THE JOURNAL OF VOLUNTEER ADMINISTRATION

Spring 1992

A Sampling from the 1991 International Conference on Volunteer Administration

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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

Individual membership is open to salaried and unsalaried persons in all types of public, nonprofit and for-profit settings. Organizational membership is available for international, regional, state/provincial, district and local organizations who choose to join with AVA to promote and support effective leadership in volunteerism.

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

AVA is divided into thirteen geographic regions, each of which develops a variety of programs to serve its members. These can include annual regional conferences, periodic local workshops, newsletters, and informal "cluster group" meetings.

Two major services that AVA performs, both for its members and for the field at large, are Certification and Educational Endorsement.Through the Certification process, which recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA Educational Endorsement is given to those workshops, courses, conferences and training events that provide opportunities for professional growth in volunteerism.

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

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact AVA, P.O. Box 4584, Boulder, CO 80306 U.S.A.

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Inquiries relating to subscriptions or to submission of manuscripts should be directed to the business office: THE JOURNAL OF VOLUNTEER ADMINISTRATION c/o AVA, P.O. Box 4584, Boulder, CO 80306 U.S.A.

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Back on track . . .

To our readers and subscribers:

First, we want to apologize for the lateness of this issue of THE JOURNAL OF VOLUNTEER ADMINISTRATION. For ten years we have stayed on schedule in our publishing cycle and therefore have been truly dismayed that a variety of unforeseen circumstances have thrown us off track. We are sorry at this lapse in service and truly appreciate your patience over the past several months.

Second, we are working "triple time" to produce this Spring issue, then the Summer issue, and finally the Fall issue as quickly as possible. You will be receiving these in quick succession and we will then be back on schedule. To accomplish this, we have asked the help of two respected authors and AVA members to give some intensive volunteer service to THE JOURNAL. Susan Ellis of ENERGIZE, Inc. in Philadelphia, Pennsylvania—past Editor-in-Chief of THE JOURNAL—has edited this Spring issue. Nancy Macduff of Macduff/Bunt Associates in Walla Walla, Washington—and guest editor of the Fall 1989 issue—is editing the Summer issue. Our thanks to both of them.

Finally, you have our assurance that in the future THE JOURNAL will once again be published quarterly, on time. So watch your mailboxes and keep reading!

A Sampling from the 1991 International Conference On Volunteer Administration

Atlanta, Georgia

Each year, THE JOURNAL OF VOLUNTEER ADMINISTRATION devotes its Spring issue to a report on the previous October's International Conference on Volunteer Administration, sponsored by the Association for Volunteer Administration. This is not intended to be a "proceedings" in the usual sense, but rather is a "sampling" of the diversity of presentations made by those on the cutting edge of volunteerism.

In the following pages you will find eight articles and two speeches that offer practical management suggestions, interesting new approaches to volunteer involvement, and thoughtful comments to widen your horizons.

You might wish to contact the presenter or author for more detailed information regarding the topics discussed.

Some of these articles follow the same format as the regular submissions to this JOURNAL. Others are more like synopses of what was presented in a workshop setting during the International Conference in Atlanta. As always, we invite your reactions to these authors and we invite you to attend the 1992 International Conference on Volunteer Administration coming up in Minneapolis, MN. On last pages of this issue, we are giving you a preview of this exciting upcoming event. JOIN US!

One way that you can be sure to keep informed about the International Conference and other important events is to become a member of the Association for Volunteer Administration. See the inside front cover of this JOURNAL and the inside back cover for more about AVA and how to get involved.

1991 International Conference
on Volunteer Administration

Association for Volunteer Administration Distinguished Member Service Award Acceptance Speech

October 24, 1991

Nancy Jane Barker

At the 1991 International Conference on Volunteer Administration, Nancy Jane Barker was presented with AVA's Distinguished Member Service Award. An active AVA member since 1969, Nancy has held several different positions in the organization, including 1979 Conference Chair and serving as the President from 1981–83. Those were busy times for AVA—the Certification Program, The Journal of Volunteer Administration, *the affiliate program and the awards program all have roots to her tenure.*

Nancy has also influenced volunteerism in her home state of Texas in which she served for many years as the state Director of Volunteer Services for the Texas Department of Mental Health and Mental Retardation. The Texas Senate recognized her service with a commendation. Many of her efforts have been dedicated to the professional development of volunteer administrators, establishing career ladders within her state government that serve as models throughout the country.

At the beginning of my career, I had the good fortune to read a book by Harriet H. Naylor, *Volunteers Today: Finding, Training and Working with Them.* It was practical and relevant. It became my Bible and it started me on the right track.

Hat was always at our conferences. Again, I had the good fortune to attend her late-night meetings for state directors. And there I learned what being a Volunteer Director was all about. I sought her counsel by phone and letter many times. I'd like to think she would be pleased that I am receiving the Harriet Naylor Distinguished Member Service Award. As for me, I am thrilled to the depths of my soul.

My professional career has been devoted to upgrading the volunteer administrator. I'm always asked why my emphasis has been on the staff instead of the volunteer. I believe in the value of the volunteer and that volunteer deserves professional staff trained in volunteer administration. In the state of Texas classification system, the title of the positions in the Volunteer Services career ladder are under "Director, Volunteer Services." Through the years there have been requests to change the title to "Director, Community Resource Development" or "Community Relations" because it sounds more important. For over twenty years I held to the title "Director, Volunteer Services" to make the word *volunteer* important.

My philosophy has always been, and Texans have heard this many times, that to have a productive volunteer program there must be a full-time, adequately paid, qualified Volunteer Administrator. I have been a paid volunteer administrator since 1968. I have been a professional in the field of volunteer administration since 1974.

The third Commissioner I worked for came from a state where there was no volunteer component in the agency. As head of the largest state agency employer in Texas, he looked at the organizational chart and wondered why one of the seven people reporting

to him was a volunteer person. He called me in and informed me that only professionals reported directly to him. Well, I empowered myself and my profession and asked: "What is your definition of a professional?" He answered: "There are five criteria and all have to be in place." These were:

1. A degree from an accredited University. (Yes, Sir, I have a BBA from the University of Texas.)
2. A national professional association. (Yes, Sir, I belong to the American Association of Volunteer Services Coordinators.)
3. There must be a Code of Ethics for the field. (Yes, Sir, we have one.)
4. There must be an accepted Journal. (Yes, Sir, we have one.)
5. There must be credentials. (Yes, Sir, I am a Certified Volunteer Coordinator.)

"Well, then, you are a professional and I will treat you as a professional." The best part of this story is my next pay check reflected a two group salary increase! I said thank you, God, for my professional association!

What I told the Commissioner was all true. I did however think, AAVSC is an organization only for Volunteer Coordinators in psychiatric hospitals. There needs to be an association open to all volunteer managers in a variety of settings, one that is inclusive, not exclusive. The Journal, *Volunteer Administration*, was a magazine published in conjunction with two other groups. In fact our annual conference was sponsored by the three groups. We need our own conference and our own Journal. The certification, CVC, was given for attending so many hours of workshops. We need a certification that validates our skills. That's what I thought. And so did many of you. And it came true.

During this time, I began asking myself what can I do to have a professional association like I think it should be and what contribution can I make to my profession?

Two things we want from our professional association are enhanced status for career leadership and more financial resources allocated in support of volunteer programs. Both these things happened to me and equally important to me is the relationships with you that developed through the years. I treasure these friendships.

A special word of appreciation to Martha Martin. Martha, I appreciate you!

Here is what we have now:

AVA provides the professional publication, *The Journal of Volunteer Administration*, that addresses the variety inherent in our field.

AVA offers the field of volunteer administration its only internationally recognized professional credential, C.V.A. (Certified in Volunteer Administration) based on an assessment of demonstrated performance against a set of prescribed competencies and standards.

We have gotten into the formal education system with courses and a few colleges offering degrees.

There are established guidelines and standards to evaluate volunteer programs.

AVA members testify at congressional hearings.

No one says to me anymore: "Yes, you direct volunteers, but what do you do in your paid job?"

No one says anymore that "volunteers are free! Why do we need a budget?"

AVA is the only generic organization open to the full scope of volunteerism.

Our International Conference on Volunteer Administration is a continuing education event. Networking is in place. One way I utilized the network: every time there was a new Commissioner of TDMHMR (and I have worked under six), I called many of the AVA members in his previous state so I had a profile on him when he came, and it helped.

All this is to say the ground work has been laid, the trappings are in place, the band wagon has arrived, and we are on it.

Leaders of volunteers are confronted on a daily basis with the need to remain current in their skills and knowledge. Motivating without the reward of funds is one unique skill we have to offer. Not everyone can do your job. Volunteer programs and volunteer administrators are gaining credibility and no longer are the icing on the cake but the meat and

potatoes of an organization. It is time for us to be on a par with other professions. How do we do this?

What if Volunteer Director positions stated "CVA preferred"? What if it stated "CVA required"? My daughter has a Masters of Science in Social Work and has applied for three social work positions. Each place gave her a paper stating: "Texas State Law Chapter 50 requires anyone who is identified to the public as a Social Worker to be certified under the laws and regulations of that state." What if that happened in the field of Volunteer Administration?

The Director of Volunteers at the Texas Department of Health called me a few weeks ago. She said: "Everyone on my floor has some letters after their name. Administration has told me I need some credentials. What do I do?" The same week the Director of our Volunteer Center called and said, "the Board is considering increasing my salary but I need credentials." I see my dream come true! CVA is translated into status and respect and more money.

What if in state and national legislation AVA got sponsors for bills putting forth our issues and lobbied to get our package passed? I wish for AVA to lead and be proactive.

What if a degree in volunteer administration was offered to all accredited universities?

What if AVA offered a mentor to each new volunteer administrator entering the field?

What if agency credentialing had a section for a volunteer program set by AVA? Mental Health and Mental Retardation facilities that became Joint Commission for Accreditation of Hospital Organization (JCAHO) or Intermediate Care Facility for Mentally Retarded (ICFMR) approved must adhere to criteria for a volunteer program. AVA needs to be writing those standards and they should include not only staff and volunteers but also materials, equipment, money, information, community support, and an index to reflect all the non-dollar sources.

What if instead of studying only what impact population, economic trends, etc. has on volunteering, the study would include what impact volunteerism has on demographics? There is serious research on the effect volunteering has on one's health.

What if AVA offered group rates in health, life and disability insurance? Many of my friends work in small non-profits where there is no insurance.

What if job connections could be made easy with regional job banks?

What if our AVA Conference was held in England?

These are my dreams. What are your dreams for AVA and what are we doing about it? Let's share our dreams so we can prudently discuss, plan, and implement. I wish for each of you that AVA will mean so much to you as it does to me.

1991 International Conference
on Volunteer Administration

Values in a Changing World: Challenges and Choices

Eva Schindler-Rainman, DSW

In our increasingly complex society old ways are no longer guaranteed to work. Values and ethics are changing dramatically. So, there is the dilemma to be or not to be ethical. Indeed, what is ethical has become an important consideration in our personal, professional, and organizational lives.

Values and ethics are contemplated, discussed, debated, and analyzed in many circles, i.e., medical, religious, social work, psychological, psychiatric, educational, and many more. Ethical codes are being challenged, modified, and reaffirmed.

In this fast changing world these challenges and choices surround us, and our values are being questioned constantly. On the one hand challenges and choices provide adventure, excitement, and puzzlement, and on the other, feelings of instability, anxiety, and fear. We can experience complex changes either as opportunities or as problems. The focus here is on the opportunities before us. According to John Gardner, change is a constant with which we must learn to live. Therefore, our effectiveness will be measured by our abilities to be creative, communicative, collaborative, caring, flexible, open, competent, and successful.

What fun to awaken every day with a feeling and anticipation of "I wonder what will happen today," a feeling of wonderment and puzzlement. Changes are everywhere. They are local, national, global; they are large and small; they affect our lives, our values, our agencies, our communities, and our relationships.

Some key themes emerge, presenting both challenges and choices for the Volunteer Community:

Transitioning: sometimes defined as moving from the no longer to the not yet.

Realignment: the rearrangement of loyalties and commitments, affecting our values and ethics.

Restructuring: of systems and of our organizations. It is variously called downsizing, "right sizing," and reorganizing. The fact is that a large number of systems are changing the ways in which they produce and deliver programs and services.

Holding on and letting go: the conflict is what to hold on to and what to let go. This includes our values and beliefs, and even perhaps changing them.

Walking our talk: means inserting our efforts and actions where our stated beliefs are. Commitment and dependability will continue to be values that need to be translated into actions.

Being open: according to an anonymous quote: "The mind is like a parachute, it only works when it is open."

Becoming unstuck: Robert Pirsig in his book *Zen and the Art of Motorcycle Maintenance* talked about people getting stuck and noncreative. We get mired in our

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ways of work, our ways of life, our ways of thinking, our relationships, and our ideas. We must consciously work on becoming "unstuck."

Increasing communication sensitiveness: imperative so that we can communicate, interact, and practice what we say we believe with people who are different from us anywhere in the world. We need to continually seek what kind of verbal and nonverbal communications are necessary in order to make meaningful connections with others.

"Old ways are no longer guaranteed to work," says James Michener in a recent article in *TIME* magazine. With this in mind, Independent Sector established a committee to study "Values and Ethics." Their report is entitled "Obedience to the Unenforceable." In 1925, John Fletcher Moulton, England's Lord Justice of Appeals, wrote that "Obedience to the Unenforceable is the extent to which the individuals composing the nation can be trusted to obey self-imposed law." What kind of values will this require?

How do we define values? Michener defined values as the emotional rules by which a nation governs itself; that values are accumulated folk wisdom, by which persons, organizations, societies, and individuals organize and discipline themselves. "Without values they can pitch straight to hell," Michener said. Values are self-developed as a result of our parenting, education, influence of role models, successes, failures, achievement, and recognition.

What are ethics? According to the Independent Sector report, ethics is the science of dealing with the moral duty of human beings; moral value principles in practice, individually, and organizationally. The report identified three levels of ethical behaviors:

1. The basic level involves issues that are in the law. We don't have much choice here. We pay income taxes or get penalized; we stop at a red light and go when it is green. We follow the instructions and procedures of the Post Office, or our mail is not accepted.
2. The next level includes issues that are clearly ethical in nature, where one knows what the right action is, but where the costs of taking such action tempt us to reach another conclusion. We know what is right, but we do something else. An example is that of a Board President who said recently: "You know we have a wonderful person who wants to be on our Board. His conditions are that if we do any fund raising, we utilize his firm, and we really want him." The conflict of interests was clear and led to ambivalence about the appointment.
3. The next level is ethical dilemma. Here we are in genuine conflict as to the right course of action, because there are multiple alternatives. For example, the excellent staff is the right size, but budget considerations makes it look imperative to cut the staff. There must be criteria and ways to do this as humanely as possible. Under these conditions perhaps more appropriate opportunities for volunteers could be explored. This is an important ethical dilemma in many systems today.

Some global dynamics have forced us to focus on our current values and ethics.

Loss of security, or what can we really depend on in our daily lives? Vast social, political and economic changes transform the world. We see nations crumbling, instability of financial systems, religious uprisings, depression, loss of jobs, mergers and take overs, and more people with unscheduled time on their hands. Teaching values, ethics, and educating and preparing young people for life is an intriguing challenge for parents and teachers around the world. Life is becoming less predictable in an increasingly unstable world, nation, and community.

Never-ending pressures are evident globally. Competition for education, for jobs, for goods and services; urban sprawl and gridlock; noise, pollution; substance abuse; hostility and aggression put ongoing pressures on people. Changing demographies in our country and our immediate communities bring challenges, and a need to review and renew our basic beliefs and values about how we live in a democratic system.

Increased violence is a menacing dynamic. Safe environments are hard to find here and abroad.

Trust levels are unstable. "Whom can I trust?" is a daily question for many people. Confrontation and hostility are becoming usual behaviors. Many people are so angry, that old values around appropriate behaviors are called into question constantly.

Here is a look at some *Volunteer Community issues.* There are many developments with ethical and value-laden overtones, including rightsizing the organization. Making decisions about mission, structure, the number of paid persons and the appropriate roles, jobs, and opportunities for volunteers seems overwhelming. Jobs of staff and volunteers change as fewer staff take a strong guiding role. It is important that volunteers not replace paid persons, but rather extend services, help in new spaces and places, and are trained to do so. New volunteer education opportunities must be developed. Also staff development must be redesigned, both pre-service and in-service. Staff-volunteer teams have been successfully put into place in many systems.

There is the increased concern by stakeholders of the ethical conduct of not-for-profit institutions. Constituents are worried about how and where money gets raised, allocated, invested, and used, and as always they want to know the amount of overhead costs for fund development. There is also the issue of appropriateness of themes and approaches used by fund raisers (e.g., luxurious dinners raising money for the homeless). There is a very real concern about unmet needs and what and who should address them.

Integrated into any agency must be a plan for equipping staff and volunteers to work in a demographically changing community with new publics. These include our own citizens moving from one part of the country to another, and people from other countries immigrating here. They may be young or older, poor or financially stable. They may or may not be well educated. They may or may not be English speaking. They all bring different cultural norms, beliefs, values, and practices. How do we learn to utilize the beauty of difference, and enrich their lives with exposure to our beliefs and values, and give them opportunities for enriching our lives?

Also, there are the people who had jobs and a comfortable life style, who are now unemployed, out of money, and in great need of support services. There are additional people who need assistance with food, clothing, and shelter. And there are an increasing number ready to help provide services as volunteers.

As stated above, we must redefine roles of volunteers and staff in an effort to develop human service teams to do an even better job. Increasingly available are time-limited volunteers who can serve on a temporary, short term, or intermittent basis. A creative plan must be developed for utilizing their resources and integrating and activating these volunteers.

Our challenges and choices make new and creative approaches imperative. We must redefine the definition of who is a volunteer. Do enabling funds make a person less of a volunteer? If the employer continues payment for an employee while she/he volunteers, is that person a volunteer? What about court-referred volunteers, and volunteers who contribute not only time but expenses which are tax deductible?

In times of shrinking budgets decisions must be made as to what staffing is needed, as well as how many volunteer opportunities will be available. Child care for volunteers and staff is also a challenge and requires sensitivity and wisdom, for it sometimes presents a difficult choice.

Traditional western recruitment policies and practices need to be challenged and modified for communicating with people from different cultures and countries. Also, volunteerism is not known in every country in the world, at least not as we understand it. The matter of integrating America's newcomers into the volunteer world is a complex one, which needs study and thought.

Many systems must evaluate and redefine their goals and mission statements. We need to ask: "Do we do what we say we do? Do we communicate clearly for everyone? Are our values and our commitments explicit and understandable?

Do we offer opportunities to all those who want to participate?"

Volunteer Administrators must demonstrate some essential values and behaviors, organizationally, professionally, and personally. The Independent Sector report includes these:

- Commitment to the agency mission
- Commitment beyond the self
- Commitment to and obedience of the law
- Commitment to the public good
- Respect for the value and dignity of the individual
- Championing diversity and social justice
- Accountability to the public
- Prudent application of our resources

Here are some of the challenges and choices for all professionals and leaders:

- Movers and shakers or creators of turbulence?
- Risk takers or passive onlookers?
- Negotiators or dictators?
- Collaborators or isolationists?
- Motivators or idea killers?
- Action takers or inactive bystanders?
- Advocates or traditionalists?
- Crusaders or passive participants?
- Effective leaders or content followers?

It is imperative to move forward with open minds and renewed spirits. Margaret Mead said: "Never doubt that a small group of thoughtful committed people can change the world. Indeed, it is the only thing that ever has."

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Advocates for Change

Anne R. Dalton

Throughout the past decade, much attention has been paid to the opportunities for and responsibilities of volunteers to increase their level of involvement in meeting the critical needs of today's communities. This call for action, though, generally narrowly defines the role of volunteers as that of service provider or deliverer. I believe if volunteers are to be positioned for effectiveness in their communities that we must broaden the definition of that role. We must see ourselves and be seen by others as advocates as well as service deliverers, largely because I do not believe that service can be divorced from a policy framework. In this context I am talking about advocacy as a force for change; the roots of that change are in our beliefs and values.

I'd like to begin with two quotes:

> *Our League was organized as a means of expressing the feeling of social responsibility for the conditions which surround us. We have the responsibility to act, and we have the opportunity to conscientiously act to affect our environment. . . .*
>
> *It seems almost inhuman that we should live so close to suffering and poverty, that we should know of the deplorable conditions and of the relief work that exists within a few blocks of our own homes, and bear no part in this great life. . . .*

Those words were spoken in the early 1900's by Mary Harriman who founded the Junior League. Essentially, the Junior League is an organization of women committed to effective community leadership as trained volunteers. We have a rich tradition of providing services in a wide array of areas in 267 communities in the United States, eight in Canada and one each in Great Britain and Mexico.

Like the Junior League, many not-for-profits which were founded in the early part of this century began with very ambitious visions of a changed society. However, the urgency for advocacy to bring about desired changes waned for many of us in the late 1940's and 1950's for reasons which aren't entirely clear. Thus, many of our organizations are now working to redefine their role as advocates. And Junior League members are struggling with the same questions many have about whether or not advocacy is appropriate for volunteer organization; about whether there isn't an inherent conflict between providing services and advocating for systems change.

With the backdrop of the vision of people such as Mary Harriman, who I don't believe saw any inconsistency between service and advocacy, I'd like to look at volunteers as advocates for change from several vantage points:

Anne R. Dalton is Deputy Director of the Association of Junior Leagues International, Inc., responsible for managing and overseeing the Program Development, Government Affairs and Information, and Service Coordination functions. In addition, she works with the Association leadership on the development, implementation and evaluation of the organizational strategic plan. She holds a master's degree in social work administration from Hunter College School of Social Work. Prior to joining the Association's staff in 1983, she was Executive Director of the Girls Club of New York, Director of the Youth Employment Service at the Henry Street Settlement, and Senior Planner at the Vera Institute of Justice.

First, I want to get clarity on what I believe advocacy is and why I believe the volunteer and voluntary sectors must see advocacy as an essential strategy in the work we do;

Second, I want to examine some of the reasons I believe advocacy is a less-often used strategy for many of us and what "myths" I believe perpetuate our reluctance to eagerly embrace advocacy; and

Third, I want to give you some tips about ways in which you can become effective advocates, regardless of the level at which you focus your efforts, e.g., local/regional/state/national/international.

WHAT IS ADVOCACY?

Let's begin with what advocacy is. As I said at the beginning, advocacy is rooted in our beliefs and values. It is how we express what we believe about the world in which we live. I use the word "belief" not in the religious sense (although, for some, beliefs about society are deeply rooted in religious tradition). Rather, I use the word belief more broadly to mean whatever are the moral/ethical/intellectual/personal bases for how we view the world and how we think that world ought to operate.

To advocate effectively, it is essential to first achieve clarity about the beliefs which underlie the advocacy. In this context, we are talking about our external policies or positions—what most often is termed public policy. To advocate without a clear and thorough understanding of what your policy goals are is to "shoot from the hip." Getting clarity about our beliefs ensures that we have a clear vision of the desired state we are trying to achieve. For example, if your area of expertise is child care, you have a vision of what really good child care is—it's affordable and accessible, it's developmentally appropriate, it's healthy and safe, it supports families—each of these elements could form the basis for your own child care policy and, in turn, the basis for your advocacy on behalf of improved child care. Without knowing what your desired state for child care is, you are unable to argue effectively for that desired state; you are easily ignored by those who don't share your vision . . . as well as by those who do.

At this point, some of you may be wondering how this relates to your present work as volunteers. Some of you may be child care volunteers—either in a direct service capacity or as board members or trustees of child care centers—and right now your only focus is on making final arrangements for the next field trip you have planned, or on how to keep your budget in balance in the face of rising insurance, food and staff salary costs, or on how creatively you can scramble to come up with enough child care slots for the parents you know need them. In a word, you are busy enough providing services and don't need to be asked to be an advocate . . . or so you think.

There is no question that most of us are on overload as well as overdrive; too often our days are organized more by the crises which crop up than by any carefully or thoughtfully laid out plan. However, I believe many of the most effective advocates are those who are delivering services or are the trustees and board members of those organizations which provide services. (And that statement is not intended to discredit those who engage full time—either as volunteers or employees—in public interest advocacy, for theirs is an important role.) Rather, my point is that we all need to become effective advocates *because* it isn't enough just to deliver the service. Nor is it enough to leave the forming of policies and building of systems—that is the advocacy—just to those who choose to be full-time advocates . . . not to mention to those whom we elect all over this country.

Why not? Bluntly, because there aren't enough volunteers or service hours available if the core problem is a system which is inadequate or, worse, harmful:

There aren't enough volunteers to handle rape crisis calls when the core problem is an environment which fosters violence against women.

There aren't enough volunteers to make a difference in child care when the core problem is an absence of policies which affirm the value of safe, affordable, accessible child care for all parents who want it.

No matter how many museum docent programs we can create, they won't substitute for the absence of a comprehensive system of support for the arts.

To believe our sole role as volunteers is to provide service, edges dangerously close to saying:

We believe in feeding the hungry but not in solving the problems of hunger.

We believe in rescuing children from abuse and neglect but not in advocating for policies which build strong, self-reliant families.

We believe in tutoring children who cannot read but not in advocating for school reform which will be committed to and accountable for preventing illiteracy in the first place.

We believe in volunteering to immunize children from childhood diseases but not in advocating for the funding needed to buy more vaccines.

. . . and the list could go on and on. And it is a grim one which I give you to provide a very sharp focus to what advocacy is all about.

ISSUES IN THE VOLUNTARY SECTOR

But let me shift the focus a bit to underscore what I believe is so essential about advocacy. The voluntary sector—and in fact the very vitality of voluntarism in our society—is also crying for effective advocates. In recent years, a growing number of issues related to the very nature of the voluntary sector have crept onto the public agenda: how the term "charity" is to be defined in state laws; how our tax systems will or will not encourage people to make charitable contributions to not-for-profits; how not-for-profits engage in fundraising; what types of revenue-raising activities outside of charitable donation solicitation will not-for-profits be allowed to engage in; what type of liability insurance policies will exist which enable volunteers to function while, at the same time, protecting the recipients of our efforts; and, most closely related to my topic today, the degree to which volunteers and voluntary organizations will be permitted to advocate before government.

Every one of these issues explicates an underlying set of policies which support our time-honored system of voluntarism and volunteerism . . . and many of them are the subject of heated debate at all levels of our society. My guess is that your comfort level about advocacy rises considerably when you imagine yourself advocating for the best policies you believe are needed to ensure a vital voluntary sector. I imagine that many of you have been faithfully advocating for better charitable contributions policies and for fairness in the laws which prescribe the kinds of unrelated business income you are allowed to raise.

I hope so because if ours are not among—if not the loudest—voices heard in every public arena as decisions are made concerning the voluntary sector, we will have no one to blame but ourselves for laws and policies which constrict and inhibit our ability to make a difference. Simply extend that premise beyond our own sector's survival and self-interest issues to the issues which are at the core of the work you do as volunteers—in the arts, at homeless shelters, in hospitals, or wherever. We volunteer now to shelter the homeless because their need compels us, not because we believe homelessness is a desired state.

The reason we believe in volunteer service is because we believe voluntarism and volunteerism are essential elements in the kind of society in which we choose to live. We believe that volunteers and voluntary organizations must be part of our social fabric, must be part of our service delivery system. Isn't it just a bit hollow, then, to be willing to advocate for an effective voluntary sector but to withdraw from advocating for the best systems within which our choice for community service can flourish? In fact, the service we give each and every day is really the

first step in being an advocate because our service is assumed to be an expression of our beliefs.

> It is assumed that if we volunteer to give children vision and hearing tests that we believe in preventive health care for children.
>
> It is assumed that if we are a CASA or guardian ad litem volunteer in family court advocating for a speedy disposition for a child waiting for a home that we believe all children need a permanent and nurturing home within which to grow and thrive.
>
> It is assumed that if we volunteer to help a senior citizen complete a complex Medicare application that we believe people should have access to the services designed for them.

So let's imagine that in the course of our volunteer work to screen children for vision and hearing problems, we discover that most health insurance policies, including Medicaid, will not reimburse parents for the glasses we tell them their children need when we discover a vision problem. Or, imagine that you discover as you are urging that Family Court judge to help your CASA client find permanence, that the child's family cannot afford the apartment which is the sole barrier to that child returning to her family. Or, what if you learn that the snag in completing eligibility for Medicare which your senior citizen client is facing is an arbitrary administrative bureaucracy designed to make it difficult to qualify because of budget policies which seek to slow the growth of Medicare expenditures.

It's tough, isn't it, when faced with these types of circumstances to say, "my job is to provide the service, not be an advocate."

BARRIERS AND MYTHS

Let's turn now to consider some of the barriers and myths that I have heard which help explain some of the discomfort many volunteers and voluntary organizations have with advocacy.

It's illegal. There is a significant amount of misinformation abounding about whether or not a not-for-profit under the IRS code is allowed to engage in any advocacy activity without threatening its tax-exempt status. While I will not go into great detail about the current laws which address the permissible lobbying/advocacy activities in which a tax-exempt organization is allowed to engage, simply put, there is a great deal of lobbying/advocacy activity which is permissible. What we can't do ever under any circumstances is engage in partisan activities or electioneering.

Over the years, Congress has enacted legislation specifically designed to bring clarity to those lobbying/advocacy activities which are permissible. Many of you may have worked to advocate for these laws. I urge you to learn more about what you can and cannot do. One organization which is an excellent resource for what is permissible is Independent Sector and there may be others in your own communities. Many attorneys and accountants can be helpful, as well.

Remember that advocacy is an inherent citizen right in our society and that right extends, in significant ways, to your work as volunteers within voluntary organizations. In fact, I believe that one of the "jobs" or "roles" of the voluntary sector in our society is to bring forth new ideas and issues, to question policies and systems, to be a free voice of inquiry, to raise the unpopular or the heretofore unimagined.

It's political. Some of our concerns about engaging in political activity relate to what I said above, which is to say, confusion about the difference between lobbying and advocacy as opposed to electioneering and partisan political activity.

But, more often, I hear volunteers say something somewhat deeper about this thing called politics. Politics is simply one word which describes a web of human interaction; a web in which ideas are put forth, debated, and around which we struggle to find sufficiently common ground and the will to act. While few would disagree that our current climate for public debate is significantly flawed; we can find more examples of people who

have spoken out only to be attacked and vilified for their views than we can point to an environment which encourages and values healthy debate. That makes the thought of going forth as an advocate somewhat distasteful to many of us. But to shrink from speaking out only guarantees that the current climate will persist and that the quality of our public debate—and more importantly of the decisions which result in our public policies—will continue to deteriorate.

It takes courage to demand an environment in which all are free to speak and to demand that the "rules of the game" be changed. Just keep in mind that if you believe what you believe strongly enough you can find others who share your commitment to a climate in which communities can reach consensus on what needs to happen.

It will be impossible to find consensus. The problem here is that we labor under a very fuzzy and flawed understanding of what it means to achieve consensus. It does *not* mean that a group will arrive at a unanimous decision, most of the time. The issues are too complex, our rich diversity guarantees multiple viewpoints, the needs are many and competing. But seeking consensus means we are willing to take the time and effort to "stay at the table" until a decision which satisfies most of us—for now—emerges.

Quick fixes, easy answers, single-focus solutions are what we all too often see. Just as there is no free lunch, I believe there are no quick fixes or easy answers to most of the issues we face—because often there is no absolute right or wrong answer or approach. And the decisions that we do make will not satisfy each of us at the same level of intensity or for the same reasons. They can't because we're all different. Our desire for unanimity because it affirms sameness has robbed us of the opportunity to learn how different views and perspectives can and must be fused to create a consensus that will move an entire community forward—not just that segment of the community which has seized the power.

We'll lose members, standing in the community, or money. I want to pause at this one for I think it may be the most troubling for many of you. Many of our organizations have existed for long periods of time, are broadly based in their purposes/memberships/donor bases, are heavily dependent on the good will of the community for financial and other types of support, are multi-issue or multi-purpose. It's easy to look at the organizations which are single issue or whose formation was triggered by a particular event and understand their role as advocates. Their purpose seems more clearly defined as promoting a cause or an issue.

On the other hand, many of us perceive a dilemma in our role as advocates. We see ourselves, potentially, as advocating against those who provide our support. And those of you who are part of membership organizations many find it difficult if not impossible to imagine taking a position that won't alienate a portion of your membership.

Well, you're right—to a degree. From time to time, the things for which you advocate will cost you members and donors and even support from some segments of your communities. The point is not, per se, to alienate people. One of the first places you can begin your advocacy is with your own memberships, constituencies, and donors. You may be assuming, to an alarmingly large degree, that there will be a mass defection; that "they" as a block can't possibly share the beliefs you have and for which you and your organization believes it must advocate.

It has been my experience that if people do not perceive themselves to be heard, to have access to the debate, that they quite logically oppose the outcome by attacking the process. That is, they argue that advocacy is an inappropriate role for your organization. So the challenge is to create an environment in which people feel free to express opinions and a process which is fair and open.

But even after you do this, it would be dishonest of me to paint a picture of perfect peace and tranquillity. There is no question that people will choose to join or remain members of your organization or to give you money according to whether or not they perceive their beliefs to be sufficiently aligned with the organization's

beliefs. This only makes sense. Why would you join or contribute to an organization which espouses beliefs diametrically opposed to those you hold? But imagine for a moment those people in your community who presently choose not to support you with their membership or their dollars *because* they perceive yours to be an organization which lacks the courage to take positions on the issues for which it is organized. A perception that, if you will, you won't put your mouth where your money is.

And, finally, there are those who will block you no matter how open and accessible your process is; how much you work to create understanding. They see their role to be a blocker. They're often noisy and obstructionist about it to boot; seeking to intimidate you and invalidate your process. But remember, if they are allowed to prevail, you, in effect, have made the decision to operate by minority rule; to have the work you do and the beliefs you hold held hostage by a few who aren't even interested in playing a constructive role.

So remember that the critical issue is *not* what position you actually take on a given issue but, rather, the degree to which you believe that it is essential to grapple with tough complex issues; to work together with those who are willing to carve out the stands that will enable you to effectively advocate for the mission, vision and purpose for which your organization was founded.

This isn't an exhaustive list of the barriers and myths we in the voluntary sector often have about advocacy, but it touches on those which I hear most frequently and which I believe are the most confounding for us to confront. No matter what barrier you have which I haven't addressed, though, it helps to keep what you believe foremost in mind. There's a direct relationship between how deeply you believe in something and how many hurdles you are willing to leap to pursue your beliefs.

TACTICS FOR EFFECTIVE ADVOCACY

I would like to conclude by touching on some factors which I hope will help you begin to position yourselves as advocates for change. This will not be "Advocacy 101." Frankly, teaching advocacy in a vacuum can be quite boring and tedious. Furthermore, there are many organizations which can and are eager to work with you to teach you the fine points and the tricks of the trade: how to be effective, credible, strategic; what works and doesn't work in which settings. In fact, I encourage you to contact an organization in your community which you perceive to be effective in advocating its positions—and don't look only to those who take positions with which you would agree. The tactics for effective advocacy are largely value free; that is, they work as well for you as for those who will advocate against your positions. And one essential tenet in effective advocacy is to know what your opposition thinks and why.

What I would like to address is the environment in our communities within which we seek to find solutions to the problems and issues we face. That is, how we go about being advocates. No matter how clever and smart we are in the strategies we employ, I believe we cannot be successful in advocating the systems change we seek unless we get much smarter about how we go about building our agendas for change. We must join together in coalitions, collaborations and partnerships. Ho hum, you may say, we do that now—and to an impressive degree many of us do. But the kinds of partnerships and collaborations we need for the future must be radically different from many in which we participate today.

They must be formed and maintained with a goal of true systemic change—a goal which will require a sustained effort over a significant period of time. It's the difference between tinkering or nibbling around the edges of an issue we now know, or shifting the paradigm which presently defines the issues so that we see and experience them in entirely different ways, with dramatically different possibilities. It means being smart, strategic and persistent. It means being cooperative rather than competitive, being inclusive not exclusive. It means we will enfranchise and not continue to disenfranchise many members of our society.

I want to highlight some factors which I believe will make the difference between old patterns of flawed decision-making for change and opportunities for entirely new types of community agendas for change. We need to think about these factors in working collectively in partnership.

The partnerships will require maintaining an important but delicate balance between group identity and individual member identity; the balance between, if you will, "what's in it for me" and the collective good. They require the ability to truly respect and value the differences brought to the table by various players. Sometimes there is a tendency to view a collaboration as that entity which minimizes or blurs differences to create a unitary whole. While it is true that a collaboration must be able to articulate a shared vision or focus, it is terribly important that that shared vision or focus not be formed at the expense or in diminution of the different perspectives, values, capacities, etc. of the individual members of the partnership.

Effective partnerships insist on a process whereby critical decision making is meaningfully shared. Too often we see the example of one organization calling together a group of other organizations to carry out the convening organization's idea, goal or program. To me, this is not the basis for a true partnership but rather that of an endorsement.

Following on the issue of shared or collective decision making, an effective partnership must believe in—and must vigilantly maintain—an equalization of power among the members. Hierarchical behavior and thinking are extremely destructive to a true partnership.

Partnership members must constantly remember that it is only necessary to achieve and maintain a workable consensus on the issues around which the partnership is formed. It not only is possible but very necessary that groups come together with other groups with whom they share some *but not all* viewpoints or stands. I believe we must come to grips with the need to avoid ideologically divisive efforts. We all must commit to raising the level of tolerance in our communities for honestly held differing points of view and different values. It has become horrifyingly easy to stigmatize and divide sectors of our communities and of our society as a whole on the basis of single issues around which there are varying beliefs. I don't for one moment diminish the importance of individual or organizational values, but I am deeply concerned with the growing failure to couple the right to have values with the equivalent importance of respect and tolerance for those whose values are different from ours.

In joining forces with others in our communities, we must not withdraw at the first sign of conflict or disagreement. Both are not only normal occurrences within partnerships but are necessary to the process of working to consensus as I have described consensus earlier. In the extreme, there appear to be two pitfalls in our general approach to conflict and controversy. On the one hand, we sometimes seek to avoid it by engaging in what I call the "conspiracy of smothering niceness." Actually, experience shows that when controversy is assiduously avoided, it reappears with a vengeance far more intense than when it first was recognized. On the other hand, we sometimes go out to meet controversy and then find we have gotten ourselves stuck in a process that we can't complete until "everybody is happy." I understand and basically agree with the principle of "win-win"; it is important *up to a point* that everyone participating has bought into the final outcome. But there is a significant danger in insisting on "win-win" *in extremis*.

Finally, our partnerships must be measured by the degree to which they move us toward a truly multicultural society. For the past several years, we have been deluged with information about the changing demographics of our society, by which we typically mean the increasing numbers of Latinos, African-Americans, Native Americans and Asians, with the result that increasingly our work force, our schools, our communities—our population as a whole—will be diverse. In fact, in some parts of this country, whites who have been a majority will become a minority. On balance, much of what we read is hopeful that these demographic

changes will move us quantum steps toward a truly multicultural society. I hope this is the case. I am convinced, however, that it will not happen unless and until all of us, regardless of race or ethnicity, seriously commit ourselves to making it happen.

Partnerships are difficult to maintain and multicultural partnerships may be especially so because of the deep tradition of discrimination and disenfranchisement in our society. Many of those demographers I referred to earlier warn of dire consequences if we don't build true multicultural communities. They may be right to "scare" us some. I acknowledge the pragmatic reasons for building a multicultural society; but I truly value that it is the right thing to do.

SERVICE AND ADVOCACY LINKED

Citizen action is so very deeply imbedded in American society, but we have come to view that action too narrowly as serving others. What I hope I have helped you see is the inextricable link between service and advocacy. Service in a system which is flawed is flawed service, at some point. But more importantly, I have tried to point toward a new vision of how you in your communities come together to shape the worlds within which we all live. We must have collective agendas built with all segments of our communities. We must bust the myths which often surround advocacy and systems change.

The stakes are very high right now. Virtually every state, most cities and our nation itself are confronted by deep economic decline. Nobody believes our education system is working; there are growing numbers of children living in poverty; virtually everyone agrees that we need health care reform. But, the opportunities also are very great to help shape the systems and policies which will define our futures. I am convinced that those of us who choose not to participate—who reject persistent and broad-scale advocacy for systems change—are doomed to become irrelevant in our communities. How we serve as volunteers—and even possibly if volunteers will be a vital resource—will be determined by others.

It won't take much to get started and it isn't necessary to become a full-time advocate. Your service role is essential. You lead busy lives with other personal, family and professional commitments. Advocacy for systems change is as much a way of viewing the world as it is actions you take. By that I mean that if you only have time to write some letters or make some phone calls, or go to one or two meetings to learn how others view the issues you care about today, that's fine—begin here.

But no matter how much or how little you are able to do as an advocate today, always think as an advocate:

- Get clarity on what you believe about what you do as a volunteer—what the policies are.
- Always ask yourself how what you do moves you toward that desired state—the systems change.
- Whenever and however you can, advocate for what you believe will close the gap between what is and what could be.

The need to change the systems within which we now live is obvious. Your capacity to be advocates for change is unlimited. You only have to make the decision to act—to be an advocate for change.

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Factors in the Success of Group Decisions

Robin L. Yeager

Volunteer managers often need to help groups make decisions. Boards need to set policy for volunteer involvement, staff need to direct the activities of the organization, direct service volunteers need to decide how to carry out tasks, and clients need to indicate their preferences and concerns about services, often impacting the volunteer program. Understanding the process through which groups make decisions, and the factors which affect their later satisfaction with these decisions, allows volunteer managers to facilitate these activities more effectively. The following information is based on the Group Process Units of the Family Community Leadership Materials developed and distributed by Cooperative Extension, in cooperation with the W.K. Kellogg Foundation.

IS IT A GROUP YET?

The first step in making a group decision is to create a group. A true group has common goals and concerns, a mutual interest in the outcome, and a commitment to share the risks involved with the decision. Some groups share these common concerns from the very beginning. In other cases, individuals are assigned to a committee and asked to make decisions about which they have little knowledge and little concern.

As the group leader, your first step is to discover the commitment level of your group. It is probably a mix of the two described above. Next, spend as much time as necessary on team building and orientation to the issue. This will allow participants to begin functioning as a group, and will pave the way for collective decision making. After all, it is pretty unrealistic to ask a collection of unaffiliated and uninvested individuals to make a decision and then to care about the outcome.

MEETING THE MEMBERS' NEEDS

Once the group is formed, and has identified an issue or task, the next stage of successful group management involves accomplishing the task while meeting the needs of the members. This is especially important if it is an ongoing group, and you hope to benefit from their involvement for an extended period. What are these member needs?

The first is a sense of belonging. All members need to feel part of the group, and that they are not only welcome, but essential to the group's success. Feeling unnecessary, unwelcome, or excluded from the group leads to a variety of negative outcomes—from sabotage of the effort to disinterest or withdrawal. Group leadership and guidance of group discussions and assignments can help everyone feel his or her contributions count.

Next, everyone needs to participate, as much as possible, in the development of the group's overall plan. A difficult task is

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easier to accomplish if it is voluntarily assumed and the reason for it is clearly understood. Unclear plans and unexplained reasons lead to resentment, mistakes and lack of commitment to the plan.

Everyone needs to participate as much as possible in establishing the rules and expectations of the group. How is attendance rewarded? How is leadership established and transferred? How are resources, including knowledge, distributed? Participation in setting the rules allows all members to know what to expect, and to feel that they have been treated fairly, even when they are corrected.

It is difficult to remain committed to a task if the ultimate goal is unknown. All group members need to know what the goal is, why it is important, and how it was identified. The plan will get the task accomplished, but the goal gives the reason for the plan—it is often the justification for the group, the common thread which unites them, and the motivation which propels them.

Group members need to see that they are addressing important challenges. How does their task relate to the overall plan? No one wants to do "busy work," but if stuffing envelopes will get the job done, and if others acknowledge the importance of that task, it is easier to bear. It is also good for members to be somewhat stretched by their assignments. Nothing beats the feeling that comes from trying something new and unknown, and succeeding!

How members feel about the group leader is very important to their satisfaction with the group. They must feel that the leader is someone they can personally support; that the leader is fair, ethical, and worthy of the position. They must also feel that the leader is capable of the tasks inherent in that position. A group with a "nice guy" leader who does not know how to do the job is in as much danger of failure (or mutiny) as is the group with a knowledgeable but unpopular leader.

Finally, since all members contribute to the success of the group, everyone should be informed of the milestones reached, and included in any celebration. Celebration is very important to the overall success of the group—the chance to acknowledge everyone's contributions, to reinforce everyone's sense of belonging, and to reaffirm each one's commitment to the remainder of the task. Do not be misled into considering this a frivolous or unessential element of achieving your goals.

STYLES OF DECISION MAKING

There are many styles of decision making. Each is valuable in specific circumstances, and each carries with it consequences for the group and its leader. It is important to balance time constraints, member needs and urgency of the task, and select the style most appropriate for the situation. Styles include:

Dominance/Submission or Win/Lose

In "win/lose" situations one person, group or position wins completely and another loses completely—sort of all or nothing. Examples of this style include: minority rule, such as when a committee or "expert" makes the decision alone; majority rule, such as elections, when the winners are pleased with the outcome and the losers are unrepresented in the final decision; and one person rule, such as dictatorship. Win/lose decision making is most suited to emergency situations in which speed is of the essence, to military situations involving secrecy and other similar conditions, or to temporary decisions, following the assumption that anyone can put up with anything for a while. It is the fastest and least involved decision-making process.

Conversion or Sometimes Win/Win and Sometimes Lose/Lose

In "conversion" situations one side is converted from its original position to that of the other side. Often in these cases everyone is happy, but at least as often the issues which originally divided everyone go unresolved or unaddressed, leading to dissatisfaction with the decision and lack of support for its implementation. Alternatively, the groups decide to meet on middle ground, each winning half of the argument. Examples of this style include compromise, in which each group wins approximately half (and loses about half)

of the argument, and negotiation, in which discussion focuses on common ground and minimizes the differences. These styles are most suited to situations in which the sides were originally not too far apart, or one side was more firmly entrenched in its beliefs than the other side. As with the example of labor negotiations, the decision is accepted by both parties, but the final decision in no way unites the sides into one undivided group.

Integration or Win/Win

In "Win/Win" situations, everyone's point of view is represented in the final decision and everyone is satisfied with the outcome. Examples of this style include unanimity, in which everyone agreed from the beginning, and consensus, in which discussion involving shared opinions and reasons leads to true agreement. This is the most time-consuming style of decision making, but its long-range benefits to the group have made it the recommended style whenever time and circumstances permit. Integration is the style most successful at meeting the members' needs discussed earlier.

THE DECISION MAKING PROCESS

According to "Groups—How They Decide," a component of the Family Community Leadership Series, there are six steps to group decision making.

The first task is to *define the problem.* This is also called "issue identification," and involves information gathering and initial group polling. The word "problem" is sometimes misinterpreted as referring to a negative situation. In this case, as in the case of an arithmetic problem, the word refers to a challenge, task, or puzzle. An example of problem identification might be decreasing numbers of volunteers in the program. Issue identification would clarify the problem to pinpoint the specific item to be addressed, i.e., dissatisfaction with the organization, decreasing pool of potential volunteers, increasingly inconvenient schedule, etc. After the specific problem is identified, the group can proceed with decisions about ways it can be addressed.

The second task is to decide on the method for *making the decision.* Based on the methods outlined above, the group may decide to get an expert opinion, take a vote, delegate to a committee or take time to hammer out a consensus. The skills of the group, the scope of the problem, the time available for the decision and other factors will influence the method chosen.

The third step is to *generate alternatives.* This can be accomplished in many ways, from brainstorming to commissioning a study. For each alternative generated, the group needs to compile information about the benefits, risks, costs, and consequences which might result.

Testing the alternatives is the fourth step, and may or may not be an integral part of every effort to solve a problem. Testing is an important component of scientific and scholarly hypothesis generation, and may seem more applicable to such situations, but even small programs may choose to pilot a new schedule, form or procedure before its final adoption.

Once tested, the group will *choose the alternative* which meets with overall group approval, addresses the problem, functions within the limitations of the organization, and seems most likely to succeed. This is the fifth step.

Evaluation of both the decision and the process is the sixth step, and should be conducted throughout every phase of the implementation process. All those impacted by the group's decision should be involved in the evaluation. Results should be recorded and shared with participants, as well as integrated into recommendations for future programs.

SUMMARY

Volunteer managers who direct or facilitate group decision making may achieve greater levels of success and satisfaction for all participants if they consider the factors outlined above. The group needs to function as a group and proceed through the decision making process, using the most appropriate style of decision making, and meeting the needs of the group members.

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The Impact of a Restructuring on Volunteers

Janet L. Unger

In an effort to meet increasing needs, improve services or simply survive, many nonprofits routinely design and implement creative new organizational structures. There are widespread changes underway at numerous nonprofit organizations throughout this country. Unfortunately, it seems that little attention has been paid to the impact of all these changes on volunteers and their ongoing participation in these agencies.

Over the past decade there was a dramatic increase in corporate mergers and takeovers. Daily newspapers continue to be filled with reports of plant closings and white collar and blue collar lay-offs. Reorganizations in the corporate sector have varied in size and scope and have had mixed outcomes (Singer and Yankey, 1991).

The same time period was also characterized by significant decreases in government funding for services provided by the nonprofit sector. In light of these sweeping changes in funding patterns, and the fact that many corporate executives sit on nonprofit boards, it is not surprising to observe dramatic restructuring plans evolving among nonprofit organizations. Corporate representatives on nonprofit boards are often inclined to recommend strategic directions comparable to those they have experienced in the business sector.

Given that one of the significant outcomes of a reorganization is the effect that it has on personnel, it seems essential for the nonprofit sector to examine the potential impact of a restructuring on volunteer personnel. Naturally, the more heavily an agency relies on volunteers, or expects to rely on volunteers within its new structure, the more important this issue becomes in choosing new strategic directions.

REASONS FOR A NONPROFIT REORGANIZATION

There are many reasons why a nonprofit organization would consider a reorganization. Some agencies are repositioning for the 1990's in an effort to maximize their resources, deliver services more effectively and efficiently, and reduce expenses.

Singer and Yankey (1991) in a study of eighteen nonprofit merger transactions in Cleveland, Ohio between 1985 and 1990 found that, in 94% of the cases, financial reasons, in particular limited resources, were a major force that led an agency to explore a merger, acquisition or consolidation. In 44% of the cases studied, increased competition and the inability of an agency to compete due to its small size was a major factor in considering a merger; in two-thirds of the cases, there was external pressure from funders.

Other factors that may lead to a nonprofit reorganization are: new leadership; the potential for growth and expansion; the potential for greater organizational stability; and changes in the needs of the population being served.

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TYPES OF RESTRUCTURINGS

There are various strategic directions that an organization may want to consider as it plans for the future. Below is a list of definitions of the major types of restructurings. It is essential to understand which direction the organization is moving in order to prepare for the potential impact on volunteers.

In an *expansion* the agency will add new programs and positions or introduce its current programs in new locations.

In an *acquisition* the organization acquires a program that had previously been under the administration of another agency.

In a *downsizing* the organization will reduce current staff and/or programming.

In a *merger* one agency acquires another. The acquired agency is completely absorbed, both administratively and financially, by the acquiring agency. One organization loses its corporate identity by another whose corporate existence is preserved (Aldrich, 1979).

In a *consolidation* two or more independent agencies form a single new agency. Each organization will dissolve entirely, and a new, single corporate entity will be formed (Consolidation, 1989).

In the case of a *dissolution* the organization is closed, programs are eliminated, and staff are laid off.

Increased or decreased *centralization* or *decentralization* of services and administrative functions may be an additional factor to consider in many of the above scenarios.

INVOLVING VOLUNTEERS IN ALL PHASES OF A RESTRUCTURING

The Greater New York Fund/United Way (1981) outlined four phases of a restructuring:

1. Making the decision
2. Planning
3. Implementing the plan
4. Evaluating results

These phases provide a helpful framework for examining the role that volunteers can have in successfully implementing a major reorganization.

Decision-making

There should be at least one volunteer who is a voting member of the task force developing recommendations about new scenarios. Inviting volunteers to have a voice in the decision-making process will help build support for the goals of the restructuring. If they are not asked to participate, it is likely that volunteers will become alienated from the reorganization process and the final plans.

Volunteers who are involved in the decision-making process have a significant role to play in assessing the potential impact of the various alternatives under consideration, advocating for appropriate volunteer participation, keeping other volunteers informed about the reorganization, and announcing the final reorganization decision. Volunteers bring a unique perspective to the table that is different from that of the paid staff.

Planning

If volunteers are expected to implement any aspect of the new structure, they must have a voice in saying what will be workable. Volunteers can gather information and conduct surveys or focus groups to identify the impact of alternative structures from a broad range of perspectives. Volunteers can help develop the written plan, prioritize steps in the implementation schedule, and help communicate the goals, objectives and timeline of the restructuring plan. The governing board, a volunteer body, must vote to approve the reorganization plan.

Implementation

The changes that come with any reorganization are likely to be unsettling at first. In order to help people adjust to those changes, it will be necessary to solicit input from volunteers and take steps to address their concerns. Staff concerns about job security and role confusion are frequently mirrored by volunteers who may be feeling uncertain about how they fit into the new picture. Since the rumor mill grinds out a great deal of misinformation in the course of a restructuring, it will be particularly important to have frequent, honest communications with all

staff, both paid and volunteer, throughout the reorganization process.

Direct communication with volunteers can make all the difference in how they perceive and respond to the upcoming changes. It is worthwhile to take the time to keep volunteers informed throughout the planning and implementation phases because it will generally save time and eliminate some resistance in the future. This can be as simple as assuring that volunteers are invited to meetings about the restructuring and seeing that they receive special bulletins or announcements highlighting any decisions, plans or progress related to the restructuring.

Evaluation

Volunteers must have an active role in evaluating the reorganization because they bring a different perspective to this task than paid staff. Volunteers can assist with defining the purpose of the evaluation, developing evaluation tools, conducting the assessment, and presenting results of the evaluation to others throughout the organization.

POTENTIAL POSITIVE AND NEGATIVE IMPLICATIONS

The Chinese symbol for change has two characters. The upper character represents danger while the lower one conveys hidden opportunity (Connor and Louderback, 1983). Similarly, within every nonprofit reorganization, there are likely to be both dangerous negative results and positive new opportunities for volunteers. Many people resist change because it can be threatening, upsetting, and generally implies some loss of the familiar. It is incumbent upon nonprofit leaders who want to maintain a volunteer workforce, to maximize the opportunities (positive outcomes) and minimize the dangers (negative outcomes) for volunteers within a proposed new organizational structure.

Many nonprofit leaders underestimate the negative reactions volunteers will have to new strategic directions and are surprised three months after a reorganization decision is implemented to find volunteers resigning from their program. If key paid staff are no longer involved, many volunteers will leave because those individuals provided the necessary staff support for the volunteers to operate comfortably and effectively. Thus, it is important to anticipate not only the impact of a reorganization on paid staff but also how that will influence volunteer involvement.

Potential negative impact of a restructuring on volunteers

Volunteers may have negative feelings about a reorganization which could include a sense of:

- Alienation
- Anger
- Apathy
- Discomfort with the changes and the new methods of operation
- Fear of the unknown
- Loss or grieving for the "old way"
- Perceived or real loss of power

Widespread changes throughout the organization can have a negative impact on individual volunteers. Volunteers may become frustrated while the agency is in the process of deciding among alternative strategies. They may not believe the new plan will work and as a result they could become less motivated. Volunteers may be dissatisfied with their role in the new structure and they may lose enthusiasm and excitement for their work. In the case of an expansion or merger, volunteers may lose the intimacy and individuality that they enjoyed in the smaller program. In the course of a reorganization, volunteers may also lose their sense of individual and collective identity within the organization.

There will be corresponding negative implications for the organization as well. The agency may need to spend a lot of time allaying the fears and smoothing the ruffled feathers of unhappy volunteers. If the agency establishes unrealistic expectations for volunteers this will be revealed in disappointing performance results. The organization may lose volunteers and is vulnerable to receiving negative publicity

from volunteers who are dissatisfied with the changes.

The following behaviors are indicators that volunteers are resisting the changes brought about by a reorganization. Volunteers will visibly demonstrate a decrease in personal commitment by not fulfilling their obligations and there will be a corresponding high level of absenteeism. Volunteers will register complaints. Individuals may express personal dissatisfaction and protest that "this is not the way we've always done it." A group of volunteers may get together and write a position paper outlining their concerns about the new directions. In an extreme situation, it is possible that volunteers will obstruct progress or sabotage a project they are working on because they do not agree with the new organizational priorities.

The silent exodus is the strongest sign of dissatisfaction among volunteers. Like a dissatisfied customer in a retail store, a volunteer may not complain—he or she simply will not return. When large numbers of volunteers being to quit, it is a signal to managers that the new structure is not working or workable from the perspective of former volunteers. If this occurs, it is important to evaluate what is going on. *Why are volunteers leaving? What do these behaviors indicate? How can we halt this exodus?* It may be that volunteers never had the opportunity to become invested in the new plans.

Potential positive impact of a restructuring on volunteers

Volunteers may have positive feelings about a reorganization which could include a sense of:

- Enthusiasm
- Excitement
- Renewed energy
- Optimism about new opportunities on the horizon
- Being a part of the team
- Being welcome and needed

A reorganization can provide many positive influences for individual volunteers. The agency may operate more efficiently and as a result not waste volunteer time on trivial tasks. There may be increased cooperation and improved team spirit among all staff members. There could be new opportunities for volunteers to use their talents as a result of introducing new programs and services. The new structure may also have fewer bureaucratic procedures so that volunteers can get their work done easier and more quickly.

There will be corresponding positive implications for the organization as well. A change in the organizational culture could be more inviting for volunteers. There may be more opportunities for volunteers to participate in the new structure and these volunteers will bring new perspectives, increased diversity, and fresh talents. New volunteers can expand the organization's capacity to meet pressing community needs.

The following behaviors are indicators that volunteers are supportive of the changes brought about by reorganization. Volunteers are actively participating in the planning process and there is open dialogue about new directions among board, staff and volunteers. Volunteers are engaged in discussions about how to improve the agency's programs and services. Volunteers are willing to do what it takes to get the job done, offer suggestions about ways to improve the work that they are doing, and encourage friends and colleagues to support the agency.

ASSESSING THE IMPACT OF A PROPOSED REORGANIZATION ON VOLUNTEERS

The following questions will help nonprofit leaders evaluate the potential impact of a restructuring plan on volunteer participation throughout their agency. Any organization proposing a restructuring should work its way through a discussion of these questions.

1. What will be the overall impact of the proposed reorganization on volunteer participation in this agency?

2. What new roles will there be for volunteers in the proposed structure?

3. How many volunteers will be needed to implement the new plan?

4. How will current volunteers be incorporated into the new structure?
5. What existing volunteer roles can be deleted? Why?
6. What volunteer roles will need to be modified? How?
7. How will the proposed changes in paid staffing patterns affect volunteer participation?
8. What problems will volunteers encounter in the new structure?
9. How many and which volunteers do we expect to lose in the process of reorganizing?
10. What type of staff support is needed to sustain meaningful volunteer involvement in the new structure?
11. Who will coordinate volunteer participation in the new structure?
12. Who will handle each of the primary volunteer management functions in the new structure? (Consider the following: planning; recordkeeping and reporting; recruitment; screening and placement; orientation and training; and recognition.)
13. What problems do we anticipate in each phase of the volunteer management process?
14. If the reorganization is to succeed, what must be done to enhance volunteer participation?

The following are questions to consider in specific circumstances.

Downsizing
- How will volunteers be affected when the organization decreases staff support and/or closes an office?

Expansion
- What kind of adjustments will the agency need to make in order to accommodate new or more volunteers?

Merger
- How can volunteers from both organizations be incorporated into the planning process?
- Are there sufficient tools and equipment for volunteers to use?
- How will volunteers be introduced and brought together into a cohesive unit?

Merger, acquisition, consolidation, or downsizing
- Is there adequate work space to accommodate all of the volunteers?
- What changes are needed in the layout and design of the physical plant?
- How will a change of location affect volunteers?

Closing
- How can the organization help volunteers find similar work with another agency that has a comparable mission?

CONCLUSIONS

It takes years to build a strong volunteer corps and all of that hard work and goodwill can quickly be lost when an organization waves the magic restructuring wand without proper regard for the impact of a reorganization on volunteers. Nonprofit leaders must advocate for and assure meaningful volunteer participation in all phases of a reorganization process. Otherwise, it is likely that decisions will be made about volunteers without direct input from any volunteers.

Nonprofit leaders must thoughtfully consider how organizational changes will influence their volunteers. A poorly planned and executed nonprofit reorganization will have a negative impact on the volunteers involved and, as a result, the work they are expected to do for the agency will suffer. For a restructuring plan to be effective in a nonprofit organization, it must incorporate volunteers as an integral component in all human resource and programmatic decisions.

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Social Marketing: Get the Credit You Deserve Inside Your Organization

Heller An Shapiro

INTRODUCTION

Marketing through personal communication is an effective tool for publicizing volunteer program successes and improving staff or volunteer attitudes toward the program. The principles of marketing provide volunteer managers with a technique for promoting their programs to the most important customers: staff and volunteers. Marketing, "the art of making selling unnecessary" (Drucker, 1990), provides a plan for taking advantage of every opportunity to communicate the program's strong points to individuals or groups. Successful marketing will make each constituency realize how the volunteer program benefits them. This, in turn, will lead to decision-making which benefits the volunteer program.

SOCIAL MARKETING TO CHANGE BEHAVIOR

Volunteer managers are often put in the position of having to convince people (volunteers) to believe in a cause or even in a particular method for accomplishing a task. This is not done through force, but through personal communication. When new volunteers go through orientation training, they receive a blueprint of the social milieu within the organization. By the end of the training session new volunteers must believe in the mission of the organization. Another facet of the volunteer manager's role is to convince staff of the value of the volunteer program and to educate them to see the positive aspects of the program. Social marketing provides a basis for understanding how to accomplish these attitude and behavior changes.

Social marketing through personal communication involves three key steps that interact with the marketing plan described below.

First, personal communication entails numerous, diverse, and continuous interactions between the communicator and the recipient, or the target adopter. Thus, two participants in the communication process give and receive immediate and continuing feedback about each other's needs and reactions.

Second, because of the interactive nature of personal communication, the personal communicator has the opportunity to initiate, build, and maintain a full range of relationships with the target adopter. The deeper the relationship, the better the chance that the communicator can achieve the objective of the campaign.

Third, as interactions increase and intensify, the target adopter's sense of obligation "to return the favor" grows and brings him or her closer to adopting the social product. (Kotler, 1989) Because of the extent of personal involvement inherent in these steps, it is critical to convert people so that they will also serve as personal communicators on behalf of the program.

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HOW TO PROMOTE PROGRAM SUCCESS

Prepare to put personal communication marketing to work by describing and quantifying the volunteer program's strong points both formally and informally. Determine which parts of the program are most appealing. These might include: services provided, size and scope of program, number of volunteers, length of service or strength of volunteer commitment, amount of money raised, number of phone calls received, number of visitors, number of clients served, number and type of thank you notes received, number of volunteers responding to recruitment ad, number of volunteer hours, number of volunteers below age 65, number of minority volunteers, etc. By comparing the monetary value of volunteer hours with the volunteer program budget, the volunteer manager can also determine the return on investment for the organization.

These statistics, especially when they counteract negative stereotypes, will help to show others how successful the program really is. Although word of mouth is a very effective means of communication, other methods, such as newsletters, memos, fact sheets, graphics, survey results, or public celebrations of volunteer achievements will enhance the marketing strategy.

Improving the image of the volunteer program inside the organization is reflected in the positive attitudes of both staff and volunteers, which in turn result in an improved public image, easier recruitment, and increased influence with decision-makers.

It is important to look at all facets of the program's image. In a 1975 survey of major American corporations, the most frequently described association with IBM was not computers, but the dress standards and professional image of IBM's representatives. Because 83% of the decisions we make each day are made with our eyes, the people in the survey concluded that "any company that establishes and enforces high standards in the areas of dress and visual image must make superior products." (Gee, 1991) The image projected by the volunteer program staff and program materials can enhance or contradict the program's effectiveness.

THE EFFECTIVE MARKETING PLAN

Survey/study the market to determine who I need to advertise my success to.

The quality of any program is what the customer/constituent says it is. To find out how the program is viewed, conduct a written or oral survey, research past complaints about the program, listen to others when they talk about the program, look for nonverbal cues. For example, the following people are exhibiting their attitudes toward, and expectations of, volunteers: On Halloween, a staff person comes to work dressed in a 1940s style suit, with a mink stole, white gloves, and a name badge that reads "volunteer." A staff person states: "This is a boring, rote job; let's get a volunteer to do it." A Volunteer Coordinator comes to work in jeans and T-shirts while other volunteers dress more formally.

Areas to survey include staff attitudes toward volunteers, perceived value of the program, expectations of volunteers, familiarity with volunteer accomplishments and skills, and perceptions of the program's goals.

Segment the market to determine how many different groups I should market to.

Based on the survey results from step one, look at each attitude type and consider where their attitudes are coming from. Try to segment people into several defined groups such as: new staff, staff with more than 10 years of service, supervisors or department heads, staff who work directly with volunteers, etc.

Target the groups to market to by assessing resources, potential for success, and where the need is most critical.

Look at the people in each segment and estimate their comfort zone, ego, self-image, and other influences. Because of the "85/15 formula" which says that "we make decisions based 85% on our feelings and only 15% on the . . . facts" (Gee, 1991), it is important to understand why each

segment feels as it does. For example, do they feel that their jobs are threatened by volunteers? What type of daily contact do they have with volunteers? What do they hear from other staff, including the volunteer department? How are volunteers viewed/treated by the organization?

Resources might include other staff, volunteers, an organizational newsletter, a board member, someone who has standing within the organization and/or wants to see the program grow, opportunities for publicity, etc. Explore ways to provide information, increase knowledge, and change attitudes.

Design the marketing strategies by defining goals and tools.

The marketing strategy serves as a road map. It shows how to get where you want to go and helps you to avoid detours that will interfere with your goals. Although goals may not be measurable, there should be a way to appraise and judge your progress. Both the volunteer manager and his/her supervisor may need to be educated to recognize and accept the results of the marketing strategy. For example, the number of staff with positive attitudes will increase from 50 to 80%, staff will no longer refer to volunteers as "blue-haired ladies," increased support from top management, increased staff attendance at volunteer recognition events, increased program credibility reflected in a larger program budget or salary increase for volunteer manager. Plan how to share a "fact of the week" or praiseworthy volunteer story with as many people in your target group as possible. Share the facts that counteract negative stereotypes.

SAMPLE MARKETING PROBLEMS AND STRATEGIES

Problem: Staff view volunteers as old and inept. Volunteers are on duty from 10 A.M. to 9 P.M., with retirees covering the day shifts, and a younger, more dynamic group covering the evening shifts. Since most staff work during the day, they only see the older volunteers. *Strategy:* The volunteer manager made a point of highlighting the activities of younger volunteers, and involving them on staff projects whenever possible. Younger volunteers were encouraged to act as representatives at key events. Whenever possible, the volunteer manager emphasized "our younger volunteers work in the evenings and on weekends."

Problem: The boss has a poor image of the volunteer program. She micromanages the volunteer manager and seems to have little respect for the program. *Strategy:* The volunteer manager explored other volunteer programs in order to make favorable comparisons. The volunteer manager determined what the boss needed from the program to make the boss look good in front of peers and superiors, and then provided volunteer program facts and statistics in several different formats, including anecdotes that highlighted the volunteers' commitment. When a complaint arose, the volunteer manager alerted the boss ahead of time with an explanation ready for her to use when talking to superiors or other staff. The volunteer manager offered to handle a problem volunteer and then provided a clear and concise report detailing the positive results. The volunteer manager shared specific knowledge of the volunteers to provide the boss with opportunities to congratulate or praise individual volunteers on their performance or on an event that occurred outside the organization.

Problem: Although the volunteer program budget is smaller than any other, it is a difficult fight each year to maintain the previous year's total. The budget department doesn't understand how the volunteers contribute to the organization. *Strategy:* The volunteer manager began publishing monthly statistical summaries of every volunteer activity. A salary survey of local businesses was done to determine how much it would cost to pay staff to do what the volunteers were providing at a minimal cost. Other staff were recruited to support the program in discussions with the budget department. Following each special event or project, the names of the volunteers and staff who had worked on the project were publicized. A key part of the strategy involved recruiting volunteers to assist with the

budget department's most frustrating and time-consuming tasks. When the new budget department volunteers were unable to work, the staff truly missed them and recognized their value.

Problem: Volunteers are "invisible" to staff. *Strategy:* The volunteer manager publicized a survey of available volunteer skills and educational backgrounds with a note offering to assign these volunteers where needed. In all correspondence, the volunteer manager referred to "volunteer staff and paid staff." The volunteer guidelines and professional standards were shared with staff. At staff meetings, in memos, or informally, the volunteer manager highlighted a special skill or described how a volunteer had resolved a problem.

CONCLUSION

The volunteer manager must acknowledge the stereotypes and misperceptions expressed about the volunteer program in order to devise a strategy to combat them. Promoting the volunteer program is accomplished through a steady campaign of quantifiable data and "sound bites" communicated to staff and volunteers. The image projected by the volunteer manager and his/her staff must be professional and positive in order to enhance the message.

Unfortunately, many volunteer managers are suffering from varying degrees of burnout, an "I couldn't dare ask for that . . ." mentality, and an inability to overcome staff-volunteer hostility. Although they are skilled in managing volunteers, too many volunteer managers do not attempt to use their skills on staff. By working to promote the quality of their program, volunteer managers and volunteers will reap tremendous benefits. Volunteer managers must take they lead in educating others concerning the value of volunteers.

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Practical Volunteer Administrator Professional Development Strategies

Robert F. Long, Ph.D.

INTRODUCTION

By improving individual understanding of personal professional development as volunteer administrators, a foundation can be laid for leading others in their professional development planning. Expertise must be created in order to build quality practical models to be shared more widely. Leaders of volunteer administrators are challenged to build personally to act locally to impact globally!

Building on a volunteer administration's traditions in direct service functions, additional administrative training is crucial to meeting the challenges of an increasingly complex management environment. The days of providing leadership and making decisions based on past experience alone are gone. The world in which administrators operate is demanding more and more sophisticated leadership and management to keep volunteer-based organizations healthy. It is time to develop an active personal approach to professional development and the ability to lead others in their own professional development. It may be among the most important things volunteer-based organization leaders can do for the future.

This paper presents a simple and practical process that is intended to take the reader through a personal analytical experience to establish a professional development plan. The primary audience includes heads of organizations who provide leadership to volunteer administrators. It should also be useful as a planning guide to volunteer administrators themselves. An improved understanding of the process, an awareness of the current issues, and a focus on planning should help administrators who must lead others in establishing professional development plans. The process is designed to help volunteer administrators:

1. identify and define the components of professional development relevant to them;
2. communicate the role of each component to others; and
3. design and lead the design of professional development for themselves and others.

This will be accomplished through a combination of information presentation and analytical exercises on historical perspectives, relevant issues and trends, curricular and co-curricular components, and potential training alternatives.

HISTORICAL PERSPECTIVES

To establish an understanding of current professional development practices in volunteer administration, it is useful to develop some insight into its history. It is important to know who the first volunteer administrators were and where they developed their skills. The history of organized volunteer activities in this country shows that the leaders were most

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often selected from within the volunteer group itself. Special skills and expertise came mainly from the experience of doing the particular work. There were no specific administrative preparation opportunities. Early volunteer administrators included militia captains, fire chiefs, and wagonmasters.

The early leaders of efforts to formalize the work of volunteer administration were those organizations that involved the most volunteers. At some point the amount of administrative functions grew to where some assigned time had to be given to those growing responsibilities. When such assignments were made, the first formally-recognized volunteer administrators were created. Hospitals, youth organizations, and community recreation programs were among the first to take this evolutionary step when they created positions called Directors of Volunteers and Volunteer Supervisors. These were among the first professionals in the field and set the stage for both paid and unpaid staff being assigned the official responsibilities to administer the work of volunteers (Ellis & Noyes, 1990).

Although efforts to organize the work of volunteer administration are important steps toward professionalization, there is still much to be done before it can be called a formal profession. It is useful to consider the generally-accepted attributes of a profession and determine how volunteer administration compares. Greenwood's (1957) early studies of the social work field present a list of the attributes of a profession that is still useful: systematic body of knowledge and theory, professional authority, sanction of the community, regulative code of ethics, and professional culture. A quick review of this list illustrates that volunteer administration, in some settings and with some organizations, may have nearly all of these attributes. However, these are not universally identifiable with the work and its practitioners. Further efforts will likely pay the most dividends if they are focused on contributing to the body of knowledge in volunteer administration, and on understanding and applying the knowledge base. Then will come the identification of the profession (Wilensky, 1964, p. 138).

A review of the professional organizations emerging in the field shows that support for a wide range of professional development activities is being established. The Association for Volunteer Administration has led the movement since 1960 and set the stage for efforts geared toward professionalism. A number of other organizations have been established to focus on a range of aspects of the work of administering volunteer-based programs. The Independent Sector was established in 1980 to connect major, national voluntary, nonprofit, youth and human service organizations and private foundations. VOLUNTEER: The National Center was created in 1984 (it has now merged into the Points of Light Foundation) to mobilize for support to volunteerism. These and others offer opportunities for professional development, research, advocacy, and other important needs of a profession. Although this is by no means an inclusive list of related professional organizations, it does illustrate the history of such efforts and the demonstrated interest and support for volunteer administrators working in the field (Ellis & Noyes, 1990).

There are a number of important challenges to professionalization that must be considered as we move ahead with efforts to further refine our practice. The relative youth of the knowledge base is a problem that can only be addressed by continuing a concerted effort to study volunteer administration and build understanding and a strong conceptual framework. There are some real elements of resistance to such efforts. There is an historic and somewhat natural tension between professional practice in the field and higher education. Experienced professionals in a young profession naturally resist the attempts to move their discipline into the academy. They often believe that experience is the only teacher. Higher education must deal with this to do a credible job of study in the field. This situation also makes it difficult to have campus-based theoretical findings applied in the field.

There is also a natural pulling between the expectations of practice in direct ser-

vice positions and administrative positions. It is likely that those moving into administrative positions have little or no formal training in this arena. It is more likely that they will have training and experience in the direct service work of the organization. This is a challenge for those providing administrative training and a point of concern for those impacted by untrained practitioners. As the knowledge base expands and training opportunities become more readily available, there is a need for flexibility and balance in program design and content.

A case can be made for study in several disciplines within the academy today. The work of volunteer administration crosses many academic disciplines. Academic programs need to take this into consideration, along with the individual needs of the learners and their work settings.

An improved understanding of the historical perspectives helps planning for the future. It becomes increasingly important to an emerging profession that professionalization through the developing body of knowledge and professional preparation programs does not ignore or limit the history, social impact and activism, open and broad community perspective, and caring attitudes valued by volunteer-based programs (Silin, 1985).

ISSUES AND TRENDS

Future volunteer administrators may be best described as "Community Resource Developers"—people skilled at identifying human needs within the community and organizing resources to address these problems. Less concern will be given only to the volunteer aspect and more attention to bringing all necessary and available resources to bear on the need. Administrative skills will be called upon to create, as well as manage, the responses to the needs. This projected trend illustrates the growing demand for new elements and approaches to preparing administrators to lead important community-based programs.

The focus of this section is on identifying a list of issues and trends that will impact volunteer administration. The following questions can be used to increase awareness of the issues and serve as a basis for a critical analysis of the potential trends. Such an exercise can provide personal insight to areas of needed professional development. (The sample responses may be useful in the process.)

What societal issues are impacting the need for professional development?

- Litigation
- Child care
- Family structure
- Changing work place
- Government services
- Homelessness
- Child abuse
- Health risks
- Changing demographics
- Specialization
- Profit organization services
- Less community concern

What organizational issues are impacting the need for professional development?

- Competition and duplication
- Tax laws
- Health insurance
- Fair Labor Standards
- Volunteers as a budget item
- Employee benefits

What administrative issues are impacting the need for professional development?

- Volunteer/staff relations
- Training
- Screening and selection
- Risk management
- Computer management
- Reduced budgets
- Cutback management

What volunteer issues are impacting the need for professional development?

Leadership

Effectiveness

Training

Evaluation

CURRICULAR COMPONENTS

It is important to have a strategic plan for professional development because there are limited resources and time to engage training. There is a need for a balanced curriculum which includes human growth and development, leadership development, and management training (Jachowicz & Long, 1991). Across these curricular components, a list of administrative competencies and qualities needs to be established and accepted in order to develop useful plans. The Association for Volunteer Administration's "Summary of Competency Statements" could serve as a useful guide in developing the list. An acceptable list of administrative competencies could include the following categories, taken from the American Humanics Competency Outline (Jachowicz & Long, 1991):

leadership

planning

recruiting

motivating

program development

funding development

public relations

management

personnel management

training

evaluation

financial administration

marketing

The following discussion questions are designed as a guide for the process of refining individual lists:

Which competencies are usually the strongest and weakest for volunteer administration?

Which competencies are best developed in class?

Which competencies are best developed in experience?

Which competencies are best developed in a combination of the two?

What foundation experiences are most useful to volunteer administration?

A thorough analysis of an individual list and answers to these questions will serve as useful preparation for professional development planning. Either rank ordering or identifying key points is the best way to select the individual curriculum components to be pursued. Figure 1 is a "Professional Development Plan Design" sheet that may be useful in the planning process.

CO-CURRICULAR COMPONENTS AND TRAINING SOURCES

Building from the listing of qualities and competencies needed in a curriculum, it is important to identify a list of developmental experiences that may be accessed for training. There is a wide range of possible educational formats and approaches to be considered in designing professional development plans. Creativity in locating existing opportunities or establishing new ones is essential.

Look to the institutions of higher education in a local area for professional development, extramural courses, continuing education, and guided individual study (correspondence courses). Investigate the wide range of professional associations and organizations providing related training programs. Work within the local cohort group of related organizations to examine opportunities for collaborative training. There may be interest in cooperative training and resource sharing programs.

Consider organizing "cross-training" programs that could broaden the experience base among similar organizations and serve as a valuable training vehicle.

Figure 1

PROFESSIONAL DEVELOPMENT PLAN DESIGN

What personal "qualities" are essential to your success as a volunteer administrator?

What professional "competencies" are essential to your success as a volunteer administrator?

List the qualities and competencies that you would like to address in your professional development plan:

List the subject areas that you would include in your plan and potential sources for each curricular and co-curricular area. Separate the areas into two categories:

REQUIRED (or absolutely necessary to your continued success):

SUBJECT: _____ SOURCES: _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

ELECTIVE (or not necessary but useful to your professional development):

SUBJECT: _____ SOURCES: _____

_____ _____

_____ _____

_____ _____

_____ _____

In such a program, people could be traded among organizations for specific projects, expertise, and time frames to accomplish a task and gain targeted experiences. Focusing on the internal opportunities within a given organization will likely find similar cross training options within and among positions. Special training programs can be organized around staff retreats, workshops, and seminars. Always consider sharing expertise among the staff of the organization where the costs are less and the rewards can be great.

A special internship program could be organized to focus on a very specific individual training need and the work could benefit the organization. The resource and expertise could be targeted and the experience negotiated around a formal agreement.

Finally, the individual should be empowered to organize personal professional development opportunities. From direct volunteer experiences with targeted administrative assignments to service on a local board of directors, there is tremendous potential to engage field work for training. A creative approach to organizing a personal mentorship with someone identified as having the desired expertise can be easily negotiated and yield tremendous benefits to the individuals and the organizations involved. The whole idea of self-directed learning is at the historic roots of volunteer administration and may still be the best method of getting exactly what is desired out of a professional development experience.

CONCLUSION

Engage all those possibly connected with the design of professional development programs. Help them assess the issues and work through the following strategic planning steps:

1. Build a list of desired qualities and competencies.
2. Match the list with training opportunities.
3. Lead the development of personal design strategies.
4. Help build a personal rationale for the plan.
5. Revisit/rethink decisions regularly.

Take the time to establish individual plans in order to lead others in doing the same. More active planning of professional development efforts will improve professional practice while contributing to the professionalism of volunteer administration. It is important to build personally to act locally to impact globally!

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1991 International Conference
on Volunteer Administration

Forum for Discussion: The Employer's Role in the Professional Development of a Volunteer Administrator

Joanne Holbrook Patton

The following is presented as a *training design* for readers who wish to replicate the program presented at the 1991 Conference.

GROUP TYPE AND SIZE:

Presenters:

One experienced facilitator and four panel members, representing each of the following categories: a CVA (meaning a person who has earned the credential "Certified in Volunteer Administration" from the Association for Volunteer Administration); the employer of a CVA (preferred) or the employer of a non-CVA (second choice); a volunteer administrator (AVA member preferred) who is not a CVA; a corporate representative whose responsibilities include company volunteer programs or community service.

Participants:

Although the group most invested in the topic certainly will be the more experienced administrators, there is much to be gained by including newer members of the field, for their career guidance. We recommend no restrictions on participants, with size limited only by the available facilities.

OBJECTIVES:

This seminar demonstrates interactive dialogue between employers of volunteer administrators and diverse members of the field, in order to explore issues of professionalism and credentialling in volunteer administration as a career field.

TIME REQUIRED:

Subject to variation, a ninety-minute session would be recommended, although the three-hour session at the International Conference on Volunteer Administration allowed for more depth of discussion.

MATERIALS:

1. Either overhead projector, slides, pre-written flipchart pages, or handouts, with highlighted findings of the 1989 AVA Survey on Employer Recognition. (Note:

Joanne Holbrook Patton, who chaired AVA's surveys on Higher Education for Volunteer Managers and Employer Recognition, is Owner/Director of Patton Consultant Services. *Richard Koonce*, a PCS registrant, is Vice President of EnterChange, a national management consulting and transition firm and a regular commentator on jobs and the workplace, on National Public Radio. They served as moderator and facilitator respectively at the Seminar on this topic held at the 1991 AVA International Conference on Volunteer Administration.

copies of the overhead texts utilized at the 1991 AVA International Conference on Volunteer Administration may be obtained by writing Joanne H. Patton, 650 Asbury Street, South Hamilton, Massachusetts 01982.)
2. Flipchart and markers
3. Handouts of discussion questions
4. Copies of the 1989 AVA Survey on Employer Recognition for each panelist (Note: copies are available from the AVA office or Joanne Patton.)
5. Podium (microphone as necessary) and table with chairs for four panelists (microphones as necessary).

PHYSICAL SETTING:

For almost all audiences, a theater-style arrangement is acceptable. In the smallest group, a circle of chairs may be more conducive to discussion. In that case, panelists would sit in the circle, with the moderator in the middle, facilitating.

For an expanded three-hour version, seating at round tables would enable the facilitator to have small groups address some of the discussion questions, with a spokesperson from each table assigned to report the consensus recommendations.

PROCESS:

Well ahead of the event, the planners need to find and secure the key participants: the facilitator/moderator and the four panelists. All panelists must be willing to have read the AVA Employer Recognition Survey (which the planners will provide) prior to the session. In lieu of the full survey, the participants may read the summary which appeared in the Fall 1990 issue of *The Journal of Volunteer Administration* ("AVA Survey on Employer Recognition: A Report to the Membership" by Joanne Holbrook Patton). If the proceedings of this seminar are not to be taped for later transcription or excerpting, a recorder should be assigned to take notes for post-conference summaries.

The panelists should be asked to prepare a five-minute response to the following question:

What do you consider to be the most significant findings of the Employer Recognition Survey, from your perspective as a volunteer administrator or the employer of a volunteer administrator?

The panelists also are asked to come prepared to answer or discuss any of the following questions, which may be posed by the moderator:

a. *Do you consider Volunteer Administration to be a profession? If so, why — if not, why not?*

b. *What do you consider to be realistic career expectations for a person embarking on a career in volunteer administration?*

c. *What advice would you give a volunteer administrator who seeks employer support for his or her career development?*

d. *What support do you think should be expected from the employer or employing agency of a career-directed volunteer administrator?*

e. *What recommendations would you give AVA toward involving the employer of a volunteer administrator in the career development process?*

f. *How could AVA help various types and categories of volunteer administrators relate to each other as members of a generic professional field?*

At the opening of the seminar, the facilitator/moderator introduces the topic, giving a brief background of the Survey (10 to 15 minutes). If overhead slides are available, those

may provide background for summarizing some of the survey findings and recommendations. If not, a pre-marked flip chart may be utilized to focus on key points. If handouts are used in lieu of either, they should be simple, clear, and focused on the highlighted findings.

The moderator then introduces the panel, asking each for the five-minute commentary he/she has prepared from the question provided earlier.

When all panelists have spoken, the moderator asks them to comment on each other's points, if they wish. The audience is then invited to comment.

Depending on the flow of discussion, the moderator introduces the optional questions to the group. Typically, a question is posed to one panelist, and the others (and audience) are invited to respond.

(At this point, if the time and space are available, the moderator may direct that the participant tables address one or more of the discussion questions, calling for summarized comments from the table reporters at the end of a reasonable time.)

In all cases, time must be protected at the end of the seminar for a prioritized listing of the group's recommendations to AVA for action. This is best accomplished by having a separate recorder at the flip chart, to take down the suggestions. A second assistant can be a "runner" to take the sheets as filled and tape them to an adjacent wall space.

When only about ten minutes remain, the moderator must call for prioritizing by the full participant group (including the panelists). Each must select the top 5 priorities, in their individual view. A hand count is taken and the top 5 are acknowledged by the moderator with the concurrence of the participants.

At this point, there are two options:

1. A previously-assigned AVA representative (such as a Regional Chair) is identified, who briefly acknowledges hearing the recommendations and promises to pass them to the Board of AVA.
2. The moderator (with the prior concurrence of the planners) announces that the top five recommendations will be recorded and mailed to the participants, following the seminar, for their critique and returned to the planners, prior to sending them to AVA. This will require additional funds and paperwork on the part of the sponsors, but will allow for further involvement by the participants.

VARIATIONS:

As may be seen, there are many possibilities of variation within this training format. Key to its effectiveness, however, is keeping the panel composition balanced, with a variety of types and roles represented. Agencies represented should be of different types as well, if at all possible, unless the purpose is to explore the questions within a single setting (such as hospitals).

Following the initial seminar, a second step with much to commend it is to convene career discussion sessions in succeeding months, inspired by the seminar discussion. More informal and internal in scope, they would allow AVA or DOVIA members in smaller groups to explore some of the philosophical and practical issues related to their professional development. Tools for those discussions might include lists of questions such as the following, prepared by Richard A. Koonce, facilitator at the 1991 AVA International Conference:

As volunteer administrators . . .

- What do we call ourselves?
- How do we refer to ourselves?
- What words do we use in defining our profession?
- What is our individual responsibility in defining our career and its directions?
- How do we empower ourselves?
- How do we communicate across different languages and cultures in relating to our colleagues, internationally?

- What is the profile of today's volunteer?
- What will the need for volunteers be in the future?
- How will this impact on the volunteer administrator's career development?
- Who can be a member of AVA? Who is excluded?
- How can we make our language inclusive?
- What life experience is relevant to our field?
- Do the values of the CVA outweigh its burden to us individually and as a field?

Designed by Mr. Koonce in his professional role as a career counselor, these questions are meant to involve individuals in examining professional issues about which the individual is challenged to take a position.

Many other relevant and provocative questions could be suggested, and should be, by local planners in order to promote reflective discussion and involvement by their members in serious career questions.

SUGGESTED READING:

Richard Koonce recommends the following as reading in career and professional development, for volunteer administrators and others: *Careermap: Deciding What You Want, Getting It, and Keeping It* by Neil Yeager, John Wiley & Sons, Publishers; *Taming Your Gremlin: A Guide to Enjoying Yourself* by Richard Carson, Harper & Row, Publisher; *Do What You Love and the Money Will Follow: Discovering Your Right Livelihood* by Marsha S. Sinetar, Dell Publishers.

1991 International Conference
on Volunteer Administration

Leading the Way with Style and Conviction

Jeanne Bradner

Volunteer Administrators sometimes get nervous when told they are leaders. Perhaps the reason is that we expect too much of ourselves in that role, somehow thinking that all leaders know exactly the right thing to do all the time. Not true! Leaders have to make conscious choices.

The purpose of this workshop was to clarify some choices we have in styles of leadership so that we can decide which style is appropriate to a particular situation. We first discussed whether volunteer administrators are, indeed, leaders. Look at some definitions of leadership and see if they apply.

WHO ME? A LEADER?

Warren Benis says that "managers do things right; leaders do the right things." The following are some other insights into leadership:

- Leaders urge themselves and others to reach goals.
- Leaders accomplish goals through others.
- Leaders believe in their mission.
- Leaders keep a dream alive.
- Leaders focus attention on priorities.
- Leaders are sensitive to other people; they listen.
- Leaders know when to let go; they empower rather than control.
- Leaders don't micro-manage.
- Leaders enable others to learn and grow.
- Leaders involve others in shaping programs rather than imposing their own ideas.
- Leaders understand leadership is to be shared.
- Leaders are optimistic.
- Leaders look for possibilities rather than problems.
- Leaders make choices.
- Leaders understand change is a constant.

Finally,

- A good leader is confident; an extraordinary leader inspires others to have confidence in themselves.

When we read the above and think of the things that a volunteer administrator does each and every day, I think we have to admit that a good volunteer administrator is, indeed, a leader. Remember Marlene Wilson's definition: "Leadership is not how much work you do yourself, but how many others you enable to do that work." That's a good definition of volunteer administration!

STYLES OF LEADERSHIP:

Let's review some styles of leadership:

Directive: This is the take-charge leader who believes he/she knows what to do and assumes the risk. "I'm the boss."

Collaborative: This is the leader who listens to everyone's opinion and then helps all to make a joint decision. "Let's talk."

Accommodating: This is the leader who wants to be cooperative whenever possible. "It's okay with me."

Avoiding: This is the leader who wants to put aside issues that don't need to be dealt with at this time. "We'll see."

Jeanne Bradner is Regional Director of ACTION in the Chicago Regional Office and a long-time leader in AVA regional and national work.

Compromising: This is the leader who knows that sometimes "half a loaf is better than none." "How about . . . ?"

To be effective, I believe a good leader uses each of the above styles at the appropriate time. But the question is, how do we know when a particular style is appropriate? Here are some examples to which more thoughts can be added:

Directive. *Appropriate:* In an emergency situation and when an issue is a matter of principle. *Inappropriate:* When you want the group to buy into the decision and when it is clear that there is more than one side to the issue.

Collaborative. *Appropriate:* When you want group participation in decision making, and when the issue is complicated or more than one answer is possible. *Inappropriate:* When the issue is minor and not worthy of group discussion.

Accommodating. *Appropriate:* When an issue is more important to another than it is to you. *Inappropriate:* When the issue is a matter of principle to you.

Avoiding. *Appropriate:* When the issue is trivial or it is potentially divisive and should be postponed until another time. *Inappropriate:* When the issue is important and needs to be handled now.

Compromising. *Appropriate:* When the issue is polarized but a win/win solution can be found. *Inappropriate:* When there is no win/win possible and a genuine principle could be violated.

Now, take a moment and think of a situation in which you have found yourself which required each of these styles of leadership. During the workshop, we broke into small groups. Each group was assigned a "style" and together came up with a situation which called for that style of leadership.

The secret, I believe, is not just to acknowledge that we use each of these styles, but to use them consciously. In addition, keep asking yourself: "Am I using one style of leadership too often?" No one style is appropriate all the time! Give yourself permission to be directive, collaborative, accommodating, avoiding and compromising when the situation calls for that style. Each style is important to a skillful leader . . . YOU!

1991 International Conference
on Volunteer Administration

Our Profession at a Crossroads

Closing Keynote Speech

October 26, 1991

Marlene Wilson

"Today, loving change, tumult, even chaos is a prerequisite for survival, let alone success." This rather startling statement was made by Tom Peters, in his book *Thriving on Chaos* (he goes on in that same book to warn that constant change requires that we dramatically increase our capacity to accept disruption).

Robert Fulghum, in his just-released book, *Uh-oh*, uses his wonderful sense of humor to illustrate much the same point:

> *"Uh-oh" . . . is a frame of mind. A philosophy.*
>
> *It says to expect the unexpected, and also expect to be able to deal with it as it happens most of the time. "Uh-oh" people seem not only to expect surprise, but they count on it, as if surprise were a dimension of vitality.*
>
> *"Uh-oh" embraces "here we go again" and "now what?" and "you never can tell what's going to happen next" and "so much for Plan A" and "hang on, we're coming to a tunnel" and "no sweat" and "tomorrow's another day" and "you can't unscramble an egg" and "a hundred years from now it won't make any difference."*
>
> *"Uh-oh" is more than a momentary reaction to small problems. "Uh-oh" is an attitude—a perspective on the universe. It is part of an equation that summarizes my view of the conditions of existence:*
>
> *"UH-HUH" + "OH-WOW" + "UH-OH" + "OH, GOD" = "AH-HAH!"*

And Maya Angelou, the renowned Black poetess, author, actress and philosopher, adds this bit of wisdom: "To survive is important, to thrive is elegant."

If these statements are true (and I believe they are), it may help explain why it's very likely that almost everyone in this audience has been to a workshop or seminar, read a book or heard a speech during the past year that had one of the following as a major theme:

Marlene Wilson, President, Volunteer Management Associates, is internationally known as one of the foremost authorities and dynamic trainers in the field of volunteer management. She is the author of four books on volunteerism and volunteer management. Her first book, *The Effective Management of Volunteer Programs*, is the best-selling book in the field, with over 100,000 copies sold. Her latest book, *You Can Make a Difference!* received the 1991 Benjamin Franklin Award for Best Self-Help Book. In 1982 she received the Distinguished Member Award from the Association for Volunteer Administration, and in 1989, received an honorary Doctor of Divinity degree from Wartburg Seminary in Dubuque, Iowa. A former editor-in-chief of *Volunteer Administration*, Ms. Wilson has served as faculty director of the Volunteer Management Program for the University of Colorado since 1972.

- Managing change effectively
- Moving into the new century
- Living creatively in a changing world (or the latest and hottest)
- Paradigm shifts

This is not only appropriate, but necessary for our personal and professional growth and sanity—since we are living at a time when all aspects of life for persons, organizations, and society as a whole are changing more rapidly and more dramatically than at any other time in the history of the world—and it's all happening simultaneously. It's no wonder we feel overwhelmed much of the time!

It is at this very point of great need to understand this new world and acquire new skills to deal with it, that I would issue a word of caution. Let's not fall into that well-known American trap . . . *the quick fix*! All you have to do is walk into any bookstore and the shelves are already bulging with "how to" manuals filled with jargon and simple formulas guaranteed to make us instant experts at managing change.

The reality is *change is hard* . . . make no mistake about it! Carl Sandberg once observed: "Life is like an onion. You peel it off one layer at a time, and sometimes you weep."

Change does include, by necessity, disruptions, death of what has been and therefore grieving. It's vital that we not trivialize or romanticize it. Probably the reality for most of us—(instead of Peter's challenge to love change) is more apt to be what one sage observed: "No one likes change but a wet baby."

How can we move from dreading change to loving it—or at least dealing creatively with it?

The first step, in my opinion, is recognizing that although change is indeed hard—it can also provide opportunities for enormous hopefulness and growth.

Gail Sheehy, in her book, *Passages*, observed:

> *With each passage from one stage of human growth to the next, we, too, must shed a protective structure. We are left exposed and vulnerable—but also yeasty and embryonic again, capable of stretching in ways we hadn't known before.*

So, I would suggest our challenge, both personally and professionally, is how to confront the realities of a constantly changing world as *pragmatic optimists* (or optimistic pragmatists) as opposed to being either Pollyannas or Eyors.

May we in this profession join the ranks of the new breed of leaders that Stephen Covey speaks about in his widely respected book, *The Seven Habits of Highly Effective People*. He states:

> *Leaders today are seeking deeper, more substantive solutions—they are tired of glitzy quick fixes and superficial answers (aspirins and Band-Aids). Instead, they want to solve the chronic underlying problems and* ***focus on the principles that bring long-term results.***

And so we come to one of the major crossroads for this profession of volunteer administration—*I believe that we must be willing to move beyond information and even knowledge into wisdom.*

We have been engaged in the vital process of establishing and defining this profession for the past 30 years. We are young in terms of being a profession and have had to invest enormous energy in these necessary developmental tasks. I'm sure it is hard for those of you who have been volunteer administrators for less than 10 to 15 years to realize how far we've come in such a relatively short time.

Max Depree, in his book, *Leadership Is an Art*, has a chapter on tribal storytelling in which he states:

> *Every family, every college, every corporation, every institution needs tribal storytellers. The penalty for failing to listen is to lose one's history, one's historical context, one's binding values. . . . People will begin to forget who they are.*

Alex Haley called these people "griots," oral historians, and said they bring the generations close and give everyone a valuable sense of identity, interaction and belonging.

So . . . since I'm one of the oldest tribal storytellers still around in our profession, let me share a bit of our history with the newcomers. (It's especially important today, when we face the challenge of some large and glitzy campaigns that seem to indicate that volunteerism has just been discovered—that it's a *new* phenomenon!)

Just a few milestones: AVA was founded 30 years ago by Miriam Karlins (and at first was called AAVSC—American Association of Volunteer Services Coordinators). At that time, it was primarily made up of volunteer coordinators in mental health and hospitals, because these were the only organizations to have them. In 1971, the organization opened up to volunteer administrators from all types of agencies and organizations. Now we have 1800 members in AVA and literally thousands of other volunteer directors and coordinators who have not joined our association. To estimate the number is impossible for there are now 489,882 charitable organizations listed by the IRS and there are also volunteer directors in governmental agencies and corporations. The numbers are indeed staggering!

In the past 20 years this profession has not only grown in size, but in status. Our goal has been to *be* professional in what we do and, *slowly*, the job descriptions, salaries and status of our members are beginning to reflect this.

Here's an example of how far we've come: In 1970, the Census Bureau and Department of Labor classified our work in the "Miscellaneous Clerical" category. Thanks to the monumental efforts of Hat Naylor, one of our founding mothers and mentor to many of us, we are now recognized as *professionals* by those organizations.

The story I remember that sums it up best was an incident at a conference held at Michigan State University in the mid-70's, sponsored by Hat Naylor and NCVA—on the topic of education for volunteer administrators. We were picketed by a carpenters' union, and we had to break through the picket line to get into the assembly hall. We were called "scabs" and several other choice epitaphs—and it was *extremely* upsetting to us "nice folks who just like to help others"! The picketers then marched into the hall and took over the mike—and we all sat there horrified. (It seems some volunteers had built some homes for elderly people in Florida and these carpenters said volunteers, therefore, took jobs away from people and they were upset!) Finally, a hand went up in the audience and a voice asked if they were open to questions. When the spokesman said yes, the person said: "Are all of you who came here tonight being paid to do this?" The answer was—"Of course not!" "Then," she said, "You are all volunteers. You happen to volunteer for a cause you believe in—and so do we!" The picketers laid down the mike and quietly left the room. That person was Susan Ellis—who was attending her first conference on volunteerism at the time.

(By the way—during that same period, I was also picketed and heckled by Women's Lib a few times—that was when they took a national stance against volunteerism, saying "it exploited women." This stance was later reversed and they staffed their whole national office with volunteers.) Things were definitely never boring in those days!

Yes, we've come a long way . . . but we still have miles to go on this one!

The first book for our field was written in 1967 by Harriet Naylor: *Volunteers Today: Finding, Training and Working With Them.* In the early 70's, Ivan Scheier wrote two books about volunteers in court settings and Eva Schindler Rainman and Ron Lippitt wrote *The Volunteer Community.* It was in 1976 that I wrote my first book, *The Effective Management of Volunteer Programs* (which I self-published because the publishers said there was no market for it that they could identify. How wrong they were . . . for we've sold over 100,000 copies). So, for the first ten years of this field, you could carry the entire library of volunteer management literature in one small briefcase.

Where are we now? Have you checked out our resource room? (If not, why not?) *We have entire catalogs full of our own literature (books, magazines, newsletters) written by and for our profession.* This is one of the criteria for being a profession, and we have met it well.

(We still need more books—especially those that will take us beyond the "how to's.")

Before 1972, there was no generic training available in this field. (A few large voluntary organizations such as Red Cross, Girl Scouts, and Junior League had training, but it was for their own constituents.) In 1972, Ivan Scheier and I worked to begin the University of Colorado's Volunteer Management Program—and in the 20.years it has been running, we estimate over 3,000 volunteer administrators have been through that program alone.

Where are we now? There are literally hundreds of events held every year at local, state, provincial, and national levels to learn the competencies of our profession. The problem has become choosing the ones which fit your needs and budget. What a nice problem to have! And we are keeping up with this wonderful age of technology—and offering training by audio and video tapes as well.

It is also an important development that AVA provides a certification process to verify when we have acquired those competencies that make us truly professional.

Yes—the work of these past 20 to 30 years has been necessary, important and well done. We now have access to the information, knowledge and tools and techniques needed by our profession and we should celebrate that accomplishment together!

So, this is the road that has led us to this place and this time in our history where we have arrived at that crossroads I mentioned earlier—*are we now willing and ready to begin to move beyond just more information and knowledge into wisdom?*

T.S. Eliot asked the question so poignantly: "Where is the life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?"

What do I mean by wisdom? In its simplest form I would say:

- Wisdom deals with the "why" questions; knowledge and information deal with the "what and how."
- Wisdom deals with future implications; information and knowledge tend to concentrate on the present.
- Wisdom deals with principles and values (paradigms); knowledge and information deal with practices.
- Wisdom seeks to understand the questions; knowledge and information look for the answers.
- Wisdom is going deeper; knowledge and information tend to just keep getting broader.

It would seem clear it is not a choice of either/or . . . but a need for both that will help our profession choose that fork in the road that will allow us to be viable and valuable in a changing world. It will help us move out of the developmental stage of an emerging profession into the influential stage of a maturing profession.

Robert Frost, in his classic poem, *The Road Not Taken*, depicts the challenge so poignantly:

Two roads diverged into a yellow wood,
and sorry I could not travel both
and being one traveler, long I stood
and looked down one as far as I could
to where it bent in the undergrowth;

Then I took the other, just as fair,
and having perhaps the better claim,
because it was grassy and wanted wear;
though as for that the passing there
had worn them really about the same,

and both that morning equally lay
in leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
somewhere ages and ages hence:
two roads diverged in a wood, and I—
I took the one less traveled by,
and that has made all the difference.

One important question for us to ask at this crossroads is: "What should our unique contribution be—what is the unique calling we've said yes to in this profession?" I think Harriet Naylor said it best in a speech she made to this very group in 1974: "If doctors are concerned with health and lawyers with justice as their ideal, then I believe our profession is concerned with freedom of choice . . . I believe freedom is our responsibility."

This is what I mean by wisdom, knowing the *why* behind all we do. Is this still what we believe our profession is about—being the guardians of democracy and free choice for all people? That we protect and extend the precious right of service to *all* our citizens regardless of race, age, sex, or religious beliefs? If so—we have a contribution to make not only to this country but to all the emerging democracies around the world.

If we take the other fork in the road that we could so easily take at this juncture—that of maintaining what we have gained, of continuing to just get better at doing the same things, of concentrating on knowledge at the expense of wisdom—we are in deep jeopardy in my opinion.

Max Depree talks about the trap of "entropy" that any organization can fall into—and he says everything has a tendency to deteriorate. He's simply referring to the danger of getting into ruts—and as someone once observed, *the only difference between a rut and a grave is how deep it is.*

We are passing through the critical "middle-aged" slump in this profession. It's at this stage it would be far too easy to become "settled and satisfied." Gail Sheehy states, regarding middle age:

> *If we confront ourselves in the middle passage and find a renewal of purpose around which we are eager to build—this might well be the best years,* but *if one has refused to bridge through mid-life transition then the sense of staleness will calcify into resignation.*

This is important information for us as persons—as well as organizations. Stephen Covey recommends we each do our own life mission statements at least every decade (not goals and objectives—but *mission*): what is our reason for being?

I just celebrated my 60th birthday this year and the 15th anniversary of my company, VMA. These milestones made this seem like an appropriate time for me to re-examine my own life mission. Here is what I came up with for me as I'm determined to avoid the trap of entropy as a person!

- *To stay centered*—to do that I must remember *my* center is my spiritual life. My challenge is to keep experiencing God as mystery and never try to shrink Him/Her to fit into my own limitations, but to keep questioning and exploring as long as I live.
- *To keep learning, growing, and changing in all aspects of my life*—to stop growing is to die!
- *To be gentle*—with myself, with others, and with the earth.
- *To be joyful and thankful*—for the incredible gifts of life, large and small—and to share that joy.

- *To value relationships with my family and friends above all else*—this means investing energy and time to lovingly nurture them and to learn when to give and when to receive—and be able to do both with equal grace.
- *To stay healthy and whole*—by consciously nurturing my mind, body and soul. (As Richard Foster said in his book *Simplicity*, "Trim gently in the right places.")
- *To be doing work that I love—and that matters*—both to me and others. It must contribute to the health and well-being of the world in some way.
- *To play more*—and let my over-disciplined child within be free to romp in this new period of my life.
- *To value and treasure all my past roles in life—and to be open and eagerly willing to risk possible new roles—especially that of "crone-in-training."*

Perhaps I'd best pause and say a word about what I mean by "crone." What I don't mean is Webster's definition: "A withered, witchlike old lady." What I *do* mean is the concept of crone that comes from mythology and Jungian psychology: "the truthteller at the crossroads," the wise woman who has gone through her many crossroads of life and has reached a place of conscious surrender where her ego demands are no longer relevant. She is not indifferent or withdrawn but is totally present. She can be who she is and live her naked truth—and is therefore like a tuning fork in her environment. So—being a crone-in-training seems like a worthwhile goal at my age and stage of life. It should keep me challenged for the rest of my life!

Another crossroad for our profession I'd like to suggest has to do with determining if, in fact, it is time for us to consider some basic *paradigm shifts*. Let's spend a few moments examining what that means. I've learned whenever any new terms become accepted jargon, it's easy, but often false to assume we all know what the terms mean. Here are some definitions of "paradigm": the lens through which we see the world; our perceptual map of reality; the belief system into which we fit our experiences—it filters our incoming data ("I wouldn't have seen it if I hadn't believed it").

We often distort data to fit our own paradigms. As Stephen Covey says: "If we want to make significant quantum change, we need to work on our basic paradigms."

One of the most useful models I've seen in bringing this idea into practical application was in an article by John Scherer entitled "The Change Process: A Matter of Belief," in the *Journal of Religion and the Applied Behavior Sciences* (Winter 1987):

YOUR PERCEPTUAL MAP
WHAT YOU BELIEVE IS "OUT THERE"
⬇
FIELD OF FOCUS
WHAT YOU NOTICE
⬇
DIAGNOSIS
YOUR INTERPRETATION OF "THE FACTS"
⬇
STRATEGY
WHAT YOU INTEND TO ACCOMPLISH
⬇
ACTION ALTERNATIVES
THINGS YOU COULD DO
⬇
ACTION

May I suggest a few paradigm shifts for us to consider in this profession?

From connectors of needs and resources . . . to guardians of free choice and freedom.

From administrators . . . to enablers of citizen participation . . . community resource mobilizers . . . America's talent scouts.

From a reactive, low power profession . . . to a proactive, highly influential profession.

From transfusion technicians providing new blood (volunteers) to ailing agencies . . . to surgeons—specializing in heart transplants.

From the attitude that volunteer administration is a dead-end job . . . to it is a career becoming ever more essential to nations in distress.

From "Lone Rangers" and the most dedicated "doers" in the world . . . to collaborative team-building experts in our own departments, organizations and in the community.

From maintaining status quo . . . to becoming "creativity consultants" seeking out those volunteers who can bring in *new* solutions to the enormous problems our communities face.

From comforting the afflicted . . . to also afflicting the comfortable when necessary.

So, we have not one choice at this crossroads, but many. Sheehy tells us, "More than anything else, it is our own view of ourselves that determines the richness or paucity of the middle years."

May I close with an observation and a challenge? *The observation:* There are indeed many paradigms to choose from—and for most of us it will be a combination of several. We must remember how important those choices are—for each one of us, for the lens through which we see our profession will determine how others see us.

The challenge: It is my honest conviction that never before have our organizations, our communities and our nation needed what we do and what we know more desperately. And never before have we been as well prepared to deliver it.

So . . . I would suggest that we stand at the foot of an awesome mountain and there are three roads to choose from:

- to return back down the long and difficult, but safe and familiar path that brought us here (entropy);
- to take the path that circles the mountain; or
- to check our gear, add some high altitude equipment and new mountain-climbing skills, renew our energy and begin to scale that mountain before us, tackling the greatest challenge we've faced yet.

Which will it be? The choice is ours . . . and the time is *now!*

1992 International Conference on Volunteer Administration

October 28–31, 1992
Hyatt Regency Hotel
Minneapolis, Minnesota

Sponsored by
The Association for Volunteer Administration (AVA)
and
The Minnesota Association of Volunteer Directors (MAVD)

Dear Colleague:

You're invited to one of the most exciting and innovative conferences on volunteer leadership ever!

Anticipation for this event, which will be held October 28–31, 1992 in Minneapolis, Minnesota, has been building since last spring, and this conference promises to break new ground in training for the field of volunteer administration. The program reflects the diversity, breadth and depth of what we do as volunteer managers, and offers over 200 sessions of varying length, subject matter, and style of presentation. Jennifer James is returning due to popular request, as are many other top professional trainers in the field. A needs assessment designed by the conference planning committee was distributed last fall, and what you see in these pages is a direct result of that valuable input and information.

You'll notice a real difference in the scheduling of sessions—some may be 4 hours, some 2 hours, others longer or shorter. With this variety, although you may have some tough decisions to make, you can "customize" training and networking to your individual interests and needs.

The former Resource Marketplace has been transformed into "Lake Village" with expanded vendor and display areas and places to sit and visit with peers and new friends. We take our theme "Dare to Dive Deep" seriously, and over 200 conference planning volunteers have made sure you will be challenged and stimulated as well!

We also hope you will take advantage of one or more of the interesting and varied tours of the greater Twin Cities area. There is something for every interest and cultural taste in Minneapolis and St. Paul. And our conference headquarters hotel, the Hyatt Regency Minneapolis, is perfectly situated in the heart of downtown for quick strolls down Nicollet Mall during breaks and after sessions. Come casually dressed—it's hard to "dive deep" if you aren't comfortable.

While working with volunteers has become increasingly complex in today's society, the opportunities have also never been more promising. Continually challenging ourselves personally and professionally will ensure that we can keep up with the changes of the 90's. Join us as we "Dare to Dive Deep" in 1992!

Katherine H. Noyes
President
Association for Volunteer Administration

Michael Newman
Chair
1992 International Conference on Volunteer Administration

FEATURED SPEAKERS

Thursday, October 29
Jennifer James, Ph.D., is a cultural anthropologist, lecturer, writer and commentator who is well known to audiences around the world for her innovative ideas. She works on an international level, helping people to meet the challenges of today's changing times. Her speeches and seminars deal with the dynamics of change and pinpoint the problems that affect organizations and individuals as they strive to move successfully into the future. • A published author with incisive wit, James' books include *Windows, Success is the Quality of Your Journey, Life is a Game of Choice, Women & The Blues: Passions That Hurt and Passions That Heal*, and most recently, *Visions From The Heart*. She writes a newspaper column for the *Seattle Times* and has hosted national radio and television programs. • James will start off our "DARE TO DIVE DEEP" conference with a stimulating presentation on the value and importance of cultural diversity and quality in volunteerism, and then will follow with an interactive session with the audience.

Friday, October 30
Who's Responsible? You won't want to miss the unique general session which is modeled after the "McNeil Lehrer Report." Leaders from the private, government and nonprofit sectors will be featured in a panel format with a skilled moderator, and will explore the vital questions concerning who should provide the money, management and human resources to meet the needs of the 21st century.

Saturday, October 31
Mike Farrell is a well-known actor, producer and director with a long list of movie and television credits, including his portrayal of B.J. Hunnicutt in the popular series "M*A*S*H." To Farrell, however, there is a more important role he plays, and that is his role as world citizen. Farrell believes being a responsible citizen means being willing to work to make positive changes. • Farrell has served as spokesperson and volunteer with a host of organizations covering a range of issues from human rights, family violence, school drop-out prevention and chemical dependency to international peace and the environment. • His reasons for activism and involvement? "I want to live and raise my children in a happy, healthy, sane atmosphere. In order to have that come about, you don't leave it in the hands of people who act as though they feel otherwise."

The 1992 AVA International Conference on Volunteer Administration "DARE TO DIVE DEEP" will provide participants with options for every experience level and learning style. Workshops, consultations, videos, networking, think tanks—mix and match to meet your own specialized training needs. The choices and schedule you design for yourself will be as varied, hectic, leisurely, motivational and developmental as you want to make them. **Register early to make sure you get the experiences you want—attendance will be limited at many of the sessions.** Take time to browse through the offerings, because with over 50 different learning experiences each day, your choices may be difficult! Though some may seem similar, the intent has been to "dive deep" by exploring similar topics from different perspectives. And don't forget to consider an optional pre-conference workshop for in-depth examination of stimulating topics and issues.

CONFERENCE REGISTRATION

Qualify for Registration Discounts—Join AVA now!
Active – $100
Associate – $55
Organizational/Corporate – Level A $200, Level B $500

Full Conference Registration
Price includes conference workshops, consultations and roundtables, most materials, coffee breaks, at least one reception and seven meals: Wednesday's opening banquet, breakfast and lunch Thursday, Friday and Saturday.

Category	by 9/30/92	After 10/1
AVA Individual Members	$285	$340
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Partial Conference Registration
Even if you can come for only a day, you will still find *many* stimulating sessions from which to choose!

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Contact the AVA office:
P.O. Box 4584, Boulder, CO 80306; (303) 541-0238

Ask for a full conference registration brochure.

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GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

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

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

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

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

voluntarism: refers to anything voluntary in society, including religion; basically refers to *voluntary agencies* (with volunteer boards and private funding)—and do not always involve volunteers.

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

II. PROCEDURE

A. Authors must send three (3) copies of their manuscript to:

AVA
P.O. Box 4584
Boulder, CO 80306 U.S.A.

B. Manuscripts may be submitted at any time during the year. Publication deadlines for each issue are:

for the *Fall* issue: manuscripts are due on the *15th of July.*

for the *Winter* issue: manuscripts are due on the *15th of October.*

for the *Spring* issue: manuscripts are due on the *15th of January.*

for the *Summer* issue: manuscripts are due on the *15th of April.*

C. In addition to the three copies of the manuscript, authors must send the following:

1. a one-paragraph biography, highlighting the author's background in volunteerism;

2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable;

3. an abstract of not more than 150 words;

4. mailing address(es) and telephone number(s) for each author credited;

5. indication of affiliation with AVA or other professional organization(s). This information has no impact on the blind review process and is used for publicity and statistical purposes only.

D. Articles will be reviewed by a panel of Editors. The author's name will be removed prior to review to insure full impartiality. The review process takes six weeks to three months.

1. Authors will be notified in advance of publication of acceptance of their articles. THE JOURNAL retains the right to edit all manuscripts for mechanics and consistency. Any need for extensive editing will be discussed with the author in advance. Published manuscripts will not be returned and will not be kept on file more than one year from publication.

2. Unpublished manuscripts will be returned to the authors with comments and suggestions.

3. If a manuscript is returned for revisions and the author subsequently rewrites the article, the second submission will be re-entered into the regular review process as a new article.

E. Authors of published articles will receive two complimentary copies of the issue of THE JOURNAL carrying their article.

F. Copyright for all published articles is retained by the Association for Volunteer Administration and should be referenced when appropriate. Exceptions will be allowed only by prior agreement with the Editor-in-Chief.

III. STYLE

A. Manuscripts should be *ten to thirty pages* in length, with some exceptions.

B. Manuscripts should be typed, double-spaced on 8½" x 11" paper.

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

D. Footnotes should appear at the end of the manuscripts, followed by references linked alphabetically (please append an accurate, complete bibliography in proper form).

E. Authors are advised to use non-sexist language. Pluralize or use "he/she."

F. Contractions should not be used unless in a quotation.

G. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article.

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

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

J. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript. Because of the difficulty we have in typesetting figures and charts, authors are requested to submit their work in *camera-ready* form. Figures and charts will generally be placed at the end of an article.

K. General format for THE JOURNAL is in accordance with the *Publication Manual of the American Psychological Association* (3rd ed.), American Psychological Association, Washington, DC, 1983.

THE JOURNAL OF VOLUNTEER ADMINISTRATION welcomes your interest in our publication. We are ready and willing to work collaboratively with authors to produce the best possible articles. Please feel free to submit outlines or first drafts to receive initial response from us. If your work is not accepted on the first try, we encourage you to rewrite your manuscript and resubmit.

Further questions may be directed either to our administrative offices in Boulder or to:

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Telephone: (508) 468-7568

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Guide to Publishing a Training Design

When submitting a training design for publication in *The Journal of Volunteer Administration*, please structure your material in the following way:

TITLE OR NAME OF ACTIVITY

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

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

TIME REQUIRED: Approximate time frame.

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

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

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

If there are handouts, include these as appendix items. Camera-ready handouts are appreciated.

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

Include a three or four line biographical statement at the end of the design and any bibliographical references showing other available resources.

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When submitting a speech for publication, please structure material in the following way:

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Only the speech-*giver*, him or herself, may submit a copy of the speech and give *The Journal* permission to publish it.

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Follow the regular Manuscript Guidelines with regard to format (*i.e.*, double-spaced, typed, three copies, etc.). Be sure to include a title for the speech.

III. LENGTH
Typed copy should be no more than ten pages in length. Manuscripts may be edited for easier reading.

IV. CONTEXT
Please include details describing the circumstances under which the speech was given: date, place, occasion, for example.

V. COPYRIGHT
Unless exceptions are worked out with the Editor-in-Chief prior to publication, *The Journal* retains the copyright and should be referenced when appropriate.

VI. REVIEW PROCESS
As with all articles being considered for publication, speeches will go through the blind review process.

VII. FREQUENCY OF PUBLICATION
The Editor-in-Chief retains the right to limit the frequency with which an author/speech-giver is published.

VIII. AUTHOR'S INFORMATION
Be sure to include name, address, telephone number and one-paragraph biographical sketch.

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