 1978. 79 pp. $3.50.

This book contains eight self-administered tests to assist teenagers in a self-appraisal process of evaluating their skills, interests and career goals.

Organizers Clearinghouse Newsletter. Organizers Clearinghouse, 149 Ninth St., San Francisco, CA 94103. $10.00/year, appears monthly.

The newsletter is a listing of job and internship openings in non-profit public service organizations. The information is provided by the organizations themselves and is not verified by Organizers Clearinghouse.

Paraprofessionals in Mental Health: An Annotated Bibliography—1966 to 1977. Social Action Research Center, 2728 Durant Ave., Berkeley, CA 94704, Attention: Marge Mysyk. 1978. 414 pp. $1.50.

An extensive bibliography of sources in the field arranged by broad subject categories like theory, education and training, recruitment, etc.

Thank you for Shaking My Hand: A Guidebook for Volunteers and Those Who Train or Direct Them in the Long Term Care Facility. Charles Peckham and Arline Peckham. Program Department, Otterbein Home, Lebanon, OH 45036. 1977. 215 pp. $5.00.

Written by a couple with over ten years' experience in gerontology and volunteerism, this book gives the reader a detailed understanding of the long-term

care resident and his needs, and how to build a volunteer program to meet those needs effectively. Bibliography. Appendix.

The Idea Book. Kathy Koons. Council on Volunteers for Erie County, 110 West 10th St., Erie, PA 16501. 1977. 7 pp. $1.00 + postage.

This booklet gives the volunteer a simple guide to activities for one or more children with a minimum of equipment and materials. Includes games, books to read, etc.

Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings. Southwestern Region Deaf-Blind Center, Sacramento, CA 95814. 1976. 292 pp. Free.

This detailed and informative book has three sections: The first gives general information on the child's sight, hearing, health, language, etc.; the second is a practical introduction to body movement, eating, dressing, toilet training, personal hygiene and play; the third section introduces sign language. Clear illustrations accompany the description of each activity.

Good Things Can Happen: Your Community Organization and School Desegregation. Federation for Community Planning, 1001 Huron Road, Cleveland, OH 44115, 1978. 122 p. $3.50 ppd.

This handbook is for communities, such as Cleveland, which must deal with new desegregation orders. Filled with examples of desegregation efforts in different cities, *Good Things* emphasizes what can be done about problems and opportunities. Chapters cover the role of community organizations, questions most frequently asked, relationships with schools, projects that work, coalitions, building organizational commitment.

Saving Neighborhoods: Programs for Housing Rehabilitation and Neighborhood Revitalization. Cary Lowe. California Public Policy Center, 304 S. Broadway, Suite 224, Los Angeles, CA 90013. 1978. 64 pp. $2.00.

Discusses many of the issues involved in the complex task of upgrading neighborhoods. It is generally oriented towards governmental planning agencies, though community groups also will find it helpful, especially the sections describing federal and state programs involved in the effort.

New York Self Help Handbook: A Step by Step Guide to Neighborhood Improvement Projects. Karin Carlson. Citizens Committee for New York City, Inc., 630 Fifth Ave., New York, NY 10020. 1977. 143 pp. $4.95 + 75 cents postage.

Focuses on what a small community or block organization can do to improve the quality of life in its immediate area. The exhaustive listing of agencies in New York City make it a must for any group in that area, but others will be inspired by the wide variety of ideas for neighborhood improvement found here.

Shelterforce, 380 Main St., East Orange, NJ 07018. $1.25 per issue.

Shelterforce is a national housing publication that seeks to eliminate "shelter poverty" in America by providing a continuous flow of information on all aspects of tenant and housing organizing. The content ranges from tenant organizing to accounts of local movements and book reviews.

Let's Measure Up: A Guide for Volunteer Involvement Within Churches or Fellowships. Puget Sound Unitarian Council and Voluntary Action Center of Greater Seattle, 107 Cherry St., Seattle, WA 98103. 1978. 11 pp. $1.00.

This is a helpful booklet which asks the questions important to the process of setting up a program of religious volunteer involvement.

Bookkeeping Handbook for Low-Income Citizen Groups. National Council of Welfare, Brooke Claxton Building, Ottawa K1A ǪK9 Canada. 1973. 103 pp. Free.

A clear explanation of bookkeeping for a small citizens group just starting out, including why it's necessary.

Victims of Crime or Victims of Justice? American Bar Association, Section of Criminal Justice, 1800 M St., NW, 2nd Floor, Washington, DC 20036. 1977. 17 pp. $3.00.

This booklet represents an ABA symposium on victims rights. The experience of the victim, victims' rights litigation, and the future of victim assistance programs are among the topics discussed.

Court Monitoring Handbook. Unitarian Universalist Service Committee, 78 Beacon St., Boston, MA 02108. 67 pp. $2.50.

A guide for individuals and community groups interested in investigating and evaluating the standard of justice in their local court. It discusses court monitoring, what monitoring can change, and the role of volunteers in this process. Also includes a coding guide and tabulation sheet explaining what to look for.

Project ADVoCATE Manual for Establishing a Bar-Volunteer Project. The American Bar Association, 1800 M St., NW, 2nd Floor, Washington, DC 20036. ND. 39 pp. Free.

This manual for developing a local bar-sponsored offender counseling program gives advice on how to determine what is needed, get funding, decide which clients to serve, which governmental agencies to work with, etc.

Crisis Intervention. J.K.W. Morrice. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523. 1976. 119 pp. $4.50.

Covers the handling of psychiatric emergencies at an early stage. Emphasis on the need for greater cooperation between various professionals involved in mental health care.

LETTERS

Where Credit's Due

In the Advocacy department of the spring 1978 issue of *VAL*, Ohio was not listed as one of the states which credits volunteer experience for state civil service positions.

I felt this was in error, so I wrote the Ohio Department of Administrative Services for clarification. Enclosed is a copy of the letter I received from Deputy Director Philip Hamilton.

Please make your readers aware of this information.

—Dorothy L. Briggs
Coordinator
Volunteer Services
Zanesville City Schools
Zanesville, Ohio

Dear Ms. Briggs:

Apparently this particular publication *[VAL]* is unaware of the fact that subsequent to the adoption of our classification plan which was implemented January 4, 1976, qualifications are expressed in terms of training or equivalent experience whether it he paid or volunteer experience.

The criteria that our agency employs in giving credit for experience is whether or not it is job related.

—Philip S. Hamilton
Deputy Director
Division of Personnel
Ohio Dept. of Administrative Services
Columbus, Ohio

The Objective of MBO

The fall 1978 issue was made-to-order for the Voluntary Action Center of the Virginia Peninsula. It arrived just when our board was knee deep in "volunteer program planning"—setting 1979 goals and objectives hy the MBO process.

Celebrating a 20th anniversary year, time was ripe for taking a hard look at where we've been and where we're going. All this comprehensive information was received, fortunately, prior to the board's work session. (Sampled materials offered reasonable assurance we were on the right track!)

Management by Objectives does work for nonprofit organizations, and we recommend it to the uninitiated. It stimulated our VAC's board members to consider every aspect of agency administration, future planning, resource allocation, budgeting, standards and evaluation. Our well-worn copy of *VAL* survived, but we predict more will request reprints of those valuahle pages.

Thank you.

—Elsie Meehan Duval
Director
Voluntary Action Center of the Virginia Peninsula
Hampton, Va.

* * * *

I read with pleasure the article on MBO by Meridith Wesby in the fall edition of *Voluntary Action Leadership*. Having long ago found MBO to be the most effective management tool for planning and achieving results, I felt the article was an excellent introduction to volunteer program planning.

And then the letdown! The goals and objectives for the Voluntary Action Center of Waukesha County, Wisconsin, were used as examples. They contained not a single target date, nor a single measurable objective. In no way does this set of goals and objectives illustrate Ms. Wesby's article, as a brief review of her Step 4 under "The MBO Process" (p. 24) will indicate.

The Waukesha objectives provide an example of the very kind of vague planning that MBO seeks to remedy. For example, under Goal III, A—how many training experiences, workshops, etc. will indicate successful completion of the goal? One? Ten? Goal I, A—how much publicity? What kinds? When? Similar questions could be asked for each objective.

Please, for the benefit of those new to MBO, publish in the next edition a set of measurable, time-bound objectives that can serve as an example for those attempting to implement this kind of planning. One excellent example I have recently seen is the set of objectives developed by the Partners program in Denver, Colorado.

—Jean H. Sibbald
District Volunteer Program Specialist
Dept. of Health and Rehabilitative Services
Tampa, Fla.

Goals, Not Objectives

It is unfortunate that no explanation accompanied the 1979 goals and objectives of the Voluntary Action Center of Waukesha County, Wisconsin, in the fall 1978 *VAL*. The published list, of course, is not objectives! It is one important step along the way of setting measurable objectives for our agency. The published goals represent the work of the board of directors in establishing basic directions and particular emphases for the coming year. This particular document is an example of the MBO process through Step 3 only, as Meridith Weshy outlined MBO in her article.

Developing timed, quantified, and qualified objectives is the most crucial step in MBO. At VAC, Waukesha County, the MBO process up to the point of the published goals is primarily the work of the hoard of directors. While Ms. Sibbald classifies this step as "vague planning," we believe it is essential to use this approach in reaching objectives from our general purpose stated in the hylaws of the corporation. The objectives are developed finally by board committees and committee-related staff members from these goals.

I would be happy to provide a copy of our 1979 objectives which follow these goals published in *VAL*. Publication of our further defined, measurable objectives would have required several pages.

—Karen Gotzler
Executive Director
Waukesha County Voluntary Action Center
Waukesha, Wis.

An Apology

We did not mean to attach the words "and Objectives" to "1979 Goals" in the heading for the Waukesha VAC's goals. It was a BIG mistake, and we apologize to Karen Gotzler and the VAC board. (We'll print the goals and objectives of the Partners program in the next issue in the Follow-Up column.)—Ed.