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Money Talks: A Guide to Establishing the True Dollar Value of Volunteer Time (Part II)

G. Neil Karn

Part I of this article examined the trend toward fixing a dollar value to volunteer time. The introduction argued that no system could adequately capture the total contribution of volunteers and stressed that the intangible benefits, the volunteer differential, must be included in any examination of the volunteer return.

The remainder of Part I was devoted to establishing a fair value for volunteer time. Standard methodologies such as assigning minimum or median wage were exposed as serving to underestimate the volunteer contribution. A new system, the "true value assessment process" based on establishing the purchase price of equivalent paid services, was introduced. The intent was to demonstrate that the replacement cost of volunteer time would be substantial because it would not only take into account the salaries of paid equivalents, but also the hidden costs of fringe benefits, paid holidays, and other leave benefits. The methodology was detailed and illustrated for six volunteer examples ranging from a Little League Coach, to a member of a board of directors, to a Big Brother/Big Sister. A model work-

sheet for the true value assessment process and an example of its application for a criminal justice one-to-one volunteer are reproduced in the appendix following Part II.

The true value assessment process was recommended as a system which more precisely captures the true value of a particular volunteer assignment (the values established in the six examples ranged from \$6.45 to \$18.46 per hour), does it in a more defensible manner, and will usually document the volunteer contribution to be significantly higher than standard approaches.

THE FULL COUNT OF VOLUNTEER HOURS

"The government are very keen on amassing statistics. They collect them, raise them to the nth power, take the cube root, and prepare wonderful diagrams. But you must never forget that everyone of these figures comes in the first instance from the village watchman who just puts down what he damm pleases."--Sir Josiah Stamp, England's Inland Revenue Department (about the turn of the last century)

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The impetus for developing this lengthy article was a strong suspicion that volunteer directors are inadequately documenting and reporting the true monetary worth of their volunteer programs. Standard practices were investigated, and the first conclusion was that most methods for establishing an hourly value resulted in an underestimate of the worth of volunteer time. That was the subject of the first installment of this paper. However, along the way, another phenomenon was discovered which may be equally significant in its ramifications for the ultimate volunteer product. Simply stated, this is the problem of establishing an accurate base of volunteer hours served.

Part I of this article was devoted to establishing a fair market value for an hour of volunteer time. Our calculations were based on the purchase cost or replacement cost of an hour of paid time of staff performing parallel work. One element of the equation has been solidified. However, to compute the volunteer return, hours volunteered would be multiplied by the established hourly value. Thus, if the total of volunteer hours is not correctly calculated, then the volunteer product will still be significantly misrepresented.

Computer specialists have coined an expression, "gigo," which captures this principle. Gigo is an acronym for "garbage in, garbage out." It means that the information a computer feeds back can be no more accurate than the original data with which it is programmed. It is the same with our calculations of the volunteer product. If either element of the equation is incorrect, the ultimate product will be incorrect.

This section will propose that the volunteer product is regularly underestimated because the base of the volunteer hours is frequently miscalculated. Our grounds for this proposition are twofold. First, many volunteers under-report their hours. Second, recorded volunteer time may be, hour for hour, more productive

than paid staff time. We will illustrate later in this section the ultimate impact of these twin phenomena, but first let's examine the validity of the two premises.

THE UNDER-REPORTING OF VOLUNTEER HOURS

Do volunteers, in fact, under-report their time? This premise is virtually impossible to prove, but we suspect they frequently do, or at least many agencies are not correctly recording the hours for them. Let's study one set of figures which may provide some insight. The data in Table 1 is reproduced exactly as it appeared in the 1979 Annual Report of Offender Aid and Restoration (OAR) of the United States, Inc.¹

Other examples could certainly be cited, but this is a particularly good case study because the data comes from OAR programs in twenty-three different communities. Each OAR Chapter has local variations in its volunteer services, but all have one volunteer role in common: the one-to-one volunteer to a prisoner in jail. This is the hallmark of the OAR program nationwide; it is its reason for being. OAR's entire program revolves around the volunteer who is trained to be a friend and counselor to a person in a local jail.

Close study of the statistics in the third column of Table 1 ("Hours Volunteered; One-to-one in Jail") reveals that the reported volunteer hours vary substantially from program to program, even among those which report similar numbers of prisoners served (column two). For example, twenty-three prisoners aided in Vanderburg County, Indiana received 170 hours of one-to-one volunteer service, while another group of 23 inmates in Washington County, Virginia received 2,238 hours! Sixty prisoners in Chemung County, New York received 354 hours of volunteer time, while 63 in Charlottesville-Albermarle County, Virginia received 2,108. To what can such disparity of hours volunteered be attributed?

TABLE 1

Persons Aided by OAR Volunteers in 1979

<i>OAR Site</i>	<i>Citizen Volunteers</i>	<i>Prisoners Aided by a One-to-one Volunteer</i>	<i>Hours Volunteered; One-to-one in Jail</i>	<i>Hours Volunteered; Other Services to Ex-offenders</i>	<i>Total Hours Volunteered</i>	<i>Dollar Value* of Volunteer Time</i>
OAR/Anne Arundel Co., MD	40	69	1,265	**	1,265	\$ 6,021.40
OAR/Baltimore, MD	65	153	4,264	2,685	6,949	33,077.24
OAR/Allegheny Co., PA	30	34	566	2,537	3,103	14,770.28
OAR/Cayuga Co., NY	**	**	**	**	**	**
OAR/Chemung Co., NY	8	60	354	15	369	1,756.44
OAR/Tompkins Co., NY	69	32	1,447	290	1,737	8,268.12
OAR/Allen Co., IN	52	12	229	207	436	2,075.36
OAR/Madison Co.—Re-Entry, IN	31	15	269	66	335	1,594.60
OAR/Vanderburgh Co., IN	30	23	170	424	594	2,827.44
OAR/Oakland Co., MI	38	65	1,824	1,824	3,648	17,364.48
OAR/Cumberland Co., NC	122	26	1,373	133	1,506	7,168.56
OAR/Durham, NC	22	12	19	41	60	285.60
OAR/Guilford Co., NC	20	10	2,400	**	2,400	11,424.00
OAR/Wilmington, NC	45	90	3,222	**	3,222	15,336.72
OAR/Arlington Co., VA	58	37	652	2,572	3,224	15,346.24
OAR/Bristol, VA	44	36	387	434	821	3,907.96
OAR/Charlottesville/Albemarle, VA	50	63	2,108	132	2,240	10,662.40
OAR/Fairfax Co., VA	68	106	1,610	381	1,991	9,477.16
OAR/Newport News, VA	12	**	**	162	162	771.12
OAR/Richmond, VA	110	110	5,500	1,100	6,600	31,416.00
OAR/Roanoke, VA	42	120	1,335	**	1,335	6,354.60
OAR/Washington Co., VA	32	23	2,238	1,054	3,292	15,669.92
OAR/Knoxville, TN	66	103	966	98	1,064	5,064.64
Total OAR Movement	1,054	1,199	32,198	14,155	46,353	\$220,640.28

*One hour of volunteer time is worth \$4.76 according to a 1974 study by ACTION

**Not Applicable

Certainly local differences, such as the average length of jail sentences and whether volunteers were limited to a single relationship, will result in some variations but, frankly, these vast differences must be, at least in part, a product of the manner in which the hours are being reported. To dramatize the difference, Table 2 has been prepared with a fourth column: average hours per volunteer relationship.

The averages range from 1.58 hours per prisoner aided in Durham, North Carolina to 240.00 hours in Guilford County, North Carolina. Even dismissing the highest and the lowest averages as mere aberrations, we still can find averages anywhere from a low of 5.90 in Chemung County, New York to a high of 97.30 in Washington County, Virginia--quite a spread. Furthermore, there is not much clustering of the averages, certainly far less than might be expected of essentially the same volunteer role within one national organization.

What conclusions can be drawn from this example? Obviously, there are significant discrepancies in the reporting of volunteer hours which cannot be attributed to local peculiarities of programming. But what does this mean for our premise that the volunteer hours are under-reported? They are obviously inconsistently reported, but does that mean they are under-reported? It might reasonably be assumed that the more accurate reports in our OAR example were those averages in the middle of the range--some reported high, others reported low--with the truth probably somewhere in the middle.

We are going to propose, however, that with the exception of the report from OAR of Guilford County, North Carolina, which has the appearance of more imagination than fact, the higher averages are more likely the accurate ones, and the middle and lower averages are a product of under-reporting. Why? Very simply,

people forget to write down their time. When asked to record time monthly, or even weekly, the memory can be a bit hazy. When people cannot remember exactly, they tend to understate because they overlook. The tendency is to err on the conservative side.

Businesses and professionals that make a practice of billing on an hourly basis such as law firms and accountants are familiar with this phenomenon. As a result, they employ very specific systems for recording their hours daily. They cannot afford any slippage because hours worked but not recorded are lost profit.

It is the same with many volunteer programs; they are "losing their profit" through underestimation of their hours served. Invariably, volunteer programs find that their hours increase dramatically when they tighten their recordkeeping by such measures as instigating sign-in sheets, supplying volunteers with logs, or just calling for volunteer reports more frequently and promptly. From personal experience, I know that whenever I have inquired about the reasons for a significant increase in hours reported in a particular volunteer program one year over another, very often that director of volunteer services notes that a good part of the increase was due simply to better recordkeeping.

Volunteer leaders concerned with documenting the true worth of their volunteer product need to take special care to insure that volunteer hours--the very basis of all their calculations and projections--are correctly reported. It is probably the most imprecise element of the entire equation. This will be particularly true of volunteers who work relatively independently, work outside of the institution which they serve, or who do not work a regular schedule. These are the volunteer hours which are most likely to be under-reported. Remember, salaried employees get a regular paycheck every week, but

TABLE 2

PERSONS AIDED BY OAR VOLUNTEERS IN 1979

OAR SITE	CITIZEN VOLUNTEERS	PRISONERS AIDED BY A ONE-TO-ONE VOLUNTEER	HRS. VOL- UNTEERED; ONE-TO-ONE IN JAIL	AVERAGE HRS. VOLUNTEERED PER PRISONER AIDED
OAR/Guilford County, NC	20	10	2,400	240.00
OAR/Washington County, VA	32	23	2,238	97.30
OAR/Cumberland County, NC	122	26	1,373	52.80
OAR/Richmond, VA	110	110	5,500	50.00
OAR/Tompkins County, NY	69	32	1,447	45.22
OAR/Wilmington, NC	45	90	3,222	35.80
OAR/Charlottesville-Albermarle Co, VA	50	63	2,108	33.46
OAR/Oakland County, Michigan	38	65	1,824	28.06
OAR/Baltimore, MD	65	153	4,264	27.87
OAR/Allen County, IN	52	12	229	19.08
OAR/Anne Arundel Co, MD	40	69	1,265	18.33
OAR/Madison County, IN	31	15	269	17.93
OAR/Arlington County, VA	58	37	652	17.62
OAR/Alleghany Co, PA	30	34	566	16.64
OAR/Fairfax Co., VA	68	106	1,610	15.19
OAR/Roanoke, VA	42	120	1,335	11.12
OAR/Bristol, VA	44	36	387	10.75
OAR/Knoxville, TN	66	103	966	9.37
OAR/Vanderburg CO, IN	30	23	170	7.39
OAR/Chemung County, NY	8	60	354	5.90
OAR/Durham, NC	22	12	19	1.58

volunteers are more like hourly wage employees, whom we pay only if they submit their total of hours worked.

THE ILLUSIVE PRODUCTIVITY FACTOR

Now, let us consider the second factor in the problem of establishing an accurate base of productive volunteer hours: the proposition that reported volunteer time may be, hour for hour, more productive than paid staff time. On the surface, this may appear to be a rather rash statement and a harsh indictment of salaried staff. That is not our intent at all. Let us be clear, we are not in any way suggesting that paid staff do not earn their keep. Rather, we believe that volunteer hours reported may be, in a significant number of instances, more productive hours than the routine hours put in at work by equivalent paid personnel. Let us explain.

In Part I, a process was developed for the purpose of establishing the true market value of volunteer time. It was based on documenting the fair purchase price of equivalent paid services. Replacement value and equivalency were the key elements.

However, our hunch is that equity has still not been achieved for volunteer time. Experience shows that volunteers report, for the most part, only fully productive time or hours devoted to a concrete purpose. That is, they report only the hours they put in tutoring a child, conducting a tour, counseling an offender, or delivering hot meals. The time of paid staff, in many instances, might better be described as hours put in at the job. There is a decided difference.

Labor researchers refer to this factor as "working to full capacity" and it is seldom achieved. For example, have you ever been involved in a time-motion study in which you have to report on what you did at work in time increments of, say, fifteen minutes? It can be embarrassing. I know from personal

experience that I am frequently appalled at my gaps in a day's report. There are invariably entire blocks of time for which I cannot account, although I know I was at my desk, supposedly working. This is the issue of productive time versus hours put in on the job. If I can only identify and consequently record six hours of time devoted to a definitive purpose, I still get paid for eight. The volunteer who can identify six solid hours reports just that.

Let's take another analogy from the world of paid work. Some professionals such as accountants, attorneys, and counselors in private practice operate on the basis of "billable hours"--hours of professional service that can legitimately be charged to clients. They will all tell you that many more hours are logged in their practices than can ever be billed. Although it will fluctuate with the profession, a general rule of thumb is that thirty billable hours is a rather ambitious expectation for a forty hour week. In a sense, many volunteers are reporting only billable hours.

Let us illustrate a very dramatic example of this phenomenon and how it can serve to undervalue volunteer time. Some volunteer firefighters serve on an "on call" basis. That is, they respond to the scene of a fire when the fire alarm sounds. As a result, a very high percentage of their volunteer hours will involve actually fighting fires. They are working very close to peak capacity as firefighters.

In contrast, paid firefighters put in a considerable amount of their hours at the fire station waiting for the call. This is not to suggest that this time logged at the station is totally unproductive. Equipment is maintained and made ready for the next call, fire prevention seminars are conducted for school children, skills are refined through in-service training, and the like. However, it clearly cannot be said that these firefighters are working to peak ca-

capacity. It is estimated that urban (salaried) firefighters spend less than ten percent of their time actually fighting fires.² Clearly, it is unfair to equate the value of the time of volunteer firefighters who report only their hours at the scene of a fire with the hours of paid firefighters who spend 90% of their paid time not fighting fires.

Now the volunteer firefighter is admittedly an extreme example, but productivity is a factor in a good many other volunteer roles. Consider that staple volunteer job in many social service programs: the redoubtable volunteer driver. This volunteer undoubtedly reports only the hours spent actually transporting clients. The driver picks up assigned clients at a scheduled time and returns home when the task is finished. The employee equivalent of this volunteer is probably the driver at a social service center or the person who drives the agency van or bus at the senior center or rehabilitation facility. If the scheduling of his or her runs is exceptionally tight, the paid driver may spend as many as thirty hours a week on the road. The remaining ten hours? Well, they are spent fueling the van, writing reports and, quite frankly, drinking coffee in the staff lounge. Are the hours of the volunteer and the employee equivalent? The hours on the road are, but the other hours (paid, but only marginally productive) are not. Again, we have the impact of the illusive factor of working to full capacity.

The OAR example cited in the discussion of under-reporting is another case in point. The OAR figures are for "hours volunteered; one-to-one in the jail." To figure equivalency, the hourly value would be set at the purchase price of an hour of parallel paid services--perhaps the value of a counselor at the jail. For the sake of illustration, the hourly value is probably similar to the value established for a criminal justice one-to-one volunteer as estimated in

Part I of this article, something in the neighborhood of \$8.44 per hour. But here is the trap of productive time. For the value to be truly equivalent, the paid counselor would have to spend full-time counseling prisoners, and there is not a jail counselor in the world who spends a full forty hours a week counseling prisoners (unless s/he puts in scores of unpaid overtime). Like it or not, s/he is forced to spend a good portion of each week on administrative matters and other activities that chip away at counseling time. As a result, the OAR volunteer time is truly undervalued.

To dramatize this point, if jail counselors end up spending no more than twenty hours of their forty hour week actually counseling, and if the hourly cost of retaining them is \$8.44, then the actual cost for performing the service for which they were primarily employed is more like \$16.88 per hour than \$8.44. And \$16.88 would be closer to the equivalent value of the volunteer hour!

The impact of this productivity phenomenon is profound in its consequences. It explains why the dollar value of volunteer time in the OAR report is so disappointing. OAR runs a first rate volunteer program, but the projections in its annual report do little to substantiate this. In addition to using the inadequate figure of median wage as the value of volunteer time, its hours are undoubtedly under-reported, and the entire report has been prepared on the assumption that an hour of fully productive volunteer time is worth no more than any hour of staff time.

Implications

The twin issues--under-reporting of volunteer hours and the problem of equating full capacity hours--have implications for most volunteer programs, although not always as dramatic as in the OAR example. Consider this simple proposition. If volunteer hours are under-reported by 20% and parallel paid staff are pro-

ducing at full capacity 80% of the time, then the reported volunteer hour is actually worth 56.25% more than the paid staff hour (assuming equivalency of service).

Let us illustrate:

be done, I am afraid that the options are not totally satisfactory, but here are two suggestions for establishing fair value:

OPTION #1: If volunteers are reporting only hours of essential

X = hour of productive service (volunteer or paid)

When volunteers under-report their time by 20%, they are in fact producing $5/4$ X. When staff work at 80% of capacity, they are producing $4/5$ X. Assuming equivalency of service, does $5/4$ X = $4/5$ X? No!

Using the hypothetical value of \$10.00 per hour of service, the volunteer product becomes \$12.50, while the staff product is \$8.00--the value of the volunteer service is worth 56.25% more than the staff hour ($\$12.50 \div \8.00).

To better understand this issue of productive time versus hours put in at work, the National Productivity Center in Houston, Texas, and the Office of Productivity and Technology in the Bureau of Labor Statistics in Washington, D.C., were both consulted. Each acknowledged the validity of the proposition and each labeled the phenomenon "working to full capacity." But unfortunately, each also noted that little definitive research has yet been done on this subject. They speculated that the degree to which paid employees achieve full capacity would vary greatly according to the particular activity performed. The more people work independently and the more professional latitude people enjoy, the greater the chance for a considerable shortfall between actual productivity and working to full capacity. Conversely, the more routine and structured the work activity and closer the supervision, the greater the chance that full capacity will be achieved.

With all that said, what conclusions can be reached for the purposes of establishing a fair value for the volunteer product? How can we factor this phenomenon into the equation? Until further research can

or productive service as in the OAR example, try to establish the proportion of total paid time that equivalent paid staff are able to devote to the same essential service. Having established a ratio of productive time to hours worked at the job, increase the value of volunteer time proportionally.

OPTION #2: Since paid staff's less productive time is attributable, at least in part, to administrative work, staff meetings, training sessions, travel to meet clients and the like, the productivity factor can be offset by counting every volunteer hour. For example, the frequently unreported time devoted to door-to-door travel, training sessions, report preparation, supervisory conferences, and a myriad of other incidental activities can be fully reported and credited as part of volunteer service.

Option #2 is recommended as the more prudent strategy. Why belabor our conclusions about the productivity of paid staff when all we really have to do is discreetly employ Option #2 in the compilation of volunteer hours served? In this situa-

tion, discretion is definitely the better part of valor.

Use Caution

Several words of caution are in order in closing the discussion of the illusive productivity factor. First, the need to compensate for the productivity phenomenon may not be present in every volunteer situation. Volunteers who regularly do their service inside an institution and follow regular work routines such as office volunteers, hospital volunteers, and many school volunteers can probably be assumed to be working at a productivity level parallel to equivalent paid staff.

Second, the productivity phenomenon can conceivably work in an inverse fashion. Staff could be working beyond full capacity--putting in hours of uncompensated overtime. In such instances the overachieving of paid staff would have to be offset by reducing either the value or count of the volunteer hours.

Third, this section's detailed examination of the impact of the productivity factor in fairly quantifying the value of the volunteer product is intended in no way to invite sweeping generalizations about the comparative productivity of volunteers and paid staff. Do not conclude that volunteers are more productive than paid staff. That would be both an impolitic and ungrounded assertion. Rather, the intent is solely to demonstrate that frequently utilized methodologies for documenting the value of volunteer contributions do a disservice by not establishing a fair base of volunteer hours. Our purpose is to point out the fallacies of standard systems in order to generate more valid data on which conclusions of cost effectiveness can be drawn. It is not to impugn the work habits of our paid colleagues.

MAKING THE SYSTEMS WORK FOR YOU

"The world is moving so fast these days that the man who says it can't

be done is generally interrupted by someone doing it."--Elbert Hubbard

"It is not enough to have great qualities, we should also have the management of them."--La Rochefoucauld

"The trouble with opportunity is that it always comes disguised as hard work."--Herbert V. Prochnow

At this juncture, the first three major points of this article--the volunteer differential, the true value assessment process, and the full count of volunteer hours--may have some appeal to you. You may believe that the proper application of one or more of these notions might serve to strengthen the documentation of your volunteer program's return. You may also be feeling rather overwhelmed at the prospect of trying to implement the systems--particularly the true value assessment process.

The purpose of this section is to provide tips on how to make the entire process workable. The management maxim, "work smarter, not harder," will be the theme. Most directors of volunteers are already putting a significant amount of time into recordkeeping and reporting. The new system will require an initial investment of time in planning and organization, but from there it should require no more time to administer than standard systems.

We have detailed the theory. Here are some suggestions on implementation.

Organizing Your Support

To get a good start, involve your superiors, particularly your immediate supervisor. You might tell them that one of your objectives for the year is to improve your record-keeping system and to establish more concrete measures of the value of the volunteer program. Ask for their support in setting aside a significant block of time in your work calendar for this task. Tell them you will keep them apprised of your progress.

Then assemble a task force of advisers for the project. Potential

members might include a veteran volunteer, a supportive staff member who supervises volunteers, and someone from personnel or administration who is familiar with your agency's classification and compensation policies. Involve this task force in determining equivalent classifications for volunteer jobs, in formulating the true value assessment computations, and in establishing standards for recording volunteer hours. The advisers will lighten your load by bringing more hands to the task, bringing special expertise and insight to your deliberations and calculations, and ultimately, affording a broad base of support and sanction for the new system when it is introduced.

Keeping Your Terms Straight

In conceptualizing and discussing reporting systems, it is of the utmost importance to understand the distinctions in the purpose of various forms of measurement, evaluation, and analysis which can be undertaken. Too often, the valuation of volunteer time is incorrectly associated with terms such as "program output," "program effectiveness," and "cost-benefit analysis." Ultimately, the misuse of such terms results in undermining the credibility of the reporter. Decision makers usually know the difference, so beware. The valuation of volunteer time has just one correct application in the range of evaluation options: cost effectiveness analysis.

Let's see why other forms of evaluation do not work when analyzing the value of volunteer time. The total dollar value of the volunteer time in any particular program is not, in itself, a "program output" unless the program's purpose is to generate a maximum of volunteering. This might be a reasonable objective of a Voluntary Action Center or a Volunteer Bureau, but program outputs for most volunteer programs are more likely to be in the nature of the number of clients tutored, hot meals delivered, or funds raised.

Neither is the valuation of volunteer time any measure of "program effectiveness." Program effectiveness evaluations identify absolute results of a particular program activity. In other words, because X was done, Y happened. An example of program effectiveness would be the increased reading levels of clients after tutorials. The establishment of the cumulative worth of volunteer time in a program, as impressive as that sum might be, is no measure of a program's effectiveness.

The valuation of volunteer time is not even a true element of "cost-benefit analysis," a management tool derived from business and industry which measures the investment costs of a venture or activity versus the return or benefits. For example, a manufacturer might weigh the cost of new machinery against the resulting profits of increased productivity. If \$100,000 invested in new equipment promises \$150,000 of additional profits over an eighteen month period, this might be judged a worthwhile risk.

"Cost-benefit analysis" is difficult to apply to volunteer programs because the benefits are frequently impossible to measure in dollar terms. This is equally true of social service, cultural, educational, or recreation programs because market prices are not available to appraise their social contributions. Obviously, it is most difficult to put an absolute dollar value on the benefit of diverting a juvenile offender from a life of crime. Further, the "consumer" of this volunteer service is not the sole beneficiary, and the amount s/he might be willing to pay does not measure the entire value of the crime prevention service to society. A true cost-benefit analysis of a volunteer-juvenile offender program would measure the dollar cost of supporting the volunteers versus the dollar value of the changed behavior of the clients resulting from the volunteer activity. This is a virtual impossibility.⁴

Even comparison of the dollar value of the volunteer time versus the cost of supporting the volunteer program is not a true cost-benefit analysis, because the value of the volunteer time itself is not a true "benefit" of the program. Something concrete must be accomplished to constitute a benefit.

"Cost-effectiveness analysis" is a modified version of "cost-benefit analysis." In the absence of a concrete monetary valuation of the benefits of a volunteer program, cost-effectiveness analysis compares the cost of providing the same benefit in different ways.

Thus, a volunteer program using this approach would work from a fixed objective (such as accomplishing a certain number of job placements or tutorials) and would show the variation in cost between using paid employees to accomplish the objective and the cost of coordinating volunteers to do the same work. For example, it cost "X" amount to produce a job placement with paid staff and "Y" amount to produce a job placement with volunteers.

A related form of cost-effectiveness analysis would be to compare the value of donated volunteer time (derived from our true value assessment process) against the cost of coordinating volunteers to produce the work. The establishment of this measure of cost-effectiveness is, of course, what interests most people in fixing a dollar value to volunteer time in the first place. A quantified volunteer product is rather meaningless unless it can be compared to the cost of generating it. For a discussion of what constitutes a positive cost-effectiveness ratio, see the later section of this article, "Measuring and Reporting Success." It is not the minimum ratio of a dollar returned for a dollar invested that most people might assume.

Remember the valuation of volunteer time has application only in cost-effectiveness analysis. It should not be discussed in terms of program

effectiveness, program outputs, or cost-benefit analysis. There really is a difference in these terms, and it is important to use the terminology correctly.

OPERATIONALIZING THE TRUE VALUE ASSESSMENT PROCESS

The following are seven organizational suggestions for streamlining the true value assessment process.

1. **CLUSTERING THE VOLUNTEER ASSIGNMENTS.** Review all volunteer assignments and their accompanying job descriptions to determine volunteer jobs which might vary somewhat in duties and responsibilities, but could be categorized similarly to establish the equivalent paid classification and ultimately the equivalent hourly value. For example, a welfare program might find that telephone reassurance volunteers, respite care providers, shopping service volunteers, and emergency fuel intake aides might all be classified as "casework aides" for the purpose of establishing equivalency. Similarly, a school volunteer program might decide that oral history volunteers, homeroom parents, and field trip coordinators were all "classroom assistants."

Care should be taken to avoid lumping all volunteers into the same category arbitrarily, because distinctions in responsibilities may mean distinctions in fair value. However, it is not unreasonable to do some clustering. Classification systems for paid employees frequently assign the same position classification and pay level to staff with varying responsibilities and job titles.

2. **DEVELOPING COMPUTATION WORK SHEETS.** A model work sheet for computing the fair hourly value of a particular category of volunteer work can be found in the Appendix. This form may be reproduced as is or modified to meet needs peculiar to your program.

Complete a work sheet for each equivalent classification of volunteer work and maintain the work sheets in

a binder as back-up documentation to your reports. When questions arise as to the source of your hourly values, pull out your binder and display your calculations. The thoroughness and detail of the computations should convince the most severe skeptic.

3. FRINGE BENEFITS SHORTCUTS. After calculating the values of the fringe benefits package for several volunteer assignments, a time-saver would be to establish a standard fringe benefit percentage or rate for use in computing all equivalency values in your volunteer program. One word of caution--the rate would have to be an average of the fringe benefits percentages paid at several pay levels. Due to certain fixed costs such as hospitalization insurance and rates with ceilings such as FICA, the fringe benefit percentages will vary. As a general rule, the fringe benefit percentage **DECREASES** as the annual salary **INCREASES**.

For that matter, if you are really interested in abbreviating the calculations, a standard percentage could be adopted as the "inflation factor" for both the fringe benefits costs and the consideration of hours paid but not worked. This inflation factor would then be applied to the quoted hourly wage of the equivalent paid classification to produce the fair hourly value.

The attractiveness of these shortcuts notwithstanding, readers are urged to do the full computations. It really is not that much more work once the process is engaged, and the resulting documentation will have both the appearance and the fact of more thoroughness.

4. CROSS REFERENCING THE VALUES. Once the computations are finished, it will be helpful to record the various hourly values you have established on key items in your recordkeeping system. You may want to note the figure at the top of job descriptions, in the individual files of volunteers, and on master logs of volunteer assignments. The

notations can be made in code (831 for \$8.31 hourly value) if you prefer not to draw attention to the value, or can be recorded openly. That is left to your discretion. In general, we believe volunteers will be positively reinforced to learn the real value of their time.

5. DEVELOPING RECORD-KEEPING SYSTEMS. The section headed "The Full Count of Volunteer Hours" stressed the importance of recording hours of volunteer service correctly. That was essentially a conceptual discussion stressing a new approach for accounting volunteer time. This in itself is not enough; adequate systems for capturing and recording volunteer hours must also be in place.

This monograph will not attempt to prescribe a recordkeeping system. Rather, readers are referred to Proof Positive: Developing Significant Volunteer Recordkeeping Systems by Susan J. Ellis and Katherine H. Noyes (ENERGIZE: Philadelphia, 1980). this well-conceived and illustrated manual is singularly the best resource on the subject of recordkeeping for volunteer programs currently in print. It examines design questions and offers practical suggestions and workable formats for basic recordkeeping.

6. DEVELOPING A SUMMARY REPORT FORM. After categorizing the volunteer assignments and quantifying their individual true hourly values, develop a summary report form which can be utilized for regular (monthly, quarterly, semi-annually, etc.) reports of the product of volunteer hours in your program or agency. An example of such a report form can also be found in the Appendix.

7. MODEL PREFACING STATEMENT. Reports containing uncannily high projections of the worth of volunteer time may be met with a few raised eyebrows. Skeptics may question any aspect from intent to methodology. In the words of Frederick W. Lewis, "the time to win

a fight is before it starts." The following prefacing statement is suggested for all summary reports:

Model Statement

The projections of the value of volunteer time contained in this report are computed on the basis of the purchase price of equivalent paid services. Documentation of the computations is on file in the Volunteer Services Office and available for inspection. The computations are based on a total compensation package and include consideration of salaries, fringe benefits, and other holiday and leave benefits of parallel paid employment. The comparable position classifications utilized for establishing the value of the volunteer contributions were selected on the basis of duties performed and knowledge, skills, and abilities demanded of the positions. The total value of the volunteer time reported herein represents a fair assessment of the worth of added services provided by volunteers.

MEASURING AND REPORTING SUCCESS

"We never know, believe me, when we have succeeded best...."
--Miguel de Unamuno

"To succeed in the world, we do everything we can to appear successful."--La Rochefoucauld

The final section of this article is dedicated to exposing one last faulty assumption which has encumbered the process of establishing the true value of volunteer time. This is the factor of defining a reasonable standard for success. How do we know if the volunteer product is worth the investment? What is the proverbial "bottom line"? This section will suggest that frequently-utilized standards for success are deceptively high, and that most volunteer programs are more than measuring up when the correct yardstick is applied.

The most frequently utilized measure for determining success is cost-effectiveness analysis. This entails

comparing the cost of administering a volunteer program with the cumulative value of the time donated by volunteers and is calculated by the following formula:

$$\frac{\text{Value of Volunteer Time}}{\text{Cost of Administration}} \quad \text{or} \quad \frac{\text{True Hourly Value} \times \text{Total Hours}}{\text{Paid Supervision} + \text{All Other Overhead}}$$
$$\text{Cost} = \text{Effectiveness Ratio}$$

In other words, the cost effectiveness ratio compares the dollar value of volunteer time returned for every dollar invested in support of a volunteer program. To illustrate the application of this equation, see Example 1.

Conventional wisdom has always dictated that the cost effectiveness ratio for volunteer programs must, at a minimum, be one-for-one or 1.0, reasoning that the volunteer return ought, at least, to match the investment. In fact, expectations for returns of three-for-one, four-for-one and upwards are commonplace, and any volunteer program hovering around the 1.0 ratio is suspect. By these standards, the FJC program (1.592) is only marginally successful.

However, the "one-for-one and upwards" standard is unreasonably high and patently unfair to volunteer programs because parallel programs staffed with paid employees virtually never achieve a comparable one-for-one standard--and exceeding it is a mathematical impossibility. Why? Program services delivered by paid staff have administrative overhead

Example 1

The Friends of the Juvenile Court (FJC) program in Hometown, Virginia has a single purpose: placing one-to-one volunteers with juvenile offenders. For a given year, FJC volunteers donated 8,320 hours valued at \$8.44 per hour. The cost of administering the program included \$18,000 for a director, \$12,500 for an administrative assistant, \$6,100 for fringe benefits, and \$7,500 for all other administrative costs including office rent, volunteer mileage, volunteer training and recognition, liability insurance, and miscellaneous operating expenses. The FJC cost effectiveness ratio would be calculated as follows:

$$\begin{array}{rcl} \$8.44/\text{hr} \times 8320 \text{ hours} & \$70,220 & 1.592 \\ & = & = \\ \$18,000 + 12,500 + 6,100 + 7,500 & \$44,100 & 1 \end{array}$$

The conclusion: the FJC program returns \$1.59 in volunteer time for every dollar invested in it.

Example 2

A program comparable to FJC delivered with paid staff would have four counselors (8,320 hours divided by 2080 hours in an annual work year equals 4.0 full-time equivalent positions). Those four counselors would also have a supervisor, clerical support, and certainly other overhead costs. To establish the additional administrative expense, let's assign their supervisor a modest annual salary of \$20,000 and the secretary a salary of \$12,500. Add \$6,500 for their fringe benefits, and assume an additional \$10,000 for operating costs such as office rent, supplies, travel, etc. The total budget for the program would then be the sum of these administrative expenses plus the compensation package for the four counselors (\$70,220) and would total \$119,220. To compute a comparable ratio of the value of paid staff's time to the total cost of administering the program, \$70,220 would be divided by \$119,220. The resulting ratio: 0.589 to 1!

costs, too. A comparative ratio of the cost effectiveness of a program utilizing paid staff would measure the value of the paid staff's time versus the total cost of administering the program--their salaries included. In this equation, we would simply substitute the value of paid staff time for the value of volunteer time. See Example 2.

In our hypothetical example, the Friends of the Juvenile Court program would, assuming equivalency of service, have to return a ratio of only 0.589--to-one for it to be as cost-effective as a comparable program run totally by paid staff. By actually returning a ratio of 1.592, it is 270% as effective (the ratio of 1.592 to 0.589)! That is success in the most quantitative terms.

What constitutes a successful cost effectiveness ratio for your volunteer program? That is for you, your supervisor, or your governing authority to determine, but do not be bound by the "one-for-one and upwards" standard. This criterion is misguidedly based on a belief that if a dollar for a dollar is not returned, then paid services could be purchased just as economically. That is clearly not the case. As illustrated in our hypothetical example, a dollar might purchase no more than 59¢ worth of parallel paid services! A general rule of thumb would be that a volunteer program that achieves its program objectives, that can make a strong defense for the volunteer differential, and that can report a cost effectiveness ratio of 0.70 or better is probably on the right track. Success, like beauty, may be in the eye of the beholder, but it helps sometimes to focus the vision.

TELLING YOUR STORY: DON'T WAIT TO BE ASKED!

After you have invested time in organizing a sound recordkeeping system, in establishing the true value of volunteer time, and in quantifying the total volunteer product, do something with it. As the old football coach would say, "the best defense is

a strong offense." Do not wait until your program is in jeopardy of being defunded to pull out your statistics. Tell your story early and often. Veteran speech makers have an expression that sums up the best way to make your point: "tell them what you're going to tell them, tell them, and then tell them what you told them."

When you and your task force of advisers have completed the work of formulating the value of volunteer time in your agency, and you have organized your recordkeeping system to capture the full count of volunteer hours, look for opportunities to introduce the new system. This might be in a one-to-one meeting with your supervisor, at a staff retreat, at a board of directors meeting, at a meeting of the city council, or at a meeting with funding sources. Provide your back-up documentation and do not hesitate to call on your advisers for sanction. This is your opportunity to see your new system. You are preparing these decision-makers for the reports they will ultimately receive from you, and you want them to be ready to believe your figures when they get them.

As the program year proceeds, make a list of key individuals to receive regular updates and then begin formulating *reports with clout.* Such a report would consist of: (1) a strong statement of the volunteer differential; (2) a report on the achievement of program goals and objectives; (3) any data on program effectiveness (case studies of individual client successes can help tell your story in the absence of firm data); and (4) a report on the cumulative value of volunteer time complete with a cost effectiveness analysis.

Then submit your reports early, regularly and, if at all possible, before they are requested. If they are not asked for, so much the better--send them anyhow! This is your chance to make a positive impression on decision-makers before end-of-the-year budget pressures induce

skepticism. Imagine how favorably your program will compare with others whose leaders hurriedly pull together a last-minute report. The "halo effect" is real, and making a positive impression where no image currently exists is child's play compared to reversing a negative one.

Finally, do not hesitate to interpret what you have reported. The statistics may not speak for themselves, particularly to the untrained ear. In an executive summary or a personal briefing, highlight that the program achieved or exceeded a majority of its program objectives and that the cost effectiveness ratio can really be translated to mean that the volunteer program generated a product of service which could be fairly valued at 270% of what could have been purchased with a similar investment in paid staff. Now that is a report with clout.

PARTING WORDS

There you have it: a system for boldly, yet legitimately documenting the value of volunteer time. Hesitant to proceed? Afraid to rock the boat? Ask yourself why. If you can identify real external reasons for caution, then of course it would be ill advised to rush in. But if your apprehensions are self-imposed, remember that you have an obligation to yourself and the volunteers you represent to tell their story--fairly and unapologetically. If you do not, who will? Why stand silent when money talks?!

³Telephone interviews with Jerome T. Mark, Assistant Commissioner for Productivity and Technology, U.S. Department of Labor, and George Sadler, National Productivity Center, Houston, Texas.

⁴Nancy A. Moore, "The Application of Cost-Benefit Analysis To Volunteer Programs," Volunteer Administration, Volume XI, Number 1, Spring, 1978, p. 14.

⁵Ibid.

⁶Ibid., p. 15.

FOOTNOTES

¹Offender Aid and Restoration of the U.S.A., Inc., Annual Report: 1979, Offender Aid and Restoration, Charlottesville, Virginia, 1979.

²Telephone interview with John Hall of the U.S. Fire Administration.

APPENDIX

Model Work Sheet

True Value Assessment Computations

I. VOLUNTEER JOBS COVERED:	I. EQUIVALENT PAID CLASSIFICATION:	
II. ANNUAL SALARY FOR EQUIVALENT PAID CLASSIFICATION	II. SALARY:	
III. VALUE OF BENEFITS PACKAGE	III. FICA:	
	Retirement:	
	Health Insurance:	
	Life Insurance:	
	Workmen's Compensation Insurance:	
	Other Benefits: _____	
		+
	TOTAL VALUE OF BENEFITS =	_____
IV. VALUE OF TOTAL COMPENSATION PACKAGE	IV. Annual Salary =	
	Benefits Package =	+
	ANNUAL COMPENSATION PACKAGE =	_____
V. ESTABLISHED ANNUAL WORK HOURS FOR AGENCY	V. _____ hours/wk x 52 weeks =	
VI. HOURS PAID BUT NOT WORKED ANNUALLY	VI. Annual Leave =	
	Paid Holidays =	
	Paid Sick Leave =	+
	TOTAL HOURS PAID BUT NOT WORKED =	_____
VII. HOURS ACTUALLY WORKED ANNUALLY	VII. ESTABLISHED ANNUAL HOURS =	
	HOURS PAID BUT NOT WORKED =	_____
	ACTUAL WORK HOURS ANNUALLY =	_____
VIII. TRUE HOURLY VALUE	VIII. TOTAL COMPENSATION ÷ Actual Hours =	<div style="border: 1px solid black; width: 80px; height: 20px;"></div>
IX. NOTES ON THE COMPUTATIONS:	IX. NOTES:	

EXAMPLE
TRUE VALUE ASSESSMENT PROCESS
Criminal Justice One-to-One Volunteer

PROCESS

1. Having established the equivalent job category, start with annual salary at the beginning step of the classification grade.
2. Figure the value of the benefits package for that equivalent position. Consider FICA, retirement, workmen's compensation insurance, life insurance and health/hospitalization insurance. Add the dollar value of the benefits to the annual salary. The sum is the annual compensation package for that equivalent position.
3. Determine the standard number of work hours in a year for an employee used in computing hourly salaries in your agency. Standards are: 2080 for 40 hour weeks; 1950 for 37½ hour weeks; 1820 for 35 hour weeks.
4. Full-time employees are frequently paid even when they do not come to work. Consequently, it is important to the notion of equivalency to establish the actual number of hours worked annually. Compute the number of hours that employees are allowed for leave and holidays. Consider: legal holidays, annual leave and sick leave. Subtract the number of paid hours for leave and holidays from the standard number of annual hours in step #3. The remainder is the number of actual hours worked each year.
5. To establish the equivalent hourly purchase price, divide the total established in step #2 (value of wages & benefits) by the number of hours established in #4 (actual hours worked annually). The quotient is the hourly cost of the equivalent position for actual work. Since volunteers only report actual hours worked, this is the equivalent hourly value of the volunteer work.

EXAMPLE

1. Probation and Parole Officer Trainee³
Grade 7: Annual Salary - \$12,731.00
Hourly Wage - \$6.12
2.

FICA: \$12,731 x .0670	\$ 852.98
Retirement: \$12,731 x .0615	782.96
Health Insurance: \$91.50x12	1098.00 (a)
Life Insurance: \$12,731x .003%	38.19
Workmen's Compensation	100.00
TOTAL BENEFITS	\$ 2,872.13
Annual Salary	\$12,731.00
Benefits	+ 2,872.13
ANNUAL COMPENSATION PACKAGE	\$15,603.13
3. Annual Work Hours for Agency = 2080 hours
(40 hours x 52 weeks)
4.

Annual Leave @12 days per year	96 hours (b)
11 Paid State Holidays	88 hours
6 Paid Sick Leave Days (Average)	48 hours (c)
	232 hours
Annual Work Hours for Agency	2080 hours
Paid Hours Not Worked	- 232 hours
ACTUAL WORK HOURS ANNUALLY	1848 hours
5. $\$15,603. \div 1848 = \underline{\$8.44 \text{ per hour}}$

NOTES ON THE COMPUTATIONS

(a) The monthly health insurance costs to the employer range from \$67.80 for a single policy to \$122.64 for family coverage. The Department of Planning and Budget utilizes an average monthly cost of \$91.50 per employee for budgeting purposes based on user experience. (b) All annual leave days are considered an agency liability because unused annual leave balances are paid off upon termination. (c) An average sick leave usage of six days per year was utilized although employees earn 15 days per year. This figure is based on average usage and the State's liability for paying off one-fourth of unused sick leave balances of terminating employees with at least five years of State service.

APPENDIX

OFFENDER ASSISTANCE PROGRAM VALUE OF DONATED VOLUNTEER TIME Summary Report for Period Ending _____

Volunteer Assignment	True Hourly Value	This Reporting Period		Total Year to Date	
		Hours Donated Quarter	Equiv. Value	Hours Donated Yr. to Date	Equiv. Value
Board of Directors					
Half Way House Advisory Committee					
One-to-One Volunteers					
One-to-One Team Leaders					
R.O.R. Verification Volunteers					
Job & Resource Developers					
Administrative Support Volunteers					
Work Readiness Trainers					
Other Volunteers:					

TOTALS					

The Motivation of Men and Women in Volunteering

Karla A. Henderson, PhD

"People offer a quality of service that cannot be reproduced by a machine--even in today's world of automation" (Rush, 1965: 212). the role of volunteers is increasing in importance as solutions are sought for the ubiquitous problems that face communities, institutions, organizations, and the whole society. However, volunteers cannot offer a quality of service without being motivated. What motivates volunteers and how will knowing about motivations aid volunteer administrators?

Many theories of motivation exist which explain to some extent the "why" of behavior. These theories are not mutually exclusive but complementary to each other. Most theories suggest that to be motivated in any activity, a person must decide what will be given to the activity, what one expects to receive from the activity, and how great the risk will be. This is the model of the rational person.

Motivations for participation in volunteering may be related to gender differences. Volunteering has generally been studied in a nonsexist manner; however, women are generally the volunteering majority (at least in social services). It may be useful to view some of the characteristics of male and female volunteers in a particular organizational situation to ascertain if any differences or similarities do exist and what this means in providing a motivational

volunteer climate.

The purpose of this study was to compare, in a systematic way, the characteristics and motivations for volunteering expressed by a stratified random sample of male and female volunteers in an organized state 4-H program. The perspective taken is meant neither to be a traditional view of the inherent differences between men and women, nor a feminist view of the evident similarities between men and women.

CONDUCTING THE STUDY

To determine the motivations and characteristics of 4-H volunteers, a questionnaire survey method was used. The study was conducted with 200 randomly selected male and female volunteers in 4-H programs throughout the state of Minnesota during the fall of 1978.

A review of the literature provided a list of possible motivations which volunteers had indicated as being important based on other studies. A list of 27 motivation statements plus other questions regarding characteristics were ultimately developed after a panel of professional 4-H staff members evaluated the instrument for face validity.

The population under study was 4-H volunteers, including local leaders, project leaders, and county committee members. The mailed questionnaire was sent to each identified

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volunteer. Three follow-ups were conducted to attain a response rate of 82%.

The data were coded, keypunched, and processed through the SPSS computer program. Descriptive statistics, analysis of variance with an eta squared statistic, and cross tabulations were used in viewing the comparisons between men and women volunteers. This information cannot be generalized outside of Minnesota or with any other group other than 4-H volunteers, but the results give some indications of the descriptions of volunteerism as it related to gender differences.

RESULTS

The majority of the sample consisted of women. The composition of this sample was due to the predominance of women who are 4-H volunteers. However, in the initial sampling, no attempt was made to survey an equal number of men and women. The stratified random sample was developed from the total volunteers within the state.

The instrument consisted of 27 questions which addressed the specific motivations that persons might have for volunteering. Volunteers were asked to respond on a 7 point Likert scale from strongly disagree (1) to strongly agree (7). These questions each addressed one of the general motivations for participation outlined in McClelland and Atkinson's theory of achievement, affiliation, or power (Hampton, 1972). An analysis of variance with an eta squared statistic was calculated to ascertain if there were any significant differences between men and women regarding these motivation statements.

Only five motivational statements resulted in significant statistical differences between men and women volunteers. However, the differences were quite small between the male and female volunteers.

In general, women had stronger agreement with all the statements regarding motivations. Table 1 pro-

vides a listing of the top ten motivation statements and the mean score for males and females. Nine of the top ten motivations were the same for men and women, but the statements were ranked in a different order. The tenth overall motivation was not considered important to men. Men volunteers were in greatest agreement on volunteering because they liked association with youth while women ranked volunteering as most important for being with their children.

In the five statements which showed statistical significance, the differences were in higher scores (more agreement) for women in all but one case. Women placed greater importance on motivations for being with one's children, liking to help people, a way to express caring and concern for others, and preference in working with groups rather than alone. Although very low on the ranking of motivations (26th out of 27), men said they were somewhat more likely to volunteer because they liked the recognition that they received. As was mentioned before, even though these five statements were statistically significant, with the large sample size, the differences in motivations between men and women were not meaningful in an important way.

The statements regarding motivations could each be grouped into one of three general motivations: the need for achievement or the capacity for taking pride in accomplishment; the need for affiliation or the concern for relationships with others; and the need for power or the desire to have influence over others. When these three needs were compared between male and female volunteers, there was no difference between the power and achievement needs of men and women, but there was a statistically significant difference for the affiliation need. Although the difference between men and women was not great, there was evidence that volunteering met affiliation

Table 1
 Ranking of Top Ten Means¹
 Regarding Motivation Statements
 N = 164

Statement	Women Mean	Men Mean	Overall Mean
*I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program.	5.91	5.28	5.82
*I am a volunteer because I like helping people.	5.88	5.16	5.75
I am a 4-H volunteer because I like associating with youth.	5.74	5.40	5.69
I am a 4-H volunteer because I want to have influence on how young people learn and grow.	5.31	5.28	5.32
I volunteer in 4-H because it is a way to improve my community.	5.34	5.36	5.32
*I am a 4-H volunteer because it is a way I can express my caring and concern for others.	5.34	4.84	5.25
Volunteering in 4-H gives me a chance to meet other volunteers.	5.24	4.92	5.20
I am a 4-H volunteer because I want to learn new things.	5.23	4.84	5.17
*As a 4-H volunteer, I prefer to work with groups of people rather than alone.	5.21	4.44	5.09
I am a 4-H volunteer because I want to teach and lead others.	5.10	4.92	5.08

¹Based on a 7 point Likert scale with 7 = very strongly agree and 1 = strongly disagree.

*Statistically significant at .05

needs to a greater extent in women than in men.

Other analyses were used to view other differences in characteristics between male and female volunteers. A significant difference existed between males and females regarding their altruistic or self reasons for volunteering. Men were more likely to be altruistic than were women.

There were no statistically significant differences between males and females regarding the number of years they had been volunteers, the hours per week which were volunteered, the spouse's involvement in 4-H, past membership of the volunteer in 4-H, residence, and educational level. Some differences existed between men and women in regard to age--women who volunteered were generally an average of three years older. Family income was also different between men and women volunteers. The family income of women volunteers tended to be somewhat higher than for men volunteers. However, this difference was not great.

Volunteers were asked to respond to several questions regarding their attitudes about volunteering. In describing volunteering for themselves, men and women had similar agreement regarding these statements: volunteering is fun, is interesting, is refreshing, is engaged in for its own sake, releases energy, leads to other worthwhile interests, leads to co-operation, makes my life meaningful, provides an opportunity to relax, and is its own great reward. However, analysis of variance indicated there was a statistically significant difference between men and women regarding two statements: 1) women described volunteering as providing for interaction with others more often than did men; and 2) women described volunteering as maintaining one's personal growth more often than did men.

The last two questions asked were in regard to satisfaction with volunteering and how long the volunteer

would continue to volunteer for the 4-H organization. Although both men and women were satisfied with their volunteering, women were significantly more satisfied, with a great difference between the responses of the two genders. However, when volunteers were asked to indicate how long (in years) they would continue to volunteer, men stated they would volunteer significantly longer than women.

CONCLUSIONS

The main conclusion that can be drawn from this analysis is that little difference was found between the motivations and characteristics of men and women who volunteer in 4-H programs. This may be no great surprise to most persons, but it does point out the need for similar kinds of recruitment, supervision, training, and recognition for volunteers whether they are men or women. There do appear to be differences in the kinds of affiliation needs and some indication that women are more satisfied than men with the kinds of experiences associated with volunteering. However, these differences probably do not warrant any unique techniques for recruitment, supervision, training or the rewarding of male and female volunteers. When basic motivational theories are applied to volunteerism, gender (sex) differences do not become evident in light of important, basic human needs.

The evidence of similarities in motivations and characteristics between male and female 4-H volunteers supports the need to look at the characteristics and basic needs of volunteers in a broad light. As a result of this study and other similar studies, one major conclusion can be drawn: men and women have similar motivations and volunteer attitudes, even though women tend to volunteer more often.

RECOMMENDATIONS

Although gender differences ac-

counted for little difference between the motivations of men and women, other broad conclusions can be drawn about motivations.

Some recommendations which volunteer administrators may wish to consider include:

1. People do not volunteer without certain kinds of expectations. The expectations provide a motivational climate. As a volunteer coordinator recruits and orients volunteers he or she must be aware of the kinds of expectations which will motivate particular individuals.

2. Volunteer programs must be coordinated with the volunteers always in mind. Working with volunteers includes a careful match of the volunteer's skills with the organization's tasks.

3. Volunteers' motivations may change over time, depending on the situation. The volunteer administrator must be aware of the changes and seek to find new ways to motivate volunteers.

4. In general, volunteers tend to have high affiliation needs. People volunteer because they like to be with people or at least feel they are doing something for the good of others. Volunteer opportunities should be developed which can nurture these motivational needs.

No simple answer exists regarding how to motivate people or how to motivate volunteers. What motivates one person may not motivate another. Psychologists have studied motivation for many years and have developed a number of theories. In volunteer service, we have just begun to find applications of motivation theory which can be used in the field. It is doubtful that we will ever find the answer of how to motivate volunteers. By understanding how volunteers (both men and women) are motivated, volunteer administrators can better help volunteers enhance their quality of service in the human service organization.

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Abstracts

To: Our Readers

From: Gordon Manser, Abstracts Editor

In this issue of THE JOURNAL, we are pleased to introduce a regular feature: abstracts of articles appearing in other publications, dealing with aspects of volunteer administration. It is our hope that this Abstracts section will serve as a useful "Reader's Guide" to articles of direct professional interest to volunteer administrators.

Volunteerism is receiving widespread attention today and articles relevant to our field have appeared recently in publications as diverse as: Psychology Today; Ms. Magazine; Working Woman; Ladies Home Journal; Saturday Review; Business Week; Time; Redbook; Saturday Evening Post; Harvard Business Review; and Family Circle. And we are sure this is just a beginning!

The key to the success of the Abstracts section is to have as many people as possible reviewing the contents of as many different publications as possible, so that we can find the articles referring to volunteerism. Because no one person can have access to the growing literature within and about our field, the success of this undertaking will depend--to a unique degree--upon the enthusiastic cooperation of many JOURNAL readers.

There are three major ways to assist in this effort:

1. A large number of people are needed to serve as "SCANNERS," who will take responsibility for regularly reading/skiming 2 or 3 periodicals, spotting articles relevant to volunteerism, clipping them, and sending them to the Abstracts Editor. (This can be done for magazines to which you already subscribe or to which family members/friends subscribe--let us know the variety you have access to.)
2. Several persons will be needed to serve as "ABSTRACTORS," who will be available to read articles from time to time, abstract them according to guidelines, and return them to the Abstracts Editor for publication.
3. A few persons will be needed to serve as "SUMMARIZERS," who will occasionally be invited to read an extraordinarily significant article and report upon it in some detail.

Every reader can help by being alert to articles and taking the time to send them to the Abstracts Editor for abstracting. We thank you all in advance.

An Abstracts project cannot be developed in the abstract! Some experience is necessary. As time goes on, we will develop criteria for selection of articles to be abstracted, create a classification of subject matter for reference purposes, and assemble a list of as many sources as possible wherein articles of interest might be found.

Please complete the following and let us know what part you want to play in this Abstracts section of, by and for volunteer administrators:

Send to: Gordon Manser, Abstracts Editor
Belgrade Lakes, Maine 04918
(207) 495-7736

Date: _____

☐ I am eager to serve as a regular SCANNER for the Abstracts section.

● I subscribe to the
following publications:

● I have access to the
following publications:

☐ I am available to be an ABTRACTOR.

☐ I am available to be a SUMMARIZER.

Name: _____

Address: _____

Telephone: day() _____ evening () _____

What follows are the first three Abstracts. Subsequent JOURNAL issues will contain quite a number more. We will abstract the most current articles, but will also try to "recap" key articles appearing within the last two years.

"Vista's Lost Horizons"

Ann Hulbert

The New Republic, August 30, 1982

Ms. Hulbert spells out the contradiction underlying the Reagan Administration's efforts to dismantle the VISTA volunteer program and Mr. Reagan's pledge "to restore, in our time, the American spirit of voluntarism." the reason, she believes, is simple ideological animus which goes to the nature of volunteering itself.

The conservative view, embraced by the Administration, is that volunteering ought to be confined to individual acts of direct service. Liberals, on the other hand, see volunteering in addition as progressing from "case to cause," including social action, confrontation, activism, and having as one goal the empowerment of people. The key word, Ms. Hulbert believes, is "empowerment" and the key issue is what the role of the Federal government ought to be.

"Volunteerism"

Julia Klein

Working Woman, June 1982

Ms. Klein provides an overview of new societal trends and accompanying changes in volunteering, particularly as these affect, or are affected by, women. She calls attention to new perceptions, motivations, and expectations as these are influenced by more women moving into the labor market; the expectation that volunteering will increase marketable work skills; and the demands of women for greater representation on boards of directors and in managerial positions.

The influence of President Reagan's call for more volunteers and for an increased commitment from business is noted. In face of severe cutbacks in human service programs, the question is raised: how much of the slack can new volunteers and business pick up?

As an addendum to Klein's article, Ruth Messenger describes recent developments by which many corporations are making an increased commitment to volunteering via leadership training programs, released time, and social service leaves.

"Volunteerism: An Interview with Deborah Szekely"
Earl C. Gottschalk, Jr.
Family Circle, June 8, 1982

In this wide ranging interview, Ms. Szekely, described by Mr. Gottschalk as one of the "top women achievers in the country," recounts the importance of volunteering in her life. Beginning with her early days as a housewife in Mexico, where she milked goats, worked in the fields and (in her words) "was miserable," the interview takes her through a succession of progressively responsible volunteer activities to a successful business career and, although she never attended college, to a post as chairperson of the Board of Overseers of the University of California at San Diego.

Ms. Szekely attributes much of her increase in "decisiveness, her motivational and managerial skills, and her leadership ability" to her volunteer experience. She believes that every woman, notwithstanding job and/or family, should spend 15 percent of her time volunteering, not by coincidence the same amount that businesses spend in their budgets for research and development.

A Sampling from the 1982 National Conference on Volunteerism

In the first issue of THE JOURNAL OF VOLUNTEER ADMINISTRATION, we promised to devote part of each Spring issue to some documentation of the previous Fall's National Conference on Volunteerism. This is not an attempt to print "Proceedings" in a formal sense. Rather, workshop leaders and major presenters have been given the option of submitting their speeches and materials to THE JOURNAL for dissemination to a broader audience. Submissions are screened by the Editorial Reviewers, but are selected under different criteria than are regular articles. For example, speeches are accepted for their pertinent content, while their style can--and should--read on the printed page as though they were being "heard."

Workshop-based articles can follow a variety of formats. Some lend themselves to the tone of a more formal paper presentation. Others work best as summaries, highlighting what was exchanged between the leader and the workshop participants. Others outline the major points discussed and the handouts distributed.

The 1982 National Conference on Volunteerism (sponsored by the Association for Volunteer Administration) was held on October 20-23 in Anaheim, California. A wide range of speakers offered a smorgasbord of topics to conferees. The following pages contain only a few samples of the diversity of thought-provoking sessions:

- the sincere and moving acceptance speech given by Marlene Wilson after receiving the Association for Volunteer Administration's Distinguished Member Service Award;
- the challenging address by Kerry Kenn Allen on the future of volunteerism;
- three of many workshops offered: one on disabled persons as volunteers; one on barter and collaboration; and one on older volunteers.

At the end of this Conference Highlight section, look for advance information on the 1983 National Conference on Volunteerism, scheduled for October 12 to 15 in Milwaukee, Wisconsin. The planning committee has already developed an exciting outline of events. And this year, conference speakers will be asked in advance to submit materials to THE JOURNAL for the 1984 Spring issue--so this Conference Highlights section should grow each year. See you in Milwaukee!

**Association for Volunteer Administration
Distinguished Member Service Award
Acceptance Speech**

Marlene Wilson

I was pleased when my good friend and colleague, Marion Jeffrey, introduced me yesterday as "a woman for all seasons." That assures me that I do, in fact, belong in this wonderful and challenging field of volunteerism--for I see it as a field for all seasons. May I share this analogy with you:

This is a field that experiences winter-time. Those are the periods each of us in this room have lived through when needs seem endless and we ask ourselves: "Why do we keep trying to make a difference? It's useless." I get a mental image of Dr. Zhivago trudging wearily over barren, desolate snow fields--no end in sight. Ideas seem to lie fallow, buried deep within us, and we tend to forget the law of nature that something old must die before something new can be born.

These periods illustrate what Carl Sandburg so wisely observed: "Life is like an onion; you peel it off one layer at a time--and sometimes you weep!"

This is a field that celebrates spring-time. Finally those ideas and hopes buried deep within us break forth and we regain our hope and vitality. Fresh perspectives bring new growth and we change our question of "why?" to "why not?" Ideas spring forth that were quietly germinating during the long, cold winter and we eagerly begin again. We remember the importance of laughter and humor in lightening our tasks.

This field experiences summer. This is the fulfilling time when we see the new ideas come to fruition. They take root and finally blossom into something that matters--something that will make a difference. And it is then we remember clearly why we do what we do--and why we willingly pay the price to do it.

The one part of summer I keep hoping for each year, but never in 15 years have experienced, is the "lull" that is supposed to occur--those lazy days when "the livin' is easy." Somehow, when I was a VAC Director and now as a consultant--that never quite happens with us!

But we do experience the heat. Whenever one is on the cutting edge and innovating, one must expect to "feel the heat"--and that we do a lot! I have found it is primarily the innovators from other fields (social work, education, theology, etc.) that are drawn to our field--so our summer-time question is often "what next?"

Volunteerism is also a field of autumn. As I walked in our park in Boulder shortly before I came here, I was awe-struck by the incredible beauty of our fall colors. You know those moments when the beauty takes your breath away and all you can do is stand in awe and enjoy.

We have those times of special beauty:

- When we see the harvest of our labors.
- When we remember those special people who make our field so colorful and alive (the volunteers, volunteer directors and clients). This is anything but a dull group!
- When we come together for days of celebration like this.

Fall is also when we look back on our year and ask was it good? What were our "well-dones"? What are our opportunities for improvement?

Yes--I am so grateful to be a part of this "field for all seasons." How wonderful to love my work so much that my husband, Harv, has to remind me from time to time that it is work. Our advice to our Rich and Lisa is simple, now that they are both young adults and seeking their future: "Look until you find what you love to do--and then do it!"

I find my colleagues in this field to be exceptional people--you, too, love your work; you are lifelong learners; and you are on a journey of becoming. I am so grateful to be honored with this award by such a group as AVA. Thank you all.

The Future of Volunteerism: Impetus for a Strong Foundation

Kerry Kenn Allen

It is a great pleasure and honor to have been invited here and I'm particularly pleased to be able to kick-off this special seminar day for this year's National Conference on Volunteerism. Let me start by telling you that as I look at the conference program I'm impressed that this seems to be the most comprehensive and innovative conference ever sponsored by AVA. The planners are to be commended for their creativity and for the diversity of views they've built into the conference. The promotion for the conference understated the role of the so-called "stars" with good reason because in this case the program itself is the star. Today is particularly unique and important as the time to concentrate energies early in the conference, while we still have the energy, on five critically important subjects. And I hope this morning that I can reflect the importance I see in those subjects by paralleling them in my remarks.

I have three tasks today: first, to remind you of VOLUNTEER, our goals and priorities; second, to report to you on the aspects of the President's Task Force that are most relevant to us in the volunteer community; and, third, to reflect with you on what the future holds for volunteering and on the roles we can all play together in that future.

Let me begin then by talking for a few moments about VOLUNTEER. Most of you know who we are and what we do. So, instead of simply reviewing our programs I want to focus instead on what we think is

most important for us, on the things we are trying to accomplish. Last year our board of directors went through a planning process which concluded in their adoption of a long-range plan that lays out our priorities for the next three to five years. I'd like to share them with you. They are: first, to increase public awareness; second, to increase acceptance of the value of volunteering among key decision-makers in government, business, education and organized labor; and third, to increase the amount and effectiveness of volunteer involvement, particularly among those groups that may be under-represented in volunteering today.

All of our programs and activities grow from these priorities. Why did we establish these? First, we believe volunteering still has an image problem and that we must all work to improve the level of understanding of the value of volunteering, both among the general public and among key decision-makers in other segments of our society. Second, we believe that volunteering is increasingly important both for what it accomplishes and for the values it brings to society, so we want to spend some more time talking about those values. Third, we believe that the volunteer community is not powerless but rather that by working together we can shape our own future and can have an impact on the world. But that can only happen if we begin to behave as a community that has shared values. So that's what VOLUNTEER is all about: improving the

Kerry Kenn Allen is Executive President of VOLUNTEER: The National Center for Citizen Involvement.

image, selling the values, strengthening the community. We hope you will want to join with us in that work.

THE PRESIDENT'S TASK FORCE

Let me turn my attention next to the President's Task Force on Private Sector Initiatives and tell you specifically about those aspects of the Task Force's work that have the greatest relevance to the volunteer community.

First, the Task Force has appointed a special committee on Marshalling Human Resources chaired by Frank Pace, the president of the National Executive Service Corps. Frank took the unique step of reaching out to national voluntary organizations to identify their primary concerns about volunteer involvement and to build the work of this committee around those concerns. The work of greatest importance will be the new relationship he is helping us to forge with organized labor. For the first time, representatives of national voluntary organizations and labor unions at the national level are sitting together, talking about the role of volunteers, particularly at a time of high unemployment and budget-cutting, examining how we can both continue to meet needs through the great involvement of volunteers and also provide economic security for today's paid workers. This is a tremendous break-through and one which we believe will continue to bear fruit for many years into the future.

Second, the Task Force has managed to capture the attention of the media about the role of the private sector in problem-solving in the United States. For the first time we see the media seriously interested in examining the role of individual citizens and of their organizations and institutions in delivering services and meeting local needs. It is going to be up to the rest of us, after the Task Force concludes its work, to capitalize on this new opening. Third, the Task Force has been particularly

sensitive to the way in which the mobilization of human resources can complement cash contributions. In its contribution strategies recommendation to corporations, the Task Force recommends not only an increase in cash contributions, but also calls on companies to match all cash contributions on a dollar-for-dollar basis with an equal amount in value of non-cash contributions: in-kind services, donated goods and, most importantly, volunteer time.

We must remember that the Task Force will be in existence only for a short time (*ed. note: The Task Force officially completed its work on December 31, 1982*) and was appointed to fill a specific need to help the current Federal administration raise public consciousness about the role of the private sector in problem-solving, consistent with President Reagan's philosophies in this area. It has taken as its primary responsibility the promotion of greater private sector involvement without regard to areas in which citizens and groups choose to become involved. Naturally, many will be disappointed that the Task Force has not done enough or that it has not done what they feel to be the right things. But the Task Force is only a beginning and the true value of its work will become evident only to the extent that the rest of us take advantage of the doors that they've opened to further stimulate private sector involvement.

Let me turn now to the discussion of the future--what it holds for volunteering and how we in the volunteer community can begin to have an impact on that future.

VOLUNTEERING IN THE FUTURE

Let me begin by discussing those factors that are most likely to affect the nature and scope of volunteering in the future. They fall into three categories: those that shape the world in which we work and live; those that shape the people with whom we work; and those that will shape the role we can play as a

community.

Factors that Shape the World

First, those that will shape the world in which we work and live. There are three of these. The first is the changing nature and composition of the population. Peter Drucker, the renowned management consultant, has said that in the last decade of the 20th century, population will be the least stable and most drastically changing element in society and world politics, and probably the single most important cause of turbulence. In developed countries we face declining birth rates--a baby "bust" rather than a baby "boom." Within a few years we'll begin to face shortages of young people entering the job market and available for traditional jobs and we'll witness tremendous change in the proportion of youth and elders. At the same time, developing countries will face the reverse--how to deal with their success in reducing infant mortality and their rapidly growing population.

Demographic changes, then, will lead to the second factor: the changing nature of work. Specifically, this will involve: the continued rise of high technology; the loss of industrial capacity in developed countries; the impact of longer life expectancies and the improved vitality of older people; the increase in skill and educational level of younger people, thus increasing their expectations; and the growth of part-time workers and the desire to shift careers.

Third, we'll face rapidly changing economic conditions. Two years ago, in the National Forum on Volunteerism, our projections focused on inflation as the key economic problem facing voluntary organizations. Today we look back in wonder as we are gripped by recession and, for many, depression. Unemployment is rampant and, many fear, becoming permanent. There's little solace in the fact that the passage of time will solve that problem. The world's system of credit seems on the verge of

collapse and every solution seems to cause greater problems. Worst of all, there's the psychological impact of instability and economic uncertainty, resulting in people being less willing as well as less able to participate in the full life of their community.

In short we are facing a turbulent world in which developed countries must confront the realities of their limitations and the price they now must pay for their development, while developing countries must choose whether it is wise to follow that same course or whether it is even possible to do so. We're facing a world in which the search is on for alternative ways of doing business, delivering services and living our lives.

Factors that Shape People

Second, then, we must be concerned about the people with whom we will work. There, the most important shaping factor is the prevailing attitudes and values of the people themselves. Drucker may be right about the importance of population shifts to the world at large. But our work is most likely to be shaped by people's attitudes. How do the people who we hope will volunteer feel about the role of the individual in society? About their own personal life-styles and the role of helping in them? About unpaid work and its relationship to paid work? About demands of the powerless for security, opportunity and power? About the possibility of better times?

Already we must deal with conflicting forces: the self-awareness movement and those who believe we must turn inward first; the rise of conservative political views, long on the rhetoric of self-help but short on resources to promote or support it (and unwilling to grant the power that must come with it); and the rise of the "new aquarians" who are creating their own form of elitism. Pervading all of this is the return of the "me first" attitude. Into this we wade with our talk of volunteering.

Factors that Shape Our Role

Third, then, we must be concerned with the role we will play and the factors that will most shape us. I believe there are four of those. The first is our view of ourself as an effective working community. Do we have confidence in ourselves and our influence or do we persist in seeing ourselves as powerless?

The second is the way in which we work together with the major institutions of society. Do we aggressively seek areas of mutual interest with one another or do we retreat to our own self-interests? Have we built effective communications and working relations with business, organized labor, government and religion?

The third factor that will shape us as a community is the availability of leadership and funding resources. Do we command the attention and involvement of talented, creative, committed people? Are we building funding sources that will sustain us and insure our independence?

The fourth factor is the nature of the value system that guides our work. Do we discuss it; do we promote it?

POSSIBLE FUTURES

In the face of this massive reshaping of our world what, then, is likely to happen to volunteering? Let me suggest to you seven possible developments, things that we may see happen some time in the future.

First, volunteering potentially will become more isolationist, both in what individuals are willing to do and within national boundaries. Already we're seeing the rise of self-help and mutual assistance, particularly among those who traditionally have sought to help others. The great middle-class is seeking economic relief, escape from personal problems and personal growth. And from that comes the increase in "close-to-home" volunteering, both geographically and within one's own peer group. This is complicated by the

growing survivalist mentality that many have in the face of continued economic uncertainty. An unintended consequence of these developments may be that we will begin to retreat from those who are most in need and from global problems because of the immensity of the task, a lack of power and a lack of clear solutions. Do we as leaders of the volunteer community then place as much value on this new form of volunteering? Is this the kind of self-help and mutual assistance we wish to promote?

Second, we are as likely to see volunteers creating alternative economic and service delivery systems that are more humane, responsive and equitable as attempting to reform existing institutions. This is a natural outgrowth of experiences in the 1960s and 1970s and will result in creative new approaches. But potentially, it will strip existing institutions of their most creative leadership and resources. Those most in need might be left behind again because they have no resources to participate. This may also exacerbate tensions between volunteers for social change and direct service volunteers.

Third, government is likely to emerge as a primary consumer of volunteer services as public sector resources shrink. There's likely to be a preoccupation with involving volunteers in the physical aspects of problems such as maintenance of public facilities, thus exacerbating employment problems by removing the low-skill jobs that so many need. So government will likely be the setting for confrontations between paid and unpaid workers. Likewise, non-governmental organizations may be unable to compete effectively for volunteers with a public sector that, while short on resources, still can far outspend those of us in the private sector if it chooses to do so.

Fourth, volunteering increasingly will be viewed in the context of paid employment: as a way of developing

skills or gaining experience; as a means of personal fulfillment for the underemployed; as a way of extending one's useful work life; as a way of meeting personal economic needs through mutual assistance work. For those of us in leadership positions this will necessitate an upgrading of our efforts to document and credential volunteer work, and we'll need to be advocates for the acceptance of volunteer work by employers. We're going to need to solve our problems with paid workers, guaranteeing economic security but recognizing that both paid and unpaid workers have a unique role to play.

We must recognize that by definition we cannot have a conflict with professionals if by "professionals" we mean skilled, caring people acting in the best interest of others--because that also describes many volunteers. Rather, our dispute is with those who, to protect their status, authority or livelihood, act to maintain the dependency of those in need and hinder helping through bureaucratic entanglement, senseless regulation and technical mumbo-jumbo. In that dispute we must stand squarely on two principles: the right of consumers to services that give them control over their own destiny and the right of unpaid workers to help solve problems.

Fifth, the paid workplace will be increasingly important as a source of volunteers, and already we see the growth of corporate volunteer programs and employee involvement efforts. The hesitancy of the business community to take risks may limit the role these volunteers will play, particularly in consumer-controlled or advocacy organizations. But it also means that we must build the capability of volunteer-involving organizations and agencies to work effectively with the business community so that we make the most effective use of their resources and yet are not dominated by them.

Sixth, despite the steadily increasing importance and visibility of

volunteering, there's not likely to be proportionate increases in funding available to support volunteer programs. Thus, we'll have tension between our need to demonstrate the level of skill needed in volunteer management (thus justifying resources) and the equal need not to over-professionalize our field. Future volunteer managers outside institutional settings are likely to be volunteers rather than paid employees, but potentially with rapid turnover if they choose to enter the paid workforce. Within institutions, management of volunteers must be integrated with other human resource management functions. For resource organizations this means that we must pay increased attention to volunteer leaders and individual volunteers.

Seventh, volunteers are likely to become increasingly politicized for three reasons: it will come in response to political forces that seem to be acting contrary to the best interests of people volunteers are seeking to serve; it will be part of the general declining confidence in our leadership and our institutions and the search for alternatives; it will come as part of the world-wide search for a more positive and humane value system to guide both our personal lives and our society.

SHARED VALUES

I want to remind you that these images of the future apply not only to the United States but around the world. Volunteering after all is not strictly an American phenomenon but rather exists wherever there are caring people. I had the opportunity in September to participate in two international conferences in England and met volunteers from over 25 countries: from Great Britain and Australia where they have volunteer management and support structures very parallel to ours; from Zimbabwe where they're bringing together black and white voluntary organizations as one way to heal the wounds in that

war-torn country; from Indonesia where they're reminding residents of rural areas that it is part of their cultural heritage to help their neighbors; from Hong Kong where they're working hard to create neighborhood volunteer efforts; and from Bangladesh where the mosques are becoming the center of community volunteer effort. I came away from those conferences feeling that there's much more that ties us together around the world than pushes us apart, that slowly but surely we are becoming a global volunteer community.

The most critical element tying that global community together is the sense of shared values that we have. Let me close by talking a little bit about our value system. There are four values that seem to me most inherent in volunteer work.

The first of these is caring. As volunteers we are saying that it is all right to care; it's not strange, it's not out of step, it's not uncool. It's all right to care about other people and their problems and to translate that caring into positive action.

Second, we believe the problems can be solved. At a time when people at all points on the political spectrum are telling us that it's impossible to solve problems and that we can only deal with the symptoms, volunteers are saying that problems can be solved and that individual citizens and their institutions can play a key role in finding those solutions.

Third, volunteering is synonymous with freedom, the freedom to choose our priorities and as individuals to choose how we will give our time, talent and energy to build a better world.

The fourth value, and perhaps the most important, is that of empowerment. Simply put, as volunteers we believe that every person, no matter their background, education, race or economic status, that every person, has the right to be effectively involved in making those decisions that are going to affect his or her life and the lives of his or her

neighbors, family and community. People do not volunteer to maintain dependency. Rather they volunteer so everyone can be as self-sufficient as you and I.

Now there's a danger implicit in discussing these values because through discussion we take on an obligation to make those values visible. That leads us naturally to involvement in complex and controversial issues, because our values are threatening to many.

Not without reason is there concern among volunteer leaders about involvement in politics. But let's recognize the reality of the world about us. Today even the question of helping is a political one. No longer are there "safe" areas for volunteers. Do we celebrate those who feed the hungry, clothe the naked, and shelter the homeless, but not those who seek to give them a voice in the corridors of power? Do we celebrate those who work with the physically and mentally ill but not those who fight for the rights of the ill to choose their own treatment or for a healthy workplace and environment to prevent illness? Do we celebrate those who rebuild from the ravages of war but not those who seek to prevent war?

Is volunteering by its nature and values a political act? Consider that we now live in a world in which we have the capability to alleviate much of the existing human suffering, if we choose to do so. Let me give you just one example. For the world's most needy, the poorest segment of humanity that makes up over 50 percent of the world's population, accelerated progress is not a question of possibility but one of choice. James Grant, executive director of UNICEF, has estimated that an extra 10 billion dollars annually is the amount necessary over a decade or more to break the back of hunger and malnutrition and some of the worst health problems the world faces. A large amount? Possibly. But is it large when you consider that it's

equal to one week's arms expenditures around the world? Or is one quarter of what the United States spends on alcohol in a year? Or one fifth of what the world spends on tobacco each year?

Our values are political values. If not because we wish them to be, then because the world makes them so. We can refuse to participate in the decision-making and resource allocation of a political world, but in doing so we will sacrifice our values and give the world to those who seek to dominate rather than empower people. The choice is ours. But as philosopher Beatrice Bruteau wrote, we may not really have a choice. She said: "We cannot wait for the world to turn, for times to change that we might change with them, for the revolution to come and carry us around in its new course. We ourselves are the future, we are the revolution."

Thank you very much.

The Handicap May Be Yours

Claudia Apfelbaum, MSS

ATTITUDINAL OVERVIEW

For the past year and a half, I have been the director of volunteers in an agency where half the volunteers are disabled persons. Through my work, I have come to the realization that the primary difficulty in incorporating disabled persons into the workplace (and elsewhere) lies not with their disability, but with our response to it.

We in North America have been thoroughly socialized into accepting one standard of beauty. Contained within that image are a person's attributes. Thus, beauty also connotes intelligence, social status, appropriate sexuality. In meeting other people, we immediately evaluate them on the basis of their similarity or dissimilarity to that image. If they approximate that image, they are suitable people with which to make social contact. If they look different, we already have a pre-set notion that they are not "good" and we shy away.

This pervasive image affects our interaction with disabled persons. Until recently, the majority of disabled persons were kept hidden from the American public in institutions and back rooms. Now, they are seeking equal participation in American life, and we need to deal with our responses to them.

OVERCOMING NEGATIVE RESPONSES

I entered my agency with a strong

belief in the right of all people to lead fully productive, participative lives. I perceived myself as an advocate for disabled persons. When I found myself reacting negatively to some of the staff's physical differences, I was surprised and disappointed. I can only deduce that my difficulties were due to the socialization I had received, and were typical of first encounters between non-disabled persons and disabled persons.

I anticipate that, as you begin to incorporate disabled persons in your volunteer program, most of you will go through a similar process of acculturation. I will briefly share my experience, so that if you have some inner difficulties, you will know that you are not alone.

During my initial interview, I was introduced to a woman sitting in a wheelchair, who seemed completely surrounded by equipment. I reached out to shake hands and was met by little, inflexible fingers. Their rigidity made me gulp. I spent many months trying not to look at the long, spidery arms of another staff member nor could I stop myself from continuously wondering if his face was truly longer than other peoples'.

It took me some months to be completely at ease. I knew I had gotten to that point when I found myself remembering my initial reaction to my colleague's face. I no longer saw his abnormality. I liked him. I enjoyed working with him. He had become a person to me.

Claudia Apfelbaum is the Director of Volunteers at Resources for Living Independently Center, in Philadelphia, Pennsylvania. The Center is a social service agency staffed primarily by disabled persons, offering social services to other disabled persons. Ms. Apfelbaum is recording secretary for the Delaware Valley Association for Directors of Volunteer Programs.

The woman also emerged out of her equipment. As we shared an office, we met each other as co-workers. I grew quickly to appreciate her keen and empathetic response to people. I also learned her life story.

A TYPICAL LIFE STORY

Typical of most disabled people, my colleague participated only minimally in social and community life. As a child, she was tutored at home. The public schools were not accessible to her. Marriage was not considered, despite her beautiful blue eyes, her intelligence, and her good heart. Neither was employment an option.

From that secluded and isolated situation, her life has gone through a metamorphosis. In 1976, she sat in her first classroom, to begin work on her master's degree at the age of forty-six. In 1981, she held her first paid position, outside her home. In the fall of 1982, she drove herself to work for the first time because, for the first time, she had a driver's license and her own vehicle!

These changes in her own life were simultaneous to a general change in the attitude and self-perception disabled people had of themselves. Only in the late sixties did disabled people begin to perceive that the isolation and loneliness which shrouded their lives was not fundamental to their existence. As a result, they began to work for social and political change. To a degree, they have succeeded in obtaining governmental support and social acceptance. My agency, Resources for Living Independently Center, is an outgrowth of these efforts. It is a social service agency serving disabled persons through a staff composed primarily of disabled persons.

USING MY EXPERIENCE WITH VOLUNTEERS

Both non-disabled persons and disabled people come to the agency to volunteer. Of necessity, I speak to them somewhat differently.

When interviewing non-disabled persons, I have begun to use my initial experience as a way of opening discussion regarding their feelings about working with disabled persons. They need to evaluate their response to this environment. Most of these people will be supervised by a disabled person and need to be aware of that. To many, this is a new concept. To a few people, this has been an uncomfortable idea.

It has been important to discuss this issue from the start. It has enabled most people to relax and openly accept this new situation. Some have disclosed hidden disabilities. The few who have felt significantly uncomfortable have been able to say so and have generally determined not to volunteer here. They have screened themselves out.

The disabled people who come for an interview know this agency is oriented toward their needs. For instance, I am able to offer transportation (a contracted service) to wheelchair users and other disabled persons. Yet often when they first come to the agency they are surprised by its accommodations and by the staff. To see other disabled people holding positions of responsibility is a new and wonderful experience. They can relax. They can be who they are and know that they are okay.

A disabled person expects to be treated like any other person. Erving Zola, a professor of sociology at Brandeis University and a disabled person, decided on an experimental basis, to become a resident at a village specially designed for disabled persons. This required him to reduce his present mobility and return to a wheelchair. The moment he sat down in the wheelchair, an attitudinal change occurred.

The next half hour was weird. Partly it was my getting used to being in a wheelchair after a twenty-year absence. But it was much more than that. Subtly, but all too quickly, I was being trans-

formed. As soon as I sat in the wheelchair I was no longer seen as a person who could fend for himself.

Although Metz had known me well for nine months, and had never before done anything physical for me without asking, now he took over without permission. Suddenly in his eyes I was no longer able to carry things, reach for objects, or even push myself around. Though I was perfectly capable of doing all these things, I was being wheeled around, and things were being brought to me--and all without my asking. Most frightening was my compliance, my alienation from myself and from the process.

It is this attitude we need to fight against when we interview disabled persons. During the interview, the same questions need to be asked as we ask of any potential volunteer: What are your skills? What is your previous training? What are you interested in doing? Additionally, it may be useful to inquire what this person's physical capabilities are, for example, how long s/he can work at a stretch of time or if s/he can write. As this person is well-acquainted with his/her physical needs, the best thing to do is listen and not assume answers. Disabled people are quite capable of saying what they need and what they can and cannot do.

THE VOLUNTEERS AT RLI

Working with a disabled person sometimes takes a bit of creative ingenuity. For instance, a man who has been blind since birth volunteers weekly as our receptionist. He answers the phone by pressing the row of buttons until he finds the one with the caller on it. He takes the message in Braille. At the end of the morning, he reads the messages to me and I write them down and give them to the various staff. Taking the messages from him in this way makes it possible for him to work and is what I mean by ingenuity.

Another example of using resources and making links creatively is the work being done by our ramps building project. We are building ramps to enable our clients to leave their residences independently. (For most clients, steps are a major impediment to their free entry and departure from home.)

The ramps project coordinator is a young man who has recently become disabled. He has chronic tendonitis and walks with crutches. His background as a carpenter enables him to assess and design ramps. He cannot do the actual construction, so we have linked up with a weekend workcamp, which provides the manual labor, and he oversees the construction of the ramps.

Another volunteer, a paraplegic who drives his own van, is also involved in the project. He uses his van to drive the ramps project coordinator to sites and to transport lumber. Without using these various resources, the ramps would not be built.

Some of the work done by the volunteers is more straightforward. One extensively disabled woman calls a group of clients on a monthly basis to check with them if the services they are receiving are satisfactory. She reports her calls to one of the staff. She does all her work at home. It is more convenient for her.

Another woman, also a wheelchair user, contacts housing developers on a weekly basis. She questions them about buildings which should have accessible units for disabled persons. She asks how many units, what different types of accessible units, how to apply, etc. She reports her work to the housing coordinator. Her persistent questioning makes her able to obtain much needed information. Disabled volunteers could ask similar informational questions at other agencies in equally competent ways.

A man born with spina bifida is the legislative liaison between an attendant care task force at the agency and state officials. As the

liaison, he contacts state officials to talk about proposed legislation for attendant care, to enlist their support, and to educate them about the concerns of the disabled community. This type of assignment could be developed by any agency to utilize a disabled volunteer to contact state officials on any issue. Education about the issue and methods of approach would be important in preparing this person for the work involved.

As you can see, disabled persons hold a variety of volunteer positions at my agency. They do research, contact clients, act as intermediaries between the state and the agency, design ramps. They also write articles, proofread newsletters, type, file, Xerox, and have organized social activities for themselves and clients. Their skills are many. As with all volunteers, their work should be determined by their ability and the agency's needs.

CONCLUSION

It is up to us, as directors of volunteers, to evaluate our programs and consider how we may incorporate disabled persons as volunteers. Just as any other volunteer, a disabled person could teach sewing to a group of Girl Scouts, tutor someone preparing for high school equivalency exams, edit a newsletter, or organize a fund-raising project. The possibilities are endless and are only limited by our imagination.

The point is to begin to think about disabled people as people first. It may feel easier not to do so, but in not doing so we are denying ourselves and this "other" an opportunity for real human contact. As directors of volunteers we have a wonderful opportunity to integrate our programs and to use an invisible minority in effective volunteer positions.

REFERENCES

¹Erving Zola, *Missing Pieces*, Temple University Press, Philadelphia, PA, 1982, p. 52.

²*Attendant care is a form of assistance some disabled people need to take care of washing, dressing, meal preparation, etc. The goal of the task force is to enable disabled people to be responsible for their own hiring of attendant care providers with state money, rather than through a third party.*

Barter and Collaboration: Expanding Our Horizons

Susan J. Ellis

This ninety-minute workshop was designed to broaden the horizons of participants about the subjects of barter and collaboration--to define these terms and to demonstrate their relationship to our field of volunteer administration.

Both barter and collaboration are valid responses to the need to stretch shrinking budget dollars. Administrators of volunteer programs should see these two approaches as intimately connected to volunteerism--the ways in which one locates and motivates potential bartering/collaborating partners is the same as the process of recruiting volunteers. In fact, for many years we have been pointing out to prospective volunteers what they will "get" out of their volunteer experience. So we have been establishing informal barter arrangements already.

CLARIFICATION OF TERMS

Barter generally means the exchange of goods or services for other goods or services having similar value. Barter is often used as a substitute for payment of money for goods or services, which is why it rises in visibility during economic hard times. This is also why the IRS is concerned with barter as a sub-economy and is seeking ways to tax the value of such exchanges. It should be noted that businesses and corporations use barter often--so barter is not simply a way for those without money to "make do."

Collaboration generally means the joining of forces by two or more parties towards a common end. There are short-term and long-term collaborations. Each participant (can be an individual or an institution) brings resources to the collaborative effort and expects to draw upon the resources of the other participants. The best collaborations occur when there is some parity among the partners and when the value of each partner's contributed resources is seen as even.

GETTING STARTED

In order to barter or collaborate effectively, it is necessary to be clear on two critical points: exactly what your organization needs; and what your organization has that it is willing to give or share in order to get what it needs. The process of identifying these two lists can be very valuable to agency/group planning. Taking a hard look at what you have to offer others can be an eye-opening experience. Things that we take for granted may be incredible "finds" to others, and vice versa.

To help workshop participants begin to identify their own needs and resources, they were given several minutes to complete a worksheet entitled "Preparation for Collaboration and Barter" (see Workshop Handout A). Then the group discussed some of the responses to get a feel for the kinds of items listed.

For example, under the "discard"

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heading the participants had such items as: boxes; duplicate publications; junk mail; out-of-date magazines; interpersonal skills; coffee; cents-off coupons; cans and bottles; and other types of paper (old phone books, newspapers, etc.). Under the "surplus" heading came such things as: books and magazines; telephones and office space; evening meeting space; storage space; food; typewriters and other office equipment available after hours (usually the evening); a mechanic's bay; and yard space.

An examination of just these two short lists indicates some possible avenues for barter. For example, in exchange for evening meeting space might another organization be willing to help staff fair booths? Or, would a printer be willing to produce a monthly newsletter at cost in exchange for storage space? This way of thinking opens new avenues for approaching small businesses to support an organization, since a volunteer program or an agency would be offering tangible exchange goods/services for what it needed. Note that the value of what you have to offer is relative. Its "market value" might be low or high, but what matters is its value to the other person/agency.

After spot-checking what the workshop participants answered in some of the other categories, the list of share-able resources included: space in the agency's newsletter; a location one block from the football stadium (demonstrating the point that geographic proximity to something might be very appealing; in this case it was thought that a vendor might use the agency's location to sell football-related items and, in exchange, might give small gifts for use in agency fundraising); display booth space; a camp ground; employee fitness classes; cars and field routes; and various sorts of information. Also, if an agency could allow "guests" at in-house training events, such professional development would be worth a great deal to those or-

ganizations without training budgets.

Other types of often-overlooked resources that could be the basis for bartering include:

- carpentry, plumbing, electrical skills--the maintenance department
- child care
- gardening
- photography/audio-visual work
- clerical services
- professional services including law, accounting, medicine, etc.
- bookkeeping skills
- special subject education (foreign languages, crafts, etc.)
- computer time
- coaching for sports
- writing and editing

Such a preliminary list indicates that an organization's resources are a combination of the facilities and skills of the agency itself plus the personal resources of salaried staff, volunteers and clients. These resources are often overlooked. Until you ask, you never know if a staff member is willing to teach gourmet cooking to someone in exchange for, say, public relations consulting for the agency. Or what about inventorying the expertise of the staff and capitalizing on such sought-after abilities as proofreading, writing press releases, organizing file systems, etc.? If the organization is willing to free the time of salaried and volunteer staff accordingly, such skills are highly exchangeable.

Also, clients should not be discounted as possible bartering partners. Think of what it does to self-esteem to be seen as a resource instead of as a constant recipient of services. Ivan Scheier's well-known "Mini-Max" game shows how to enable people to match needs and skills in a reciprocal manner.

SOME POINTERS FOR INITIATING BARTER

Barter can be established agency to agency, individual to individual, or agency to individual. Again, if you are clear on what you need and on

Workshop Handout A

PREPARATION FOR COLLABORATION AND BARTER: WHAT DO WE HAVE TO OFFER?

WHAT DO WE DISCARD THAT MIGHT BE USEFUL TO SOME OTHER ORGANIZATION (OR PERSON)?

WHAT DO WE HAVE IN SURPLUS QUANTITIES THAT WE MIGHT OFFER TO OTHERS?

WHAT DO WE HAVE THAT WE MIGHT SHARE?

Space:

Equipment:

A/V:

Supplies:

Staff/Volunteer Training:

Reference Materials:

"Professional" Expertise:

"Personal" Expertise:

Contacts:

Funds:

National or other affiliations:

Unclassifiable:

what you have to offer, all sorts of partnerships are possible. This also means that a nonprofit agency can approach both large and small businesses, not to plead for money, but to offer an exchange. Can your agency teach a company's employees about physical fitness, or causes of delinquency, or problems of aging? Can you offer display space for a new product or service? The possibilities are intriguing, no?

The handout entitled "Collaboration Grid" (Appendix A) was next discussed in the workshop to give participants a way to analyze possible barter/collaboration partners. The point of the Grid is to demonstrate that those agencies and businesses sharing an organization's "client group" (e.g., they all have children as a target audience) will not be the same agencies and businesses sharing that organization's service focus (e.g., concerned with education, recreation, or health care). So there are a number of different ways to determine sources to approach because of mutual concerns.

The handout describing "The Volunteer Program Connection" (Appendix B) gives some concrete pointers about the best way to set up bartering arrangements, including some thoughts about liability and taxes. One irony of the fact that the IRS is seeking ways to tax barter is that the IRS is equally opposed to allowing any deduction for the value of volunteer service. If the IRS ever figures out a way to evaluate the worth of a service performed in a barter arrangement in order to assess taxes, then the volunteer community should battle for equal recognition of the monetary value of "traditional" volunteer service, as an allowable credit or deduction!

The bottom line of barter is that there should be no sacred cows. Ask all vendors, tradespeople, consultants, suppliers--anyone dealing with your organization--if a barter arrangement can be developed. For too long the volunteer world has only

approached "white-collar" people and has assumed that "blue-collar" tasks had to be paid for in cash. Barter is a new approach, with tremendous potential.

COLLABORATION

While the workshop focused on barter (as the concept newest to most participants), some key related aspects about collaboration were also discussed. First, the similarity of purpose between barter and collaboration was noted--that each enables an organization to go beyond its present resources. Also similar is the need to be as clear as possible about what is to be gained through the collaboration and what an organization is willing to share in such a venture.

Common pitfalls of collaboration include: unclear definitions of purpose; turf; hidden agendas; lack of accountability; unequal power or status of participants. All of these can destroy the effect of a project and can even be counterproductive by generating bad feelings.

The main advice is to select collaboration partners carefully on the basis of mutual goals and comparative size. Then, focus attention at the first few meetings on how everyone will work together. Clarify roles, timeframes, reporting systems, attendance at meetings, etc. Most collaborative teams make the mistake of plunging right in to the content of the collaboration (what is the event's theme? who will we get to keynote? etc.), without allowing time to set up the process of working together.

THE ROLE OF THE DIRECTOR OF VOLUNTEERS

The workshop explored the very current topics of barter and collaboration in order to demonstrate the validity of making these part of the role of the director of volunteers. Who else in an organization has the skill and knowledge to reach into the community to find such new re-

sources? This implies a broadening of the concept of "volunteerism" to include not only services but also goods that are not actually paid for. It also implies that the director of volunteers is an integral member of an organization's administrative team, since assessing needs and in-

ternal resources is an agency-wide responsibility.

While the workshop only skimmed the surface of two quite complex issues, participants were urged to return home and test the waters, being alert to ways to expand their organizations' assets.

APPENDIX A (Workshop Handout)

Collaboration Grid

From NO EXCUSES: The Team Approach to Volunteer Management, Ellis & Noyes, ENERGIZE, 1981.

US	AGENCIES SHARING INTEREST	BUSINESSES SHARING INTEREST	OTHER LINKAGES
Our client/ consumer group: _____ _____ _____			
Our types of service: _____ _____ _____ _____			
Our geographic area: _____ _____			
Other special focus: _____ _____ _____			

Appendix B (Workshop Handout)

BARTER AND COLLABORATION: THE VOLUNTEER PROGRAM "CONNECTION"

Barter and collaboration are two topics receiving some renewed attention in these strange economic times. Both have very real connections to volunteer programs and leaders of volunteers should develop a point of view about this.

First, do not let vocabulary overwhelm you. In many ways, you are ALREADY involved in barter and collaboration. Every time you recruit a volunteer or a group of volunteers by pointing out mutual benefits, you have set up an EXCHANGE. In the last analysis, "barter" and "collaboration" are simply variations on the theme of "exchange."

Barter generally refers to a trade, made as evenly as possible and in lieu of an exchange of money. Collaboration generally implies a longer-term relationship in which two or more people/groups contribute their expertise and resources towards achieving a mutual goal.

Some hints:

1. Before you are ready to barter or collaborate, you must assess exactly what your organization has to offer to others. Analyze your resources and determine what you are willing to give or share.
2. Define clearly what you hope to gain by the barter or collaboration. Stay away from vague goals. Put any agreement reached or trade made in writing--this will help assure satisfaction all around and will provide documentation for the IRS, too.
3. If trading skills or services, consider liability insurance.
4. Barter and the IRS: Don't consider barter as a way to avoid taxes. To the IRS, barter equals income; it must be declared and taxes paid on it as though you were dealing in cash. However, exactly how you determine the cash value of the transaction and how you declare it is up to you and your accountant. The IRS code leaves much room for interpretation. Generally, the IRS is more interested in barter as conducted by profit-making businesses.
5. In collaborative arrangements, be sure all groups involved have some parity. It is very hard to achieve successful sharing of work if you all begin unequal (as to size, resources, expertise--whatever). Constantly clarify HOW you will work together, not only what the content of the project is. Assign work equitably and keep group members accountable.
6. It is possible to look at barter as a new way to recruit individual volunteers. Your agency might offer the use of a desk twice a week to a person starting a p.r. firm, in exchange for free p.r. services. Or an artist might offer free illustrations in exchange for access to your addressograph once a month.

Some resources:

Great Exchange
655 Madison Avenue
New York, NY 10021

Barter Communique
Full Circle Marketing Corp.
6500 Midnight Pass Road
Penthouse Suite #504
Sarasota, FL 33581

Comstock Trading Company
P.O. Box 8020
Walnut Creek, CA 94596

How to Barter and Trade, by Jack Trapp, Cornerstone Library, 1981.

"Toward Collaboration: Risks We Need to Take," Eva Schindler-Rainman, 1981.

Older Volunteers and New Frontiers

Mary M. Seguin, DSW, Polly F. McConney, MA,
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Older volunteers can add a unique dimension to the life of an organization run by paid, generally younger personnel. Older volunteers can help to build bridges of understanding between generations within the organization, between paid workers and volunteers, between the organization and other organizations, and between the older volunteers themselves and other older persons in the community.

The great majority of the 25 million older Americans (Weg, 1981) can expect to be retired and in relatively good health for a number of years. Yet for many persons, lack of an occupation means a loss of their principal source of income as well as the basis for personal identity in a socially-valued work role. Volunteer work, though unpaid, offers a means of maintaining identity and participating in the life of the community.

Established organizations operated by paid personnel can successfully utilize this resource if they are

willing to modify their operations to accommodate the new older volunteers. In organizations that use service volunteers, paid staff customarily recruit, deploy, and supervise them just as they do paid personnel. Often volunteers perform limited or unchallenging tasks because paid staff wish to retain administrative, professional, or supervisory roles for themselves.

Volunteers can engage in a full range of roles and create innovative ways to complement work of paid personnel as they develop new roles for older persons in the workplace. We will discuss guidelines for such involvement derived from the successful experience of a group of about 100 senior volunteers in the Ethel Percy Andrus Gerontology Center at the University of Southern California. Here retired men and women, evolving as the Andrus Volunteers, have helped to accomplish the missions of the Center and University as they engage in a growing

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variety and number of self-enhancing, satisfying personal experiences.

Although these guidelines are based on a single case study, they have broad application. The success of this experiment has demonstrated the challenges and excitement that are possible through helping today's older adults to pioneer social inventions and improve the quality of life for everyone including themselves.

To describe the project, a profile of the Andrus Volunteers and their programs will be presented. Guidelines for practice which have emerged from this prototype will follow, and a brief summary will recapitulate the possibilities for similar efforts in expanding new frontiers.

ANDRUS VOLUNTEERS--A CASE STUDY

The Andrus Volunteer program began in 1973 as a research and demonstration project. Its goals--to augment the services of the Andrus Gerontology Center and to develop new roles for retired persons--can be seen today in the continuing integration of the program within the Center and in the expansion of its activities and projects. The effectiveness of Andrus Volunteers lies in the basic concept that it is a program "by" and "for" older adults.

Profile

In the fall of 1981, there were 103 volunteers: 63 active and 40 sustaining members. The active members included 21 men and 40 women. Ages ranged from 48 to 85, with 70 being the median age. The majority of Andrus Volunteers had been in professional/managerial positions prior to retirement, though some had not. Some members in retirement have sharply reduced incomes, yet they have been able to maintain a lifestyle compatible with that of their more affluent peers. While the university setting attracted many volunteers who had attended college, a significant minority had had no prior exposure to a college setting.

Funding

The Andrus Volunteers, like other components of the Gerontology Center, are expected to find their own fiscal support. The salary of the paid coordinator is the major expense. In addition, ongoing funds pay for part-time support staff; reimbursement for volunteer out-of-pocket expenses, principally some mileage; office supplies; and telephone. Initially funded for two years by a substantial grant from The Andrus Foundation, National Retired Teachers Association/American Association of Retired Persons (NRTA/AARP), subsequent sources of funding have included: small grants from the Administration on Aging, Title IA of the Higher Education Act, and from local foundations; GoldenEra Associates, a Center support group; profits from volunteer publications; a seminar series; occasional reimbursement for speakers; newsletter subscriptions; a small membership fee; and gifts. The Andrus Volunteers raised approximately \$5,000 last year through activities such as the Summer Institute Food Services Program, bazaars, and plant sales.

Center Request For Volunteers

Activities and projects of Andrus Volunteers follow the Gerontology Center's major thrusts: education, research, and community services. Volunteers have served the major divisions and the Center as a whole. They have responded to faculty, staff, and student requests for participants in multi-generational courses and classes, acting as teaching assistants, librarians, panelists, and instructors. They have served as research subjects and have collected data for the Research Institute. They have participated in model development and applied research in the Institute of Policy and Program Development as peer counselors, as members of advisory committees, and as technical assistants.

Guiding visitors on tours of the Center, an early service provided by

the volunteers, has continued. Now Docents provide friendly, knowledgeable persons at the entrance to the Center to greet newcomers and perform other tasks. As part of their orientation, new docent volunteers become acquainted with Center personnel and program.

Volunteer Initiated Activities

The Andrus Volunteers have also initiated many projects. Their educational activities are designed to increase understanding of the aging processes and thus improve the quality of life for themselves and other older persons. Their first effort, an experimental class funded through the adult education division of the public schools, brought together 25 men and women from different backgrounds who became recruiters, organizers, curriculum developers, students, and teachers. Six years ago they began a seminar series called "Aging: Today's Research and You," designed to translate research findings in gerontology into lay language for older adults.

Publications written or edited by the Volunteers include the lectures from two of the seminar series; a monograph describing the first two years of the program's development entitled Releasing the Potential of the Older Volunteer; Who Me--A Leader?, a workbook on volunteer leadership training; A Blood Pressure Program For Senior Adults; and the Volunteer News which appears five times a year.

The Speakers Corps was formed to fill many requests to speak to community groups on age-related topics such as "Successful Aging," "Never Too Late to Learn," "Nutrition: Food for Mind and Body," "Planning for Retirement," and "Sexuality and Aging."

The Leadership Development Project, PEERS: Preparing Experts Educated as Resources for Seniors, was designed by fifteen Andrus Volunteers who planned the curriculum, prepared themselves to teach other

older adults, produced an audiovisual slide/tape presentation and a workbook to develop volunteer leadership for program serving seniors. Through this project, Andrus Volunteers discovered how to work with their volunteer leader counterparts and paid staff in different kinds of organizations in the community, thus expanding opportunities for older volunteers to serve other older adults.

Research projects initiated by the Volunteers include "Organizational Response to Older Volunteers" and "Life Enrichment Through Humor In Long Term Care Facilities." The latter was a pilot study to explore the therapeutic use of humor as an intervention technique using carefully selected programs and activities at a nearby nursing home. A how-to manual based on the Volunteers' experiences is now in progress.

Community Service Roles

As a result of their involvement in the program, several Andrus Volunteers have been asked to participate on behalf of older adults in other city, county, state, and national organizations such as the California Life Care Contract Board, the Los Angeles County Adult Day Care Health Planning Council, the UCLA/USC Long Term Care Gerontology Center, the State and White House Conferences on Aging, the annual meetings of the Western Gerontological Society and the Adult Education Association. The findings and recommendations of the "Humor" project were presented at the International Gerontological Meeting in Hamburg, Germany by an Andrus researcher.

Structure

The structure of the Andrus Volunteer Program is compatible with that of the Gerontology Center. The Program is administered by a coordinator and an elected Executive Committee who operate according to by-laws developed by the volunteers. All active members serve on one or

more of the following committees: Advocacy, Docents, Education, Membership, Nominating, Office, Ways and Means, Leadership Development, Newsletter, Research, Speakers Corps, Standing Rules, and Special Activities. The committee system, an integral component of the volunteer structure since its inception, provides the volunteers with the opportunity to participate in a variety of tasks and options. Co-chairpeople of each committee share responsibilities of leadership.

Wednesday is "meeting day." These morning meetings of Andrus Volunteers, as a whole or in committees, from September to June, provide the structure for a formal and informal exchange of information and personal interaction. They serve a triple purpose in that they provide a forum for the exchange of information about gerontology and the various activities of the Andrus Volunteers; structure the volunteer program by receiving and evaluating requests for volunteer service made by staff and students and by groups from the wider community; and afford members an effective support group.

The Andrus Volunteers adhere to the concept that each member has the right and responsibility to find his/her own niche and to make a contribution to the program.

These are a few of the highlights of Andrus Volunteer involvement. It is apparent from their productivity that they have generated ways of relating to one another and to their work that releases person power and potential. More exciting even than the ever-evolving things they do is the feeling of mutual support and encouragement they give to one another. To some they have become a network of friends and an extended family. The norms and expectations which they have established for themselves encourage cooperation, innovation, and some risk-taking. They have demonstrated how to combine their goals with those of the institution by developing tasks that

serve the central purpose of the organization and consequently have meaning for them. As they have discovered their functions, they have evolved structures that permit both flexibility of time commitment and movement from task to task. They have established both a context and content of work that has met their needs.

GUIDELINES FOR BUILDING OLDER VOLUNTEER PERSONNEL

Activating Older Volunteer Personnel

The Coordinator of Volunteers who is employed to help senior volunteers establish themselves and flourish in an organization should think about the potential volunteers, the work they may undertake, and the organizational setting in which they will work (both the existing arrangements and the structure the volunteers will create in order to govern themselves and their work). The Coordinator should operate in the belief that the older volunteers will generate meaningful work to reflect their own needs and interests (if they assume development of the older volunteer personnel) and respond to the needs and interests of the organization (if they are able to work closely with the paid personnel and "consumers").

The volunteers must share from the outset the challenge of opening opportunities for non-traditional workers in this setting and take the responsibility for inducting older adults into the organization if they are to be in charge of what they do. The Coordinator's first task is to locate a few individuals who respond favorably to the challenge of finding out what contribution older volunteers can make to the organizations. (The Andrus experience suggests that men and women who take up this challenge are likely to be experienced problem solvers who enjoy helping people organize and get things done.) The next task for the Coordinator is to help these potential volunteers get acquainted with one

another, the work and workers in the organization, and to assess where their own talents can be used. Once they decide where and how to begin, interact enough to offer one another support for their efforts, and consider ways to evaluate the results of their work, they have become active volunteers. The Coordinator brings to their attention volunteer opportunities suggested by staff and also encourages the volunteers to explore their own ideas about creating programs that meet the objectives of the organization. Together, Coordinator and volunteers address obstacles they face in gaining acceptance in the organization and in developing the cadre of volunteers to perform the tasks that become more numerous as the volunteers establish a track record of service.

The Coordinator provides continuity for the volunteers, giving them information about events that take place between the times that they are present, and a locus for the paid staff to request volunteer services and provide feedback as to results. As the numbers of volunteers and the kinds of work increase, the Coordinator performs more complex tasks serving as bridge, advocate, interpreter, trouble shooter, colleague, leader, mediator, and lender of vision.

The organizational structure created by the volunteers to govern themselves and their work should be independent but closely articulated with the structure of the parent organization. An independent, volunteer-directed structure is important for several reasons:

1. The volunteers need to take charge of the recruitment and maintenance of the volunteer personnel who may then work under the supervision of paid personnel, or under volunteer direction for volunteer-initiated work.
2. The older volunteers need to develop their own peer group, one that responds to their common circumstance of being retired un-

paid workers in the midst of non-retired employees, and one that is designed for their personal growth and support as well as to meet the needs of the workplace.

3. The volunteers need to generate a range of tasks to accommodate individuals with different talents, especially administrative, managerial, and professional work which may not be available when volunteers are organized by paid personnel who retain the management roles.

Close articulation between the structure generated by the volunteers and the existing structure is essential. Communication must be maintained between volunteers and their paid counterparts in order to exchange information, develop complementary tasks, and evaluate outcomes in relation to organizational goals. The volunteers' existence is almost totally dependent upon their capacity to operate within the constraints of the organization, and to gain access to and expand its resources. They must, therefore, establish structure and relationships that are compatible.

The work itself brings together the interests of the volunteer and the organization. To be meaningful, the work must (1) induce the volunteers' psychological development, and (2) help to accomplish the central goals of the organization. Meaningful tasks provide the volunteer a means for accomplishment, recognition, interest, challenge and growth (Herzberg in Pitterman, 1973; Seguin & O'Brien, 1976). If the work is to have clear and important meaning, both volunteers and paid personnel must be able to see the connection between the work the volunteers do and the outcomes for the organization. In addition, the work of the volunteers must complement (not compete with) the work of paid staff. Volunteers and paid workers may perform identical tasks, but if done by volunteers the work must be for the volunteers' own projects, not for

work normally done by a paid worker. As retired persons explore the dimensions of their evolving volunteer roles and the work they can do well, they acquire new knowledge and skill and they help paid staff accept and value their contribution.

Organizational Prerequisites

In order to help develop a cadre of older volunteers in an established organization the following conditions must either be present at the outset or established through demonstration.

Older volunteers must be able and permitted to help accomplish the central mission of the organization, otherwise they will be auxiliary. Older adults, for example, cannot readily be denied access to a gerontology center that studies aging processes and prepares professionals to work with old people and on their behalf. How older adults can contribute to the productivity of an organization where the connection is less clear would need to be explored.

The organizational structure must permit innovation and tolerate differences. Introduction of volunteer personnel will require innovations, such as:

1. A set of policies for volunteer personnel different from those that govern paid personnel.
2. Work that complements or supplements tasks performed by paid employees.
3. Cooperation between paid staff and volunteers in getting and deploying resources required to reach their common goals.
4. A location for the volunteer personnel as close as feasible to the center of the administrative structure.

The organization must be willing to allocate enough resources for older volunteers to demonstrate their value. A minimal commitment of resources is required to start up and to continue the support of volunteer personnel. These resources include:

1. Financial support for a competent, paid Coordinator of Vol-

unteers who is integrated into the central structure of the organization. To perform a bridging function, the Coordinator of Volunteers must have access to paid personnel as well as volunteers. To provide continuity for part-time volunteers, the Coordinator should be full-time.

2. Fiscal support for volunteers' out-of-pocket expenses, an important consideration for retired persons with limited incomes who often cannot afford to give both time and money.

3. Physical space, supplies, and equipment both for efficient work and for social interaction as a group. Suitable facilities for social interaction in the work place are vital, both for the morale of the volunteers and for the exchange of work-related information to stimulate innovation and effective growth.

4. Rewards to the volunteers through recognition by paid personnel. The most obvious recognition of the value of volunteers is their utilization throughout the organization and acknowledgment of their services.

The organization must attract potential older volunteers by providing:

1. Stimulating relationships with others in the organization.
2. "Real" work that is important, needed and recognized; and that can be done within the time, talent, and energy constraints of the older volunteer.
3. Positive identification for the individual through affiliation with the organization. This is an important consideration for retirees who can no longer identify themselves by stating their occupation.

Personnel in the organization must accept older volunteers. The psychological climate should be positive both toward older persons and volunteers. The retirement process by which older workers are separated from the workplace may have overtones of prejudice against older

adults that could reactivate feelings of rejection in retired volunteers and reinforce ageist stereotypes in younger workers should they feel threatened by more experienced workers in their midst. On the other hand, retirees who volunteer may be welcomed for their unique contribution without posing a job threat to young employees.

Similarly, attitudes about volunteer work are a factor. Most people have definite (often unspoken) feelings about unpaid volunteer work that are likely to surface when the idea of bringing volunteers aboard as full partners with paid personnel is introduced. Without the exchange of money, paid workers and volunteers alike may have difficulty conceptualizing the contract between the individual worker and the organization. Money is also used to symbolize the worth attached to the work, or to the worker, or to both. Feelings about "free" work may range from "whatever is worth doing is worth being paid for" to "tender loving care cannot be bought, but only freely given." The climate should be tested at all levels--with decision makers, boards, and staff; with line workers and support staff; and with "consumers"--to determine whether or not volunteers have at least a fifty-fifty chance of ultimate acceptance in the organization.

SUMMARY

The Andrus Volunteers, by their presence and through their work, have facilitated understanding among the generations and have demonstrated how successful cooperation can take place between paid employees and unpaid volunteer workers.

At the same time, the Volunteers have created within the Center productive volunteer work roles for retired persons. They have done this by taking charge of the volunteer personnel, then designing a volunteer structure closely articulated with that of the parent organization, and finally by identifying tasks that com-

plement those of paid workers. Volunteer membership has increased and stabilized during the process, expanding the resources of the Center for the benefit of the community. Bridges have been built between the Gerontology Center and the wider community, especially the older population, through volunteer projects which help translate research findings into understandable concepts for the lay person and bring the concerns of older persons to the attention of the gerontologists.

In these and other evolving ways, the Andrus Volunteers have added a unique dimension to the work of this organization. At the same time, they have produced valuable evidence and guidelines for similar partnerships between paid workers and volunteers within other organizations--thus opening up opportunities and new frontiers for older volunteers.

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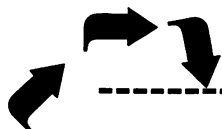
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B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less visible than the more traditional health, social services, and education settings (though, of course, these are welcome as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

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1. volunteerism: anything related to volunteers or volunteer programs, regardless of setting, funding source, etc. (so, for example, this includes all government-related volunteers).
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