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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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1992 International Conference
on Volunteer Administration

Association for Volunteer Administration Harriet Naylor Distinguished Member Award Acceptance Speech

October 28, 1992

Laura Lee Geraghty

At the 1992 Conference on Volunteer Administration, Laura Lee M. Geraghty was presented with the Harriet Naylor Distinguished Member Service Award. She has served AVA as the 1980 National Conference Chair, Public Policy Chair, President, Chair of the Past President's Council and as a frequent trainer and informal advisor. During her presidency, AVA's membership increased 53%, the budget deficit was eliminated, two record-breaking conferences were held, and AVA hired its first executive director.

Ms. Geraghty's business accomplishments have been far-reaching. First as a social worker and then as a Coordinator of Volunteer Services with the Welfare Department, she has advocated for professionalism in volunteerism. As Director of the Minnesota Office on Volunteer Services, she advocated and developed programs and services to strengthen voluntary efforts through research, lobbying, training, and lecturing. In her current position as Director of Community Services for WCCO Radio in Minneapolis, she has developed plans and partnership programs to respond to community needs. In addition, Ms. Geraghty is a long-time faculty member at Metropolitan State University, developing and teaching programs in Volunteer Administration, and is an active volunteer herself.

Thank you very much for this award. It is indeed a great honor to be counted among the recipients of the AVA Harriet Naylor Distinguished Member Award.

It is very special to be recognized by one's co-workers and colleagues; for it is you, those of you who have labored with me in the trenches of volunteerism over the last 20 years, who know not only my strengths, but also my weaknesses. Some of you may know them in painful detail. Despite that knowledge you have chosen me to follow in the footsteps of the leaders of our field.

I cannot help but feel a little guilty for receiving an award for doing something that I so love to do. Volunteerism has been both my vocation and my avocation.

As Director of the Minnesota Office on Volunteer Services, and in many of my volunteer roles, I have had an opportunity to work with creative and dynamic volunteer leadership from throughout the state and the country. This interaction on a daily basis has kept me energized and my spirit renewed. It is not difficult to work in this type of environment.

My commitment to the principles of citizen participation, and my belief that each of us has a responsibility to contribute to the communities in which we live and work, has motivated me in my career. But the workload and lifestyle have not always been easy. I have been fortunate to have many relationships which resulted in personal encourage-

ment and a support system that has helped me to be good at what I do.

- My parents fostered in me a sense of exploration and an understanding that I could be whatever I wanted to be.
- My wonderful husband and beautiful daughter have provided support and encouragement for me to take risks and, for the most part, tolerated long work hours and frequent absences.
- At MOVS, I worked with energetic, bright, creative staff who were always willing to stretch toward excellence and knew how to have fun doing so.
- I have worked for Governors and Commissioners who have provided me with new challenges and growth opportunities.
- Through the Department administration I was exposed to, and indoctrinated into, some of the best management concepts and practices available today.

I have also been very fortunate to have an incredibly rich professional support system.

The Association for Volunteer Administration has been consistently intertwined in my career as a volunteer leader.

I first became involved in the field of volunteerism when I was a young social worker, frustrated with a system which attempted to help people who were already hurting but did little to change the system in ways that prevented the hurt. As a result of this frustration I became heavily involved, as a volunteer, in grassroots, Alinsky-style community organizing. At this point I was already serving as a volunteer leader, but didn't know it. I did understand and passionately embraced the concept of enabling people to help themselves and their communities through citizen participation. That passion remains with me today.

Within a few years I was approached by Phyllis Acker, an active AVA member and leader, who encouraged me to apply for the Volunteer Coordinator position she was leaving at the Ramsey County Welfare Department. It was obviously a good fit—an extension of my commitment to citizen involvement.

My first boss, Pearl Mitchell, was a dynamic leader and an early member and supporter of AVA, who encouraged my professional development.

I was then recruited as the first Director of the Minnesota Office on Volunteer Services by Miriam Karlins, the founder of AVA, and sometimes regarded as the font of all knowledge—at least concerning the field of volunteerism. Once I was in the position Miriam *insisted* that I join AVA and *made me* go to my first AVA conference in Clarksville, Indiana. This was the beginning of my long and close association with AVA.

As a result of my AVA membership my early mentors were joined by others in the field who provided me with mentoring and advice: Harriet Naylor, Carol Moore, Sara Jane Rehnborg, Ivan Scheier, Sue Vineyard. The list could go on and on. But this professional association has been a foundation from which I've learned, and grown, and received inspiration and support.

I can say the same for my relationships within the Minnesota Association of Volunteer Directors and other local associations of volunteer leaders. I have benefited from the experience and expertise of Connie Skillingstad, Paula Beugan, Mike Newman, Jackie Sinykin, Maggie Davern, Bev Robinson, Connie Schilling and a host of others.

All of these connections have been factors in my ability to serve effectively as a volunteer leader. So when you look at this award, I hope you see a mirror reflecting back the special gifts you have given me.

Some of you know that after serving as the Director of the Minnesota Office on Volunteer Services for 17 years, I recently moved to a new position with

WCCO Radio as Director of Community Services. The responses that I have received to that move have been both heartwarming and humorous.

I received calls expressing disappointment at my "leaving the field of volunteerism." For those of you who feel, or believe, that I have "left the field," I suggest to you that I have not and will not—for the field of volunteerism is part of who and what I am.

I see my new position as a wonderful opportunity to take the knowledge, skills, contacts and great love of citizen participation and bring them into a new arena to continue supporting volunteerism and involvement mechanisms from a different vantage point.

Among the cards and letters expressing wishes for success in my new position was one which simply said, "Laura Lee, The point is that some people build wherever they are." Signed Ivan Scheier. And I am simply building in a different location.

The field of volunteerism has changed incredibly in my 20 plus years of involvement. Yet I believe we are on the precipice of a whole new set of challenges. The growing understanding of how essential the component of voluntary action is in meeting community needs is going to propel us to a new level of challenges.

I would like to talk about four qualities that I believe will be needed for volunteer leaders to deal with these future challenges. These are: competence, conviction, courage and compassion.

I have seen phenomenal changes in the level of competence of paid and unpaid volunteer leaders over the last two decades. We unquestionably are far better at providing volunteer leadership today than we have been in the past. Much of this quality has resulted from the development of support systems such as local, state and national level professional associations and resource organizations like the Minnesota Office on Volunteer Services and the Points of Light Foundation. It has occurred as we share our knowledge and skills with each other, formally and informally, and as we work collectively to make changes that are needed in the field. We've developed books and courses and journals and all kinds of new resources that have helped us to develop our competence in the core skills required in volunteer administration. But the job here is not done nor will it probably ever be done. We will always be striving to increase our own competency and the quality of our programs.

In particular, we will need to develop partnerships with individuals from other fields, such as law, insurance, marketing—partnerships which will give us access to skills and talents needed in our programs and needed to address barriers to volunteerism. We must reach out to other disciplines to expand on those skills.

The second quality needed is conviction. We must all believe that what we are doing in the field of volunteerism really has the potential, and is in fact working, to make this world a better place in which to live. We must believe that we have the power and the ability to help people reach their full potential through volunteer action. When we are doing our best, volunteer administration is not a comfortable job. At our very best we are enablers and risk-takers. We must have a sense of conviction about our ability to enable change and we must be able to serve as advocates for this cause.

And it makes sense that our convictions must be followed by courage. It will take courage in order to implement some of the things that we believe in. We will be called upon more and more in the future to be advocates to insure that the common man is actively involved, not only in service delivery, but also in helping to resolve some of the most pressing problems in our communities and in our world. That will not always be easy. It

will frequently require a great deal of strength and energy and courage.

A fourth quality that we need to maintain is compassion. Now you may find that a somewhat unusual topic for me to raise in this group. For compassion is what led most of us to this field to begin with—compassion for the health and well-being of other people or for our environment. We have, as a field, been very compassionate in our work with the broader community and with our attempts to promote the causes for which we work. We have not, however, always been as compassionate as we could be with one another.

If we are to be strong advocates for volunteerism, for the empowerment of individuals—if we are to be risk takers—then, in fact, we will need to have a support system which nurtures us and gives us the energy and the strength to be on that "cutting edge." We need to get that support primarily from one another. Again, I am talking about the importance of support systems. I can certainly speak from the voice of experience on this issue. Some of the toughest times I've ever faced, both professionally and personally, I have faced with many of you in this room. You have been my support, you have been my extended family, you have given me the strength and energy to take risks.

But sometimes we get too busy to see the need or to hear the plea for help, or to recognize a silent plea. Sometimes conflicting interests or values lead us to close out others. We need to be very sensitive and responsive to the needs of one another. That includes being honest and direct when we have conflicts with one another and always being respectful despite differences.

Tomorrow morning we will all have a wonderful opportunity to hear Jennifer James speak. Jennifer doesn't know me. I don't believe we have ever met, but she has been close to me for a long time. I first heard Jennifer speak at a conference several years ago and her message has had a great impact on me. A strong theme in her message is that "Success is the quality of the journey—and not a destination." In fact, that's also the title of one of her books.

Everything I have done in this field I have done in partnership with others. I cannot think of a single accomplishment that I have attained alone. The field of volunteerism has provided me with a wonderful journey—rich in challenges, friendships, achievements and a few disappointments. I thank you for being part of my journey.

1992 International Conference
on Volunteer Administration

ABSTRACT

The Association for Volunteer Administration began research on the activity in volunteer administration in higher education with the formation of The Task Force on Higher Education in 1988, followed by the present Subcommittee on Volunteer Administration in Higher Education in October 1991. In 1992, A Profile of Volunteer Management Education *was prepared. Using the results of this study and a survey, the Subcommittee reported on its findings at the International Conference on Volunteer Administration in October, 1992. This article discusses this meeting: the research findings, activities related to the field of volunteer administration, and how these various activities impact on the development of offerings in academia. A chart detailing the 56 American and Canadian institutions offering coursework is featured.*

Report from the AVA Subcommittee on Volunteer Administration in Higher Education

Gretchen E. Stringer, CVA

OVERVIEW

One of the most exciting developments in the field of volunteer administration is the groundswell of instruction in institutions of higher education.

The Association for Volunteer Administration (AVA) and its members have been collaborating with academia for many years to instruct students in volunteer management.

The nonprofit world has recognized the need for professional development of both the paid and unpaid staff who work with volunteers, whether as a direct service volunteer working as a scout leader or a policy making volunteer on a board of directors. This need for instruction in the competencies of effective volunteer administration has not only been identified (see Exhibit I), but is being acted upon. The last decade has seen an astounding proliferation of workshops, seminars, books and videos on this subject.

The Association for Volunteer Administration began research on the activity in volunteer administration in higher education with the formation of The Task Force on Higher Education in 1988. Continued expansion of the interest in the development of the formal instruction offered in North America caused AVA to form the present Subcommittee on Volunteer Administration in Higher Education in October 1991.

In the Spring of 1992, Jody Webb, Graduate Assistant with the Arkansas Public Administration Consortium (APAC) at the University of Arkansas at Little Rock took as his thesis work the subject of *A Profile of Volunteer Management Education* and prepared his research report for AVA, APAC, and Volunteer Directions. Using

Gretchen Stringer, CVA is an author, consultant, instructor and innovator in volunteer administration. She is the owner and president of Volunteer Consultants, an instructor at Niagara County Community College and former executive director of the Voluntary Action Center of the United Way of Buffalo and Erie County. Ms. Stringer has been an active member of AVA, serving as Chair of the 1986 National Conference, founding Chair of the Recertification Program and founder of Volunteer Administrators of Western New York.

I. PROGRAM PLANNING AND ORGANIZATION REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:

A. Demonstrate knowledge of the agency/organization including its mission/purpose, its structure and the policies or regulations that affect its operation.
B. Demonstrate the capability to engage in planning activities, armed with adequate information about the community and the agency/organization, which set the course of action for the volunteer program through goals, objectives and action plans..
C. Demonstrate the ability to make decisions.
D. Establish structures and procedures to enable the smooth operation of the program.
E. Assign the activities necessary to accomplish the goals and objectives of the program through delegation and coordination.
F. Demonstrate knowledge of the target population your agency/organization serves, including needs, strengths, limitations.

II. STAFFING AND DIRECTING FUNCTIONS REQUIRE THAT THE VOLUNTEER ADMINISTRATOR:

A. Demonstrate knowledge and expertise in planning and conducting successful recruitment campaigns.
B. Demonstrate knowledge and capability in selecting appropriate persons to fill positions.
C. Demonstrate knowledge of the growth and development needs of personnel and assure that these needs are addressed.
D. Demonstrate the ability to motivate, communicate with, and lead volunteers and paid staff.
E. Recognize the accomplishment of personnel.
F. Facilitate the transition of volunteers to other life experiences.

III. CONTROLLING FUNCTIONS REQUIRE THAT THE VOLUNTEER ADMINISTRATOR:

A. Demonstrate the ability to monitor and evaluate total program results.
B. Demonstrate the ability to document program results and to apply this information to future planning.

IV. INDIVIDUAL, GROUP AND ORGANIZATIONAL BEHAVIOR REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:

A. Demonstrate the ability to work effectively with many different segments of the population.
B. Demonstrate a knowledge of group process and the ability to work with, and as, a member of groups.
C. Demonstrate the knowledge of social organizations, and dynamics of change.

V. GROUNDING IN THE PROFESSION REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:

A. Demonstrate knowledge of external regulations affecting volunteerism.
B. Demonstrate knowledge of the history and philosophy of voluntary action and trends affecting volunteerism.
C. Demonstrate knowledge of the profession of volunteer administration.

NOTE: The AVA Competency Statements were created in response to these needs. They are integral to the structure of AVA's Performance Based Certification, the professional credentialing program for administrators of volunteers and volunteer programs.

Exhibit I
Summary of Competency Statements Included in the AVA Performance Based Certification Program in Volunteer Administration

his study and the results of a survey sent out by the Subcommittee, the Subcommittee reported on its findings at the International Conference on Volunteer Administration in October 1992.

RECENT FINDINGS ON VOLUNTEER MANAGEMENT EDUCATION

Research by Jody Webb and the Subcommittee (see Exhibit II) shows the extent of volunteer administration offerings in higher education. At this writing, there are 56 institutions in the United States and Canada which offer coursework in volunteer administration. The type of programs offered range from university courses (44%), to community college courses (16%), to graduate programs (20%), to university sponsored/community-based programs (20%). The wide range of academic venues highlights the broad interest in the subject that extends throughout institutions of higher education.

The recognition of accomplishment includes giving a major or minor degree (graduate and/or undergraduate) (20%), a university certificate or university course credit (36%), or a non–credit certificate (44%). Again, the variety indicates a widespread concern over the education of students who manage the human resource of volunteer personnel in an organization.

The actual contact classroom hours devoted to the study of the management of volunteers varies from 168 hours to three hours. Twenty percent of the institutions of higher education offer between 85 and 168 hours; 20% offer between 51 and 84 hours; 16% offer between 45 and 48 hours; 20% offer 30 hours; and 24% offer between 3 and 18 hours.

SUMMARY OF FINDINGS

That 88% of the institutions now offering courses in volunteer management are offering 18 or more hours of classroom instruction indicates that volunteer administration is a significant component in the development of the curriculum of institutions of higher education.

The educational institutions whose curricula include the five competency areas identified by AVA's Performance Based Certification Program, and the numbers of actual contact hours offered on the management of volunteer personnel are listed in Appendix I.

Fifty percent of the institutions that offer programs in nonprofit management which do not include measurable hours in volunteer management, but do include subjects related to volunteer administration, offer curricula compatible with the five AVA competency areas. The other 50% offer curricula compatible with four of the five competency areas.

As the definition of "volunteer" broadens to include members of boards of directors and fund raising community workers, as well as direct service workers and event coordinators, nonprofit management courses include more instruction on the effective management of the unpaid personnel.

DEVELOPING A CURRICULUM, THE DACUM PROCESS

The first step in developing any educational offering is to ascertain the curriculum necessary. To this end the DACUM process has been developed. The process involves choosing a group of people who are committed to the subject for which the plan is to be devised. In one case, the group included coordinators of volunteer programs, instructors of volunteer management, and school personnel who had not been involved in the field of volunteer administration. The result of the process is a chart which identifies the desired competencies and the curriculum needed to develop them.

Another group which developed a DACUM PROCESS on volunteer management also incorporated the AVA competency statements in the process. From this beginning has come the creation of a course that is now being given at Prince George's Community College. At least three of the other institutions of higher education included in this report have based

Organization	Type	Sessions	Degree	Hours	Related	Planning	Staffing	Evaluation	OrgBeh	Profession	Total
USA											Offered
ARIZONA											
Arizona State University	1	6	3			Y	Y	Y	N	Y	4
ARKANSAS											
Arkansas Public Administration Consortium	4	6	1	84		Y	Y	Y	Y	Y	5
CALIFORNIA											
Biola University	1	15	3			Y	Y	Y	Y	Y	5
California State University – Hayward	1	10	3	120	810	Y	Y	Y	Y	Y	5
California State University – Los Angeles	1	9	3	6	490	Y	Y	Y	Y	Y	5
Humboldt State University	4	6	3			Y	Y	Y	Y	Y	5
Orange Co. Volunteer Center	4	12	1			Y	Y	N	Y	Y	5
Pepperdine University (H)	1	6	3			Y	Y	Y	Y	Y	5
Pepperdine Volunteer Center	1	9	3			Y	Y	Y	Y	Y	5
University of San Diego	1	6	3	51		Y	Y	Y	Y	Y	5
Volunteer Resource Center, San Diego	1	9	3			Y	Y	Y	Y	Y	5
COLORADO											
University of Colorado – Boulder	1	15	1	85		Y	Y	Y	Y	Y	5
Regis University	3	10	2	30		Y	Y	Y	Y	Y	5
GEORGIA											
Georgia State	1	6	1	168		Y	Y	Y	Y	Y	5
ILLINOIS											
University of Illinois – Du Page	4		3			Y	Y	Y	Y	N	4
University of Illinois – Wm. Rainey Harper	2	7	1			Y	Y	Y	Y	Y	5
INDIANA											
Indiana University/Purdue	3	16	2	45		Y	Y	N	Y	Y	4
IOWA											
University of Northern Iowa	1	8	3			Y	Y	Y	Y	Y	5
KANSAS											
University of Kansas	4					Y	Y	Y	Y	N	4
KENTUCKY											
Murray State University	1	8	3		285	Y	Y	Y	Y	Y	5
MARYLAND											
Prince George's Community College	2	13	1	18	42	Y	Y	Y	Y	Y	5
MASSACHUSETTS											
Tufts University	3	13	2	18		Y	Y	Y	Y	Y	5
MICHIGAN											
Wayne State University	1	5	3			Y	Y	Y	Y	Y	5
MINNESOTA											
Metropolitan State	1	10	3	90		Y	Y	Y	Y	Y	5
University of St. Thomas	3	13	1	6	30	Y	Y	Y	Y	Y	5
MISSOURI											
Lindenwood	1	6	1			Y	Y	Y	Y	Y	5
Missouri Valley College	1	12	3			Y	Y	Y	Y	Y	5
University of Missouri – Kansas City	3	12	2			Y	N	Y	Y	Y	4
NEW JERSEY											
Rutgers University	4	9	1	77		Y	Y	Y	Y	Y	5
Seton Hall University	3	15	2	64	96	Y	Y	Y	Y	Y	5
NEW HAMPSHIRE											
Antioch, New England	3	20	2			Y	Y	Y	Y	N	4
University of New Hampshire	2	14	3	30		Y	Y	Y	Y	Y	5
NEW YORK											
Niagara Co. Community College	2	8	1	48		Y	Y	Y	Y	Y	5
OHIO											
University of Akron	1	8	3			Y	Y	N	Y	N	3
Case Western University	1		1	45		Y	Y	Y	Y	Y	5
Kent State University	1		3	45		Y	Y	Y	Y	Y	5
Lakeland Community College	4			30		Y	Y	Y	Y	Y	5
Sinclair Community College	4	15	3	30		Y	Y	Y	Y	Y	5
PENNSYLVANIA											
Allegheny Co. Community College	4	7	3			Y	Y	Y	Y	Y	5
TENNESSEE											
Knoxville College	1	9	3	45	135	Y	Y	Y	Y	Y	5
TEXAS											
University of Houston	1					Y	Y	Y	Y	N	4
Texas Tech	1				45	Y	Y	Y	Y	N	4
VERMONT											
Vermont College	3	6	2	30		Y	Y	Y	Y	Y	5
Norwich University Center	4	6	1	30		Y	Y	Y	Y	Y	5
VIRGINIA											
Va. Polytechnical Institute	3	10	2			Y	Y	Y	Y	Y	5
James Madison University	1	23	3			N	Y	N	Y	Y	3
High Point College	1	11	3			Y	Y	Y	Y	Y	5

WASHINGTON											
Portland State University	1	11	3			Y	Y	N	Y	Y	4
WEST VIRGINIA											
Salem Teikyo University	1	12	2	4	24	Y	Y	Y	Y	Y	5
WISCONSIN											
University of Wisconsin	3	11	2	45		Y	Y	N	Y	Y	4
CANADA											
ALBERTA											
Grant MacEwan Community College	2	12	1	60	230	Y	Y	Y	Y	Y	5
BRITISH COLUMBIA											
Vancouver Community College	2	12	1	150		Y	Y	Y	Y	Y	5
ONTARIO											
Ryerson Polytechnic	4	6	1			Y	Y	Y	Y	N	4
York University	4	6	3	3	189	Y	Y	Y	Y	Y	5

Exhibit II
Volunteer Administration in Higher Education

KEY:

Organization: Educational Institution
Type: Type of Educational Offering.
1. University courses.
2. Community College.
3. Graduate Program.
4. University Sponsored/Community Based.

Sessions: Number of sessions to complete program.
Degree: Recognition of accomplishment.
1. Noncredit Certificate.
2. Major or Minor Degree.
3. University Credit or Certificate.

Hours: Classroom Contact Hours in Volunteer Mgt./Admin.
Related: Classroom Hours Related to Volunteer Mgt./Admin.
Planning: AVA Competency Area I: Planning and Organizing. Y = Yes, part of the curriculum. N = No, not part of curriculum.
Staffing: AVA Competency Area II: Staffing and Directing. Yes or No.
Evaluation: AVA Competency Area III: Controlling, Monitoring and Evaluation.
Org Beh: AVA Competency Area IV: Individual, Group and Organizational Behavior.
Profession: Grounding in the Profession of Volunteer Administration.
Total Offered: Total Number of AVA Competency Areas Offered.
Vertical shaded section: The classroom hours offered in volunteer management.
Horizontal shaded sections: The educational institutions that offer these classrooms plus all five of the AVA Competency Areas.

their programs on the AVA competencies: Arkansas University, Niagara County Community, and Vermont College.

The importance of these accomplishments is that a DACUM PROCESS can be used as a basis for the needed courses. The competencies of the AVA Certification Program have been found to be a good place to start.

THE SUMMIT ON VOLUNTEER MANAGEMENT/LEADERSHIP TRAINING

Forty national organizations were represented at the Summit on Volunteer Management/Leadership Training in May 1992. The mission statement drafted was "to utilize this network of organizations and participants to identify and develop vehicles to disseminate information and share resources."

This gathering was significant because many of the trainers and practitioners in the field of volunteer administration are presently the adjunct professors/trainers in the courses and programs listed in Exhibit II. They are also facilitating workshops and seminars on volunteer management. Many are mentoring practitioners new to the field. The sharing of the resources that the Summit has started will enhance and expand the body of knowledge available to the institutions of higher education for their programs on volunteer administration.

CONTINUING EDUCATION CREDITS (CEUs)

The 1991 International Conference on Volunteerism initiated the process of awarding CEUs to participants at accredited workshops. These widely recognized educational units were first awarded at the 1992 ICVA and will be offered at the 1993 Conference in Little Rock. The awarding of CEUs is an important move in the bond of affiliation between AVA and the educational community.

NETWORKING AND RELATED CONFERENCES

AVA has enlarged the information base so important to the strengthening of the field of volunteer administration by mak-

ing contact with the Indiana University Center on Philanthropy. Among other services, the Center has made available listings of articles and sources in nonprofit management that are updated every two months.

AVA has compiled a list of all of the conferences that have offerings of interest to volunteer administrators. This list has appeared in the *AVA Update* and will be kept current.

CAMPUS OUTREACH OPPORTUNITY LEAGUE (COOL)

As the need for trained and experienced volunteer administrators grows with the recognition of the need for effective management of the nonprofits, it is imperative that the youth—who are the pool from whom these administrators will come—be exposed to volunteering and volunteer management. Campus Outreach Opportunity League is the organization on campuses which encourages students to give service to the community as volunteers and volunteer managers. The five critical elements that define the program are: the community voice, orientation and training, meaningful action, reflection, and evaluation. These elements have led to an informal curriculum coordinated by students for students. The connection between AVA and COOL is mutually advantageous. The value of involving college youth as volunteers cannot be emphasized enough.

CONCLUSIONS AND FURTHER DIRECTION

The most fascinating part of the session at the Conference was the new knowledge that surfaced both at the formal presentation and on the bulletin board display. Even as you are reading these words, more courses on volunteer administration and management are being created and reported. The research, the reports, and the spirited discussion at the meeting have led the Subcommittee to the following conclusions and challenges for the coming year and beyond:

- The number of volunteer management courses being offered is increasing.
- The AVA Competency Statements can be effective in the curriculum planning.
- Although a number of the reported courses were designed without AVA input, they are compatible with the AVA Competency Statements.
- It is to the benefit of all those who work in the nonprofit field, whether as staff or volunteer personnel, that AVA become more active to strengthen the link between AVA and the colleges and universities planning curriculae.

We have gone from looking where we were, to where we are, to where we want to be. We have gotten enough information to show that colleges and universities are offering courses in volunteer management. We also have information on community offerings. Our challenge is to build strong partnerships to strengthen the educational foundation for the profession of volunteer administration.

ACKNOWLEDGMENTS

Many thanks to the members of the Subcommittee who were instrumental in the accomplishment of our objectives for 1991-1992: AVA members Maureen Watkins, Subcommittee Assistant Chair; Melissa Hawkins, Subcommittee Secretary; Carol Todd, Barbara Gilfillen, Jane Ann Ashe, Ph.D., Connie Skillingstad, Ginette Johnstone, Mary Jane Shearer, and Judy Helein. Thanks, too, to all others who were involved in the ICVA meeting: Ann Jacobson; Joyce Horan, CVA; Joanne Patton; Jacques Detiege; Emily Filer, CVA; Dale Law; Elizabeth Levi; Martha J. Martin; Dean McMillin; Anita Murray; Brenda Reynolds; Eleanore Schweppe; Pat Sonnenberg; Iris Whittaker; and Frank Barnes from COOL.

And warm thanks to all of you who are on our mailing list. You have been invaluable in our search for information and we will keep up our correspondence.

APPENDIX A
Educational Institutions with Curricula Compatible with the AVA Competencies With Contact Hours in Volunteer Management

ALBERTA

Grant MacEwan Community College
Pat Sonnenberg, Director
Voluntary Sector Management Program
Seventh St. Plaza Campus,
10030-107 Street, Room 318
Edmonton, Alberta T5J3E4

ARKANSAS

Arkansas Public Administration Consortium
Certified Volunteer Management Program
University of Arkansas
Melissa Hawkins, Administrator
2801 S. University
Little Rock, AR 72204
501/569-3044

BRITISH COLUMBIA

Vancouver Community College
Marilyn McClaren, Sr. Program Coordinator, Voluntary Sector
King Edward Campus
1155 East Broadway
Vancouver, BC V5T4N5
604/871-7070

CALIFORNIA

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510/881-3138

California State University – Los Angeles with Greater Orange County Volunteer Center
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Santa Ana, CA 92701
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University of California – San Diego
Yolanda Garcia, Volunteer Connection
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La Jolla, CA 92093
619/260-4760

COLORADO

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303/492-5151

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Denver, CO 80221
303/458-4334

GEORGIA

Georgia State University
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University Plaza
Atlanta, GA 30302
404/651-3540

MARYLAND

Prince George's Community College
Mary Jane Shearer, Coordinator, Management Institute
301 Largo Road
Largo, MD 20772-2199
301/322-0797

MASSACHUSETTS

Tufts University, Lincoln Filene Center
Professor Robert Hollister, Director
Medford, MA 02155
617/381-3453

MINNESOTA

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Carol Ryan, Coordinator, Volunteer Services Program
700 7th Street East
St. Paul, MN 55106-5000
612/772-7777

University of St. Thomas
Sue Kroening, The Management Center
2115 Summit Ave. Mail #5058
St. Paul, MN 55105-1096
1-800-328-6819

University of St. Thomas
Ricky Littlefield, Center for Non Profit Management
Mini MBA for Non-Profit Management
52-10th Street South
Minneapolis, MN 55403-2001
612/962-4300

NEW JERSEY

Rutgers University
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School of Social Work, Building 4087, Kilmer Campus
New Brunswick, NJ 08903
908/932-3173

Seton Hall University
Center for Public Service
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400 South Orange
South Orange, NJ 07079
201/761-9510

NEW HAMPSHIRE

University of New Hampshire, Cooperative Extension
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603/862-2166

NEW YORK

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OHIO

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216/368-2256

Kent State University
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Kent, OH 44242-0001
216/672-7947

Sinclair Community College
Bonnie Johnson, Dean
Extended Learning and Human Services
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ONTARIO

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TENNESSEE

Knoxville College
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VERMONT

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1992 International Conference
on Volunteer Administration

Recruiting Older Volunteers

Lucy Rose Fischer, PhD

According to surveys on volunteering, over the last 25 years there has been a dramatic increase in the numbers and percentages of older people who volunteer—possibly as much as a fourfold increase—from about 11 percent in 1965 to more than 40 percent in 1990. Even so, we need to ask: Is it possible to mobilize a much larger and more effective volunteer force among the older population? A recent survey found that over 15 million older persons in the United States do volunteer work but there are another 14 million who would be "willing to volunteer if they were asked" (Marriott, 1991). A number of studies have found, in fact, that a major reason many older people give for not volunteering is that no one asked them!

Recently, in working on a research project, I was interviewing a 70-year-old woman who told me: "I want to be of service." She had worked as a nurse for most of her life. After retiring, she went to graduate school and earned a master's degree in anthropology. She is unable to walk because of arthritis and several operations on her spine, but she gets around in a wheelchair. She reads a lot (especially books in anthropology); she paints; and she spends time with old and new friends. "It's not that I have nothing to do," she said, "but I think I have something to give. I'd like to tutor children. . . ." She tried calling several agencies in the small town where she lives, but, so far, no organization has offered her a position as a volunteer.

How many retirees are like the woman anthropologist I met—eager to volunteer but frustrated in their efforts? There is no doubt that a lot has been accomplished in developing programs for older volunteers. But it seems that much more could be done.

THE OLDER VOLUNTEERS PROJECT

This workshop is based on our book, *Older Volunteers: A Guide to Research and Practice*, by Lucy Rose Fischer and Kay Banister Schaffer (Sage, 1993). *Older Volunteers* is intended to bridge the gap between research and practice by making research on older volunteers accessible to practitioners who work with and develop policies concerning older volunteers.

For this book, we conducted a comprehensive review of research on recruiting, retaining and working with older volunteers and a synthesis of "best practices" from case studies of exemplary volunteer programs. Although there are numerous "handbooks" on volunteering, they are al-

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Lucy Rose Fischer, PhD, is a Research Scientist at Group Health Foundation in Minneapolis. She is the first author (with Kay Schaffer) of *Older Volunteers: A Guide to Research and Practice* (Sage, 1993), *Linked Lives: Adult Daughters and Their Mothers* (Harper and Row, 1986; translated into German, 1991) and the first author of *Older Minnesotans: What Do They Need? How Do They Contribute?* Dr. Fischer is a Fellow of the Gerontological Society of America and has published numerous professional articles and research reports and directed the Older Volunteers Project for Wilder Research Center at the Amherst H. Wilder Foundation. She has been on the faculties of the University of Minnesota and St. Olaf College.

most never based on research. Conversely, research conducted by social scientists is rarely accessible to practitioners who work with volunteers. *Older Volunteers* gives volunteer coordinators a central source for information on the effectiveness of various types of programs for recruiting and working with older volunteers.

We reviewed about 350 articles and monographs for this project, including about 125 articles specifically on older volunteers. We supplemented the literature review with 57 case studies of exemplary and innovative programs that work with older volunteers. The sample of volunteer programs was identified by national experts on volunteerism and included a diverse set of volunteer programs, including: cultural, health, social welfare, civic, counseling, educational, community action, religious, intergenerational, services for the elderly, fund raising, and corporate retiree programs.

Older Volunteers addresses a number of practical issues of interest to those working with volunteers, such as: What motivates people to do different kinds of volunteer work? What are the most effective ways of maintaining the commitment of volunteers? What problems are confronted in working with volunteers, especially older volunteers, and what are the solutions to these problems? What are the special issues in recruiting and working with older minority volunteers? How can organizations avoid exploiting older volunteers?

WHO VOLUNTEERS—AND WHY?

Is it possible to predict who will volunteer? Why do some people help and volunteer more than others? Several demographic factors can help to predict who volunteers. People with more education, higher incomes, a higher occupational status, and better health are more likely to volunteer than other people. There also seems to be an "altruistic" personality—that is, that some people are inclined to be helpers because of their moral character, their capacity for empathy, and their particular personality traits.

But demographic or personality factors do not give a complete explanation for when or why people volunteer. There are also situational factors. Certain circumstances encourage and inspire helping behavior—so that the more favorable the social conditions, the larger the numbers of people who would be inclined to help and volunteer.

Imagine the following scene:

It is evening and you are taking a walk in your neighborhood. You look up and see a woman lying in the road. She seems to have been hit by a car. In the moonlight, you think you notice blood staining the road, and she seems to be moaning in pain. It is a quiet neighborhood and, although there are lights on in some of the houses, you see no one else on the street. What do you do?

And here is another scene:

In the early evening, you are walking along a city street. The street glitters with neon lights, and there are many restaurants and a few shops open. You pass a woman and a child, squatting in the doorway of a shop. They are both dirty and shabbily dressed. An old blanket and a pair of adult-sized crutches are lying on the cement sidewalk beside them. The woman, looking up at you, asks for money. "We need money to eat," she says. What do you do?

These are both situations in which an individual might help someone in need. But they seem quite different. Emotionally, morally, and legally, they elicit different levels of responsibility. It is likely that your response to these two scenes is not the same.

In the first situation, it is hard to imagine not helping. In fact, to simply notice and walk on might be considered, morally if not legally, as negligence since there is no assurance that someone else would help and the woman could die. Interestingly, the woman and child in the second vignette may also be in peril. Presumably, they are lacking a basic necessity— food—without which they also could die. Even so, many people who pass them probably will turn away and give nothing.

Experts on altruism contrast two kinds of conditions that elicit helping behavior: strong versus weak situations. In "strong situations," the following conditions apply:

- There is a pressing need.
- There is no alternative source of help.
- There is a strong likelihood of a direct and positive impact.

All of these conditions are met by the first scenario; they are arguable in the second. In the case of the woman lying injured on a lonely street, the vulnerability is clear: there is an ostensible risk of immediate death. Since the street seems to be empty, there is no one else to take responsibility for this woman's life. There is also a strong probability that intervention by a passerby will be useful—at the very least, an ambulance can be called. Moreover, what is called for is a one-time service. The passerby has no reason to suppose that, after this one act, he/she will be called upon for any ongoing responsibility or rescue service. A quick and spontaneous "altruistic calculus" will show that the cost (to the helper) is relatively modest, while the benefit (to the woman on the street) is substantial.

With the situation of the woman begging on the street, the first condition is partially met: the woman asking for help is vulnerable and in need. Even so, the need is not so immediate that she would actually die if the passerby does not help her. In fact, one of the most critical factors here is the presence of other alternative sources of help. Numerous studies of the "bystander effect" have shown that the number of people nearby strongly affects the choice to help or not. In this case, a passerby can rationalize that there are many others on the street to give her money and/or there are other sources of help (government funds and private charities) and/or perhaps she could help herself (get a job). There is, finally, the issue of the impact of help. At best, the benefit will be temporary. In a short while, this same woman and child will again need money for food. Moreover, donating to these two people will make virtually no dent in the overwhelming problem of hungry and homeless people in our cities.

Regular volunteer work for organizations is more likely to approximate a "weak" than a "strong" helping condition. In regular volunteering, there is more likely to be a muted than a critical need for help. In many kinds of volunteer work, the impact is subtle rather than obvious. And, most important, it is very rare for a potential volunteer to believe that he/she is indispensable for a needed and necessary service to be provided.

Even if regular volunteering constitutes a relatively "weak" helping situation, there are still matters of degree. For example, sometimes potential volunteers offer unique contributions, so that alternative sources of help either are not available or could not be nearly as effective. Often there are immediate and critical needs for help (for AIDS patients, teenagers using drugs, elderly at risk of losing their independence, and so forth).

A very important factor is the probable impact of a volunteer's efforts. A number of studies have shown that people are more likely to help if they feel competent and effective. The "warm afterglow of success" reinforces helping behavior, while failure and frustration make people want to quit. All volunteers—including older volunteers—do not want to waste their time.

FIVE PRINCIPLES OF VOLUNTEER RECRUITMENT

Based on our research review, we have identified five principles of recruitment:

1. Some people are more likely to volunteer than others and, therefore, are easier to recruit.
2. Certain social conditions predispose people to volunteer: if there is a pressing need, no alternative source of help, and a likelihood that help will have a direct and positive impact, people are more likely to volunteer.

3. The decision to volunteer is based on an analysis of the costs and the benefits.
4. People are attracted to particular opportunities and causes, not to volunteering in the abstract.
5. People are more willing to volunteer for high status than low status organizations.

These five principles of recruitment offer a way to understand the diverse conditions of recruitment. In developing a recruitment strategy for a particular volunteer program, the way each principle applies to a particular program is assessed first. Each of these principles has implications for how to recruit:

1. *Some people are more inclined to volunteer than others and, therefore, are easier to recruit.* Both demographic and personality factors influence recruitment. People who have resources (high income, a high level of education, good health, and so forth) are more likely to volunteer than their counterparts. People who volunteer tend to be relatively active, socially involved, empathetic and self confident. People are more likely to volunteer if they have an "altruistic identity." To recruit older volunteers from these "natural" markets, we suggest working through the organizations to which they belong—such as churches, senior centers, unions, corporations, and civic societies. With "difficult" target markets, the focus needs to be on overcoming the barriers or diminishing the costs of volunteering.

2. *People are most likely to volunteer their help under conditions of a "strong" helping situation—that is, if there is a pressing need, no alternative source of help, and a likelihood that their help will have a direct and positive impact.* Volunteer organizations can emphasize one or more of these conditions—for example, by showing that particular volunteers are in a unique position to help. A critical social factor is the volunteer's assessment of how much "good" will be accomplished. Older volunteers, like all volunteers, do not want to waste their efforts and time. Evaluations of volunteer programs can be useful for providing feedback to volunteers on the impact of their work.

3. *The decision to volunteer is based on an analysis of the costs and the benefits.* The "costs" include such factors as the time expended (especially the time lost from other potential activities) and the inconvenience. The "benefits" refer to the gains both to self and others. The cost–benefit analysis in the decision to volunteer is different for older and younger persons, at least in some ways. For example, retired persons, typically, do not forego salaried hours when they volunteer. Even so, there are other costs associated with age. For instance, many older persons have difficulty with night driving, and the cost of participating in a volunteer program during evening hours may seem insurmountable.

   The potential benefits from volunteering also differ somewhat with age. Older volunteers are attracted to volunteering as an opportunity for learning, personal growth, and socialization but tend to have little interest in volunteering for the sake of enhancing or developing their careers. Volunteer programs that wish to attract older persons, rather than younger volunteers, need to reduce the "costs" or barriers for older persons rather than utilitarian ends for the volunteer.

4. *People are attracted to particular opportunities and causes,* not *to volunteering in the abstract.* Both personal ties and ideology are important in the decision to volunteer. The process of recruitment, therefore, is a process of matching volunteers with appropriate programs and positions. When volunteers are recruited carefully and selectively, they are more likely to be involved, active and committed to their voluntary organizations.

5. *People are more willing to volunteer for high status than low status organizations.* High status volunteer organizations have the following characteristics: the organization is very visible in the community and is considered prestigious; the members are well educated, upper class, and/or male; and the organization is well funded. These features are interrelated. There is a circular effect associated with status: high status individuals are attracted by high status organizations, and vice versa. High status organizations typically have no problems in recruiting volunteers. A volunteer organization can improve its status in the following ways: by making its program more visible in the community; by joining coalitions with higher status organizations; by developing community leadership roles both for the organization and for individual members; by suggesting that its membership is "selective" so that not just anyone can join; and by developing symbols of membership, such as special insignia and ceremonies.

THE IMPORTANCE OF OLDER VOLUNTEERS

There has been an "age revolution" in American society. Life expectancy has increased dramatically, people are retiring at earlier ages and Americans are spending an increasing portion of their lives in their post-retirement years. Moreover, older people today have more resources than previous generations: they are healthier into older ages, more educated and less likely to be very poor. A number of gerontologists and other policy analysts argue, however, that our society currently underutilizes the productive potential of the older population.

In American society, the needs for the services of volunteers seem more critical than ever. There are burgeoning numbers of youth at-risk, children living in poverty, homeless people, frail elderly in need of personal care, and so forth. At the same time, there are economic pressures on younger persons, who, living in two-earner or single-parent families, often have little discretionary time for such activities as volunteering.

Older persons are in a key position to volunteer. They often have time for activities like volunteering. They have an accumulation of abilities, skills, and experiences to offer. And, for many, there is a driving need for meaningful and productive endeavors. It is likely that there is an "untapped potential" for increasing the numbers of older volunteers and also for enhancing the impact of the work that older volunteers do. But to realize this "potential" will require creative strategies for recruiting and working with older volunteers.

ACKNOWLEDGMENT

This paper is adapted from *Older Volunteers: A Guide to Research and Practice*, by Lucy Rose Fischer and Kay Banister Schaffer (Sage, 1993). The project was funded by the Amherst H. Wilder Foundation and by six foundations affiliated with Grantmakers in Aging: Florence V. Burden Foundation, H.W. Durham Foundation, Ittleson Foundation, Medtronic Foundation, Meyer Memorial Trust, and C.S. Mott Foundation.

1992 International Conference
on Volunteer Administration

Organizing Volunteers in Public Relations: The Time is Right

Ann G. Raas

One dilemma of the nineties for the non-profit sector has by now become clear: how to reconcile leaner budgets with an increased demand for services. In such times, public relations becomes more, not less, important, and yet public relations expenses become harder to justify.

Pro Bono, Inc., Volunteers in Public Relations, provides a solution to this conundrum for many non-profits in northern New Jersey, and feels that their solution can work well elsewhere.

A similar organization of public relations volunteers can be developed in other communities.

According to Carole Rogers, Pro Bono founder and president, Pro Bono has been successful because it has remained faithful to its two-fold mission: to provide public relations services to non-profit organizations and to afford volunteers the opportunity to enhance their skills and to build their professional portfolios.

While today Pro Bono has an office, boasts a roster of 75 volunteers who have completed more than 400 projects and offers services from consultations to video production on a project-by-project basis, it began around Rogers' kitchen table with five writers and two graphic artists.

A new organization could follow a similar path, but it could also start as a service provided by a Volunteer Center, as a project of the Rotary Club or the Junior League, as a *pro bono* arm of a professional organization, or as a university affiliate that provides both volunteer opportunities and student internships. The key is for the new organization to meet the needs and utilize the resources of the particular community.

During an initial research phase, it is important to generate interest and enthusiasm among individuals from the non-profit sector, corporate community affairs departments and the media. Many of the people contacted in the early research stage became members of Pro Bono's Advisory Committee, a group that has continued to provide counsel, service to the organization, and contacts for human and financial resources.

Researching community needs and analyzing the skills of the initial group of volunteers helps the organization to determine exactly which services it can and should offer. It is important to start slowly and establish a track record for professionalism, timeliness and quality. To assure the latter, Pro Bono in its very early years established

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a Review Committee of seasoned professionals. Each project is assigned to both an agency volunteer and a Review Committee member. The reviewer serves as a sounding board for the volunteer. Together they can develop ideas and iron out any creative or other problems that might arise. The reviewer also provides a "second set of eyes" to assure the quality and integrity of each project before it is presented to a client. It is the Review Committee—and the opportunity it offers volunteers to interact with each other— that sets this model apart from a skills bank.

An organization of volunteers in public relations can start quite simply, with a few interested volunteers and a few non-profits in need of public relations assistance. Once the organization has proved itself, it can solicit additional clients, more volunteers, seed money, and ultimately, more funding for operational expenses. It can also grow to offer services beyond one-on-one projects.

Word of mouth is the best advertisement for both clients and volunteers. But one should never discount the role of the media. Any time a program is covered in the press, client and volunteer interest increases.

Clients that might use the services of public relations volunteers are small to medium-sized non-profit organizations of every type, whose budgets preclude the use of public relations/advertising/marketing firms. The greatest portion of Pro Bono's clients (29%) have been community service organizations, such as occupational training centers and food banks. Accounting for about 20% each of Pro Bono's clients are organizations providing services to families and youth in need, groups serving the medical needs of the area, and arts organizations. The remaining 11% of the clients are educational groups.

Who are the volunteers that complete projects for such a broad group? They are equally diverse: men and women, retirees and people just starting their careers, individuals seeking a career change. They have expertise in writing, editing, marketing, graphic arts, photography, video; and they volunteer to give something back to the community, to develop portfolios, to meet other professionals, to hone skills and to learn new ones.

A new organization will probably find that it is best to concentrate for a time on whatever it determines will be its core services. That means providing a volunteer(s) to complete a particular project; for example, the writing, designing, and layout of a brochure or photographing a special event. As the group becomes established, it may wish to offer other services. Ancillary services have included producing a county-wide media directory, conducting a newsletter competition/critique, and offering a number of seminars on public relations topics. These services have a dual purpose: they help non-profits improve the effectiveness of their public relations/communications efforts and they enhance Pro Bono's position in the community, thus generating interest on the part of clients, volunteers and funders.

NOTE:

The presentation at the International Conference on Volunteer Administration was part of a concerted effort to encourage and support the development of organizations like Pro Bono throughout the country. Pro Bono has developed an information packet, *Spreading the Good Word: The Time Is Right for Volunteers in Public Relations.*

ACKNOWLEDGMENT

This workshop was also presented by Carole G. Rogers, founder and president of Pro Bono, Inc.

1992 International Conference
on Volunteer Administration

It Starts With You . . .
The Volunteer Administrator

Jeanne H. Bradner

INTRODUCTION

We know how important our profession is. Yet we are often frustrated in trying to communicate its significance to our bosses, our board chairs, our funders, the not-for-profit and government community and, even, our families and friends. How we cringe when someone says, "we ought to start a volunteer program" and turns to someone on staff and says, "in your spare time, won't you look after the volunteers?"

We cringe, too, when we see that fundraisers, on the average, are paid almost twice as much as volunteer administrators when we know that volunteer administrators are responsible for generating $176 billion in in-kind human resources—the equivalent of nine million full-time employees. (Source: Independent Sector, 1992 Giving and Volunteering in the United States.)

We know that our jobs take the most delicate and sensitive skills in human resource management because we must give our human resources a "motivational paycheck" that keeps them coming back.

The thesis here is that in order to build the kind of respect we want for our profession, "It starts with us . . . the volunteer administrator"—we need to think about ourselves and how we advocate forcefully for the profession and its integral role in helping to meet the many needs in our society.

The things we can do are:

(1) Acknowledge our skills
(2) Be proud of our job description
(3) Be a spokesperson for our ethics
(4) Renew our competencies
(5) Advocate for our profession

ACKNOWLEDGE OUR SKILLS

Workshop participants looked over the following list of words. Very quickly we checked any that seemed appropriate in describing our work, and we also felt free to add any that were left out:

Resource Developer
Manager
Human Resources Director
Leader
Coordinator
Motivator
Communicator
Psychologist
Community Organizer
Trouble Shooter
Buffer

Jeanne Bradner is Region V Director of ACTION, the federal domestic volunteer agency. Previously she directed the Illinois Governor's Office of Voluntary Action. She served as Public Issues Chair and Vice President of the Association for Volunteer Administration.

Advocate
Planner
Consensus Builder
Needs Assessor
Trainer
Evaluator
Matchmaker
Lobbyist

All agreed that these words are appropriate, and a few more words were added, including Negotiator and Mediator.

We then all agreed that this is a significant list of skills that we have developed in our jobs—many of the same skills that are necessary in top manager/leader positions.

BE PROUD OF YOUR JOB DESCRIPTION

We then reviewed a job description for a volunteer administrator which I had written years ago. This came about because a friend of mine was a new volunteer administrator. She called and told me how much she loved the job but said, "you never told me how difficult it would be." With my tongue slightly in my cheek, I wrote this want ad for a volunteer administrator and sent it to her:

> WANTED: A manager and developer of resources valued at millions of dollars. Good communications skills, oral and written, are required, as well as a thorough knowledge of community needs and services. Applicant must have an understanding of marketing principles to promote exchange of implicit and explicit benefits. Applicant must have an understanding of psychology, participatory planning, motivation and human values. Applicant must possess the ability to lead and inspire others; be able to delegate authority; survive ambiguity; and be innovative and creative. Applicant must strive for the highest standards of human dignity, personal privacy, self determination and social responsibility.

BE A SPOKESPERSON FOR YOUR ETHICS

We then discussed the need to articulate the ethical framework in which we manage our program. Some items to be included in our ethical statement are:

- Our philosophy of volunteerism
- Concern about human dignity: volunteer/paid staff/recipient
- Self determination: involvement of paid staff, volunteers and recipient in decisions affecting them
- Respect for privacy and confidentiality
- Enhancement of volunteer/paid staff relations
- Equal opportunity/cultural diversity

We then discussed how when we have developed and articulated our ethics, we are able to be spokespersons for them in our organizations, thereby gaining more respect for volunteerism and our own roles.

RENEW COMPETENCIES

We reviewed the AVA summary of competencies and acknowledged the need for constant renewal of those competencies through reading, training, observing and joining support groups of peers.

ADVOCACY

We then broke into small groups and discussed things we could do to advocate on behalf of our profession. Some items mentioned were:

- Join professional associations
- Compute the dollar value of volunteer time; give to the board of directors regularly
- Ask to serve on your agency's long-range planning committee
- Have a board member serve as your volunteer development chair

- Find out the dreams of board and staff and implement some through a volunteer program
- Work for legislation that promotes volunteerism
- Encourage others to join the profession through job fairs and career counseling
- Encourage funders to demand proof of volunteer involvement in programs
- Network—not just with other volunteer administrators, but also with journalists, fundraisers, executive directors, foundation executives
- Give workshops and speeches
- Write articles and letters to the editor
- Work on your CVA
- Encourage college courses in volunteer administration

CONCLUSION

If we can do these things, we will gain more respect for our profession and ourselves. But, most important, we will build a stronger vision of and commitment to the capacity volunteers have to make positive changes in our society.

CORRECTION

In Margaret Helman's article, "Volunteers Active and Eager in Australia," published in the Winter 1992–1993 *Journal*, the last sentence of the "History" section (page 22) should have read:

The economic recession, continued with high unemployment, is giving volunteering a new appeal.

The Journal regrets the error.

The Customer Satisfaction Survey for Self Evaluation

Mary L. Reese

PREFACE

The Prince George's Voluntary Action Center, Inc. stands on the brink of significant growth and change in the ways it does the business of promoting volunteerism and recruiting and referring new volunteers to its client agencies and organizations. In 1992, the Volunteer Center was awarded a computer system and equipment grant from IBM and United Way of America and was designated by the Points of Light Foundation as a Network County Grantee.

Therefore, it was crucial to determine base line information about current service delivery system as a benchmark for the anticipated "growth spurt" these grants generate. As a participant in the Drucker Foundation Series of National Telecommunication Conferences, the Center took the initiative in implementing the Drucker Foundation Self-Assessment Tool to develop and produce its first customer satisfaction survey and results.

INTRODUCTION

Prince George's Voluntary Action Center (PGVAC) promotes and generates volunteerism by recruiting and referring people to private, non-profit, and public agencies in Prince George's County. As the Center celebrates its tenth anniversary, it is interesting to note the many changes that have occurred. Founded and operated by volunteers for the agency's first three years, the Center has grown to four paid staff members and numerous administrative and office volunteers. The Center is now in the process of becoming fully automated. Automation will allow matching potential volunteers with available volunteer agencies by computerization. The computerization will allow more referrals to be made than in previous years.

The 1990-91 annual report for the Center indicates that 3232 persons received volunteer information from PGVAC. The number of volunteers referred was 2337 for that time period. These statistics indicate the quantity, but not necessarily the quality of services. Information on the Center's current functioning was necessary to effectively cope with the dramatic increase of volunteers and general volunteer information provided. The information was also crucial as the Center moved into full automation through Project IMPACT, a grant from the United Way and IBM Corporation. Baseline information on how the Center could determine quality of service was needed to continue into its next decade of service.

An outline addressing certain issues was drawn with reference to a preliminary draft of a self-assessment tool developed by the Peter F. Drucker Foundation for Nonprofit Management. These issues include the mission of the Center, the population it serves, how it serves and how an evaluation of the service is done (see Ap-

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Mary L. Reese celebrates 50 years as a volunteer and 20 years as a professional volunteer manager. As Executive Director of the Prince George's Voluntary Action Center, Inc. since 1986 she has become a noted trainer, author and speaker. At the request of the Prince George's Community College in 1991, the Voluntary Action Center assisted in the development of the "Volunteer Program Manager" Letter of Recognition curriculum of the Business Institute. Under Ms. Reese's leadership the PGVAC has received a number of grants including the 1992 Points of Light Network Leadership Grant and the IBM and United Way of America's Project IMPACT computer equipment grant. Ms. Reese was one of 14 honored by the Washingtonian magazine's 1992 Washingtonian of the Year.

pendix A). The result was the *Customer Satisfaction Survey*. The survey allowed the Center to examine how satisfied potential volunteers, or customers, were when they contacted the Center for available volunteer positions. The survey addresses relevant factors of quality customer service, including accurate information given to the customer, courtesy of the staff, interests of the customer considered in the referral, and fulfilled customer expectations. The design of the survey instrument, the sample used, and results of the survey are discussed in this report.

DESIGN OF THE SURVEY INSTRUMENT

In consideration of time constraints of the respondents, the questions in the survey were brief. Each question directly addressed the issues targeted for study through the survey. The result was a one-page survey consisting of nine questions. Each question could be answered with a one-word response (see Appendix B).

The survey was divided into two sections. The first section consisted of four questions to be answered on a scale basis, with one being the lowest score possible and four being the highest score possible. The first set of questions addressed the volunteer Center and referred to the call or visit the customer made to the Center in an attempt to receive a referral. The second section consisted of five questions which addressed the agency given in the referral.

The survey was conducted over the phone with the belief that a better response rate would be obtained than from a mail-out survey. In addition, a letter was sent to each individual in the sample approximately one week to ten days prior to the phone call to notify them of the survey and its purpose. The survey was conducted in late spring 1992 (see Appendix C).

THE SAMPLE

The sample used for the survey was a random selection of intakes for the last quarter of 1991, October, November, and December. Intakes are records of those individuals who contacted the Center and the referrals given to those individuals. Thirty percent of the intakes for the three months were selected on a random basis with no preference or knowledge of race, age, gender, or the status of the referral, that is, whether or not they were placed in volunteer positions. The last quarter of 1991 was chosen because those individuals had enough time to contact the agency given in the referral and possibly have placement in a volunteer position. In order to have a representative sample, yet one that was manageable, 30% of the intakes were selected, providing a sample of 96 customers.

Each month's sample was conducted separately in terms of when the letter was sent and when the customer was contacted by phone. This procedure allowed for a manageable time frame in which to conduct the survey. For example, in March, 1992, the October sample was sent the letter and then surveyed approximately one week later. As contacts for this month were completed, the letter was sent out for the next month. This process was repeated until all three months were completed, taking 12 weeks to accomplish. However, the results of all three months were combined and evaluated with no differentiation.

RESULTS/FINDINGS

The response rate was 44%. This allowed for enough completed surveys to provide an accurate reflection of the level of satisfaction customers have with the Center. Some interesting and positive results were that for the first set of questions the Center received an overall 70% response for the highest score possible on the scale. The highest percentage was 82% response for the highest score possible on the question addressing the courtesy of the staff members.

VAC SET QUESTIONS

The first four questions of the survey, the VAC set, addressed the contact the in-

dividual made with the Volunteer Center. This contact generally involved an expressed interest in volunteering and a request for referrals to agencies which offered volunteer positions. Each of the questions in this section were asked on a scale of one to four, with four being the highest score possible.

Question 1

The first question in the VAC set asked if the interest of the individual was considered for the referral given. For example, if the customer expressed a desire to work with children but was given a referral to a nursing home, clearly the interest was not considered. The interest of the individual is a key factor in referring him or her to a satisfactory volunteer position and therefore influences their opinion on the level of satisfaction they have with the Center. For this question, 72.5% of the respondents gave the highest score possible. The response to Question 1 can be found in Figure 1.

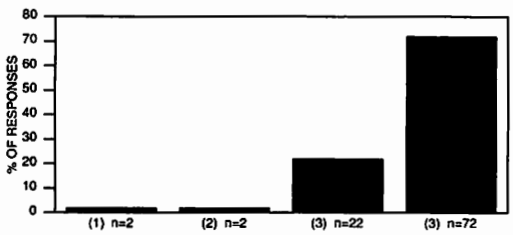

Figure 1
Response to VAC Set, Question 1, "Were you satisfied that your interests were considered for referral?"

Question 2

Question 2 asked respondents if the staff member was courteous and helpful. This question examined the basis of any good customer service, which is courtesy to the customer and a willingness to do what the customer expects, at least in the capacity the staff member is able. For this question, 82% of the respondents gave the highest score possible. The response to Question 2 can be found in Figure 2.

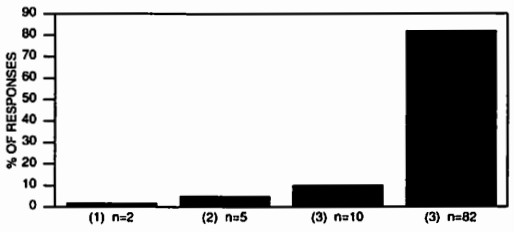

Figure 2
Response to VAC Set, Question 2, "Was the staff member courteous and willing to help?"

Question 3

Question 3 addressed accurate information as a key factor in the service a customer receives and how the customer judges that service. The third question in this section examined whether accurate information was given in terms of contacts and telephone numbers. For this question, 77 of the respondents gave the Center the highest score possible. Response to Question 3 can be found in Figure 3.

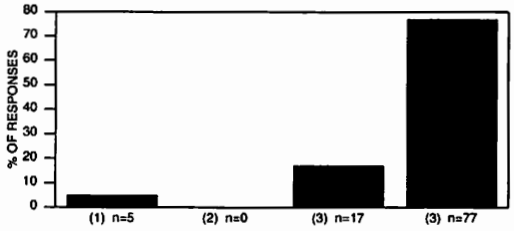

Figure 3
Response to VAC Set, Question 3, "Did the staff member provide you with accurate information?"

Question 4

Finally, Question 4 asked if the referral matched what the volunteer intended to do. This question parallels the first but addresses what the customer expected to do, such as tasks or jobs. For example, if an individual was interested in "hands on" volunteer work with HIV babies, doing clerical work in a hospital that treated these babies may not necessarily match what the customer desires to do. For this question, 80% of the respondents gave the highest score possible. The responses for Question 4 can be found in Figure 4.

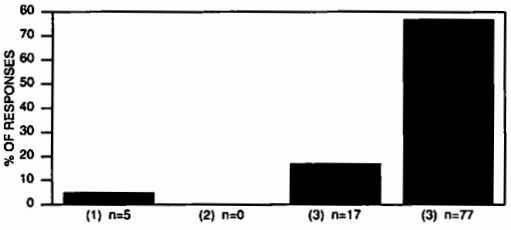

Figure 4
Response to VAC Set, Question 4, "Were you satisfied your referral matched what you intended to do?"

AGENCY SET QUESTIONS

The second set of questions, the Agency Set, focused on the agency to which the customer was referred and possibly placed. The questions focus on reception and processing of the potential volunteer toward volunteer placement within the agency. Success or failure to achieve a satisfactory volunteer job match are addressed in this set of questions. Of 42 respondents, 25 did not go on to volunteer.

Percentages for these questions were calculated based on how many individuals actually responded to the questions rather than the total number of respondents in the sample. This calculation better reflects the actual percentage because all respondents were not in the position to answer all questions in the agency set. Some questions in this set were applicable only if the individual made contact with the agency and some only if the individual volunteered. Therefore, the percentage for all questions is not based on the same amount of respondents. For example, the first question was answered by more individuals than the remaining questions in the set. More individuals contacted the referral agencies than went on to volunteer. Some reasons for the failure to achieve a volunteer match are discussed in the next section.

Question 1

Question 1 for the Agency Set asked if the customer's volunteer request was handled efficiently. Customers are giving of themselves and their time when they volunteer. A high level of satisfaction results when the agency processes the potential volunteer quickly. One respondent indicated that after several attempts at contacting the agency and still not being placed, she was no longer interested in volunteering. The respondents of this survey indicated that they expected rapid processing. Responses to Question 1 can be found in Figure 5.

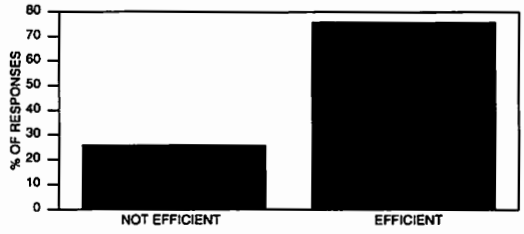

Figure 5
Response to Agency Set, Question 1, "Did the agency process your volunteer request efficiently?"

Question 2

Question 2 asked respondents if they were given tasks in accordance with their interests. The question follows through on the intentions of the first question on the VAC Set. Because the referrals are given based on the stated interests of the potential volunteer, it is important that these interests are considered when the volunteer is being placed by the agency. The responses to Question 2 can be found in Figure 6.

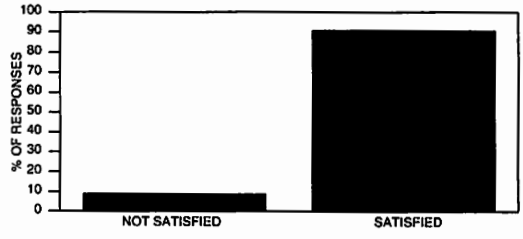

Figure 6
Response to Agency Set, Question 2, "Were you given tasks in accordance with your intended interests?"

Question 3

Question 3 asked if the customer was trained for the position. It is understood

that some positions do not require formal training. Therefore, a not applicable response was available for this question. However, if training is necessary for the position, it is important that the agency provide it so that the volunteer may perform well and responsibly in the position.

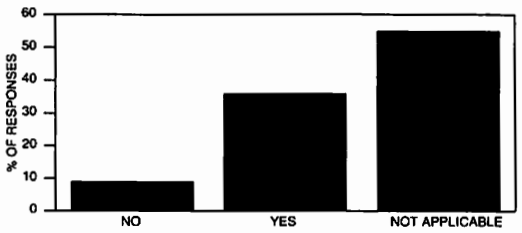

Figure 7
Response to Agency Set, Question 3, "Did the agency train you for your volunteer position?"

Question 4

Question 4 asked customers if they received a level of support sufficient enough to fulfill their duties. The level of support refers not only to supervisory support but assistance from other staff members when and if necessary. Responses to this question can be found in Figure 8.

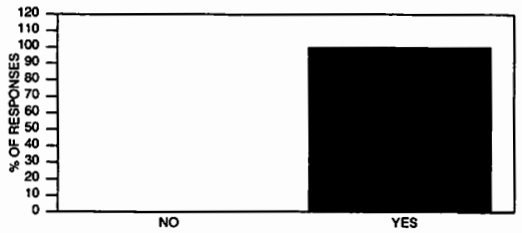

Figure 8
Response to Agency Set, Question 4, "Were you offered a level of support sufficient to fulfill your duties?"

Question 5

Finally, Question 5 asked if the customer gained a rewarding volunteer experience. This question is basically a culmination of the other questions in this set. Each question in the set plays an important role in whether the customer gained a positive experience and therefor high level of satisfaction both with the Center and with the agency that provided the volunteer experience. Responses to Question 5 can be found in Figure 9.

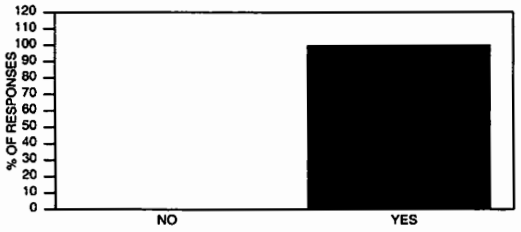

Figure 9
Response to Agency Set, Question 5, "Do you feel you gained a rewarding volunteer experience?"

CONCLUSION

The Customer Satisfaction Survey was conducted to assess customer satisfaction with the Volunteer Center. Satisfaction was determined by (1) information consistent with the interest of the customer; (2) courtesy of the staff member doing the intake; (3) the accuracy of information given; and (4) the information given about volunteering matched the prospective volunteer's needs. The findings revealed the Center received a 70% highest response possible for each of the questions addressing these issues. Therefore, the respondents rated the Center better than average on customer service based on these criteria.

While the survey was being conducted, other issues surfaced. For example, many individuals confused the Center with the agency to which they were referred and thought of the Center as part of the referral agency. This sometimes led customers to associate the Center with a bad experience if they felt their interest was not handled efficiently and effectively by the referral agency they contacted. The survey revealed several responses indicating such a connection. To improve the image of the Center in terms of customer satisfaction, this is an area that should be addressed. The agencies need to be informed of this issue, not only in terms of customer satisfaction but in an effort to recruit and retain future volunteers. A bad experience by

even one potential volunteer could be detrimental to that agency's public image, as well as its volunteer program.

The reasons given by individuals in the sample for not volunteering are issues which need to be addressed by the Center and the agencies. While not all of the 42 respondents volunteered, 67% indicated that they did have a positive experience with the contact they had with the agency. Many did not volunteer due to their own personal reasons, such as transportation. Still, 29% of the unsatisfactory responses were directly related to the agency. The reasons given for not volunteering, including those directly related to the agency, can be found in Table I.

Table I
Reasons for Not Volunteering

Reason	Percentage*
Scheduling of time constraints	38%
Transportation difficulties	4%
Personal problems	2%
Training not provided, but needed	4%
No real position existed	7%
Request not processed efficiently	9%
Position did not match interest	9%

*Total does not equal 100% because of multiple responses.

As mentioned, fewer individuals actually went on to volunteer with an agency than contacted the agency. If the reason is directly related to the agency, the loss of the volunteer needs to be addressed by the agency. One respondent indicated that his failure to volunteer resulted because the agency had no real position for him. He contacted the agency, was processed quickly, but to his surprise and disappointment the agency did not know exactly why they needed him.

CONCLUSION

In conclusion, the survey revealed the Center does an above average job in customer satisfaction. The staff members are courteous and willing to help and offer accurate information. One individual in the survey responded that an incorrect phone number had been given because the number to the agency had recently changed and the Center was not aware of it. However, to the customer's surprise and delight the staff member called him back the same day to notify him of the mistake and give him correct information.

RECOMMENDATIONS AND IMPLICATIONS

Examination of the survey results provide specific areas of concern to be addressed by both volunteer centers and agencies to increase customer satisfaction and volunteer recruitment and retention.

An issue raised by the survey was concern about the center/client agency identification confusion and therefore the association individuals tended to have with the volunteer centers and the agencies to which they were referred. This association is not desirable if the customer has a bad volunteer experience. It is recommended that the center's staff member briefly describe the mission of the center before offering referrals. This clarifies the information resource clearinghouse/client agency relationship.

It is further recommended that volunteer referral centers continue to educate the client agencies and share with them the information learned from the survey, particularly in future training for volunteer program managers.

ACKNOWLEDGMENT

The author extends her appreciation to Sandra Broadwater for her outstanding development and execution of the Customer Satisfaction Survey. Ms. Broadwater was selected as one of the first service leaders for the VOLUNTEER MARYLAND! project of the State of Maryland's 1992 National and Community Service federal grant.

APPENDIX A
Drucker Foundation Self-Assessment Tool Outline

A.
1. What is our business (mission)?
2. Who is our customer(s)?
3. What does the customer consider value? *What?*
4. What are *our* values?
5. What are we doing *now?*

B.
1. How do we evaluate our work? Against what standards?
2. How well are we using our resources—our staff, our volunteers, as well as our money?
3. What do we mean by results? *How* are we doing?
4. What have been the results?

C.
1. *What* are we measuring?
2. By what means are we measuring our results?
3. What other information is needed? *How* do we know that?

D.
1. What is the *desired outcome?*
2. *What* is our plan *to achieve* these results?
3. What, if anything, should we do?
   - Remain the same? Why? *What's next?*
4. - Abandon programs? What? Why?
   - Address Later? Why?
   - Contract out? Why? Where?

E.
1. Determine Roles/Accountabilities/Timetables/Evaluations
2. Determine Resources Needed
3. Record Session *Action taken*
4. Report Findings
5. Follow-up

APPENDIX B
Customer Satisfaction Survey

On a scale of 1 to 4 with 4 being the highest, please circle client's response to each item.

VAC SET

1) Were you satisfied that your interests were considered for your referral?

1----------2----------3----------4
not satisfied very satisfied

2) Was the staff member courteous and willing to help?

1----------2----------3----------4
not courteous very courteous

3) Did the staff member provide you with accurate information?

1----------2----------3----------4
not accurate very accurate

4) Were you satisfied that your referral matched what you intended to do?

1----------2----------3----------4
not satisfied very satisfied

AGENCY SET

Name of agency in which you volunteered _____

1) Did the agency process your volunteer request efficiently?

_____ Yes _____ No

2) After you started your volunteer position, were you given tasks in accordance with your intended interests?

_____ Yes _____ No

3) Did the agency train you for your volunteer position?

_____ Yes _____ No

4) Were you offered a level of support sufficient enough to fulfill your duties?

_____ Yes _____ No

5) Do you feel that you gained a rewarding volunteer experience?

_____ Yes _____ No

COMMENTS:

APPENDIX C
Sample Contact Letter

Dear Friend:

As an intern with the Prince George's Voluntary Action Center, I am interested in customer satisfaction with the Center. The Volunteer Center does maintain records of people who were given referrals. However, my interest is not whether you received information, but how pleased you are with the Center.

Independent of the staff, I will be conducting a CUSTOMER SATISFACTION SURVEY. Our records indicate that you called the Center with an interest to volunteer. Therefore, within the next week, I will be contacting you by phone to ask you a few questions about your experience with the Center and the results of using the information provided by the Volunteer Center. The survey will take only a few minutes of your time, so I am hopeful that you will be able to help me.

Thank you in advance for your assistance with the survey and thank you for your interest in volunteering.

Sincerely,

Diversity in Volunteerism

Charlotte Hostad

Diversity is an issue of importance for all areas of our society and specifically for volunteerism. The organizations that embrace diversity and use it to build and strengthen our communities and country will be the success stories of the 90s. They will not only survive, but thrive, into the twenty-first century.

Although statistics show that over half of US citizens are involved in volunteer activity, most organizations which involve volunteers indicate that the need for volunteers is greater than the current supply and can only see that need growing in the future.[1]

This difficult economic and political era is putting a squeeze on resources of social service agencies and organizations at a time when demand for those services is at an all-time high. The social needs and problems of this country cannot be met with participation from only half of its citizenry. The greatest challenge for the independent sector at the end of this century and moving into the next is to tap into the "other half" for a better understanding of what needs to be done, new and innovative ways to do that work, and the resources to support it.

There are many signs that tell us that the time is right to initiate and strengthen efforts to diversify our base of support. One of the most noticeable is the ever-increasing racial and ethnic diversity in our country's population. The "browning of America," as this phenomenon has been dubbed, changes the old "melting pot" theory to more of a "diversity stew" reality. Ethnic pride and a desire to maintain their cultural heritage encourages people to celebrate their differences rather than fit the "all-American" mold of the past.

With the realization by the "Me Generation" that their conspicuous consumption practices are depleting resources of all kinds to the point of risking extinction, there is a willingness, eagerness even, to adopt a more sustainable philosophy and lifestyle. Exploration of alternatives has led us to a new understanding and appreciation of systems that differ from our own.

Changing paradigms, acknowledging the interconnectedness and interdependency of all things, are bringing forth models for cooperation and collaboration rather than competitiveness and domination. The third sector has always led the way in these paradigm shifts or social transformations. Embracing diversity is one of the most significant pieces of this changing world view.

DIVERSITY DEFINED

To embrace diversity we must first understand it. What do we mean by diversity? What elements or characteristics make something diverse? When contemplating diversity many people think only of racial diversity. While this is the most obvious sign of difference among people,

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Charlotte Hostad's 15-year career in volunteer administration includes gratuitous and paid work experience with River Trails Girl Scout Council, Volunteers in Education, and the Young Women's Christian Association. Her interest in diversity has grown out of affiliation with these organizations and her desire for a safe and just world for all to live in. For the past four years, Ms. Hostad has been the Program Coordinator at The Volunteer Connection, Inc., a voluntary action center in Rochester, Minnesota. In this capacity she oversees the community relations activities and the training/networking opportunities which benefit over 200 human service agencies and volunteer programs in southeastern Minnesota. Ms. Hostad also serves on the Board of Directors for the Minnesota Association of Volunteer Directors as Nominating Committee Chair and received the 1993 Communications Award as newsletter Editor.

the color of their skin, there are many other factors that set apart one group of people from another. The following list of what constitutes diversity[2] was generated by a panel discussion for Association of Volunteer Administration Conference volunteers held at the Minneapolis YWCA in January 1992:

- Race
- Ethnicity
- Culture
- Diet
- Age
- Education
- Religion
- Language
- Urban-Rural
- Marital status
- Status in regard to public assistance
- Economic background and current status
- Familial status
- Sexual orientation
- Ability—mental, physical, etc.
- Gender

Even this incomplete collection begins to show us the myriad ways that we classify people to label them "like" or "unlike" others. Our motivations for engaging in this system of classifications are also varied, but all too frequently take on negative implications as they are used to exclude certain people or groups of people from participation. This practice leads to the development and perpetuation of stereotypes.

OVERCOMING STEREOTYPES

Stereotyping is the first and foremost issue that must be addressed in moving toward diversity. It is imperative to realize that every group of people is made up of unique individuals who, throughout their lifetimes, develop an irreplicable set of attitudes, experiences, behaviors and characteristics. Just because their skin is a certain color or they fall within a certain income bracket does not necessarily mean that they share the same values, practices or perceptions of all others within that group. Stereotyping is harmful to individuals and groups to which it is applied, but it is also damaging to the perpetrators, blinding them to the uniqueness and value of every human being.

Respect

Respect for the individual is the antidote to stereotyping and goes hand in hand with respect for differences in general. To accept that being different is all right and, in fact, that variety of opinions, traditions and characteristics greatly enriches all of our lives is a necessary step on the road to diversity.

Sometimes differences do cause difficulties. To be able to disagree with others while still respecting them and their right to be who they are is key to working through differences.

Commonalities

Another technique that can help overcome difficulties with differences is to look for the commonalities. Identify the agreed upon items and build from there. Finding the common purpose and/or mutual benefit works toward a win- win solution.

Communication

It is important to recognize and talk about the differences in language usage, clarifying terminology and explaining why it is used. Being open to changing those terms if they are offensive to others, but also accepting that everyone will never be pleased, is part of improved communication.[3] Being clear and respectful in all communications and not hesitating to ask questions of others, rather than making assumptions or jumping to conclusions, are also good techniques.

Education

Staying open and willing to be educated to ideas that are new and being willing to reciprocate with information about one's own perspective or background is vital. The most effective method of reducing prejudice is one-to-one interaction with the person who is "different" from you. By

allowing the privilege of learning about others, one will inevitably experience the pleasure of self-discovery along the way too.

Valuing Contributions

Going beyond recognizing and affirming diversity to actually utilizing the contributions that diverse people can make is the final step. People do not want to be asked to participate as a token representative of a group. They want to be able to use their knowledge, skills and understandings as a person.[4] When the contributions of all individuals and groups of people are truly valued, the benefits are manifold.

BENEFITS

What are the benefits, the positive results, of this improved utilization of human resources?[5]

- More human resources become available as the scope of "who can play" broadens, and the quantity and variety of players with all the skills they bring increases.
- More financial resources come with the increase in human resources. Independent Sector polls have established the link between volunteer activity and philanthropy: those who "do," also "give."
- Increased quantity and quality of service for your clients—as a natural result of the increase in human and financial resources.
- Everyone feels better about themselves and the organization. When it is clear that everyone's contributions are valued there is a rise in self-esteem and willingness to participate wholly and enthusiastically.
- High levels of energy and creativity result from people's enthusiasm and sense of meaningful participation.
- New perspectives, ideas and actions flow from the increased energy and creativity as old ways of doing things are challenged and innovative new ideas surface and are tested.

THE MWF EXPERIENCE

Some of the "pay-offs" can happen very quickly, before project or organizational goals are achieved.[6] A prime example of this is the recent revamping of the Minnesota Women's Fund (MWF).

In May 1991, MWF released a five-year, long-range plan that reframes the Fund's mission and goals. The new plan is important because of the contents of the document, the process used to formulate it, and the ways it will be implemented. The MWF Board Member and Chair of the Long-Range Planning Committee calls it "a visible statement of our values and our intention to act on our values. . . . We had to think about things in new ways and get specific about what we meant," she said. Here's a sample:

> Goal 1: To develop a diverse, statewide, decentralized, autonomous organization by and for women and girls.
>
> Objective 1: Define and establish a diverse organization.
>
> Strategy 1: State in all verbal and written communications the MWF's commitment to diversity based on ability, age, ethnicity, geography, race, sexual orientation and socioeconomic status.
>
> Action 1: Design screening criteria for all public/written materials.

The plan is the product of a long and complex process that involved many diverse women and lots of work, discussion and challenge because the product cannot be separated from the process. "It was very intense for a long time," recalled the committee Chair. "We spent days talking about values, process, the meaning of the words we were using. If we do everything that's in the plan, we'll look and be very different in five years than we do today. The challenge of translating our thinking into action is not over just because we've written a document. That's just made the challenge more clear."[7]

THE ECONOMICALLY DISADVANTAGED

The trend toward diversity in volunteerism has proliferated information about cultural diversity and abilities diversity. There is also an increased awareness of the motivations, needs and benefits for a variety of age groups. Not as much attention has been paid to the involvement of the economically disadvantaged population. Low-income people are still thought of as recipients of service only, even though the Independent Sector poll indicates that on a percentage basis the poor give more than the wealthy and 40% of low-income households volunteer.[8]

All people who are willing to work and help others and/or can be motivated to involve themselves in service to others should be given that opportunity.[9]

Motivation can be a key factor in recruiting and working with volunteers from economically deprived circumstances. In considering Maslow's Hierarchy of Needs[10] and its relationship to motivation, a person of low income is likely to be in the lower strata, concerned with getting their basic physical needs met and achieving some sense of safety and security. The most logical involvement of individuals at this level would be in "boot strap" types of programs such as the grass roots organization for housing such as Up and Out of Poverty Now or a publicly-funded program like Head Start or Green Thumb. However, it is important not to prejudge a potential volunteer's interests and capabilities. Using a consistent, non-discriminatory interviewing and placement process will help to insure equal access to volunteer participation in your organization.

Barriers

Even though there may be plenty of motivation, there are other barriers that may stand in the way of a low-income person volunteering: lack of transportation to and from the worksite or lack of appropriate clothing or money to purchase a special uniform if it is required. Inability to pay for child care while working *gratis* is also a common barrier. Or it may come down to poor self-esteem for many who feel that if they don't have money, they aren't worth anything as a person. This message is constantly reinforced by our consumer-oriented society and leaves low-income people with a sense of powerlessness and not belonging.

APPROACHING DIVERSE VOLUNTEERS

Following are some suggestions for organizations to consider to effectively reach out to all segments of the potential volunteer community,[11] enabling and empowering people to participate fully. Although they require an investment of time, energy and money, by tapping into the full range of human resources from all segments of society, an organization provides many positive benefits for the volunteer and at the same time insures its own survival and stability through a broadened base of understanding and support from which to operate.

- Defray prohibitive expenses of volunteers. (For organizations with limited budgets it may be necessary to raise or seek funds for this specific purpose.[12]) Reimburse out-of-pocket expenses for child care, transportation, food, etc. Eliminate the requirement for uniforms, special clothing or equipment if it is not essential to the job, or underwrite the cost of essential items through some other source.
- Creative scheduling of work hours and flexibility in time and place may encourage potential volunteers who have family and/or job commitments that would otherwise be prohibitive.
- Examine promotional pieces for a feeling of welcoming and inclusiveness. Use language that is understandable and appealing to the audiences you want to reach.
- Try some new avenues to approach segments of the community that are miss-

ing; not everyone reads the newspaper. Everything from grocery-bag stuffers to alternative media should be considered, as well as ideas for a more personal approach, perhaps on a one-to-one or small group basis.

- Be willing to offer more extensive training and intensive supervision to volunteers who may not have had the benefit of an advanced formal education or enrichment experiences. Provide ongoing training opportunities to consistently build confidence and competence. This can especially benefit volunteers who are seeking paid employment and need to build job skills and a work record.
- Document the progress of volunteers so they can see and feel proud of their accomplishments and can use this documentation as reference for paid positions.
- Recognize the contributions of all volunteers to increase their self-esteem and sense of belonging. When they see that they can make a difference, they will become linchpins to other potential volunteers.[13]

Just as the Minnesota Women's Fund's new mission is to "bring about a just society by creating new opportunities for women and girls to enter and transform current structures,"[14] participation in volunteer activities is a significant way to exercise one's constitutional rights through participation in actions and decision-making which affect one's own life. It is everyone's responsibility to work toward equal access to volunteer opportunities for all Americans and to help build a strong and viable volunteer community.[15]

In his speech at the 1991 Itasca Conference, Don Coyhis referred to four laws or principles taught by the tribal elders. The second principle states, "Development must be preceded by a vision."[16] Sally Flax of Minnesota Worldwide Women describes her vision of a just society this way: "The abolition of poverty and war; the establishment of respect for human rights and the dignity of every human being through social transformation on a global scale."[17]

Social transformation is accomplished through the collective efforts of individuals committed to a cause (volunteers). When this collective action by volunteers gains a broad enough participation it becomes a "movement," i.e., abolitionism, temperance, civil rights.[18] The broader the participation, the larger and stronger the movement, the more significant the resulting social transformation.

Given this model, it follows that the surest way for an organization to achieve its mission is to appeal to and encompass the broadest possible base of committed and concerned citizens to support its cause.

What are some steps that an organization can take toward reaching a vision of inclusiveness and diversity?[19]

- Collaboration with diverse systems, organizations, persons and groups. Forming affiliations and working relationships with those who are different from ourselves, we gain the opportunity to learn from each other and build in common goals and mutual benefits.
- Retraining and helping people learn new skills and update their knowledge and perceptions. Developing skills in working cooperatively, educating ourselves and others about cultures and philosophies different from our own, modeling and encouraging appreciation for the value of every individual and contribution.
- Exercising a new style of leadership that promotes the empowerment of all who are affected and allows for their full participation in a more democratic process.
- Open and flexible communication between all parties. Respectful, honest and clear, with room for questioning, challenging, and even disagreement.
- Developing and maintaining an openness to change—personal and organizational—to accommodate the changing values and needs of society. This requires trusting relationships with others and, even more important, faith in our-

selves—that we will see and do what needs to be done.

- Analysis of alternative ways and choices, so we are open to changing not only *what* we are or do, but also *how* we are and do. This gets down to the very core of how we think and perceive and then how we act on those thoughts and perceptions.

Since we move toward and become what we think about,[20] just the awareness of the steps toward our vision is a move toward reaching it. If we can envision a society in which all citizens are active and valued participants working toward the common good, then we can—and are indeed— living the vision.

NOTES

1. Minnesota Office on Volunteer Services, Department of Administration, "Fact Sheet on Volunteerism" (March 1991).

2. Notes from Diversity Panel Discussion, Minneapolis. YWCA (January 1992).

3. *Ibid.*

4. *Ibid.*

5. Eva Schindler-Rainman, D.S.W., "LOOKING AHEAD: Mobilizing Sources and Resources, for the Future", *Voluntary Action Leadership* (Summer 1986), p. 30.

6. *Ibid.*

7. Judy Remington, "MFW Releases Long-Range Plan", *Minnesota Women's Fund NEWS* (Spring 1992).

8. Independent Sector, "Giving and Volunteering in America 1990" *Independent Sector/Gallup Survey Highlights.*

9. Schindler-Rainman, *op. cit.*, p. 28.

10. Marlene Wilson, *The Effective Management of Volunteer Programs* (Boulder: Volunteer Management Associates, 1976).

11. Minnesota Office on Volunteer Services, Department of Administration, *Equal Access to Volunteer Participation.*

12. *Ibid.*

13. Minnesota Office on Volunteer Services, *Incentives and Disincentives to Becoming or Continuing as a Volunteer: Results of a Selected Literature Search.*

14. Remington, *op. cit.*

15. Minnesota Office on Volunteer Services, Department of Administration, *Recruiting Alternative Sources of Volunteers.*

16. Don Coyhis, Audio tape of speech at Itasca Conference.

17. Remington, *op. cit.*

18. Susan J. Ellis and Katherine H. Noyes, *By The People* (San Francisco, Oxford, 1990) p. 28.

20. Coyhis, *op. cit.*

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