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The mission of the Association for Volunteer Administration (AVA), an international membership organization, is to promote professionalism and strengthen leadership in volunteerism. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers.

Membership in AVA is open to salaried and non-salaried persons in all types of public, non-profit, and for-profit settings who choose to join with AVA to promote and support effective leadership in volunteerism.

AVA is an association run by its members. Active committees include: Professional Development, Resource Development, Pluralism, Marketing, and Professional Issues. Members also plan the annual International Conference on Volunteer Administration, a major event held each year in a different city in the United States or Canada. This conference provides participants the opportunity to share common concerns and to focus on issues of importance to professionalism in volunteer administration.

Two major services that AVA provides, both for its members and for the field at large, are a performance-based credentialling program and an educational endorsement program. Through the process that recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA educational endorsement is given to those workshops, courses, conferences, and training events that provide opportunities for professional growth in volunteer resource management.

Finally, AVA produces publications including informational newsletters and booklets and *THE JOURNAL OF VOLUNTEER ADMINISTRATION.*

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Introduction

The articles in this edition of *The Journal of Volunteer Administration* highlight the wide spectrum of settings and disciplines encompassed by the profession of volunteer resources administration. Robert F. Ashcraft's commentary makes the case that legitimizing a profession goes hand in hand with higher education programs which focus on that field. Ashcraft provides background on American Humanics and outlines ways in which the partnership between the Association for Volunteer Administration and American Humanics can benefit the profession.

Today, more and more agencies and organizations are making a remarkable shift from viewing people with disabilities as recipients of volunteer services to seeing them as potential volunteers who may have special needs. In "Opportunities for All—The Potential for Supported Volunteering in Community Agencies," Linda L. Graff and John A. Vedell report the results of a community agency survey conducted in the Waterloo Region in Ontario, Canada. Dianne Leipper's article provides a segue from research to program development with an in-depth look at how to incorporate volunteers with special needs into the overall volunteer team.

Just as we are learning that people with disabilities have special needs, we are also discovering that adult learners require various methods of training and education to be successful. Nancy A. Gaston's "Different Kinds of Smart: Multiple Intelligences and the Training of Adults" offers a training design to help trainers explore the many ways adults process information.

An important part of the mission of the Association for Volunteer Administration is to advocate for volunteer resource administration as a respected profession. It is vital that researchers and practitioners continue to write and share these viewpoints—pointing out the power of diversity as well as the similarities that unite the profession.

L. Paige Tucker, MPA
Guest Editor

ABSTRACT

This article examines the potential for advancing the volunteer administration profession resulting from the partnership between the Association for Volunteer Administration and American Humanics, Inc., announced in 1999. As volunteer administration evolves from a field of study to a respected profession, it is posited that linkages to higher education will become even more important. Ideas for encouraging individual AVA members to engage in the array of curricular and co-curricular activities provided through the collegiate network of American Humanics affiliates is offered. It is suggested that legitimizing the volunteer administration profession is possible, in part, when active relationships with American Humanics college and university affiliates are fully explored.

Advancing the Volunteer Administration Field: Implications for the AVA and American Humanics Partnership in the New Millennium

Robert F. Ashcraft, Ph.D.

INTRODUCTION

As the field of volunteer administration faces a new millennium, questions persist about the extent to which the vocation has emerged with all the rights, privileges and responsibilities inherent to an established profession (Brudney and Stringer, 1999). An agreement reached in 1999 between the Association for Volunteer Administration and American Humanics, Inc., holds promise for the advancement of the volunteer administration field into an identified profession beyond that which has been possible in prior years. The inherent strengths of two national organizations, both concerned about strengthening the capacity of volunteer managers and leaders, provides reasoning for why the respective board of directors of AVA and American Humanics agreed to become "collaborating professional organizations."

While the mission of AVA is "to promote professionalism and strengthen leadership in volunteerism,"the purpose of American Humanics is "to prepare and certify future nonprofit professionals to work with America's youth and families." AVA accomplishes its purpose through a membership organization of individuals and services that include a performance-based credentialling program and an educational endorsement program. American Humanics provides a competency-based, student development focused approach through co-curricular activities that complement formal classroom instruction. The delivery system for American Humanics is accomplished through a network of campus affiliates located across the United States. By unifying, AVA, the largest member organization in the volunteer administration field, with American Humanics, the largest network of higher education institutions that prepares undergraduate students for nonprofit careers, new opportunities exist to advance the volunteer administration profession. To realize this potential, however, it is important that stakeholders of both entities learn about the history, purpose, culture, programs and features of each organization.

The purpose of this paper is three-part

Robert F. Ashcraft is Director of the American Humanics Program at Arizona State University and is assistant professor in the Department of Recreation Management and Tourism. He led a W. K. Kellogg Foundation grant project resulting in the creation of a Center for Nonprofit Leadership and Management at ASU in 1999. In prior professional work, he was a director of volunteer services. He is an AVA member and currently serves as a volunteer on several local and national nonprofit boards, committees and task groups.

and is guided by the following questions: 1) What is known about volunteer administrators and higher education preparation leading to a rationale for encouraging stronger linkages?; 2) What is American Humanics, its philosophy and collegiate network that makes it relevant to the volunteer administration field? and 3) What practical ways can AVA members and American Humanics students and faculty engage in the AVA/American Humanics partnership to advance the volunteer administration field?

VOLUNTEER ADMINISTRATION AND HIGHER EDUCATION

Volunteer administration has been seen as multi-disciplinary in nature, and has been identified as, "truly eclectic, incorporating skills and techniques from many other professions and disciplines (Campbell, 1994). In a comprehensive survey of AVA members in 1992, data revealed that volunteer administrators appear to have high levels of education. The majority of respondents reported that they have attained a bachelor's or post-baccalaureate degree (Brudney, 1994). This finding was later confirmed in a 1996 study of leadership practices of AVA members (Ashcraft and Yoshioka, 1997). However, the earlier study also revealed that most members have received little training in the volunteer administration field or that what training they had received was primarily through non-university based courses. Further, a 1998 study revealed that "the topic of volunteer administration and management rarely commands a course of its own or substantial coverage in other courses in nonprofit programs ..." (Brudney and Stringer, 1999). One might conclude from these findings, and from personal experience or other anecdotal evidence, that there is a disconnect between what most volunteer administrators studied in college level courses and how what they learned has been directly applied to the day-to-day management of volunteer programs. It is not surprising, therefore, that many volunteer administrators have turned to non-university based training courses that satisfy the need for volunteer management skill building.

Despite this uncertain connection between the formal preparation of practitioners and the halls of academia, it is posited here that the best interests of the field can be served by considering the full range of possibilities made available through the new AVA/American Humanics partnership. This thesis is advanced given the historic role of higher education in helping fields of study become identified professions. A 1999 initiative announced by AVA to re-position the volunteer administration field provides incentive to act on this position. The initiative specifically calls upon practitioners to advance their profession by growing in their field, through forging strategic alliances and to otherwise develop professionally in order to help build viable career paths (AVA, 1999). It could be argued that formal, university-based, coursework in volunteer management is not essential to the success of the practitioner. However, it is unlikely that legitimizing the profession is possible without a concerted effort to collaborate fully with colleges and universities.

Lessons learned from other professions suggest that colleges and universities play a major role in both the creation and legitimacy of professions. What it means for any field of occupational endeavor to become a profession has been the subject of debate for many years. Attempting to give precise definition to volunteer administration "jobs" becomes problematic because roles vary significantly according to functions, titles, responsibilities, and organizational context for the work. However, a multiple criterion definition has emerged that generally centers on at least six variables that define a profession (Schein, 1972). These criteria, in brief, include: 1) a defined body of knowledge, 2) formal academic preparation prior to practice, 3) standards of practice that are restrictive and require continua-

tion of education, 4) professional organizations, 5) a code of ethics, and 6) public acceptance.

While it is beyond the scope of this paper to examine the extent to which the volunteer administration field has moved toward a profession, it is argued here that AVA's attempt "to re-position the volunteer administration field" in moving it toward professional status will necessitate strategic alliances with higher education partners. While AVA can promote standards of practice, a professional organization, and a code of ethics, it is unlikely that defining a body of knowledge, developing formal academic preparation prior to practice, and increasing public acceptance, can be accomplished without college and university partners. Thus, the AVA/American Humanics partnership could become the first dynamic step toward the greater goal of advancing the status and recognition of the volunteer administration field.

AMERICAN HUMANICS AND ITS CAMPUS NETWORK

American Humanics, Inc. is "a strategic alliance of academic institutions, nonprofit organizations and collaborating professional organizations...all concerned about the need for better prepared entry-level employees in the nonprofit sector (American Humanics, 1995). The organization

TABLE 1

American Humanics, Inc.
Affiliated Colleges and Universities (n = 56)
(January 2000)

Arizona State University (Tempe, AZ)
Benedict College (Columbia, SC)
Bennett College (Greensboro, NC)
California State University (Fresno, CA)
California State University (Fullerton, CA)
California State University (Long Beach, CA)
California State University (Los Angeles, CA)
California State University (Northridge, CA)
California State University (Sacramento, CA)
Chicago State University (Chicago, IL)
Clayton College & State University (Morrow, GA)
Clemson University (Clemson, SC)
Coppin State College (Baltimore, MD)
Covenant College (Lookout Mountain, GA)
Crichton College (Memphis, TN)
DePaul University (Chicago, IL)
Edinboro University of Pennsylvania (Edinboro, PA)
George Mason University (Fairfax, VA)
Graceland College (Lamoni, IA)
High Point University (High Point, NC)
Indiana University Bloomington (Bloomington, IN)
Indiana University Purdue University (Indianapolis, IN)
Jarvis Christian College (Hawkins, TX)
Kennesaw State University (Kennesaw, GA)
LeMoyne-Owen College (Memphis, TN)
Lindenwood University (St. Charles, MO)
Louisiana State University in Shreveport (Shreveport, LA)
Missouri Valley College (Marshall, MO)
Murray State University (Murray, KY)
North Carolina Central University (Durham, NC)
Oklahoma State University (Stillwater, OK)
Oxnard College (Oxnard, CA)
Pepperdine University (Malibu, CA)
Rockhurst University (Kansas City, MO)
San Diego State University (San Diego, CA)
San Francisco State University (San Francisco, CA)
Shaw University (Raleigh, NC)
Southern Adventist University (Collegdale, TN)
Southern Illinois University at Edwardsville (Edwardsville, IL)
SUNY College at Oneonta (Oneonta, NY)
Texas Wesleyan University (Fort Worth, TX)
University of Arkansas at Little Rock (Little Rock, AR)
University of the District of Columbia (Washington, DC)
University of Houston (Houston, TX)
University of Houston - Downtown (Houston, TX)
University of Houston - Victoria (Victoria, TX)
University of Memphis (Memphis, TN)
University of North Texas (Denton, TX)
University of Northern Iowa (Cedar Falls, IA)
University of Puerto Rico, (Hunacao, PR)
University of San Diego (San Diego, CA)
University of Southern Colorado (Pueblo, CO)
University of Tennessee at Chattanooga (Chattanooga, TN)
The University of Texas at San Antonio (San Antonio, TX)
University of Washington at Tacoma (Tacoma, WA)
Western Michigan University (Kalamazoo, MI)
Xavier University of Louisiana (New Orleans, LA)

was founded in 1948 by the late H. Roe Bartle, who was a career professional with the Boy Scouts of America and who once served as Mayor of Kansas City, Missouri. The early days of American Humanics found the organization operating on a small number of private, largely religious-affiliated institutions that graduated students primarily into careers with the Boy Scouts of America.

The historic roots of the American Humanics organization have been grounded in the "spirit, mind and body for service to humanity" philosophy in preparing professionals for nonprofit youth development agency careers. Today's American Humanics, however, positions itself as the only U.S. organization that attempts to organize, through affiliated colleges and universities, a program to attract, prepare and place students into service careers with nonprofit youth and human service organizations (American Humanics, 1995). For over a decade, American Humanics, headquartered in Kansas City, Missouri, has intentionally broadened its strategy to include a comprehensive nonprofit management education approach. Within the focus of nonprofit management education is a commitment to preparing students for volunteer administration duties. Many alumni now serve as directors of volunteers or have a portion of their job responsibilities involving facets of volunteer administration.

As of January 1, the program operates through 56 affiliated campuses (Table 1). Remarkable growth has been achieved during the decade of the 1990s due largely to a strategic plan informed by data suggesting the emergence of thousands of entry-level jobs in the nonprofit sector (American Humanics, 1995). With funding support in the 1990s, largely from the W. K. Kellogg Foundation, American Humanics has grown from a small network in its first 40 years (10 to 15 affiliated schools), to its current status of almost 60 schools. The organization's plan is to grow to 100 campus affiliates by the year 2001 (American Humanics, 1995).

American Humanics works in collaboration with 17 national nonprofit partner organizations such as Boys and Girls Clubs of America, Girl Scouts of the USA, Habitat for Humanity, United Way of America and YMCA of the USA (Table 2). These organizations, to differing degrees, provide materials for classroom use, guest speakers, training opportunities for students, scholarship funds, internship opportunities, and jobs for graduates.

TABLE 2

American Humanics, Inc.
National Nonprofit Partners (n = 17)
(January 2000)

American Red Cross
Big Brothers Big Sisters of America
Boy Scouts of America
Boys & Girls Clubs of America
Camp Fire Boys and Girls
Catholic Charities USA
Girls Incorporated
Girl Scouts of the U.S.A.
Habitat for Humanity International
Junior Achievement Inc.
National Network for Youth
National Urban League
Special Olympics Inc.
Volunteers of America
YMCA of the USA
YWCA of the USA
United Way of America

In addition, American Humanics maintains formal relationships with several collaborating professional organizations (CPOs) that have a stake in nonprofit leadership and management issues. In addition to AVA, these include the Association for Research on Nonprofit Organizations and Voluntary Action, the National Society of Fund Raising Executives, and the Peter F. Drucker Foundation for Nonprofit Management (Table 3). These CPOs provide curriculum materials, training opportunities and scholarships for students in the American Humanics network. While these nonprofit partners and

TABLE 3

American Humanics, Inc.
Collaborating Professional Organizations
(n = 11)
(January 2000)

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)
Association for Volunteer Administration (AVA)
The College Fund/UNCF
The Peter F. Drucker Foundation for Nonprofit Management
Hispanic Association of Colleges and Universities
The Learning Institute
National Center for Nonprofit Boards
National Society of Fund Raising Executives
Nonprofit Risk Management Center
National Training Institute for Community Youth Work
The Washington Center for Internships and Academic Seminars

collaborating professional organizations represent national organizations, American Humanics campus affiliates frequently develop local relationships with small, grassroots nonprofits or with other national organizations serving their communities.

American Humanics facilitates campus programs that provide students with "unique curricular and career placement linkages between universities and their youth and human service partner organizations" (Ashcraft & Virden, 1995). Campus programs prepare undergraduate students for entry-level management positions in nonprofit organizations, with a continued emphasis on local affiliates of national nonprofit youth serving agencies. The program provides an academic focus featuring topics in voluntary, nonprofit agency management and includes participation by agency professionals who offer workshops, seminars, field trips and cooperative educational experiences. American Humanics programs are represented in different disciplines including social work, recreation, sociology and public administration. American Humanics, therefore, promulgates a multi-disciplinary approach to nonprofit management education.

A COMPETENCY-BASED APPROACH TO VOLUNTEER ADMINISTRATION EDUCATION

American Humanics offers a competency-based education model leading to national certification for students (American Humanics, 1999). Competencies are updated annually through input from human resources professionals representing national nonprofit partners. Students develop competencies through experiences led by a campus director, and others, who facilitate involvement in and outside the classroom. In-classroom offerings include formal course work in volunteerism and volunteer management, managing not-for-profit organizations, and philanthropy/fund raising. Depending upon the campus, these courses are developed as independent courses or as content topics inside existing courses. Service learning strategies are employed by many of the American Humanics campus programs. Again, depending upon the campus, courses are taught by resident faculty, adjunct faculty, or a combination of the two.

Out of classroom activities involve co-curricular experiences that are designed to complement the in-classroom instruction based on a student development philosophy. They include, in part, leadership development retreats, applied fund raising experiences, field trips and student leadership association experiences.

The American Humanics competencies offer a two-part framework divided into Foundation Competencies and Professional Development Competencies. Similarly, a competency framework is in place for those seeking professional credentialling in volunteer administration through AVA. While it is beyond the scope of this paper to compare and contrast the American Humanics and AVA competencies, an analysis by this author of both sets of criteria revealed striking similarities.

Foundation Competencies are those areas of knowledge and skill deemed appropriate to a prepared student, despite vocational choice. They include: career development exploration; communication skills and employability skills; personal attributes; historical and philosophical foundations; youth and adult development; and cultural differences and sensitivities.

Professional Development Competencies are those deemed essential to nonprofit management. They include: board/committee development; fund raising principles and practices; human resource development and supervision; general nonprofit management; nonprofit accounting and financial management; nonprofit marketing; program planning and risk management.

A series of competencies relate directly to volunteer administration and are grouped under a collection of skill and knowledge areas titled, Human Resource Development and Supervision. This grouping includes exploration of both volunteer and paid staff personnel systems. With regards to volunteer administration competencies, upon completion of an American Humanics program, a successful graduate should be able to:

- Identify factors that motivate individuals to volunteer their services to a nonprofit organization
- Identify sources for volunteer recruitment
- Explain strategies for the recruitment, selection, orientation, training, motivating, supervising, evaluating, recognition and termination (if needed) of volunteers
- Demonstrate ability to manage diversity
- Explain the importance of delegation as a technique for the effective utilization of volunteer talents.

Upon satisfying the defined competencies, students graduating from an affiliated institution may earn American Humanics certification. Students who graduate from affiliated American Humanics programs are frequently employed by a local affiliate of one of the national nonprofit partners. However, students are free to pursue any position and are not bound, contractually or otherwise, to only those nonprofit partners formally affiliated with American Humanics. Today, many American Humanics alumni have titles such as directors of volunteers, or they have in their job responsibilities some aspects of volunteer administration.

While partnerships exist with nonprofit organizations, students are not required to intern in a specific agency, and they are free to choose their future place of employment. As a result, graduates are found in government and business organizations applying skills they have learned through the program. This, too, extends the reach of American Humanics alumni into positions that involve volunteer administration separate from the nonprofit sector. However, it is noted that most alumni pursue nonprofit career positions.

IMPLICATIONS FOR THE AVA/AMERICAN HUMANICS PARTNERSHIP

This analysis suggests that the volunteer administration field can evolve toward a full profession when active partnerships with colleges and universities are established. It has further revealed that the American Humanics approach to teaching volunteer administration, within its nonprofit management education umbrella, considers the value of a student development framework. The framework used in the implementation of curricular and co-curricular experiences leads to the successful attraction, preparation and placement of students in nonprofit sector careers.

Whether the new AVA/American Humanics partnership becomes more than simply a philosophical covenant or one that helps transform the volunteer administration field into a respected profession remains to be seen. Likely, the success of the partnership will depend large-

ly upon the relationships developed between individual volunteer administrators and local students and faculty of affiliated American Humanics campuses. Several practical ways are suggested that can encourage these relationships to develop and grow so as to advance the volunteer administration profession. They include:

- American Humanics can provide AVA members with access to more than 60 locations through its network of campus locations. This provides members with a direct link to courses that contain "best practices" for volunteer administration.
- AVA members can serve in many roles such as mentors to students desiring volunteer administration careers, as guest presenters on campus, and as adjunct faculty members who teach volunteer management courses in American Humanics curricula.
- American Humanics students have field-work and internship requirements to fulfill and can become a ready human resource for organizations desiring such linkages.
- AVA members can provide students with "real-life" experiences that prepare them for their chosen career field in ways that complement formal classroom instruction.
- American Humanics programs frequently feature noted local and national speakers in topics of interest to volunteer administrators. AVA members can often participate in these gatherings to become re-energized in their work, to gain new ideas and to share practitioner perspectives. In addition, many American Humanics programs host local training activities provided by American Humanics national Collaborating Professional Organizations. AVA members can benefit from these training conferences by learning the latest about "best practices" in volunteer administration.
- AVA members can help "ground" all American Humanics curricular and co-curricular activities in practical ways to assure students are prepared for the realities of the volunteer administration field.
- American Humanics programs can provide an entrée on campus to those seeking linkages to academics who engage in research relevant to volunteer administrators. Frequently, American Humanics campus faculty and staff broker relationships between practitioners and academics. Some outcomes are program evaluation studies, master's and doctoral theses that blend theory and practice, and other "products" that assist the local volunteer administrator. *The Journal of Volunteer Administration* published by AVA can be promoted as a vehicle to disseminate findings.
- AVA members can invite graduating students, who enter volunteer administration positions, to become members of AVA and to pursue its certification program.

This list should only be a starting point for considering the variety of ways in which the AVA/American Humanics partnership can strengthen each organization's mutual interests. Together, AVA members and American Humanics (faculty, staff, students and alumni), can contribute to the further development of the volunteer administration field. Through their teaching, research and service missions, universities have served a role in society resulting in fields of practice emerging as identified professions. It could be argued, therefore, that the AVA/American Humanics partnership is essential to developing the volunteer administration field into a credible profession. With the beginning of the new millennium, it is an opportune time to consider the full range of opportunities inherent in the new AVA/American Humanics partnership.

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ABSTRACT

In 1997, 11 agencies in the Waterloo Region (Ontario, Canada)[1] *committed to "supported volunteering" formed* The Resource Group for Supported Volunteering (R.G.S.V.). *Assisted by Trillium Foundation funding, the R.G.S.V. launched its project, "Opportunities for All," which aimed to discover the potential for supported volunteering in community agencies. For purposes of "Opportunities for All," supported volunteering means ensuring full participation in volunteering by persons with disabilities through the provision of additional placement assistance, volunteer placement development and accommodation, coaching on the (volunteer) job, and/or other forms of needed support. The project design included a) a literature review, b) a survey of 197 community agencies in the Waterloo Region, and c) focus groups with volunteers, prospective volunteers and agency representatives. This article focuses on the results of the community agency survey. Of 89 responding organizations, 85 percent reported utilization of between one and over 100 volunteers with one disability or more. Only 2 percent of the entire sample was unwilling to consider using persons with disabilities as volunteers in the future. Further research into this previously unexplored aspect of volunteerism is encouraged.*

Opportunities for All: The Potential for Supported Volunteering in Community Agencies

Linda L. Graff

John A. Vedell

INTRODUCTION

"Opportunities for All," a project focused on the current and future extent of supported volunteering in the Waterloo Region in Ontario, Canada, was launched by The Resource Group for Supported Volunteering (R.G.S.V.), formed in 1997. The Trillium Foundation of Ontario funded the project. The R.G.S.V. comprised 11 agencies whose mission is to serve persons with physical disabilities or promote voluntary action in the community.

Philosophy

The philosophical basis for R.G.S.V.'s activities is:

- commitment to "assisting *all persons* to participate in satisfying, productive volunteer experiences...." Removal of "barriers to full participation by educating and supporting community members, identifying and developing resources that promote accessibility and supporting individuals to cultivate their potential"

Linda L. Graff was the Director of the Volunteer Centre in Hamilton, Ontario, Canada for nearly 10 years and has spent the last 10 years operating her training and consulting firm, GRAFF AND ASSOCIATES. Linda is the author of seven books including *By Definition* (policy development for volunteer programs), *Well-Centered* (policy development for volunteer centres) and *Beyond Police Checks*, (screening volunteers and employees). Linda has developed an international reputation as a dynamic speaker and an impassioned advocate for the field of volunteer program management. She currently specializes in topics such as screening, policy development, risk management, and discipline and dismissal.

John A. Vedell retired in December 1995 after 21 years as executive director of Family Services of Hamilton-Wentworth in Ontario, Canada. Before his move into the social services field in 1969, John served as a clergyman, principally as a chaplain to Lutheran students in various universities in eastern Canada. Throughout his career, he has encouraged and supported volunteerism. John currently teaches life-span psychology at Mohawk College in Hamilton, Ontario, coaches not-for-profits on governance issues, is on the board of the St. Joseph Immigrant Women's Centre of Hamilton, and is a volunteer peer reviewer in Family Service Ontario's accreditation program.

- belief "that all persons have the right to informed choice and equal access to fully participate in the opportunities they choose for themselves...." Belief "in encouraging independence, individual growth, mutual respect, cooperative relationships, and partnerships within an understanding and welcoming community."

In context of the above philosophy, the overall purpose of "Opportunities for All" is: "To increase the community's capacity to open up new opportunities for all persons to exercise more control over their own lives and make a contribution to this community through volunteer work."

Supported Volunteering Defined

Supported volunteering is about helping marginalized persons become fully engaged in volunteering. The definition of supported volunteering typically encompasses a wide variety of marginalized populations, including, for example, persons with physical or sensory disabilities, persons with learning disabilities, persons with emotional or psychiatric disabilities, new immigrants and persons of diverse cultural backgrounds. In short, any identified group of persons who may need additional consideration or assistance in becoming involved in volunteering can be encompassed by the definition. It is for this latter reason that in some supported volunteering projects, youth and seniors have also been included in the definition.

For the purposes of the "Opportunities for All" project, the definition of supported volunteering was confined to "persons with disabilities." This definition was used because the R.G.S.V. largely included organizations that provided services to that client group, and that was where the R.G.S.V. chose to concentrate its efforts in this project. The term "disabilities" was left deliberately undefined. The R.G.S.V. decided early on that any person with a disability of any nature would be eligible for consideration in this research project.

Supported volunteering can entail a range of activities. These include:

- helping prospective volunteer placement agencies increase their knowledge about involving persons with disabilities
- providing a coach for the volunteer, and/or
- a centralized placement agency that (1) helps not-for-profit organizations identify, or develop suitable volunteer placements for persons with disabilities, (2) aids volunteers who have disabilities to identify their interests and abilities, and (3) refers those volunteers to potential placements in not-for-profit organizations in the community.

Supported volunteering can include interventions on three levels:

- *Individual* — support for the prospective volunteer, including additional training or supervision, provision of a coach for a period of time and/or provision of a partner, either initially or on a continuing basis
- *Group* — training for agencies to enable them to be more inclusive
- *Systemic* — assistance for agencies in the development of appropriate infrastructure for management of a supported volunteering program.

The R.G.S.V. hired a consulting firm, GRAFF AND ASSOCIATES, to conduct research on supported volunteering. The research design had three key components: a literature review, a survey of the current state of supported volunteering among local not-for-profit organizations in the Waterloo Region, and focus groups with volunteers, prospective volunteers and agency representatives.

This article reports the key findings of the survey research, which revealed an unexpectedly broad prevalence of supported volunteering currently, and encouraging prospects for future growth in the involvement of volunteers having disabilities.

COMMUNITY AGENCY SURVEY

In working toward a purpose specific to the community agency survey, the R.G.S.V. identified three major issues:

- There is a lack of comprehensive, integrated strategy that promotes inclusion of all volunteers in the larger voluntary sector.
- Anecdotal and statistical evidence indicates that an increasing number of prospective volunteers require some kind of support.
- Not-for-profit organizations are becoming less able to accommodate volunteers who require support unless the support accompanies the volunteer.

Purpose

The central mandate of the R.G.S.V. was to build the community's capacity for supported volunteering service and to develop a program model to support and provide training for agencies wishing to offer volunteer opportunities. A vital element in pursuit of that mandate was a community agency survey aimed at obtaining an overview of supported volunteering currently taking place in agencies in the Waterloo Region.

Methodology

To shorten the time frame, increase ease of response, and minimize the cost of distribution, the survey was conducted by a fax-out/fax-back questionnaire method. Questions were designed to determine:

- the approximate number and proportion of organizations in the Waterloo Region that currently involve as volunteers persons who have disabilities
- the basic demographic data on those organizations
- the most common types of disabilities found in volunteers with disabilities in the Waterloo Region volunteer labor force
- whether those volunteers need support to facilitate or enable their involvement, and if so, who provides that support
- the kinds of accommodations organizations have made to enable volunteer participation
- whether agencies that during the last year involved volunteers with disabilities would consider placement of additional persons with disabilities
- whether provision of support for a volunteer by an outside person/agency would increase agencies' willingness to consider placement of additional persons with disabilities
- agencies' willingness to participate in the focus group aspect of the assets inventory.

Sample Selection

The questionnaire was sent by fax to a compilation of mailing lists of the two volunteer centres in the Waterloo Region, the membership list of the Kitchener-Waterloo Association of Volunteer Administrators, and to additional contacts in the disability-serving network and the education network supplied by R.G.S.V. representatives from the Independent Living Centre, and the Waterloo Region District School Board.

The questionnaires were faxed to 192 community agencies.

THE RESULTS

Response Rate

Ninety-two completed fax-back questionnaires were received, 89 of which are included in the following analysis of representation. This was an excellent response rate (48 percent) for this type of survey instrument. Three responses arrived too late to be included in the following analysis, reducing the effective response rate to 46 percent.

Respondents by Sector

The survey sample was distributed among a spectrum of sectors, as follows:

- Social Services 31%
- Education 19%
- Health 18%
- Disability 12%
- Sports & Recreation 9%
- Arts & Culture 5%
- Childcare 1%
- Public Service 1%

- International Development 1%
- Employment Services 1%
- Fundraising 1%
- Seniors 1%

The profile of respondent agencies by sector closely resembled the cross section of not-for-profit agencies by sector in the larger community. (Only two anomalies surfaced. There was a higher response rate from sports and recreation organizations and a lower response rate from agencies serving seniors than might have been predicted, given their numbers on the original survey list.) This, in addition to the large response rate, inspires confidence that the survey results were reasonably valid.

Respondents by Size of Volunteer Program

Almost one-third (29 percent) of respondent agencies operated relatively small volunteer programs that involved fewer than 25 volunteers active at any given time. One-quarter (25 percent) of respondent agencies involved between 50 and 100 volunteers at a time. Another one-third (31 percent) operated large programs that had more than 100 volunteers.

THE FINDINGS

Involvement of Volunteers with Disabilities

One of the essential areas of inquiry in the community survey was to determine roughly what proportion of agencies in the Waterloo Region typically involve volunteers who have a disability. The somewhat surprising finding was that 76 (85 percent) of the responding agencies at some time during the past year involved volunteers who have a disability. This finding must be viewed with caution. However, as it cannot be assumed that the same percentage of *all* volunteer-based organizations in the survey community fit this profile. It is probable that organizations which engage in supported volunteering were more likely to respond to the questionnaire than were organizations which do not. Nevertheless, it is encouraging to find that at least 76 agencies in the region were open to involvement of persons with disabilities in their volunteer programs during the year before the study.

Number of Volunteers with Disabilities

Respondents were asked to indicate how many persons with a disability were active as volunteers in their program in the last year. Thirty-nine (58 percent) of the 67 responding agencies had involved from one to five volunteers having some form of disability, 16 (24 percent) had involved between six and 10 such volunteers, 11 (17 percent) had involved between 11 and 50, and more than 100 volunteers with some form of disability had been active in one agency (1 percent). It is clear from the data that the majority (82 percent) of organizations in this sample involve small numbers of volunteers who have disabilities, but it should be kept in mind that 45 percent of responding agencies involved no more than 50 volunteers in total.

Types of Disability

The questionnaire asked respondents to indicate the kind of disabilities their volunteers experienced. Nine types of disabilities were listed on the questionnaire plus an "other" category. The nine types were not defined with the assumption that respondents would self-select based on their understanding of the disabilities listed.

The two most prevalent types of disability noted by respondents were developmental disability (24 percent) and mobility impairment (22 percent). The next most prevalent disability types were intellectual (10 percent), learning (10 percent), hearing (10 percent) and mental health (9 percent). Less prevalent were disabilities in dexterity, speech and visual impairment (a combined total of 12 percent). In the "other" category, accounting for 12 percent of all disabilities reported, were autism, back injury, cerebral palsy, epilepsy, lung disease, Parkinson's disease, severe allergies, and stroke recovery.

Distribution of Disability Types Among Agencies

In answer to the question whether volunteers with certain types of disabilities are clustered in specific agencies, the data revealed that volunteers with various types of disability were remarkably well distributed across a wide range of agencies. For example, 41 agencies involved one or more volunteers who had mobility impairment, and 34 agencies had volunteers with a developmental disability. This was typical of all the disabilities reported — there was a wide distribution of disability types among the respondent organizations, with the exception, of course, of those disabilities experienced by very small numbers of volunteers represented in this sample.

How Are Volunteers Recruited?

Of the 75 respondents who answered a question about recruitment of volunteers with disabilities, 80 percent reported they did not actively recruit persons who have a disability, while 20 percent said they did actively recruit persons who have a disability. This research indicates that, for this sample at least, supported volunteering is not deliberately created or sustained, and one is led to speculate how many more volunteers with disabilities might become involved if placement agencies engaged in active outreach and affirmative action efforts.

Do Volunteers Receive Needed Support?

Responses to the question, "Have any of the persons with disabilities that have volunteered with you needed to have someone working with them to provide support to them while they volunteered?," indicated that one-third of all volunteers with a disability needed no additional support to conduct their volunteer work. Two-thirds of the active volunteers with disabilities did require someone to provide support while they volunteered.

The source of support varied. In 45 percent of the instances, support was provided by the agency in which the volunteer was involved. Support was provided by another agency in 40 percent of the cases. In 15 percent of the cases, support was given by volunteers' parents, persons engaged by volunteers themselves, or by an insurance company.

Have Special Accommodations Been Necessary?

Considered to be an important discovery in this research, a small majority of responding agencies (52 percent) stated that no special accommodations were required in order to involve successfully those volunteers with a disability. The remainder (48 percent) had to make some form of accommodation.

Respondents listed a wide range of types of accommodations. The two accommodations most frequently cited were "modify or limit demands of position and/or carefully select a position that supplies appropriate demands," and "allocate additional staff supervision to support volunteer(s)." A number of modifications were required for volunteers using a wheelchair, for example, provision of special chairs, installing opening devices on doors, provision of a ramp, and renovation of a washroom.

Other accommodations mentioned in the responses included:

- rearrangement of furniture and equipment
- provision of transportation assistance or costs
- extra training
- permission for volunteer to work alone if preferred
- provision of counseling on life issues
- assignment of another volunteer for support
- alteration of seating arrangements to facilitate hearing
- provision of a larger [monitor] screen and larger print
- modification of work hours
- extra clarification of work assignments
- special patience
- telephone head set
- material on tape

Openness to Future Involvement of Volunteers

Sample agencies were asked if they would consider future placement of additional volunteers with disabilities. The vast majority of respondents (92 percent) said they would. Consideration was not significantly stronger if additional support were promised. The most common caveat was "if suitable positions are available and the matching process of volunteer to placement needs meets normally careful standards."

Interestingly, of the 8 percent of organizations that said they would not take additional volunteers who have disabilities, some already involve volunteers who have disabilities, but are at their limit. Remarkably, only 2 percent of the entire sample appeared to be unwilling under any circumstance to consider the involvement of persons who have disabilities as volunteers in their programs. Clearly, there is great potential for expansion in supported volunteering among the sample agencies.

Concluding Observations

- A cross section of the 197 not-for-profit agencies responded to the survey.
- The response rate was excellent.
- Supported volunteering is widely existent in the Waterloo Region.
- There is a broad range in kinds of disabilities represented among the volunteers reported in the sample.
- The various disabilities were evenly dispersed across agencies; there was no "pocketing" or "clustering."
- Involvement of supported volunteers was not a deliberate aspect of volunteer programs. It appears that if persons with a disability find their way to a placement agency, organizations can integrate them. Agencies have not, however, made deliberate attempts to be inclusive or to reach out to this valuable labor pool.
- The survey data does not speak to the experience of prospective volunteers, for example, what efforts have been required by them to locate suitable placements, or what proportion of them might seek but never find volunteer work in their community.
- Involving persons with disabilities as volunteers does not necessarily have to be costly. In over one-half of the cases reported, no special accommodations were necessary. This is an important finding at a time when many managers of volunteer programs are pressured to involve more volunteers, with fewer resources available to do so.
- There is great potential in agencies' willingness to consider future placements, and there was no indication of need for significant additional supports to volunteers.
- Three important questions stand out: (1) What does the experience of supported volunteers look like from the perspective of the volunteers themselves? (2) Since more prospective individuals who have a disability are coming forward to seek volunteer involvement, what would it take to encourage organizations to actually involve the additional volunteers they said they would be willing to place? (3) How many other agencies that did not respond might be encouraged to become involved in supported volunteerism?
- Though there was no available baseline for comparison, some data was surprising: the high percentage of agencies that responded; the even distribution of disability types across responding agencies; and the extent of openness to future involvement of persons with disabilities.

While the survey data is interesting in absolute terms, it would have greater value if it could be compared to data collected in other locations using the same survey design. The R.G.S.V. encourages other communities to replicate the survey and will offer every possible form of cooperation to those that are interested in doing so.

GETTING STARTED

Community groups or persons wishing to look into the possibility of creating a supported volunteer project might start by consulting a volunteer centre if one exists in their local community. Volunteer centres are mandated to assist citizens in finding appropriate and satisfying volunteer placements. If there is no volunteer centre or similar organization, it might be possible to locate a nearby organization that already provides opportunities for supported volunteers. The search might well begin by contacting disability-service agencies to see whether they know of the existence of supported volunteering anywhere in the community, or if not, whether they would be interested in initiating a project.

The project described in this article was probably unique because agencies which serve people with disabilities initiated the project (in cooperation with their local volunteer centres). They did so because a client who had a disability sought, but could not find, volunteer work in her local community. The parents of the client advocated with the disability-service agency with which their daughter was connected. The agency recognized that volunteering could be helpful to the client, and that assistance and encouragement to enable her to volunteer would be consistent with their existing services.

Promoting involvement in volunteer work is a natural "fit" with other services provided by disability-service organizations that often help clients develop job and social skills, make contacts and demonstrate abilities, build confidence and self-esteem, and in general, help clients integrate more fully into mainstream community life. There is ample demonstration that these same benefits flow regularly to volunteers from their volunteer work. The founding agency in the "Opportunities for All" project soon discovered that other disability-service agencies were also interested in the concept of making volunteering more accessible, and from there the project took shape.

This kind of consciousness about the usefulness of volunteering to persons with disabilities and for other marginalized or "disadvantaged" populations is not widespread among organizations in the disability-service community. While the benefits received by volunteers are well-known within the circle of volunteerism-promoting agencies, that is not the case in the wider circle of community and human service agencies. An important first step in the initiation of supported volunteering, therefore, is the cultivation of such consciousness.

For more information about the study, or the Resource Group for Supported Volunteering, contact: Diane Boston-Nyp, "Opportunities for All Project," Independent Living Centre, 3400 King Street East, Kitchener ON W2A 4B2, Canada.

ENDNOTE

[1]Formally known as The Regional Municipality of Waterloo, The Waterloo Region, located 100 kilometers west of Toronto, comprises the cities of Waterloo, Kitchener and Cambridge, plus several towns and rural areas. The population of the region in 1998 was 418,000, representing 155,590 households.

ABSTRACT

Choosing to offer volunteer opportunities to a broader spectrum of the community, including those people with disabilities, provides unique experiences, challenges, and benefits to the volunteer director, agency staff, and to the volunteers themselves. A review of the program, the management style, and good planning will facilitate success in including people of all abilities in the volunteer program.

Volunteerism—Opportunities for Everyone

Diane L. Leipper

INTRODUCTION

Volunteer programs have traditionally offered individuals an opportunity to become involved in a cause or program that is important to them. Volunteering can build team work and leadership skills. It can facilitate the exploration of options that may not be otherwise available. Opportunities may be found that can lead to personally satisfying endeavors, career changes or paid employment. Volunteering provides the chance to work with people from a variety of backgrounds, educational experiences, and age groups—factors that can increase a person's involvement in the community. A positive volunteer experience can be an important contribution to a sense of self worth, and can enhance self-confidence and provide a feeling of accomplishment. For people dealing with physical or mental challenges, the opportunities provided by volunteer experience can be especially important.

The experiences of involving special needs volunteers described here took place in the early 1990s while managing a volunteer program in a medical center. This organization had the potential to be an ideal setting to involve many segments of the community. The ideas and procedures developed in this setting can assist other community organizations to benefit from the service of a diverse pool of potential volunteers.

A comment frequently heard from people with special needs was that volunteer service was one of the few occasions they had to be involved with people other than those with similar disabilities. They looked forward to being part of a larger and more varied group and to trying new things.

KEY CONSIDERATIONS

Attitudes

When considering whether to expand volunteer opportunities to include those with special needs, prior consideration of the issues and potential challenges or barriers is necessary. The most important revolve around what are often referred to as "people issues." These include the feelings, perceptions, concerns, attitudes, and personal philosophies of the volunteer manager. How other staff and volunteers feel about working with people with disabilities will be influenced by how the volunteer director interacts with them. Including the staff and other volunteers in the process of promoting participation of special needs volunteers enhances cooperation and teamwork and helps to ensure success.

Diane L. Leipper, has over 20 years of experience in volunteer management for youth services, health care organizations, and crisis and disaster programs. She has been a program director, a trainer, a board member, and a volunteer for a variety of non-profit organizations. As a partner in Leipper Management Group, she has provided management consulting and training to various volunteer programs and organizations. Diane has been a member of the Association for Volunteer Administration since the early 1980s and is also a member of the International Association for Volunteer Effort.

While time spent can be considered either a cost or an investment, time spent developing volunteers is an investment. The efforts to develop capable volunteers provide returns to the program, to the organization, to the individual volunteer, and the community at large. This investment encourages committed volunteers to continue to provide valuable service to the organization. The volunteer gains personal benefits and satisfaction from their efforts.

The medical center volunteer program proved that the actual time it takes to work with special needs volunteers was really no more than it was to work with other groups. It was another part of the volunteer manager's job and part of the daily routine. The volunteer program included a variety of education and job training programs (JOIN, university students, state social services, etc.). Each one required somewhat different documentation, procedures, and record keeping. Yet, each one included consultations with program facilitators and individualized supervision. Good planning and additional effort in the beginning often paid off by creating programs that practically ran themselves.

Facilities and Resources

Assessment of the physical facilities, available equipment, and job resources of the organization must be made to determine appropriateness for the varying ability levels of volunteers. The U.S. Americans with Disabilities Act requires that public buildings be accessible to people with disabilities. Having special needs volunteers in a building on a regular basis creates challenges not encountered by occasional visitors to the facility. Often, with a little creativity and experimentation, a good solution to these challenges will be found that does not require major expense or renovation.

> *A woman who wanted to volunteer and learn some basic computer skills provides an example of using available resources. She had suffered a head injury and had some problems with manual dexterity. The only available computer was an outdated and unused one. A work space was found and the computer was set up. Training in basic operations was provided. This machine enabled her to work at her own pace and develop skills at her own comfort level. The computer had some quirks which she soon figured out how to work around. As she gained confidence, she expanded into new projects and became creative in making the machine do what she wanted. The work she did was a real asset to the volunteer department. She loved the fact that it was "her" machine, that she could experiment with it, and that she could produce useful results.*

PITFALLS

Patronizing behavior and tokenism can undermine even the best laid plans. Everyone wants to be recognized for their accomplishments, but the basis for that recognition can make the difference between a sincere and meaningful acknowledgement and one that is superficial and detrimental rather than beneficial. For example, one wheelchair-bound volunteer was involved in several community projects. She was embarrassed by many of the recognitions she received because she believed that the primary reason she was recognized was because she was in a wheelchair, not because of the service she had provided.

On several occasions requests were made to the volunteer program manager to provide volunteers based on what they represented, rather than the service they provided or their ability or interest in a proposed project. This insidious form of patronizing behavior can lead to resentment, can create barriers, and may cause problems within the entire volunteer population. "People are proud if they have done something to be proud of—otherwise it is false pride and destructive. People have a sense of accomplishment only

if they have accomplished something. They feel important if their work is important" (Drucker, 1982).

> *A local service club asked for a speaker to talk about volunteering in the medical center. A young man, who had suffered a head injury, was asked if he would like this opportunity. He had never been asked to do anything like this before and was very nervous about speaking in front of people. At the same time, he was also excited. He spent a lot of time working on what he was going to say. His presentation went very well. He spoke some about his disability, but the focus was on the work he did and what it meant to him. People asked him questions and applauded his presentation. He was so thrilled to have done something he didn't think he could do, he talked about it all the way back to the medical center and for days afterward. For him, this was a recognition that his volunteer efforts were valuable. It was also a personal achievement knowing that he could succeed at something he had never tried before.*

This example illustrates that the skills of the volunteer manager in selecting the right volunteer to do a task is crucial. Choosing the wrong person for the assignment could have been a disaster. Not understanding or supporting this person might have resulted in failure and frustration for the volunteer.

LAYING THE FOUNDATION

There are many factors that assist in providing successful placement for special needs volunteers. Some of the more important include program focus, teamwork, consistency, shared expectations, support, communication, and the skills and abilities of the volunteer manager.

Focus on the Individual

The volunteer program focused on the person, not the disability. The premise is that everyone is special and unique in his or her own way. When interviewed for a volunteer position, the individual was asked questions to determine his or her interests, what he or she wanted to do, and how much time he or she wished to volunteer. Ways were then found to meet these needs while accomplishing the defined goals of the organization.

Teamwork

Through the leadership of the volunteer manager, all of the volunteers and staff worked together as a team. The support of the volunteers and their willingness to accept and assist each other was a major factor in the success of the program. For example, although specially trained volunteers were responsible for the majority of the orientation of new volunteers, everyone was part of the process. The more experienced volunteers helped the newer ones find their way around and explained the medical center policies and procedures. In working with the newer volunteers, the experienced volunteers gained additional insight into the abilities and uncertainties of the newer volunteers. This teamwork enabled the volunteer manager to address potential problems before they became noticeable. By working together, the success of placing volunteers in a permanent assignment was enhanced.

Collaboration was important in a situation involving a new volunteer who came to her first day of training with her best friend. The friend had not attended orientation, and the trainer asked the volunteer manager what to do about the friend. The new volunteer was uncomfortable about not speaking English well and was nervous about being by herself. She felt more comfortable with her friend participating in the training. After the volunteer manager, the trainer and the two friends discussed the situation, it was decided that both friends would continue the first day of training and later, orientation would be provided for the one who had missed it. The result was two great new volunteers

instead of one. Although the first one wanted to volunteer away from people because of her lack of confidence in her language skills, they both ended up participating in health fairs and other activities where their multiple language skills made them valuable assets.

Consistency in Program Parameters

All volunteers, regardless of background, physical capabilities, age, or other factors, followed the same basic process to become a volunteer. Some modifications, such as shortened tours of the facility, orientation in shorter segments, or more targeted training, were made to accommodate certain limitations or specific requirements. All volunteers were held accountable for adherence to core requirements such as health clearance, dress code, confidentiality, and other standard policies.

Shared Expectations

The orientation and training process provided ample time for new volunteers to understand the policies, procedures, and expectations of the volunteer program and the organization. It gave the new volunteer numerous opportunities to clarify his or her goals, needs, and expectations. Open, frequent, and varied communications helped ensure everyone was working together toward common goals. Everyone understood that they were expected to provide a high quality of service to the medical center and to perform to his or her best ability.

Partnerships with Local Services and Organizations

Partnerships with services and organizations in the community that provide assistance in the areas of social work, counseling, and rehabilitation played an important role in placement of special needs volunteers. Staff from these organizations are often very willing to assist in assessment, placement, training and evaluation. Many times counselors came to the medical center to work with the volunteer and the staff of the department or area where the volunteer was placed. They assisted the volunteer in learning the job and contributed to a cooperative work environment for the volunteer and staff.

Communications with Staff

Presentations at meetings and conversations with individuals helped build the support of the administration and staff for the volunteer program overall. Staff provided training and direction to volunteers working in their departments. A significant concern of staff was that volunteers would be "dumped" on them. When staff realized the volunteer program would give serious consideration to their needs and would continually monitor placements, they became much more enthusiastic. Over time, department staff and volunteers formed a more cohesive team and required less and less intervention from the volunteer program manager.

Involvement of a Professional Volunteer Manager

Professional education and experience in volunteer management provides the leadership and management skills needed to create a successful program. An education in social work or a related field affords an understanding of accepted standards of human behavior and a knowledge of describing, measuring, and reporting program effectiveness. Experience working with people in a variety of settings encourages adaptability and flexibility. Involvement in professional volunteer management associations provides opportunities for networking with peers. Taking advantage of the training opportunities and learning experiences offered by professional associations enhances skills and provides exposure to current knowledge, trends, and ideas.

Leadership, team building, negotiation, delegation, interpersonal and coaching skills all play vital roles in the development and maintenance of volunteer programs. An understanding of regulatory

and policy issues, in particular as they pertain to volunteers, provide a foundation that minimizes potential risk for the program, the organization, and the volunteers. An awareness of the unique aspects of managing volunteer programs enhances effectiveness and increases the satisfaction of all participants.

INVITATION TO SERVICE

Anyone interested in volunteering at the medical center was invited to an interview. If the person understood and agreed with the basic premises of the program, he or she was invited to attend an orientation. The only expectations that had to be met were that anyone who wished to volunteer must have transportation to the facility, be able to get around the facility on his or her own, and be able to manage personal necessities such as eating and using the restroom. The mission was to provide service to the patients and clients of the medical center, so the energies and efforts of all volunteers had to focus on fulfilling that mission.

The volunteer program included people with wide variations in skills and physical ability levels. Some volunteers had cerebral palsy, scoliosis, Parkinson's disease, and severe arthritis; others had suffered head injuries, and some had limitations due to back injuries or illnesses. The program included a volunteer with Down's syndrome and one who suffered from multiple personality disorder. Some used wheelchairs, one was blind, and others had speech difficulties, limited manual dexterity, learning disabilities, psychological/emotional difficulties, or chronic medical conditions.

During interviews, special needs volunteers were asked what they wanted to do. Many didn't know how to respond to this question and didn't have any idea about what they wanted to do. With experience, it was discovered that these volunteers had seldom been asked what they would like to do. Instead, they were most often told what they could do. They were surprised that someone wanted their opinion. When they discovered that there was a willingness to try to adapt a job that interested them to their abilities, they were enthusiastic, and even provided ideas that helped create a good placement. When people have input into the jobs they do, whether as volunteers or as employees, there is increased productivity and satisfaction. This certainly applies to special needs volunteers.

PLACEMENT CONSIDERATIONS

The motivation of a volunteer to do a task to the best of his or her ability is greatly influenced by his or her interest in the task and the challenges it provides. "A volunteer will move away from an assignment if he is belittled or made to feel inadequate" (Morrison, 1983). The volunteer manager must be aware of issues that can negatively impact motivation. They include:

- Making assumptions about the tasks a volunteer will be interested in or what he or she may be capable of doing because of apparent limitations.
- Ignoring a volunteer's interest in a job for one which is more conveniently available.
- Trying too hard to be helpful. Providing too much or inappropriate assistance can discourage efforts to overcome challenges. It can undermine self worth and stifle opportunities for personal growth and satisfaction that comes with achieving success.
- Unwillingness to modify or adapt a task of interest to the volunteer. The reasons often are because of the perception that it would take too much time, cost money, or the attitude that this constitutes rehabilitation services which are not part of the focus of the organization.

These issues can show up in a variety of ways. They create dissatisfaction and poor performance and seem to be especially prevalent when working with special needs volunteers.

A volunteer with visual impairment wanted to run errands throughout the entire facility. During her initial tour, she was coached by her counselor in how to find her way around. Her first errand on her own concerned other volunteers. When she bumped into the door, they wanted to run and open it for her. They were asked to stay back and let her figure it out herself. Many of the volunteers assumed she would get lost or run into something and wanted to follow her to help out if needed. When she returned after successfully completing the errand, everyone had learned important lessons about jumping to conclusions, the importance of allowing for experimentation and learning from mistakes.

Work Environment

Socialization is a primary motivation for many volunteers. The physical environment in which the volunteer works is crucial to socialization and in turn, job satisfaction. In some programs, specific groups of volunteers are provided work areas separate from the general volunteer population. Although some tasks or people may require separate space, it is clear that the greater the opportunity for interaction among the entire volunteer population, the more beneficial it is for everyone. Isolating people can increase a sense of not belonging, and can inhibit assimilation into the volunteer team.

Setting up various projects in different parts of a large room encouraged involvement from others not specifically assigned to the project. In some cases, it provided the opportunity for the volunteer doing the project to teach other volunteers. Support from the group increased enthusiasm about trying new things, and working together facilitated the awareness of each individual's ability to contribute meaningfully to the organization.

A volunteer with speech impairment gained numerous benefits from working in an environment with other volunteers. When he first started, he rarely said more than two words in his four-hour shift. After several months, he became much more verbal and even laughed and joked with the other volunteers. He also took more pride in the task he was doing. The quality of his work and his productivity increased.

Defining the Task

Creativity, openness, and support are crucial to the placement of volunteers with special needs. "To make the worker 'achieve' demands that managers look upon labor as a resource rather than a problem, a cost, or an enemy to be cowed. It demands that managers accept responsibility for making human strengths effective" (Drucker, 1983). A volunteer manager has the responsibility of assessing the non-paid human resources in the organization and matching them appropriately to tasks in a way that will enhance the work of the organization while providing a satisfying experience to the volunteer and to any staff or clients involved.

To make a productive and satisfying placement, creativity is needed to analyze tasks that need to be done and determine the best method for accomplishing those tasks. "Work analysis does not begin with identifying operations. It begins with defining the desired end product" (Drucker, 1983). When thinking about a placement for a volunteer, consider the ultimate goal of that placement and use creativity to find a variety of ways that the goal can be achieved. The product is a service to the organization and to the growth of each volunteer.

SUCCESSFUL PLACEMENTS

Successful placements for volunteers are not accidental. They are the result of careful planning, attention to details, and awareness of the needs and motivations of each individual. A successful placement starts with the very first contact between a potential volunteer and the

organization. The training process is especially important in the establishment of a long-term, successful placement. Careful attention was paid to linking new volunteers with specific trainers. Matching a trainer's personality and training style with the volunteer increased effectiveness, created a better rapport, and established a stronger bond with the organization.

Some successful placements included:

- A wheelchair-bound volunteer with limited manual dexterity worked three days per week, four hours per day in Central Processing. She put materials together in plastic bags and put labels on them. She also did other miscellaneous errands.
- Two wheelchair-bound volunteers, specially trained by the Senior Center Insurance Counselor, visited with senior patients and provided information on insurance, Medicare, and other programs.
- A volunteer who had suffered a head injury, was in a wheelchair, had limited manual dexterity, and had a speech impairment worked in the day care center with three- to five- year-old children. He helped with activities, prepared lunch, and put mats down for naps.
- A blind volunteer worked in a new program in the pediatrics unit. Duties included assisting with play therapy and providing comfort to the patients. She also worked in the volunteer service room and delivered medical records and flowers and took wheelchairs to admitting.
- Other wheelchair-bound volunteers delivered medical records, transported small equipment and supplies, answered the telephone, and helped with special projects.

Volunteers with disabilities were also involved in numerous special projects, events, and one-time service requests. They assisted at health fairs by registering participants, helping with testing procedures and running errands. Special needs volunteers worked with other volunteers to act as greeters at special events. They performed clerical duties such as assembling information packets, collating manuals and labeling. They also assisted with a variety of computer-related projects, including documenting volunteer hours, entering survey information and word processing.

All opportunities for volunteers were open to any active volunteer regardless of individual differences. The determining factors were the requirements of the job, who was interested in doing it and how it would be completed successfully.

The medical center staff's willingness to work with the volunteer program was a major factor in providing challenging and meaningful placements. Most importantly, the entire volunteer population supported the philosophy of enabling volunteers of all ability levels to provide services to the patients and clients of the organization.

When the program began to involve people with special needs, a question that was often posed by other volunteers and staff was "What can that person do? They can't do... " As more special needs volunteers became active members of the program, these questions became less frequent. As the volunteer team became more inclusive, the differences became less visible. An illustration of this occurred when a group of volunteers was discussing a project that involved mobility. They had forgotten that one of the group members was in a wheelchair. When they realized it, they automatically found a way around the wheelchair constraints so that the whole group could be included in the project.

SPECIAL PROJECTS PROGRAM

Taking advantage of opportunities that arise unexpectedly can be beneficial. When a potential new volunteer with a background in special education wanted to utilize her experience in the volunteer program, this interest resulted in the Spe-

cial Projects Program (SPP). The focus of this program was to assess potential tasks based on the specific physical, mental, and skill requirements. Tasks were also assessed on the amount of supervision needed, the availability of the physical resources necessary to accomplish the task, and the tenure of the assignment. This information was then used in placing the appropriate volunteer. An assessment tool for volunteers was developed based on the job requirement section of the facility's employee application. A memo was sent to various department managers which introduced the SPP volunteer coordinator and provided an overview of the program.

The SPP coordinator set up appointments with department managers to discuss tasks which might be appropriate for volunteers. The assessment tool was used to define the requirements for the task. With this information, a list of tasks was prepared so that the skills and abilities of individual volunteers could be matched to the tasks. When an interested volunteer was found, the SPP volunteer would make arrangements for an introduction and then assist the new volunteer in learning the job. The hands-on approach of the Special Projects Program, working directly with the staff and providing support for volunteers, was instrumental in its success. This approach enabled continuous monitoring of progress and resolution of problems before they became significant.

PROBLEM RESOLUTION

Concerns that arise when involving special needs volunteers, although sometimes different from those encountered in the general volunteer population, were no more frequent. Differences in expectations, lack of understanding or the need for clarification of policies, and behavior inappropriate for the volunteer program, were common causes of problems that could effect any volunteer.

Out of approximately 100 special needs volunteers involved with the program over a five-year period, only two had to be dismissed from volunteer service. Difficulties that were resolved included: a wheelchair bound volunteer who didn't want to use a catheter, but expected other volunteers to assist her in the restroom; an individual who had difficulty eating and would sometimes eat too fast and spit up his food; a volunteer who had occasional emotional outbursts because of difficulty with medications; and several who had personal grooming habits that were offensive.

When dealing with undesirable behavior, it is always best to be honest, factual and open to discussion. Devising pretenses to exclude the volunteer and then filling the job with someone else is insincere and benefits no one. A "problem" volunteer usually knows there is something wrong, but may not know what the problem is or how to improve. Dismissing that person without at least trying to discuss the issues involved can create more confusion and resentment. People who may have already experienced other rejections, may find dismissal from a volunteer job devastating. If the need to dismiss any volunteer arises, the basic rules such as good documentation and well-defined procedures always apply.

When a volunteer does not seem to fit in, this can be seen as an opportunity for introspective review of program practices. What could have been done to prevent or reduce the problems? Could better planning, more training or closer supervision have made a difference? Are there options that were not considered? Are there preconceptions that may have influenced the situation? Was an important behavioral signal missed or misinterpreted? Differences in values and expectations that are often the basis of problems involve more than an individual. Eliminating the individual will not solve the problem and will not benefit the program if the underlying factors are not considered. An honest look at the program and its management are an integral part of problem resolution.

THOUGHTS AND CONSIDERATIONS

The program described in this article was developed by a volunteer manager who strived to support the ethical values expressed in the *Statement of Professional Ethics in Volunteer Administration* published by the Association for Volunteer Administration (AVA). Over time, volunteer managers can include people with disabilities in the volunteer program, using resources available in almost any setting or size of organization.

Resources

Resources available for this program were limited. The values and philosophy of the volunteer manager and the strong belief that people with disabilities had something to offer and could be productive volunteers enabled effective use of the few available resources. Patience, perseverance, and a willingness to overcome the "resistant attitudes and perceptions on the part of co-workers and top management," (AVA, 1999) and to think outside the box also helped. In this setting, planning combined with efforts to make the most of what was available achieved results that might be considered ideal, but are also attainable by other volunteer program leaders.

The volunteer manager in this particular situation worked a standard 40-hour week, had one small office, had no additional paid staff support, no outside funding and no budget. She managed a program with close to 400 volunteers recruited from the community at large, several educational institutions and social service programs. These volunteers provided services in over 60 areas or programs. The medical center in which this program was developed did not provide any additional space or resources for these volunteers. For instance, computers acquired for special needs volunteers were generally old and discarded. When space was needed, it was squeezed out of corners, hallways, the volunteer manager's office and temporarily unoccupied offices.

Outside resources were developed over time. Most of the people with disabilities who came to volunteer at the medical center were associated with other community resources such as an independent living center or rehabilitation facilities. Part of the rehabilitation process often included involvement in community and work experience opportunities. When counselors found a program willing to accept and work with their clients, they were eager to help. There seemed to be very few organizations or businesses that would work with them, and they were desperate for good opportunities for their clients.

Building Support

When the volunteer program began incorporating special needs volunteers who became more visible in the organization, there were many concerns. Lack of support, and even resistance, by the administration, the staff and also the volunteer manager's supervisor created hurdles which had to be overcome. Other volunteers were hesitant and at first tended to avoid or exclude volunteers with disabilities. Concerns included the image created by having people with disabilities visible to patients and clients on a regular basis and the possibility of dealing with uncomfortable or personal issues. Oddly enough, concern over potential liability and policy issues was minimal. It often seemed administration preferred that the special needs volunteers work out of sight. The only time administration seemed interested was when they wanted to showcase people with disabilities for some publicity event.

Relationships and trust among volunteers and staff members developed over time and enabled the volunteer manager to encourage more placements of volunteers with disabilities. In the beginning, support was built slowly with a few staff. Eventually, the volunteer program received recognition from the rehabilitation department for its work with people with disabilities.

A belief in the responsibility of a volunteer administrator to "...create a social climate through which human needs can be met and human values enhanced" (AVA, 1999) is crucial to overcoming obstacles such as lack of resources and staff resistance. Over time and through successful examples, staff became more willing to work with special needs volunteers. As positive results became more evident, it was easier to get necessary resources. As people began to see special needs volunteers as individuals, rather than a disability, they became more supportive and willing to get involved. As community services organizations which worked with people with disabilities became aware of the positive changes in certain individuals, they referred more clients as potential volunteers, and service agency staff and counselors were more willing to assist.

"Some problems cannot be solved by money but rather by people" (AVA, 1999). Sometimes there is a tendency to think that starting any new project or program needs to involve a great deal of time, a large grant, new equipment or extra supplies. Yet, often the best results come from humble beginnings. Involving special needs people in a volunteer program requires two basic components: a committed volunteer manager who is willing to learn, try something new, and take things one step at a time, and a person with special needs who wants to volunteer. There are no other requirements or limits. As with any volunteer program, it is important that the program fills a need, supports the mission of the organization, suits the size of the organization, and fits in with the capabilities and resources of the volunteer director and other staff.

CONCLUSION

When trying to develop a similar program involving volunteers with special needs:

- Think about the mission of the organization and how different individuals can support that mission in a variety of different ways.
- Determine the reasons for incorporating special needs volunteers in the program. Be honest. If it is just to promote the image of equal service and opportunity, that will be short-sighted.
- Review preconceptions, attitudes, and behaviors. Be honest about discomforts and uncertainties.
- Determine the commitment needed in terms of time, energy, and the physical resources of the organization.
- Be aware of the need to develop positive working relationships with other staff and administration, and increasing outside support over a long period of time.
- Start slow. Build upon successes.
- Work within the resources available.
- When considering a specific special needs person for a volunteer position, focus on what the person is able to do and build a job around those abilities.
- Deal with problems and concerns immediately in a constructive manner.
- Develop a program with self-governance in mind. For example, create partnerships among volunteers where each one helps the other get the job done. Create management-type positions that utilize the skills and capabilities of appropriate volunteers to train, supervise, and assist special needs volunteers.
- Ask for advice, suggestions and ideas from peers, administration, other staff, community contacts involved with people with disabilities, and most of all, from the special needs volunteers themselves. Listen to this advice with an open mind and optimistic attitude.

Everyone, including the volunteer manager, can receive great rewards from working with special needs volunteers. The experience of working with this population reinforces the necessity of sound planning. A willingness to invest the effort needed in the initial phases of the volunteer experience to ensure a successful placement is also needed. The smile on

a volunteer's face, the change in attitude, the visible sense of accomplishment, and the positive and supportive reactions of other volunteers and staff make it all worthwhile. Keeping the focus on the person, not the disability, provides opportunities for the volunteer with special needs to grow as a unique individual.

> *A young man who had suffered a head injury had just such an opportunity for personal growth. He had some paralysis on one side, and mental limitations. When he started volunteering, he was rather defensive and uncooperative. His personal grooming habits left much to be desired. He would arrive in a dirty uniform with unkempt long, stringy hair. He often had body odor. If he didn't get his way, he would cause a disturbance in the cafeteria. Many of the other volunteers were not impressed and avoided him when possible. In consulting with him, observing his interactions with others, and listening to comments from other volunteers, it became apparent that some of the problems stemmed from others excusing his appearance because of his disability. Therefore, he did not see the need to put much effort into personal grooming. Instead of firing him, options were tried and consultations continued. One day he came in with a new pair of pants and a very clean uniform. He had cut and washed his hair. Other volunteers noticed and complimented him on how he looked and talked with him. He was smiling from ear to ear. He seemed to rediscover pride in himself, in what he was capable of accomplishing, and in his ability to be a contributing and accepted member of the volunteer team.*

For more information about involving people with special needs in volunteer programs, contact Diane Leipper at 775-972-5011 or leipper@attglobal.net.

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ABSTRACT

The idea of a generalized "intelligence quotient" has been challenged by scholars, including Howard Gardner of Harvard University. His book, Frames of Mind: The Theory of Multiple Intelligences, *proposes seven different kinds of intelligence, defining intelligence as a set of skills for problem solving and for identifying or creating problems. The seven he identifies and describes are: musical, linguistic, logical-mathematical, spatial, bodily-kinesthetic, interpersonal and intrapersonal. The concept has had considerable impact on the education of children, but very little on the training of adults. The following is a training design based on Gardner's theory and intended to equip trainers to incorporate an understanding of multiple ways of processing information into their own training designs.*

Different Kinds of Smart: Multiple Intelligences and the Training of Adults A Training Design

Nancy A. Gaston, CVA

Title of Workshop: Different Kinds of Smart: Multiple Intelligences and the Training of Adults

Group Type and Size: The workshop is intended as a "train-the-trainer" event. It is especially appropriate for those who design and present training for adult or mixed-age volunteers and for those who train staff-volunteer teams. The design is adaptable to almost any size group from about 10 persons to 50 or more, assuming the room and acoustics can accommodate the group.

Learning Objectives: Objectives include acquainting participants with the theory of multiple intelligences, exploring its applicability to the training of adults, experiencing and analyzing some training techniques engaging those intelligences, and exploring ways to use these techniques in designing and conducting training.

Time Required: The design is for a 90-minute workshop. Presenting it in a shorter time would be difficult. A two-hour workshop could include more complete presentations of the group projects that conclude the training.

Materials: Handouts (see Appendices), easel, flipchart, markers, overhead projector, masking tape, tape recorder/player, a small bell or whistle, and two audiotapes one of nature sounds, such as seashore or ocean and one of quiet instrumental Christmas music, such as George Winston on piano.

Physical Setting: The room needs to be large enough to leave space between working groups of about five persons. Set up chairs theater style; but chairs should be movable. Because the working groups can get fairly noisy, it is ideal to have solid walls separating the workshop from adjacent training areas.

Process:

Step One (10 minutes): As participants enter the room, they are handed copies of the opening exercise, (Appendix A). Each

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person is asked to enter into the activity immediately. After 10 minutes, the trainer sounds the whistle or rings the bell and asks participants to be seated.

Step Two (20 minutes): Participants are given two handouts, (Appendices B and C). The trainer presents the following brief lecture, referring to the handouts as indicated:

"For centuries, people characterized others as smart, intelligent, bright—or dumb, slow, stupid —without any real standards or measurements to support their judgments. Then, in the early 1900s, the psychometric approach was developed, based on the assumption that human intelligence could be measured. A Frenchman, Alfred Binet, led the way and developed what became an almost universal instrument in Western cultures. Virtually everyone with any formal education knew his or her intelligence quotient, or IQ, as measured by one form or another of the IQ test.

"In recent decades, IQ tests have been questioned and criticized, mostly for possible cultural bias. But Howard Gardner, professor at Harvard University, went deeper in his critique, postulating that we possess not one intelligence but several, only two of which are measured by standard intelligence tests."

Gardner characterizes an intelligence as a set of innate skills for problem solving and for identifying or creating problems. An intelligence: *(This list is shown by overhead projection.)*

Emerges early
Can be isolated by brain damage
Has a history
Is susceptible to being coded in a symbol system
Can be characterized as "know how"

"With those criteria, Gardner identified seven distinct intelligences, with no claim that the list is exhaustive. He has since postulated two more. The seven are: (Project handout as shown in Appendix B.)

"Let's look at each intelligence."

Linguistic: Do you see yourself here? Many trainers have high linguistic intelligence. One prodigy in this area was French writer Jean-Paul Sartre. By age five, he would listen intently to his parents' adult guests, and when they left, mimic their words, inflection, cadence and style almost perfectly.

Logical-Mathematical: This, along with linguistic intelligence, is measured by the standard IQ test. Mathematicians in academia tend to have their own "monastic niche." They find patterns, as opposed to pictures and colors, in their environments. They employ long lines of increasingly abstract reasoning rather than viewing the world in concrete terms.

Spatial: We tend to think of this method of processing as visual-spatial, but children blind from birth can possess this intelligence to a remarkable degree. They perceive the physical world accurately and can manipulate it in their minds.

Musical: No words are involved in the processing and composing of music. To utilize this intelligence is to think in musical sequences. It is the easiest intelligence to identify, even in infants. A musical prodigy will repeat complex melodies after hearing them just once, and compose complex musical works before he or she can read words.

Bodily-Kinesthetic: Mimes, athletes and actors have high bodily-kinesthetic intelligence. So do many computer whiz kids who dislike school but can take a watch or a telephone apart and reassemble it with ease. This intelligence is often denigrated in some cultures but is highly regarded in others with traditions of dance and precise ceremony.

Interpersonal: If you have high interpersonal intelligence, you probably enjoyed the opening exercise. You tend to be a

leader, and are bored if alone for too long. Odds are, you don't like to eat alone.

Intrapersonal: If this is a highly developed area for you, you're probably self-aware, self-disciplined, and know your own body well. You probably enjoy or would enjoy distance learning, a concept many people who are strong in the interpersonal area find unappealing.

"Now, take the paper from the opening exercise, and match the activity to the intelligence: *(In order—musical, bodily-kinesthetic, linguistic, spatial, intrapersonal, logical-mathematical, interpersonal.)*

"Everyone, unless he or she has suffered brain damage, possesses all of these intelligences, but not to equal degrees. We generally have a couple that are strongest, with a third we can use with a fair amount of ease. None is mutually exclusive, although either intra- or interpersonal intelligence will be much stronger than its counterpart.

"This is a fascinating theory, but how can we use it? Children's educators are well aware of the usefulness of the concepts. But those of us who teach and train adults have been pretty much unaware of multiple intelligences.

"Now that we know just enough about the theory to be dangerous, let's try applying it to a training design. Before we take a very brief break, I'm going divide you into groups of five. *(Trainer indicates who is in what group and where they should assemble).* Put your group's chairs in a circle, and then take two or three minutes to stretch and get a drink. *(Trainer places five copies of the handout labeled Appendix D on a chair in each group circle, and uses a bell or whistle to call participants back.)*

"Once I finish the instructions, would one person in each group please read the assignment aloud, and another person agree to record what the group does?

"Your earlier handouts, both the longer one we went over together and the shorter condensed version, can help you as you work. I'll let you know when your time is half over and when you have five minutes left. You may begin."

(Trainer puts tape of nature sounds in tape player and turns it on so that it is audible throughout the room, but not overwhelming. After 10 minutes, the trainer substitutes the tape of Christmas music, restarts the tape player, and announces that there are 10 minutes left. At the proper time, the trainer announces there are five minutes left, and then calls the groups back with a bell or whistle when the 20 minutes have elapsed.)

Participants work in groups, asking questions of the trainer as necessary. Meanwhile, the trainer writes the names of the seven intelligences, one per page, on the flip chart in this order: musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal, logical-mathematical, linguistic.

Step Three: (20 minutes) Trainer asks,

"Before we look at how your training design uses musical intelligence, let me ask you if you've been hearing any music." *(Typical responses: I blocked it out. It drove me nuts. I started daydreaming about the beach. I was soothed and focused by it. I was distracted. I kept trying to remember the names of the Christmas carols. Why were you playing Christmas music?)* You've just had a good demonstration of people using different intelligences to respond to an element in the training plan. Now, how does your training design utilize musical intelligence?" *(Record rapid-fire responses. Tear off page and have someone tape it to the wall. Proceed through the intelligences quickly, about three minutes for each one, but spending more time at the start of the list as these are the ones trainers usually ignore.)*

Step Four: (10 minutes) Trainer says:

"Now, if you're going to make use of insights and ideas, you'll need to so something about them as soon as you get home. Take a few minutes to write out an action plan—what you intend to do by what date and then break it down into steps. The first step should be done within the next two weeks. When you complete your plan, I'm going to ask you to

share it with one other person. That makes it a contract. Take just two or three minutes to jot down your plan. *(Trainer uses the bell or whistle after three minutes.)*

"Please turn to a neighbor, exchange outlines, and spend a minute or two explaining them." *(Trainer indicates when time is up, and thanks the group for participating fully and freely, assuming they did.)*

Variations: With a two-hour workshop rather than a 90-minute session, participants in each group of five could be asked to demonstrate part of their training design rather than just describing it rapidly.

APPENDIX A

Human Intelligence Hunt

Move around the room and find persons who can do the following things. For each item, find a different person. They must demonstrate the ability for you and then initial your paper.

1.____Whistle a few notes from "She'll Be Comin' Round the Mountain."

2.____Hop on one foot in a circle.

3.____Recite at least four lines from a poem that is not set to music.

4.____Draw a simple diagram explaining how an electric motor works.

5.____Briefly describe a dream you've had in the last two weeks.

6.____Complete this number sequence: 36, 42, 30, 36, 24, ______and explain your logic.

7.____Can honestly say that you enjoy this kind of exercise.

APPENDIX B

Different Kinds of Smart:
Multiple Intelligences and the Training of Adults
WHERE DO YOUR STRENGTHS LIE?

Linguistic:
Enjoy reading and being read to.
Speak well, with good vocabulary and feel for sentence structure.
Fond of word games and story-based computer games.
Like to tell jokes or make up stories.
Got into trouble in school for talking (and sometimes still do in meetings).
Have a good memory for jokes and stories, trivia, and odd words.
Imitate others' inflections, accents and phrasing.
Express anger verbally.

Logical-Mathematical:
Did well in math and science at school.
Do mental computations quickly.
See relationships or patterns in environment.
Are always asking how things work.
Enjoy strategy games; excel at brainteasers.
Are adept with a computer; gravitate to math-based computer games.
Conduct little experiments: "What will happen if I do this?"

Spatial:
Think in visual images, which are sometimes difficult to put into words.
Understand charts, maps and diagrams readily.
Like to doodle.
Enjoy art activities, visual memory games and drawing games.
Good at puzzles and mazes, and building models.
Like illustrated books and pictures with hidden images.
Learn well when material is presented visually.
Good at finding way around, even without written directions.

Musical:
Like to sing or listen to music.
Have a good memory for melodies and lyrics.
Can tell when something is off key.
Sensitive to environmental noises—rain, wind, bird songs, traffic noises.
Tap rhythmically or hum while working.

APPENDIX B cont'd

Bodily-Kinesthetic:
Excel at sports; enjoy physical activity.
Find it hard to sit still.
Tend to touch new objects.
Have good coordination; move gracefully.
Naturally mimic others' facial expressions or physical mannerisms.
Gesture while speaking.
Learn well through hands-on activities.
Have good fine-motor skills (needlework, putting small objects together)
Express anger physically.

Interpersonal:
Enjoy being with friends; like to talk on the phone.
Have a good sense of humor.
Adapt behavior easily to different environments.
Are a natural leader.
Sensitive to others' moods and feelings.
Belong to clubs, other organizations, and networks.
Do well in group projects.
Are often bored if alone for very long.

Intrapersonal:
Prefer to work alone.
Are strong willed.
Have a realistic sense of own strengths and weaknesses.
Are not unduly influenced by peers' opinions.
Express own thoughts and opinions well, sometimes after silent reflection.
Have a highly developed sense of personal morality.
Like solitary pastimes and non-team sports (running, swimming).
Keep a diary or journal.
Express interest in important life issues such as meaning of life, existence of afterlife.
Tend to withdraw when angry or hurt.

Assembled/compiled by Nancy A. Gaston, CVA

Based on the book, *Frames of Mind: The Theory of Multiple Intelligences* by Howard Gardner (Harper/Collins, 1993).

APPENDIX C

Seven Ways of Learning
(Also Referred to as Multiple Intelligences)

Word Smart* (Linguistic)
Read about it, write about it, talk about it, listen to it.**

Learn through: verbal presentations, large/small group discussions, books, worksheets, writing activities, word games, research, reports, storytelling, research, publishing newsletter, using computer (word processing), journal writing, choral reading, debates.

Number Smart (Logical-Mathematical)
Quantify it, conceptualize it, think critically about it.

Learn through: classifying or categorizing subject matter, logical puzzles or games, creating codes, scientific demonstrations, problem solving, Socratic questioning.

Picture Smart (Spatial)
See it, draw it, color it, mind-map it, symbolize it.

Learn through: charts, graphs, maps, diagrams, photography, slides, visual puzzles, painting, drawing, collage, montage, art prints, illustrating, graphic symbols, video.

Body Smart (Bodily-Kinesthetic)
Act it out, dance it, build it, touch it.

Learn through: drama, puppets, mime, movement, signing, crafts, role playing, competitive and cooperative games, hands-on activities, building projects, physical expression.

Music Smart (Musical)
Sing it, rap it, play it, listen to it.

Learn through: singing, humming, playing musical instruments, rhythms, creating songs, listening to recordings, background music, rhythmic recitation.

People Smart (Interpersonal)
Teach it, discuss it, collaborate on it, interact with respect to it.

Learn through: cooperative group activity, board games, peer coaching, simulations, conflict mediation, interaction, brainstorming, group planning, conversation.

Self Smart (Intrapersonal)
Think about it, connect it to one's personal life, make choices regarding it.

Learn through: independent study, self-paced instruction, individualized projects and games, journal keeping, self-esteem activities, personal goal setting, personal action plan.

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*This way of describing the intelligences is from Carol Wehrheim in Course One, Friends and Family in Faith, of the Faith for Life Curriculum published by the LOGOS System Associates.

**The descriptions are from Multiple Intelligences in the Classroom by Thomas Armstrong, published in 1994 by the Association for Supervision and Curriculum Development.

APPENDIX D

Different Kinds of Smart: Multiple Intelligences and the Training of Adults

Challenge: You are designing a training for persons (individuals, couples, and some families, including children) to prepare them to take pets into a day care center for older adults. Two 2-hour sessions one week apart is the prescribed format.

They need to know:

1) The purpose of the program: To stimulate, engage and provide touch experiences for the center clients.

2) Some basic rules:
   - Get permission of client before bringing him or her into contact with pet.
   - Ask the client for his/her name, and share your name.
   - Get on eye level with clients to speak with them.
   - Do not try to help client stand or walk. This requires special training.
   - Keep pet under control at all times.

3) Some understanding of the physical, mental and psychological challenges faced by some clients: Visual impairment, hearing impairment, mobility impairment, dementia.

4) Directions to the day care center—where to park, how to introduce oneself to staff, what door to enter, where to go once inside.

5) How to report back on the results of the visit or visits.

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THE JOURNAL OF VOLUNTEER ADMINISTRATION

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A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge and inspiration about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism, and significant applicable research.

B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less visible than the more traditional health, social services, and education settings. Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.) Models of volunteer programming may come from the voluntary sector, government-related agencies or the business world.

C. Please note that THE JOURNAL deals with volunteerism, not voluntarism. This is an important distinction. For clarification, some working definitions are:

volunteerism: Anything related to volunteers, volunteer programs, or volunteer management, regardless of funding base (including government-related volunteers).

voluntarism: Anything voluntary in society, including religion. The term basically refers to *voluntary agencies* (with volunteer boards and private funding) that do not always involve volunteers.

If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your article for you.

II. PROCEDURE

A. Author must send four (4) copies of the manuscript for review.

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3. an abstract of not more than 150 words;

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A. Manuscripts should be 10 to 30 pages in length, with some exceptions.

B. Manuscripts should be typed, double-spaced, on 8 1/2" x 11" paper.

C. Authors will be asked to submit the final version of a publishable article on a 3 1/2" high-density disk formatted in WordPerfect 5.2 or Microsoft Word 5.0 for Windows, or any text-based program for Macintosh since this publication is produced in QuarkXpress 3.32 on Macintosh.

D. Manuscripts should be submitted with a title page containing title and author(s) name(s) that can be removed for the blind review process. Author name(s) should not appear on the text pages, but the article title must be shown or key word used at the top of each text page.

E. Endnotes, acknowledgments, and appendices should appear at the end of the manuscript, followed by references and/or a bibliography completed in an accepted form and style.

F. Author is advised to use non-sexist language. Pluralize or use "s/he."

G. THE JOURNAL prefers authors use language accessible to the lay reader.

H. First person articles may be acceptable, especially if the content of the article draws heavily upon the experiences of the author.

I. The author is encouraged to use interior headings to aid the reader in keeping up with a lengthy article. This means breaking up the text at logical intervals with introductory titles. Refer to issues of THE JOURNAL for sample headings.

J. Illustrations (photographs, artwork) will be used only in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.

K. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript.

L. General format for THE JOURNAL is in accordance with the *Publication Manual of the American Psychological Association* (4th ed.), American Psychological Association, Washington, DC, 1995.

IV. GUIDE TO PUBLISHING A TRAINING DESIGN

When submitting a training design for publication in THE JOURNAL, please structure your material in the following way:

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GROUP TYPE AND SIZE: This should be variable so that as many groups as possible can use the design. Optimum group size can be emphasized or ways to adapt the design to various group sizes can be described.

LEARNING OBJECTIVES: One or more sentences specifying the objectives of the activity.

TIME REQUIRED: Approximate time frame.

MATERIALS: List all materials including props, handouts, flip charts, magic markers, and audiovisual equipment.

PHYSICAL SETTING: Room size, furniture arrangement, number of rooms, etc.

PROCESS: Describe in detail the progression of the activity, including sequencing of time periods. Use numbered steps or narrative, but clarify the role of the trainer at each step. Specify instructions to be given to trainees. Include a complete script of lecturettes plus details of the processing of the activity, evaluation, and application. If there are handouts, include these as appendix items.

VARIATIONS: If other ways of conducting the design are applicable, describe briefly.

If possible, include references showing other available resources.

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