Voluntary Action Leadership

FALL 1983

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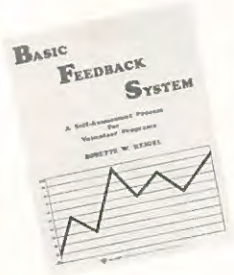

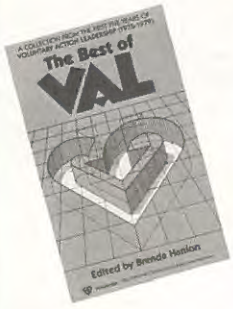

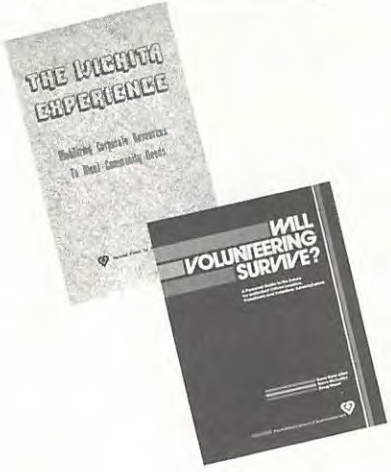

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Voluntary Action Leadership

FALL 1983

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FLASH!

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Contents

Features

Departments

Comment

Professional Growth

THE TWO MAIN FEATURES OF THIS ISSUE go hand in hand: leadership and certification. The latter gives recognition that volunteer administration has grown to the point where its practitioners can demonstrate and exhibit their professionalism. The section on leadership reminds us that there always will be room for further growth.

In explaining the new performance-based certification program sponsored by the Association for Volunteer Administration (AVA) (page 25), Mary DeCarlo emphasizes that this program is open to the entire profession—whether one is paid or volunteer, an AVA member or nonmember. But she also points out that the best part is unique among professional certification programs, and that is its recognition of experience as the basis for certification.

The requirement of developing a portfolio to demonstrate experience and skills and assess past and future paths has many benefits. Just ask any volunteer manager who has earned the designation "CVA" (certification in volunteer administration). I asked Mel Del Monte, CVA and Don Patterson, CVA, who talked about what certification means to them as well as to the profession (page 29).

We selected the articles on leadership development because they shared an orientation particularly appropriate to leaders of volunteer programs (page 20). Fred Fiedler, Leslie Lawson, Franklyn Donant and John Lawson talk about enabling others, working together, responding to needs, and they stress the importance of *practice* in explaining how to be an effective leader.

Useful articles are not limited to the cover features in *VAL*. Many are naturals for *VAL's* regular departments, such as the Follow-Up column that appears on page 15. Nancy Hedrick, director of volunteers at a Kansas mental health center, writes about a successful evaluation program her department implemented through a volunteer questionnaire. The results, which she shares, were revealing and helpful in determining volunteer motivation and satisfaction and in planning for the future.

* * * *

Thanks to you readers who took a few minutes to evaluate the last issue of *VAL* and return the form to me. The results show that almost all of you find the magazine at least moderately useful and interesting and easy to read and follow. They also show you would like to see articles on volunteer/staff relations and recruitment (these topped the list). So you will. It's not too late to let me know how you feel about *VAL's* looks and content. You can "Rate This Issue" on page 38, clip and return.

* * * *

Don't forget to tune in the 95th Annual Tournament of Roses Parade on Monday, January 2, 8:20 a.m. (Pacific Standard Time). Its theme is "A Salute to the Volunteer." You'll see VOLUNTEER's heart and the Aid Association for Lutherans' logo on either end of the third float in the line-up. The VOLUNTEER/AAL float will feature a rotating floragraph depicting exemplary volunteer programs and individuals.

For tips on taking advantage of this terrific publicity opportunity, write VOLUNTEER for a copy of the November-December issue of its newsletter, *Volunteering*. The parade will be watched by one million spectators along the parade route plus 150 million home television viewers around the world!

When we return, the winter issue will present Rose Parade highlights and photos. See you then.

Brenda Hanlon

Voluntary Action NEWS

Park District, Fraternity Benefit from 'Help Week'

By Pat Sims Hechenberger

In a time when fraternities are trying to recover from the stereotypical connotations of cruel "hazing" and excessive beer consumption, it was both exciting and challenging for the Champaign (Ill.) Park District to find out we would be the recipient of over 1,000 hours of manpower provided by 450 members of the Alpha Tau Omega (ATO) fraternity at the University of Illinois.

Alpha Tau Omega is credited with originating and promoting the concept of Help Week, which substitutes constructive campus and community service projects for the humiliating preinitiation "hell week" practices of earlier years. Now Help Week is the accepted standard for membership education programs of national fraternities and sororities.

The project began when local ATO administrators prepared for their national convention to be held in Champaign. The convention planning team contacted the local Voluntary Action Center for community service ideas. After hearing the types of projects the fraternity required, the VAC referred the group to the Champaign Park District.

Pat Hechenberger is the coordinator of volunteers for the Champaign, Illinois Park District.

Working under the fraternity's guidelines—a two-and-a-half hour project on a Saturday afternoon in August in which the men work together in one basic area—the Park District developed a package for what would become a huge and profitable example of volunteering in a parks and recreation agency.

To determine the kinds of jobs the volunteers would perform, the planners trodded along the district's creeks, parks and bikeways, recording needed maintenance tasks. The criteria for project selection included jobs that would accommodate groups of 25 volunteers and present more challenge than litter pick-up (though this was an option at each site). However, the jobs could not be so difficult that they would require extensive follow-up by the Park District's operations staff.

ATO members at work in Champaign Park District.

In retrospect, providing tools and equipment was the most difficult aspect of the ATO project. The director of operations and crew obtained additional tools via loans from school districts and neighboring park districts. These borrowed tools were labeled and divided by work site.

Once the tools and projects were organized the final week was spent in daily staff briefing sessions. These sessions provided the director of operations and two of his crew to review the plan with the district's coordinator of volunteers and to look for any potential conflicts or areas weak in organization. The Park District's responsibilities were primarily in the work aspects of this community service project; however, the district did work closely with the fraternity on transportation (shuttle buses from the dorm headquarters to the parks) and with publicity.

Finally, on a hot and sunny Saturday afternoon, 450 young adult fraternity men, clad in ATO t-shirts and gym trunks, descended on the Champaign Park District parks along the "Greenbelt Parkway." For many this was their first exposure to volunteer

Fraternity brothers work in group projects during Help Week.

work, yet everyone met their assignment with enthusiasm.

For the next two and one half hours, using paint bushes, wheelbarrows, shovels and plastic trash bags, the volunteers cleaned up and made improvements to the southwest portion of the Champaign Park District's parks. When finished, they celebrated their service with a trip down the water slide and a dip into the Park District's adjacent pool. Free Pepsi was provided while the men waited for the shuttle buses to return them to their dorms.

The Champaign Park District's collaboration with Alpha Tau Omega was a major undertaking that required meticulous organization and interdepartmental communication and cooperation. There were also costs involved for paint, litter bags, disposable paint brushes and supervisory staff time. Yet, the project resulted in cleaner parks, the completion of projects that might not otherwise have taken place, and good public relations in the community. The profitable teamwork between fraternity and park district on the project continues to generate positive publicity for both organizations.

Wonder Woman Ada Deer Advocates 'Change Within System'

By Richard White

"I decided early in life that I would devote the main portion of my energy to improving the condition of society."

This avowal, shaped by experiences as a young woman born on the Menominee Indian Reservation in Wisconsin, belongs to Ada Deer. As an activist for native American rights and chief of the Menominee Tribe, Deer urges American Indians and other citizens to participate "in the world around them" through peaceful means—by working within the political system.

"I am a woman, a social worker, an Indian," she says. "You might say I'm a universal token. I am a people person, an activist; not a talker. I encourage, motivate, stimulate, train and educate."

Ada firmly believes that it is important for American Indian people to understand the society and the political system under which the tribes and individuals must function and live.

"Generally, I think that Indian people, due to their long history of mistreatment, neglect and oppression by the federal government and others, rightfully have developed skepticism, suspicion and lack of confidence," she explained.

"However, when one is in a position of tribal leadership, one has to contend with reality—accept the responsibility of the position and work within the system," Deer said.

Her record of accomplishment and public service conveys this philosophy. As both vice president and congressional liaison of the National Committee to Save the Menominee People and Forest, Deer played a key role in the Menominee Restoration, a victory for tribal self-rule, which reversed the federal government's policy toward American Indians.

Deer was then elected chairperson of the Menominee Restoration Committee, which drafted a Tribal Constitution and By-Laws, and prepared the Menominee Nation for the resumption of self-rule over their reservation for the first time since 1954.

Today, she teaches in the School of Social Work and Native American Studies program at the University of Wisconsin-Madison. She also has directed Native American Programs at the University of Wisconsin-Stevens Point and the University of Minnesota, and has held a staff position in the U.S. Department of Interior's Bureau of Indian Affairs.

Deer was the first Menominee to graduate from the University of Wisconsin in 1957. She received her master's degree in social work from Columbia and holds honorary doctorates from the University of Wisconsin and Northland College. In 1977, she was a Fellow of the Harvard University Institute of Politics and was an Outstanding Young Woman of America in 1966.

An unsuccessful candidate for Wisconsin Secretary of State in the 1978 Democratic primary, she still is actively involved in partisan politics.

Rich White is a frequent contributor to VAL.

"I can't emphasize enough that it is possible to influence the political system," Deer said. "This is one of the precious rights we as American citizens have: to speak up, to speak out, to work for change within the system.

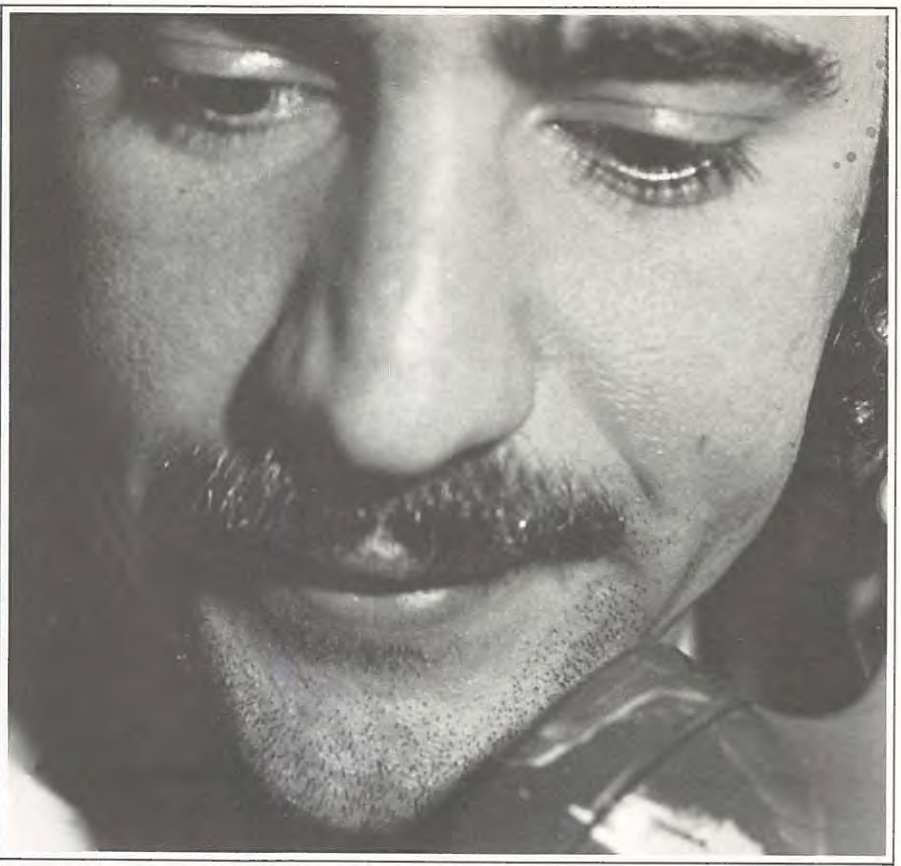
"Indian citizens, as well as other people, are afraid of 'The Government.' Who is the government? We are! The elected public officials are there to represent the people who have to act: write letters, give testimony, visit congressmen, and make their voices heard."

Deer was recently honored for her contributions to society when she was awarded a Wonder Woman Award. Sponsored by the Wonder Woman Foundation, created in 1981 by DC Comics, Inc., a parent company of Warner Communications, the award honors and provides financial sum to American women 40 years and older.

Deer was recognized for her exceptional abilities and personal effectiveness through public service. She has been a member of the national boards of Common Cause and the Girl Scouts of America, served on the Congressional Commissions on the Mental Health of Children and American Indian Policy Review.

She currently is a member of the President's Commission on White House Fellows and serves on the boards of INDEPENDENT SECTOR, National Association of Social Workers, Council on Foundations, and America For Indian Opportunity, to name a few.

Looking ahead, Deer observes the increasing signs of activism, interest and involvement in the Indian community. "There are capable Indians in this country," she said. "I meet young Indians in law school. I say, 'you can be a judge—start now.'"



Discipline Helpline Gives Alternatives to Corporal Punishment

By Feroza Allee

Overwhelming research indicates that corporal punishment is an ineffective way of dealing with discipline and that it is a contributing factor towards child abuse. (Hyman & Wise, 1979.)

"That hitting is a way to change children's behavior is a big American issue," says Professor Irwin A. Hyman, director of the National Center for the Study of Corporal Punishment at Temple University of Philadelphia. He has been working on the elimination of corporal punishment in the schools, and the idea of a primary prevention program, the Discipline Helpline, was a direct outcome of this effort.

A small grant from the Fels Foundation, volunteer staff, appropriate publicity, and evaluation helped Discipline Helpline become a reality in December 1982. The Helpline shows parents, teachers and caregivers that there are alternate ways to discipline children. It is not a "crisis intervention" service as are most hotlines.

"Hot lines are staffed by volunteer non-professionals, while we are staffed by volunteer professionals," explains Andrea Fina, volunteer program coordinator.

Fina views the Helpline's purpose as three-fold. "Primarily, it serves as an active listening agent for parents and teachers who may be frustrated by discipline problems," she begins. "Second, the Helpline furnishes short-term discipline intervention strategies and provides referrals for more intensive aid. Finally we disseminate infor-

Feroza Allee, a former VOLUNTEER staff member, is a writer working in Washington, D.C.

mation on research and workshops in discipline."

The Discipline Helpline is staffed by counselors Monday through Thursday from 8:30 a.m. to 4:30 p.m. At other times an answering machine responds to all calls. The tape identifies the Helpline service and instructs the caller to leave an identification and a telephone number. The volunteer counselors usually make contact within 24 hours of the initial call.

The volunteer staff consists of both professionals and paraprofessionals. Doctoral-level psychologists or graduate students who hold master's degrees in school psychology help callers with their problems. The volunteer staff also participates in several training sessions, which cover problems they may be dealing with.

"Generally they are competent to deal with most situations," Hyman says.

The specific way the volunteers handle clients is based on the "child variance approach," which has been developed within the last five years at the National Center. When callers describe their problems the Helpline staff decides whether the solutions fall into such various approaches as the psychodynamic, behavioral, sociological, ecological, biophysical or human potential.

As the caller talks the Helpline volunteer writes down pertinent information on form sheets. He/she makes a recommendation based on the appropriate category. Clients are told not to construe these surface recommendations as psychotherapy or in depth treatment. They are also told that they will be contacted later to determine if the suggestions were favorable.

In about 90 percent of the cases, the volunteers are able to give a consultation. In the case of severe problems suggesting pathology or child abuse, clients either are referred to appropriate services or are informed that they will receive a call in a day or two to recommend a specific course of action. Consultation with the supervisor helps clarify the nature of what outside referral may be.

Who calls Discipline Helpline? Mostly first-time parents and working mothers, although callers have ranged from presidents of corporations, lawyers and physicians, to factory workers and parents on welfare.

"We do a lot of listening and educating," says Fina. "Often, we have to inform parents what is appropriate behavior for a certain developmental stage. Some parents do not realize that it is normal for a two-year old not to share toys."

The common problems with children between the ages of 2 and 4 are temper tantrums, not sharing toys and hitting other children. Children 8 to 11 years old present problems such as not cooperating with rules and refusing to do chores and homework. With teenagers the most common problem is lack of communication. Parents are given advice on communication skills, alternatives to corporal punishment, and restructuring of discipline schedules. They are encouraged to be actively involved in dealing with the situation.

"The feed-back from the parents we've called is tremendous," said Hyman. "Most parents tried the recommendations and they worked." Few parents have called back for more advice.

Professor Hyman is now working on developing a model program. First, a thorough evaluation of the present program will be completed by December 1983. Then, Hyman will correct its weaknesses and decide how the Discipline Helpline can best be used. For instance, will the Center take on the responsibility of administering it? or will it just develop the program and let others use it?

Some university school psychology departments have shown interest in the Helpline. "We feel it is a little premature for us to be the experts and say this is the way to do it," said Hyman. But he is hoping that the Helpline will be more than just a university project—that it will become a community effort involving schools, police departments and other agencies.

"Only then can we really call it primary prevention," he said.

NATIONAL VOLUNTEER WEEK: May 6-12 1984

VAC-SAC Fills Special Need of Singles

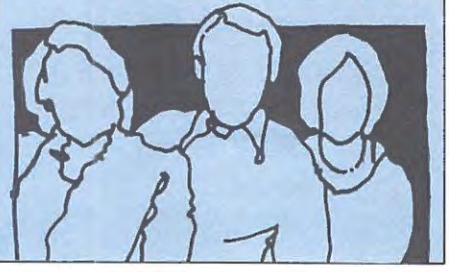
By Linda Hale

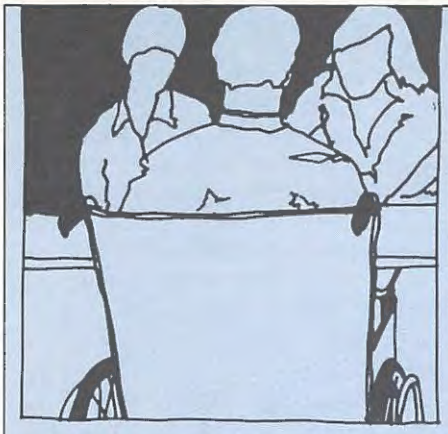
Thanks to the Voluntary Action Center of Middlesex County, N.J., volunteerism is working for area singles in a brand-new way. The VAC is providing them with an opportunity to volunteer together on short-term projects and build new social relationships at the same time. Called VAC-SAC (Voluntary Action Center-Singles Aiding the Community), this new kind of singles group claims over 70 members and is still growing rapidly.

Initial response to recruitment efforts through press releases and public service announcements indicated there was a number of single people seeking a vehicle through which they could contribute. Most of them had never volunteered before. Comments such as "I've been looking for something like this," and "it would be so great to get involved in something productive," were common among those who inquired about the group. Many social and/or service organizations are couple-oriented, and do not provide a place for single individuals.

"By offering a productive, meaningful outlet for singles' interests and free time, the VAC-SAC creates a more natural, relaxed setting in which they can interact," said Bonnie Templeton, VAC executive director. "Our emphasis is strictly on volunteerism. More natural friendships can develop among people who have worked together on a common project."

To address the varied needs of individuals VAC-SAC offers several different types of volunteer activities on a regular basis. Montbly projects involving the entire membership develop





cohesiveness within the group. These have included wrapping Christmas presents for hospital patients, answering phones for a charity telethon, and spending a day with retarded adults. As with other brokering relationships, the VAC provides project suggestions to the steering committee and makes arrangements with recipient agencies.

Through the VAC-SAC newsletter, members are also encouraged to organize smaller groups to run bingo at the "Y" or entertain at a nursing home, for example. In addition, the newsletter keeps members aware of VAC requests that would allow them to become involved in large-scale community projects such as fundraisers or local festivals. Happily, this exposure to the VAC has caused a number of singles to select individual placements as well.

The implications for recruitment strategy are clear. These basic concepts can be employed to recruit the members of any special interest group. The primary criteria are to fill a specific need of the group and to make it a profitable, worthwhile experience that is not likely to be provided anywhere else. Retirees, the unemployed, teen groups and new residents in the community are just a few examples of other potential target groups. The VAC, the group and the recipient agency all benefit from their newfound relationship.

Linda Hale, creator of VAC-SAC, is a recruitment coordinator for the VAC of Middlesex County,N.J. She teaches junior high in the Bridgewater-Raritan School District and is working toward her M.S.W. at Rutgers University.

Knights of Columbus 'Surges with Service'

By Richard White

In 1982 alone, a volunteer organization contributed over 13 million hours helping the physically and emotionally handicapped, aiding disaster victims, feeding the hungry, fighting mental retardation, comforting the sick and the elderly, and working with youth, hospitals and churches.

To most people, this achievement would conjure up such giants in the field as United Way or American Red Cross. Surprisingly, however, the source of this extensive community service activity is the Knights of Columbus, an international fraternal organization founded in 1881.

Until 1970, Knights of Columbus activities centered around the Catholic Church and internal programs, according to Harvey G. Bacque, director of services.

"In that year, we found the need to reach out, to make the Knights more relevant and timely to the community," Bacque said. "So we developed the 'Surge With Service' program to assist the elderly and other individuals in poverty situations. It launched our emphasis on community involvement and volunteerism."

In the last ten years, Knights of Columbus volunteers have contributed over 64 million hours in community service to youth, hospitals, orphanages and churches, and donated $225 million to charity.

This year, the Knights introduced a new theme, "Volunteers in Action," to promote volunteer networking and program exchange with other fraternal organizations and with volunteer groups and service organizations.

"People have thought of the Knights of Columbus as a secret society or men dressed in funny-looking costumes carrying aronnd swords," said Bacque. "We have always been a volunteer group. All of our services are given voluntarily by nearly a million and a half members in 7,500 local councils. We encourage working openly in cooperation with other groups."

For example, a popular joint effort involves the American Red Cross cardio-pulmonary resuscitation (CPR) course. "Many of our councils are active in the CPR program," Bacque explained. "The Red Cross provides the teachers and Knights provides the facilities for teaching. Our members promote the courses within their communities and participate in the training."

The national Knights of Columbus office, headquartered in New Haven, Conn., provides local councils with handbooks, resources and assistance in pursuing volunteer activities while allowing these councils to determine what needs to be done in their respective communities.

"If we went to a community and asked, 'What can the Knights of Columbus do for you?' that response would become the local program," Bacque said.

Local councils are active in com-

Father Rosensteel Council (Silver Spring, Md.) members give an annual Christmas dinner and program for 200 elderly citizens at the Council home.

Knights unload government surplus food for distribution to various charitable and community groups in Maryland who feed the needy. The Father Rosensteel Council originated this program, which is now run by the local Archdiocese.

munities throughout the United States, Canada, Mexico, the Philippines, Puerto Rico, Guatemala, Canal Zone, Guam and the Virgin Islands.

Members' voluntary contributions vary from cooperative ventures with other fraternal organizations such as the Jaycees, Lions Clubs or Masons, to Little Leagues, Special Olympics, Heart Associations, even the federal government.

Last year, the 500-member Silver Spring, Md., council volunteered 6,500 hours distributing government-donated butter and cheese to the elderly, handicapped and unemployed. At the same time, they supported the Mount Carmel House, an emergency night shelter to homeless women in the Washington, D.C. area, and provided weekly transportation to church for senior citizens.

Here are some other examples of local council volunteer activities:

Knights in Prospect, Conn., held a fundraising drive to buy a "jaws of life" tool for the local volunteer fire department. The tool is used to extricate automobile accident victims trapped in cars.

Members of Davis City, Philippines volunteered their time to finish building a home for a resident stricken with Hansen's disease, who could no longer do the work himself.

Berkeley, Calif., Knights of Columbus volunteers sponsored a six-hour classroom refresher course on safe driving for persons 55 years of age and older.

Last Christmas, 50 council members in Campbell River, British Columbia, spent 1,500 hours canvassing the community to collect food, money, toys and other items for the needy.

When two young men were involved in an automobile accident that left them unconscious, council volunteers in Windthorst, Texas, volunteered to sit up each night with the boys until they regained consciousness. The vigil continued for two months.

Members of the Union City, Tenn., council sponsored a series of workshops dealing with drug abuse for youth and their parents. Volunteers donated meeting facilities, provided materials and conducted a publicity campaign with local news media.

Over 3,000 hours were volunteered by members in Albion, Neb., to renovate a building to be used as a senior citizens' center for serving meals and providing entertainment.

A unique program sponsored by the Knights of Columbus is Matthew House, a hospitality house adjacent to the Washington State Reformatory.

"Matthew House helps stabilize relationships with prison families by providing an oasis of help and friendship, linking families with welfare programs, finding them a place to stay, giving free clothing, offering counseling and just being there," said Father Richard Stohr, director of the prison ministry in Seattle, Wash.

"Having a place to leave the children is a boon to both parents when one of them is in prison. The prison system, in order to screen out drugs and contraband and to maintain security, makes it difficult for families to carry on satisfying relationships with their loved ones when visiting," he explained.

Deacon Robert Miller, chaplain at the reformatory, said, "Matthew House eases the prisoner's mind when his wife comes to visit. He knows their children are being taken care of."

Knights has conducted fund-raising drives to purchase a passenger van for Matthew House to assist in transporting families of prisoners from home to the prison. Council members also conduct bingo games and other programs to assist in paying operating costs of the facility.

"Volunteerism has always existed in the Knights of Columbus," said Bacque. "It has just become more prevalent because of the current economic situation.

"Volunteering is neighbor helping neighbor. This is our reason for existence."

Wisc. Citizens Band Together In Nuke Watch

By Linda Thornburg

"The remarkable thing about the nuclear free zones movement is that it cuts across all political, socioeconomic and cultural lines," says Bill Christofferson, the head of Nuke Watch, an information and resource center for nuclear freeze and free zone grassroots efforts in the Midwest.

Nuke Watch, headquartered in Madison, Wisconsin, and similar groups such as the Baltimore-based Nuclear Free America, have spawned a series

Linda Thornburg is a frequent contributor to VAL.

of campaigns in townships and cities throughout the United States to have specific areas declared nuclear free zones. Such a zone is any place—a school, a neighborhood, a city, or a state—that has been declared "nuclear free" by the residents or owner. The NFZ concept is to proclaim a location off limits to the design, testing, production and deployment of nuclear weapons. Groups also can withhold consent to any other activity that supports nuclear weapons development, including military research, nuclear waste burial and uranium mining.

Citizens all over the country are organizing to deal with specific issues of their local communities. Some are protesting nuclear energy plants as well as the manufacture of weapons and the transportation of nuclear wastes. Some are boycotting firms that are involved in the production of parts for nuclear weapons. Still others are attempting to get ordinances passed forbidding the locality to invest in companies that manufacture weapons or in other ways contribute to their proliferation.

Wisconsin, where Nuke Watch was first active, has 12 NFZ townships, the greatest number of NFZs in any one state.

"Wisconsin has a tradition of progressive activity," says Joshua Mark, a baker in Washburn, who helped organize the township NFZ movement in the northern part of the state. "Old timers here have been involved in the environmental movement for years."

Mark generated snpport for resolutions passed at town meetings mainly through telephone calls shortly before the meetings. "Basically, it was pretty simple to get people to vote for the free zones," he said. "We just coached those people we knew had an interest in the issue and gave them the courage to go to the meeting and vote. We consciously kept the campaign low key because a lot of people have changed their minds (from pro- to anti-nuclear) in the past couple of years. We didn't want to polarize the community, to make it seem like a big, centralized effort or a fancy, slick downstate maneuver. People here are sensitive to that kind of thing. The whole movement really happened by itself. The township system is pretty democratic."

Mark thinks the resolutions are only "relatively important"; they provide a sense of accomplishment for a time and they may he useful if the townships decide to introduce ordinances banning uranium mining or nuclear waste disposal, two issues that worry many people in northern Wisconsin where a nuclear waste disposal site is under consideration.

Christofferson says most organizing in Wisconsin is done at the local level, sometimes by people who have never been politically active. Their efforts had an impact on the Wisconsin State Senate, which this past June passed a resolution declaring the state a nuclear free zone and pledging not to support any activity related to the development or use of nuclear weapons. In September, citizens made Wisconsin the first state to approve a nuclear freeze referendum.

The main purpose of the NFZ campaigns is to educate the public. "People have to have enough information to make decisions about their own lives," Christofferson says. "These things are too important to be decided by a small elite group in Washington."

Local groups can obtain from Nuke Watch a kit that contains press clippings about other campaigns, information on how to research local nuclear activities, a bibliography on nuclear and the anti-nuclear movement, and paraphernalia such as buttons, bumper stickers and posters. Nuke Watch also has a speaker's bureau and publishes a newsletter, which is distributed to more than 5,000 readers.

For further information, contact Nuke Watch, 315 W. Gorham St., Madison, WI 53703, (608) 256-4146.

Volunteer Arbitrators—Quick, Commonsense Decision-Makers

By James H. Shields

Americans are as likely to sue as to propagate, and the offshoot is courts that are clogged to their judges' chambers. But of all the proposals for reform, arbitration seems the most sensihle solution. As Chief Justice Warren Burger points out, "The courts need help with dispute resolution. They need alternative mechanisms like mediation, conciliation, and especially arbitration."

One such mechanism is the National Consumer Arbitration Program, a volunteer project begun by the Council of Better Business Bureaus in 1972. Involved in all types of disputes, it offers quick, free, commonsense decisionmaking in a forum notably lacking in rancor, stress and technicality so common to the courtroom. All volunteer-operated, the program is an alternate place of reckoning whose aim is avoiding courts, and whose decision is binding.

Jim Shields was trained as a lawyer and works as a freelance writer in Washington, D.C.

The nation's capital has an especially active program geared largely to the needs of the country's automotive industry. Two of its volunteers, Bert Subrin and Sean Buchan, take part in its Autoline program for General Motors disputes. Subrin, a lawyer, is a veteran of 26 years with the National Labor Relations Board. Buchan is also in labor-relations work, currently with managment for the U.S. Department of Labor, but formerly on labor's side for the Montgomery County, Maryland, school system.

Both Subrin and Buchan have their own styles of arbitrating. They follow format, of course, explaining the ground rules, reviewing the issue, ensuring the arbitrator knows none of the principals, but they engage in other wrinkles, too. Many they learned in BBB training sessions.

Subrin likes showing up "a minute or two late." That bars the fraternizing that could threaten fair play. Buchan is partial to playing devil's advocate. And when someone persists

with a bad line of argument, he warns that person right off that he or she is losing points.

"That tunes them in where the arbitrator's coming from," he explains. At times his parties will ramble in stating their cases, or "wander kind of recklessly," but he wants all their points made and doesn't cut them off as he once might have done.

As for prepping consumers for their roles in the hearings, Buchan has only praise for the BBB's good work. "They stress how documentation is crucial if you're to get a good decision," he says. And Subrin has noticed how the consumers uniformly are better prepared than the manufacturers they confront. He says they come armed to the teeth "with big folders of exhibits, photographs, or affidavits."

Sessions are quick and to the point. Subrin arbitrates on his lunch hour, generally at the BBB offices in downtown Washington. Buchan's sessions are usually two to five hours—still a speedy process by normal courtroom standards.

Flexibility is another advantage. If a camshaft wears down just 12 miles out of warranty, the consumer could still prevail. Subrin heard an auto paint-job case fully two years after the warranty had expired. He went into it expecting an open-and-shut case for the company, but wound up ruling for the customer instead. It was one of his toughest decisions.

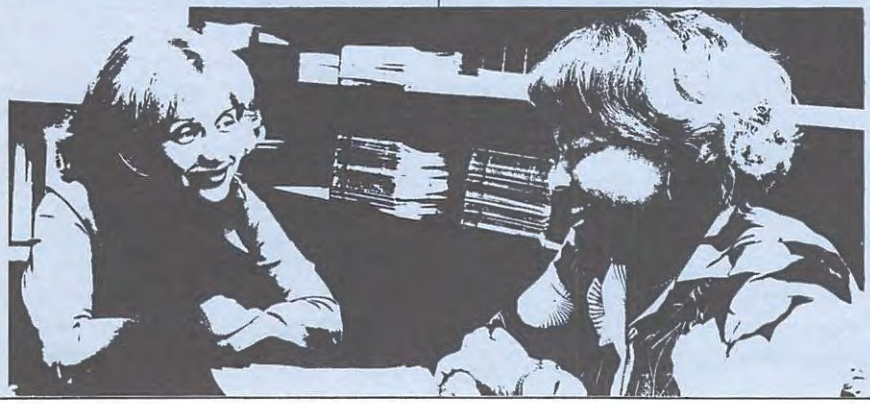
At any given point, the parties can suspend their proceedings with an offer to settle. "If there's a common thread running through my cases," Subrin says, "it's a failure of communication, where people have been too busy to sit down and listen." One of his hearings began with the usual stand-off, the opposing parties rearing to state their cases: the mechanic, in overalls and straight from the shop, and the customer, an attractive veterinarian, squeezing some time from her schedule. But as the session wore on, they softened their moods and started "communicating." Subrin sensed the change, suggested they talk, then left the room. In five minutes they had patched things up.

In their three years each of arbitrating, Buchan and Subrin have only a playful complaint: Both want more cases. Buchan could do with subpoena power, too, the better to hear all the evidence he needs—often from Detroiters conspicuously absent. And Subrin does insist on sending his decisions to disputants, flouting the BBB's belief that reasons behind rulings are better left unsaid. But that's as far as genuine criticism goes. To the contrary, given the costs and the backlogs in present-day courts, Subrin believes the Arbitration Program is "an inexpensive way to get a pretty fast decision."

For much of his life Subrin has wanted to arbitrate. In law school he even cornered Archibald Cox, his labor law professor at Harvard, to ask how to become an arbitrator. "God," Cox answered, eyeing him with puzzlement, "I really don't know." There seemed to be no clear path.

Now that he's volunteering for the Better Business Bureau, he can't get enough of it. "I just love it," he says, "you're helping resolve disputes that aren't three years after the fact."

Buchan agrees. "It's a very interesting program. You don't really understand both sides quite as well until you sit right in the middle." Then, pausing for emphasis, he adds, "But an arbitrator does have that luxury."



Nominations Open for President's Volunteer Action Awards Program

By Richard Mock

President Reagan has announced the third annual President's Volunteer Action Awards, a program that honors outstanding volunteers and volunteer groups, thereby focusing public attention on the contributions of the nation's 96 million volunteers.

Reagan will present the awards at a White House ceremony in early May to recipients nominated from ten categories:

- Arts and Humanities
- Education
- Environment
- Health
- Human Services
- International Volunteering
- Jobs
- Material Resources
- Puhlic Safety
- The Workplace

Once again, VOLUNTEER: The National Center for Citizen Involvement and ACTION, the federal agency for volunteering, are cosponsoring the program. Funding is provided by corporate and foundation sponsors, including Aid Association for Lutherans, Avon Products, Inc., W. K. Kellogg Foundation, Keyes Martin Advertising and Public Relations, The Mutual Benefit Life Insurance Company, Rexnord and Tenneco, Inc.

An official nomination form has been inserted into the centerfold of this issue. Additional forms can be obtained by writing The President's Volunteer Action Awards, PO Box 37488, Washington, DC 20013.

The **deadline** for submitting nominations is **January 31, 1984**.

Richard Mock is VOLUNTEER's director of The President's Volunteer Action Awards program. ♥

Communications Workshop

Getting Your News in the Media

The following tips are presented by Rexnord, a corporation based in Brookfield, Wisconsin, who developed a kit called "Activate Someone" for encouraging citizen action, media/citizen dialogue, volunteering and other activities to "bridge the gap of understanding between business and legislators, educators, news media and society in general."

Rexnord

PROVIDING INFORMATION about your group or organization offers access to the media. It puts your organization's name before the public in print, on television, or over the radio. It lets others know what you are doing or allows your spokesperson's view to be quoted by a newspaper or in a television or radio broadcast.

Publicity may range from a brief mention in a round-up column to a longer magazine feature; from a short announcement of a group activity on a radio broadcast to an hour of air time.

To generate news about your group or organization, you must have something newsworthy to offer. All media look for certain components that make a story appealing to their audiences. These are

- timeliness,
- importance to community,
- human interest, and
- exclusive access to the information.

The media, especially newspapers, need information that they cannot always gather themselves. They depend on organizations for story ideas and news about their own events.

Points to Remember

- The media depend on information.
- Make sure your story is newsworthy.
- Put the most important elements in the first paragraph of a news release.
- Give the media ample notice of forthcoming events.
- Schedule briefing at editor's convenience.
- Keep the meeting brief.
- Provide as much printed material as possible.
- Provide updated materials as needed.
- Use briefings sparingly.

Newsworthy stories help the media as well as provide publicity for you.

The New Release

Several techniques can be used to generate publicity. The most basic is the news release. This is a story written in journalistic style and distributed to the appropriate media. News releases should have the most important information—who, what, when, where, why and how—in the first paragraph. Following paragraphs should provide more details, in descending order of importance.

News releases sometimes are printed as is, or with minor editing, in local newspapers. The lead paragraph may become the basis for a radio news story. News releases also provide background information to editors and news directors who assign reporters to develop a story.

The News Story

Stories are also developed by the local media from ideas suggested in letters, media alerts or telephone news tips. In all instances, it is essential that you provide information that the media consider newsworthy.

Story ideas have a better chance of receiving attention if they are directed to the proper editor, reporter or news director. Find out which reporter covers your organization and what he or she looks for in a story. The newspaper, television or radio station switchboard usually will give you the names of people to contact if you don't know them already.

The timing of your publicity depends on the timeliness of your story. A quick-breaking news development can be relayed immediately by telephone. If you have an event planned, notify the media at least two weeks in advance. Talk show guests are usually booked eight weeks ahead.

Editorial Meetings

When an editor receives a news release announcing a group's new program or its position on a local issue, he or she must decide whether the story is worth covering. Every newspaper, radio and television station receives many news releases every day and only a few can be used.

A reporter can make a more informed decision on the newsworthiness of your story if the reporter understands your group, its goals, how it usually meets those goals, and the context in which the story is being released.

An editorial briefing, which should take place at the newspaper office or radio or TV station, provides a better perspective on your group, and may

prompt coverage of a story. Editorial briefings are particularly valuable if a group is taking a position on a complex issue. Such briefings can involve one or two reporters, or involve the entire editorial staff, such as a local chamber of commerce president discussing a major local issue in which everyone will be affected.

If the local newspaper is kept up-to-date on the significant activities of your group and its goals, its coverage will be more complete and may eliminate needless errors. The editorial briefing, in which an editor is told in advance about the goals or activities of a group, is a valuable undertaking.

If your group is not in regular contact with a particular reporter or editor, schedule a meeting at the newspaper's or station's convenience to inform them about your organization. Put in writing as much information as you can about membership, programs and objectives for the coming year. If your group is announcing a new program or taking a position on a controversial issue, provide background materials on the issue itself as well as on your own position.

Written materials are of utmost importance because newspapers, magazines, radio and television all maintain files. And the same reporter may not always be assigned to cover your group. If a reporter has such information in hand, a story will likely be more thorough and accurate. In providing materials to the media, always name a contact and provide a phone number for the reporter, and keep that information current.

The more facts a reporter has, the better he or she is able to prepare a complete story. To the extent your group can provide those facts well in advance of a story deadline, it can help improve accuracy and balanced news coverage. Editorial briefings should be used sparingly, such as when new officers take over, or at the beginning of a major campaign on a controversial issue.

Publicity can provide valuable exposure and recognition for your organization. Offering positive stories to the media will help ensure that your side of the story is heard, even in negative situations, because you have established a dialogue with the media and are better understood by them.

Advocacy

The Mileage Equity Campaign

By Kristine Rees Daly

VOLUNTEER'S MILEAGE equity campaign is gaining momentum as volunteer groups across the country have started grassroots efforts aimed at passage of legislation that would equalize the volunteer mileage deduction allowed on income tax returns (9 cents a mile) with the business rate (20 cents a mile). Legislation to correct this inequity has been introduced during several sessions of Congress, but so far has not received serious attention.

At a September 27 meeting, Senators William Armstrong (R-Colo.) and David Durenberger (R-Minn.) announced that they would both work toward passage of this legislation. Both senators currently have bills pending before the Senate that would change the deduction allowed volunteer drivers. Each of their bills would result in an increased deduction for volunteer drivers to 20 cents a mile; however, each bill would accomplish the increase in a different manner. At the urging of the 20 national voluntary organizations, including VOLUNTEER, represented at the meeting, the Senators have agreed to work out the differences in their bills and introduce a new bill under joint sponsorship.

The senators further announced that they would send a "Dear Colleague" letter to other senators asking them to cosponsor this new legislation. Organizations represented at the September meeting agreed that this was the best opportunity to mobilize local support.

VOLUNTEER urges *VAL* readers to have their constituents write to their individual senators requesting that they cosponsor the legislation once it's introduced.

The campaign was announced earlier this year by VOLUNTEER's Government Relations Chairman Putnam Barber, who said, "This legislation is extremely important and has the support of the entire volunteer community. What is needed now is a substantial demonstration of grassroots interest."

Barber described VOLUNTEER's campaign as an effort to bring attention to this legislation and to build a coalition of organizations in support of mileage equity.

"We must convince our legislators that changing the current deductions allowed volunteer drivers is not only fair and reasonable, but important!" he said.

When the Senate Finance Subcommittee on Taxation and Debt Management held hearings in August on the individual bills introduced by Senators Armstrong and Durenberger, John Chromy, a member of VOLUNTEER's Board of Directors and its Government Relations Committee, testified in support of the legislation.

"It would relieve a portion of an increasing financial burden that is

Kris Rees Daly is the assistant to VOLUNTEER's president.

being shouldered by volunteer drivers," he said, "and would provide a visible means for our government, the Congress and our society to recognize the enormous contributions of the volunteers who so willingly serve this country."

Representatives from the Association of Junior Leagues and the American Legion also presented testimony in favor of the legislation, and a variety of voluntary organizations sent letters of support, including INDEPENDENT SECTOR, United Way of America and the National Association of Meals Programs.

Similar legislation is pending in the House of Representatives, but no action has been planned.

For a status report, contact VOLUNTEER, 1111 N. 19th Street, Suite 500, Arlington, VA 22209, (703) 276-0542.

Charitable Contributions Update

As this issue goes to press, INDEPENDENT SECTOR reports that the Charitable Contributions Law (CCL) has been included in a list of tax items that would be "frozen" at 1983 levels, in a new tax proposal to be considered by the House Ways and Means Committee in mid-October and by the full House the following week. The freeze would amount to a "cap" on the CCL at its current level.

Under present law, nonitemizing taxpayers who contribute to charity in 1983 can take only 25 percent of the first $100 of their charitable contributions as a tax deduction. This deduction is so small that it does not act as a substantial incentive to increase charitable giving. However, that incentive will start to become important in 1984 when taxpayers will be permitted to take 25% of the first $300 of their charitable contributions. This means that they could take a $75 charitable deduction, which will provide a substantially increased incentive to charitable giving.

This freeze proposal represents a serious threat to the CCL because the idea is seen as a reasonable compromise tax proposal by those who are concerned about the federal budget deficits. Hill experts think it has a reasonable chance for enactment so the need is great to have CCL dropped from the freeze proposal.

For more information, contact INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 223-8100.

Follow-Up

Follow-Up is a column of current developments and additional resource information on key topics reported in previous issues. The article below is a follow-up to the program evaluation feature that appeared in the spring 1983 VAL. Single copies are available for $4 each (prepaid) from Voluntary Action Leadership, 1111 N. 19th St., Room 500, Arlington, VA 22209.

Evaluating Volunteer Motivation and Satisfaction

By Nancy Hedrick, M.A.

IN THE PAST 13 YEARS OVER 500 persons have volunteered at Prairie View Mental Health Center, a nonprofit, private psychiatric hospital and comprehensive mental health center in Newton, Kansas. Volunteers both enrich the Center's treatment program and conserve financial resources. The total of their volunteer hours would equate to one person working full-time for 49 years!

In addition, the number of community persons volunteering has increased continuously, and volunteer retention is high. In 1983, for example, 10 of the 97 volunteers have participated 10 or more years; another 20 volunteered five to 10 years.

What prompts these persons to volunteer? and how can human resources be evaluated to assess and assure their effective involvement? To find out we decided to develop an evaluation process to

- learn why people initially decide to volunteer;
- learn what keeps volunteers motivated over a period of time; and
- plan how to build on these motives to strengthen our Volunteer Program.

Background

Prairie View is committed to a community philosophy that the less a person who is experiencing problems in living is separated from his/her support system of family, friends and caring persons, the more quickly a sense of well-being can be regained. Prairie View taps community resources and talents through an active volunteer program to reinforce this philosophy. It is a service-oriented program in which volunteers are considered human resources just as paid staff are considered human resources. For that reason, program responsibility is lodged with the director of personnel. The process of becoming integrated into the Volunteer Program is similar to the process of selecting and orienting staff members. Each volunteer—just as each staff member—has a staff supervisor. Each volunteer also receives orientation and training.

Nancy Hedrick is Prairie View's director of personnel and volunteers. Her article is based on a paper presented at the 1983 National Council of Community Mental Health Centers' Annual Meeting in Detroit.

The Evaluation

A questionnaire was sent to current volunteers asking for their assessment of the first two goals. This tool and its findings can be an evaluation model for other volunteer programs. A cover letter asked for input regarding how Prairie View could enhance its environment for volunteering and program planning. It gave volunteers an opportunity to express their feelings anonymously about their motivation and participation.

One month later, we sent a follow-up letter, thanking those who had returned the questionnaire and reminding those who had not that their input was needed. The response rate was 68 percent—a high rate for a mail survey.

The first part of the questionnaire contained a list of 20 "factors that motivate me," which the volunteers were asked to rate from 1 to 10. This list was taken from Emily Kittle Kimball's book, *How to Get the Most Out of Being A Volunteer* (Jordan Press, 1980). The results revealed that the three most important motivators, in order of rank, were

1. The task is important (average rating: 9.18).
2. I enjoy volunteering, it's interesting (average rating: 8.62).
3. I have a good supervisor or leader (average rating: 7.95).

The least important motivators, in order of rank, were:

1. I can do the work at home (average rating: 1.86).
2. I'm expected to do it (average rating: 2.03).
3. Others are doing it (average rating: 2.73).

The second part of the survey form contained questions directed at the volunteer's perceptions of his/her experience at Prairie View. In response to the first one, "Why did you decide to volunteer at Prairie View?" the four main reasons, in rank order, were:

1. I was asked to. (This answer surprised us because Prairie View does not make public appeals for volunteers. The "asking" is primarily from other volunteers.)
2. To help others, to meet a broadly felt human need.
3. Personal growth.
4. Prairie View has a good program combined with an interest in mental health.

In response to the second question, "Are you finding what you hoped to find?" 80 percent responded, "Yes."

The third question, "How satisfying do you find volunteering?" 80 percent found it very satisfying; 17.5 percent rated it somewhat frustrating but overall satisfying; and 2.5 percent found it not satisfying.

Two main reasons were given for the fourth question, "Why do you continue to volunteer?" First, "because I feel needed and want to help others;" second, "because I feel satisfaction and enjoyment."

To the fifth question, "How could the volunteer experience be better?" 50.5 percent had no comment; 12.5 percent noted the program was fine as is. Thirty percent indicated suggestions to improve the program, the most frequently mentioned being "more guidance by the supervisor" and "more training."

The last part of the questionnaire asked for facts rather than feelings: how long had the volunteer participated, the volunteer's role or roles, year of birth, sex, employment status and level of education. The answers revealed that 80.39 percent have participated one year or more (21.57 percent five to 10 years, 11.76 percent ten years or more).

A total of 60.78 percent of the volunteers were not employed. Volunteers working part-time numbered 25.49 percent, while 13.73 percent worked full-time. Both male and female were in the employed and non-employed categories. It was interesting to note that all volunteers who worked full-time volunteered in patient-related roles.

Of the volunteers responding, 60.78 percent had advanced and/or college degrees or nursing degrees. Prairie View volunteering apparently has particular appeal for those with advanced degrees, as 29.41 percent indicated advanced degrees.

In summary, the main motives for volunteering at Prairie View are evident. Volunteers feel:

- The task is important. Comments included "I'm worthwhile," "Volunteers are always needed and I feel better about myself when I work with people who need help," "I feel volunteering is a worthwhile project," "There is always a need—it is personally satisfying."
- Volunteering is enjoyable and interesting. Comments: "Volunteering has become part of my life that I enjoy looking forward to," "I believe in Prairie View and what it is accomplishing," "I enjoy working with people with emotional problems," "It is gratifying to work closely with patients and staff and be able to see persons improve and have insights that may and do help them."
- Supervision or leadership is good. One volunteered, "I want to help in the mental health field and feel that Prairie View's program is well thought out and administered," "I enjoy working with my supervisor—am sharpening some skills," "I like the newly instituted time for instruction and reflection [in psychodrama]."

Implications for the Future

Did this evaluation process reveal motives compatible with the purpose of the Volunteer Program? The answer is yes. Volunteers do symbolize to patients contact with the outside community, and volunteers do represent to the public the concept of a mental health center. Volunteers contribute a unique contact because they come on their own out of personal concern, not for monetary reasons. This evidence substantiates the purpose of our volunteer program.

By assessing present strengths, evaluating "where we are," one can consider the third goal of the evaluation process,"where do we go from here?" How do we maintain, enhance and strengthen the Volunteer Program?

Three areas for strengthening Prairie View's Volunteer Program emerged: first, to encourage supervisors to give more guidance to volunteers; second, to offer more training for volunteers; and third, to ask people to volunteer and to encourage current volunteers to recruit others. These will provide direction for future planning.

As a volunteer program grows and develops, much can be lost in the evaluation unless good documentation is kept, feedback is encouraged and the overall functioning of the program related to goals is reviewed periodically.

This evaluation model could be used for other volunteer programs. The best way to shape the future and assure survival is to assess present program status, set goals, and build on the foundation and present strengths to reach those goals.

As I See It

The Seductive Silver Lining

By Jane Mallory Park

Jane Mallory Park is the author of Meaning Well Is Not Enough: Perspectives On Volunteering, *published by Groupwork Today, Inc., South Plainfield, NJ, 1983, and the creator of several cassettes designed for volunteer and staff training (also available through Groupwork Today, Inc.). She is a lecturer, trainer and consultant in volunteerism, particularly in the area of effective boards. She has also been an active volunteer leader in her community, currently serving as PTA unit president, chairperson of Broome County's RSVP Advisory Council, and board member of the Broome United Way and the Southern Tier Educational Television Association.*

AT LAST IT IS A GREAT TIME TO BE IN THE volunteering business! Until recently, those of us who are volunteers or manager/advocates were caught in what seemed like a cause passe. As the number and size of human service organizations mushroomed, particularly in terms of paid staff, volunteers began to seem vestigial. As these same organizations rode the relative gravy train of better economic times, the need to use volunteers seemed a poor reflection on one's financial planning and funding success. It at least was a stopgap measure until we could find a way to do it "right."

Now the idea whose time seemed to have gone has come again. In this period of budget crunches and priority reassessments, volunteers and their advocates are no longer struggling for recognition on the fringes of social progress. Instead, they have been thrust into the forefront of public attention as the way to continue achieving that progress.

Even though much of the public discussion tends toward generalities, based on nostalgic perceptions of that peculiar American phenomenon known as volunteering, this limelight has given many of us a much-coveted opportunity to pull out all of our sophisticated, contemporary stops on how to professionalize volunteers and make them truly effective. Why, we are even seeing the rise of a new professional field: volunteer management and administration. If that is not a good sign, what is?

However, as I see it, this flurry of attention, while it constitutes a silver lining of sorts, may be just a bit too heady. It may cause us to disregard the clouds that still surround volunteering and offer various threats to assuring that the silver lining is both real and here to stay. It is important that we understand those clouds and consider their implications for our own actions.

Cloud: The Good Old Days

Americans used to volunteer more. So we think, and perhaps it was so. Our images of volunteers past focus on the good old days of quilting bees and barn raisings. Then everyone pitched in on a peer basis with a unanimity and focus among community members that clearly defined what needed to be accomplished.

To stop there is to forget that we have moved beyond the quilting bee in our understanding of social problems, their causes and treatments. It is to forget that, even in those same old good days, some Americans volunteered in other than a good neighbor, mutual self-help style. They formed organizations to address specific concerns and spent considerable time and energy trying to mobilize sufficient volunteer and financial resources to fulfill the group's purpose. What this probably meant then and certainly means now is that few, if any, voluntary efforts have achieved the results or had the total public support that their members would like. Today's spectrum of volunteering encompasses such a wide variety of human service

(Continued on next page)

activities that it may be helpful to remember that for any one cause or setting, volunteers are and/or feel like a minority.

Cloud: Volunteers Are Free Help

Volunteers are not on the payroll, to be sure. However, they are not free help, no matter how you interpret that phrase. For one thing, they bring many expectations in many combinations: doing something useful, feeling obligated, developing career skills, making friends, getting recognition, etc. These expectations, alas, often are not clearly articulated and constitute a price tag that must be mutually understood.

Also, volunteers do not work for free; they usually pay for the privilege. Out-of-pocket expenses incurred while volunteering can really mount up. Even modest ones can be barriers to some potential volunteers. More attention needs to be given to this reality in the financial planning done by volunteers and organizations.

Finally, effective volunteering requires an investment of time and money by the organization. Recruitment, orientation, training, supervision, recognition events and the like all cost something. To assume otherwise is false economy in the long run. Successful volunteer programs recognize all of the psychic and cash costs and negotiate the best price.

Cloud: Accountability (Or Lack Thereof)

This cloud arises out of the first two. If volunteers were working for free solely out of the goodness of their hearts, we might not be far wrong in deducing that accountability is out of the question. Many organizations that rely on volunteers have, in fact, adopted a beggars-can't-be-choosy stance in relation to those volunteers. If, as I have asserted, these are not the premises on which volunteers work (whether they are aware of it or not), the case for their accountability rests on two complementary factors.

> Volunteer administrators in newly created positions all too often find that other paid personnel view their job as capturing, taming and feeding volunteers and keeping them at a proper distance from the real work.

First, human service organizations today are asked to be accountable for their corporate performance. While this is primarily due to the funding squeeze, it is to be hoped that it is also because our knowledge of human needs has changed and our ways of addressing them have become more sophisticated. Although we cannot be sure that current methods of intervention are not glorified meddling, they should represent our effort to do the best for clients and causes that can be done at present. Organizations that rely on volunteers cannot afford to use that as an excuse for poor performance. Volunteers need to understand the limits and potential of their roles. We had all better be working to define reasonable standards for performance.

Second, volunteers want assignments suited to their expectations and often (though not always) to their abilities. They want to know if they have actually been useful, learned a skill, helped a friend, etc. One of the best ways to accomplish this is to define in advance mutual expectations and demands, then to evaluate outcomes. In this context, accountability is not a weapon; it is a tool for improving performance AND satisfaction.

> Volunteer administrators anxious to establish the professionalism of their new field may find themselves jockeying for position within their organizations and playing pecking order games having little to do with improving the effectiveness of services offered.

Asking for more volunteers or for people to volunteer more does not define what they should be doing. For example, the 1981 Gallup Survey on Volunteering reported some intriguing answers to questions about what kind of volunteering people were doing. One such response was, "I baked brownies for my son's Cub Scout troop." Assume that this is a legitimate form of volunteering and then suppose that every American volunteered but only in this way. Would the results be socially useful, or would we simply have created a generation of overweight Cub Scouts? More is not necessarily better. People may not be volunteering like they used to, and that may not be all bad.

Cloud: Staff/Volunteer Relations

The proliferation in the number of paid positions in human services and the related division of labor among them have created considerable confusion within organizations. Furthermore, these developments have outpaced the public's recognition as expressed in respect and compensation. It is not surprising that volunteers have been caught in this confusion about who should do what, with what credentials and for what price.

The confusion creates tension particularly when staff in

professional positions perceive that the presence of volunteers perpetuates an aura of amateurism that reflects on their work as well. It is compounded when other paid staff feel that volunteers are a threat to job security. Tensions are further exacerbated by volunteers who perform inadequately for whatever reason and by volunteers who

> If volunteers get involved in organizations so desperate for help they cannot say, 'Your price is too high,' or in organizations not properly structured to make good use of them, we will see new variations on the old cloud of nonaccountability.

exclude a holier-than-thou attitude toward the paid personnel. Volunteer administrators and managers in newly created positions all too often find that other paid personnel view their job as capturing, taming and feeding volunteers and keeping them at a "proper" distance from the real work.

Administrators, managers, supervisors and boards have to be extraordinarily sensitive to this cloud. Not all the feelings behind the tensions are unjustified, and in any event they are real. Particularly these days, job security is not an issue to he taken lightly. However, this does not instantly clarify the roles in question, and it in no way alleviates the difficult decisions that may have to be made whether or not volunteers are on the scene.

It is important to remember that volunteers are more than "working partners" or "illegal aliens." They are, by virtue of their commitment, allies in our efforts to convince the community that the social needs we are trying to address must in fact be addressed. Too much internal tension may divert us from this fundamental reality.

Cloud: The Silver Lining

To add to the gloom, I am now proposing that the silver lining itself may become a cloud if we are not careful. For one thing, in the new limelight of volunteering some may be tempted to ignore the pervasiveness of the old clouds and assume that these issues are behind us. Most of us can acknowledge that they are not, because we deal with their manifestations on a daily basis among volunteers, staff AND the general public. We must continue to recognize these as examples of larger issues, which they are, rather than simply as individual idiosyncracies of those persons whom we happen to encounter in our work.

Less visible and more seductive may be our own reactions as volunteers and volunteer adminstrators to the relative limelight in which we find ourselves. Unquestionably, the concepts of professionalism and accountability can be used to enhance tbe effectiveness of individuals and organizations. They can also be misused. For example, volunteers can become more sophisticated and precise in articulating their expectations without fully understanding the price they will have to pay if they are to meet those expectations AND the needs of the social cause they purport to serve. If these volunteers get involved in organizations so desperate for help they cannot say, "Your price is too high," or in organizations not properly structured to make good use of them, we will see new variations on the old cloud of nonaccountability. Volunteer administrators anxious to establish the professionalism of their new field may find themselves jockeying for position within their organizations and playing pecking order games having little to do with improving the effectiveness of services offered. Or, if they have difficulty recruiting enough volunteers for their specific openings, they may be tempted to dredge up the argument that people just do not volunteer like they used to. That may be true, but it may or may not be the problem.

Perhaps the most seductive aspect of the silver lining is the opening it allows for viewing volunteering as an end rather than as a means toward the end of a more caring and responsive society. Volunteering is only one means toward such an end. The current limelight may enable us to improve its effectiveness as a means. It is not, however, an automatic guarantee or measure of success. We must be as aware of its limitations as we are of its potential.

> Effective volunteering requires an investment of time and money by the organization. Recruitment, orientation, training, supervision, recognition, and the like all cost something. To assume otherwise is false economy in the long run. Successful volunteer programs recognize all of the psychic and cash costs and negotiate the best price.

My analogy of clouds and silver linings may seem to have fluctuated between the pessimistic and the Pollyannish. It is my way of urging all of us to place our piece of the action in a larger context so that our efforts will be effective in the long and short run. The unfinished business of building a more responsive society compels us to view the clouds as challenges to be faced and addressed rather than as excuses for inaction and failure. The real silver lining is the opportunity we have to enhance the building process. As I see it, this is indeed a great time to be in the volunteering business. ♥

Developing Your Own Leadership

A Digest

Learning and Practicing A Set of Skills

By Leslie Griffin Lawson, Franklyn Donant and John Lawson

What is effective leadership? Interaction is the key, according to Dr. Fred Fiedler, psychology professor, consultant and widely published author on leadership and organizational behavior, and Leslie Griffin Lawson, Franklyn Donant and John Lawson, leadership trainers and authors of Lead On! The Complete Handbook for Group Leaders. *The manner in which one develops good leader/member relations is the subject of this digest of articles from the American Society of Association Executives'* Leadership *magazine, and Impact Publishers'* Lead On! *(Chapter One). Each discusses leadership in terms of personality and style and how you can apply these traits to different leadership situations.*

WHEN IT COMES TO BEING AN EFFECTIVE leader, some folks seem to have "it," others don't. And although "it" is difficult to define in specific terms, we generally know "it" when we see "it." Take, for example, the following pairs of characters seen regularly on commercial TV:

M*A*S*H* (reruns)	Colonel Potter	Major Burns
Mary Tyler Moore	Mary Richards	Ted Baxter
Muppets	Kermit-the-Frog	Miss Piggy
Happy Days	Arthur Fonzarelli	Ralph Malph
Barney Miller	Captain Miller	Inspector Luger

In a very general and stereotypical way, each of these sets contains one fictional character who has a positive, productive influence on others, and a second character who (alas) bungles repeatedly in trying to establish mutually satisfying relationships with friends and colleagues.

Leadership may be defined as ". . . A process of influencing others toward setting goals and achieving them. Consider these other historical and current examples of people reputed to have "it" in the public arena (regardless of whether you identify at *all* with their politics, methods, or goals!): Martin Luther King, Lech Walesa, John F. Kennedy, Golda Maier, Fidel Castro, John Wooden, Jane Fonda, Jesse Jackson, Winston Churchill, Eva Peron.

Some would say that such leaders are "born that way," that they had certain personality traits that made them "naturals" for assuming positions of leadership in modern society. It is reasonable to believe that some people may have a head start on effective leadership due to a combination of hereditary and environmental factors. However, way too much emphasis has been put on in-born personal traits. Much more often than not, *leaders are made, not born.* What does the trick is simply learning and practicing a set of skills, including awareness of and responsiveness to the needs, values, and interests of members, and helping move a group toward achieving its goals. People who have "it" enable others to strike a balance between the human and task dimensions of working together.

You can have "it," too, if you pay close attention to how what you do affects the behavior of your membership. That's exactly what this chapter is all about.

THE 1984 PRESIDENT'S VOLUNTEER ACTION AWARDS

. . . We're holding our own version of the Academy Awards for volunteer action. And the difference is that . . . the American people are the winners. And that's because, thanks to the efforts and endeavors of our recipients, America's a better and a more generous land. And we're finally starting to recognize the importance of our volunteers.*

Ronald Reagan

From the early patriots striving to build a free nation to neighbors helping in community barn-raisings to present day neighborhood and community groups, one common trait has continued to distinguish the American people—the desire to help one's neighbor through volunteer service. Today over half—or 96.5 million—adult Americans volunteer in time of emergency or disaster as well as in addressing longstanding community problems. They give of their time and talents through their churches, social clubs and civic organizations, their places of employment and their labor unions . . . Americans volunteer through neighborhood organizations . . . they help as individuals and in groups. The recipients are family, friends, neighbors, total strangers. Volunteer service is such an integral part of the American way of life that it often goes unnoticed and unrecognized.

The President's Volunteer Action Awards were created in 1982 to honor those individuals and groups who make unique contributions to their communities through volunteer service and to focus public attention on these outstanding and innovative volunteer efforts. The 32 recipients of the first two President's Awards include established national organizations with thousands of volunteers, newly developed grass roots movements with national scope, local organizations and groups of volunteers, individuals, groups of labor union volunteers and major corporations. Some of the award winners are well known; others, known only to those with whom they work.

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

The President's Volunteer Action Awards will be presented in Washington, D.C. during the week prior to National Volunteer Week which is May 6-12.

The President's Awards program is co-sponsored by VOLUNTEER: The National Center for Citizen Involvement and ACTION.

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

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

*From remarks made at the presentation of the second President's Awards, The White House, April 13, 1983

General Information

- An individual or group may submit separate nominations for as many different individuals or groups as desired.
- Only nominations accompanied by a self-addressed, stamped postcard will be acknowledged. Because of the volume of nominations the President's Awards screening committee will not be able to respond to any queries regarding the nomination form or the status of a specific nomination.
- A list of the recipients of the 1984 President's Award will be sent to those who include in the nomination a self-addressed stamped envelope marked "WINNERS".
- Pertinent supplementary material may be submitted along with the nomination form. See "Procedures for Completing Nomination Form" (page 3) for guidelines. All nominations must be complete in one package when submitted. Separate letters, materials and other documents received later will not be processed or considered in judging.
- All entries and supplementary materials become the property of VOLUNTEER and will not be returned. Materials will be held by VOLUNTEER for six months following completion of the judging process.
- The screening committee may request additional information from applicants or references for the judges' consideration.
- Decisions of the judges are final. **All entries for the 1984 President's Volunteer Action Awards must be postmarked before midnight, January 31, 1984.**

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

- Any individual or group actively engaged in volunteer activities that benefit the community, state or nation may be nominated.
- For those individuals or groups who are paid any amount for activities for which they are nominated (other than reimbursement for out-of-pocket expenses), the nomination statement must clearly indicate the extent of salaried or stipended activities.
- Individuals involved in "work released time" and student course credit are eligible but must clearly indicate that in the nomination statement.
- Except for the International Volunteering Category, all volunteer activities must be performed within the United States or its territories.
- No employees or immediate relatives of VOLUNTEER or ACTION or members of VOLUNTEER's Board of Directors or ACTION's National Voluntary Service Advisory Council may be nominated for awards.
- Recipients of the 1982 and 1983 awards are not eligible for 1984 awards.

Submitting the Nomination

Send all entries to:

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

Do not send entries to VOLUNTEER or ACTION.

Entries must be postmarked by midnight, January 31, 1984.

OMB Approved 3001-0097
Expires 2/84

Procedures for Completing and Submitting the Nomination Form

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

(A) The Nomination Form

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

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

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

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

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

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

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

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

(B) The Statement

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

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

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

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

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

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

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

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

(C) Accompanying Materials

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

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

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

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

_____
Complete address City State Zip

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

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

III. NOMINATOR:

Name: _____
(Area Code) Phone Number

_____
Title and organization, if appropriate.

_____
Complete address City State Zip

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

Name: _____
(Area Code) Phone Number

_____
Complete address City State Zip

Name: _____
(Area Code) Phone Number

_____
Complete address City State Zip

Name: _____
(Area Code) Phone Number

_____
Complete address City State Zip

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

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

_____ _____
Signature of Nominator Date

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

Leadership is an interactive process, and no matter what the leader does, the members will react. The real key to effective leadership is to be able to accurately assess what the members need from you *at any point in time*, and to be able to tailor your style to those needs.

Research on this topic has found that *interactive leadership* has three parts:

1. *Task Behavior:* Emphasis the leader puts on organizing members and defining their roles and the procedures they should follow to get the job done;

2. *Relationship Behavior:* Emphasis the leader puts on maintaining positive feelings; giving members support, encouragement, information, and rewards;

3. *The Situation* in which the group is operating. The single most important aspect of any leadership situation is the collective "personality" of the membership, which can range from highly informed, motivated and capable (mature), to uninformed, unsure, organizationally naive, and not familiar with the work that needs to be done (immature).

The best leadership style depends upon how "mature" the members are, and that will vary from task to task.

An example may be helpful. Let's say you are president of the Harmer Valley P.T.A., which for the past ten years has sponsored an annual carnival. People are excited about the event, the committees are well established and the chairpersons know what they're doing. You assess the maturity of the group in relation to this particular project, and can establish fairly easily that they're highly mature. What's your choice of leadership style? Low Task/Low Relationship. How should you behave? Step back, delegate, and let them get the job done! They're well equipped to handle it with only minimal assistance and support from you.

Let's take the same organization, now, but look at a different task that needs to be done: rewriting the 42-page by-laws (yech. . .). The by-laws have not been rewritten since they were first drafted 25 years ago. Although you have a committee in place to work on them, the Chair isn't real excited at the prospect of being responsible for this humongous job, and the other two members are brand new to the group. Maturity level? Clearly low. The style you need to use? High Task/Low Relationship. How should you behave? Get together regularly (weekly, if necessary) with the Chair and give a lot of assistance. Review the history of the organization, help draw up an outline of the new by-laws, set a deadline for the first draft to be done, and keep in close touch in case of snags along the way. In short, be highly directive and specific, and keep focusing on the task at hand.

Here is a "shorthand prescription" for which style to employ:

task-maturity	appropriate leadership style
Low	High Task/Low Relationship ("Telling")
Low-moderate	High Task/High Relationship ("Selling")
High-moderate	High Relationship/Low Task ("Participating")
High	Low Relationship/Low Task ("Delegating")

As member task-maturity increases, the leader should reduce emphasis on task, and increase emphasis on relationships. When members become moderately task-mature, slowly let them go on their own. They'll be ready to give *each other* the support and encouragement they need!

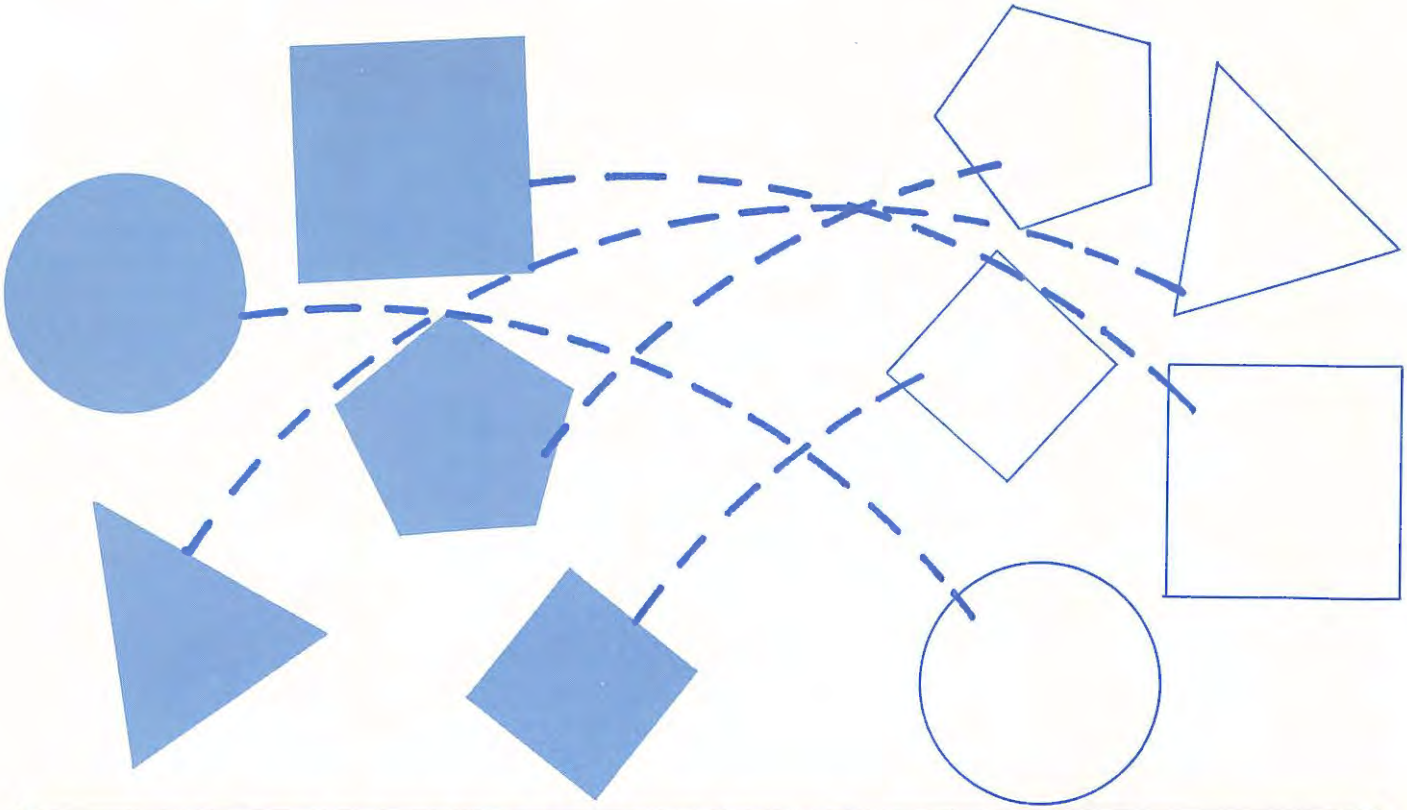
The key to applying the right style at the right time, of course, is knowing a lot about the people in your organization: their skills and abilities, interests, likes and dislikes. And, while it's not often possible to exactly pinpoint their maturity level on a given task, the better you know them the closer you'll come to being accurate with your "ballpark guesstimates." Practice makes perfect, and over time you'll find that pausing briefly to do a quick maturity assessment before launching into a project will pay off many times over in member satisfaction and productivity (as well as leader energy savings!). Why get in there and mess around with getting things done when they're better off without you?

Here are a few other payoffs for adjusting your style to respond appropriately to the membership:

- When you relate to people as individuals, and give them credit for their competence and experience, their good feelings about you and the group increase. They become more active, loyal members.
- Interactive leadership encourages people to learn, develop their skills and move into positions of responsibility more quickly than if they are always closely supervised and told what to do. While you may get acceptable short-term results with a directive and structured approach to leadership, the long-term effects are likely to be negative, especially with mature members in the group.
- When members get the assistance they need without having to scrounge for it on their own, they'll be able to move ahead confidently. In leader-dominated groups, many potential leaders are discouraged from participating fully. They believe they don't know enough about an office or a project to get involved, and they're afraid to ask for information or to volunteer to help.
- This approach encourages freedom, initiative, and creativity among those who are given a job to do. If people have to wait to be told what to do before they're able to act, projects will bog down when you're out of town (or out to lunch). The more you give away to mature members, the more time you'll have to help those who really need you.

Before leaving the topic of leadership styles, a few words contrasting *effective* with *successful* leadership are in order. If Sadie wants Sam to do something, her leadership attempt can be considered to be *successful* if she can just get Sam to complete the task. *But*, if Sadie's style is not compatible with Sam's expectations of his leader, and if Sam is angry afterwards and only did the job because Sadie exerted her power and made him feel guilty, Sadie has been *successful* but not *effective*.

Success is measured by how the group or individual actually behaves when asked to do something. Effectiveness is measured not only in terms of *task* accomplishment, but also by how the members *feel* about the process. Effectiveness results when leaders have the sensitivity to know what members want and need, and, in a conscious, careful way, are able to deliver those behaviors required to facilitate group productivity. By being "adjustable" and consistent about employing the different styles needed for different situations, the behavior of the leader becomes highly predictable and a source of comfort and enjoyment for the members of the organization.



Matching the Situation to Your Personality

An Interview with Dr. Fred Fiedler

What is the difference between a manager and a leader?

I define a leader as someone who directs and manages people, whether it is an elected or an appointed position.

Managers do a wide variety of tasks in their jobs—making phone calls, going to meetings, writing reports. That part of a manager's job that concerns supervision of people is leadership.

Most managers have leadership functions, but some, such as the manager of a stockroom, may not. And there are leaders who may not have a manager's functions. They just perform leadership jobs, such as being the captain of a basketball team.

What makes an effective leader?

You really can't talk about leadership like that. Leadership isn't something that you have inside you like a gall bladder or a liver. It is a relationship between a person and other individuals.

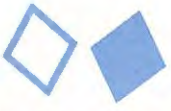
A person might be a brilliant leader in one situation and ineffective in another. For instance, General George Patton was a very effective combat tank division commander, but I doubt he'd be much good as chairman of the PTA. And many good PTA chairs might not be very good tank division commanders.

Effective leadership is really judged by the interaction between the leader's personality—what he or she brings to the situation—and the degree to which the situation gives the leader control and influence.

So a committee chair may not make an effective chief elected officer of an association?

You really can't generalize like that. Leadership is a very complicated issue that people have been worrying about ever since the time of Plato.

In any leadership relationship, what we are concerned with is how much control and influence the leader has in a group or an organization. Some people do well with control, and others don't.



How do you measure control and influence?

There are three basic components in any relationship that give the leader control and influence. First, and most important, is the leader-member relationship—that is, the degree to which you can trust and rely on your group or board members.

If you can rely on them, you obviously have much more control and influence than if you can't. If you are afraid that they might stab you in the back at any moment or sabotage your efforts, then your control is considerably less, and your leader-member relationship is weak.

The second element of leadership is the task structure. By that I mean the degree to which the goal is clearly defined, the degree to which there is only

one way of doing a task, or the degree to which you can clearly specify how something is to be accomplished.

When you have a committee whose task is to write a position paper, that is a highly unstructured task. There are many different approaches you could take, and it is difficult to judge the success of each.

Compare this job with one of taking inventory in a stockroom. There is only one right solution to that task. The task is highly structured; you know the goal, and you have some way of checking your results.

The third element of leadership effectiveness is position power—that is, the power which the organization vests in your leadership position or the ability to hire, fire and discipline subordinates.

A captain of a ship, for example, has high position power; he has a great deal of authority over subordinates. A committee chair, on the other hand, generally has a lower position power. He or she cannot fire committee members, usually, or reward them with salary increases or bonuses. He or she can only try to persuade and cajole the other members into doing something or praise them when they do a good job.

All of these factors determine your success in a leadership position.

Can you give us an example of how these elements affect leadership?

A leader who is disliked and has a structured task or high position power is in a situation where he or she has to be very tactful and careful; he/she must rely on the group for support and cajole them into cooperation.

On the other hand, a leader who has very good leader-member relations and an unstructured task, such as managing an advertising department, is in an entirely different situation. Here the leader is dependent on the group to plan and define the task.

The leader-member relationship is the most significant element in determining a leader's effectiveness. But all three elements taken together show us the degree to which the leader feels confident that the task will be accomplished. If a leader knows that the group is behind him or her, knows exactly what to do and how to do it, and has power to punish those who don't cooperate, then there is a very good probability that the job will get done.

Are there certain traits that make one person a better leader than another?

There are some general personality characteristics of leaders, such as being intelligent, socially adept, reasonably organized and adjusted. But most individuals who seek leadership positions have these qualities.

The significance of these characteristics in determining leadership success is very small. The correlation between intelligence and performance is low, and the correlation between experience and leadership performance is even lower. There are some people who have been on the job for many years and have not improved, and there are others who are very young and inexperienced yet are very good leaders.

How significant is the personality of the leader?

We have found through considerable research that certain types of people perform better in different types of situations. We have defined two types: task-motivated leaders and relationship-motivated leaders. Task-motivated leaders tend to be very pleasant and very considerate when everything is under control. They tend to get uptight and more punitive and controlling when the situation is less under their control.

Relationship-motivated people tend to be more businesslike when everything is under control and more concerned with personal relationships when things are a little less controlled and more touchy.

Of course, it is very difficult to classify someone in a certain way because in different conditions people behave differently. They behave differently when they are tense and uptight than when they are relaxed and feel everything is under control. And this will affect the way they deal with the group.

Which type performs better under stress?

We generally find that the task-motivated person performs better under stress. Relationship-motivated people are too concerned with the relationship and worried about stepping on other people's toes. And, of course, in situations that are highly stressful, the job has to be done, even if you have to step on people's toes.

How do you determine which type of person you are?

We have developed a test to determine this. It is called the Least Preferred Co-worker Scale, LPC. We ask the person to think of the one individual whom he or she could work least well with, from either the past or the present. This is the person with whom you have the most trouble getting a job done, not necessarily the person you like the least.

The person is then asked to rate that co-worker in terms of different adjectives such as pleasant or unpleasant; cold or warm; considerate or inconsiderate.

The way in which the least preferred co-worker is described determines whether the person is task-motivated or relationship-motivated. Although we use a scale to determine this, you can do the same thing informally.

For example, somebody who describes the least preferred co-worker in very negative terms says, in effect, "Look, I can't work with you, and therefore nothing else about you is good." Being a co-worker with this individual is so devastating that an individual can't say anything good about the co-worker. That person can't differentiate the leader as a role occupant from the leader as a personality. He or she is a low LPC, task-motivated person.

Those who see the least preferred co-worker in a more favorable way are saying, in effect, "Yes, it's true you are a poor co-worker. You may be stupid, but you're pleasant. You may be boring, but you're helpful."

In other words, this person looks at the individual and realizes he/she can't work with her but may be able to have a nice dinner with her. He looks at her as an individual rather than just as a co-worker. This person is a high LPC, and can be considered relationship-motivated.

High LPC leaders get their major satisfactions from good personal relations with others. In fact, they need good relations in order to feel at ease with themselves and be able to complete their tasks.

Low LPC leaders get major satisfaction not from good people relations, but from getting things done. They get more self-esteem from concrete achievement than from the opinions of others.

How does a leader use this information about personality to his or her advantage?

Effective leadership requires that you match the situation to your particular leadership style. We have found, for instance, that task-motivated leaders perform best in situations of high control or low control, and relationship-motivated leaders perform best in situations of moderate control, without a high amount of stress.

A high control situation is one in which the leader has a predictable environment—that is, he or she has the support of the group as well as a task that is highly structured so that everyone knows exactly what to do and how to do it.

In a high control situation, the leader also has a relatively high position power that enables him/her to back up authority with rewards and punishments. This type of situation is best for the task-motivated leader. As long as everything is under control, he/she is pleasant, considerate and able to get the job done.

In a moderate control situation, there is a mixture of problems. Leaders may have the support of their group, but the task may be relatively ambiguous and unstructured and position power may be weak. Or the task may be structured and clear-cut, and the power may be high, but the group may be nonsupportive.

The leader, therefore, has to be diplomatic and concerned with the feelings of the group in order to get its cooperation. This is best for the relationship-motivated leader. If there is conflict, the relationship-motivated leader can work around it.

Low control situations are very difficult, more challenging, and often quite stressful. The task is unstructured, the group is usually not supportive, and there is little formal power. Task-motivated people enjoy the challenge of a low control situation.

If your leadership style and the situation are properly matched, your performance as well as the group's output should be good. If they are mismatched, the results will be less successful.

What happens when your situation changes from one of low or moderate control to one of high control? What happens when you go from a committee chairman to an elected officer?

You have two choices: You can either change your personality or you can change the situation. It's almost impossible to change your personality. But it may be very easy to change the situation.

Actually, people do this all the time without knowing it. For example, when I was in the Army, they used to tell us that you should never volunteer for anything. But that warning is nonsense.

If you volunteer for things you like, you prevent other people from volunteering you for jobs you don't like. And if you like the job, chances are you are successful at it. You have engineered your job situation.

If you want to change your leader-member relations to improve the support you get from the group and make the situation more controlled, you can do that by making yourself more available. You can set up some brown bag lunches where you can socialize with employees. Or you can decrease informal relations by using telephone calls rather than face-to-face conversations or discourage socializing with employees.

This is nothing new. It's been done for years. As any good manager knows, there are some people to whom you give specific instructions: You tell them how to do step one, step two, step three, and when you get to step four, come and see me.

There are others to whom you say, "Here is the job. You organize it, you do it, and tell me when it is completed." There are some you have to hold hands with, give strokes and constant emotional support to, and others with whom you should be very businesslike.

It isn't hard to close your door or open your door in order to change your leader-member relations.

Moreover, most training programs are designed to help you gain more control over your situation. But we know that more control is not necessarily good for everyone. In fact, many people do better with less control. When someone asks for a challenging job, it means he/she wants less control, not more.

Some people like the excitement of less control. But others do better in a structured, predictable environment. These are personality predilections. And what we are saying to these people is "find the environment or make the environment that provides the proper leadership for you."

That doesn't mean changing the whole organization, just your relationship with your immediate subordinates. If you like a more structured task, you can break the job down into smaller components to be more manageable. Others may want to take the job in big bites.

Are task-motivated people and relationship-motivated people usually at odds working together?

No, not necessarily. We usually find that if you have a whole organization of task-motivated people, there are problems. And usually you wouldn't select people on the basis of getting all one type. Heterogeneous groups are better than homogeneous groups.

Most people don't realize that there really are options if they only learn how to take advantage of them.

Most of us think that the organization is rigid and people are malleable and that all you have to do is tell people something and they will change. But that isn't true.

Most people are very fixed and rigid. It takes a long time to change personalities, but organizations change all the time. You get a new elected leader, you have a new task, and so on. You can change your situation to fit your leadership style.

Isn't that manipulative?

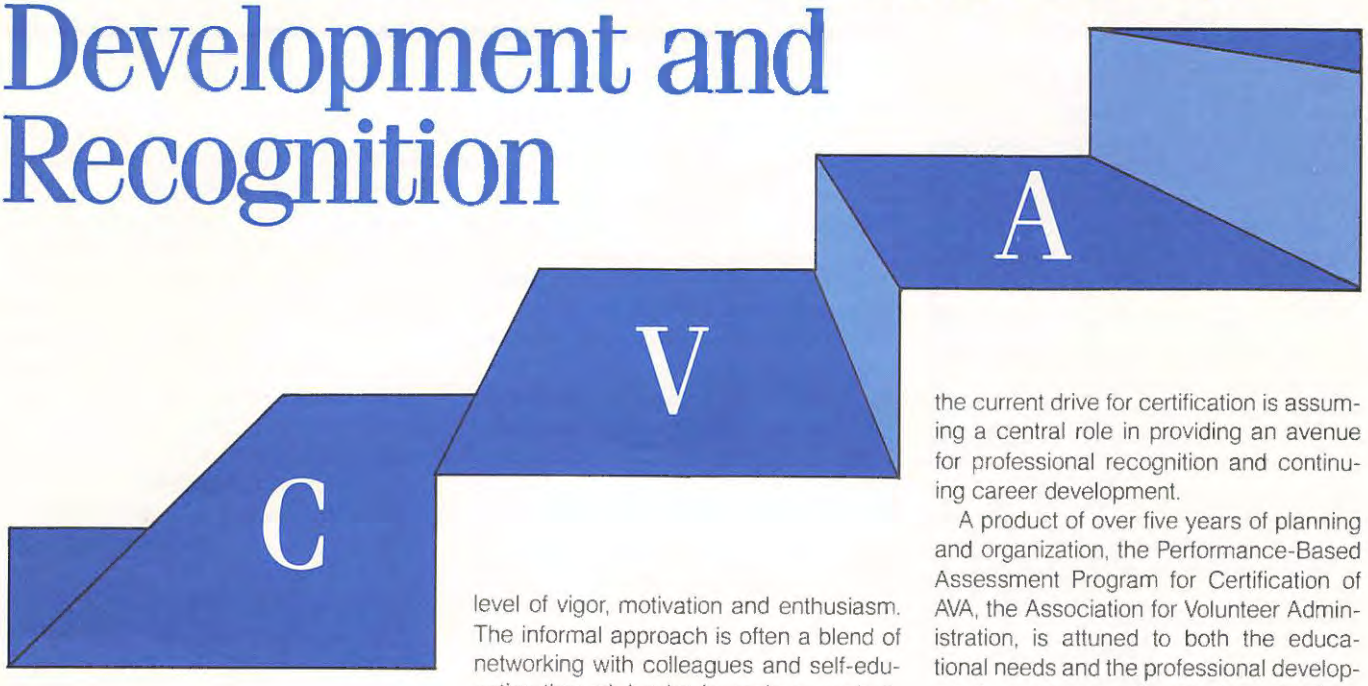
All leadership is manipulative. That's the name of the game. Leadership is the use of power and influence in order to accomplish a task.

And it is the use of power and influence almost always with the consent and full cooperation of those who are followers. You very rarely get a situation in which somebody can be a leader over people who do not consent to be led, not even in the military.

What advice would you give to new leaders?

If you avoid situations in which you are likely to fail, then you ought to be a success. And if your organization runs well, don't fix it.

Performance-Based Certification— An Avenue for Professional Development and Recognition



By Mary DeCarlo, Ph.D.

The truth is, qualified staff is essential to the orderly maintenance of a quality volunteer program.—Dr. Gary E. Miller, Commissioner, Texas Department of Mental Health and Mental Retardation

PROFESSIONAL DEVELOPMENT is the path one takes to acquire new skills, stay in touch with a profession's advances, and keep a high level of vigor, motivation and enthusiasm. The informal approach is often a blend of networking with colleagues and self-education through books, journals or periodicals that are steeped in professional theory and practice. But the formal route can mean a considerable investment of time and money, and the pursuit of credentials in an accredited course of study under recognized experts, typically in a college or university granting degrees as professional recognition.

In either case, to be a professional demands drive and enthusiasm in training and on-the-job performance—a drive to get the work done however long it takes, and to endeavor that work to make the world a better place in which to live. It requires an occupational flexibility to work conditions and the willingness to lead or follow as the situation requires. It means doing what needs to be done, doing it well and doing it willingly.

As a professional occupational group, volunteer administrators are eager for development opportunities and wish to demonstrate competence on the job. Yet, over the past two decades, we have faced a decided ebb and flow in the recognition accorded our professional status. Consequently, it is no surprise that the current drive for certification is assuming a central role in providing an avenue for professional recognition and continuing career development.

A product of over five years of planning and organization, the Performance-Based Assessment Program for Certification of AVA, the Association for Volunteer Administration, is attuned to both the educational needs and the professional development concerns of volunteer leaders. AVA's approach is unique. Its philosophy for granting these credentials is grounded in the evaluation of an administrator's special experience in volunteer management. Its program is synergistic with higher education, since it encourages a lifelong relationship with continued learning, but it eliminates the rigid credit and residence requirements of most degree programs. Moreover, its review is weighted toward the certificate-seeker's own self-analysis, and thus his/her active involvement in assessing individual achievements and demonstrating competence.

Developed in conjunction with its overall program of professional development, AVA designed the certification program for those who view volunteer administration as a career rather than a job. It requires an assessment of past performance and learning through experience, and encourages participants to map their own development strategies for the future. Thus, the process recognizes strengths as well as weaknesses, and identifies certain areas for growth and development.

Mary DeCarlo chaired AVA's Professional Development Committee during the certification program's developmental phase. (The Certification Committee works under the auspices of the Professional Development Committee.) She is president of the Volunteer Development Institute, a small, independent consulting firm that publishes the newsletter Options, *and dean of Southeastern University's College of Undergraduate Studies in Washington, D.C.*

Performance-Based Certification in Volunteer Administration

What it is

AVA's Performance-Based Certification Program is based on competency statements and performance criteria identified as necessary to administer a volunteer program. It is open to all experienced professionals in the field of volunteer administration, both salaried and unsalaried.

—It is the first professional credentialing system to utilize portfolio development to assess professional competence demonstrated in work experiences.

—It involves partnerships between AVA and institutions of higher education.

—It will enable the field to update itself through evaluation of the competencies and performance criteria.

Who should seek certification?

- If you have made volunteer administration a personal career focus;
- If you want

—to examine your work experiences and analyze your skills in an indepth manner,

—to chart career and development plans,

—to examine or review the philosophical and historical bases for the issues and trends facing the field; and

- If you want the quality of your professional practice and your profession to receive widespread recognition, then certification is for *you.*

What the process involves

Each candidate has an advisor who guides her or him through a process of self-assessment and philosophical development, culminating in a portfolio that demonstrates the candidate's knowledge in the field of volunteer administration, portfolio compilation, management principles

"It is no surprise that the current drive for certification is assuming a central role in providing an avenue for professional recognition and continuing career development."

The principal vehicle for this documentation and analysis—and the major challenge of the certification process—is the career portfolio that a candidate must develop. Assisted by an advisor, who is either a volunteer administrator or an educator, the participant compiles a record of accomplishments and volunteer work experiences. From this the administrator fashions a written declaration of competency, a painstaking process through which the participant documents his/her relevant past and submits it to AVA for evaluation and formal recognition.

At the heart of the certification program is a respect for experiential education. The underlying assumption is a belief in the skills one brings to any learning environment that can be recognized and validated as legitimate professional achievements. Many colleges and universities accept experiential learning as an integral part of professional growth and development, as shown by the programs, workshops and special examinations they sponsor to help the returning adult describe his/her lifework learning, and thus earn academic credit while pursuing a course of study. AVA simply adapts such techniques to a certificate program that is the only one of its kind in the United States.

This skills evaluation focuses on 19 professional competencies deemed critical to volunteer administration. They are divided into four major categories for measurement:

1. Program planning and organization
2. Staffing and directing
3. Controlling (evaluation)
4. Agency, community and professional relations

These competencies were developed and the general scope of the credentialing program was molded under the direction of Sarah Jane Rehnborg, a past AVA president and education chairperson. Today, certification is the work of the Certification Committee of AVA's Professional Development Committee. Coordinated by Joanne H. Patton, CAVS, this committee has included Rehnborg and Page Bristow, Ph.D.; Winifred Brown, CAVS; Connie Eaton Cheren, Ph.D.; Mark Cheren; Anne W. Hayden, CAVS; and Rhoda White, who spent more than 20 months planning the program and scheduling tests throughout the country. For the 1982-1983 field-test year, certification sites included Pittsburgh, Minneapolis, Buffalo, Boston, Takoma and Milwaukee.

Prior to these tests, AVA first tried the Performance-Based Certification Program at Adelphi University with funding from the Kellogg Foundation.

A sponsoring organization is required to administer this certification program at the local level. In 1982-83, for example, these sponsors have been AVA regions or affiliate groups, although colleges, universities, community colleges and similar organizations are prime candidates for sharing the future responsibility. Once approved by AVA, they must select a project coordinator—preferably a CVA or CAVS (for Certified in Administration of Volunteer Services, the designation of AVA's certification before its performance-based program was launched), and identify the 20 to 40 certification candidates needed to qualify the program in that location.

The key to the project's success, a coordinator is the one who recruits the advisors, deploys the personnel, stages the necessary workshops and generally plots the course. But the coordinator never is cast adrift, since AVA appoints for each region an active certification liaison to provide support and oversee the project.

"AVA's Performance-Based Assessment Program for Certification is attuned to both the educational needs and the professional development concerns of volunteer leaders."

THE AVA CERTIFICATION program offers volunteer administrators an unprecedented path toward public acceptance and professional recognition. But it was not always so. The field underwent years of trial and expectation before reaching its current status. Due largely to the advocacy and example of a number of national volunteer leaders, among them Harriet Naylor, Marlene Wilson, Ivan Scheier, volunteer administration as a calling gradually claimed its rightful place in the galaxy of modern professions. And while the definitive history of the movement remains to be written, three particular events have been instrumental in its advance: the publication of a journal, the development of educational initiatives and the emergence of a professional association.

In 1968, Northeastern University's Center for Continuing Education introduced *Volunteer Administration* "to provide a dialogue among directors of volunteer services and other professionals" involved with citizen volunteers. AVA later assumed publication and provided a fresh look and format.

Educational initiatives were soon to follow. Two years after the journal's debut, the 1970 conference, College Curricula for Leadership of Volunteer Programs, grew into the Volunteer Management Program at the University of Colorado. The conference had emphasized the need of degreed curricula and intensive training workshops for volunteer leaders, and by 1972 Wilson, and such other experts as Scheier and Naylor, had begun a series of workshops for the management program at UC's Boulder campus.

First conceived as a master's degree, what unfolded instead was a certificate program as the best way to accommodate likely participants. In all, the Boulder program has attracted about 1,600 candidates from the United States and abroad, of whom 89 percent were active volunteer administrators, 60 percent had bachelor's degrees and 26 percent master's degrees.

Before long, both institutions of higher learning and other organizations were offering a wide range of degree and certificate programs. At one extreme was the one-day, in-service workshop, designed largely to augment the inexperienced volunteer's on-the-job training. And at the other was the full range of degree, license and certification opportunities leading to enhanced careers not only in higher level administration or in academic research and teaching, but also as specialists in volunteer policy, planning, accounting and budgeting.

The third event influencing the growth and development of volunteer administration was the coming of age of its professional association. Founded in 1960, AVA passed through two metamorphoses in name and structure before evolving to its present state. Throughout its history, AVA has had a concern for education, as demonstrated through its planning and sponsoring of conferences, courses and workshops. The current certification program is internally tied to this focus.

Certification is not the only route to professional development and recognition, but AVA includes on its Certification Assessment Panel employers, volunteer administrators, educators and volunteers especially sensitive to the role volunteer administrators play in delivering service. Moreover, as the profession gains prominence and begins to assert itself, there is the additional prospect of tangible recognition through increasing salaries and benefits.

For further information on certification, write AVA, PO Box 4584, Boulder, CO 80306. ♥

and volunteerism. Portfolio development is the essential element in this process.

All participants must purchase a "Preparation for Certification" packet, begin working on their application, and then attend an all-day Certification Workshop. Participants may proceed at their own pace.

After the workshop, participants finish and submit their application. If accepted as a "Candidate for Certification," an advisor is assigned and participants are encouraged to join a peer support network. After completion of the portfolio, each candidate analyzes and submits a case study.

An independent Certification Assessment Panel of practitioners, educators, employers and certified volunteer administrators, determines who is accepted into the program and who is awarded the professional credential, "CVA—Certified in Volunteer Administration."

About AVA

The Association for Volunteer Administration is the national professional association for those in the field of volunteer administration who want to shape the future of volunteerism, develop their professional skills and further their careers. A volunteer administrator does not have to be a member of AVA to participate in its certification program.

The Performance-Based Certification Program is coordinated by AVA's Certification Committee, which is responsible for the implementation and delivery of this program throughout the U.S. and Canada.

The Certification Program is offered locally through the sponsorship of an AVA Region or AVA Affiliate. The sponsoring group organizes the workshop, identifies advisors and oversees the entire local certification process.

For more information:

AVA Certification Program
PO Box 4584
Boulder, CO 80306
(303) 497-0238

Two CVAs and How They Feel About . . .

MEL DEL MONTE AND DON PATTERSON WERE among the first group of ten volunteer administrators to be certified by AVA in the 1980 pilot program administered by AVA and the Adelphi University Center on Volunteerism. I interviewed both in their respective offices where Patterson has served in his current position for about five years and Del Monte for over two.

It is obvious from their remarks that the certification experience has affected them in many ways: They have a deeper feeling for their individual roles as volunteer administrators—on both the personal and public levels—and they have gained a keen insight on the current status and future potential of their profession. The experience seems to have inspired in them a sense of the need to connect with other colleagues to communicate the professional self-development that is unique in performance-based certification.

Throughout the nine-month pilot, Patterson, Del Monte and other participants communicated on many occasions, exchanging notes on each other's progress, but also on what Patterson described as "the different things we could do because of certification." For example, Patterson and his two Virginia colleagues in the pilot group—Rena Dudley, director of volunteers, Central Virginial Legal Aid, Richmond, and Mary Lillie, director of volunteers, Children's Hospital of the King's Daughters, Richmond, became members of a state "cluster" group of volunteer administrators. In three years the group has grown to 30 members who meet quarterly to discuss mutual concerns and share ideas.

Today, Patterson and Del Monte are active in sharing the experience of the certification process and helping in its administration. Del Monte serves on the AVA Certification Committee as well as the Certification Assessment Panel, and Patterson is on the AVA Region IV Certification Committee, which encompasses the states of Virginia, North Carolina, South Carolina and West Virginia.

Don Patterson
Superintendent of Volunteer Services
Richmond Nursing Home
Richmond, Va.

Also, in the past year Patterson completed an internship with the Center for Volunteer Development at Virginia Polytechnic Institute (VPI) to develop a model college curriculum for volunteer administrators. Working with representatives of the Virginia Division of Volunteerism, the Richmond VAC and Red Cross, Patterson developed the courses based on his own experience and the AVA guidelines for certification. He was pleased to report very recently that the Virginia community college system approved three of the eight courses—Introduction to Volunteer Administration, Volunteer Program Management I and II—and that the J. Sargent Reynolds Community College in Richmond will begin offering the introductory course in January.

—Brenda Hanlon

Volunteer Administration as a Career

Patterson: It's common knowledge there's a rapid turnover in our field. Why? Because there are not enough formal educational or on-the-job training programs to show volunteer administrators exactly what they can do and to help them understand the magnitude of their position.

Volunteer administrators are extremely creative. They have lots of fine ideas, but when they try to implement 15 or 20 different ideas at one time, they burn themselves out. On my job, I was developing programs right and left, but was not really conscious that each required a different plan, policies and procedures. I was just doing. I thought I was a pretty good administrator until Geneva Austin, administrator of the Richmond Nursing Home, said, "Write these programs up; let's see what you have going." I found out I had about nine different programs going!

Other volunteer administrators having problems should do the same. Then they wouldn't feel that they're in a bind. Many times you hear them say, "I can't handle this job. They're not paying me enough. I'm going to leave." They should know

Mel Del Monte
National Assistant Director of Volunteer Personnel
American Red Cross
Washington, D.C.

that when they first come into the field, they have to plan, organize and write, so volunteers and staff can see what's going on. It eliminates a lot of hassles.

Many volunteer directors will keep all of their plans in their heads. Then if they leave the field, they don't pass on what they have learned in the process of administering a program. If a problem comes up, we're stuck. I had to learn my position on the job—that we must develop and maintain policies and procedures for our volunteers so they know exactly what's expected of them. I previously worked with a private drug program where we had no formal guidelines for volunteers. I developed certain skills, but technical management experience I received right here.

The experience I've gained at the Richmond Nursing Home has been vital to my learning about my role as a volunteer administrator. It's made me see the need of pulling everyone together as a team. Those who leave the field early are really missing the chance for development.

Del Monte: I came to Red Cross because my twins had just started college and I was looking for a full-time paid job. I chose the job as administrative assistant to the chairman of volunteers of the Nassau County Chapter in New York because it represented a challenge to me. I approached it with a "show-me" attitude because of some negative experiences I had as a child with "Lady Bountiful"-type volunteers, who were totally insensitive. But as I worked with the volunteer chairman, she personally demonstrated how a well-trained, motivated volunteer could affect changes. As a result, I gained professional growth experience that allowed a job to become a career, and a personal growth experience that became a commitment to volunteerism.

When my children were growing up I worked in the community, helping establish public libraries, that kind of thing. I didn't know I was a volunteer, though. I was doing it because it was in my community and I cared enough about it to get involved. It was only when I became a volunteer administrator that I began to see what good, organized volunteer programs can do for the individual and the community.

I learned a valuable lesson very early. During my second week at Red Cross, I answered a call from a school teacher who was about to retire. She wanted to know what kinds of volunteer opportunities we could offer her. In my eagerness, I said, "Oh, we use volunteers as case workers, we use volunteers in our blood programs, we use volunteers in our day nursery at the family court. . . ." She stopped me cold and said, "Young lady, I am an English teacher, and I want to tell you, you do not use people, you involve them. You *use* things!"

As I began to meet other volunteer administrators, I began to see there were those who used volunteers, shuffling them around like cards, and those who involved them. I realized that the latter had a professional attitude about what they were doing.

Patterson: I will always be in this profession. It's in its infancy stage right now, but there is so much that can be done. I've observed that different levels of volunteer administrators have evolved. Those with zero to three years' experience tend to communicate with those on their own level; and those with more experience hang out together. When I talk about program planning, it is based on five years of experience. The understanding is different. You have gaps because of these different levels. Certification and the educational process will help eliminate them.

Del Monte: The profession is still in infancy—it's been developing for about ten years. What has happened in that period is analogous to the medical profession. For example, we can liken volunteer administrators to the practitioners in medicine, the doctors and nurses. We can liken voluntary agencies and institutions to the places of medical practice, the hospitals and clinics. We can liken the centers on volunteerism and the academic offerings of volunteer management programs to the medical research labs and the schools of medicine and nursing. If we do that, we can then see that the practitioners need the hospitals or agencies to practice their professions, and they need the labs and teaching facilities to learn the state of the art. Each part is dependent on the other in order to make sure that we give good service to our constituents. This is why a professional association is needed, so we can communicate with each other and enthuse each other and develop ethics and standards. Certification is a logical step in our development.

Participation in the Certification Pilot Program

Patterson: When I first took this job five years ago, I wanted to link up with other volunteer administrators. So first I contacted the local VAC. Then I knew I had to link up with a

professional organization. So I joined AVA and a year later became a VOLUNTEER Associate.

When AVA did its mailing to East Coast members, inviting them to participate in its pilot certification program, I had been considering certification through the Certificate in Volunteer Management Program in Boulder. After talking with Rhoda White, who was on the AVA Certification Committee, I knew that I wanted to go to the one-day orientation at Adelphi, even if I couldn't get in the program. I was the last one to be accepted.

Del Monte: At the invitational meeting, Sarah Jane [Rehnborg, AVA president then] made an inspiring presentation. I told her later she made me want to go out and carry a placard for the "cause." She was saying everything—she was enunciating, sensing, recognizing what was needed to make volunteering the vital, effective force it always has been in American society but could be even more so if only taken more seriously.

The Value of Certification

Del Monte: Demonstrating and documenting our competencies was one of the most interesting experiences I ever went through. I spent nights and weekends writing drafts. I thought about it on the bus going to and from work. One thing the process does is help you see your own personal growth—where you started and what the experiences were that contributed to that personal growth.

It was a challenging experience, a reflective one and a "stretching" one. I now have a better sense of purpose, of direction for myself, my work, my profession and volunteerism in general.

Patterson: It was a priceless educational experience. It made me more aware of volunteerism. I didn't feel as isolated anymore—it tied me in with the entire field. Before I had to read until things came together. It also helped tie volunteering in with my supervisory administrative position. I had to write these things down as a public administrative employee, but I would ask, is this really necessary as a *volunteer* administrator? (Volunteer administrators always say, "We're too busy; we don't have time to write.")

Also, the process enhanced my working relationship with my supervisor. She made me give her a timetable for completing various parts of my portfolio. So we tied certification in with our regular meetings with each other. If I knew certification was on the agenda, I couldn't slouch; I had to have it ready.

Del Monte: The marvelous thing about this program is that it is performance-based. It doesn't matter whether you are degreed or how many academic honors you may have earned or how many continuing education courses you have attended. While these are important in preparing you for the field, earning the CVA designation means demonstrating that you are competently putting into practice what you have learned, how you have done it and why you have done it. It is the only certification program of its type among professional associations.

Patterson: Certification is a contribution to our profession. For any field you need qualifications, guidelines, standards. AVA certification is an endorsement of a person working in the field, who has all the knowledge and skills and is doing an acceptable job. That is very important. It also works hand in hand with academic credentialing, which will prepare a person to work in the field. Just like an attorney—you go to law school, then you take the bar.

Del Monte: This performance-based assessment has as its ultimate goal better service to the community. The professinal development of competent, committed volunteer administrators helps insure the involvement and development of effective volunteers and the management of viable volunteer programs.

The Future of the Profession

Patterson: I can't see us going in any other direction but toward professionalizing. Certification is bringing all this into focus. Once you go through the process, an awareness sets in. Volunteer administrators will start realizing their potential. Everyone around you will be going through the same thing, and you start drawing on that power. Certification will start to snowball.

Del Monte: As I said before, we need to be taken more seriously. We need to be recognized as professionals, as competent in our fields, that we are unique. Unique in the sense that we are working with unique human resources—individuals who have chosen to come to us to work for their communities. We need our research centers and academicians to explore this uniqueness, to help us discover its greater potential.

Patterson: The volunteer administrator has to emerge. Everybody is soon going to realize there's a market out there. Schools will begin opening doors. It's really just getting started. Before, educators didn't know how to train us. They had very little concept of what volunteer administration is, so the courses were a turn-off for us and not cost-effective for the institution. But now we're getting volunteer administrators with experience *and* with academic backgrounds, who can teach these classes, make them interesting and help solve our problems.

Del Monte: I'm excited by what I am doing and what I see happening in the field today. Volunteerism and the professionalizing of volunteer administrators, whether volunteer or salaried, are having an impact on society's planners, on its colleges and universities, on its workplace, on government and even on those agencies and institutions in which volunteers once may have been taken for granted. Hopefully, no longer again will we have to hear, "I'm just a volunteer."

If you can answer "yes" to any of the following questions . . . then

1. Would you like to obtain new skills to enhance your career as a volunteer administrator?
2. Are you interested in keeping up with the latest trends, issues, and developments in the field of volunteering?
3. Do you want to learn how to set up a viable volunteer program?

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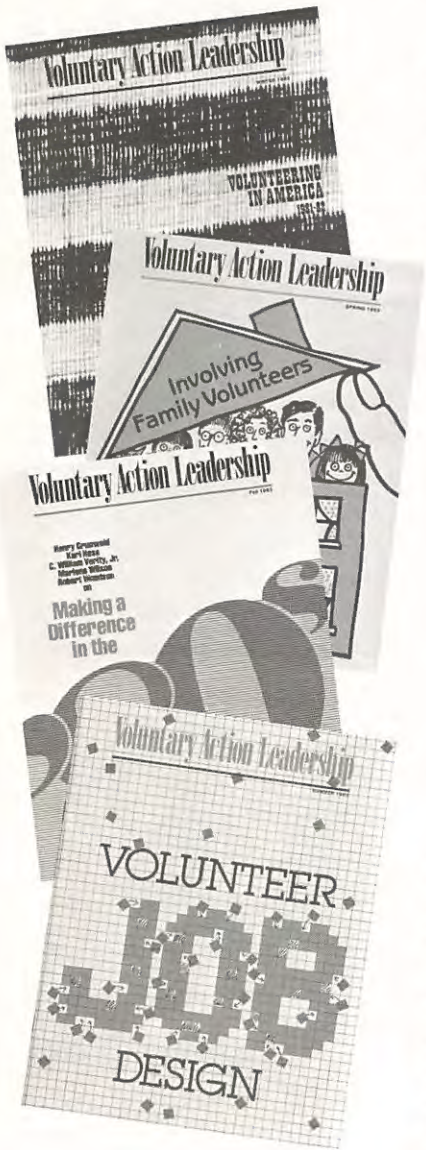

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Take a look at some of the topics covered in depth by VAL in the past year:

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VOLUNTEER

ASSOCIATE PLANS

Associates comprise the growing network of active participants in VOLUNTEER's work. Today, over 1,300 individual citizen leaders and volunteer administrators, local volunteer organizations, public sector agencies, and state and national support organizations are VOLUNTEER Associates.

By joining this network, Associates gain

Exposure to **new strategies** for involving more people effectively in community problem-solving, including examples of successful local efforts and tips on how they do it;

Introduction to **new techniques** *for developing the resources, funds, technical assistance, training and information services necessary for running an efficient, productive program;*

Insights into **new ideas** about the importance of citizen involvement in our society, about what individuals can do as volunteers, and about how we can help them do it;

The opportunity to develop **new skills** *and refine existing ones in volunteer management, and the opportunity to share problems and ideas with colleagues around the country;*

Advance information on new developments about volunteering from a national perspective—on legislation and regulations, new resource materials, emerging problems, new partnerships with business, labor and government.

Special opportunities to participate *in national training events and projects;*

Identification with the growing nationwide network of VOLUNTEER Associates.

Plan A
The Basic Associate Plan
$30

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

- **Regular communications,** including *Voluntary Action Leadership, Volunteering,* a quarterly newsletter that provides the latest trends in volunteering and updates on state and national legislation affecting volunteer nonprofit groups, and *Exchange Networks,* another quarterly newsletter offering suggestions and resources for obtaining program technical assistance and support funding.
- **Certification** of Association with VOLUNTEER;
- **Participation** in national surveys and pools on current volunteer issues;
- **Inclusion** in the nationwide network of VOLUNTEER associates.

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

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VISE Needs YOU!

An Opportunity to Start a *Volunteers in Special Education* Project

By Guy McCombs, Ed.D. and Ivonne Ramos

In its most recent reports to Congress about programs for the handicapped, the Department of Education states that there are at least 4 million elementary and secondary school students in the nation who are now assigned to special education programs. This staggering figure means that nearly 9 percent of the total school population requires special training—a percentage that requires the number of special education teachers to increase by an estimated 20 percent (40,000), and the number of support personnel to grow by 28 percent—just to *begin* to meet the current needs of the special school population.

At a time when resources are inadequate and a shortage of trained personnel prevails, it is clear that extraordinary efforts beyond existing programs are required if these handicapped students are to receive the appropriate and adequate school training they deserve. One way to increase the effectiveness of existing programs, as well as to plan for future services, lies in the increased recruitment and mobilization of volunteers.

Already there are numerous volunteers who are active in education circles, including special education. Given the current demands on teachers and administrators associated with special education, however, it is clear that many new and creative programs must be developed if the needs of handicapped children are to be met over the next several years.

If volunteers are to become an integral part of current education programs designed to meet the needs of the handicapped, then we must address various alternatives for increasing the participation of citizens in the ongoing overall planning to serve handicapped students.

1984 VISE Conference Sites and Tentative Dates

Tampa, Fla.
January 26-27
for VISE programs in
- Florida
- Georgia
- Alabama
- South Carolina
- North Carolina

San Francisco
February 9-10
for VISE programs in
- California
- Oregon
- Washington

Chicago
February 23-24
for VISE programs in
- Illinois
- Wisconsin
- Michigan
- Indiana
- Ohio

VOLUNTEER intends to meet this need for innovative programs through the assistance of a three-year grant provided by the Department of Education's Office of Special Education and Rehabilitative Services. Called Volunteers in Special Education (VISE), the project represents a nationwide effort to encourage and increase cooperation between special educators and volunteer service providers in the following ways:

- By developing long-term training relationships between volunteer agency personnel and leaders in special education;
- By assisting key trainers of volunteers to recruit, train and place volunteers to serve the handicapped effectively; and
- By preparing key special education personnel to work effectively with volunteer service programs in developing local efforts that will utilize volunteer services in educating the handicapped.

During the first year, VOLUNTEER will convene three regional mini-conferences that will bring together the leaders of local volunteer service agencies and special education programs. VOLUNTEER will encourage among them the development of collaborative activities to involve volunteers in special education. When participants return home to implement their ideas, VOLUNTEER will provide follow-up services to assure that the projects get off on a solid footing.

How to Start a VISE Project

If you are interested in offering your volunteers a new avenue for involvement, consider taking advantage of this opportunity to brighten the horizon for special education students. VOLUNTEER will pay your expenses to the regional conference upon acceptance of your statement outlining the following items:

- How your project would function
- What services you would provide
- The key local special educator working with you (VOLUNTEER will help you identify that person)
- The school, schools or school district to be involved
- The associated "affiliation" at the local level to be involved, i.e., a university with a special education program, the local Council for Exceptional Children, a church, etc.

At the conference, you will refine this proposal with the special education expert you have identified. It will serve as a model for new groups who participate in the second and third years of VOLUNTEER's VISE project.

Interested? Call us at VOLUNTEER (703) 276-0542.

Dr. McCombs is the director of VOLUNTEER's Volunteers in Special Education project; Ivonne Ramos is the project's administrative assistant.

Creating Persuasive Fund Raising Documents

By Jeffrey L. Lant

MANY NONPROFIT ORGANIzations spend too much time and money developing the written tools they use to solicit funds from individuals, corporations and foundations. Too often fundraising documents are too long, yet lacking in essential information that prospective donors need.

In my guidelines for nonprofit organizations, I emphasize that the information most funding sources need can usually be presented in a basic document, the précis.

The précis itemizes and justifies, in about 2,500 words, what you are asking money for. Its necessary components are:

- **A history of the organization,** telling, in 100 to 200 words, when, how and why it was started and what problem it addresses.
- **A list of its programmatic successes,** including its accomplishments over the last three years and the number of people served. For easy reading, each "success" should be presented in a "bullet" format and each point may be concluded with an appropriate comment from a newspaper editorial or legislative testimony citing the agency's work.
- **A list of the agency's organizational successes**—also in bullet format—citing, for example, a larger and more committed board, a renovated headquarters and more efficient management procedures.
- **A synopsis of ongoing programs,** explaining, in 25 words or less, what the program is, who is served and how many it reaches.
- **A breakdown of the agency's funding support over the last three years.** The list should include the full names of government agencies—federal, state and local—and relevant funding division, with information on what the money was used for (grant title numbers will probably not be familiar to private donors); foundations, in alphabetical order; corporations that have provided in-kind donations (however, don't list the donation and make no distinction between cash and in-kind donations); and civic, religious and fraternal organizations.
- **Information on the organizational** leadership, with capsulized biographies of the chairman of the board, the executive director and, if you are seeking funds for certain projects, other relevant organizational personnel.

The next section of the precis, explaining what you are raising funds for, can be introduced with the following words:

"XYZ organization has a proud tradition of community service as this document illustrates. To continue this tradition of excellence, the Board of Directors has decided to raise (fundraising goal) during (current fiscal year). Each member of the board has contributed financially and is working diligently toward this goal. The items we are seeking to raise money for are. . . ."

The overall fundraising goal can be broken down into three categories (sometimes, of course, there may not be items in each category): *capital,* listing those items (acquisition and development of land, buildings and equipment) that enhance the overall value of the organization; *program,* listing each project that the organization is raising money for; and *operating,* listing any other funds the organization is trying to raise (this may be done by simply writing, "We are raising (total) for continuing operating support of our agency").

An explanation of the agency's critical role (in 100 to 150 words) should conclude the precis. Focus on the direct services the agency offers and try to explain what the community would be like if the agency didn't exist.

An appendix is also helpful for funding sources. Items to make available, upon request, include a list of the board of directors, current and projected operating budgets, a current agency audit and testimonial literature.

I also advise that the précis not be printed on high-gloss paper stock. Use offset printing and add the following line as a fitting conclusion: "This document has been produced as inexpensively as possible so that your contributions can go directly to work for the causes you support." If any part of the production expenses have been donated, say so.

In addition, think about both the tone and readability of the document. It should be direct, upbeat and well-written.

For some grants-making foundations, the précis may need to be supplemented by a second basic document, a standard development proposal, a more elaborate version of the précis. The proposal provides more detail about the problem that is being addressed and the methods the agency will use in solving it, and it provides a detailed line item budget. However, before preparing a proposal, agencies should present funding sources with a précis, which is very often quite sufficient.

Jeffrey L. Lant, Ph.D., is president of Jeffrey Lant Associates, a consulting firm for nonprofit organizations based in Cambridge, Mass. His article, reprinted from Human Development News, *August 1983, is based on a chapter in his book,* Development Today: A Guide for Nonprofit Organizations, *available for $24.95 from JLA, Inc., 50 Follen St., Suite 507, Cambridge, MA 02138.*

Books

A Look at the Current Status of Church Volunteering

By Janet Richards

HOW TO WORK WITH GROUPS: GUIDELINES FOR VOLUNTEERS. By Julita Martinez Stone, M.S.W., A.C.S.W. Charles C. Thomas Publisher, 2600 South First St., Springfield, IL 62717, 1983. 79 pp. $12.75, spiral (paper).

IN HER NEW BOOK, MARLENE WILson has drawn out the best of her two previous books (*The Effective Management of Volunteer Programs* and *Survival Skills for Managers*), and applied those principles to the life of the church. Her personal experience in the church, together with her professional experience at both the national and local level of many denominations, provide the foundation for a practical discussion of changes that can have an impact on the individual member as well as the church at large.

Using lay language, Wilson deals with what could be a difficult subject in the first chapter: the theology of gifts. An excitement and enthusiasm develops when she describes theology as

—steel girders underpinning our actions
—the skeleton holding our beliefs together
—the springboard that sends us out into life as unique persons of God.

From that foundation, she proceeds to place in historical perspective the matter of how we have been dealing with volunteers in the church. She then explains why we must change, and finally presents plans and tools for making the change.

The book is sprinkled with quotes and stories—mostly humorous—that further clarify its meaning.

An extensive appendix contains a variety of worksheets and other informative items.

This book is a must for all church volunteer leaders.

Janet Richards is a consultant in church volunteer administration in Pennsylvania.

Group Program Possibilities?

HOW TO MOBILIZE CHURCH VOLUNTEERS. By Marlene Wilson. Volunteer Management Associates, 279 S. Cedar Brook Road, Boulder, CO 80302, 1983. $8.95.

By Steve McCurley

ONE OF THE MORE INTERESTING comments I've ever encountered was uttered by an irate physics professor at Princeton who exclaimed over one pupil's exam answers, "This isn't right! This isn't even wrong!"

I felt the same way after reading *How to Work with Groups*. There isn't anything really wrong with it. The book provides, in reasonably polished prose, a set of suggestions for the volunteer who has risen to the position of "leader"— in a club, a society, a small membership group of any kind. And Stone combines these homilies for success with artful references to articles and findings by the greats of social psychology—Erik Erikson, Erich Fromm, et al.

On the other hand, there isn't anything really right about the book. Most of the suggestions are so basic that if you have risen to a leadership position in a group without knowing them, then someone seriously ought to examine the group's selection process. And I, for one, must confess a certain prejudice against any volunteer guidebook that lists the following suggestions for group program possibilities: cooking, games, music, rhythm bands and dramatics. Cooking, admittedly, is appropriate, since the graphic designer of this book made it most closely resemble the ubiquitous cookbooks produced by eight million local volunteer groups as fundraisers. Alas, the inside typographical design more closely resembles an Army instructional manual produced during World War II.

All of which is not to say that you shouldn't get this. If you have some excess funds and you want to give a harmless present to the incoming leader of a volunteer group, then this book is a potential choice. After all, it is the thought that counts. ♥

Steve McCurley is VOLUNTEER's director of constituent relations.

COMING ATTRACTIONS

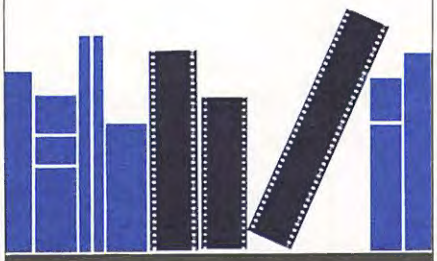
New ideas for recruiting volunteers

VOLUNTEER's annual status report on volunteering

Rose Parade highlights

A review of Jane Mallory Park's *Meaning Well Is Not Enough*

Tool Box



Compiled by Donna Hill

Publications from the Northeast-Midwest Institute. Northeast-Midwest Institute, 218 D Street, S.E., Washington, DC 20003, 1983. Free.

A catalog listing publications on issues of regional concern, such as nuclear plant shutdowns, economic trends, energy and water policies.

National Directory of Children and Youth Services. CPR Directory Services Co., 1301 20th Street, N.W., Washington, DC 20036, 1983. 638 pp. $49 plus $3 postage and handling. Discounts available for multiple copy orders.

This third edition of the directory—the only standard reference in the child health and welfare field—includes 30,000 listings of public and private agencies that provide mental health care, plus other new features enhancing its utility. The main section lists telephone numbers, addresses and names of program managers of every public social services agency, health department, juvenile court and youth agency in the nation.

Citizen Representation: Serving on Boards and Commissions. American Association of Retired Persons, PO Box 19269, Station R, Washington, DC 20036. $22.

A slide-tape program that explains how to get appointed and be effective on a board or commission. The program can be presented in 15 minutes.

How to Get Appointed to a Board or Commission: A Guide for Older Citizens. Citizen Representation Program, American Association of Retired Persons, 1909 K Street, NW, Washington, DC 20049. 1982. 68 pp. Free.

This manual, which is part of a larger project to recruit, train, place and support older Americans on boards and panels as citizen representatives, describes steps for securing appointment and lists possible vacancies.

Representing the Consumer: Strategies for Effective Board Participation. Citizen Representation Program, American Association of Retired Persons, 1909 K Street, NW, Washington, DC 20049. 1982. 68 pp. Free.

A manual describing the skills needed for effective board service.

Involving Volunteers in Your Advancement Program. CASE Publications Order Department, Box 298, Alexandria, VA 22313. 1983. 112 pp. $14.50 prepaid.

This handbook has something for everyone who works with volunteers in educational advancement. It is a compilation of the best articles from CASE's award-winning monthly magazine, *Case Currents*, that tell how to involve volunteers in fund raising, public relations, alumni programs, student recruitment, career assistance programs and government relations.

Community Jobs. Community Careers Resource Center, 1520 16th Street, NW, Washington, DC 20036. One year subscription rates: $12 individual; $15 community organizations; $24 institutions.

Community Jobs is published monthly, with double issues for December-January and July-August. It lists jobs and internships in nonprofit community organizations, and publishes articles on community work as a profession, on community activities of all kinds and on ways to develop more effective community projects.

Rural America: A Voice for Small Town and Rural People. Rural America, 1900 M St. N.W., Washington, DC 20036. $10 for a one-year subscription.

Published six times a year, *Rural America* was created by a nonprofit membership organization of the same name that helps people gain control over their lives and communities and improve their social and economic position through advocacy and a broad technical assistance and support program.

Baltimore Neighborhood Self Help Handbook. Citizens Planning and Housing Association, 340 N. Charles St., Baltimore, MD 21201. 1982. 165 pp. $12.

A step-by-step guide to over 100 projects and activities that community organizations can undertake to solve local problems and improve their neighborhoods. The handbook includes projects about getting organized, sanitation, housing and community improvement, safety and security, health and education, human and family services, economic development, recreation/arts and culture, energy and consumer services. Each project is accompanied by basic steps to doing the project, sources of technical assistance and examples of communities that have successfully completed these activities.

What Every Volunteer Should Know About Fund Raising. Channing L. Bete Company, Inc., Dept. PR, 200 State Road, South Deerfield, MA 01373. 1983. 16 pp. Minimum order of 100 copies required.

This booklet promotes volunteer work by explaining how important it is to many organizations' fund raising efforts, and offers advice on fund-raising techniques. It describes the four basic methods of raising money, the different forms donations can take and tips for successfully approaching donors.

Attitude and Opinion Research: Why You Need It/How To Do It. Third edition. Council for Advancement and Support of Education, 1983. 121 pp. spiral. $16.50 prepaid. Order from: CASE Publications Order Dept., 80 S. Early St., Alexandria, VA 22304.

An updated and expanded edition that provides basic, practical information on how to do your own opinion surveys and how to apply the information gathered for use in student recruitment, public relations and other advancement programs. Includes 14 sample questionnaires that have helped colleges and universities measure the opinions of alumni, students, magazine readers, local voters, business leaders.

An Introduction to Fund Raising: The Newcomers' Guide to Development. Paula J. Faust, editor. CASE Publications Order Department, Box 298, Alexandria, VA 22313. 1983. 92 pp. $16.50 prepaid. $10 plus $3 shipping for orders of 10 or more.

This spiral-bound handbook provides a comprehensive introduction to all phases of fund raising. Authors give an overview of the philosophy behind development, its role in institutional advancement and the personal qualities that lead to success in fund raising. They also give a thorough grounding in the basics of annual giving, the capital campaign, deferred giving, foundation and corporate support, research and record-keeping and computer applications for development.

Guidelines for Staging Successful Fund Raising Events. Bernice E. Sheldon, 155 E. 38th St., New York, NY 10016, 1982. 20 typewritten pages. $5.

By the author of *The Successful Fund Raising Event*, this booklet contains the essential ingredients for financing nonprofit activities through such events as auctions, charity balls, luncheons, theatre benefits, fairs, house tours and more.

Child Welfare League of America Publications 1983-1984. Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003. Free.

A catalog of publications produced by CWLA that includes information on how to become a special publications subscriber.

Protecting the Freedom to Learn. A Citizen's Guide. Barbara Parker and Stephanie Weiss. People for the American Way, 1424 16th St., NW, Suite 601, Washington, DC 20036, 1983. 125 pp. $9.50.

A citizen action guide that documents the rise in censorship, the anti-public education agendas of current pro-censorship organizations, and ways to combat or prevent censorship in local communities.

Call for Help: How to Raise Philanthropic Funds with Phonothons. William F. Balthaser. Fund-Raising Institute, Box 365, Ambler, PA 19002, (215) 628-8729, 1983. 152 pp. $21.50/hardcover, prepaid.

Shows nonprofit executives how to organize teams of callers to telephone prospective donors and obtain gifts. The 14 chapters explain who you call and how you find them, how to recruit the callers, how to train and motivate callers, specifications for the calling site, phone equipment and other supplies, publicity to boost the call, how to sign the message, when to call, how to run a phonothon session, other ways to raise funds by phone and more.

Enterprise in the Nonprofit Sector. James C. Crimmins and Mary Keil. Partners for Livable Places and the Rockefeller Brothers Fund, 1983. 144 pp. $7/paper. Order from: Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012, (212) 260-2010.

Explores the issues, risks and benefits involved for nonprofits who tap previously ignored money sources. Includes profiles of the experiences of 11 nonprofits in developing income-producing ventures to supplement traditional fund raising drives. The authors stress that enterprise is not for every nonprofit and that any organization who undertakes an enterprise must realize that it will take time to develop.

Careers Tomorrow. Edward Cornish, editor. World Future Society, 4916 St. Elmo Avenue, Bethesda, MD 20814. 160 pp. $6.95.

A collection of articles by experts who look at the social, economic and technological trends that are reshaping the job picture in the 1980s. The book explains how the scientific and technical research of the last decades will lead to new jobs, especially for those able to figure out how to apply the emerging technologies to human needs.

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Please clip and return to: Editor, Voluntary Action Leadership, 1111 N. 19th St., Room 500, Arlington, VA 22209.

Letters

Volunteers Want Helping Opportunities, Not Results

The article, "Designing Volunteer Jobs for Results," by Rick Lynch (summer 1983 *VAL*) was interesting, but not much of it would apply to volunteers in a municipal hospital where so much volunteering takes place.

Because there is always concern for the welfare of the patients, there is an element of liability that enters into the picture. We have to be most careful that volunteers would not he placed in positions of responsibility that might be detrimental to them or to the patients. Even a fairly simple task such as feeding a patient carries some risk.

My personal experience [as a volunteer administrator] has been that volunteers do not wish to have much responsibility and are not interested in achieving measured results for their volunteer work. They just want to "lend a helping hand."

We have people who have retired from the hospital and return as volunteers. They are happy to be released from the commitment and responsibility of their paid jobs.

We have transitional voluuteers who are trying to return to the mainstream of life. At this point in their lives they need a minimum of measured success and stress.

We have some volunteers from an alternative sentencing program who are just fulfilliug a sentence of giving volunteer service to an agency.

In fact, resources for volunteers are a-changing drastically. So far, very few who are presently employed have offered to help here.

In fact, I've found that volunteers who want to be challenged, need to have measured res ılts of their volunteer activity to maintain their interest, and need to feel a sense of "ownership" in what they are doing, are few and far between.

Perhaps you are thinking more of well-educated, professional people who have been challenged most of their adult lives in their jobs and continue to need this kind of experience. Also, the type of agency might make a difference—one where your concept might be more applicable.

However, after all is said and done, volunteers merely supplement the professional staff; they do not supplant it. When you also have to deal with unions and civil service, you have to be very careful how volunteers are utilized. Also, you have to he very sure how the administration views volunteers and their roles in the work force of the agency or institution—in this case, a municipal hospital.

Name withheld upon request

Rick Lynch responds:

People volunteer for a variety of reasons, and as I said in the article, we must create jobs that people want to do, jobs that meet their needs.

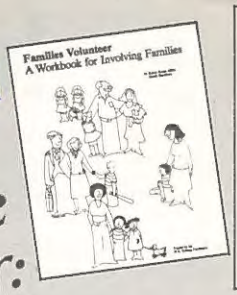
From the examples you share, it seems yon have done an excellent job of matching volunteers with jobs they want to do.

The job also must meet the needs of the organization. The volunteer should accomplish something that helps the organization meet its goals. Presumably your volunteers are accomplishing something in their work. There is some result in their efforts; otherwise, there would be no point in having them.

Management, after all, is the work of achieving planned results through others. It is much easier to do this if the results are defined than if they are not. In addition, no matter what motives other volunteers have for wanting to do the job, it helps them feel more worthwhile if their work is defined in terms of what they are accomplishing (helping patients feel less lonely, for example), instead of in terms of what they do (pushing the hospitality cart from room to room). ♥

NEW from **VOLUNTEER READERSHIP**

Three new books for the volunteer administrator:



FAMILIES VOLUNTEER: A WORKBOOK FOR INVOLVING FAMILIES
by Kerry Kenn Allen and Sarah Harrison; VOLUNTEER: The National Center for Citizen Involvement, publisher
1983/56 pp./*$5.00*

A new book with exciting ideas for tapping a new source of volunteers. Written for the individual volunteer administrator, this workbook shows you how to recruit, train and involve families effectively in your existing network of volunteer programs.

Families Volunteer can help in the following ways:
- It demonstrates the step-by-step process for the effective placement of families in programs tailored to your community's unique needs;
- It shows you what others have done by outlining successful model programs that involve families in community projects.
- It suggests ways to strengthen your community's family ties, its voluntary activities and its civic participation.
- It can enhance your recruitment techniques with innovative methods designed especially to attract family groups.

Families Volunteer takes the proven principles of volunteer management and applies them to the new realm of family volunteering.

AMERICA'S VOLUNTARY SPIRIT: A BOOK OF READINGS
By Brian O'Connell; The Foundation Center, publisher.
1983/450 pp./$14.95 paper

Forty-five of the best pieces written over the past 300 years on America's national tradition of giving, volunteering and not-for-profit initiative selected by the president of INDEPENDENT SECTOR. Contributors include de Tocqueville, John D. Rockefeller, Thoreau, Max Lerner, Erma Bombeck, Vernon Jordan. Foreword by John W. Gardner.

This anthology is an invaluable reference for those who write or speak about giving and volunteering. It will be of lasting value to all those involved with the extraordinary array of institutions that comprise the independent sector:
—schools, colleges, universities
—hospitals, clinics, health agencies
—churches, synagogues, religious groups
—theaters, museums, arts organizations
—foundations, corporations, individual donors
—civic clubs
—youth groups
—social service organizations
—volunteers.

THE BEST OF THE BEST IN VOLUNTEER ADMINISTRATION
By Patricia Chapel
1983/78 pp./$8.00

A collection of tips, techniques, and opinions from the country's leading practitioners and observers in volunteer administration.

The 46 authors (from 20 states) have shared their thoughts on the following topics:
—volunteer administration and administrators
—recruitment
—interviewing
—placement
—supervision
—training and training exercises
—recognition
—resources
—staff/volunteer relations
—communications
—management
—speculations on the thing itself

Pat Chapel, a volunteer administrator for many years, has compiled a book full of quotable quotes that are presented in an easy-to-read format. Illustrated with archival 19th century drawings and woodcuts, *The Best of the Best* is thought-provoking and *fun* to look at.

Volunteer Readership Order Form

Title	Quantity	Unit Price	Postage	Total
Volunteer Heritage Package	_____	$30.	$ Free	$ _____
_____	_____	$ _____	$ _____	$ _____
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Organization _____

Street Address _____

City/State/Zip _____

Clip and return to: Volunteer Readership, 1111 N. 19th St., Room 500, Arlington, VA 22209.

Calendar

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

1984

Jan. 2 — **Pasadena, Calif.:** *95th Annual Tournament of Roses Parade*
This year's parade of 60 floats will feature "A Salute to the Volunteer" to be viewed by one million spectators along the parade route and 150 million television watchers around the world. Starts at 8:20 a.m. Pacific Standard Time.

Feb. 12-18 — **Nationwide:** *Big Brothers/Big Sisters Appreciation Week*
Sponsor: BB/BSA, 117 S. 17th St., Suite 1200, Philadelphia, PA 19103, (215) 567-2748.

Feb. 26-Mar. 2 — **Boulder, Colo.:** *Second-Level Volunteer Management Workshop*
Part of the Volunteer Management Program offered by the Office of Conference Services, University of Colorado. Certification consists of completing three workshops (see below for description of first- and third-levels). Marlene Wilson, faculty director. Course content focuses on implications and challenges, rather than specific skills; includes planning, conflict, tools for the trainer, personal and organizational management, creativity, advocacy, issues and more.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80310, (303) 492-5151.

May 6-12 — **Nationwide:** *National Volunteer Week*
Sponsor: VOLUNTEER: The National Center for Citizen Involvement, 1111 N. 19th St., Room 500, Arlington, VA 2209, (703) 276-0542.

June 17-21 — **New Haven, Conn.:** *The 1984 National Conference on Citizen Involvement*
VOLUNTEER's annual conference returns to the East Coast at Yale University. Details in next issue of *VAL* or write VOLUNTEER to be placed on conference mailing list.
Contact: Kris Rees Daly, VOLUNTEER, 1111 N. 19th St., Room 500, Arlington, VA 22209

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

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

Dec. 2-7 — **Boulder, Colo.:** *Third-Level Volunteer Management Workshop*
One week of highly concentrated, in-depth learning experiences in a specific topic area, such as survival skills for managers, innovative volunteer program models, training of trainers.
Contact: Office of Conference Services, Campus Box 454, Boulder, CO 80310, (303) 492-5151.

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

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