Voluntary Action Leadership

SPRING 1983

Essential Resources **Tailored** *for Human Services Providers*

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.

☐ Yes! I want to join the volunteer community! Please enroll me in Plan A described above.
☐ Please send me a brochure that describes all three Associate plans in detail.

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Organization _____

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Improving Our Services

THIS ISSUE IS FILLED WITH IDEAS FOR PROgram and professional improvement—from expanding our volunteer programs to include a vital resource, the family volunteer, to the all-important program—and *cost*—evaluation. In each article, the authors draw from personal experience to present their case. For example:

In our cover feature on families, Ken Allen and Sarah Harrison describe the fruits of a three-year demonstration project on involving families as volunteers. We present an excellent sampling of the workbook they wrote based on their interviews, visits and meetings with the ten pilot projects and the families who became volunteers. They note that while the basic components of good volunteer management must be present in a successful family volunteer project, some additional factors, unique to families, should also be considered. Yet, so should the benefits, which include "the long-term development of our 'volunteer community.' "

Four professionals working in the volunteer development/human services fields—Peter Beeson, Mary Jo Pankoke, Vi See and Kim Singleton—used a volunteer experience they shared to write "Improving Your Program Through Evaluation" (p. 22). As members of the Social Services Committee of the Volunteer Bureau/Voluntary Action Center in Lincoln, Nebraska, they developed a set of evaluation guidelines for volunteer programs that encourage "the tailored approach."

"We found many evaluation cookbooks addressing social and human service agencies," Benson said, "but we were unable to locate any tool specifically addressing volunteer programs. So, we decided to develop a set of guidelines that would allow volunteer coordinators to design and implement their own evaluation.

"For a year and a half, our committee worked on the guidelines with monthly meetings and homework assignments. We tested out our approach on Vi See's hospice volunteer program. After numerous drafts, many meetings and hours and hours of work, the guidelines were finalized and submitted to the (VAC) cabinet and others for review and comment."

Sandy Heywood's description of how the Auxiliary of the Tucson Medical Center evaluated its volunteer program ("The Value of a Volunteer Questionnaire," p. 25), illustrates the basic steps outlined by Beeson and company.

"One of the main points I make," she wrote when submitting the article, "is the importance of a group getting involved in the process of collecting information from its own membership. This not only produces a more meaningful and customized questionnaire, but it also creates that all-important sense of ownership so necessary for good participation. It is truly worth the extra work, as we found out."

Dick Hodgkins completes the program evaluation section with a description of cost accountability ("Your Program Is Worth More Than You Think," p. 27). His article is based on a workshop he calls "A Survival Kit." He stresses the *systematic evaluation of costs*, along with proper planning, needs assessment, recruitment, training and supervision of volunteers, as one of the key ingredients of any productive, successful volunteer program.

Another personal perspective comes from Kathy Brown, who gives us the latest installment of our Training Volunteers series ("The Trainer As Teacher," p. 31). Brown, who once taught school, bases her article "on the ideas with which I introduce my 'training volunteers' workshops."

* * *

Once again, we enclose a Volunteer Readership brochure, which you will find added to the centerfold. I draw your attention to this supplement because it contains all new listings of recently published books of interest to volunteer administrators. A new feature of this service is that you can obtain any book for the list price—no more need to figure out shipping/handling charges by zone.

* * *

One final note on improvement. *VAL*'s subscription service now has a permanent home—right in the heart of VOLUNTEER's Boulder office, in its new computer center. This means that staff have direct and immediate access to all subscription records, and can keep them updated by the minute, if they choose. The transfer from outside to in-house occurred with the winter 1983 *VAL*. With that issue we requested address corrections from the Postal Service. The results indicate that many of you are not sending us your new address, which is the only way you can receive every issue of *VAL*. (The Postal Service will not forward magazines mailed at the nonprofit bulk rate.) So, to keep your *VAL*s coming, be sure to send your address change to the Boulder office.

In the meantime, enjoy this issue.

Brenda Hanlon

Voluntary Action NEWS

Twenty Recipients of President's Volunteer Action Awards Honored

By Richard Mock

On April 13, 1983, 20 outstanding American volunteers—the recipients of the 1983 President's Volunteer Action Awards—joined President Ronald Reagan at a luncheon in their honor in the White House East Room. The President presented the Tiffany sterling silver medallion awards to the individual winners and representatives of volunteer groups, one labor union and two corporations.

Joining Reagan and the award recipients were Vice President George Bush and Mrs. Bush, members of VOLUNTEER's board of directors and ACTION's National Voluntary Service Advisory Council, and representatives of the corporate and foundation sponsors of the President's Awards program.

Reagan compared the President's Awards to the Academy Awards presented earlier in the week. "At this luncheon, we're holding our own version of the Academy Awards for volunteer action," he said "And the difference is that for today's awards, the American people are the winners. That's because, thanks to the efforts and endeavors of our recipients, America's better and a more generous land. We're finally starting to recognize the importance of our volunteers."

The luncheon was the highlight of three days of activities for the recipients. They arrived in Washington in the afternoon of Tuesday, April 12. That evening they were the honored guests at a dinner at the Vista International Hotel. VOLUNTEER Chairman George Romney welcomed other

Photos by Nick Sebastian

Elizabeth O'Donnell accepts award from President Reagan as VOLUNTEER Chairman George Romney applauds.

Richard Mock, a VOLUNTEER staff member, is the director of the President's Volunteer Action Awards program.

special guests at the dinner, including Secretary of Education Terrel H. Bell and Mrs. Bell, Postmaster General William Bolger and Tournament of Roses Parade President Don Judson and Mrs. Judson.

Romney presented Bolger with a certificate of appreciation from VOLUNTEER for his outstanding support of volunteering. Secretary Bell welcomed the award winners on behalf of the administration. James K. Coyne, special assistant to the President for private sector initiatives, presented special certificates of appreciation signed by the President to the program's corporate and foundation sponsors.

On Wednesday morning, the award winners met with their senators and representatives, Cabinet secretaries, labor officials and staff of national voluntary organizations. Following the luncheon, many of the honorees were interviewed on the White House lawn by national press and representatives of their area media's Washington bureaus. That afternoon, Senator David Durenberger, who serves on VOLUNTEER's board of directors, hosted a reception for the award recipients on Capitol Hill. Among the 350 guests were a number of senators and representatives who congratulated the winners. The reception also gave representatives of the Washington business community, staff from national voluntary organizations, staff and board from Washington metropolitan area Voluntary Action Centers and friends of the volunteer community the opportunity to meet the President's Awards recipients.

On Thursday morning, the winners and their guests were treated to a bus tour of Washington, which included views of Washington's famous cherry blossoms at their peak.

The President's Volunteer Action Awards were created in 1982 to recognize outstanding individual volunteers and volunteer groups for innovative community volunteer service. VOLUNTEER cosponsors the President's Awards program with ACTION in a unique partnership begun the first year of the program. All funding for the program comes from private sector sources.

This year, several new categories—international volunteering, human services, the workplace—were added to the original categories of arts and humanities, education, the environment, health, jobs, material resources and public safety.

VOLUNTEER and ACTION distributed nearly 75,000 nomination forms through local, regional and national voluntary organizations, corporations, labor unions, civic and neighborhood groups, fraternal organizations and ACTION's regional and state offices. Requests for additional nominations were generated by public service announcements carried on major radio networks. Some 2,000 nominations came from all across the country. The judging was a three-step process with members of the National Voluntary Service Advisory Council, joined by two members of VOLUNTEER's board, George Romney and Mrs. William French Smith, serving as final judges.

Hispanic Women's Council representatives Elizabeth Chavez (left, wearing award medallion) and Carmen Sandoval on White House lawn after luncheon in their honor.

The President's Awards program has been designed to be more than a recognition program. A major goal is to call public attention to the contributions our nation's volunteers make and to demonstrate what can be accomplished through voluntary action. Increased attention during the second year was devoted to media coverage for the winners and their achievements. Soon after the winners were chosen, press releases were sent to the media in their communities and contact was made with key media people. The result was a number of feature stories on the recipients in newspapers, interviews on local talk shows, and congratulations in print and electronic media editorials.

In recognition of the significant contributions made by all the volunteers who reached the final judging stage, special attention was given this year to the 60 finalists or citationists. Special press releases were sent to their local media and each of them received a certificate of appreciation bearing the Presidential coat of arms and the President's signature. In a number of communities, the Voluntary Action Centers presented these citations during their own Volunteer Week recognition activities.

Funding for the program was provided by Aid Association for Lutherans (Appleton, Wisc.), Atlantic Richfield Company (Los Angeles, Calif.), The J.M. Foundation (New York, N.Y.), W.K. Kellogg Foundation (Battle Creek, Mich.), the Mutual Benefit Life Insurance Company (Newark, N.J.), Rexnord (Milwaukee, Wisc.) and Tenneco Inc. (Houston, Texas). The President's Awards—sterling silver medallions inscribed with the President's seal—were created by Tiffany & Co. and donated by Avon Products (New York, N.Y.). Special assistance with program publicity was contributed by Keyes Martin Public Relations and Advertising (Springfield, N.J.).

And the Winners Are . . .

Alcoholics Anonymous
New York, N.Y.

In 1935, two men who were regarded as incurable alcoholics by medical specialists began helping each other to overcome the disease. Learning as they went, they soon began helping others. Out of the process of developing a concept of alcoholism, a unique method of treatment and a philosophy of recovery, Alcoholics Anonymous (AA) was born. Today, AA has over 40,000 local groups in North America. Since its founding, over 650,000 men and women have overcome their alcoholism through AA.

A completely voluntary fellowship, AA provides a unique program of support, example and friendship for new members by recovering alcoholics. Members are urged to stay away from drink "one day at a time" rather than swear off alcohol forever. AA members feel that by sharing their own experience, strength and hope, they can pass these same qualities on to those who need them most. All help is given anonymously and voluntarily.

Lupe Anguiano
New York, N.Y.

In 1973, disturbed by the hopelessness of women trapped in the welfare system, Lupe Anguiano lived in six different San Antonio housing projects to offer help. As a result, 500 women left the welfare rolls for jobs in the private sector. Soon after, she formed the National Women's Employment and Education Model Program (NWEE), enlisting the San Antonio Kiwanis Club to provide skills training in its members' businesses and scholarships to allow the women to obtain short-term skills training at a local continuing education center.

NWEE locates available jobs, then screens and places women suited for the specific positions and assists them with child care and transportation needs. The women are prepared for success through a three-week employment/education readiness "Skill Discovery Method" program.

From 1973 to 1977, NWEE operated on private-sector funds. By 1978, its successful and common-sense approach to welfare reform led to funding assistance from the Department of Labor. That year, NWEE placed 205 out of 225 women at a cost of $670 per worker. One year later, 88 percent of those women still were working. The high rate of job retention can be attributed to NWEE's follow-up support system, which provides counseling to help the women adjust to the world of work and continue to grow, develop and move on to better employment.

In 1981, the program spread to Dallas, El Paso, Tempe (Arizona) and Ventura County (Calif.). In 1982, Anguiano helped Denver and Tacoma begin similar programs with private-sector funding.

Thomas W. Dibblee, Jr.
Santa Barbara, California

At 72, Thomas Dibblee puts his interest in field geology to work as a volunteer mapper of California's complex geology. Since 1979, his work has resulted in the production of detailed geologic maps of the Los Padres National Forest, a project worth over half a million dollars.

Much of Dibblee's work benefits the U.S. Department of Agriculture's Forest Service, such as the mapping of 3.4 million acres—or 85 geologic quadrangles—which represents a savings to the government of $350,000.

Dibblee also has performed valuable services for many other agencies. For example, he mapped the San Andreas Fault from Tejon Pass to San Francisco for the U.S. Geological Survey and conducted field trips for Minerals Management Service. His work has made possible the development of a Forest Land Management Plan for Los Padres National Forest, allowed the development of bridges, water well and building locations, supported landslide control studies, mining claims and environmental assessments, provided background for dam safety, drainage and seismic hazard studies, and made university research possible.

Frank Ferree
Harlingen, Texas

Forty-five years ago, Frank Ferree made a vow to spend the rest of his life helping other people in the Harlingen, Texas, area. From that time until his

Dr. Nguyen-Trung Hieu (right) and associate Luan Nguyen discuss their refugee program with Art Smith, Frito-Lay representative, at reception preceding "opening night" dinner.

death on March 11, 1983, he spent six days each week carrying out that promise.

Frank Ferree

Harlingen is located near the Mexican border where many residents live in shacks on substandard diets with little or no access to medical and dental care. Ferree first sold most of the 23 acres on which his home was built, turning over the profit to these people. He begged food from markets, bread from bakeries and meat scraps from restaurants. To help people build temporary shelters, he collected scrap wood and cardboard. Local churches and clubs collected clothing.

Ferree also obtained donations of medicine and vitamins from pharmaceutical companies. When he found a sick child, he approached American families and asked for financial help with the treatment. Over the years, Ferree's efforts grew into an organization called Volunteer Border Relief and he came to be known as the Border Angel.

Friends of Handicapped Readers
Jackson, Mississippi

In 1979, a group of Jackson residents formed the Friends of Handicapped Readers as a way of expanding the talking book program of the Mississippi Library Commission's Service for the Handicapped. Within a year, they had raised the funds to purchase a sound-proof booth and open-reel and cassette tapes on which to record books.

Today, members of the Friends schedule recording sessions and serve as volunteer narrators and monitors in recording the books. Other Friends reformat the tapes to produce cassette masters. In order to make all Mississippi residents aware of its services, the Friends developed a brochure and slide program and arrange newspaper articles and radio programs on their work.

Dr. Joseph Nguyen-Trung Hieu
Chicago, Illinois

In 1963, Dr. Nguyen-Trung Hieu, a teacher of high school social studies and an instructor at the National College of Education in Chicago, founded the International Association of Volunteers for Human Services and Leadership Training. Since then, over 180 volunteers have assisted nearly 1,000 refugees in the Chicago area in learning English, adapting to American culture, obtaining an education and acquiring employment. Other volunteers provide daily educational instruction to over 1,200 children in a Thai refugee camp.

Dr. Hieu also established five housing projects to provide room and board for 63 refugee students who left Southeast Asia without their parents. He then spent his evenings, weekends and holidays teaching them English. He has sponsored Vietnamese community festivals, organized a training program for Vietnamese elementary school teachers in a refugee camp in Thailand, and developed a training program for former Vietnamese teachers who wanted to help Vietnamese students in American classrooms. He also has organized summer educational and recreational camps for refugees.

The Hispanic Women's Council, Inc.
Los Angeles, California

For ten years the Hispanic Women's Council (HWC) has been providing a variety of support services and developmental programs, including professional training, peer counseling, informational workshops and seminars, to Los Angeles area Hispanic women. The Council receives no government funding; all financial support is from individual or corporate contributions and fundraising events. HWC members represent all social, economic, educational and political backgrounds.

HWC's youth outreach program includes career days at junior and senior high schools designed to reinforce positive role models and to provide exposure to volunteer activities that demonstrate the relationship between education, the quality of life and self-reliance. HWC's scholarship program offers women over 25 the opportunity to complete their education. In the area of personal development, HWC provides activities aimed at developing leadership skills and in creating networks among working and professional women.

The Council also conducts an active advocacy and public information program to raise the public's consciousness of women's issues and to create a more positive image of Hispanic women.

Honeywell
Minneapolis, Minnesota

The Honeywell Corporate Program supports and encourages employee and retiree volunteer involvement in a variety of ways. For instance, employees can volunteer for the Com-

Honeywell retiree puts smile on face of his young friend.

munity Service Awards program, which makes once-in-a-lifetime grants of $500 to community organizations, and through a released-time policy. HELP, a community involvement team effort for small groups of employees, involves them in such activities as Special Olympics and tutoring refugees in English. Management Assistance Project volunteers provide technical and management assistance to area nonprofit organizations.

Honeywell's Retiree Volunteer Program is operated by retired employee volunteers who coordinate recruitment activities, organize and develop the programs, administer the office and train and place other retired volunteers. Since its beginning in 1979 with 90 volunteers, the program has grown to 565 volunteers. For 1982, their services were valued at approximately $1,130,000.

Volunteers have taught tool and dye making at an industrial institute, designed and built special equipment for handicapped children and adults, taught classes in industrial engineering to foreign students, and assisted older people in completing tax forms.

IHA volunteer administers hearing test to newborn infant.

Infant Hearing Assessment Foundation Volunteers
Concord, California

Over 2,000 volunteers with the Infant Hearing Assessment Foundation provide hearing tests to infants in 35 hospitals across the country. They develop a "risk register" on every birth in their hospital and those infants with risk of hearing problems receive a Brainstem Auditory Evoked Response Test within several days of birth. Those with problems are referred for diagnosis and appropriate therapeutic treatment. All babies are then monitored for 12 months to assure normal speech and language development.

Because commercial test equipment is very expensive, Foundation volunteers developed their own test set built with parts, services and funds contributed by over 20 American companies. Volunteers screen over 54,000 infants each year and have identified over 1,000 infants with hearing impairments.

Little Town Players, Inc.
Bedford, Virginia

Thanks to a group of residents who formed the Little Town Players, Bedford's cultural season and activities rival those of theater groups in cities many times its size. In 1975, volunteers began to renovate a theater that has become the focal point for cultural activities in the community.

Little Town Players encourages people of all ages to become involved in the theater—both as actors and in the production phase. It offers an apprenticeship program to high school students who can learn all phases of theater production. There are also extended curricula programs on Saturdays developed with the local school system, children's theater and puppet shows, and a musical instruction program.

Little Town Players also provides dramatic readings and musical programs for senior citizen groups and is the only theater group in the area to provide college scholarships.

Mayor's Task Force/Frito-Lay, Inc.
Dallas, Texas

In response to a mayoral request to help the 5,000 Braniff employees who lost their jobs when their company filed for bankruptcy in 1982, Frito-Lay, Inc. developed a re-employment assistance program that involved many of the Dallas/Fort Worth area businesses.

Frito-Lay began by setting up a 24-hour communications center staffed by company volunteers who located job opportunities and answered questions from the unemployed workers. They sent letters to the unemployed workers and questionnaires to 51,000 potential employers. This information was tabulated and prospective employees were matched with employers.

The company also sponsored a three-day job readiness seminar with sessions on resume writing, interviewing and job counseling and three job fairs that were open to all unemployed persons in the Dallas/Fort Worth area. The fairs gave 8,700 individuals the opportunity to meet with representatives of over 200 companies. Throughout the program, the president of Frito-Lay and other company volunteers taped commercials, participated in news interviews and gave public presentations on the problem.

By October, with the number of applications dwindling to approximately two a day, the operation was absorbed by the area's unemployment service.

Audrie Megregian
Cocoa Beach, Florida

Since moving to the Cocoa Beach area several years ago, Audrie Megregian has been deeply involved in every aspect of providing assistance to victims of sexual assault. As coordinator of the five-year-old Brevard County Commission Against Sexual Assault (CASA), she is responsible for its 24-hour hotline and the training of advocates for assault victims. She personally counsels 70 to 90 cases a year, often volunteering over 50 hours a week. She follows many cases through from the victim's first hotline call to spending long hours with her in the hospital emergency room to follow-up counseling and attending court sessions as a friendly supporter.

Jeremiah Milbank
Greenwich, Connecticut

Over the years, Jeremiah Milbank has initiated and supported many endeavors that develop individuals' strengths by bolstering their sense of self-worth and competence. In particu-

Bedford, Va., residents rehearse for a Little Town Players' production.

lar, he has been involved for 25 years with the Boys Clubs of America (BCA), a national program that promotes health, social, educational, vocational and character development for more than one million disadvantaged young people, ages 6 to 18. He has served on the national board since 1959 and as its president since 1981.

Milbank was instrumental in the development of BCA's "Blueprint for the '80s," a five-year plan to strengthen the organization's services to local clubs. In 1981, he developed a summer jobs program for ex-offenders and other high-risk youths in cooperation with ten New York City Boys Clubs.

Since 1972, he has served as president of the International Center for the Disabled, a comprehensive out-patient rehabilitation facility annually serving 3,500 individuals. He was instrumental in the expansion of ICD's programs and is the major force behind the dissemination of ICD's rehabilitation program to developing countries.

Mothers Against Drunk Drivers
Fair Oaks, California

Following the death of her twin daughter as the result of a hit-and-run accident by a previously convicted drunk driver, Candy Lightner organized Mothers Against Drunk Drivers (MADD) to seek reform of California's drunk driving laws. Since the formation of the first MADD chapter in 1980, the organization has grown to 111 chapters in 36 states staffed by thousands of volunteers.

Today, MADD volunteers work to effect change in the criminal justice system, the law enforcement and motor vehicle agencies, and in prosecuting attorneys' handling of driving-under-the-influence (DUI) cases. They also provide testimony on DUI legislation and monitor court cases to determine if prosecuting attorneys and judges strictly enforce drunk driving laws.

In addition to its advocacy activities, MADD has developed a community awareness and education program consisting of speakers' bureaus, student education programs, special events and media coverage.

In order to help the families and victims of drunk drivers, MADD volunteers also assist with crisis intervention, counseling and bereavement group support, information and referral, and adjudication advocacy.

Elizabeth O'Donnell
Chicago, Illinois

For the past two years, Elizabeth O'Donnell has volunteered almost full-time at the Illinois Visually Handicapped Institute, a nationally accredited state rehabilitation program for the visually impaired that is the only residential facility of its kind in Illinois. She is the only volunteer at the facility who is a certified rehabilitation teacher/educator. She has worked with individuals with multiple physical disabilities and those suffering from emotional problems. At one point, when a braille instructor went on a three-month disability leave, she taught 20 students who otherwise would have had a break in their instruction.

In addition to teaching, O'Donnell serves as a friend and companion and attends many of the group sessions with the residents. As a diabetic and amputee with visual impairment, she is an excellent role model for the residents.

Operation California
Beverly Hills, California

In 1979, when Richard Walden and Llewellyn Werner began approaching U.S. corporations to solicit surplus commodities for distribution to the Vietnamese "Boat People," neither public nor private aid had been allocated for these refugees. Walden and Werner founded Operation California to assist these people and others in desperate need of relief aid. As a result, over $17 million worth of material aid has been delivered to Asia, Africa, Central America, Poland and Lebanon.

Unencumbered by bureaucracy, the organization directly solicits oil companies for contributions of jet fuel, then trades the fuel to cargo airlines for free transport of relief supplies. So that carriers could provide free passage for relief workers, Operation California petitioned the Civil Aeronautics Board to change its regulations.

In addition to being the first group to aid the Boat People, Operation California has sent the first American aid to Vietnamese pediatric hospitals and orphanages; worked with the Catholic church to send the first material aid to Poland following the imposition of martial law; provided the first American assistance to Lebanon during the 1982 war; and was the first to provide help to Salvadoran refugees in Honduras.

Operation California accepts no government funds and depends entirely on contributions of individuals and American companies. Except for a small paid staff of four, it relies on the energy and resourcefulness of its volunteers.

OFS volunteer unloads potatoes for distribution to Oregon's unemployed.

Oregon Food Share
Portland, Oregon

Oregon Food Share (OFS), the first statewide foodbank in the country, was formed to bring together effectively all of the food resources in the state and distribute them to those most in need. Comprised of 323 independent nonprofit programs representing every county in the state, OFS distributed over one million pounds of contributed food and 800,000 pounds of U.S. Department of Agriculture surplus cheese to 225,000 Oregonians in 1982. Local programs distributed an additional million pounds of food.

Food contributions are solicited from food producers, farmers, the state's major food chains and gleaning programs. Oregon corporations make cash contributions and provide free storage for the donated food. U.S. Army National Guard members in Oregon voluntarily transport food to rural areas where food distribution is conducted by citizen volunteers. Eight VISTA volunteers provide administrative support in the coordinating office.

Esther R. Schaeffer
Great Falls, Virginia

Esther Schaeffer began Telecommunications for the Deaf, Inc. (TEDI) in her home as a special service to the large population of deaf people in the Washington, D.C. metropolitan area. Although modern technology allows deaf people to use a device known as a TTY—a typewriter and printer used in conjunction with the telephone—to communicate with others who have access to a TTY, they must depend on an intermediary to place all other calls. TEDI volunteers provide that direct access.

A deaf person calls TEDI's number, types out the message and the TEDI volunteer places the call while the deaf person remains on the line. The volunteer then types the response or conducts the conversation. Because the volunteers are anonymous, it is much easier for the deaf person to carry on a personal conversation than it would be through a friend or neighbor.

While there are other telephone services for the deaf, TEDI is the first one in the U.S. to provide an actual connection. The system allows the deaf person to make doctors' appointments, handle emergencies or make personal calls. Except for long-distance calls, which are charged to the caller's phone, all calls made through TEDI's 24-hour line are made without charge.

Esther Schaeffer is ready to place a call for a TEDI user.

Union Retirees Resources Division, AFL-CIO King County Labor Council of Washington Labor Agency
Seattle, Washington

Retirees of the King County Labor Council provide skilled craftsmen to assist the county's large low-income elderly population with minor home repairs. The volunteers repair plumbing and electrical systems, install and repair major appliances, patch leaking roofs, repair and replace entry steps, replace broken window glass, caulk windows and doors, and install security locks—all jobs the elderly cannot afford or perform themselves.

For the handicapped, they install wheelchair and walking ramps. When the service needed is beyond the point of minor repairs and installations, the union volunteers engage licensed and bonded contractors and then return to inspect the work.

In 1982, the union retirees assisted over 2,000 clients. A number of community agencies provide the financial support to purchase supplies. Ninety-two percent of the clients are non-union and a frequent comment made by recipients of the service is, "You mean a union man is coming to make the repair and it won't cost me anything?"

Volunteer Illini Projects
Urbana, Illinois

Volunteer Illini Projects (VIP) was founded in 1963 as Illini House, a tutoring service for disadvantaged youth. Since that time, it has grown to be the largest and most diverse student-run volunteer organization in the country with over 900 university students involved annually in ten different projects. Although Volunteer Illini is guided by an advisory council of university and community members, the VIP student board is responsible for finances, policy and programming.

VIP projects include day care, senior citizens, general tutoring, recreation, developmental disabilities, friendship, mental health, prison concern and community health. Each of the projects involves a variety of activities designed to serve different communities and to meet a variety of needs. For example, the Wilbur Heights project provides recreational activities for children for whom there are no city parks. The blood program that collects over 7,000 units annually has been so successful that VIP in effect eliminated the necessity of a paid blood system in Illinois.

Illini volunteer plays with preschoolers.

Reagan Proclaims Volunteer Year

National Year of Voluntarism

By the President of the United States of America

A Proclamation

Voluntarism is a cornerstone of the American way of life and a fundamental characteristic of our American heritage. The generosity and civic-mindedness of the American people has long been a noted aspect of our Nation. Since its inception, this has been a country in which neighbor has lent a hand to neighbor, and families have banded together to help one another in times of adversity.

Voluntary service remains as important today as it was in earlier decades. We cannot rely solely on institutions of government to provide remedies for our problems. Many of the solutions must be devised and supported by other individuals and private groups. Greater emphasis must be placed on developing increased community commitment to voluntary service and on developing more volunteer leaders.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, in recognition of the vital contributions volunteers make to our society, do hereby designate the period beginning on May 1, 1983 until April 30, 1984 as the National Year of Voluntarism, and I call upon the people of the United States and interested groups and organizations to observe this celebration with appropriate activities of voluntary service and efforts to attract additional persons to this valuable and rewarding tradition.

IN WITNESS WHEREOF, I have hereunto set my hand this 29th day of April, in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and seventh.

Ronald Reagan

Volunteer Stamp Issued During National Volunteer Week

On April 20, the U.S. Postal Service issued a 20-cent commemorative stamp recognizing the important contributions of volunteers to the progress and development of the United States.

Designed by Paul Calle of Stamford, Conn., the volunteer stamp is black and white with red lettering. Because of its commemorative status, the stamp will be available only for a limited time period—approximately 90 to 100 days. The Postal Service never has sold out of a commemorative stamp during this period.

"We'd like to make 'our' stamp the first ever to sell out," said VOLUNTEER President Kerry Kenn Allen. "We urge all volunteer programs to buy these stamps in quantity *now* for use throughout the year, particularly for such mailings as benefit invitations, Volunteer Week event announcements, fundraising appeals, holiday greeting cards."

National Executive Service Corps Chairman Frank Pace, Jr., who last year chaired the Marshalling Human Resources Committee of the President's Task Force on Private Sector Initiatives, was instrumental in the issuance of the stamp. VOLUNTEER Chairman George Romney was a member of that committee.

VOLUNTEER is designing and producing a limited edition of its own first-day cover (cachet) for the stamp. In addition, the Mutual Benefit Life Insurance Company is producing a poster featuring the stamp design. One free copy of the poster is available to those who write VOLUNTEER, 1111 N. 19th St., Suite 500, Arlington, VA 22209 and enclose a self-addressed label.

Volunteer Theme Announced for '84 Rose Parade

"A Salute to the Volunteer" will be the theme of the 1984 Tournament of Roses Parade on January 2 in Pasadena, Calif.

President Reagan made the official announcement of the theme at the Volunteer Action Awards Luncheon on April 13, acknowledging Don Judson, president of the 1,400 volunteer-member Pasadena Tournament of Roses Association. Reagan once narrated the Rose Parade on television in the early '60s.

The Rose Parade, viewed by more than 125 million people, is the most widely watched media event throughout the world.

Advocacy

Legislative Watch: The 98th Congress

By Stephen H. McCurley

THE 98TH CONGRESS OF THE United States began operation in January and will continue for the next two years to attempt to enact legislation to shape the course of events in this country. Over 25,000 pieces of proposed legislation will be introduced during that period and only a minuscule portion of those will become law. In the Darwinian struggle for survival that continually takes place in Congress, only those bills receiving strong local and national support have much chance of success.

The following is a listing of those bills related to volunteering that already have been introduced. We will update this listing periodically.

The Proposals

HR 272 (Rep. Quillen)
Amends the Internal Revenue Code to allow a limited income tax deduction for expenses incurred for dependent care services while the taxpayer performs volunteer work for civic and charitable organizations.

HR 358 (Rep. Doe)
HR 976 (Rep. Frenzel)
Amends the Internal Revenue Code to provide that the amount of the charitable deduction allowable for motor vehicle expenses incident to volunteer service will be determined in the same manner as that used for business use of a motor vehicle.

HR 429 (Rep. Whitehurst)
Permits the Secretary of a military department to accept the services of volunteers in programs designed for the morale and support of military members or their families.

HR 1264 (Rep. Panetta)
Establishes a select commission to examine the issues related to voluntary national service.

HR 1315 (Rep. Conable)
S. 337 (Sen. Packwood)
Amends the Internal Revenue Code to make permanent the deduction for charitable contributions by taxpayers who do not itemize deductions. (Note: The current Charitable Contributions Law is now scheduled to end in 1986 unless reauthorized).

HR 1323 (Rep. M. Edwards)
Authorizes federal agencies to accept volunteer service of individuals and nonprofit organizations to carry out certain activities of such agencies.

Before supporting any of these bills (or before opposing them), it is necessary to read the proposed legislative change. You can obtain a free copy of a bill from the House (or Senate) Documents Office. Ask for the bill by number and enclose a self-addressed mailing label. Write:

House Documents Office
U.S. House of Representatives
Washington, DC 20515

Senate Documents Office
U.S. Senate
Washington, DC 20510

Expressing opinions

To express your opinions on any of these bills, there are a number of steps you can take:

1. Write to your own congressional delegation asking for their position on these proposals and explaining what you feel they should do. If you support a particular piece of legislation, urge that your representatives sign on as cosponsors to the bill.
2. Talk to the congressional staff person or your member of Congress who deals with the area covered by the bill. Explain why this legislation is important to the volunteers and agencies that operate within that congressional district. More legislation dies from a lack of affirmative response than from the existence of concerted opposition. Try to talk with your congressional delegation during their trips back to your district.
3. Try to get others to support or oppose with you. Encourage your local DOVIA to take a position and jointly and individually write to Congress. Inform your volunteers about what the proposals could mean to them and encourage their participation. In lobbying, numbers can sometimes be crucial.
4. Organize a community meeting around a legislative issue. This not only brings public attention to the issue but also puts increased pressure on Congress to devote real attention to the area.

The Year of the Volunteer

May 1, 1983 to April 30, 1984 has been designated by President Reagan as the National Year of Voluntarism. Whether that will be more than a public relations thank-you will depend a lot on your willingness to make use of this opportunity. Interest in volunteer legislation at both the national and state levels is one way to actualize that designation.

Most of the bills listed above, and those we will list in future issues, have been introduced before. They failed for lack of support and for lack of work. The climate for passage probably never will be better than it will be during this congressional session. All that is needed is the commitment to make things happen.

Steve McCurley is VOLUNTEER's director of program services.

Everyone Benefits When FAMILIES VOLUNTEER

A preview of VOLUNTEER's new workbook for involving families

IN SEPTEMBER 1979, THE W.K. Kellogg Foundation awarded a three-year grant to the Mountain States Health Corporation to explore and test the concept of family volunteering through local demonstration projects in 11 communities. The project grew from a concern that the American family is in a time of transition and crisis, when family relationships are strained and the very nature of family life is being redefined by new social values and pressures. It was based on the premise that through volunteering, families could strengthen their relationships and, at the same time, help others.

Mountain States, in collaboration with VOLUNTEER: The National Center for Citizen Involvement and the Voluntary Action Centers in the demonstration communities, sought answers to three basic questions:

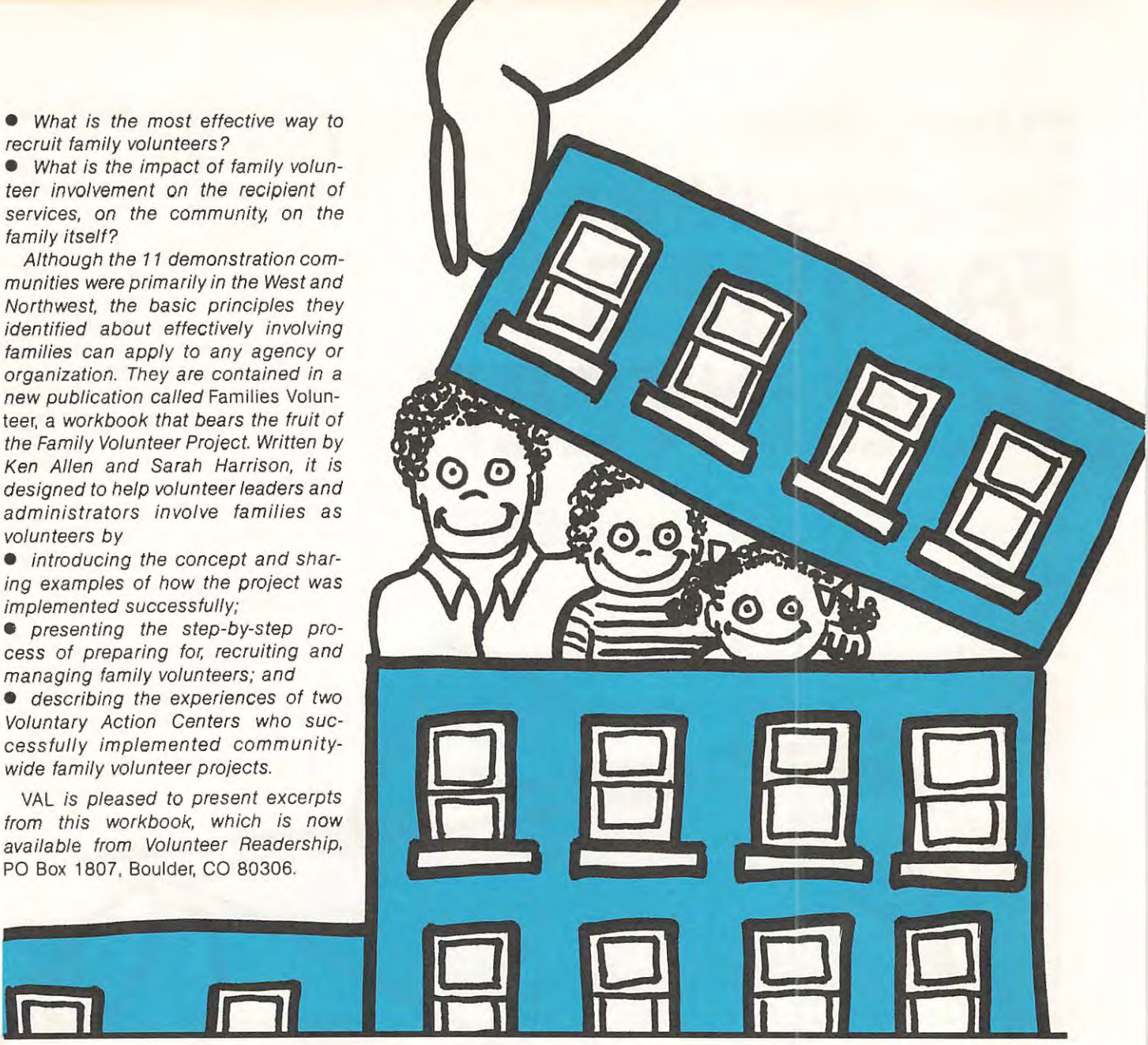
- *Are there volunteer jobs in the community that are appropriate for family members to do together, that can involve both parents and children effectively, that can take advantage of the unique character of family relationships?*

- *What is the most effective way to recruit family volunteers?*
- *What is the impact of family volunteer involvement on the recipient of services, on the community, on the family itself?*

Although the 11 demonstration communities were primarily in the West and Northwest, the basic principles they identified about effectively involving families can apply to any agency or organization. They are contained in a new publication called Families Volunteer, *a workbook that bears the fruit of the Family Volunteer Project. Written by Ken Allen and Sarah Harrison, it is designed to help volunteer leaders and administrators involve families as volunteers by*

- *introducing the concept and sharing examples of how the project was implemented successfully;*
- *presenting the step-by-step process of preparing for, recruiting and managing family volunteers; and*
- *describing the experiences of two Voluntary Action Centers who successfully implemented community-wide family volunteer projects.*

VAL *is pleased to present excerpts from this workbook, which is now available from Volunteer Readership,* PO Box 1807, Boulder, CO 80306.



WHAT IS FAMILY VOLUNTEERing? Simply put, it is the idea that family members can volunteer together in community service activities. Family volunteering as a concept assumes that volunteers will come from different generations, in combinations such as parent-child, or grandparent-parent-child, rather than just two adults. It also assumes that families will identify themselves as such—that is, the nature of the relationships among the various people is irrelevant, as long as they consider themselves a "family."

Is family volunteering a new idea? Yes and no. Certainly all of us can think of examples from our own lives of families as volunteers: working together on a community service project through a scout troop or youth club, trick-or-treating for UNICEF at Halloween, helping with a religious service, helping a neighbor or friend who is ill or has a problem.

Also, we can remember how families have volunteered together throughout American history, from the first families who settled the new country and built our communities and institutions, to the patriot families who helped secure our independence through their political activism, to the pioneer families who extended the frontier through cooperative group efforts and gave us a heritage of neighbor-helping-neighbor through barn-raisings and quilting bees.

In that sense, then, family volunteering is not "new." It has been with us for as long as people have been involved and whenever there has been an opportunity for young people and their parents to work together in a volunteer activity.

But families rarely have been viewed as potential volunteers by those in leadership roles in human service agencies, arts groups, community organizations, and other places that actively seek to involve volunteers. If young people are involved in those places as volunteers, typically it is through a separate mechanism, often a youth club or auxiliary. The involvement of families together is more accidental than intentional.

The concept of family volunteering suggests that families can be important new volunteer resources. Family volunteering has these potential benefits:

—It can increase the number of people who volunteer by adding young people, and by responding to one of the reasons put forward by many people who do not

volunteer: "I don't have time because of my family."

—In some settings, particularly where the development of a relationship is a key part of the volunteer job, the unique nature of families may be a plus.

—By involving young people in positive service activities that are visibly endorsed by parents and other adults important to them, we are building a pool of future adult volunteers.

—The experience of volunteering together may help members of families to relate more effectively to one another, enabling them to focus on a positive, shared activity that transcends their immediate family tensions.

Family volunteering, in short, is a fun way to serve the community, to be active together, and to introduce young people to the importance of volunteering. It is a way for everyone—the family members, the organization or agency, and the community—to benefit.

Giving and Getting

This sense of mutual benefit is an important characteristic of volunteering. It wasn't so long ago that people thought of volunteering as a "do good" activity, one for which the primary motivation was altruistic and "other-directed."

Now, we are more comfortable recognizing that the motivations of people who volunteer are complex, a mixture of altruism and self-interest. The 1981 Gallup Organization survey of the nature and scope of volunteering asked people why they volunteered. The answers reflected the broad continuum of "giving and getting" that constitutes volunteers' motivations. Some were at the altruistic end of the spectrum: "like doing something useful; helping others." Other answers were clearly self-interest in nature; for example, "am getting job experience" and "this work helps someone I know." Some were an intertwining of the two extremes and demonstrated that many people volunteer for what might be called "personal altruistic satisfaction." They indicated, for example, that they volunteered because they "enjoyed the work" or "for religious reasons."

Certainly, in the last few years, more attention has been given to the benefits people may get from volunteering: an opportunity to test new skills, experience that will enable them to get a paid job, support in transition from one phase of life to another, new relationships, etc. Volunteer leaders and administrators increasingly have recognized that the jobs they want volunteers to fill must offer opportunities for personal growth and benefit, as well as the chance to help others.

The "giving getting" continuum is an important part of family volunteering as well. Consider what families can "give":

—Their time, talent and energy in the same way other volunteers do;

—Their collective creativity in figuring out new ways to get the job done;

—Outreach to others in the community, particularly to young people to recruit them as volunteers and to tell them about the agency or organization in which they are volunteering;

—A demonstration of how a healthy family behaves as a model for those in crisis situations;

—Group support to families who may be facing immediate problems;

—A family environment for homeless young people, for elders seeking family interactions, for those who are far from home;

—Multiple approaches to the same problem from each member's perspective and experience, allowing the family to give "total coverage" that an individual volunteer would lack;

—Sustained enthusiasm growing from the reinforcement of working together as a family unit.

What can families "get" from volunteering? Here are a few of the benefits they may discover:

—An opportunity to rearrange hectic schedules so that they can spend more time together;

—An opportunity for young people to learn about the total community and to be exposed to experiences and people they might otherwise miss;

—"Special time" for a working parent to share with his or her children outside the home;

—A chance to achieve something tangible together as a family;

—An opportunity to interact together around a positive activity in a neutral environment;

—A new way to fulfill the interests of family members;

—A situation in which each member of the family can contribute in his or her unique way and in which that contribution will be highly valued and reinforced;

—New friends;

—A new way to have fun together;

—A chance to pass on to young people the values that parents feel are important in a way that translates those values into positive action.

Family volunteering differs in some significant ways from other forms of volunteering. Leaders and administrators will find that involving families takes time, careful attention and nurturing—both in the community as a whole and among the families who respond. But just as the families will both "give" and "get," so will the agencies and organizations in which they work benefit from their involvement and contribute to the families' experience.

Families can be an important new source of people and creative energy for those who depend on volunteers to deliver services and address problems. The promotion of family volunteering is a way for agencies and organizations to give something back to those who volunteer and to the community as a whole, as well as to contribute to the long-term development of our "volunteer community."

How Families Volunteer

Successful volunteer experiences don't "just happen." They are the result of careful planning, good job design, attentive management, and the development of a positive relationship between the volunteer and his or her supervisor. One of the most criticial elements for

successful family volunteering is the opportunity for families to benefit as well as contribute through their volunteering. Another important element is the nature of the jobs for which families are asked to volunteer.

Here are some of the characteristics of successful family volunteer jobs:

—The time commitment is flexible, often beginning with one-shot or short-term jobs that have the potential to grow into continuing activities.

—The jobs have understandable goals and logical, specific activities to be undertaken.

—They provide something relevant and of value for every member of the family to do.

—When appropriate, they take advantage of the unique nature of family relationships.

—They provide an opportunity to work with other volunteers, particularly other families.

The Time Commitment

We live in a hectic, fast-paced world. As we become more affluent and mobile, every member of the family tends to live on his or her own schedule. The image of a family gathering every night around the dinner table seems to be just that—an image, not a reality. Our perception that we don't have enough time or that we are too busy often becomes the excuse not to take on new responsibilities or activities. It is a particularly popular reason for not volunteering. Indeed, when the Gallup Organization asked people to explain why they did not volunteer when asked, over half indicated that they were too busy and didn't have enough time. Significantly, just as many teenagers as adults gave that reason.

If fitting volunteering into an individual schedule is difficult, it's that much harder when there are two, three, or four schedules of family members to be considered. Thus, an important way to enable families to volunteer, especially initially, is to offer one-time or short-term activities. Here are some examples:

—Keep Tahoe Beautiful, sponsored by the South Lake Tahoe, California Voluntary Action Center, involved families in cleaning-up their neighborhoods and vacant lots throughout the community. A local refuse company provided free pick-up, and the Chamber of Commerce donated the litter bags, making it a total community effort.

—In Pleasanton, California, the Voluntary Action Center and YMCA co-sponsored Park Work Day, a one-day effort to build nature hiking trails in local parks, to clean up existing trails and to repair other park facilities. The families involved were able to enjoy a day outdoors and later identified the task as "fun" rather than as "civic duty."

—Across the Bay from Pleasanton, in San Jose, California, over 100 families participated in the Spring Tree Planting Day sponsored by the Sempervirens Fund, a local environmental group. Supervised by the organization's staff, all of whom are trained in forestry methods, the family volunteers prepared the soil and planted the trees.

Other family volunteer assignments demand a relatively small time commitment but have the potential to grow into continuing activities. For example:

—In Salt Lake City, a family created its own musical program to entertain residents of a nearby nursing home. They enjoyed the experience so much and found the audience so receptive, that they plan to do it in other nursing homes as their schedule permits.

—"Chore banks" in many communities offer volunteers the opportunity to help elders remain independent in their own homes. From such tasks as yard work, gardening, and housecleaning can grow continuing relationships between the family and the elder that may involve the family in overall support to the elder.

—In South Lake Tahoe, families who volunteer for Tel-a-Care, a telephone reassurance project to support elders, have branched out to include home visits as well.

If there is anything more frustrating than not knowing what you are trying to accomplish, it's not having any idea what you are supposed to be doing to accomplish it. For volunteers, it is a frustration that may drive them away from the job. For family volunteers, it is a particularly critical problem:

—In most cases, it is a new experience for them to be volunteering together, and any difficulty may be magnified in their view into a reason not to continue.

—Parents must interpret for their children both the importance of the work they are undertaking and the specific responsibilities each family member will have. This is impossible if they themselves don't understand the goals and the activities.

—One of the best reinforcements and rewards for volunteers is a recognition of what they have accomplished. For many people, this must be in tangible, measurable terms. Resolving goals in advance of the work helps to set realistic expectations and provides a measure of what constitutes "a job well done."

Obviously, the short-term projects described above also have the characteristic of clear goals and specific activities: Families are asked to clean-up or repair something; they are planting a tree; they are building trails; they are mowing a yard or cleaning a house. At the end of the day, they can see what they have accomplished. Here are some other examples of family volunteer activities that share this characteristic:

—The Human Race, held annually in northern California, gives volunteers an opportunity to raise funds for local organizations by getting sponsors to support them in a "walk-a-thon." Families in Contra Costa County found the Human Race to be a way in which they could all work together toward a commonly recognized goal that was easily measured by the distance walked and the amount of support pledged.

—In San Jose, California, Martha's Kitchen serves over 500 meals during the two days it is open every week. Family members can be involved in all aspects of the program's operation from preparing and serving meals to cleaning up afterwards. By putting this activity that all families do together—preparing meals—into a new context, Martha's Kitchen builds on a common process and involves families with another part of the community.

—The Voluntary Action Center in Walnut Creek, California, recruited family volunteers to help with a fundraising jazz concert. The families assisted with pre-program publicity, worked in ticket sales booths and concession stands, ushered,

and helped with clean-up. Taking advantage of the opportunity, the VAC also used the occasion to promote the idea of family volunteering to the whole community.

INVOLVING FAMILIES AS VOLUNteers is not significantly different from involving individual volunteers. The same components of good volunteer management must be present: an understanding of your needs and of the results you expect, a sensitivity to the needs and interests of the people you hope will volunteer, a job design process that seeks to involve the volunteer, an effective recruitment program, appropriate orientation and training, continuing oversight, supervision, and troubleshooting, periodic reinforcement, and, of course, recognition.

This is not to say that families aren't "different" in some important ways. They have unique needs, often difficult logistical problems to overcome, and perhaps some resistance to volunteering that may not be present in the individual. But it is quite clear from the experiences of agencies who successfully have involved families that a good starting point is an effective ongoing volunteer program, preferably one that regularly involves both individuals and small groups. This provides the foundation from which a family volunteer program can be built, offers a proven support structure into which family volunteers can readily move, and may provide a good initial source of families from which to draw.

This is not to say that one *must* have a structured volunteer program in order to involve families. Churches, neighborhood organizations, fraternal groups and others are appropriate places for families to volunteer. But leaders in these settings will want to be sensitive to the unique potentials and needs of families who volunteer.

THE MOST OBVIOUS CHARACteristic of families is that they are composed of more than one person. If you have worked with small groups of volunteers, you will be sensitive to the ways in which they differ from individual volunteers working alone. Here are some thoughts about families as groups:

Decision-making usually takes longer for groups than it does for individuals. Thus, there may be a time lapse be-

The three profiles that begin here and accompany this article were written by James H. Shields, a freelance writer in Washington, D.C.

Although the Stephen Folands had already logged their share of community service in their Rivermore suburb near San Francisco, the whole-family concept of volunteering was something new for them. With children just now coming of age—"I've got a 'six,' a 'three,' and a 'zero,'" Foland explained—their only joint venture thus far has been an evening involved in the Pleasanton Valley Volunteer Bureau's Prison Match program, which finds overnight homes for out-of-town friends and relatives of inmates at the federal correctional facility in Pleasanton. Their guest was a teenage mother-to-be, who had traveled from Southern California to see her incarcerated mother.

Enmeshed in what Foland calls "the network," the informal group of citizens who volunteer in the Bay Area, his family got its chance with Prison Match by keeping in touch with the Pleasanton VAC. "We would just phone and they would say, 'Can this woman stay in your home?,' and we said, 'Why not?'" Foland explained.

The episode was a brief one: The Folands opened their home, taxied their visitor to and from the prison, and "got to know her a little." But he and his wife were thrilled, and thought it a likely experience to repeat, a chance for the whole family to "flex up once in a while."

Foland initially thought community service would be good for business. "To be quite candid, I hit town and I'm a lawyer," he recalled, reflecting on his mainly family practice. But his motivation has long since surpassed the thought of professional quid pro quo. Today, what he mainly wants is exposure for his children. He wants them to see more of the human experience. Rivermore is "self-contained" and affluent, "so it tends to become lily white and folks don't get a chance to see alternative lifestyles," Foland says.

Though their children are very young, the oldest child, at 6, shows signs already of seeing others' needs. "He knew the girl's "mommy was in jail and she wanted to visit, and that she was far away and wanted to stay in our house," Foland said.

The Folands are now convinced that family volunteering "is a good opportunity for the kids."

The Richard Senor family of Columbia, Missouri, had not had any volunteer experience when they undertook a volunteer project that lasted 18 months. The family got involved when the court assigned Senor to 100 hours of community service in lieu of imprisonment for a felony offense. He was referred to the Columbia Voluntary Action Center, which arranged through the county's Office of Family Services to place Senor with a nursing home patient.

Assistance focused on a 43-year-old man suffering from emphysema, chronic bronchitis and the loss of a lung. The patient was confined to an oxygen tent and officially described as an inveterate malcontent.

"His name was Cleveland Crouch," said Senor's wife, Linda, "and they called him 'Crouch the Grouch.'" Yet the Senors found only the "lovable" side of a man the staff had written off.

"You gotta give everything a chance to work out, and we just hit it right straight off," Senor said.

His wife agreed. "He was family," she said. "He loved affection, and my daughter thought he was the greatest thing that ever lived."

The Senors would stay and talk with Crouch—often all day and all night. They ran errands, fixed special meals, and brought him the supplies to fashion from foil his aluminum deer, ladybugs, geese or roses "so delicate you could blow on 'em and the petals would just move in the breeze." When Crouch was improving, the family helped him move into a new apartment, and when he was dying, they held his hand and "bawled like babies."

The experience "brought us closer together, it really did," Linda said, explaining how Crouch had something in common with everyone in the family. As she talked stamp collecting or her husband traded hunting and fishing tales, their 10-year-old daughter might try a hand at painting or foil art while "Cleve" molded "bucks with long antlers" for their son, nearly 16. Linda remembered, "He used to say, 'The only family I've got are you and Richard and those babies.' He always called them babies. We just got along tremendously."

tween your interview with the families and their decision to volunteer. You may want to do more follow-up than you normally would; or, you may want to try to identify any questions or problems they are having, and respond appropriately. Remember how your own family would reach a decision to volunteer, and be patient accordingly.

Similarly, families may have difficult scheduling problems. A group of adults or teens with similar common interests might be able to find meeting times acceptable to all or most of them; but in most families, the parents and children operate on separate and quite diverse schedules. However, such problems as coordinating schedules can be overcome if the family wants to volunteer. It's not a question of "finding time" (although many people want to think that it is), but rather one of determining what is most important to the family, and then building schedules around these priorities. Don't be shy about reminding your family volunteers of that.

Families may bring to the volunteer job completely unrelated internal tensions, which may spill out occasionally. Indeed, some families may hope to use their volunteering to resolve or at least escape from some of these problems. There is no "right" way for you to respond to such situations. It may be very appropriate and possible for you or your organization to respond to those problems and to offer needed support or intervention, but it also may not be appropriate, and you may be faced with the difficult decision to "fire" a volunteer.

As a manager, you may be called upon to fill the role of mediator—either among members of a family, or between the family and other volunteers or members of the staff. This is an important role because it offers another opportunity to be supportive and responsive to their needs. It is also one way you can respond to the internal tensions a family may be experiencing. To use the current vernacular, your goal is a "win win" situation—that is, it is far better to have everyone agree to a compromise, which even partially meets the needs of all the parties, than to have some people disappointed and alienated because they "lost" everything. You bring two important resources to the mediator's role: you can be a neutral, objective outside force, and you can help focus their attention on the larger goals they are trying to achieve in their volunteer work.

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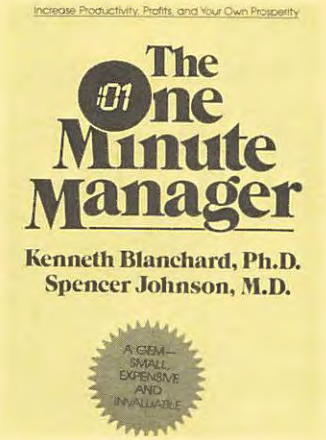

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by Kenneth Blanchard, Ph.D. and Spencer Johnson, M.D.
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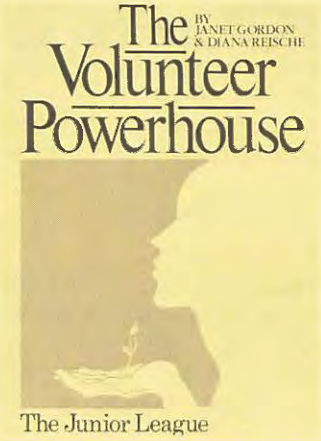

THE VOLUNTEER POWERHOUSE
by Janet Gordon and Diana Reische
1982

The Volunteer Powerhouse chronicles the growth and development of the Junior League from its inception in 1900 to present. The first Junior League was founded by Mary Harriman who organized her fellow New York debutantes into working for a settlement house. Eleanor Roosevelt, Oveta Culp Hobby, Shirley Temple Black, Ann Swift, Sandra Day O'Connor, Nancy Reagan, and Letitia Baldrige are some of the members mentioned in this history of women volunteering. *The Volunteer Powerhouse* is fully illustrated with over 250 pages.

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The Media Resource Guide is a 39-page booklet focusing on using the media to your agency's or program's advantage. One of the very best guides for developing your organization's public relations efforts, the *Guide* provides excellent background on how to get your organization's story into the newspaper, on television and radio, and into interviews—and more important—what to do when you succeed. The *Guide* also includes sections on op-ed articles and broadcast editorials. Developed by the Gannett Foundation and the Foundation for American Communications, the *Guide* provides a clear, concise, and most helpful look at the role of the media in your public relations efforts.

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by G.E. Stringer, with K.B. Arsem
1982

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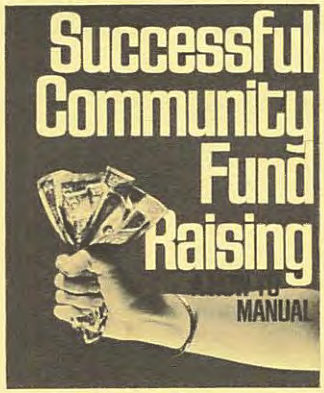

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by Sheila Petersen
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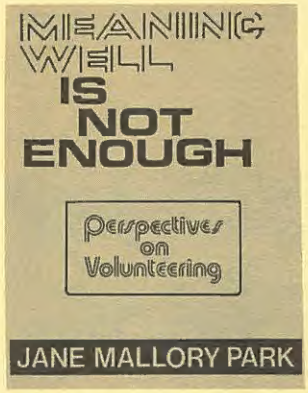

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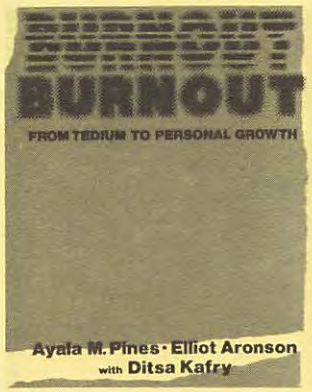

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by Ayala M. Pines and Elliot Aronson, with Ditsa Kafry
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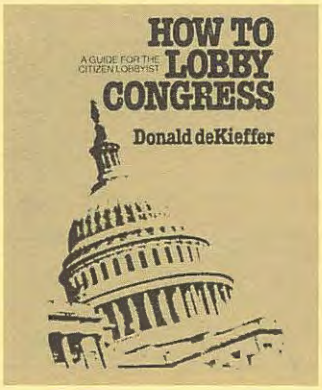

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United Way of America
1982

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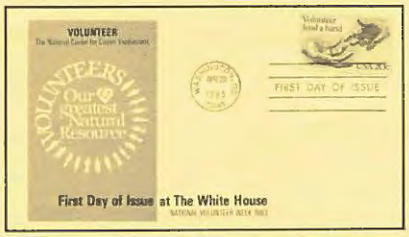

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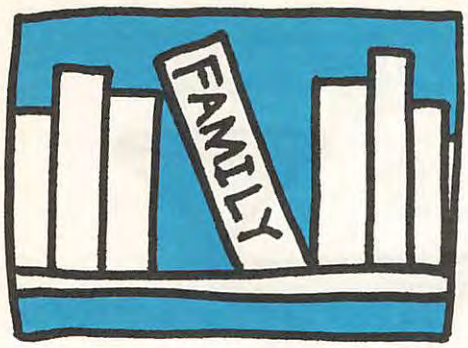


The Family as a Management Resource

It is easy to think of all of the ways in which working with families is more difficult than working with individuals. But there is another side to the ledger, the resources families bring to the volunteer management process. Consider these possibilities:

- In the interviewing and job design process, families can bring a variety of perspectives and different experiences to bear. Knowing each other as well as they do, members of the family will be helpful in identifying what each person can bring to the job.
- Family members can help to teach one another. Are you concerned that children won't have the skills needed to do a particular job? Perhaps the parents already have that skill and can assume responsibility for on-the-job training of the young person. There may even be opportunities for young people to turn the tables and teach their parents a new skill—witness the explosion in computer technology, a field generally much more familiar to young people than to adults.
- Family members can reinforce one another. Volunteer managers have always known that in difficult emotionally wrenching volunteer assignments, it may be far preferable to have people work in small groups so that they can support and encourage one another. Families bring this as an automatic resource.
- Families can grow together through volunteering, and family members can help one another's growth. As a manager, you may be able to stimulate this process by providing learning materials that families can study together to learn more about the area in which they are volunteering. In addition, you can provide parents with information they need to help their children most appreciate the experience and to relate it to other aspects of their lives.

Craig and Patty Alder's family of Riverton, Utah, "walked right in" to the heart of prison existence through a volunteer project that encourages families to participate. It is administered by prison authorities along with such groups as the Church of Jesus Christ, Latter Day Saints.

Out of all their volunteer activities—the family has worked with senior citizens, retarded children and the physically handicapped, often through coordination with Salt Lake City's Voluntary Action Center—the Alder's prison assignment has proved the most difficult.

"It's no joke going to prison," Patty said, "and we were all really nervous when we first went." Nevertheless, at least once a month, with half a dozen children aged 6 to 18, the Alders meet "Doug" and his family in the prison chapel to play games, have barbeques, watch Laurel & Hardy movies, celebrate birthdays, and sometimes give lessons on "patience" or "understanding."

"None of us would give up on Doug," Patti said. "We all just absolutely love him, his children and wife to pieces."

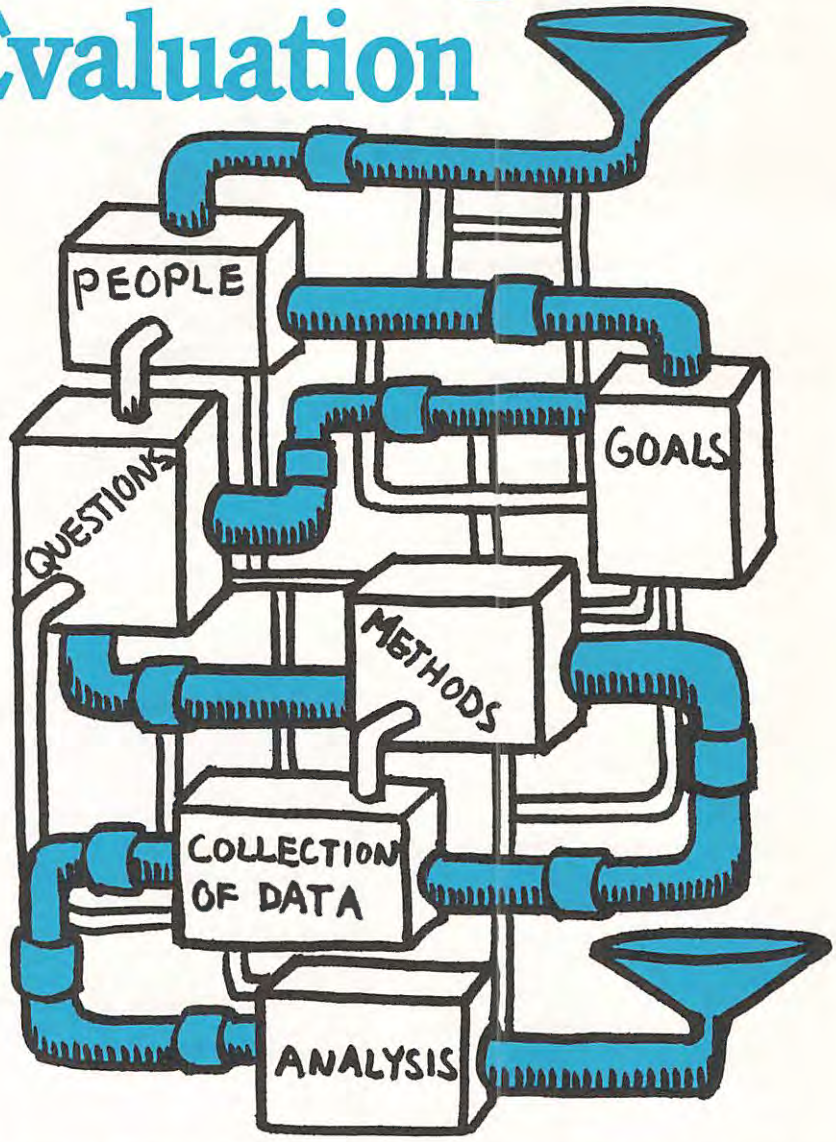
The children especially enjoy the volunteering, "and the side effect," Adler said, "is that we actually spend a lot of time together as a family."

His wife agreed. "You just don't see 17-and 18-year-olds spending nights sitting around in a prison playing with a convict's little boys," she said. "What it's teaching us is to work with different types of people and not prejudge. I think it's a good thing—something that will help the children throughout their life."

There's also the joy of cause and effect in watching Doug's progress. "He didn't realize people could live in a family and be happy time after time," Patty explained. But now he's learned ways besides violence to solve problems, he's left medium security for a leadership role in a dorm-type atmosphere, and he's taken parenting classes and become a better father. "He's just really a neat person," she exclaimed.

Improving Your Program Through Evaluation

Besides program justification, evaluation research can provide information to help *improve* volunteer programs.



By
Peter G. Beeson
Mary Jo Pankoke
Vi Percell See
Kim Singleton

The following article is based on the authors' work as members of the Social Services Committee of the Volunteer Bureau/Voluntary Action Center, United Way of Lincoln and Lancaster County, Nebraska. The committee developed a set of "Guidelines for Evaluation of Volunteer Programs," which can be obtained for $5 + .71 postage ($5.71) from the Lincoln/Lancaster VAC, 215 Centennial Mall South, Suite 217, Lincoln, NB 68508, (402) 474-6218.

VOLUNTEER PROGRAMS CONtinue to be viewed by many as the most expendable parts of agencies. Although evaluation has become synonymous with the administration of human service programs, volunteer programs often are left out of evaluations. While more and more volunteer coordinators are looking to program evaluation for support, they neglect one of its most beneficial uses. Besides the politics of program justification, evaluation research can be used to provide information to help improve volunteer programs.

It is often difficult, if not impossible, for those involved with volunteer programs to know what needs to be done to improve their program without devoting some special attention to information gathering and analysis. This article provides a brief introduction to the process of program evaluation for program improvement.

Program Evaluation

Evaluation is an expression of multiple meanings and even more misuses. The most common misconception is that evaluation is some sort of magic exercise that, when done, gives one the absolute worth of a program. That is, it tells one of the inevitable goodness or badness of what is being or has been done. With this kind of conception it is easy to see why evaluation is often feared, called for by the powers that be, and used either as a weapon or a crutch.

Evaluation is not divine judgment; it is the systematic provision of information

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Peter Beeson is the coordinator for planning for the Nebraska Department of Institutions.

Mary Jo Pankoke is the social services unit manager of the Lancaster County (Neb.) Division of Public Welfare.

Vi See is the volunteer services coordinator of Tabitha, Inc., Lincoln, Neb.

Kim Singleton, former director of volunteer services, American Red Cross, Lancaster County Chapter, recently moved to Kansas City, Mo., where she is director of volunteer services, Trinity Lutheran Hospital.

that can be used in decision-making. From this perspective, the goal of evaluation is to produce useful information for decision-makers—*not* to produce decisions. The only thing that evaluation can do—and this is a lot—is to provide information to be taken into account when making decisions. It is these decisions that have to do with program improvement where evaluation research often makes its greatest contribution.

There are two basic ways in which one could go about the evaluation of a volunteer program: "cookbook" or "tailored." The cookbook approach is simply to find one of the many evaluation manuals produced by human service agencies, federal programs, or private concerns and just follow along. Collect the information they specify, analyze it the way they say, and use their scheme to reveal what it means. The tailored approach is a process whereby you create an evaluation design that addresses specifically the questions you want answered, in ways that are meaningful to those who will use the information, and with methods fitted to the program under analysis. The following guidelines are based on the "tailored" approach.

The Evaluation Process

The main purpose of evaluation research is to provide useful information—that is, information that will be used. The creation of a *useful* evaluation design involves a series of decisions about what you want to know, how you can best get information about that, and how you will use it once you get it. The most scientific, elegantly created and implemented evaluation design is not worth doing if it does not address the questions that are important in a way that people feel is appropriate.

The process of evaluation research involves several stages:

1. Getting the right people involved. For an evaluation to be useful, it must involve all potential users of the information and those who may be affected by it. This is important for two basic reasons—proper perspective and politics. First, with persons involved representing a number of aspects of the program to be evaluated, it is much more likely that the evaluation will be on target. Things are less likely to be overlooked and the methods chosen are more likely to produce valid results. Second, persons participating in the evaluation are more likely to accept and make use of results even if those results do not conform to their prejudices. Also, staff members and volunteers who have been represented in the evaluation process are much more likely to implement changes indicated as needed by the evaluation.

We suggest that you form an advisory or steering committee representative of the potential users of the evaluation results. This committee should be involved in all the major decisions in the creation and implementation of the evaluation design from the initial selection of questions to the interpretation of the results. This committee should be small enough to be workable—not much more than ten and preferably less. Its members should be willing to put in the necessary time to make the decisions.

Consideration should be given to developing a committee that represents the following areas: agency administration, advisory and/or administrative boards, agency staff, funding sources, volunteers, volunteer supervisors, agency clients and the community. The representation will vary in terms of the type of volunteer program and the purpose of the evaluation.

2. Determining what you want to know. One of the biggest mistakes made in evaluation research is to just start gathering data without specific questions to be answered. One of the most important and most difficult tasks in the creation of an evaluation design is deciding *specifically* what you want to know. Research questions should be ones that people do not already know the answers to. In formulating evaluation questions, there are four general questions to keep in mind:

—What is the purpose of the evaluation?
—How will the information be used?
—What will we learn after the evaluation is completed?
—What will be done on the basis of this new information?

The steering committee should be the forum where these questions are formulated and refined. The following are some examples of questions members of an evaluation committee might want to consider.

—How do recruitment efforts contribute to the success or failure of volunteer placements?
—Is the volunteer program meeting the volunteer's needs as well as the objectives of the program?
—Are clients and their families pleased with volunteer involvement?
—What contributions do volunteers make to agency services?
—Why isn't the volunteer program working the way we think it should?
—What would happen if the volunteer program were terminated?

3. Focusing the questions. Once you have some idea about what you want to know, these questions must be focused to the point where they are clear, concise, manageable and researchable. It is important both to be clear about what you want to know and to address questions that can be answered within the limits of your resources. According to Patton (1978), there are several characteristics of good evaluation questions:

—It is possible to obtain information to answer the questions.
—There is more than one possible answer to the question, i.e., the answer is not determined by the phrasing of the question.
—The identified decision-makers are open to information to help them answer the question and feel the answer would be relevant to program decision-making.
—The decision-makers can indicate how they would use the answer to the question, i.e., they can specify the relevance of an answer to the question for future action.

In summary, the fundamental question in terms of focusing and ranking the evaluation questions is: What difference would it make to have this information?

4. Deciding how to get the answers. Once you have the questions, the next task is to figure out ways to get the answers to your questions. Often the information necessary to answer the evaluation questions is available in program records and just needs to be organized in a different way or analyzed more carefully. However, there are usually evaluation questions that require the collection of more information or the conducting of special research.

There are a number of factors that must be taken into consideration in selecting particular approaches to collecting information. One does not have to choose a single method; a variety of approaches may be used. Here are some issues to consider in selecting research methods:

—*Appropriateness:* Research methods should be appropriate to both the questions under investigation and the research settings.

—*Acceptability:* Research methods should be as acceptable as possible to all those involved (staff, clients, volunteers, administration, etc.).

—*Usability:* Results must be understandable by those who will use them.

—*Believability:* Research should be designed so that its results are believable to those who are to make use of them.

—*Cost:* Besides staff time, materials, data analysis, etc., the cost of research includes the time and resources taken away from other agency activities.

—*Time:* Benefits of particular methods should be weighed against the time frame within which results are needed.

5. Getting the information. Even the most well-thought-out and planned evaluation design needs special care in its implementation. The first consideration is the cooperation of all persons who will be involved. Thoroughly inform all persons involved well in advance of beginning the research. Try to minimize disruptions of staff work by limiting demands. Provide regular feedback on the progress of the research to those involved.

A second concern is aggressive follow-up. Always keep in touch with how the research and data collection are going and make sure things are going according to plan. It is very easy for data collection to become misdirected or neglected.

A final note of caution is to be sure to keep adequate records during the evaluation process. Information regarding problems experienced during the evaluation may be important in the interpretation of the evaluation results and can be helpful when planning the next evaluation. Recording information at the time it is pertinent will avoid having to depend solely on your memory.

6. Making sense of the information. Once the data are collected, your next step is to try to make sense out of it. If you have given a lot of thought to focusing your questions and designing the research, the analysis should be a rather directed next step. Failure, however, to think through the research design often leaves one with limitless possibilities for data analysis and no clear direction. Therefore, the general framework of data analysis should be dealt with in developing the research design.

One of the most common problems is developing a context within which to interpret the data. For example, what does it mean to know that your volunteers contribute an average of ten hours per week? Without some standard, expectation or comparison, it is difficult to make sense of ten hours per week.

Analysis of data should be kept as simple as possible. The best rule is to analyze data in small, discrete bits in the simplest way possible.

Use of the Results

A great deal of care should go into the decision on how to use the results of an evaluation. There are no clear rules as to what is the "proper" way to use evaluation results, but there are some issues that must be dealt with.

The first issue is when to give feedback. Often, important information is discovered before the evaluation is complete. It may be useful to provide the committee and staff with ongoing feedback about what is being found as the evaluation proceeds. This allows a feeling of participation and slowly introduces potentially threatening information.

The second issue is whether to write it all up and how. Remember, evaluation results are not neutral; they can be used against you. The use of evaluation results is a political question that must be decided in light of your particular circumstances. It is often useful to write up an evaluation report for internal use and then use it as a basis for the dissemination of selected aspects of the evaluation results. In dealing with funding boards, governing boards, the press, etc., it is often better to provide them with only the evaluation results that address their particular concerns and not the whole report.

Conclusions

These guidelines have set forth the process by which volunteer programs can use program evaluation for program improvement. They can be useful for something as simple as self-assessment done by a volunteer coordinator or as complex as a total program evaluation.

Many will have found the above discussion new and, perhaps, confusing. Do not be discouraged! It takes time and effort to understand the evaluation process. The best thing to do is to go ahead and get involved. All evaluations are imperfect and most involve a number of false starts and mistakes. Remember, the purpose of an evaluation is to learn and *anything* you do will undoubtedly give you a better understanding of your program.

We have confidence that you can do a worthwhile evaluation of your program. Do not be afraid to try.

The Value of a Volunteer Questionnaire

How a hospital auxiliary surveyed its volunteers and 'got its priorities straight'

By Sandy Heywood

WHO ARE YOUR VOLUNTEERS? Why do they volunteer? How do they feel about your institution? How do they perceive their role? Do the newer volunteers view aspects of the program differently from the old-timers? How do the leaders feel? Which aspects of your program are contributing to volunteer satisfaction and which are not? Are the things that are important to your volunteers being provided in your program? What expectations are being met? What should your management priorities be?

Wouldn't it be advantageous to have the answers to all of these questions about your volunteer group? Those listed above and many more were answered recently by Auxilians at the Tucson (Arizona) Medical Center through an ambitious questionnaire process.

This enormously successful project produced over 450 responses and a wealth of information for program planners. Although the survey was the basis for my master's thesis (University of Phoenix), it really was a departmental project all of the way. As a matter of fact, the Auxiliary's ownership of the project was a major factor in its success. Through their involvement in the planning, the Auxilians had the opportunity to survey their own membership to find out things they wanted to know about themselves. This created a different tone for the project than if someone from the outside had conducted the survey. I think the unusually high percentage of responses was a result of this approach.

Sandy Heywood is the director of volunteer services at the Tucson Medical Center, Tucson, Arizona.

Designing the Survey

The questionnaire was designed to deal with issues raised by hospital administration, Auxiliary leadership, hospital staff and volunteers. Everyone was invited to submit questions, which I then classified according to the area/topic of concern. I prepared a draft and pretested it, using a questionnaire committee that had been appointed by the Auxiliary president. This committee included a broad cross-section of Auxiliary members. The president tried to include both recent and long-term members, as well as people we knew to be supportive of the project and some who were not certain of its merits.

The questionnaire committee suggested changes in both format and content before the final questionnaire was prepared. I studied the volunteer literature as well as prior research to choose areas for investigation that would yield the most valuable information to the group.

In addition to questions to classify the volunteer as to level of activity, degree of satisfaction, length of service, etc., we decided to investigate several areas in detail. For example, under the *public relations* heading, we asked the volunteers how comfortable they feel with their ability to get answers that can help with their work. We also tried to determine their comfort level in serving as spokespersons for the hospital in the community. We asked them to rate how well employees exhibit the attitudes included in the hospital's goals. We tried to find out whether the volunteers are apt to mention their volunteer work in social situations and whether they would encourage others to join.

A major section of the questionnaire was devoted to the volunteers' *motivation.* Another section asked them to rate all aspects of their *training* and to indicate their interest in various other available training opportunities. An entire group of questions was designed to obtain a picture of how the volunteers feel about their *individual service* assignments. They were asked not only to rate their satisfaction but also to give a scaled response, in degrees of importance, to ten different aspects of their job. They were then asked to rate their individual assignments as to each of these aspects.

The sixth main area asked a group of questions about the volunteers' perception of the Auxiliary's *leadership.* This section also included a rating of the various opportunities for interaction with fellow Auxilians. The section on *recognition* measured the volunteers' feeling of being appreciated in their various interactions and provided space for suggestions on how to improve recognition. The eighth section consisted of a number of open-ended questions to collect suggestions for program improvement. The final section was devoted to demographics.

Although initially I searched for instruments to adapt, it turned out to be better that none was found. Developing a questionnaire especially for the group under study not only provides a more meaningful customized instrument, but also helps create the "ownership" so necessary for good participation. It is by

far the most effective way to get the information you need, and a lot is learned in going through the process.

Marketing the Survey

Once the questionnaire was finished, the committee turned its attention to developing a marketing strategy to insure a good response rate. We made plans to increase the number of responses in the event that the early return was disappointing. If a goal of 300 responses by a chosen date was not met, then we would activate a telephone committee to encourage participation.

In order to know who had answered the questionnaire without violating its promised confidentiality, we asked respondents to mail an enclosed postcard to another office at the same time they mailed back the completed questionnaire to our office. The postcard, which contained a mailing label with the respondents' names and addresses, would let us know who had sent in their questionnaires. The phone committee would call only those who had not participated.

This system, however, did not have to be used. By the second day after the 1,000+ questionnaires were mailed, over 180 were back in our office. The goal of 300 was reached on the eighth day and over 450 had been returned by the cutoff date.

Analyzing the Results

The questionnaires were sent to Stanford University for analysis, in conjunction with my university program. One of the most time-consuming parts of the entire project was deciding what analyses to ask for and setting up the evaluation questions. I learned the capabilities of the "Statistical Package for Social Sciences," which is the most common computer software package used for such studies. This made it relatively easy for a novice to use the computer to get the analysis done. Without such capability, the results of a project like this would be limited to frequency distributions (i.e., how many volunteers chose each response). Using the computer allows one to perform all kinds of cross tabulations and explore different relationships among the various questions and individual variables.

Ultimately, with help from the questionnaire committee members, I decided on 15 evaluation questions, in addition to the simple reporting of numbers and percentages in each category. These evaluation questions are the instructions to the computer of what analyses of data are desired. For instance, I wanted a comparison of all sub-groups (active volunteers, recently inactive, inactive, junior volunteers) on each question. I wanted correlations performed to see if there is a relationship between how long volunteers have been in the program and their overall satisfaction or stated motivations in joining. I investigated simple relationships, such as one between age and motivation, and complex ones, such as the "degree of responsibility accepted by the volunteers and their feelings about opportunities for leadership." A local university student, who may well be looking for such research experience, could help with this aspect of the evaluation.

About two weeks later, three large notebooks full of print-out were back in my office. The questionnaire committee met to hear preliminary findings, which were then reported at a general Auxiliary meeting and in the monthly newsletter. First reports were published the month after the deadline for turning in the completed questionnaire. All of us felt that looping back information this quickly was essential.

The questionnaire committee met again to interpret the statistical analyses. I completed charts and graphs to display the important findings and held sessions to show these results to the officers and interested volunteers. Some group discussion took place about the meaning of certain data. Real excitement was produced when findings in our group strongly supported published literature, especially the theories of Frederick Herzberg.

Herzberg, you may recall, differentiated between factors on a job that "motivate" (such as challenging work, recognition and growth) and things that are "expected" and therefore do not motivate (such as good working conditions, salary, job security and interpersonal relations). He said that "hygiene factors," the second group, were important in that their *absence* would cause dissatisfaction, but in themselves would not produce satisfaction. In other words, it is the intrinsic, rather than extrinsic, rewards that relate with satisfaction.

The computer selected all the people who rated certain factors as "very important" on the job. Then, the statistical test was applied to search for the correlation of each factor with overall satisfaction. Our group showed a noteworthy correlation between satisfaction and *only those factors* such as challenge, feelings of importance, receiving recognition, etc., that would be considered Herzberg's "motivators." This was in spite of the fact that certain "hygiene factors," such as "understanding what is expected of me" and "supportive employees," placed higher in rank order than the "motivators" mentioned above.

What We Learned

Our most important overall finding centered on the importance of "having challenging work." It was the only factor with a meaningful positive correlation to "satisfaction" in our entire group. We learned that most people in this Auxiliary volunteer "to use time productively, keep busy, be useful." This reason was chosen with increasing frequency as the age of the respondent increased. We looked for and found a lot of internal consistency in our program between the importance volunteers attach to such factors as "a chance for social contacts" and how their present services rank in that regard.

In short, we learned a lot by surveying our group. We found out the most common reasons people come to our hospital to volunteer and how they feel about the program once they get here. We learned that many of the assumptions we make about the group or organization are not true. We learned that there are some aspects of the program that we can leave alone, either because we rate very high in these areas or because people attach little importance to them.

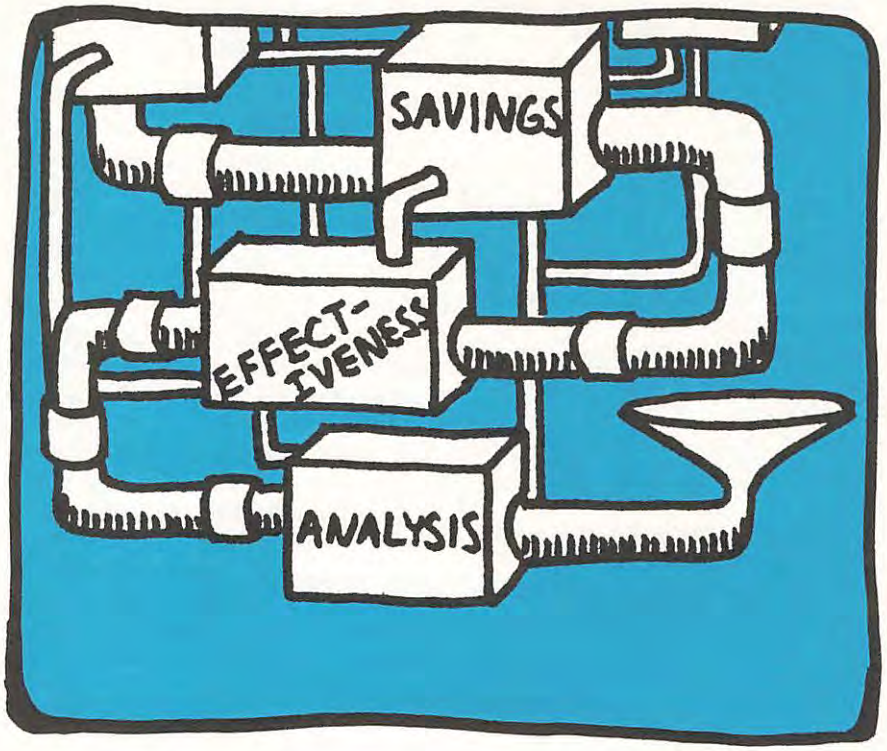
Other areas emerged as priorities needing our time and attention. For instance, we learned that in addition to establishing more challenging services, we still have work to do in developing better staff relations, and in giving volunteers a clearer understanding of their public relations role and current information to help them fulfill it. Our efforts in the area of recognition should focus mostly on community. We learned what functions the volunteers feel best fill their social needs.

We feel good about numbers like the 95.4 percent who either are satisfied or very satisfied with our volunteer program. We feel that by following the priorities that emerged from the study, we can do even better!

Your Program Is Worth More Than You Think

An introduction to volunteer program *COST* accountability

By R.C. Hodgkins, Jr.



IT'S COMMON KNOWLEDGE THAT citizen involvement has been and is the backbone of our democratic way of life. Yet, in recent years, it has been pushed out of the mainstream of human services. Part of the reason for—as well as the result of—this tendency has been that volunteer managers have not been equipped to evaluate their purpose, goals and objectives.

The following study provides a systematic way for the volunteer manager to determine program effectiveness and the cost of that effectiveness. Once this information is gathered, it can be a mighty tool for decision-making and comparing volunteer services to existing agency services.

TODAY A VOLUNTEER PROGRAM must be based on sound management principles, which include hard facts backing up the reason for its existence. Programs can no longer survive because they are nice to have or are a good philanthropic idea. Program accountability and program evaluation are prerequisites—both for the future and very survival of programs.

Human service organizations today finally are learning from the business and private sectors. Today we are forced to be accountable, to market positive outcomes from the analysis of cost and benefits. Cost—dollars and cents—and benefits equal how effective our services are.

We can all become more accountable, more permanent and more productive in today's world if we know how much services cost, how effective they are and how they compare to other similar services.

There are basically five types of studies to determine the cost and quality of volunteer service programming. Different researchers use different terms; however, for this article, I am using some of the most commonly accepted terms with the sport of baseball as an analogy:

1. Determining Program Costs
This is a simple cost study, a "single" or "getting on base." The focus of this study is on one program and any method available of deriving actual cost of the program. This involves cost data and output or statistical data on your program. Here you define what your program services are and how much they cost.

2. Determining Cost Savings
This is our "double" or cost savings. It is a comparison of different programs or one program over different periods of time. This type of study is necessary when two programs or services are involved in the analysis. They could include paid and unpaid staff doing the same job or two similar volunteer programs. You need cost and output data of two programs or one program over different periods of time.

3. Evaluation of Relative Effectiveness
This is a "double" or possibly a "double" that has been stretched to a "triple."

Dick Hodgkins is the vice president of Prison Fellowship, a national criminal justice volunteer program headquartered in Washington, D.C.

Again, two programs are involved. Focus of the study is on relative effectiveness in reaching the same goals of two programs. The term "relative" suggests comparison of the effectiveness of two programs.

4. Relative Cost Effectiveness

This is our all-out "home run." Such a study measures the effectiveness programs have in achieving purpose or goals as compared to each other. This information is then linked to its costs. Simply, this is how effective you are in reaching your goals and how much it costs. A study of this type accomplishes the following:

- Focuses on ratio data (effectiveness to cost) on one program over a period of time or two programs;
- Generally looks at one program and how it compares to other programs of the same type;
- Studies efficiency (effectiveness) in terms of the number of products invested;
- Requires that only impacts of programs and their cost be found, while cost benefit analysis, our final study, requires that we put a monetary value on benefits (No. 5).

All volunteer program managers should have as their goal the results of the first four studies.

5. Relative Cost Benefit Analysis

This is our "inside the park home run." This study is a comparison of costs and benefits to society of various alternative programs for a ratio of results in dollars to cost. One is able to put a dollar figure on the benefits of the program; however, it should be noted that this is the most difficult study to conduct and is not recommended unless you have an in-house researcher. In the relative cost benefit analysis you must have an alternative to compare. Programs compared must be exact market counterparts. You must be able to measure benefits and monitor costs and you have ruled out all explanation for "skew" in your study.

The most important thing for volunteer managers to do is address their evaluation or "get up to bat." My experience is that they often do not have the confidence needed to do that. However, as volunteer managers, we need to understand and be confident in the unique function volunteer programs can provide in realizing an agency's mission. To best fulfill that role, programs must be evaluated and held accountable for their goals and standards of cost effectiveness.

For much of the remainder of this paper, I will concentrate on cost analysis, since it is the area I have found needing the most work in our field. Evaluating goals and objectives is a much more familiar process and there are many more materials and resources available on this subject.

Cost Analysis

The prime recipients of any cost analysis are those people who have the final decision-making power and authority over staff and services (county commissioners, judges, governors, heads of corrections). In doing any cost analysis, one must first know what information is needed by decision-makers. The goal of the analysis is to present your volunteer services as an alternative that can maximize the difference between social benefits and social cost.

The following is a step-by-step method of deriving costs (program accountability). A couple of points in review before we begin: As volunteer program managers, we need to determine, first, if there is an alternative with which we can compare our program. Many social programs have no market counterparts; however, if no similar program exists, you can determine the cost and effectiveness of your program by examining it over different periods of time.

Second, a distinction must be made between *input, output* and *benefit. Input* is the dollars or program costs; *output* is the number of products produced or the number of hours of service (immediate measure). Output produces benefits; *benefits* are accomplishments, achievements and results, such as improved organizational delivery. Benefits many times defy measurement—in particular, in human service organizations because of the difficulty in isolating the effects of volunteer programs versus other contributing factors.

Most of the obvious benefits of human service volunteer programs are not measurable in monetary terms. Therefore, the little analysis that has been completed in our field relates to cost analysis and cost effectiveness. Though many of these "intangibles" cannot be assigned a monetary value, they are crucial, to the program, your agency, and those you serve.

A. Immediate Benefits

- Increased quantity and quality of services
- Improved relations between agency and community
- Improved information through volunteer feedback
- Career reentry experience
- Job creation
- Improved morale of client or patient
- Ability to watch client needs w/community pool.

B. All Encompassing Societal Benefits

- Increases participation
- Improves citizenship
- Increases attention to basic human needs
- Provides a broad educational experience.

There are many other benefit features that relate intangibly and are, therefore, hard to measure. Never discount the intangible in describing the overall benefits of your study. The benefit of your volunteer program to agency staff, taxpayers, volunteers, clients and society in general cannot be understated.

The following are my recommended steps for a program and cost study.

Phase A—Setting Up

- Step 1—Determine purpose of your evaluation.
- Step 2—Find out as much as you can about the program/services that you want to evaluate.
- Step 3—Precisely describe the programs being evaluated and the function you would like to focus your research on.
- Step 4—Establish a research team.

I've found it helpful to select people from your agency to be part of the team that advocates volunteer services; at least one of this team should be a critic. "Adversary research" has many benefits and adds a reliability factor in presenting the results.

Phase B—Planning Your Instruments

- Step 1—Decide what must be measured and what needs to be measured (cost, quality, or both).
- Step 2—Select type of study instruments (cost analysis or program evaluation, exploratory study).
- Step 3—Consolidate your concerns into a few instruments (questionnaire, interviews, tests).
- Step 4—Plan construction and design or purchase instruments.
- Step 5—Plan out your data analysis

Form A

Cost Study Worksheet

Cost Category	Total Cost	*Cost to Parent Agency	Cost to Others (Gov.-Private Funds)
Personnel (paid):			
• Supervisors' Salaries			
• Volunteer Managers			
• Others			
Commodities:			
• Office Supplies & Forms			
• Photocopying			
• Food & Beverages			
• Bldg. & Equip. Maint.			
• Other			
Space & Related:			
• Office			
• Equipment			
Capital Outlay:			
• Furnishings & Equipment			
Other (Specify):			
• Janitorial Services			
• Mileage			
• Recognition Material			
• Training Material			
• Conference & Membership Dues			
Client Charges*			
TOTAL(S)			

Note: Transfer totals to Form B

with dates. Look at the instruments you selected, evaluating each carefully to make sure that its results are exactly what you want. This prevents wasting time or collecting the right information on a form that is impossible to use.

- Step 6—Choose evaluation designs. Again, your time frame is important. You should have a plan of who will receive the instrument, by when, etc.
- Step 7—Choose a sampling strategy for administering instruments that are the ones that will help you measure what you need.
- Step 8—Estimate cost of evaluation.

Phase C—Collecting Data

- Step 1—Set deadlines.
- Step 2—Administer instruments, score and record them.

Phase D—Analyzing Data

- Step 1—Graph data for trends, averages and comparisons. Use statistics that are not complex.
- Step 2—Do the analysis, averaging summary distribution scores, statistical significance, and if available, using a computer for all important considerations.

Phase E—Preparing the Report

- Step 1—Plan the report; outline and format are very important.
- Step 2—Determine methods of presentation. Decide whether the recipient

Form B
Cost Effectiveness Calculations for a Volunteer Program

A. Cost Figures

I. Total Cost $ _____

II. Cost to Parent Agency − _____

III. Cost to Others + _____

IV. Net Program Cost = _____

B. Outcome Figures

V. Total Hours Contributed _____

VI. Total Products Produced _____

C. Calculations: Two types—use depends on outcome figures (V or VI) used in calculus V. *To derive cost savings of the program* (when using V, hours contributed):

1. Total Outcome Units (V) _____
2. Multiplied by Cost for Paid Staff Equivalent to Produce One Outcome Unit × _____
3. Equals Gross Cost Savings = _____
4. Minus Net Program Cost (I) − _____
4. Equals Net Cost Savings = _____

OR

VI. To Derive Cost per Outcome Unit Produced: (When using products produced)

1. Program Cost (IV) _____
2. Divided by Total Number of Outcome Units (VI) ÷ _____
3. Equals Cost to Produce One Outcome Unit = _____

will get an oral, written, formal or combination report. If there is to be an executive summary, decide who will get it and what the format will be.

- Step 3—Assemble the report and distribute it.

Cost Study Exercise

Here's a chance to practice a "simple cost study." Start by reading the scenario below and assume you have completed Phase C, Step 2. Then complete computation forms A and B. This should lead you to your answer (results) found on form B, VI, 3.

The scenario is an actual cost study I completed within the Minneapolis court system, comparing the cost of a prehearing investigation conducted by volunteers in the juvenile court with reports completed by paid probation officers. The average prehearing investigation completed by volunteers was $120; the average cost of reports completed by paid professional probation officers was $360.

Scenario

Flash! You have just been told by your agency director that your funding source plans to cut the agency budget by 30 percent next year—despite any service losses. She suggests that unless you can demonstrate a cost savings (as compared to paid staff) she will have to eliminate your prehearing investigator program on January 1. You know that it is critical to do a program and cost evaluation of your pre-hearing investigation and submit a report to her no later than November 1. Your first step is to do a "cost study" that determines the total program costs and average cost per report. The director has told you that it costs $360 for a paid staff member to do a prehearing investigation.

Your task is to use the following information and the calculus found on forms A and B to determine the average cost for a volunteer to do a prehearing report.

You select a time period for study (e.g., fiscal year 1978) and then develop several data collection methods—one-to-one research, questionnaire. The following are the results:

- Paid staff supervising volunteers on the job came to 940 hours at the rate of $16.81 per hour.
- The director of volunteer services and on-site volunteer administrators spent 420 hours managing the program at the rate of $16.90 an hour.
- An additional 50 hours were contributed by the agency director and the business manager at the average rate of $17.50 per hour.
- The following commodities were costs to the agency: $800—office supplies; $500—photocopying; $150—food and beverage; and, $125—building maintenance and equipment.
- Volunteers completed a total of 227 prehearing investigations during fiscal year 1981.
- Your office and equipment rental came to $1,000.
- That year you bought a desk, file cabinet and an audio-visual slide carousel for a total of $500.
- Remaining encumbrances were miscellaneous administrative expenses:
  —Volunteer mileage - 10,741 at 13.5¢ per mile
  —$90 on recognition certificates
  —$200 for janitorial services
  —$75 for membership to a national volunteer organization
  —$40 for an in-service training honorarium
- The agency charged several families fees for volunteer work amounting to $749.

Have fun, but more importantly, learn how to evaluate your program benefits and cost. Your very survival as a volunteer program may be at stake, as well as the community benefits you provide.

TRAINING VOLUNTEERS

The Trainer As Teacher: A Personal Perspective

By Kathleen M. Brown

FOR THE PAST NINE YEARS, I HAVE BEEN a "trainer" of both volunteers and volunteer program managers. And yet, as a former classroom teacher, calling myself a trainer still conjures up visions of lion cages, whips, and horizontally held chairs. I am called a trainer, but I am really a teacher, for I am passing on my accumulated knowledge and expecting learners to question, challenge and integrate what I say into what they already know. I would never expect those I train to follow my instructions exactly. I can only present tools, and learners must determine how to apply those tools in their own settings.

In the same way, when you train volunteers to do a job in your agency, you give them the knowledge and tools they need to do the job. It's almost that simple. You do not expect them to follow every instruction mindlessly. You explain why jobs are done the way they are. You encourage questions and innovations that make work more efficient or satisfying. You are open to learning from the volunteers as well as they from you.

Good volunteer training is based on the following nine concepts:

1. People want to learn. I have found that sometimes volunteer program managers are apologetic about taking up their new volunteers' time with training. Though some volunteers may initially grumble, most truly want to learn whatever they need to know in order to do their jobs well.

2. All new volunteers need training. Even if a volunteer has done an almost identical job in another agency, he or she has not done it in your agency. Therefore, the volunteer needs orientation to *your* expectations, *your* ways of doing things, and *your* philosophy about your field of service. Volunteers represent your agency in the community, and you need to make sure they understand what they are representing.

A participant in one of my workshops told me about a volunteer who was recruited to visit a patient in a convalescent home and insisted that she didn't need training since she had visited sick people before. The brand new director of volunteers, afraid to offend the self-assured volunteer, agreed that the latter could begin visiting immediately. The first visit was a disaster; the volunteer was in no way prepared for the strong conflicting emotions most people feel when entering the world of convalescent homes. A good training course would have given her the necessary preparation. As it was, the volunteer quit after one visit, and the volunteer director learned a valuable lesson.

3. Training is one of the benefits you offer to potential volunteers. People often accept volunteer jobs because they want training in a particular skill or particular human service field. A good training course can be the card that draws potential volunteers to choose your agency over another volunteer opportunity across the street. Good training is a strong selling point for your program.

4. Training builds teamwork and commitment. There are important benefits to be gained from training volunteers as a group. Done well, group training stimulates thinking, encourages cooperative efforts, and provides new volunteers with peer support. I have often found that one volunteer will ask a question that many other volunteers are afraid to ask. Everyone learns from the ensuing discussion of that question, and the quality of the volunteers' work goes up.

All good training, whether group or individual, builds commitment to the job and the agency on the part of the volunteers. Those you train will most likely appreciate the investment the agency has made in them by providing high quality training and will perform accordingly. Increased understanding of your program also en-

Kathy Brown is a trainer and consultant in volunteer program management and author of the book, Keys to Making a Volunteer Program Work *(Arden Publications, 401 Vista Heights Road, Richmond, CA 94805).*

courages their commitment to the agency.

5. Staff and experienced volunteers reinforce their skills by training new volunteers. Asking staff members or experienced volunteers to train new volunteers may seem like an imposition, but it's actually an opportunity for review and re-evaluation. I once had a staff member tell me he had forgotten the basic purpose of his job until he had to prepare a presentation for a volunteer training course. Similarly, phone receptionist volunteers who provided on-the-job training for new volunteers found the necessary review of policies and procedures very beneficial for their own performance. They also appreciated the recognition they received from being asked to train new volunteers.

6. On-going training is necessary. I am on a particular soapbox here, because I believe many volunteers do not get adequate on-going training. The excuse is usually that volunteers cannot give any more time than their regularly scheduled commitment and so cannot be brought together for on-going training sessions. This is sometimes true, although often it is an assumption made without testing it out. However, if it is true, then some time for on-going training can be scheduled *during* the volunteer's regular commitment. Even if it is only a half-hour conference with the director of volunteers or the staff supervisor, and even if it takes the volunteer away from his or her job for a short time, it should be done.

From my own experience in working with volunteers, I can cite numerous examples of the value of on-going group training. In bimonthly meetings for phone receptionist volunteers, discussing how one volunteer had handled a difficult call provided an important learning experience for those who probably would receive that kind of call in the future. In group sessions with volunteers who work one-to-one with clients, the feelings of frustration and the doubts volunteers have about their competence can be relieved through problem solving and group support. Without this support, the difficulties that come with the job will cause many volunteers simply to leave.

On-going training can include peer support groups, sessions with outside speakers or films, sessions where staff members meet with volunteers, and many other variations. For organizations where volunteers cannot be brought together, some individual approach should be found. Volunteers need on-going training to sharpen their skills, gain new insights, and increase their commitment to the job. Providing on-going training is also a recognition of their worth to the agency.

7. People learn by doing. The best training is a combination of information and experience. People need basic information, and that is usually best imparted by lecture, written material or media presentation. But training should not stop there. New volunteers need the opportunity to practice doing the job before they are let loose and expected to perform.

One favorite practice technique is the "role play," one of the most fearsome terms in training. I used to hate role plays; my stomach would tighten at the very mention of the words. Now I truly enjoy them and will volunteer for any that come along in trainings I attend. The difference came when I stopped thinking that I was performing for an audience and let myself truly experience what the person I was playing was feeling. It's an awesome experience, and one I can't explain, but the learning is powerful. The empathy that people gain from role plays is readily transferable to their volunteer work with clients, staff and other volunteers.

Sometimes practice is best given by on-the-job training under the instruction and supervision of staff or experienced volunteers. Just telling a person how to do a job seldom suffices. Volunteers (and all other workers) need to be able to ask questions and have their progress monitored closely as they learn something new.

8. Learning is a two-stage process: first we imitate, then we "make it our own." When you learn how to play tennis, for instance, you first try to imitate the movements of your instructor. There is, at that stage, a "right" way and a "wrong" way to swing at the ball. Later, when you have learned the basic skills, you develop your own style and you are no longer just following the coach's instructions.

When you train volunteers to do a job, you should expect this two-stage process to occur. New volunteers will most likely follow instructions to the letter, and their way of talking to clients, for instance, will often directly mirror that of their teacher. But as time goes on, volunteers develop their own ways of doing things, and their individual personalities are reflected in the way they do their jobs with clients and staff. Unless their style causes problems, this individualization should be encouraged. People have only truly learned something when they have "made it their own."

9. There must be two-way communication between trainer and learner. As trainers we should never expect that people are learning just because we're telling them something. Learning involves communication between teacher and student, and the former must continuously check on how the latter is receiving the information imparted. In school, teachers checked up on us through tests; as adults we should engage in questioning, explaining and clarifying. We can also check progress through the practice exercises mentioned previously: role plays and on-the-job training with supervision.

These nine concepts should underlie the planning of all training for volunteers. Specific content, length of training, and methods used will depend on who is training whom for which jobs. For straightforward office jobs, such as typing form letters, an orientation to the agency plus detailed instruction and brief on-the-job training may suffice. For more complex jobs involving individual work with clients, a training course several weeks long may be in order. Regardless, the facts are that people want and need both initial and on-going training, that training benefits both volunteers and staff, and that learning involves supervised practice, interaction between teacher and learner, and individualization. Remembering these concepts will help trainers of volunteers be among the finest of teachers.

Books

Developing Effective Boards

By Carol Caparosa

FUNDAMENTAL PRACTICES FOR SUCCESS WITH VOLUNTEER BOARDS OF NON-PROFIT ORGANIZATIONS. By Nancy Nordhoff, Jo Larsen, Putnam Barber, Dorothy P. Craig. FunPrax Associates, A Limited Partnership, 1982. 125 pp. $14.20. Order from: Volunteer Readership, PO Box 1807, Boulder, CO 80306.

IN *MANAGEMENT: TASKS, PRACtices, Responsibilities*, Peter Drucker makes the following statement about boards of directors: "There is one thing all boards have in common, regardless of their legal position. They do not function. The decline of the board is a universal phenomenon of this century."

Rather a strong statement and one that needs to be challenged in lieu of many recent publications and training programs emphasizing the role and function of voluntary boards of directors. *Fundamental Practices for Success with Volunteer Boards of Non-Profit Organizations* not only identifies seven fundamental practices for boards of directors but outlines an entire process for improving their level of functioning. It is a process that many management consultants, including Drucker, would most likely subscribe to.

Fundamental Practices is basically a self-assessment and planning guide. Its three chapters are divided into self-assessment, planning for change and measuring progress, with the self-assessment section covering about two-thirds of the book. The book is designed so that it can be used with an entire board, committees, board/staff task force, or by an individual board chair or executive. The authors correctly point out, however, that in order to be effective the board must be committed to the self-assessment and planning process. They also recommend that the more people involved in the process, including both staff and board, the more likely successful results will be demonstrated.

The authors' recommendations go far beyond suggesting ways to use the book. In fact, they present definite ideas about how organizations should function and ask the readers/users to compare their current board practices with the authors' "visions of ideals." These ideals, identified as fundamental practices, are realistic, obtainable and appropriate. It should be noted that the authors have vast amounts of experiences with the voluntary sector and are veteran board members and chairpersons.

Briefly, the seven fundamental practices that form the basis for the self-assessment and planning process are as follows:

1. The board ensures that the organiza-

Carol Caparosa is the director of the Building Better Boards (BBB) Project of the American Association of Community and Junior Colleges in Washington, D.C. The BBB project was the subject of an article by John Weber in the winter 1983 VAL.

tion's resources are continually focused on the mission.
2. The board is accountable to the community for the organization's success in carrying out the mission and in meeting its ethical and legal obligations.
3. The board selects members who have specific abilities needed to meet the organization's goals, and who contribute to a balance of the community on the board.
4. The board gives prospective members a candid account of the organization and the commitments expected of members.
5. The board chair and executive share leadership of the organization.
6. The board and staff motivate and support each other as they act to exercise their responsibilities.
7. The board functions in a way that enables both group productivity and individual accomplishment.

In the form of a checklist, each of the seven practices has a series of achievement indicators that help the user identify whether or not the practice is being accomplished. A series of exercises is provided for each achievement indicator. These exercises assist the user in collecting additional assessment information and begin the process of analyzing the strengths and needs of the organization in relation to the fundamental practices.

The authors estimate that the self-assessment process (filling out the checklist, completing the exercises, identifying improvements) will require about two to three hours for each fundamental practice.

Once the assessment process is completed, the user is guided through an extensive planning process that culminates in the completion of a two-part action plan. (This action plan is an excellent tool for any individual in a managerial position.)

One impressive feature of the planning section is that the authors never lose sight of the resource realities of the nonprofit sector. The user is continually asked to plan and prioritize the needed improvements within the organization's capabilities. However, several suggestions are provided that will stretch the minds of "that will never work" types.

The guide concludes with a section on measuring progress, and the entire process becomes a continuous cycle. This crucial step is well organized with checklists that provide the user with feedback on his/her achievements.

Fundamental Practices provides volunteer boards of nonprofit organizations with two major uses. First, it identifies seven fundamental practices that boards should be accomplishing, and second, it outlines a thorough and rather extensive process for improving the boards' effectiveness.

The challenge for boards is not whether the process will work. The fundamental practices are valid and the process is systematically well-designed. The challenge is in obtaining the commitment to begin and complete the process. If committed, effective results are bound to occur. The voluntary sector should look forward to two forthcoming guides from these authors for success with service volunteers and volunteer advisory groups.

> "In order to be effective, the board must be committed to the self-assessment and planning process."

'Much of What You Need to Know'

By Stephen H. McCurley

KEYS TO MAKING A VOLUNTEER PROGRAM WORK. By Kathleen M. Brown. Arden Publications, 1982. 82 pp. $6.50. Order from: Volunteer Readership, PO Box 1807, Boulder, CO 80306.

IN *KEYS TO MAKING A VOLUNteer Program Work*, Kathy Brown provides us an answer to that perennial question, "What do I read after Marlene Wilson's *Effective Management of Volunteer Programs*? In a deceptively short and deceptively simple-in-appearance format, Brown manages to (a) summarize the theoretical basis for most of the practices of volunteer management, (b) ask penetrating questions that illustrate how to tailor that theory to your own program, and (c) provide concrete examples of countless forms for interviewing, recruitment, evaluation, etc.

The theory of volunteer management is broken into eight "key" areas: job design, staff commitment, planned recruitment, screening, training, supervision, surveillance and oversight, and evaluation. Each area is concisely summarized (what, why, how) within one to two pages, yet nothing essential is left out. Brown's style is notable for its clarity and precision—things are said in the fewest and most organized words possible. In fact, one would guess that recreating the original outline for this book would be a quite simple procedure.

In each section, that initial explication of theory is mixed with either questions or listings of alternatives that show the reader how that theory can alter as it connects to the real world. This helps one figure out how to make adjustments to local idiosyncracies. It provokes the reader into taking an active role in the heuristic process and into remembering that management is not done by strict adherence to rules but by creative and flexible thinking. That is always a good reminder for both the beginner and the experienced manager.

Finally, each section contains lots of things to steal. There are examples of policies and procedures, job descriptions, public relations spots, record-keeping forms, evaluation sheets, etc. Almost everything that you never wanted to have to write yourself, suitable for theft and a blessing to the lazy.

Overall, this is quite a good book. If you're just starting in the field, or just starting a new program, it will tell you much of what you need to know.

If you're experienced and want a refresher course or a few more insights into why things work, this will force you to think anew about what you are doing. And if you're designing a course on volunteer management, buy this book immediately, because it will make sure that you remember to put in all the key points and to leave out the non-essentials. ♥

Steve McCurley is VOLUNTEER's director of program services.

Tool Box

Compiled by
Laurie A. Bernhardt

NCRY Catalog. National Commission on Resources for Youth, 605 Commonwealth Ave., Boston, MA 02215. Free.

A complete list of NCRY booklets, guides and case studies on youth participation projects around the country.

The 1983 Guide to Government Resources for Economic Development. Northeast-Midwest Institute, Publications Office, 218 D St., SE, Washington, DC 20003. 1983. 168 pp. $9. 20% discount for orders of 10 or more.

A guide that outlines the aid available to individuals, private businesses, public and private nonprofit organizations, and state, county and local agencies. It contains details on over 50 federal programs and agencies, including program objectives, type and average level of assistance, application procedures, eligibility criteria and examples of past funding.

High School Vocational Graduates: Which Doors Are Open? The National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210. 1983. 28 pp. $3.75.

This report reveals how patterns of participation in secondary vocational education affect students' entry and subsequent experiences in the labor market. It is based on a series of three research studies directed toward a new understanding of secondary vocational education.

Community Partnerships. A special issue of the *Journal of Community Action*. Center for Responsive Governance, 1100 17th St., NW, Washington, DC 20036. 1982. 56 pp. $3.00.

The issue concentrates on the role of community partnerships from several perspectives—policies, innovative examples and current research on the partnership concept.

PEER Publications List and Order Form. PEER: Project on Equal Education Rights, 1413 K St., NW, 9th Floor, Washington, DC 20005. Free.

A list of publications from PEER, a project of the NOW Legal Defense and Education Fund. PEER provides information to parents, community groups and educators on sex equity in elementary and secondary schools.

Title IX Information Packet. PEER: Project on Equal Education Rights, 1413 K St., NW, 9th Floor, Washington, DC 20005. 1983. $2.95.

This comprehensive packet on Title IX includes a summary of the regulations, a guide to filing a Title IX complaint and an overview of the three main laws that fight sex discrimination.

Family Resource Coalition Report. Family Resource Coalition, 230 North Michigan Ave., Suite 1625, Chicago, IL 60601. $9.00 for one-year subscription; free to Coalition members.

This 16-page quarterly publication is written for those who provide, or receive, services of family support programs, and those who evaluate, fund and are concerned with the development of such programs. The *Report* provides profiles on the wide range of its member programs, updates on advocacy issues that affect families, and information on issues affecting family resource programs, such as research, funding, media exposure and parent involvement. Resource materials on how to start family support programs are reviewed in each issue.

Energize Publications. Energize, 5450 Wissahickon Ave., Lobby A, Philadelphia, PA 19144. Free.

A list of publications by Energize, a training, consulting and publishing firm specializing in volunteerism.

The Foundation Directory Supplement. The Foundation Center, 888 Seventh Ave., New York, NY 10106. 1982. $20.00.

The *Supplement* provides full descriptions of 1,750 of the nation's largest foundations, updating information

(Continued on next page)

published in 1981 in the Eighth Edition of *The Foundation Directory*. The *Supplement* includes all of the changes that have been reported during the last 15 months at any U.S. foundation with assets larger than $1 million or making grants totaling more than $100,000 annually. Entries include current address, telephone, grantmaking interests, fiscal data, officers and trustees, and application procedures.

Retirement Policy: Planning for Change. The National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210. 1983. 58 pp. $5.75.

This book takes a close look at retirement policies for the elderly and their implications for employment and appropriate training of older persons.

Lifelong Learning: Formal, Nonformal, Informal and Self-Directed. Donald Mocker and George Spear. The National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210. 1983. 31 pp. $3.75.

This publication examines the variety of ideas about lifelong learning and offers a theoretical model to help clarify the concept. The model is based on the idea that lifelong learning is ultimately related to how adults assume responsibility for decisions that affect their lives.

Funding Volunteer Services: Potential Sources of Dollars to Expand Agency Programs. Federation of Protestant Welfare Agencies, Inc., 281 Park Avenue South, New York, NY 10010, (212) 777-4800. 1981. 24 pp. $3.50.

A booklet presenting a summary of the proceedings of a forum on funding volunteer services. Discussions include government funding of volunteer programs, as well as various viewpoints expressed by corporations, social service agencies and foundations in regard to this issue.

The 1983 Guide to Government Resources for Economic Development. Northeast-Midwest Institute, Publications Office, 218 D Street, SE, Washington, DC 20002. 1983. 168 pp. $9.00 20% discount for orders of ten or more.

Provides thorough descriptions of available federal economic development programs as well as extensive information on the new roles nonfederal resources have come to play in development efforts across the country. Contains details on over 50 federal programs and agencies, including program objectives, type and average level of assistance, application procedures, eligibility criteria and examples of past funding.

Seniors on Surviving (SOS). Jois Campbell Hoffman, 28006 Nob Hill Court, Hayward, CA 94542. 1983. 46 pp. $8.95 plus $1.50 postage and handling. California residents include 6.5% sales tax (58¢).

Based on an educational program for adult care centers, this manual is for use in teaching the frail elderly. It emphasizes the unit approach in which seniors are involved in the total program from initial planning to final activity. Activities and interest areas are arranged by calendar month with emphasis on a coordinated program that encourages active participation. Specific instructions and descriptions of activities promote exercise, crafts, discussions and special events for seniors with varied abilities and limitations.

Job Placement: Programs for the Future. Connye M. Barrow. The National Center for Research in Vocational Education, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210. 1983. 29 pp. $3.75.

This publication lists the variety of job placement programs for student transition from vocational programs to employment among states, between secondary and postsecondary institutions and among organizations as analyzed by the author. Legislation and research are summarized in addition to future directions for improvement and staff development.

The Individual's Guide to Grants. Judith B. Margolin. Plenum Publishing Corporation, 233 Spring St., New York, NY 10013. 1983. 295 pp. $15.95. 20% higher outside the U.S.

Addresses the needs of the individual grant seeker by demonstrating how to get grants and awards from the government, corporations, foundations and thousands of organizations. Chapters include "Getting Into Gear," "Facts About Funders" and "The Proposal."

Enjoying Research—A How-To Manual on Needs Assessment. Diane Abbey-Livingston and David S. Abbey. Mail Order Service, Ontario Government Bookstore, 5th Floor, 880 Bay St., Toronto, Ontario M7A 1N8. 1982. 286 pp. $9.00 (Canadian).

This manual was developed for people from community groups, agencies and organizations who need help in determining such things as what programs to offer, what groups to serve, what new services to offer and how to better serve their members. Because these organizations have to do more and more research, this manual tells them how to do it. Chapters include "Needs Assessment: What Is It and Why Do It," "Selecting Your Research Method," and "Designing Questionnaires for Surveys and Interviews."

The Thirteen Most Common Fund-Raising Mistakes—And How to Avoid Them. Paul H. Schneiter and Donald T. Nelson. The Taft Corporation, 5125 MacArthur Blvd., NW, Washington, DC 20016. 95 pp. $14.95 plus $1.75 postage and handling.

This lighthearted reference explores the basics of charitable fundraising for executives of colleges, universities, arts organizations, health facilities, community groups and other nonprofit organizations. The book provides a lively overview of the serious business of fundraising and is highlighted by vivid examples, pointed analogies and humorous illustrations.

The VAL Index for 1982

This index to Voluntary Action Leadership *lists every article that appeared in each quarterly issue (winter, spring, summer and fall) of 1982. It is organized by title (then author, department, issue and page number) in chronological order by category. (Note: Book reviews are listed by book title in italics.)*

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—Continued

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Calendar

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

June 20-23 **Chicago:** *1983 National Youth Workers Conference*
Sponsored by the National Youth Work Alliance at the Americana Congress Hotel, the conference workshop and panel topics will include Developing Public and Private Partnerships, Managing Change, How to Sell What We Do, The Changing Youth Employment Environment, Effective Private Sector Fundraising, and more.
Contact: Conference Staff, National Youth Work Alliance, 1346 Connecticut Ave., NW, Suite 508, Washington, DC 20036, (202) 785-0764.

June 22-24 **University Park, Pa.:** *1983 Pennsylvania Statewide Symposium on Volunteerism and Education*
"Volunteers: Fact and Fiction" is the theme of this conference featuring a "Strategy Exchange" led by Susan Ellis, "Marketing Volunteering to Management" by Steve McCurley, and workshops on training, management, group dynamics, team building, effective lobbying, religion and volunteering.
Fee: $100, includes lodging (double), 5 meals and program.
Contact: Mary Ann Solic, Conference Center, J. Orvis Keller Building, Penn State University, University Park, PA 16802, (814) 865-4591.

June 26-30 **Palo Alto, Calif.:** *The 1983 National Conference on Citizen Involvement*
This year, VOLUNTEER's annual conference will be held on the West Coast at Stanford University, convenient to either the San Francisco or San Jose airports. Featured speakers: Hazel Henderson, futurist; Peter Haas, Levi Strauss CEO; John McKnight, associate director of Northwestern U's Center for Urban Affairs; Walter Davis, director, AFL-CIO community services; Eva Schindler-Rainman, volunteer trainer. Workshops on basic volunteer management, advanced volunteer management, fund raising, current issues and trends, legislation.
Fees: $175 (Associates); $230 (non-members). Room/board: $166/single; $148/half double (4 nights).
Contact: Boulder, Colo. office: Steve Kelley, (303) 447-0492; Washington, D.C. office: Kris Rees, (703) 276-0542.

Sept. 14-16 **Onamia, Minn.:** *Seventh Annual Lake Sylvia Conference*
An advanced-level educational conference for volunteer program administrators, sponsored by the VACs of St. Paul and Minneapolis and Community Volunteer Service of St. Croix Valley. Theme: "Building Creative Organizations: Advanced Concepts and Skills in Leadership, Collaboration, Technology, Power and Planning." Presenters: Coeleen Kiebert, creative process consultant; Roger Staehle, Univ. of Minn. Institute of Technology dean; Bob Terry, director of reflective leadership program, Hubert H. Humphrey Institute; Mike Murray, president, Creative Interchange Consultants.
Fee: $160, includes reg. fee, lodging, 7 meals and breaks.
Contact: Mary Krueger, VAC of St. Paul, 518 Bremer Bldg., 419 N. Robert St., St. Paul, MN 55101, (612) 227-3938.

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

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