
Canadian Journal of Volunteer Resources Management

Le journal canadien de gestion des bénévoles

2002

Volume 11.1



**COMMUNITY DEVELOPMENT
THROUGH VOLUNTEERING**










Sponsor
commanditaire



**LE DÉVELOPPEMENT COMMUNAUTAIRE
PASSE PAR LE BÉNÉVOLAT**

Centre de ressources bénévoles
et de gestion des bénévoles

TABLE OF CONTENTS

 EDITORIAL Lynne Whitehead, <i>Ontario</i>	2
 VOLUNTEERISM, COMMUNITY DEVELOPMENT AND LEARNING: A STOOL TO STAND ON Allan Serafino, <i>Alberta</i>	3
 BUILDING COMMUNITY DEVELOPMENT AND ORGANIZATIONAL CAPACITY THROUGH STRATEGIC PLANNING Ron Robinson, <i>Ontario</i>	10
 MIXED MOTIVATION, COMMON CAUSE. VOLUNTEERING AT THE CENTRETOWN LAUNDRY CO-OP Karen Hill, <i>Ontario</i>	14
 UNE MOTIVATION DIVERSIFIÉE, UNE CAUSE COMMUNE. LE BÉNÉVOLAT À LA CENTRETOWN LAUNDRY CO-OP Karen Hill, <i>Ontario</i>	19
 READING, ONE AT A TIME Pamela Rideout, <i>Newfoundland</i>	24
 VOLUNTEERING AND THE SURVIVAL OF A COMMUNITY Delicia K. Massey, <i>Saskatchewan</i>	26
 BOOK REVIEW Tammy Reimer, <i>Ontario</i>	29
 ITEMS OF INTEREST	29

Guidelines, themes and deadlines are located on the back page.

Published Quarterly Since 1992

Subscriptions can be sent to:

The Journal of Volunteer Resources Management
1310 Upper Dwyer Hill Road
RR #2, Carp, Ont., Canada K0A 1L0

Send all correspondence to the above address.

Phone (613) 825-9481 • Fax (613) 256-0902

**Typeset and Printed in Ottawa at
Arkade Design & Offset Printing Inc.**

Editorial Team

- Chris Jarvis
- Shirley Jenkins
- Ginette Johnstone
- Lynne Whitehead
- Carol Anne Clarke
- Catherine Latham
- Isabel Barnes
- Rosa Venuta

Sponsored By

Canadian Administrators
of Volunteer Resources

ISSN 1192-1676

We invite submissions.
jtcinc@jtcinc.ca

No part of this publication may be reproduced, in whole or in part, without written permission from the Editorial Team. All articles are the express opinion of the author(s) and do not necessarily reflect the views of the publisher or the Editorial Team. The Publisher and the Editorial Team assume no responsibility for unsolicited manuscripts. Letters commenting on articles are welcome, but may be edited for brevity and clarity.

As governments continue to work at reducing debt through one-city models across the country, there is sense that this might create a loss for community identity. In this issue, Community Development through Volunteering, it is quite clear that there is nothing to fear. The Editorial Committee has endeavoured to provide you with a balance of academic theory and fresh and creative examples, that exist across Canada, of organizations that are working daily to enhance their communities.

I had the pleasure of meeting Ron Robinson at the last Mosaic Conference held in Toronto. He shows us that strategic planning is important when "Building Community Development and Organizational Capacity". I think everyone can agree that an initial investment in volunteers builds commitment and thus creates a stronger community.

Allan Serafino provides excellent information and a simple approach by linking "Volunteering, Community Development and Learning". Allan shows us that these three elements are essential when it comes to looking at the way adults learn.

Two inspiring examples of community development come from Karen Hill and Pamela Rideout. Karen Hill is a Chair of the Centretown Laundry Co-op and works to empower street-cultured individuals through a self-service laundry co-op. Pamela Rideout is the Executive Director of Teachers on Wheels and is passionate about providing reading skills to adult learners in Newfoundland.

Delicia K. Massey's "Volunteering and the Survival of a Community" introduces us to an inter-generational program that she has helped initiate in Eston, Saskatchewan. It is inspiring to realize that Delicia is in Grade 12 and is so focused on seeing her western community continue to grow and prosper through volunteering.

I hope that you enjoy reading this issue and find that it acts as a useful resource. It is refreshing to know that volunteers provide a quality of life - without them, communities are simply buildings and roads.

Lynne Whitehead, Editorial Team

VOLUNTEERISM, COMMUNITY DEVELOPMENT AND LEARNING: A STOOL TO STAND ON

by Allan Serafino

Volunteerism, community development and learning, each are like the leg of a three-legged stool. When one is missing, the whole collapses. But when they are intact they give us something solid to stand on as facilitators and show us new knowledge and capacity for improvement.

This paper draws a model of overlapping relationships between volunteerism and community development from a learning perspective (Figure 1). Adults are continuously learning - developing skills, acquiring knowledge, re-framing attitudes and reflecting on the meaning of their experiences. Both community developers and members as well as managers of volunteers and volunteers draw upon those learning experiences to find meaning, resolve primary issues and accomplish their mission and goals. These experiences, in turn, strengthen both individual and collective capacity leading to new knowledge and improvement.

This inquiry into their relationships asks the following.

1. What are the strengths [energy] of each?
2. What is the value [power] of each to the individual and the collective?
3. How does each component influence [associate with] the other?
4. What factors support or block their working relationship [how are they experienced]?
5. How should a manager or leader behave to support the component [facilitator role]?
6. How does the component build [capacity for] human development?

Volunteerism

Volunteerism, sometimes called voluntary action, brings to a relationship the energy of an individual's emotional commitment to the service of other people. Powered or driven by the volunteer's free will or choice, it is often associated with selfless action. There is no private gain to be made; yet it succeeds because something is given

back (reciprocal value) to the volunteer's beneficiaries in the community. Volunteers experience the benefits of volunteering when they are able to help other people, have positive relationships with others, gain in personal skill development and engage in opportunities for personal growth (Serafino 2000, 40). Facilitators, acting from a humanist stance, support this need or drive by teaching volunteers about the organization's community mission and goals and its progress towards them, how to make meaningful connections with people, providing ongoing formal or informal skill-development activities in the organization and in the community. The latter includes opportunities that extend beyond the needs of the organization to help individuals fulfil their human potential.

Community Development

Recent community development effort is beginning to support the notion of an 'asset-based' problem-solving; that is, tapping into the energy of the community's 'gifts' (skills, talents, capacities), its 'assets' (formal and informal networks) and its awareness of local issues (Kretzmann and McKnight 1993, 7-10; Bohach 1995, 9-10). It does so in order that community members solve their own problems rather than become recipients of social service benefits. Localized power stems from a person's voluntary action or participation, self-motivation and self-governance and is strengthened by attention to personal relationships, problem solving and decision-making by groups and participation through co-operation and creating local agendas.

In this context, adults are learning continuously. They may learn the skills and attitudes to forge new conversations, connect those assets and gifts and empower each other. Volunteerism supports community action by engaging volunteers in opportunities for personal growth, developing unused talents and skills (gifts), learning new career advancement skills or exploring job options (Serafino 2000, 21). Volunteers accomplish their missions and goals by being consistently involved in the development and promotion of educational endeavours. These range from deliberate, specific and concerted educational ones to informal and even incidental learning activities. Informing the public about special concerns, improving the lot of those members, informing and educating specific populations (communities), training

members to be leaders or facilitators and providing scholarship assistance are all examples of this. (Ferro 1990, 19).

Facilitators range from volunteer members of local associations and clubs to certified trainers and even staff who carry out educational programs. Indeed, McKnight suggests that the role of professionals, government and institutions must change from expert to that of nurturer, assets, tools, catalysts and servants to the community (McKnight 1995, 18).

Viewed in terms of building capacity for human development, volunteerism and adult education serve as a means of self-fulfilment as well as for social, political and psychological empowerment (Galbraith 1990, 3). In fact, solutions to human problems "can be sought nowhere else but within ourselves" says a report on international capacity building. "What is needed is for all of us to *learn* how to stir up our dominant potential and use it from now on purposively and intelligently" (Botkin 1979, xiii). Specifically, Beryl Levinger calls for building human capacity that "deals with the constellation of skills, attitudes and behaviours individuals optimally exhibit in the multiple roles they play: community member, parent, learner, worker, consumer and citizen" (1996, 7). Let us also add volunteer. The underlying assumption is that in each of these roles, individuals make choices that have a direct and profound bearing on the quality of life of their communities.

Learning

A learning perspective situates volunteer or community leaders, managers and administrators as *facilitators* of learning and community members, volunteers, stakeholders and clients as *learners*. Learning is concerned with the energy of change in the individual due to the interaction of the individual and his/her environment. Interaction fills a need and increases his/her capacity to deal adequately with change in that environment. This notion presumes the purposes of change are social betterment, which is also at the heart of volunteerism (Hsley 1990) and the construction of new meaning (Levinger 1996).

Learning brings to volunteerism and community development the energy of individuals who need to know about their world and a

readiness to learn combined with the power of prior experience. These represent first two of six major principles of adult learning (Knowles 1998, 4), characteristics associated with an adult's focus on problem solving in a context that is meaningful to him or her. Adults are motivated to learn as they experience needs and interests that learning will satisfy. They are appropriate starting points for organizing learning activities. Their orientation is life-centred and the core methodology is the self-directing analysis of their own experience (Ibid., 40).

The role of the facilitator therefore is to engage in a process of mutual inquiry rather than transmit his/her expertise or knowledge and then evaluate their conformity to it, a role consistent with a community asset-building approach. This approach is humanist in nature but also builds on social learning (interaction with and observation of others in a social context) and constructivist (construction of meaning from experience) approaches (Merriam and Cafarella 1999, 264). The value of these approaches is that a facilitator is seen as a model or guide of new roles and behaviours and a co-creator of meaning. "It is possible to facilitate a learner's development by helping that individual build better rules to solve problems" says Levinger (Ibid., 17).

In a volunteer and community development context, we see these principles and assumptions played out when individuals challenge long-established assumptions and engage in dialogue about problems that are common and important to the parties involved. We see personal awareness driving local agendas and personal experience and those hidden 'gifts' being brought in to help make meaningful decisions at local levels. We see the needs of community motivating the volunteer to give freely of his/herself to the service of others. We see the emotional commitment of volunteers bearing upon the capacity of a community to build its potential. We see learning at the heart of this reciprocal action creating new learning conversations and fostering new knowledge at individual, institutional and societal levels.

Summary:

When volunteer or community managers and leaders act as learning facilitators, they strengthen the natural linkages between volunteerism

and community development and create the conditions for human capacity development (Fig. 1).

Volunteerism and community development are linked by the emotional commitment of individuals in the service of others. Facilitators can build upon the congruence of a volunteer's motivations to serve others with the goals and missions of the volunteer agency and community it serves.

Volunteerism and learning are linked by the personal desire of individuals to build their own capacity. Volunteerism provides opportunities for personal growth where learning provides the skills to do so. Facilitators can create formal, informal opportunities to learn and support individual desire to learn.

Building the capacity of group's links community development and learning. Community needs provide the drive for individuals to act in a collective manner where learning provides the skills and knowledge to recognize how a collective can tap into its hidden gifts and assets and resolve traditional blocks to development. Facilitators can support the creation of the collective knowledge and synergy by acting less as experts and more as catalysts of those gifts and assets.

The combined value of effective linkages between volunteerism, community development and learning is that of building the *capacity* of individuals and collectives to new knowledge and capacity for improvement. Learning is a critical component, if not a driving force, in that equation. Individuals, organizations, communities and societies can no longer wait for events and crises that would impose 'learning by shock'. They must, for long-term survival, engage in 'innovative learning' to bring about change, renewal, restructuring and problem reformulation (Merriam and Cafarella 1999, 10).

References

- Bohach, Adrian. "Fundamental Principles of Asset-Based Community Development". *The Journal of Volunteer Administration*. Association for Volunteer Administration, Fairfax, VA; Summer, XV (4), 1997, 22-29. 1997
- Bohach, Adrian. Conference proceedings of a John McKnight Conference. Calgary, Alberta: The Volunteer Center of Calgary, 25-26 May 1995.

Ferro, Trenton, R. "Social and Fraternal Organizations as Educators". ed. W. Michael Galbraith. *Education through Community Organizations*. No. 47, Fall, San Francisco: Jossey-Bass. 1990, 13-20.

Galbraith, Michael W.. "The Nature of Community and Adult Education". ed. Michael W. Galbraith, *Education through Community Organizations*, No. 47, Fall, San Francisco: Jossey-Bass. 1990, 3-11.

Ilsley, Paul, *Enhancing the Volunteer Experience: New Insights on Strengthening Volunteer Participation, Learning and Commitment*. San Francisco: Jossey-Bass, 1990.

Knowles, Malcolm S., Holton III, Elwood F. and Swanson, Richard A. *The Adult Learner*, 5th Edition. Houston, Texas: Gulf Publishing Company, 1998.

Kretzmann, John P. and McKnight, John L.. *Building Communities from The Inside Out: A path Toward Finding and Mobilizing a Community's Assets*. Chicago, Illinois: ACTA Publications, 1993.

Levinger, Beryl, *Critical Transitions: Human Capacity Development Across the Lifespan*. Newton, MA: Education Development Center, 1996.

Merriam, Sharon B. and Cafarella, Rosmary S., *Learning in Adulthood: A Comprehensive Guide*. San Francisco: Jossey-Bass, 1999.

Serafino, Allan, *Linking Motivation and Commitment through Learning Activities in the Volunteer Sector*. Unpublished Masters' Thesis. Calgary: University of Calgary, 2000.

Table: Linking the Characteristics of Volunteerism, Community Development and Learning

Characteristics	Volunteerism	Community Development	Learning
energy of... (strengths)	<ul style="list-style-type: none"> emotional commitment to service 	<ul style="list-style-type: none"> 'gifts' (skills, talents) assets (networks) awareness 	<ul style="list-style-type: none"> learners' need to know readiness to learn self discovery
power of... (value to the individual and the collective)	<ul style="list-style-type: none"> free will/choice 	<ul style="list-style-type: none"> active participation self-motivation self-governance local agendas 	<ul style="list-style-type: none"> prior experience motivation
associated with... (how it influences)	<ul style="list-style-type: none"> reciprocal support 	<ul style="list-style-type: none"> individual empowerment personal relationships problem solving and group decision making skills co-operation 	<ul style="list-style-type: none"> problem-centred thinking local contexts
manifested in... (commonly)	<ul style="list-style-type: none"> willingness to respond to individual or collective need 	<ul style="list-style-type: none"> co-creative partnerships long-term vision cohesion 	<ul style="list-style-type: none"> change in attitude, knowledge and skill personal awareness
experienced as... (factors that support or block)	<ul style="list-style-type: none"> helping others positive involvement with others personal skill development personal growth 	<ul style="list-style-type: none"> having new conversations connecting gifts and assets being empowered forging linkages 	<ul style="list-style-type: none"> challenging assumptions openness to new ideas dialogue
exemplified by... (type of facilitator)	<ul style="list-style-type: none"> humanist 	<ul style="list-style-type: none"> catalyst, resource to communities (rather than an expert) multiple leaders 	<ul style="list-style-type: none"> humanist social constructivist social learning
capacity for... (how facilitator can assist in building human development)	<ul style="list-style-type: none"> congruence between volunteers motivations to join and agency mission and goals 	<ul style="list-style-type: none"> building potentials leadership 	<ul style="list-style-type: none"> learning conversations creating new knowledge

Allan Serafino, MCE, is an adult educator in Calgary, Alberta. He is involved in Volunteer Management at Mount Royal College and the Alberta Community Board Development Group as well as he has his own company, ASC Allan Serafino Consulting.



— BUILDING COMMUNITY DEVELOPMENT AND ORGANIZATIONAL CAPACITY THROUGH STRATEGIC PLANNING

by Ron Robinson

The articles in this edition provide specific examples of community development through volunteering. But how do you go about doing and selling it to your organization's stakeholders?

Volunteer Development is the key to Community Development

Not for profit organizations have an impact on their community on many levels, most obviously through the programs and services they offer. Less obviously, yet equally important, they help their volunteers develop through the skills, knowledge and relationships.

As the skills of volunteers improve, so does the ability of the not-for-profit organization to effectively deliver its programs and services. In addition, the volunteers' improved skills benefit the community through the individual's involvement as an employee, parent, friend, etc. This is a win-win that provides knowledge and skills the volunteer can use within the community and helps better define the value of the volunteering experience within your organization. So how do you ensure volunteer development?

Role Investment is the Key to Volunteer Development

Role investment is the process of expanding the responsibility the volunteer has within the organization. Practically, this would include the opportunity to take on new assignments, increase interaction with other volunteers and allow them to be further engaged in areas that are consistent with their desires and the needs of the organization.

It has been suggested that enhancing the role investment of volunteers within an organization increases volunteer commitment and in turn contribution to the organization, (Farmer.S. & Feder, D., 'Changing the Focus on Volunteering', *Journal of Management*, March 2001). So finding ways of investing in the volunteer's role within the organization

not only builds the volunteer's knowledge and skills, it also increases the contribution of the volunteer to the organization.

Incorporating Role Investment in the Planning Process

The key to making anything happen is, first, to decide to do it. This seems obvious enough; however, within organizations, getting commitment to a specific initiative is not always so simple. So where do you start? The best place to start is with your strategic planning process. During this time, the organization is looking to set its direction, is more receptive to "thinking outside the box" and is consciously thinking about how to allocate its future resources.

The process for incorporating role investment in your planning process generally includes the following:

1. Conduct a stakeholder analysis

The first step is to determine the key stakeholders that your organization needs to include in the planning process. There are many models for conducting a stakeholder analysis. One of the simpler methods is the 5I model, (adopted from the 4I model by Justice & Jamieson, *The Facilitators Fieldbook*, AMACOM, 1999). To undertake this analysis ask yourself these five questions for all stakeholders groups:

- Does this group have the ability to block decisions?
- Does this group have information that is needed to make the decision?
- Is this group interested and/or willing to participate in the decision making process?
- Would the results from the process have a meaningful impact on this group?
- Can this group facilitate the implementation of the decision?

Depending on your organization, each of these questions may be given a different weighting. Upon completion, you should have a list of your key stakeholder groups. One group that is regularly identified as a key stakeholder is volunteers. This process provides a methodology for demonstrating their importance.

2. *Identify your key volunteers.*

You now need to develop a list of your volunteers, (if you don't already have one), and ask the same five questions. This will allow you to determine your key volunteers. You should end up with about 20 key volunteers. Depending on your organization you may wish to give different weightings to each question.

3. *Determine the types of skill sets each key volunteer would like to develop.*

Some organizations may maintain a volunteer database that outlines the types of activities or skills that the volunteer would like to develop. If so, you are already on your way. If not, a practical alternative is to have your senior staff use their knowledge to develop a first list as a starting point for discussions with each key volunteer.

4. *Determine the organizational opportunities.*

In this case you are looking at the expected future needs of the organization. For example, an organization will be undertaking a significant number of smaller public events in the next six months that the Board Chair is unable to attend. Consequently, the organization wants to find someone who wishes to further develop their public speaking and media relation skills.

5. *Seek congruency between organizational opportunities and volunteer goals.*

Look for matches that satisfy the development opportunities available within the organization and the skill sets that your key volunteers would like to develop. If you can not find any matches, you have three choices.

- Expand the types of skills that could be used to meet your organization's needs.
- Approach identified key volunteers to test their level of interest in developing the specific skill that you require.
- Recruit volunteers that specifically match your organization's needs.

6. *Approach the volunteer.*

Once you have a match and clearly understand the value of role investment for the organization and the volunteer, it is time to discuss the opportunity with the volunteer.

The process of incorporating role investment in your strategic planning process does require work. Once the process is in place, however, a committee of volunteers can manage it on an on-going basis.

Summary

Including role investment in your strategic planning process ensures an investment in your volunteers' development. Making an investment in your volunteers builds the capacity of your organization. Simultaneously it develops the community, directly through more effective delivery of necessary programs and services and indirectly through the development of your volunteers' skills and knowledge.

Ron Robinson lives in London, Ontario and is President of ABARIS Consulting Inc., a national consulting firm focused on providing practical, affordable and sustainable management solutions to a variety of non-profit organizations. He can be reached at: www.abarisconsulting.com



If you are interested in writing an article on any of our future themes, we welcome your submission.

Community developing through volunteering will only be a success if you, our community – our readers, helps to develop it.

— MIXED MOTIVATION, COMMON CAUSE. — VOLUNTEERING AT THE CENTRETOWN LAUNDRY CO-OP

by Karen Hill

What is it?

The Co-op is a self-service laundry that serves as a catalyst for community development and for capacity building within low-income and street-cultured individuals in Ottawa's Centretown area. Individuals and families pay \$1.00 per year membership and \$1.00 per load to wash and dry their own laundry.

After two years of operation, the Co-op has 325 members, most of whom experience unstable employment or life on public income support programs. Members represent many ethnic, racial and cultural and language groups — twelve languages are spoken in the Co-op.

Clean clothes are just one outcome of the Co-op's mandate. The Co-op increases the capacity of individuals to control and improve their own health and well-being while reinforcing mutual aid, trust and community participation. On the one hand, the Co-op breaks down elements that separate people from the broader community. On the other, the Co-op empowers its members to run and, we hope, to eventually take ownership of a self-sustaining enterprise.

The Co-op has one full-time staff member, a coordinator who is responsible to mentor members who wish to participate more fully in the organization and the community. All work is based on a 'building on strengths' philosophy. The Co-op is a collaborative project of First United and McLeod-Stewarton United Churches and the Centretown Community Health Centre (CCHC).

A key feature of the Co-op is that it is not a religious' organization. No one is exposed to any kind of religious teaching. But, the Co-op is founded in the mission statements of the three founding organizations; each of which emphasizes in its own language the belief and practice that every individual is an essential member of the community, that

each has a contribution to make to the well-being of the world and that all are welcome. Based on this belief, volunteers and staff make time to have a cup of coffee with a member and we know each person's name. Members are not a 'case', a 'diagnosis', or a problem, but a whole person with history, strengths, challenges and dreams. Clearly explaining the differences between 'charity work' and our strength-based developmental approach requires continual attention.

Volunteering at the Co-op

Everyone involved is considered both a teacher and a student. The Co-op fosters growth and encourages skill development based on the desire and readiness of each individual to learn and develop new skills, rather than according to an organization-based training schedule. Learning takes place using an informal action-oriented approach. Staff and volunteers provide training, mentoring, modeling, encouragement and support to allow members and each other to grow and develop new skills. All volunteers, including members, receive sensitivity training on poverty-awareness, addiction, abuse, mental illness and ethnic/cultural diversity. Community volunteers provide special workshops on demand for skills that members identify as needed — conflict resolution and dealing effectively with 'put-downs' from strangers are examples.

The very people who use it — its members — staff the Co-op operation on a volunteer basis. Members do their own washing while other member-volunteers work in shifts to ensure the smooth operation of the facility. Member-volunteers perform a variety of tasks including scheduling bookings, managing cash, making coffee, lending toys for children to play with and providing assistance to members who require it. They give donated clothing to members who need something to wear while their clothes are being washed.

Members plan the operational day and week; inventory and order supplies, sell memberships and laundry tickets, schedule laundry appointments, keep records, become 'team leaders' supervising other members; assist with fund-raising, accounting, statistical reports, correspondence, reporting, etc. Members are now doing 'outreach' to other agencies, having gained the considerable confidence required to

make public presentations. The Co-op's 'poet laureate' proudly represented members at a recent Annual Meeting of the Ottawa Community Foundation, where he read his poems to an assembly of more than 250 people.

Members from three organizations volunteer to carry out a 'movie night' with women members. Co-op staff supervised a Master's dissertation for staff of another organization, which in turn provided its developmentally disabled members opportunities to volunteer in the Co-op. Co-op members volunteer with other organizations, which refer their members to the Co-op.

On the governance side of things, a Management Board made up of community volunteers and Co-op members sets policy and plans for the future through evaluation, strategic planning, organizational development, communications and fund-raising efforts. Consultants in all these fields donate all these skills to the Co-op – another type of volunteer effort.

A new type of volunteering is emerging as the Co-op invests in the future by planning a full scale, fully funded demonstration project to see if member-provided commercial laundry services can help the Co-op become more financially independent. This 'community economic development' project will see members selling laundry services at market rates to local individuals and businesses, earning money for themselves and financially contributing to the Co-op. Understanding the lines between 'volunteer', 'member' and 'earner' will challenge the Co-op's approach to volunteer work and community participation.

Volunteering at the Co-op – what motivation?

Members say they volunteer at the Co-op because it's like being part of a family; they want to give back to the organization, and to the larger community that they are becoming part of, through Co-op activities.

Community volunteers participate to learn new skills, to practice current abilities, to give to the community, to connect with others, to live out their spiritual beliefs.

Most give because it feels good! The outpourings of skill, passion and willingness to participate that many members demonstrate inspire everyone involved. To hear a member say that he had not been asked to help for years encourages all to be continuously open to the strengths that members can bring to the organization and to the community.

Learnings

The first two years of operation have taught us much. Because of the flexibility of the Co-op's operation and its early stage of development, there is not a firm structure within which community volunteers can be 'fit'. The desire of some individuals for extreme clarity is challenged by the flexibility of the organization. And with staff fully occupied with mentoring members, recruitment and retention of governance volunteers could be strengthened. The Coordinator benefits from workshops offered by the Volunteer Ottawa.

We've also seen that continuity in paid staff and predictable core funding are crucial to future success. We have had four coordinators in the past two years largely due to unpredictable funding and changes in staff seem to slow member participation.

We also are noticing the difference between 'volunteer coordination' and 'mentoring' – creating circumstances where members and community volunteers can grow into their individual potential requires quite an intensive investment in individual and community development. Being able to adapt to offerings of various skills and talents requires tremendous flexibility both operationally and from a governance perspective, all the while retaining focus on mission.

All in all, The Centretown Laundry Co-op is an organization where opportunities for volunteering of all kinds abound. A budding poet, artists, bookkeepers, statisticians, laundry service workers, cooks, government workers, leaders of all sorts are blended into a catalyst for change. Creating and maintaining a setting where each individual can grow fully into one's own gifts and capacities has developed a stronger community and has supported the resiliency with which many marginalized people cope with daily challenges.

The common cause that unites Co-op members, community contributors, churches and community organizations may well be the volunteer spirit – a belief that helping one another enriches all who take part.

1 "Community Economic Development: using community support and resources (time and money) to create economic alternatives (businesses) that provide opportunity (jobs) for people in the community who need some support in order to contribute."

From "What is your Economic Ministry? Or_ The Spirituality of Shopping", by Allan Reeve. Moderator's Consultation on the Economy, United Church of Canada, 1998.

Karen Hill is the founding chairperson of the Centretown Laundry Co-op. She brings to her volunteer work substantial volunteer leadership experience in both Canada and the United States, and has published numerous articles on issues of interest to the voluntary sector.



NEWS BITS

Keeping in the theme of Community Development, CN launches a new initiative entitled CN Community Investment Program. You can find out more information by visiting their website at http://www.cn.ca/cncommunity/investment/en_index.shtml. The goal of this new program is to help make communities better places to live and work. Pulling Together will work with registered, not-for-profit groups to share knowledge and experience.

UN MOTIVATION DIVERSIFIÉE, UNE CAUSE COMMUNE.

LE BÉNÉVOLAT À LA CENTRETOWN LAUNDRY CO-OP

par Karen Hill

De quoi s'agit-il ?

La coopérative est une buanderie libre-service qui sert de catalyseur au développement communautaire et à l'établissement de capacité chez des personnes à faible revenu, membres de la culture de la rue, au centre-ville d'Ottawa. Les individus et les familles versent des frais d'inscription de 1,00 \$ par année et paient 1,00 \$ par brassée pour laver et sécher leur linge.

Après deux ans de fonctionnement, la coopérative a 325 membres, dont la plupart connaissent un emploi instable ou vivent sur des programmes publics de soutien du revenu. Les membres représentent de nombreux groupes ethniques, raciaux, culturels et linguistiques – on parle douze langues à la coopérative.

La propreté des vêtements n'est qu'un des résultats de la mission de la coopérative. La coopérative améliore la capacité des individus de contrôler et d'améliorer leur propre santé et leur bien-être, tout en renforçant chez eux l'aide mutuelle, la confiance et la participation communautaire. D'un côté, la coopérative démolit les murs qui séparent ces personnes du reste de la collectivité. De l'autre, elle donne à ses membres le pouvoir de faire fonctionner et, nous l'espérons, de s'approprier une entreprise qui se suffit à elle-même.

La coopérative emploie une personne à plein temps, coordonnatrice dont la responsabilité est de jouer un rôle de Mentor auprès de membres qui souhaitent participer davantage à l'organisation et à la vie communautaire. Tout le travail est fondé sur une philosophie de 'construction sur la base des forces'. La coopération est un projet créé par une collaboration entre les églises First United et McLeod-Stewarton United et le Centre de santé communautaire du centre-ville (CSCCV).

Une des principales caractéristiques de la coopérative est qu'elle n'est pas une organisation religieuse. Personne n'est exposé à aucune forme d'enseignement religieux. Mais la coopérative est fondée sur les énoncés de mission des trois organisations fondatrices; chacune de celles-ci souligne à sa façon propre la conviction et la pratique que chaque individu est un membre essentiel de la collectivité, que chacun a une contribution à faire au bien-être du monde et que tous sont les bienvenus. Sur le fondement de cette conviction, les bénévoles et le personnel prennent le temps de prendre un café avec un membre et nous connaissons chaque personne par son nom. Les membres ne sont pas 'un cas', 'un diagnostic' ou un problème, mais une personne complète avec une histoire, des forces, des défis et des rêves. Il faut une attention soutenue pour expliquer clairement les différences entre le 'travail de bienfaisance' et notre approche de développement basée sur les forces.

Être bénévole à la coopérative

Tous les gens qui participent sont considérés à la fois comme des enseignants et des enseignés. La coopérative encourage la croissance et le développement des habiletés à partir du désir et de la disponibilité d'apprendre et de développer de nouvelles habiletés présents dans chaque individu, plutôt que suivant un calendrier de formation dicté par une organisation. L'apprentissage se fait suivant une approche informelle orientée sur l'action. Le personnel et les bénévoles offrent une formation, jouent un rôle de Mentor, prèchent par l'exemple, et prodiguent encouragement et appui pour permettre aux membres de croître et de développer de nouvelles habiletés, et pour aussi en bénéficier mutuellement. Tous les bénévoles, y compris les membres, reçoivent une formation de sensibilisation à la pauvreté, à la toxicomanie, à l'abus, à la maladie mentale et à la diversité ethnique et culturelle. Les bénévoles communautaires présentent des ateliers spéciaux, à demande, pour développer des habiletés que les membres identifient comme nécessaires; par exemple, la résolution de conflits et la façon efficace de passer outre aux vicissitudes de la part d'étrangers.

Ce sont les membres eux-mêmes qui se servent de la coopérative, c'est-à-dire ses membres, qui en forment le personnel sur une base bénévole. Les membres font leur propre lavage pendant que d'autres membres bénévoles travaillent sur quarts pour assurer le bon fonctionnement de l'installation. Les membres bénévoles accomplissent une variété de

tâches, y compris prendre les réservations, gérer la caisse, faire le café, prêter les jouets pour amuser les enfants et venir en aide aux membres qui en ont besoin. Ils donnent des vêtements donnés aux membres qui ont besoin de quelque chose à porter pendant que leur linge est dans au lavage.

Les membres planifient la journée et la semaine d'opérations; ils font l'inventaire et commandent les fournitures, vendent des billets de membre et de buanderie, prennent les rendez-vous de buanderie, tiennent les livres, deviennent des 'chefs d'équipes' supervisant d'autres membres; ils aident à la collecte de fonds, à la comptabilité, aux rapports statistiques, à la correspondance, à la préparation des rapports, etc. Les membres font maintenant de l'action externe auprès d'autres agences, ayant acquis la confiance considérable qui est nécessaire pour faire des présentations publiques. Le 'poète lauréat' de la coopérative a fièrement représenté les membres lors d'une récente réunion annuelle de la Fondation communautaire d'Ottawa, où il a lu ses poèmes devant une assemblée de plus de 250 personnes.

Les membres de trois organismes se chargent bénévolement de tenir une 'soirée au cinéma' avec les membres féminins. Le personnel de la coopérative a supervisé une dissertation de maîtrise pour une employée d'un autre organisme, ce qui, en échange, a donné à ses membres ayant un retard du développement des occasions de faire du bénévolat dans la coopérative. Les membres de la coopératives vont comme bénévoles dans d'autres organismes qui réfèrent leurs membres à la coopérative.

Sous l'aspect gouvernance des choses, un comité de gestion composé de bénévoles de la collectivité et de membres de la coopérative fixe les politiques et planifie l'avenir au moyen de l'évaluation, de la planification stratégique, du développement organisationnel, des communications et d'efforts de collecte de fonds. Des conseillers de tous ces domaines de pratique font don de toutes ces compétences à la coopérative, un autre genre d'efforts bénévoles.

Un nouveau type de bénévolat est en train de naître au fur et à mesure que la coopérative investit dans l'avenir en planifiant un projet de démonstration pleine grandeur, entièrement financé, pour voir si des services de buanderie commerciale fournis par les membres peuvent aider la coopérative à devenir financièrement plus indépendante. Ce

projet de 'développement économique communautaire'¹ verra les membres vendre des services de buanderie au prix du marché aux individus et aux entreprises des alentours, en gagnant de l'argent pour eux-mêmes et en contribuant financièrement à la coopérative. La compréhension des lignes de démarcation entre 'bénévole', 'membre' et 'salarié' mettra au défi l'approche de la coopérative en matière de travail bénévole et de participation communautaire.

Faire du bénévolat à la coopérative – quelle est la motivation ?

Les membres disent qu'ils font du bénévolat à la coopérative parce que c'est comme faire partie d'une famille; ils veulent redonner à l'organisation, et à la communauté plus large dont ils sont en train de devenir partie, par le biais des activités de la coopérative.

Les bénévoles communautaires participent pour apprendre de nouvelles habiletés, pour pratiquer des habiletés courantes, pour donner à la collectivité, pour établir un rapport avec d'autres, pour vivre leurs convictions spirituelles.

La plupart donnent parce que cela fait du bien ! Le déversement d'habiletés, de passion et de désir de participer dont font démonstration plusieurs membres inspire toutes les personnes en touchées. Le fait d'entendre un membre dire qu'on ne lui a pas demandé son aide pendant des années encourage tous les coopérants à être continuellement ouverts aux forces que les membres peuvent apporter à l'organisation et à la collectivité.

Apprentissages

Les deux premières années de fonctionnement nous ont beaucoup appris. À cause de la flexibilité du fonctionnement de la coopérative et de son stage précoce de développement, il n'y a pas de structure ferme dans laquelle les bénévoles communautaires peuvent être 'casés'. Le désir de clarté qu'ont certaines personnes est mis au défi par la flexibilité de l'organisation. Et, avec le personnel entièrement occupé à agir comme Mentor auprès des membres, le recrutement et le maintien de l'effectif de bénévoles de gouvernance pourraient être renforcés. La coordonnatrice bénéficie des ateliers offerts par Bénévole Ottawa.

Nous avons également vu que la continuité d'emploi du personnel rémunéré et un financement de base prévisible sont des éléments essentiels du succès futur. Nous avons eu quatre coordonnateurs/coordonnatrices au cours des deux dernières années, en grande partie à cause de l'impossibilité de prévoir le financement et les changements de personnel, ce qui semble freiner la participation des membres.

Nous remarquons également la différence entre la 'coordination des bénévoles' et le 'mentorat' – qui crée des circonstances où les membres et les bénévoles communautaires peuvent croître dans leur potentiel individuel, ce qui exige un investissement tout à fait intensif dans le développement individuel et communautaire. Le fait de pouvoir s'adapter aux offres de diverses habiletés et de divers talents exige une flexibilité énorme tant au niveau opérationnel que dans une perspective de gouvernance, tout en maintenant le cap sur la mission.

Dans l'ensemble, la coopérative de la buanderie du Centre-Ville est un organisme où les occasions de bénévolat de tous genres abondent. Un poète en herbe, des artistes, des comptables, des statisticiens, des travailleurs des services de buanderie, des cuisiniers, des employés du gouvernement, des leaders de toutes sortes sont mélangés pour former un catalyseur de changement. La création et le maintien d'un milieu où chaque individu peut croître entièrement dans ses dons et ses capacités propres a développé une collectivité plus forte et a supporté la résilience avec laquelle plusieurs personnes marginalisées s'accommodent des défis quotidiens.

La cause commune qui unit les membres de la coopérative, les contributeurs de la collectivité, les églises et les organismes communautaires peuvent très bien être l'esprit du bénévole – une conviction que l'aide mutuelle enrichit tous ceux qui y participent.

1 'Développement économique communautaire : utilisation du soutien et des ressources (temps et argent) pour créer des alternatives économiques (entreprises) qui offrent une opportunité (des emplois) aux personnes vivant dans la collectivité qui ont besoin d'un soutien pour pouvoir contribuer.'

Tiré de "What is your Economic Ministry? Or_ The Spirituality of Shopping", par Allan Reeve. Moderator's Consultation on the Economy, United Church of Canada, 1998.



READING, ONE AT A TIME

by Pamela Rideout

The alarm jolts me out my dreams at 6:00 a.m. The blaring voice on the radio tells me how cold it is and to take the time to clear the snow from my windshield. Quickly I slam my hand across the "off" button. Did it wake Robert? No.... I lie quietly for a few more minutes just to make sure. Satisfied, I slip from the covers and slide my feet into my slippers. Walking on tiptoe, I pull on my robe and close the bedroom door behind me. I have to hurry before the rest of the house wakes up. I search through the fridge for bread and sandwich meat. Is this bread "whole wheat" or "twelve grain"? Well, it doesn't really matter. Is this pudding "chocolate" or butterscotch"? It's a darker colour and it begins with a "b" - or is that a "p"? No, it's a "b" so it must be butterscotch. The lunches made, I rummage through the drawer for a pencil. Why would someone put an empty lighter in here? Swallowing my annoyance, I toss it on the counter. Why do I have to write a note anyway? I already told the teacher that she was sick! I think they do this just to give parents something else to do. Haltingly I put pencil to paper and write again the familiar message - the same message I've written for years: "Debbie was sick". It's not lie. She really was sick afterwards but how could I ever write that she had been to the orthodontist! I sign my name with a flourish, fold the note and put in Debbie's lunch bag. I put the kettle on and wait for the whistle. Is that the paperboy? He's late again. The front door protests as I open it just enough to grab the newspaper and pull it inside.....Is that footsteps? No, just the dog. I carefully unfold the newspaper and lay it in front of me on the table. The kettle screeches and I place a tea bag in my cup. I turn the radio on keep the volume low so that I can just barely hear it: "Today's headlines....." the deep-voiced announcer drones..... I sit with one ear tuned to the radio and one eye on the newspaper.....Did he say "fishery"? Yes, I see that word? Did he say "Afghanistan or Pakistan"? This word here begins with "P". He must have said "Pakistan". Is that footsteps? I jump up from the table to turn off the radio. Robert stumbles sleepily into the kitchen. "Good Morning, Sleepyhead! I was just reading the paper. The fishery is in the news again and there's trouble brewing in Pakistan". Will I turn on the radio?.....

It is almost impossible to imagine, isn't it? The daily challenges for a person with limited reading and writing skills is an all-too-familiar story for Teachers on Wheels. This woman, like many other adult learners, struggles every day just to get through tasks that most of us find mundane and rarely even think about: notes to teachers, selecting flavours, choosing brands of food and keeping up on current events. Teachers on Wheels is a not-for profit adult literacy organization operating in St. John's, Newfoundland. For more than 26 years we have offered literacy instruction to hundreds of adult learners. Over the years, we have trained more than a thousand volunteer tutors to deliver literacy training on a one-to-one basis. Tutors and learners meet for lessons once or twice a week, at times and locations convenient to both. Our niche has become offering lessons to adult learners who are unable, or unwilling, to attend classes in more formal, traditional settings. Our clients often lack the confidence to relate their situation with others, so confidentiality is highly valued. Sometimes they will even go so far as to hide the truth within a myriad of complicated exercises, all designed to mitigate a sense of failure. They are often lacking self-esteem and may even feel ashamed.

Teachers on Wheels will continue its work as long as: 1. society continues to negatively stereotype people who struggle to read and write. 2. skill requirements in the workplace continue to rise and 3. as long as there are volunteers in the community who selflessly give an hour or two of their valuable time to sit at a kitchen table or a park bench, helping a stranger learn to read and write.

Pamela Rideout is the Executive Director of Teachers on Wheels Inc. She has worked in the not-for-profit and volunteer sector for 12 years. She has also taught classes from kindergarten to adults in regular classrooms, tutor training, reading strategies and volunteer management.



VOLUNTEERING AND THE SURVIVAL OF A COMMUNITY

by Delicia K. Massey

In the past three years, a major factor in my outlook on life and my future is the realization that this country, and every small community in it, can only survive by the willingness of its citizens to volunteer their time to assist and lead each other. I have lived my entire life in rural Saskatchewan and it has become crystal clear to me that the economic times are like a pendulum; hard times come and hard times go. In the small farming community in which I have been raised, everyone must pitch in and help the others. Survival and improvement of the standard of life for all has been hinged on people taking the initiative to start programs and run programs, most times voluntarily and without pay or recognition. In these last few years, our community of roughly 900 has worked together to come through the farming crisis, a decreasing population, the loss of our grain elevators, the suicides of two of our young people, field fires, an aging population and fewer nurses, doctors, and health care facilities, and decreasing school populations. It is in the last two of the categories that I have spent much of my time working.

Our town of Eston has an aging population and the needs associated with them are growing rapidly. Working with the Volunteer Services Coordinator for the Prairie West Health District, I helped initiate and run a program to get school age children interacting and helping the elderly folks in town. The children took meals to those elderly people who were still living on their own but needed meals brought to them. The program was called "Meals on Heels." The children would walk from the school at noon hour to the Lodge, which is a long-term care unit/hospital/emergency center for our area. They would then pick up the meals in the kitchen of the Lodge and walk to the homes of the elderly to deliver the meals, hence the name Meals on Heels." I chose children who were between the age of 11 and 17. They were a very enthusiastic bunch and quite dedicated and excited about the important job they were able to carry out. I worked with these young people, training them on what their job entailed, how to communicate with the

elderly folks, particularly those that were hearing impaired, and I accompanied them on cold winter days when the wind was biting cold and the paths to the homes were nothing but snow banks. I put the children in pairs to carry the meals, in order to keep each other company and for safety reasons.. Each month I would post a calendar on the school bulletin board, which outlined the days each child was responsible for carrying meals. My Meals on Heels carriers and I had meetings every two weeks to discuss how things were going with their job. At one point we were all a little bit saddened when one of the clients we delivered to became too ill to live on his own and had to be moved into long term care unit. We missed knocking on that door and the friendly toothless smile that we always received. He was on not very mobile and so we would have to set the meals in front of him and help him sit up. Having the children visit him, if only for two minutes, seemed to be the highlight of his day. Running this program was something I loved. The reward was seeing those elderly folks smile and also knowing that I was lightening the load of the nurses and caretakers who otherwise would have been running from house to house. It was also important for those children who delivered meals to make new friends with those elderly folks and to realize that they need help doing some things just like the children themselves needed help doing some things. The program also made the children feel important which is a key to their future and for their self-esteem.

The leadership role I have undertaken in my high school years have taught me the importance of Canadians helping Canadians. When we all work together, then productive objectives can be accomplished. I have also learned that someone has to be willing to take the leadership role and initiate action in order for others in society to benefit. I once read a saying, "Snowflakes are so small, but look what they can do when they stick together." It is true. Snowflakes, when stuck together, can cause huge snow banks. Another parallel that I have for leadership is that when a wind comes, the snowflakes can either stick closer together or they can be blown around to create a storm. I think that those winds are like the difficult times one would face in one's life, but when one would use that wind to an advantage and help others in society stick closer together, then the community benefits.

It would be easy to allow the winds of adversity blow us around in a random fashion. To stand strong in such winds is a choice that I have made. This choice is one that not only takes courage and strength of character, but also requires positive thinking and positive energy. The adverse winds in my life have consisted of the loss of three close family members and two friends. A deteriorating farming industry is also threatening our family farm that heightens stress and anxiety levels for my family and I. With adverse winds blowing through my life, I have the choice of converting the feelings of anger, fear, and loss into energy that can be either negative or positive. I have chosen to fuel positive energies into helping others and being the snowflake that pulls others together. In the last few years I have learned that it is so rewarding to help a community stick together and to give my time freely, so that my community and our country can be a better place.

Delicia K. Massey is presently a Grade 12 student in Eston, Saskatchewan. She has been volunteering in the Prairie West Health District Volunteer Program for the past three years and submitted this essay in a scholarship application. She Received a \$50,000 scholarship from TD Canada Trust.



BOOK REVIEW

By Tammy Reimer

"THE NONPROFIT SECTOR AND GOVERNMENT IN A NEW CENTURY"

edited by Kathy Brock and Keith G. Banting

This collection of essays analyses the role of the not-for-profit sector and its links with both state and society in Canada. Published in August 2001, it is the second book in the Public Policy and the Third Sector Series.

Check McGill-Queen's University Press www.mqup.ca for more details.



The Journal will be celebrating
it's ten year anniversary.
In recognition of this, we want to make
the summer issue special.

In your opinion,
what were your favourite and
most relevant issues.

Send us an e-mail or drop us a line,
we want to know.

ITEMS OF INTEREST

The Ontario Rural Council is a forum which brings together those who share a commitment to building strong rural communities and organizations. The Council provides a unique and important opportunity for multi-sector cooperation within the rural sector.

Members identify issues... then collaborate to develop innovative solutions and strengthen rural voices.

<http://torc.on.ca/torceng/>

DEADLINES FOR SUBMISSION AND THEMES

<i>Issue</i>	<i>Deadline</i>	<i>Theme</i>
Spring 2002	articles due on the 24th of February	10th Anniversary Issue
Summer 2002	articles due on the 24 of May	Career Paths for Volunteers
Fall 2002	articles due on the 24th of August	Volunteer Service Delivery Model
Winter 2003	articles due on the 24th of October	Record Keeping

CANADIAN JOURNAL OF VOLUNTEER RESOURCES MANAGEMENT

Editorial Process and Guidelines for Authors

Objective

The Journal of Volunteer Resources Management is intended:

1. to serve as a credible source of information on the management of volunteers in Canada;
2. to provide a forum for the exchange of ideas and to encourage networking among managers of volunteers;
3. to provide a professional development tool for managers of volunteers;
4. to recognize and encourage Canadian talent in the field of management of volunteers;
5. to include in each issue at least two articles that will consider different views of a specific and predetermined theme.

Target Audience

The Journal's intended audience includes managers of volunteers, educators, media and funders of not-for-profit organizations across the country.

Submissions

All manuscripts will be accepted either on diskette or on typed, double spaced pages. Submissions should be written according to "Canadian Style - A Guide to Writing and Editing" - Secretary of State, Dundurn Press. External reviewers may be engaged to review content if deemed advisable by the committee.

The revised draft is edited for clarity and consistency by the Editorial Team.

The edited version is returned to the author for acceptance along with an approval form for signature.

The signed form is to be returned to the Editorial Team within a week along with any suggestions for final revisions.

Format and Style

Authors are asked to respect the following word counts:

	<u>Words</u>	<u>Pages</u>
Lead Article	2000	5-6
Secondary Article	700-800	2-3
Book Review	150	1

The lead article will look at the topic in some depth and will normally require the author to conduct research into current trends and perspectives on the subject.

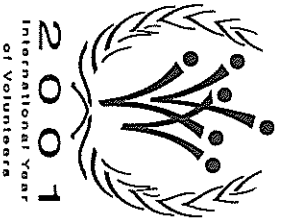
The secondary article will adopt a more practical approach, including personal experiences and opinions.

Advertising

Limited advertising space will be allowed in the Journal, for materials of direct relevance to managers of volunteer service, and as long as it conforms to the guidelines set out by the Editorial Team.

Suggested Guidelines:

1. Only 1/4 page and 1/2 page ads will be accepted.
2. Ads must be camera-ready.
3. A maximum of one page of ads will be permitted per issue.
4. Job ads are not recommended.
5. Cost is to be determined by the Editorial Team.



To become a member of CAVR
www.cavr.org

LOOKING AHEAD

April 21-27, 2002

National Volunteer Week

May 8, 2002

Community Matters Conference

Niagara on the Lake

For more information, contact Brenda Herchner by email at:
bherchner@niagarac.on.ca

May 22-24, 2002

PAVRO Conference – Northern Experience in Sault Ste. Marie

For more information, check the following website:
http://www.pavro.on.ca/upcoming_events.shtml#conference

June 13-15, 2002

CAVR Conference in Saint John, N.B.

For more information, contact: Elizabeth Cormier by email at
COREL@reg2.health.nb.ca

June 13-15, 2002

Vitalize 2002: Provincial Volunteer Conference

For more information, check the following website:
www.cd.gov.ab.ca/all_about_us/commissions/wild_rose/vitalize/index.asp