ABSTRACT

Today and into the future, both professional competencies and personal capacities will be critical for volunteer administrators. Professional competencies are knowledge and skills based, serve as a critical intellectual foundation for any profession, and involve fundamental levels of cognitive learning including assessing, comprehending, and applying knowledge to our day-to-day roles and responsibilities. Personal capacities involve the higher levels of cognitive learning including the abilities to analyze specific situations; synthesize new insights from existing knowledge and skills; and evaluate the broader, more abstract current or future situation. Capacities involve affective and emotional components in addition to knowledge and skills.

Based upon the literature and their experiences, the authors identify six personal capacities critical to any volunteer administrator: creating and communicating a shared vision; embracing diversity while nurturing pluralism; accepting change and managing ambiguity; acting within shared values and championing ethical behavior; linking effective management to personal leadership; and reflecting.

Personal Capacities for Volunteer Administrators: Drawing Upon the Past as We Move Into the Future

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During these times of rapid and ongoing change, split-second electronic communications, virtual volunteerism, doing-more-with-less, and program impact and accountability, do you sometimes feel as though things just don't seem to work like they used to? Consider some common scenarios. For the second time this year, a long-standing volunteer program offered by your agency (that once attracted groves of excited volunteers) has only attracted a few interested individuals, and you're at a loss to understand why. Last week, you found yourself caught in an ethical dilemma involving a conflict between a well-meaning volunteer and an established agency policy with no clear-cut way out. This morning, you sat through a two hour meeting of the newly-established human service collaboration in your community, which once again resulted in little more than polite (yet readily apparent) squabbling over agency turf issues and personal agendas. As an experienced and respected administrator of volunteers, you work hard to keep informed and up-to-date on new ideas, programs and approaches in volunteer

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management. But, nowhere does there seem to be any easy answers or quick panaceas to the kinds of work-related challenges involved in these scenarios. You feel somewhat helpless and confused, and just thinking about these challenges drains your physical and emotional energy.

While agreeing with and supporting the current renewed focus on identifying and clarifying critical professional competencies needed by volunteer administrators (K. Campbell, personal communication, August 13, 1999), we believe that equally (if not more) important for the future of volunteer administration are those personal capacities needed in contemporary volunteer administration. By personal capacities, we mean the higher-level attitudes and aspirations needed to take fundamental competencies of our profession and easily adapt them to our ever-changing world.

Professional Competencies and Volunteer Administration

Professional competencies are knowledge and skills based, and serve as a critical intellectual foundation for any profession (Figure 1). They involve fundamental levels of cognitive learning including assessing, comprehending, and applying knowledge (Bloom, 1956) to our day-to-day roles and responsibilities as administrators of volunteer programs. Hedges (1995) defined a competency as "an observable and measurable behavior that has a definite beginning and ending, can be performed within a limited amount of time, ... and leads to a product, service, or decision" (p. 13). More recently, Evers et al. (1998) approached competencies as the link between what is learned through education and what must be done in the workplace, or the "interface between education and employment" (p. 3).

Fisher and Cole (1993) extensively discussed the knowledge basis for volunteer management competencies, while Ellis (1986, p. 181) described more recently the emergent of volunteer administration as a profession since "the skills of developing and managing volunteers are being codified so that newcomers to this responsibility can learn from the experience of their predecessors." Schindler-Rainman (1986) identified 11 board areas of professional competencies in volunteer administration, while the Association for Volunteer Administration identifies five functional areas in which a volunteer administrator should be able to demonstrate competence in order to become certified: program planning and organization; staffing and directing functions; controlling functions; individual, group, and organizational behavior; and grounding in the profession. Some common examples of volunteer administration competencies include conducting a needs assessment, developing a written volunteer job description, planning an annual volunteer recognition event, and managing a specific program budget.

Individual competencies are the foundational building blocks for any profession, including volunteer administration. Competencies are defined by the profession and subsequently applied to all members therein. They are externally focused, largely on management-related concepts involving doing things right (Bennis, 1989) or transactional leadership approaches involving interactions that occur between leaders and followers (Burns, 1978).

Personal Capacities and Volunteer Administration

In today's rapidly and constantly changing world, we would argue that while a firm competency foundation provides continuity and permanence to our profession, competencies alone are not sufficient to shelter and sustain volunteer administrators in the myriad of complex, contemporary situations they may find themselves. Therein lies the importance of personal capacities.

Personal capacities involve the higher levels of cognitive learning (Bloom, 1956) including the abilities to analyze specific situations; synthesize new insights from

FIGURE 1.
Comparing attributes of professional competencies and personal capacities.

Professional Competencies	Personal Capacities
Intellectual intelligence	Emotional intelligence
Content focus	Context focus
Focused upon cognitive & skill domains (i.e., knowledge, action	Focus upon affective domain (i.e., feelings, emotions)
Involve assessing, comprehending, & applying knowledge	Involve analyzing, synthesizing, & evaluating knowledge
Defined by profession & applied to individuals	Defined by individuals & applied to their profession
Doing things right	Doing the right things
Management/transactional leadership	Transformational leadership

existing knowledge and skills; and evaluate the broader, more abstract current or future situation (Figure 1). Whereas competencies are knowledge and skills based, capacities involve affective and emotional components in addition to knowledge and skills, and may be likened to Coleman's (1998) concept of emotional intelligence. Capacities are developed by an individual, first focused internally and then applied to their professional responsibilities and situation; they focus more on leadership-related concepts involving doing the right things (Bennis, 1989) for the individual volunteer administrator, their clients and colleagues, and the organization in which they work. Whereas competencies focus on content and skills mastery, capacities focus upon recognizing specific contexts and adapting the necessary competencies as appropriate. They involve transformational leadership approaches (Burns, 1978) wherein "an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader [i.e., volunteer administrator] and the follower [i.e., volunteer, staff member, etc.]" (Northouse, 1997, p. 131). Capacities involve "leadership from the inside out" (Cashman, 1998, p. 15) that creates meaning and value in our roles as individuals first, and then peers in the volunteer administration profession.

The literature supporting the idea of capacity development draws from the broader personal and civic leadership domain. Apps (1994, pp. 57-58) defined leadership capacity as "(1) the ability to reflect while acting and then make appropriate adjustments ..., (2) acquiring leadership competencies that apply to many leadership contexts, and (3) evolving a personal philosophy of leadership." Although Vail (1998) does not use the term "capacity," he does discuss in great length the critical need for vision, vitality, and spirit in contemporary and future executive leaders. Lappe and Dubois (1994) expound on the social and civic energies and beliefs that serve as a catalyst for citizens of a successful democracy "to become creators of our future, creators of a democracy that works because it is alive with the insights and energies of us all" (p. 18).

Personal Capacities in Retrospect
The basic ideas contained within the concept of personal capacities relate directly to the ideas and insights of numerous historic and contemporary pioneers and leaders in our profession. The Association for Volunteer Administration (1999) identified that "over the past 30 years, leaders in the volunteer administration profession have amassed a generic core of knowledge and principles that help people who coordinate volunteers to achieve results in any setting" (p. 1). Such

principles are important components of personal capacities. As early as 1967, Harriet Naylor noted:

> It takes a remarkable combination of enthusiasm, flexibility, sensitivity and courage to practice an undefined profession. ... There is also a very real danger that professionalization with all its trappings will stifle the spontaneity and quick warm responsiveness which have given the work enjoyability. People who cannot survive an atmosphere of ambiguity and confusion should not attempt to manage a volunteer program. (p. 190)

In The Effective Management of Volunteer Programs (1976), Marlene Wilson stated:

> It is important to understand that the term [manager] itself simply defines a function, and is therefore neither good nor bad. It is how a person carries out that function that matters. The important thing for those directing volunteer programs is to understand the impact they have on the lives of others—volunteers, staff and clients—and to take that responsibility seriously. (p. 26)

Nora Silver (1988) described the:

> enormous change which is impacting all aspects of our lives—at home, at work, in our communities, and in the world at large. These changes have also affected the very heart and soul of nonprofit agencies ... the volunteers. ... And yet far too many voluntary agencies and organizations are still looking at the volunteer as the problem instead of examining their own systems, attitudes, and processes. (preface)

Susan Ellis and Katherine Noyes (1990) recognized that "there is agreement that a core of general knowledge and skills is necessary to being effective as a leader of volunteers and that these should be based on a philosophy that affirms the importance of volunteering" (p. 348) while Sue Vineyard (1993) concluded that:

> Through the attitude of servant-leadership, our profession of volunteer administration will lead the way through the turmoil and violence of diverse demands to a spirit of community and shared commitment for a safer, healthier and mutually-supportive world. The road will not be an easy one. (pp. 221-222)

Spontaneity and warm responsiveness... understanding impact on peoples' lives... examining our own attitudes and processes... becoming servant leaders. These historic components of volunteer administration are still very critical to our profession. Yet, although they each have some basis in knowledge and skills, they also involve strong individualized affective and emotional components. We suggest that professional competencies and personal capacities are both critical to a contemporary manager of volunteers or administrator of a volunteer program. The professional competencies necessary to effectively plan events and activities involved in a new volunteer program are critical, yet what about the personal capacities needed to modify/adapt that in-process planning in order to adapt to a changing clientele or situation. The professional competencies needed to work within a defined non-profit mission are important, but what about the personal capacities needed to create a new, shared vision based upon that mission as one organizational member of a new collaboration The professional competencies necessary to recruit and supervise volunteers are fundamental, yet what about the personal capacities required to make ethical decisions focused upon an individual volunteer's situation, or a managerial situation that is not clearly addressed in the organization's current policies?

Individuals develop capacities based upon their individual values, beliefs, and experiences (both personal and professional). We have traditionally (and unconsciously) abdicated the development of capacities to real-life experience and "on-the-job" training. However, recognizing the relative short tenure of the majority of today's volunteer administrators, and with the rapid turnover and lateral/upward mobility of our peers, on-the-job training most often does not provide sufficient time for capacity development. Thus, we advocate the increasing importance of internships, professional associations (AVA, DOVIA's, etc.), formal and informal mentoring, and viable peer relationships in developing personal capacities in volunteer administrators.

Personal Capacities in Contemporary Volunteer Administration

Whereas we would never presume to argue that the following personal capacities apply to each specific colleague in our profession, we would argue that they may be generalized to contemporary volunteer administration as a profession (Figure 2). Thus, we challenge each reader to both consider these capacities as related to their individual situation and identify capacities unique to themselves and their context.

We have identified these capacities based upon our personal experiences as both former managers of volunteers and current performance consultants with

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FIGURE 2.

Important personal capacities for contemporary volunteer managers

Creating & communicating a shared vision
Embracing diversity while nurturing pluralism
Accepting change & managing ambiguity
Acting within shared values & championing ethical behavior
Linking effective management to personal leadership
Reflecting

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nonprofit organizations; based upon ideas both documented in published literature and generated in countless discussions among each other and with peers; based upon both the existing knowledge base of the volunteer administration profession and the ever-changing individual philosophies and emotions of actual volunteer administrators we encounter. We encourage you to not accept them merely as new matters-of-fact or managerial criteria, but rather to use them as catalysts to strengthen your current knowledge and skills as a volunteer administrator with your individual attitudes, emotions, and aspirations as a unique leader.

Creating and Communicating a Shared Vision

Vision is "the capacity to be forward-looking and foresighted" (Kouzes & Posner, 1995, p. 95). Vision does not imply a inherent gift of prophecy nor a genetically-determined sixth sense. We believe that visioning is a fundamental contemporary organizational function which is best derived from the individual ideas and insights of all organizational stakeholders, both paid and unpaid.

In 1995, the Points of Light Foundation published the results of a research study called The Paradigm Project, which identified 11 characteristics of highly successful volunteer programs. The first two characteristics identified in the study emphasize the importance of vision.

> Less effective volunteer programs are seen as add-ons by agencies. Volunteer efforts in these agencies are viewed as supportive of the real work of the agency rather than critical to that work. Such agencies hobble themselves by this limited vision of volunteer involvement ... changing this involves a change in the way the agency looks at itself as well as how it looks at volunteers. It requires a new vision of how the agency plans and operates. (Lynch, 1995, p.1)

DePree (1997) shared the following observation about vision:

> Consider the distinction between sight and vision and the importance of both to the organization. People without sight develop other abilities; people without vision constantly struggle to find hope. ... Organizations without vision remain mere organizations surviving but not living, hitting temporary targets but not moving toward potential. Perhaps a way to think about the difference between sight and vision is this: we can teach ourselves to see things the way they are. Only with vision can we begin to see things the way they can be. (pp. 116-117)

Volunteer administrators have traditionally been called upon to learn and practice skills in program planning and evaluation. However, the recent focus upon impact evaluation has placed new emphasis on defining volunteer programs in terms of making significant contribution to achieving the agency's mission while working towards its vision. Volunteer administrators, while competent in program planning, often struggle to connect program activities with outcome measures that move beyond people involvement and activities. Impact assessment challenges us to see the larger picture, the ultimate vision for our programs and agencies. As Brinckerfoff (1994) concluded:

> Organizations that succeed, organizations that thrive, organizations that are going to be the providers of services in the next century, all know where they are going. A vision of what you want your organization to be and a road map of how you want to get from here to there is absolutely essential if you are to be a good steward of your organization's resources. (p. 130)

Today's volunteer administrators are challenged to look beyond the traditional managerial roles they have occupied in the organization. They are called upon to be visionaries who draw staff together to articulate and formulate a shared vision of the role of volunteers within the organization. It is often difficult to be visionaries in the midst of the myriad of tasks, conflicts, and competing interests that must be addressed each day; it is easy to become stuck in the present status quo, doing things by rote, accomplishing tasks, checking off lists, and putting out fires. These can cause us to struggle to find hope, to develop vision.

Nurturing a shared vision is one of the greatest gifts volunteer administrators can contribute to an organization. When Alice, in *Alice Through The Looking Glass*, met the Cheshire Cat she asked, "Would you tell me, please, which way I out to go from here?" The cat replied, "That depends a good deal on where you want to get to" (Carroll, 1983, p 63). Effective leaders have a vision of "where they want to get to." They help form mental pictures of what the ultimate destination looks like, then they assist in designing steps to get there.

Galena Bogdonavich is the Director of Moscow Charity House, Moscow, Russia. She works in an antiquated, top-down management structure with very limited resources. But Galena has a dream. She sees volunteerism as the rebirth of the democratic foundation in Russia. She believes it is the hope of the future for the Russian people. She can make you believe that anything is possible when you are with her. You want to be a part of that vision, that movement, that incredible happening. Although it is initially her individual vision, she willingly listens to your comments and insights, and quickly, it becomes your shared vision.

Creating a shared vision is more than the knowledge and skills required to assemble words into an inspirational vision statement. It is the personal capacity to draw people together to design and

articulate a shared vision through the involvement of emotions, feelings, and aspirations.

It is the role of leaders to take the input of the entire vision community, focus it and bring it into a coherent, powerful vision. Leaders listen. Leaders see the connections between today and tomorrow. Leaders show you what the vision will look like once you get there. (Barker, 1990)

A vision that is understood and shared by a leader alone does not create the power for organized movement. People do not follow a vision of which they are not a part, in which they have no ownership. Volunteer administrators must develop the capacity to not only see the future, but to communicate that future so that all around them see it as well. Shared vision creates a sense of teamwork and collaboration between paid and volunteer staff. Shared vision links individual volunteer efforts to the overall organizational mission. Shared vision sustains hope, builds commitment and makes both our individual jobs and our shared profession more meaningful.

Embracing Diversity While Nurturing Pluralism

Diversity will be remembered as a major societal buzz-word of this final decade of the millennium. With its American moral and legal roots anchored firmly in the Civil Rights Movement of the 1950s and '60s, we have as a society, as a profession, and as individuals worked diligently to understand and "practice" diversity in volunteer administration. Countless diversity seminars have been offered; diversity task forces and ad hoc committees formed, disbanded, and reformed; and non-profit organizational value statements written and rewritten to include a public commitment to diversity. But in spite of all of these well-intentioned, well-planned and well-executed efforts, we remain a very homogeneous profession, still largely white, largely middle-class, and largely female, advocat-ing what is still a largely white, female, middle class social phenomenon (i.e., volunteerism). We understand the concept of diversity; we have developed the individual skills and organizational abilities to "practice" diversity. The core competencies are there; then, what is the problem?

We suggest that in order to truly embrace the concept of diversity, we must do more than knowing and doing it; we must each develop the personal capacity to value it. The American Cancer Society's National Task Force on Diversity (1998) defined diversity not as a product, but rather as "a process of valuing differences in people through actions. These differences include: race, gender, age, physical ability, sexual orientation, economic status, education and culture" (p. 1). Until we each work to internalize and personalize the fundamental knowledge and skills needed to reach out to those who look, think, sound, love and believe differently than us, we will as a profession continue to struggle and grope with this issue.

Furthermore, the capacity to value diversity is, in itself, not enough for the continued success of volunteer administration into the next millennium. Yes, we must develop the knowledge, skills, and capacity to understand and value diverse individuals, but we must further move beyond embracing diversity to nurturing pluralism. According to the Girl Scouts of the U.S.A. (American Cancer Society, 1998), pluralism is a "system that holds within it individuals or groups differing in basic background experiences and culture [i.e., diversity]. It allows for the development of a common tradition while preserving the right of each group to maintain its cultural heritage. Pluralism is a process involving mutually respectful relationships" (p. 1).

Volunteer administration is founded upon one of the oldest yet most overlooked pluralistic phenomena in Western culture: volunteerism. As volunteer administrators, we encourage, mobilize and support individual youth and adults from different personal and professional

backgrounds (i.e., diversity) to share their talents and skills with each other in order to promote the common good (i.e., pluralism). In fact, the authors define a volunteer as anyone who gives their time, energies, or talents to any organization, group, or non-related individual without being paid for their efforts, benefitting the common good. Our competence in mobilizing diverse individuals to work together in order to benefit the larger, pluralistic good is critical to our profession; likewise, our individual capacity to value the individualities involved in this synergy is critical to us as volunteer administrators. We suggest that to reach consensus regarding today's ongoing debate regarding the diverse concepts of volunteerism, service, national service, service learning, mandated service, and community service , we as volunteer administrators must recognize that regardless of the specific form of helping others, the ultimate outcome we all seek is improving ourselves, others, and our society. When viewed in this holistic, pluralistic context, many of the debates and heated discussions we find ourselves in today almost seem redundant.

Accepting Change and Managing Ambiguity

We live in a time unlike any previous in human history, where the discovery and dissemination of new knowledge and technologies is occurring at such an accelerated rate that many of us are at a loss to try to keep up. We have moved from a former time when change was slow, gradual, and (most often) predictable to today when change is rapid, ongoing, and (most often) unpredictable. Although Vail coined the phrase "permanent whitewater" in 1991 (p. 3), the metaphoric comparison of change to flowing water is as old as the Greek philosopher Heraclitus (as cited in Fandray, 1999) who stated, "You could not step twice into the same river; for other waters are ever flowing on to you." Apps (1994) refers to our era as the "Emerging Age" since it is ever-

changing, and just when we feel like we have a solid understanding of the current situation it has already changed and a new situation emerged in its place.

Naylor (1967) was our first peer to write about rapidly shifting patterns of community participation; Seita and Waechter (1991) have more recently brought the changing nature of change to our professional attention. They conclude that "quick fixes" are no longer effective; volunteer organizations must seek real transformations that will enable them to survive in the change-related chaos surrounding them.

> The implementation of change for today's successful organization must be achieved through a variety of methods which utilize the ideas and abilities of all those within the organization. The 'cookbook' method, where you follow old rules or someone elses [sic] rules for your organization, may get you into deeper trouble than you are already in. (pp. 7-8).

The challenge of change lies in the fact that we each approach it differently and with differing levels of comfort and anxiety. Consequently, we often immediately transfer our understanding of and abilities to change (i.e., competencies) to those around us without first stopping to try to understand their individual context or perspectives (i.e., capacities). Too often, we participate in professional meetings, training seminars, national conferences, and personal discussions where change is resented, villainized, and even cursed. Yet, change in itself is neither good nor bad; how we approach change and what we make of it greatly affect our perceptions of it.

The reality is, change will happen and is beyond our abilities to control it. We may work to better understand it, we may practice how to better manage and control it, but we may never eradicate it. Computerized calendars, state-of-the-art personal day timers and scheduling systems,

new hand-held technologies linking us immediately to the office from remote locations, and virtual meetings all provide us with new knowledge and skills in order to better manage change. But, all too often they may merely complicate and compound the personal frustrations and anxieties that are the by-products of "permanent whitewater." We attempt to always be-on-top of any given situation, regardless of whether we are at the office, on the road, working from home, or even on vacation. We have created organizational cultures in which our time, both professional and personal, is the currency of choice, and to admit uncertainty or not-knowing is considered failure.

We must develop the personal capacity to approach change and the ambiguity that will always result from it as merely new ways of doing business within contemporary volunteer organizations. We are not suggesting using these two concepts as rationalizations for lack of adequate preparation or failure to accept professional responsibility for our programs. We must continue to be wise stewards of the resources provided to us in non-profit organizations; "well, I just don't know" is not an acceptable response to budgetary or policy-related questions. We must continue to minimize the risks involved to our clients, our volunteers, our agencies, and our peers working within volunteer-delivered programs and services; "I just never imagined this could ever happen to our program" is not an acceptable response to an organizational crisis. We must continue to learn and grow professionally regarding the necessary knowledge and skills needed to be effective and efficient as contemporary managers of volunteers and administrators of programs; "I was certified in 1995; that wasn't part of the training" or "they've never covered that in any workshop I've been to" are not acceptable responses to our continual challenge to remain competent and current.

Contemporary volunteer administrators must develop the competencies and capacities to become lifelong learners in volunteerism and management rather than merely experts on volunteer management. Our roles and responsibilities will then expand to become leaders of learning organizations, where change is seen as an opportunity to institutionalized learning that "begins at the level of the individual, proceeds through the level of the team, and is internalized, codified and stored ... so that everyone ... is able to participate (Kline & Saunders, 1993, p. 15). When volunteer programs and agencies become learning organizations, change is accepted as a normal component of contemporary society, and managing ambiguity is accepted as a daily challenge to each paid and unpaid organizational stakeholder to learn and grow together.

Acting Within Shared Values and Championing Ethical Behavior

The realties of change and ambiguity in our profession today necessitate a ongoing examination of our guiding values and ethics. "As our world becomes at once smaller and more complex, as change becomes more fast paced, as the economy becomes tighter and the demand for services greater there is a need for ... a closer look at values and ethics" (Johnstone & Waymire, 1992, p. 1). The Association for Volunteer Administration published the second edition of *The Statement of Professional Ethics in Volunteer Administration* in 1996 as a tool to assist volunteer administrators in ethical decision-making. The document begins with a statement of eight core values, recognizing that ethical decisions are based on an understanding of our core values as a profession. According to Johnstone and Waymire (p. 1), "Values are the deep-rooted principles or core beliefs, which influence our attitudes and decisions." We each hold personal values that guide our personal behavior and decisions; as employees, we work within a set of organizational values; as professionals, we are expected to act within a set of shared pro-

fessional values.

Organizational values define what we stand for and what is important to us as an organization. A sign of a healthy, productive organization is agreement between an organization's values and the daily actions and behaviors of its members and leaders. A positive impact on performance results from all members of an organization understanding and identifying with the group's organizational values. (Safrit & Merrill, 1995, p. 15)

How we will work with one another as paid staff and volunteers should be reflected in an organization's values through a statement of philosophy or a code of ethics. Webster's New Collegiate Dictionary (Tenth Edition, 1996, p. 398) defined ethics as "moral duty or obligation; a set of moral principles or values; the science of ideal human behavior." It is rooted in the Greek word "ethos" meaning custom or character. Ethics are not limited to professional behavior but rather are a reflection of the "ideal behavior" we strive for as individuals and organizations.

According to Harvey and Lucia (1995, p. 115), "our current job descriptions identify the specific functions we perform. But it is our values that describe how we should perform those functions." According to Lynch (1993):

Underlying the purpose of the successful organization is a set of values, a set of beliefs that drive the action of its people. These values contribute to the level of success the group enjoys.... The right values, internalized by each group member, lead to right actions on the part of the organization. (p. 147)

We have all experienced situations where our professional responsibilities come into conflict with our personal values. Long time, faithful volunteers resent recent organizational changes and passively (or overtly) refuse to follow procedures. The volunteer applicant you are interviewing has two visible tattoos and three body piercings. You are asked to give a job reference for a volunteer that has been a wonderful asset and a good friend, but the job is not compatible with their skills and abilities.

These are the situations that we struggle with and labor over because the answers are difficult and the options numerous. Most of us know how to make choices between good and bad, right and wrong. Ethical decisions are between good and good choices (Kidder, 1995). They force us to weigh our personal values in a shared-values decision-making setting.

Knowing from what value base we and those around us operate serves as the basis for the ground rules by which we relate to each other. Furthermore, it guides our decision-making. The clearer and better understood these ground rules are, the more effective we can be. (Johnston & Waymire, 1995, p. 8)

Volunteer administrators are called upon to increase the effectiveness of programs and create a greater sense of shared leadership by going beyond what we are doing and how we are doing it to help the organization identify and understand what we stand for and what we believe in (Merrill, 1995). Leaders assume a primary role for developing and communicating shared values but actively involve followers in the identification process. Leaders rely on an organization's mission, vision, and relationship to its clients to determine the behaviors and actions that will most effectively guide the organization in the pursuit of its goals.

Traditional managers regard such matters as values as too ethereal.... Effective leaders realize that [values] are extremely important.

By putting the emphasis on creating a culture that carried with it positive beliefs about the capabilities and qualities of each member of the organization, effective leaders help each person come to believe that she or he possesses those capabilities. (Lynch, 1993, p. 150)

Values serve as a guide for both behavior and decision-making. Volunteer administrators may exhibit competence in identifying and defining values, but they also need the capacity to reinforce values and keep them alive through communication, recognition and support, and personal example. As volunteer administrators increasing assume leadership roles within organizations, personal and professional actions will be scrutinized for congruence between what is said and what is done. After all, "The classic functions of management such as planning, organizing, and controlling are essential for success, but aimless without a meaningful context.... that context must be our values" (Harvey & Lucia, 1995, p. 122).

Linking Effective Management to Personal Leadership

Volunteer management courses have traditionally taught management functions to volunteer managers. Little attention has been given to the role of leadership, often because volunteer mangers have not been viewed as leaders within the organization. They have been considered mid-level managers, and educational programs and courses have sought to impart primarily the skills and competencies needed to perform the job. According to Levitt (as cited by Zaleznik, 1977, p. 68), "management consists of the rational design, organization, direction and control of the activities required to attain the selected purposes, and the motivating and rewarding of people to do the work". The *Changing the Paradigm* research of the Points of Light Foundation (1995) articulated the need to combine inspiring leadership with effective management for highly effective volunteer program development. This language reflects what is being discussed and written about by a wide range of experts in both the public and private sector. Workplace and generational changes call into question reliance on management techniques that grew out of industrial era, hierarchical structures. Today's employees and volunteers want to be part of the decision-making process, engaged in the planning and evaluation of programs and projects. They look for leadership rather than management (Kouzes & Posner, 1995). Wheatley (1997) suggested that:

Most of us were raised in a culture that told us that the way to manage for excellence was to tell people exactly what they had to do and make sure they did it. We learned to play master designer, assuming we could engineer people into perfect performance. But you can't direct people into perfection: you can only engage them enough so they want to do perfect work. (p. 25)

Lynch (1993) concurred:

Quietly a revolution in leadership is occurring across North America.... As the pace of change accelerates, the need for leadership becomes more critical. Those who continue to manage in the old ways will find their organizations in crisis... . If we are to be a workable society, if we are to make the world a better place in which to live, those in management positions must lead as well as manage.... To respond quickly to changing circumstances, first-line and middle-level managers must exercise leadership. (p.3-4)

The debate between management and leadership is not a contemporary one (Manske, 1987; Zalezik, 1977); the conclusions, however, are:

While both management and leadership are necessary, the change and complexity associated with the future demands that the leadership role takes precedence over the management role.... Leading in this environment implies learning new ways of operating and behaving based on the demands and reality of a changing context.... Commitment to improve one's personal capacity to lead is generally based on intrinsic motivation.... The leadership role in today's organizations places great emphasis on transforming the enterprise through others. (Hall, 1997, pp. 395, 402)

There is increasing awareness that shared leadership, (i.e., leaders at all level – policy making, executive and middle management) is the most effective model for encouraging and facilitating high impact volunteer involvement within organizations. It is no longer sufficient for a volunteer administrator simply to have the management skills for organizing and operating a volunteer program. Today's volunteer administrators must serve as a focal point for the leadership of the volunteer program (Merrill, 1995). The management functions become dispersed throughout the organization. The volunteer administrator assumes a greater role in training and working with paid staff, as well as volunteers, to accomplish organizational goals. There is less focus on managing volunteers and greater emphasis on creating and communicating the shared vision and values. As leaders, volunteer administrators facilitate relationships and support systems that allow volunteers to make significant contributions to the organization's mission. This change in role necessitates a new look at the competencies required for leadership.

Traditional management teaching implies that the ideal organization is orderly and stable, that the organizational process can and should be engineered so that things run like clockwork.... Traditional management teachings suggest that the job of management is primarily one of control.... Leaders don't command and control: they serve and support. (Kouzes & Posner, 1995, pp. 15-16)

According to Wheatly (1997):
People do not need the intricate directions, time lines, plans, and organizational charts that we thought we had to give them. But people do need a lot from their leaders. They need information, access to one another, resources, trust, and follow-through. Leaders are necessary to foster experimentation, to help create connections across the organization, to feed the system with rich information from multiple sources – all while helping everyone stay clear on what we agreed we wanted to accomplish and who we wanted to be. (p. 25)

Drucker (1996) suggested that:
The core characteristics of effective leaders ... include basic intelligence, clear and strong values, high levels of personal energy, the ability and desire to grow constantly, vision, infectious curiosity, a good memory, and the ability to make followers feel good about themselves.... Built on [these] foundation characteristics are enabling behaviors ... including empathy, predictability, persuasive capability, the ability and willingness to lead by personal example, and communication skills.... It is the weaving together, the dynamic interaction, of the characteristics on a day-by-day, minute-by-minute basis that allow truly effective leadership. (pp. 222-225)

Vineyard (1993) wrote about the chang-

ing role of volunteer program administrators. She identified the need to move away from the direct management of volunteers to a greater leadership role within the organization. She coined such terms as "leadershift" and "relational management" which had "little to do with directing the nuts and bolts but has more to do with how people relate to work, themselves and others" (pp. 186-187). Vineyard gradually changed her language from "volunteer executives" to "leaders" as she described the competencies required to move the profession into the next century. Volunteer administrators have traditionally viewed themselves as managers of people and programs. Yet, many have served as pioneers, designing, directing, and sustaining volunteer programs with limited resources and often little organizational support. They served as leaders in an emerging profession, going beyond designing systems of control and reward by displaying innovation, individual character, and the courage of conviction.

Contrary to the myth that leadership is reserved for only a few, or that leaders are born not made, a wide range of contemporary experts have shown that leadership is a learnable set of capacities that can be acquired by ordinary people to achieve extraordinary results (Apps, 1994; Kouzes & Posner, 1995). According to DePree (1989):

> Leadership is an art, something to be learned over time, not simply by reading books. Leadership is more tribal than scientific, more a weaving of relationships than an amassing of information…. The goal of thinking hard about leadership is not to produce great or charismatic or well-known leaders. The measure of leadership is not the quality of the head, but the tone of the body. (pp. 3, 11-12)

Reflecting

Reflection is perhaps the single most important capacity underlying each of the other capacities we have addressed.

Vision can never emerge without individual and organizational reflection regarding the future we seek to create. Diversity will never be embraced nor pluralism achieved without careful and sincere reflection regarding the rights of each individual within the common good of the group. Change and ambiguity may not be manifested professionally without first reflecting upon them as individuals. Shared values result from individual and group reflection and are brought to life through ethical behavior that reflects the values. Effective management may not be linked to personal leadership until each leader reflects upon what is important to them as they work with others towards a common goal.

Within an educational context, Apps (1994) warns against the failure to constantly reflect:

> Educators of conscience have constantly sought improvements over the years. But in the past, many educators became comfortable with strategies and doctrine that they believed worked well, and they have stuck to them. Some educators have resisted critically examining what they do, why they do it, and who might benefit or be harmed by their efforts. (pp. 165-166)

He concluded that "we can learn much through reflection, purposefully attending to and processing what we are experiencing" (p. 205). This supports a major premise that we constantly promote: Questions of "why" must precede questions of "what" or "how."

The enemies of reflection are all around us. Rapid and on-going change has us scheduling ourselves for every waking moment; who has time to reflect? Contemporary demands on our abilities and emotions leave us exhausted and worn at the end of the day; who has the energy to reflect? In today's world of prescribed processes and template programs, we are encouraged to not reinvent the wheel;

what expert can tell me exactly how I should reflect? Unfortunately, we may unwaringly find ourselves in a catch-22 situation where we defend (justifiably so) our inabilities to make reflection a priority in our lives while espousing the virtues that could arise from it.

Fundamental to certification in volunteer administration are the knowledge, skills, and aspirations to define and articulate our individual, personal philosophy of volunteerism. The creation of such a philosophy forces us to stop, think, and reflect upon that thinking in order to clearly and succinctly clarify our fundamental values and beliefs regarding volunteerism and volunteers, and our role in nurturing and supporting both. Closely related to the concept of a personal philosophy of volunteerism is that of a personal philosophy of leadership (Safrit, Merrill, & King, 1998). Both relate to our abilities to work with and through others in order to achieve the common good.

The capacity to reflect is one that, while shared among the profession, must be as individualized as each of us comprising the profession. Apps (1994) described many approaches to reflecting, including asking others' perspectives, providing new and thought-provoking reading materials, and sharing stories with others regarding our experiences. However, reflection can be as simple as keeping a daily personal diary or weekly professional journal; thinking about the attributes and characteristics of people we admire and respect, and then applying those thoughts to current situations in which we find ourselves; or jotting down those spontaneous insights and "ah-hahs!" that come to us as we drive, garden, or shower in the morning. The knowledge and skills needed in order to reflect may be accessed through countless books, workshops and seminars; the capacity to reflect originates within each of us when we make a priority of the critical importance to pause, relax, think back upon the countless personal and professional experiences that have gotten us where we are

today, and apply those thoughts to where we want to be in the future.

Drawing Upon the Past as We Move Into the Future

As the cliche goes, "what goes around comes around." Although not labeled as such during either the embryonic or adolescent years of our profession, many of the basic ideas and tenets of personal capacities have been fundamental to volunteer administration throughout. Now, as our profession matures to the degree that it is able to identify basic competencies necessary for volunteer administrators to function effectively and efficiently today and into the future, let us not forget the more personalized, affective, emotional aspects of what it means to be a manager or administrator of volunteers. To quote Coleman (1998):

> The rules for work are changing. We're being judged by a new yardstick: not just how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.... The new measure takes for granted having enough intellectual ability and technical know-how to do our jobs; it focuses instead on personal qualities, such as initiative and empathy, adaptability, and persuasiveness.... Whatever your job, understanding how to cultivate these capabilities can be essential for success in your career. (pp. 3-4)

We would simply add to Coleman's last sentence, "...and your life."

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