

Information from the State 4-H-Youth Office

VOLUME XVI, Number 11
November, 1977

TO: Agents Responsible for 4-H and Youth Development

FROM: The 4-H Staff - Donald L. Stormer, Assistant Director, 4-H

Donald L. Stormer

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4-H GROWS WITH 4-SIGHT

The North Carolina 4-H program made substantial growth during the first year of 4-Sight. County Extension staffs are to be congratulated for their efforts to step into the future with a vigor that adds a growth dimension to an already growing program. 4-H membership reached almost 98,000, up from 93,000 of a year ago, and leadership exceeded 13,000 which is an increase over the 12,000 of the past year. The 4-H program growth amounts to a 5 percent increase in 4-H membership and slightly less than a 10 percent increase in leadership. These are substantial gains even though they are below the annual projections (1977 membership 104,166 and leadership 14,335).

Attached to the newsletter is an information sheet on North Carolina showing the annual increments and the numerical and percentage increases for the six years of 4-Sight. Also attached is a planning sheet for your use in making projections for results in your county. I hope you find it useful.

Donald L. Stormer



1978 CALENDAR OF EVENTS

Enclosed are several copies of the "1978 4-H Calendar of Events." I suggest that you glean this now and post the activities which are appropriate for your county. Changes in the calendar (if any) will be included in future newsletters.

- REMINDERS -

- November 18-20, 1977 - State 4-H Council Retreat at Betsy-Jeff Penn. Refer to letter of October 10.
- December 5, 1977 - Applications for all 1978 International Programs due in State 4-H Office.
- February 15, 1978 - Applications due for 4-H Development Fund, L. R. Harrill and Smith-Douglass Scholarships.

Dalton R. Proctor

WBS IS COMING

WBS stands for Winning Behavior Skills. It is the title of an outstanding 4-H program designed to help young people develop a range of behaviors related to the life skills needed by them to make a successful transition into adulthood. The program includes seven modules and should be presented in a series of seven-to-fourteen consecutive sessions.

The WBS program will be launched in North Carolina in February, 1977, when three regional workshops will be conducted to train adult volunteers who will fill the role as county WBS program chairmen. These volunteers will have the role of teaching 4-H'ers who participate in the WBS special interest groups in the various counties. Agents will receive detailed information about the regional workshops in the near future and are encouraged to take full advantage of this excellent program.

C. E. Lewis

DISTRICT ACTIVITY DAYS - 1978

Please add the dates for District Activity Days to your calendar of events as follows:

- June 20, Scotland County, SC
- June 21, county undetermined, SE
- June 22, Hyde County, NE
- June 23, Nash County, NC

- June 27, Haywood County, W
- June 28, Surry County, NW
- June 29, Stanly County, SW

Pauline E. Moore

CHANGE IN ASSIGNMENT

Dr. Mary Nesbitt has had a change of assignment and title on the 4-H staff. Her title and assignment have been changed from full-time 4-H Specialist with a state-wide responsibility in curriculum development to half-time 4-H Staff Associate with campus responsibilities in the area of 4-H curriculum development. Dr. Nesbitt will be working with 4-H and subject matter specialists in the development of curriculum and in the administration of the 4-H awards program. Her current assignment is for one year.

Donald L. Stormer

STATE 4-H COUNCIL

Enclosed in the coordinator's letter is a list of the state and district officers for 1977-78. Also enclosed is a copy of their first newsletter.

Dalton R. Proctor

4-H CHILD CARE PROJECT NOW IN AWARDS PROGRAM

The 4-H Child Care Project will become a part of the North Carolina 4-H Awards Program for the coming year, 1978.

(Continued on page 3)

4-H CHILD CARE PROJECT (cont.)

Four-H'ers may, of course, continue to participate in the program without competing for awards, but, if they do desire to compete, they may enter a cumulative record in child care. Each county may submit one cumulative record in child care on March 1 for competition at the district and state levels just as is done in many other programs.

Blue ribbons will be awarded to all high quality records and District Winner Certificates will be awarded to district winners. The State Winner will receive a trip to National 4-H Congress sponsored by the Frankye Ebert Memorial Endowment.

Specific directions for preparing a cumulative record in child care will be prepared by The Extension Human Development Department, Leo Hawkins, In Charge, for your use in January. Presently, however, you should remind 4-H'ers wishing to compete that the completed project book which will be required in the cumulative record will be the one which reflects their age at the time of participation:

Music and Stories With Children

(4-H C-10-10), ages 9-11 yrs.

Nature Activities With Children

(4-H C-10-1), age 12 yrs.

Animal Activities With Children

(4-H C-10-2), age 13 yrs.

Art Activities With Children

(4-H C-10-3), age 14 yrs.

Activities With Children in Groups

(4-H C-10-15), age 15 yrs. & up.

A leaders' guide for the 4-H Child Care Project is available, publication number 4-H L-10-18.

Mary C. Nesbitt

TRAFFIC SAFETY SPONSORSHIP

The North Carolina Association of Insurance Agents, Incorporated will provide sponsorship for the Traffic Safety Poster Contest through 1980.

Contact your local insurance companies to expand your local program for boys and girls 9 to 12 years of age.

Guidelines for participation will be distributed at a later date.

Henry Revell, Jr.

4-H PUBLIC SPEAKING CONTEST

There will be a junior and senior division of the 4-H Public Speaking Contest in 1978 instead of the boy and girl divisions. We hope you will continue to encourage participation of both sexes.

Pauline E. Moore

YOUTH INTEREST SURVEY

Youth spend a lot of time on passive entertainment; that is, they spend much of their leisure time on activities with no educational value. This is one of the conclusions reached by a committee of 4-H agents in the North Central District. The committee conducted an "interest survey" that included 122 youth in five counties. The committee chairman was Mrs. Carolyn Stanley from Vance County.

A summary of the committee report is enclosed with this edition of the 4-H Newsletter. The report includes a copy of the questionnaire used in the survey. Several important implications are drawn from the survey and they may have a bearing on the 4-H program in your county; therefore, you will probably profit by reading the committee's report.

C. E. Lewis

4-H GROUP AWARDS

Enclosed with the newsletter is a report of 1977 Winners in 4-H Group Award Programs (Community Service Project winners will be announced at a later date.) These counties and clubs are to be congratulated for the work accomplished.

In looking at the report, you will note that participation was not at its maximum. It is possible to recognize ten clubs or groups in each program; Automotive, Conservation of Natural Resources, and Safety. On the basis of the number of individual 4-H'ers participating in these program areas, it would seem that interest is high in these areas. Perhaps more club and group leaders need to be made aware of this opportunity for their members as a group. Plan now to orient all of your leaders to these programs so that they will offer their members the opportunity to participate in these programs throughout the coming year if the members so choose.

Mary C. Nesbitt

INTERNATIONAL INTRIGUE WINNERS

Jodi Lynne McDonnal, Union County, is State Winner in the International Intrigue project. Pam Proctor is District Winner in North Central District and runner-up in the State.

Pauline E. Moore

4-H'ER NOMINATED FOR SCHOLARSHIP

Julie L. Snyder of Forsyth County has been nominated from North Carolina to compete nationally for one of two Animal Science College Scholarships valued at \$1000.

Mary C. Nesbitt

DOMESTIC CULTURAL EXCHANGE PROGRAM

Hyde County 4-H Junior Leaders are developing an educational exchange program. Twelve Junior leaders headed to Buncombe County October 14-17, to see such sights as: Biltmore Mansion, Rosman Satellite, Tracking Station, Thomas Wolfe Museum, Davidson River Fish Hatchery, Mount Mitchell Park, Cradle of Forestry Exhibit, and Blue Ridge Parkway. Overnight accommodations were at Swannanoa 4-H Camp.

Hyde County will host Buncombe County in the Spring of 1978.

Pauline E. Moore

DAIRY GOAT PROJECT SURVEY RESULTS

The August 1977 4-H Newsletter contained an article about the possibility of a 4-H dairy goat project, including a state award, being added to the official list of North Carolina 4-H projects. In order to have some indication of the interest and potential of such a project, 4-H coordinators were surveyed and the results will be used by the State 4-H Curriculum Committee in making its decision on whether or not to add the dairy goat project.

Forty-eight 4-H coordinators responded to the questionnaire that was enclosed in the August 4-H Newsletter. The responses indicated that 29 4-H'ers in 6 counties are presently enrolled in the "unofficial" dairy goat project. The questionnaire also showed that 25 coordinators expect to have 160 4-H'ers enrolled next year if the project is sponsored on a state-wide basis. However, 88 of these represent 4 counties. Two coordinators indicated that they think the project has "great potential," 10 indicated "moderate potential" and 36 said "little potential." There was no response from the other 52 coordinators.

Charles E. Lewis

"RECRUITMENT: A SUPERMARKET OF VOLUNTEERS"

The enclosed article entitled, "Recruitment: A Supermarket of Volunteers" is from the summer, 1977, issue of Voluntary Action Leadership, an excellent quarterly magazine published by:

National Center for Voluntary Action
1214 16th Street, N.W.
Washington, D.C. 20036

A subscription is \$8 for one year and \$14 for two.

Thearon T. McKinney

OUR SPREADING 4-H CLOVER

The North Carolina 4-H Honor Club has-supplied us with a number of sets of slides and accompanying scripts on "Our Spreading 4-H Clover." There are 17 slides in the series which give the effect of a real, growing and opening four-leaf clover. The photography is excellent. The slides and accompanying script will be very useful as introductory material for general 4-H slide sets or other general 4-H programs. The script talks of the development of the 4-H program throughout its history. The slide-script set may be obtained through the Visual Aids Library at N.C. State University.

Mary C. Nesbitt

"THE 4-H ORGANIZATIONAL LEADER--HER NEED FOR RECOGNITION"

Enclosed is another paper in the series resulting from the ED 596 course, February, 1977. This one is entitled "The 4-H Organizational Leader--Her Need for Recognition" by Carolyn Stanley, Vance County.

Thearon T. McKinney

CITIZENSHIP IN ACTION PROPOSALS

Due to an apparent problem in communications, the due date for 1978 Citizenship in Action proposals has been extended. Completed proposals should be submitted to the State 4-H office by November 28, 1977.

A committee of Extension Staff members appointed by the National 4-H Council will make the selections so announcements and checks can be sent out in early January.

Applications are available from the 4-H office.

Just a reminder: Applications for Summer Staff, both paid and volunteer positions, are due at the National 4-H Center on January 2, 1978. They should be submitted to this office not later than December 29, 1977. Refer to last newsletter for description of positions.

Pauline E. Moore

4-H WHEELS PROGRAM

Get your 4-H Wheels Kit while they last. Only 20 kits are left. Reduce accidents and help to change attitudes through the Wheels Program. It consists of 12 lessons, a 180 narrated-slide series and member activity sheets for each lesson.

Contact John Glover and implement the Wheels Program in your county.

Henry Revell, Jr.

MEDAL AND CERTIFICATE ORDERS DUE

Just a reminder that all medal and certificate orders are due to the State 4-H Office by November 15. An inventory and summary for the National 4-H Council must be made the latter part of November. Therefore, priority will not be given orders received after November 15.

Mary C. Nesbitt

HANDICRAFT SUPPLIES AVAILABLE

We have a limited supply of several handicraft items left from camp use.

Listed below are the items and prices available from Fred H. Wagoner, 208 Ricks Hall, NCSU. You may order in any quantity for 4-H, homemakers, civic, church groups, etc.

1/2" sterling silver circle to make tie tacks (each person hammers own design) complete with practice copper circle and tie tack (can loan tools to hammer designs) 25¢ each

Sets of mahogany blocks to make bookends complete with block routed to hold ceramic tile design, includes tile, metal strips and grout (slightly stained that would need to be finished with dark stain rather than a natural finish) 85¢ each

Assorted pieces of copper for use in copper enameling - 3 inch ash or pin trays, 7/8" circles, 1/2" circle that may be used for pins or tie tacks, 4-leaf clover for necklace, small strip useful for tie pins; findings of tie pins, tie tacks and safety bar pins; and several pounds of several colors of enamel. Average-- 25¢ per article complete or will sell just the items or enamel.

Leather billfold kits complete with prepunched leather, lacing, directions 85¢ each

Kraft fiber for bottoming stools or chairs 25¢/lb.

Waste basket kits, including masonite base with holes pre-drilled and 3/8" flat reed for weaving into #2 round reed \$1.40 each

String art plaque kits complete with wooden plaque, cloth covering, nails, string, patterns, etc.
about 12" x 12" \$1.00 each
about 6" x 12" .80 each

Leather belt strips with buckles and rivets. \$2.20 each

4" diameter aluminum dish for ash or pin trays .15 each

Wooden kitchen knife holder kits complete with precut wooden parts, nails, sandpaper, decoupage material and patterns to decoupage \$1.15 each

Walnut wood blocks about 3" x 5" to make decoupage plaques .35 each

Fred H. Wagoner

1978 IFYE CARAVAN OPPORTUNITIES

Countries to participate in the IFYE Caravan programs in 1978 include Costa Rica, Denmark, Finland, France, Guatemala, Italy, Jamaica, Mexico, Norway, Switzerland, Trinidad and Tobago, and the United Kingdom. Special Interest Caravan programs will include a 4-H Horse Caravan to Scotland and Canal Cruising in the Netherlands. Regular programs cost about \$1300 and special interest programs \$1400-\$1500. All programs are 6-8 weeks in length.

Caravan group leaders are needed. All expenses are paid.

Pauline E. Moore

"A MATTER OF RECORD"

Before you know it, March 1 will be here and it will be time to submit cumulative records again. Begin now to encourage your leaders to conduct workshops on cumulative record preparations. Submit your reservation request immediately for the slide-tape set "A Matter of Record" if you plan for it to be used in the workshops. Reservations should be made with the Visual Aids Library.

You should also refer to the April, 1977, issue of 4-H News for a copy of the "General Recommendations for Preparing Records," compiled by the agents who judged records in Raleigh this past year. These recommendations should be helpful to you as you prepare your leaders to conduct their workshops.

Check now, also, to see that your supply of National Report Forms is adequate and that they are the new form (200M476).

Mary C. Nesbitt

IFYE NEWSLETTER

Glenn Sheets, our IFYE to Egypt, shares more of his experiences with us through his second newsletter. A copy of the newsletter is enclosed.

Pauline E. Moore

SLIDE-TAPE ON ARMY ROTC

The Department of the Army, through ES/USDA, has requested that we inform you of the availability of a 35 mm slide presentation depicting the aims, objectives and benefits of the Army ROTC program. The slide sets are available from the Professor of Military Science at Army ROTC host colleges and universities. A list of the host colleges and universities is attached to the newsletter.

Donald L. Stormer

4-SIGHT IN _____ COUNTY

Long-range county projections for 4-H growth in _____ for
(Name of county)

period 1976-82 based on statewide projections for 4-Sight.

Volunteer 4-H Leaders

(no. leaders in 1976 from line 12 of ES
237 submitted in summer of 1976)

$$X .195 = \frac{\text{(expected number for 1977 above 1976)}}{\text{}}^*$$

4-H Members

(no. members in 1976 from line 3 of
ES 237 submitted in summer of 1976)

$$X .12 = \frac{\text{(expected number for 1977 above 1976)}}{\text{}}^*$$

*Add these amounts to the 1976 enrollment figures for each of the six years of the long-range plan. Insert in Table I following.

TABLE 1
4-H AND YOUTH PROGRAM
ANNUAL INCREMENTS OF 4-H SIGHT GOALS

_____ COUNTY

Year	4-H Leaders	4-H Members
1976	(From line 12 of ES 237)	(From line 3 of ES 237)
1977		
Estimated		
Actual	(From line 12 of ES 237)	(From line 3 of ES 237)
1978		
1979		
1980		
1981		
1982		

4-H AND YOUTH PROGRAM
ANNUAL INCREMENTS OF 4-SIGHT GOALS
 North Carolina

Year	4-H Leaders	4-H Members
*1976	12,000	93,000
1977	14,335	104,166
1978	16,665	115,335
1979	19,000	126,500
1980	21,330	137,665
1981	23,665	148,830
1982	26,000	160,000

*Base year

NUMERICAL & PERCENTAGE INCREASES FOR THE SIX
 YEARS OF 4-SIGHT
 North Carolina

 	Total Increase	Annual Increase	% Increase Total	% Increase Per Year
4-H Leaders	14,000	2,333	116	19.5
4-H Members	67,000	11,166	72	12

The 4-H Organizational Leader --
Her Need For Recognition

by

Carolyn Stanley
Vance County Agent

A paper in the series resulting from participation in ED-596, February, 1977

Do your agents meet your recognition needs?

4-H members: What do you think are the most appropriate ways to recognize your leader?

The basic assumption is that the responses will be different. The responses will be compiled and compared. The result will be implications for use by 4-H agents.

REVIEW OF LITERATURE

What makes people give their time to help others? Most people would respond that self-satisfaction is the answer. But self-fulfillment alone can soon wear thin. Volunteers need to know that their efforts are appreciated.

To be effective, standards must be set for recognition. Unearned recognition is embarrassing to the recipient and to the organization. So is superficial recognition. Recognition needn't be elaborate; but whatever form it takes, it must be real and deserved.

"Volunteers themselves are inclined to say that the best form of recognition is the day-to-day satisfaction of doing well a task that needs to be done." (1) But, whether formal or informal, personal or public, the volunteer needs to know his efforts are appreciated. Personal, informal recognition is usually not planned. Vern Lake lists 101 ways to recognize volunteers, most of which are personal. (2) Some of these items we'd probably never think of but ones which can be highly effective. Self-satisfaction and personal recognition may be enough reward for some leaders. Others desire more public recognition. Public recognition may be a banquet, picture in the newspaper, participation in a radio or television program, a gift, pin, certificate, and anything else that says "thank you" in a public setting. 4-H agents tend to rely on public forms of recognition.

THE 4-H ORGANIZATIONAL LEADER - HER NEED FOR RECOGNITION

SITUATION

Organizational 4-H leaders in Vance County are currently recognized publicly in a very limited manner. The most obvious recognition comes at the leaders banquet. No awards for tenure, contribution to a club, or to the county program are given. Each leader receives a small gift. Special interest and project leaders often receive gifts, too, at the close of a special workshop. Other public recognition of leaders comes in news releases and on radio programs. Letters of appreciation are the only widely-used personal kind of recognition. Since recognition is one of the needs of volunteers, we as 4-H agents must analyze our recognition program for them to determine whether or not we meet their needs.

The objective of this project is to determine the forms of recognition wanted by organizational leaders, to compare this with recognition currently given them by 4-H agents, and to suggest ways to improve recognition plans.

STRATEGY

An informal, open-end question survey will be conducted with 4-H agents, 4-H organization leaders, and 4-H members as respondents. The questions asked of each group will not be the same, but will all deal with recognition of 4-H leaders.

The questions are:

4-H agents: What kinds of recognition and awards do you provide for 4-H organizational leaders?

4-H leaders: What kinds of personal and public recognition do you want?

Recognition of volunteers needs to follow a plan. The plan should be prepared by someone who has the skills and knowledge necessary to do it. The Curriculum on Leadership Development prepared by the National 4-H Urban Committee contains a list of skills and knowledge needed to prepare and facilitate a recognition plan.(3) According to this plan, an Extension professional should be knowledgeable of gratification theory and motivation, and possess a philosophy of awards and rewards. Among the professional's skills should be the ability to plan sequential recognition, to encourage expressions of appreciation, and to give publicity when necessary. An Extension professional should realize the value of proceeding with caution with any recognition plan so that it will not get out of hand.

FINDINGS

Three audiences were surveyed regarding recognition of 4-H organization leaders. The responses varied according to audience type, but responses within a given group were surprisingly similar.

Extension professionals use primarily three methods of recognition for 4-H organizational leaders. These are a personal thank you (written or verbal), certificates or pins, and a leader's banquet. Newspaper articles and radio programs were the least cited recognition forms. Several agents have funds available to pay partial or total expenses for leader training opportunities, whether in-state or out-of-state. In one county an "Outstanding 4-H Leader" is selected and presented an appropriate plaque.

Most agents felt that their recognition plan for 4-H leaders could be improved. Comments ranged from "we could do a better job, because without them we have no program" to "no matter what we do, some appreciation must come from the members and their parents". One agent responded that leaders

considered their job to be special and that their reward came from doing a good job.

Responses from organization leaders support this idea. Some were explicit in their desire for no public recognition. They responded that the reward came from seeing youngsters grow and develop. Almost all leaders stated that a simple thank-you from a member, a parent, or an agent was enough recognition.

Those leaders who responded that a recognition banquet was desirable added that they used the occasion to share ideas with other leaders. They thought pins and certificates were appropriate for leaders who had served a long time (thirty years service was one example).

As far as media recognition was concerned, leaders commented that they didn't want to be singled out for coverage, but preferred articles on what 4-H leaders generally do so that the public would have a clearer concept of the leader's role and responsibility.

All leaders responded that their need for recognition was being adequately met by the extension agents in their county.

The responses of 4-H members were completely different from those of Extension agents and leaders. They tended to favor material gifts and social gatherings as appropriate forms of recognition. A party given by members was most often cited. Media coverage was another popular recognition form. One respondent thought a "Leader of the Month" award would be appropriate. Several stated that they didn't have any specific suggestion to make, but that whatever recognition was given, it should be visible.

CONCLUSION

It would seem from the responses of the agents and the leaders that agents do not completely meet the recognition needs of 4-H leaders. Leaders

said they preferred self-satisfaction and personal recognition, but they liked dinners because of the opportunity to share ideas with other leaders. Agents, on the other hand, schedule leader banquets as the basis for most recognition plans. Perhaps Extension Agents try too hard to provide public recognition. Since leaders want appreciation from the club members and their parents, agents should encourage members to say "thank you".

I do not think we want to eliminate leader dinners, media coverage, and other forms of public, tangible recognition. We should strive for a healthy balance between personal and public recognition.

LIST OF REFERENCES

1. Johnson, Guien Griffis. Volunteers in Community Service. Chapel Hill: N. C. Council of Women's Organizations, 1967.
2. Lake, Vern. "101 Ways to Give Recognition to Volunteers." Voluntary Action Leadership. Washington: National Center for Voluntary Action. Winter, 1977.
3. Malone, Violet M. and others. 'Curriculum on Leadership Development'. National 4-H Urban Committee.
4. Schindler-Rainman, Eva and Ronald Lippitt. The Volunteer Community: Creative Use of Human Resources. Washington: Center for a Voluntary Society, 1971.
5. "What is Recognition". The American Red Cross. Pamphlet #2322, November, 1969.

101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

By Vern Lake, Volunteer Services Consultant, Minnesota Department of Public Welfare as published in the Winter, 1977, issue of 'Voluntary Action Leadership'.

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning".
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaque to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon".
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostility of negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experiences with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night".
69. Plan staff and volunteer social events.
70. Be a real person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you".
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You".
101. Smile.
- 102.

THOUGHTS AND SUGGESTIONS
ON
4-H ADVISORS RECOGNITION BANQUETS
(A Guide for Extension Faculty)

Fred Bruny

Meaningful recognition of the volunteer is just as important a process as the identifying, recruiting, training, and working with process. Appropriate recognition is a tremendous motivation factor and, properly done, can help us with the other four processes.

There are many excellent ways and methods to recognize advisors. One method that most counties use is the 4-H Advisor Recognition Banquet. Following are some thoughts and suggestions that, hopefully, will improve the quality of the banquet and make it a meaningful recognition for the volunteer.

1. The primary purpose of the banquet is to recognize and pay tribute to all 4-H advisors. Give VIP" treatment to advisors. This is an important night, this is their night, make it a memorable one for them by treating them as honored guests.

There may be other program items essential to the banquet success (introductions of guests and donors, recognition of friends of 4-H and spouses, announcements, and speeches), but these should be secondary to the recognition of the advisor. Strategically locate key guests, with advisors throughout the audience. Special guests and donors could be honored without taking the spotlight away from advisors by involving them in presentation of pins, certificates, and other awards.

2. Presentation of pins and certificates need to be organized. Much time can be wasted that detracts from the program if individuals "parade" from the audience to the speaker's stand.

A representative for each tenure group, seated at the speaker's table, and presented the award in behalf of all advisors in that group, is one, effective way of making the presentation meaningful. Advisors in the audience of that tenure group would be recognized "in place" by giving their name and presenting the certificate and a personal handshake. This takes some helpers in the audience. Seating of advisors by tenure groups will help this process. If there are only a few in the higher tenure groups, they may all be up front and recognized accordingly.

3. In recognition of people, make sure you can accurately pronounce their name. The recognition has a "phony ring" if you cannot say the name. Also devise some kind of checking system to be sure that the person being recognized is in the audience. It "cheapens" the recognition if you call several names that are not there, and it says very little for your organization ability.

4. Pictures given to those 'special honored advisors are most meaningful. Make arrangements for extra copies, and see that the appropriate person receives his own personal copy. Newspaper, radio and TV coverage prior to and after the banquet is most appropriate. People like to be associated with positive things that make the news.
5. Youth giving some kind of tribute in recognition of advisors is very effective and appropriate. This might be done by a Junior Leader group in ceremony form.
6. Advisors are guests and should not pay. Spouses should be invited, preferably as guests; if guest status is not possible, try for partial payment for the spouse.
7. The local 4-H club is a good possibility for sponsorship of their advisor and spouse to the banquet. Sponsorship by the local group might have special meaning to the advisor, and is excellent training for youth, in that it teaches them to say thanks.
8. The invitation to advisors should be far enough in advance so that arrangements can be made to attend. The invitation should have a personal appeal, be attractive, and have some style and class. The quality of the invitation often is directly related to the quality of the program.
9. The program should vary in format from year to year so that the "same old thing" criticism is not justifiable. If a speaker is part of the program, select someone that will focus on the theme or area of emphasis.
10. Success breeds success. A satisfied customer tells three others, a dissatisfied one tells 13 others. Quality programs will assure participation.
11. Location of the banquet is very important. The image of the physical facility has a direct effect on the program. The new joint vocational school vs. the oldest grade school (basement to boot) is quite a contrast. Strive for the best physical facility possible.
12. The audience should be able to recognize that the event is a 4-H banquet, 4-H emblems, flags, signs, 4-H colors (green and white), appropriately displayed are a must.
13. The printed program should be attractive and designed as a possible souvenir program. People like to see their name in print. Listing of advisor's names and clubs are appropriate. Also include some current statistics and history of the 4-H program. Advisors like to be associated with something that is progressive and dynamic. Be sure the program is easily recognized as a 4-H program.
14. 4-H placemats, napkins, and table favors add to the program and are most appropriate.

15. Table fun mixers are appropriate. There are many interesting quizzes, puzzles, and paper games. Name tags will help the audience to become better acquainted.
16. Table decorations and a speaker's table centerpiece add. Plan for an appropriate presentation of the centerpiece, to a deserving individual, at the conclusion of the banquet.
17. Invite your newspaper editor, radio and TV leadership. Spouses should also be invited. Surprise them and ask what time a car can pick them up.
18. Being able to see and hear is vital to the success of the banquet. Check out the acoustics, sound system, and seating arrangements.
19. If distance is reasonable, your 4-H camp may be an appropriate place to hold the banquet. 4-H advisors need to see the camp. Camp needs our business.
20. The banquet should not be longer than two hours. One hour for eating, one hour for program. Start and stop on time.
21. All County Extension Agents should attend, ideally have a meaningful part in the program, at least be recognized in front of the group.

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**By Carol L. Barbeito, Ph.D.
and Robert Hoel, Ph.D.**

RECRUITMENT OF VOLUNTEERS — the right kind and the right number — is invariably a problem. Agencies tend to issue general appeals for volunteers, usually resulting in a less than satisfactory response. Often the only people who respond are "traditional" volunteers who would have signed up anyway.

The traditional volunteer has been the white, middle class, married woman between the ages of 25 and 44 whose available time is often limited by family demands, including the need to be at home after school or to accompany her husband on trips. She is usually from the middle to upper income bracket and has a college degree. Her volunteering is often with church groups or other organizations which help her attain social status and recognition for herself or to assist her husband or children. Her male counterpart is the volunteer who works in upper or mid-level management or other professional positions whose voluntary activity often serves to enhance his employment situation.

Traditional volunteers continue to make contributions of great value. There is an increasing demand, however, for greater numbers of volunteers and a perceived need for a greater variety of volunteer skills and backgrounds. In addition, there is a growing public recognition of the spirit of volunteerism as a unique aspect of American life. With that recognition comes the realization that many segments of American society have been left

Dr. Barbeito is executive director of the Mental Health Association of Colorado. Dr. Hoel is an associate professor of marketing at the College of Business, Colorado State University.

out of the volunteer movement. Therefore, it is essential to reach out to *all* population segments to extend and develop the volunteer movement. To do this, we need to employ more sophisticated recruitment techniques.

Marketing experts claim that nonprofit organizations, such as volunteer agencies, should adopt marketing techniques and fundamentals now employed by commercial firms. They argue that both commercial and nonprofit agencies are basically in the business of persuasion, but that commercial firms have developed their persuasive skills more fully than nonprofit groups. Nonprofit organizations should examine the commercial sector to gain insights into how they may become more effective and efficient.

What is Marketing?

According to Phillip Kotler, a leading marketing authority, "marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives." Seasoned volunteer leaders examining this definition may judge it to

be compatible with their concept of an effective volunteer recruiting effort. Many agencies, after all, devote much attention to the careful development of recruiting programs.

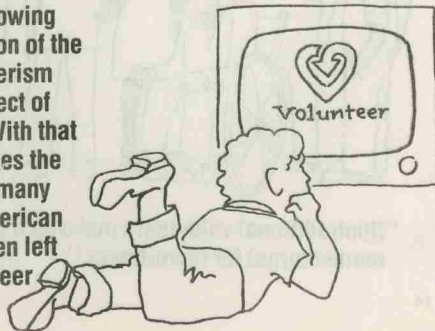
Solid program development is superior to earlier efforts of "digging up volunteers wherever we find them" or "waiting for potential volunteers to fall through the door." Many volunteer programs, however, should not be labeled effective marketing programs because they do not incorporate basic marketing principles.

Target Markets

Commercial marketers realize that appealing to "the average consumer" is usually ineffective in today's economy. There are too many competitors aiming at this consumer, who is inundated with commercial and noncommercial messages. Furthermore, the needs, wants, and income and time limitations of consumers vary greatly.

Marketers are often better off dividing the mass market into specific population subgroups called market segments. They study each market segment carefully and select key segments or target markets on which to focus their appeal.

"... there is a growing public recognition of the spirit of volunteerism as a unique aspect of American life. With that recognition comes the realization that many segments of American society have been left out of the volunteer movement."



Then they develop products, services, advertising and store locations to appeal to their target markets.

If the marketer effectively pursues a target market approach, consumers in the target group realize that the product or service offered better suits their needs than does a marketer's appeal to the typical consumer. The result is customer patronage. Many retail clothing merchants, for example, have become highly successful by specializing in large sizes and appealing to "full-figured" women. And the success of jeans stores across the country is another example of the profitability of offering products designed for a target market — the 15 to 28-year-old.

These fundamental principles of market segmentation and target marketing should be built into the recruiting plans of volunteer agencies. Potential volunteers — like consumers — are a diverse lot. Their needs, interests and talents vary so that specialized appeals to get markets will produce better results than general appeals.

Nontraditional Volunteers: Neglected Market Segments

The ACTION survey, "Americans Volunteer, 1974," reveals that the largest potential volunteer group is among the 72 percent of the population over 13 years of age who have neither volunteered nor ever considered volunteering. To reach these people, we must know how to appeal to their motivations and develop special supports to overcome the prob-

lems which may prevent them from volunteering.

The survey showed, for example, that more young adults than any other age group volunteered because they hoped it would lead to a paying job. More teenage volunteers cited high transportation costs as a reason why they did not volunteer. Financial reasons may also account for the fact that the volunteer rate for non-whites is almost half of the volunteer rate for whites. The pattern indicates that volunteerism goes down as income goes down.

Nontraditional volunteers make up a vast neglected market target for recruitment. As possible market segments, they include men who wish to become involved in a more direct service experience, patients, handicapped, low-income and minority people, singles, students, young married couples, teens, the elderly, the unemployed and probationers.

No Charity, Please

Central to contemporary views of marketing is the notion that marketing involves an exchange of value among all parties. A disabled client gives her or his time and effort because of the benefits derived from the experience, such as possible employment, a higher sense of self-worth, or greater physical competence. The volunteer coordinator also gains in the transaction. He or she may receive a salary and deep personal satisfaction in exchange for his or her efforts.

But why do people volunteer? Is it a sense of duty to their fellow man or com-

munity? Or is it a desire to express religious or philosophical traditions?

Marketers are prone to scoff at charity as a reason or motivation. The word implies that people give up something in return for nothing — a rare occurrence in the commercial and social market place. Nonprofit organizations must recognize that the volunteer experience is a way of fulfilling basic human needs. And it is this fulfillment that draws people into volunteer experiences and keeps them there.

Human needs can be classified in a variety of ways. The following list is one of many which may be used by marketers:

- Survival** — the need for nourishment, shelter, warmth, etc.
- Emotional security** — insulation from basic fears of not being accepted by peers and from affronts to one's self concept.
- Sense of self-worth** — the need to feel of value to one's self and others.
- Creative outlets** — the need to express one's self in unique ways.
- Love objects** — the need to experience intimacy with human beings and nonhuman beings.
- Power** — the need to control one's environment and to avoid a feeling of helplessness.
- Sense of roots** — the need to identify with one's history, tradition, family, or other stable factors in his or her environment.
- Immortality** — the need to avoid eternal oblivion, to live longer, or to be young.
- Sex** — the need to perpetuate the race and find expressions of deep sexual feelings and needs.

The products and services people buy at least partially satisfy one or more of these needs. A consumer does not simply buy baking products to "bake a cake." Baking products help satisfy needs for survival, a sense of self-worth as one becomes "a good cook," emotional security in the perceived role as a "good homemaker," creativity, and a sense of roots as this product contributes to happy family gatherings around the dinner table.

The marketer needs to look below the level of everyday consciousness and discover the real reasons a purchase is made. After perceiving the relationship between basic human needs and a product, he or she can use this knowledge in creatively advertising the product, displays, packaging, and personal selling. The marketer knows he or she is not selling a product as much as demonstrating need fulfillment.



"Nontraditional volunteers make up a vast neglected market target for recruitment."

A SELECTED
READING LIST

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An organization that recruits volunteers must recognize its role in meeting basic human needs. The popularity of volunteerism is not simply a fallout from religious tradition nor is it an accident of nature. The appeal of volunteerism is powerful. For example, volunteers may enhance their sense of self-worth as they assist others. Volunteers may be provided with creative outlets as they search for methods to solve client problems. Volunteers may form close personal relationships with clients, such as the young boy who becomes a love object for his foster grandparent.

Solving people's problems and showing ways out of useless modes of behavior provide the volunteer with a sense of power. Finally, "making the world a better place to live" gives the volunteer a modest opportunity for immortality as the products of his or her actions may stretch beyond his or her lifetime.

The role of volunteerism in meeting the volunteer's basic human needs should be stressed to all people in volunteer organizations. These needs should be constantly in mind when talking to prospective volunteers. The positive personal benefits of donating one's time to the task at hand should be emphasized. If the volunteer job is well designed, there is no need to approach potential volunteers apologetically or to play the role of beggar.

The Volunteer Calls the Tune

During the last 25 years marketing in general has shifted in emphasis from a "selling" concept to a "marketing" concept. The selling concept largely involves pushing the specific products that the factory builds. If a factory produces purple refrigerators with small freezing compartments, the marketer sells that item even if the consumer is not keen on buying a refrigerator with these features.

The marketing concept rejects the notion that the factory should determine what the consumer buys. Instead, firms are now intensively studying consumer needs and desires. From these analyses come ideas for new products, services, advertising programs, distribution outlets, etc. Full implementation of the marketing concept results in the consumer shaping all the activities of the supplier. Factories produce what the consumer wants and is willing to buy. Shipping departments transport goods on the basis of consumer needs. As Marshall Field often said, "Give the lady what she wants," or

as others have said, "The consumer calls the tune."

Volunteer organizations should adopt the marketing concept. Administrators should carefully analyze consumer needs and design their programs with the volunteer in mind. They should tailor job descriptions to reflect consumer desires. They should base their publicity programs on an analysis of potential volunteers.

The organization should neither merely sell volunteer opportunities nor communicate these opportunities the way it thinks best. Marketing, at its core, is democratic—not elitist or dictatorial. The potential volunteer should call the tune, and the organization should respond to the volunteer on the basis of his or her wants and needs as they relate to the organization's total objectives.

Developing The Marketing Plan

The starting point in developing a marketing plan is to review marketing principles and techniques. A few central issues have been explored here—a definition of marketing, market segmentation, need fulfillment, and the marketing concept. Additional information about marketing principles can be found in Phillip Kotler's book, *Marketing for Non-Profit Organizations* (Prentice-Hall).

Second, the volunteer organization should assess its current marketing efforts. It should review recruitment objectives, and organizational strengths, weaknesses, and resources. Other organizations competing for volunteers should also be examined. A major part of the assessment involves the study of present volunteers in the system—who they are, how they became volunteers, why they volunteer, and their impressions of the organizations.

Third, sound marketing planning requires a study of potential market segments to which the organization may appeal. The organization might consider

factors such as age, sex, socio-economic status, occupation, race, life-styles, geographical location and attitudes toward volunteering.

As the organization identifies various marketing segments that exist in their community, it should estimate the numbers of people and the percentage which might realistically be expected to volunteer if an effective marketing program is developed. Also, it should ask such questions as: Why might they volunteer—what's in it for them? What do they now do with their potential volunteer time? How do they decide to volunteer, find alternatives and make commitments? Who influences their decisions?

These questions are best answered by actually talking to members of the target markets. Full scale formal interviews with statistical analysis might appear desirable, but they certainly aren't necessary. Indeed, simply knocking on doors, visiting with members of organizations, and chatting with target members during their lunch breaks can provide valuable insights. Denver area high school students, for example, were informally interviewed recently. Video tapes of these discussions were shared with volunteer leaders who subsequently concluded that conventional recruiting techniques would not be very effective in reaching this target market. The students indicated

"Nonprofit organizations must recognize that the volunteer experience is a way of fulfilling basic human needs. And it is this fulfillment that draws people into volunteer experiences and keeps them there."



that they would respond best to appeals from their own leaders, especially athletes, and almost all said that general appeals through the media were dismissed as relating to someone else. Recruitment would have to take place in the school.

After careful review of promising target markets, the volunteer organization must select the segment it wishes to pursue and tailor specific marketing programs to attract volunteers from these segments. Program decisions may be divided into four major groups: product, communication, price and logistics.

Product decisions involve the types of volunteer tasks or jobs to be presented to a target market. Consideration should be given to the variety of jobs offered, the name of the organization sponsoring the program, the quality of volunteer experiences offered, and the back-up support services provided to the volunteer.

Communication includes advertising, personal contact with potential volunteers, publicity, booklets, mailers, seminars, and speeches to organizations. Communication should be evaluated in terms of its ability to reach and persuade target markets. In a rush to attain publicity coverage, it is all too easy to forget that daytime television public service announcements rarely reach white collar workers, and articles in the morning newspapers are not read by many teenagers.

Pricing includes monetary outlays expected of the volunteers. For many these expenditures are inconsequential. But for some target markets, such as teenagers and seniors, transportation costs and the purchase of uniforms, equipment and supplies are of considerable significance. Other pricing variables are the amount of time and energy required.

Logistics include locational proximity of the volunteer jobs, the location of volunteer recruiting offices, the territorial boundaries of coordinators, and the agencies and organizations cooperating in volunteer recruitment.

The final marketing plan should reflect a careful blending of product, communication, price and logistics factors which will appeal to the target market. This integrated plan should be designed to achieve specific objectives. A schedule for implementation is necessary, and program execution must be monitored and evaluated to assure satisfactory achievement of the objective. The end result will be greater effectiveness in attracting both traditional and nontraditional volunteers.

A SELECTED READING LIST ON RECRUITMENT

Basic Tools for Recruitment. Council For Community Services, 64 E. Jackson Blvd., Chicago, IL 60604. 1975. unpagged portfolio. \$2.70 (includes book rate postage).

Includes general tools for recruitment, a bibliography and special materials on the Black volunteer, the American Indian and the previously uninvolved.

"How to Get a Man," Voluntary Action Leadership. Fall 1975. National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036. 5 pp. \$1.00.

A step-by-step outline of a successful drive by a Voluntary Action Center to recruit male volunteers from local business and industry.

Increasing Volunteer Participation: Innovative Projects In Two Communities. National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036. 1976. 27 pp. Single copy free, additional copies \$1.00.

A description of the efforts of two Voluntary Action Centers to recruit previously uninvolved people as volunteers, with particular emphasis on minority and low-income people.

Manual for Volunteer Coordinators. Los Angeles Voluntary Action Center, 621 S. Virgil Ave., Los Angeles, CA 90005. 1969. Third printing, 1976. 24 pp. \$2.50.

Fifty volunteer directors combine their thoughts on volunteer administration. Includes information on recruiting nontraditional volunteers and on involving men.

Recruiting Low-Income Volunteers: Experiences of Five Voluntary Action Centers. National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036. 1973. 23 pp. \$5.00.

Reports of programs in five cities designed to encourage the recruitment and placement of volunteers from poverty neighborhoods.

Recruitment, Training and Motivating Volunteer Workers. Arthur A. Peil. Pilot Books, 347 Fifth Ave., New York, NY 10016. 1972. 62 pp. \$2.50.

Discusses recruiting techniques with particular attention to special groups, such as men, teenagers and retired people.

Recruiting Volunteers: Views, Techniques and Comments. National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036. 1976. 24 pp. \$1.50.

A manual focusing on various points of view on recruitment campaigns. Includes an array of recruiting techniques.

The Volunteer and Community Agencies. Thomas A. Routh, Charles C. Thomas, Publisher, 301-327 E. Lawrence Ave., Springfield, IL 62717. 1973. 85 pp. \$6.50.

This book provides guidelines for the formation of a relationship between a client, an agency and a volunteer. The chapter on recruitment lists over 100 sources of potential volunteers.

Volunteer Coordinator's Guide. Center of Leisure Study and Community Service. Univ. of Oregon, Dept. of Recreation and Park Management, Room 180 Esslinger Hall, Eugene, OR 97403. 1970. 61 pp. \$2.00 plus \$50 postage and handling.

Covers the major areas of volunteer coordination and administration with a section on recruitment.

Volunteer Training and Development: A Manual. Anne K. Stengel and Helen M. Feeney. 1976. 216 pp. \$12.95. Order from: Volunteer, PO Box 1807, Boulder, Colo. 80306.

A guide to planning and conducting learning and development programs for and with volunteers. The chapter on recruitment includes a discussion on various recruitment methods and checklists and charts to aid the recruiter.

Volunteers Today: Finding, Training, and Working With Them. Harriet H. Naylor. 1973. 198 pp. \$5.00. Order from: Volunteer, PO Box 1807, Boulder, Colo. 80306.

A comprehensive treatment of volunteerism which includes chapters on recruitment and motivation.

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Bunker Hill 4-H Club, Forsyth County	Certificate
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Norlina Youth Improvement	Warren County
SAFETY:	
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Youth in Action	Duplin County
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AGRICULTURAL EXTENSION SERVICE
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF AGRICULTURE AND LIFE SCIENCES

OFFICE OF 4-H CLUB WORK
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Newsletter Number 2

I have been requested by Glenn Sheets, IFYE to Egypt to include you on the mailing list of his letters. His address is c/o Dr. Salah Gohar, 23 Alraadi Street, Maadi, Cairo, Egypt. The IFYE Representative Program is conducted by the National 4-H Council in behalf of the Cooperative Extension Service. Friends of 4-H in Davidson County North Carolina, the North Carolina 4-H Foundation and the Bureau of Education and Cultural Affairs of the U. S. Department of State assist in financing this exchange.

Sincerely,

Pauline E. Moore
Pauline E. Moore,
4-H Specialist

PEM:ewa

Greetings from Egypt,

Since my first newsletter, I have been very busy learning about the agriculture of Egypt. Starting September 20th, I traveled down through the southern part of Egypt as far as Assiut. I was traveling with the other three IFYE'S and a man from the Agricultural Ministry who was in charge of us. Our first stop was at a farm in Fayum. Fayum is the largest natural oasis in Egypt. It is located 103 kilometers south-west of Cairo. There are approximately 300,000 acres of land under cultivation in Fayum. Some of the crops grown in Fayum are rice, wheat, corn, sugar cane and many fruits. There are approximately 500,000 date palm trees in Fayum and they are really beautiful. The land is irrigated with water from the Nile through irrigation canals. The excess water drains into a lake called Lake Qarun. The lake covers an area of almost 50,000 acres and is used some for local fishing.

Our next stop was at a village called El Fashen which is located on a narrow strip of cultivated land that is beside the Nile in the southern part of Egypt. Cultivation in this area is made possible only through the use of irrigation. In Egypt, the land is divided up so that a man can own only 100 acres at a maximum. The Government in 1953 took away the land from the wealthy land owners and distributed among the poor farmers each receiving two to five acres according to the quality of the land and the size of the family. The price of the acquired land is paid in interest-free installments over a period of forty years.

Our next stop was in Assiut which is 375 kilometers south of Cairo. In Assiut we visited several villages to see the crops and the fruit which they grow. Thanks to its climate, Egypt is able to produce a wide range of agriculture products. The agriculture year is

over



COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS. NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, 100 COUNTIES AND U. S. DEPARTMENT OF AGRICULTURE COOPERATING

divided into 3 seasons. In the winter season (mid-October to late December) the main crops which may be sown are wheat, clover, barley, flax and beans. During the summer season (mid-January to mid-June), rice, sugar cane, sesame and millet are sown. In the Nile season (referring to the Nile flood season between July and mid-August before the construction of the High Dam) rice and corn are the chief crops grown. Crop cultivation mostly follows a two or three year rotation. The major field crops found in Egypt are: cotton, wheat, corn, sugar cane, onions and clover. Of less importance are peanuts, sesame and flax. In some areas soybeans are being grown at an increasing rate.

Most animal feed is grown during the winter and very little is grown in the summer. The animals are fed well in the winter but starve during the summer months because feed materials are not saved to be used in the summer. Summer feed may consist of corn fodder or straw with little supplement. The main forage crop grown in the winter is clover.

The water buffalo is the most important livestock animal in the country so far as milk is concerned and produces 75% of the milk. Sheep are of the fat-tailed type and are bred primarily for mutton. There are approximately 31/2 million sheep in Egypt. Poultry raising is essentially of the back-yard type, although there are some large scale farms engaged in commercial production.

One of the big projects of Egypt is the reclaiming of desert land for agriculture purposes. The total area of Egypt is one million square kilometers. The cultivated area is only about 4% and the rest of the area is desert. There are approximately 900,000 acres of newly reclaimed land now in production. Some of the newly reclaimed land is sold to farmers and some of it is used as Government owned farms. I have visited several of these farms and it was hard to believe that the area was once a desert.

After returning from our trip to Assiut, on October 5th we left for our first host families in the northern part of Egypt. I am now living with a family that owns 80 acres in the village of Mitsharf in the delta area of northern Egypt. I will be here for ten days before moving to my second host family. I will be living with host families until November 25th. During the last week of November, we hope to visit Fuxor and Aswan in the very southern part of Egypt.

Until later, Glenn Sheets, IFYE to Egypt



YOUTH INTEREST SURVEY

4-H Subcommittee on Determining Interests of Youth
North Central Extension District
Fall 1977

The purpose of this survey was to determine the interests of different age groups in order to program to meet their needs.

BACKGROUND

In analyzing the problems associated with 4-H in the North Central District, four major problem areas emerged. One involved programming to meet the needs and interests of youth. Assuming that Extension professionals are aware of the needs of youth, the committee set out to determine their interests.

The survey was conducted in five counties. Five grade levels were involved: third, fifth, seventh, ninth, and eleventh. In each county, one classroom of the assigned grade was surveyed. A total of 122 responses were tallied. A basic assumption in the development of the questionnaire was that stated "fun-type things" and "hobbies" represent the interests of the youth who participated in the study and all the types of activities about which 4-H programs could be developed. The survey instrument was developed by an agent committee including Polly O'Neal, Chuck Hoysa, John Hall, Ervin Taylor and Carolyn Stanley. The committee was assisted by Dr. Charles Lewis and Dr. Donald Stormer.

A copy of the instrument and a summary of compiled results are attached.

IMPLICATIONS

1. Income level and place of residence do not affect interests. Interests do vary by age, but not necessarily by sex. Younger youth prefer small groups and active participation. As they get older, youth tend to be interested in doing something of value (crafts, sewing, volunteer work, job, etc.). This is to be expected in a normal maturing process.
2. Youth spend a lot of time on passive entertainment: that is, time spent on activities with no educational value. Based on their interests and needs we should program activities to fill this void.
3. Youth with higher incomes are more likely to participate in activities. Program implementation will have to vary according to income level.
4. It is surprising that some of the currently more popular 4-H projects are not listed among the things youth want to do. This suggests that if a program is well planned with good leadership the youth will participate.

CONCLUSION

While this survey is not extensive, it does give an idea of the interests of youth in the 5 grades questioned. By studying the data and examining the present 4-H program in your county you can plan an on-going program which more adequately meets the needs and interests of youth.

SUMMARY OF DATA

1. School grade of respondents:

3rd - 19	9th - 33
4th - 30	11th - 14
5th - 26	Total 122

2. Age of respondents:

- 8 and 9 years - 19
- 10 and 11 years - 30
- 12 and 13 years - 24
- 14 and 15 years - 36
- 16 and 17 years - 13

3. Sex of respondents: girls - 34; boys 25

4. Residence of respondents: farm - 21; county but not on a farm - 59; town - 42.

5. Respondents who receive free school lunches - 25; 70 respondents did not receive free lunches. (These responses were meant to give some indication of the socioeconomic status of the youth).

6. Things the youth do after school and on weekends for fun:

Most Frequent Responses

Watch T.V. - 47	Hunt and fish - 7
Play - 28	Motorcycle - 7
Sports - 27	Play cards - 6
Visit - 26	Art - 6
Ride Bicycle - 17	Homework - 5
Read - 10	Skate - 5
Attend meetings - 9	Date - 4
Listen to records - 8	Sing - 3
Go to movies - 8	Crafts - 3
Go to Parties - 8	

- 3rd graders: play, bicycle, cards, meetings
- 5th graders: play, T. V., sports
- 7th graders: motorcycle, T. V., fish/hunt, horse
- 9th graders: T. V., sports, visit friends
- 11th graders: Fish/hunt, sports, music, read

7. Things the youth would like to learn to do for fun after school if they had the opportunity.

Most Frequent Responses

Sports - 13	Visit friends - 7
Ride motorcycle - 11	Skate - 6
Horses - 11	Gymnastics - 6
Nothing - 11	Travel - 5
Play - 10	Crafts - 5
Hunt/fish - 10	Bicycle - 5
Join group - 7	See Movies - 4
Swim - 8	Watch T.V. - 4

- 3rd graders: play, bicycle, skate, visit friends
- 5th graders: sports, hunt/fish, movies, play
- 7th graders: motorcycles, sports, gymnastics
- 9th graders: swimming, sports, horse, crafts
- 11th graders: horses, music instruments, crafts

8. In answer to the question, "would you like to meet with your friends to learn more about these fun-type things", (those listed above) an almost complete majority of boys and girls indicated that they would be interested in meetings to learn more about the fun-type things.

9. Hobbies that the youth are involved in.

Most Frequent Responses

- | | |
|------------------------|-----------------|
| Sports - 41 | Skating - 9 |
| Crafts - 26 | Reading - 7 |
| Art - 19 | Sewing - 6 |
| Collecting - 15 | Carpentry - 5 |
| Music instruments - 11 | Cooking - 4 |
| Bicycling - 11 | Models - 4 |
| Horses - 11 | Animals - 3 |
| Hunting/fishing - 10 | Hiking - 3 |
| Swimming - 10 | Motorcycles - 2 |
| Bowling - 10 | |

- 3rd graders: hunting/fishing, art, collecting
- 5th graders: crafts, art, sports
- 7th graders: crafts, sports
- 9th graders: music instruments, sports
- 11th graders: music instruments, art, reading

10. Almost all boys and girls indicated that they would like to learn more about their hobbies. Of the 122 respondents, only 16 indicated no interest in learning about their hobbies.

10-13 When asked about which hobbies they would like to learn about, the major responses revealed a list similar to the activities listed in numbers 7 and 9 above. The major interests indicated were: crafts, art, horses, sports, collecting, music instruments, cars, hunting/fishing, bicycles, sewing, motorcycles, models and gymnastics.

QUESTIONNAIRE FORM

See attached

Note: The information in this paper was extracted and summarized from a more detailed report prepared by the North Central Extension District Subcommittee. Ms. Carolyn Stanley, Extension Agent, 4-H prepared the original report.

County _____

YOUTH INTEREST SURVEY

1. What grade are you in? _____
2. Your age _____
3. Boy _____ Girl _____
4. Do you live on a farm? _____
in town? _____
in the country? _____
5. Do you receive free or reduced price school lunches? Yes _____ No _____
6. What do you do after school and on weekends for fun? _____

7. What other things would you like to do for fun after school if you had the opportunity? _____

8. Would you like to meet with your friends to learn more about these fun-type things?
Yes _____ No _____
9. What hobbies do you have? _____

10. Would you like to learn more about any of your hobbies? Yes _____ No _____
If yes, which one? _____
11. What new hobby do you want to learn about? _____

12. Would you like to meet with a group of your friends to work on this hobby?
Yes _____ No _____